

Public Notice – Resources Committee Online Public Meeting

A public meeting of the Resources Committee for School District 62 (Sooke) **will be held on February 13, 2024, at 6:30 pm.**

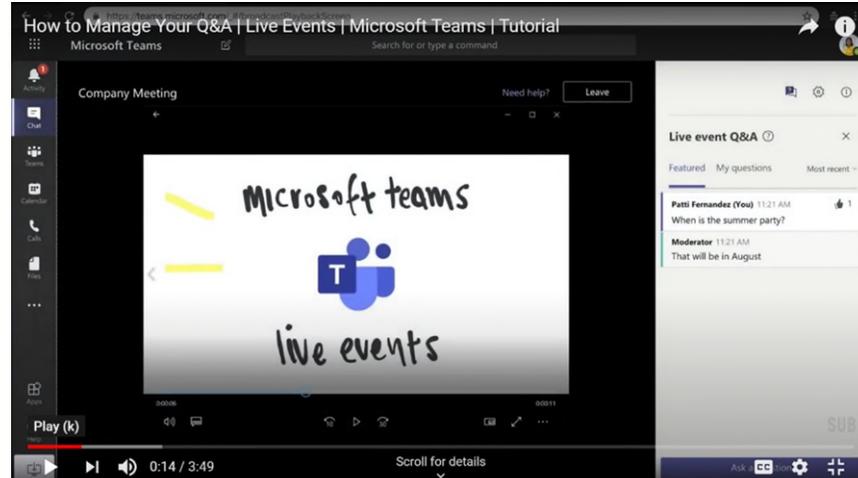
Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

To participate in the meeting please click on this link: [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.



RESOURCES COMMITTEE
School Board Office
February 13, 2024 – 6:30 p.m.

A G E N D A

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. REPORT (page 4)

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated January 16, 2024, at its Public Board Meeting dated January 23, 2024.

3. PRESENTATIONS (10 min.)

4. BUSINESS

4.1 2024/25 District and School Fees: - Monica Braniff (page 6)

- a) SD62 ADULT Learning Fee Schedule
- b) Secondary Schools District Fee Schedule for 2024/25
- c) Middle Schools District Fee Schedule for 2024/25
- d) Transportation Fees for 2024/25
- e) International Program Fees for 2025/26

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the District and School Fees for the 2024/2025 and the International Program Fees for 2025/2026 school year as presented at the Resources Committee meeting of February 13, 2024.

4.2 Strategic Planning Renewal Process – Sue Grundy/Harold Cull (page 15)

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the Environmental Scan report as part of the Strategic Planning Renewal Process as presented at the Resources Committee meeting of February 13, 2024.



4.3 23/24 Q2 Minor Capital Update – Mhairi Bennett (page 47)

4.4 23/24 Amended Budget – David Lee-Bonar (page 49)

Recommended Motion: That the Board of Education of School District 62 (Sooke) give first, second and third readings to the 2023/24 Amended Annual Budget Bylaw specifying a total budget of \$214,947,988.

4.5 23/24 Q2 Financial Forecast – David Lee-Bonar (page 69)

4.6 24/25 Budget Development Update – Harold Cull (page 73)

Recommended Motion: That the Board of Education of School District 62 (Sooke) direct staff to bring back transportation fee models for consideration during the 24/25 budget development process.

5. **ADJOURNMENT**

6. **NEXT MEETING DATE:** March 6, 2024



Committee Report of Resources Committee Meeting of January 16, 2024 via MS Teams

Present: Ebony Logins, Trustee (Committee Chair)
Christine Lervold, Trustee (Committee Member)
Cendra Beaton, Trustee (A/Committee Member)
Russ Chipps, Trustee
Paul Block, Superintendent
Harold Cull, Secretary Treasurer
Monica Braniff, Deputy Superintendent
Ed Berlando, STA
Trudy Court, CUPE
Tom Davis, SPEAC
David Lee-Bonar, Assistant Secretary Treasurer
Wayne Kelly, District Principal, Academies
Nicole Gestwa, IT

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:05 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)

2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated December 12, 2023, at its Public Board Meeting dated December 19, 2023.

3. PRESENTATIONS

4. BUSINESS

4.1 Academy Fees – Wayne Kelly

Staff provided the Resources Committee an overview of the Academy Fees for the 24/25 school year for its review with a focus on any increases from the current year. The Committee asked a few questions and supported the following motion going forward to the Board.



Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the District Academy Fees for the 2024/25 school year as amended at the Resources Committee meeting of January 16, 2024.

4.2 **23/24 Budget Recalculation – David Lee Bonar**

Staff provided the Resources Committee an overview of the financial position as a result of the annual budget recalculation completed by the Ministry. Some of the risks identified by staff during the Q1 forecast process have materialized and are projected to have a negative impact on the year end financial position of the District. The Committee asked a couple of questions around exempt salary increases and staff recommended this information be received and to allow the Q2 forecast to be completed later this month prior to making any decisions during the amended budget process.

The Committee supported the following motion going forward to the Board.

Recommended Motion: That the Board of Education of School District 62 (Sooke) allow all three readings of the 2023/24 Amended Budget Bylaw at its meeting of February 27, 2024.

4.3 **Long-Range Facilities Plan – Harold Cull**

Further to the Committee meeting in May, the District is in the process of updating its Long-Range Facilities Plan and the intent of the plan is to inform the annual Capital Plan submission which is sent to the Ministry of Education and Child Care each June. StudioHub has been working in conjunction with the District to produce the plan that was presented to the Committee for information. As per previous years, the Committee will have the opportunity to influence the actual capital plan submissions during Committee meetings in the spring prior to the Board reviewing and considering the submissions. The Committee discussed a number of corrections required in the document on the maps and census data and staff will strive to have the corrections ready for the Board's receipt at the end of the month.

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the 2023 Long-Range Facilities Plan as amended at the Resources Committee meeting of January 16, 2024.

5. **ADJOURNMENT AND NEXT MEETING DATE:** February 13, 2024





Committee Info Note Resource Committee Meeting February 13, 2024

Agenda Item: 4.1 24/25 District & School Fees Info Note

- Attached are the school, transportation, and international fees for the Committee's review prior to go to the Board for approval
- Staff will speak to the proposed fees at the meeting
- Attached is a summary of the fees to be discussed and amounts from the current year

Prepared by:

AREA	DESCRIPTION	20/21	21/22	22/23	23/24	24/25	Comments
SCHOOL BASED	Band Instrument Rental	\$ 150	\$ 150	\$ 150	\$ 150	up to \$350	variable depending on instrument
SECONDARY SCHOOL	Band Uniform & Cleaning	\$ 25	\$ 25	\$ 20	\$ 20	\$ 20	no change
	Drumline	\$ -	\$ -	\$ 45	\$ 45	\$ 45	no change
	Ceramics	\$ -	\$ -	\$ 30	\$ 40	\$ 40	no change
	Lifesaving	\$ -	\$ -	\$ 200	\$ 200	\$ 300	no change The fee covers workbook, instruction & examination for Red Cross certification. Students can participate in course without paying this fee by borrowing a workbook. Certification will require payment of the fee. Course is only offered at Belmont at this time
	Text Books - LOST/DAMAGED	\$10-\$100	\$10-\$100	\$10-\$100	\$10-\$110	10-110	no change
	Workbooks	\$5-\$25	\$5-\$25	\$5-\$25	\$5-\$35	\$5-\$35	no change
	Athletic Participation	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	no change
	Dance Company					\$ 50	Showcase and/or festival/enrichment opportunities; costumes; costume cleaning & maintenance
	Dance Technique & Performance					\$ 50	Showcase and/or festival/enrichment opportunities; costumes; costume cleaning & maintenance
	Athletic Leadership					\$ 200	covers coaching, referee, and first aid courses that students choose to take for certification.
	Yearbook/Annual	\$ 55	\$ 55	\$ 55	\$ 55	\$ 55	no change
	Food Safe Training	\$ 55	\$ 55	\$ 55	\$ 55	\$ 55	no change
	Student Activity Fee	\$ 20	\$ 20	\$ 20	\$ 20	\$ 20	no change
	Active Living	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	various activities outside the building
	Outdoor Ed./Enviro Science	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	no change
	Outdoor Education	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	no change
	Marine Life Science/Aquatic Chemistry Cohort (New Course offering)				\$ 150	\$ 200	Fieldtrips: Whiffin Spit, Esquimalt Lagoon, Shaw Ocean Discovery, Sooke Reservoir Water Treatment Plant, East Sooke Park and Galiano Island.
	Marine Biololgy			\$ 50	\$ 50	\$ 50	no change
	P.E. 11/12 Recreation/Golf	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	no change
	ADST – Wood	\$ 35	\$ 35	\$ 35	\$ 45	\$ 45	no change
	ADST – Metal	\$ 35	\$ 35	\$ 35	\$ 45	\$ 45	no change
	ADST – Auto	\$ 20	\$ 20	\$ 20	\$ 25	\$ 25	no change
	ADST – Electronics	\$ 35	\$ 35	\$ 35	\$ 45	\$ 45	no change
	ADST – Cosmetology	\$ 80	\$ 80	\$ 80	\$ 90	\$ 90	no change
	Film Photography					\$ 40	Film, developing chemicals, and developing paper
	Food Studies	\$ 20	\$ 20	\$ 35	\$ 45	\$ 45	no change
	Metal TASK Program (EMCS)	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	no change
	Textiles (EMCS)	\$ -	\$ 20	\$ 20	\$ 25	\$ 45	Optional for personal projects/take home (Increase by \$5, inflation/materials)
MIDDLE SCHOOL							
	Text Books	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	no change
	Lost Novel	\$ 10	\$ 10	\$ 15	\$ 15	\$ 15	no change
	Locks	\$ 10	\$ 10	\$ 10	\$ 14	\$ 14	no change
	Athletic Participation	\$ 40	\$ 40	\$ 40	\$ 40	\$ 40	no change
	Yearbook/Annual	\$ 40	\$ 40	\$ 40	\$ 40-50	40-50	no change
	Food Safe Training	\$ 55	\$ 55	\$ 55	\$ 55	\$ 55	no change
	Applied Design, Skills & Technology/Exploratory	as needed	no change				
	Band Instrument Rental	\$ 150	\$ 150	\$ 150	\$ 150	max 350	variable depending on instrument
	Band Uniform & Cleaning	\$ 25	\$ 25	\$ 25	\$ 25	N/A	no longer required
ADULT							
	Textbook Deposit	up to \$100	no change				
	Workbooks	up to \$25	up to \$25	up to \$30	up to \$35	up to \$35	no change
	Textbooks	\$20-\$100	\$20-\$100	\$20-\$100	\$20-\$100	\$20-\$100	no change
	Texas Instruments Mathematics Graphing Calculators	up to \$185	up to \$185	up to \$185	up to \$190	up to \$190	no change
TRANSPORTATION							
	Safety Fee	\$ -	\$ 25	\$ 25	\$ 25	\$ 25	no change
	Late Registration Fee	\$ -	\$ 100	\$ 100	\$ 100	\$ 100	no change
INTERNATIONAL							
For 25/26 Year	Application Fee	\$250	\$250	\$250	\$250	\$250	no change
	Tuition	\$13,500	\$14,000	\$14,250	\$15,000	\$15,750	see Information Note
	Homestay Fee	\$9,250	\$9,750	\$11,000	\$12,000	\$12,000	no change
	Program Fee	\$1,850	\$1,850	\$1,850	\$1,850	\$1,950	see Information Note
	New Student Orientation	\$140	\$250	\$325	\$375	\$375	no change

Resources Committee Meeting February 13, 2024

Agenda Item: 4.1 - 2024-25 School Fees – SD 62 Adult Learning

ITEM	AMOUNT	Notes
Textbook/Materials Deposit	Up to \$100	To be paid by students registered with SD62 Continuing Education or SD62 Online School when they choose to sign out a textbook or a course materials package. Refundable upon return of the item(s) signed out by the student. Actual replacement cost of textbook/materials will be charged if lost or damaged.
Workbooks & other consumable items that students write in and/or keep	Up to \$35	Used by some math and science courses.
Texas Instruments Mathematics Graphing Calculators	Up to \$190 (equivalent to replacement price if not returned.)	To be paid by students registered in some Math 11/12 courses at SD62 Continuing Education or SD62 Online School IF they choose to use a school owned graphing calculator. Refundable upon return of the calculator in the same/similar condition as when it was issued.
<p>No student will be denied educational opportunities if they do not have the ability to pay fees. Please contact your assigned administrator or counsellor to ask for fees to be waived due to financial hardship. Please note: a 2.5% fee will be added to any electronic payments (debit or credit card)</p>		

Prepared by: Heather Lait
Principal SD62 Online & SD62 Continuing Education

SD 62 –Secondary Schools Fee Schedule

24/25

STANDARD FEES	COST	Notes
Band Instrument Rental	Up to \$350	Dependent on instrument choice
Band Uniform & Cleaning	\$20.00	Dependent on individual band program needs. (reflects maximum fee charge) (went down from 25 to 20)
Drumline	\$45.00	Equipment maintenance and replacement
Ceramics	\$40.00	Clay fee for optional / personal take home projects
Lifesaving	\$300.00	The fee covers workbook, instruction & examination for Red Cross certification. Students can participate in course without paying this fee by borrowing a workbook. Certification will require payment of the fee. Course is only offered at Belmont at this time
Text Books – LOST/DAMAGED	\$10.00- \$110.00	Replacement fee will range for all texts/novels which are damaged beyond use or lost
Workbooks	\$5.00 - \$35.00	Workbooks are consumable and are not required – can be used free in the classroom if not written in. They are used primarily in math and science classes
Athletic Participation	\$50.00	One fee allows students to participate on as many teams as they wish to try out for. Additional costs for travel, accommodation and meals may be required
Dance Company	\$50	Showcase and/or festival/enrichment opportunities; costumes; costume cleaning & maintenance
Dance Technique & Performance	\$50	Showcase and/or festival/enrichment opportunities; costumes; costume cleaning & maintenance
Athletic Leadership	\$200	covers coaching, referee, and first aid courses that students choose to take for certification.
Yearbook/Annual	\$55.00	Optional - Prices will fluctuate based on production costs
Food Safe Training	\$55.00	Fee applies only if offered
Student Activity Fee	\$20.00	Includes school-wide events, student locks, school appointments online & Locker app
Active Living	\$50.00	Various activities outside the building
Outdoor Ed./Enviro Science	\$150.00	Grades 11/12 (additional \$50 for Galiano camping trip)
Outdoor Education	\$100.00	Grades 9/10
Environmental Science 11	\$50.00	Activities outside the building (Goldstream Park, East Sooke Park, Other CRD Parks, etc.)
Marine Life Science/Aquatic Chemistry Cohort	\$200.00	Fieldtrips: Whiffin Spit, Esquimalt Lagoon, Shaw Ocean Discovery, Sooke Reservoir Water Treatment Plant, East Sooke Park and Galiano Island.
Marine Biology	\$50.00	To cover costs associated with fieldtrips
P.E. 11/12 Recreation/Golf	\$75.00	Various activities outside the building that incur travel & amenity costs, course fees
ADST – Wood	\$45.00	Optional for personal projects/take home (Increase by \$10, inflation/materials)
ADST – Metal	\$45.00	Optional for personal projects/take home (Increase by \$10, inflation/materials)
ADST – Auto	\$25.00	Optional for personal consumables (Increase by \$5, inflation/materials)
ADST – Electronics	\$45.00	Optional for personal projects/take home (Increase by \$10, inflation/materials)
ADST – Cosmetology	\$90.00	Optional for personal use & to keep: Mannequin, nail polish, make-up (Increase by \$10, inflation/materials)
Film Photography	\$40.00	Film, developing chemicals, and developing paper
Food Studies	\$45.00	Optional for personal projects/take home (Increase by \$10, inflation/materials)
Metal TASK Program (EMCS)	\$150.00	Materials for personal projects/take home
Textiles	\$45.00	Optional for personal projects/take home (Increase by \$5, inflation/materials)
<i>Please note: a 2.5% administrative fee will be added to cover costs related to the processing of credit card payments.</i>		

Other fees may be charged prior to a course for value-added products which students chose to purchase as an option, or for projects taken home. Cost lists will be provided:

Examples:

- Wood Tech (a) projects taken home (b) specialty wood
- Sewing/Fashion/Design (a) projects taken home (b) specialty materials
- Art/Theatre Arts (a) projects taken home (b) specialty materials
- Cooking (a) specialty ingredients (b) food taken home
- Workbooks if a student wants to write in the book and/or keep it
- Materials for elective programs required beyond the basic curriculum.

Other fees may occur in association with Optional Curricular Events such as:

Examples:

- Grad Ceremony, Prom, Winter Formal, School Dances & Student Conferences
- Dance outfits for performances
- Travel, accommodations, meals and registrations
Technical Education Program (busing, projects to take home)

No student will be denied educational opportunities if they do not have the ability to pay.

- **Please contact your assigned administrator or counsellor to request for fees to be waived due to financial hardship.**

SD 62 Middle Schools Fee Schedule 2024-2025

STANDARD/COST RECOVERY FEES	COST	Notes
Text Books	\$50.00	Fee for all texts which are damaged beyond use or lost
Lost Novel	\$15.00	Fee for all novels which are damaged beyond use or lost
Locks	\$14.00	Dunsmuir, Spencer, Centre Mountain Lellum and John Stubbs only
OPTIONAL FEES	COST	Notes
Athletic Participation	\$40.00	One fee (\$40) allows students to participate on as many teams as they wish. Additional costs for travel, accommodation and meals may be required
Yearbook	\$40.00- \$50.00	Optional
Food Safe	\$55.00	If offered
Applied Design, Skills & Technology / Exploratory		As needed throughout year (see examples below)
Band Instrument Rental	max \$350.00	Variable depending on instrument.
<i>Please note: a 2.5% administrative fee will be added to cover costs related to the processing of credit card payments.</i>		
<p>Other fees may be charged prior to a course for value-added products, or for projects taken home or consumed. Cost lists will be provided:</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • ADST classes (a) projects taken home (b) specialty materials (c) food taken home <p>Other fees may occur in association with Optional Curricular Events such as:</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Dance outfits for performances • Travel, accommodations, meals and registrations • Exploratory Program (busing, projects to take home) 		
<p>No student will be denied educational opportunities if they do not have the ability to pay. Please contact your assigned principal, vice-principal or counsellor to request for fees to be waived due to financial hardship.</p>		

Prepared by:

D'Arcy Deacon, Associate Superintendent

Resources Committee Meeting February 13, 2024 Agenda Item: 4.1 - 2024-25 Transportation Fees

TRANSPORTATION	FEEs	Notes
Safety Fee	\$25.00/rider	No change
Late Registration Fee	\$100.00/family	No change
Please contact your assigned principal, vice-principal or counsellor to request for fees to be waived due to financial hardship. Please note: a 2.5% administrative fee will be added to cover costs related to the processing of credit card payments.		

Prepared by:

Harold Cull, Secretary-Treasurer



International Student Fees Proposed 2025-26 ISP Fees

Historical Overview – SD62 ISP Fees:

	2020-21 FY21	2021-22 FY22	2022-23 FY23	2023-24 FY24	2024-25 FY25	2025-26 FY26
Application Fee	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00
Tuition	\$ 13,500.00	\$ 13,500.00	\$ 14,000.00	\$ 14,250.00	\$ 15,000.00	\$ 15,750.00
Homestay Fee	\$ 9,250.00	\$ 9,250.00	\$ 9,750.00	\$ 11,000.00	\$ 12,000.00	\$ 12,000.00
Program Fee	\$ 1,550.00	\$ 1,850.00	\$ 1,850.00	\$ 1,850.00	\$ 1,850.00	\$ 1,950.00
New Student Orientation	\$ ---	\$ 140.00	\$ 250.00	\$ 325.00	\$ 375.00	\$ 375.00
TOTAL	\$ 24,550.00	\$ 24,990.00	\$ 26,100.00	\$ 27,675.00	\$ 29,475.00	\$ 30,325.00

Comparison with select other school districts (2024-25):

School District Name	Total ISP Fees (2024-25)
Greater Victoria School District	\$31,425
Saanich School District	\$30,000
Delta School District	\$28,900
Abbotsford School District	\$28,220
Nanaimo School District	\$28,350
Comox Valley School District	\$26,650

Notes

Proposed increases:

- **Tuition:** The tuition fee increased by 1.79% and then 5.2% in FY24 and FY25 respectively. The proposed increase for FY26 represents an increase of 5.0%. This proposal would account for the increase in salary and benefit costs across the various employee groups, and anticipated increases in these areas expected for FY26.
- **Program Fee:** The proposed increase of \$100 in the Program Fee represents the portion of the fee that accounts for the Homestay Placement and Monitoring. This increase is proposed in consideration of recent salary and benefit increases for the Homestay staff, and represents an increase of 15.4% in that portion of the fee (which has remained static for the previous four years).

- **Overall:** *The proposed increase represents an overall increase of 2.8% in the annual fees.*

Other points of note (no increase proposed):

- **Homestay Fee:** *The school district has increased the Homestay fee substantially for the past two years in a row, representing a 23% increase in FY25 compared to FY23. This was in consideration of the significant cost of living increases in areas of food, shelter, fuel, etc. Inflation is slowing down; British Columbia's consumer price index (CPI) in December 2023 was 3.4% higher (unadjusted) than in December 2022, whereas in December 2022 it was 6.6% higher (unadjusted) than in December 2021. The shortage of Homestay families that the school district had experienced in the 2021-22 school year and 2022-23 school year has subsided, and neighbouring school districts are not currently considering an increase in their Homestay fees for FY26. We are not currently proposing an increase to the Homestay fees, but may wish to reconsider this if inflation trends change and/or if neighbouring school districts decide to raise their Homestay fees.*

Information Note

Resources Committee Meeting

February 13, 2023

Agenda Item: 4.2. – Strategic Plan Renewal Process

Background:

- The current SD62 strategic plan (2021-2025) runs to June 30, 2025.
- The 3-phase **Strategic Plan Renewal Process** was outlined to this committee in November 2023:



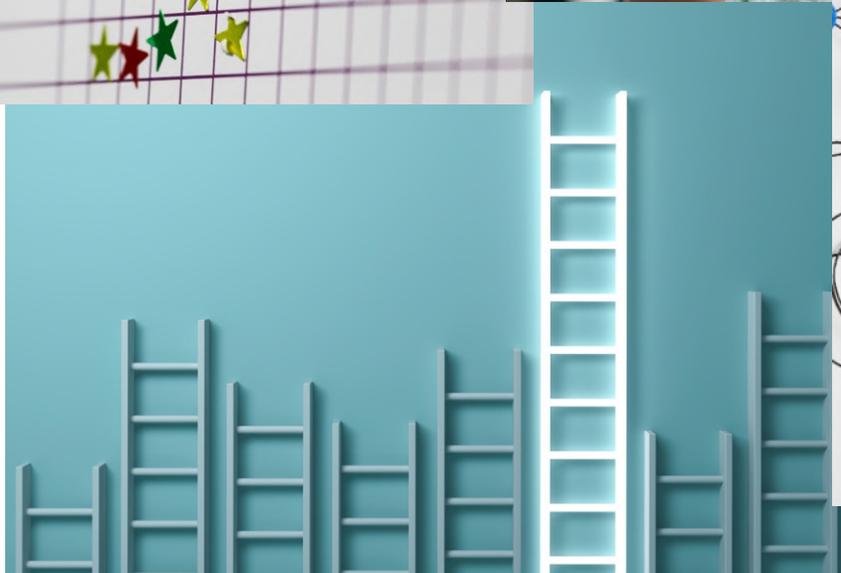
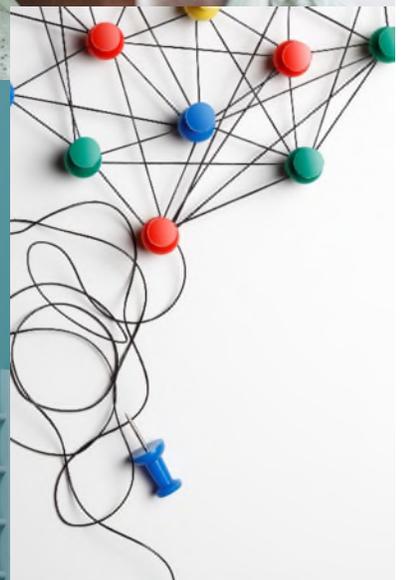
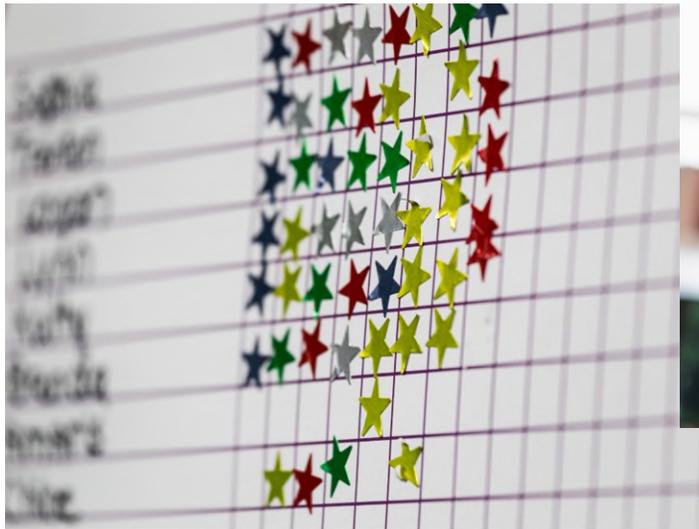
- **Phase 1** through environmental scanning (E-Scan), looked at where we are now and what could happen in the future. Staff considered existing socio-political-economic trends at the macro (global) and micro (local) levels. Phase 1 work included: engaging with staff and community partners on what they saw as impacts on the district now and in the future. This phase also determined public opinion as to the future relevance of the existing vision, mission, and values (VMV). A SWOT Analysis was undertaken with data gathered from people’s sense of the district’s internal strengths and weaknesses and of external opportunities and threats. A Leadership Team Working Group considering the district’s SWOT from their perspective.
- **Phase 1** of the renewal process is now complete. The Community Survey found that most people who responded think the existing Vision, Mission and Values are still relevant for the future. Feedback from the Leadership Team, along with inputs from our stakeholders, suggested that the District’s strengths were considered as the **employees, positive learning culture, and early literacy supports**. The weaknesses raised were the **capacity to meet the needs of learners**. Opportunities were seen as **cultural diversity, community partnerships, and professional networks**. Threats were identified as **rapid population growth, expectations placed on the education system, and dealing with the socio-economic challenges experienced by students and their families**.
- **Phase 2** of the renewal will be undertaken by the Board of Education in March and April as they consider their vision, mission, values and beliefs that will form the bedrock of the next strategic plan. The existing VMV reflects the previous Board’s vision, mission, values and beliefs. The Board may well find their views reflected in the existing VMV or there may be some adjustment or total revision. The E-Scan from Phase 1 will be provided to the Board for consideration as they determine their VMV.
- **Recommended Motion:** That the Board of Education of School District 62 (Sooke) receive the Environmental Scan report as part of the Strategic Planning Renewal Process as presented at the Resources Committee meeting of February 13, 2024.

Prepared by:

Sue Grundy and Harold Cull



ENVIRONMENTAL SCAN (E-SCAN)



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1. Executive Summary

Development for the third SD62 Strategic Plan is underway. The plan will run from July 1, 2025, to June 30, 2029. This report on an environmental scan (E-Scan) is the first output of work to renew the strategic plan. The E-Scan provides information and findings that the Board of Education can draw upon as they begin to consider their Vision, Mission, Values and Beliefs (VMV).

The community, including parents, students, and staff were surveyed to determine thoughts on the relevancy of the existing vision, mission, and values. A total of 1,717 people responded to the Community Survey allowing the District to rely on the results as reflective of our community's thoughts. The majority of those who responded to the survey believe that the current VMVs are relevant as we develop the next strategic plan that will run from 2025-2029.

- The **current SD62 vision**, "We honour student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community," was said to be **relevant for the future by 76% of respondents**.
- The **current Mission**: "To help develop informed, literate and resilient citizens through engagement in a safe, respectful and responsive School District #62 learning community," was thought **relevant for the future by 81% of respondents**.
- The **current values** (respect, integrity, trust, safety, relationships, equity, choice, diversity) were considered **relevant by most respondents**. This ranged from a high of 91% for "respect" to a low of 74% for "choice" and "diversity."

A SWOT analysis considers an organization's internal strengths and weaknesses and any external opportunities or threats. Staff worked with the Leadership Team and with Stakeholders to look internally at the District's perceived strengths and weaknesses and externally to the opportunities for the school district outside of the organization as well as potential threats. These reflections were supplemented by the Community Survey which gathered data on opportunities and threats. Key responses are shown in the

following diagram. Several items were spoken of by some as strengths and by others as weaknesses. These included employee relationships and professional learning opportunities. Similarly, opportunities and threats had diverse opinions for health, wellness and safety, technology, and climate change.



There was division in responses to the public survey on diversity with expressions of the need to continue the work on diversity as well as those who specifically mentioned LGBTQS2+ or SOGI (sexual orientation and gender identity) as something that should not be discussed in schools.

Other factors that the Board of Education should consider as they build out their new strategic plan include socio-economic and environmental factors.

We know that:

- The increase in **student enrollment** will continue in the years ahead requiring continued focus on building new schools and ensuring students have a place in SD62 when they move into the area.
- **Political elections** could change the level of financial support and curriculum focus from the provincial government for education and change our connections with our local councils with whom the district has a memorandum of understanding.
- **Technological advancements** in the coming years will grow exponentially. Bill Gates described the advances made through Artificial Intelligence (AI) as “revolutionary”¹ and “the most important advance in technology since the graphical user interface.”
- Data on the impact of human societies on the **environment** suggest that extreme weather such as heat domes will become a regular occurrence in BC.
- Theories of **work** suggest that between now and 2032, 80% or 789,000 of all job openings will require some level of post-secondary education or training.
- **Skills** that students will require for future workplace success include active listening, speaking, critical thinking, reading comprehension, complex problem solving, and social perceptiveness. Our stakeholders also suggested a need for compassion and emotional regulation.

- ? *Should we consider these factors in the next strategic plan?*
- ? *How will the factors impact our students, our staff, the way we learn and work?*
- ? *How can we plan so that the district and our students are future-ready?*



¹ <https://www.gatesnotes.com/The-Age-of-AI-Has-Begun>

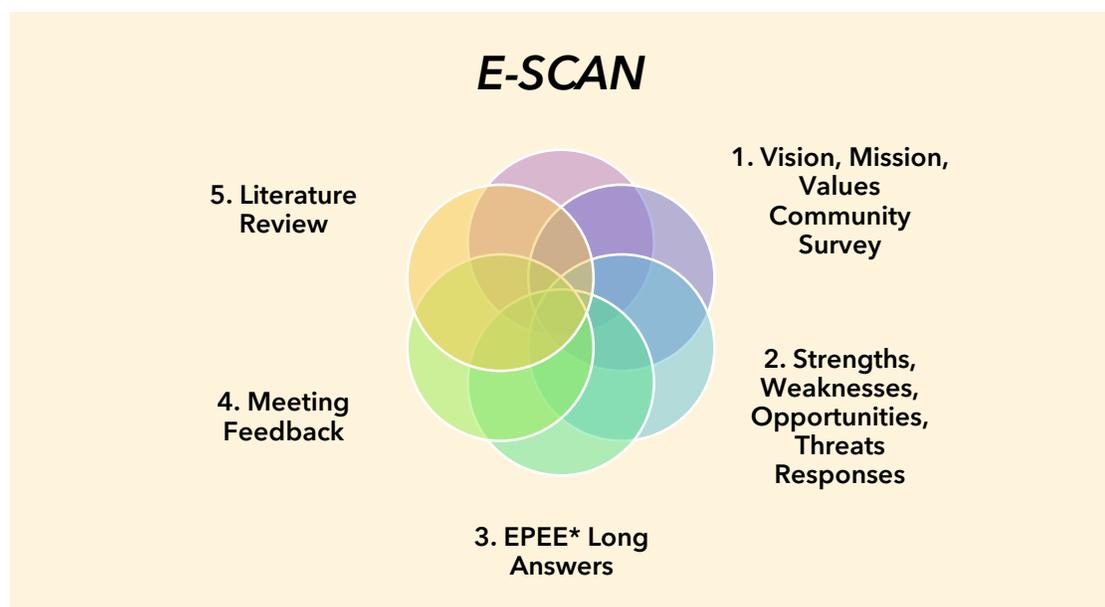
2. Purpose of the E-Scan

The current strategic plan started in July 2021 and runs until June 025. This E-Scan is the first step in renewing the plan and the Board of Education can use it to determine the “baseline” or starting point from which to build the district’s strategic plan. As part of the E-Scan work, staff undertook a variety of research, review and engagement processes to provide a multi-lens scan of the district.

3. Process of E-Scan

Environmental scanning is a process used in strategic planning where an organization **collects and analyzes external information about trends, events, or influences that could impact its future**. This process helps organizations **understand their external environment**, including opportunities and threats, and assists in making informed decisions and developing strategic plans.

The E-Scan is built from a variety of work involving: (1) a survey on the vision, mission, and values with the community (students, parents, staff, community members); (2) careful consideration of the district’s strengths, weaknesses, opportunities, and threats by a working group (Leadership Team); (3) a long answer survey on education, politics, economics and environment (EPEE) with key stakeholders (STA, CUPE, SPVPA, SPEAC); (4) feedback from questions posed at a meeting (NA’TSA’MAHT Education Council); and (5) scanning of current literature and data by project staff:



* EPEE stands for Education, Politics, Economics, Environmental

4. Vision, Mission, Values

Most respondents rated the current SD62 vision, mission, and values as relevant for future years.

VISION

In the community survey, 76% of respondents thought that the current vision is relevant (very relevant or relevant) for future years. Only 8% thought it irrelevant (very irrelevant or irrelevant).

- **QUESTION:** *The current VISION for SD62 is: "We honour student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community." How relevant will this VISION be for future years (2025-2029)?*

Response Category	Count	% Relevant or Very Relevant	
Very Relevant	639	38	76%
Relevant	643	38	
Neutral	296	17	
Irrelevant	77	5	
Very Irrelevant	47	3	

MISSION

In the community survey, 81% of respondents thought that the current mission is relevant (very relevant or relevant) for future years. Only 6% thought it irrelevant (very irrelevant or irrelevant).

- **QUESTION:** *The current MISSION of SD62 is: "To help develop informed, literate and resilient citizens through engagement in a safe, respectful and responsive School District #62 learning community." How relevant will this MISSION be for future years (2025-2029)?*

Response Category	Count	% Relevant or Very Relevant	
Very Relevant	555	39	81%
Relevant	612	43	
Neutral	190	13	
Irrelevant	43	3	
Very Irrelevant	37	3	

VALUES

Most people who responded to the survey question found the existing values relevant:

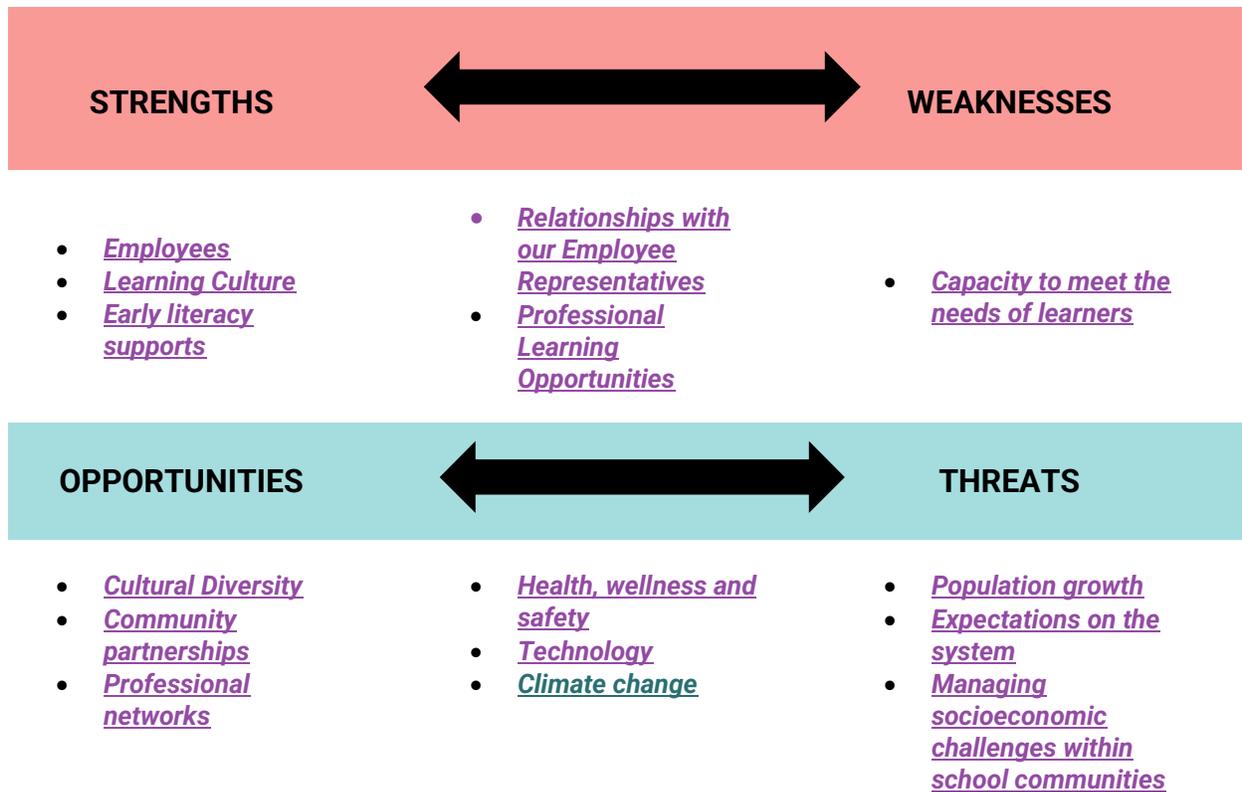
- **QUESTION: How relevant will the current SD62 values be for future years (2025-2029)?**

SD62 VALUES	% Relevant or Very Relevant
Respect	91%
Integrity	88%
Trust	88%
Safety	88%
Relationships	82%
Equity	76%
Choice	74%
Diversity	74%

Discussions with one of our community partners did raise the question of whether we have too many values and whether some values are more core than others.

5. Strengths, Weaknesses, Opportunities, Threats

SWOT stands for Strengths, Weaknesses, Opportunities, Threats. SWOT Analysis considers an organization's internal strengths and weaknesses and any external opportunities or threats. The results below reflect feedback from our Leadership Team as well as from stakeholders and community partners. Items landed in the central section if they had been expressed by different parties as both a strength and a weakness or as an opportunity and a threat.



Strengths

- We have **dedicated and effective employees**. Our people are the greatest strength of our district and work together. One stakeholder mentioned that our staff have similar outlooks with regards to SOGI and the values of equity, diversity, and inclusion.
- We have a **positive learning culture** that fosters an environment where individuals experience a sense of safety and a sense of belonging.
- We have strong targeted **early literacy initiative** that has support and engagement.

Strengths and Weaknesses

- **Professional learning opportunities** – Professional learning resources and opportunities are considered by some to be a strength as they are available to all staff through district teams, unions, organizations, and school-based initiatives. However, there is a lack of strategic direction and cohesion for professional learning opportunities. While there are opportunities, they are not always taken by staff.

- **Relationships with our Employee Representatives** – Management’s relationship with CUPE 459 Employee Representatives has been described by some as “best in class” and “best in my 30-year career.” If both Management and employee representatives of the Teachers Union have the appetite to address their differences, there is an opportunity to build on the strength of the CUPE relationship and leverage it with the Sooke Teacher’s Union to develop a more collaborative, respectful, and trusting relationship.

Weaknesses

- There is a weakness in our **capacity to meet the increased and evolving needs of learners**. Having the capacity to meet the evolving needs of learners involves proactively addressing the growing diversity among students by adhering to best practices that align with a district philosophy and guidelines. Ongoing professional development is prioritized to equip educators with the skills necessary to cater to diverse learning needs. There is an emphasis on the implementation of timely and relevant interventions as needed, ensuring that the educational system is agile and responsive to the evolving requirements of our diverse student population.

Opportunities

- **Cultural Diversity** – Embracing and supporting our increasingly diverse population presents a significant opportunity for our district. This involves collaborative efforts with families, community partners, and various levels of government. International exchange programs and online collaborations with schools worldwide are proposed as Global Education Initiatives to prepare students for a globalized world.
- **Strategic Community Partnerships** – Strategic community partnerships offer a promising avenue for collaborative endeavors within the community. Cultural and arts collaborations, trade and vocational training opportunities, and partnerships with local businesses and organizations provide avenues for enriching students' educational experiences and diversifying career paths. Government funding, grants, and clear stakeholder roles are integral aspects of this strategic approach.
- **Building Professional Networks with South Island’s School Districts** – Collaboration with South Island’s school districts is highlighted as an opportunity to strengthen networks and provide mutual support. This includes avenues for professional learning, community networks, resource sharing, and leveraging government funding and grants to support educational initiatives and programs. Establishing cohesive

partnerships ensures a unified approach to addressing shared challenges and enhancing educational outcomes across the region.

Opportunities and Threats

- **Health, Wellness and Safety** – The themes of health, wellness, and safety are viewed as concurrent threats and opportunities. There is a discerned need for an increased focus on mental health, counseling, and wellness programs, with potential collaboration with healthcare organizations. Simultaneously, concerns about the well-being of students and staff, encompassing health and safety considerations, are acknowledged. This includes addressing potential impacts arising from future pandemics and other public health crises.
- **Technology** – The themes of Technology, Technology and Innovation, and Technological Advances and AI are perceived as both opportunities and challenges. Emerging technologies are recognized as an avenue for fostering personalized and immersive learning experiences, with an emphasis on potential collaborations with educational technology companies and the utilization of open-source educational resources. Simultaneously, concerns are raised about the swift pace of technological change, particularly regarding the influence of AI and digital advancements on education and student well-being. This dual perspective underscores the nuanced landscape where technology presents both promising opportunities and significant considerations for the educational domain.
- **Climate change, environmental awareness, and sustainability** – Some responses to opportunities focused on the importance of environmental education and sustainability initiatives, through environmental grants and partnerships. However, several responses highlight climate change as a major external threat, citing impacts on school operations, the need for appropriate infrastructure (like air filtration and cooling systems), and the broader societal and environmental impacts. Coupled with this are threats such as broader global issues like geopolitical conflicts, international immigration patterns, and global economic trends as potential threats.

Threats

- **Rapid population growth** poses a multifaceted challenge, encompassing both the accelerated and unpredictable nature of demographic shifts and our capacity to effectively respond. The implications of this phenomenon are particularly evident in the domain of Population Growth and Infrastructure. Numerous responses

underscore apprehensions about the consequences of population expansion, namely overcrowded schools, spatial constraints, and insufficient infrastructure. Key concerns include the accommodation of growing student numbers, the imperative for constructing new school buildings, and challenges associated with existing facilities, including dependence on portable classrooms. Addressing these issues necessitates strategic planning and proactive measures to mitigate the impact of rapid population growth on educational infrastructure.

- **Shifting societal expectations on the system** – There are increased levels of implied responsibility and heightened demands on the system. In this evolving landscape, diverse types of pressure exert influence, reflecting the multifaceted challenges faced by the system. The shifting expectations give rise to a polarization of views within society, creating a complex environment that necessitates the system to adapt, respond, and navigate these changing dynamics with resilience and strategic foresight.
- **Managing socioeconomic challenges within school communities** – The escalating responsibility placed on schools to address socio-economic challenges within families and communities is marked by a blurring of traditional roles attributed to schools, communities, and homes. This expanded role translates into a reduction of available time for addressing other priorities. The escalation of responsibilities includes attending to aspects such as nutrition, clothing, and facilitating connections to external community resources and agencies. This heightened level of engagement is concurrent with an observed rise in polarization, prejudice, and discrimination. The amalgamation of these factors underscores the complex landscape in which schools find themselves, navigating an expanded scope of responsibilities while contending with social dynamics that demand nuanced and comprehensive responses.

5. Literature and Data

As the District builds its next strategic plan, how much consideration should be given to the following?

- ? [Increasing enrolment and the use of space](#)
- ? [Future need for skills and qualifications](#)
- ? [Socio-economic differences between families](#)
- ? [Potential for political change](#)
- ? [Impact of climate change](#)
- ? [Artificial intelligence and the advance of technology](#)



5.1 STUDENT ENROLMENT

The Sooke School District is the fastest-growing district per capita in the province. We have been experiencing enrolment growth of 4.5% annually, resulting in 500+ new students per year or the addition of 1 elementary school a year. This “growth factor” places unique pressures on the district. The district’s ability to respond to growth pressures while meeting our community’s expectations for 21st-century learning environments and opportunities is a challenge that our Board of Education and Senior team take seriously in support of our students and community. The District works diligently to build partnerships with our municipal governments, community organizations, and advocates to provide the best services, amenities, and learning environments for our entire community.

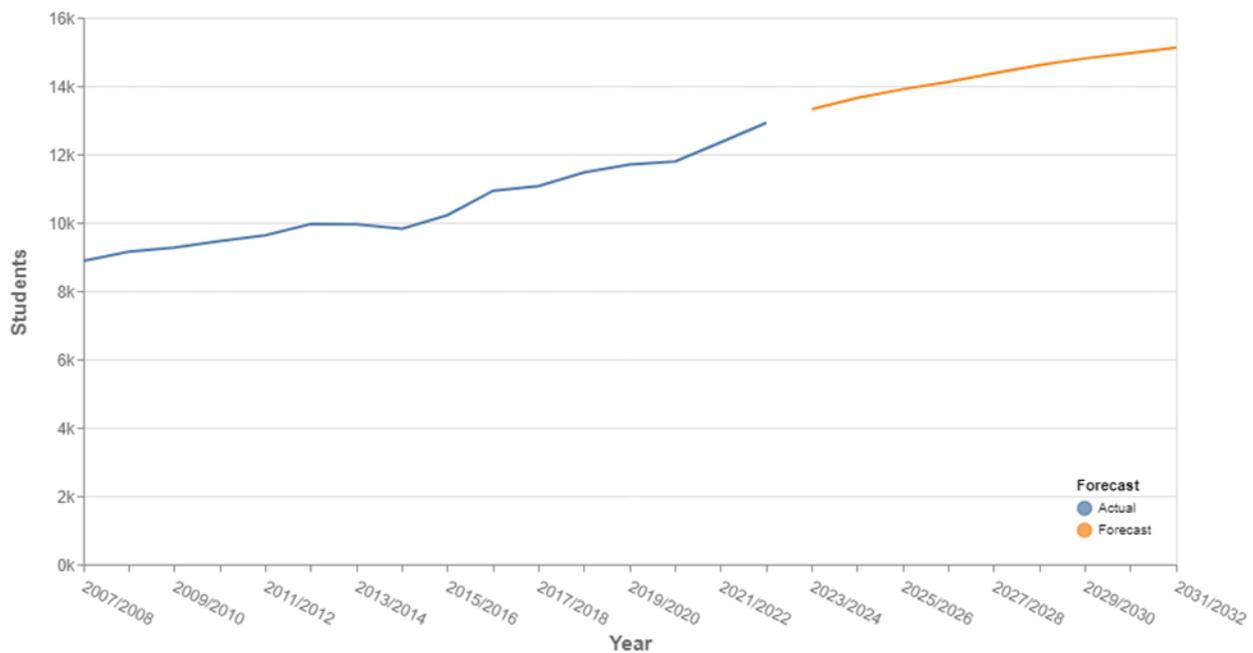
Projected District Enrolment

Currently, the district has a 1,100 (700 elementary, 400 secondary school) seat deficiency. This deficiency will almost double to 2,100 in 2028, if no further capital projects are approved by the government.

The new SD62 [Long-Range Facilities Plan](#) (LRFP) suggests that by 2031, student enrollment will have reached 15,000.

Year	2024	2025	2026	2027	2028	2029	2030	2031	2032
Projected Enrolment	13,025	13,312	13,727	14,055	14,326	14,637	14,821	15,000	15,119

Chart - Student Enrolment Over Time Source: <https://studentsuccess.gov.bc.ca/school->



5.2 FUTURE EDUCATION NEEDS

Between 2022 and 2032, 80% or 789,000 of all job openings will require some level of post-secondary education or training.

- 37% of the total job openings will be filled by people with a bachelor's, graduate, or first professional degree.
- Workers with diplomas and certificates excluding apprenticeships will fill 29% of openings, and those with an apprenticeship certificate will account for 12%.
- The other 22% of job openings will be available for those with high school education or less.

People aged 29 or younger entering the labour force for the first time are expected to fill 47% of future job openings.

People new to Canada are expected to fill 38% of the openings, and workers coming from other parts of Canada to fill 8% of the jobs.

SOURCE: [Labour Market Outlook predicts bright future | BC Gov News](#)

Examples of High Opportunity Occupations Forecast 2022-2032 SOURCE: [download \(workbc.ca\)](#)

- » Registered nurses and registered psychiatric nurses
- » Information systems analysts and consultants
- » Computer programmers and interactive media developers
- » Retail and wholesale trade managers
- » Nurse aides, orderlies, and patient service associates
- » Early childhood educators and assistants
- » Automotive service technicians, truck and bus mechanics, and mechanical repairers
- » Hairstylists and barbers
- » Contractors and supervisors, heavy equipment operator crews
- » Retail sales supervisors

Skills

The top skills that employers will look for in 2022-2032 are:

- (1) Active listening
- (2) Speaking
- (3) Critical thinking
- (4) Reading comprehension
- (5) Monitoring
- (6) Judgment and decision making
- (7) Writing
- (8) Complex problem solving
- (9) Social perceptiveness
- (10) Co-ordination

The feedback from our stakeholders on skills needed for 2040 was like the list above, emphasizing **core skills**, and **critical thinking** but also included **emotional regulation** and **compassion, and to “be kind.”** Students should be able to analyze and read ‘fake’ news, critically.

Five (5) industry groups will account for over half of total job openings: SOURCE: [download \(workbc.ca\)](#). Health care and social assistance will account for 15% of job openings, 15% professional, scientific and technical, 11% retail, 7% construction and 6 % educational services.



5.3 SOCIOECONOMICS OF THE DISTRICT

Government data shows how the Sooke School District compares socioeconomically, with the Provincial average: it has a lower unemployment rate, marginally lower median family income, lower population density, marginally higher for people with post-secondary credentials and for single-parent families. The expense of housing and cost of living could explain the rise in outmigration that began in 2020 at **-858** and increased in 2021 to **-7,031** and to **just under 13,000 in July 2022** ([Source/ Source](#): Statistics Canada, Table 17-10-0140-01).

Table – Socio-Economic Comparison Sooke and Provincial Average ([Source](#))

	Sooke School District	Province
Unemployment rate	6.044%	8.27%
Median Family Income Economic Families (before tax)	\$112,949	\$113,137
Population Density (people per sq.km of land area)	1,789	3,644
Percent of 25-64 with Post-Secondary credentials	42.736%	42.06%
Percent of Lone Parent Families	4.334%	4.286%

Housing

There is a housing crisis in BC. British Columbia has the highest proportion of renters spending more than half of their income on rent and utilities in Canada. The rental crisis disproportionately affected households led by women and/or racialized individuals who are more likely to face a severe affordability crunch. (Canadian Rental Housing Index). According to the Canada Mortgage and Housing Corporation, Greater Victoria is the third-most expensive rental market in Canada, after Toronto and Vancouver. At the end of 2022, the median price of single-family homes and condominiums combined was just over \$1 million. The average one-bedroom rental was \$2,073 a month.

Cost of Living

As a province, BC has the highest cost of living in Canada.

SOURCE: Westland Insurance study Reported in Sooke News Mirror

Rent and food prices have risen sharply in communities across the province, driving increases in local living wages. In Greater Victoria, the living wage is now \$25.40, a 4.6 percent increase from 2022. (compared to Metro Vancouver which is \$25.68.)

SOURCE: [Living wage in Metro Vancouver rises to \\$25.68 amid soaring costs](#) Canadian Centre for Policy Alternatives.

B.C.'s food banks are seeing 21% more people in 2023 than in 2022. In rural communities, the increase in clients is 32%:

1. The top three reasons clients gave for using a food bank this year were (in order) the cost of food, low wages, and cost of housing.
2. Among clients using food banks, the biggest increases in the past year have been among racialized communities, immigrants and refugees, and post-secondary students.
3. One out of every three food bank users is a child.

SOURCE: [CBC B.C.'s Food Bank Day returns December 1](#)

5.4 POLITICAL

Election Cycles

The **federal election** could be called any time between now and October 2025. Looking at [previous party platforms](#) show the variety of policy directions that could impact the area depending on which party achieved power.

The 43rd British Columbia **provincial election** will be on or before October 24, 2024. The outcome of this election would have the most impact on education in the province.

The next **municipal elections** will be in 2026. The outcomes will have implications for our relationships with politicians if new councillors are returned and how much existing memoranda of understandings are supported.

The **Trustee elections** for the Board of Education will also be held in October 2026. The impact on the school district is dependent on whether existing members run and are returned or whether new Trustees will join the Board. New members may each bring a new set of personal political interests, values and beliefs onto the Board.

5.5 ENVIRONMENTAL

Macleans 'Canada in the Year 2060' article (Sept 2023) begins:

“Summers lost to fire and smoke. Biblical floods. Dying forests. Retreating coasts. Economic turmoil and political unrest.”

The article discusses how the BC heat dome of 2021 caused the deaths of 650,000 farm animals from heat stress and directly killed 600 people. Severe weather events, such as heat domes, caused by climate change, will become part of the norm in the coming decades.

The BC Centre for Disease Control reports that as well as extreme weather, climate change affects our health through changes in the distribution of plants and animals, the availability of food and water, the spread of diseases, and the impact on our mental health. Children are one of the population groups more susceptible to the health effects of climate change as well as those who “experience poverty, colonization, racism, inadequate housing and lack of access to health care.”

One of our stakeholders discussed the accuracy of climate change models and asked, “What would extreme temperatures mean for staff and students?” They reflected that, in our multi-floored buildings, the hottest floors during a heat wave are at the top of the building – what environmental mitigation planning do we have in place for extreme climate change as we build new schools?

5.6 TECHNOLOGICAL

In his article, *The Law of Accelerating Returns* (2004)², Ray Kurzweil discusses the **exponential growth of technology** which will change the fabric of society:

“we won’t experience 100 years of progress in the 21st century – it will be more like 20,000 years of progress.”

In the 1990s, Kurzweil successfully predicted much of the technology that is now ubiquitous³. Twenty years ago, Kurzweil theorized that by 2029, computers will have human-level intelligence. He predicted that by 2045, we will have reached what he calls ‘the singularity – that point in time when all the advances in technology, particularly in artificial intelligence (AI), will lead to machines that are smarter than human beings.

² Kurzweil, R. (2004). *The Law of Accelerating Returns*. In: Teuscher, C. (eds) *Alan Turing: Life and Legacy of a Great Thinker*. Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-662-05642-4_16

³ <https://www.cmpel.com/learn/ray-kurzweils-most-notable-predictions-hits-and-misses>

Bill Gates notes in his blog of the development of AI is revolutionary.⁴ He challenged Open AI, a US research organization who run ChatGPT, to train an artificial intelligence to pass an AP Biology exam without specifically training it to pass the test. He thought this would take them a few years, but they finished it in a few months. He notes:

“Once it had aced the test, we asked it a non-scientific question: “What do you say to a father with a sick child?” It wrote a thoughtful answer that was probably better than most of us in the room would have given. The whole experience was stunning. I knew I had just seen the most important advance in technology since the graphical user interface.”

Gates notes⁵ that current AI technology being developed for students such as MATHia, Khanmigo, and Kytabu’s Somansi, can adapt to the individual learner, know when they are losing interest, adapt it’s approach, be localized to every student in the world, and provide 24/7 support.

⁴ <https://www.gatesnotes.com/The-Age-of-AI-Has-Begun>

⁵ [The road ahead reaches a turning point in 2024 | Bill Gates \(gatesnotes.com\)](#)

7. APPENDIX

TOPICS COVERED DURING ESCAN ENGAGEMENT

TOPICS	COMMUNITY SURVEY (staff, students, parents)	STAKEHOLDERS (STA, CUPE459, SPVPA, SPEAC)	NA'TSA'MAHT Education council	LEADERSHIP TEAM	LITERATURE REVIEW
Vision					
Mission					
Values					
Strengths					
Weaknesses					
Opportunities					
Threats					
Education					
Politics					
Environment					
Economics					
Social					
Technology					

COMMUNITY SURVEY

Staff undertook a survey with the broader community. Details of it were sent out via social media, detailed on the website, emailed to parents, students and staff. Stakeholders were made aware of the survey at district public and internal meetings.

The community survey was open from Nov 16, 2023, to Dec 20, 2023. While there were 1992 openings of the survey, only 1717 surveys had data in them. The remaining 276 were removed so as not to skew the results.

DEMOGRAPHICS OF RESPONDENTS

Category of Respondents

There were 1992 responses to the survey. Mostly it was parents of current SD62 students who responded to the survey followed by staff (who also could have been parents). A small minority of respondents were students. Only 12 did not fit into the previous categories.

Category	Count
Parent	901
Student	47
Staff	219
None of above	12

Age of Respondents

Respondents were asked, “What is your age?” The majority of those who responded to this question reported being 35-44, followed by 45-64 years. A small number of respondents were under 18 and an even smaller number were over 65 years old.

Age Group	Count	Percentage (%)
Under 18 years	38	3%
18-24 years	7	1%
25-34 years	97	9%
35-44 years	507	45%
45-64 years	403	36%
65 years or older	18	2%
Prefer not to answer	51	5%

Gender of Respondents

Respondents were asked, “What is your gender?” The majority of those who responded to this question identified as female.

Gender	Count	Percentage (%)
Female	662	59%
Male	329	29%
Non-binary	12	1%
Prefer to self-describe	10	1%
Prefer not to answer	103	9%

Indigenous Identification

Respondents were asked, “Do you identify as Indigenous (First Nations, Métis, Inuit)?” The majority of those who responded did not identify as Indigenous.

Response	Count	Percentage (%)
Yes	65	6%
No	925	83%
Prefer not to answer	121	11%

Residential Location

Respondents were asked, "What municipality or area of SD62 do you reside in?" The majority of those who responded lived in Langford followed by Colwood and then Sooke.

Municipality/Area	Count	Percentage (%)
Colwood	236	21%
Highlands	17	2%
Juan de Fuca (JdF) Electoral Area	22	2%
Langford	467	42%
Metchosin	29	3%
Sooke	212	19%
Unsure	2	0%
Do not live in SD62	57	5%
Prefer not to answer	78	7%

VISION

Around 76% of respondents thought that the current vision is relevant (very relevant or relevant) for future years. Only 8% thought it irrelevant (very irrelevant or irrelevant).

QUESTION: The current VISION for SD62 is: "We honour student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community." How relevant will this VISION be for future years (2025-2029)?

Response Category	Count	Percentage (%)
Very Relevant	639	37.54
Relevant	643	37.78
Neutral	296	17.39
Irrelevant	77	4.52
Very Irrelevant	47	2.76

There were very varied responses to the question: **Do you have any additional ideas or thoughts about the VISION statement?** Responses were:

- *Vision statement is relevant*
- *Vision statement lacks a word/concept*
- *Issue with existing words in the statement*
- *Vision is not acted upon/how is it being delivered/measured?*
- *Vision is too complicated/too vague*
- *Comments on what education should or should not include.*
- *Comments on individual experiences or issues with the education system*
- *Comments on the strategic plan renewal process*

AI analysis of the data using Chat GPT4, themed responses into several categories: Safety, Respect, Inclusivity, Student involvement, Clarity, Experiential learning, Health, Bias and hate. Below are examples of these in the data:

Response Excerpt	Theme
<i>"Safety from who and what? Students from all backgrounds, faiths, ethnic minorities and so on should know that bias, hate and abuse are not tolerated under any circumstances."</i>	Safety: This was a prominent theme, with numerous mentions. Respondents emphasized the importance of safety in the educational environment.
<i>"'Safe and Respectful' are such vague, overused and ultimately meaningless words. It would be nice to see those ideals spelled out clearly and forcefully. Respectful of what and whom?"</i>	Respect: Respect also featured significantly in the responses, indicating a desire for a respectful environment within the educational setting.
<i>"Achieving Excellence Through Inclusive Education: Empowering Every Student for Lifelong Success."</i>	Inclusivity: There were several mentions of inclusivity, highlighting the importance of diversity and accommodating all backgrounds and students.
<i>"Are students involved in the process of being able to express what safe and respectful looks like for them to ensure all voices are being heard."</i>	Student Involvement: This theme focused on the importance of involving students in the process and ensuring their voices are heard.
<i>"The vision statement is a bunch of meaningless fluff. I need my kids to learn so they can survive in the world."</i>	Clarity: Respondents indicated a need for clear and understandable vision statements.
<i>As for experiential learning, I hope there are more activities at school such as chess class, sports class."</i>	Experiential Learning: Some responses pointed to the value of hands-on, practical learning experiences.
<i>Add healthy as well"</i> (This is a brief mention, indicative of a desire to include aspects of health in the vision statement.)	Health: There were a few mentions of health and well-being as important aspects.

<i>"Students from all backgrounds, faiths, ethnic minorities and so on should know that bias, hate and abuse are not tolerated under any circumstances."</i>	Bias and Hate: Respondents expressed concerns about bias, hate, and abuse, emphasizing the need for a tolerant environment.
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There were also comments about LGBTQ2S (Lesbian, Gay, Bi-Sexual, Transexual, Queer and Two-Spirit) and/or SOGI (Sexual Orientation and Gender Identity) reflecting sentiment that there is too much in the curriculum about these topics; that these topics should be left to parents; and that these topics are at the expense of concentrating on academics.

One of our stakeholders believed that SOGI needs to be more deeply embedded into policy and curriculum citing the changes educational policy in Saskatchewan whereby students under the age of 16 must gain parental consent to use their preferred name, gender identity and/or gender expression.

MISSION

81% of respondents thought that the current mission is relevant (very relevant or relevant) for future years. Only 6% thought it irrelevant (very irrelevant or irrelevant).

QUESTION: The current MISSION of SD62 is: "To help develop informed, literate and resilient citizens through engagement in a safe, respectful and responsive School District #62 learning community." How relevant will this MISSION be for future years (2025-2029)

Response Category	Count	Percentage (%)
Very Relevant	555	38.62
Relevant	612	42.59
Neutral	190	13.22
Irrelevant	43	2.99
Very Irrelevant	37	2.57

The current MISSION of SD62 is: "To help develop informed, literate and resilient citizens through engagement in a safe, respectful and responsive School District #62 learning community." QUESTION: Do you have any other ideas or thoughts on the MISSION statement?

The responses offer a range of perspectives on the mission statement, which aims to develop "informed, literate, and resilient citizens in a safe, respectful, and responsive

learning community." Here are the main themes and examples identified by Chat GPT 4⁶ from the responses:

- Enhancement of Educational Goals
- Clarification and Simplification
- Focus on Safe and Inclusive Environment
- Building Resilience and Empowerment
- Community Engagement and Responsibility
- Criticisms and Concerns
- Support for Diverse Learning Needs
- Technology and Future Readiness
- Political and Ideological Concerns
- Emphasis on Holistic Development

Below are examples reflecting the themes:

Response Excerpt	Theme
<i>"We should focus more on developing skills like critical thinking and awareness of global issues."</i>	Enhancement of Educational Goals: Many respondents suggested enhancing the mission statement to include more ambitious educational goals such as fostering critical thinking, practical skills, and global awareness. They emphasized the need for more than just literacy, suggesting the incorporation of real-world skills and knowledge.
<i>"The mission statement is too complex. It needs to be more straightforward and easier to understand."</i>	Clarification and Simplification: Some responses indicated that the mission statement was too vague or wordy. They recommended simplifying the language for better clarity and understanding.
<i>"It's important to clearly state our commitment to diversity and an inclusive environment for all students."</i>	Focus on Safe and Inclusive Environment: A considerable number of comments highlighted the importance of a safe and inclusive learning environment. Respondents suggested explicitly including elements of diversity, equity, and inclusion in the mission.
<i>"We need to emphasize how our schools will help build</i>	Building Resilience and Empowerment: The concept of resilience was frequently discussed, with suggestions to

⁶ The prompt to Chat GPT was "You have 30 years of expertise as a research consultant specializing in qualitative data analysis. Can you look at the attached document - each row is a response from someone - and provide themes for all of the rows in the document? The question respondents were asked was: The current MISSION of SD62 is: "To help develop informed, literate and resilient citizens through engagement in a safe, respectful and responsive School District 62 learning community." QUESTION: Do you have any other ideas or thoughts on the MISSION statement? This was followed by: can you provide me with a table of all of the examples of each theme? and then do the same for the themes 2-10 providing an individual table for each and going through the whole document for each item to ensure all responses in that theme are captured."

<i>resilience and empower students in their learning journey."</i>	further elaborate on how resilience is cultivated among students. Some proposed the addition of empowerment to the mission statement.
<i>"The mission should reflect the value of community involvement and preparing students for community participation."</i>	Community Engagement and Responsibility: Respondents pointed out the importance of community involvement and suggested that the mission should reflect a commitment to preparing students for active participation in their communities.
<i>"There are concerns about safety, resource distribution, and how the mission is practically implemented in schools."</i>	Criticisms and Concerns: There were critical views on the current state of education in the district, including concerns about safety, resource allocation, and the practical implementation of the mission statement.
<i>"Our approach must cater to diverse learning needs, including emotional intelligence and support for special needs students."</i>	Support for Diverse Learning Needs: Respondents emphasized the need to address diverse learning requirements, including support for students with special needs and a focus on emotional intelligence.
<i>"Emphasizing the role of technology in education and preparing students for a tech-driven future is crucial."</i>	Technology and Future Readiness: A few responses highlighted the role of technology in education and the need to prepare students for a technologically advanced future.
<i>"Some feedback expressed worries about political or ideological biases in the educational content."</i>	Political and Ideological Concerns: Some comments expressed concerns about perceived political and ideological influences in the education system.
<i>"The mission should encompass a holistic approach, nurturing the emotional, social, and practical aspects of student growth"</i>	Emphasis on Holistic Development: Suggestions were made to include a more holistic approach to education, covering emotional, social, and practical aspects of student development.

VALUES

The survey asked the question of how relevant the existing SD62 values would be for 2025-2029. Responses overwhelmingly thought each value would be relevant for the years ahead – ranging from a low of 74% (very relevant or relevant) for Choice and Diversity to 91% (very relevant or relevant) for Respect.

QUESTION: How relevant will the current SD62 values be for future years (2025-2029)?

SD62 VALUE	% very relevant or relevant
Respect	91%
Integrity	88%
Trust	88%
Safety	88%
Relationships	82%
Equity	76%
Choice	74%
Diversity	74%

QUESTION: Do you have any other suggestions for additional values that should be considered?

The responses vary widely, reflecting personal perspectives on education, values, and school policy. The following represents synthesized themes from these responses to assist in understanding the range of viewpoints.

- **Academic Excellence and Rigor:** Many respondents emphasize the importance of high academic standards, with a focus on STEM fields, critical thinking, and preparation for higher education and employment.
- **Inclusivity and Diversity:** This theme calls for more inclusive practices in schools, respecting diversity in all its forms, including cultural, ability, and gender identity.
- **Mental and Emotional Well-being:** Several responses highlight the importance of addressing students' mental health, emotional intelligence, and creating nurturing, safe environments.
- **Practical Life Skills:** There is a recurrent suggestion to include education in 'real-world' skills such as financial literacy, home economics, and understanding of social and political systems.
- **Environmental Awareness:** Some responses suggest incorporating values related to environmental stewardship, sustainability, and climate change education.
- **Respect and Responsibility:** Respondents mention the need for teaching values like respect, responsibility, and personal accountability, both among students and within the school system.
- **Equity vs. Equality Debate:** There's a notable tension in viewpoints regarding the focus on equity, with some advocating for equal opportunities while others express concerns about the implications of equity-based approaches.
- **Innovation and Creativity:** A few responses call for fostering innovation, creativity, and adaptability in students to prepare them for a rapidly changing world.

- **Discipline and Structure:** Some responses advocate for more discipline in schools, suggesting a need for clearer rules and consequences.
- **Teacher Support and Professionalism:** This theme includes suggestions for increased support for teachers, professional development, and respecting teachers' roles.
- **Parental and Community Involvement:** Some responses emphasize the importance of involving parents and the community in education and respecting family values.
- **Health and Physical Education:** A few respondents suggest a focus on physical health, including fitness and healthy lifestyle education.

OPPORTUNITIES

QUESTION: What external opportunities do you see for the School District in the next few years (2025-2029)? (external opportunities are positive circumstances that happen outside of the district, for example, training, local partnerships, community resources, government grants)

Several key themes emerged regarding external opportunities for the District in the period 2025-2029:

- **Government Funding and Grants:** Many responses emphasized the potential for increased government funding and the availability of grants from various agencies to support educational initiatives and programs.
- **Partnerships with Businesses and Organizations:** There is a strong emphasis on collaboration with local businesses and organizations, which could provide resources, expertise, and internship opportunities for students.
- **Technology and Innovation:** Respondents see emerging technologies as an opportunity for personalized and immersive learning experiences. Collaborations with educational technology companies and the use of open-source educational resources are also highlighted.
- **Community Resources and Local Partnerships:** The importance of community involvement is frequently mentioned, with suggestions for partnerships with local libraries, museums, cultural centers, and mentorship programs.
- **Professional Development Opportunities:** Online learning platforms and collaboration with other school districts and universities are seen as opportunities for professional development for teachers and administrators.
- **Global Education Initiatives:** International exchange programs and online collaborations with schools in other countries are suggested as ways to prepare students for a globalized world.

- **Health and Wellness:** The need for increased focus on mental health, counseling, and wellness programs, through partnerships with healthcare organizations, is noted.
- **Environmental Awareness and Sustainability:** Some responses focus on the importance of environmental education and sustainability initiatives, through environmental grants and partnerships.
- **Cultural and Arts Collaborations:** Engaging with cultural and arts organizations to enrich students' educational experiences is highlighted.
- **Trade and Vocational Training:** Opportunities for vocational training and partnerships with trade organizations are mentioned, emphasizing the importance of diverse career paths.

These themes indicate a broad range of external opportunities that the Sooke School District could explore, from leveraging technology and government funding to strengthening community ties and global education initiatives. These opportunities are seen as ways to enhance educational offerings, support professional development, and prepare students for a dynamic future.

THREATS

QUESTION: What external threats do you see for the School District in the next few years (2025-2029)? (external threats are considered external to the District and beyond SD62's direct control, for example, climate change, population growth, limited financial resources, shortage of labour).

The responses to the question about external threats to the District for 2025-2029 highlighted a variety of concerns, reflecting the diverse perspectives of individuals within the community. Here are some key themes identified from the responses:

- **Population Growth and Infrastructure:** Many responses emphasize concerns about population growth leading to overcrowded schools, limited space, and inadequate infrastructure. This includes the challenge of accommodating increasing student numbers, the need for new school buildings, and issues with existing facilities such as reliance on portable classrooms.
- **Financial Constraints:** Limited financial resources are repeatedly mentioned as a significant threat. This includes concerns about funding for new infrastructure, support for students with special needs, and the ability to provide adequate resources and staffing.
- **Labour Shortage:** A shortage of qualified staff, including teachers and educational assistants, is a recurring concern. This is linked to the challenges of population growth and financial constraints, as well as broader labour market trends.

- **Climate Change:** Several responses highlight climate change as a major external threat, citing impacts on school operations, the need for appropriate infrastructure (like air filtration and cooling systems), and the broader societal and environmental impacts.
- **Social and Political Factors:** Issues such as mental health, the influence of social media, political polarization, and various social movements (including debates around diversity and inclusion) are mentioned as external threats that could impact the educational environment and community cohesion.
- **Technological Advances and AI:** Concerns about the rapid pace of technological change, including the impact of AI and digital advancements on education and student well-being, are noted.
- **Economic and Housing Challenges:** Economic issues, such as the excessive cost of living and housing affordability, are seen as threats that could affect both staff and student families, impacting the broader school community.
- **Global Events and Politics:** Some responses point to broader global issues like geopolitical conflicts, international immigration patterns, and global economic trends as potential threats.
- **Health and Safety:** Concerns about student and staff health and safety, including the impact of potential future pandemics and other public health crises, are mentioned.

Each of these themes reflects a complex interplay of local, regional, and global factors that could impact the school district in numerous ways. The diversity of responses underscores the wide range of issues that the community perceives as potential challenges in the coming years.

ANYTHING ELSE TO SHARE WITH THE BOARD?

QUESTION: Is there anything else that you would like to share with the Board of Education as they consider their vision, mission and values for the new SD62 Strategic Plan?

The responses to the question about sharing additional thoughts with the Board of Education as they consider their vision, mission, and values for the new SD62 Strategic Plan covered a wide array of topics and sentiments. These responses can be categorized into several key themes:

- **Educational Focus and Curriculum Content:** There are strong opinions about the educational focus, with some responses emphasizing traditional academic subjects like reading, writing, and math, while others advocate for inclusive and diverse curricula, including LGBTQ+ education and Indigenous perspectives. Several responses express concern about political or ideological influences in education.

- **School Safety and Environment:** Safety in schools, both physical and emotional, is a recurring theme. There are calls for better bullying policies, more mental health support, and safer physical environments.
- **Resource Allocation and School Infrastructure:** Respondents express concerns about resource allocation, advocating for more funding and better facilities. There is a call for additional schools to accommodate growth, improved school buildings, and more equitable distribution of resources across schools.
- **Teacher Support and Professional Development:** Many responses highlight the need for more support for teachers, including professional development, better pay, and more classroom resources. The stress and burnout experienced by teachers was also mentioned.
- **Student Well-being and Life Skills:** There's a focus on the overall well-being of students, including their mental health, life skills education, and preparation for real-world challenges. Respondents want schools to provide more than just academic knowledge.
- **Parental and Community Involvement:** The role of parents and the community in education was emphasized, with suggestions for more parental involvement in decision-making and better communication between schools and families.
- **Special Education and Inclusive Practices:** The need for better support for students with special needs, including more educational assistants and tailored educational approaches, was highlighted.
- **Focus on Practical and Future-Ready Skills:** Some responses stress the importance of preparing students for the future with skills like financial literacy, technology proficiency, and critical thinking.
- **Administrative and Policy Considerations:** There are calls for better strategic planning, more efficient administration, and a focus on actionable and measurable goals in the strategic plan.
- **Diversity, Equity, and Inclusion:** Issues of diversity, equity, and inclusion are prevalent, with varying perspectives on how these should be addressed in the school system.

These themes reflect a diverse range of opinions and concerns, indicating the complexity of educational planning and the varying needs and priorities of the school community.



Committee Info Note

Resource Committee Meeting

February 13, 2024

Agenda Item: 4.3 Minor Capital Update

Background

- As part of their annual work plan, the Board (BoE) will be receiving quarterly updates from staff on the progress of the Minor Capital Program.
- Tonight's update will be for the period of April 1, 2023 to December 31, 2023

-

Minor Capital

- The Phase 3 HVAC Upgrade project (SEP) at Spencer Middle School is now complete
- The Building Envelope Replacement Project (BEP) at Hans Helgeson is also now complete
- The Playground Enhancement Project (PEP) at Dunsmuir is also now complete
- Our Carbon Neutral Capital Program projects at John Muir are almost ready for tender with work planned for this summer

Annual Facilities Grant (AFG) Projects

- The majority of our AFG projects are now complete, with some in still in progress
- 11 projects have been rolled over to next years cycle so that we can complete them over the summer
- A summary of these projects is attached

Prepared by: Aaron Foster, Manager, Minor Capital

**School District Six Two (Sooke)
Summary of Annual Facilities Grant and Minor Capital Program
April 1, 2023 to December 31, 2023**

ANNUAL FACILITIES GRANT						
PROGRAMS				CURRENT STATUS Q3		
Program	Location	Description	Budget	Status	Cost	Variance
Asbestos Abatement	Misc. Sites	Misc. hazardous materials abatement funding	\$ 75,000		\$ 2,400	\$ 72,600
Electrical	David Cameron	Fire Alarm Replacement	\$ 50,000	In Progress	\$ 8,000	\$ 42,000
Electrical	Dunsmuir	Fire Alarm Replacement	\$ 35,000	Rollled Over	\$ 18,900	\$ 16,100
Electrical	EMCS	Security system upgrade/replacement (to Bullet)	\$ 45,000	In Progress		
Electrical	EMCS	Fire Alarm Replacement	\$ 20,000	Complete	\$ 10,300	\$ 9,700
Electrical	Journey	Mass Notification System upgrade	\$ 25,000	In Progress	\$ 1,500	\$ 23,500
Electrical	Lainwood	Mass Notification System upgrade	\$ 25,000	Completed	\$ 20,800	\$ 4,200
Electrical	Pexisen	Modifications of fire alarm	\$ 2,700	Complete	\$ 2,700	\$ -
Electrical	Savory	Lighting Upgrade	\$ 14,000	Complete	\$ 8,500	\$ 5,500
Electrical	Sooke	Fire Alarm Replacement	\$ 40,000	Complete	\$ 25,600	\$ 14,400
Electrical	Willway	Fire Alarm Replacement	\$ 22,000	In Progress	\$ 20,500	\$ 1,500
Flooring	John Muir	Replace flooring in Rooms 1034, 1035, 1038 (materials in stock)	\$ 5,000	In Progress		
Flooring	Ruth King	Installation of flooring in Room 1034	\$ 7,500	Complete	\$ 4,700	\$ 2,800
Flooring	Misc. Sites	Misc. repair & replacement of existing flooring throughout the District	\$ 50,000			
Mechanical	Millstream	Furnace Replacement	\$ 136,800	Complete	\$ 120,000	\$ 16,800
Mechanical	Millstream	Install furnace in Strong Start area	\$ 45,000	Complete	\$ 38,000	\$ 7,000
Mechanical	Poirier	Septic Pump Replacement	\$ 17,200	Complete	\$ 17,200	\$ -
Mechanical	Sangster	Furnace Replacement	\$ 60,000	Complete	\$ 41,500	\$ 18,500
Mechanical	Spencer	Spencer HVAC Phase 3 overages	\$ 43,800	Complete	\$ 43,800	\$ -
Painting	Millstream	Prep & paint gym area	\$ 8,000	Complete	\$ 8,000	\$ -
Roofing	Millstream	Replace roofing for Area A, B, F, G and 3 canopy roofs	\$ 284,000	Complete	\$ 384,700	\$ (100,700)
Roofing	Ruth King	Replace roof Area C-1	\$ 127,800	Complete	\$ 123,700	\$ 4,100
Subtotal Programs			\$ 1,138,800			

PROJECTS				CURRENT STATUS Q3		
Project Type	Location	Description	Budget	Status	Cost	Variance
Facilities Request	Facilities	Install mop sink on 2nd floor of main building	\$ 5,000	Complete	\$ 1,700	\$ 3,300
Facilities Request	Facilities	Install left over flooring in Grounds Mezzanine Area	\$ 4,500	Complete	\$ 4,300	\$ 200
Facilities Request	John Muir	Floor replacement in Rooms 1034, 1035, 1038	\$ 5,000	In Progress		
Facilities Request	Poirier	Install new roof access door on flat roof	\$ 7,000	In Progress		
Facilities Request	Port Renfrew	Install new seacan for storage of emergency supplies - rolled over from 2022-23 AFG	\$ 10,000	In Progress		
Facilities Request	Royal Bay	Installation of mop sink in the Fieldhouse	\$ 500	In Progress	\$ 100	\$ 400
Facilities Request	Spencer	Remediation of area after portable move summer 2023	\$ 15,000	In Progress	\$ 12,300	\$ 2,700
Facilities Request	Spencer	Floor replacement in Room 1114	\$ 9,300	In Progress		
Facilities Request	Transportation	Installation of projector in managers office	\$ 5,250	Complete	\$ 4,300	\$ 950
Facilities Request	Transportation	Installation of water filling station - rolled over from 2022-23 AFG	\$ 2,000	Complete	\$ 2,900	\$ (900)
Facilities Request	Wishart	Remediation of washroom rolled over from 2022-23 AFG	\$ 11,000	Complete	\$ 5,800	\$ 5,200
Enhancements	North Langford	Fencing	\$ 54,400	In Progress		
Health and Safety	Facilities	Install safety light and door lite in spray paint booth	\$ 1,700	Complete	\$ 1,200	\$ 500
School Request	Balmint	Installation of seating area at bus loop - rolled over from 2022-23 AFG	\$ 20,000	Complete	\$ 10,300	\$ 9,700
School Request	EMCS	Creating more rolling millwork	\$ 3,400	Complete	\$ 1,700	\$ 1,700
School Request	EMCS	Construct and install accessible ramp for Portable #2	\$ 5,000	Complete	\$ 3,800	\$ 1,200
School Request	EMCS	Installation of 2 Salto fob readers in Island Health section of school	\$ 1,400	Complete	\$ 1,400	\$ -
School Request	John Muir	Installation of 4 basketball hoops	\$ 3,000	Complete	\$ 600	\$ 2,400
School Request	Journey	Installation of millwork - rolled over from 2022-23 AFG	\$ 1,000	Complete	\$ 1,500	\$ (500)
School Request	Pexisen	Installation of signage - rolled over from 2022-23 AFG	\$ 1,500	Complete	\$ 500	\$ 1,000
School Request	Poirier	Fabrication and installation of hockey nets	\$ 2,300	In Progress	\$ 1,200	\$ 1,100
School Request	Royal Bay	Former Gender Neutral washroom converted to staff washroom	\$ 2,000	Complete	\$ 950	\$ 1,050
School Request	Royal Bay	Installation of 2 projectors in shops	\$ 1,500	Complete	\$ 900	\$ 600
School Request	Ruth King	Installation of exterior PA speaker - rolled over from 2022-23 AFG	\$ 2,800	Complete	\$ 800	\$ 2,000
School Request	Ruth King	Kitchen refresh - rolled over from 2022-23 AFG	\$ 7,500	In Progress	\$ 2,300	\$ 5,200
School Request	Ruth King	Creation of more mail slots to accommodate staff	\$ 2,000	Complete	\$ 2,400	\$ (400)
School Request	Ruth King	Construct a staircase from gym stage to storage area	\$ 1,750	Complete	\$ 1,600	\$ 150
School Request	Ruth King	Installation of bracket for senior swing, relocate lighting to accommodate	\$ 1,500	Complete	\$ 700	\$ 800
School Request	Saseenos	Upgrade existing site drainage system in Nature Space area	\$ 15,000			
School Request	Savory	Installation of two additional exterior PA speakers	\$ 3,500	Complete	\$ 2,600	\$ 900
School Request	Savory	Replace washroom light switches w/ keyed switches - rolled over from 2022-23 AFG	\$ 6,000	Completed through maintenance		
School Request	Sooke	Paint sensory room and quiet space	\$ 4,000	Complete	\$ 3,900	\$ 100
School Request	WestShore Colwood	Construction of new office spaces in the portables	\$ 25,000	Complete	\$ 7,700	\$ 17,300
School Request	WestShore Colwood	Removal of learning garden	\$ 7,500	Complete	\$ 500	\$ 7,000
School Request	Willway	Installation of Nature Play - rolled over from 2022-23 AFG	\$ 5,000	Complete	\$ 4,900	\$ 100
Subtotal Projects			\$ 253,300			
AFG TOTAL:			\$ 1,392,100			
			Contingency:	\$ 687,900		

ROLL OVERS / CANCELLED WORK ORDERS						
Program	Location	Description	Budget	Status	Cost	Variance
Electrical	Dunsmuir	Fire Alarm Replacement	\$ 20,000	Rollled over to 2024-25		
Electrical	Sangster	Lighting Upgrade	\$ 40,000	Rollled over to 2024-25		
Facilities Request	Hans Helgeson	Building envelope repairs on existing modular classroom	\$ 40,000	Rollled over to 2024-25		
Facilities Request	John Stubbs	Repair/Replace Exterior Stairs	\$ 45,000	Rollled over to 2024-25		
Facilities Request	Spencer	Replacement of 2 existing skylights that are falling.	\$ 100,000	Rollled over to 2024-25		
Facilities Request	Transportation	Relocate/install seacan at Army Rd. Bus Yard	\$ 6,000	Rollled over to 2024-25		
School Request	Happy Valley	Add accessible option to existing play structure (PAC supported)	\$ 20,000	Rollled over to 2024-25		
School Request	Savory	Upgrade to existing Learning Support space on 2nd floor	\$ 15,000	Rollled over to 2024-25		
School Request	Spencer	Paint lines for pickle ball court and basketball court	\$ 5,000	Rollled over to 2024-25		
School Request	Wishart	Installation of school-purchased washer & dryer in Room 1007 - rolled over from 2022-23 AFG	\$ 15,000	Rollled over to 2024-25		
School Request	Wishart	Add accessible option to existing play structure (PAC supported) - rolled over from 2022-23 AFG	\$ 20,000	Rollled over to 2024-25		
Facilities Request	Sooke	Install code compliant handrail at main entry on Sooke Road stair	\$ 4,000	Cancelled		
School Request	EMCS	Add operable window in Room 2046	\$ 25,000	Cancelled		
School Request	Hans Helgeson	Improve excessive muddy area between the modular and the gaga ball pit		Cancelled		
School Request	Ruth King	Installation of lighting for pathway - rolled over from 2022-23 AFG	\$ 12,400	On Hold	\$ 7,400	\$ 5,000
School Request	Sangster	Convert Music Room into classroom and convert stage into new Music Room	\$ 80,000	Cancelled		
School Request	SBO - HR	Install 1/2 door in HR - cancelled	\$ 3,700	Cancelled	\$ 400	\$ 3,300
School Request	Sooke	Install barriers & demarcations in order to provide safe entry path into the school from site access point located at the parking lot/drop off area.	\$ 25,000	On Hold		
Subtotal Projects			\$ 456,100			

MINISTRY OF EDUCATION						
GRANTS				CURRENT STATUS Q3		
Grant Program	Location	Description	Budget	Status	Cost	Variance
SEP	Spencer	Phase 3 - HVAC upgrade	\$ 1,011,000	Complete	\$ 1,011,000	\$ -
PEP	Dunsmuir	Installation of Playground	\$ 195,000	Complete	\$ 195,000	\$ -
CNCP	John Muir	Phase 1 - HVAC/Windows	\$ 350,000	In Progress	\$ 315,700	\$ 34,300
CNCP	John Muir	Phase 2 - HVAC upgrade	\$ 500,000	In Progress	\$ 48,200	\$ 451,800
BEP	Hans Helgeson	Building Envelope	\$ 2,306,251	Complete	\$ 2,289,800	\$ 16,451
SEP	Millstream	Roof	\$ 240,000	Complete	\$ 240,000	\$ -
CNCP	Savory	Electrical Upgrade	\$ 20,000	Complete	\$ 20,000	\$ -
Total - MoE Grants			\$ 4,622,251	Y-T-D Spent	\$ 4,119,700	\$ 502,551

ONE TIME FUNDING PROJECTS						
GRANTS				CURRENT STATUS Q3		
Funding Source	Location	Description	Budget	Status	Cost	Variance
Enhancements	Transportation	Bus Yard Expansion	\$ 80,000	In Progress	\$ 4,500	\$ 75,500
Enhancements	Transportation	Electric Bus Charger Construction	\$ 200,000	In Progress	\$ 123,400	\$ 76,600
Enhancements	North Langford	Fencing	\$ 54,400	In Progress		
Enhancements	Various	Relocation of 5 portables and installation of 1 new portable	\$ 1,400,000	In Progress	\$ 1,351,500	\$ 48,500
Total - One Time Funding			\$ 1,734,400	Y-T-D Spent	\$ 1,479,400	\$ 200,600

Committee Info Note Resources Committee February 13, 2024 Agenda Item: 4.4 – 23/24 Amended Budget

Background

- Pursuant to Section 156 of the *School Act* (Accounting Practices), Boards of Education are required to prepare and submit budgets to the Minister, in the form, with the information, and at the time required by the Minister
- The Minister is requiring Amended Annual Budgets to be prepared, adopted by bylaw and submitted by February 29, 2024

23/24 Amended Budget

- This Amended Annual Budget is the Board of Education’s updated financial plan for the 2023/24 school year
- The total budget bylaw amount, which includes expenses and asset purchases from all funds, is presented at the end of Statement 2 (attached)
- The Amended Annual Budget Bylaw amount of \$214,947,988 is an increase of \$8,980,517 from the Annual Budget bylaw amount of \$205,967,471 approved by the Board on May 23, 2023
- The \$8,980,517 increase is due to the following:

	2023-24 Amended \$	2023-24 Annual \$	Incr / (Decr) \$
Budget Bylaw Amount			
Operating - Total Expense	162,856,604	159,926,129	2,930,475
Operating - Tangible Capital Assets Purchased	2,704,100	0	2,704,100
Special Purpose Funds - Total Expense	35,534,985	32,475,454	3,059,531
Capital Fund - Total Expense	13,502,299	13,215,888	286,411
Capital Fund - Tangible Capital Assets Purchased from Local Capital	350,000	350,000	0
Total Budget Bylaw Amount	214,947,988	205,967,471	8,980,517

- The \$286,411 **Capital Fund Expense** increase is due to an anticipated increase in amortization of tangible capital assets
- The \$3,059,531 **Special Purpose Fund Expense** increase is largely due to anticipated increases in School Generated Funds (\$1.0M) and carry forward amounts from 2022/23 (\$1.88M).

- As indicated in the Schedule 2 table below, the \$2.70M increase in **Tangible Capital Assets** is mostly due to the \$2.58M carry over allocation to the acquisition of portables.
- Also indicated in the Schedule 2 table below, the \$2,930,475 increase in **Operating Fund Expenses** is due to the 2022/23 carry forward amounts (\$0.89M) and associated expenses with the Labour Settlement Funding (\$2.63M).

	2023-24	FY24	FY24	FY23	FY24	2023-24	
	Amended	Oper	Department	Carry	Labour	Annual	Incr / (Decr)
	Budget	Grant	Reallocation	Over	Settlement	Budget	\$
Total Revenue	162,534,616	(714,613)	504,110	0	2,625,334	160,119,785	2,414,831
Total Expense	162,856,604	(714,613)	129,110	890,644	2,625,334	159,926,129	2,930,475
Tangible Capital Assets Purchased	2,704,100		125,000	2,579,100			0
Transfer to Local Capital	350,000					350,000	0
Surplus (Deficit), for the year	(3,376,088)	0	250,000	(3,469,744)	0	(156,344)	(3,219,744)

- Districts are required to amend the operating budget consistent with the updated operating grants. Not accounting for the special needs supplemental funding, **the District received \$1.25M less September enrolment funding than budgeted largely due to the standard student enrolment of 12,749 FTE coming in 151 FTE under budget (from the budgeted 12,900 FTE).**
- To offset the operating grant reduction as well as account for the two additional bus routes (\$0.13M), the teacher staffing budget was reduced by 6.25 FTE (\$0.75M) and interest revenue was increased by \$0.48M.
- In April 2023, there was a Board motion directing staff to explore professional learning opportunities and bring forward a recommendation to the Board via this Committee to be included in debate on the Amended Budget process. Given the significant operating grant reduction and the diminishing accumulated surplus, staff are recommending to not provide any additional funding towards professional learning opportunities at this time.
- As per Schedule 1, the Budgeted Accumulated Surplus for the end of year is \$1,852,761. This amount is calculated as follows:

Accumulated Surplus, beginning of year	5,228,849
2023-24 Budgeted Shortfall	(156,344)
2022-23 Restricted Surplus / Carry Over	(3,469,744)
2023-24 Budgeted Reserve Contribution	250,000
Budgeted Accumulated Surplus, end of year	1,852,761

- The end of year Budgeted Accumulated Surplus of \$1,852,761 is 1.12% of budgeted total expenses and tangible capital asset purchases of \$165,910,704

Recommended Motion: That the Board of Education of School District #62 (Sooke) give first, second, and third readings to the 23/24 Amended Annual Budget Bylaw specifying a total budget of \$214,947,988.

Prepared by:

David Lee-Bonar, Assistant Secretary-Treasurer

Amended Annual Budget

School District No. 62 (Sooke)

June 30, 2024

School District No. 62 (Sooke)

June 30, 2024

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

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 62 (SOOKE) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2023/2024 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 62 (Sooke) Amended Annual Budget Bylaw for fiscal year 2023/2024.
3. The attached Statement 2 showing the estimated revenue and expense for the 2023/2024 fiscal year and the total budget bylaw amount of \$214,947,988 for the 2023/2024 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2023/2024.

READ A FIRST TIME THE 27th DAY OF FEBRUARY, 2024;

READ A SECOND TIME THE 27th DAY OF FEBRUARY, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE 27th DAY OF FEBRUARY, 2024;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 62 (Sooke) Amended Annual Budget Bylaw 2023/2024, adopted by the Board the 27th DAY OF FEBRUARY, 2024.

Secretary Treasurer

School District No. 62 (Sooke)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	13,233.625	13,330.000
Adult	24.375	16.500
Total Ministry Operating Grant Funded FTE's	13,258.000	13,346.500
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 Lease	61,477	61,477
Total Revenue	210,651,554	204,950,354
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	211,893,888	205,617,471
Net Revenue (Expense)	(1,242,334)	(667,117)
Budgeted Allocation (Retirement) of Surplus (Deficit)	3,376,088	156,344
Budgeted Surplus (Deficit), for the year	2,133,754	(510,773)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	2,133,754	(510,773)
Budgeted Surplus (Deficit), for the year	2,133,754	(510,773)

School District No. 62 (Sooke)

Amended Annual Budget - Revenue and Expense
 Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	162,856,604	159,926,129
Operating - Tangible Capital Assets Purchased	2,704,100	
Special Purpose Funds - Total Expense	35,534,985	32,475,454
Capital Fund - Total Expense	13,502,299	13,215,888
Capital Fund - Tangible Capital Assets Purchased from Local Capital	350,000	350,000
Total Budget Bylaw Amount	214,947,988	205,967,471

Approved by the Board

Signature of the Chairperson of the Board of Education Date Signed

Signature of the Superintendent Date Signed

Signature of the Secretary Treasurer Date Signed

School District No. 62 (Sooke)

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Surplus (Deficit) for the year	(1,242,334)	(667,117)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(2,704,100)	
From Local Capital	(350,000)	(350,000)
Total Acquisition of Tangible Capital Assets	(3,054,100)	(350,000)
Amortization of Tangible Capital Assets	11,912,497	11,895,751
Total Effect of change in Tangible Capital Assets	8,858,397	11,545,751
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	7,616,063	10,878,634

School District No. 62 (Sooke)

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

	Operating Fund \$	Special Purpose Fund \$	Capital Fund \$	2024 Amended Annual Budget \$
Accumulated Surplus (Deficit), beginning of year	5,228,849	673,449	128,979,463	134,881,761
Changes for the year				
Net Revenue (Expense) for the year	(321,988)		(920,346)	(1,242,334)
Interfund Transfers				
Tangible Capital Assets - Work in Progress	(2,704,100)		2,704,100	-
Local Capital	(350,000)		350,000	-
Net Changes for the year	(3,376,088)	-	2,133,754	(1,242,334)
Budgeted Accumulated Surplus (Deficit), end of year	1,852,761	673,449	131,113,217	133,639,427

School District No. 62 (Sooke)

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	153,091,639	151,437,995
Other	141,000	
Tuition	6,914,749	6,879,749
Other Revenue	1,048,757	945,666
Rentals and Leases	502,500	502,500
Investment Income	835,971	353,875
Total Revenue	162,534,616	160,119,785
Expenses		
Instruction	138,249,447	136,375,613
District Administration	7,413,399	7,121,344
Operations and Maintenance	13,379,682	13,116,992
Transportation and Housing	3,814,076	3,312,180
Total Expense	162,856,604	159,926,129
Net Revenue (Expense)	(321,988)	193,656
Budgeted Prior Year Surplus Appropriation	3,376,088	156,344
Net Transfers (to) from other funds		
Tangible Capital Assets - Work in Progress	(2,704,100)	
Local Capital	(350,000)	(350,000)
Total Net Transfers	(3,054,100)	(350,000)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 62 (Sooke)

Amended Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	149,697,605	150,612,444
ISC/LEA Recovery	(572,717)	(515,866)
Other Ministry of Education and Child Care Grants		
Pay Equity	931,052	931,052
Funding for Graduated Adults	40,000	40,000
Student Transportation Fund	358,365	358,365
FSA Scorer Grant	12,000	12,000
Labour Settlement Funding	2,625,334	
Total Provincial Grants - Ministry of Education and Child Care	153,091,639	151,437,995
Provincial Grants - Other	141,000	
Tuition		
Continuing Education	90,000	90,000
International and Out of Province Students	6,824,749	6,789,749
Total Tuition	6,914,749	6,879,749
Other Revenues		
Funding from First Nations	572,717	515,866
Miscellaneous		
Grants for Crossing Guards	70,000	70,000
Rebates	51,000	51,000
SGF Discretionary	200,000	200,000
Miscellaneous	75,040	108,800
Transportation Safety Fees	80,000	
Total Other Revenue	1,048,757	945,666
Rentals and Leases	502,500	502,500
Investment Income	835,971	353,875
Total Operating Revenue	162,534,616	160,119,785

School District No. 62 (Sooke)

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Salaries		
Teachers	60,976,908	60,310,293
Principals and Vice Principals	10,460,864	9,909,659
Educational Assistants	16,458,734	16,600,332
Support Staff	15,509,574	15,209,931
Other Professionals	5,996,389	5,506,595
Substitutes	6,178,277	6,173,919
Total Salaries	115,580,746	113,710,729
Employee Benefits	29,783,165	29,188,926
Total Salaries and Benefits	145,363,911	142,899,655
Services and Supplies		
Services	7,326,240	7,343,233
Professional Development and Travel	1,066,164	1,063,697
Rentals and Leases	308,858	311,891
Dues and Fees	166,956	153,156
Insurance	487,651	522,651
Supplies	6,295,180	5,790,202
Utilities	1,815,844	1,815,844
Bad Debt	25,800	25,800
Total Services and Supplies	17,492,693	17,026,474
Total Operating Expense	162,856,604	159,926,129

School District No. 62 (Sooke)

Amended Annual Budget - 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	51,084,352	279,173	160,164	2,398,280	562,997	4,509,692	58,994,658
1.03 Career Programs	278,480			166,183		34,000	478,663
1.07 Library Services	563,423			315,578		6,504	885,505
1.08 Counselling	2,046,492					1,134	2,047,626
1.10 Special Education	4,683,904	302,763	15,831,570	174,779	1,349,491	665,376	23,007,883
1.30 English Language Learning	801,231			179,500		32,000	1,012,731
1.31 Indigenous Education	520,000	299,000	467,000	117,000		38,000	1,441,000
1.41 School Administration		9,112,555		2,715,887		245,576	12,074,018
1.61 Continuing Education				31,325			31,325
1.62 International and Out of Province Students	987,813	305,507		385,000			1,678,320
Total Function 1	60,965,695	10,298,998	16,458,734	6,483,532	1,912,488	5,532,282	101,651,729
4 District Administration							
4.11 Educational Administration		161,866			959,708		1,121,574
4.40 School District Governance					147,500		147,500
4.41 Business Administration	11,213			593,171	2,475,354	120,754	3,200,492
Total Function 4	11,213	161,866	-	593,171	3,582,562	120,754	4,469,566
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				132,327	162,199		294,526
5.50 Maintenance Operations				5,601,005	232,469	388,054	6,221,528
5.52 Maintenance of Grounds				814,311			814,311
5.56 Utilities							-
Total Function 5	-	-	-	6,547,643	394,668	388,054	7,330,365
7 Transportation and Housing							
7.41 Transportation and Housing Administration				129,038	106,671		235,709
7.70 Student Transportation				1,756,190		137,187	1,893,377
Total Function 7	-	-	-	1,885,228	106,671	137,187	2,129,086
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	60,976,908	10,460,864	16,458,734	15,509,574	5,996,389	6,178,277	115,580,746

School District No. 62 (Sooke)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	58,994,658	15,757,015	74,751,673	4,246,401	78,998,074	78,606,953
1.03 Career Programs	478,663	134,733	613,396	458,281	1,071,677	951,953
1.07 Library Services	885,505	229,683	1,115,188	58,700	1,173,888	1,145,160
1.08 Counselling	2,047,626	541,195	2,588,821	6,237	2,595,058	2,557,707
1.10 Special Education	23,007,883	5,948,116	28,955,999	759,180	29,715,179	29,094,452
1.30 English Language Learning	1,012,731	258,848	1,271,579	100,705	1,372,284	1,323,185
1.31 Indigenous Education	1,441,000	348,600	1,789,600	335,930	2,125,530	2,120,400
1.41 School Administration	12,074,018	2,802,714	14,876,732	683,481	15,560,213	14,973,721
1.61 Continuing Education	31,325	6,080	37,405	19,500	56,905	56,443
1.62 International and Out of Province Students	1,678,320	409,432	2,087,752	3,492,887	5,580,639	5,545,639
Total Function 1	101,651,729	26,436,416	128,088,145	10,161,302	138,249,447	136,375,613
4 District Administration						
4.11 Educational Administration	1,121,574	237,065	1,358,639	600,088	1,958,727	1,865,207
4.40 School District Governance	147,500	9,500	157,000	132,088	289,088	289,088
4.41 Business Administration	3,200,492	721,842	3,922,334	1,243,250	5,165,584	4,967,049
Total Function 4	4,469,566	968,407	5,437,973	1,975,426	7,413,399	7,121,344
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	294,526	68,552	363,078	586,115	949,193	725,356
5.50 Maintenance Operations	6,221,528	1,597,204	7,818,732	1,399,659	9,218,391	9,487,294
5.52 Maintenance of Grounds	814,311	203,590	1,017,901	378,353	1,396,254	1,088,498
5.56 Utilities	-	-	-	1,815,844	1,815,844	1,815,844
Total Function 5	7,330,365	1,869,346	9,199,711	4,179,971	13,379,682	13,116,992
7 Transportation and Housing						
7.41 Transportation and Housing Administration	235,709	57,659	293,368	144,581	437,949	340,857
7.70 Student Transportation	1,893,377	451,337	2,344,714	1,031,413	3,376,127	2,971,323
Total Function 7	2,129,086	508,996	2,638,082	1,175,994	3,814,076	3,312,180
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	115,580,746	29,783,165	145,363,911	17,492,693	162,856,604	159,926,129

School District No. 62 (Sooke)

Amended Annual Budget - Special Purpose Revenue and Expense
 Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	29,985,014	29,534,354
Other	124,490	
Other Revenue	5,375,510	2,931,100
Investment Income	49,971	10,000
Total Revenue	35,534,985	32,475,454
Expenses		
Instruction	35,198,108	32,138,577
Operations and Maintenance	336,877	336,877
Total Expense	35,534,985	32,475,454
Budgeted Surplus (Deficit), for the year	-	-

School District No. 62 (Sooke)

Amended Annual Budget - Changes in Special Purpose Funds
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
Other				3,000,000				35,000	
Investment Income			25,000						
	336,877	570,089	25,000	3,000,000	192,000	41,650	433,781	827,774	1,564,934
Less: Allocated to Revenue	336,877	570,089	49,971	3,723,534	207,152	74,323	447,622	867,156	1,564,934
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	336,877	570,089			207,152	74,323	447,622	832,156	1,564,934
Provincial Grants - Other									
Other Revenue				3,723,534				35,000	
Investment Income			49,971						
	336,877	570,089	49,971	3,723,534	207,152	74,323	447,622	867,156	1,564,934
Expenses									
Salaries									
Teachers							70,000	71,000	30,000
Principals and Vice Principals								50,000	
Educational Assistants		445,382							170,000
Support Staff				5,000	154,025	10,000		55,000	120,000
Other Professionals								197,000	
Substitutes				20,000			100,000	25,000	953,000
	-	445,382	-	25,000	154,025	25,000	170,000	398,000	1,273,000
Employee Benefits		124,707		5,000	43,127	6,000	42,000	77,000	266,934
Services and Supplies	336,877		49,971	3,693,534	10,000	43,323	235,622	392,156	25,000
	336,877	570,089	49,971	3,723,534	207,152	74,323	447,622	867,156	1,564,934
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Amended Annual Budget - Changes in Special Purpose Funds
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			19,000	175,000
Other									
Investment Income									
	23,606,411	33,947	51,000	6,000	55,400	-	-	19,000	175,000
Less: Allocated to Revenue	23,606,411	48,214	123,293	34,144	55,400	5,733	239,944	21,993	251,019
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	23,606,411	48,214	123,293	34,144	55,400	5,733	239,944	21,993	251,019
Provincial Grants - Other									
Other Revenue									
Investment Income									
	23,606,411	48,214	123,293	34,144	55,400	5,733	239,944	21,993	251,019
Expenses									
Salaries									
Teachers	18,661,195								
Principals and Vice Principals									161,000
Educational Assistants									
Support Staff					43,000				
Other Professionals									
Substitutes			25,000	5,000				8,000	
	18,661,195	-	25,000	5,000	43,000	-	-	8,000	161,000
Employee Benefits	4,945,216		5,000	1,000	10,000			2,000	35,000
Services and Supplies		48,214	93,293	28,144	2,400	5,733	239,944	11,993	55,019
	23,606,411	48,214	123,293	34,144	55,400	5,733	239,944	21,993	251,019
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2024

	Feeding Futures Fund	Nature K	Academies	Art Starts	Donations	Theaters	Mentorship Grant	Here 4 Peers	BCSSA Island Chapter
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	4,953	354,445	4,207	59,380	34,908	74,490	50,000	6,438
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	1,565,710								
Other			1,100,000	7,600	40,000	5,000			
Investment Income									
	1,565,710	-	1,100,000	7,600	40,000	5,000	-	-	-
Less: Allocated to Revenue	1,565,710	4,953	1,454,445	11,807	99,380	39,908	74,490	50,000	6,438
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	1,565,710								
Provincial Grants - Other							74,490	50,000	
Other Revenue		4,953	1,454,445	11,807	99,380	39,908			6,438
Investment Income									
	1,565,710	4,953	1,454,445	11,807	99,380	39,908	74,490	50,000	6,438
Expenses									
Salaries									
Teachers			70,000						
Principals and Vice Principals			10,000						
Educational Assistants									
Support Staff	72,000		65,000						
Other Professionals									
Substitutes			10,000				20,000	10,000	
	72,000	-	155,000	-	-	-	20,000	10,000	-
Employee Benefits	18,000		50,000				5,000	2,000	
Services and Supplies	1,475,710	4,953	1,249,445	11,807	99,380	39,908	49,490	38,000	6,438
	1,565,710	4,953	1,454,445	11,807	99,380	39,908	74,490	50,000	6,438
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

Schedule 3A

	BC CAISE	TOTAL
	\$	\$
Deferred Revenue, beginning of year	45	1,877,812
Add: Restricted Grants		
Provincial Grants - Ministry of Education and Child Care		29,444,573
Other		4,187,600
Investment Income		25,000
	-	<u>33,657,173</u>
Less: Allocated to Revenue	45	35,534,985
Deferred Revenue, end of year	-	<u>-</u>
Revenues		
Provincial Grants - Ministry of Education and Child Care		29,985,014
Provincial Grants - Other		124,490
Other Revenue	45	5,375,510
Investment Income		49,971
	45	<u>35,534,985</u>
Expenses		
Salaries		
Teachers		18,902,195
Principals and Vice Principals		221,000
Educational Assistants		615,382
Support Staff		524,025
Other Professionals		197,000
Substitutes		1,191,000
	-	<u>21,650,602</u>
Employee Benefits		5,637,984
Services and Supplies	45	8,246,399
	45	<u>35,534,985</u>
Net Revenue (Expense)	-	<u>-</u>

School District No. 62 (Sooke)

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2024

	2024 Amended Annual Budget			2024 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education and Child Care	1,528,325		1,528,325	1,258,660
Amortization of Deferred Capital Revenue	10,992,151		10,992,151	11,034,978
Amortization of Deferred Capital Revenue - For Lease	61,477		61,477	61,477
Total Revenue	12,581,953	-	12,581,953	12,355,115
Expenses				
Operations and Maintenance	1,589,802		1,589,802	1,320,137
Amortization of Tangible Capital Assets				
Operations and Maintenance	11,186,935		11,186,935	11,266,342
Transportation and Housing	725,562		725,562	629,409
Total Expense	13,502,299	-	13,502,299	13,215,888
Net Revenue (Expense)	(920,346)	-	(920,346)	(860,773)
Net Transfers (to) from other funds				
Tangible Capital Assets - Work in Progress	2,704,100		2,704,100	
Local Capital		350,000	350,000	350,000
Total Net Transfers	2,704,100	350,000	3,054,100	350,000
Other Adjustments to Fund Balances				
Tangible Capital Assets WIP Purchased from Local Capital	350,000	(350,000)	-	
Total Other Adjustments to Fund Balances	350,000	(350,000)	-	
Budgeted Surplus (Deficit), for the year	2,133,754	-	2,133,754	(510,773)



Committee Info Note

Resource Committee Meeting

February 13, 2024

Agenda Item: 4.5 23/24 Q2 Financial Forecast

Background Information

- Attached are the summary documents outlining the estimated year-end financial position of the District based on the quarter 2 forecasting process.
- Summaries based on expenditures by **function** and **STOB** (standard object of expenditure) have been provided for the Committee's review as well as a **summary of the changes from quarter 1**.
- The actual financial information (revenues and expenditures) as at December 31st (Q2) have been used in the preparation of this forecast.

Forecasted Year End Position

- There is a forecasted pressure of \$240,092 from the Amended Budget at this time which would result in a \$1,612,669 reserve to end the year at June 30, 2024.
- The forecasted reserve of \$1,612,669 is 0.97% of the total Amended Budget Operating expenditures of \$165.911M.
- Staff are cognizant that the Q2 forecast has the potential to understate the actual reserve that will be realized by the end of the fiscal year (June 30).
- Staff will continue to monitor the District's revenues and expenditures and will provide the quarter 3 update to the Committee in May.

Prepared by:

David Lee-Bonar, Assistant Secretary-Treasurer

APPENDIX A

2023-24 Q2 FORECAST CHANGE SUMMARY

			BUDGETED RESERVE AS AT JUNE 30 2024	FORECASTED RESERVE AS AT JUNE 30 2024	FORECASTED RESERVE % BUDGETED EXPENSES	
A	Q1 - FORECASTED SAVINGS FROM BUDGET	\$	228,554	\$ 1,952,624	\$ 2,181,177	1.31%
	ADDITIONAL SAVINGS/(PRESSURES) SINCE Q1					
	TEACHER SAL/BEN - ADDITIONAL 2ND SEMESTER 10 FTE	\$	(600,000)			
	TEACHER AND TOC SAL/BEN - CEF	\$	(339,236)			
	TEACHER AND TOC SAL/BEN - OTHER	\$	(231,092)			
	OPERATING GRANT - SALARY DIFFERENTIAL	\$	(272,203)			
	OPERATING GRANT - ONLINE LEARNING AND CE ENROLMENT	\$	(118,495)			
	OPERATING GRANT - FEB & MAY ENROLMENT	\$	142,407			
	23/24 ELECTRIC BUS (7) FUNDING SHORTFALL	\$	(210,000)			
	INTEREST REVENUE	\$	(116,142)			
	TRANSPORTATION	\$	(212,630)			
	UTILITIES	\$	(99,422)			
	FY23 ENHANCEMENTS - SPACE MITIGATION/PORTABLES	\$	1,477,450			
	INTERNATIONAL	\$	160,585			
	MISCELLANEOUS OTHER	\$	(49,868)			
B	SUBTOTAL OF CHANGES SINCE Q1	\$	(468,645)			
C = A+B	Q2 FORECASTED PRESSURE	\$	(240,092)	\$ 1,852,761	\$ 1,612,669	0.97%

Appendix B
School District Six Two
Summary of Q2 Forecast by Financial Statement Function

	BUDGET	Q2 FORECAST	VARIANCE	
Revenues				
Provincial Grants				
Ministry of Education and Child Care	153,091,639	153,243,046	(151,407)	Additional revenues due to forecasted higher Feb and May enrolment than budgeted.
Other	141,000	146,436	(5,436)	
Municipal Grants Spent on Sites			-	
Tuition	6,914,749	6,761,285	153,464	Lower international student enrolment than budgeted
Other Revenue	1,048,757	1,113,709	(64,952)	
Rentals and Leases	502,500	580,193	(77,693)	
Investment Income	835,971	1,165,762	(329,791)	Higher interest rate (Dec 2023 = 5.5%) than budgeted
Total Revenue	162,534,616	163,010,431	(475,815)	
Expenses				
Instruction	138,249,447	139,655,129	(1,405,683)	Pressure due to teacher sal (\$1.0M), TTOC sal (\$0.2M), & EA replacement sal (\$0.2M)
District Administration	7,413,400	7,337,544	75,856	
Operations and Maintenance	13,379,682	13,676,062	(296,380)	Utilities pressure due to inflation and increased usage
Transportation and Housing	3,814,076	4,205,316	(391,240)	Pressure due to 2 routes over budget plus significant replacement costs
Total Expense	162,856,604	164,874,051	(2,017,446)	
Net Revenue (Expense)	(321,988)	(1,863,619)	1,541,631	
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	(2,704,100)	(1,402,561)	(1,301,539)	Savings largely due to portables
Local Capital	(350,000)	(350,000)	-	SĆIĀNEW SĆELITĀEL Elementary capital contribution
Surplus (Deficit), for the year	(3,376,088)	(3,616,180)	240,092	
Total Reserve as at June 30 2023	5,228,849	5,228,849	-	
Operating Surplus (Deficit) for the year	(3,376,088)	(3,616,180)	240,092	
Total Reserve as at June 30 2024	1,852,761	1,612,669	240,092	
Reserve % of Total Expenditures as at June 30 2024	1.12%	0.97%		

Appendix C
School District Six Two
Summary of Q2 Forecast by Financial Statement Expenditure Type

	BUDGET	Q2 FORECAST	VARIANCE	
Salaries				
Teachers	60,976,908	62,023,788	(1,046,880)	Pressure due to General Teacher forecast of 819 FTE compared to amended budget of 811 FTE, and \$0.3M CEF funding reduction
Principals and Vice Principals	10,460,864	10,289,053	171,811	
Educational Assistants	16,458,734	16,325,649	133,085	Savings offset by EA replacement/substitute pressure of \$0.2M
Support Staff	15,509,574	15,564,179	(54,605)	
Other Professionals	5,996,389	5,894,869	101,520	
Substitutes	6,178,277	6,708,443	(530,166)	Pressure due to EA replacement (\$0.2M), TTOC (\$0.2M), Bus Driver replacement (\$0.1M), & Custodial replacement (\$0.1M)
Total Salaries	115,580,746	116,805,980	(1,225,234)	
Employee Benefits	29,783,165	29,861,704	(78,539)	
Services and Supplies				
Services	7,326,240	7,543,937	(217,697)	Pressure mostly due to facilities maintenance services (\$0.1M)
Professional Development and Travel	1,066,164	1,125,131	(58,966)	
Rentals and Leases	308,858	297,951	10,907	
Dues and Fees	166,956	172,313	(5,357)	
Insurance	487,651	507,703	(20,052)	
Supplies	6,295,180	6,364,109	(68,930)	
Utilities	1,815,844	2,191,723	(375,879)	Increased inflationary pressures from last fiscal (FY23=\$178k pressure)
Bad Debt	25,800	3,500	22,300	
Total Services and Supplies	17,492,693	18,206,366	(713,673)	
Total Operating Expense	162,856,604	164,874,051	(2,017,446)	
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	2,704,100	1,402,561	1,301,539	Savings largely due to portables
Local Capital	350,000	350,000	-	SCIANEW STEELKEE Elementary capital contribution



Committee Info Note

Resource Committee Meeting

February 13, 2024

Agenda Item 4.6: 24/25 Budget Development

Background

- The budget development process for the 24/25 fiscal year (July 1-June 30) has just begun
- An initial estimate of enrolment and potential pressures have been identified and incorporated into the budget model to start discussions
- These estimates will continue to be refined leading up to the Education Committee of the Whole (ECoW) meeting planned for April 16, 2024 at which time staff will present the Board with a proposed budget for their consideration
- Based on any final input received at the ECOW meeting, the Board's first reading of the annual budget bylaw is expected to happen on April 23, 2024

Enrolment

- Using the Baragar estimates, the long-range facilities estimates and statistical modelling, staff are estimating an additional 400 FTEs to be part of our school district starting in September
- This would bring our total K-12 Standard Enrolment total to 13,150 from the September 2023 amount of 12,750 which is equal to 3.1%
- The Committee may remember that the current year budget was based on an estimate of 12,900 so the 13,150 estimate represents an **actual growth of 400 FTEs** and a **budgeted growth amount of 250**
- Based on an existing per pupil funding amount of \$8,625 (to be adjusted by the Ministry in mid-March), the gross revenue increase will be \$2,156,250
- All other FTE amounts (Special Needs, Continuing Education, Alternate Schools, Online Learning, etc.) will be confirmed in mid-February and will be used to update the revenue estimates in the budget model

Direct Teacher Staffing

- As in previous years, for budget modelling purposes, staff use a ratio of 24:1 for students to teachers
- This amount is carried in the model until the Teacher Staffing process kicks into high gear and we get closer to Release 1 when the actual amounts are known
- Based on the estimated ratio, the District will be looking at adding approximately 10.42 teacher FTEs for a total cost of \$1.250 m
- For budgeting purposes, staff are using an estimate of \$120,000/teacher for salaries and benefits
- Using the estimates as a starting point to be confirmed throughout the budget development process, the estimated net revenue to the District can be summarized as:

Increase of 250 Standard School Aged FTEs

Estimated Funding @ \$8,625/FTE =	\$2.150 m
Direct Teacher Staffing Costs =	<u>(\$1.250 m)</u>
Net Revenue =	\$.900 m

Budget Pressures

- Consistent with the sections noted above, staff are in the early stages of identifying the potential pressures on next year's budget
- The pressures are similar to previous years and include:
 - Unfunded salary increments (teachers and excluded staff)
 - Employee benefits (inflation and usage)
 - Indirect staffing ratios (clerical, custodial, supervision, etc.)
 - Inflation on services & supplies (as identified in the Financial Framework project)
- Staff are **estimating these pressures are between \$1.600 and \$3.600 m** with the actual amount to be confirmed once the enrolment estimates are finalized
- With only \$900,000 of estimated net revenue, staff will have to take another close look at mitigation strategies in order to be able to present a sustainable budget for the Board's consideration

Mitigation Strategies

- Given the significant amount of estimated pressure facing the District and the accumulated surplus being less than the 2% policy, staff are suggesting the District take a deeper and longer look into mitigation strategies for this budget cycle
- Potential mitigation strategies may include
 - Discretionary staffing levels;
 - Transportation service levels;
 - Transportation fee models;
 - New Revenue streams; and
 - Other ideas???
- A Leadership Budget Working Group (LBWG) has been developed that includes a cross section of PVP and Managers to look at the mitigation strategies noted above
- In the spirit of *Leading a Culture of Organizational Excellence*, this working group will be provided the time and space to consider the impacts of these strategies on the system
- These impacts will be assessed through student, staff, stakeholder and political lenses prior to being submitted to the Executive for their review and consideration
- The Executive will use this feedback in their development of a budget plan to present to the Board
- Before the work on a transportation fee model can commence, staff are asking for the Committee's support of the following motion going to the Board for consideration:

Recommended Motion: That the Board of Education of School District 62 (Sooke) direct staff to bring back transportation fee models for consideration during the 24/25 budget development process.

Prepared by: HAROLD CULL | SECRETARY TREASURER