

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 September 24, 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 [Follow Link](#) .

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

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

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



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



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
September 24, 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 September 24, 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 6)**
 - 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 August 27, 2024, as presented (or as amended).
- 4. INFORMATION ITEMS AND ANNOUNCEMENTS**
 - 4.1 Board Chair Update – Amanda Dowhy
- 5. EDUCATIONAL PRESENTATIONS**
 - 5.1 School Trip to Anaheim, California – Spencer Middle School – Jen Nixon
(page 11)



Motion Requested: That the Board of Education of School District 62 (Sooke) approve the Spencer Middle School Trip to Anaheim, California, subject to the oversight and direction of the Superintendent's Office.

- 5.2 School Trip to Avignon & Carpentras, France – Royal Bay Secondary School – Mike Huck (page 17)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School trip to Avignon & Carpentras, France, subject to the oversight and direction of the Superintendent's Office.

6. CORRESPONDENCE & DELEGATIONS

- 6.1 Correspondence

Email from C. Peters dated September 6, 2024, RE Human Trafficking in BC Schools with attachments. (Page 24)

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the above noted correspondence.

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

7. FINANCE, FACILITIES AND SERVICES

- 7.1 Resources Committee – Meeting of September 17, 2024 – Christine Lervold (page 39)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 25/26 Minor Capital Plan submission as presented to the Resources Committee on September 17, 2024.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of September 17, 2024.

- 7.2 23/24 Financial Statements Approval – Christine Lervold (page 41)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 23/24 financial statements as presented at the Audit Committee meeting of September 18, 2024.

8. EDUCATION PROGRAM

- 8.1 Education-Policy Committee – Meeting of September 10, 2024 – Cendra Beaton (page 102)

Motion Requested: That the Board of Education of School district 62 (Sooke) give Notice of Motion to draft Revised Policy E-110 “Job Descriptions for Excluded Employees”.



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

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

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

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of September 10, 2024.

9. STUDENTS

9.1 Enrolment Update – Monica Braniff

10. FOUNDATIONS AND GOVERNANCE

10.1 Trustee Liaison Reports – Board of Education

CRD Regional Safety and Wellbeing Advisory Committee – Cendra Beaton

10.2 Indigenous Education Council Report September 10, 2024 – Tara Jensen/Jon Carr
(page 121)

10.3 Vision/Mission/Values/Beliefs Approval – Paul Block (page 130)

Motion Requested: That the Board of Education for School District 62 (Sooke) approve the District’s Vision/Mission/Values/Beliefs statements for the 2025-2029 Strategic Plan as presented at the September 24, 2024 Board Meeting.

10.4 Strategic Plan Annual Report 2023/24 – Paul Block (page 136)

Motion Requested: That the Board of Education for School District 62 (Sooke) approve the District’s Strategic Plan Annual Report 2023/24 as presented at the September 24, 2024 Board Meeting.

10.5 Enhancing Student Learning Report for 2023/24 – Monica Braniff (page 161)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the Enhancing Student Learning Report for 2023/24 as presented at the September 24, 2024 Board Meeting.



11. ADMINISTRATION

- 11.1 Board of Education Annual Work Plan – Amanda Dowhy (page 213)
Motion Requested: That the Board of Education for School District 62 (Sooke) adopt the Board and Committee Meeting schedule and Board of Education Annual Work Plan for 2024/25 as presented at the September 24, 2024 Board Meeting.

12. PERSONNEL

- 12.1 Superintendent’s Report – Paul Block (page 222)

13. UPCOMING EVENTS

- September 30, 2024 – National Day for Truth and Reconciliation – no school
October 4-5, 2024 – Vancouver Island Trustee Association Conference
October 5, 2024 – World Teacher Day
October 14, 2024 – Thanksgiving – no school

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
August 27, 2024 – 7:00 p.m.

TRUSTEES: Amanda Dowhy, Board Chair
Christine Lervold
Allison Watson

Cendra Beaton, Vice Chair
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, Human Resources
Farzaan Nusserwanji, Executive Director, Digital Solutions
Nicole Gestwa, Computer Support Network Analyst

REGRETS: Russ Chipps
Ebony Logins

SECRETARY: Jenny Seal

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES
The meeting was called to order at 7:06 p.m. by the Board Chair, who acknowledged the traditional territories of the First Nations.

2. AGENDA
2.1 Call for amendments and additional items

1. MOVED Cendra Beaton/Allison Watson
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of August 27, 2024, as presented.
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

2. MOVED Cendra Beaton/Trudy Spiller

That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of June 25, 2024, as presented.

CARRIED

4. INFORMATION ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

The Board Chair acknowledged work being done over the summer to prepare for the return of students and staff and welcomed everyone back.

5. EDUCATIONAL PRESENTATIONS

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence

- a. Letter from Metis Nation dated July 22, 2024, RE: Bill 40 and establishment of IEC. The Superintendent acknowledged the relationship between the District and the Metis Nation. Details of the recently released terms of reference for Indigenous Education Councils (IEC) were discussed regarding inclusion of Urban Indigenous peoples. District staff have been invited and sit as non-voting members of the IEC.

3. MOVED Cendra Beaton/Trudy Spiller

That the Board of Education of School District 62 (Sooke) receive the letter from Metis Nation dated July 22, 2024, RE: Bill 40 and establishment of IEC.

CARRIED

Two letters received from Mayor Maja Tait, District of Sooke re:
Sooke Elementary ([link](#))
Traffic Management Solutions ([link](#))

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

The STA acknowledged the loss of one of their members over the summer and offered condolences to their family.



Teachers are busy preparing classrooms for startup making them welcoming to students. The STA has been busy fielding calls from members seeking information about returning to work from leave.

CUPE 459 – Amber Leonard

CUPE also acknowledged the loss of a district staff member over the summer. It is a reminder to keep open communication and of the value of relationships within our district.

Ms. Leonard acknowledged the hard work of staff over the summer, particularly Facilities staff, and the importance of recognition.

PVP – Jen Nixon & Ruchi McArthur

The SPVPA offered condolences regarding the passing of a staff member. Looking forward to another year and partnerships. Ms. Nixon shared that while Principals and Vice Principals are the ‘face’ of the school, all the staff work together to create the school community.

SPEAC – Tom Davis

The first in-person meeting with Executive went well. The first SPEAC meeting will be September 18, 2024 at 6:30 p.m. Meetings this year will be held in Lekwungen Room at the School Board Office, allowing for online participation.

7. FINANCE, FACILITIES AND SERVICES

7.1 Major Capital Update – Harold Cull

Staff gave a “shout out” to the 12-month staff who work over the summer. Planning continues on North Langford Secondary and the PDR report submission. David Cameron and Ruth King prefabricated classroom schedule is a week and a half behind with occupancy expected September 16th. A mitigation strategy is in place and students will be accommodated within their schools. The field at SCÍΛNEW STEΛITKEΛ has been prepped and seeded. The project is on time and on budget to open September 2025.

8. EDUCATION PROGRAM

8.1 Trustee Beaton discussed preparation for the 2025/26 budget season and the need for a report on the efficacy of early learning supports and interventions. The scope of the report was addressed as well as partner groups being involved and the process around the Board receiving the report.

4. MOVED Cendra Beaton/Allison Watson



That the Board of Education of School District 62 (Sooke) direct staff to produce a report on the efficacy of the early learning supports and interventions within SD62 for the Board of Education to review prior to the 2025/26 budget deliberations.

CARRIED

9. STUDENTS

9.1 2024/25 Enrolment Update – Monica Braniff

Staff provided an initial enrolment update to the Board of Education. This very early look at enrolment shows the district is on track for meeting and likely exceeding the target number of 13,065 K-12 students which is a 300-400 increase in student enrolment since September 2023. Growth over the summer is consistent with last summer at approximately 200 students. Indications are staffing levels are appropriate as planned but monitoring continues.

10. FOUNDATIONS AND GOVERNANCE

10.1 Trustee Liaison Reports – Board of Education will present to the Victoria Regional Transit Commission.

Trustee Watson provided update regarding upcoming BCSTA elections.

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 welcomed everyone back and thanked the standing delegations for attending this August Board meeting. In addition, he acknowledged staff for summer work, particularly CUPE and Facilities, 12-month district clerical, Finance, Human Resources and Transportation. Recognition went out to Principals and Vice Principals who ran summer learning. Executive team members were recognized for their work over the summer. The work of the Board was highlighted as we look to engage and develop our new Strategic Plan as well as the Board's engagement with T'Sou-ke Nation during the Board retreat on August 22, 2024. The Superintendent also spoke about the Leadership Team Retreat on August 27th hosted at Sc'ianew Nation, and the amazing opportunity and engagement with the Nation's leadership and Elders.

13. UPCOMING EVENTS

13.1 SEAPARC Strategic Plan Virtual Focus Group Session Sept. 18, 2024 @ 3:30 p.m.



Discussion ensued around the best way to provide feedback to SEAPARC on current needs.

5. MOVED Cendra Beaton/Allison Watson

That the Board of Education of School District 62 (Sooke) accept the invitation from SEAPARC and direct staff to represent our school district at their September 18, 2024 virtual focus group session.

DEFEATED

6. MOVED Cendra Beaton/Allison Watson

That the Board of Education of School District 62 (Sooke) direct the Superintendent to provide feedback directly to SEAPARC on behalf of the Sooke School District as per their request in their letter of July 29, 2024.

DEFEATED

14. FUTURE ITEMS

Labour Day September 2, 2024

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 8:58 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer



September Board
Meeting

APPENDIX E**International Educational Trips****1. Pre-Trip Review**

- 1.1 Not less than one month prior to departure on an Out of Province or International Educational Trip, the sponsor teacher will meet with the Principal to review and revise, as appropriate:
- the critical incident plan to deal with health, financial or discipline emergencies, that includes a telephone tree and arrangements for two-way communication.
 - the supervision plan.
 - the list of student participants and volunteers.
 - the detailed itinerary.
 - the general state of readiness and preparedness for the trip.

2. Documentation

- 2.1 Prior to embarking upon the International Educational Trip, the sponsor teacher will provide the school administration a copy of all relevant documents for the trip (the "Trip File"), and specifically:
- a list of all participants and volunteers, with medical and emergency contact information.
 - a copy of the informed consent form signed by the parent/guardian of each participating student.
 - a detailed itinerary, including transportation arrangements, accommodation, activities, with contact numbers and addresses.
 - emergency contact numbers for sponsor teacher and supervisors.
 - a copy of each student's valid passport and, if necessary, travel visa.
 - information about travel insurance and alternate destination planning.
- 2.2 A copy of the Trip File will be kept by the Principal and provided to the Associate Superintendent at least one week prior to the departure of the trip.

3. Health and Safety

- 3.1 All participants on an International Educational Trip, including students, volunteers and the sponsor teacher, must provide confirmation of adequate cancellation, health and hospital insurance coverage prior to departure.
- 3.2 All participants on an International Educational Trip must provide the sponsor teacher with information concerning any known medical or health condition that may require emergency attention on the trip.
- 3.3 The sponsor teacher must carry with them on the trip a copy of the relevant health information for students, including emergency contact information for parents/guardians and school district administration.

**INTERNATIONAL EDUCATIONAL TRIPS
APPLICATION INFORMATION
STEP ONE**

This form must be completed as part of a detailed approval process. It must be reviewed and supported by the Principal and Associate Superintendent (for trips outside of Canada and continental USA) and submitted to the Board of Education for approval at least six months prior to date of departure. Once the field trip has been approved, trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: Spencer Middle School Date Submitted: June 2024
 Principal: Jen Nixon
 Supervisor (Educator in charge): DUEY WRIGHT
 Destination of Trip: Anaheim, California (L.A)
 Departure Date: March 19/2025 Return Date: March 23/2025
 Grade level(s): 6-12 No. of students involved: 45

Part B:**SUPERVISION:**

- 1 a) Name of Lead Supervisor: DUEY WRIGHT
 b) Names of Supervisors (indicate male/female/other, teacher, parent/guardian, volunteer, etc.):
F DUEY WRIGHT - teacher F Barb Yates - Cupe
F Taylor Musgrave - Cupe M Male - Admin?
F Sara Pawson - Cupe F Jen Nixon? Principal
F Linda Hay - Teacher F Brianna O'Neil? parent volunteer

(Note: Volunteers have obtained Criminal Record Checks (as per Policy E-118). Copies filed with school principal prior to trip departure.)

- c) Names of Supervisor or tour company representative with firsthand knowledge of customs and culture of country being visited:

World Strides International Music/Performing Arts Festival. - Tour Specialist, Eric Reynolds

TRAVEL:

2. Method of travel/transportation:

Airplane - (West Jet) L.A Buses (World Strides)

ITINERARY:

3. Brief Itinerary and Details (attach a detailed itinerary): - See. Attached a detailed Itinerary.

Destination	Accommodation	Contact Person	Phone Number	Date
L.A. California	Hotel Clarington/Hilton	ERIC Reynolds	(855)628-0840	March 19-23/25

PLANNING DETAILS:

4 Educational Objectives:

- a. Describe the curricular and/or extra-curricular relevance students will receive from the International Education trip.
 Education travel for different ages, interests & exploring different parts of the world
 Music Festival - immersive events combining: festival performance
 Jazz clinics
 National acclaimed adjudicators
 Meeting other performing ARIS programs, students experiences and different cultures.

b. Follow-up activities for students.

learning from their new experiences with written/verbal feedback and be inspired to new heights.

5. Supervision:

- a. Proposed adult/gender/student ratio: 7/1 (minimum 1:10)

b. Evidence of experience for supervising staff:

Have travelled with Worldstrokes/Heritage International Music Festival since 2003. Have done Disneyland trip 10 times with Worldstrokes

c. Arrangements or coverage of supervising staff's assignment (if necessary):

N/A - spring break

d. First Aid Arrangements:

Duey Wright has 1aid training Taylor Musgrave is Spencer Middle School 1st aid person

6. Accommodation Arrangements:

Billet Hotel/Motel Camping Other: _____

7. Student Participation

Selection process for participating students:
 students must be in:

- Band, Percussion, Stage Band, Choir, dance or drumline class or club.
- Attend any extra rehearsals/practices for students travelling.

(Parents/guardians have been notified that if a student compromises safety of self or others and does not adhere to previously established expectations, that student and possibly a supervisor may be returned home at the expense of the parent/guardian.)

FINANCES

8. Total per student cost for the International Education trip: \$79,395.13 (see attached sheet)
9. Total per student cost to be paid by each student: \$2300
10. Source of funds (include amounts when there is a difference between total cost and amount paid per student): Fundraising (Individual/Group Fundraising); parents
11. TTOC time required? Yes No
12. Total per staff cost for International Field Trip: Fundraising Individual for group dinners
13. Total per staff cost to be paid by each staff member: cost of personal meals
14. Total overall cost of the International Educational trip: 79,395.13 (see attached sheet)
15. Commercial tour company assisting with arrangements (if applicable):
- Company name: World Strides International Music Festival
 - Contact person: Eric Reynolds
 - Phone: 1 (855) 628-0840
 - E-mail: Eric.Reynolds@WorldStrides.com

LIABILITY COVERAGE

16. Describe the arrangements that have been made to ensure that all applications have adequate health and cancellation insurance for travelling out of the country:
students / Adults are encouraged to provide (copy to duey) adequate travel health insurance. Cancellation insurance will be covered (included in price) with Worldstrides and flight cancellation insurance with Westjet Airlines. See attached forms
17. What provisions have been made regarding proof of citizenship or immigration status and/or required vaccinations? Students / Adults will have passport. Duey has copy of passport & then collects the originals to go into safe. Airlines no longer require proof of vaccinations. Will encourage travellers to have copy (duey) of any vaccinations done.
18. Unique Risk/Safety Considerations: walking to Disneyland/california Parks; food stores, Rides in Parks (hotel, airport, park) must be in groups 5 or more @ all times. Emergency Parent/Adult phone tree. All Adults/chaperons / Parents will have Duey's cell phone.

(Parents/guardians have been notified in writing that should the tour/program be cancelled for any reason; the district is not responsible for any costs involved.)

INSURANCE AND ALTERNATE DESTINATION PLANS

- Cancellation Insurance Options Communicated to Parents and Students Yes
- Medical and Trip Insurance Options Communicated to Parents and Students Yes

Details (attach documentation):

Personal travel health insurance - Duey has a copy.

Information to Parents/Guardians:

Please include a sample of proposed letter or notices to parents/guardians.

Parental Consent Forms:

Please include a sample of proposed parental/guardian consent forms.

SEE Attached Permission/Deposit form, student data sheet, student Contract.

D. Wright

Supervisor's Signature

June/2024

Date

J. A. [Signature]

Principal's Signature

June 20, 2024

Date

[Signature]
Associate Superintendent's Signature

June 27/2024

Date

**INTERNATIONAL EDUCATIONAL TRIPS
PLANNING UPDATE
STEP TWO**

NOTE: Planning for International Educational Trips is a two-step process which includes approval and detailed planning. This form must be completed as an update and is to be provided to the Principal and Associate Superintendent one month before the departure of the trip.

Spencer Middle School
School

June 21/24
Date Final Form Submitted

GENERAL DESCRIPTION (complete items 1 – 6 and update any other information that has changed from the original application)

1. Supervisor (Educator in Charge: DUEY WRIGHT - Music Teacher)
2. Destination of Trip: Anaheim, California (L.A.)
3. Departure Date: March 19/2025 Return Date: March 23/2025
4. Number of school days missed (recommended 3 days max.): 0
5. Names and grade levels of students participating. Please indicate male/female/other. Attach list current to (insert date here _____).
6. Final list of participants (names & phone numbers) must be submitted to the Associate Superintendent prior to departure.

Date submitted: _____

7. a) Name of Lead Supervisor: _____
- b) Names of supervisors (indicate male/female/other, teacher, parent/guardian, volunteer, etc.)

Note: All volunteers must have obtained Criminal Record Checks (as per Policy E-118). Copies attached.

- c) Names of supervisor or tour company representative with firsthand knowledge of customs and culture of country being visited.

8. Brief Itinerary and Details: Please attach a detailed itinerary that contains the following information. Please highlight any changes from original application.

Destination	Accommodation	Contact Person	Phone Number	Date

FINANCES

Costs:

1. What is the total per student cost for the International Educational trip? _____

APPENDIX F**INTERNATIONAL STUDENT EXCHANGE, SISTER SCHOOL,
HUMANITARIAN PROGRAMS OR SPORTS-BASED TRIPS****1. Pre-Program Review**

- 1.1 Not less than one month prior to departure on a program, the sponsor teacher will meet with the Principal to review and revise, as appropriate:
- a. the critical incident plan to deal with health, financial or discipline emergencies, that includes a telephone tree and arrangements for two-way communication.
 - b. the supervision plan.
 - c. the list of student participants and volunteers.
 - d. the detailed itinerary.
 - e. the general state of readiness and preparedness for the Student Exchange, Sister School or Humanitarian Program.

2. Documentation

- 2.1 Prior to embarking upon the program, the sponsor teacher will provide the school administration a copy of all relevant documents for the program (the "Program File"), and specifically:
- a. a list of all participants and volunteers, with medical and emergency contact information.
 - b. a copy of the informed consent form signed by the parent/guardian of each participating student.
 - c. a detailed itinerary, including transportation arrangements, accommodation, activities, with contact numbers and addresses.
 - d. emergency contact numbers for sponsor teacher and supervisors.
 - e. a copy of each student's valid passport and, if necessary, travel visa, if international travel is involved.
 - f. information about travel insurance and alternate destination planning.
 - g. A copy of the Program File will be kept by the Principal and provided to the Associate Superintendent at least one week prior to the departure.

3. Health and Safety

- 3.1 All participants in a program, including students, volunteers and the sponsor teacher, must provide confirmation of adequate health and hospital insurance coverage prior to departure.
- 3.2 All participants in a program must provide the sponsor teacher with information concerning any known medical or health condition that may require emergency attention during the program.
- 3.3 The sponsor teacher must carry with them during the program a copy of the relevant health information for students, including emergency contact information for parents/guardians and school district administration.
- 3.4 Prior to any international travel, the Department of Foreign Affairs and International Trade must be consulted to determine if any travel warning has been issued. Should conditions require it, the sponsor teacher should register with DFAIT (www.voyage.gc.ca) prior to departure and activate the registration with the local Canadian Consulate upon arrival.

**INTERNATIONAL STUDENT EXCHANGE, SISTER SCHOOL, HUMANITARIAN
PROGRAMS OR SPORTS-BASED TRIPS
PRELIMINARY APPLICATION
STEP ONE**

This form must be completed as Step One of an approval process. Approval from the applicable Associate Superintendent must be received six months before the date of departure. Once this completed form has been approved, the program details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: ERBSS Date Submitted: Aug 20 / 2024
 Principal: Mike Huck
 Supervisor (Educator in charge): Mike Huck + ARIANNE BERTEAU
 Destination of Program: Avignon, FRANCE, (Carpentras, FRANCE)
 Departure Date: February 27, 2025 Return Date: MARCH 27, 2025
 Grade level(s): 11 No. of students involved: 17 ±
 Approx. cost of tour: \$ 3400 Approx. cost to students: \$ 3400 - + spend \$1
 Transportation: TBD but likely KLM + Westjet
 No. of school days missed (recommended 3 days max.): 10 days - but will attend school in France
 Source of funding: Families + GRANTS.

Accommodation Arrangements: Billet Hotel/Motel Camping Other

- Has the proposed program been included in the overall plan for the year? Yes
- Unique Risk/Safety Considerations: None

Part B:

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the program.
2. Proposed draft itinerary.
3. Method of financing the program.
4. Plan for supervision (include number of supervisors and names – minimum 1:10)
5. Any other pertinent information.

Permission is requested to plan the above International Student Exchange, Sister School, Humanitarian Program or Sports-Based Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Student Exchange, Sister School, Humanitarian Program or Sports-Based 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 STUDENT EXCHANGE TRIP**



Principal's Signature



Date

Associate Superintendent's Signature

Date

INTERNATIONAL STUDENT EXCHANGE, SISTER SCHOOL,
HUMANITARIAN PROGRAMS OR SPORTS-BASED TRIPS
PLANNING UPDATE
STEP TWO

NOTE: Approval for a Program is a two-step process. This form must be completed as an update and is to be provided to the Principal and Associate Superintendent one month before the departure of the trip.

Please attach a copy of the approved Preliminary Application Form (Step One)

ERBSS

School

Date Final Form Submitted

GENERAL DESCRIPTION

- 1. Destination Avignon, France (specifically Carpentras)
- 2. Dates of Student Exchange, Sister School or Humanitarian Program Feb 27, 2025 - March 27, 2026
- 3. Number of school days missed (recommended 3 days max.) 10 - but will attend school in France
- 4. Names and grade levels of students participating. Please indicate male/female/other. (Attach list if necessary)

Final list of participants (names & phone numbers) must be submitted to the Associate Superintendent prior to departure.

- 5. a) Name of Lead Supervisor: ARIANNE BERTEAU + Mike Heck.
- b) Names of supervisors (indicate male/female, teacher, parent/guardian, volunteer, etc.)

Note: Volunteers have obtained Criminal Record Checks (as per Policy E-118). Copies attached.

- c) Names of supervisor or tour company representative with firsthand knowledge of customs and culture of country being visited.
- ARIANNE BERTEAU
Mike Heck.

- 6. Method of travel/transportation:

Agreement for Schools Participating in the Canada/France Exchange

*Note:
will be
amended*

This agreement, between Lycée Marie Pila and Royal Bay Secondary, encourages the exchange of students with the aim to enrich young people's minds, give them the opportunity to improve their knowledge of a foreign language and culture, as well as enabling them to discover other ways of learning.

Program Structure: Students will attend school for the length of time agreed upon, either 3 or 4 weeks. With the help of the school counsellor/coordinator, the student will choose elective classes along with some time given to complete homework/assignments from their home school.

Exchange Timeline:

Victoria students will attend classes at Marie Pila in March 2023. The same number of Marie Pila students will attend classes in Victoria in October 2023.

Students Age:


Students from grades 10 to 12 can participate in the program. Students might attend classes in a lower or higher grade than the one they are in at their original school. As much as possible, the host school will try to sign the foreign student up in classes that he wishes to attend.

Students' supervision and liabilities

The foreign student will be under the supervision of the host school but will work jointly with the home school to ensure the exchange is beneficial for the student and deal with any challenges that may occur.

Homestay:


The host family will do everything they can to make the exchange student feel as welcome and comfortable as possible. This includes but is not limited to providing them with their own room with a bed, window, and space to store their belongings and 3 meals a day. The exchange students are expected to participate in the family's daily life routine including household chores and activities.



Signature/Date

27.09.2022

Lyce Marie Pila Administrator/Principal



Signature/Date

Royal Bay Secondary Administrator/Principal

École Royal Bay Secondary School Exchange Program with Lycée Marie Pila – Carpentras
France

France Exchange 2025 Timelines

February 2024	Meet with all grade 10s to explain the trip - Done
May 2024	Meeting with parents and interested students - Done
September 2024	Email to parents + students: application with Mlle Berteau
October 2024	Applications due by October 4th
November 2024	November 2nd: confirmation of # of participant + \$300 deposit.
January 2025	Meeting with parents and students: code of conduct, travel "contract", etc.
February 2025	Last meeting with students

Next trip: February 27th, 2025, to March 27th 2025

Educational Objectives:

The objective of this short educational exchange program is to (February 27 to March 27) is to expose students in grade 11 French Immersion students at ÉRBSS to another culture and language. Many educational benefits can arise from cultural and language exchanges. Students participating in this exchange will attend a local high school (lycée) in Carpentras, France (located near Avignon, France) and participate in the daily events of a French student. ÉRBSS students will be billeted with French students and their families. This is a reciprocal exchange, the French students will attend ÉRBSS in the fall of 2026.

Draft Itinerary:

Flights will be finalized through a travel agent closer to the date. Last year we used Westjet and KLM.

Students will be in France February 27 to March 27 and attend school at Lycée Marie Pila for the duration. They will participate in a couple local excursions as a group. For the duration of their stay in France, ÉRBSS will participate in the daily life of a French teenager.

Method of Financing

The cost of the exchange will be funded by the family. There are no actual costs for the exchange aside from the cost of the flight and spending money. There is no cost associated with the French school or accommodations.

Supervision

ÉRBSS will send two staff members to supervise and support the students while in France

- Arianne Berteau – French Immersion teacher at ÉRBSS
- Mike Huck – Admin at ÉRBSS
- Anne Marie Thibaud – Exchange Director and teacher at Lycée Marie Pila will support Canadian students while in France and help support students at the school.

Travel Insurance

Travel Insurance is mandatory and is built into the cost of the flight.

Jenny Seal

From: ca.peters [REDACTED]
Sent: September 6, 2024 6:32 AM
To: Paul Block; Harold Cull; Monica Braniff; David Strange; D'Arcy Deacon; Trustees
Subject: Cathy Peters follow up email on Human Trafficking in BC Schools-
 scripts/brochures/video
Attachments: Be Amazing Awareness Brochure PRINT-READY.pdf; IMG_4537.jpg; Langley School
 Board Presentation.pdf; Coquitlam Police Academy.pdf

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

Dear School Board Trustees SD 62 Sooke, School Superintendent Paul Block and School Administrative staff,

I have been **raising awareness** about **sex trafficking** in BC **full time for the past ten years**. I was a **former inner city high school teacher** in the Lower Mainland **45 years ago**.

Gang recruitment is occurring in BC schools- **elementary, middle and high schools**. There is a **drug trafficking and sex trafficking link**. The problem is **worsening quickly everywhere in BC**.

I mailed a hard copy package to your School Board on **May 22, 2024**.

Attached are my scripts for the **Langley School Board, Coquitlam RCMP Police Academy** (10-14 year Olds).

Attached is my **overview brochure** and a **resource list**.

Below is a Youtube video by Tagen Marshall for BC School Boards.

Tagen presents with me, is a Honors University Philosophy student and has multiple disabilities.

https://youtu.be/rn2wk4fvRes?si=n_02mkoWnBiZG6-G

ASK: Please confirm you have read and received this email.

Please confirm this has been **shared with every Trustee, the Superintendent and Board administration**.

Please contact me for further information or presentations.

ASK: Please check out my updated website: beamazingcampaign.org

Sincerely, Cathy Peters

BC anti human trafficking educator, speaker, advocate

beamazingcampaign.org

[REDACTED]
 Queen's Platinum Jubilee Medal recipient for my anti human trafficking advocacy work

Author: **Child Sex Trafficking in Canada and How to Stop It**



Strategies to prevent human trafficking and sexual exploitation.

Strategies for Parents: The TRUST Model

- T** Talk with your youth about what influences them.
- R** Relationships and helping them to identify healthy ones.
- U** Understanding and empathy to reach your youth.
- S** Security, stability, and safety are needed at home.
- T** Teach children about grooming, luring, boundaries, and how to report such instances.

To complement the **TRUST** model and in order for prevention education to be impactful and effective, here are answers to two key questions posed by today's youth.

What is a healthy relationship?

A healthy relationship exudes kindness, trust, courtesy, consideration, honesty, reliability, equality, good communication, and acceptance. Knowing your own boundaries and being able to communicate them, plus respecting the decisions and boundaries of others. It allows you to be yourself and to feel supported and encouraged by the other person. Violence is never okay in a healthy relationship.

Who is a safe adult?

A genuine and kind person who expects nothing in return, a safe adult encourages you to maintain and grow healthy relationships with friends, family, and peers. They encourage you to achieve your goals and dreams, to be well and be your best. If you need help, a safe adult will assist you with contacting the proper authorities.

Strategies for Communities and Provinces

Reduce demand, diminish supply. Address complicit businesses such as unregistered massage and body rub parlours, nail spas, day spas, wellness centres, modelling agencies, tattoo parlours, escort services, cheap bars and hotels, men's clubs, AirBnB, VRBO, casinos, strip clubs, organized crime club houses, bus stops, train stations, homeless camps, tent cities, work camps, pool halls, community centres, and wherever youth congregate.

Keep schools safe because they have become recruiting grounds for gangs and human trafficking. There is growing research that some school personnel are involved with sexual interference with students (source: Cybertip.ca).

Strategies for the Public

Learn, share, alert. Learn about the issue. Share it with others. Alert your politicians that sexual exploitation must stop.

“Sexual trauma is the deepest form of trauma a human being can experience.”

— DR. INGEBORG KRAUS
GLOBAL EXPERT ON TRAUMA AND PROSTITUTION

Human sex trafficking and sexual exploitation for the purpose of prostitution is the fastest growing crime in the world. It is a lucrative crime targeting our youth, children, and the vulnerable.



You can help stop sexual exploitation starting in your community:

Learn about the issue.

Share it with others.

Alert your politicians that sexual exploitation must stop.

An Anti-Human Trafficking Initiative

BeAmazingCampaign.org

Canadian National Human Trafficking Hotline

1-833-900-1010



Stopping Human Trafficking and Sexual Exploitation

PRESENTED BY

Cathy Peters

BeAmazingCampaign.org

Stopping Human Trafficking and Sexual Exploitation

Human trafficking is the recruiting, transporting, transferring, receiving, holding, concealing, harbouring, or exercising control over a person for the purpose of sexual exploitation, and—in conjunction with prostitution—is the fastest growing crime in the world. Canada is a child sex tourism destination with Vancouver, Toronto, and Montreal as the nation's trafficking hotspots.

This form of modern-day slavery has low costs and huge profits, making it a lucrative crime that targets our youth, children, and the vulnerable.

Who are the victims?

Trafficked victims are typically female but due to popularity of online gaming sites, now include a growing number of boys. Because traffickers look for vulnerability, their targets are people 30 years of age and younger.

Who are the traffickers?

Traffickers are dominantly male with recent trends revealing a growing number of females. They are highly organized, sophisticated, move fast; and typically, organized crime and even sometimes family members are involved.

Who are the buyers?

Male buyers are the root cause of the harm caused by human trafficking; they come from all ages and demographics and are criminally charged.

What factors cause human trafficking?

There are four primary factors contributing to the problem: globalization, unregulated technology, limited law enforcement, and minimal prevention education.

“Human trafficking is a form of trauma that when you understand what people are going through and what is being done to them, it is true evil.”

— DR. JACQUI LINDER
SURVIVOR, REGISTERED PSYCHOLOGIST, TRAUMATOLOGIST

General Statistics

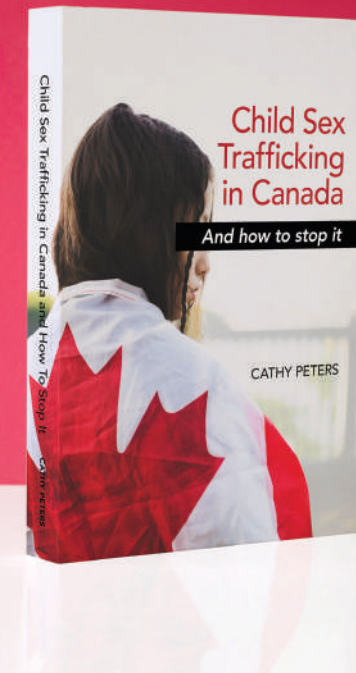
- The average age of recruitment is 13 years, and that age is lower in urban centres.
- At 50–90%, Indigenous women and girls are severely over-represented.
- A vast majority of victims have experienced childhood sexual abuse and/or incest.
- Most of the trafficked survivors live with complex post-traumatic stress disorder (PTSD).
- 95% of prostituted victims want to leave the sex industry; it is neither a choice nor a job.
- As many as 99% of prostituted persons are either pimped or trafficked; it is a lucrative crime for traffickers.
- Only 1–5% of prostituted individuals are able to leave the sex industry. The majority become mentally ill, drug addicted, commit suicide, or are murdered.

Human Trafficking Indicators

Aside from a “gut feeling” from parents, teachers, and service providers that something is wrong, the following character traits and situations have been observed as linked to an individual who is being trafficked:

Has a fake ID, owns few personal possessions, does not speak for themselves, owes a debt, is not free to come and go, displays signs of malnutrition and poor hygiene, shows signs of physical abuse with bruises, broken bones, or black eyes, has tattoos or branding symbols, wears expensive clothing, accessories, or jewelry they cannot afford, has well-kept nails and/or lashes, is fearful, anxious, depressed, nervous, isolated, or paranoid, displays memory loss, suffers drug and alcohol addiction, avoids eye contact, has a new circle of friends, grades dropping, a change in attitude towards school, activities and friends, skips school, is exhausted, has two phones, wears inappropriate or provocative clothing, has an older partner, is involved in gang or criminal activity, fears for safety, is secretive.

Now available for purchase online at [Amazon.ca](https://www.amazon.ca)



Human Trafficking and the Law

The Federal Protection of Communities and Exploited Persons Act (PCEPA) works and needs to be consistently enforced in Canada. In summary, the PCEPA:

- Criminalises both the buyers and profiteers of sex.
- Protects the sellers from prosecution and provides immunity from criminalisation.
- Provides exit strategies to assist trafficked victims out of the sex industry.
- Offers robust prevention education.

Disturbing Trends to Note

- Sexting is being normalised, sextortion is increasing.
- Online grooming, luring, and recruiting for the sex industry is increasing.
- An increase in the sexualisation of youth/children.
- Increased childhood sexual assault/incest, and child-on-child sexual assault.
- Females are experiencing a decreased number of safe spaces.
- Pornography is the fuel for trafficking and is unchecked.
- A lack of digital safety training, social media accountability, and positive parenting support.
- The unchecked development of artificial intelligence (AI).

Resources

Additional resources are available on our website at BeAmazingCampaign.org

Public Safety Canada Public safety and emergency preparedness. publicsafety.gc.ca

Cybertip.ca Canada's tipline for reporting online child sexual abuse and exploitation. cybertip.ca

Joy Smith Foundation Canada's leading authority on human trafficking prevention. joysmithfoundation.com

Brave Education Sexual exploitation and human trafficking prevention. braveeducation.org

Exploitation Education Institute Trusted experts in exploitation prevention. exploitationeducation.org

For Parents

Defend Young Minds Kids can learn to reject pornography. defendyoungminds.org

Protect Young Eyes Helping families, schools, and churches create safer digital environments. protectyoungeyes.org

KIDS TOO Protecting children from harmful adults, acts and ideologies in school environments. kidstoo.org

PAXA Parents Against Child Sex Abuse, the founding non-profit organization for KIDS TOO. paxa.online

For Help in BC

RCMP Emergency Report to police, call 9-1-1

Suicide Help Line 9-8-8

Ministry of Child Protection Services 604-310-1234

Covenant House Crisis program for ages 16–24. 604-685-7474 | covenanthousebc.org

The Office to Combat Trafficking in Persons 1-888-712-7974 | octip@gov.bc.ca

VictimLinkBC 7-1-1 | 1-800-563-0808 | victimlinkbc@bc211.ca

The Salvation Army Illuminate Support for women survivors of human trafficking. 604-347-9500 | illuminateht.com

Crime Stoppers 1-800-222-8477 | canadiancrimestoppers.org

Fraser Health Forensic Nurse Service Surrey Memorial Hospital 604-953-4723

Onyx A free, confidential, voluntary support service for youth aged 13–18, of all genders and all orientations, who are, or are at risk of, being sexually exploited. 1-877-411-7532 | plea.ca


Children of the Street Dedicated to preventing the sexual exploitation and human trafficking of children and youth in BC; a resource for parents, youth, and caregivers. 604-777-7510 | childrenofthestreet.com

Family Services of Greater Vancouver Low barrier support for low income families and individuals. 604-731-4951 | fsgv.ca



Resources

National Human Trafficking Hotline	1-833-900-1010
VictimLink BC	1-800-563-0808
Office to Combat Trafficking in Persons	1-888-712-7974 octip@gov.bc.ca
Cyberbullying	cybertip.ca
Public Safety Canada	publicsafety.gc.ca
Joy Smith Foundation	joysmithfoundation.com
RCMP Emergency	9-1-1
Suicide Help Line	9-8-8
Ministry of Child Protection Services	604-310-1234
Crime Stoppers	1-800-222-8477
Covenant House	604-685-7474
Onyx <i>For youth aged 13-18</i>	1-877-411-7532 plea.ca
Family Services of Greater Vancouver <i>Support for low income families and individuals</i>	604-731-4951 fsgv.ca
Children of the Street <i>Preventing sexual exploitation and human trafficking of children and youth in BC</i>	604-777-7510 childrenofthestreet.com
Exploitation Education Institute	exploitationeducation.org
Brave Education <i>Trafficking prevention education for ages 7-12</i>	braveeducation.org
Defend Young Minds <i>Youth can learn to reject pornography</i>	defendyoungminds.com
Protect Young Eyes <i>Creating safer digital environments</i>	protectyoungeyes.com
KIDS TOO <i>Protecting children from harmful adults, acts, and ideologies in school environments</i>	kidstoo.org
P.A.X.A. (Parents Against Child Sex Abuse)	paxa.online

 **Be Amazing**
Learn. Share. Alert.

An Anti-Human Trafficking Initiative
BeAmazingCampaign.org

Langley School Board Presentation

Tuesday, June 18, 2024 7 pm. Ten minute presentation, in person.

My name is Cathy Peters. I am a former inner city high school teacher, teaching 45 years ago, near the King George Highway, which remains a kiddie stroll today.

My website is beamazingcampaign.org.

My new book is “**Child Sex trafficking in Canada and How to Stop It.**”

What is human trafficking? It is the recruiting, transporting, transferring, receiving, holding, concealing, harbouring, or exercising control over a person for the purpose of exploiting them.

STATS:

-13 years old is the average age of recruitment, younger for Indigenous girls. In cities the target age is 10-12 year old girls.

-54% in the sex trade are Indigenous- 70-90% in cities- they are severely over-represented in the sex industry.

-82% involved in prostitution had childhood sexual abuse/incest- these are ACE's or adverse childhood experiences.

-72% live with complex PTSD.

-95% in prostitution want to leave- it is NOT a choice or a job.

-90%-99% of prostituted persons are pimped or trafficked so organized crime and international crime syndicates are involved. Crime follows the money and traffickers make hundreds of thousands of dollars per victim per year. It is a low risk, high income crime.

-Only 1-5% of individuals get out of the sex industry. The majority experience mental illness, drug addiction, commit suicide or are murdered.

I have been raising awareness about sexual exploitation and Child Sex Trafficking, to every City Council, Regional District, MLA, MP, police agency and School Boards

in BC since **The Protection of Communities and Exploited Persons Act (PCEPA)** became Federal Law in 2014, so that police would enforce it, the public would understand it and be able to report it.

The Law has 4 parts:

- 1. Targets the DEMAND by criminalizing the buyer of sex and profiteers.**
- 2. Recognizes the seller of sex as a victim, who is immune from prosecution.**
- 3. Exit strategies are in place to assist the victim out of the sex trade.**
- 4. Prevention education programs are in place so youth, children and the vulnerable are not pulled into the sex industry.**

This Law focuses on the **source of harm**: the buyers of sex and the profiteers. The clear statement from Parliament was that girls and women in Canada are **NOT FOR SALE**; that they are full human beings, with dignity and human rights.

This LAW is not enforced in BC and there is **lack of prevention education**. BC is farthest behind every Province in Canada so this crime is growing unchecked.

Vancouver and Toronto are global sex tourism hotspots.

Canada is a **Child Sex Tourism** destination.

The global sex trade is growing FAST, targeting our children (children is where the money is), fueled by the internet where most of the luring is taking place.

Contributing factors to a rapidly growing sex industry is **globalization, unregulated technology, limited law enforcement and very little prevention education**.

Canada has a new **National Human Trafficking Hotline number: 1-833-900-1010**. Provincially OCTIP and VictimLink has a help-line.

Pornography is fueling the sex industry and creating the market for commercially paid sex. Men and boys are the buyers of sex and are the KEY to end exploitation. **There needs to be a focus on education for young men and boys to not exploit and sexually harm women and girls.**

What Can this Board Do? 4 Strategies:

1. Education - My website can be used for training purposes. Have my book available for educators, staff.

OCTIP- Office to Combat Training in Persons has free online training course, Children of the Street (PLEA), Tiana Sharifi and End Exploitation Education, BRAVE education (Alberta), Joy Smith Foundation (Manitoba).

2. Strengthen the School Liaison Officer Program- Schools are the **recruiting grounds for gangs and sex trafficking**. The officers prevent crime and protect the vulnerable. Officers have been reinstated in Vancouver, but removed from New West and Greater Victoria schools, and organized crime can move in.

3. Every teacher in the Langley School District needs to know the human trafficking indicators and where to get help. This is done in the province of Ontario for example. The handout I shared has indicators, and a list of numbers for help.

4. BE PROACTIVE: Be aware of the **new trends and put into place codes of conduct to address them:**

1. **Drug use** is becoming normalized/accepted by youth. Once youth are easily hooked, they will sell their bodies to get more drugs. That is the tactic gangs are using.

2. With **massive immigration** in Canada and a **weakened economy** human trafficking is increasing.

3. **Sexting** is being normalised and **sextortion** is increasing. Online grooming, luring, and recruiting for the sex industry is increasing. There is an increasing abuse of boys- who are accessed by gaming sites.

4. An increase in the **sexualization of youth/children** with outcomes of increased childhood sexual assault/incest, and child-on-child sexual assault. There is also direct correlation to accessible pornography viewing which has no deterrent.

5. Females have **fewer safe spaces**, making them vulnerable to assault and rape.

6. A **lack of digital safety training, social media accountability and positive parenting support**.

7. The unchecked development of **artificial intelligence (AI)**. For example, AI

abuse where boys are producing deepfake nudes of their female classmates, then posting them. What is your district policy going to be? States in the USA are starting to develop laws to address AI abuse; and it needs to begin at the local level, with a **clear code of conduct and clear consequences for the perpetrators.**

8. Remove cellphones/iphones from schools.

- 2 ASKS:**
1. Could I follow up with a deeper dive presentation to this Board, the Superintendent and staff, PAC's, have a community presentation like Abbotsford?
 2. Could you write a letter of support for me to send to the BC School Trustees Association, BC School Superintendent's Association to alert them of the issue and to be able to present to them?

Coquitlam Police Academy- ages 10- 14 years.

For July 17, 2024.

My name is Mrs. Cathy Peters. I use to be an inner city high school teacher and now I am a grandmother!

I am going to talk about how to BE SAFE and BE WELL.

I have 3 **take away ideas** for you to remember:

1. You are unique. There is no one like you. You are amazing. You can BE WELL and be the best version of yourself. Be responsible to make smart decisions and actions.
2. I will talk about SAFETY offline. And how to be safe online.
3. We all want LOVE and to be loved. So, it is important to know what healthy relationships look like and what a safe adult looks like, so you can get help if needed. Parents, Police, Teachers, School Counsellors can help you.

Here are some **Rules for Safety**: (Child Find BC)

1. Before going anywhere, check first with parents or the person in charge. They need to know where you are going, how you will get there, who is going with you and when you will be back.
2. Check first before changing plans.
3. Check first before accepting money or gifts or anything.
4. Going places or playing outside- have a buddy.
5. Say NO if anyone tries to touch you in ways that make you feel frightened, uncomfortable or confused. Tell your parent or a safe adult what happened.

6. Talk to parents or safe adults about problems that are too big to deal with. There are a lot of people who care about you, who will listen and believe you. You are not alone.
7. You are always free to ask for help. Keep asking until you get the help you need.
8. You are a special person and should feel safe.

The rules are:

Check with parents first

Use the BUDDY SYSTEM

Say No, then Go and TELL.

Listen to how I feel and TALK to a parent or safe adult.

How to be safe online: Because today we live in a digital world the world has become a very small place. On a device, everyone has access to any information in the world. With one click we can meet a world of strangers, although online they say they are friends. We need to be aware of what that looks like.

What is the internet? It is the passage from the physical world to the digital world. Both of these worlds, offline and online connect us to people.

Who is online? Parents, your friends, other youth, teachers, workers-criminals and “tricky” or unsafe people.

What do people use the internet for? Looking for recipes, playing games, learning something new, work meetings, connecting with relatives, “tricky” people who want to scam, trick, take advantage and hurt youth.

What are some rules you and your parents have for using the internet safely at home?

Make a plan and I have 3 suggestions:

1. **Secrecy**: Say no to anything that has to be done secretly, no matter how tempting. If you cannot let your parents or trusted adults in your life know what you are doing, it is putting you in danger. And never send nudes on cam (sexting). You can never get them back. You do not know who the person you are sending them to is who they say they are. And you have no idea what will be done with those photos.
2. **Get help** to deal with what is happening in your life if you are having any difficulties, so you can be safe and be well.
3. There are “tricky people” or **unsafe people** who may try and establish a connection on apps, play video games with you, want to start inappropriate conversations, ask for nudes, do live streaming and ask for a video chat. Or they may ask you to switch apps, or to meet you in person. Find someone you can trust to tell.

Sharing online can be a great way to connect with friends and family, but remember that anything shared online can be saved without your knowledge. So, do not share personal information, your location, hurtful comments.

You can come across safe and unsafe people in the offline world and the online world.

An unsafe person will try and create distance between you and your safe people.

The most common question I get from youth is **what do healthy relationships look like?** There is kindness, trust, courtesy, consideration, is polite, respectful, there is honesty, reliability, good communication, acceptance. People who care for each other respect each other’s decisions and boundaries.

Boundaries- those are your limits that keep you safe and respected. Offline- Saying NO to inappropriate touch, inappropriate language. Online- Not sharing personal information.

Signs of a healthy relationship include: (Cybertip.ca)

- Feeling comfortable and being able to be yourself.
- Feeling that you are supported by the other person.
- Feeling safe, secure.
- Free to follow your interests, dreams.
- Free to enjoy family and friends.

Unhealthy signs:

- Having more bad times than good.
- Feeling sad or scared when you with the other person.
- Watch for controlling behaviour:
 - Pressure to do things like break family rules, sexting.
 - Threaten to hurt you or your family.
 - Isolate you from family and friends.
- Violence is never okay.**

What is harmful behaviour? This ranges from inappropriate attention and comments to inappropriate touching and touching causing injury. Alcohol and drugs can play a part.

Grooming can be part of harmful behavior- what is it? Grooming is when a person builds a relationship with a child, young person or an adult who's at risk so they can abuse them, hurt them, take advantage of them, and manipulate them into doing things- usually to make money. The abuse can be sexual or financial- these are illegal acts. The groomer- and this is an unsafe person- will look for ways to gain your trust, often with gifts or

promises. They will start to ask for something in return. So, “if it is too good to be true, it is too good to be true.”

Gangs will recruit and groom, and they are looking for youth to join them. The problem is that gangs are a bad influence- even though they say it is “cool” to join. Gangs pretend they are like family and make big promises. But they are typically involved in violence and doing dangerous things that affect and hurt innocent lives. Talk to a safe adult if you hear anything about gangs or joining a gang.

Who is a safe adult and someone you can trust?

- They will be genuine and kind without expecting anything back from you as a reward.
- They will encourage you to maintain and grow healthy relationships with friends, family and peers.
- They will encourage you to achieve your goals and dreams without being forceful or demanding. They will encourage you to BE WELL and be your BEST.
- They will help you to get help if you need it.

Someone who is not safe will:

- Demonstrate excessive or unusual touching.
- Singles you out as a favourite, give special attention and gifts while ignoring others.
- Isolates you from family and friends.
- Asks you to keep secrets.
- Questions parents’ rules and decisions accusing them of being over-protective.

Where can you get help?

- Parents, safe adults, the school, school counsellors, the police.

There is an international “I NEED HELP” hand signal. (Demonstrate)

Summary: Some important things to know:

- Every human being has value and importance.
- We are not here to be used and abused, but to be loved, understood and connected with.
- Trust your instincts. STOP, LOOK, LISTEN.
- Know who the safe adults are in your life, so you have someone to talk with.
- Know what healthy relationships look like and the red flags to watch out for in unhealthy relationships offline and online.
- Know how to have screen down time so you are not spending very much time on screens. Know how to connect with people, get outside and enjoy nature.

Questions:

Review- How can you stay safe? What advice would you give to your friends and family to stay safe? Offline? Online?

What activities do you enjoy that are offline? What activities/adventures do you look forward to this summer?

Let’s brainstorm fun summer activities:

Try a new sport, make a flower arrangement, go kayaking, fly a kite, have a tea party (I love teddy bear picnics), go fishing, go to a park, have a watermelon party, camp at home (set up a tent), go play mini golf, stargaze in your backyard, host a potluck for a group of friends and family, play flashlight tag, go hiking, roast marshmallows, run in the sprinklers, play hopscotch, make homemade ice cream, work out outside, look for faces in the clouds, go for a scenic drive- my favourite is the Sea to Sky highway, plant

a herb garden, learn to paint, make lemonade, make a bird feeder, go to an art gallery or a museum, visit the zoo, run for cause- diabetes prevention, autism awareness, cancer research, wash your parents car, stage a play in your backyard, visit a seniors home and do an activity with them, go camping, learn to play cornhole, can and pickle something, make a cake for somebody, jump rope, ride a horse, walk a dog, bake an apple pie, go to a beach and build a sand castle, build a fort, make your own popsicles, watch the sunset, make an aquarium, shop at a farmer's market, host an outdoor movie night, have a scavenger hunt, ride a bicycle, go shelling at a beach, go for a family bike ride, play catch, play frisbee, play croquet, try pickleball, play Capture the Flag, visit your local library and join a library summer club, attend a trial class at the local rec center, visit an animal shelter, attend a craft fair, learn to make a craft, attend a local science fair, learn to play chess, visit a historical site, visit a local bookstore, look for family free concerts, volunteer for a non-profit organization, have a baking contest, create and test a new recipe, make dinner for your family including menus and setting a fancy table, visit a local farm, take a trip to a nature center or a nature reserve, put on a play using your favourite stuffed animals and props found in your home, learn how to knit, crochet or sew, have an at home spa day, organize and host a garage sale, write a letter to a friend or family member, bag up old toys to donate to a family in need, bag up old books to donate to a local library, interview a grandparent or other loved one about their life and take note of their stories, swim at a local pool, play a board game, build a model airplane, create a family newsletter, learn how to change a bike tire or a car tire, play volleyball or badminton or ping pong, have a science experiment day, pick up litter, learn how to maintain the yard, learn to paddleboard, visit a local water park, go to a science museum or planetarium, do community service.

Committee Report of Resources Committee Meeting of September 17, 2024

Present: Christine Lervold, Trustee (Committee Chair)
Ebony Logins, Trustee (Committee Member)
Trudy Spiller, Trustee
Trudy Court, CUPE
Tom Davis, SPEAC
Ceilidh Deichmann, SPVPA
Ed Berlando, STA
Paul Block, Superintendent
Harold Cull, Secretary Treasurer
Monica Braniff, Deputy Superintendent
Mhairi Bennett, Director, Facilities
Ben Macklin, Manager, Capital Planning
Randy Cobb, Transportation Manager
Nicole Gestwa, Digital Solutions

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:00 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 welcomed the partner groups and staff back to the Committee and another school year and thanked the staff that worked over the summer to prepare the schools for the return of our students. The Chair also provided a brief overview of the Committee meeting from June and the motions that were approved by the Board.

2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated June 11, 2024, at its Public Board Meeting dated June 25, 2024.

3. PRESENTATIONS



4. BUSINESS

4.1 Minor Capital Plan Submission – Mhairi Bennett

Staff provided a summary of the proposed Minor Capital submission that is due to the Ministry by September 30th. The Committee asked several questions of the projects and supported the plan, as presented, going to the Board for their consideration per the following motion:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the 25/26 Minor Capital Plan submission as presented to the Resources Committee on September 17, 2024.

4.2 Transportation Update – Randy Cobb

Staff presented a table of key transportation data points of the 24/25 school year and some of the issues that have arisen at the beginning of the school year. The Committee discussed a few of these issues specifically around bell schedules and partnering with BC Transit to improve the transportation services to the students of our District. Staff are also presenting to SPEAC on September 18th when many of these issues will be discussed with our parent group.

4.3 North Langford Secondary School Planning Update – Ben Macklin

The Project Definition Report (PDR) process for the North Langford Secondary School site was discussed, along with potential variations in processes. Consultants have been engaged to help develop the PDR for Ministry's consideration. The consultation process, including with the First Nations that we serve, was also discussed. The initial draft of the PDR is expected to be completed by the end of September and the final PDR submitted by November 30, 2024.

4.4 Initial Enrolment Update – Monica Braniff

Staff reported that enrolment is expected to modestly exceed projections. K-12 regular FTE was projected to be 13,065 and is currently estimated at 13,250. A breakdown of enrolment by elementary, middle and secondary was provided for the K-12 Standard Enrolment amount for September.

5. ADJOURNMENT AND NEXT MEETING DATE: October 8, 2024





Board Info Note
Public Board Meeting
September 24, 2024
Agenda Item: 7.2 – 23/24 Audited Financial Statements

Background

- Attached are the District's 2023/24 financial statements for review and consideration by the Board
- These statements have been audited by KPMG and were presented to the Audit Committee at their meeting on September 18, 2024
- At that meeting, staff made a presentation on the highlights of the financial statements as well as an overview of the Financial Statement Discussion and Analysis document (also attached)
- The Financial Statement Discussion and Analysis (FSDA) provides an overall narrative review of the District's financial activities for the year and its intent is to simplify the details contained in the financial statements
- The School Act requires the Board to approve the financial statements by September 30th of each year.
- At their meeting, the Audit Committee supported the following motion going forward to the Board for their review and consideration at the September 24, 2024 Board meeting:

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 23/24 financial statements as presented at the Audit Committee meeting of September 18, 2024

Audited Financial Statements of

School District No. 62 (Sooke)

And Independent Auditors' Report thereon

June 30, 2024

School District No. 62 (Sooke)

June 30, 2024

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School District No. 62 (Sooke)

MANAGEMENT REPORT

Version: 9487-8741-6759

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 62 (Sooke) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

The preparation of financial statements necessarily involves the use of estimates based on management's judgment particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and reliable financial information is produced.

The Board of Education of School District No. 62 (Sooke) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a quarterly basis and externally audited financial statements yearly.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 62 (Sooke) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

On behalf of School District No. 62 (Sooke)

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)

Statement of Financial Position

As at June 30, 2024

	2024 Actual	2023 Actual
	\$	\$
Financial Assets		
Cash and Cash Equivalents	40,652,546	29,775,667
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	2,625,363	1,293,373
Due from Province - Other	30,399	19,129
Due from First Nations	521,117	216,663
Other (Note 3)	897,694	557,779
Total Financial Assets	44,727,119	31,862,611
Liabilities		
Accounts Payable and Accrued Liabilities		
Due to Province - Other	21,336	20,942
Other (Note 5)	17,000,411	10,191,663
Unearned Revenue (Note 6)	6,047,591	5,129,573
Deferred Revenue (Note 7)	2,569,126	1,877,812
Deferred Capital Revenue (Note 8)	299,311,320	268,314,439
Employee Future Benefits (Note 9)	6,408,363	6,105,411
Asset Retirement Obligation (Note 21)	6,882,996	6,882,996
Total Liabilities	338,241,143	298,522,836
Net Debt	(293,514,024)	(266,660,225)
Non-Financial Assets		
Tangible Capital Assets (Note 10)	424,251,753	396,669,255
Restricted Assets (Endowments) (Note 12)	673,449	673,449
Prepaid Expenses (Note 4)	2,748,992	3,075,752
Other Assets	250,000	1,123,530
Total Non-Financial Assets	427,924,194	401,541,986
Accumulated Surplus (Deficit) (Note 23)	134,410,170	134,881,761
Subsequent Events (Note 25)		
Contractual Obligations (Note 16)		
Contractual Rights (Note 17)		
Contingent Assets (Note 18)		
Contingent Liabilities (Note 19)		

Approved by the Board

Signature of the Chairperson of the Board of Education	Date Signed
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Signature of the Superintendent	Date Signed
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Signature of the Secretary Treasurer	Date Signed
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School District No. 62 (Sooke)

Statement of Operations
Year Ended June 30, 2024

	2024 Budget (Note 20) \$	2024 Actual \$	2023 Actual \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	184,604,978	184,716,300	164,420,963
Other	265,490	197,150	30,599
Federal Grants		30,516	9,420
Tuition	6,914,749	6,703,049	6,361,744
Other Revenue	6,424,267	6,371,279	5,967,097
Rentals and Leases	502,500	575,987	492,358
Investment Income	885,942	1,609,930	1,073,958
Amortization of Deferred Capital Revenue	10,992,151	11,164,464	9,680,922
Amortization of Deferred Capital Revenue - for lease	61,477	61,477	61,477
Total Revenue	<u>210,651,554</u>	<u>211,430,152</u>	<u>188,098,538</u>
Expenses (Note 22)			
Instruction	173,447,555	173,093,534	151,016,310
District Administration	7,413,399	7,189,546	6,997,503
Operations and Maintenance	26,493,296	26,803,925	24,263,265
Transportation and Housing	4,539,638	4,814,738	4,041,334
Total Expense	<u>211,893,888</u>	<u>211,901,743</u>	<u>186,318,412</u>
Surplus (Deficit) for the year	<u>(1,242,334)</u>	<u>(471,591)</u>	<u>1,780,126</u>
Accumulated Surplus (Deficit) from Operations, beginning of year		134,881,761	133,101,635
Accumulated Surplus (Deficit) from Operations, end of year		<u><u>134,410,170</u></u>	<u>134,881,761</u>

School District No. 62 (Sooke)

Statement of Changes in Net Debt

Year Ended June 30, 2024

	2024 Budget (Note 20) \$	2024 Actual \$	2023 Actual \$
Surplus (Deficit) for the year	(1,242,334)	(471,591)	1,780,126
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(3,054,100)	(39,687,268)	(26,300,809)
Amortization of Tangible Capital Assets	11,912,497	12,104,770	10,602,498
Total Effect of change in Tangible Capital Assets	8,858,397	(27,582,498)	(15,698,311)
Acquisition of Prepaid Expenses		(838,084)	(1,103,366)
Use of Prepaid Expenses		1,164,844	1,481,531
Acquisition of Other Assets		(2,801,290)	(890,899)
Use of Other Assets		3,674,820	917,501
Total Effect of change in Other Non-Financial Assets	-	1,200,290	404,767
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	<u>7,616,063</u>	(26,853,799)	(13,513,418)
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		(26,853,799)	(13,513,418)
Net Debt, beginning of year		(266,660,225)	(253,146,807)
Net Debt, end of year		(293,514,024)	(266,660,225)

School District No. 62 (Sooke)

Statement of Cash Flows

Year Ended June 30, 2024

	2024 Actual	2023 Actual
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	(471,591)	1,780,126
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(1,987,629)	1,289,843
Prepaid Expenses	326,760	378,165
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	6,809,142	(7,152,737)
Unearned Revenue	918,018	(213,035)
Deferred Revenue	691,314	251,792
Employee Future Benefits	302,952	579,971
Amortization of Tangible Capital Assets	12,104,770	10,602,498
Amortization of Deferred Capital Revenue	(11,164,464)	(9,680,922)
Recognition of Deferred Capital Revenue Spent on Sites	(258,714)	(1,938,486)
Deferred Capital Revenue Transferred to Revenue	(1,006,671)	(1,205,490)
Amortization of Deferred Capital Revenue - for lease	(61,477)	(61,477)
Total Operating Transactions	6,202,410	(5,369,752)
Capital Transactions		
Tangible Capital Assets Purchased	(3,495,636)	(3,591,445)
Tangible Capital Assets -WIP Purchased	(36,191,632)	(22,709,364)
Use (Acquisition) of Other Assets	873,530	26,602
Total Capital Transactions	(38,813,738)	(26,274,207)
Financing Transactions		
Capital Revenue Received	43,488,207	27,326,641
Total Financing Transactions	43,488,207	27,326,641
Net Increase (Decrease) in Cash and Cash Equivalents	10,876,879	(4,317,318)
Cash and Cash Equivalents, beginning of year	29,775,667	34,092,985
Cash and Cash Equivalents, end of year	40,652,546	29,775,667
Cash and Cash Equivalents, end of year, is made up of:		
Cash	27,987,487	17,825,718
Cash Equivalents	12,665,059	11,949,949
	40,652,546	29,775,667

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 1 AUTHORITY AND PURPOSE

The School District, established on April 12, 1946 operates under authority of the *School Act* of British Columbia as a corporation under the name of "The Board of Education of School District No. 62 (Sooke)", and operates as "School District No. 62 (Sooke)." A board of education ("Board") elected for a four-year term governs the School District. The School District provides educational programs to students enrolled in schools in the district, and is principally funded by the Province of British Columbia through the Ministry of Education and Child Care. School District No. 62 (Sooke) is exempt from federal and provincial corporate income taxes.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**a) Basis of Accounting**

These financial statements have been prepared in accordance with Section 23.1 of the *Budget Transparency and Accountability Act of the Province of British Columbia*. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards except in regard to the accounting for government transfers as set out in Notes 2(g) and 2(o).

In November 2011, Treasury Board provided a directive through Restricted Contributions Regulation 198/2011 providing direction for the reporting of restricted contributions whether they are received or receivable by the School District before or after this regulation was in effect.

As noted in Notes 2(g) and 2(o), Section 23.1 of the *Budget Transparency and Accountability Act* and its related regulations require the School District to recognize government transfers for the acquisition of capital assets into revenue on the same basis as the related amortization expense. As these transfers do not contain stipulations that create a liability, Canadian public sector accounting standards would require these grants to be fully recognized into revenue.

b) Basis of Consolidation

The School District does not control any significant external entities and accordingly no entities have been consolidated with the financial statements.

The School District has entered into trust activities with some employees; these are described in Note 13.

c) Cash and Cash Equivalents

Cash and cash equivalents include cash and highly liquid securities that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. These cash equivalents generally have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term cash commitments rather than for investing.

d) Accounts Receivable

Accounts receivable are measured at amortized cost and shown net of allowance for doubtful accounts.

e) Portfolio Investments

Portfolio investments include investments in GIC's that have a maturity of greater than 3 months at the time of acquisition. GIC's are reported at cost.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**f) Unearned Revenue**

Unearned revenue includes tuition fees received for courses to be delivered in future periods and receipt of proceeds for services or products to be delivered in a future period. Revenue will be recognized in that future period when the courses, services, or products are provided.

g) Deferred Revenue and Deferred Capital Revenue

Deferred revenue includes contributions received with stipulations that meet the description of restricted contributions in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. When restrictions are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability as detailed in Note 2(o).

Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital revenue and amortized over the life of the asset acquired as revenue in the statement of operations. This accounting treatment is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that creates a liability in which case the transfer is recognized as revenue over the period that the liability is extinguished.

h) Employee Future Benefits

The School District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.

The School District accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include vested sick leave, accumulating non-vested sick leave, retirement/severance, and death benefits. The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of expected salary escalation, termination rates, retirement rates and mortality. The discount rate used to measure obligations is based on the cost of borrowing. The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime (EARSL) of active employees covered under the plan.

The most recent valuation of the obligation was performed at March 31, 2022 and projected to March 31, 2025. The next valuation will be performed at March 31, 2025 for use at June 30, 2025. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

The School District and its employees make contributions to the Teachers' Pension Plan and Municipal Pension Plan. The plans are multi-employer plans where assets and obligations are not separated. The costs are expensed as incurred.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**i) Asset Retirement Obligations**

A liability is recognized when, as at the financial reporting date:

- there is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- the past transaction or event giving rise to the liability has occurred;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

Liabilities are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The liability includes costs for the removal of asbestos and other hazardous material in several of the buildings owned by the School District. The estimate of the asset retirement obligation includes costs directly attributable to the asset retirement activities. The resulting costs have been capitalized into the carrying amount of tangible capital assets and are being amortized on the same basis as the related tangible capital asset (see note 2k). The carrying value of the liability is reviewed annually with changes to the timing or amount of the original estimate of cash flows recorded as an adjustment to the liability and related tangible capital asset.

j) Liability for Contaminated Sites

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organic or radioactive material or live organism that exceeds an environmental standard. A liability for remediation of contaminated sites is recognized when a site is not in productive use and all the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the School District:
 - is directly responsible; or
 - accepts responsibility;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site. The liability is recorded net of any expected recoveries.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**k) Tangible Capital Assets**

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost also includes overhead directly attributable to construction of the asset.
- Donated tangible capital assets from non-related parties are recorded at their fair market value on the date of donation.
- Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.
- Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.
- Buildings that are demolished or destroyed are written-off.
- Works of art, historic assets and other intangible assets are not recorded as assets in these financial statements.
- The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events initiate the need to revise. Estimated useful life is as follows:

Buildings	40 years
Furniture & Equipment	10 years
Vehicles	10 years
Computer Software	5 years
Computer Hardware	5 years

l) Capital Leases

Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to the School District are considered capital leases. These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executory costs, e.g., insurance, maintenance costs, etc. The discount rate used to determine the present value of the lease payments is the lower of the School District's rate for incremental borrowing or the interest rate implicit in the lease.

All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

m) Prepaid Expenses

Payments for insurance, leases, subscriptions and maintenance contracts for use within the School District in the future period are included as a prepaid expense and stated at acquisition cost and are charged to expense over the periods expected to benefit from it.

n) Funds and Reserves

Certain amounts, as approved by the Board are set aside in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are an adjustment to the respective fund when approved (see Note 14 – Interfund Transfers and Note 23 – Accumulated Surplus).

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**o) Revenue Recognition**

Revenues are recorded on an accrual basis in the period in which the transactions or events occurred that gave rise to the revenues, the amounts are considered to be collectible and can be reasonably estimated.

Contributions received or where eligibility criteria have been met are recognized as revenue except where the contribution meets the criteria for deferral as described below. Eligibility criteria are the criteria that the School District has to meet in order to receive the contributions including authorization by the transferring government.

For contributions subject to a legislative or contractual stipulation or restriction as to their use, revenue is recognized as follows:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year related expenses are incurred,
- Contributions restricted for site acquisitions are recorded as revenue when the sites are purchased, and
- Contributions restricted for tangible capital assets acquisitions other than sites are recorded as deferred capital revenue and amortized over the useful life of the related assets.

Donated tangible capital assets other than sites are recorded at fair market value and amortized over the useful life of the assets. Donated sites are recorded as revenue at fair market value when received or receivable.

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that meets the criteria for liability recognition in which case the transfer is recognized as revenue over the period that the liability is extinguished.

Revenue from transactions with performance obligations is recognized when (or as) the performance obligation is satisfied (by providing the promised goods or services to a payor).

Revenue from transactions with no performance obligations is recognized when the district:

- (a) has the authority to claim or retain an inflow of economic resources; and
- (b) identifies a past transaction or event that gives rise to an asset.

Investment income is reported in the period earned. When required by the funding party or related Act, investment income earned on deferred revenue is added to the deferred revenue balance.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**p) Expenditures**

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Categories of Salaries

- Principals and Vice-Principals employed under an administrative officer contract are categorized as Principals and Vice-Principals.
- Superintendents, Associate Superintendents, Secretary-Treasurers, Trustees and other employees excluded from union contracts are categorized as Other Professionals.

Allocation of Costs

- Operating expenses are reported by function, program, and object. Whenever possible, expenditures are determined by actual identification. Additional costs pertaining to specific instructional programs, such as special and aboriginal education, are allocated to these programs. All other costs are allocated to related programs.
- Actual salaries of personnel assigned to two or more functions or programs are allocated based on the time spent in each function and program. School-based clerical salaries are allocated to school administration and partially to other programs to which they may be assigned. Principals and Vice-Principals salaries are allocated to school administration and may be partially allocated to other programs to recognize their other responsibilities.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

q) Endowment Contributions

Endowment contributions are reported as revenue on the Statement of Operations when received. Investment income earned on endowment principal is recorded as deferred revenue if it meets the definition of a liability and is recognized as revenue in the year related expenses (disbursements) are incurred. If the investment income earned does not meet the definition of a liability, it is recognized as revenue in the year it is earned. Endowment assets are reported as restricted non-financial assets on the Statement of Financial Position.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**r) Financial Instruments**

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, portfolio investments, accounts payable and accrued liabilities. The School District does not have any derivative financial instruments.

All financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of these investments upon initial recognition. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a financial liability. The School District has not invested in any equity instruments that are actively quoted in the market and has not designated any financial instruments to be recorded at fair value. The School District has no instruments in the fair value category and therefore no statement of remeasurement gains or losses is presented.

All financial assets except derivatives are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the statement of operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense.

s) Measurement Uncertainty

Preparation of financial statements in accordance with the basis of accounting described in Note 2 requires management to make estimates and assumptions that impact reported amounts of assets and liabilities at the date of the financial statements and revenues and expenses during the reporting periods. Areas requiring the use of management estimates relate to the potential impairment of assets, asset retirement obligations, rates for amortization and estimated employee future benefits. Actual results could differ from those estimates.

t) Adoption of new accounting standards

On July 1, 2023, the District adopted Canadian Public Sector Accounting Standard PS 3400, Revenue ("PS 3400"). Under the new accounting standard, there are two categories of revenue – exchange and unilateral. If the transaction gives rise to one or more performance obligations, it is an exchange transaction. If no performance obligations are present, it is unilateral revenue. Management has assessed the impact of adopting PS 3400 on the financial statements of the District and has found that there is no resulting impact to the financial statements for fiscal years beginning on or after July 1, 2023.

NOTE 3 ACCOUNTS RECEIVABLE – OTHER RECEIVABLES

	June 30, 2024	June 30, 2023
Due from Federal Government	\$ 354,390	\$ 123,924
Payroll accounts receivable	56,904	3,009
School site acquisition charges receivable	6,400	52,988
Other accounts receivable	480,000	377,858
	<u>\$ 897,694</u>	<u>\$ 557,779</u>

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 4 PREPAID LEASE

The School District prepaid a long-term lease to the Federal Government for the use of the John Stubbs Memorial School site for 50 years. This lease started on July 1, 2005 and ends on June 30, 2055.

The unamortized balance of the lease represents \$1,910,909 (2023: \$1,972,386) of the prepaid expenses.

NOTE 5 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	June 30, 2024	June 30, 2023
Trade payables	\$ 9,653,359	\$ 2,923,554
Salaries and benefits payable	6,609,390	6,405,725
Accrued vacation pay	737,662	862,384
	<u>\$ 17,000,411</u>	<u>\$ 10,191,663</u>

NOTE 6 UNEARNED REVENUE

	June 30, 2024	June 30, 2023
Balance, beginning of year	\$ 5,129,573	\$ 5,342,608
Increase:		
Tuition fees collected	7,621,067	6,148,709
	<u>7,621,067</u>	<u>6,148,709</u>
Decrease:		
Tuition fees recognized	(6,703,049)	(6,361,744)
	<u>(6,703,049)</u>	<u>(6,361,744)</u>
Net change for the year	918,018	(213,035)
Balance, end of year	<u>\$ 6,047,591</u>	<u>\$ 5,129,573</u>

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 7 DEFERRED REVENUE

Deferred revenue includes unspent grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board, i.e., the stipulations associated with those grants and contributions have not yet been fulfilled.

	June 30, 2024	June 30, 2023
Balance, beginning of year	\$ 1,877,812	\$ 1,626,020
Increase:		
Provincial Grants - Ministry of Education and Child Care	29,906,620	24,998,689
Provincial Grants - Other	16,400	132,490
Federal Grants	58,511	9,420
Other revenue	4,944,977	4,505,196
Investment income	59,228	42,447
	<u>34,985,736</u>	<u>29,688,242</u>
Decrease:		
Transfers to revenue	(34,287,984)	(29,436,450)
Grants recovered	(6,438)	-
	<u>(34,294,422)</u>	<u>(29,436,450)</u>
Net change for the year	691,314	251,792
Balance, end of year	<u>\$ 2,569,126</u>	<u>\$ 1,877,812</u>

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 8 DEFERRED CAPITAL REVENUE

Deferred capital revenue includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. Once spent, the contributions are amortized into revenue over the life of the asset acquired.

	June 30, 2024	June 30, 2023
Deferred Capital Revenue Subject to Amortization		
Balance, beginning of year	\$ 258,071,834	\$ 185,951,836
Increases:		
Transfer from deferred capital revenue – capital additions	3,012,461	1,338,602
Transfer from deferred capital revenue – work in progress	4,610,134	80,523,795
	<u>7,622,595</u>	<u>81,862,397</u>
Decreases:		
Amortization of deferred capital revenue	(11,164,464)	(9,680,922)
Amortization of long term lease	(61,477)	(61,477)
	<u>(11,225,941)</u>	<u>(9,742,399)</u>
Net change for the year	(3,603,346)	72,119,998
Balance, end of year	<u>\$ 254,468,488</u>	<u>\$ 258,071,834</u>

	June 30, 2024	June 30, 2023
Deferred Capital Revenue - Work In Progress		
Balance, beginning of year	\$ 4,707,455	\$ 63,318,024
Increases:		
Transfer from deferred capital revenue - unspent	34,724,066	21,913,226
	<u>34,724,066</u>	<u>21,913,226</u>
Decreases:		
Transfer to deferred capital revenue subject to amortization	(4,610,134)	(80,523,795)
	<u>(4,610,134)</u>	<u>(80,523,795)</u>
Net change for the year	30,113,932	(58,610,569)
Balance, end of year	<u>\$ 34,821,387</u>	<u>\$ 4,707,455</u>

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 8 DEFERRED CAPITAL REVENUE (continued)

	June 30, 2024	June 30, 2023
Deferred Capital Revenue - Unspent		
Balance, beginning of year	\$ 5,535,150	\$ 4,604,313
Increases:		
Provincial Grants - Ministry of Education and Child Care	35,939,892	23,907,681
Provincial Grants – Other	3,256,042	890,899
Other	4,265,859	2,517,816
Investment income	26,414	10,245
	<u>43,488,207</u>	<u>27,326,641</u>
Decreases:		
Transfer to deferred capital revenue – capital additions	(3,012,461)	(1,338,602)
Transfer to deferred capital revenue – work in progress	(34,724,066)	(21,913,226)
Transfer to revenue – site purchases	(258,714)	(1,938,486)
Transfer to revenue – expensed costs	(1,006,671)	(1,205,490)
	<u>(39,001,912)</u>	<u>(26,395,804)</u>
Net change for the year	4,486,295	930,837
Balance, end of year	<u>\$ 10,021,445</u>	<u>\$ 5,535,150</u>
Total Deferred Capital Revenue Balance, end of year	<u>\$ 299,311,320</u>	<u>\$ 268,314,439</u>

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 9 EMPLOYEE FUTURE BENEFITS

Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the School District has provided for the payment of these benefits.

	June 30, 2024	June 30, 2023
Reconciliation of Accrued Benefit Obligation		
Accrued benefit obligation - April 1	\$ 5,702,585	\$ 6,424,522
Service cost	569,540	649,499
Interest cost	239,726	218,202
Benefit payments	(556,482)	(526,372)
Actuarial loss (gain)	(102,773)	(1,063,266)
Accrued benefit obligation - March 31	\$ 5,852,596	\$ 5,702,585
Reconciliation of Funded Status at End of Fiscal Year		
Accrued benefit obligation - March 31	\$ 5,852,596	\$ 5,702,585
Market value of Plan Assets - March 31	-	-
Funded Status - Deficit	(5,852,596)	(5,702,585)
Employer contributions after measurement date	33,436	1,287
Benefits expense after measurement date	(205,221)	(202,316)
Unamortized net actuarial loss	(383,982)	(201,796)
Accrued benefit liability - June 30	\$ (6,408,363)	\$ (6,105,410)
Reconciliation of Change in Accrued Benefit Liability		
Accrued benefit liability - July 1	\$ 6,105,410	\$ 5,525,439
Net expense for fiscal year	891,582	1,025,397
Employer contributions	(588,629)	(445,426)
Accrued benefit liability - June 30	\$ 6,408,363	\$ 6,105,410
Components of Net Benefit Expense		
Service cost	\$ 567,206	\$ 629,509
Interest cost	244,965	223,583
Amortization of net actuarial loss	79,411	172,305
Net benefit expense for fiscal year	\$ 891,582	\$ 1,025,397
	2024	2023

The significant actuarial assumptions adopted for measuring the School District's accrued benefit obligations are:

Discount Rate – April 1	4.00%	3.25%
Discount Rate – March 31	4.25%	4.00%
Long Term Salary Growth – April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth – March 31	2.50% + seniority	2.50% + seniority
EARSL – March 31	10.2	10.2

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 10 TANGIBLE CAPITAL ASSETS

Net Book Value	June 30, 2024	June 30, 2023
Sites	\$ 120,244,090	\$ 119,985,376
Buildings	248,365,317	255,338,319
Buildings – WIP	35,371,653	4,375,282
Furniture & Equipment	13,848,723	12,441,725
Furniture – WIP	149,733	668,765
Vehicles	6,236,390	3,821,819
Computer Software	-	-
Computer Hardware	35,847	37,969
Total	\$ 424,251,753	\$ 396,669,255

June 30, 2024

Cost:	Balance at July 1, 2023	Additions	Disposals	Transfers (WIP)	Balance at June 30, 2024
Sites	\$ 119,985,376	\$ 258,714	\$ -	\$ -	\$ 120,244,090
Buildings	382,880,417	-	-	2,044,995	384,925,412
Buildings – WIP	4,375,282	33,041,366	-	(2,044,995)	35,371,653
Furniture & Equipment	20,887,159	-	(130,747)	3,669,298	24,425,710
Furniture – WIP	668,765	3,150,266	-	(3,669,298)	149,733
Vehicles	6,674,558	3,228,990	(289,728)	-	9,613,820
Computer Software	-	-	-	-	-
Computer Hardware	58,629	7,932	-	-	66,561
Computer Hardware - WIP	-	-	-	-	-
Total	\$ 535,530,186	\$ 39,687,268	\$ (420,475)	\$ -	\$ 574,796,979

Accumulated Amortization:	Balance at July 1, 2023	Amortization	Disposals	Balance at June 30, 2024
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	127,542,098	9,017,997	-	136,560,095
Furniture & Equipment	8,445,434	2,262,300	(130,747)	10,576,987
Vehicles	2,852,739	814,419	(289,728)	3,377,430
Computer software	-	-	-	-
Computer hardware	20,660	10,054	-	30,714
Total	\$ 138,860,931	\$ 12,104,770	\$ (420,475)	\$ 150,545,226

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 10 TANGIBLE CAPITAL ASSETS (continued)**June 30, 2023**

Cost:	Balance at July 1, 2022	Additions	Disposals	Transfers (WIP)	Balance at June 30, 2023
Sites	\$ 118,046,890	\$ 1,938,486	\$ -	\$ -	\$ 119,985,376
Buildings	306,191,905	-	-	76,688,512	382,880,417
Buildings – WIP	62,253,615	18,810,179	-	(76,688,512)	4,375,282
Furniture & Equipment	16,986,212	-	(393,882)	4,294,829	20,887,159
Furniture – WIP	1,064,409	3,899,185	-	(4,294,829)	668,765
Vehicles	5,693,759	1,643,629	(662,830)	-	6,674,558
Computer Software	-	-	-	-	-
Computer Hardware	264,859	9,330	(215,560)	-	58,629
Computer Hardware - WIP	-	-	-	-	-
Total	\$ 510,501,649	\$ 26,300,809	\$ (1,272,272)	\$ -	\$ 535,530,186

Accumulated Amortization:	Balance at July 1, 2022	Amortization	Disposals	Balance at June 30, 2023
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	119,495,650	8,046,448	-	127,542,098
Furniture & Equipment	6,938,961	1,900,355	(393,882)	8,445,434
Vehicles	2,897,153	618,416	(662,830)	2,852,739
Computer Software	-	-	-	-
Computer Hardware	198,941	37,279	(215,560)	20,660
Total	\$ 129,530,705	\$ 10,602,498	\$ (1,272,272)	\$ 138,860,931

Work in progress (WIP) includes buildings, furniture and equipment and computer hardware that have not been amortized. Amortization of these assets will commence when the assets are put into service.

Contributed tangible capital assets

Contributed capital assets are recognized at fair market value at the date of contribution. The value of contributed assets received during the year is \$1,161,500 (2023 - \$0).

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 11 EMPLOYEE PENSION PLANS

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at December 31, 2023, the Teachers' Pension Plan has about 51,000 active members and approximately 42,000 retired members. As of December 31, 2023, the Municipal Pension Plan has about 256,000 active members, including approximately 31,000 from school districts.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2020, indicated a \$1,584 million surplus for basic pension benefits on a going concern basis.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2021, indicated a \$3,761 million funding surplus for basic pension benefits on a going concern basis.

The school district paid \$13,893,204 for employer contributions to the plans for the year ended June 30, 2024 (2023: \$12,164,474).

The next valuation for the Teachers' Pension Plan will be as at December 31, 2023 with results available later in 2024. The next valuation for the Municipal Pension Plan will be as at December 31, 2024.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 12 RESTRICTED ASSETS - ENDOWMENT FUNDS

Donors have provided endowment contributions with a restriction that the original contribution should not be spent. These endowments have been invested in high interest savings accounts bearing interest at 5.51%.

Other than the Victor Chen Memorial endowment, the endowments were established to provide scholarships and bursaries for one or more deserving graduate or undergraduate students in full time attendance at Edward Milne Community School. The Victor Chen Memorial endowment was established to provide annual scholarships in perpetuity to a student or students from the Westshore planning to study engineering.

Name of Endowment	Balance July 1, 2023	Contributions	Balance June 30, 2024
Cal Meyer	\$ 609,285	\$ -	\$ 609,285
Sooke Women's Institute	17,554	-	17,554
Derochie	10,000	-	10,000
STARR	6,000	-	6,000
Victor Chen Memorial	30,610	-	30,610
Total	\$ 673,449	\$ -	\$ 673,449

NOTE 13 TRUSTS UNDER ADMINISTRATION

The School District is in a trustee relationship with employees under the deferred salary leave plan and the teachers' summer savings plan.

As at June 30, 2024, the District held the following funds in place, as directed by agreement with the employees. These amounts have not been included in the cash or accounts payable balances in the financial statements:

	June 30, 2024	June 30, 2023
Deferred Salary Leave Plan	\$ 421,042	\$ 392,381
Teachers' Summer Savings Plan	2,555,416	2,021,667
Total	\$ 2,976,458	\$ 2,414,048

NOTE 14 INTERFUND TRANSFERS

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2024, were as follows:

- Transfer to the capital fund for tangible capital assets purchased from the operating fund \$224,461
- Transfer to the capital fund for tangible capital assets work in progress from the operating fund \$1,117,566
- Transfer to the local capital fund for tangible capital assets work in progress from the operating fund \$350,000

NOTE 15 RELATED PARTY TRANSACTIONS

The School District is related through common ownership to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 16 CONTRACTUAL OBLIGATIONS

The School District has entered into a number of multiple-year contracts for the delivery of services and the construction of tangible capital assets. These contractual obligations will become liabilities in the future when the terms of the contracts are met. Disclosure relates to the unperformed portion of the contracts.

	2025	2026	2027	2028	2029	Thereafter
Premises leases	\$ 83,196	\$ 86,992	\$ 94,584	\$ 7,908	\$ -	\$ -
Copier leases	119,531	104,763	99,580	53,931	26,281	-
Total	\$ 202,727	\$ 191,755	\$ 194,164	\$ 61,839	\$ 26,281	\$ -

The School District has entered into contracts related to capital projects with a remaining cost of approximately \$32,681,297.

NOTE 17 CONTRACTUAL RIGHTS

Contractual rights are rights to economic resources arising from contracts or agreements that will result in revenues and assets in the future. The School District's contractual rights arise because of contracts entered into for the leasing of School District property. The following table summarizes the contractual rights of the School District for future assets.

	2025	2026	2027	2028	2029	Thereafter
Future lease/rental revenue	\$ 203,077	\$ 25,575	\$ 4,263	\$ -	\$ -	\$ -
Total	\$ 203,077	\$ 25,575	\$ 4,263	\$ -	\$ -	\$ -

NOTE 18 CONTINGENT ASSETS

Contingent assets are possible assets arising from existing conditions or situations involving uncertainty. That uncertainty will ultimately be resolved when one or more future events not wholly within the School District's control occurs, or fails to occur. Resolution of the uncertainty will confirm the existence or non-existence of an asset.

At this time the School District has determined that there are no contingent assets.

NOTE 19 CONTINGENT LIABILITIES

The nature of the School District's activities is such that there is usually litigation pending or in process at any time. With respect to unsettled claims at June 30, 2024, management believes the School District has valid defenses and appropriate insurance coverage in place. In the event any claims are successful, management believes that such claims are not expected to have a material effect on the School District's financial position.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 20 BUDGET FIGURES

Budget figures included in the financial statements were approved by the Board through the adoption of an amended annual budget bylaw on February 27, 2024. The original budget was adopted on May 23, 2023. The original and amended budgets are presented below.

	2024 Amended Annual Budget \$	2024 Annual Budget \$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	184,604,978	182,231,009
Other	265,490	-
Tuition	6,914,749	6,879,749
Other Revenue	6,424,267	3,876,766
Rentals and Leases	502,500	502,500
Investment Income	885,942	363,875
Amortization of Deferred Capital Revenue	10,992,151	11,034,978
Amortization of Deferred Capital Revenue - for long term lease	61,477	61,477
Total Revenue	<u>210,651,554</u>	<u>204,950,354</u>
Expenses		
Instruction	173,447,555	168,514,190
District Administration	7,413,399	7,121,344
Operations and Maintenance	26,493,296	26,040,348
Transportation and Housing	4,539,638	3,941,589
Total Expense	<u>211,893,888</u>	<u>205,617,471</u>
Net Revenue (Expense)	<u>(1,242,334)</u>	<u>(667,117)</u>
Budgeted Allocation (Retirement) of Surplus (Deficit)	3,376,088	156,344
Budgeted Surplus (Deficit), for the year	<u>2,133,754</u>	<u>(510,773)</u>

NOTE 21 ASSET RETIREMENT OBLIGATION

Legal liabilities exist for the removal and disposal of asbestos and other environmentally hazardous materials such as lead pipes and lead paint within some district owned buildings that will undergo major renovations or demolition in the future. The timing of future settlement is unknown.

	2024	2023
Asset Retirement Obligation, beginning of year	\$ 6,882,996	\$ 6,882,996
Settlements during the year	-	-
Asset Retirement Obligation, end of year	<u>\$ 6,882,996</u>	<u>\$ 6,882,996</u>

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 22 EXPENSE BY OBJECT

	June 30, 2024	June 30, 2023
Salaries and benefits	\$ 175,344,729	\$ 151,909,431
Services and supplies	24,452,244	23,806,483
Amortization	12,104,770	10,602,498
Total	\$ 211,901,743	\$ 186,318,412

NOTE 23 ACCUMULATED SURPLUS

Accumulated surplus consists of surplus balances of operating, special purpose fund – endowments, and invested in tangible capital assets as follows:

	June 30, 2024	June 30, 2023
Operating surplus	\$ 3,746,823	\$ 5,228,849
Special Purpose Fund – endowments	673,449	673,449
Invested in Tangible Capital Assets	129,989,898	128,979,463
Total Accumulated Surplus	\$ 134,410,170	\$ 134,881,761

The operating surplus is categorized as follows:

	June 30, 2024
Internally Restricted Operating Surplus	
Restricted due to the nature of constraints on the funds	\$ 555,843
Restricted for operations spanning multiple school years	259,089
Restricted for anticipated unusual expenses identified by the Board	-
Subtotal Internally Restricted Operating Surplus	814,932
Unrestricted Operating Surplus - Contingency	2,931,891
Total Operating Surplus	\$ 3,746,823

NOTE 24 ECONOMIC DEPENDENCE

The operations of the School District are dependent on continued funding from the Ministry of Education and Child Care and various governmental agencies to carry out its programs. These financial statements have been prepared on a going concern basis.

NOTE 25 SUBSEQUENT EVENTS

On July 31, 2024, the School District purchased land at 2460 Gateway Rd, Langford, BC for \$25,400,113 including GST.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

NOTE 26 RISK MANAGEMENT

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The Board ensures that the School District has identified its risks and ensures that management monitors and controls them.

a) Credit risk:

Credit risk is the risk of financial loss to an institution if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held consisting of cash, amounts receivable and investments.

The School District is exposed to credit risk in the event of non-performance by a debtor. This risk is mitigated as most amounts receivable are due from the Province and are collectible.

It is management's opinion that the School District is not exposed to significant credit risk associated with its cash deposits and investments as they are placed in recognized British Columbia institutions and the School District invests solely in guaranteed investment certificates with a fixed maturity date.

b) Market risk:

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk and interest rate risk.

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates. It is management's opinion that the School District is not exposed to significant currency risk, as amounts held and purchases made in foreign currency are insignificant.

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District is exposed to interest rate risk through its investments. It is management's opinion that the School District is not exposed to significant interest rate risk as it invests solely in Guaranteed Investment Certificates that have a fixed maturity and cash deposits with the Ministry of Finance.

c) Liquidity risk

Liquidity risk is the risk that the School District will not be able to meet its financial obligations as they become due.

The School District manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the School District's reputation.

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2023 related to credit, market or liquidity risks.

School District No. 62 (Sooke)

Schedule 1 (Unaudited)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund
 Year Ended June 30, 2024

	Operating Fund	Special Purpose Fund	Capital Fund	2024 Actual	2023 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	5,228,849	673,449	128,979,463	134,881,761	133,101,635
Changes for the year					
Surplus (Deficit) for the year	210,001		(681,592)	(471,591)	1,780,126
Interfund Transfers					
Tangible Capital Assets Purchased	(224,461)		224,461	-	
Tangible Capital Assets - Work in Progress	(1,117,566)		1,117,566	-	
Local Capital	(350,000)		350,000	-	
Net Changes for the year	(1,482,026)	-	1,010,435	(471,591)	1,780,126
Accumulated Surplus (Deficit), end of year - Statement 2	3,746,823	673,449	129,989,898	134,410,170	134,881,761

School District No. 62 (Sooke)

Schedule of Operating Operations

Year Ended June 30, 2024

	2024 Budget (Note 20)	2024 Actual	2023 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	153,091,639	154,087,831	136,376,916
Other	141,000	145,429	22,599
Tuition	6,914,749	6,703,049	6,361,744
Other Revenue	1,048,757	1,556,148	1,470,144
Rentals and Leases	502,500	575,987	492,358
Investment Income	835,971	1,582,398	1,051,952
Total Revenue	<u>162,534,616</u>	<u>164,650,842</u>	<u>145,775,713</u>
Expenses			
Instruction	138,249,447	139,399,474	122,200,110
District Administration	7,413,399	7,189,546	6,997,503
Operations and Maintenance	13,379,682	13,851,502	12,405,756
Transportation and Housing	3,814,076	4,000,319	3,422,918
Total Expense	<u>162,856,604</u>	<u>164,440,841</u>	<u>145,026,287</u>
Operating Surplus (Deficit) for the year	<u>(321,988)</u>	<u>210,001</u>	<u>749,426</u>
Budgeted Appropriation (Retirement) of Surplus (Deficit)	<u>3,376,088</u>		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased		(224,461)	(314,357)
Tangible Capital Assets - Work in Progress	(2,704,100)	(1,117,566)	(432,348)
Local Capital	(350,000)	(350,000)	(350,000)
Total Net Transfers	<u>(3,054,100)</u>	<u>(1,692,027)</u>	<u>(1,096,705)</u>
Total Operating Surplus (Deficit), for the year	<u>-</u>	<u>(1,482,026)</u>	<u>(347,279)</u>
Operating Surplus (Deficit), beginning of year		5,228,849	5,576,128
Operating Surplus (Deficit), end of year		<u>3,746,823</u>	<u>5,228,849</u>
Operating Surplus (Deficit), end of year			
Internally Restricted		814,932	3,626,088
Unrestricted		2,931,891	1,602,761
Total Operating Surplus (Deficit), end of year		<u>3,746,823</u>	<u>5,228,849</u>

School District No. 62 (Sooke)

Schedule of Operating Revenue by Source

Year Ended June 30, 2024

	2024 Budget (Note 20)	2024 Actual	2023 Actual
	\$	\$	\$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	149,697,605	150,638,015	130,343,164
ISC/LEA Recovery	(572,717)	(578,444)	(572,717)
Other Ministry of Education and Child Care Grants			
Pay Equity	931,052	931,052	931,052
Funding for Graduated Adults	40,000	74,837	66,648
Student Transportation Fund	358,365	358,365	358,365
FSA Scorer Grant	12,000	12,964	12,964
Child Care Funding		16,708	
Early Learning Framework (ELF) Implementation			1,824
Labour Settlement Funding	2,625,334	2,625,334	5,235,616
Premier's Awards		9,000	
Total Provincial Grants - Ministry of Education and Child Care	153,091,639	154,087,831	136,376,916
Provincial Grants - Other	141,000	145,429	22,599
Tuition			
Continuing Education	90,000	73,981	80,180
International and Out of Province Students	6,824,749	6,629,068	6,281,564
Total Tuition	6,914,749	6,703,049	6,361,744
Other Revenues			
Funding from First Nations	572,717	633,616	645,443
Miscellaneous			
Grants for Crossing Guards	70,000	156,000	115,000
Miscellaneous	75,040	184,372	107,111
Rebates	51,000	65,036	60,323
Reclassified from SGF Discretionary	200,000	326,326	337,151
Careers Program		95,217	125,191
Transportation Safety Enhancement Fees	80,000	95,581	79,925
Total Other Revenue	1,048,757	1,556,148	1,470,144
Rentals and Leases	502,500	575,987	492,358
Investment Income	835,971	1,582,398	1,051,952
Total Operating Revenue	162,534,616	164,650,842	145,775,713

School District No. 62 (Sooke)

Schedule of Operating Expense by Object

Year Ended June 30, 2024

	2024 Budget (Note 20)	2024 Actual	2023 Actual
	\$	\$	\$
Salaries			
Teachers	60,976,908	61,916,080	53,900,943
Principals and Vice Principals	10,460,864	10,219,279	9,619,843
Educational Assistants	16,458,734	16,848,573	13,651,316
Support Staff	15,509,574	15,416,654	13,494,106
Other Professionals	5,996,389	6,007,319	5,344,305
Substitutes	6,178,277	7,007,262	6,091,382
Total Salaries	115,580,746	117,415,167	102,101,895
Employee Benefits	29,783,165	29,886,020	26,184,315
Total Salaries and Benefits	145,363,911	147,301,187	128,286,210
Services and Supplies			
Services	7,326,240	7,710,975	7,110,704
Professional Development and Travel	1,066,164	1,109,582	1,099,322
Rentals and Leases	308,858	388,336	468,644
Dues and Fees	166,956	128,655	172,174
Insurance	487,651	492,943	493,447
Supplies	6,295,180	5,354,223	5,410,031
Utilities	1,815,844	1,950,385	1,958,813
Bad Debt	25,800	4,555	26,942
Total Services and Supplies	17,492,693	17,139,654	16,740,077
Total Operating Expense	162,856,604	164,440,841	145,026,287

School District No. 62 (Sooke)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	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	51,842,009	276,135	197,215	2,182,470	675,134	4,665,500	59,838,463
1.03 Career Programs	370,961			175,703		19,590	566,254
1.07 Library Services	570,881			326,361		84,783	982,025
1.08 Counselling	2,073,583					15,539	2,089,122
1.10 Special Education	4,755,333	302,762	16,230,390	168,756	1,341,345	838,354	23,636,940
1.30 English Language Learning	811,837			152,399		79,507	1,043,743
1.31 Indigenous Education	604,745	298,661	420,968	99,566		45,500	1,469,440
1.41 School Administration		8,868,441		2,787,236		369,935	12,025,612
1.61 Continuing Education							-
1.62 International and Out of Province Students	883,384	309,984		377,362			1,570,730
Total Function 1	61,912,733	10,055,983	16,848,573	6,269,853	2,016,479	6,118,708	103,222,329
4 District Administration							
4.11 Educational Administration		162,769			1,001,361	2,097	1,166,227
4.40 School District Governance					154,284		154,284
4.41 Business Administration	3,347	527		619,886	2,380,947	88,998	3,093,705
Total Function 4	3,347	163,296	-	619,886	3,536,592	91,095	4,414,216
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				134,253	93,383		227,636
5.50 Maintenance Operations				5,448,451	246,068	537,031	6,231,550
5.52 Maintenance of Grounds				780,634			780,634
5.56 Utilities							-
Total Function 5	-	-	-	6,363,338	339,451	537,031	7,239,820
7 Transportation and Housing							
7.41 Transportation and Housing Administration				133,731	114,797	8,241	256,769
7.70 Student Transportation				2,029,846		252,187	2,282,033
Total Function 7	-	-	-	2,163,577	114,797	260,428	2,538,802
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	61,916,080	10,219,279	16,848,573	15,416,654	6,007,319	7,007,262	117,415,167

School District No. 62 (Sooke)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2024 Actual	2024 Budget (Note 20)	2023 Actual
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	59,838,463	15,941,354	75,779,817	3,695,754	79,475,571	78,998,074	70,316,789
1.03 Career Programs	566,254	149,186	715,440	535,483	1,250,923	1,071,677	1,065,316
1.07 Library Services	982,025	239,589	1,221,614	70,541	1,292,155	1,173,888	2,239,639
1.08 Counselling	2,089,122	532,392	2,621,514	6,403	2,627,917	2,595,058	2,801,030
1.10 Special Education	23,636,940	5,911,032	29,547,972	742,276	30,290,248	29,715,179	21,226,966
1.30 English Language Learning	1,043,743	260,184	1,303,927	99,372	1,403,299	1,372,284	2,888,172
1.31 Indigenous Education	1,469,440	345,616	1,815,056	243,181	2,058,237	2,125,530	2,089,148
1.41 School Administration	12,025,612	2,868,754	14,894,366	732,813	15,627,179	15,560,213	14,452,413
1.61 Continuing Education	-	-	-	97,524	97,524	56,905	89,243
1.62 International and Out of Province Students	1,570,730	399,095	1,969,825	3,306,596	5,276,421	5,580,639	5,031,394
Total Function 1	103,222,329	26,647,202	129,869,531	9,529,943	139,399,474	138,249,447	122,200,110
4 District Administration							
4.11 Educational Administration	1,166,227	211,660	1,377,887	688,241	2,066,128	1,958,727	1,998,140
4.40 School District Governance	154,284	9,835	164,119	153,471	317,590	289,088	401,541
4.41 Business Administration	3,093,705	675,947	3,769,652	1,036,176	4,805,828	5,165,584	4,597,822
Total Function 4	4,414,216	897,442	5,311,658	1,877,888	7,189,546	7,413,399	6,997,503
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	227,636	56,335	283,971	637,104	921,075	949,193	732,152
5.50 Maintenance Operations	6,231,550	1,500,589	7,732,139	1,900,533	9,632,672	9,218,391	8,632,431
5.52 Maintenance of Grounds	780,634	185,157	965,791	380,254	1,346,045	1,396,254	1,082,360
5.56 Utilities	-	-	-	1,951,710	1,951,710	1,815,844	1,958,813
Total Function 5	7,239,820	1,742,081	8,981,901	4,869,601	13,851,502	13,379,682	12,405,756
7 Transportation and Housing							
7.41 Transportation and Housing Administration	256,769	60,205	316,974	62,077	379,051	437,949	388,249
7.70 Student Transportation	2,282,033	539,090	2,821,123	800,145	3,621,268	3,376,127	3,034,669
Total Function 7	2,538,802	599,295	3,138,097	862,222	4,000,319	3,814,076	3,422,918
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	117,415,167	29,886,020	147,301,187	17,139,654	164,440,841	162,856,604	145,026,287

School District No. 62 (Sooke)

Schedule of Special Purpose Operations

Year Ended June 30, 2024

	2024 Budget (Note 20) \$	2024 Actual \$	2023 Actual \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	29,985,014	29,363,084	24,900,071
Other	124,490	51,721	8,000
Federal Grants		30,516	9,420
Other Revenue	5,375,510	4,815,131	4,496,953
Investment Income	49,971	27,532	22,006
Total Revenue	35,534,985	34,287,984	29,436,450
Expenses			
Instruction	35,198,108	33,694,060	28,816,200
Operations and Maintenance	336,877	593,924	606,460
Total Expense	35,534,985	34,287,984	29,422,660
Special Purpose Surplus (Deficit) for the year	-	-	13,790
Net Transfers (to) from other funds			
Tangible Capital Assets - Work in Progress			(13,790)
Total Net Transfers	-	-	(13,790)
Total Special Purpose Surplus (Deficit) for the year	-	-	-
Special Purpose Surplus (Deficit), beginning of year		673,449	673,449
Special Purpose Surplus (Deficit), end of year		673,449	673,449
Special Purpose Surplus (Deficit), end of year			
Endowment Contributions		673,449	673,449
Total Special Purpose Surplus (Deficit), end of year		673,449	673,449

School District No. 62 (Sooke)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2024

	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			24,971	723,534	15,152	32,673	13,841	39,382	
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	336,877	570,089			192,000	41,650	433,781	792,774	1,564,934
Provincial Grants - Other									
Federal Grants									
Other				3,536,591				30,558	
Investment Income			40,347					4,000	
	336,877	570,089	40,347	3,536,591	192,000	41,650	433,781	827,332	1,564,934
Less: Allocated to Revenue	336,877	570,089	21,758	3,454,289	203,500	42,617	447,622	755,276	1,564,934
Recovered									
Deferred Revenue, end of year	-	-	43,560	805,836	3,652	31,706	-	111,438	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	336,877	570,089			203,500	42,617	447,622	724,718	1,564,934
Provincial Grants - Other									
Federal Grants									
Other Revenue				3,454,289				30,558	
Investment Income			21,758						
	336,877	570,089	21,758	3,454,289	203,500	42,617	447,622	755,276	1,564,934
Expenses									
Salaries									
Teachers						198	96,911	81,206	27,541
Principals and Vice Principals								48,386	
Educational Assistants		455,449		926					170,000
Support Staff				6,777	147,232	4,107	4,011	50,872	120,000
Other Professionals								179,872	
Substitutes				19,183		18,582	59,939	13,741	944,719
	-	455,449	-	26,886	147,232	22,887	160,861	374,077	1,262,260
Employee Benefits		114,640		280	43,456	4,815	34,794	92,164	283,274
Services and Supplies	336,877		21,758	3,427,123	12,812	14,915	251,967	289,035	19,400
	336,877	570,089	21,758	3,454,289	203,500	42,617	447,622	755,276	1,564,934
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2024

	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	Early Childhood Education Dual Credit Program	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	ECL (Early Care & Learning)
	\$	\$	\$	\$	\$	\$	\$	\$	
Deferred Revenue, beginning of year		14,267	72,293	28,144		5,733	239,944	2,993	76,019
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	23,606,411	33,947	51,000	6,000	55,400		350,000	19,000	175,000
Provincial Grants - Other									
Federal Grants									
Other						25,000			
Investment Income			2,900						2,800
	23,606,411	33,947	53,900	6,000	55,400	25,000	350,000	19,000	177,800
Less: Allocated to Revenue	23,606,411	33,646	88,378	23,733	55,400	16,050	220,256	21,993	223,959
Recovered									
Deferred Revenue, end of year	-	14,568	37,815	10,411	-	14,683	369,688	-	29,860
Revenues									
Provincial Grants - Ministry of Education and Child Care	23,606,411	33,646	85,478	23,733	55,400		220,256	21,993	221,159
Provincial Grants - Other									
Federal Grants									
Other Revenue						16,050			
Investment Income			2,900						2,800
	23,606,411	33,646	88,378	23,733	55,400	16,050	220,256	21,993	223,959
Expenses									
Salaries									
Teachers	18,809,889								30,851
Principals and Vice Principals									148,932
Educational Assistants					89				
Support Staff				6,938	42,499			95	15
Other Professionals									
Substitutes			35,760	8,177				5,723	418
	18,809,889	-	35,760	15,115	42,588	-	-	5,818	180,216
Employee Benefits	4,796,522		7,041	2,040	11,604			2,378	39,943
Services and Supplies		33,646	45,577	6,578	1,208	16,050	220,256	13,797	3,800
	23,606,411	33,646	88,378	23,733	55,400	16,050	220,256	21,993	223,959
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2024

	Feeding Futures Fund	Health Career Grants	Nature K	Academies	Art Starts	Donations	Theaters	BCSSA Island Chapter	Mentorship Grant
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			4,953	354,445	4,207	59,380	34,908	6,438	74,490
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	1,565,710	5,000							
Provincial Grants - Other									
Federal Grants									
Other				1,301,749	7,600	40,636	2,643		
Investment Income						5,181			4,000
	1,565,710	5,000	-	1,301,749	7,600	45,817	2,643	-	4,000
Less: Allocated to Revenue	1,097,604	-	-	1,238,634	5,788	49,846	19,943	-	3,140
Recovered								6,438	
Deferred Revenue, end of year	468,106	5,000	4,953	417,560	6,019	55,351	17,608	-	75,350
Revenues									
Provincial Grants - Ministry of Education and Child Care	1,097,604								
Provincial Grants - Other									3,140
Federal Grants									
Other Revenue				1,238,634	5,788	49,772	19,943		
Investment Income						74			
	1,097,604	-	-	1,238,634	5,788	49,846	19,943	-	3,140
Expenses									
Salaries									
Teachers				53,375					
Principals and Vice Principals				10,290					
Educational Assistants									
Support Staff	105,453			51,010			2,003		
Other Professionals									
Substitutes				9,406					
	105,453	-	-	124,081	-	-	2,003	-	-
Employee Benefits	22,366			31,243			114		
Services and Supplies	969,785			1,083,310	5,788	49,846	17,826		3,140
	1,097,604	-	-	1,238,634	5,788	49,846	19,943	-	3,140
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2024

	Here 4 Peers	SUAP Canada	BC CAISE	VIHA Indigenous Food Systems	Project Penny	TOTAL
	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	50,000	-	45	-		1,877,812
Add: Restricted Grants						
Provincial Grants - Ministry of Education and Child Care					107,047	29,906,620
Provincial Grants - Other				16,400		16,400
Federal Grants		58,511				58,511
Other			200			4,944,977
Investment Income						59,228
	-	58,511	200	16,400	107,047	34,985,736
Less: Allocated to Revenue	32,187	30,516	97	16,394	107,047	34,287,984
Recovered						6,438
Deferred Revenue, end of year	17,813	27,995	148	6	-	2,569,126
Revenues						
Provincial Grants - Ministry of Education and Child Care					107,047	29,363,084
Provincial Grants - Other	32,187			16,394		51,721
Federal Grants		30,516				30,516
Other Revenue			97			4,815,131
Investment Income						27,532
	32,187	30,516	97	16,394	107,047	34,287,984
Expenses						
Salaries						
Teachers						19,099,971
Principals and Vice Principals						207,608
Educational Assistants						626,464
Support Staff						541,012
Other Professionals						179,872
Substitutes	2,785	15,789				1,134,222
	2,785	15,789	-	-	-	21,789,149
Employee Benefits	500	3,206				5,490,380
Services and Supplies	28,902	11,521	97	16,394	107,047	7,008,455
	32,187	30,516	97	16,394	107,047	34,287,984
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-
Interfund Transfers	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-

School District No. 62 (Sooke)

Schedule of Capital Operations

Year Ended June 30, 2024

	2024	2024 Actual			2023
	Budget (Note 20)	Invested in Tangible Capital Assets	Local Capital	Fund Balance	Actual
	\$	\$	\$	\$	\$
Revenues					
Provincial Grants					
Ministry of Education and Child Care	1,528,325	1,265,385		1,265,385	3,143,976
Amortization of Deferred Capital Revenue	10,992,151	11,164,464		11,164,464	9,680,922
Amortization of Deferred Capital Revenue - for lease	61,477	61,477		61,477	61,477
Total Revenue	12,581,953	12,491,326	-	12,491,326	12,886,375
Expenses					
Operations and Maintenance	1,589,802	1,068,148		1,068,148	1,266,967
Amortization of Tangible Capital Assets					
Operations and Maintenance	11,186,935	11,290,351		11,290,351	9,984,082
Transportation and Housing	725,562	814,419		814,419	618,416
Total Expense	13,502,299	13,172,918	-	13,172,918	11,869,465
Capital Surplus (Deficit) for the year	(920,346)	(681,592)	-	(681,592)	1,016,910
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased		224,461		224,461	314,357
Tangible Capital Assets - Work in Progress	2,704,100	1,117,566		1,117,566	446,138
Local Capital	350,000		350,000	350,000	350,000
Total Net Transfers	3,054,100	1,342,027	350,000	1,692,027	1,110,495
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)	-	
Total Capital Surplus (Deficit) for the year	2,133,754	1,010,435	-	1,010,435	2,127,405
Capital Surplus (Deficit), beginning of year		128,979,463		128,979,463	126,852,058
Capital Surplus (Deficit), end of year		129,989,898	-	129,989,898	128,979,463

School District No. 62 (Sooke)

Schedule 4A (Unaudited)

Tangible Capital Assets
Year Ended June 30, 2024

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	119,985,376	382,880,417	20,887,159	6,674,558		58,629	530,486,139
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw	258,714			1,451,861			1,710,575
Deferred Capital Revenue - Other				1,560,600			1,560,600
Operating Fund				216,529		7,932	224,461
Transferred from Work in Progress		2,044,995	3,669,298				5,714,293
	<u>258,714</u>	<u>2,044,995</u>	<u>3,669,298</u>	<u>3,228,990</u>	<u>-</u>	<u>7,932</u>	<u>9,209,929</u>
Decrease:							
Deemed Disposals			130,747	289,728			420,475
	<u>-</u>	<u>-</u>	<u>130,747</u>	<u>289,728</u>	<u>-</u>	<u>-</u>	<u>420,475</u>
Cost, end of year	120,244,090	384,925,412	24,425,710	9,613,820	-	66,561	539,275,593
Work in Progress, end of year		35,371,653	149,733				35,521,386
Cost and Work in Progress, end of year	<u>120,244,090</u>	<u>420,297,065</u>	<u>24,575,443</u>	<u>9,613,820</u>	<u>-</u>	<u>66,561</u>	<u>574,796,979</u>
Accumulated Amortization, beginning of year		127,542,098	8,445,434	2,852,739		20,660	138,860,931
Changes for the Year							
Increase: Amortization for the Year		9,017,997	2,262,300	814,419		10,054	12,104,770
Decrease:							
Deemed Disposals			130,747	289,728			420,475
	<u>-</u>	<u>-</u>	<u>130,747</u>	<u>289,728</u>	<u>-</u>	<u>-</u>	<u>420,475</u>
Accumulated Amortization, end of year		<u>136,560,095</u>	<u>10,576,987</u>	<u>3,377,430</u>	<u>-</u>	<u>30,714</u>	<u>150,545,226</u>
Tangible Capital Assets - Net	<u>120,244,090</u>	<u>283,736,970</u>	<u>13,998,456</u>	<u>6,236,390</u>	<u>-</u>	<u>35,847</u>	<u>424,251,753</u>

School District No. 62 (Sooke)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2024

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	4,375,282	668,765			5,044,047
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	27,921,595	930,311			28,851,906
Deferred Capital Revenue - Other	3,674,820	2,197,340			5,872,160
Operating Fund	1,094,951	22,615			1,117,566
Local Capital	350,000				350,000
	<u>33,041,366</u>	<u>3,150,266</u>	-	-	<u>36,191,632</u>
Decrease:					
Transferred to Tangible Capital Assets	2,044,995	3,669,298			5,714,293
	<u>2,044,995</u>	<u>3,669,298</u>	-	-	<u>5,714,293</u>
Net Changes for the Year	<u>30,996,371</u>	<u>(519,032)</u>	-	-	<u>30,477,339</u>
Work in Progress, end of year	<u>35,371,653</u>	<u>149,733</u>	-	-	<u>35,521,386</u>

School District No. 62 (Sooke)

Deferred Capital Revenue

Year Ended June 30, 2024

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	237,358,897	18,365,784	2,347,153	258,071,834
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	1,451,861		1,560,600	3,012,461
Transferred from Work in Progress	2,062,192	704,752	1,843,190	4,610,134
	<u>3,514,053</u>	<u>704,752</u>	<u>3,403,790</u>	<u>7,622,595</u>
Decrease:				
Amortization of Deferred Capital Revenue	10,059,810	790,827	313,827	11,164,464
Amortization of Deferred Capital Revenue - for long term lease	61,477			61,477
	<u>10,121,287</u>	<u>790,827</u>	<u>313,827</u>	<u>11,225,941</u>
Net Changes for the Year	<u>(6,607,234)</u>	<u>(86,075)</u>	<u>3,089,963</u>	<u>(3,603,346)</u>
Deferred Capital Revenue, end of year	<u>230,751,663</u>	<u>18,279,709</u>	<u>5,437,116</u>	<u>254,468,488</u>
Work in Progress, beginning of year	3,439,352	917,501	350,602	4,707,455
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	28,851,906	4,379,572	1,492,588	34,724,066
	<u>28,851,906</u>	<u>4,379,572</u>	<u>1,492,588</u>	<u>34,724,066</u>
Decrease				
Transferred to Deferred Capital Revenue	2,062,192	704,752	1,843,190	4,610,134
	<u>2,062,192</u>	<u>704,752</u>	<u>1,843,190</u>	<u>4,610,134</u>
Net Changes for the Year	<u>26,789,714</u>	<u>3,674,820</u>	<u>(350,602)</u>	<u>30,113,932</u>
Work in Progress, end of year	<u>30,229,066</u>	<u>4,592,321</u>	<u>-</u>	<u>34,821,387</u>
Total Deferred Capital Revenue, end of year	<u>260,980,729</u>	<u>22,872,030</u>	<u>5,437,116</u>	<u>289,289,875</u>

School District No. 62 (Sooke)

Schedule 4D (Unaudited)

Changes in Unspent Deferred Capital Revenue
Year Ended June 30, 2024

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
Balance, beginning of year	\$ 2	\$ 466,295	\$ 1,123,530	\$ 3,945,139	\$ 184	\$ 5,535,150
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	35,939,892					35,939,892
Provincial Grants - Other			3,256,042			3,256,042
Other				1,212,855	3,053,004	4,265,859
Investment Income		26,414				26,414
	35,939,892	26,414	3,256,042	1,212,855	3,053,004	43,488,207
Decrease:						
Transferred to DCR - Capital Additions	1,451,861				1,560,600	3,012,461
Transferred to DCR - Work in Progress	28,851,906		4,379,572		1,492,588	34,724,066
Transferred to Revenue - Site Purchases	258,714					258,714
Transferred to Revenue - Expensed Costs	1,006,671					1,006,671
	31,569,152	-	4,379,572	-	3,053,188	39,001,912
Net Changes for the Year	4,370,740	26,414	(1,123,530)	1,212,855	(184)	4,486,295
Balance, end of year	4,370,742	492,709	-	5,157,994	-	10,021,445



2023/24

FINANCIAL STATEMENT DISCUSSION & ANALYSIS



SCHOOL DISTRICT NO. 62 (SOOKE)

**SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2024**

The discussion and analysis of School District 62's financial performance provides an overall narrative review of the School District's financial activities for the year ended June 30, 2024. The intent of the Financial Statement Discussion and Analysis (FSDA) is to look at the District's performance. The FSDA should be read in conjunction with the financial statements and note disclosures to enhance the overall understanding of School District 62's financial picture for the year.

THE SCHOOL DISTRICT

The District has over 13,100 students and serves the communities of Sooke, Port Renfrew, Metchosin, Highlands, Langford and Colwood. Surrounded by forests, ocean, mountains and lakes, we are located a short distance from Victoria, the capital city of the province of British Columbia. The District is one of the fastest growing school districts in the province.

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

More about the District including the traditional territories, the Board of Education, and the Strategic Plan can be found on the District website at www.sd62.bc.ca

FINANCIAL HIGHLIGHTS

The financial statements provide these insights into the results of this year's operations:

Operating Fund

- For the fiscal year 2023/24, the District Operating Fund had a deficit of \$1,482,026 (\$164,650,842 in revenues and \$166,132,868 in total expense and capital asset purchases). When added to the balance of \$5,228,849 at the beginning of the year, the accumulated surplus in the Operating Fund ended the year with a balance of \$3,746,823.
- This year-end balance is restricted for the following purposes:

○ Due to the nature of constraints on funds:	\$ 555,843
○ For operations spanning multiple school years:	\$ 259,089
○ For anticipated unusual expenses identified by the Board:	\$ 0
- The unrestricted accumulated operating surplus is \$2,931,891. This balance is 1.7% of the \$173,240,693 Operating Fund expenses budgeted for the year ending June 30, 2025.

Special Purpose Funds

- Special Purpose Funds had \$34,287,984 in total revenue and expenditures – an increase of 16.5% (\$4,851,534) from the prior year.

Capital Fund

- The District had \$39,687,268 in tangible capital asset additions in the year – an increase of 50.9% (\$13.4M) from the prior year.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2024

OVERVIEW OF FINANCIAL STATEMENTS

The District's financial statements include a Statement of Financial Position (Statement 1), Statement of Operations (Statement 2), Statement of Changes in Net Financial Assets (Debt) (Statement 4), Statement of Cash Flows (Statement 5), and note disclosures.

These statements present aggregated information and serve as a means by which the District demonstrates its accountability for the resources, obligations and financial affairs for which it is responsible. They report information required to make assessments of and judgments on government financial operations and management.

As the Statement of Financial Position and Statement of Operations will be of particular concern to the users of the financial statements, the focus of this discussion and analysis will be on these two statements.

STATEMENT OF FINANCIAL POSITION

The statement of financial position reports the financial position of the District at the financial statement date. Four key figures help describe the financial position of the District at the financial statement date: financial assets; non-financial assets; liabilities; and accumulated surplus or deficit.

	FY24	FY23	INCR / (DECR)	INCR /
			FROM	(DECR)
FINANCIAL POSITION	ACTUAL	ACTUAL	PRIOR YEAR	%
(in \$ thousands)	A	A	C = A-B	D = C/B
TOTAL FINANCIAL ASSETS	44,727	31,863	12,864	40%
TOTAL NON FINANCIAL ASSETS	427,924	401,542	26,382	7%
TOTAL ASSETS	472,651	433,405	39,246	9%
TOTAL LIABILITIES	338,241	298,523	39,718	13%
ACCUMULATED SURPLUS	134,410	134,882	(472)	0%

The **financial assets** are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations (such as inventory). As at the statement date, the District had financial assets of \$44.7M which is a 40% (\$12.9M) increase from the \$31.9 held the prior year. The increase is primarily due to Cash and Cash Equivalents (\$10.9M) and by an increase in Due from Province – Ministry of Education and Childcare (\$1.3M).

The **non-financial assets** of the District are assets that are, by nature, normally for use in service provision and include purchased, constructed, contributed, developed or leased capital assets, and prepaid expenses. As at the statement date, the District had non-financial assets of \$427.9M which is a 7% (\$26.4M) increase from the \$401.5M held the prior year. The increase is due mainly to \$38.8M in tangible capital asset additions offset by \$12.1M in amortization for the year and a decrease in prepaid expenses (\$1.2M).

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2024

The **liabilities** are present obligations of the District to others arising from past transactions or events, the settlement of which is expected to result in the future sacrifice of economic benefits. As at the statement date, the District had liabilities of \$338.2M which is a 13% (\$39.7M) increase from the \$298.5M held the prior year. The increase is primarily due to an increase in Deferred Capital Revenues (\$31.0M) and Accounts Payable (\$6.8M).

The **accumulated surplus or deficit** of the District is calculated as the sum of the total assets less the liabilities of the District. This indicator represents the net assets of the District.

	FY24	FY23	INCR / (DECR)	INCR /
			FROM	(DECR)
ACCUMULATED SURPLUS / (DEFICIT)	ACTUAL	ACTUAL	PRIOR YEAR	%
(in \$ thousands)	A	B	C = A-B	D = C/B
ENDOWMENTS	673	673	0	0.0%
INVESTED IN CAPITAL ASSETS	129,990	128,979	1,010	0.8%
LOCAL CAPITAL	-	-	-	100.0%
OPERATING	3,747	5,229	(1,482)	(28.3%)
TOTAL ACCUMULATED SURPLUS	134,410	134,882	(472)	(0.3%)

As at the statement date, the District had an accumulated surplus of \$134.4M which is a 0.3% (\$0.5M) decrease from the \$134.9M held the prior year.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2024

STATEMENT OF FINANCIAL POSITION METRICS

The following are some statement of financial position metrics that indicate the financial health of the District.

Working capital ratio / Current ratio is an indication of the ability of the District to meet its current financial obligations from the liquid assets it has at a point in time. The ratio is calculated as current assets divided by current liabilities.

If the ratio is less than 1.0, then the District may have trouble paying back creditors. If the ratio is greater than 1.0, then the District has working capital and may have the potential to invest and grow.

The District had a ratio of 1.28 as at June 30 2024, which is consistent with the prior year and with neighbouring districts SD61 (1.09) and SD63 (1.45) from 2022/23.

Cash asset ratio is a measure of the District's ability to pay its short-term obligations. The ratio is calculated as cash and cash equivalents divided by total current liabilities. The District had a ratio of 1.14 as at June 30, 2024, a slight decrease from the prior year (1.31). The District's ratio is within the Office of the Comptroller General of BC suggested ratio of greater than 1.0 and is consistent with neighbouring districts SD61 (0.99) and SD63 (1.20) from 2022/23.

	FY24	FY23	INCR / (DECR)
	ACTUAL	ACTUAL	FROM
			PRIOR YEAR
STATEMENT OF FINANCIAL POSITION METRICS (in \$ thousands)			
CURRENT ASSETS			
CASH AND CASH EQUIVALENTS	\$ 40,653	\$ 29,776	\$ 10,877
ACCOUNTS RECEIVABLE	\$ 4,075	\$ 2,087	\$ 1,988
PORTFOLIO INVESTMENTS	\$ -	\$ -	\$ -
PREPAID EXPENSES (excluding the prepaid lease)	\$ 838	\$ 1,103	\$ (265)
OTHER ASSETS	\$ 250	\$ 1,124	\$ (874)
A	TOTAL CURRENT ASSETS	\$ 45,815	\$ 34,090
			\$ 11,726
CURRENT LIABILITIES			
ACCOUNTS PAYABLE	\$ 17,022	\$ 10,213	\$ 6,809
UNEARNED REVENUE	\$ 6,048	\$ 5,130	\$ 918
DEFERRED REVENUE (SPF BALANCES)	\$ 2,569	\$ 1,878	\$ 691
DEFERRED CAPITAL REVENUE (UNSPENT)	\$ 10,021	\$ 5,535	\$ 4,486
			\$ -
B	TOTAL CURRENT LIABILITIES	\$ 35,660	\$ 22,755
			\$ 12,905
WORKING CAPITAL			
LONG TERM LIABILITIES: EMPLOYEE FUTURE BENEFITS	\$ 6,408	\$ 6,105	\$ 303
ACCUMULATED SURPLUS - LOCAL CAPITAL	\$ -	\$ -	\$ -
ACCUMULATED SURPLUS - OPERATING FUND - RESTRICTED	\$ 3,747	\$ 5,229	\$ (1,482)
C = A-B	TOTAL WORKING CAPITAL	\$ 10,155	\$ 11,334
			\$ (1,179)
D = A/B	CURRENT RATIO = CURRENT ASSETS / CURRENT LIABILITIES	1.2848	1.4981
	CASH ASSET RATIO = CASH AND CASH EQUIVALENTS / CURRENT LIAB	1.1400	1.3085
			(0.21)
			(0.17)

**SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2024**

STATEMENT OF OPERATIONS

The Statement of Operations reports the surplus or deficit from operations in the accounting period. The statement displays the cost of District services provided in the period, the revenues it has recognized in the period and the difference between them.

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

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

OPERATING FUND

The Operating Fund is comprised of four components: revenues, expenses, tangible capital assets purchased, and operating surplus or deficit. The summary schedule for the Operating Fund can be found in Schedule 2 – the Schedule of Operating Operations in the financial statements.

REVENUES

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

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

OPERATING REVENUE ALLOCATION



■ PROVINCIAL OPERATING GRANT
(91.1%)

■ OTHER PROVINCIAL FUNDING
(2.6%)

■ INTERNATIONAL TUITION
(4.0%)

■ OTHER
(2.3%)

**SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2024**

The District’s operating revenues of \$150.1M increased by 16% (\$20.3M) over the prior year. Against a budget of \$162.5M, the \$164.7 in revenues resulted in savings of 1% (\$2.1M).

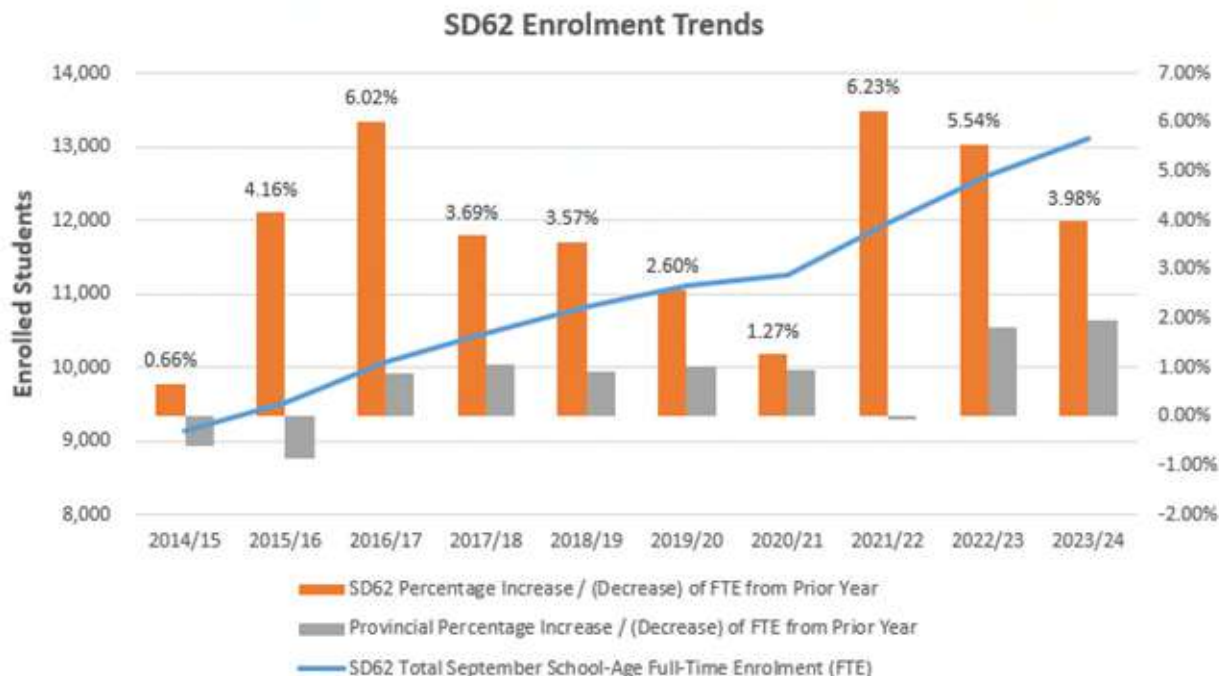
	BUDGET	ACTUAL	ACTUAL	SAVINGS /	SAVINGS /	INCR / (DECR)	INCR /
	FY24	FY24	FY23	(PRESSURE)	(PRESSURE) %	FROM	(DECR)
				FY24	FY24	PRIOR YEAR	%
OPERATING REVENUES (in \$ thousands)	A	B	C	D = A-B	E = D/A	F = B-C	G = F/C
PROVINCIAL OPERATING GRANT	149,125	150,060	129,770	935	1%	20,289	16%
OTHER PROVINCIAL FUNDING	4,108	4,174	6,629	66	2%	(2,455)	(37%)
FUNDING FROM FIRST NATIONS	573	634	645	61	11%	(12)	(2%)
CONTINUING ED TUITION	90	74	80	(16)	(18%)	(6)	(8%)
INTERNATIONAL TUITION	6,825	6,629	6,282	(196)	(3%)	348	6%
MISCELLANEOUS	476	923	825	446	94%	98	12%
RENTALS AND LEASES	503	576	492	73	15%	84	17%
INVESTMENT INCOME	836	1,582	1,052	746	89%	530	50%
TOTAL OPERATING REVENUES	162,535	164,651	145,776	2,116	1%	18,875	13%

The \$2.1M in savings was largely from the Operating Grant (\$0.9M) and investment Income (\$0.7M).

Operating Grant

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

As highlighted in the graph below, enrolment has increased every year over the past decade.



Prior to 2021/22 the enrolment growth had slowed from 3.69% in 2017/18 to 1.27% in 2020/21. In 2021/22 the district experienced a significant increase in enrolment growth (6.23%) over the

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2024

prior year. Again, in 2023/2024 the district showed a steady growth of 3.98%. At an average enrolment increase of 3.92% over the past 5 years, the District's growth is significantly higher than the provincial average (1.40%) over the same time period.

The upward trajectory of student enrolment continued in the 2023/24 school year. As detailed in the table below, there was a 5.9% (970.32 FTE) increase in total enrolment from the prior year.

	BUDGET	ACTUAL	ACTUAL	SAVINGS / (PRESSURE)	SAVINGS / (PRESSURE) %	INCR / (DECR) FROM	INCR / (DECR)
	FY24	FY24	FY23	FY24	FY24	PRIOR YEAR	%
	A	B	C	D = B-A	E = D/A	F = B-C	G = F/C
ENROLMENT (in FTE)							
SEPTEMBER							
STANDARD (REGULAR) SCHOOLS	12,748.75	12,748.75	12,248.18	-	0.0%	500.57	4.1%
CONTINUING EDUCATION	23.63	23.63	18.63	-	0.0%	5.00	26.8%
ALTERNATE SCHOOLS	209.00	209.00	204.00	-	0.0%	5.00	2.5%
DISTRIBUTED LEARNING	139.25	139.25	148.06	-	0.0%	(8.81)	(6.0%)
HOME SCHOOLING & COURSE CHALLENGES	40.00	40.00	27.00	-	0.0%	13.00	48.1%
DESIGNATED STUDENTS	1,216.00	1,216.00	1,033.00	-	0.0%	183.00	17.7%
ENGLISH LANGUAGE LEARNING	1,408.00	1,408.00	1,115.00	-	0.0%	293.00	26.3%
INDIGENOUS EDUCATION	1,243.00	1,243.00	1,235.00	-	0.0%	8.00	0.6%
ADULT EDUCATION	10.88	10.88	11.44	-	0.0%	(0.56)	(4.9%)
TOTAL SEPTEMBER COUNT	17,038.50	17,038.50	16,040.31	-	0.0%	998.19	6.2%
FEBRUARY COUNT	177.50	292.13	308.06	114.63	64.6%	(15.94)	(5.2%)
MAY COUNT	39.00	53.63	65.56	14.63	37.5%	(11.94)	(18.2%)
TOTAL ENROLMENT	17,255.00	17,384.25	16,413.93	129.25	0.7%	970.32	5.9%

The increased enrolment along with funding level increases resulted in a 16% (\$20.3M) increase in the operating grant from the prior year. There were savings of \$0.9M due to the February and May counts being higher than budgeted.

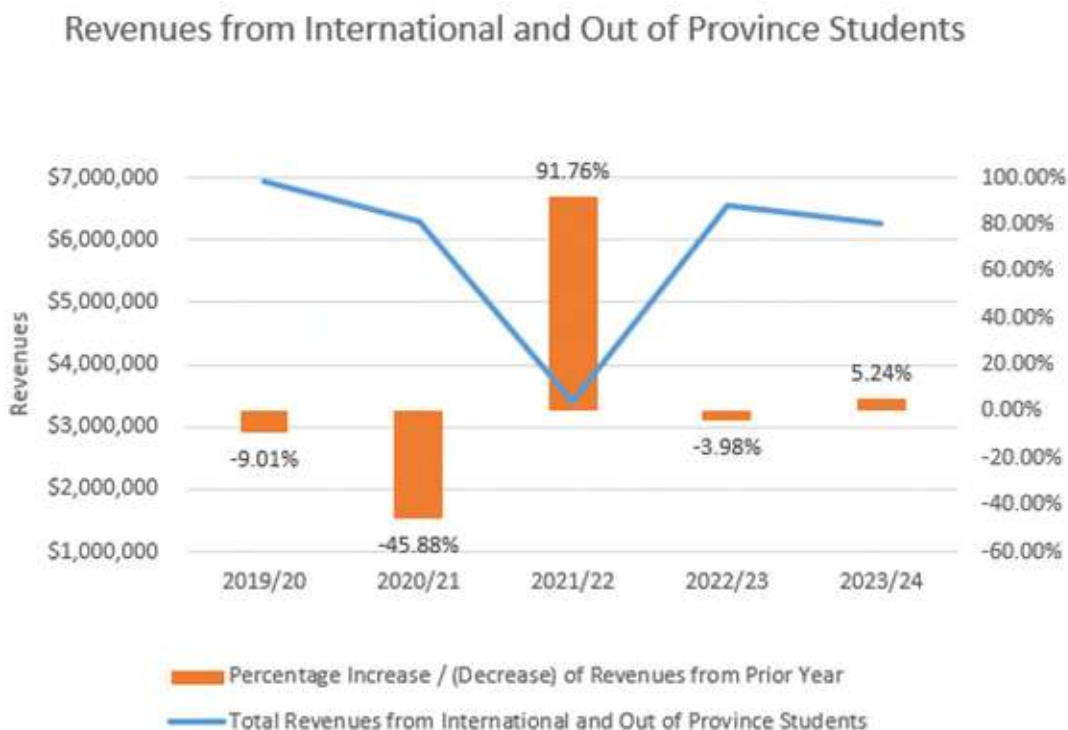
Other Provincial Funding

There was a decrease of \$2.4M in other Ministry of Education grants from the prior year mainly because of lesser provision of Labour Settlement Funding (2.6M). Against a budget of \$4.1M, the \$4.2M in other provincial funding revenues was primarily on budget for the year.

**SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2024**

International Tuition

The International Program stabilized after a significant increase in revenues in 2021/2022 due to lifted travel restrictions. At \$6.6M for 2023/24, revenues increased by \$0.35M from the prior year.



The International Program cost \$5.3M in expenses to generate the \$6.6M in revenues – for net revenues of \$1.3M in 2023/24. The \$1.3M in net revenues is consistent with the prior year. The funds generated from the International Program go to support discretionary programs in the District.

EXPENSES

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

The provincial averages are taken from data available to the public on the Ministry of Education financial reporting website. At the time of issuance of this report, the provincial actuals for fiscal 2023 were not yet available, as such the provincial budgets for fiscal 2023 were used for comparative purposes.

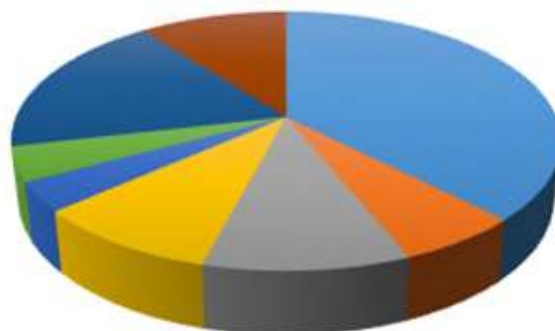
**SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2024**

Expenses by Type (Object)

The District's spending allocations by object were in line with provincial averages - with 89.6% of its expenses on salaries and benefits (Province = 88.9%) and 10.4% on services and supplies (Province = 11.1%).

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

FY24 EXPENSES BY OBJECT



- TEACHERS SALARIES (SD62=37.7%; Prov=41.8%)
- PVP SALARIES (SD62=6.2%; Prov=5.6%)
- EA SALARIES (SD62=10.2%; Prov=8.5%)
- SUPPORT STAFF SALARIES (SD62=9.4%; Prov=8.7%)
- OTHER PROF. SALARIES (SD62=3.7%; Prov=2.9%)
- SUBSTITUTE SALARIES (SD62=4.3%; Prov=3.7%)
- EMPLOYEE BENEFITS (SD62=18.2%; Prov=17.7%)
- TOTAL SERVICES AND SUPPLIES (SD62=10.4%; Prov=11.1%)

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2024

The District's operating expenditures of \$164.4M increased by 13.4% (\$19.4M) over the prior year. Against a budget of \$162.9M, the \$164.4M in expenditures resulted in a pressure of \$1.58M (1.0%).

	BUDGET	ACTUAL	ACTUAL	SAVINGS /	SAVINGS /	INCR / (DECR)	INCR /
	FY24	FY24	FY23	(PRESSURE)	(PRESSURE) %	FROM	(DECR)
	A	B	C	D = A-B	E = D/A	F = B-C	G = F/C
EXPENSES (in \$ thousands)							
TEACHERS SALARIES	60,977	61,916	53,901	(939)	(1.5%)	8,015	14.9%
PVP SALARIES	10,461	10,219	9,620	242	2.3%	599	6.2%
EA SALARIES	16,459	16,849	13,652	(390)	(2.4%)	3,197	23.4%
SUPPORT STAFF SALARIES	15,510	15,417	13,493	93	0.6%	1,923	14.3%
OTHER PROFESSIONAL SALARIES	5,996	6,007	5,344	(11)	(0.2%)	663	12.4%
SUBSTITUTES SALARIES	6,178	7,007	6,091	(829)	(13.4%)	916	15.0%
EMPLOYEE BENEFITS	29,783	29,886	26,185	(103)	(0.3%)	3,701	14.1%
TOTAL SERVICES AND SUPPLIES	17,493	17,140	16,740	353	2.0%	400	2.4%
TOTAL OPERATING EXPENSES	162,857	164,441	145,026	(1,584)	(1.0%)	19,415	13.4%

The \$1.58M in pressure was largely from teacher salaries (\$0.9M), Substitutes salaries (\$0.8M), EA salaries (\$0.4M) offset by savings in total services and supplies (0.4M) and PVP salaries (\$0.2M).

The \$0.9M teacher salaries pressure is largely due to an increase in student enrolment.

The \$0.8M substitutes salaries pressure us is largely due to higher teacher on call.

The \$0.4M EA salaries pressure is largely due to higher special need student enrolment.

The \$0.35M savings in total services and supplies is largely due to supply savings across various departments and initiatives.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2024

Expenses by Function

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

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

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

FY24 EXPENSES BY FUNCTION



INSTRUCTION
 (SD62=84.8%; Prov=82.9%)

OPERATIONS AND MAINTENANCE
 (SD62=8.4%; Prov=11.2%)

TRANSPORTATION
 (SD62=2.4%; Prov=1.9%)

DISTRICT ADMINISTRATION
 (SD62=4.4%; Prov=4.1%)

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

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2024

	BUDGET	ACTUAL	ACTUAL	SAVINGS /	SAVINGS /	INCR / (DECR)	INCR /
	FY24	FY24	FY23	(PRESSURE)	(PRESSURE) %	FROM	(DECR)
				FY24	FY24	PRIOR YEAR	%
EXPENSES BY FUNCTION (in \$ thousands)	A	B	C	D = A-B	E = D/A	F = B-C	G = F/C
INSTRUCTION	138,249	139,399	122,200	(1,150)	(1%)	17,199	14%
DISTRICT ADMINISTRATION	7,413	7,190	6,998	224	3%	192	3%
OPERATIONS AND MAINTENANCE	13,380	13,852	12,406	(472)	(4%)	1,446	12%
TRANSPORTATION	3,814	4,000	3,423	(186)	(5%)	577	17%
TOTAL OPERATING EXPENSES	162,857	164,441	145,026	(1,584)	(1%)	19,415	13%

Instruction

The District's \$139.4M expenditure on Instruction for the year was an increase of \$17.2M over the prior year. The \$17.2M increase was largely from Regular Instruction (\$9.2M – mostly teacher salaries and benefits), and Special Education (\$9.1M – mostly EA salaries and benefits).

Against a budget of \$138.2M, the \$139.4M expenditures resulted in pressures of 1% (\$1.2M). The pressures were largely driven pressures in Special Education (\$0.6M) and Regular Instruction (\$0.5M) offset by savings in International Education (\$0.3M).

District Administration

The District's \$7.2M expenditures on District Administration for the year was an increase of 3% (\$0.2M) over the prior year.

The increase is largely due to an increase in salaries and benefits (\$0.4M) offset by a decrease in services and supplies (\$0.2M).

Against a budget of \$7.4M, the \$7.2M expenditures were primarily on budget for the year.

Operations and Maintenance

The District's \$13.8M expenditures on Operations and Maintenance for the year was an increase of 12% (\$1.4M) over the prior year. This was largely due to an increase in Maintenance Operations (\$1.0M – mostly support salaries and benefits) and Grounds (\$0.26M).

Against a budget of \$13.4M, the \$13.9M expenditures resulted in a pressure of 4% (\$0.5M) due to Utilities (\$0.1M) and Maintenance Operations (\$0.4M).

Transportation

The District's \$4.0M expenditures on Transportation for the year was an increase of 17% (\$0.58M) over the prior year. This is largely due to an increase in student transportation salaries and benefits (\$0.47M). Against a budget of \$3.8M the \$4.0M expenditures resulted in a pressure of 5% (\$0.2M) largely due to bus driver salaries and benefits.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2024

TANGIBLE CAPITAL ASSETS PURCHASED AND WORK IN PROGRESS

The amount of tangible capital assets purchased and tangible capital assets that are a work in progress can be found in Schedule 2 – the Schedule of Operating Operations in the financial statements. The District spent \$1,342,027 on tangible capital assets including portables and electric buses.

ACCUMULATED SURPLUS (DEFICIT)

Pursuant to *Section 156(12)* of the *School Act*, school districts must obtain prior approval from the Minister before incurring deficits in the operating fund. The District's year end position as reflected in the table below shows an accumulated operating surplus of \$3,746,823 of which \$814,932 is internally restricted and \$2,931,891 is unrestricted/contingency.

OPERATING FUND SURPLUS
FOR THE FISCAL YEAR ENDING JUNE 30 2024

	FINAL AMOUNT	
A	OPERATING SURPLUS, BEGINNING OF YEAR	\$ 5,228,849
B	OPERATING SURPLUS / (DEFICIT), FOR THE YEAR 2023/24	\$ (1,482,026)
C = A+B	OPERATING SURPLUS, END OF YEAR	\$ 3,746,823
INTERNALLY RESTRICTED SURPLUS		
Restricted Due to the Nature of Constraints on the Funds		
	Discretionary School Generated Funds	\$ 309,424
	School budget balances	\$ 57,531
	Transportation safety fees	\$ 113,338
	Indigenous Education	\$ 68,294
	Kindergarten settlement	\$ 1,539
	Various unspent grants	\$ 5,571
	BCTF Mentorship Grant	\$ 146
	Total - Restricted Due to the Nature of Constraints on the Funds	\$ 555,843
Restricted for Operations Spanning Multiple School Years		
	Transportation tablets	\$ 132,404
	Departmental operations	\$ 126,685
	Total - Restricted for Operations Spanning Multiple School Years	\$ 259,089
Restricted for Anticipated Unusual Expenses Identified by the Board		
	Total - Restricted for Anticipated Unusual Expenses Identified by the Board	\$ -
D	TOTAL INTERNALLY RESTRICTED SURPLUS	\$ 814,932
E = C-D	UNRESTRICTED SURPLUS	\$ 2,931,891

The unrestricted accumulated operating surplus of \$2,931,891 is 1.7% of the \$173,240,693 Operating Fund expenses currently budgeted for the year ended June 30, 2025.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2024

SPECIAL PURPOSE FUNDS

All restricted contributions received, except for capital contributions and unearned revenues (tuition, rentals, etc.) must be reported as special purpose funds. Revenues are recognized when the stipulation or restriction the contribution is subject to is met.

The following table compares the most material expenditures for the year to the prior year of the special purpose funds.

	FY24	FY23	INCR / (DECR)	INCR /
	ACTUAL	ACTUAL	FROM	(DECR)
			PRIOR YEAR	%
SPECIAL PURPOSE FUNDS (in \$ thousands)	A	B	C = A-B	D = C/B
ANNUAL FACILITIES GRANT	337	337	-	0%
LEARNING IMPROVEMENT FUND	570	445	125	28%
SCHOOL GENERATED FUNDS	3,454	3,210	244	8%
STRONG START	203	197	7	3%
OFFICIAL LANGUAGES IN EDUCATION PROTOCOL	448	593	(146)	(25%)
COMMUNITY LINK	755	802	(46)	(6%)
ACADEMIES	1,239	1,109	130	12%
CLASSROOM ENHANCEMENT FUND	25,171	21,101	4,071	19%
FEDERAL SAFE RETURN TO CLASS FUND	-	118	(118)	(100%)
STUDENT AND FAMILY AFFORDABILITY FUND	220	998	(778)	(78%)
FEEDING FUTURES FUND	1,097	-	1,097	100%
EARLY CARE AND LEARNING	224	99	125	126%
PROJECT PENNY	107	-	107	100%
OTHER	462	414	48	12%
TOTAL SPECIAL PURPOSE FUNDS EXPENSES	34,288	29,422	4,866	17%
CAPITAL PURCHASES	-	14	(14)	(100%)
TOTAL SPECIAL PURPOSE FUNDS	34,288	29,436	4,852	16%

The District's \$34.3M expenditures on Special Purpose Funds for the year was a 16% (\$4.9M) increase over the prior year. There were increases in Classroom Enhancement Fund expenditures of (\$4.1M) and Feeding Futures Fund (1.1M).

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2024

CAPITAL FUND

The District's tangible capital asset additions of \$39,687,268 for the year was a 51% (\$13.4M) increase from the prior year. The increase is largely due to an increase in expenditures in the Expansion Program (\$6.6M), the Child Care Capital Funding Program (\$2.8M), and projects funded from other sources outside the provincial government (\$3.1M).

	FY24	FY23	INCR / (DECR)	INCR /
	ACTUAL	ACTUAL	FROM	(DECR)
	A	B	PRIOR YEAR	%
			C = A-B	D = C/B
CAPITAL ADDITIONS (in \$ thousands)				
CAPITAL FUND				
EXPANSION PROGRAM	27,381	20,814	6,567	32%
SCHOOL ENHANCEMENT PROGRAM	1,001	1,585	(584)	(37%)
SEISMIC MITIGATION PROGRAM	262	-	262	100%
CARBON NEUTRAL CAPITAL PROGRAM	222	-	222	100%
BUILDING ENVELOPE PROGRAM	9	247	(238)	(96%)
BUS ACQUISITION PROGRAM	1,452	1,434	18	1%
ANNUAL FACILITIES GRANT	735	192	543	283%
PLAYGROUNDS	195	2	193	10,616%
CHILD CARE CAPITAL FUNDING PROGRAM	3,675	918	2,757	301%
LOCAL CAPITAL	350	350	-	0%
OTHER	3,062	-	3,062	100%
OPERATING FUND	1,342	747	595	80%
SPECIAL PURPOSE FUND	-	14	(14)	(100%)
TOTAL CAPITAL ADDITIONS	39,686	26,301	13,386	51%

Some of the more significant capital projects include:

- **Expansion Program (EXP)** – In 2023/24, \$15.4M was spent on the continuing construction of SCIANEW STEELKEEL Elementary. In addition, \$11.8M was spent on the construction of the prefabricated modulars at Ruth King Elementary and David Cameron Elementary.
- **School Enhancement Program (SEP)** - \$1.0M was spent on energy upgrade work at Millstream, Spencer, and Willway.
- **Bus Acquisition Program (BUS)** - \$1.5M was spent on the purchase of 7 electric school buses.
- **Child Care Capital Funding Program** - \$3.7M was spent on Childcare New Spaces at Colwood Elementary.
- **Other** - \$1.1M was spent on the turf and lights at the North Langford Elementary site, and \$1.6M was spent on electric buses.
- **Operating Fund** – there were \$1.3M in Operating Fund tangible capital asset purchases including electric buses (\$0.2M), and portables (\$1.1M).

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2024

RISKS AND UNCERTAINTIES

The following list are some of the significant financial risks that the District is aware of that could negatively affect operations:

- **Enrolment** – Enrolment drives the District's revenues and an inaccurate estimation of future enrolment could result in either an over or under deployment of resources. Additionally, an inaccurate estimation of future enrolment could further exacerbate the capacity issues the District is currently experiencing.
- **Classroom Capacity** – Continued enrollment increases will provide significant pressure on remaining space availability.
- **Staff benefit rates** – Benefit rates fluctuate from year to year dependent on staff usage so are difficult to accurately predict. In 2023/24, the District benefit rate decreased by 0.19% from the prior year (2023/24 = 25.45%; 2022/23 = 25.65%). A one per cent fluctuation in \$117M in salaries amounts to \$1,170,000.
- **Utilities** – Expenditures on utilities fluctuate based on usage, and usage typically depends on the weather which, even for the Farmers' Almanac, is impossible to predict.
- **Leave liability** – Leave balances (such as unused vacation balances) are recorded in the year they are earned. The larger the balance, the larger the expense. It is difficult to predict with accuracy across the District exactly how many vacation days staff plan on using in any given year.
- **Salary differential** – A component of the Operating Grant is the supplement for salary differential which provides additional funding to districts with average teacher salaries higher than the provincial average. In 2023/24, the District received \$172,340 less than the prior year (FY24 = \$2,029,502; FY23 = \$2,201,842).



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
September 10, 2024 – 6:00 p.m.**

Present: Cendra Beaton, Trustee (Committee Chair)
Allison Watson, Trustee (Committee member)
Trudy Spiller, Trustee (Committee member)
Russell Chips, Trustee
Amanda Culver, STA
Tim Hamblin, CUPE
Ruchi McArthur, SPVPA
Sandra Arnold, SPEAC
Paul Block, Superintendent/CEO
Dave Strange, Associate Superintendent
D’Arcy Deacon, Associate Superintendent

Guests: Fred Hibbs, Nora Reid, Heather Lait

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, Nuuchahnulth. (words gifted by the three nations SD62 works with)

2. Opening Remarks from Chair, Cendra Beaton

The Chair welcomed the committee and acknowledged the territory. The Chair gave thanks to all staff that worked so hard to prepare schools for the return of staff and students. The Chair recognized this date is World Suicide Prevention Day and reminded the group that September 30 is National Truth and Reconciliation Day.

Chair Beaton invited committee members to introduce themselves and, if they wished, to share a celebration of something of note that may have happened to start the new school year. Introductions were made and stories of early school year highlights were shared.

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

The committee report for the June 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** (attached)

a. Review of Mandate for the Committee – Cendra Beaton

The Chair reviewed the mandate of the committee, highlighting the purpose of the body and the roles and responsibilities of members of the committee. Chair Beaton opened the floor to questions or requests for clarification from the committee. No questions or requests for clarification were brought forward.

b. Draft Revised Policy E-110 “Job Descriptions for Excluded Employees” – Fred Hibbs & Nora Reid

Fred Hibbs, Executive Director – Human Resources and Nora Reid, Strategic Human Resources Manager, provided an overview of the draft revised policy. Committee members expressed gratitude for the work done on this draft policy. No questions came forward from committee members.

Recommended Motion:

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

c. Draft New Policy E-152 “Salaries and Benefits for Excluded Employees” – Fred Hibbs & Nora Reid

Fred Hibbs and Nora Reid provided an overview of the draft revised policy. The Superintendent and Committee members expressed gratitude for the work done on this draft policy. No questions came forward from committee members.

Recommended Motion:

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

d. Draft Revised Policy E-123 “Probationary Period for Excluded Employees” – Fred Hibbs & Nora Reid

Fred Hibbs and Nora Reid provided an overview of the draft revised policy. Committee members expressed gratitude for the work done on this draft policy. Questions and discussion followed.

Recommended Motion:

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

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

Fred Hibbs provided an overview of the draft revised policy. Highlighted were regulatory changes that required a policy update, in particular policy related to guide and service animals in the workplace. Also highlighted were the growing number of requests by staff and students to bring support animals into district spaces which required policy and regulation updates to address these requests in keeping with the BC Human Rights Code and *BC Guide Dog and Service Dog Act*. Questions and discussion followed. Fred Hibbs took notes based on feedback from the committee. These will be reviewed along with feedback that may come during the Notice of Motion period. Superintendent Block reinforced with the Committee that feedback via letter to the Superintendent during the Notice of Motion period is the process for ongoing revisions and consultation.

Recommended Motion:

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

6. **NEW BUSINESS** (attached)

a. Full Credit Summer Learning Update – Principal Heather Lait

Principal Heather Lait was introduced by Associate Superintendent Deacon to present on the summer learning programs that were offered by the Sooke School District during the summer months. Heather Lait provided a comprehensive overview of this year’s offerings. This included information on program location, program benefits course offerings, program materials, number of students completing courses (329 students, approximately 95% success rate) and the Welcome to Summer Learning assembly. The presentation was well received, and the committee followed with questions and discussion.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** October 1, 2024

DRAFT

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Sept. 24, 2024

Draft revised Policy E-110 "Job Descriptions for Excluded Employees" is now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy E-110 "Job Descriptions for Excluded Employees".

School District #62 (Sooke)

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

SCHOOL BOARD POLICY

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

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

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

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

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

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

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

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

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

DRAFT

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Sept. 24, 2024

Draft new Policy E-152 "Salaries and Benefits for Excluded Employees" is now ready for Notice of Motion.

NOTICE OF MOTION:

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

School District #62 (Sooke)

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

ADMINISTRATIVE REGULATIONS SCHOOL BOARD POLICY

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

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

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

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

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

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

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

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

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Sept. 24, 2024

Draft revised Policy E-123 "Probationary Period for Excluded Employees" is now ready for Notice of Motion.

NOTICE OF MOTION:

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

School District #62 (Sooke)

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

SCHOOL BOARD POLICY

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

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

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

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

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

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

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

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Sept. 24, 2024

Draft revised Policy and Regulations D-121 "Animals on District Property and in Classrooms" are now ready for Notice of Motion.

NOTICE OF MOTION:

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

School District #62 (Sooke)

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

SCHOOL BOARD POLICY

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

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

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

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

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

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

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

Animals will be removed from the school or classroom:

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

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

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

School District #62 (Sooke)

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

ADMINISTRATIVE REGULATIONS

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

Requests for Service Animals:

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

The animals shall:

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

Principals shall:

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

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

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

- Be responsible for the removal of all refuse or waste pertaining to classroom animals and ensuring it is placed in the appropriate receptacle safely.
- In the event of the death of an animal it is disposed of in a manner that is safe and sensitive to student emotions.

Guide or Service Dog Process - Students

Student Requests for Guide or Service Dogs Animals:

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

Guide or Service Dog Process - Employees

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

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

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

Employee/Handler Responsibilities

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

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

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

School and District Responsibilities

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

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

- Inform, in writing, all stakeholders of the presence of the Guide or Service Dog at the SD62 site, including all students, staff, parents, safety personnel, fire department, police liaison officer, etc.;
- Revise emergency procedures, as required, to include the dog;
- Ensure that proper signage is used to inform visitors of the presence of a Guide or Service Dog; and
- Ensure students and staff are aware of how the dog is to be integrated into the learning environment, in a way that is consistent with the service work the dog is undertaking.

Restrictions for Guide or Service Dogs

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

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

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

Guide or Service Dog Form D-121-1

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

Employee Name: _____

Employee ID #: _____

Work Location: _____

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

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

Veterinary Certificate

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

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

Information Regarding Guide or Service Dog

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

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

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

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

Describe the biological needs of the dog.

[Redacted]

Can the employee manage the dog?

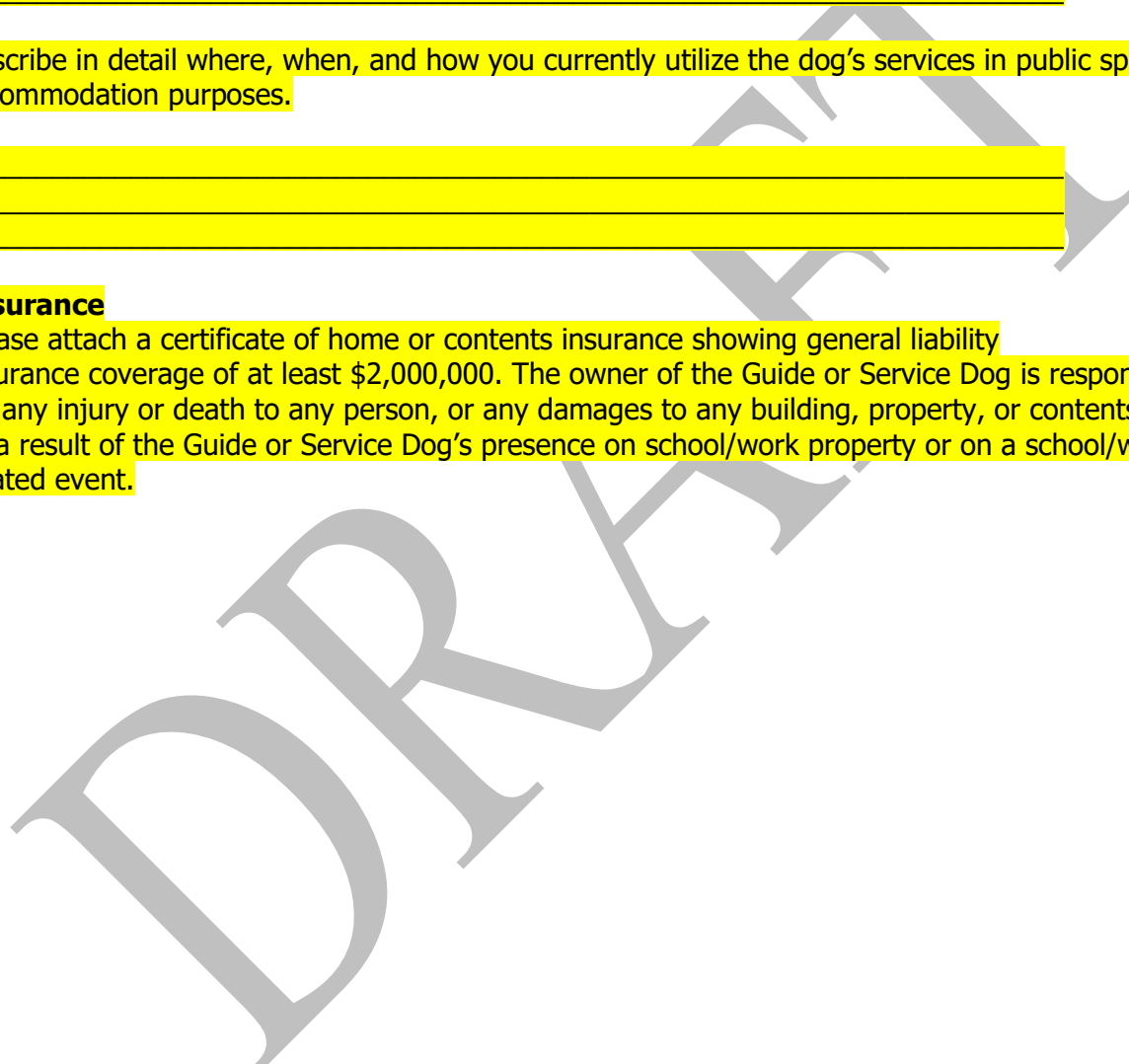
[Redacted]

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

[Redacted]

Insurance

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





Board of Education Information Note Indigenous Education Council (I.E.C) September 24, 2024

Presenters: Tara Jensen (Co-Chair of IEC, T'Sou-ke Nation Representative) Jon Carr (Co-Chair of IEC, SD62 Representative, District Principal NA'TSA'MAHT Indigenous Education)

Background

Policy statement

Each board of education is required to establish and maintain an Indigenous education council (IEC) to support the board to provide comprehensive and equitable education and support services for Indigenous (First Nations, Metis, and Inuit) students and improve Indigenous student outcomes. This includes advising on the appropriate integration of Indigenous worldviews and perspectives, advising on grants in relation to Indigenous students, and ensuring respect for local First Nations in whose territories boards operate school by, for example, giving priority to local cultural content, protocols, and language.

Rationale or purpose of policy

There are persisting disparities in educational outcomes between Indigenous students, in particular First Nation students living on-reserve, and other student populations, and a need for reconciliation in education. Systemic changes are needed to better support Indigenous students. IECs formalize a structure and process to specifically support boards on matters affecting Indigenous students attending BC public schools.

The Province of British Columbia passed the Declaration on the Rights of Indigenous Peoples Act (Declaration Act) into law in November 2019 to, among other things, affirm the application of the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration) to the laws of British Columbia. The Declaration Act Action Plan, established under section 4 of the Declaration Act, includes collectively identified goals and outcomes for implementing, and meeting the objectives of, the UN Declaration in B.C., and includes a specific commitment related to IECs at action 4.3.

Authority

School Act sections 87.001 – 87.005, 93, 95, 166.4 (2.1), and 166.43 (IECs)

School Act section 106.4 (targeted grants)

Ministerial Order 217/2024 - Indigenous Education Council Order (IEC Order)

Ministerial Order 302/20 - Enhancing Student Learning Reporting Order IECs formalize a structure and process to specifically support boards on matters affecting Indigenous students attending BC public schools.

Link: [Indigenous Education Council Policy](#)

Update

SD62's 1st IEC meeting was held Sept. 10th, 2024. The next meeting is October 8th. The current focuses of the I.E.C.:

- Developing a Terms of Reference
- Appointments, Membership & Electing Co-Chairs
- IEC Learning & Capacity Building Opportunities
- Advising on the appropriate integration of Indigenous worldviews and perspectives via the SD62 Elder's Advisory Circle
- Starting conversations with applicable departments within the District
- Approving grants related to Indigenous learners

Respectfully Submitted,

Jon Carr – District Principal – Na'tsa'maht Indigenous Education Department

Indigenous Education Council (I.E.C.) Report

Sept. 24, 2024
I.E.C. Co-Chairs:
Tara Jensen
Jon Carr



Evolving the Indigenous Education Council (I.E.C.)

Throughout last school year, we began having conversations around the introduction of Bill 40 and the Ministerial Order for the Indigenous Education Councils

previously called the N.E.C. in SD62 (NA'TSA'MAHT Education Council)

Last September, the N.E.C. introduced a First Nations Co-Chair (Tara) to the structure of the council

In May, we attended the Jointly Convened Annual Meeting for First Nations and School Districts, learning about the new legislation together

In June and August, the School District hosted planning meetings where we came together to start learning about the new council legislation

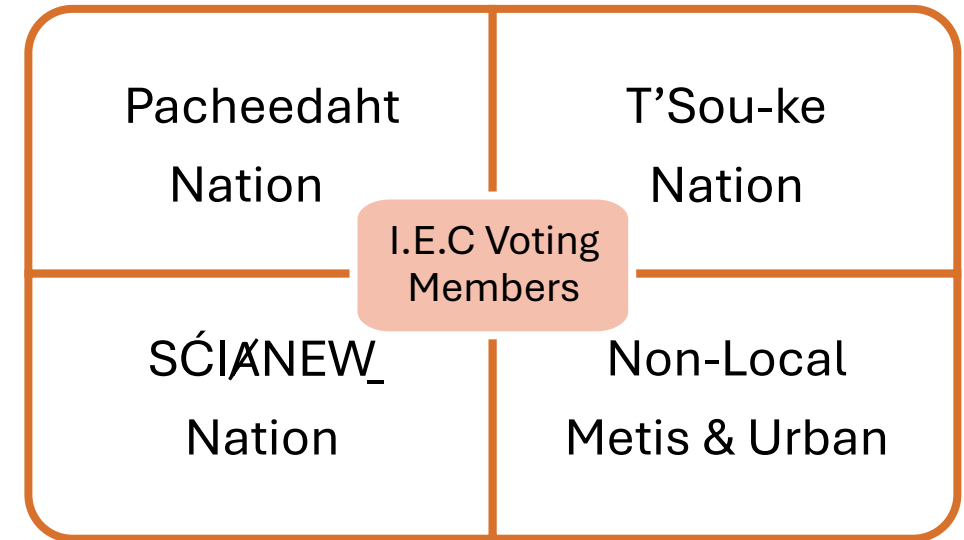
We had our 1st IEC meeting Sept. 10th where we started developing a Terms of Reference and providing input and approval on Indigenous Education grants





Current Membership

- Local First Nations:
 - SĆIΛNEW_ Nation
 - Pacheedaht Nation
 - T'Sou-ke Nation
- Non-Local Indigenous Representation:
 - Metis Nation Greater Victoria
 - Hulitan Family & Community Services
 - M'akola Housing Society
- **Membership is reviewed annually**
- **The total number of representatives of local First Nations must not be outnumbered by the additional representatives**



- **2 annually elected Co-Chairs:**
 - A Voting member from local First Nations
 - A Non-voting member from School District

School board trustees and employees are not eligible to be voting members of an IEC, pursuant to section 87.004 (2) of the *School Act*.

Indigenous Education Council Voting Members

T'Sou-ke Nation



Primary

Tara Jensen

Alternate

Michelle Thut

SĆIΛNEW Nation



Primary

Miranda Metge

Alternate

Stacey Charles

Pacheedaht Nation



Primary

Amanda Hamilton

Alternate

Natasha Jones



Metis Nation Greater Victoria

Kookum Jo-Ina Young



Hulitan Family & Community Services

Julia Clifton



M'akola Housing Society

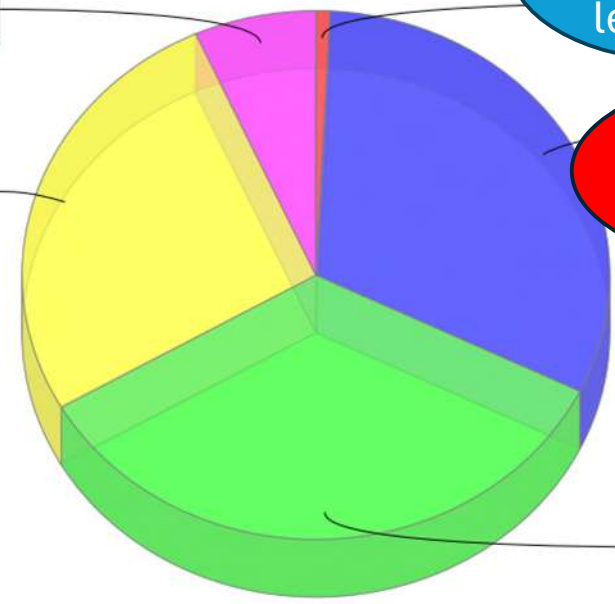
Brandon Labbey-Krejci



Lellum in SD62 Indigenous Student Composition

Status - On Reserve
(6.70%)

Status - Off Reserve
(26.64%)



10
Inuit
learners

32% or 404
Metis
learners

68% or 870
First Nations
learners

Non-Status (34.42%)

93% or 1198
Indigenous Learners
are living away from
their home
community

7% or 86
Indigenous Learners
are living in a First
Nations community

8.7% or 1284
Indigenous
Learners in SD62



Current Focus of I.E.C.

IECs formalize a structure and process to specifically support boards on matters affecting Indigenous students attending BC public schools.

Developing a Terms of Reference

Appointments & Membership

Learning & Capacity Building Opportunities

Advising on the appropriate integration of Indigenous worldviews and perspectives

via the SD62 Elder's Advisory Circle

Starting conversations with applicable departments within the District

Approving targeted grants for Indigenous students



Thank you

Huy ch q'u.

Gilakas'la

Marsee

English

Hul'q'umi'num'

Kwakwaka'wakw

Michif (Métis)

HÍSWKE

Hay'sxw'qa!

Kleco Kleco

SENĆOŦEN

Lekwungen

Nuu-chah-nulth

Questions, comments, or curiosities?

Information Note

Board of Education Meeting

September 24, 2024

Agenda Item 10.3: 2025-2029 Strategic Plan

Vision, Mission, Values & Beliefs

Purpose:

- This information note provides recommendations for a revised vision, mission, values and beliefs of the school district as first steps in the renewal of the SD62 Strategic Plan 2025-2029.

Background:

- The current strategic plan, developed by the previous Board of Education, ends on June 30, 2025.
- Work on the new strategic plan has started and an Environmental Scan (E-Scan) has been developed and provided to Trustees at the February 2024, Board of Education Meeting.
- Multiple workshop sessions have been held in the spring and summer of 2024 where the Board and Executive team collaborated on a review of the current Strategic Plan, a review of the information from the E-scan including staff’s analysis, followed by discussion and activities led us to generate new ideas and language to reflect the district’s future direction.
- Trustees were presented revised vision, mission, values and beliefs statements at the August 27, 2024, Board of Education meeting. A survey to gather individual trustee’s feedback was open for 2.5 weeks in September 2024 to gather additional feedback on the most recent draft versions of SD62’s vision, mission, values and beliefs.
- Presented to the Board is the intended final draft based on the consultation and development sessions with the Board of Education and Executive team, followed by an opportunity for the Board to provide input without staff’s influence via a survey.
- A final draft of SD62’s vision, mission, values and beliefs are a critical element required for the successful 2025-2029 Strategic Plan Engagement consultation series planned for October to November 2024.



Summary:

- The recommended vision, mission, values and beliefs for SD62 moving forwards are:
 - **Vision:** We create learning environments where every individual is valued. Our schools are nurturing spaces that inspire purposeful and innovative learning, guiding students to become informed and responsible citizens.
 - **Mission:** To cultivate a community where curiosity and lifelong learning flourishes in schools that empower voices and inspire growth, creativity and success for all.
 - **Values:**
 - Inclusivity
 - Respect
 - Safety
 - Integrity
 - Collaboration

Beliefs

Rationale is indicated in **red font**.

- **We believe that continuous personal and academic growth is essential for success in an ever-changing world.**
 - Supports the vision of fostering lifelong learning and the mission's focus on dynamic and innovative learning experiences.
- **We believe in empowering students to shape their own learning journey by valuing their voice and choice.**
 - Aligns with a vision of fostering an environment where students are active participants in their education, and it supports a mission of creating meaningful and personalized learning experiences.
- **We believe that encouraging creative thinking and problem-solving nurtures innovation and adaptability.**
 - Aligns with the mission's emphasis on innovation and the vision's goal of inspiring growth and creativity.
- **We believe that diversity enriches our community and that every individual deserves to feel valued and included.**
 - Reinforces the mission's commitment to inclusivity and the vision's aspiration to be an inclusive and empowering community.
- **We believe that education partners, staff, families, and the community all play a vital role in supporting student learning, each with distinct responsibilities.**
 - Complements the mission's focus on collaboration and the vision's goal of a supportive and cooperative environment.

Recommended Motion:

Motion Requested: That the Board of Education for School District 62 (Sooke) approve the District's Vision/Mission/Values/Beliefs statements for the 2025-2029 Strategic Plan as presented at the September 24, 2024 Board Meeting.

Submitted respectfully by:

Paul Block

Superintendent & CEO

OUR VISION

We create learning environments where every individual is valued. Our schools are nurturing spaces that inspire purposeful and innovative learning, guiding students to become informed and responsible citizens.

OUR MISSION

To cultivate a community where curiosity and lifelong learning flourishes in schools that empower voices and inspire growth, creativity, and success for all.

Our Values

Inclusivity: Grounded in reconciliation principles, inclusivity means celebrating diversity and ensuring everyone feels valued and included.

Respect: Fostering a culture of mutual respect and understanding among students, staff, and the community.

Safety: Ensuring a securing and nurturing environment where everyone feels physically and emotionally safe.

Integrity: Upholding honesty, transparency and ethical behaviour in all actions and decisions.

Collaboration: Working together to achieve common goals, valuing teamwork, and community partnerships.

Our Beliefs

We believe that continuous personal and academic growth is essential for success in an ever-changing world.

We believe in empowering students to shape their own learning journey by valuing their voice and choice.

We believe that encouraging creative thinking and problem-solving nurtures innovation and adaptability.

We believe that diversity enriches our community and that every individual deserves to feel valued and included.

We believe that education partners, staff, families, and the community all play a vital role in supporting student learning, each with distinct responsibilities.

Information Note Board of Education Meeting September 24, 2024 Agenda Item: 10.4 – Strategic Plan Annual Report

Background:

- For the district's [Strategic Plan 2021-2025](#), a comprehensive process of charting accountability has been developed that links strategic plan outcomes, annual operational plans and the Ministry of Education and Child Care's student success metric report: the Enhancing Student Learning (ESL).
- 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 Annual Report for the 2023/24 school year reports on progress made in the [2023/24 Operational Plan](#).
- The district has devised a strategic plan proficiency rubric, that mirrors language in the student reporting policy set by the Ministry of Education and Child Care. The rubric establishes proficiency categories for Emerging, Developing, Proficient and Extending.

The 2023/24 Annual Report

The report reflects overall progress in relation to the strategic plan goals and objectives and covers the 32 projects from the 2023/24 Operational Plan.

Highlights from the 2023/24 Operational Plan include:

- The Sooke School District Literacy Intervention Program completed its first year, implementing locally developed measures to capture indicators of student's literacy skills and identify at-risk learners across all elementary schools. The data collected was used to inform classroom and school-level decisions around literacy instruction/intervention. 3777 students were screened in grades K-3.
- The District Accessibility Committee was established to review accessibility concerns that were entered into an online district feedback tool. Cross departmental collaboration between the Accessibility Committee Chair and the Director of Facilities to review, plan and action accessibility requests demonstrated progress towards addressing gaps in the system.

- A digital application was procured by the Na'tsa'maht Indigenous Education Department to track service delivery and adult to student contacts for all Indigenous students. The data is being utilized to ensure that Indigenous student's system wide are receiving academic, culture and language supports to ensure student achievement levels that are equal to non-indigenous students.
- Senior Staff expanded the provincial "Feeding Futures" program to deliver 800 meals daily to student's district-wide, over \$3000 of nutritious snacks were provided per school and in our secondary schools an increase in food rescue produce was utilized in foods and culinary programs. Further Senior Staff led 30 district partners in strategic planning about regional food security, developing a set of objectives to focus regional collaboration.
- Re-alignment of the Energy and Sustainability Plan: strategic deployment of current electric buses, additional electric buses thereby reducing greenhouse gas (GHG) emissions, installation and maintenance of electric vehicle charging posts supported the district's efforts to reduce GHG emissions by making personal electric vehicles a viable transportation option for staff and parents.

As we begin the 2024/25 school year, our new [2024/25 Operational Plan](#), developed to ensure further progress towards meeting the goals of the 2021-25 strategic plan will use the data and evidence from this annual report to guide our work.

For Recommendation:

"That the Board of Education for School District 62 (Sooke) approve the District's Strategic Plan Annual Report 2023/24 as presented at the September 24, 2024 Board Meeting."

Submitted with Respect,

Paul Block, Superintendent



SOOKE
SCHOOLS **62**
Shaping Tomorrow Today



2023-24 ANNUAL REPORT

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Message from the Superintendent

The 2023/2024 school year was a year of transition and transformative change which brought positive accomplishments and opportunities for growth to the school district. This year was a full return to a pre-pandemic environment with students, staff and community fully embracing processes and activities that create a sense of belonging and a culture of community and family that are crucial to the wellbeing of our students and staff. With the full capacity and energy to re-focus on what matters most, student learning: the intellectual development, human and social development and career education were clearly the target the District strived to meet. As a system we have been humbly reminded of the importance of the role that schools play, not only for education but as a key support to our communities. As stewards of our community, we will continue to learn and lead from the challenges we overcome.



Having now completed year three of the Sooke School District Strategic Plan which is focused on three priority areas: Learning, Engagement and Growth, we are excited with the progress that we have made. Significant enrolment growth continues with a projection for 500 more students in the 2024/2025 school year. Construction of the new SCIANEW STEELITKEŁ Elementary School in South Langford is now over 60% complete. Additionally, planning is underway for a new childcare facility at Hans Helgesen Elementary in Metchosin, and we've received approval to prepare a business case for a new secondary school in North Langford. These projects will greatly support our growing Westshore community. Plans for the new Port Renfrew Elementary are near ready to go to tender and advocacy for a seismic replacement school at Sooke Elementary are all examples of the need to be raising awareness of our growth and why getting new schools built continues to be a priority for our school district.

Our mission of helping to develop educated citizens means that how our students see themselves in the community is important. We want our learning environments to be safe, inclusive and reflective of the needs of our students, staff and the communities we serve. I am privileged to do this work alongside supportive and committed colleagues as well as a Board of Education who are dedicated to making significant contributions to the life and outcomes of students. As we prepare to extend our work next year, we reaffirm the importance of thinking forward through our strategic planning process.

A handwritten signature in black ink, appearing to read 'Paul Block'. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Paul Block

Message from the Board Chair

As we reflect on the 2023/2024 school year, I am filled with both enthusiasm and optimism. To our students, I want to extend my heartfelt appreciation for your hard work and growth throughout the year. You are the reason my fellow Trustees and I are so dedicated to this work. We strive to ensure that the needs of every student are at the forefront of our planning, decision-making, and vision for the future. Our efforts are supported by nearly 2,250 dedicated employees who contribute both visibly and behind the scenes to each student's learning journey. From classroom teachers and education assistants to bus drivers, groundskeepers, payroll technicians, and electricians, each of our employees play a crucial role in making the Sooke School District a vibrant and nurturing place to live, work, and learn.



With renewed focus on student learning, this year has highlighted the essential role schools play in education and as community pillars. As stewards of this responsibility, we are committed to leading with resilience, equity, collaboration, and innovation. As we enter the final year of our Strategic Plan — centered on Learning, Engagement, and Growth — I'm excited to share our progress. As Superintendent Block shared, we eagerly anticipate the opening of the new **SĆIANEW STELIŹKEŁ** (pronounced schee-ay-nuh ska-leetk-luth) Elementary School in South Langford next fall. This fall, we completed two prefabricated additions, adding 190 new seats at David Cameron Elementary and Ruth King Elementary. We are also making strides toward breaking ground on a new childcare facility at Hans Helgesen Elementary in Metchosin and are midway through a business case for a new Secondary School in North Langford. The tender process for the replacement of Port Renfrew Elementary is nearing completion, and we remain focused on advocating for a seismic upgrade at Sooke Elementary. We are grateful for the Ministry of Education and Child Care's substantial investment in the Sooke School District in recent years and will continue working collaboratively to address our rapid growth, while ensuring we prioritize student success and well-being.

Beyond academics, we are committed to creating safe, inclusive, and responsive learning environments where everyone feels valued and supported. It's an honour to work alongside such dedicated colleagues, all committed to making a meaningful impact on the lives and futures of our students. Together, we strive to make a lasting impact and ensure that every student has the opportunity to thrive.

A stylized, handwritten signature in black ink, appearing to read 'Amanda Dowhy'.

Amanda Dowhy

Executive Summary

The Strategic Plan 2021-25 was written to reflect the vision, mission, values, and beliefs of the Board of Education. Each of the goals and objectives are designed to assist the District in moving forward in key areas to support the development and learning of our students. This Annual Report for the 2023-24 school year provides highlights and evidence of the progress that has been made in the three strategic priorities articulated in the Strategic Plan 2021-25: Learning, Engagement and Growth. For the duration of the 2023-24 school year, staff have worked to implement the strategies and activities outlined in the 2023-2024 Operational Plan, developed by the Superintendent and District Executive Team with input from system leaders. The Operational Plan is developed annually and details what will be done during the year to make progress towards the goals and objectives outlined in the strategic plan.

Highlights

- Our Literacy Intervention Program completed its first year, using locally developed measures to assess elementary students' literacy skills and identify at-risk learners. Data from screening 3,777 K-3 students informed classroom and school-level literacy instruction and interventions.
- A Leadership Working Group created the terms of reference for a multi-partner Diversity, Equity, and Inclusion Committee, paving the way for implementing recommendations from the 2022/23 system-wide report.
- To align with the District's middle school philosophy, schools reconfigured their timetables for the 2024/25 school year, ensuring equal instruction minutes and consistent start and end times daily. Additionally, Applied Design, Skills & Technology (ADST) programming was adjusted to meet provincial curricular outcomes for grades 6-8.
- The Safe Schools Team focused on building capacity and collaborating with regional partners to enhance processes. This included training principals and vice principals (PVP), senior staff, and key school staff in Violent Threat Risk Assessment protocols and tools. The team also engaged in a tri-district Safe Schools Team to review regional processes and communication pathways, sharing best practices and identifying areas for improvement. Additionally, annual training on responding to sexual misconduct was provided to PVP at middle and secondary levels.
- Senior staff developed a records management policy (F-329) and an implementation plan for the 2024/25 school year that features regulations, procedures and a classification and retention schedule.
- The District Accessibility Committee was established to review concerns submitted through the District's online feedback tool. Collaboration between the committee chair and the Director of Facilities led to effective planning and action on accessibility requests, making progress in addressing system gaps.
- A digital application was procured by the Na'tsa'maht Indigenous Education Department to track service delivery and adult to student contacts for all Indigenous students. The data is used to ensure Indigenous students receive academic, cultural, and language support, aiming for achievement levels equal to those of non-Indigenous students.

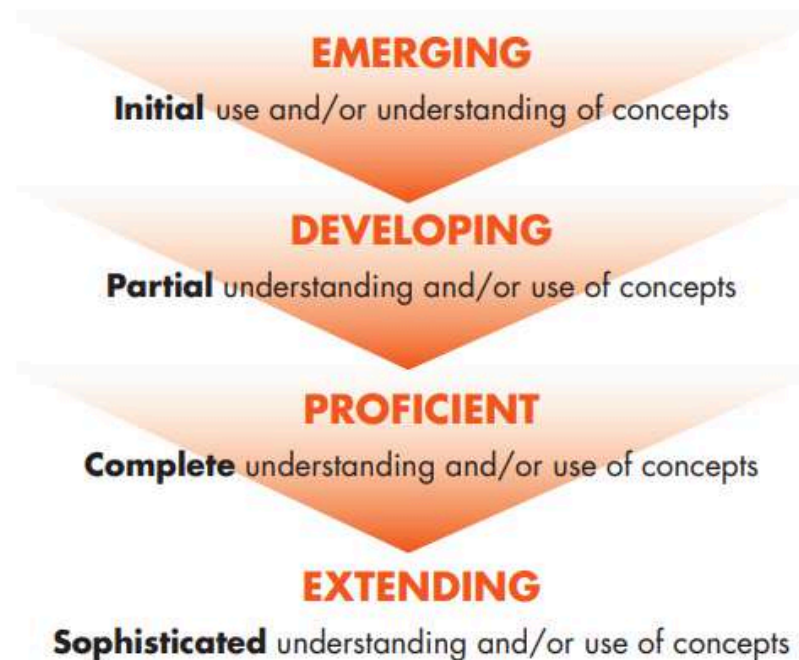
- The Employee Attendance and Wellness Support Program was piloted, offering consultative feedback to Human Resources and senior management teams to guide implementation and resource allocation.
- Senior staff expanded the provincial “Feeding Futures” program to deliver 800 meals daily to student’s district-wide, over \$3000 of nutritious snacks were provided per school and in our secondary schools an increase in food rescue produce was utilized in foods and culinary programs. Additionally, senior staff led 30 district partners in strategic planning on regional food security, developing a set of objectives to enhance regional collaboration.
- Senior staff raised awareness and provided training to further implement cyber security and privacy policies; trial implementation of Mobile Device Management (MDM) for Apple devices and a trial of Intune continues. A successful rollout of Multi-Factor Authentication (MFA) to a pilot group was completed with a planned expansion for the 2024/25 school year.
- The Energy and Sustainability Plan was realigned to strategically deploy current and additional electric buses, reducing greenhouse gas (GHG) emissions. Installation and maintenance of electric vehicle charging stations supported the District’s goal of making personal electric vehicles a viable transportation option for staff and parents.
- The Ethical Decision-Making Framework was implemented to ensure that decisions by the Board and staff are guided by the District’s core values – Relationships, Choice, Respect, Integrity, Trust, Safety, Diversity, and Equity – while also addressing environmental sustainability, systemic racism, and the Truth and Reconciliation Commission’s 94 Calls to Action.



Assessment

To demonstrate progress towards our goals, a rubric proficiency scale was developed to provide a visual representation to describe and monitor progress on the strategic objectives outlined in the Strategic Plan. The rubric continues to be refined to improve goal and objective descriptions and to better reflect a continuum across the four proficiency levels: Emerging, Developing, Proficient, Extending.

The Board of Education is accountable for the goals and objectives of the three strategic priorities. Multiple data points will be used to measure, assess and understand progress. Measurements will be taken from the results of the activities detailed in SD62's annual Operations Plan.



In addition to the strategic plan measures for progress, the District reports annually to the Ministry of Education on standard measures of success in their Framework for Enhancing Student Learning (FESL) including:

- » Reading, writing and numeracy
- » Grade-to-grade transitions
- » Graduation assessments
- » Six-year and eight-year completion rates
- » Early development
- » Student satisfaction, including post-secondary and career preparation
- » Success metrics for all students, including those with unique needs, Indigenous ancestry, English Language Learners and more.

The overall goal achievement for the 2023-24 school year as defined on the rubric:

Priorities	Goal	Emerging	Developing	Proficient	Extending
Learning	Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens.				
Engagement	Create a culture of belonging.				
Growth	Pursue organizational excellence to support a vibrant school district.				

Overall Interpretation

The Strategic Plan Proficiency Scale provides a visual representation of the District's progress in relation to each goal and objective articulated in the Strategic Plan. Learning has made significant progress this year, with ongoing efforts to develop critical and creative thinking skills. Literacy development has been grounded as a key focus from kindergarten through grade 12. Additionally, students are enhancing their social thinking skills by deepening their understanding of diversity, equity, and inclusion. Engagement is a key strategy that supports our primary learning goal. Through broad community and stakeholder engagement, students are supported in their learning, staff members feel connected, and the community feels that they have a voice in educating the next generation.

"We continue to work toward ensuring that all students feel safe and connected to our schools by fostering a 'culture of belonging.' Support for students with Indigenous ancestry to overcome historical prejudices and injustices, continues through the equity work being done in the district. Our hope and ongoing work are focused on creating a more equitable environment, including stronger results for Indigenous learners.

We continue to grow in various ways, most notably through increased student enrollment. Managing this growth requires a sustained focus on providing sufficient learning spaces and ensuring the successful recruitment and retention of professional staff. As our system expands and evolves, it's also crucial that our operations mature to remain efficient, effective, and responsive to the needs of students, staff, and the broader community.

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Introduction to the Operational Plan

To implement the Board of Education's goals, the Executive Team has developed a range of targeted strategies aligned with the Board's strategic plan and objectives. These strategies undergo an annual review to address the evolving needs of the District. This review process allows District staff, the Board, and the community to evaluate progress, identify gaps, and adjust priorities by either:

1. Retiring completed strategies,
2. Reducing focus on lower-priority strategies, or
3. Eliminating strategies that no longer align with the Board's goals.

The annual report provides a high-level summary of these objectives, highlights key initiatives that support them, and assesses the District's progress in implementing each strategy.

For ease of reading, the objectives will be coded by road signs as follows:



The District has achieved significant progress on an objective.



The District has begun work on an objective, but progress is ongoing.



The District has not progressed in a meaningful way.



Learning Priority 2023-24

Learning Objective 1 - To provide opportunities for learners to understand, respect and appreciate diversity and inclusion.



Implement recommendations from the review on diversity, equity, and inclusion (DEI), to strengthen student learning.

Evidence of progress made:

- The Executive Summary of the Bakau report was reviewed by the Leadership Team Working Group.
- A Terms of Reference has been developed for the Leadership Working Group, which will focus on determining the best approach to communicate key themes from the summary report and planning a broader district-wide DEI focus group for the next school year.
- The Leadership Working Group has developed a Terms of Reference for a multi-partner district DEI Committee, which will be established and active in the 2024/25 school year.



Monitor the implementation of Indigenous graduation credit courses to: a) ensure students have access to Indigenous content through a variety of courses and; b) determine whether needed supports and resources for educators are available.

Significant progress towards this multi-tiered objective have been achieved. Evidence of progress:

- Multiple Indigenous ministry courses offered at all secondary schools across the District.
- Building capacity with teachers through in-service training to deliver the courses.
- Range of courses currently being offered:
 - English First Peoples (EFP) 11, 12
 - EFP Literary Studies & Writing 10, 11
 - BC First Peoples
 - Contemporary Indigenous Peoples
 - Environmental Science/Outdoor Education 11, 12
 - Eco Academy 9, 10
 - Sustainability 11, 12
 - Working to add English First Peoples 10 for the 2024-25 school year
- Teachers have the necessary resources to begin teaching the courses and are actively building their resource banks and capacity. A particular emphasis is placed on ensuring high-quality practice in EFP courses, with capacity building as a central focus.

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



Implement the objectives of the Early Learning Framework (ELF) through existing networks and through strengthening effective pathways for the transition into the public education system (kindergarten).

Building capacity has enabled our staff to better understand, articulate and support an effective transition to kindergarten.

Professional Learning opportunities were provided to classroom teachers and early childhood educators in our system:

- Professional learning dinner series (ELF 2.0) for elementary PVP, kindergarten teachers & ECEs.
- Pedagogical narration workshops for K-ECE Partnerships, nature kindergarten teachers & CR4YC network.
- Planning of Ready, Set, Learn (RSL) events, including working with Digital Solutions to determine the distribution of promotional materials.
- Hosted Ready, Set, Learn event at Goldstream Nature House for 50+ participants.
- Planned events for SEY2KT (John Muir Elementary) and hosted performers at T'Sou-ke Nation Preschool & Poirier Elementary.



Continue to implement and expand the K-12 Literacy Plan focused on: a) professional learning opportunities; b) increasing resources; c) intervention support; and d) K-3 Universal Screening.

Significant progress towards this multi-tiered objective has been achieved. Evidence of progress:

- An update was presented to the Education Policy Committee policy presentation in March 2024. Link: [Presentation](#)
- A summary report of the K-12 Literacy Plan achievements in 2023/24 school year. Link: [Summary Report](#)
- Provincial data (Foundation Skills Assessment) illustrates the need for increased focus and interventions in the 2024/25 school year in particular for priority student populations. Link: [2023-24 Provincial Literacy Data Evidence & Commentary](#)



Continue to implement the Middle School Philosophy with a focus on aligning Applied Design, Skills and Technologies (ADST) and middle school programming.

Through consultative processes at the school and district level the following outcomes were achieved to support programming consistent with the District's middle school philosophy:

- All middle schools reconfigured their timetables for the 2024/25 school year with consistent daily start and end times and equal daily minutes of instruction.
- Schools focused on adjusting ADST programming to be consistent with provincial curricular outcomes for grades 6-8.





Build a multi-year plan to enhance staff use of: a) technology to deliver pedagogy in the classroom; and b) information tools and digital platforms for administrative and support work.

Evidence of significant progress made:

- An environmental scan of departments and partner groups was completed.
 - Four key themes for training and support emerged from the scan:
 - Communication Tools – Outlook, Teams, One Drive
 - Basic Digital Literacy – computer terminology, staying safe online
 - Post on-boarding – Atrieve, MyEDBC, Engage
 - Pedagogical Tools – iPads and Chrome books apps
 - An action plan to provide training opportunities based on a multi-modal approach of Online, Hybrid, In-person training was created.
 - Nine-part learning series has been developed and is currently being delivered.

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



Review the processes, practices and structures provided through Inclusive Education Services (IES) that support the increasing complexity and presentation of student behaviour across all school levels.

Evidence of significant progress made:

- IES Department created a community of practice for staff working in a behavior support role. Best practices, structures and professional learning were included as part of the community of practice.
- Visual aids were developed for classroom teachers as a quick reference to illustrate the practices and roles available to support and build consistency when engaging student's needing support with self-regulation.



Enhance the practices and processes of the work of the Safe Schools Team, particularly regarding Violence Threat Risk Assessment (VTRA).

Evidence of significant progress made:

- The Safe Schools Team focused on building capacity and collaborating with regional partners to improve processes:
 - Senior staff provided training opportunities for PVP and key school-based staff.
 - A tri-district Safe Schools Team met to review regional processes and communication pathways, sharing best practices and discussing areas for improvements.
 - PVP at the middle and secondary levels completed annual training for responding to sexual misconduct through a trauma-informed and Violent Threat Risk Assessment lens.

Learning Objective 4 - To enhance student choice and voice.



Develop an organizational approach to establishing the District's presence at the Westshore post-secondary site, including a comprehensive plan for program pathways and course offerings to launch in 2024/25.

Evidence of progress made:

- Building construction continues behind schedule. 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, expanding the computer engineering student seats for year 1 and 2 before transitioning to the main campus in year 3.
- The District has created a new partnership with JIBC to offer the dual credit program, emergency medical responder course in 2024/25 school year.
- Progress continues towards offering an adult graduation program for students aged 18+ based at the Westshore post-secondary site.
- Progress continues towards offering foundations levelled ministry of education and child care courses for newcomer adults.



In consultation with students and all 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.

Evidence of significant progress made:

- The following experiential learning opportunities were developed or accessed to create new learning opportunities district-wide in the areas of Applied Design, Skills and Technology:
 - Students district-wide participated in local, regional and provincial Junior, Senior Trade Skills Competitions.
 - Youth work and trades annual awards at RBSS in early April recognized a record of students engaged in pre-apprenticeship and apprenticeship programs and employment opportunities.
 - A successful grant application earned a \$5000 grant to support a focus on middle school engagement with a focus on health careers.
 - In partnership with JIBC, the Emergency Medical Career Sampler course at EMCS will be offered in the 2024-25 school year.

For a summary review of the 2023/24 Operational Plan Learning Goals and additional commentary, please access the following link: [Monitoring Strategy Effectiveness](#).

Engagement Priority 2023-24

Engagement Objective 1 - To develop, expand and implement inclusive and collaborative practices and processes.



Develop a model to support succession planning for the Leadership Team.

Evidence of progress made:

- A succession planning heat map was developed by senior staff in January 2024 to review status, projected future vacancies and discuss opportunities and challenges of succession planning in a blended unionized and exempt employee environment.
- Members of the Executive Team developed an Executive Team succession plan with the next development stage to be extended to the Leadership Team in the 2024/25 school year.
- The Superintendent (new hire) and the current job competition for Secretary-Treasurer are direct results of the heat mapping process informing and preparing for transition in critical executive positions in the 2023/24 and 2024/25 school years.



Develop a Records Management policy for the Board and create a proposal for operationalizing the policy in the District.

Evidence of significant progress made through actions of senior staff to develop a records management policy and implementation plan for the 2024/25 school year:

- The Executive Team met with the consultant that undertook a review of records to discuss recommendations on approach to 1) Records Management Review Report; 2) Records Management Draft Policy; 3) Records Management Draft regulation; 4) Records Management Procedures; 5) Records Classification and Retention Schedule.
- Policy and Regulation F-329 – Records Management was approved at the June 2024 Board of Education Meeting.



Ensure the District is meeting its legislated requirements under the Accessibility Act by: a) implementing an accessibility plan; b) developing an Accessibility Advisory Group; and c) engaging in a feedback mechanism for issues of accessibility in the District.

Significant progress toward this multi-tiered objective has been made by senior staff through the following actions under the Accessibility Act:

- Established a District Accessibility Committee in Q1 of 2023/24 to review concerns from an online feedback tool.
- Launched an awareness campaign for September 2024.
- Fostered cross-departmental collaboration between the Accessibility Committee Chair and the Director of Facilities to address accessibility requests.

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



Create authentic learning resources & narratives to support the teaching of local Indigenous languages in schools.

This objective is a long-term project that will continue in successive years. Evidence of progress towards this objective in the 2023/24 school year:

- Signage now appears in many schools across the District using SENĆOŦEN language
- On-going consultation with elders leads to monthly updates from the Na'tsa'maht Indigenous Education (NIE) Department on correct spellings and design sets
- NIE Department sends “words of the month” to PVP and NIE team to be featured in classrooms, school publications, newsletters and bulletin boards.
- NIE offers SENĆOŦEN language videos to schools and departments through online teaching resources.
- NIE have and continue to develop SENĆOŦEN language videos featuring local Elders.
- Tri-district (61,62,63) consortium supports collaboration and sharing of local language resources
- SENĆOŦEN kindergarten language program is active at 5 elementary schools in Sooke, in 2 classes per school for a total of 10 kindergarten classes per year.



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.

Evidence of significant progress made:

- A digital application has been procured by the NIE Department to track service delivery and adult to student contacts for all Indigenous students. Use and evidence of success of data collections and associated actions on the 2023/24 school year are as follows:
 - All members of the department engaged in indirect and direct service to students have been trained and are actively using the app to track student progress.
 - Speed and efficiency of app use and accessing data has improved significantly over the year.
 - Data gathered by the app informed “Pathways to Graduation” meetings at schools across the district, providing data on the services are received, enabling staff to assess and reflect on the effectiveness of current service delivery and support data informed decision-making regarding programming and supports.

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



Continue to implement the Strategic Communications Plan with a specific focus on a) expanding digital skills and digital resources for staff to use; and b) broadening the reach of District communications to provide equity of inclusion for specific schools that have received little or no coverage on the District's website or social media.

Significant progress towards this multi-tiered objective has been achieved:

- A) Creation of District Digital Literacy Coordinator position dedicated to enhancing digital proficiency of all staff.
- B) Direct support to PVP with time sensitive communication needs and partnering with departments to promote and execute operational needs.
- B) Continuous evaluation and adjustment of the plan and supports guided by feedback and evolving demands.
- B) District's social media accounts promoted 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.
- B) Identification of specific schools lacking adequate coverage on the District website or social media platforms was completed. Ongoing collaboration with Associate Superintendents to facilitate the incorporation of school events and achievements into communications efforts.



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



Implement a new Employee Attendance and Wellness Support Program with an emphasis on developing a data-informed process to support constructive communications with individual employees regarding attendance; providing supports for staff in need; and raising organizational awareness regarding the impact of attendance issues.

Significant progress towards this multi-tiered objective has been achieved:

- The Employee Attendance and Wellness Support Program documentation is complete and consultation with employee partner groups was sought and received.
- The Employee Attendance and Wellness Support Program was presented to Leadership Team. Human Resources and senior management teams received consultative feedback to inform implementation processes.
- A legal review was undertaken to identify potential areas of contention prior to implementation.
- A pilot program was developed in Q4 for deployment in Q1 & Q2 (2024/25) prior to full implementation.

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Continue to develop, expand and implement a culture of wellness in the District through the Healthy Schools, Healthy People (HSHP) Framework, specifically focused on: a) the Feeding Futures Fund; and b) Digital Safety and Wellness.

Evidence of significant progress made:

- A) Expanded the Feeding Futures program to deliver 800 meals daily to students district-wide.
- A) Pilot Project Food Banks BC is in 10 schools. Over \$3000 of nutritious snacks were provide per school.
- A) In secondary schools, there has been an increase in the use of food rescue produce in foods and culinary programs.
- A) 30 district partners undertook strategic planning about regional food security developed a set of objectives to focus regional collaboration.
- B) Completed the second year of the substance use project funded by a Government of BC grant.
- B) In-service training with counsellors, teacher and PHE staff was completed.
- B) Plan includes sexual health for K-12 and consent focused for secondary school students.



Growth Priority 2023-24

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



Apply for approval from the Office of the Human Rights Commissioner and then implement a Special Hiring Program, including the development and implementation of a supporting equity hiring practices policy.

Evidence of progress pursued:

- The District sought support from union partners to proceed with our application for Special Hiring Program from the BC Office of Human Rights Commission (BCOHRC).
- The District was unable to reach consensus with union partners and did not receive a support letter from STA and CUPE to move forward with an application to BCOHRC.
- At the provincial level, a joint letter to support employment equity through the BCTF and BCPSEA was developed and shared with districts and locals.
- The letter will be the foundation to engage with union locals and move this initiative forward in the 2024/25 school year.



Begin implementing review recommendations for diversity, equity, and inclusion (DEI) that relate to District organizational practices and processes.

Evidence of significant progress made:

- The Executive Summary of the Bakau report was reviewed by the Leadership Team 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.
- Leadership Working Group developed a term of reference for a multi-partner district DEI Committee to be formed and active in the 2024/25 school year.



Growth Objective 2 - To build and maintain spaces and resources that support our creative and critical learning, and our culture of belonging.



The plan includes a) creating and implementing technical specifications to complement the Design Guidelines and Standards, expanding their application to existing spaces; b) executing the Long-Range Facilities Plan (LRFP) to support annual and multi-year space planning; c) conducting a scan of available district data to inform the renewal of the Strategic Plan; and d) developing a strategy to ensure effective community use of school spaces.

Significant progress towards this multi-tiered objective has been achieved:

- A) The Ministry of Education and Child Care has simplified their design guidelines resulting in revision work being considered to align with the District Design Guidelines.
- B) Senior staff completed the Long-Range Facilities Plan and was presented to the [Resources Committee](#) on January 16, 2024.
- C) Senior staffs' implementation process occurred through the Capital Plan submission made prior to June 30, 2024.
- D) Senior staff completed the E-Scan to gauge community feedback and engagement which was received at the [Resources Committee](#) meeting on February 13, 2024.

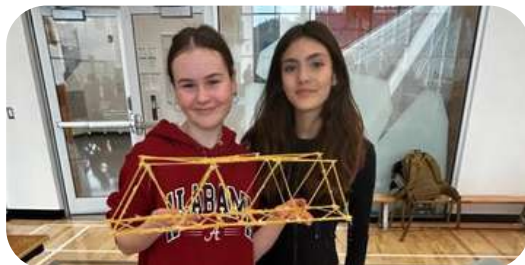
Growth Objective 3 - To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources.



Develop a digital governance policy that defines the Board's role and articulates the structures and processes necessary to manage digital assets (e.g. committees, scope, engagement model, accountability, reporting, etc.)

Evidence of progress made:

- Processes developed and implemented in the 2023/24 school year:
 - 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.
 - Progress towards documentation of digital governance policies to ensure accountability, awareness and practice.





Develop a sustainable proposal to provide equitable access to technology for students and support staff.

Evidence of progress made:

- Approximately 7,000 student devices are in use across the District, with a 1:2 device-to-student ratio based on the September 2023 headcount of 13,767 students. The Student Device Working Group provides data and recommendations to improve device numbers and system-wide implementation.
- In response to system requests, 90 laptops were provided to support CUPE staff, while the Digital Solutions Department actively collaborates with leadership and employee groups to address growing technology demands, despite inflationary pressures on resources.



Continue to raise awareness, provide training and implement cyber security and privacy policies in partnership with Curriculum, Inclusive, and Safe School objectives.

Evidence of significant progress made:

- Implementation of the training module from our vendor partner allowed a successful delivery of training to CUPE staff members during CUPE Pro-D day. The content for the training was developed in conjunction with district educational departments.
- An action plan was developed and delivered to support staff training in response to privacy breaches in schools. The training was delivered at staff meetings 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.



Investigate the requirements to integrate data between business (Finance, HR) and education departments in order to align strategic and operational resources to support student success.

Evidence of significant progress made:

- Senior staff's investigation was completed and concluded at this time, the current metrics and reports produced by the Finance, HR and Communications teams cannot be directly linked to student success metrics.
- Recommendations from the investigation are as follows: explore opportunities to develop department metrics in the 2024/25 Operational plan that uncover key performance indicators (KPI's) and metrics in support of student learning and extend that work in preparation for KPI's and metrics to support the work of the 2025-2029 Strategic Plan.
- Senior staff will continue to document and further develop indirect metrics and KPI's that articulate the evidence of business department's support role and actions that by extension support student achievement.



Conduct an environmental scan of organizational design structures for the delivery of district administration and support services within large BC school districts in support of future strategic and organizational planning.

Evidence of significant progress made:

- Analyzed the organizational design of several BC school districts within the following categories:
 - Peer districts: SD57 Prince George, SD68 Nanaimo Ladysmith, SD37 Delta, and SD62 Sooke
 - Large districts: SD44 North Vancouver, SD33 Chilliwack, and SD73 Kamloops Thompson
 - Very large districts: SD35 Langley, and SD34 Abbotsford
- HR staff gathered metrics to further understand the organizational structure, staffing allocations, and leadership portfolios at each district, with notation to organizational elements that are not currently present in the District.
- Results of the analysis will be presented to the Executive Team on October 1, 2024. Insights gathered will be used to inform organizational design decisions as the District continues to grow.

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



Develop a plan to increase the number of child care spaces on school grounds balanced against K-12 enrolling space needs, that utilizes grants for the construction of child care facilities on school spaces.

Evidence of significant progress made:

- BC Childcare New Spaces Grant Application was successfully submitted and in spring 2024, the District received approval and funding of \$7.421 million to construct a new standalone childcare facility to support 85 children on the grounds of Han Helgesen Elementary in the District of Metchosin.
- Senior staff conducted a research project and prepared a report of current District third-party provider childcare lease rates to inform future decision-making and action planning on the expansion of before and after school childcare programming district-wide.
- Senior staff reviewed and revised Policy F-302, Use of School Facilities for Child Care Programs, engaging third-party providers through a consultation process and district partners through the Education Policy Committee leading to board approval of the revised policy. The revised policy will guide our work in pursuing the expansion of before and after school child care services, in addition to further strategic applications for ages 0-4 standalone childcare facilities on school grounds.
- As a result of the report, senior staff established an internal process leading to the creation of a lease formula District third-party providers focusing on equitable rates for before and after school providers and full day childcare providers.
- Senior staff in consultation with Boys and Girls Club South Vancouver Island (BGCSVI) explored the expansion of before and after school care at Crystal View Elementary. As a result, an additional 12 before and after school spaces were created for the 2024/25 school year.



Continue to implement the Energy Sustainability Plan, with a specific focus on reducing our vehicle and building greenhouse gas emissions towards the 2030 provincial targets.

Evidence of progress made:

- Following consultations and research, resulting in revisions and improvements, Senior staff presented an update on Energy Sustainability Plan to the Resources Committee. Link: [Resources Committee](#) on March 6, 2024.
- The Energy and Sustainability Plan is actively being re-aligned into the 2024/25 school year. Evidence of these initiatives captured in the 2023/24 school year are: strategic deployment of current electric buses with 38% of our fleet being electric, the purchase of additional electric buses facilitated the District in reducing the use of gasoline powered buses thereby reducing greenhouse gas (GHG) emissions. The installation and maintenance of electric vehicle charging posts, and the requisite minor capital work further supported the district's efforts to create options for employees and community to reduce GHG emissions by making personal electric vehicles a viable transportation option for staff and parents.
- Senior staff explored funding supports for energy management strategies through BC Hydro's Shared Energy Coach Program. The District is pursuing an internal Energy Specialist position to lead the Energy and Sustainability Plan, managing our internal energy data and making recommendations for action.
- Senior staff have ensured that in major capital builds (SCIANEW STEELTKEE Elementary) utilized sustainable building materials such as mass timber products that create a lower carbon footprint. Additionally, heat pumps are being utilized at schools providing higher heat efficiency in comparison to electric heaters and reducing the installation of GHG producing gas-powered boiler units as possible.
- As of the 2023/24 school year, the District is on target to meet our commitments for the 2030 CleanBC Act with a 30% reduction in tCO₂e in total emissions from 2018 to 2022.



Create an ethical framework for decision-making to guide board-level decisions through a lens of diversity, equity, inclusion, and social responsibility.

Evidence of significant progress made:

- Senior staff completed the Ethical Decision-Making Framework and presented to the Resources Committee in March that was subsequently approved by the Board of Education at their March monthly meeting: [Resources Committee](#) on March 6, 2024.
- The Ethical Decision-Making Framework was implemented to ensure that Board and staff decisions consider an ethical lens grounded in the District's Values, (Relationships, Choice, Respect, Integrity, Trust, Safety, Diversity and Equity) in addition to environmental sustainability; systemic racism and the Truth and Reconciliation Commission's 94 Calls to Action.
- Immediate examples of implementation of the framework began with the amendment of Information Note templates to include a section on the ethical framework for consideration when drafting key documents for the Board of Education.

Appendices

The list below contains clickable links.

-
- [→ 01 Proficiency Rubric with Performance Descriptors](#)

 - [→ 02 Sooke School District 2023-24 Operational Plan](#)

 - [→ 03 2023-2024 Sooke School District Enhancing Student Learning Report](#)

 - [→ 04 Sooke School District Annual Report 2022-23](#)

 - [→ 05 Strategic Plan 2021-2025](#)

 - [→ 06 NA'TSA'MAHT Enhancement Agreement 2022-2027](#)
-





Board Info Note Public Board Meeting September 24, 2024

Agenda Item: 10.5 – 2023-2024 Enhancing Student Learning Report

BACKGROUND

- As a Ministry Policy, the Framework for Enhancing Student Learning (FESL) is a guide that formalizes our commitment to continuous improvement in BC's public education.
- The Enhancing Student Learning Reporting Order requires each district to annually report on student learning outcomes and publicly provide evidence and analysis on strategies that enhance student learning and success.
- FESL is a system-wide focus, with specific attention given to meet equity and parity goals for Indigenous learners, students with disabilities or diverse abilities, and children and youth in care.
- FESL recognizes the commitment and shared responsibility education partners have for Indigenous student learning and reflects ongoing authentic engagement in collaborative action.
- FESL focusses on Intellectual, Human and Social, and Career Development, using local and provincial evidence to ensure adjustment and alignment of strategies that improve student learning and equity of student outcomes.

Statutory Requirements:

Framework for Enhancing Student Learning Policy (provincial):

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/framework>

Enhancing Student Learning Reporting Order (provincial):

<https://www2.gov.bc.ca/assets/download/FA247BBA2CB24ED0BDDFE343E488C2D6>

RATIONALE

- This Enhancing Student Learning Report reflects Ministry provided data sets, primarily the Foundation Skills Assessments (FSA) and Student Learning Survey. We have also referenced local data through Summary of Learning Updates (Report Cards), Equity Surveys, and McCreary's Adolescent Health Survey. Having multiple data sets provides a substantive and authentic understanding of student achievement in the Sooke School District.
- This report reflects the district's continued focus on building coherence and alignment between the strategies enabled within the goals of the District Strategic Plan and the evidence as gathered throughout the district's Continuous Improvement Cycle.

- The report's four attachments provide detailed context to the different data points and include related analysis and interpretation of the evidence. Appendix A: *Reflecting on Student Learning Outcomes* is a Ministry template prepopulated with district and provincial data.
- Through reflecting on provincial and local data, we have drawn upon the analysis and conclusions to develop intentional action plans, creating the conditions for all learners to develop their individual potential and contribute to a healthy and vibrant community.
- We are committed to removing barriers and building equity and parity for all learners through a strategic and intentional focus on continuous improvement.

Prepared by: Monica Braniff, Deputy Superintendent



SEPTEMBER 2024

ENHANCING STUDENT LEARNING REPORT

Sooke School District

Approved by Board on

2024



Enhancing Student Learning

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WE ACKNOWLEDGE THE TRADITIONAL TERRITORIES OF THE COAST SALISH: T'SOU-KE NATION AND SC'IANEW NATION AND NUU-CHAH-NULTH: PACHEEDAHT NATION. WE ALSO RECOGNIZE SOME OF OUR SCHOOLS RESIDE ON THE TRADITIONAL TERRITORY OF THE ESQUIMALT NATION AND SONGHEES NATION.



"Harmonious" Territory Acknowledgement. Artist: Connie Watt

District Context

We are honoured by the relationships we have with the three local Nations, and use the words gifted by them in our territory acknowledgement. We raise our hands in gratitude as we learn in, with, and from community. Through these words, we show respect to the Nations who have lived, worked, and played on these lands since time immemorial. Throughout this Report and all our work, we reinforce our collective commitment towards equity and parity for all learners.

Adjacent to Victoria on Southern Vancouver Island, Sooke School District is one of the fastest growing districts in British Columbia. The district encompasses a broad geographical area stretching from the Highlands to Port Renfrew, and is inclusive of the communities of Langford, Colwood, Metchosin, Sooke and the Highlands. Our largest school accommodates 1700 students, while our smallest school serves just 14. The landscape is diverse, featuring oceanfront, forests, farmland, and mountain ranges.

The Sooke School District includes 5 secondary schools, 5 middle schools, and 19 elementary schools. A future elementary school is scheduled to open in September of 2025, with several other capital building projects in various planning stages. We also offer innovative online and continuing education programs, and a robust international school program.

Our schools and programs serve over 14,000 students. The following demographics illustrate Sooke District's diverse student population:

- 16.9% supported through Inclusive Education Services
- 9.8% Indigenous ancestry (68% First Nations, 31% Métis, 1% Inuit)
- 7.9% English Language Learners
- 7.0% Newcomers
- 2.3% International program
- 0.9% Children and Youth in Care

The Sooke District experiences enrolment growth of 4.5% annually, resulting in unique district pressures. Strong partnerships with our municipal governments and community organizations support the district in ensuring that we provide optimal services, infrastructure, and learning environments for our community. The district's ability to respond to growth pressures while meeting community expectations for meaningful and healthy learning environments is an opportunity that our Board of Education steadfastly embraces.

This Enhancing Student Learning Report provides a review of Year 3 of the Sooke School District's 2021-2025 Strategic Plan. Through reflecting on provincial and local data, we have drawn upon the analysis and conclusions to develop intentional action plans, creating the conditions for all learners to develop their individual potential and contribute to a healthy and vibrant community. We strive to be a district where curiosity and lifelong learning thrive in safe, engaging schools that empower voices and inspire growth, creativity, and success for all. We are committed to removing barriers and building equity and parity for all learners through a strategic and intentional focus on continuous improvement.

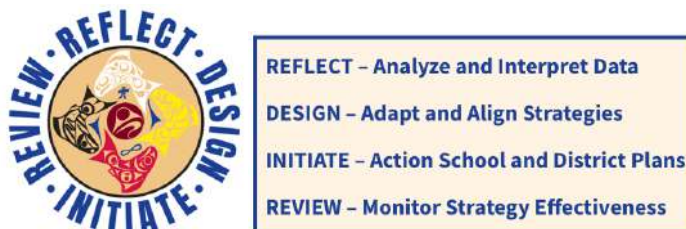
Current Strategic Plan Priorities

Our current strategic plan is a commitment to equity, inclusion, and progress for all. We are in our final year of the 2021-2025 Strategic Plan which prioritizes its focus on learning, engagement, and growth. As a district, we strive to develop adaptable learners who are creative, critical, and social thinkers, equipped to become educated citizens in a culture of belonging. At the same time, we pursue organizational excellence to sustain a vibrant and thriving school district. The full Strategic Plan 2021-2025 can be found here: [Strategic Plan](#)

Learning	Engagement	Growth
GOAL To develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens	GOAL To create a culture of belonging	GOAL To pursue organizational excellence to support a vibrant school district

Strategic Plans guide districts as they seek to navigate three pivotal questions: How are students doing and how do we know; What did we learn from reviewing the evidence; and What are our next steps to address emergent areas for attention? Sooke School District uses multiple sources of data to inform school and district planning. As we begin our final year of this Strategic Plan, we look to further align its focus with School Growth Plans, Department Operational Plans, and the District Operational Plan. A comprehensive review of our Continuous Improvement Cycle can be found in Appendix C of this report.

Continuous Improvement Cycle



The Cycle of Life is a contemporary design by artist Rande Cooke, commissioned in 2009 for Sooke School District's first Aboriginal Enhancement Agreement.

Looking Back on the Year: Effectiveness of Implemented Strategies

Over the course of 2023-2024, staff refined and implemented the strategies outlined in the annual District Operational Plan and in school and department Equity in Action Plans. These collaboratively developed commitments provided a roadmap towards successfully meeting the Strategic Plan's goals and objectives. To view these plans, please use the following links: [2023-2024 Operational Plan](#) and [Equity in Action Plan](#).

The district's comprehensive process of charting accountability through a Strategic Plan Proficiency Scale (rubric) links the progress toward outcomes and goals identified in the Strategic Plan and our various operational plans. Progress is reported to the board quarterly, and Annual Reports are received at the end of each school year. For a deeper overview of the district's progress regarding its Strategic Plan, please see: [Annual Reports](#).

In relation to enhancing student learning, an analysis of the evidence of progress made in the three strategic priorities of Learning, Engagement and Growth is found in this report's *Section A: Reflecting Student Learning Outcomes*. The highlighted strategies below are a few of many key district initiatives which have direct impact on improved student learning outcomes and elimination of parity and equity gaps for priority learners.

District Successes

Local Education Agreement Both of the two LEAs in Sooke School District were renewed with the Nations in 2023-2024. A signing event occurred with T'Sou-ke Nation in the spring of 2024, and one is planned for Pacheedaht in the fall. The LEA ensures accountability for communicating student data.

Pathway to Graduation Circles Through safe & focussed conversations, we understand who is on their path to graduate and who may need additional care. Pathway circles include School and NA'TSA'MAHT staff and use a Green (celebrate), Yellow (monitor) or Red (action) framework.

Elders in Residence This is a powerful means of deepening understanding & building relationships between staff, students & the Indigenous community. This year, the program included both weekly and rotational cycles totalling 26 schools. This included Kindergarten SENĆOTEN at four Sooke schools.

Student Advocates The Student Advocate position is a new role that provides support to students who are disengaged with school, or on the pathway to disengagement. In its first year, this role walked alongside many youth--an impactful role for students who are CYIC, Indigenous, or have diverse needs.

Dual Credit Cohort All of the neighbourhood secondary schools are now following a similar Dual Credit cohort model and are finding student success. The focus for 2023-2024 has been on Dual Credit Academic offerings and creating a consistent process for all secondary students.

Skills for Life for Work A collaborative initiative between the district, Ministry, and post secondary institutions to support students with diverse needs and/or disabilities in accessing a college program. Staff support student readiness for the program and all fees are covered through a Ministry grant.

K-3 Universal Screening & Progress Monitoring Every elementary school is supported by Literacy Intervention Teachers who use K-3 universal screening to target student literacy outcomes. Professional learning focuses on evidence aligned literacy strategies, using this intervention to improve student success.

Early Learning The district has supported a focus on early learning, including strengthening the transition for young learners and their families into Kindergarten. The many Ready, Set, Learn opportunities are valuable to ensure students feel welcome, safe, and connected to school.



Existing and/or Emerging Areas for Growth

Throughout this Enhancing Student Learning Report is evidence of the programs and initiatives that highlight both student success and staff's commitment to greater educational equity. While the district will continue to support these areas of strength, further consideration of the data reported in *Section A: Reflecting Student Learning Outcomes* calls attention to emergent areas for growth. The opportunities for improvement noted below will be incorporated into the 2024-2025 district and department operational plans.

Existing Areas for Focus

Learning Objective 1 – <i>To provide opportunities for learners to understand, respect and appreciate diversity and inclusion.</i>	<ul style="list-style-type: none"> Implement recommendations outlined in the diversity, equity, and inclusion (DEI) review to enhance student learning.
Learning Objective 2 – <i>To provide opportunities for learners to develop critical and creative thinking skills.</i>	<ul style="list-style-type: none"> Expand K-12 Literacy Plan: focus on Intermediate/Middle Identify metrics and processes necessary to refine the continuous improvement cycle for student achievement.
Learning Objective 3 – <i>To ensure our learning environments are safe, accessible and welcoming.</i>	<ul style="list-style-type: none"> Review current strategies and responses for supporting the needs of newcomer families.
Learning Objective 4 – <i>To enhance student choice and voice.</i>	<ul style="list-style-type: none"> Prioritize enhancing student voice and engagement across all K-12 departments.
Engagement Objective 1 – <i>To develop, expand and implement inclusive and collaborative practices and processes.</i>	<ul style="list-style-type: none"> Establish comprehensive methods for community and district partner involvement, including an engagement strategy for developing the new Strategic Plan.
Engagement Objective 2 – <i>To further the goals of the NA'TSA'MAHT Agreement following the objectives of 'One Mind' and 'One Spirit'.</i>	<ul style="list-style-type: none"> Support a focus on Indigenous learner outcomes through the goals and strategies of the District's Local Education Agreement. Maintain Equity in Action goals and plans at both the school and district level.

Emerging Areas for Focus (new)

Learning Objective 2 – <i>To provide opportunities for learners to develop critical and creative thinking skills.</i>	<ul style="list-style-type: none"> Pilot and support use of K-8 locally developed assessment and performance indicators – DNA (Diagnostic Numeracy Assessment). Pilot systemic approach to universal screening of foundational literacy skills and interventions for students in intermediate and middle grades. Target intensive literacy-focused interventions through collaborative partnerships between Inclusive Education and Curriculum departments. Continue developing and profiling accessible employment and training opportunities, as well as apprenticeships and work experience.
Learning Objective 3 – <i>To ensure our learning environments are safe, accessible and welcoming.</i>	<ul style="list-style-type: none"> Transition to a more holistic model of responsibility for CYIC instead of reliance on school-based social workers. Improve Sense of Belonging and Adult Connections to enhance student success and positive mental health.

Strategic Engagement

Ongoing and strategic engagement is essential to the cycle of continuous improvement—it includes the consultation, collaboration, and communication efforts that moves our district towards greater student success. Our norms - “*the way we do things around here*” - are shaped by the initiatives that develop as a result of meaningful engagement. For example, Leadership meetings now begin each month with an elder or guest guiding the Leadership team through Indigenous drumming, and by doing so, moving us forward in our journey of truth and reconciliation.

The Sooke School District seeks feedback throughout the year from internal and external partner groups, ensuring we are making and communicating evidence-based decisions when considering future initiatives. Surveys are distributed for various purposes throughout the year and information received on areas such as transportation, Equity in Action, and the Board’s Mission, Vision, and Values have all informed the district’s next steps. Student achievement is reviewed at monthly Leadership meetings, Board committees, and District PAC. District and department leadership regularly meet with their teams to review Ministry and local data as it is released to the system. Quarterly meetings are held between Deputy and Associate Superintendents and District Principals and Vice-Principals to review data and align collaborative practice. Additional engagement sessions that include the voices of partner groups occur specific to district processes, cycles, and events. They include:

Indigenous Education Council

Sooke’s Indigenous Education Council (IEC) formed in the 2023-2024 school year as Bill 40 was introduced and actioned. Prior to this structure, feedback was gathered through regular meetings of the Nations and learners that make up the 4 posts: Pacheedaht, T’Sou-ke, Sc’ianew, and Métis. These gatherings provide the structures and assurances for data sharing and program review for students of those Nations. Strategies and new initiatives, such as the Pathways to Graduation Circle, have come from this collaboration with Indigenous Rights Holders. The IEC’s role in our educational community is being honoured as a standing item on the Board of Education meeting agenda, creating a monthly opportunity for IEC engagement.

Elders’ Circle

The Elders’ Advisory Circle gathers throughout the year to review consultation requests from schools that are integrating local First Nations culture into learning environments. Projects include art installations and murals where local artists work with schools; Indigenous language, where areas around a school may be gifted a name following local protocol; and logo and mascot design, where a school incorporates Indigenous perspectives when choosing mascots or designing logos.

Community Dinner Events

The NA’TSA’MAHT Indigenous Education department works with each of the First Nations to co-plan community dinners with host schools, as well as an Urban and Métis dinner to honour the Indigenous people who have moved away from their home communities. This honours a distinctions-based approach to planning and co-creation. Traditional Indigenous dinners are followed by cultural activities such as blanketing, drumming, and dancing. District and school staff are also available to meet with families.

The Village Initiative

The Sooke School District is a founding member of The Village Initiative (TVI) and continues to be on its Stewardship Committee. TVI pulls together the school district, Island Health, United Way, regional nonprofits, and municipal representatives. This team is dedicated to improving the capacity, coordination, organization, and infrastructure required to better serve children, youth, and families. The Stewardship Committee meets monthly, and the full membership meets quarterly. This collaboration most recently celebrated the culmination of its work in an announcement of a regional Foundry for the Westshore community.

Budget Process

The budget process in Sooke School District involves extensive internal and external engagement, directly linking the Strategic Plan to the Operational Plan and using this focus to inform the district's budget priorities. The process begins with the Executive and Leadership Team working together to review progress on the Strategic Plan. Based on this data, they identify focus areas for the following year's Operational Plan. Input is gathered through Leadership Team meetings, Resource Committee, and Board Meetings. During this time of reflecting on priority areas, partner groups are invited to engage with the Board and District Executive. The broader community also has an opportunity to speak to their priority areas for the district through a Budget Engagement Survey and at the public budget meeting in March.

Leadership Advisory Groups

Leadership Advisory Groups are brought together based on a particular need for consultation and system engagement. Members of the Leadership Team are invited to participate in an advisory group that is formed in the short term with the intent to provide feedback from school and district departments. Over the course of 2023-2024, teams came together around Budget Advisory; Diversity, Equity, and Inclusion; and Curriculum Innovation. Working collaboratively, the district leaders informed system decisions by bringing a variety of perspectives and experiences when considering an emerging issue.

Student Voice

Student voice is highlighted through engaging students in student forums, surveys, and focus groups. In order to hear from a diversified group of young people, the district is moving from a formalized Student Council to a responsive student forum or focus group on a particular subject. In February, students from each secondary site were invited to participate in an exploration of the local results from the McCreary data. Students gave feedback in a facilitated focus group, and then, together with The Village Initiative, co-presented at a community event for partner agencies summarizing the McCreary research findings.

School PAC

School Parent Advisory Councils are key in developing and maintaining parent involvement in the Sooke School District. Their role in supporting advocacy, parent education, and collaboration directly impacts on successful student learning outcomes. The district PAC, Sooke Parents' Education Advisory Council (SPEAC), expresses the parent voice at a district level. Together, these entities provide assurance that parents are part of the decision-making process as a valued district partner.

Municipal Councils

The Sooke School District has a Memorandum of Understanding with three of the municipalities that fall within the district: Colwood, Langford, and Sooke. This commitment reinforces our intentions to work together on projects of mutual benefit for the local community. The agreements outline terms of reference, including the need for regular meetings between the Mayor and Board Chair. This strategic engagement supports relationships across systems and is pivotal as we support infrastructure and community-based decisions that directly impact student learning.

Adjustment and Adaptations: Next Steps

Embedded within the district’s continuous improvement cycle are opportunities to review data, consider emerging trends and evidence, and make any necessary adjustments to current strategies. Throughout the 2023-2024 school year, school and district teams reviewed, analyzed and interpreted data, designed adjustments, and implemented actionable items. Operational plan objectives were reviewed quarterly for their strategic effectiveness, with reports going to the Board. A rubric, shown below, presents an accessible visual that demonstrates the district’s progress in relation to its Operational Plan.

Steps made on specific strategic plan priorities can be found in *Appendix D: Monitoring Strategy Effectiveness*. Each quarterly report to the Board tracks progresses so that a visual representation is available for review and reflection. In addition to these areas, the district recognizes 3 emergent themes that require attention:

Equity

Reviewing both provincial and local data directs us to a renewed focus on achieving and sustaining equity and parity for priority learners in our district. This commitment must thread throughout our strategies as we adjust to meet learning outcomes for the operational and strategic plan. Details on how this will be achieved can be reviewed in *Appendix C: Monitoring Strategy Effectiveness* and in this report’s *Existing and/or Emerging Areas for Growth*.

Data Driven Decision-Making

As we move into the final year of this Strategic Plan, there is an opportunity to review the use of data, particularly local data, to inform district direction and resourcing. The Operational Plan for 2024-2025 includes a focus on identifying the metrics and processes necessary to refine the continuous improvement cycle for student achievement.

Renewed Strategic Pan 2025 - 2029

While we focus on the final year of the Strategic Plan 2021-2025, we also navigate the process of developing a new Strategic Plan that will set the direction for 2025-2029. This new roadmap is being drafted through staff’s review and evaluation of data and evidence, and through consultation with Rights Holders, educational partners and communities. Strategic engagement to create a productive collaborative process will be a central focus for the 2024-2025 school year.

Legend:	Project not started or progress paused	Project is started	Project is progressing	Project completed
LEARNING				
Monitor the implementation of Indigenous graduation credit courses to ensure students have access to Indigenous content through a variety of courses.				
Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen student learning.				
Implement the objectives of the Early Learning Framework (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				
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				
ENGAGEMENT				
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.				

Alignment for Successful Implementation

The Sooke School District embodies the challenges and opportunities that come with being a vibrant and growing district. School communities are shifting as the district navigates an exciting time of change. We recognize the need to review and realign structures and processes, ensuring that there is a continued strong focus on students and their success. In Sooke, this alignment is central as we review the district's plans, strategies, and resources.

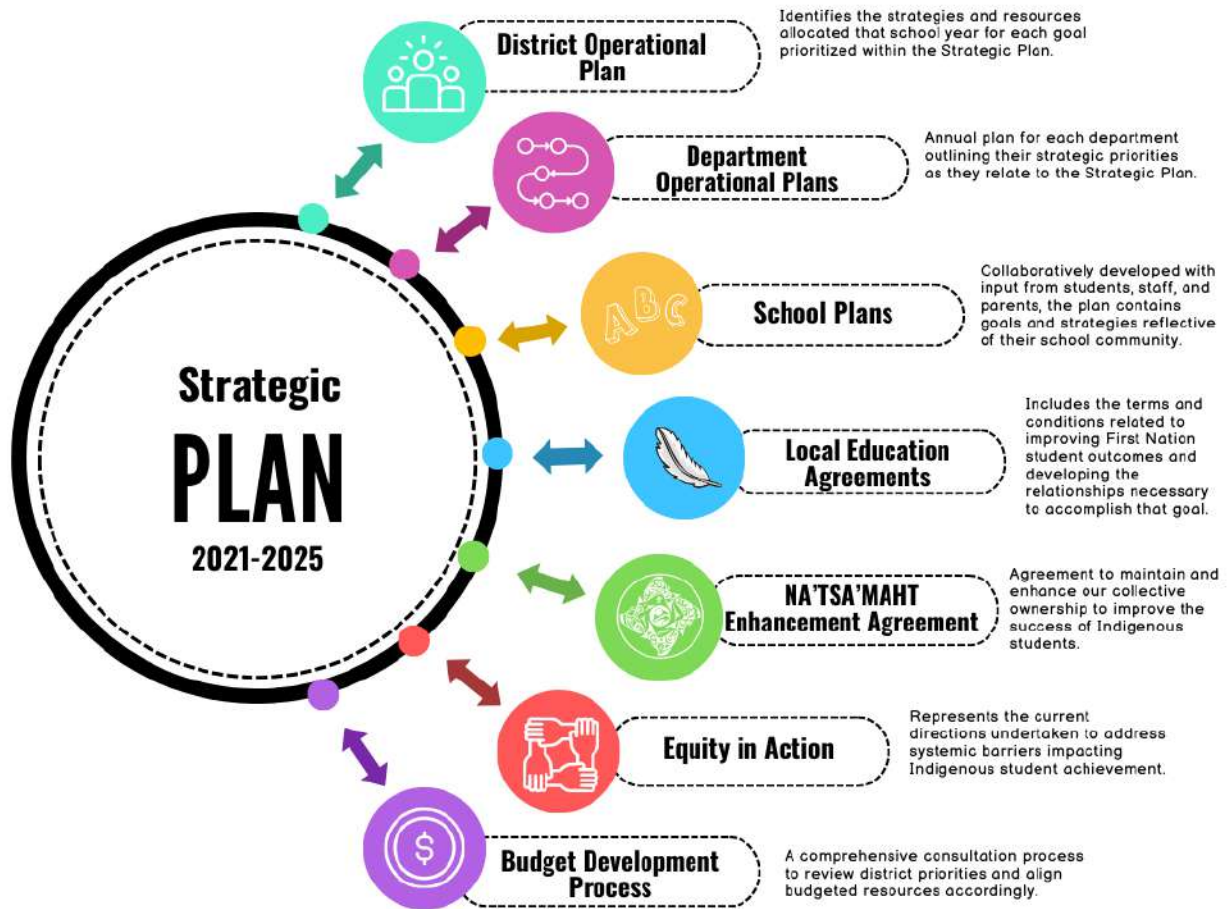
Our district's Strategic Plan sets the direction for all departments and schools, establishing guideposts towards student success. The District Operational Plan is developed annually and lays out the strategies that will be implemented in actioning the strategic priorities. The Operational Plan is reviewed each year, and the following year's direction builds from this foundation. In 2023-2024, the executive team reviewed the district's progress for each Strategic Plan goal prior to determining the annual budget for 2024-2025. Aligning these two processes ensured that district priorities were factored into the preliminary budget discussions and decisions and will influence the reallocation of resources as we confirm the adjusted district budget.

As the district begins processes to renew the Strategic Plan for 2025-2029, we will fine tune our alignment to better reflect the interdependencies between department and school plans. Part of our work will aim to ensure that a school's continuous improvement cycle includes close examination of local and provincial data. This is an area of growth for the district, as noted in the 2024-2025 Operational Plan.

Local Education Agreements, the NA'TSA'MAHT Enhancement Agreement, and Equity in Action Plans are unique yet interrelated documents that maintain alignment and coherence between provincial, district and community directions for all Indigenous learners. Several schools included an equity goal in their focus for the 2023-2024 school year, and evidence of their work with Elders in Residence, Role Models, and the Indigenous Education Department is found through our Equity in Action report. The link for this report is here: [Equity in Action](#). Moving forward to a new Strategic Plan, and in collaboration with the Indigenous Education Council, we will continue to strengthen the commitments made in these documents and the ones in overall district planning as represented in its Operational and School Plans.

As we align district plans and strategies, we are also committed to reconfiguring staffing and resources to be reflective of system needs. Student Advocates are an example of where staffing was increased to address priority learning cohort students who are disengaged from their pathway to graduation. An increase of staffing for ELL and Indigenous learners also supported an alignment of resources to serve these growing populations. Each district site, whether facilities or an elementary school, has a leadership role in aligning resources and practices that focus our educational system on achieving the goals and objectives set out in the Strategic Plan.





Conclusion

The Sooke School District is deeply committed to continuous improvement, with additional emphasis in support of students who encounter systemic barriers to their learning and personal development. The work of the district, as represented by the Strategic Plan, is guided by its vision, mission, and values and is grounded in data and local knowledge. As we move into the development of a new strategic plan this fall, we do so with the learning from the 2023-2024 Enhancing Student Learning Report as its foundation.

The Strategic Plan guides district work, not only by stating what we are doing, but also in addressing the how and why. An intentional focus on improving learning outcomes for all students must be represented through a strong alignment between district and school plans and must grow from a deep understanding of the data. Evidence shows that results for priority learning cohorts—students who identify as Indigenous, have diverse learning needs, and are children or youth in care—are consistently below provincial and district averages. Equity in Action plans also highlight the ongoing need to address underlying inequity in our system. As we prepare for our next Strategic Plan, we continue to refine impactful strategies to reach parity in students' academic achievement and overall wellbeing.



The Sooke School District continues to evolve the structures and processes involved in its Continuous Improvement Cycle of Reflect—Design—Initiate—Review. Further evidence of the district's ongoing commitment to improving student learning outcomes can be found at the following links:

- ◇ [Sooke School District Strategic Plan 2021-2025](#)
- ◇ [Annual Report to the Board of Education](#)
- ◇ [Operational Plan 2024-2025](#)
- ◇ [School Plans](#)
- ◇ [Pacheedaht Signed LEA](#)
- ◇ [T'Sou-ke Signed LEA](#)
- ◇ [NA'TSA'MAHT Enhancement Agreement](#)
- ◇ [NA'TSA'MAHT Enhancement Agreement PENAWEN MOON Review June 2024](#)
- ◇ [Equity in Action Reports](#)
- ◇ [Sooke School District 2024-2027 Financial Plan](#)

APPENDIX A

Reflecting on Student Learning Outcomes

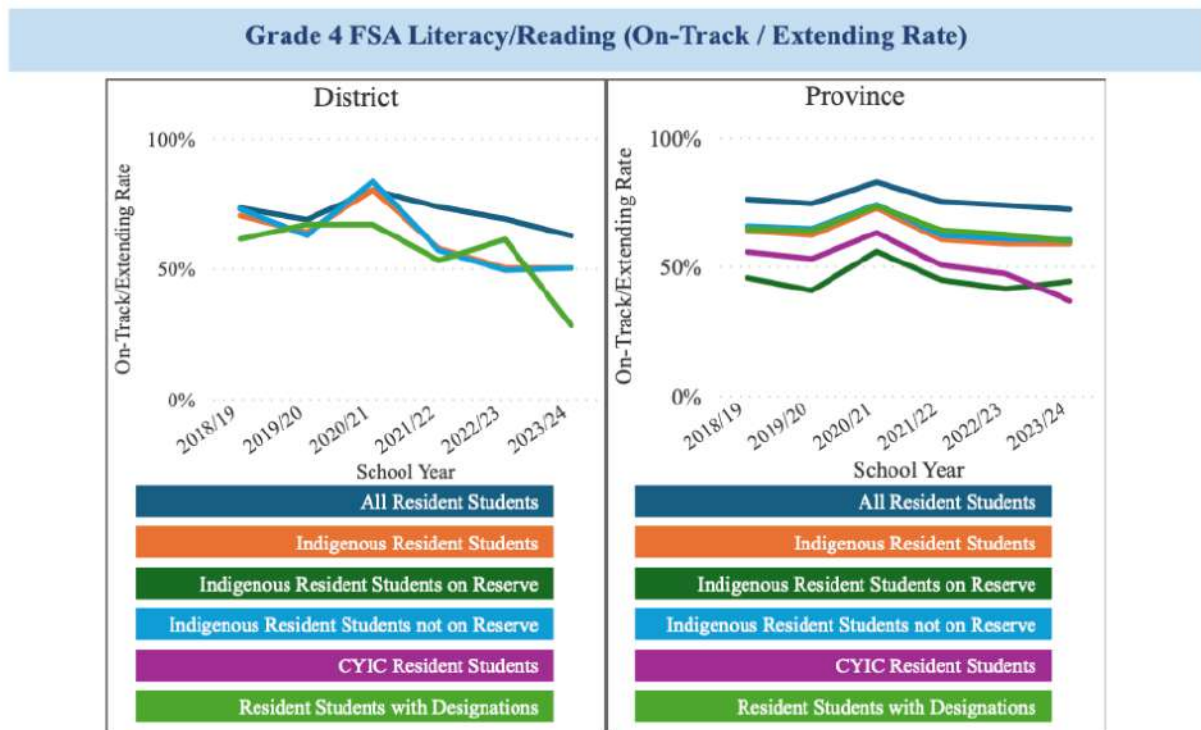
(Ministry Prepopulated Data Template)

Section A: Reflecting on Student Learning Outcomes

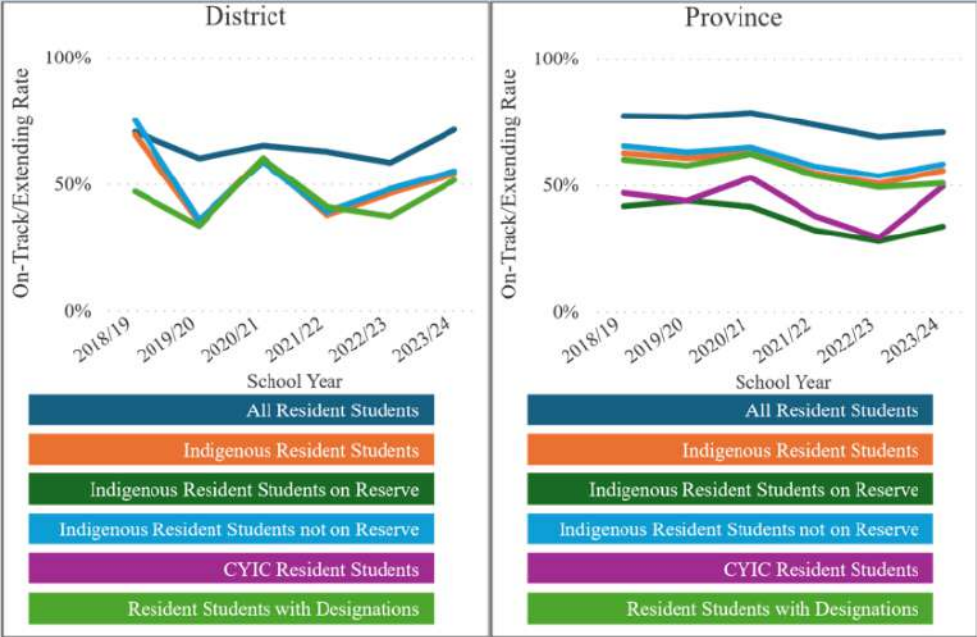
Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

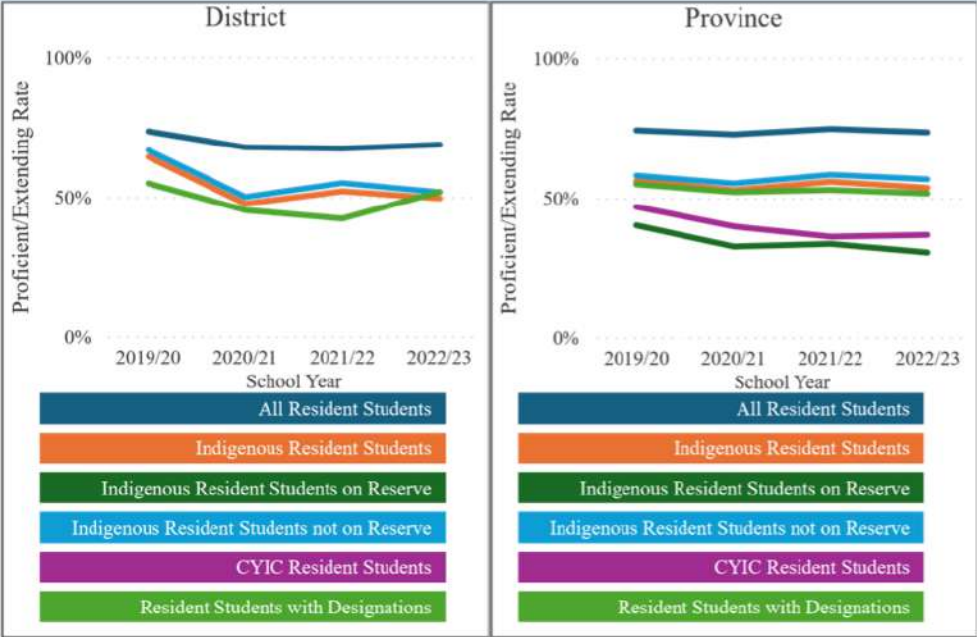


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



Analysis and Interpretation

Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

What does the data tell us?

All Students

Grade 4

- There is a concerning downward trend in the percentage of Grade 4 students “on-track and extending” in 2024 FSA results. There is also a large gap between district and provincial results.
- Local assessment information (Summary of Learning Updates) provides different evidence, showing 88% of Grade 4 students “on-track and extending.” Our focus will be to support a larger percentage of learners progressing from Developing to Proficient and to consider both local and provincial learning assessment results for validity.
- Anecdotal data provides a possible causal factor of increased student dysregulation impacting students’ achievement in the primary grades. More investigation is needed to test this hypothesis.
- Local FSA trend data may be impacted by a three-fold increase in participation rates.

Grade 7

- 71% of students are “on-track or extending” in the Grade 7 FSA results.
- Local assessments (Summary of Learning Updates) show 89% of students “on-track and extending.”
- These results are an increase of 13% from 2023 FSA results, but a decrease of 5% for “on-track” in 2023 Summary of Learning Updates.
- As with Grade 4, our focus will be to support a larger percentage of learners progressing from Developing to Proficient. We will further explore the discrepancy between FSA and Summary ELA course marks to test the hypothesis that the difference may be attributed to the wide range of learners who are deemed “Developing” in their courses.

Indigenous Students

- While grade 4 2023 FSA results were consistent with the 2022 results, this is the continuation of a concerning downward trend over the past 5 years. Our district results remain below provincial average.
- Grade 7 FSA results show an upward trend and are nearing the provincial average.
- We have seen a significant swing of FSA results for Indigenous Resident Students Not on Reserve and are investigating to identify causal factors.
- Local assessments (Summary of Learning Updates) show 77% of Indigenous students in grade 4 and 74% in grade 7 were “on-track and extending” compared to 90% and 93% respectively for non-Indigenous students. We have not yet achieved our commitment to equity of results.
- Data for Indigenous Resident Students on Reserve is masked to protect student privacy. Progress for individual students is being monitored through school-based teams.

Students with Disabilities or Diverse Abilities

- FSA results for Gr 4 Students with Disabilities or Diverse Abilities indicate a concerning decline and a downward trend, well below Provincial Average.
- Local assessments (Summary of Learning Updates) show 74% of designated grade 4 students and 76% of grade 7 were “on-track and extending” compared to 91% and 94% respectively for non-designated students. Our supports for these students must be focused on closing the gap toward achievement of parity.

- Gr 7 Students with Disabilities or Diverse Abilities have shown an upward trend in FSA results, an increase of 10% from 2022/23.
- We have seen significant swings in FSA results, with fluctuation of 25% over the past five years, and we are investigating to identify causal factors.

Children and Youth in Care

- Data for Children and Youth in Care is masked to protect privacy. An internal review shows that Sooke mirrors the provincial trends of a slight decline in grade 4 and increase in grade 7 FSA results.
- The district is working to enhance our local information with families and agencies so we can effectively support CYIC.

Measure 1.2: Grade 10 Literacy Expectations

What does the data tell us?

All Students

- We are on a similar level and trajectory with provincial averages in Literacy Graduation Assessment achievement at about 70%. This level is a concern locally as it is provincially.
- Grade 10 summative course marks, Proficient and Extending, support this trend: Composition (67%), Creative Writing (74%) English First Peoples' (68%), Literary Studies (73%), New Media (84%) and Social Studies (52%). This range of local assessment evidence indicates an ongoing need to prioritize literacy across all areas of learning at all grades.

Indigenous Students

- Results for Indigenous Students have shown a concerning decline in success over five years and currently is on par with the Provincial Average.
- Due to a small population size, FSA data for Indigenous Students on Reserve is masked to protect student privacy.
- An internal review indicates that results for Indigenous students, both on and off reserve, tend to be significantly lower in proficient or extending on Literacy Grad Assessments than those of their non-Indigenous peers. We are working to implement culturally appropriate literacy resources and strategies to support greater success.

Students with Disabilities or Diverse Abilities

- Grade 10 Literacy Rates for Students with Designations are increasing and are at provincial average.
- There was a 10% increase between the 42% Proficiency Rate in 2021/22 and 52% in 2022/23. This is a positive trend direction, yet still significantly below provincial average. We are reviewing the data to identify and expand on specific strategies and resources that may have supported the increased success.

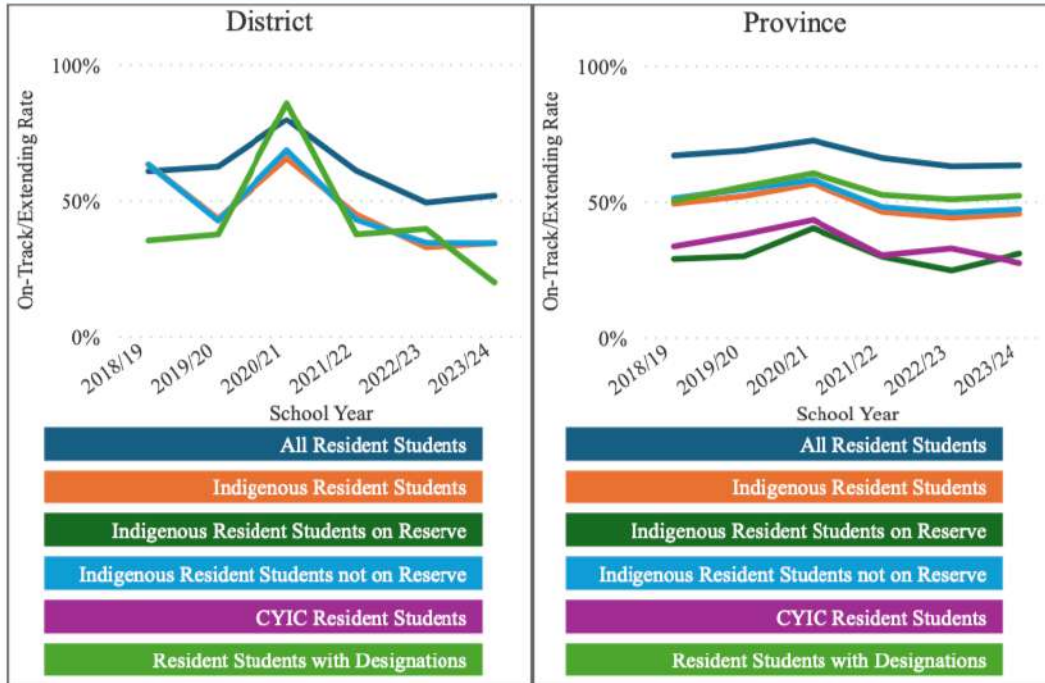
Children and Youth in Care

- Data for Children and Youth in Care is masked to protect privacy. Due to inconsistent data availability, accurate conclusions about performance cannot be drawn.
- An internal review continues to highlight a significant gap between the results of CYIC and their peers. Recommendations from that Review will inform educator and support staff practices going forward.

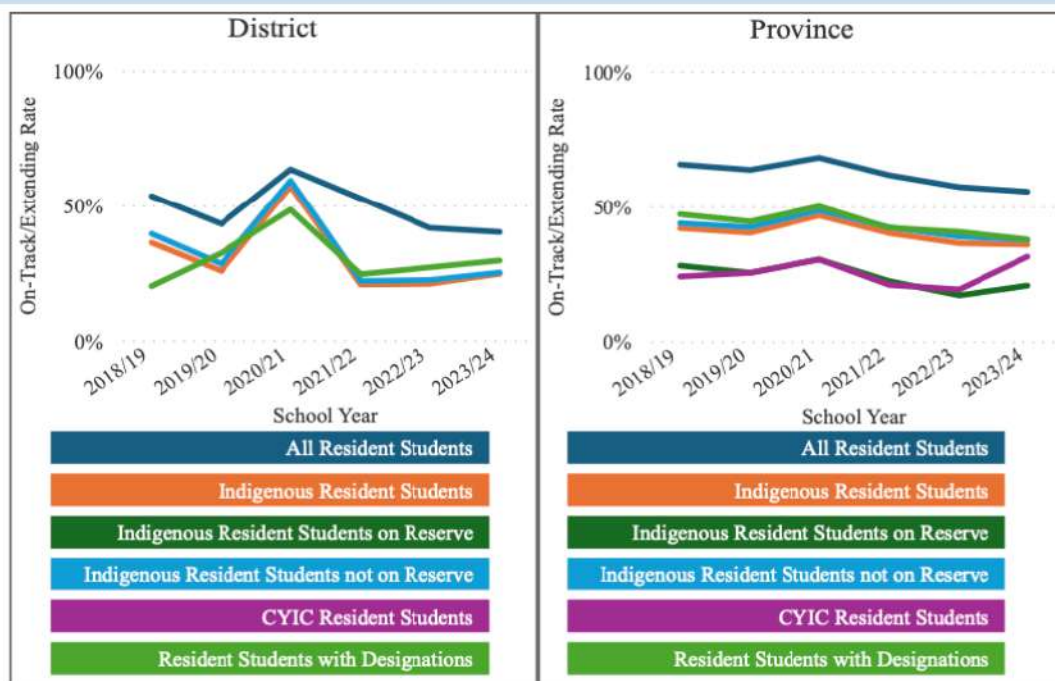
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy (On-Track / Extending Rate)

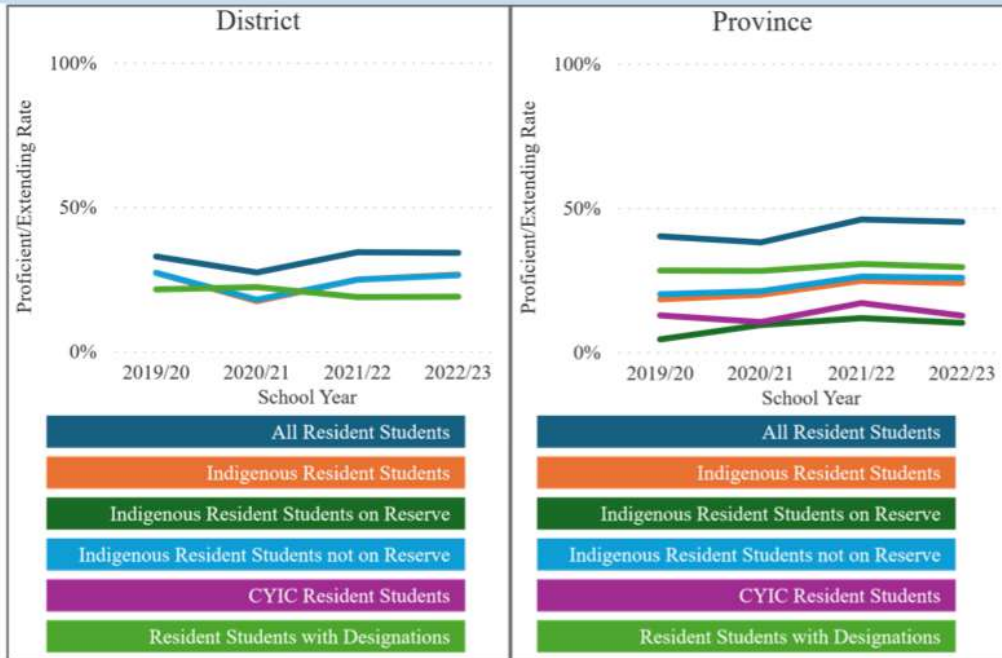


Grade 7 FSA Numeracy (On-Track / Extending Rate)



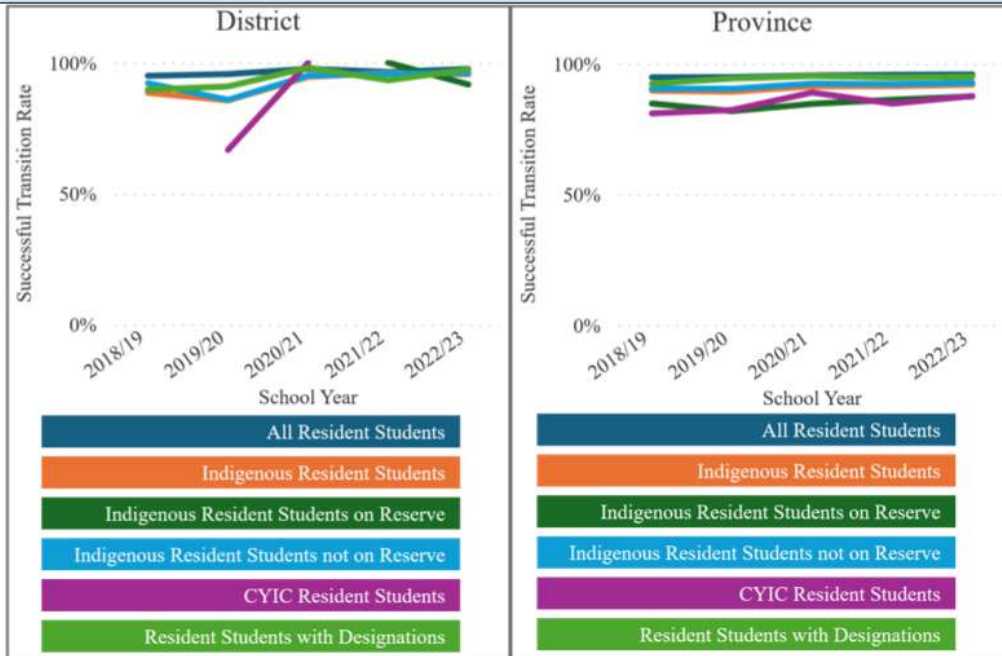
Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

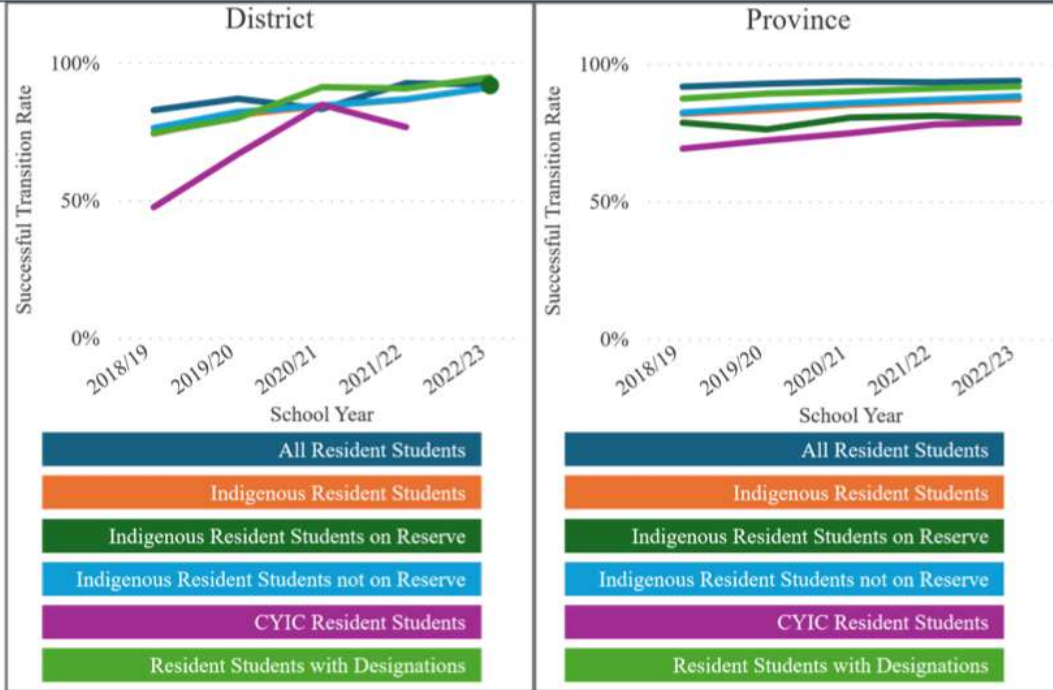


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate



Analysis and Interpretation

Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

What does the data tell us?

All Students

Grade 4

- 52% of students were 'On-track/Extending' on 2023-24 FSA scores, trending lower than the provincial average and a significant and concerning decrease over the past 4 years.
- Local assessment evidence shows 90% of students are on-track or extending in the 2024 Summary of Learning marks, with one-third of that group achieving at the Developing level.
- Understanding the disparity between FSA and local assessment results over time is a priority, particularly considering the significant variations in our district's FSA results when compared to relatively stable provincial trends.

Grade 7

- In the 2023-24 school year, the percentage of students identified as "On-track and Extending" on the Grade 7 FSA in Numeracy was 40%, continuing a downward trend over the past 4 years.
- Grade 7 FSA Numeracy data tracks similarly to the results in Grade 4, with a more moderate degree of variance.
- Our FSA results do not align with local assessment data which indicate 90% "On-track or Extending" with one-third of that group at the Developing level. The Grade 7 local assessment results are very similar to the Grade 4 local data.
- The 2021/22 FSA results in both Grade 4 and Grade 7 peaked, leading the district to explore factors that may have contributed to the subsequent years' lower results.

Indigenous Students

- Although results for Grade 4 Indigenous Students not on Reserve maintained a similar rate for on-track and extending as in 2022/23, there has been a marked decrease since 2020/21 resulting in lower rates than the provincial average.
- Like the other identified populations, results for Grade 7 Indigenous Students not on Reserve have seen a modest increase in those who are on-track or extending in FSA Numeracy.
- The data over the past 5 years has had significant variation and the district is exploring causal factors for this inconsistency between cohort groups.
- Local assessments (Summary of Learning Updates) show 77% of Indigenous grade 4 students and 77% of grade 7 were "on-track and extending" compared to 94% and 92% respectively for non-Indigenous students
- Data for Indigenous Resident Students on Reserve is masked to protect student privacy. Progress for individual students is being monitored through school-based teams.

Students with Disabilities or Diverse Abilities

Grade 4

- The FSA results for other identified student cohort groups have leveled off over the past two years while results for students with designations continues a concerning decline into 2023/24, well below the provincial average.

Grade 7

- FSA data for our identified student cohort groups showed a spike in success in the 2020/21 school year, similar to the results for our overall student population. Since then, results have been lower with a modest upward trend in the past two years.
- We are concerned that all three identified student cohort groups have been well below 50% “On Track/Extending” in FSA since 2020/21. While the most recent year shows Students with Designations on par with the provincial average, there is significant work required to support these students’ success.
- Local assessments (Summary of Learning Updates) show 81% of designated grade 4 students and 78% of grade 7 were “on-track and extending” compared to 93% and 93% respectively for non-designated students

Children and Youth in Care

- Data for Children and Youth in Care is masked to protect privacy. Due to inconsistent data availability for FSA Numeracy, accurate conclusions about performance cannot be drawn beyond classroom assessments of individual learners.
- An internal review shows rates in Numeracy reflect similar patterns as those seen provincially, pointing to a concerning gap between results for CYIC and their peers.

Measure 2.2: Grade 10 Numeracy Expectations

What does the data tell us?

All Students

- In 2022-23, 34% of students who wrote the Numeracy 10 Graduation assessment were identified as Proficient/Extending.
- While the trend line is similar to the province and to past years, we are concerned about the low rate and that results are lower than “on-track/extending” numbers in Grade 4 and 7.
- A review of final Grade 10 Math results shows the percentage of students receiving grades of 70% or higher for Foundations and Pre-Calculus (63% of students) and Workplace Math (47% of students). These final local assessments may indicate that actual numeracy skills may be higher than what is reflected on provincial assessments. However, numeracy results from provincial and local assessments identify a serious concern that will be further investigated.

Indigenous Students

- Following a similar pattern to that of All Students, Indigenous Students not on Reserve have gradually increased their Proficient/Extending rate for Grade 10 Grad Assessments.
- While data for Indigenous Students on Reserve is masked to protect student privacy, internal review suggests a similar trend for students on reserve as for those not on reserve.
- Results for Indigenous students, both on and off reserve, tend to be significantly lower in proficient or extending on Numeracy Grad Assessments than their non-Indigenous peers. This data highlights the importance of the work required to achieve equity of results for Indigenous learners.

Students with Disabilities or Diverse Abilities

- Grade 10 Numeracy results for designated students are consistently low over the past 4 years. Attention to this consistent low trend line is a priority to ensure that all students are provided with every opportunity to succeed.

Children and Youth in Care

- Data for Children and Youth in Care is masked to protect privacy. Due to inconsistent data availability, accurate conclusions about performance cannot be drawn.
- As is seen provincially, CYIC have a low Numeracy Proficiency Rate, particularly in comparison to those who are not in care. We are developing school and district norms to more effectively monitor and support success for Children and Youth in Care.

Measure 2.3: Grade-to-Grade Transitions

What does the data tell us?

All Students

Grade 10-11

- The 2022/23 data shows that grade 10-11 transitions continue to be strong at 98%.
- Local disaggregated data at our Alternative schools highlights a tremendous increase from the previous 4-year average of 73% jumping to 94% in 22/23.
- Alternative and Career Education provide increased graduation pathway choices, resulting in strong student enrolment, positive engagement and higher transition rates.
- We note that one Secondary School in particular had the highest local grade to grade transitions. This school has longer blocks of learning time and fewer concurrent courses, which, we believe, contributes to this success.
- We also link the increasing transition rates to the provision of on-line learning and cohort programs within each secondary school.

Grade 11-12

- Most recent data and trend lines indicate that our district has increased grade 11-12 transition from 83% in 2020/21 to 92% in 2022/23. This is now bringing grade 11-12 transition rates in line with trends for grade 10-11.
- Our Alternative school, and one secondary school, have the highest transition rates. Each site has a timetable with longer blocks and fewer consecutive courses. This system may support some students in successfully dealing in a more focused way with complex and challenging course content at the most senior level.
- The district notes a dramatic increase from the previous 4-year average of 50% to 95% in 2022/23 school year at our alternative school campuses.

Indigenous Students

- The district is concerned with the grade 10-11 results for Indigenous students On Reserve, which show a decline from 2021/22 to 2022/23. Despite this recent decline, this remains a significant increase over time from 80% in 2019/20 to 92% in 2022/23.
- Grade 11-12 transition for Indigenous Students on Reserve has shown a steady increase from 76% in 2019/20 to 92% in 2022/23. We are seeing evidence of the impact of our multi-faceted supports for Indigenous learner success.
- Indigenous Students not on Reserve data indicates a strong transition rate of 96% for grade 10 -11 and 91% for Grade 11-12, an increase in grade 11-12 of almost 10% since 2019/20.

Students with Disabilities or Diverse Abilities

- Results for students with designations indicate they are transitioning at a similarly high rate as their peers for Grade 10 to 11 & Grade 11 to 12 and are at parity with provincial trends.
- Despite a concerning downward trend in FSA literacy and numeracy results for Students with Designations, this population has a transition rate that is higher than that of their peers.

Children and Youth in Care

- The provincial data set for Children and Youth in Care is incomplete, due to protection of privacy data masking. The district is working to enhance our local information so we can effectively support CYIC as they transition between Grades 10 to 11 and 11 to 12.
- An internal review shows similar trends to provincial rates which, although still gradually increasing, is behind the Transition Rate for students who are not CYIC.

Intellectual Development Summary

Overall Trends and Learnings

Low Grade 4 FSA Results—Literacy & Numeracy
 Discrepancies between FSA and Local Data
 Focus Needed on Priority Learner Cohorts
 Strong Grade-to-Grade Transitions

Emerging Areas of Growth to Support Student Success

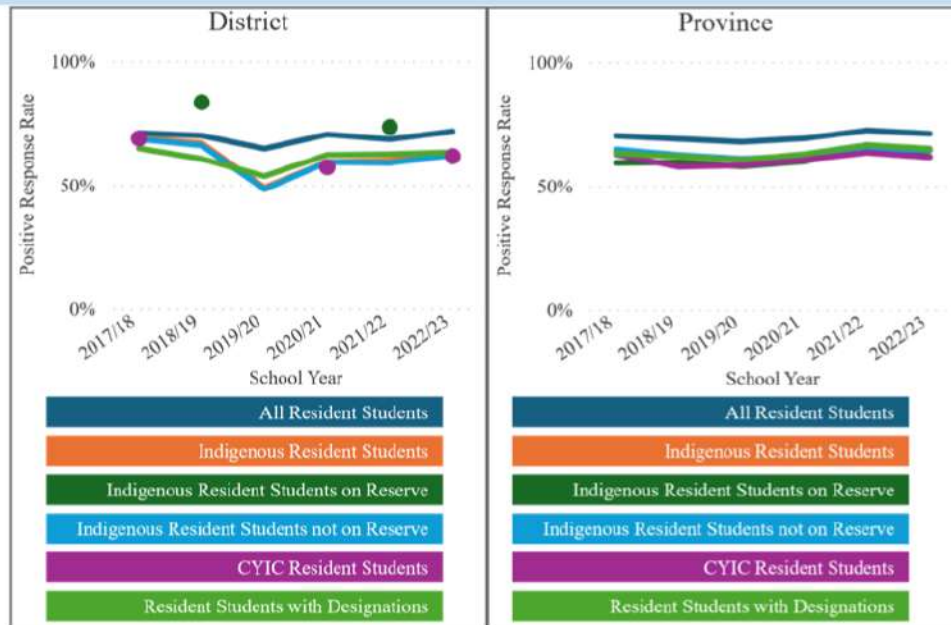
Data Indicators	Specific Initiatives (Existing and New)
<p>Low Grade 4 FSA Results</p> <ul style="list-style-type: none"> ⇒ Evidence shows we must support a larger percentage of learners progressing from Developing to Proficient ⇒ Support student regulation so that all students can fully engage in their learning <p>Discrepancy between FSA and Local Data</p> <ul style="list-style-type: none"> ⇒ Strengthen consistency of local assessments ⇒ Increase understanding of and support for FSA assessments ⇒ Improve tracking of and responsiveness to local data <p>Focus Needed on Priority Learner Cohorts</p> <ul style="list-style-type: none"> ⇒ Investigate causes for significant fluctuations in FSA results ⇒ Further develop and provide interventions for Students with Disabilities or Diverse Abilities <p>Strong Grade-to-Grade Transitions</p> <ul style="list-style-type: none"> ⇒ Continue provision of multiple <u>pathway</u> & choices 	<p>LITERACY</p> <ul style="list-style-type: none"> • Refine data collection & analysis of universal screening and progress monitoring of foundational literacy skills for all students in grades K-3 (Year 2 of Implementation). • Ensure that age & development-appropriate norms are used as reference points to identify students 'on-track' or 'not-on-track' and monitor changes in response to intervention. • Build professional capacity in the use of reading fluency measures to support responsive, targeted instruction and intervention. • Provide variety and volume of Ready, Set, Learn (RSL) activities for pre-kindergarten students and families with a focus on literacy. • Continue professional learning for reading/writing-all grade levels. <p>NUMERACY</p> <ul style="list-style-type: none"> • Pilot and support use of K-8 locally developed assessment and performance indicator - DNA (Diagnostic Numeracy Assessment). • Continue professional learning for numeracy; supporting pedagogy that facilitates critical thinking. <p>PRIORITY LEARNER COHORTS</p> <ul style="list-style-type: none"> • Align Tier 1 and Tier 2 responsive instruction and intervention with Curriculum, NA'TSA'MAHT Indigenous Education, Early Learning, English Language Learners, and Inclusive Education. • Provide Indigenous community-based RSL literacy activities. • Continue learning and implementation of Universal Design practices in support of students with diverse abilities. • Target intensive literacy-focussed interventions by having District Psychologists and Inclusion Coordinators work with Literacy Intervention & Learning Assistance Teachers. • Support learning and implementation of regulation strategies for early learners, their families and staff who work with them. <p>GRADE-TO-GRADE TRANSITIONS</p> <ul style="list-style-type: none"> • Continue providing multiple pathways for students with a focus on increasing awareness of student choice to middle school students as they transition to secondary programming. • Develop Kindergarten transition literacy/numeracy/social emotional calendar resource for families.

Human and Social Development

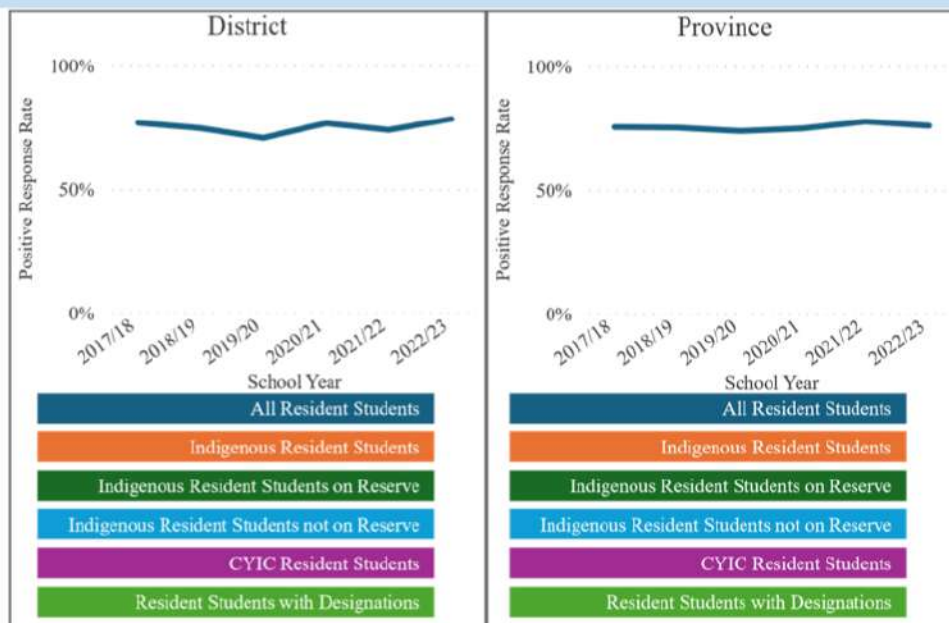
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

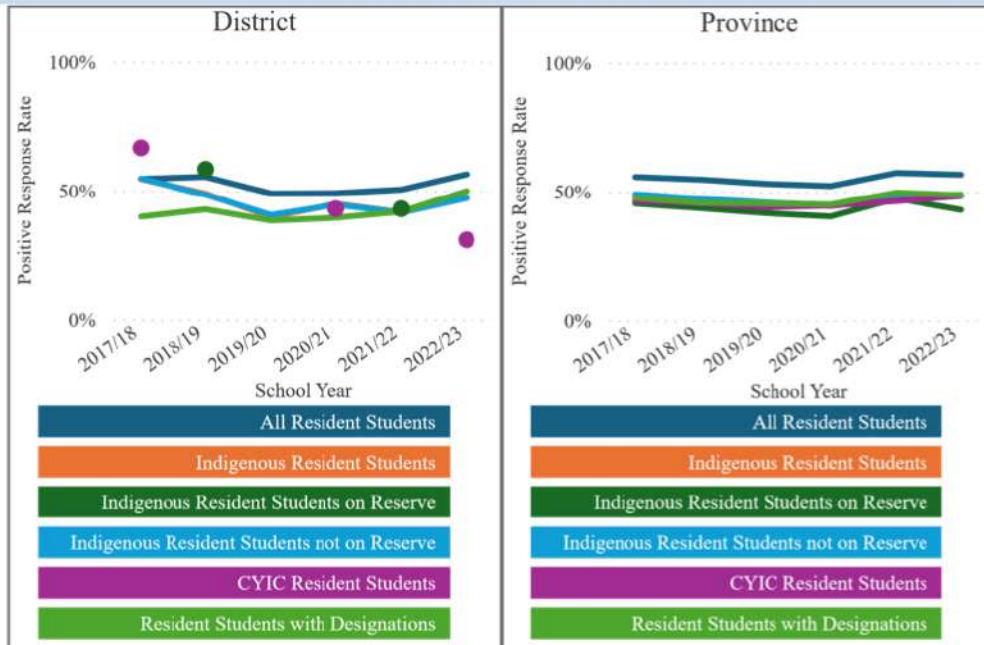
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

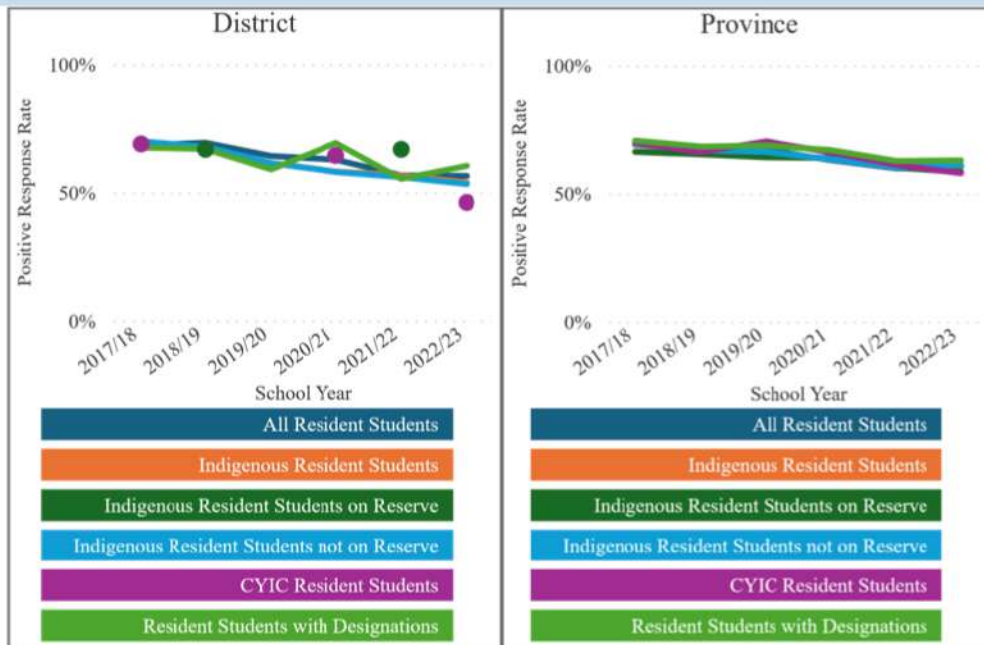


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



Measure 3.2: Students Feel that Adults Care About Them at School

2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)



Analysis and Interpretation

Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

What does the data tell us?

All Students

Feel Welcome

- Data from the Student Learning Survey (SLS) shows a slight increase for our district, reflecting a positive response of 72%. This has brought us back in line with pre-pandemic data points.
- MDI (Middle Years Development Index) from 2022 had very similar data when students were asked about feeling welcome in their school.
- For the early years, 2023/24 Ready, Set, Learn events welcomed 716 adults and 609 children. Participation for our school-based Kindergarten welcome event was 946 adults and 786 children.

Feel Safe

- Data over time has had a gradual increase from 72% in 2019/20 to 78% in 2022/23 stating that they Feel Safe at school. This overall positive trend is consistent at grade 4, 7, and 10.
- Local data shows that the annual number of completed VTRA and Worrysome reports has been reduced to a very small number per year (under 10). More investigation needs to occur to determine whether fewer Threat Assessments are a result of the district's recent emphasis on prevention.
- Additional data indicates that 418 students participated in Game Ready, a program for youth needing greater connection through adult role models, an increase of approximately 100 students from 2022/23.

Sense of Belonging

- The data shows a slight upturn for our district compared to a slight downturn provincially, but still concerning as it hovers around only 60%, lower than Feeling Welcome or Feeling Safe.
- Data from the McCreary 2023 Adolescent Health Survey supports the SLS findings as 54% reported that they "felt like a part of their school".
- This is significantly lower than Feeling Welcome or Feeling Safe and requires attention and action.

Indigenous Students

- 64% of Indigenous students felt welcome at school, 9% lower than their non-Indigenous peers.
- 47% of Indigenous students felt a Sense of Belonging while non-Indigenous students rated it as 57%
- On the Equity in Action Family Survey, 71% responded positively to "Do you believe that school staff are respectful and inclusive of Indigenous learners, families and communities?".
- We are very concerned about the low rates of Feeling Welcome, Safe, and Connected, and will continue to focus on recent work on school Equity goals and plans to build capacity and commitment in every school.

Students with Disabilities or Diverse Abilities

- On average, students with designations reported approximately 10% lower positive response rate than their peers on questions about Feeling Welcome, Safe, and Connected. This is an area of concern and focus that requires district-wide attention.

Children and Youth in Care

- Data for Children and Youth in Care is masked to protect privacy. Provincially, data for all three priority learner populations is lower than rates for all learners, leading the district to explore factors that may contribute to the lower results.

- One of the seconded school-based social workers was on leave and not replaced, so some students may have felt a sense of loss or reduction in service. In many cases, they are the key adult for a CYIC and provide support that reaches beyond the school setting. It is essential that service levels are sustained (or increased) to support vulnerable learners.

Measure 3.2: Students Feel that Adults Care About Them at School

What does the data tell us? (2 or More Adults Care)

All Students

- Although data from the Student Learning Survey shows a consistent positive response rate of 57% for students reporting that Adults Care, the trend for this data point has declined over the past 5 years and its low rating is of significant concern to the district.
- Data from the McCreary 2023 Adolescent Health Survey reports a slightly higher amount with 65% of students stating that they “felt teachers cared about them” and 46% who “felt other school staff cared about them”. We will continue to build understanding, commitment and capacity among all staff.
- The new Student Advocate role supported 129 referrals in 2023/24. From that population, of those, 30 students returned to school or graduated and 90 remain on the caseload. Staff play a key role in connecting with youth and helping them to navigate community support, securing their living situation, and engaging in school. More research will be initiated to see if these supports increase the number of students who feel that 2 or more adults care.

Indigenous Students

- There has been a steady downward trend in Indigenous students identifying positively in the category of Adults Care
- The rate for Indigenous students is 54% for 2023, compared to 57% in 2022; 3% lower than their non-Indigenous peers. Although this is not a statistically significant difference, it is concerning, and the district will explore further strategies and interventions to shift the direction of this trend.

Students with Disabilities or Diverse Abilities

- On the 2023 Student Learning Survey, 56% of students without a designation positively reported on having an adult that cares about them. Comparatively, 61% of students with a designation reported positively about having an adult who cares.
- Over the past 5 years, the data for Students with Designations has had significant variation and the district is exploring causal factors for this inconsistency between cohort groups.

Children and Youth in Care

- Data for Children and Youth in Care has had inconsistent data availability across the years, making accurate conclusions about trends difficult to surmise.
- Ministry provided data shows a data point for 2022/23 of less than 50% for Children and Youth in Care. This is below provincial norms and lower than past years. The district is concerned about this result for Children and Youth in Care and investigating causes for this decrease in order to adapt resources and strategies.

Human and Social Development Summary

Overall Trends and Learnings

Sense of Belonging data is low compared to students Feeling Welcome or Safe

Low Overall Rate for Adults That Care

Focus Needed on Priority Learner Cohorts

Stronger Rate for Designated Students Reporting That Adults Care

Emerging Areas of Growth to Support Student Success

Data Indicators	Specific Initiatives (Existing and New)
<p>Sense of Belonging data is low compared to students Feeling Welcome or Safe</p> <ul style="list-style-type: none"> ⇒ Strengthen students' sense of belonging & connection with school ⇒ Continue with initiatives that lead to increased sense of feeling welcome and safe <p>Low Overall Rate for Adults That Care</p> <ul style="list-style-type: none"> ⇒ Strengthen adult-student relationships & advocacy <p>Focus Needed on Priority Learner Cohorts</p> <ul style="list-style-type: none"> ⇒ Understand and act to address potential causes for lower rates for all 3 priority learner cohorts ⇒ Focus on effective implementation of school Equity goals and plans <p>Stronger Rate for Designated Students Reporting Adults That Care</p> <ul style="list-style-type: none"> ⇒ Continue to strengthen relationships & advocacy for designated students 	<p>STUDENTS FEEL WELCOME AND SAFE, HAVE A SENSE OF BELONGING</p> <ul style="list-style-type: none"> • Continue to implement comprehensive training to two elementary schools each year on Trauma-Informed Practice. • Increase staff in-service on trauma-informed practice including onboarding new staff (teaching and support). • Provide regular in-service for Student Engagement Facilitators, an adult mentor/coach within the building, who helps create a sense of belonging and security for all students. • Increase participation in Ready, Set, <u>Learn</u> events to strengthen the kindergarten transition for young children and their families so that these early experiences strengthen their sense of being welcome and connected to schools. • Provide engaging strategies and activities to welcome and include all students through a variety of different pathways or programs, strengthening a sense of belonging, purpose and pride. • Develop a comprehensive plan to support system-wide initiatives centered on Diversity, Equity and Inclusion. <p>STUDENTS FEEL THAT ADULTS CARE</p> <ul style="list-style-type: none"> • Support alternative pathways for education that help students and families to feel safe, connected, and cared for by staff and community partners. • Complete training for elementary/middle school counsellors in Nature-Based Counselling as a strategy to support learners who have experienced trauma, and as a different means to build adult-student connections. • When students profile with worrisome behaviour, initiate early attachment-related interventions that build a student's sense of safety, self-worth, and belonging. • Enhance the Student Advocate role so that it is embedded as a fully integrated tertiary resource in our middle and secondary schools, reconnecting more disengaged youth to adults that care. <p>PRIORITY LEARNER COHORTS</p> <ul style="list-style-type: none"> • Grow partnership with Game Ready in the areas of 1:1 mentoring, group sessions, and after-school programs to increase identified students' attachment/connection to healthy adult role models.

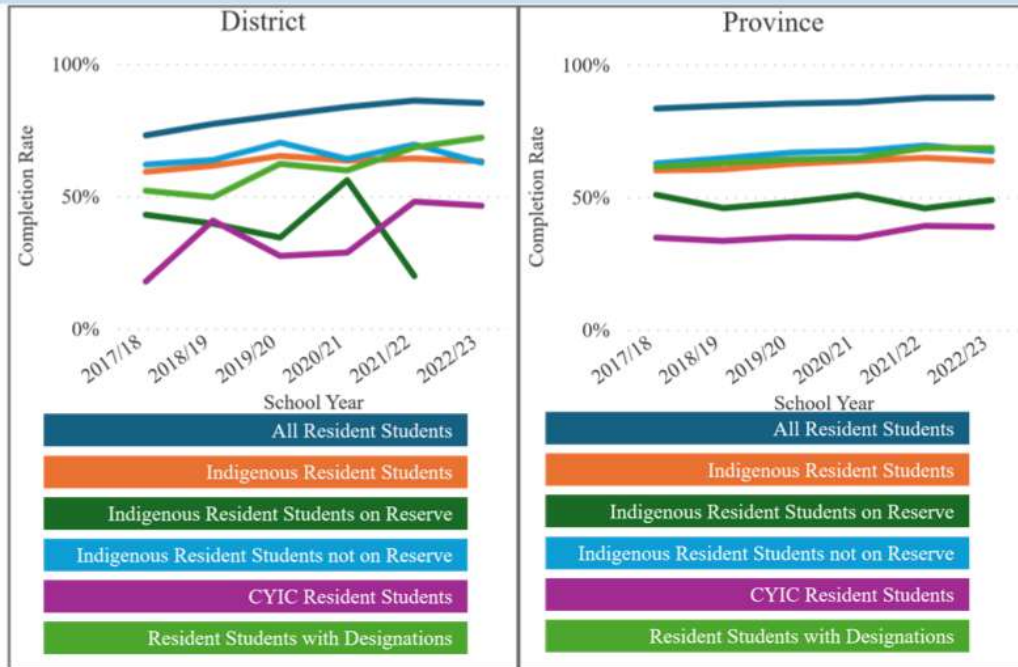
	<ul style="list-style-type: none">• Focus on school Equity goals and plans, ensuring that they are in place and active at every school and department.• Continue developing Elder Legacy Video Series with Nations and provide ongoing support to the Role Model and Elders in Residence programs.• Transition to a more collaborative and holistic model of responsibility for CYIC instead of the discrete current model of service provided by our specialized school-based social workers.• Review sources of Local Data to better and more timely track progress for students in the priority learner cohorts. <p>DESIGNATED STUDENTS & ADULTS THAT CARE</p> <ul style="list-style-type: none">• Continue to strengthen adult connections for students with a designation through increased staff professional learning and an overall commitment to living the values and principles of inclusive learning.
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Career Development

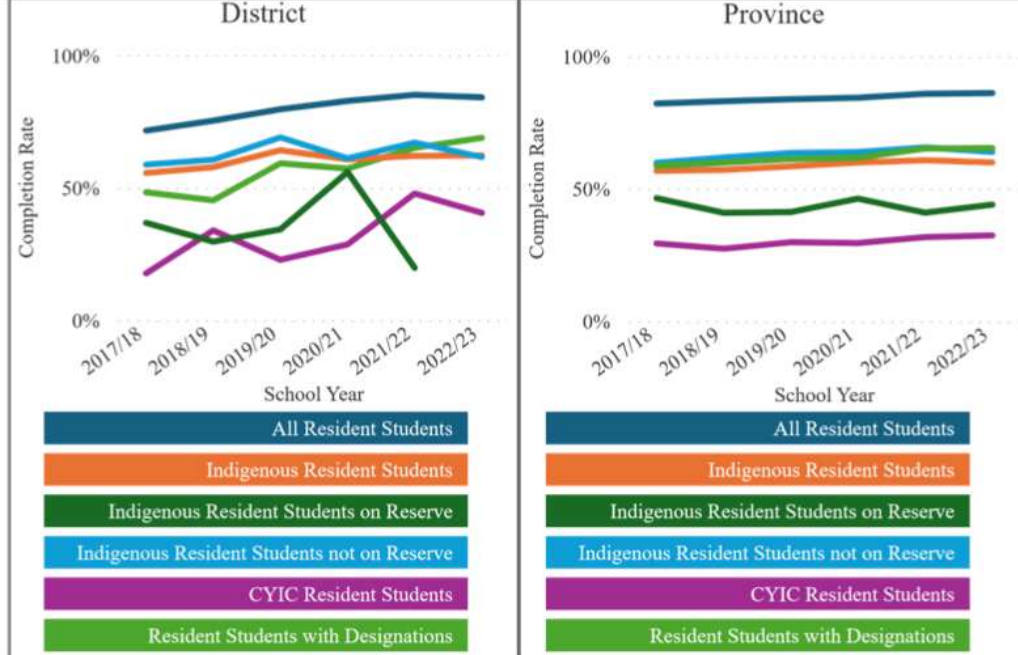
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



5-Year Completion Rate (Dogwood Only)



Analysis and Interpretation

Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

What does the data tell us?

5-Year Completion Rate (Dogwood & Adult Dogwood)

All Students

- Completion rate has seen a positive projection since 2017/18, data for 2022/23 indicates 87%.
- This rate continues to demonstrate parity with the provincial average.
- We believe that the district's strong completion rates are linked to the provision of increased pathways to graduation for secondary students.

Indigenous Students

- The 5-Year Completion Rate for learners with Indigenous ancestry, not on reserve, has had some minor fluctuations over the past 5 years, and is currently at 68%. We continue to strive for greater success – and parity – for these students.
- Data for students living on reserve shows a concerning decline, well below the provincial average. Our leadership group is focused on investigating and remedying this trend.
- Equity in Action data from Pathways to Graduation Circles—review of each student's progress
 - 48% of students are on track to graduation & 15% require an action from the school team
- While the 5-Year completion rate for indigenous students on reserve is 74%, it moves to 100% when considering 6-Year completion rate. We recognize that a six-year completion is appropriate for some learners but are committed to supporting more Indigenous students achieving success in the five-year timeframe.

Students with Disabilities or Diverse Abilities

- Over the past 5 years, there has been an increase of students with designations graduating with a Dogwood or Adult Dogwood. The designated student increase over the past five years represents approximately 15% growth, bringing us to 71% in 2022/23, 6% above the provincial average. Our efforts continue as we work to support the most appropriate graduation pathway for students in this cohort. Supporting them achieving a Dogwood graduation is a priority.
- There continues to be a significant gap in completion rates of approximately 20% between designated and non-designated students. We are committed providing appropriate support to the full range of students, whether they have received designations or not.

Children and Youth in Care

- CYIC have higher completion rates than the provincial average. Despite this positive gap, the results are still approximately 30% lower than All Resident Students and is of significant concern to the district. Our work with families and community agencies requires ongoing attention.

5-Year Completion Rate (Dogwood only)

All Students

- Results for the 5-Year completion rates, Dogwood only, appear to be very similar trends to those for Dogwood and Adult Dogwood combined. This is true for Sooke District and provincial data. Our district has established clear criteria that need to be met for students to transition to an Adult Dogwood pathway.

Indigenous Students and Students with Disabilities or Diverse Abilities

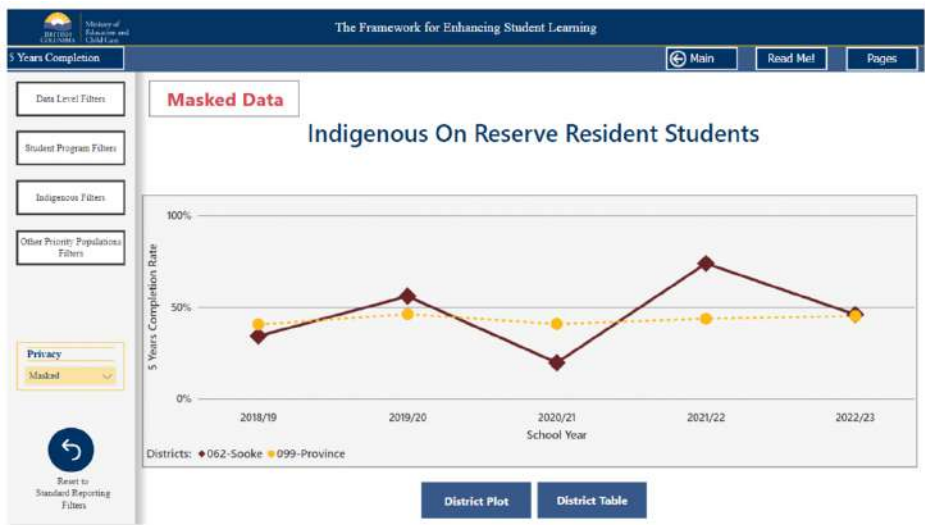
- Data for Indigenous Students and Students with Designations does not appear to significantly change when looking at Dogwood Only completion. We see this as an indication that most Indigenous Students and Students with designations are graduating with a Dogwood certificate.
- Similar concerns remain about the decline in completion rates for Students living on reserve, and for the continued gap between All Students and those in priority learner categories.

Children and Youth in Care

- CYIC report a lower 5-year Completion Rate for Dogwood Only. The district is committed to investigating and acting on this finding, particularly if we determine that this indicates an over-reliance on Adult Graduation for this population.

***Please Note:** Measure 4.1: Achieved Dogwood within 5 Years does not accurately represent the graph line for Indigenous Resident Students on Reserve (dark green).

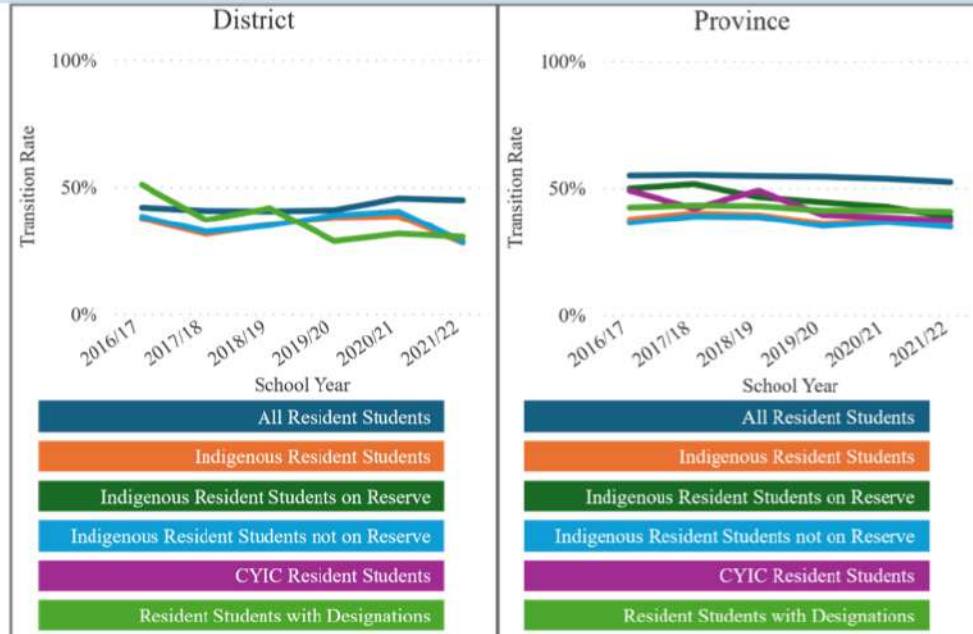
Corrected graph from Ministry of Education and Child Care:



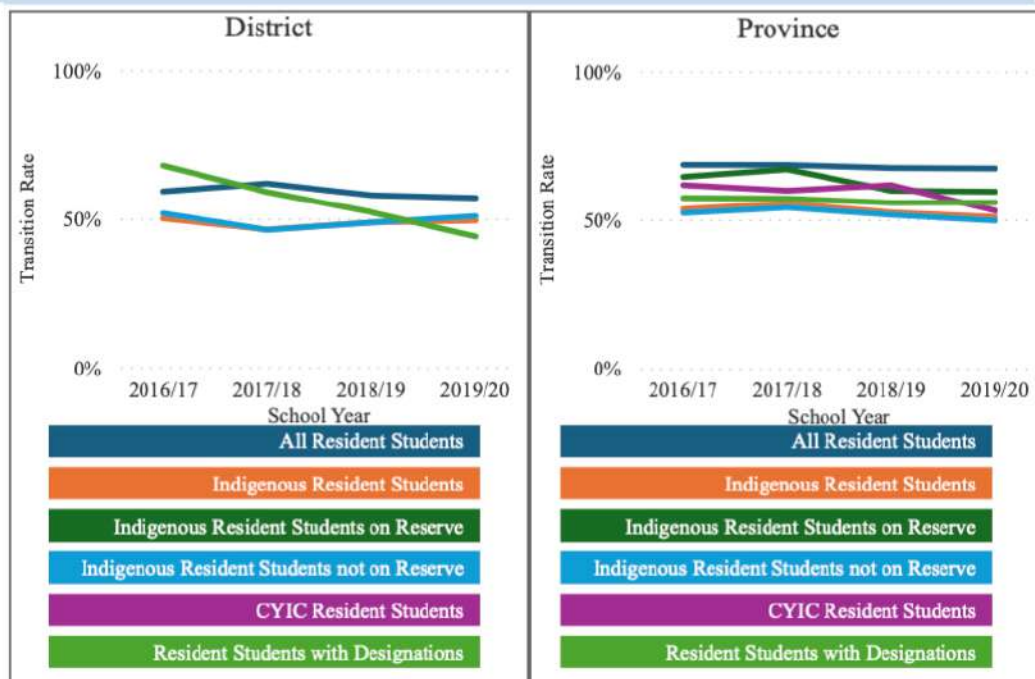
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)



Analysis and Interpretation

Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

What does the data tell us?

Transition Rate to BC Public PSI (Immediate)

Transition Rate to BC Public PSI (Within 3 Years)

All Students

- Data shows that more students are delaying transition to post-secondary as we see an increase to the Transition Rate within 3 years as compared to Immediate Transitions.
- Both Transition Rates are lower than provincial levels, though the gap between Sooke and Province for PSI Transition Rate is brought closer in the 3 years data summary.
- Local data for enrolment in South Island Partnerships, a partnership with Post-Secondary Institutions, indicate strong increases over the past 3 years. In 2020/21, 170 students successfully completed courses whereas 249 students completed courses in 2022/23.
- Similarly, there has been an increase in academic dual credit cohorts from 3 in 2020/21 to 11 in 2024/25.
- The district believes that these engaging learning opportunities will lead to higher rates of both Immediate and Within 3 Years Transition Rates.

Indigenous Students

- Indigenous Students are more likely to transition to a BC PSI within 3 years than immediately, maintaining a similar rate between district and province.
- There was a decline in the Immediate Transition Rate for Indigenous Students not on reserve in 2021/22. The district will investigate the reasons for this decline and see if it is compensated for in the Within 3 Years category.

Students with Disabilities or Diverse Abilities

- Students with Disabilities or Diverse Abilities have seen a downward trend in Transition to BC Public PSI, both for Immediate and Within 3 Years. This concerning trend is not mirrored provincially and is a priority for the district as it determines possible causal factors and develops strategies to support these learners to achieve their post-secondary goals.

Children and Youth in Care

- Data for Children and Youth in Care is masked to protect privacy.
- An internal review of the masked data shows a decrease in the Within 3 Year Transition rate, and a gap between CYIC and their peers who are not in care. The district is clear in its commitment to Children and Youth in Care through the development of effective classroom, school and district strategies to ensure that each learner is supported to meet their full potential.

Career Development Summary

Overall Trends and Learnings

More Students Delaying Transition to BC Public PSI

Transition to BC Public PSI Below Provincial Levels

Focus Needed on Priority Learner Cohorts

Strong 5-Year Completion Rate

Emerging Areas of Growth to Support Student Success

Data Indicators	Specific Initiatives (Existing and New)
<p>More Students Delaying Transition to BC Public PSI</p> <p>⇒ Explore local data to better understand the trend of more students delaying transition to BC Public PSI</p> <p>Transition to BC Public PSI Below Provincial Levels</p> <p>⇒ Continued focus on supporting opportunities and pathways for students to engage in post-secondary learning</p> <p>Focus Needed on Priority Learner Cohorts</p> <p>⇒ Understand and act to remedy potential causes for lower Completion and Post-Secondary Transition rates for all 3 priority learner cohorts</p> <p>⇒ Focus on goals/strategies in the District Local Education Agreement</p> <p>Strong 5-Year Completion Rate</p> <p>⇒ Continue to be responsive and adaptive to meet student needs and provide multiple pathways to graduation</p>	<p>POST-SECONDARY TRANSITIONS</p> <ul style="list-style-type: none"> • Monitor the connection between BC Public PSI transition rates and a possible positive impact from increased enrolment and support for South Island Partnerships and Dual Credit courses. • Explore local data and engage with student focus groups to better understand potential causes for students delaying transition to BC Public PSI. • Facilitate access to the new Westshore Post-Secondary building, scheduled to open in 2025, which will bring post-secondary courses and programs in closer proximity to where students live. <p>PRIORITY LEARNER COHORTS</p> <ul style="list-style-type: none"> • Support a focus on Indigenous learner outcomes through the goals and strategies of the District's Local Education Agreements. • Focus targeted support for priority learner cohorts as they begin their transition to BC Public PSI. • Explore local data to better understand potential causes for the decreased/delayed transition to BC Public PSI and its implications. • Continue developing and profiling accessible employment and training opportunities as well as apprenticeships and work experience. • Consider alternative measures of success as supported through the goals & strategies of a student's IEP. • Continue to refine our Pathway to Graduation Circles—an opportunity to review each student's progress towards graduation through a red, yellow, green system of identifying where supports are needed. <p>5-YEAR COMPLETION RATE</p> <ul style="list-style-type: none"> • Continue providing multiple pathways to success and graduation for secondary students. • Expand awareness of and enrolment in Dual Credit offerings and cohort models, ensuring that there are consistent, low barrier processes for Secondary students.

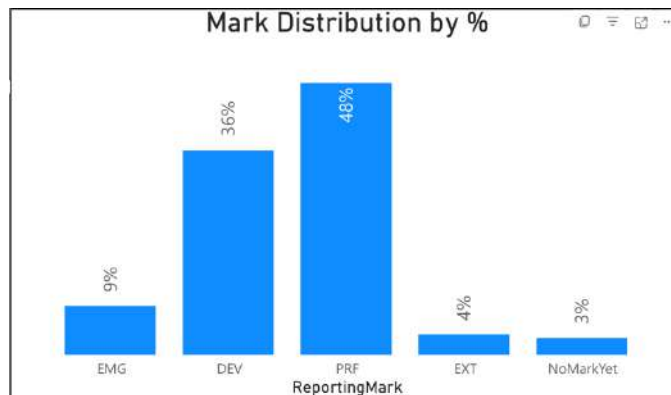
APPENDIX B

Local Data and Evidence

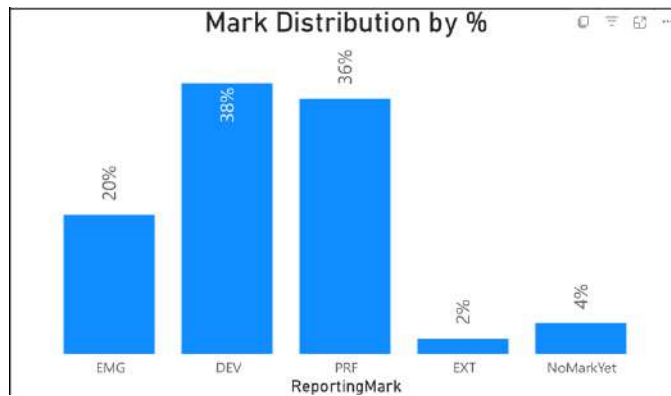
Local Data—Literacy

Local assessment information (Summary of Learning Updates)

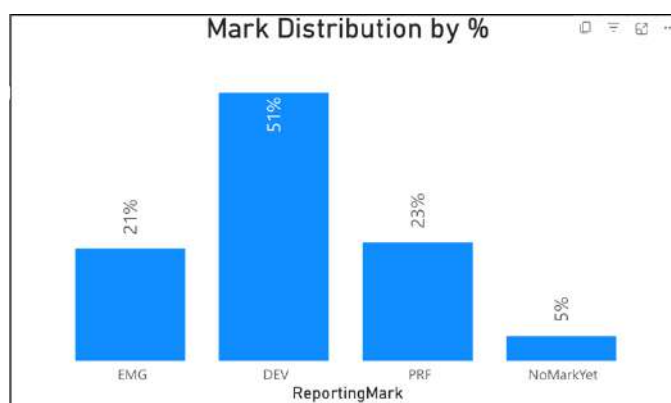
Grade 4 All Students



Grade 4 Indigenous Students



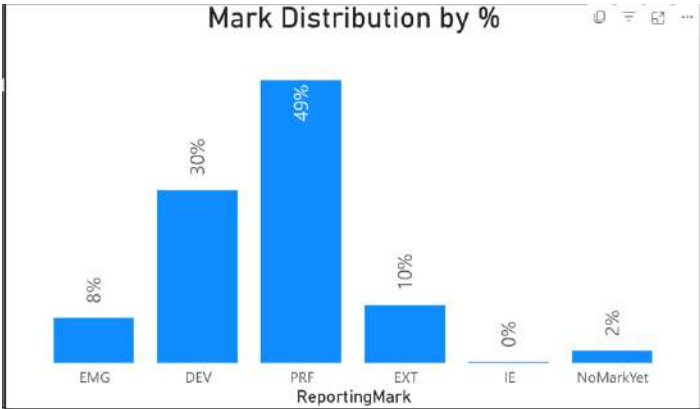
Grade 4 Students with Designations



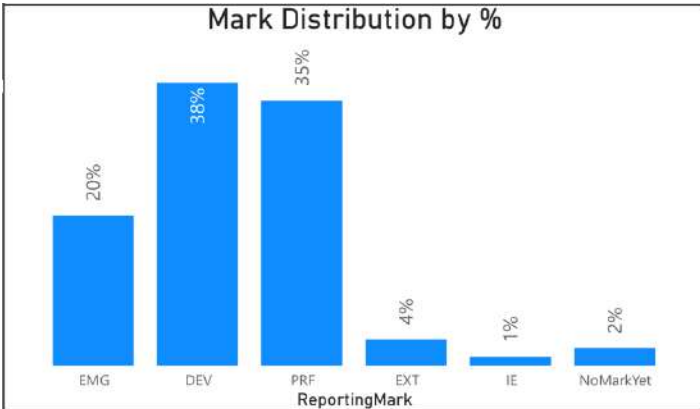
Local Data—Literacy

Local assessment information (Summary of Learning Updates)

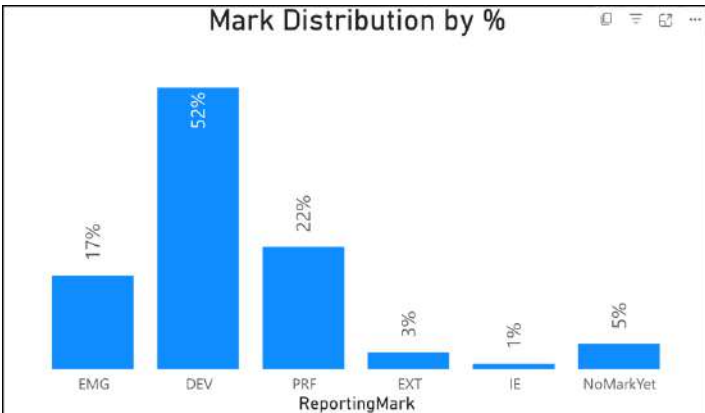
Grade 7 All Students



Grade 7 Indigenous Students



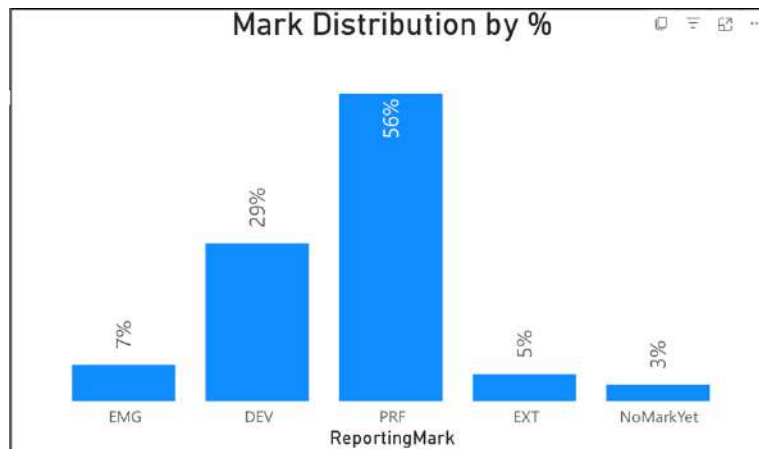
Grade 7 Students with Designations



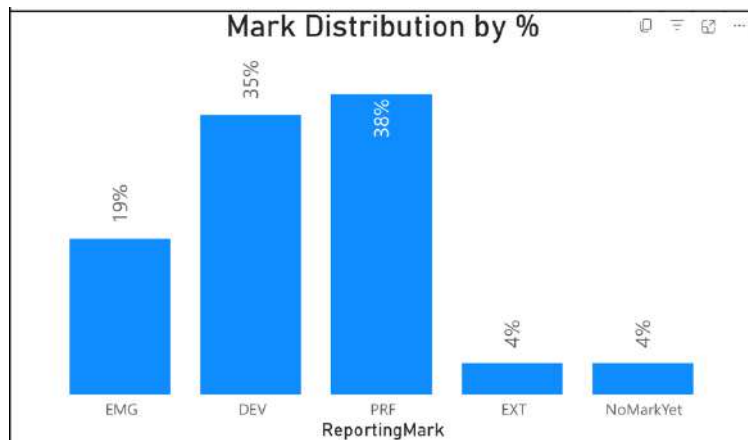
Local Data—Numeracy

Local assessment information (Summary of Learning Updates)

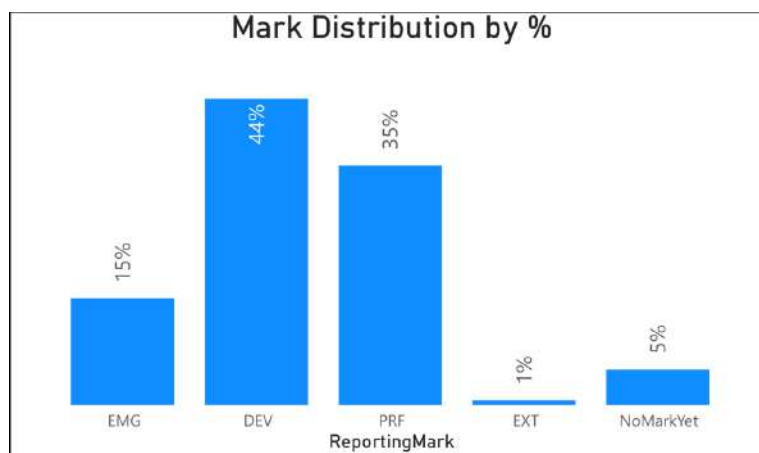
Grade 4 All Students



Grade 4 Indigenous Students



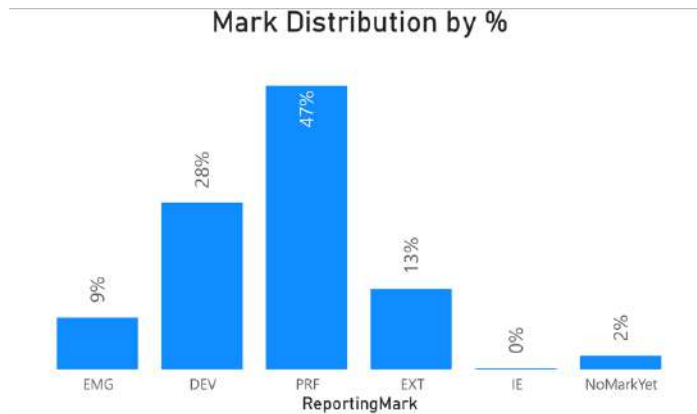
Grade 4 Students with Designations



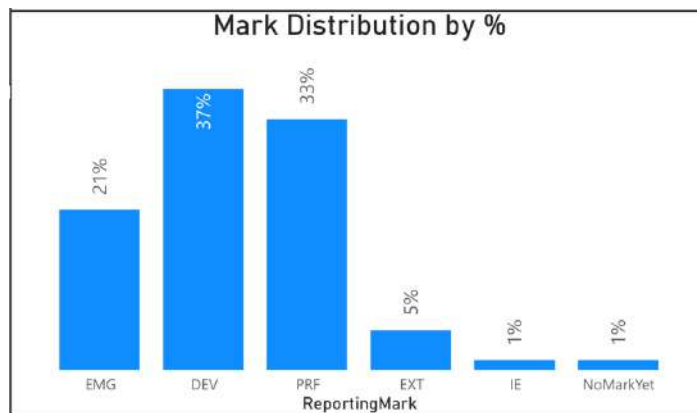
Local Data—Numeracy

Local assessment information (Summary of Learning Updates)

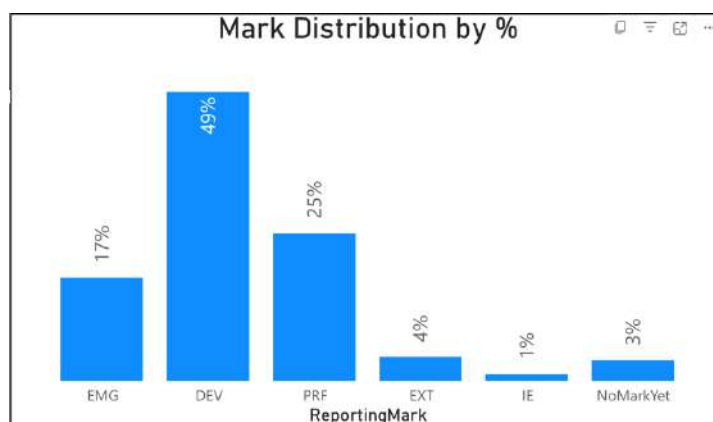
Grade 7 All Students



Grade 7 Indigenous Students



Grade 7 Students with Designations



APPENDIX C

Continuous Improvement Cycle

Sooke School District: Annual Cycle of Continuous Improvement

Area/Dept	JULY/AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
School Planning	School plans reviewed	School Planning Day	Associate Superintendent school continuous improvement visits	School goal strategy implementation			FSA data review	School goals evidence/data feedback, progress assessment		Partner group engagement annual planning process for next year school plan	
Student Learning and Achievement <i>(EDI/MDI on alternate years)</i>	Student success data (secondary reporting)	Enhancing student learning report submitted	Classroom based student assessments; School based local data discussions (Ind, CYIC, Incl Ed specific)	FSA delivery	6 yr completion rates reviewed Review of Alt Ed grad rate (Ind, CYIC, Incl Ed)	Equity in Action Data Term 1 Local data review Grade to grade transitions review	Student success data (secondary reporting) HAWD report review (Incl Ed, CYIC)		Term 2 local data review	Transition Meetings (Middle/secondary) PEN level student data tracking PATH process for post secondary planning	Year end local enhancing student learning data Grade to grade transitions review
	Student Learning Survey Results		Review of ministry data to align department goals (CYIC, Incl Ed)	10/12 Provincial assessments		10/12 Provincial assessments			10/12 Provincial assessments		
			Review of ministry data to align department goals (Indigenous Ed)	Lellum (School Data)	LEA School Reports 1	HAWD Report; LEA Final Report	NEAR Report	Pathways summary	LEA reports 2	Equity in Action Data LEA Reports 3	NEAR Summary; Pathways Summary
	Regularly scheduled meeting for Indigenous Education Committee and Elder's Circle										
		EDI/MDI data shared to PVP for school goals CHEQ survey completed	Implementation of EDI/MDI goal strategies; Receive CHEQ reports			Mid year progress assessment EDI/MDI and CHEQ strategies	EDI questionnaire completed			Receive EDI/MDI reports	Analyze EDI/MDI data for goal planning
Governance and Engagement			IEC Meeting; Q1 Operational Plan Update		IEC Meeting	IEC Meeting; Q2 Operational Plan Update	IEC Meeting		IEC Meeting; Q3 Operational Plan Update		IEC Meeting; Q4 Operational Plan Update
	Board Meeting	Monthly Board meeting; Ed Policy/Resources Committee									
HR (staffing)		Onboarding strategy based positions	Strategy based positions implementation				Strategy based positions progress assessment	Strategy based staffing allocations	Spring Staffing R1 (strategy driven targeted positions)		
Finance	Annual audit	Audit findings review	1701 enrollment confirmation				Revised budget - strategy resourcing	Budget planning (targeted resource allocations)			Final budget approval
Facilities/transportation		Route implementation	Ongoing monitoring and adjustment to meet needs				Transportation registration		Route planning (BCTEA, CYIC, Incl Ed, Ind student considerations)		

APPENDIX D

Monitoring Strategy Effectiveness

MONITORING STRATEGY EFFECTIVENESS

Year 3 of Strategic Plan 2021-2025

Summary of Operational Plan & Targeted Enhancing Student Learning Objectives
(*Intellectual Development, Human & Social Development, and Career Development*)

Strategic Plan Goal: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.				
Objective 1: Provide opportunities for learners to understand, respect and appreciate diversity and inclusion				
Rating	Strategy	Identified Gap	Strategy Effectiveness	Adjustments and Adaptations
Started, Progressing, Complete?	What targeted actions are being taken?	What gap or problem does this strategy aim to address?	Based on quantitative and qualitative data, how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
Progressing	Monitor the implementation of Indigenous graduation credit courses to ensure students have access to Indigenous content through a variety of courses.	CAREER DEVELOPMENT	<ul style="list-style-type: none"> Increased number of courses are now in place Continuing to build capacity through in-service training for teachers Resources are in place for the courses; work is ongoing to continue developing the resource banks 	<ul style="list-style-type: none"> Curriculum Transformation and NA'TSA'MAHT Indigenous Education continue to support this work through creating in-service and professional learning opportunities
		<ul style="list-style-type: none"> Lower 5-year completion rate for Indigenous students Need to increase sense of belonging and embracing of Indigenous teaching 		
Progressing	Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen student learning.	HUMAN & SOCIAL DEVELOPMENT	<ul style="list-style-type: none"> Executive summary of the report was received and reviewed by Leadership Working Group Leadership Working Group prepared recommendations regarding communication of the report and a future DEI committee 	<ul style="list-style-type: none"> Establish district DEI committee Develop and communicate Racism Response guidelines for the system Review policy and code of conducts for common language & focus on DEI Draft DEI strategy to align with the 2025-2029 Strategic Plan
		<ul style="list-style-type: none"> Need for systemic approach to supporting diversity and equity across departments & schools 		

Strategic Plan Goal: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.				
Objective 2: Provide opportunities for learners to develop critical and creative thinking skills				
Rating	Strategy	Identified Gap	Strategy Effectiveness	Adjustments and Adaptations
Started, Progressing, Complete?	What targeted actions are being taken?	What gap or problem does this strategy aim to address?	Based on quantitative and qualitative data, how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
Complete	Implement the objectives of the Early Learning Framework (ELF) through existing networks and through strengthening effective pathways for the transition to school.	HUMAN & SOCIAL DEVELOPMENT <ul style="list-style-type: none"> Community data: students entering Kindergarten have no/limited preschool experiences Students struggle with transition to formal school environment 	<ul style="list-style-type: none"> Professional learning dinner series completed for elementary teams Pedagogical narration workshops were completed Planned and led various Ready, Set Learn events at schools and in the community 	<ul style="list-style-type: none"> Continue to move forward with professional learning offerings Continue to monitor data sources, including our latest EDI report, to better understand students' needs coming into kindergarten Monitor student progress to determine if evidence-informed instructional approaches are making a difference
Progressing	Continue to implement and expand the K-12 Literacy plan which includes professional development, increasing resources, intervention support and K-3 Universal Screening.	INTELLECTUAL DEVELOPMENT <ul style="list-style-type: none"> District and provincial data indicate concerns for student literacy, K-12 Local data indicates a need to support teachers in further developing areas of literacy instruction and assessment Strategy aims to develop educator capacity with the goal of improving student achievement 	<ul style="list-style-type: none"> K-3 universal screening & monitoring is supported in all elementary schools Professional learning and in-service sessions continue to be offered for school teams Students with interventions showing increased gains in literacy benchmarks 	<ul style="list-style-type: none"> Establish a K-12 District Literacy Stewardship Team with school and district-level representation Develop a collaborative cross-department K-12 literacy strategy Pilot and monitor, at Intermediate & Middle, a common district screening and assessment framework Establish a continuous data reporting structure (frequency and content) for the K-12 Literacy Plan Review and refine professional learning and In-Service Models relative to Tier 1 and Tier 2/3 Instruction
Complete	Continue to implement the Middle Years Philosophy with a focus on aligning Applied Design, Skills, and Technologies (ADST) and middle school programming.	CAREER DEVELOPMENT <ul style="list-style-type: none"> There were inconsistent approaches to ADST Some schools had shorter days following a secondary model rather than middle 	<ul style="list-style-type: none"> All middle schools have consistent start and end times throughout the week, supporting student programming Schools expanded ADST programs to include a differentiated focus in grade 6 and 7 from grade 8 	<ul style="list-style-type: none"> Continue to support schools in broadening the opportunities and experiences for middle school students Develop a consistent approach to scheduling and FTE assignments for band and ADST in the revised middle school schedule Consider future staffing needs

Strategic Plan Goal: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.				
Objective 3: Ensure our learning environments are safe, accessible and welcoming				
Rating	Strategy	Identified Gap	Strategy Effectiveness	Adjustments and Adaptations
Started, Progressing, Complete?	What targeted actions are being taken?	What gap or problem does this strategy aim to address?	Based on quantitative and qualitative data, how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
Complete	Define and enhance the practices and processes of the work of the Safe Schools Team, particularly regarding Violence Threat Risk Assessment (VTRA)	HUMAN & SOCIAL DEVELOPMENT <ul style="list-style-type: none"> • Qualitative: increase in community and school-based incidents • Need to mature the system processes for more efficient and effective responses to student concerns 	<ul style="list-style-type: none"> • Ongoing threat assessment training • South-Island Safe Schools team met to review and refresh regional processes and communication pathways • PVP at middle & secondary trained in response to reports of sexual misconduct 	<ul style="list-style-type: none"> • Continue to ensure ongoing training and in-service, particularly for those new to PVP roles • Continue to develop strong working relationships with South-Island districts regarding regional processes and tri-district supports • Align strategies to Ministry ERASE and Mental Health in Schools Strategy
Progressing	Define the practices, processes and structures through Inclusive Education Services that support the increasing complexity and presentation of student behaviour across all schools	HUMAN & SOCIAL DEVELOPMENT <ul style="list-style-type: none"> • Qualitative data: increase in student dysregulation • Quantitative: increase in elementary behaviour designations 	<ul style="list-style-type: none"> • IES department established a network of support for elementary school staff in newly developed Behaviour Support position—0.2 FTE per school • Continuing to develop in-service and learning sessions as well as resources for student self-regulation plans 	<ul style="list-style-type: none"> • Synchronize the flow of supports making sure there is a clear system-wide understanding for how and when to access interventions • Create supportive links for students struggling with regulation to access learning interventions in conjunction with behaviour interventions

Strategic Plan Goal: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.				
Objective 4: Enhance student voice and choice				
Rating	Strategy	Identified Gap	Strategy Effectiveness	Adjustments and Adaptations
Started, Progressing, Complete?	What targeted actions are being taken?	What gap or problem does this strategy aim to address?	Based on quantitative and qualitative data, how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
Complete	In consultation with students and all SD62 Learning departments, articulate and enhance support for the Careers and Applied Design, Skills and Technologies (ADST) K-12 curricula in support of student voice and choice.	CAREER DEVELOPMENT <ul style="list-style-type: none"> Building systemic capacity for ADST instruction to support increased pathways of choice for graduation 	<ul style="list-style-type: none"> Focus from career coordinators was on middle school engagement Accessed a grant to support an exploration of health careers Increase in dual credit opportunities Increase in student course completion 	<ul style="list-style-type: none"> Implement Emergency Medical Response program at secondary level Continue to maximize growth in Dual Credit course opportunities Develop local ADST events to engage middle school learners

Strategic Plan Goal: Engagement—To create a culture of belonging.				
Objective 1: Develop, expand, and implement, inclusive and collaborative practices and processes				
Rating	Strategy	Identified Gap	Strategy Effectiveness	Adjustments and Adaptations
Started, Progressing, Complete?	What targeted actions are being taken?	What gap or problem does this strategy aim to address?	Based on quantitative and qualitative data, how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
Complete	Implement an accessibility plan, develop an accessibility committee and engage in a feedback mechanisms for issues of accessibility in the district.	HUMAN & SOCIAL DEVELOPMENT <ul style="list-style-type: none"> Need to meet requirements of Accessibility Act Low rates for students with diverse abilities and/or disabilities for feeling welcome, safe and belonging 	<ul style="list-style-type: none"> The plan, committee and feedback mechanisms are all in place Feedback and engagement led to action being taken to reduce barriers and increase safety at our schools. 	<ul style="list-style-type: none"> Continue to meet regularly with the district Accessibility Committee Continue to monitor public feedback and be responsive to emergent concerns as they are brought forward to the team Revise the district Accessibility Plan as per the committee's Terms of Reference

Strategic Plan Goal: Engagement—To create a culture of belonging.				
Objective 2: Further the goals of the NA'TSA'MAHT Agreement following the objectives of 'One Mind' and 'One Spirit'				
Rating	Strategy	Identified Gap	Strategy Effectiveness	Adjustments and Adaptations
Started, Progressing, Complete?	What targeted actions are being taken?	What gap or problem does this strategy aim to address?	Based on quantitative and qualitative data, how effectively has this strategy addressed the identified gap or problem?	How will we move forward accordingly?
Progressing	Create authentic and engaging learning resources & narratives to support the teaching of local Indigenous languages in schools	HUMAN & SOCIAL DEVELOPMENT <ul style="list-style-type: none"> Language is a significant part of cultural identity; we need to focus on increasing sense of belonging for Indigenous students SENCOTEN language for all Kindergarten students is part of Truth & Reconciliation 	<ul style="list-style-type: none"> Significant progress made on resource development; there continues to be a focus on building more and varied resources across curricular areas SENCOTEN language videos are available through department, with more to come as Elders are able to develop them SENCOTEN kindergarten language program is established at 5 elementary schools in Sooke community. 	<ul style="list-style-type: none"> Continue to build SENCOTEN Language Program, Elder Language Video Development, and SENCOTEN Language Resources
Complete	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	CAREER DEVELOPMENT <ul style="list-style-type: none"> Lower rates for 5-year completion and PSI transition for students who are Indigenous Need to manage and streamline data analysis & to support timely responsive interventions 	<ul style="list-style-type: none"> Tool is in use; speed and efficiency of the tool has improved—continue to upgrade Provides data to inform Pathways to Graduation meetings at the schools, providing data on each student and the services they are receiving 	<ul style="list-style-type: none"> Continue using and refining the Pathways to Graduation framework and the Indigenous Information Management System (IIMS) to gather services & programs for Indigenous Learners



Information Note

Agenda Item: 11.1 – Board Annual Work Plan September 24, 2024

Background

- Annually, the Board reviews and sets its work plan for the school year.
- Additionally, it must set its calendar of Board and Standing Committee Meetings.
- The majority of items on the list denote the regular flow of the year with key milestones and undertakings of the Board noted.

Current Context:

- The current Board determined it necessary to ensure that the Annual work plans were reflective of their desires, vision and working style.
- As a result of the feedback from Trustees (2023/24) an Annual Board Work Plan has been developed in two formats, 1) a list of key events by month, and 2) a calendar view that shows a monthly view of the committee and agenda setting processes, a yearly view that shows four Board actions (approval, review, completion, and engagement, and a multi-year view that shows upcoming milestones for long-range planning.
- It should be noted that the work plan is a living document and will be adjusted as the school year unfolds and emergent issues come forward.
- Finally, a calendar of Board and Standing Committee Meetings dates has been developed to align with school and statutory holidays. In some months (denoted by an asterisk on the Board and Committee Meetings 2024-2025 page), the regular timing of meetings is interrupted due to school breaks.

For Recommendation:

- Draft motion:

“That the Board of Education for School District 62 (Sooke) adopt the Board and Committee Meeting schedule and Board of Education Annual Work Plan for 2024/25 as presented at the September 24, 2024 Board Meeting”.

Submitted with Respect,

Paul Block,
Superintendent/CEO



BOARD ANNUAL WORK PLAN

2024-2025 School Year

AUGUST/SEPTEMBER

- Review Strategic Plan Annual Report
- Submit Executive Compensation Disclosure to Public Sector Employers' Council
- Review the Audit committee report and approve the audited financial statements
- Approve Annual Board Work Plan - including schedule of Board/committee meetings, partner meetings, and related functions
- Receive summer Capital work report
- Welcome Back Message - from the Chair on behalf of the Board (first day of school)
- Municipal Partner Meetings– Colwood Council Meeting (Sept.5)
- Ed Policy Committee (Sept.10)
- Resources Committee (Sept.17)
- Audit Committee (Sept.18)
- September Board Meeting (Sept. 24)

OCTOBER

- Recognize World Teachers' Day (Oct. 5)
- VISTA – Port Alberni (Oct. 4/5)
- BCSTA Provincial Council meeting (Oct.25/26) – Board represented by BCSTA representative
- Strategic Plan 2025-2029 - Student Forum (Oct. 15)
- Strategic Plan 2025-2029 – Board Forum (Oct. 15)
- Receive 1701 enrolment report and school organizations
- Ed Policy Committee (Oct.1)
- Resources Committee (Oct.8)
- October Board Meeting (Oct. 22)
- Governance Committee (TBD)

NOVEMBER

- Strategic Plan Q1 Report
- Receive report on District enrolment
- Receive and review Fiscal monitoring report (financial forecast)
- Represent Board at BCPSEA Symposium (Nov. 7/8)
- Strategic Plan 2025-2029 – DPAC Forum (Nov. 13)
- BCSTA Trustee Academy (Nov. 21-23)
- Municipal Partner Meetings – City of Langford - Board/Council (Dates TBD)
- Strategic Plan 2025-2029 – District Partners Forum (Nov. 25)
- Ed Policy Committee (Nov.5)
- Resources Committee (Nov.12)
- November Board Meeting (Nov. 26)

DECEMBER

- Elect Chair, Vice-Chair, BCSTA rep and BCPSEA rep (Dec. 17)
 - Make Trustee appointments to committees and community liaison groups
- Participate in SBO Winter Luncheon (Chili Cook-off) (Dec. 20)
- Circulation of Draft Plan Budget Process for input by stakeholders
- Attend school holiday functions and send cards on behalf of the BoE
- Receive information on Budget recalculation
- Municipal Partner Meetings – District of Sooke - Board/Council (Dates TBD)
- Ed Policy Committee (Dec.3)
- Resources Committee (Dec.10)
- December Board Meeting (Dec.17)
- Winter Break (Dec. 22 – Jan. 3)

JANUARY

- Schools Open (Jan. 6)
- Finalize budget principles and assertions, plan and timelines
- Receive and Review Draft Strategic Plan 2025-2029 Update (Jan. 28)
- Represent Board at BCPSEA AGM – Trustee BCPSEA Rep (Jan. 30/31)
- Review policy positions for submission to BCSTA AGM
- Board/MLA's Meeting (TBD)
- Ed Policy Committee (Jan. 7)
- Resources Committee (Jan. 14)
- Governance Committee (TBD)
- January Board Meeting (Jan. 28)

FEBRUARY

- Approve Amended Budget for current fiscal year (24/25)
- Receive and review Fiscal monitoring report (financial forecast)
- Review and adopt school fees for 25/26 school year
- Receive and Review Strategic Plan Update 2025-2029 (Feb. 25)
- Stakeholder Budget Presentations (Feb. 18)
- BCSTA Provincial Council meeting (Feb. 22)
 - Provide direction through the Board's representative to BCSTA Provincial Council meeting regarding provincial policy matters.
- Receive February 1701 enrolment update
- Strategic Plan Q2 Report
- Municipal Partner Meetings (Chair/CEO/S-T)
- Ed Policy Committee (Feb. 4)
- Resources Committee (Feb. 11)
- District Partners Budget Presentations (Feb.18)
- February Board Meeting (Feb. 25)

MARCH

- Nominate candidates for Premier's Award of Excellence and BCSTA Innovation Award
- Receive preliminary budget revenue information for the upcoming year's preliminary budget – Ministry of Education funding announcement
- Receive and Approve Strategic Plan 2025-2029 (March 11)
- Approve Local School Calendar
- Annual Facilities Grant (AFG) planning
- Ed Policy Committee (March. 4)
- Resources Committee (March 5)
- Partner Liaison Meeting (Chair, Supt. S/T) (March 7)
- March Board Meeting (March 11)
- Spring Break (March 17-28)

APRIL

- Review draft budgets for the upcoming year and give first reading (if available)
- Review draft Capital Plan bylaw and give first reading
- Education Committee of the Whole (April 15)
- Attend and participate in BCSTA AGM (April 24-26)
- Municipal Partner Meetings – Board/Council (Dates TBD)
- Ed Policy Committee (April 1)
- Resources Committee (April 8)
- Audit Committee (April 16)
- April Board Meeting (April 22)
- Personnel Committee (TBD)

MAY

- Approve audit terms and appoint/reappoint auditor
- Approve preliminary budget for upcoming budget year
- Approve 5-year Capital Plan for submission to BC Ministry of Education
- Strategic Plan Q3 report
- Receive and review fiscal monitoring report (financial forecast)
- Board Annual Self-Assessment
- Municipal Partner Meetings – Board/Council (Dates TBD)
- Host Retirement/Long Service Recognition Event (May 29)
- Ed Policy Committee (May 6)
- Resources Committee (May 13)
- May Board Meeting (May 27)

JUNE

- Receive and review fiscal monitoring report (year-end estimates)
- Complete Superintendent Growth Plan Review
- Written acknowledgement of contributions by PACs and SPEAC and others as appropriate
- Attend graduations and school year-end celebrations
- Receive Na'tsa'maht Enhancement Agreement Annual Report
- Review 2025-2026 District Operations Plan
- National Indigenous Peoples Day Event (June 21 @ Royal Roads University)
- Ed Policy Committee (June 3)
- Resources Committee (June 10)
- Governance Committee (TBD)
- June Board Meeting (June 24)
- Audit Committee (June 27)

ONGOING

- Attend trustee development/planning sessions
- Attend school functions (as invited)
- Hear appeals as needed
- Respond to media requests regarding governance matters in consultation with the CEO
- Ratify memoranda of agreement with bargaining units
- Approve disposition/acquisition of real property (lands and buildings)
- Recognize school and community highlights
- Attend Board Liaison meetings as outlined in the Trustee calendar
- Advance Board positions through BCSTA
- Represent Board at BCSTA Branch meeting (VISTA)
- Nominate staff for awards and other recognition for their contributions
- Approve out-of-province/country student trips
- Review and approve policy changes
- Review Long-Range Facilities Plan

School District 62 (Sooke)

Board of Education 2024-25 Annual Work Plan Summary

Monthly Calendar

Legend:
Blue – Education Policy
Green – Resources
Yellow – Ad Hoc/District Partners
Red – Board of Education

WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	<ul style="list-style-type: none"> - Trustee Weekly Update – “Monday Memo” 	<ul style="list-style-type: none"> - Resources Agenda & Material submission - Education Policy Committee Meeting 	<ul style="list-style-type: none"> - Resources Agenda Setting 	<ul style="list-style-type: none"> - Meeting material deadline - Planning & Priorities Committee (Chair, Vice-Chair, Supe, S-T, DS) 	<ul style="list-style-type: none"> - Resources Meeting Materials released
2	<ul style="list-style-type: none"> - Trustee Weekly Update – “Monday Memo” 	<ul style="list-style-type: none"> - Resources Committee Meeting 	<ul style="list-style-type: none"> - Ad Hoc Committees: Agenda Setting (as needed) <ul style="list-style-type: none"> - Governance Committee - Personnel Committee - SBO Renewal Committee - Audit Committee (Quarterly) 	<ul style="list-style-type: none"> - Meeting material Deadline - Planning & Priorities Committee 	<ul style="list-style-type: none"> - Ad Hoc Committee Meeting Materials released
3	<ul style="list-style-type: none"> - Ad Hoc Committee Meeting (as needed) - Trustee Weekly Update – “Monday Memo” 	<ul style="list-style-type: none"> - Board Meeting Agenda & Material submissions 	<ul style="list-style-type: none"> - Board Meeting Agenda Setting - SPEAC Meeting 	<ul style="list-style-type: none"> - Meeting material deadline - Planning & Priorities Committee 	<ul style="list-style-type: none"> - BoE Meeting Materials released
4	<ul style="list-style-type: none"> - Trustee Weekly Update – “Monday Memo” 	<ul style="list-style-type: none"> - BoE Meeting - Education-Policy Committee: Agenda item submission 	<ul style="list-style-type: none"> - Education-Policy Committee Agenda Setting 	<ul style="list-style-type: none"> - Meeting material Deadline - Planning & Priorities Committee 	<ul style="list-style-type: none"> - Education Policy Materials released

School District 62 (Sooke)

Board of Education 2024-25 Annual Work Plan Summary

Year at a Glance

Action	July 2025	August 2025	September 2024	October 2024	November 2024	December 2024
Approve			<ul style="list-style-type: none"> - Annual Reports (for approval): <ul style="list-style-type: none"> - Enhancing Student Learning Report - Audit Committee Report - Financial Statements - Annual BoE Work Plan & Board/Committee meetings calendar 	-		-
Review		<ul style="list-style-type: none"> - Estimated Enrolment Update 	<ul style="list-style-type: none"> - Annual Reports (for review): <ul style="list-style-type: none"> - Strategic Plan - Exec Compensation Disclosure - District Operations Report - Enrolment Update report - Minor & Major Capital Summer Work - Annual District Communications Plan - Superintendent Growth Plan 	<ul style="list-style-type: none"> - Sept. 1701 enrolment & school organization report - Digital Solutions Department Plan Update 	<ul style="list-style-type: none"> - Strategic Plan Quarter 1 Report Package - District enrolment report - Fiscal Monitoring Report 	<ul style="list-style-type: none"> - Annual Budget Recalculation and Draft Budget Process
Complete		<ul style="list-style-type: none"> - BoE/Executive Planning Retreat 	<ul style="list-style-type: none"> - Municipal Partner Meeting (Chair, S-T & CEO) (TBD – Sooke) - Municipal Partner Meeting (Board & Colwood Council – Sept. 5) - Secretary/Treasurer Job Posting released 	<ul style="list-style-type: none"> - BCSTA Provincial Council (Oct. 25-26) 	<ul style="list-style-type: none"> - BCPSEA Symposium (Nov. 7-8) - BCSTA Academy (Nov. 21-23) 	<ul style="list-style-type: none"> - Organizational Meeting of the Board - Board Elections - BoE Committee Assignments
Engage		<ul style="list-style-type: none"> - MLAs “Pre-School Start-Up” District Tour (TBD) 	<ul style="list-style-type: none"> - Welcome back Message to the system <ul style="list-style-type: none"> - Chair to families on behalf of the Board (1st day of school). 	<ul style="list-style-type: none"> - Recognize World Teachers Day (Oct. 5) - VISTA (Oct 4-5) - 2025-29 Strategic Plan Student Forum (Oct.15) - 2025-29 Strategic Plan Board Forum (Oct.15) 	<ul style="list-style-type: none"> - Municipal Partner Mtgs (Langford Board/Council TBD) - 2025-29 Strategic Plan DPAC Forum (Nov.13) - 2025-29 Strategic Plan District Partners Forum (Nov.25) 	<ul style="list-style-type: none"> - SBO Winter Luncheon Chili Cookoff (Dec. 20) - Attend school holiday functions - Municipal Partner Mtgs (Board/Council – District of Sooke TBD)

School District 62 (Sooke)

Board of Education 2024-25 Annual Work Plan Summary

Year at a Glance

Action	January 2025	February 2025	March 2025	April 2025	May 2025	June 2025
Approve	<ul style="list-style-type: none"> - Budget Principles & Assertions, Plan & Timelines 	<ul style="list-style-type: none"> - Amended Budget - School Fees 	<ul style="list-style-type: none"> - School Calendar - BoE Receive & Approve 2025-2029 Strategic Plan 	<ul style="list-style-type: none"> - 1st reading of Budget Bylaw (if available) - 1st reading of Capital Plan Bylaw 	<ul style="list-style-type: none"> - Final readings of Budget Bylaw (if available) - Final readings of Capital Plan Bylaw (if available) - Auditor engagement/plan 	Annual Plan Package: <ul style="list-style-type: none"> - FESL targets - Strategic plan targets - Na'tsa'maht Annual Report Superintendent Growth Report
Review	<ul style="list-style-type: none"> - Policy positions for submission to BCSTA AGM 	<ul style="list-style-type: none"> - 2nd Quarter Reports: <ul style="list-style-type: none"> - Strategic Plan Q2 - Financial forecast - Enrolment update - Minor & Major Capital Work - BoE Receive & Review 2025-2029 Draft Strategic Plan 	<ul style="list-style-type: none"> - Estimated Enrolment Update - Budget Instructions - Annual Facilities Grant Planning 		<ul style="list-style-type: none"> - 3rd Quarter Report Package: <ul style="list-style-type: none"> - Strategic Plan Q3 - Financial forecast 	<ul style="list-style-type: none"> - District Operations Plan for 2024-2025 - Review all Board Motions for the school year
Complete	<ul style="list-style-type: none"> - BCSTA Policy/Motions for AGM - BCPSEA Annual General Meeting (Jan 30-31) – Trustee Rep - Municipal Partner Meetings (Board/Council) - TBD 	<ul style="list-style-type: none"> - District Partner Budget Presentations (Feb.18) - BCSTA Provincial Council (Feb 22) - Municipal Partner Meetings (Chair, S-T & CEO) 	<ul style="list-style-type: none"> - Nominate candidates for Premier's Awards in Education. - Partner/Liaison Mtg – MECC (Chair/ST/Supt.) (March 7) 	<ul style="list-style-type: none"> - BCSTA AGM (Apr. 24-26) - Municipal Partner Meetings (Board/Council) - TBD 	<ul style="list-style-type: none"> - Host Retirement/Long Service Event. - Municipal Partner Meetings (Board/Council) - TBD - Board Annual Self-Assessment 	
Engage	<ul style="list-style-type: none"> - Board & New MLAs Meeting (TBD) 			<ul style="list-style-type: none"> - 2025-2029 Strategic Plan Board Public Engagements - ECOW – Budget 2025/26 (TBD) 	<ul style="list-style-type: none"> - Host Retirement/Long-Service Event (May 29) - 2025-2029 Strategic Plan Board Public Engagements 	<ul style="list-style-type: none"> - Grad/Year End Ceremonies - Acknowledgement Letters to Partner Groups - National Indigenous Peoples Day (June 21)

School District 62 (Sooke)

Board of Education 2024-25 Annual Work Plan Summary

Multi-Year View

Action	2024/25	2025/26	2026/27	2027/28
Approve	<ul style="list-style-type: none"> - '25-'29 Strategic Plan - Catchment Review - North Langford Elementary - Superintendent Performance Review - 	<ul style="list-style-type: none"> - Catchment Review – North Langford Secondary 	<ul style="list-style-type: none"> Catchment Review – South Colwood Elementary 	
Review	<ul style="list-style-type: none"> - Issue Based Reviews – TBD - 	<ul style="list-style-type: none"> Issue Based Reviews - TBD 	<ul style="list-style-type: none"> Issue Based Reviews - TBD 	<ul style="list-style-type: none"> - Issue Based Reviews - TBD
Complete	<ul style="list-style-type: none"> – SĆIΛNEW_STĒLITĶEĒ Elementary Construction & Occupancy complete 	<ul style="list-style-type: none"> – Open SĆIΛNEW_STĒLITĶEĒ Elementary – Open Port Renfrew Elementary (Fall/Spring) – Break Ground North Langford Secondary (pending approval) 	<ul style="list-style-type: none"> - Monitor Progress on North Langford Secondary 	<ul style="list-style-type: none"> – Monitor Progress on North Langford Secondary (completion timelines to be finalized)
Engage	<ul style="list-style-type: none"> - 			

Board and Committee Meetings

2024-2025

Board Meetings (fourth Tuesday of each month)

*Denotes date other than fourth Tuesday

- August 27, 2024
- September 24, 2024
- October 22, 2024
- November 26, 2024
- December 17, 2024*
- January 28, 2025
- February 25, 2025
- March 11, 2025*
- April 22, 2025
- May 27, 2025
- June 24, 2025

Standing Committee Meetings

Education-Policy Committee (First Tuesday of each month) *Denotes date other than first Tuesday	Resources Committee (Second Tuesday of each month) *Denotes date other than second Tuesday	Audit Committee *To Be Confirmed
<ul style="list-style-type: none"> • September 10, 2024* • October 1, 2024 • November 5, 2024 • December 3, 2024 • January 7, 2025 • February 4, 2025 • March 4, 2025 • April 1, 2025 • May 6, 2025 • June 3, 2025 	<ul style="list-style-type: none"> • September 17, 2024* • October 8, 2024 • November 12, 2024 • December 10, 2024 • January 14, 2025 • February 11, 2025 • March 5, 2025* • April 8, 2025 • May 13, 2025 • June 10, 2025 	<ul style="list-style-type: none"> • September 18, 2024 • January 21, 2025* • April 16, 2025* • June 27, 2025*



Board Information Note

Public Board Meeting September 24, 2024

Agenda Item 12.1: Superintendent's Update

LEARNING

School Start-Up

As with all new school years, it is a busy time for staff, families, and students. As we re-establish routines and review organizational details, the regular flow of the school year gradually resumes. For SD62, we continue to face the challenges of enrollment growth and ensuring instructional spaces for students and workspaces for staff. While our planning for this year has provided the number of classrooms to accommodate all our students, the continuous planning cycle for staff means we are turning our attention to planning next year in October to ensure new classrooms are organized and in place prior to the start of the 2025/26 school year.

The Executive Team has been out visiting schools over the past few weeks; it is great to see the happy faces and feel the energy and enthusiasm of students and staff in our schools.

I would like to take the opportunity to acknowledge all staff across the district for their diligence and attention to detail that make our schools the inclusive and welcoming learning spaces we want for our students. There is no better place to learn, live and grow than the Sooke School District and that is because no matter the role our staff play, the community of care that our staff create sets the stage for what matters most: student achievement. Thank you, SD62 People!

2024-2025 School Year

This will be a year of, what will hopefully be a smooth transition with changes to senior staff as Harold Cull, the best Secretary/Treasurer to grace the halls of the Sooke Board Office retires on December 31st, 2024. The Executive team and Board of Education look forward to the process of recruiting a new Secretary/Treasurer to support the district and the opportunity to welcome a new hire to the family in 2025.

ENGAGEMENT

With the district entering the final year of the 2021-2025 Strategic Plan, work is well under way to create the 2025-2029 Strategic Plan. With a revised Vision, Mission, Values and Beliefs developed through the Spring and Summer of 2024, the Board of Education and Executive team look forward to an ambitious series of engagements with students, parents, district partners and public to develop the goals and objectives that will become the northern star for the district as we build toward 2030. With the skillful support of facilitator, Mike McKay, the Board of Education and Executive team look forward to hearing from our community and build a road map for the future success of the district and most importantly, our students.

BC Human Rights Code and the Board's Obligations



Over the past few years there has been a rise in opposition to 2SLGBTQIA+ rights and freedoms, which I have found to be personally disheartening. With the increased polarization of political views and perspectives, all too often it seems fear of being different divides us, when instead, embracing diversity as an attribute, makes us stronger. Let us never forget that we are one, as humans that share the land, sea, and sky; together we are better.

Our job as educators and as a Board of Education, is to ensure that when students attend our schools, they feel a sense of safety, belonging, and acceptance. This is the only way that student attendance, academic achievement, and feelings of attachment and connectedness can be fostered. Ensuring that our schools support experiences of safety, dignity, and respect for ALL students is a shared responsibility for every adult in the K-12 system.

I appreciate the Board's ongoing support and advocacy for the safety of our students and to create and foster environments that are free from discrimination, harassment, and racism. The BC Human Rights Code is clear in terms of our obligations to protect historically marginalized groups. We continue to build our understanding of how best to do that in SD62 schools while we also build understanding and connection in our schools.

GROWTH

Enrolment

While final enrollment numbers are not confirmed until September 27, when they are submitted to the Ministry of Education and Child Care, our preliminary numbers are indicating significant growth this year:

- September 30, 2023, 1701 Ministry K-12 reporting form, the count was 12,492 Headcount and 12,750 FTE.
- The initial estimate of K-12 enrolment in February 2024 was 13,881 Headcount and 13,065 FTE.
- For September 2024, enrollment is likely to be over 14,000 Headcount and 13,250 FTE, showing year-to-year growth of 4%.

Technology Refresh: all Desktops in Elementary, Middle and Secondary Schools (Learning Commons & Staff Rooms)

Digital Solutions is continuing the laptop rollout program for our teachers. This fall, laptops are being refreshed for all Elementary school teachers, TTOC spares, Clerical, and PVP beginning in early October. Approximately 500 laptops will be distributed. The refresh for secondary and middle schools was completed last year.

Cyber-Security: Multi-Factor Authentication (MFA) Implementation

1. **Desktop Refresh in Learning Commons and Staff Rooms.** Over the summer, Digital Solutions staff refreshed all desktops in learning commons and staff rooms in middle and secondary schools. A project is underway to refresh desktops in all elementary schools.
2. **Multi Factor Authentication (MFA):** All Leadership team members are now on mandatory MFA. Enrolment is open to all staff and over 280 have voluntarily signed up. Discussions with CUPE and STA are ongoing on the best approach to roll out to all staff to ensure our system access is secure.