

Public Notice – Board of Education Online Public Meeting

A public meeting of the Board of Education for School District 62 (Sooke) will be held on **September 23, 2025 at 7:00 pm.**

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

Furthermore, the meeting will be livestreamed via MS teams, to encourage more public participation. To join the meeting please click here: [Follow Link](#)

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

[How to attend a Live event in Microsoft Teams](#)

- 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 a response following the meeting.



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

BOARD OF EDUCATION PUBLIC MEETING

By Live Event

September 23, 2025 – 7:00 p.m.

AGENDA

1. **CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES**
With gratitude and respect, we acknowledge that we live, learn, and work on the traditional territories of the Coast Salish: T'Sou-ke Nation, SĆIΛNEW (Beecher Bay) Nation, and the Nuu-chah-nulth: Paaʔčiidʔath (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEŁ (Malahat) Nation, and the Ləkʷəŋən peoples of Songhees and Esquimalt Nations. (Words gifted by the Nations SD62 works with)
2. **AGENDA (page 2)**
 - 2.1 Call for amendments and additional items
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of September 23, 2025, as presented (or as amended).
 - 2.2 Report on In Camera Meeting – Amanda Dowhy
This notice is to inform the public that prior to this meeting an “in-camera” meeting of the Board was held where issues of legal, land and personnel were discussed.
3. **MINUTES (page 6)**
 - 3.1 Call for amendments to minutes
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the August 26, 2025, as presented (or as amended).
4. **INFORMATIONAL ITEMS AND ANNOUNCEMENTS**
 - 4.1 Board Chair Update – Amanda Dowhy
5. **EDUCATIONAL PRESENTATIONS (page 12)**
 - 5.1 Royal Bay Secondary School Trip to Scottsdale, AZ., February 26-March 1, 2026 – Jacob Wheating

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School Trip to Scottsdale, AZ., subject to the oversight and direction of the Superintendent's Office.

- 5.2 Royal Bay Secondary School Trip to Avignen, France, February 28-March 25, 2026 – Arianne Berteau

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

- 5.3 Royal Bay Secondary School Trip to Sisters, OR., May 8 -12, 2026 – Jacob Wheating

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School Trip to Sisters, OR, subject to the oversight and direction of the Superintendent's Office.

- 5.4 Spencer Middle School Trip to Vietnam Spring Break March 2026 – Yvonne Clarke

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

Attachment: for information, inclusion of the Cross Border Safety Information Note presented at the June 24, 2025 meeting.

6. INDIGENOUS EDUCATION COUNCIL

- 6.1 Indigenous Education Council Update – Michelle Thut/Jon Carr (page 40)

7. CORRESPONDENCE & DELEGATIONS

- 7.1 Correspondence
7.1a Letter from Ombudsperson of BC Dated August 15, 2025 RE Quarterly Report (page 41)
- 7.2 Standing Delegations (CUPE, SPEAC, SPVPA, STA) – 5 minutes each
- 7.3 Other Delegations – 5 minutes each

8. FINANCE, FACILITIES AND SERVICES

- 8.1 Resources Committee Meeting September 16, 2025 – Christine Lervold (page 46)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 2026/27 Minor Capital Plan submission as presented to the Resources Committee on September 16, 2025.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of September 16, 2025

8.2 2024/25 Financial Statements Approval – Christine Lervold (page 50)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 2024/25 financial statements as presented at the Audit Committee meeting of September 17, 2025.

9. EDUCATION PROGRAM

9.1 Education-Policy Committee – Meeting of September 9, 2025 – Cendra Beaton (page 111)

Motion Requested: That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy A-101 “Administrative Organization”.

Motion Requested: That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-114 “Sanctuary Schools”

Motion Requested: That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Regulations E-205 “Recruitment and Selection of Administrative Personnel”

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of September 9, 2025.

9.2 Adoption of Draft Revised Policies and Regulations - Paul Block (page 128)

Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policies and Regulations, C-111, “International Education and Non-Resident Students”, C-112 “Ordinarily Resident” and C-319, “Student Suspension”.

10. STUDENTS

10.1 Enrollment Update – Monica Braniff

11. FOUNDATIONS AND GOVERNANCE

11.1 Trustee Liaison Reports – Board of Education

11.2 Enhancing Student Learning Report for 2024/25 – Monica Braniff (page 143)

Motion Requested: That the Board of Education of School District 62 (Sooke) receive and approve the Enhancing Student Learning Report for 2024/25.

11.3 2021-25 Strategic Plan Annual Report – Paul Block (page 198)

Motion Requested: That the Board of Education for School District #62 (Sooke) receive the 2021-2025 Strategic Plan Final Report as presented at the September 2025, Board of Education meeting.

11.4 Response to Unexpected Health Emergencies - Policy & Implementation Update– Paul Block (page 234)

12. ADMINISTRATION

12.1 Board of Education Annual Work Plan – Amanda Dowhy (page 236)

Motion Requested: That the Board of Education for School District 62 (Sooke) adopt the Board and Committee Meeting schedule and Board of Education Annual Work Plan for 2025/26 as presented at the September 23, 2025 Board Meeting.

13. PERSONNEL

13.1 Superintendent’s Report – Paul Block (page 246)

14. UPCOMING EVENTS

- National Day for Truth & Reconciliation – Sep 30
- Vancouver Island School Trustees Association Conference Oct 3-4
- Education-Policy Meeting – Oct 7
- [SPEAC](#)/Inclusive Education Services (IES) Parent Information Night – Oct 8 online and in-person @ the Board Office
- Thanksgiving – Oct 13
- Resources Committee Meeting – Oct 14
- [SPEAC](#) Meeting – Oct 15 @ 6:30 p.m. online
- 2025-29 Strategic Plan Parent Forum – Oct 22
- 2025-29 Strategic Plan Student Forum – Oct 23
- Non-instructional Day – Oct 24
- Public Board Meeting – Oct 28

15. RISE AND REPORT

16. QUESTION PERIOD

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

17. ADJOURNMENT

MINUTES BOARD OF EDUCATION PUBLIC MEETING

August 26, 2025 – 7:00 p.m.

TRUSTEES: Amanda Dowhy, Board Chair
Cendra Beaton (online via MS Teams)
Trudy Spiller

Christine Lervold, Vice Chair
Russ Chipps (online via MS Teams)

STAFF: Paul Block, Superintendent
Brian Jonker, Secretary-Treasurer
Monica Braniff, Deputy Superintendent
D’Arcy Deacon, Associate Superintendent
Vanessa White, Acting Associate Superintendent
Fred Hibbs, Executive Director, Human Resources
Steve Tonnesen, Manager, Digital Solutions - Operations

REGRETS: Allison Watson
ABSENT: Ebony Logins

SECRETARY: Jenny Seal

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

The meeting was called to order at 7:04 p.m. by the Board Chair who acknowledged the territories of the First Nations.

2. **AGENDA**

2.1 Call for amendments and additional items

1. MOVED Christine Lervold/Cendra Beaton
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of August 26, 2025, as presented.
CARRIED unanimously

2.2 Report on In Camera Meeting – Amanda Dowhy

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

3. MINUTES

3.1 Call for amendments to minutes

2. MOVED Christine Lervold/Trudy Spiller
That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the June 24, 2025, meeting as presented.
CARRIED unanimously

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

The Board Chair welcomed everyone back and acknowledged the work done over the summer to prepare schools for students. With a new school year comes excitement and sometimes anxiety. The Chair encouraged everyone to take a moment to care for themselves and others at this time. Adding to the excitement is the opening of two new schools: SĆIΛNEW_STĒLITKĒL Elementary and the John Horgan Campus.

In June, the Board Vice-Chair presented to the BC Legislative Assembly Select Standing Committee to advocate for increased funding for public education. The Budget 2026 Consultation Report is now available on their website [here](#).

The National Day for Truth and Reconciliation is September 30th. The Chair highlighted some accessible & approachable events happening around the District that offer opportunities to learn about our country's history and truth and reconciliation.

5. EDUCATIONAL PRESENTATIONS

There were no educational presentations.

6. INDIGENOUS EDUCATION COUNCIL

There was no Indigenous Education Council update.

7. CORRESPONDENCE & DELEGATIONS

7.1 Correspondence – none received

Trustee Beaton asked why correspondence from MLA Block to the Board Chair was not included as public correspondence. The Chair indicated that she is waiting for a response from MLA Block to determine if there is an opportunity for Board engagement.

A point of order was raised by Trustee Lervold for discussion straying from the agenda item of public correspondence. The Chair ruled the point well taken. The correspondence in question is not public correspondence.

The Secretary Treasurer provided procedural clarity around the correspondence flow chart, confirming public correspondence is for correspondence that is addressed to all trustees. Trustee Beaton clarified she is seeking clarity about when an invitation to the Board would go to the Board. The Chair noted that invitations don't typically come to the Board at a public meeting to be received by the Board. The Superintendent suggested the conversation be tabled so information can go to Trustees about how correspondence is determined to be public correspondence.

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

SPVPA – Jen Nixon and Ruchi McArthur

Jen Nixon introduced herself and Ruchi McArthur as Co-Presidents of the Sooke Principals and Vice Principals Association. The SPVPA acknowledged the work done by CUPE staff and expressed appreciation for how good the schools look. Jen Nixon shared an encounter with a student who was very excited to start the school year and expressed her gratitude for being in a role supporting students.

SPEAC – Tom Davis

Parents have communicated some challenges with the student information system, MyEd BC. The new transportation registry is working well with very little problems reported.

BCCPAC held its AGM last week and requested there be a minimum level of involvement at the Board level by District PACS. This demonstrates how our District is already exceeding standards, ahead of other Districts by including SPEAC at committee and board meetings and overall engaging as needed.

The first parent info session is in the works regarding student Individual Education Plans (IEPs). A shout-out to Mark Johnston, District Principal of Inclusive Education Services, for his work over the summer to prepare for the info session.

STA - Rita Zeni:

The Sooke Teachers' Association President thanked CUPE for all of the work done in schools throughout the summer to welcome students back.

Some losses were suffered over the summer, and the STA President sent thoughts and support to those feeling the losses.

The STA President expressed appreciation for the Board calendar being included in the meeting materials, to help with planning. The STA are grateful to the Elders and Guests sharing their stories at the Indigenous Education Learning Day which will be a unifying day for the District.

Teachers are busy preparing their classrooms for students. Trepidation is felt around upcoming bargaining. The president is hopeful but acknowledged it is on everyone's mind.

CUPE 459 – Amber Leonard

Amber Leonard began by reading Calls to Action #56 and #57. Appreciation was expressed for the Indigenous Learning Day on September 22nd and emphasized the value of professional development.

Trustees expressed appreciation for the partner groups and their work. The Superintendent noted the Board is welcome to attend the Indigenous Learning Day. The Superintendent also expressed his appreciation to the partner groups attending the August Board meeting.

The Superintendent also emphasized his support for the partner groups going through bargaining and spoke to the strong relationships, and it was reiterated by the Board.

7.3 Other Delegations – 5 minutes each

There were no delegations.

8. FINANCE, FACILITIES AND SERVICES

8.1 Transportation Update – Brian Jonker

The Secretary Treasurer outlined steps the District is taking towards continuous improvement to ensure the bus registration and communication rolls out as smoothly as possible. Information will go out to the Board regarding when new riders can expect their bus passes and protocol for un-registered students expecting to board.

Last year there were over a thousand late registrations and this year there were only 267. This was attributed to people being familiar with the system and process, and effective communication.

8.2 Summer Major and Minor Capital Projects Update – Brian Jonker

The Secretary Treasurer spoke to the \$7.1 million of work that comprises 19 projects across the District. The Secretary Treasurer acknowledged the work done by Facilities staff and outlined plans for communication as needed. SCIANEW STELITKEK Elementary occupancy was received which marked a major milestone.

9. EDUCATION PROGRAM – No Report

10. STUDENTS

10.1 2025/26 Enrolment Update – Monica Braniff

The Deputy Superintendent emphasized the information as a preliminary snapshot because student numbers are fluid at this time of year. The components of enrolment tracking were detailed. Projections in February predicted 400 more students, bringing

the active headcount to 13,700 full time students. Summer enrolment was not as large as past years, and we remain cautiously optimistic about the projections. Mitigation measures are being reviewed, should projections fall short.

11. FOUNDATIONS AND GOVERNANCE

11.1 Trustee Liaison Reports – Board of Education

There were no Trustee Liaison reports.

11.2 Update on BCSTA Trustee Leadership Program (per motion #79) – Paul Block

There have been ongoing conversations with leadership at the BCSTA. The first module of the BCSTA Trustee Leadership Governance Workshop for the Board and Executive is secured and occurs on September 11, 2025.

12. ADMINISTRATION

12.1 Board of Education 2025-26 Meeting Calendar – Amanda Dowhy

The Board Chair provided an overview of the BoE meeting calendar. The Calendar will be updated as events are added and posted in an accessible location.

13. PERSONNEL

13.1 Superintendent's Report – Paul Block

The Superintendent introduced the newly printed 2025-2029 Strategic Plan. Acknowledgement goes to Kristen McGillivray, Communications Manager, for the excellent work done in this publication. Paul Block spoke to the inclusive vision of the plan and reinforced the importance of the learning goal around numeracy and literacy. The Strategic Plan is on the SD62 website linked [here](#) in an easy-to-view format. Thanks went to the District partners for their contributions towards the Strategic Plan and the Superintendent called on them now to execute the plan. A summary of the previous strategic plan successes and shortcomings will be shared at the September Board meeting.

Associate Superintendent D'Arcy Deacon celebrated the success of Royal Bay student Avery Fagan who received the Cmolik Foundation Scholarship. She was recognized for her academic excellence and her dual credit work. Congratulations to Avery for receiving this award and to all of her teachers.

Deputy Superintendent Monica Braniff was honoured to work with and now speak about the new territorial acknowledgment, updated to include the MÁLEXEŁ (pronounced Malahat) Nation.

The Superintendent has worked with Kristen McGillivray to develop a Communication and Community Relations Plan to engage the community around the goals in the strategic plan.

In closing, the Superintendent acknowledged Facilities staff, the IT Team, District Principal of Capital Planning, Mark Kaercher and Acting Director of IT Windy Beadall, who worked over the summer to ensure SCIANEW STELITKEŁ Elementary opened on-time. Acknowledgement also goes to Brian Jonker for his work over the summer ensuring projects got done. District Principal of Early Learning and Child Care Francis Krusekopf also worked over the summer ensuring the four pilot programs were ready to run their before and after school care in four different schools.

The Board looks forward to hearing about the child care pilot program and how it can be expanded across the District. The Board appreciated the thoroughness of the Superintendent's report and all of the people acknowledged within.

14. UPCOMING EVENTS

- Labour Day (STAT) – September 1st
- 1st Day of School – September 2
- Education-Policy Meeting – September 9
- Resources Committee Meeting – September 16
- Audit Committee Meeting – September 17
- Indigenous Learning Day/Non-Instructional Day – September 22
- September Board Meeting – September 23
- National Day for Truth and Reconciliation (STAT) – September 30
- VISTA Conference (Vancouver Island School Trustee Association) - October 3-4

15. RISE AND REPORT

16. QUESTION PERIOD

Members of the public had the opportunity to ask questions related to agenda items discussed at tonight's meeting. There were no questions.

17. ADJOURNMENT

In closing, the Board Chair thanked the partner groups for attending the August Board meeting and spoke to the importance of the Day for Truth and Reconciliation. The meeting was adjourned at 8:29 p.m.

Certified Correct on September 23, 2025:

Chairperson of the Board

Secretary-Treasurer

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

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

Part A:

School: Royal Bay Secondary Date Submitted: September 9th 2025
 Principal: Melissa Horner
 Supervisor (Educator in charge): Jacob Wheating
 Destination of Program: Scottsdale Arizona
 Departure Date: February 26th Return Date: March 1st 2026
 Grade level: 9-12 ^A No. of students involved: 14-15
 pprox. cost of tour: \$ 20,000 Approx. cost to students: \$ 1,400
 Transportation: Rental Van, Flights
 No. of school days missed (recommended 3 days max.): 2 days
 Source of funding: Travel fees, fundraising if necessary

Accommodation Arrangements: Billet Hotel/Motel Camping Other (Airbnb)

- Has the proposed program been included in the overall plan for the year? Yes
- Unique Risk/Safety Considerations: _____

Part B:

Please provide a detailed attachment with the following information:

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

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



Supervisor's Signature

September 9th 2025

Date

**PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL STUDENT EXCHANGE TRIP**



Principal's Signature

Sept. 9, 2025

Date



Associate Superintendent's Signature

Sept 9, 2025

Date

Girls LAX Academy - Arizona 2026

Purpose - To take a team of girls lacrosse academy athletes to Scottsdale Arizona to participate in the Sandstorm tournament. Students will have the opportunity to compete at a high level to build upon the technical and tactical skills we work on in the lacrosse academy at Royal Bay.

Thursday February 26th

AM - Team meets at YYJ for flights to Phoenix. Specific itinerary still to be determined

PM Group arrives at Phoenix Sky Harbour International Airport. After going through customs group will collect rental vans and head for VRBO/Airbnb

Afternoon - One chaperone will go to Costco to collect groceries, water, and supplies for the next three days. The majority of team meals will be made and had at the VRBO. Team will be able to relax and enjoy the pool at the VRBO when accompanied by a chaperone

6:00 PM. Team dinner at Accomodation

10:00 PM Students in rooms, lights out.

Friday February 27th

8:00 AM. Student wake up and prepare for the day

8:45 AM. Breakfast at VRBO

10:00 AM Leave VRBO in vans to go for desert hike

1:00 PM Shopping and lunch at outlet mall

2:30PM. Minigolf at Popstroke or Imagine 3D

6:30 PM. Team dinner at the VRBO

10:00 PM. Lights out - student's rooms will be checked for curfew.

Saturday February 28th

All times and events are flexible, depending on the game schedule.

Games can go from 8am - 6pm

7:30 AM Wake up for breakfast at VRBO.

8:00 AM check out and leave accommodation for the playing field.

9:00 AM. The majority of the day will be at the sporting complex. Players will be able to get food from vendors between games, or we will bring a packed lunch with us.

6:00 AM. Travel in vans back to VRBO.

6:30 AM. Team dinner to VRBO

10:00 Lights out - rooms checked for curfew

All times and events are flexible, depending on the game schedule.

Sunday March 1st

Estimated times. Games can go from 8am – 2pm

Pending on game time, we will be up an hour and a half before the start time.

7:30 AM Wake up and have breakfast at VRBO. Players will pack, tidy up their spaces, and load bags into the car

8:45 AM. check out of the VRBO and head to the playing field.

10:00 AM.. The majority of the day will be at the sporting complex. Players will be able to get food from vendors between games, or bring food from the hotel.

2:00 PM. Travel to the airport and return rental vans.

PM - Travel back to YYJ. Specific itinerary still to be determined

Supplies and Equipment for Staff to Bring

- Cell phone
- First aid kit
- Garbage bags for bus
- Students medical card information and emergency contact information

Financing

Some cost for this trip will be offset by the academy group fundraising account, however the bulk of the cost will be covered by the academy families. Cost of the trip will include travel, rental vans, groceries, accommodation, and per diem for 3 chaperones (1 Male, 2 Female).

Supervision

Students will be supervised by 3 chaperones (1 Royal Bay teacher, 2 academy community coaches)

**INTERNATIONAL EDUCATIONAL TRIPS
APPLICATION INFORMATION
STEP ONE**

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

Part A:

School: Royal Bay Secondary Date Submitted: May 19, 2025
Principal: Melissa Horner
Supervisor (Educator in charge): Arienne Berteau
Destination of Trip: Avignon, France and Corpeiras, France.
Departure Date: Feb. 28, 2026 Return Date: March 25, 2026
Grade level(s): 11 No. of students involved: 18

Part B:**SUPERVISION:**

- 1 a) Name of Lead Supervisor: Arienne Berteau
b) Names of Supervisors (indicate male/female/other, teacher, parent/guardian, volunteer, etc.):
Arienne Berteau (female teacher)
Christopher Moore (male, teacher)

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

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

Anne Marie Thibaud - Exchange Director and
teacher at Lycée Marie Pita.

TRAVEL:

2. Method of travel/transportation:

Flights and coach buses.

ITINERARY:

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

Destination	Accommodation	Contact Person	Phone Number	Date

PLANNING DETAILS:

4 Educational Objectives: *Attached*

a. Describe the curricular and/or extra-curricular relevance students will receive from the International Education trip.

b. Follow-up activities for students.

In class learning, also exchange component with billet family student.

5. Supervision:

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

b. Evidence of experience for supervising staff:

International trip experience.

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

TTOC coverage.

d. First Aid requirements: (e.g. level of first aid attendant and first aid kit):

First aid kit.

6. Accommodation Arrangements:

Billet Hotel/Motel Camping Other: _____

7. Student Participation

Selection process for participating students:

Open to students in the French Immersion program
in grade 11.

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

FINANCES

8. Total per student cost for the International Education trip: Approx. \$3,500
9. Total per student cost to be paid by each student: Approx. \$3,500
10. Source of funds (include amounts when there is a difference between total cost and amount paid per student): Family / Caregivers
11. TTOC time required? Yes No
12. Total per staff cost for International Field Trip: _____
13. Total per staff cost to be paid by each staff member: _____
14. Total overall cost of the International Educational trip: Approx. \$73,000
15. Commercial tour company assisting with arrangements (if applicable): Attached
- a. Company name: _____
- b. Contact person: _____
- Phone: _____
- E-mail: _____

LIABILITY COVERAGE

16. Describe the arrangements that have been made to ensure that all applications have adequate health and cancellation insurance for travelling out of the country:

Mandatory requirement, with check documents
~~not~~ Included in cost.

17. What provisions have been made regarding proof of citizenship or immigration status and/or required vaccinations?

Passport required, ~~and~~ no required vaccinations.

18. Unique Risk/Safety Considerations: Students will be away from
home for a month and living with billet
families.

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

INSURANCE AND ALTERNATE DESTINATION PLANS

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

Details (attach documentation): Takes place at parent meetings.

Information to Parents/Guardians:

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

Parental Consent Forms:

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

Arian R. Alem
Supervisor's Signature

sept. 10, 2025
Date

M. [Signature]
Principal's Signature

Sept. 10, 2025
Date

[Signature]
Associate Superintendent's Signature

Sept 10, 2025
Date

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

France Exchange 2026 Timelines

February 2025	Meet with all grade 10s to explain the trip - Done
May 2025	Meeting with parents and interested students - Done
September 2025	Email to parents + students: application with Mlle Berteau
October 2025	Applications due by October 4th
November 2025	November 2nd: confirmation of # of participant + \$300 deposit.
January 2026	Meeting with parents and students: code of conduct, travel "contract", etc.
February 2026	Last meeting with students

Next trip: March 6, 2026 to April 2, 2026

Educational Objectives:

The objective of this short educational exchange program is to (March 6 to April 2) is to expose students in grade 11 French Immersion students at ÉRBSS to another culture and language. Many educational benefits can arise from cultural and language exchanges. Students participating in this exchange will attend a local high school (lycée) in Carpentras, France (located near Avignon, France) and participate in the daily events of a French student. ÉRBSS students will be billeted with French students and their families. This is a reciprocal exchange, the French students will attend ÉRBSS in the fall of 2027.

Draft Itinerary:

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

Students will be in France March 6 to April 2 and attend school at Lycée Marie Pila for the duration. They will participate in a couple local excursions as a group. For the duration of their stay in France, ÉRBSS will participate in the daily life of a French teenager.

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

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

Part A:

School: Royal Bay Secondary Date Submitted: June 11th 2025
 Principal: Melissa Horner
 Supervisor (Educator in charge): Jacob Wheating
 Destination of Program: Sisters, Oregon
 Departure Date: May 8th 2026 Return Date: May 12th 2026
 Grade level(s): 9-12 No. of students involved: 14-15
 Approx. cost of tour: \$ 14,000 Approx. cost to students: \$ 700
 Transportation: Coach Bus
 No. of school days missed (recommended 3 days max.): 2 days
 Source of funding: Travel fees, fundraising

Accommodation Arrangements: Billet Hotel/Motel Camping Other

- Has the proposed program been included in the overall plan for the year? Yes
- Unique Risk/Safety Considerations: _____

Part B:

Please provide a detailed attachment with the following information:

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

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



Supervisor's Signature

June 11th 2025

Date

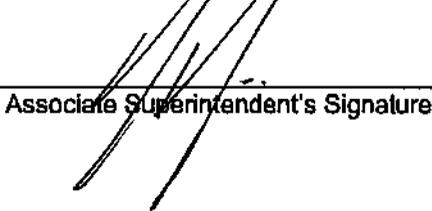
**PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL STUDENT EXCHANGE TRIP**



Principal's Signature

Aug. 21, 2025

Date



Associate Superintendent's Signature

Sept 3/2025

Date

Girls LAX Academy - SALI 2026

Purpose - To take a team of girls lacrosse academy athletes to California to participate in the Sister's Annual Lacrosse Invitational. Students will have the opportunity to compete at a high level to build upon the technical and tactical skills we work on in the lacrosse academy at Royal Bay. Academy director, Jacob Wheating, will carry a travel binder with emergency contacts, travel insurance, and passport scans for all students at all times.

Friday May 8th

AM - Team meets Swartz Bay Ferry Terminal. Team walks on Ferry and meets the coach bus at Tsawwassen terminal. Team crosses the border and begins the drive to Sisters Oregon.

PM - Check into accommodation get team dinner in Sisters

Saturday May 9th

All times and events are flexible, depending on the game schedule.

Games can go from 8am - 6pm

7:30 AM - Wake up for breakfast at the hotel.

8:00 AM - Check out and leave accommodation for the playing field.

9:00 AM - Majority of the day will be at the sporting complex. Players will be able to get food from vendors between games, or we will bring a packed lunch with us.

6:00 AM - Travel in vans back to Hotel.

6:30 AM - Team dinner

10:00 Lights out - Rooms checked for curfew

All times and events are flexible, depending on the game schedule.

Sunday May 10th

Estimated times. Games can go from 8am -- 2pm

Pending on game time, we will be up an hour and a half before the start time.

7:30 AM - Wake up and have breakfast at hotel. Players will pack, tidy up their spaces, and load bags into the bus

8:45 AM - check out of the Hotel and head to the playing field.

PM - Finish lacrosse and board the bus. Begin drive back to Tacoma/Seattle, stopping for breaks and lunch along the way. Team will stay in hotel near Tacoma.

Monday May 11th

AM - Check out of hotel

AM - Hopefully set up a game with local Washington state high school team

PM - 2 hour stop at Tulalip Outlet mall for shopping and lunch

5:00 PM - Cross border

7:00 PM - Catch ferry back to Victoria

8:45 PM Parent pick up at Swartz Bay

Supplies and Equipment for Staff to Bring

- Cell phone
- First aid kit
- Garbage bags for bus
- Students medical card information and emergency contact information

Financing

Some cost for this trip will be covered by the academy families. Some fundraising fees may be used if required. Cost of the trip will include travel, accommodation, tournament fees and per diem for 3 chaperones.

Supervision

Students will be supervised by 3 chaperones (1 Royal Bay teacher, 2 female academy community coaches)

School District #62 (Sooke)

MODERATE RISK FIELD TRIP APPROVAL FORM FOR INTERNATIONAL EDUCATIONAL TRIPS

- The Leader must read the School District Field Trip Policy before completing this form.
➤ The Leader must take this completed form to the Principal for approval (and, when it is an out-of-province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).
➤ Where Part B applies, the Principal should meet with the Leader and review the information prior to the parent/guardian meeting. After this meeting, Part B is to be returned to the Principal for final approval.

PART A - Required for all field trips

Teacher/Leader/Supervisor: Yvonne Clarke
School: Spencer Middle.

Date of Application: April 1, 2025 Date(s) of Field Trip: March 2026.

Purpose/Activities: Cultural + Educational Activities.

Number of Students: 15-24 Grade(s): 6-9 Male ? Female ? Other ?
Number of Supervisors/Chaperones: Male Female 2 Other dependent on # of travelers.

Times & Locations (When & Where?): Spring Break 2026 Vietnam.

Method(s) of Transportation: Plane, Bus, Boat.

Costs: 6003 Source of Funds: Parents pay base cost. Extras covered by fundraising.

I have read School District #62 Field Trip Policy C-329.

Planned by: Y Clarke Leader's signature

Approved by: [Signature] Principal's Signature

Date: April 1, 2025.

**INTERNATIONAL EDUCATIONAL TRIPS
APPLICATION INFORMATION
STEP ONE**

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

Part A:

School: SPENCER MIDDLE Date Submitted: APRIL 1, 2025

Principal: JEN NIXON

Supervisor (Educator in charge): YVONNE CLARKE

Destination of Trip: VIETNAM

Departure Date: March 2026 Return Date: March 2026

Grade level(s): 6-9 No. of students involved: 15-24

Part B:**SUPERVISION:**

1 a) Name of Lead Supervisor: YVONNE CLARKE

b) Names of Supervisors (indicate male/female/other, teacher, parent/guardian, volunteer, etc.):

JESSICA HUSSEY

OTHER CHAPERONES TBD BASED ON NUMBERS

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

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

EF TOURS SARAH MCGEE

TRAVEL:

2. Method of travel/transportation:

PLANE, BUS, BOAT

ITINERARY:

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

Destination	Accommodation	Contact Person	Phone Number	Date
- VIETNAM	HOTEL	WYONNE CLARKE	250 896 9726	March 2026

PLANNING DETAILS:

4 Educational Objectives:

- a. Describe the curricular and/or extra-curricular relevance students will receive from the International Education trip.

Students explore a different culture/get to see life from

a different perspective. Develop and support adaptive

- b. Follow-up activities for students. capacity to be educated citizens. Develop
independence + resilience.

Students have the opportunity of doing a student
crossed project in collaboration with EF tours.

5. Supervision:

- a. Proposed adult/gender/student ratio: 6 : 1 (minimum 1:10)
- b. Evidence of experience for supervising staff:

led 2 International tours, Chaperoned 8 International tours

Took EF training in Rome. Diploma in Adventure Education.

- c. Arrangements or coverage of supervising staff's assignment (if necessary):
Bachelor of Arts in Human Movement including Outdoor Ed.

N/A

d. First Aid Arrangements:

Carry First Aid Kit. First Aid Training.

6. Accommodation Arrangements:

- Billet Hotel/Motel Camping Other: _____

7. Student Participation

Selection process for participating students:

Ensure students are aware of the demands of International tours
Ensure students are in good standing with their school
and agree to abide by expectations.

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

FINANCES

8. Total per student cost for the International Education trip: \$6093 + cooking class = \$6497 + private group fee.
9. Total per student cost to be paid by each student: \$6093
10. Source of funds (include amounts when there is a difference between total cost and amount paid per student): Fundraising, \$180 tips, \$89 cooking class, \$315 private group fee.
11. TTOC time required? Yes No
12. Total per staff cost for International Field Trip: Insurance \$199 plus \$40 per night private room.
13. Total per staff cost to be paid by each staff member: \$639
14. Total overall cost of the International Educational trip: \$6497
15. Commercial tour company assisting with arrangements (if applicable):
- Company name: EF Tours
 - Contact person: Sarah McGee
 - Phone: 778 504 7049.
 - E-mail: sarah.magee@eftours.com.

LIABILITY COVERAGE

16. Describe the arrangements that have been made to ensure that all applications have adequate health and cancellation insurance for travelling out of the country:

All travelers required to purchase Global Protection Plan
Immunizations suggested / recommended. Cancellation
Insurance optional.

17. What provisions have been made regarding proof of citizenship or immigration status and/or required vaccinations?

Travelers required to submit passport, travel documents to
EF tours by set date. Discuss any VISA requirements
for non-Canadian passport holders.

18. Unique Risk/Safety Considerations: Students need to be in good health
and complete a health form, allergies, meds, dietary
requirements. All EF activities have been tested
by EF staff and deemed safe.

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

INSURANCE AND ALTERNATE DESTINATION PLANS

Cancellation Insurance Options Communicated to Parents and Students Yes

Medical and Trip Insurance Options Communicated to Parents and Students Yes

Details (attach documentation):

Global Protection Plan Mandatory

Cancel for Any ~~Reason~~ Reason optional

Information to Parents/Guardians:

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

Parental Consent Forms:

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

Y Clarke
Supervisor's Signature

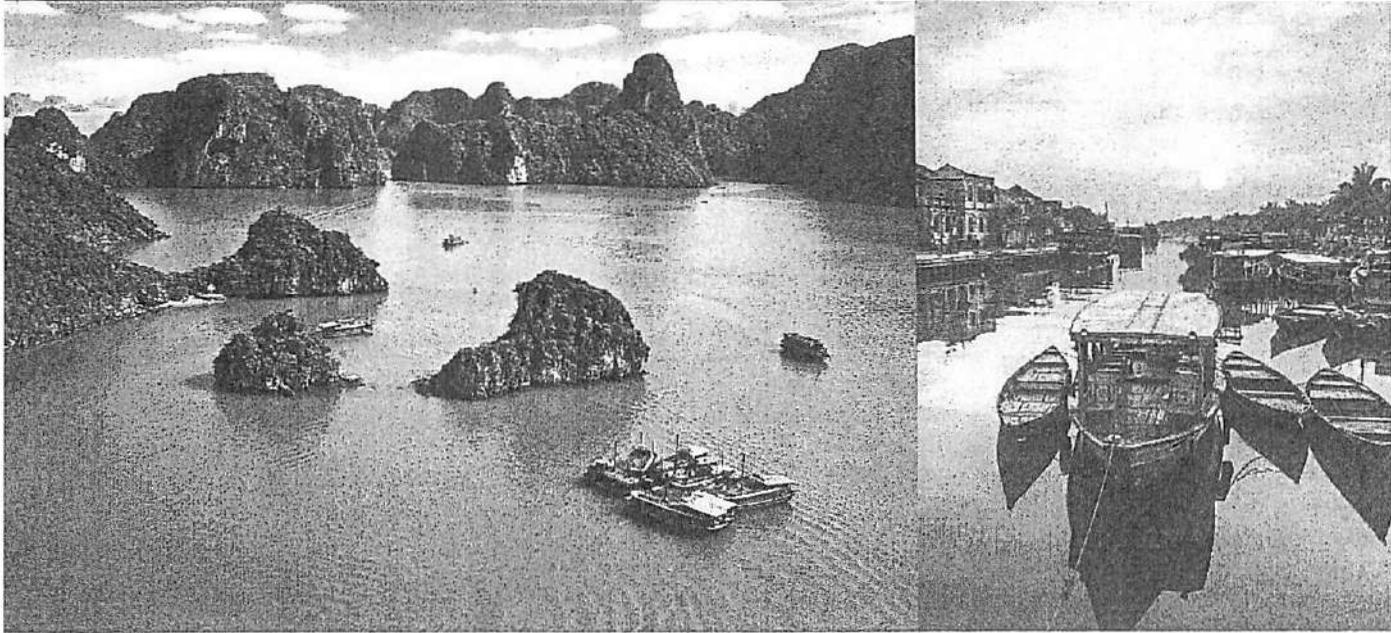
[Signature]
Principal's Signature

[Signature]
Associate Superintendent's Signature

April 9, 2025
Date

April 9, 2025
Date

June 30, 2025
Date



Discover Vietnam

10 or 13 DAYS

Included in the program fee:

- Round trip airfare
- Transfers to and from the airport and hotel and between destination cities (as per program itinerary)
- Overnight in hotels with private bathrooms
- Continental breakfast daily
- Lunch and Dinner daily (*dinner is not included on day 6 unless participating in the cooking class optional excursion)
- Full-time services of an EF Tour Director

Not included in the program fee:

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

Overnight stays: Hanoi (2); Ha Long (1); Hoi An (2); Hô Chi Minh City (3 or 4); Mui Ne (2).

Entrances included: Hoa Lo Prison; Ho Chi Minh Mausoleum; Wooden Stilt House; One Pillar Pagoda; Meet with a Vietnam War Veteran; Ha Long Cruise; Bamboo Basket Boat Ride; Pottery Museum; Am Phu Cave; Cu Chi Tunnels; War Remnants Museum; Ben Thanh Floating Market; Bowling; Cai Be Floating Market; Rickshaw Tour; Fairy Stream; Poshanu Cham Towers.

Optional Excursions: Vietnamese Cooking Class; Performing Arts Show at the Saigon Opera House.

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

Day 1: Fly overnight to Vietnam**Day 2: Hanoi**

Evening: Arrive in Hô Chi Minh and meet your Tour Director at the airport

5:00pm: Travel by private motorcoach to the hotel in Hanoi

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

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

Day 3: Hanoi

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to central Hanoi

9:00am: Guided Sightseeing of Hanoi

Enjoy a morning tour of Hanoi. Pass through Hoang Hoa Tham Street, which blooms with flowers and French architecture, before continuing on to Hoan Kiem Lake and Hanoi's downtown.

12:00pm: Pho Noodle Lunch

Head to a local restaurant for lunch, where you'll sample pho, a type of noodle soup that is one of the country's most famous dishes.

2:00pm: Visit the Hoa Lo Prison

Visit Hoa Lo Prison, otherwise known as the Hanoi Hilton, made famous during the Vietnam War as the POW prison where John McCain was held.

4:30pm: Walking tour of the Old Quarter

Stroll the hidden alleyways that make up the Old Quarter. Take in the sights, sounds, and savory aromas of the area's vibrant night market.

6:00pm: Group dinner at a restaurant in Hanoi

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

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

Day 4: Hanoi | Ha Long

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to central Hanoi

9:00am: Tour Director-led Sightseeing of Hanoi

During your sightseeing of Hanoi this morning, visit the imposing marble edifice that houses the Hô Chi Minh Mausoleum, his wooden stilt house, and the One Pillar Pagoda.

12:00pm: Lunch with a Vietnam War Veteran

During lunch, you'll meet a veteran of the Vietnam War and will have a chance to talk with them about the reconciliation after 1975.

2:00pm: Travel by private motorcoach to Ha Long

6:00pm: Group dinner at the hotel in Ha Long

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

Day 5: Ha Long | Da Nang | Hoi An

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to the pier in Ha Long

9:00am: Ha Long Bay Cruise (lunch included)

Embark a junk (a traditional Chinese-style sailing ship) for your cruise along the UNESCO World Heritage Site of Ha Long Bay, which translates to the "Bay of Descending Dragons." During your cruise, disembark to explore a local cave.

2:00pm: Travel to the airport in Hanoi and fly to Da Nang

4:00pm: Travel by private motorcoach to the hotel in Hoi An

6:00pm: Group dinner at the hotel in Hoi An

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

Day 6: Hoi An

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to a fishing village in Hoi An

10:00am: Fishing Village Excursion

Immerse yourself in the daily life of a local fisherman this morning. You'll learn traditional fishing techniques and paddle the river in authentic bamboo-basket boats.

1:00pm: Group lunch at a restaurant in Hoi An

3:00pm: Walking tour of Hoi An

Enjoy a walking tour of Hoi An's Ancient Town, which includes the famous Japanese covered bridge, the Pottery Museum, the 200-year-old Tamky House, the Chua Ong Pagoda, and a vibrant market.

5:00pm: Time for dinner in small, supervised groups *(for those not participating in the cooking class optional excursion)*

Class (dinner included)

Dive into the delicious flavours of several famous Vietnamese dinner dishes. Together with an expert local chef, you'll chop, grate, crush, slice, roll, and cook ingredients into a delicious meal. The chef will introduce you to local ingredients, take you through the preparation, and explain the Hoi An style of cooking. Once prepared, sit down to dine and enjoy your dishes.

**if your group does not select this optional excursion, you will have supervised exploration time with your Group Leader and Chaperones*

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

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

Day 7: Hoi An | Hô Chi Minh City

6:00 am: Wake-up call

7:00 am: Breakfast at the hotel

8:00 am: Travel by private motorcoach to central Hoi An

10:00am: Supervised exploration time in Hoi An
One of the most atmospheric and historic villages of Vietnam is Hoi An. Boasting grand architecture and a beguiling riverside setting, you will be transported to another time. Take your time exploring around every sleepy corner today and allow your own pace to adjust. Visit the Old Town where you'll find over 800 historical buildings so well preserved, they represent what it actually looked like several centuries ago.

1:00pm: Enjoy a staple of Hoi An cuisine for lunch, a bánh mì sandwich

2:30pm: Visit the Am Phu Cave

Explore the Am Phu Cave. Deep inside of this massive cavern is an artistic interpretation of the Buddhist version of hell where sinners confess crimes and suffer punishments.

4:00pm: Travel by private motorcoach to the airport in Da Nang and fly to Hô Chi Minh City

7:00pm: Group dinner at the hotel in Hô Chi Minh City

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

Day 8 : Hô Chi Minh City

6:00 am: Wake-up call

7:00 am: Breakfast at the hotel

8:00 am: Travel by private motorcoach to central Hô Chi Minh City

10:00am: Visit the Cu Chi Tunnels

Visit the famous Cù Chi Tunnels, synonymous with the Vietnam War. The tunnels allowed the Viet Cong to control a vital area of South Vietnam and, at the time of the war, stretched from the Cambodian border to Saigon.

City

2:00pm: Visit the War Remnants Museum

Get the Vietnamese perspective on the war as you explore the War Remnants Museum.

4:00pm: Visit the Ben Thanh Floating Market

Stroll through the lively Ben Thanh Market, where you'll find everything from street food to souvenirs.

6:00pm: Group dinner at a restaurant in central Hô Chi Minh City

7:30pm: Enjoy an evening on Vietnamese Bowling

9:00pm: Travel by private motorcoach to the hotel in Hô Chi Minh City

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

Day 9: Hô Chi Minh City

6:00 am: Wake-up call

7:00 am: Breakfast at the hotel

8:00 am: Travel by private motorcoach to central Hô Chi Minh City

10:00am: Visit the Cai Be Floating Market

Explore some of the country's most enchanting landscapes by sampan (a flat-bottomed wooden boat). Cruise the Mekong Delta's Ham Luong River, stopping at local workshops along the way.

12:00pm: Group lunch at a restaurant in Cai Be

2:00pm: See more of local life in the community by enjoying a Rickshaw tour

5:00pm: Group dinner at a restaurant in Nguyen Hue Street

8:00pm: Travel by private motorcoach to the hotel in Hô Chi Minh City

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

Day 10: Depart for Home

4:30am: Wake-Up Call

5:30am: Breakfast at Hotel

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

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

The itinerary is subject to change.

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

April 1, 2025 – Additional Information

Application to the Sooke School Board for approval for Spencer Middle School International Educational and Cultural tour to Vietnam

Approval is being sought for EF Tours Discover Vietnam.

The number of chaperones depends on the number of travelers in the ratio of 1 adult to 6 students.

Itinerary is in alignment with Grade 7 social studies learning outcomes – Ancient Civilizations:

- **Civilizations in ancient cultures**
- **Social roles in ancient cultures**
- **Influences of ancient societies on present-day cultures**
- **Technology and exchange in ancient societies**
- **Ancient communications**
- **Effect of environment on ancient civilizations**
- **Effect of humans on the environment in ancient civilizations**

The Goal of SD62 is to develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens.

Participation in an International tour supports this goal as students learn about themselves, their fellow travelers, different cultures and their future potential to have a positive effect on the world.

Fundraising will support coverage of tipping, extra excursions and spending money depending on the amount raised. Fundraising includes: weekly subway sales, Purdy Chocolate seasonal fundraiser, bottle dives, and Krispy Kreme donut sales.

Curricular Relevance

Curricular Competencies

Positive Personal and Cultural Identity

- I understand my values are influenced by my life experiences and my choices.
- I understand my identity is shaped by my relationships and cultures

Personal Awareness and Responsibility

- I can advocate for myself and my ideas
- I can make decisions and take steps to support my well-being, including a healthy and balanced lifestyle

Critical and Reflective Thinking

- I can consider perspectives and implications

Creative Thinking

- I can generate new ideas through explorations and interactions
- I can evaluate my ideas and determine which ones will have the greatest impact

Social Awareness and Responsibility

- I can value diversity and advocate for human rights
- I can develop diverse and intergenerational relationships

Communicating

- I can actively listen, make connections and ask questions

First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential and relational
- Learning recognized the role of indigenous knowledge
- Learning is embedded in memory, history and story

I believe the tour will also address Goal 1 of SD62's Strategic Plan:

- Develop and support adaptive learners who are creative, critical and social thinkers with the capacity to be educated citizens.



Board Information Note

Public Board Meeting

Presented on June 24, 2025

Agenda Item 10.1 – Cross Border Safety

Background

Student wellbeing and safety are the number one priority for Sooke School District, including while on international field trips. Sooke School District has a long history of supporting international student travel, including trips to the US. The district approval and oversight process is well supported with strong policy and regulations C-329 Field Trips. With recent US policy changes, there has been a need to provide additional oversight and support for students and staff who are travelling across the border. Despite US policy changes, parents and families continue to express a desire for the opportunity to travel to the US for curricular purposes. Sooke School District continues to take extra care in preparation for these important field trips and incorporates the learning from each experience into planning and oversight of future trips.

Board Motion

That the Board of Education of School District 62 (Sooke) direct the Superintendent to provide a report at the June 2025 Board meeting outlining:

1. How the District and Superintendent is responding to recent developments at the US border that may impact the safety and dignity of students, staff and families;
2. What measures are in place to reduce risk and ensure the emotional and physical well-being of students **during** international travel;
3. How the District is addressing potential harm caused when non-binary students are asked or required to use legal names or identities that do not reflect who they are.

Response

1. How the District and Superintendent are responding to recent developments at the U.S. border that may impact the safety and dignity of students, staff and families;

With the shift in US policy and border practices, Sooke School District staff have acted in addition to the policy requirements and typical practice to reduce risk and provide the greatest level of support possible. Examples of the additional actions include extra parent meetings, additional coaching for students, increased numbers of chaperones, post travel interviews, and follow-up student support.



Additional Parent Meetings: In addition to the typical trip planning and parent sign-off meetings, the Associate Superintendent has hosted required meetings to provide important relevant information and give space to answer specific questions. Important points of discussion include:

- parental understanding of the shift in US policy and the potential for enhanced screening
- recommendation that personal digital devices be left at home
- parental/student understanding that both Canada Border Services Agency and US customs require the use of legal names that match passports
- additional supervision provided by the school district
- parental responsibility should a student be detained
- additional support for students who may be impacted emotionally or psychologically

Parents have expressed gratitude for the clarity provided during these meetings and for the opportunity to ask relevant questions.

Coaching for students: School trip leaders provide students with additional guidance and preparation for the contextual differences in international travel including navigating interactions with US customs agents. Students are educated on the border requirements for the use of legal names and given the opportunity to have open and thoughtful conversations. For students who identify as different than their legal name who may be emotionally or psychologically impacted by these conversations, we validate their emotions and offer counselling support. Throughout the travel experience, students are given the opportunity to ask questions and are provided feedback to support a safe, welcoming, and inclusive experience.

Additional Supervision: In recognizing that there is potential that a student may be denied entry into the US, Sooke School District has required US based field trips to provide additional chaperones for the purposes of supporting border crossing. In the event a student is denied entry or detained at the border, an adult chaperone will always remain with them. Depending on the circumstances, US customs may require a legal guardian to be present to release the student.

Post Travel Interviews/Feedback: During and after each US based field trip, the group travel leaders provide debriefing opportunities with students, allowing them to reflect on their experiences and address any after effect or unresolved concerns. This feedback has also allowed schools and staff to be prepared should any students express concerns about the experience. Further, the Associate Superintendent follows up with travel leaders to gather important feedback about how the experience was for students and staff. This valuable feedback is used to support pre-trip planning and support for future US and international field trips. An important area of learning from a recent trip is to ensure that all non-resident students have the appropriate paperwork to ensure their status to travel internationally is secure.

Follow up student support: Group travel leaders maintained regular check-ins with students and followed up to ensure students were feeling safe, welcome and included. To date no students have requested additional support following their US based travel experiences, however relevant staff (counsellors, administrators, school trip leaders) have taken extra steps to make themselves available for any additional concerns and follow-up needed.



2. What measures are in place to reduce risk and ensure the emotional and physical well-being of students **during** international travel?

Student trip leaders play a critical role in monitoring student well-being and safety at all times during international travel. This begins the moment the travel group comes together and does not end until students are released to parents upon return from their travels.

Pre-trip planning to reduce risk: Student emotional and physical well-being is the number one priority when engaged in international travel. Reducing risk to ensure the emotional and physical well-being of students during international travel begins with pre-screening for safe destinations and itineraries based on the ongoing Canadian travel advisory and the background of the company organizing the travel. Based on Policy and Regulation C-329, no less than one month prior to departure, a detailed final review process must take place to ensure that the destination remains safe, and all required documentation is complete. The pre trip planning also includes additional coaching, extra parent meetings, and additional chaperone support. Final approval is signed off by the school principal and associate superintendent no less than one week prior to departure.

Crossing the border: As a district, we support and prepare travel leaders to structure student experiences in ways that reduce risk and facilitate the smoothest possible travel experience. Students are repeatedly coached in advance about how to present themselves to border agents. When crossing the border, travel leaders are encouraged to notify border agents that there is a group travelling together, identifying total numbers and purpose of travel. Typically, one travel leader will cross the border first and then gather individual students as they cross with additional chaperones mixed throughout the group. A travel leader will typically be the last member of the group to cross the border to ensure that no students are left behind. Currently, both the Canada Border Services Agency and US customs require travelers to use legal names identified in passports. Students and families are well educated in advance of the border crossing to prepare them for this experience. All students participate in a debrief with travel leaders to check on wellness and impact.

During Travel: Travel leaders on international field trips are expected to embody the Sooke School District principles of creating safe, welcoming, and inclusive environments for students. While on the trip, travel leaders maintain constant supervision of students including regularly scheduled emotional and physical check-ins to review experiences and address concerns. Additionally, while on excursions, travel leaders will often pair students in a buddy system to ensure constant care, accountability and reduce the risk of any student getting isolated. Students are well educated on emergency protocols ensuring they know what to do and who to contact in the event of an unexpected situation. Travel leaders are always attentive to signs of homesickness, anxiety and distress, creating safe spaces for students to talk and decompress. Students who choose not to bring personal mobile devices are able to remain in contact with parents, caregivers, and guardians through travel leaders who are required to have mobile devices. Travel leaders often share regular updates including photos to families during the travel experience.



3. How the District is addressing potential harm caused when non-binary students are asked or required to use legal names or identities that do not reflect who they are.

Some countries only recognize male and female genders, and do not acknowledge non-binary or transgender identities. Government and national policies, procedures, and cultural practices related to legal documents, border entry, washroom access, and appearance reflect this.

Recognizing that this can be potentially challenging for students traveling abroad, the district and schools start with a review of travel destinations to assess potential risk levels concerning safe travel for non-binary and 2SLGBTQIA+ students and staff. Trip planning always maintains a focus on ensuring students and staff are prepared for the experience and that appropriate supports are organized. This begins with pre-trip preparation where students and staff review and prepare mentally and emotionally for the possibility of needing to use legal names or identities that do not align with their personal identities. Additionally, a review of the planned activities is conducted, and planning and preparation continue throughout various stages of the trip with regular check-ins and support provided to students. Throughout the travel experience, including before, during, and after each event, regular check-ins and debriefs occur. Supports are provided to students as needed.

Respectfully Submitted by:

D'Arcy Deacon
Associate Superintendent

References:

- Sooke School District Strategic Plan 2025-29
 - Policy C-329 Field Trips
-



Board Information Note Public Board Meeting

September 23, 2025

Agenda Item 6.1 – Indigenous Education Council Report

BACKGROUND:

Policy statement: Each board of education is required to establish and maintain an Indigenous education council (IEC) to support the board to provide comprehensive and equitable education and support services for Indigenous (First Nations, Metis, and Inuit) students and improve Indigenous student outcomes. This includes advising on the appropriate integration of Indigenous worldviews and perspectives, approving on grants in relation to Indigenous students, and ensuring respect for local First Nations in whose territories boards operate. Link: [Indigenous Education Council Policy](#)

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

ANALYSIS:

- Welcomed new I.E.C. members:
 - Sherry Thomas, Esquimalt Nation
 - Jessica Kisby, T'Sou-ke Nation
- Acknowledged leaving I.E.C. members for their contributions:
 - Tara Jensen, previous Co-Chair
 - Brandon Labbey-Krejci, Urban Indigenous Rep
 - Xway, Waat Deanna Daniels, Interim Pacheedaht Representative (will remain as I.E.C rep until position is filled)
- Reviewed and updated the I.E.C. Terms of Reference
- Elected Co-Chairs:
 - First Nation Representatives:
 - Primary: Michelle Thut, T'Sou-ke Nation
 - Alternate: Jessica Kisby, T'Sou-ke Nation
 - School District Representatives:
 - Primary: Jon Carr (District Principal, Indigenous Education)
 - Alternate: Connie Swan (District Vice Principal, Indigenous Education)
- Reviewed Indigenous Education Programs for the 2025-26 School Year
- Completed Ministry of Education & Childcare Report on Indigenous Education 2024-25
- Next I.E.C. Meeting: October 7, 2025

Prepared by: Indigenous Education Council Co-Chairs Jon Carr & Michelle Thut



OMBUDSPERSON BRITISH COLUMBIA

The *Ombudsperson Act* requires that investigations be conducted in private. Ombudsperson investigation documents are not available through the *Freedom of Information and Protection of Privacy Act* and may be subject to rules preventing their use in court and tribunal proceedings. **Please contact the Office of the Ombudsperson before disclosing this document, or any responses, to any third parties.**

August 15, 2025

Ravi Parmar
Chair
School District 62 (Sooke)
3143 Jacklin Rd.
VICTORIA BC V9B5R1

Dear Ravi Parmar:

Re: Office of the Ombudsperson Quarterly Report: April 1 - June 30, 2025

This package of documents details the complaint files the Office of the Ombudsperson closed for School District 62 (Sooke) between April 1 and June 30, 2025. Though no action is required on your part, we hope that you will find this information useful and share it within your organization.

These reports provide information about the complaint files we closed regarding your organization within the last quarter, including both files we investigated and files we closed without investigation. Files currently open with the office are not included in these reports.

If you would like further information about the complaints our office received about your organization, or you have identified inaccuracies in the data, please contact our office's Policy, Research and Continuous Improvement team. They can provide further details upon request and can be reached at PRCI@bcombudsperson.ca or by phone at 250-953-4171.

Enclosed you will find detailed reports containing the following:

- A one-page report listing the number of files closed and the category under which they were closed. The categories we use to close files are based on the sections of the *Ombudsperson Act*, which gives the Ombudsperson the authority to investigate complaints from the public regarding authorities under our jurisdiction. A more detailed description of our closing categories is available on our website at: <https://bcombudsperson.ca/assets/media/QR-Glossary.pdf>.
- If applicable: Copies of closing summaries written about the complaint files we investigated. These summaries provide an overview of the complaint received, our investigation and the outcome. Our office produces closing summaries for investigated files only, and not for enquiries or those complaints we chose not to investigate.

Mailing address: PO Box 9039 Stn Prov Govt • Victoria BC V8W 9A5

Phone in Victoria: 250-387-5855 • Toll-Free: 1-800-567-3247 • Fax: 250-387-0198 • bcombudsperson.ca



**OMBUDSPERSON
BRITISH COLUMBIA**

- If applicable: A summary of the topics identified in the complaint files closed during the quarter. We track general complaint topics for all complaints we receive, and when applicable, we include authority-specific and/or sector-specific topics for your organization and/or sector. Our office tracks the topics of complaints we investigate and those we close without investigation, but not for enquiries. Because complaints to our office are confidential, we do not share complaint topic information if we received too few complaints to preserve the complainants' anonymity.

If you wish to update your organization's contact information, please contact us by email at info@bcombudsperson.ca.

To learn more about educational opportunities on administrative fairness provided by our office, or if you wish to consult with our office to enhance fairness within your organization's policies or procedures, our Public Authority Consultation and Training (PACT) Team can assist you. Please contact them by email at consult@bcombudsperson.ca or by phone at 250-508-2950.

Yours sincerely,

Jay Chalke
Ombudsperson
Province of British Columbia

Enclosures



OMBUDSPERSON BRITISH COLUMBIA

Quarterly Report for 1 April - 30 June, 2025
School District 62 (Sooke)

Type of complaint closure for Authority: School District 62 (Sooke)	# closed
Enquiries – Many people who contact us are not calling to make a complaint, but are seeking information or advice. These contacts are classified as <i>Enquiries</i> to distinguish them from <i>Complaints</i> , which are requests that our office conduct an investigation.	1
Complaints with No Investigation – Our office does not investigate every complaint it receives. First, we determine whether we have authority to investigate the complaint under the <i>Ombudsperson Act</i> . We also have discretion to decline to investigate for other reasons specified in the <i>Ombudsperson Act</i> .	0
Early Resolution Investigations – Early Resolution investigations provide an expedited process for dealing with complaints when it appears that an opportunity exists for the authority to take immediate action to resolve the issue. Typical issues that are addressed through Early Resolution include timeliness, communication, and opportunities for internal review.	0
Complaint Investigations – When we investigate a complaint we may conclude with a determination that a complaint is not substantiated, or with a negotiated settlement of the complaint, or with public findings and recommendations. We may also exercise discretion to cease investigation for a number of other reasons specified in the <i>Ombudsperson Act</i> .	0
Reason for closing an Investigation	
Pre-empted by existing statutory right of appeal, objection or review.	0
Investigation ceased with no formal findings under the <i>Ombudsperson Act</i> .	
More than one year between event and complaint	0
Insufficient personal interest	0
Available remedy	0
Frivolous/vexatious/trivial matter	0

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**OMBUDSPERSON
BRITISH COLUMBIA**

Can consider without further investigation	0
No benefit to complainant or person aggrieved	0
Complaint abandoned	0
Complaint withdrawn	0
<p>Complaint settled in consultation with the authority – When an investigation leads us to conclude that action is required to resolve the complaint, we try to achieve that resolution by obtaining the voluntary agreement of the authority to settle the complaint. This allows matters to be resolved fairly for the complainant and authority without requiring a formal finding of maladministration.</p>	0
Complaint substantiated with formal findings under the <i>Ombudsperson Act</i> .	0
Complaint not substantiated under the <i>Ombudsperson Act</i> .	0
<p>Ombudsperson Initiated Investigations – The Ombudsperson has the authority to initiate investigations independently from our process for responding to complaints from the public. These investigations may be ceased at the discretion of the Ombudsperson or concluded with formal findings and recommendations.</p>	0



OMBUDSPERSON BRITISH COLUMBIA

Complaints Closed from 1 April - 30 June, 2025
School District 62 (Sooke)

The tables below summarize the complaint topics we are tracking for your sector and/or authority and the number of times this topic was identified in the files (investigated and non-investigated complaints) that were closed in the most recent quarter.

If you would like more information on the types of complaints we receive, please contact our Public Authority Consultation and Training Team: email us at consult@bcombudsperson.ca or call us at 250-508-2950.

Sector-Specific Complaint Topics – All School Districts

Bans from School Property (Section 177)	2	5%
Enrolment/Registration	2	5%
Other	16	38%
Special Education	7	17%
Student Safety	8	19%
Student Suspension or Exclusion	7	17%

General Complaint Topics – All School Districts

Accessibility	5	7%
Administrative Error	2	3%
Communication	12	17%
Delay	2	3%
Disagreement with Decision or Outcome	7	10%
Discrimination	3	4%
Employment or Labour Relations	2	3%
Other	4	6%
Process or Procedure	21	30%
Treatment by Staff	11	16%

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Phone in Victoria: 250-387-5855 • Toll-Free: 1-800-567-3247 • Fax: 250-387-0198 • bcombudsperson.ca

RESOURCES COMMITTEE MEETING REPORT

September 16, 2025 – 6:00 p.m.

Present: Christine Lervold, Trustee (Committee Chair)
Trudy Spiller, Trustee (Acting Committee Member)
Paul Block, Superintendent (MS Teams)
Brian Jonker, Secretary Treasurer
Monica Braniff, Deputy Superintendent
Ed Berlando, STA
Trudy Court, CUPE (MS Teams)
Tom Davis, SPEAC
Ceilidh Deichmann, SPVPA
Mhairi Bennett, Director, Facilities
Randy Cobb, Manager, Transportation
Beth Kim, Network Analyst, Digital Solutions

Absent: Russ Chipps, Trustee (Committee Member)

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:01 p.m. by the Committee Chair. The Chair provided the territorial acknowledgement.

The Chair thanked those in attendance, in the room and virtually and expressed gratitude to all for the hard work in getting schools up and running for start of the school year. In addition, today we celebrated the grand opening of the John Horgan Campus in Langford, which is a co-location of Royal Roads University, University of Victoria, Justice Institute of BC, Camosun College and the School District.

The Chair provided virtual participation instructions to Trustees and attendees joining online.

2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated June 10, 2025, at its Public Board Meeting dated June 24, 2025.

3. PRESENTATIONS – no presentations

4. BUSINESS

4.1 Minor Capital Plan Submission – Mhairi Bennett

The Director of Facilities reviewed the information on the Minor Capital Plan as provided in the package. The Minor Capital Submission is due to the Ministry by September 30th. The Director of Facilities also provided a summary of the five larger projects from the summer work completed under last year's minor capital plan. The Committee asked questions of the projects, made comments of appreciation for the work over the summer and supported the plan, as presented, going to the Board for their consideration per the following motion:

Recommended Motion: That the Board of Education of School District #62 (Sooke) approve the 2026/27 Minor Capital Plan submission as presented to the Resources Committee on September 16, 2025.

4.2 Transportation Update – Randy Cobb

The Manager of Transportation reviewed the information included in the package and reviewed the table of key data points to date for the 2025/26 school year, compared to the previous two years. The Annual Communications Plan was outlined in Table 2.

SPEAC asked for updates on route 26 and the capacity issues. The Manager of Transportation confirmed that this was resolved. As ridership patterns emerged during the first two week of school start-up, many routes were adjusted. The Chair acknowledged SPEAC for working so collaboratively with the transportation team.

STA asked about the replacement busses in the minor capital submission which were confirmed to replace older diesel buses. Secondly, the STA asked how the FOB system is working. The Manager of Transportation confirmed the soft implementation of the FOB system continues, supported by on-board lists. Trustees asked about the opportunity to combine the student card and bus card. This will be considered going forward. The ability to track ridership with the FOB cards has helped with route planning and with response to parent inquiries. Trustees expressed appreciation for the work of the Transportation department.

4.3 Initial Enrolment Update – Monica Braniff

The Deputy Superintendent reported that student enrolment, while still growing, is slightly less than projected, by 101 students. A reminder was given that these are still early numbers and relatively fluid. Mitigations have been built into the systems and

structures if we don't reach projections by the 1701 enrolment funding snapshot on September 29, 2025. The Chair acknowledged the work that goes into the projections.

- 4.4 Resources Committee Annual Work Plan – Christine Lervold
The Committee reviewed the work plan.

5. **ADJOURNMENT AND NEXT MEETING DATE:** October 14, 2025
The meeting adjourned at 6:53 p.m.



**Ministry of Education and Child Care - Minor Capital Program
School District Sixty Two Facilities Three Year Proposal for Minor Capital Submissions
September 2025**

Program	Abbr.	2025/2026				2026/2027		2027/2028		2028/2029	
		Location/Project	Budget	Supported	Status	Location/Project	Budget	Location/Project	Budget	Location/Project	Budget
Playground Equipment Program	PEP	Sangster Elementary	\$ 195,000	No		Sangster Elementary	\$ 195,000	David Cameron Elementary	\$ 195,000	Willway Elementary	\$195,000.00
Carbon Neutral Capital Program	CNCP	John Muir (Phase 4a)/ Mechanical Upgrade	\$ 500,000	Yes	Nearing Completion	Sangster Elementary HVAC Upgrade	\$ 500,000	Willway (Phase 2) Mechanical Upgrade	\$ 500,000	EMCS Mechanical Upgrade	\$500,000
		EMCS Lighting and Middle School EV Charging	\$ 225,000	Yes	Planning	Dunsmuir - DDC/Lighting Upgrade	\$ 150,000	Crystal View DDC/Lighting Upgrade	\$ 150,000	Colwood - DDC/Lighting Upgrade	\$125,000
		Subtotal	\$ 725,000	n/a	n/a	Subtotal	\$ 650,000	Subtotal	\$ 650,000	Subtotal	\$ 625,000
School Enhancement Program	SEP	Belmont AHU Replacement	\$ 500,000	Yes	In Progress	John Muir Mechanical Upgrade (Phase 5)	\$1,200,000	Willway (Phase 2) Mechanical Upgrade	\$ 1,200,000	EMCS Mechanical Upgrade	\$ 1,200,000
		EMCS Inclusive Washroom Reno.	\$ 750,000	Yes	In Progress						
		Subtotal	\$ 1,250,000	n/a	n/a	Subtotal	\$ 1,200,000	Subtotal	\$ 1,200,000	Subtotal	\$ 1,200,000
Food Infrastructure Program	FIP	Kitchen Equipment Upgrades (Millstream, Saseenos and Colwood)	\$ 125,000	Yes	In Progress	Kitchen Equipment Upgrades (Journey, Wishart)	\$ 125,000	Kitchen Equipment Upgrades (Dunsmuir)	\$ 100,000	TBD Based on Need at Time of Submission	
Bus Acquisition Program	BUS	2 New EV Buses (replacement)	TBD	Yes	In Progress	2 New EV Buses + 1 New EV Accessible Bus	TBD	TBD Based on Need at Time of Submission		TBD Based on Need at Time of Submission	

BELOW PROVIDED FOR INFORMATION ONLY

Annual Facility Grant 2025/2026

Site Upgrades Program	John Muir Parking Lot
Painting Program	Millstream Site Drainage
	Savory Painting (interior)
	Poirier Painting (exterior)
Roofing Program	Saseenos Roofing

Annual Facility Grant Draft 2026/2027

Site Upgrades Program	Millstream Site Cont.
Painting Program	Saseenos Field Upgrade
	Millstream (interior)
	Crystal View (exterior)
Roofing Program	David Cameron Roofing

That the Board of Education of School District 62 (Sooke) approve the 26/27 Minor Capital Plan submission as presented to the Resources Committee on September 16, 2025.

Childcare Minor

Staff are continuing to map out minor capital childcare conversion projects, as per Ministry instructions, these requests will not require a board resolution



Board Information Note Public Board Meeting

September 23, 2025

Agenda Item 8.2 - 2024/25 Audited Financial Statements

ISSUE: *School Act* requirement to submit audited financial statements to the Ministry of Education and Child Care by September 30th, annually.

BACKGROUND / FACTS:

- Attached are the district's 2024/25 financial statements for consideration by the Board.

ANALYSIS:

- These statements have been audited by KPMG and were presented to the Audit Committee at their meeting on September 17, 2025.
- At that meeting, staff made a presentation on the highlights of the financial statements as well as an overview of the Financial Statement Discussion and Analysis document (attached).
- The Financial Statement Discussion and Analysis (FSDA) provides an overall narrative review of the District's financial activities for the year and its intent is to simplify the details contained in the financial statements.
- At their meeting, the Audit Committee supported the following motion going forward to the Board for their review and consideration at the September 23, 2025 Board meeting:

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 2024/25 financial statements as presented at the Audit Committee meeting of September 17, 2025.

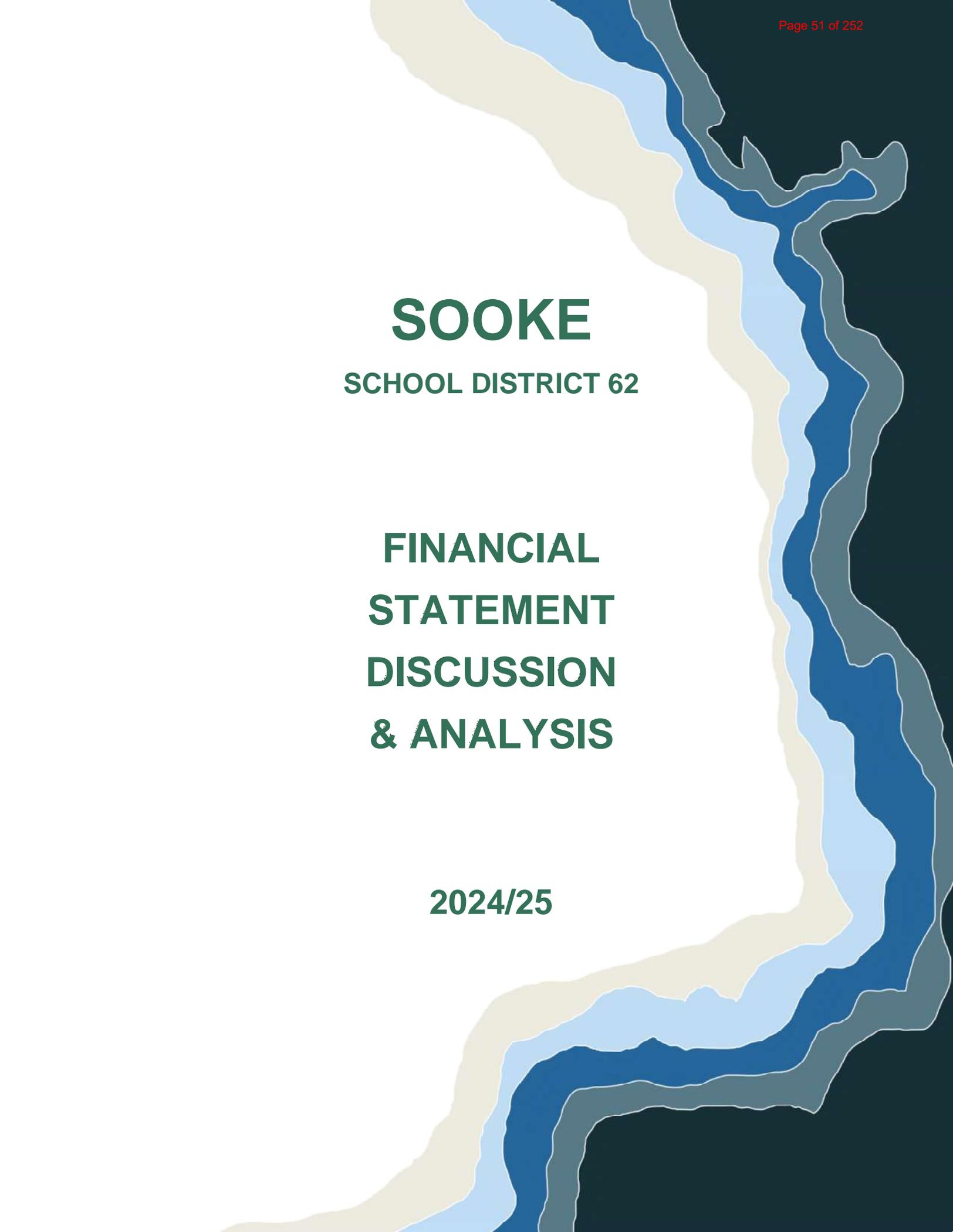
NEXT STEPS:

- Staff will submit the 2024/25 audited financial statements to the Ministry of Education and Child Care on approval of the Board.

Prepared by: Brian Jonker, Secretary Treasurer

Attachment(s):

1. 2024/25 Financial Statement Discussion and Analysis (FSDA)
2. 2024/25 Audited Financial Statements



SOOKE

SCHOOL DISTRICT 62

FINANCIAL STATEMENT DISCUSSION & ANALYSIS

2024/25

**SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2025**

The discussion and analysis of School District 62's financial performance provides an overall narrative review of the School District's financial activities for the year ended June 30, 2025. The intent of the Financial Statement Discussion and Analysis (FSDA) is to look at the District's performance. The FSDA should be read in conjunction with the financial statements and note disclosures to enhance the overall understanding of School District 62's financial picture for the year.

THE SCHOOL DISTRICT

The District has over 13,600 students and serves the communities of Sooke, Port Renfrew, Metchosin, Highlands, Langford and Colwood. Surrounded by forests, ocean, mountains and lakes, we are located a short distance from Victoria, the capital city of the province of British Columbia. The District is one of the fastest growing school districts in the province.

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

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

FINANCIAL HIGHLIGHTS

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

Operating Fund

- For the fiscal year 2024/25, the District Operating Fund had a surplus of \$3,890,225 (\$179,643,335 in revenues and \$175,753,109 in total expense and capital asset purchases). When added to the balance of \$3,746,823 at the beginning of the year, the accumulated surplus in the Operating Fund ended the year with a balance of \$7,637,049.
- This year-end balance is restricted for the following purposes:

○ Due to the nature of constraints on funds:	\$ 489,764
○ For operations spanning multiple school years:	\$ 2,113,619
○ For anticipated unusual expenses identified by the Board:	\$ 1,303,630
- The unrestricted accumulated operating surplus is \$3,730,035. This balance is 2.00% of the \$186,501,757 Operating Fund expenses budgeted for the year ending June 30, 2026.

Special Purpose Funds

- Special Purpose Funds had \$38,773,409 in total revenue and expenditures – an increase of 13% (\$4.5M) from the prior year.

Capital Fund

- The District had \$67,281,938 in tangible capital asset additions in the year – an increase of 70% (\$27.6M) from the prior year.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2025

OVERVIEW OF FINANCIAL STATEMENTS

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

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

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

STATEMENT OF FINANCIAL POSITION

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

			INCR / (DECR)	INCR /
	FY25	FY24	FROM	(DECR)
FINANCIAL POSITION	ACTUAL	ACTUAL	PRIOR YEAR	%
(in \$ thousands)	A	B	C = A-B	D = C/B
TOTAL FINANCIAL ASSETS	46,827	44,727	2,100	5%
TOTAL NON FINANCIAL ASSETS	482,863	427,924	54,939	13%
TOTAL ASSETS	529,690	472,651	57,039	12%
TOTAL LIABILITIES	363,983	338,241	25,742	8%
ACCUMULATED SURPLUS	165,707	134,410	31,296	23%

The **financial assets** are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations (such as inventory). As at the statement date, the District had financial assets of \$46.8M which is a 5% (\$2.1M) increase from the \$44.7M held the prior year. The increase is primarily due to Cash and Cash Equivalents (\$1.1M) and by an increase in Due from Province – Ministry of Education and Childcare (\$1.1M).

The **non-financial assets** of the District are assets that are, by nature, normally for use in service provision and include purchased, constructed, contributed, developed or leased capital assets, and prepaid expenses. As at the statement date, the District had non-financial assets of \$482.9M which is a 13% (\$54.9M) increase from the \$427.9M held the prior year. The increase is due mainly to \$67.3M in tangible capital asset additions offset by \$13.0M in amortization for the year.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2025

The **liabilities** are present obligations of the District to others arising from past transactions or events, the settlement of which is expected to result in the future sacrifice of economic benefits. As at the statement date, the District had liabilities of \$363.9M which is a 8% (\$25.7M) increase from the \$338.2M held the prior year. The increase is primarily due to an increase in Deferred Capital Revenues (\$28.1M) offset by a \$2.2M decrease in Asset Retirement Obligations.

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

			INCR / (DECR)	INCR /
	FY25	FY24	FROM	(DECR)
ACCUMULATED SURPLUS / (DEFICIT)	ACTUAL	ACTUAL	PRIOR YEAR	%
(in \$ thousands)	A	B	C = A-B	D = C/B
ENDOWMENTS	673	673	-	0.0%
INVESTED IN CAPITAL ASSETS	157,396	129,990	27,406	21.1%
LOCAL CAPITAL	-	-	-	100.0%
OPERATING	7,637	3,747	3,890	103.8%
TOTAL ACCUMULATED SURPLUS	165,707	134,410	31,296	23.3%

As at the statement date, the District had an accumulated surplus of \$165.7M which is a 23.3% (\$31.3M) increase from the \$134.4M held the prior year.

STATEMENT OF FINANCIAL POSITION METRICS

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

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

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

The District had a ratio of 1.42 as at June 30, 2025, which is consistent with the prior year and with neighbouring districts SD61 (1.1) and SD63 (1.58) from 2023/24.

Cash asset ratio is a measure of the District's ability to pay its short-term obligations. The ratio is calculated as cash and cash equivalents divided by total current liabilities. The District had a ratio of 1.22 as at June 30, 2025, a slight increase from the prior year (1.14). The District's ratio is within the Office of the Comptroller General of BC suggested ratio of greater than 1.0 and is consistent with neighbouring districts SD61 (1.0) and SD63 (1.06) from 2023/24.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2025

		FY25	FY24	INCR / (DECR)
		ACTUAL	ACTUAL	FROM
	STATEMENT OF FINANCIAL POSITION METRICS (in \$ thousands)			PRIOR YEAR
	CURRENT ASSETS			
	CASH AND CASH EQUIVALENTS	\$ 41,786	\$ 40,653	\$ 1,134
	ACCOUNTS RECEIVABLE	\$ 5,041	\$ 4,075	\$ 966
	PORTFOLIO INVESTMENTS	\$ -	\$ -	\$ -
	PREPAID EXPENSES (excluding the prepaid lease)	\$ 1,253	\$ 838	\$ 415
	OTHER ASSETS	\$ 600	\$ 250	\$ 350
A	TOTAL CURRENT ASSETS	\$ 48,680	\$ 45,815	\$ 2,865
	CURRENT LIABILITIES			
	ACCOUNTS PAYABLE	\$ 16,087	\$ 17,022	\$ (935)
	UNEARNED REVENUE	\$ 6,383	\$ 6,048	\$ 336
	DEFERRED REVENUE (SPF BALANCES)	\$ 2,695	\$ 2,569	\$ 126
	DEFERRED CAPITAL REVENUE (UNSPENT)	\$ 9,116	\$ 10,021	\$ (905)
				\$ -
B	TOTAL CURRENT LIABILITIES	\$ 34,282	\$ 35,660	\$ (1,378)
	WORKING CAPITAL			
	LONG TERM LIABILITIES: EMPLOYEE FUTURE BENEFITS	\$ 6,761	\$ 6,408	\$ 353
	ACCUMULATED SURPLUS - LOCAL CAPITAL	\$ -	\$ -	\$ -
	ACCUMULATED SURPLUS - OPERATING FUND - RESTRICTED	\$ 7,637	\$ 3,747	\$ 3,890
C = A-B	TOTAL WORKING CAPITAL	\$ 14,398	\$ 10,155	\$ 4,243
D = A/B	CURRENT RATIO = CURRENT ASSETS / CURRENT LIABILITIES	1.4200	1.2848	0.14
	CASH ASSET RATIO = CASH AND CASH EQUIVALENTS / CURRENT LIAB	1.2189	1.1400	0.08

STATEMENT OF OPERATIONS

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

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

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

OPERATING FUND

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

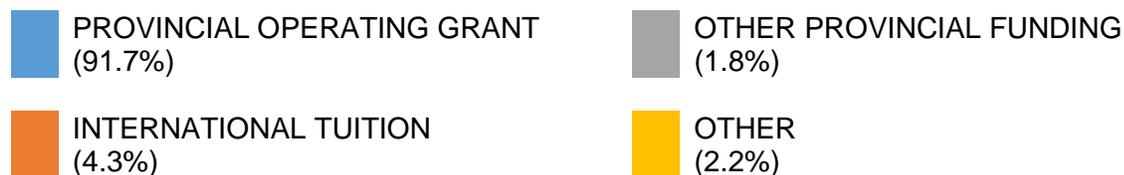
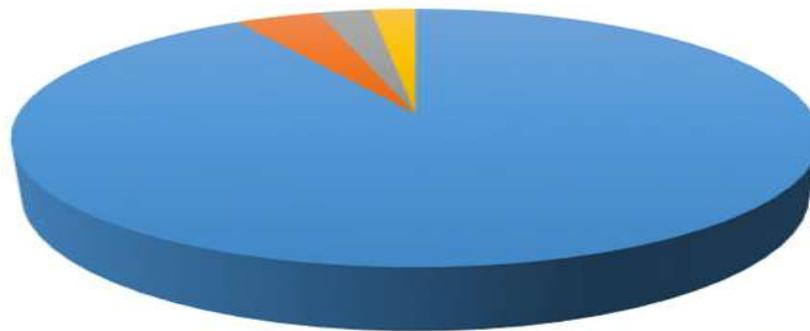
SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2025

REVENUES

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

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

OPERATING REVENUE ALLOCATION



The District's operating revenues of \$179.6M increased by 9% (\$14.9M) over the prior year. Against a budget of \$178.6M, the \$179.6M in revenues resulted in savings of 1% (\$1.04M).

	BUDGET FY25	ACTUAL FY25	ACTUAL FY24	SAVINGS / (PRESSURE) FY25	SAVINGS / (PRESSURE) % FY25	INCR / (DECR) FROM PRIOR YEAR	INCR / (DECR) %
	A	B	C	D = A-B	E = D/A	F = B-C	G = F/C
OPERATING REVENUES (in \$ thousands)							
PROVINCIAL OPERATING GRANT	164,265	164,790	150,060	525	0%	14,730	10%
OTHER PROVINCIAL FUNDING	3,161	3,260	4,174	98	3%	(914)	(22%)
FUNDING FROM FIRST NATIONS	578	613	634	35	6%	(21)	(3%)
CONTINUING ED TUITION	90	125	74	35	39%	51	69%
INTERNATIONAL TUITION	7,583	7,715	6,629	132	2%	1,086	16%
MISCELLANEOUS	1,235	1,437	923	202	16%	514	56%
RENTALS AND LEASES	589	610	576	21	4%	34	6%
INVESTMENT INCOME	1,098	1,093	1,582	(4)	(0%)	(489)	(31%)
TOTAL OPERATING REVENUES	178,599	179,643	164,651	1,044	1%	14,992	9%

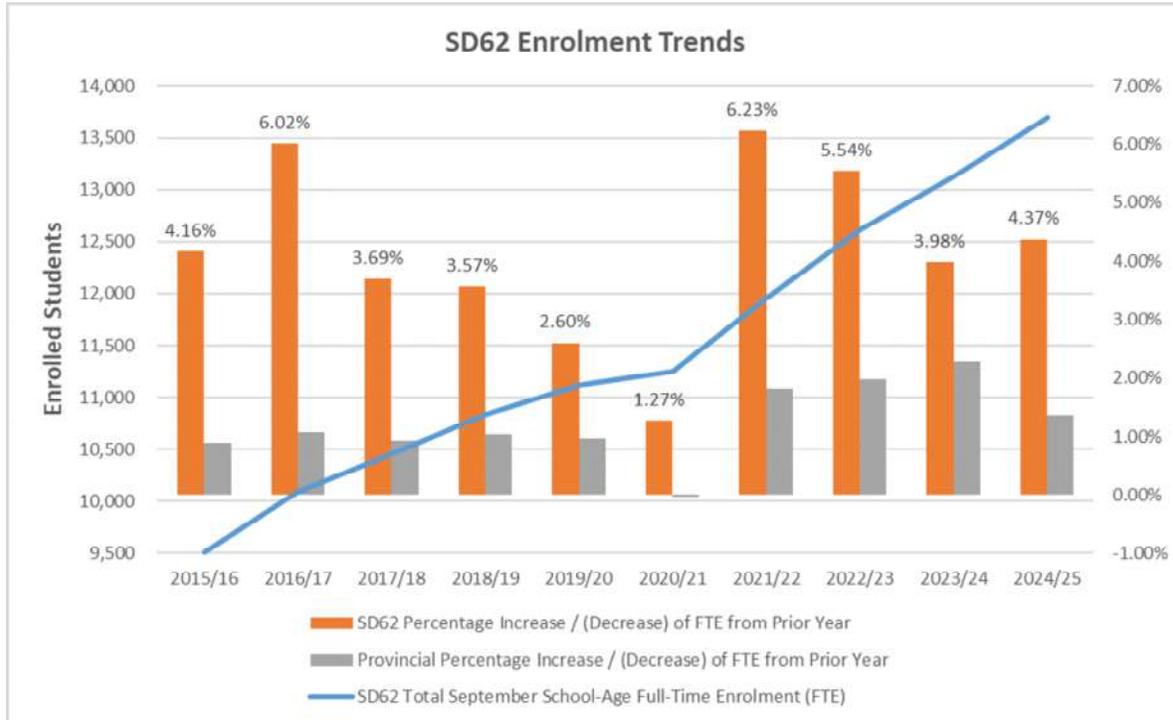
The \$1.0M in savings was largely from the Operating Grant (\$0.5M), International (\$0.1M) and Miscellaneous (\$0.2M).

**SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2025**

Operating Grant

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

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



Prior to 2021/22 the enrolment growth had slowed from 3.69% in 2017/18 to 1.27% in 2020/21. In 2021/22 the district experienced a significant increase in enrolment growth (6.23%) over the prior year. Again, in 2024/25 the district showed a steady growth of 4.37%. At an average enrolment increase of 4.28% over the past 5 years, the District's growth is significantly higher than the provincial average (1.48%) over the same time period.

The upward trajectory of student enrolment continued in the 2024/25 school year. As detailed in the table below, there was a 5.3% (918.94 FTE) increase in total enrolment from the prior year.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2025

	BUDGET	ACTUAL	ACTUAL	SAVINGS /	SAVINGS /	INCR / (DECR)	INCR /
	FY25	FY25	FY24	(PRESSURE)	(PRESSURE) %	FROM	(DECR)
				FY25	FY25	PRIOR YEAR	%
	A	B	C	D = B-A	E = D/A	F = B-C	G = F/C
ENROLMENT (in FTE)							
SEPTEMBER							
STANDARD (REGULAR) SCHOOLS	13,296.81	13,296.81	12,748.75	-	0.0%	548.06	4.3%
CONTINUING EDUCATION	33.06	33.06	23.63	-	0.0%	9.44	39.9%
ALTERNATE SCHOOLS	233.00	233.00	209.00	-	0.0%	24.00	11.5%
DISTRIBUTED LEARNING	131.31	131.31	139.25	-	0.0%	(7.94)	(5.7%)
HOME SCHOOLING & COURSE CHALLENGES	46.00	46.00	40.00	-	0.0%	6.00	15.0%
DESIGNATED STUDENTS	1,461.00	1,461.00	1,216.00	-	0.0%	245.00	20.1%
ENGLISH LANGUAGE LEARNING	1,480.00	1,480.00	1,408.00	-	0.0%	72.00	5.1%
INDIGENOUS EDUCATION	1,286.00	1,286.00	1,243.00	-	0.0%	43.00	3.5%
ADULT EDUCATION	9.19	9.19	10.88	-	0.0%	(1.69)	(15.5%)
TOTAL SEPTEMBER COUNT	17,976.38	17,976.38	17,038.50	-	0.0%	937.88	5.5%
FEBRUARY COUNT	189.00	238.44	292.13	49.44	26.2%	(53.69)	(18.4%)
MAY COUNT	61.00	88.38	53.63	27.38	44.9%	34.75	64.8%
TOTAL ENROLMENT	18,226.38	18,303.19	17,384.25	76.81	0.4%	918.94	5.3%

The increased enrolment along with funding level increases resulted in a 10% (\$14.7M) increase in the operating grant from the prior year.

Other Provincial Funding

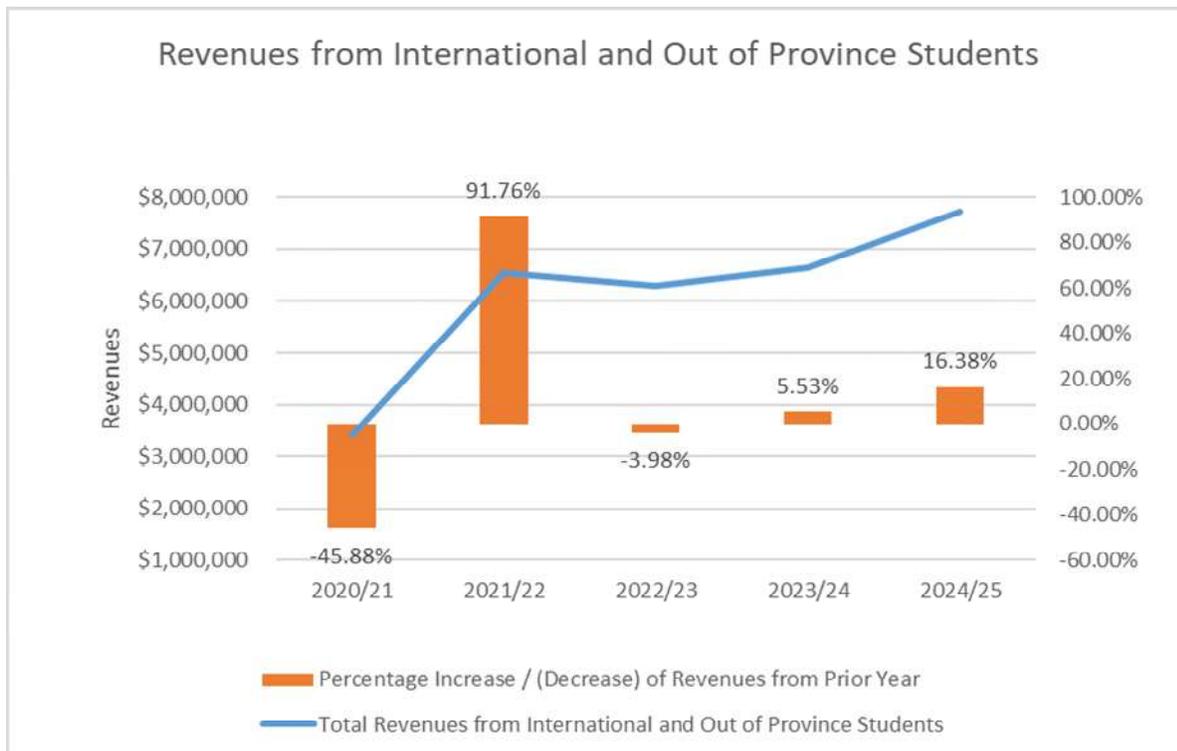
There was a \$0.91M decrease in other Ministry of Education grants compared to the prior year, primarily due to a \$0.94M reduction in Labour Settlement Funding. Other provincial funding revenues totaled \$3.3M for the year, which was in line with the \$3.2M budget.

International Tuition

The International Program has stabilized following a sharp revenue increase in 2021/22 after travel restrictions were lifted. For 2024/25, revenues rose by \$1.08M from the previous year, reaching \$7.7M.

The International Program incurred \$6.1M in expenses to generate \$7.7M in revenue, resulting in net revenues of \$1.6M for 2024/25—consistent with the prior year. These net revenues help fund discretionary programs across the District.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2025



EXPENSES

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

The provincial averages are taken from data available to the public on the Ministry of Education financial reporting website. At the time of issuance of this report, the provincial actuals for fiscal 2025 were not yet available, as such the provincial budgets for fiscal 2025 were used for comparative purposes.

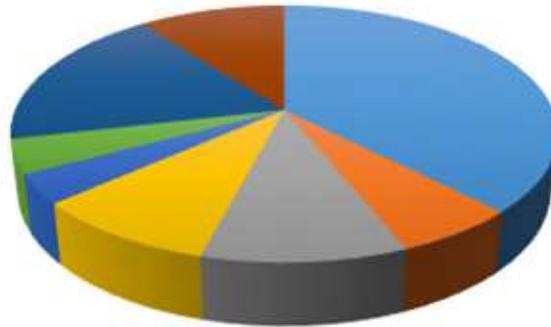
Expenses by Type (Object)

The District's spending allocations by object were in line with provincial averages - with 89.3% of its expenses on salaries and benefits (Province = 89.7%) and 10.7% on services and supplies (Province = 10.3%).

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

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2025

FY25 EXPENSES BY OBJECT



■ TEACHERS SALARIES (SD62=36.4%; Prov=41.8%)	■ PVP SALARIES (SD62=6.0%; Prov=5.6%)
■ EA SALARIES (SD62=11.4%; Prov=8.6%)	■ SUPPORT STAFF SALARIES (SD62=9.3%; Prov=8.8%)
■ OTHER PROF. SALARIES (SD62=3.6%; Prov=3.0%)	■ SUBSTITUTES SALARIES (SD62=4.3%; Prov=3.6%)
■ EMPLOYEE BENEFITS (SD62=18.4%; Prov=18.3%)	■ TOTAL SERVICES AND SUPPLIES (SD62=10.7%; Prov=10.3%)

The District's operating expenditures of \$175.01M increased by 6.4% (\$10.6M) over the prior year. Against a budget of \$177.5M, the \$175.01M in expenditures resulted in savings of \$2.5M (1.4%).

	BUDGET	ACTUAL	ACTUAL	SAVINGS /	SAVINGS /	INCR / (DECR)	INCR /
	FY25	FY25	FY24	(PRESSURE)	(PRESSURE) %	FROM	(DECR)
				FY25	FY25	PRIOR YEAR	%
EXPENSES (in \$ thousands)	A	B	C	D = A-B	E = D/A	F = B-C	G = F/C
TEACHERS SALARIES	65,621	63,672	61,916	1,948	3.0%	1,756	2.8%
PVP SALARIES	10,417	10,529	10,219	(112)	(1.1%)	310	3.0%
EA SALARIES	19,583	19,927	16,849	(344)	(1.8%)	3,078	18.3%
SUPPORT STAFF SALARIES	16,733	16,228	15,417	505	3.0%	812	5.3%
OTHER PROFESSIONAL SALARIES	6,355	6,251	6,007	104	1.6%	244	4.1%
SUBSTITUTES SALARIES	6,573	7,569	7,007	(996)	(15.2%)	562	8.0%
EMPLOYEE BENEFITS	33,275	32,197	29,886	1,078	3.2%	2,311	7.7%
TOTAL SERVICES AND SUPPLIES	18,955	18,643	17,140	312	1.6%	1,503	8.8%
TOTAL OPERATING EXPENSES	177,512	175,016	164,441	2,496	1.4%	10,576	6.4%

The \$2.5M in savings was largely due to Teacher salaries (\$1.9M), Support staff salaries (\$0.5M), Employee benefits (\$1.08M) offset by a pressure in Substitute salaries (\$1.0M) and EA salaries (\$0.34M).

The \$1.95M teacher salaries savings is largely due to timing challenges in recruitment and onboarding processes. This is offset by a \$1.0 million pressure on substitutes salaries largely driven by increased reliance on teachers-on-call to support classroom continuity.

The \$0.5 million in support staff salary savings is largely attributable to natural staff transitions and vacancies that occurred during the year.

**SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2025**

The \$1.07 million in employee benefit savings is the result of a combination of factors, including staff turnover, a lower-than-anticipated utilization of benefits, and updated projections based on actuarial analysis.

The \$0.34 million pressure on EA salaries is primarily associated with responding to the needs of a growing number of students requiring additional support.

Expenses by Function

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

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

Over 85% of the District’s expenses are categorized under the Instruction function.

FY25 EXPENSES BY FUNCTION



INSTRUCTION
(SD62=85.1%; Prov=83.1%)

OPERATIONS AND MAINTENANCE
(SD62=8.3%; Prov=11.1%)

TRANSPORTATION
(SD62=2.2%; Prov=1.9%)

DISTRICT ADMINISTRATION
(SD62=4.4%; Prov=3.9%)

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2025

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

	BUDGET	ACTUAL	ACTUAL	SAVINGS / (PRESSURE)	SAVINGS / (PRESSURE) %	INCR / (DECR) FROM	INCR / (DECR) %
	FY25	FY25	FY24	FY25	FY25	PRIOR YEAR	%
EXPENSES BY FUNCTION (in \$ thousands)	A	B	C	D = A-B	E = D/A	F = B-C	G = F/C
INSTRUCTION	151,443	148,985	139,399	2,458	2%	9,586	7%
DISTRICT ADMINISTRATION	7,702	7,629	7,190	73	1%	439	6%
OPERATIONS AND MAINTENANCE	14,245	14,463	13,852	(218)	(2%)	611	4%
TRANSPORTATION	4,121	3,939	4,000	183	4%	(61)	(2%)
TOTAL OPERATING EXPENSES	177,512	175,016	164,441	2,496	1%	10,575	6%

Instruction

The District's Instruction expenses totaled \$149M for the year, reflecting a \$9.6M increase over the prior year. The \$9.6M increase was largely from Regular Instruction (\$2.6M – mainly teacher salaries and benefits), Special Education (\$5.2M – largely EA salaries and benefits), and School Administration (\$0.6M – mostly PVP and support staff salaries and benefits).

Against a budget of \$151.4M, the \$148.9M expenditures resulted in savings of 2% (\$2.5M). The savings was largely due to savings in Regular Instruction (\$2.8M) offset by a pressure in Inclusive Education (\$0.43M).

District Administration

The District's District Administration expenses totaled \$7.6M for the year, a 6% (\$0.44M) increase over the prior year.

The increase was mainly driven by higher costs in services and supplies (\$0.32M), along with an increase in salaries and benefits (\$0.12M).

Against a budget of \$7.7M, the \$7.6M expenditures were primarily on budget for the year.

Operations and Maintenance

The District's Operations and Maintenance expenditures totaled \$14.5M for the year, representing a 4% (\$0.6M) increase over the prior year. This increase was primarily driven by higher costs in Maintenance Operations (\$0.5M - mainly support staff salaries and benefits) and Maintenance Administration (\$0.1M).

Against a budget of \$14.2M, the \$14.5M expenditures resulted in a pressure of 2% (\$0.2M) mainly due to Maintenance Admin (\$0.2M).

**SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2025**

Transportation

The District's Transportation expenditures totaled \$3.9M for the year, a 2% (\$0.06M) decrease from the prior year. This was primarily due to a reduction in salaries and benefits (\$0.12M), partially offset by an increase in services and supplies (\$0.06M).

Compared to the \$4.1M budget, the \$3.9M in expenditures resulted in 4% savings (\$0.2M), mainly from lower bus driver salaries, benefits, and services and supplies.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2025

TANGIBLE CAPITAL ASSETS PURCHASED AND WORK IN PROGRESS

The amount of tangible capital assets purchased and tangible capital assets that are a work in progress can be found in Schedule 2 – the Schedule of Operating Operations in the financial statements. The District spent \$436,749 on tangible capital assets including portables and electric buses.

ACCUMULATED SURPLUS (DEFICIT)

Pursuant to *Section 156(12)* of the *School Act*, school districts must obtain prior approval from the Minister before incurring deficits in the operating fund. The District's year end position as reflected in the table below shows an accumulated operating surplus of \$7,637,049 of which \$3,907,013 is internally restricted and \$3,730,035 is unrestricted/contingency.

OPERATING FUND SURPLUS
FOR THE FISCAL YEAR ENDING JUNE 30 2025

	FINAL AMOUNT	
A	OPERATING SURPLUS, BEGINNING OF YEAR	\$ 3,746,823
B	OPERATING SURPLUS / (DEFICIT), FOR THE YEAR 2024/25	\$ 3,890,226
C = A+B	OPERATING SURPLUS, END OF YEAR	\$ 7,637,049

INTERNALLY RESTRICTED SURPLUS

Restricted Due to the Nature of Constraints on the Funds

Discretionary School Generated Funds	\$ 302,221
School budget balances	\$ 52,988
Transportation Safety Fees	\$ 118,619
Kindergarten Settlement	\$ 250
Various unspent grants	\$ 15,686

Total - Restricted Due to the Nature of Constraints on the Funds **\$ 489,764**

Restricted for Operations Spanning Multiple School Years

District Stabilization	\$ 596,474
John Horgan Campus Furniture	\$ 60,000
Departmental Operations	\$ 378,682
IT Infrastructure	\$ 100,000
E-Bus Infrastructure	\$ 778,464
EMCS Bleachers and gym floor	\$ 200,000

Total - Restricted for Operations Spanning Multiple School Years **\$ 2,113,620**

Restricted for Anticipated Unusual Expenses Identified by the Board

FY26 Space Mitigation - Portable Moves	\$ 1,156,630
North Langford Fencing	\$ 75,000
Hans Helgesen Child Care Insurance	\$ 72,000

Total - Restricted for Anticipated Unusual Expenses Identified by the Bo **\$ 1,303,630**

D	TOTAL INTERNALLY RESTRICTED SURPLUS	\$ 3,907,014
E = C-D	UNRESTRICTED SURPLUS	\$ 3,730,035

The unrestricted accumulated operating surplus of \$3,730,035 is 2.00% of the \$186,501,757 Operating Fund expenses currently budgeted for the year ended June 30, 2026.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2025

SPECIAL PURPOSE FUNDS

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

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

	FY25 ACTUAL	FY24 ACTUAL	INCR / (DECR) FROM PRIOR YEAR	INCR / (DECR) %
	A	B	C = A-B	D = C/B
SPECIAL PURPOSE FUNDS (in \$ thousands)				
ANNUAL FACILITIES GRANT	337	337	0	0%
LEARNING IMPROVEMENT FUND	571	570	1	0%
SCHOOL GENERATED FUNDS	4,062	3,454	608	18%
STRONG START	196	203	(8)	(4%)
OFFICIAL LANGUAGES IN EDUCATION PROTOCOL	305	448	(142)	(32%)
COMMUNITY LINK	807	755	51	7%
ACADEMIES	1,309	1,239	70	6%
CLASSROOM ENHANCEMENT FUND	28,579	25,171	3,407	14%
STUDENT AND FAMILY AFFORDABILITY FUND	354	220	134	61%
FEEDING FUTURES FUND	1,686	1,097	589	54%
EARLY CARE AND LEARNING	195	224	(28)	(13%)
PROJECT PENNY	-	107	(107)	(100%)
OTHER	373	462	(89)	(19%)
TOTAL SPECIAL PURPOSE FUNDS EXPENSES	38,773	34,288	4,486	13%
CAPITAL PURCHASES	-	-	-	100%
TOTAL SPECIAL PURPOSE FUNDS	38,773	34,288	4,486	13%

The District's \$38.8M expenditures on Special Purpose Funds for the year was a 13% (\$4.5M) increase over the prior year. There were increases in Classroom Enhancement Fund expenditures of (\$3.4M), Feeding Futures Fund (\$0.6M) and School Generated Funds (\$0.6M).

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2025

CAPITAL FUND

The District's tangible capital asset additions of \$67,281,938 for the year was a 70% (\$27.6M) increase from the prior year. The increase is largely due to an increase in expenditures in the Expansion Program (\$32.3M), offset by a decrease in the Child Care Capital Funding Program (\$2.4M), and projects funded from other sources outside the provincial government (\$2.2M).

	FY25 ACTUAL	FY24 ACTUAL	INCR / (DECR) FROM PRIOR YEAR	INCR / (DECR) %
	A	B	C = A-B	D = C/B
CAPITAL ADDITIONS (in \$ thousands)				
CAPITAL FUND				
EXPANSION PROGRAM	59,633	27,381	32,252	118%
SCHOOL ENHANCEMENT PROGRAM	1,214	1,001	214	21%
SEISMIC MITIGATION PROGRAM	316	262	53	20%
CARBON NEUTRAL CAPITAL PROGRAM	987	222	765	344%
BUILDING ENVELOPE PROGRAM	-	9	(9)	(100%)
BUS ACQUISITION PROGRAM	1,809	1,452	357	25%
ANNUAL FACILITIES GRANT	314	735	(422)	(57%)
PLAYGROUNDS	195	195	-	0%
CHILD CARE CAPITAL FUNDING PROGRAM	1,261	3,675	(2,414)	(66%)
LOCAL CAPITAL	300	350	(50)	(14%)
OTHER	817	3,062	(2,246)	(73%)
OPERATING FUND	437	1,342	(905)	(67%)
SPECIAL PURPOSE FUND	-	-	-	100%
TOTAL CAPITAL ADDITIONS	67,282	39,686	27,596	70%

Some of the more significant capital projects include:

- **Expansion Program (EXP)** – In 2024/25, the District acquired a middle school site at a total cost of \$25.4 million. An additional \$22.8M was invested in the ongoing construction of SCIANEW STEELKEEL Elementary, along with \$11.3M for the construction of prefabricated modulars at Ruth King and David Cameron Elementary schools.
- **School Enhancement Program (SEP)** - \$1.2M was invested in energy upgrade projects at Crystal View Elementary, EMCS, and Willway Elementary.
- **Bus Acquisition Program (BUS)** - \$1.8M was spent on the purchase of 5 electric school buses.
- **Child Care Capital Funding Program** – \$1.3M was spent on Childcare New Spaces at Colwood and Hans Helgesen Elementary Schools.
- **Other** - \$0.8M was spent on the electric busses and charging stations.
- **Operating Fund** – there were \$0.4M in Operating Fund tangible capital asset purchases including charging stations (\$0.1M), and fleet vehicles (\$0.2M).

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2025

RISKS AND UNCERTAINTIES

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

- **Enrolment** – Enrolment drives the District’s revenues and an inaccurate estimation of future enrolment could result in either an over or under deployment of resources. Additionally, an inaccurate estimation of future enrolment could further exacerbate the capacity issues the District is currently experiencing.
- **Classroom Capacity** – Continued enrollment increases will provide significant pressure on remaining space availability.
- **Staff benefit rates** – Benefit rates fluctuate from year to year dependent on staff usage so are difficult to accurately predict. In 2024/25, the District benefit rate increased by 0.47% from the prior year (2024/25 = 25.93%; 2023/24 = 25.45%). A one per cent fluctuation in \$124M in salaries amounts to \$1,240,000.
- **Utilities** – Expenditures on utilities fluctuate based on usage, and usage typically depends on the weather which, even for the Farmers’ Almanac, is impossible to predict.
- **Leave liability** – Leave balances (such as unused vacation balances) are recorded in the year they are earned. The larger the balance, the larger the expense. It is difficult to predict with accuracy across the District exactly how many vacation days staff plan on using in any given year.
- **Salary differential** – A component of the Operating Grant is the supplement for salary differential which provides additional funding to districts with average teacher salaries higher than the provincial average. In 2024/25, the District received \$512,919 more than the prior year (FY25 = \$2,542,421; FY24 = \$2,029,502).
- **Tariffs** - The continued imposition of tariffs on construction materials such as steel, aluminum, and lumber poses a significant financial risk to the school district. These tariffs can lead to elevated costs for current and future capital projects, including school construction, renovations, and modular installations. As a result, the district may face budget shortfalls, project delays, or the need to scale back the scope of planned infrastructure improvements.

Audited Financial Statements of

School District No. 62 (Sooke)

And Independent Auditors' Report thereon

June 30, 2025

School District No. 62 (Sooke)

June 30, 2025

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School District No. 62 (Sooke)

MANAGEMENT REPORT

Version: 1605-9859-7877

Management's Responsibility for the Financial Statements.

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

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

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

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

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

On behalf of School District No. 62 (Sooke)

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 62 (Sooke)

Statement 1

Statement of Financial Position

As at June 30, 2025

	2025 Actual	2024 Actual
	\$	\$
Financial Assets		
Cash and Cash Equivalents	41,786,398	40,652,546
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	3,720,656	2,625,363
Due from Province - Other	66,709	30,399
Due from First Nations	361,295	521,117
Other (Note 3)	892,142	897,694
Total Financial Assets	46,827,200	44,727,119
Liabilities		
Accounts Payable and Accrued Liabilities		
Due to Province - Other	24,587	21,336
Other (Note 5)	16,062,493	17,000,411
Unearned Revenue (Note 6)	6,383,350	6,047,591
Deferred Revenue (Note 7)	2,695,446	2,569,126
Deferred Capital Revenue (Note 8)	327,396,799	299,311,320
Employee Future Benefits (Note 9)	6,761,135	6,408,363
Asset Retirement Obligation (Note 21)	4,659,561	6,882,996
Total Liabilities	363,983,371	338,241,143
Net Debt	(317,156,171)	(293,514,024)
Non-Financial Assets		
Tangible Capital Assets (Note 10)	478,486,834	424,251,753
Restricted Assets (Endowments) (Note 12)	673,449	673,449
Prepaid Expenses (Note 4)	3,102,525	2,748,992
Other Assets	600,000	250,000
Total Non-Financial Assets	482,862,808	427,924,194
Accumulated Surplus (Deficit) (Note 23)	165,706,637	134,410,170
Contractual Obligations (Note 16)		
Contractual Rights (Note 17)		
Contingent Assets (Note 18)		
Contingent Liabilities (Note 19)		

Approved by the Board

Signature of the Chairperson of the Board of Education	Date Signed
Signature of the Superintendent	Date Signed
Signature of the Secretary Treasurer	Date Signed

School District No. 62 (Sooke)

Statement 2

Statement of Operations
Year Ended June 30, 2025

	2025 Budget (Note 20) \$	2025 Actual \$	2024 Actual \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	227,630,702	223,219,550	184,716,300
Other	311,654	170,500	197,150
Municipal Grants Spent on Sites		4,524,000	
Federal Grants	27,995	49,393	30,516
Tuition	7,672,500	7,840,268	6,703,049
Other Revenue	7,808,804	7,486,825	6,371,279
Rentals and Leases	589,114	610,131	575,987
Investment Income	1,181,241	1,134,609	1,609,930
Amortization of Deferred Capital Revenue	12,025,057	12,050,098	11,164,464
Amortization of Deferred Capital Revenue - for lease	61,477	61,477	61,477
Total Revenue	<u>257,308,544</u>	<u>257,146,851</u>	<u>211,430,152</u>
Expenses (Note 22)			
Instruction	191,246,288	187,271,635	173,093,534
District Administration	7,701,986	7,629,301	7,189,546
Operations and Maintenance	27,701,594	28,175,925	26,803,925
Transportation and Housing	5,129,698	4,989,969	4,814,738
Asset Retirement Obligation Revaluation		(2,216,446)	
Total Expense	<u>231,779,566</u>	<u>225,850,384</u>	<u>211,901,743</u>
Surplus (Deficit) for the year	<u>25,528,978</u>	<u>31,296,467</u>	<u>(471,591)</u>
Accumulated Surplus (Deficit) from Operations, beginning of year		134,410,170	134,881,761
Accumulated Surplus (Deficit) from Operations, end of year		<u>165,706,637</u>	<u>134,410,170</u>

School District No. 62 (Sooke)

Statement 4

Statement of Changes in Net Debt

Year Ended June 30, 2025

	2025 Budget (Note 20) \$	2025 Actual \$	2024 Actual \$
Surplus (Deficit) for the year	25,528,978	31,296,467	(471,591)
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(82,050,460)	(67,281,938)	(39,687,268)
Amortization of Tangible Capital Assets	12,990,298	13,039,868	12,104,770
Asset Retirement Obligation Revaluation		6,989	
Total Effect of change in Tangible Capital Assets	<u>(69,060,162)</u>	<u>(54,235,081)</u>	<u>(27,582,498)</u>
Acquisition of Prepaid Expenses		(1,253,093)	(838,084)
Use of Prepaid Expenses		899,560	1,164,844
Acquisition of Other Assets		(1,860,258)	(2,801,290)
Use of Other Assets		1,510,258	3,674,820
Total Effect of change in Other Non-Financial Assets	<u>-</u>	<u>(703,533)</u>	<u>1,200,290</u>
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	<u>(43,531,184)</u>	<u>(23,642,147)</u>	<u>(26,853,799)</u>
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		(23,642,147)	(26,853,799)
Net Debt, beginning of year		(293,514,024)	(266,660,225)
Net Debt, end of year		<u>(317,156,171)</u>	<u>(293,514,024)</u>

School District No. 62 (Sooke)

Statement 5

Statement of Cash Flows

Year Ended June 30, 2025

	2025 Actual	2024 Actual
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	31,296,467	(471,591)
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(966,229)	(1,987,629)
Prepaid Expenses	(353,533)	326,760
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	(934,667)	6,809,142
Unearned Revenue	335,759	918,018
Deferred Revenue	126,320	691,314
Employee Future Benefits	352,772	302,952
Asset Retirement Obligations	(2,216,446)	
Amortization of Tangible Capital Assets	13,039,868	12,104,770
Amortization of Deferred Capital Revenue	(12,050,098)	(11,164,464)
Recognition of Deferred Capital Revenue Spent on Sites	(25,442,816)	(258,714)
Deferred Capital Revenue Transferred to Revenue	(1,175,716)	(1,006,671)
Amortization of Deferred Capital Revenue - for lease	(61,477)	(61,477)
Total Operating Transactions	<u>1,950,204</u>	<u>6,202,410</u>
Capital Transactions		
Tangible Capital Assets Purchased	(28,197,666)	(3,495,636)
Tangible Capital Assets -WIP Purchased	(39,084,272)	(36,191,632)
Use (Acquisition) of Other Assets	(350,000)	873,530
Total Capital Transactions	<u>(67,631,938)</u>	<u>(38,813,738)</u>
Financing Transactions		
Capital Revenue Received	66,815,586	43,488,207
Total Financing Transactions	<u>66,815,586</u>	<u>43,488,207</u>
Net Increase (Decrease) in Cash and Cash Equivalents	1,133,852	10,876,879
Cash and Cash Equivalents, beginning of year	<u>40,652,546</u>	<u>29,775,667</u>
Cash and Cash Equivalents, end of year	<u>41,786,398</u>	<u>40,652,546</u>
Cash and Cash Equivalents, end of year, is made up of:		
Cash	28,617,422	27,987,487
Cash Equivalents	13,168,976	12,665,059
	<u>41,786,398</u>	<u>40,652,546</u>

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

NOTE 1 AUTHORITY AND PURPOSE

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

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

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

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

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

b) Basis of Consolidation

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

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

c) Cash and Cash Equivalents

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

d) Accounts Receivable

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

e) Portfolio Investments

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

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

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

g) Deferred Revenue and Deferred Capital Revenue

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

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

h) Employee Future Benefits

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

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

The most recent valuation of the obligation was performed at March 31, 2025 and projected to March 31, 2028. The next valuation will be performed at March 31, 2028 for use at June 30, 2028. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

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

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

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

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

j) Liability for Contaminated Sites

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

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

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

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

The following criteria apply:

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

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

l) Capital Leases

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

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

m) Prepaid Expenses

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

n) Funds and Reserves

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

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

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

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

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

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

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

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

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

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

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

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

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

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

Categories of Salaries

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

Allocation of Costs

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

q) Endowment Contributions

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

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

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

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

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

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

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

s) Measurement Uncertainty

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

NOTE 3 ACCOUNTS RECEIVABLE – OTHER RECEIVABLES

	June 30, 2025	June 30, 2024
Due from Federal Government	\$ 192,486	\$ 354,390
Payroll accounts receivable	-	56,904
School site acquisition charges receivable	86,396	6,400
Other accounts receivable	613,260	480,000
	<u>\$ 892,142</u>	<u>\$ 897,694</u>

NOTE 4 PREPAID LEASE

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

The unamortized balance of the lease represents \$1,849,432 (2024: \$1,910,909) of the prepaid expenses.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

NOTE 5 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	June 30, 2025	June 30, 2024
Trade payables	\$ 8,065,144	\$ 9,653,359
Salaries and benefits payable	7,174,211	6,609,390
Accrued vacation pay	823,138	737,662
	<u>\$ 16,062,493</u>	<u>\$ 17,000,411</u>

NOTE 6 UNEARNED REVENUE

	June 30, 2025	June 30, 2024
Balance, beginning of year	\$ 6,047,591	\$ 5,129,573
Increase:		
Tuition fees collected	8,176,027	7,621,067
Transportation safety enhancement fees collected	59,216	-
Bus fees collected	628,420	-
	<u>8,863,663</u>	<u>7,621,067</u>
Decrease:		
Tuition fees recognized	(7,840,268)	(6,703,049)
Transportation safety enhancement fees recognized	(59,216)	-
Bus fees recognized	(628,420)	-
	<u>(8,527,904)</u>	<u>(6,703,049)</u>
Net change for the year	335,759	918,018
Balance, end of year	<u>\$ 6,383,350</u>	<u>\$ 6,047,591</u>

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

NOTE 7 DEFERRED REVENUE

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

	June 30, 2025	June 30, 2024
Balance, beginning of year	\$ 2,569,126	\$ 1,877,812
Increase:		
Provincial Grants - Ministry of Education and Child Care	33,206,298	29,906,620
Provincial Grants - Other	-	16,400
Federal Grants	21,398	58,511
Other revenue	5,628,814	4,944,977
Investment income	43,319	59,228
	<u>38,899,829</u>	<u>34,985,736</u>
Decrease:		
Transfers to revenue	(38,773,409)	(34,287,984)
Grants recovered	(100)	(6,438)
	<u>(38,773,509)</u>	<u>(34,294,422)</u>
Net change for the year	126,320	691,314
Balance, end of year	<u>\$ 2,695,446</u>	<u>\$ 2,569,126</u>

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

NOTE 8 DEFERRED CAPITAL REVENUE

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

	June 30, 2024	June 30, 2024
Deferred Capital Revenue Subject to Amortization		
Balance, beginning of year	\$ 254,468,488	\$ 258,071,834
Increases:		
Transfer from deferred capital revenue – capital additions	2,482,811	3,012,461
Transfer from deferred capital revenue – work in progress	30,907,163	4,610,134
	<u>33,389,974</u>	<u>7,622,595</u>
Decreases:		
Amortization of deferred capital revenue	(12,050,098)	(11,164,464)
Amortization of long term lease	(61,477)	(61,477)
	<u>(12,111,575)</u>	<u>(11,225,941)</u>
Net change for the year	(21,278,399)	(3,603,346)
Balance, end of year	<u>\$ 275,746,887</u>	<u>\$ 254,468,488</u>

	June 30, 2025	June 30, 2024
Deferred Capital Revenue - Work In Progress		
Balance, beginning of year	\$ 34,821,387	\$ 4,707,455
Increases:		
Transfer from deferred capital revenue - unspent	38,619,562	34,724,066
	<u>38,619,562</u>	<u>34,724,066</u>
Decreases:		
Transfer to deferred capital revenue subject to amortization	(30,907,163)	(4,610,134)
	<u>(30,907,163)</u>	<u>(4,610,134)</u>
Net change for the year	7,712,399	30,113,932
Balance, end of year	<u>\$ 42,533,786</u>	<u>\$ 34,821,387</u>

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

NOTE 8 DEFERRED CAPITAL REVENUE (continued)

	June 30, 2025	June 30, 2024
Deferred Capital Revenue - Unspent		
Balance, beginning of year	\$ 10,021,445	\$ 5,535,150
Increases:		
Provincial Grants - Ministry of Education and Child Care	56,944,685	35,939,892
Provincial Grants – Other	7,188,978	3,256,042
Other	2,663,310	4,265,859
Investment income	18,613	26,414
	<u>66,815,586</u>	<u>43,488,207</u>
Decreases:		
Transfer to deferred capital revenue – capital additions	(2,482,811)	(3,012,461)
Transfer to deferred capital revenue – work in progress	(38,619,562)	(34,724,066)
Transfer to revenue – site purchases	(25,442,816)	(258,714)
Transfer to revenue – expensed costs	(1,175,716)	(1,006,671)
	<u>(67,720,905)</u>	<u>(39,001,912)</u>
Net change for the year	(905,319)	4,486,295
Balance, end of year	\$ 9,116,126	\$ 10,021,445
Total Deferred Capital Revenue Balance, end of year	\$ 327,396,799	\$ 299,311,320

SCHOOL DISTRICT NO. 62 (SOOKE)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

NOTE 9 EMPLOYEE FUTURE BENEFITS

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

	June 30, 2025	June 30, 2024
Reconciliation of Accrued Benefit Obligation		
Accrued benefit obligation - April 1	\$ 5,852,596	\$ 5,702,585
Service cost	560,204	569,540
Interest cost	260,682	239,726
Benefit payments	(514,811)	(556,482)
Actuarial loss (gain)	520,564	(102,773)
Accrued benefit obligation - March 31	\$ 6,679,235	\$ 5,852,596
Reconciliation of Funded Status at End of Fiscal Year		
Accrued benefit obligation - March 31	\$ 6,679,235	\$ 5,852,596
Market value of Plan Assets - March 31	-	-
Funded Status - Deficit	(6,679,235)	(5,852,596)
Employer contributions after measurement date	73,766	33,436
Benefits expense after measurement date	(256,518)	(205,221)
Unamortized net actuarial loss	100,852	(383,982)
Accrued benefit liability - June 30	\$ (6,761,135)	\$ (6,408,363)
Reconciliation of Change in Accrued Benefit Liability		
Accrued benefit liability - July 1	\$ 6,408,363	\$ 6,105,410
Net expense for fiscal year	907,915	891,582
Employer contributions	(555,143)	(588,629)
Accrued benefit liability - June 30	\$ 6,761,135	\$ 6,408,363
Components of Net Benefit Expense		
Service cost	\$ 606,078	\$ 567,206
Interest cost	266,104	244,965
Amortization of net actuarial loss	35,733	79,411
Net benefit expense for fiscal year	\$ 907,915	\$ 891,582
	2025	2024

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

Discount Rate – April 1	4.25%	4.00%
Discount Rate – March 31	4.00%	4.25%
Long Term Salary Growth – April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth – March 31	2.50% + seniority	2.50% + seniority
EARS� – March 31	12.5	10.2

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

NOTE 10 TANGIBLE CAPITAL ASSETS

Net Book Value	June 30, 2025	June 30, 2024
Sites	\$ 145,686,906	\$ 120,244,090
Buildings	267,194,611	248,365,317
Buildings – WIP	43,134,497	35,371,653
Furniture & Equipment	14,117,583	13,848,723
Furniture – WIP	399,288	149,733
Vehicles	7,853,666	6,236,390
Computer Software	-	-
Computer Hardware	100,283	35,847
Total	\$ 478,486,834	\$ 424,251,753

June 30, 2025

Cost:	Balance at July 1, 2024	Additions	Disposals / Revaluation	Transfers (WIP)	Balance at June 30, 2025
Sites	\$ 120,244,090	\$ 25,442,816	\$ -	\$ -	\$ 145,686,906
Buildings	384,925,412	-	(2,223,435)	28,219,971	410,921,948
Buildings – WIP	35,371,653	35,982,815	-	(28,219,971)	43,134,497
Furniture & Equipment	24,425,710	-	(42,472)	2,851,902	27,235,140
Furniture – WIP	149,733	3,101,457	-	(2,851,902)	399,288
Vehicles	9,613,820	2,668,463	(872,365)	-	11,409,918
Computer Software	-	-	-	-	-
Computer Hardware	66,561	86,387	-	-	152,948
Computer Hardware - WIP	-	-	-	-	-
Total	\$ 574,796,979	\$ 67,281,938	\$ (3,138,272)	\$ -	\$ 638,940,645

Accumulated Amortization:	Balance at July 1, 2024	Amortization	Disposals / Revaluation	Balance at June 30, 2025
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	136,560,095	9,383,688	(2,216,446)	143,727,337
Furniture & Equipment	10,576,987	2,583,042	(42,472)	13,117,557
Vehicles	3,377,430	1,051,187	(872,365)	3,556,252
Computer software	-	-	-	-
Computer hardware	30,714	21,951	-	52,665
Total	\$ 150,545,226	\$ 13,039,868	\$ (3,131,283)	\$ 160,453,811

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

NOTE 10 TANGIBLE CAPITAL ASSETS (continued)**June 30, 2024**

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

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

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

Contributed tangible capital assets

Contributed capital assets are recognized at fair market value at the date of contribution. The value of contributed assets received during the year is \$0 (2024 - \$1,161,500).

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

NOTE 11 EMPLOYEE PENSION PLANS

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at December 31, 2024, the Teachers' Pension Plan has about 51,000 active members and approximately 42,000 retired members. As of December 31, 2024, the Municipal Pension Plan has about 256,000 active members, including approximately 31,000 from school districts.

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

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2023, indicated a \$4,572 million surplus for basic pension benefits on a going concern basis.

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

The school district paid \$14,683,540 for employer contributions to the plans for the year ended June 30, 2025 (2024: \$13,893,204).

The next valuation for the Teachers' Pension Plan will be as at December 31, 2026. The next valuation for the Municipal Pension Plan was December 31, 2024 with results available later in 2025.

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

NOTE 12 RESTRICTED ASSETS - ENDOWMENT FUNDS

Donors have provided endowment contributions with a restriction that the original contribution should not be spent. These endowments have been invested in high interest savings accounts bearing interest at 2.95%.

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

Name of Endowment	Balance July 1, 2024	Contributions	Balance June 30, 2025
Cal Meyer	\$ 609,285	\$ -	\$ 609,285
Sooke Women's Institute	17,554	-	17,554
Derochie	10,000	-	10,000
STARR	6,000	-	6,000
Victor Chen Memorial	30,610	-	30,610
Total	\$ 673,449	\$ -	\$ 673,449

NOTE 13 TRUSTS UNDER ADMINISTRATION

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

As at June 30, 2025, the District held the following funds in place, as directed by agreement with the employees. These amounts have not been included in the cash or accounts payable balances in the financial statements:

	June 30, 2025	June 30, 2024
Deferred Salary Leave Plan	\$ 277,431	\$ 421,042
Teachers' Summer Savings Plan	2,911,232	2,555,416
Total	\$ 3,188,663	\$ 2,976,458

NOTE 14 INTERFUND TRANSFERS

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2025, were as follows:

- Transfer to the capital fund for tangible capital assets purchased from the operating fund \$272,039
- Transfer to the capital fund for tangible capital assets work in progress from the operating fund \$164,710
- Transfer to the local capital fund for tangible capital assets work in progress from the operating fund \$300,000

NOTE 15 RELATED PARTY TRANSACTIONS

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

NOTE 16 CONTRACTUAL OBLIGATIONS

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

	2026	2027	2028	2029	2030	Thereafter
Premises leases	\$ 167,094	\$ 94,584	\$ 7,908	\$ -	\$ -	\$ -
Copier leases	125,905	124,382	96,830	59,286	22,716	-
Total	\$ 292,999	\$ 218,966	\$ 104,738	\$ 59,286	\$ 22,716	\$ -

The School District has entered into contracts related to capital projects with a remaining cost of approximately \$3,134,291.

NOTE 17 CONTRACTUAL RIGHTS

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

	2026	2027	2028	2029	2030	Thereafter
Future lease/rental revenue	\$ 373,302	\$ 141,699	\$ 137,436	\$ 137,436	\$ 137,436	\$ 22,906
Total	\$ 373,302	\$ 141,699	\$ 137,436	\$ 137,436	\$ 137,436	\$ 22,906

NOTE 18 CONTINGENT ASSETS

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

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

NOTE 19 CONTINGENT LIABILITIES

The nature of the School District's activities is such that there is usually litigation pending or in process at any time. With respect to unsettled claims at June 30, 2025, management believes the School District has valid defenses and appropriate insurance coverage in place. In the event any claims are successful, management believes that such claims are not expected to have a material effect on the School District's financial position.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

NOTE 20 BUDGET FIGURES

Budget figures included in the financial statements were approved by the Board through the adoption of an amended annual budget bylaw on February 25, 2025. The original budget was adopted on May 28, 2024. The original and amended budgets are presented below.

	2025 Amended Annual Budget \$	2025 Annual Budget \$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	227,630,702	193,634,117
Other	311,654	141,000
Federal Grants	27,995	-
Tuition	7,672,500	8,092,788
Other Revenue	7,808,804	6,026,722
Rentals and Leases	589,114	512,500
Investment Income	1,181,241	878,875
Amortization of Deferred Capital Revenue	12,025,057	11,197,272
Amortization of Deferred Capital Revenue - for long term lease	61,477	61,477
Total Revenue	<u>257,308,544</u>	<u>220,544,751</u>
Expenses		
Instruction	191,246,288	182,321,909
District Administration	7,701,986	7,343,442
Operations and Maintenance	27,701,594	27,695,086
Transportation and Housing	5,129,698	3,771,255
Total Expense	<u>231,779,566</u>	<u>221,131,692</u>
Net Revenue (Expense)	<u>25,528,978</u>	<u>(586,941)</u>
Budgeted Allocation of Surplus	442,805	-
Budgeted Surplus (Deficit), for the year	<u>25,971,783</u>	<u>(586,941)</u>

NOTE 21 ASSET RETIREMENT OBLIGATION

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

	2025	2024
Asset Retirement Obligation, beginning of year	\$ 6,882,996	\$ 6,882,996
Settlements during the year	-	-
Revaluations during the year	(2,223,435)	-
Asset Retirement Obligation, end of year	<u>\$ 4,659,561</u>	<u>\$ 6,882,996</u>

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

NOTE 22 EXPENSE BY OBJECT

	June 30, 2025	June 30, 2024
Salaries and benefits	\$ 187,400,937	\$ 175,344,729
Services and supplies	27,626,025	24,452,244
Amortization	10,823,422	12,104,770
Total	\$ 225,850,384	\$ 211,901,743

NOTE 23 ACCUMULATED SURPLUS

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

	June 30, 2025	June 30, 2024
Operating surplus	\$ 7,637,049	\$ 3,746,823
Special Purpose Fund – endowments	673,449	673,449
Invested in Tangible Capital Assets	157,396,139	129,989,898
Total Accumulated Surplus	\$ 165,706,637	\$ 134,410,170

The operating surplus is categorized as follows:

	June 30, 2025
Internally Restricted Operating Surplus	
Restricted due to the nature of constraints on the funds	\$ 489,764
Restricted for operations spanning multiple school years	2,113,620
Restricted for anticipated unusual expenses identified by the Board	1,303,630
Subtotal Internally Restricted Operating Surplus	3,907,014
Unrestricted Operating Surplus - Contingency	3,730,035
Total Operating Surplus	\$ 7,637,049

NOTE 24 ECONOMIC DEPENDENCE

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

NOTE 25 RISK MANAGEMENT

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

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

a) Credit risk:

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

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

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

b) Market risk:

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

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

The imposition of U.S. tariffs on cross-border trade will result in increased costs for goods and services procured from U.S. suppliers, impacting operations and infrastructure projects. While the long-term impact remains uncertain, management is actively working to monitor and mitigate the risks and impacts of the tariffs.

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

c) Liquidity risk

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

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

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2024 related to credit, market or liquidity risks.

School District No. 62 (Sooke)

Schedule 1 (Unaudited)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2025

	Operating Fund	Special Purpose Fund	Capital Fund	2025 Actual	2024 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	3,746,823	673,449	129,989,898	134,410,170	134,881,761
Changes for the year					
Surplus (Deficit) for the year	4,626,975		26,669,492	31,296,467	(471,591)
Interfund Transfers					
Tangible Capital Assets Purchased	(272,039)		272,039	-	
Tangible Capital Assets - Work in Progress	(164,710)		164,710	-	
Local Capital	(300,000)		300,000	-	
Net Changes for the year	3,890,226	-	27,406,241	31,296,467	(471,591)
Accumulated Surplus (Deficit), end of year - Statement 2	7,637,049	673,449	157,396,139	165,706,637	134,410,170

School District No. 62 (Sooke)

Schedule of Operating Operations

Year Ended June 30, 2025

	2025 Budget (Note 20)	2025 Actual	2024 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	167,207,895	167,904,326	154,087,831
Other	218,485	145,071	145,429
Tuition	7,672,500	7,840,268	6,703,049
Other Revenue	1,813,729	2,050,040	1,556,148
Rentals and Leases	589,114	610,131	575,987
Investment Income	1,097,681	1,093,499	1,582,398
Total Revenue	<u>178,599,404</u>	<u>179,643,335</u>	<u>164,650,842</u>
Expenses			
Instruction	151,443,276	148,985,103	139,399,474
District Administration	7,701,986	7,629,301	7,189,546
Operations and Maintenance	14,245,475	14,463,174	13,851,502
Transportation and Housing	4,121,472	3,938,782	4,000,319
Total Expense	<u>177,512,209</u>	<u>175,016,360</u>	<u>164,440,841</u>
Operating Surplus (Deficit) for the year	<u>1,087,195</u>	<u>4,626,975</u>	<u>210,001</u>
Budgeted Appropriation (Retirement) of Surplus (Deficit)	<u>442,805</u>		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased		(272,039)	(224,461)
Tangible Capital Assets - Work in Progress	(1,230,000)	(164,710)	(1,117,566)
Local Capital	(300,000)	(300,000)	(350,000)
Total Net Transfers	<u>(1,530,000)</u>	<u>(736,749)</u>	<u>(1,692,027)</u>
Total Operating Surplus (Deficit), for the year	<u>-</u>	<u>3,890,226</u>	<u>(1,482,026)</u>
Operating Surplus (Deficit), beginning of year		3,746,823	5,228,849
Operating Surplus (Deficit), end of year		<u>7,637,049</u>	<u>3,746,823</u>
Operating Surplus (Deficit), end of year			
Internally Restricted		3,907,014	814,932
Unrestricted		3,730,035	2,931,891
Total Operating Surplus (Deficit), end of year		<u>7,637,049</u>	<u>3,746,823</u>

School District No. 62 (Sooke)

Schedule of Operating Revenue by Source

Year Ended June 30, 2025

	2025 Budget (Note 20)	2025 Actual	2024 Actual
	\$	\$	\$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	164,843,629	165,420,896	150,638,015
ISC/LEA Recovery	(578,444)	(631,134)	(578,444)
Other Ministry of Education and Child Care Grants			
Pay Equity	931,052	931,052	931,052
Funding for Graduated Adults	40,000	33,252	74,837
Student Transportation Fund	358,365	358,365	358,365
FSA Scorer Grant	12,000	12,964	12,964
Child Care Funding		92,513	16,708
Labour Settlement Funding	1,601,293	1,686,418	2,625,334
Premier's Awards			9,000
Total Provincial Grants - Ministry of Education and Child Care	167,207,895	167,904,326	154,087,831
Provincial Grants - Other	218,485	145,071	145,429
Tuition			
Continuing Education	90,000	125,397	73,981
International and Out of Province Students	7,582,500	7,714,871	6,629,068
Total Tuition	7,672,500	7,840,268	6,703,049
Other Revenues			
Funding from First Nations	578,444	613,024	633,616
Miscellaneous			
Grants for Crossing Guards	156,000	156,000	156,000
Miscellaneous	147,920	156,491	184,372
Rebates	51,000	64,031	65,036
Reclassified from SGF Discretionary	200,000	341,073	326,326
Careers Program		31,785	95,217
Transportation Safety Enhancement Fees	80,000	59,216	95,581
Bus Fees	600,365	628,420	
Total Other Revenue	1,813,729	2,050,040	1,556,148
Rentals and Leases	589,114	610,131	575,987
Investment Income	1,097,681	1,093,499	1,582,398
Total Operating Revenue	178,599,404	179,643,335	164,650,842

School District No. 62 (Sooke)

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

	2025 Budget (Note 20)	2025 Actual	2024 Actual
	\$	\$	\$
Salaries			
Teachers	65,620,546	63,672,448	61,916,080
Principals and Vice Principals	10,417,139	10,528,971	10,219,279
Educational Assistants	19,583,196	19,926,893	16,848,573
Support Staff	16,733,336	16,228,256	15,416,654
Other Professionals	6,355,498	6,251,259	6,007,319
Substitutes	6,573,121	7,569,033	7,007,262
Total Salaries	125,282,836	124,176,860	117,415,167
Employee Benefits	33,274,750	32,196,907	29,886,020
Total Salaries and Benefits	158,557,586	156,373,767	147,301,187
Services and Supplies			
Services	8,487,051	8,379,961	7,710,975
Professional Development and Travel	1,303,836	1,316,892	1,109,582
Rentals and Leases	367,976	486,248	388,336
Dues and Fees	178,673	198,420	128,655
Insurance	694,451	557,648	492,943
Supplies	5,896,974	5,649,412	5,354,223
Utilities	1,999,862	2,038,580	1,950,385
Bad Debt	25,800	15,432	4,555
Total Services and Supplies	18,954,623	18,642,593	17,139,654
Total Operating Expense	177,512,209	175,016,360	164,440,841

School District No. 62 (Sooke)

Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	53,180,801	292,889	205,834	2,347,157	636,603	5,098,535	61,761,819
1.03 Career Programs	256,351			198,661		26,840	481,852
1.07 Library Services	519,650			302,287		105,052	926,989
1.08 Counselling	2,093,608					17,033	2,110,641
1.10 Inclusive Education	5,071,502	313,270	19,197,370	165,596	1,402,123	1,166,666	27,316,527
1.20 Early Learning and Child Care		7,440	46,440			1,137	55,017
1.30 English Language Learning	779,297			170,171		114,332	1,063,800
1.31 Indigenous Education	788,152	289,683	477,249	111,244		32,322	1,698,650
1.41 School Administration		9,193,014		3,170,369		264,533	12,627,916
1.61 Continuing Education							-
1.62 International and Out of Province Students	978,873	307,912		420,548			1,707,333
Total Function 1	63,668,234	10,404,208	19,926,893	6,886,033	2,038,726	6,826,450	109,750,544
4 District Administration							
4.11 Educational Administration		100,763			1,035,521		1,136,284
4.40 School District Governance		24,000		22,449	162,655		209,104
4.41 Business Administration	4,214			754,767	2,287,977	94,056	3,141,014
Total Function 4	4,214	124,763	-	777,216	3,486,153	94,056	4,486,402
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				135,239	153,573		288,812
5.50 Maintenance Operations				5,628,148	456,444	435,313	6,519,905
5.52 Maintenance of Grounds				735,367			735,367
5.56 Utilities							-
Total Function 5	-	-	-	6,498,754	610,017	435,313	7,544,084
7 Transportation and Housing							
7.41 Transportation and Housing Administration				146,460	116,363	8,512	271,335
7.70 Student Transportation				1,919,793		204,702	2,124,495
Total Function 7	-	-	-	2,066,253	116,363	213,214	2,395,830
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	63,672,448	10,528,971	19,926,893	16,228,256	6,251,259	7,569,033	124,176,860

School District No. 62 (Sooke)

Schedule 2C (Unaudited)

Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Actual	2025 Budget (Note 20)	2024 Actual
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	61,761,819	16,635,715	78,397,534	3,660,438	82,057,972	84,895,349	79,475,571
1.03 Career Programs	481,852	135,508	617,360	582,847	1,200,207	1,099,896	1,250,923
1.07 Library Services	926,989	246,777	1,173,766	50,691	1,224,457	1,084,676	1,292,155
1.08 Counselling	2,110,641	551,074	2,661,715	5,082	2,666,797	2,762,221	2,627,917
1.10 Inclusive Education	27,316,527	7,145,951	34,462,478	1,015,134	35,477,612	35,046,131	30,290,248
1.20 Early Learning and Child Care	55,017	13,965	68,982	1,247	70,229	71,414	
1.30 English Language Learning	1,063,800	271,039	1,334,839	126,960	1,461,799	1,431,224	1,403,299
1.31 Indigenous Education	1,698,650	401,442	2,100,092	254,363	2,354,455	2,344,514	2,058,237
1.41 School Administration	12,627,916	2,885,319	15,513,235	729,836	16,243,071	16,295,916	15,627,179
1.61 Continuing Education	-	-	-	113,401	113,401	73,545	97,524
1.62 International and Out of Province Students	1,707,333	432,895	2,140,228	3,974,875	6,115,103	6,338,390	5,276,421
Total Function 1	109,750,544	28,719,685	138,470,229	10,514,874	148,985,103	151,443,276	139,399,474
4 District Administration							
4.11 Educational Administration	1,136,284	208,575	1,344,859	635,105	1,979,964	2,023,742	2,066,128
4.40 School District Governance	209,104	22,819	231,923	243,129	475,052	403,552	317,590
4.41 Business Administration	3,141,014	715,178	3,856,192	1,318,093	5,174,285	5,274,692	4,805,828
Total Function 4	4,486,402	946,572	5,432,974	2,196,327	7,629,301	7,701,986	7,189,546
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	288,812	66,211	355,023	676,034	1,031,057	833,732	921,075
5.50 Maintenance Operations	6,519,905	1,653,763	8,173,668	1,935,263	10,108,931	9,995,792	9,632,672
5.52 Maintenance of Grounds	735,367	203,048	938,415	335,392	1,273,807	1,416,089	1,346,045
5.56 Utilities	-	-	-	2,049,379	2,049,379	1,999,862	1,951,710
Total Function 5	7,544,084	1,923,022	9,467,106	4,996,068	14,463,174	14,245,475	13,851,502
7 Transportation and Housing							
7.41 Transportation and Housing Administration	271,335	67,355	338,690	59,392	398,082	368,064	379,051
7.70 Student Transportation	2,124,495	540,273	2,664,768	875,932	3,540,700	3,753,408	3,621,268
Total Function 7	2,395,830	607,628	3,003,458	935,324	3,938,782	4,121,472	4,000,319
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	124,176,860	32,196,907	156,373,767	18,642,593	175,016,360	177,512,209	164,440,841

School District No. 62 (Sooke)

Schedule of Special Purpose Operations

Year Ended June 30, 2025

	2025 Budget (Note 20) \$	2025 Actual \$	2024 Actual \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	33,940,090	33,220,692	29,363,084
Other	93,169	25,429	51,721
Federal Grants	27,995	49,393	30,516
Other Revenue	5,995,075	5,436,785	4,815,131
Investment Income	83,560	41,110	27,532
Total Revenue	<u>40,139,889</u>	<u>38,773,409</u>	<u>34,287,984</u>
Expenses			
Instruction	39,803,012	38,286,532	33,694,060
Operations and Maintenance	336,877	486,877	593,924
Total Expense	<u>40,139,889</u>	<u>38,773,409</u>	<u>34,287,984</u>
Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>-</u>	<u>-</u>
Total Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>-</u>	<u>-</u>
Special Purpose Surplus (Deficit), beginning of year		673,449	673,449
Special Purpose Surplus (Deficit), end of year		<u>673,449</u>	<u>673,449</u>
Special Purpose Surplus (Deficit), end of year			
Endowment Contributions		673,449	673,449
Total Special Purpose Surplus (Deficit), end of year		<u>673,449</u>	<u>673,449</u>

School District No. 62 (Sooke)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2025

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	43,560	805,836	3,652	31,706	-	111,438	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	336,877	571,419			192,000	46,550	305,205	800,343	1,630,981
Federal Grants				4,142,079					
Other								4,300	
Investment Income			29,430						
	336,877	571,419	29,430	4,142,079	192,000	46,550	305,205	804,643	1,630,981
Less: Allocated to Revenue	336,877	571,419	33,619	4,061,896	195,652	50,842	305,205	806,665	1,630,981
Recovered									
Deferred Revenue, end of year	-	-	39,371	886,019	-	27,414	-	109,416	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	336,877	571,419			195,652	50,842	305,205	802,365	1,630,981
Provincial Grants - Other									
Federal Grants				4,061,896					
Other Revenue								4,300	
Investment Income			33,619						
	336,877	571,419	33,619	4,061,896	195,652	50,842	305,205	806,665	1,630,981
Expenses									
Salaries									
Teachers							45,155		
Principals and Vice Principals								50,144	
Educational Assistants		456,515						2,852	170,000
Support Staff				10,026	146,033	1,244		6,484	120,000
Other Professionals								190,083	
Substitutes				56,333		21,489	47,574	36,328	1,054,984
	-	456,515	-	66,359	146,033	22,733	92,729	285,891	1,344,984
Employee Benefits		114,904		526	44,533	4,802	20,326	65,384	285,997
Services and Supplies	336,877		33,619	3,995,011	5,086	23,307	192,150	455,390	
	336,877	571,419	33,619	4,061,896	195,652	50,842	305,205	806,665	1,630,981
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2025

	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	-	14,568	37,815	10,411	-	14,683	369,688	-	29,860
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	27,054,682	31,155	51,000	6,750	55,400			19,000	175,000
Federal Grants									
Other						7,500			
Investment Income									
	27,054,682	31,155	51,000	6,750	55,400	7,500	-	19,000	175,000
Less: Allocated to Revenue	26,947,718	32,363	60,175	5,722	26,547	13,157	354,183	16,979	195,476
Recovered									
Deferred Revenue, end of year	106,964	13,360	28,640	11,439	28,853	9,026	15,505	2,021	9,384
Revenues									
Provincial Grants - Ministry of Education and Child Care	26,947,718	32,363	60,175	5,722	26,547		354,183	16,979	195,476
Provincial Grants - Other									
Federal Grants									
Other Revenue						13,157			
Investment Income									
	26,947,718	32,363	60,175	5,722	26,547	13,157	354,183	16,979	195,476
Expenses									
Salaries									
Teachers	21,317,401								44,499
Principals and Vice Principals									118,663
Educational Assistants									
Support Staff					19,808				
Other Professionals									
Substitutes			10,691	3,190		3,187		8,817	
	21,317,401	-	10,691	3,190	19,808	3,187	-	8,817	163,162
Employee Benefits	5,630,317		2,135	710	5,729	550		1,577	32,314
Services and Supplies		32,363	47,349	1,822	1,010	9,420	354,183	6,585	
	26,947,718	32,363	60,175	5,722	26,547	13,157	354,183	16,979	195,476
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2025

	Feeding Futures Fund	Health Career Grants	Professional Learning Grant	National School Food Program	Nature K	Academics	Art Starts	Donations	Theaters
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	468,106	5,000			4,953	417,560	6,019	55,351	17,608
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	1,566,800		221,496	141,640					
Federal Grants									
Other						1,431,377	7,600	36,962	3,296
Investment Income								6,789	
	1,566,800	-	221,496	141,640	-	1,431,377	7,600	43,751	3,296
Less: Allocated to Revenue	1,686,126	2,062	-	-	-	1,308,556	7,183	39,850	9,286
Recovered									
Deferred Revenue, end of year	348,780	2,938	221,496	141,640	4,953	540,381	6,436	59,252	11,618
Revenues									
Provincial Grants - Ministry of Education and Child Care	1,686,126	2,062							
Provincial Grants - Other									
Federal Grants									
Other Revenue						1,308,556	7,183	36,659	9,286
Investment Income								3,191	
	1,686,126	2,062	-	-	-	1,308,556	7,183	39,850	9,286
Expenses									
Salaries									
Teachers						124,720			
Principals and Vice Principals						11,895			
Educational Assistants									
Support Staff	191,884					43,041			669
Other Professionals									
Substitutes		445				5,709			
	191,884	445	-	-	-	185,365	-	-	669
Employee Benefits	42,765	97				50,236			32
Services and Supplies	1,451,477	1,520				1,072,955	7,183	39,850	8,585
	1,686,126	2,062	-	-	-	1,308,556	7,183	39,850	9,286
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2025

	Mentorship Grant	Here 4 Peers	SUAP Canada	BC CAISE	VIHA Indigenous Food Systems	TOTAL
	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	75,350	17,813	27,995	148	6	2,569,126
Add: Restricted Grants						
Provincial Grants - Ministry of Education and Child Care						33,206,298
Federal Grants			21,398			21,398
Other						5,628,814
Investment Income	2,800					43,319
	2,800	-	21,398	-	-	38,899,829
Less: Allocated to Revenue	9,423	16,000	49,393	48	6	38,773,409
Recovered				100		100
Deferred Revenue, end of year	68,727	1,813	-	-	-	2,695,446
Revenues						
Provincial Grants - Ministry of Education and Child Care						33,220,692
Provincial Grants - Other	9,423	16,000			6	25,429
Federal Grants			49,393			49,393
Other Revenue				48		5,436,785
Investment Income						41,110
	9,423	16,000	49,393	48	6	38,773,409
Expenses						
Salaries						
Teachers						21,531,775
Principals and Vice Principals						180,702
Educational Assistants						629,367
Support Staff						539,189
Other Professionals						190,083
Substitutes			10,817			1,259,564
	-	-	10,817	-	-	24,330,680
Employee Benefits			2,032			6,304,966
Services and Supplies	9,423	16,000	36,544	48	6	8,137,763
	9,423	16,000	49,393	48	6	38,773,409
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-
Interfund Transfers	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-

School District No. 62 (Sooke)

Schedule of Capital Operations

Year Ended June 30, 2025

	2025 Budget (Note 20) \$	2025 Actual			2024 Actual \$
		Invested in Tangible Capital Assets \$	Local Capital \$	Fund Balance \$	
Revenues					
Provincial Grants					
Ministry of Education and Child Care	26,482,717	22,094,532		22,094,532	1,265,385
Municipal Grants Spent on Sites		4,524,000		4,524,000	
Amortization of Deferred Capital Revenue	12,025,057	12,050,098		12,050,098	11,164,464
Amortization of Deferred Capital Revenue - for lease	61,477	61,477		61,477	61,477
Total Revenue	38,569,251	38,730,107	-	38,730,107	12,491,326
Expenses					
Operations and Maintenance	1,137,170	1,237,193		1,237,193	1,068,148
Amortization of Tangible Capital Assets					
Operations and Maintenance	11,982,072	11,988,681		11,988,681	11,290,351
Transportation and Housing	1,008,226	1,051,187		1,051,187	814,419
Asset Retirement Obligation Revaluation		(2,216,446)		(2,216,446)	
Total Expense	14,127,468	12,060,615	-	12,060,615	13,172,918
Capital Surplus (Deficit) for the year	24,441,783	26,669,492	-	26,669,492	(681,592)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased		272,039		272,039	224,461
Tangible Capital Assets - Work in Progress	1,230,000	164,710		164,710	1,117,566
Local Capital	300,000		300,000	300,000	350,000
Total Net Transfers	1,530,000	436,749	300,000	736,749	1,692,027
Other Adjustments to Fund Balances					
Tangible Capital Assets WIP Purchased from Local Capital		300,000	(300,000)	-	
Total Other Adjustments to Fund Balances		300,000	(300,000)	-	
Total Capital Surplus (Deficit) for the year	25,971,783	27,406,241	-	27,406,241	1,010,435
Capital Surplus (Deficit), beginning of year		129,989,898		129,989,898	128,979,463
Capital Surplus (Deficit), end of year		157,396,139	-	157,396,139	129,989,898

School District No. 62 (Sooke)Tangible Capital Assets
Year Ended June 30, 2025

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	120,244,090	384,925,412	24,425,710	9,613,820	-	66,561	539,275,593
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw	20,918,816			1,809,239			22,728,055
Deferred Capital Revenue - Other	4,524,000			673,572			5,197,572
Operating Fund				185,652		86,387	272,039
Transferred from Work in Progress		28,219,971	2,851,902				31,071,873
	25,442,816	28,219,971	2,851,902	2,668,463	-	86,387	59,269,539
Decrease:							
Deemed Disposals			42,472	872,365			914,837
Asset Retirement Obligation Revaluation		2,223,435					2,223,435
	-	2,223,435	42,472	872,365	-	-	3,138,272
Cost, end of year	145,686,906	410,921,948	27,235,140	11,409,918	-	152,948	595,406,860
Work in Progress, end of year		43,134,497	399,288				43,533,785
Cost and Work in Progress, end of year	145,686,906	454,056,445	27,634,428	11,409,918	-	152,948	638,940,645
Accumulated Amortization, beginning of year		136,560,095	10,576,987	3,377,430	-	30,714	150,545,226
Changes for the Year							
Increase: Amortization for the Year		9,383,688	2,583,042	1,051,187		21,951	13,039,868
Decrease:							
Deemed Disposals			42,472	872,365			914,837
Asset Retirement Obligation Revaluation		2,216,446					2,216,446
		2,216,446	42,472	872,365	-	-	3,131,283
Accumulated Amortization, end of year		143,727,337	13,117,557	3,556,252	-	52,665	160,453,811
Tangible Capital Assets - Net	145,686,906	310,329,108	14,516,871	7,853,666	-	100,283	478,486,834

School District No. 62 (Sooke)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2025

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	35,371,653	149,733	-	-	35,521,386
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	34,444,348	2,825,899			37,270,247
Deferred Capital Revenue - Other	1,195,098	154,217			1,349,315
Operating Fund	43,369	121,341			164,710
Local Capital	300,000				300,000
	<u>35,982,815</u>	<u>3,101,457</u>	<u>-</u>	<u>-</u>	<u>39,084,272</u>
Decrease:					
Transferred to Tangible Capital Assets	28,219,971	2,851,902			31,071,873
	<u>28,219,971</u>	<u>2,851,902</u>	<u>-</u>	<u>-</u>	<u>31,071,873</u>
Net Changes for the Year	<u>7,762,844</u>	<u>249,555</u>	<u>-</u>	<u>-</u>	<u>8,012,399</u>
Work in Progress, end of year	<u><u>43,134,497</u></u>	<u><u>399,288</u></u>	<u><u>-</u></u>	<u><u>-</u></u>	<u><u>43,533,785</u></u>

School District No. 62 (Sooke)

Deferred Capital Revenue

Year Ended June 30, 2025

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	230,751,663	18,279,709	5,437,116	254,468,488
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	1,809,239		673,572	2,482,811
Transferred from Work in Progress	25,715,906	5,102,579	88,678	30,907,163
	<u>27,525,145</u>	<u>5,102,579</u>	<u>762,250</u>	<u>33,389,974</u>
Decrease:				
Amortization of Deferred Capital Revenue	10,639,719	889,846	520,533	12,050,098
Amortization of Deferred Capital Revenue - for long term lease	61,477			61,477
	<u>10,701,196</u>	<u>889,846</u>	<u>520,533</u>	<u>12,111,575</u>
Net Changes for the Year	<u>16,823,949</u>	<u>4,212,733</u>	<u>241,717</u>	<u>21,278,399</u>
Deferred Capital Revenue, end of year	<u>247,575,612</u>	<u>22,492,442</u>	<u>5,678,833</u>	<u>275,746,887</u>
Work in Progress, beginning of year	30,229,066	4,592,321	-	34,821,387
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	37,270,247	1,260,637	88,678	38,619,562
	<u>37,270,247</u>	<u>1,260,637</u>	<u>88,678</u>	<u>38,619,562</u>
Decrease				
Transferred to Deferred Capital Revenue	25,715,906	5,102,579	88,678	30,907,163
	<u>25,715,906</u>	<u>5,102,579</u>	<u>88,678</u>	<u>30,907,163</u>
Net Changes for the Year	<u>11,554,341</u>	<u>(3,841,942)</u>	<u>-</u>	<u>7,712,399</u>
Work in Progress, end of year	<u>41,783,407</u>	<u>750,379</u>	<u>-</u>	<u>42,533,786</u>
Total Deferred Capital Revenue, end of year	<u>289,359,019</u>	<u>23,242,821</u>	<u>5,678,833</u>	<u>318,280,673</u>

School District No. 62 (Sooke)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2025

Schedule 4D (Unaudited)

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
Balance, beginning of year	4,370,742	492,709	-	5,157,994	-	10,021,445
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	56,944,685					56,944,685
Provincial Grants - Other			7,188,978			7,188,978
Other				1,901,060	762,250	2,663,310
Investment Income		18,613				18,613
Transfer project surplus to MECC Restricted (from) Bylaw	(18,690)	18,690				-
	56,925,995	37,303	7,188,978	1,901,060	762,250	66,815,586
Decrease:						
Transferred to DCR - Capital Additions	1,809,239				673,572	2,482,811
Transferred to DCR - Work in Progress	37,270,247		1,260,637		88,678	38,619,562
Transferred to Revenue - Site Purchases	20,918,816			4,524,000		25,442,816
Transferred to Revenue - Expensed Costs	1,175,716					1,175,716
	61,174,018	-	1,260,637	4,524,000	762,250	67,720,905
Net Changes for the Year	(4,248,023)	37,303	5,928,341	(2,622,940)	-	(905,319)
Balance, end of year	122,719	530,012	5,928,341	2,535,054	-	9,116,126

**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
Sept. 9, 2025 – 6:00 p.m.**

Present: Cendra Beaton, Trustee (Acting Chair)
Trudy Spiller, Trustee (Committee member)
Christine Lervold, Trustee (Acting Committee member)
Russ Chipps, Trustee (online)
Dana Savage, CUPE
Tim Hamblin, CUPE
Amanda Culver, STA
Corrinne Kosik, SPVPA
Paul Block, Superintendent/CEO
D'Arcy Deacon, Associate Superintendent
Vanessa White, Acting Associate Superintendent
Ash Senini, SPEAC (online)

Regrets: Laura Schwertfeger

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

With gratitude and respect, we acknowledge that we live, learn, and work on the traditional territories of the Coast Salish: T'Sou-ke Nation, SCÍÁNEW (Beecher Bay) Nation, and the Nuu-chah-nulth; Paaʔčiidʔath (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEL (Malahat) Nation, and the Ləkʷəŋən peoples of Songhees and Esquimalt Nations.

2. Opening Remarks from Acting Chair Cendra Beaton

The Acting Chair thanked all staff for a great start-up.

She noted that Sept. 18 is Military Family Appreciation day and recognized and gave gratitude to military families. Acknowledgement was made with regard to Sept. 30, National Day of Truth and Reconciliation. Acting Chair Beaton encouraged everyone to find ways to learn and unlearn related to Truth and Reconciliation.

3. COMMITTEE REPORT of June 3, 2025 Education-Policy Committee meeting

The committee report for the June 3, 2025 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. BAA COURSE PROPOSALS

There were no BAA course proposals for this meeting.

5. NEW BUSINESS

a. Committee Terms of Reference – Acting Chair Beaton

Acting Chair Beaton indicated that the ToR were on page 6. September is a good time to remind and refresh the terms of reference. The Acting Chair reviewed the terms in detail. There were no questions or comments from those in attendance.

b. Student Voice Engagement Plan – D’Arcy Deacon

Associate Superintendent Deacon provided an overview of the Student Voice Engagement plan. The slide deck from page 10 was shared. This has come from last year’s Operational Plan.

- It is a road map on how to include student voice.
- It’s meant to be revisited on an annual basis.
- Feedback was received from youth and adults during the process.
- Engagement activities took place from Grades 4 - 12 and ranged from small group to large group activities.
- Data has now been aggregated, and three goals have been created.
- The goals provide a broad range of opportunities.
- Appendices available with more information related to the aggregated data.

Discussion ensued about the implementation strategies and staff engagement to support the plan. The committee expressed thanks and appreciation to Associate Superintendent Deacon and all who contributed to the plan.

6. **REVIEW OF POLICIES/REGULATIONS**

a. Draft Revised Policy A-101 “Administrative Organization” – Paul Block

Superintendent Block gave background on the policy and why it is important. History was provided on changes in the IT department and structure. Changes in staffing allowed District staff to take time to explore possible structures and examine how other districts have organized this work. Staff were given time to provide feedback and information to help with the process.

There is current policy related to the structure of the executive and in order to make changes that are better suited to current District needs, changes in policy are being proposed.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy A-101 “Administrative Organization”.

b. Draft Revised Regulations E-205 “Recruitment and Selection of Administrative Personnel” – Paul Block

This will be impacted by the change in structure in the IT department. A housekeeping edit was further suggested for this revision process.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Regulations E-205 “Recruitment and Selection of Administrative Personnel”.

- c. Draft Revised Policy and Regulations C-114 “Sanctuary Schools” – D’Arcy Deacon
No significant revision but language related to “ordinary resident” was explained. The changes are meant to better reflect the current needs of community and to be better in line with current Immigration Canada language.

Discussion ensued. One concern raised was understanding the phrase “promote sensitivity”. Point taken that language could be more specific, but the goal is to provide clarity and ease for all circumstances that might occur. It was the general consensus that it’s more concise and clear and does not create barriers.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-114 “Sanctuary Schools”.

7. FOR INFORMATION – Paul Block

- a. Research Project Approval – “Exploring How Useful Teachers Find Student Mathematics Needs Information” – Daniel Jerez, University of Alberta

The application was received over summer from a Master’s student. He is studying how technology impacts math education. All consents are in place and there are no privacy concerns. All data is stored in Canada, and no personal information is being shared.

8. FOR FUTURE MEETINGS

- 9. ADJOURNMENT at 7:05 p.m. NEXT MEETING DATE: Oct. 7, 2025**

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Sept. 23, 2025

Draft revised Policy A-101 "Administrative Organization" is now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy A-101 "Administrative Organization".

School District #62 (Sooke)

ADMINISTRATIVE ORGANIZATION	No.: A-101
	Effective: June 22/81 Revised: Feb. 26/08; Dec. 9/14; Dec. 11/18; May 23/23 Reviewed: Nov. 17/14; Dec. 8/14; Dec. 11/18; Apr. 25/23; May 23/23; Sept. 9/25; Sept. 23/25

SCHOOL BOARD POLICY

The Superintendent of Schools is the Chief Executive Officer of the Board of Education, and as such assumes full authority and responsibility for the implementation of the policies of the Board and for the management of the school district.

The Board and Superintendent are assisted by ~~six~~ **five (5)** executive officers of the Board; the Deputy Superintendent, two Associate Superintendents of Schools, the Secretary-Treasurer, **and** the Executive Director of Human Resources, ~~and the Executive Director of Digital Solutions~~, all of whom report to the Superintendent of Schools (except that in matters pertaining to their responsibilities as Corporate Officer of the Board, the Secretary-Treasurer shall report to the Board).

In the absence of the Superintendent of Schools, the Deputy Superintendent shall assume responsibility for the operations of the district.

The Deputy Superintendent and Associate Superintendents shall be accountable to the Superintendent for assigned aspects of the district's educational operations, including personnel, curriculum and budget preparation and administration. The Secretary-Treasurer shall be accountable to the Superintendent of Schools for all aspects of the district's Support Services operation: finance, maintenance, transportation, construction, clerical services and business operations **(including information technology infrastructure and operations, privacy, cyber risk and security, records management and digital governance)**. The Executive Director of Human Resources shall be accountable to the Superintendent for assigned aspects of labour relations, Occupational Health and Safety, as well oversight of district collective agreement obligations. ~~The Executive Director of Digital Solutions shall be accountable to the Superintendent for assigned aspects of digital literacy/training support, infrastructure and technology operations support, cyber risk and security, records management data analytics and integration, and digital governance and integration.~~

All other members of school district staff report directly to a designated supervisor, who ultimately will have responsibility to an executive officer.

The Board expects that its executive officers will assume a high level of responsibility for thorough planning, sound management, effective interpersonal relations and the continuing improvement of school district communications, morale and general effectiveness.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Sept. 23, 2025

Draft revised Policy and Regulations C-114 "Sanctuary Schools" are now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-114 "Sanctuary Schools".

School District #62 (Sooke)

SANCTUARY SCHOOLS	No.: C-114
	Effective: May 28/24 Revised: Reviewed: Apr. 9/24; Apr. 30/24; May 28/24; Sept. 9/25; Sept. 23/25

SCHOOL BOARD POLICY

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

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

Reference:
Policy C-112 Ordinarily Resident

School District #62 (Sooke)

SANCTUARY SCHOOLS	No.: C-114
	Effective: May 28/24 Revised: Reviewed: Apr. 9/24; Apr. 30/24; May 28/24; Sept. 9/25; Sept. 23/25

SCHOOL BOARD REGULATION

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

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

Definition:**Ordinarily Resident**

on the basis of objective evidence, a person has established a regular, habitual mode of life in the community with a sufficient degree of continuity which has persisted despite temporary absences.

Requirements:

1. The Board will promote sensitivity regarding the needs of students without immigration status in Canada.
2. Students who are unable to share proof of immigration status as part of their registration documentation will not be denied enrollment in schools, provided they have satisfied the rest of the criteria to establish that they are ordinarily resident. In such cases, families may be expected to produce such documentation within an established timeline; otherwise, it may be necessary to pay fees in order to continue attending school.
3. Where there is a need to verify a student's name, home address, or date of arrival in Canada, and where the usual supporting documentation is not available, the Board and schools will accept a combination of other documents outlined in School District #62 Policy C-112 and related regulations.
4. Student registration forms, including electronic databases, which refer to immigration status in Canada, will not be shared with individuals or organizations outside of the District.
5. Student registration forms, including electronic databases, will include reference to School District #62 Policy C-114.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Sept. 23, 2025

Draft revised Regulations E-205 "Recruitment and Selection of Administrative Personnel" is now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Regulations E-205 "Recruitment and Selection of Administrative Personnel".

School District #62 (Sooke)

Recruitment and Selection of Administrative Personnel	No.: E-205
	Effective: Jan. 23/24 Revised: Reviewed: Dec. 5/23; Dec. 19/23; Jan. 23/24; Sept. 9/25; Sept. 23/25

ADMINISTRATIVE REGULATIONS1. Superintendent

- 1.1. The Board has the sole authority to recruit and select an individual for the position of Superintendent and anyone expected to act in the place of the Superintendent for a period in excess of thirty (30) days.
- 1.2. The Board may choose to engage an external consultant to provide executive search services.
- 1.3. The Board shall have sole responsibility for initiating the advertising process and shall make reasonable effort to ensure that all current district employees are made aware of the vacancy.
- 1.4. The Board shall constitute the selection committee.
- 1.5. The Board will invite representatives from Executive Staff and district stakeholder groups (CUPE, STA, SPVPA, and SPEAC) to advise the selection committee during the interview process.

2. Executive Staff

The following process shall be used for executive staff positions, specifically, Deputy Superintendent, Associate Superintendent(s), Secretary-Treasurer, **and the** Executive Director of Human Resources and the Executive Director of Digital Solutions.

- 2.1. The Superintendent is delegated authority to recruit and establish shortlisting and interview processes, within the limitations of legislation, budget allocations and collective agreements.
- 2.2. Prior to commencing a search for an Executive Staff position a current, written role description shall be prepared.
- 2.3. Input to the recruitment criteria shall be provided by the Board and may be sought from district stakeholder groups prior to the recruitment being initiated.
- 2.4. The Personnel Committee of the Board, Superintendent, and Executive Team Representatives appointed by the Superintendent shall constitute the short listing and selection committees for these positions.
- 2.5. The selection committee shall seek representation from other members of the Executive Staff and stakeholder groups to participate as an advisory committee to the selection committee during the interview process. Feedback and recommendations from the advisory committee will be recorded as reference material for the selection committee. Advisory committee

members, comprised of stakeholder representative, shall withdraw at the conclusion of this feedback process.

2.6. Recommendations by the selection committee shall be brought forward to the Board of Education for ratification.

3. Principals and Vice-Principals

At the discretion of the Superintendent and within the constraints of this policy, principal or vice-principal vacancies shall be filled through either: Principal or Vice-Principal mobility, selection from the Principal/Vice-Principal hiring pool; or through competition for a posted vacancy. Principals and Vice-Principals are hired to the district and placed in assignments.

3.1. Principal and Vice-Principal Mobility:

3.1.1. The Board believes that changes in Principal and Vice-Principal assignments can be positive for professional growth and the strengthening of system leadership.

3.1.2. The Superintendent is delegated authority for determining such changes in assignment.

3.1.3. Consideration for mobility transfers may be initiated at the request of either the Principal/Vice-Principal or the Superintendent. Normally, such consideration shall be given after the Principal/Vice-Principal has held an appointment for a reasonable period of time and there is value to be gained by a transfer.

3.1.4. Once mobility transfers have been completed the Superintendent shall inform the Board of the new assignments.

3.2. Principal/Vice-Principal Hiring Pool:

3.2.1. The District shall maintain an eligible administrator pool for the positions of elementary principal, elementary, middle and secondary vice-principal.

3.2.2. The Superintendent or designate may call for a competition of candidates who may be assigned to a district hiring pool for up to two (2) years.

3.2.3. Candidates are accepted into the eligible administrator pool pending the outcome of the recruitment and interview process.

3.2.4. Applicants may remain in the pool for two (2) years. After two (2) years, candidates are reviewed and references are checked. Positive references may allow candidates to remain in the eligibility pool for one (1) more year.

3.2.5. Information regarding successful pool candidates will be communicated to the Board.

3.3. Competition for a Posted Vacancy for Principal or Vice-Principal Positions:

3.3.1. The Superintendent is delegated full authority for all aspects of the selection processes for the positions of Principal and Vice-Principal, except as may otherwise be provided in this policy.

3.3.2. This delegated authority includes, but is not restricted to, establishing and carrying out a consultation process, recruitment, advertising, reviewing applications, short-listing, developing interview processes, communications with candidates, chairing the interview

process, determining the preferred candidate, making the appointment, and ensuring appropriate contractual arrangements.

3.3.3. The Superintendent shall inform the Board of Principal/Vice-Principal appointments, including to the eligible administrator pool.

4. Non-School Based Positions

The following process shall be followed for senior district management positions including Director and Manager.

4.1. The Superintendent is delegated authority to recruit and select senior staff and district management positions within the limitations of legislation, budget allocations and collective agreements.

4.2. These positions shall have a written job description and shall be compensated within the BCPSEA compensation guidelines.

5. Recruitment and Reporting Process

5.1. All Administrative Personnel positions captured within this policy, shall be approved by the Board, for the Superintendent and Executive Staff, or the Superintendent for all other positions.

5.2. The Superintendent shall establish a recruitment process for all positions that provide an unbiased and objective process.

5.3. The Superintendent shall ensure that practices designed to improve the lives of disadvantaged individuals or groups as defined in the BC Human Rights Code are utilized as expressly permitted under a special program application to the BC Human Rights Commissioner.

5.4. Input into selection criteria:

5.4.1. The Superintendent shall, in collaboration with Executive Staff and others as appropriate, develop recruitment criteria for vacant positions.

5.4.2. The criteria shall reference duties and responsibilities, education and experience, and district leadership competencies.

5.5. Shortlisting

5.5.1. The Superintendent or designate will convene a selection panel comprised of three (3) representatives of the Superintendent's Office and one (1) representative of the Human Resources Department to determine shortlisted candidates for any posted, excluded position.

5.5.2. At the time of shortlisting, the committee will review the qualifications for the position, the approximate number of openings, the number of individuals to be interviewed, the process to be followed in examining the supporting material submitted by candidates, and the interviewing procedures.

5.5.3. The Superintendent or designate will contact shortlisted candidates and will arrange for interview times. Candidates will be briefed on the process prior to the interview. The shortlist of candidates will be kept confidential.

5.6. Interview Panels:

- 5.6.1. Where the Superintendent or designate determines that a single vacancy or hiring pool vacancy exists, an application process will be done with selection committee consisting of three (3) representatives of the Superintendent's Office and one (1) representative of the Human Resources Department.
- 5.6.2. Prior to the interview being held, the selection committee will agree on a presentation and questions that they will ask the candidates. Each candidate will be asked the same questions to ensure consistency and equity.
- 5.6.3. The Superintendent or designate will invite representatives from district stakeholder groups (CUPE, STA, SPVPA, and SPEAC) to advise the selection committee during the interview process.

5.7. Role of the Human Resources Department with Administrative Personnel

- 5.7.1. Appropriate representatives from the Human Resources Department will assist and support the work of filling administrative vacancies.
- 5.7.2. The Human Resources Department will facilitate completion of recruitment, interview and completion of offer and acceptance of employment processes.

- 5.8. The Superintendent will provide a report to the Board providing information on the appointment of successful candidates for all principal and vice-principal, and non-school based positions, outlining the skills, experience and relevant information of the selected candidate.

6. Hiring Matrix and Stakeholder Participation:

Position Recruited	Recruitment Criteria Input	Shortlisting	Interview	Hiring Approval	Reporting
Superintendent	Board May request from: Executive Staff, SPVPA, STA, CUPE, SPEAC, Indigenous Rights Holders	Board	Board, supported by the Executive Team	Board	Board informs community
Executive Staff	Board and Superintendent May request from: Executive Staff, SPVPA, CUPE, STA, SPEAC, Indigenous Rights Holders	Personnel Committee of the Board, Superintendent, and Executive Team Members appointed by the Superintendent	Personnel Committee of the Board, Superintendent, and Executive Team Members appointed by the Superintendent	Board and Superintendent	Board and Superintendent inform community
Principals, Vice-Principals	Superintendent May request from: Executive Staff, SPVPA, CUPE, STA, SPEAC, Indigenous Rights Holders	Superintendent and selection committee	Superintendent and established panel	Superintendent	Superintendent informs Board
Non-School Based Staff	Executive Staff and Direct Reports	Executive Staff and selection committee	Executive Staff and established panel		Executive Staff Member informs Superintendent and Board
Other Exempt Staff	Directors, Manager May request from: direct reports	Director, Manager	Director, Manager, supervisor	Director or Manager	Director or Manager informs Executive lead

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

September 23, 2025

The following draft revised Policies and Regulations are scheduled for adoption:

- C-111 "International Education and Non-Resident Students"
- C-112 "Ordinarily Resident"
- C-319 "Student Suspension"

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policies and Regulations C-111 "International Education and Non-Resident Students", C-112 "Ordinarily Resident" and C-319 "Student Suspension".

School District #62 (Sooke)

INTERNATIONAL EDUCATION AND NON-RESIDENT STUDENTS	No.: C-111
	Effective: Nov. 12/97 Revised: Nov. 23/04; Reviewed: June 3/25; June 24/25; Sept. 23/25

SCHOOL BOARD POLICY

The Board of Education recognizes the value of those national and international educational opportunities for students and teachers which promote growth in global **and intercultural** understanding.

The Board encourages opportunities for students and teachers to gain insights into the attitudes, beliefs, and lifestyles of **different** cultural groups by encouraging field trips, student and teacher exchanges, twinning of schools, the inclusion of international students and other forms of cultural contact.

While the Board's primary mandate is to provide instruction for students of school age who are resident with their parents or legal guardians within the boundaries of School District No. 62, the Board may provide instruction to international students who are participating in a recognized student exchange program or who are fee-paying international students in accordance with School Board Administrative Regulations.

Statutory Reference:

British Columbia *School Act*, Sections 74 and 82

BC Ministry of Education: **Eligibility for Students for Operating Grant Funding**

Policy Reference:

C-112 "Ordinarily Resident"

School District #62 (Sooke)

INTERNATIONAL EDUCATION AND NON-RESIDENT STUDENTS	No.: C-111
	Effective: Apr. 13/82 Revised: Feb. 11/03; Nov. 23/04; Mar. 28/06; Nov. 24/15; Reviewed: Oct. 20/15; June 3/25; June 24/25; Sept. 23/25

ADMINISTRATIVE REGULATIONS

Definitions: For the purpose of these regulations, the following definitions apply:

~~A *Foreign Student* is a non-Canadian student whose family, independent of the School District, has made application to Citizenship and Immigration Canada to reside and attend school in the School District.~~

Ordinarily Resident: on the basis of objective evidence, a person has established a regular, habitual mode of life in the community with a sufficient degree of continuity which has persisted despite temporary absences.

An *International Funding-Eligible Student* is a non-Canadian student who is deemed Ordinarily Resident in the School District and thus meets the criteria to receive funding from the Ministry of Education and Child Care.

An *International Student* is a non-Canadian student **who is not deemed Ordinarily Resident and** whose education in the School District has been arranged through or vetted by the District's International Program.

A *Non-Resident* student is one who is not "Ordinarily Resident" in the School District **but may be a Canadian citizen or permanent resident.** ~~or whose parents/legal guardians are not ordinarily residents of the District.~~

1. Foreign Students

- ~~1.1 The Board will normally enroll in district schools those foreign students whose parents possess the right to enter and remain in Canada on a work permit or temporary visa, pursuant to the provisions of the *Immigration and Refugee Protection Act*.~~
- ~~1.2 In the case of an acceptable student application, the Superintendent of Schools or designate will provide the necessary documentation requested by Citizenship and Immigration Canada to enable a foreign student to obtain a study permit.~~
- ~~1.3 Non resident foreign students or their parents/guardians requesting letters of admission to school from a school principal shall be advised of Board policy and referred to the Superintendent of Schools or designate. The Superintendent or designate has the sole authority to authorize the acceptance and registration of non resident Canadian students living outside Canada and non-Canadian students. Only after meeting the necessary requirements, including a letter of acceptance or permit by Citizenship and Immigration Canada (CIC), may Principals enroll such students.~~

1. International Students

- 1.1 The Board will normally enroll international students who are participating in the District's International Student Program or who are participating in a ~~recognized~~ student exchange program **recognized by the District.**
- 1.2 The Board will annually approve a schedule of fees that will apply to all international students enrolled in district schools. The fees will at least be sufficient to cover all costs associated with the operation of the International Program.
- 1.3 **All international student applicants must comply with immigration requirements as denoted by Immigration, Refugees and Citizenship Canada (IRCC).**
- 1.4 All school programs involving student exchanges and twinning **should consult with** ~~must be vetted by~~ the International Program office **and their respective Associate Superintendent prior to committing to an exchange/twinning arrangement.**

2. Non-Resident Canadian Students

- 2.1 Canadian students whose primary residence is outside of Canada ~~and who reside with host families~~ may be admitted to district schools as International students and pay applicable fees.

3. Admission of Foreign Students, Without Fee International Funding-Eligible Students

~~Students from foreign countries~~ **Non-Canadian students who are newcomers to Canada and are requesting permission to enroll in School District No. 62 (Sooke) will be accepted without fee if they and their parent or legal guardian are deemed Ordinarily Resident in British Columbia. Determination of immigration status as Ordinarily Resident should be done in conjunction with the International Programs and Services department. Refer to Policy and Regulations C-112 "Ordinarily Resident" for further information.** ~~qualify under any of the following, subject to age qualifications and/or placement conditions, stated later. The student will:~~

- 4.1 ~~Be a landed immigrant with a Permanent Resident card or Record of Landing (IMM 1000).~~
- 4.2 ~~Be participating in a recognized, non-profit student exchange, such as that operated by Rotary International.~~
- 4.3 ~~Has applied for refugee or protected person status and has the required documentation from CIC.~~

4. Age Qualification

International students who are 19 years of age or older are not eligible for enrolment in any School District No. 62 (Sooke) school or program ~~other than Continuing Education~~. International students younger than 12 years of age must be accompanied by a natural parent or legal guardian.

5. Placement Conditions

The School District reserves the right to determine final school and grade placement subject to space availability and English proficiency **academic qualifications.**

6. **Host Families**

The International Program office is responsible for the recruitment, vetting and assessment of host families.

- 6.1 Prospective host families must submit a formal application to the International Program before being considered for approval.
- 6.2 Before being considered for approval, host families (all adults ~~over~~ **aged** 19 years of age **and older** living in the home) must submit to a Criminal Record Check and provide a copy for the International Program files. Host families must renew their Criminal Record Check every **3 5** years to maintain active status as hosts.
- 6.3 **Annually**, Host families must attend at least one orientation session ~~annually~~ **and sign an updated Homestay Family Agreement regarding program policies and procedures.** Orientation sessions will instruct host families in such matters as:
 - (a) ~~Program goals and policies.~~
 - (b) ~~Supervision needs of students.~~
 - (c) ~~Safety requirements.~~
 - (d) ~~Medical requirements.~~
 - (e) ~~Discipline procedures.~~
 - (f) ~~Appropriate family activities and trips.~~

~~6.4 Annually — Host families must sign annually an agreement regarding program policies and procedures.~~

6.4 Host family homes will be visited by International Program staff who will evaluate the families' suitability to host students **and living conditions for International Students will be evaluated periodically or as needed.**

~~6.5 Living conditions for International students will be evaluated periodically.~~

7 **Ratio of International Students** *will be subject to space availability, guided by the following.*

- 7.1 The number of International students in the District will not exceed 5% of the total student population.
- ~~7.2 The number of International students in the District's elementary schools will not exceed 1% of the total elementary school population.~~
- ~~7.3 The maximum number of International students who require ELL support should not exceed 2 per class for elementary schools.~~
- ~~7.4 Students will be individually assessed for ELL support. Support provided will be appropriate to student need.~~

8 **Fees**

8.1 The Board of Education will **sets and reviews** the fee schedule **annually**.

~~8.2 Fees will reflect a range dependent upon services required such as:~~

- ~~— English Language Learning (ELL) instruction~~
- ~~— Agency fees~~

Fees include:

- ~~8.2.1 All classroom instruction, ELL if required, homestay placement and program administrative costs.~~
- ~~8.2.2 Medical insurance as required by the British Columbia Provincial Government.~~
- ~~8.2.3 Activity fee. This includes locker rentals, student card and recreational and cultural activities.~~

9 **Refunds:**

- ~~9.1 If the request for a Study Permit or Visa is denied by Citizenship and Immigration Canada (CIC) Immigration, Refugees and Citizenship Canada (IRCC), the total School Fee paid is refundable, less \$500 administration costs. To be eligible for a refund of fees on this basis, the applicant must provide a copy of the visa application and a copy of the letter of denial from IRCC.~~

The International Student Program will establish and communicate refund eligibility criteria should a student be inadmissible to Canada, be dismissed, or choose to withdraw from the program. Natural parents will be made aware of and acknowledge their understanding and acceptance of these terms at the time of application.

- ~~9.2 If a student cancels before the program begins, two thirds of the student's School Fee is refundable.~~
- ~~9.3 If a student leaves the program within the first calendar month of beginning, half of the student's School Fee is refundable.~~

- ~~9.4 After the first calendar month OR in the event of being required to leave the program because of faulty documents, failure to obey program rules, or being charged with a criminal act in Canada, no refund is provided. No refund of the homestay fee for the current month is made if the student is dismissed from or chooses to leave the program.~~

- ~~9.5 The Sooke School District is not liable for losses/expenses that may incur as a result of the District being unable to provide education owing to labour disputes, inclement weather conditions or causes beyond its control. If the student's educational needs are greater than disclosed in the application, the District reserves the right to charge for extra support if such support is available. Any inaccuracy in the application submission is grounds for the District to terminate the agreement and send the student home without refund and at the parent's own expense.~~

10. **Violation of Program Rules**

- 10.1 Students may be dismissed from the program and returned home for failure to follow school and District policies regarding conduct.
- 10.2 Students may appeal their dismissal from the program to the Superintendent of Schools or designate.
- 10.3 Students who are asked to withdraw **dismissed** from the program will receive no refund.

11. Short Term Programs

During the school year, a number of international groups of students are **may be** welcomed into the District by the International Program.

- 11.1 These programs may combine ELL, activities and classroom integration.
- ~~11.2~~ Where there is space, based on class size and composition, these students will be assigned to appropriate classrooms, by Principals ~~upon receiving a student list from the International Department of the District.~~
- ~~11.3~~ ~~The amount of direct funding to accompany these students will be determined prior to the commencement of the program.~~

12. Custodianship

- 12.1 All international students not living with a parent require a custodian, 25 years of age or older, for the length of their study term in the Sooke School District.
- 12.2 The school district will assign a staff member to act in the custodianship role, and if the staff member is temporarily unavailable, another school district employee will be assigned to act as temporary custodian.
- 12.3 School district custodianship responsibility only applies when the student is studying in the Sooke School District. All custodianship responsibility will not be in effect prior to the student studying in the Sooke School District and will cease if the student leaves the Sooke School District for any reason.
- 12.4 Parents may appoint their own custodian and must send the notarized custodianship documents to the school district upon acceptance. The private custodian must not leave the province of British Columbia while the student is under ~~his/her~~ **their** care. Students with no custodian will be dismissed.

13. Medical Insurance

- 13.1 International students must pay for mandatory medical insurance when studying in the Sooke School District. This medical insurance will be arranged by the school district.
- 13.2 Students leaving the province for vacations or other purposes must buy additional medical insurance. Responsibility for this lies with the student and parents.

School District #62 (Sooke)

ORDINARILY RESIDENT	No.: C-112
	Effective: Jan. 28, 2020 Revised: Reviewed: Nov. 5/19; Nov. 26/19; Jan. 28, 2020; June 3/25; June 24/25; Sept. 23/25

SCHOOL BOARD POLICY

Instruction in a publicly funded educational program provided by the Board of Education, will be available to every student of school age and whose parent(s)/guardian(s) are “ordinarily resident” in British Columbia. Such students will be provided, free of charge, with the services and materials set out in section 82(1) of the *School Act*.

Statutory Reference:

British Columbia *School Act*: Section 2(1) and Section 82
 BC Ministry of Education: Eligibility of Students for Operating Grant Funding
 BC *Family Law Act*
 BC *Infants Act*
 BC *Child, Family and Community Services Act*
 BC *Adoption Act*

Policy Reference:

C-111 “International Education & Non-Resident Students”
 F-502 “School Catchment Areas and Student Placement”
C-114 “Sanctuary Schools”

School District #62 (Sooke)

ORDINARILY RESIDENT	No.: C-112
	Effective: Jan. 28, 2020 Revised: Reviewed: Nov. 5/19; Nov. 26/19; Jan. 28/2020; June 3/25; June 24/25; Sept. 23/25

ADMINISTRATIVE REGULATIONSDefinitions:

School Age: a person who has or will have attained the age of five (5) years on or before December 31 of that school year and the end of the school year (July 1) in which the person reaches the age of nineteen (19) years.

Ordinarily Resident: on the basis of objective evidence, a person has established a regular, habitual mode of life in the community with a sufficient degree of continuity which has persisted despite temporary absences.

Requirements:

1. In order for a student to be eligible for a provincially funded education in British Columbia the student and their parent/guardian must meet specific criteria set out at the provincial level as follows:
 - a. must be of school age, and
 - b. must be Ordinarily Resident in British Columbia.
2. In accordance with the *British Columbia School Act*, a student is considered "ordinarily resident" if the student is resident in British Columbia and the parent/guardian(s) of the student are ordinarily resident in British Columbia.
3. Students may be temporarily absent from British Columbia, yet still retain eligibility for funding if:
 - a. the parent/guardian(s) remains ordinarily resident in British Columbia or,
 - b. the parent/guardian(s) are also temporarily absent with the student, and that there is objective evidence that the family will be returning to British Columbia.
4. Immigration status is relevant, but does not determine ordinarily resident status. Students may be considered eligible even if they or their parent/guardian(s) are not Canadian citizens or permanent residents. The following Immigration status may allow for eligibility:
 - a. persons who have applied for Convention of Refugee Status but have not yet received a determination,
 - b. a child/**youth** who has been granted Convention of Refugee Status abroad, prior to arrival in Canada,
 - c. persons who have applied for permanent resident status from within Canada,
 - d. persons who have come to Canada on a time-limited basis that is for a period of at least one year (12 months) for the purposes of temporary work or study.
5. Determination of immigration status as Ordinarily Resident, ~~should~~ **must** be done in conjunction with the ~~International Student Programs~~ **International Programs and Services** department.
6. Determination of Ordinarily Resident status will be ~~consistent with~~ **informed by** Ministry of Education "Eligibility of Students for Operating Grant Funding" and as such, may be subject to change.

Documentation:

1. Students seeking admission into the Sooke School District must provide appropriate documentation in order for the district to determine the student's eligibility for operating grant funding. **Documentation will be reviewed annually in order to determine continued funding eligibility.**
 - a. Age:
 - i. A student is eligible for admission in September of the school year if the student is of "school-age" and has provided appropriate documentation as defined below:

1. Original Birth certificate,
2. Valid Passport

b. Residency:

- i. The location where a student's parent/guardian maintains primary residency and where the student is "ordinarily resident in the everyday course of living" determines the admission status, attendance area and school the student is expected to attend. Proof of residency may be provided with at least two of the following:
 1. Home Purchase Agreement or Rental **Residential Tenancy** Agreement signed by landlord,
 2. Property Tax Assessment,
 3. House Insurance,
 4. Property Assessment,
 5. Utility Bill (Gas, Hydro, etc.)

c. Guardianship:

- i. Students seeking admission to School District 62 must be accompanied by their parent or legal guardian. In situations where a guardian has been appointed by the court, in a will or by a **parent/guardian** facing terminal illness or mental incapacity, appropriate documentation must be provided to satisfy the school district that the student is "ordinarily resident with the guardian in the everyday course of living."
- ii. School-aged students living independently may be admitted into the school district after review of residency, guardianship authority and "everyday course of living" arrangements, **and receipt of appropriate documentation.**
- iii. Required documentation may include:
 1. Birth Certificate **indicating parent names**
 2. Passport
 3. Income tax statement where children are declared
 4. Court Order

d. Citizenship or Immigration Status:

- i. For Canadian Citizens and Permanent Residents, admission to educational programs in the Sooke School District is determined by residency, guardianship and age requirements as outlined above.
- ii. Students who are not Canadian Citizens or Permanent Residents are classified as **fee-paying** international students unless they are here with a parent/guardian as described below. **Such students are also subject to age, residency, and guardianship requirements as outlined above. Confirmation of status** as Ordinarily Resident may be provided **demonstrated** through the following documentation examples:
 1. Canadian citizenship card,
 2. Confirmation of immigration status,
 3. Confirmation of refugee status,
 4. Permanent resident card,
 5. Work permit (valid for a minimum of one year **and which identifies an employer**), along with proof of employment; and, current passport,
 6. Study permit (valid for a minimum of one year), **along with** letter of acceptance ~~or transcript showing~~ **and proof of** enrollment in a degree or diploma granting program at a public post-secondary institution **or a degree program at a private post-secondary institution** authorized by the Ministry of Advanced Education; and current passport,
 7. Diplomatic status.

School District #62 (Sooke)

STUDENT SUSPENSION PROCESS	No.: C-319
	Effective: May 12/81 Revised: Mar. 9/82; Nov. 8/83; May 23/89; Apr. 10/90; June 27/17; Reviewed: Mar. 4/25; Mar. 11/25; Sept. 23/25

SCHOOL BOARD POLICY

In accordance with Sections 26 and 85(2) of the *BC School Act*, the Board authorizes principals, vice-principals, directors of instruction and the superintendent of schools to suspend a student from attendance at school under certain circumstances.

The Board of Education believes that responses to Code of Conduct violations as well as any other student behaviour that impacts on the educational environment will be fair, equitable, and consistent. The Board further believes that principals and vice-principals will apply the principles of progressive discipline as defined in policy C-309, District and School Code of Conduct taking into account such factors as severity and frequency of the offence(s), as well as the age, maturity, and ability of the student.

The Board of Education recognizes two sets of circumstances related to a student's removal from school:

A. STUDENT SUSPENSION

Suspension of a student is viewed by the Board as a serious course of action, to be taken only in circumstances where the student's behaviour is such that removal from school is deemed necessary, and/or where other corrective measures have not resulted in an acceptable pattern of behaviour.

Any student suspended under this policy must be provided with an educational program as defined in the *BC School Act* for the duration of the suspension.

B. REFUSAL TO OFFER AN EDUCATIONAL PROGRAM

The Board may refuse to offer an educational program to a student of 16 years of age or older if the student fails to apply himself/herself **themselves** to his/her **their** studies or fails to comply with the rules and regulations of the school or Board.

References:**Statutory**

- *BC School Act, sect 26, 85(2)(c,d), 85(3)*

Policies

- **Bylaw 1-08 "Parent/Student Appeals"**
- **C-309 "District and School Code of Conduct"**
- **C-350 "Appeals"**

Reference: School Act Section 26

School District #62 (Sooke)

STUDENT SUSPENSION PROCESS	No.: C-319
	Effective: May 12/81 Revised: Mar. 9/82; Nov. 8/83; May 23/89; Apr. 10/90; July 5/05; June 27/17; Reviewed: Apr. 18/17; May 15/17; Mar. 4/25; Mar. 11/25; Sept. 23/25;

ADMINISTRATIVE REGULATIONS**A. STUDENT SUSPENSION**

The Board authorizes principals **and vice-principals** to suspend a student from school attendance when a principal/**vice-principal's investigation** concludes that:

1. The student is willfully disobedient to a teacher or any other employee of the Board carrying out responsibilities approved by the Board, or
2. The behaviour of the student has a harmful effect on other students, school personnel or the school, or
3. The student has refused to comply with the school rules or the code of conduct, rules or other policies which may be established by the Board, or
4. The student persists in frequent absences, **despite interventions from the school, district and external supports**, which are deemed by the principal or his/her designates **vice-principal** to be without sufficient reason, or
5. The student has had possession of, exchanged or been under the influence of alcohol, ~~mind-altering substances~~ **drugs, including the misuse of** ~~or non-prescription drugs while at school or during school hours~~ **school related activities as defined in Policy C-314 "Substance Use Prevention and Intervention"**. (Note Policy C-314)

The Board further authorizes the principal to delegate the responsibility for student suspension to the Vice-Principal(s) ~~or to the Teacher in Charge, in the absence of the Principal or Vice-Principal(s).~~ Action taken in the absence of the principal and vice-principal will be only to the extent required to preserve the best interests of the school and/or the student.

The Board also authorizes the principal or designate **vice-principal** to remove a suspension previously imposed upon a pupil.

B. CATEGORIES OF STUDENT SUSPENSION

1. Short-Term (5 school days or less)

In most cases of school suspension, the duration of the suspension will be five school days or less, as determined by the principal or designate **vice-principal**. The letter of suspension will convey the duration to the parent or guardian. Should a principal/**vice-principal** decide to remove a suspension, ~~he or she~~ **they** shall notify both the Superintendent of Schools and the

parents or guardian of this decision. This notification shall be by letter and, where possible, by personal contact.

2. Indefinite (greater than five days)

When suspensions arise from circumstances which are of a serious nature, the suspension letter shall state that "the suspension is until the matter has been reviewed and action taken by the District Student Review Committee". The letter shall also advise the parents or guardian ~~of the~~ **that information regarding the date and time of the hearing will be provided by the school district office.**

In addition to a copy of the suspension letter, the principal shall forward to the District Student Review Committee chairperson, a complete indefinite suspension information package.

A meeting of the District Student Review Committee, the parent(s) or guardian(s) and the student will be convened in order that the parent(s) or guardian(s) and the student may discuss with the committee the situation leading to the suspension. The District Student Review Committee will subsequently recommend a course of action **to the Associate Superintendent who will provide direction** to the parent(s) or guardian(s) and to the school(s) concerned **regarding the resolution of the suspension.** Such recommendations **direction** will be announced to the parent(s) or guardian(s) as quickly as possible and shall be confirmed by letter.

Parents must be informed of their right to appeal the decision of the Committee and to attend a closed special meeting of the Board of Education. (Note Policy C-350 Appeals and By-law 1-08 Parent/Student Appeals)

When a student who has been indefinitely suspended withdraws from school during the period of suspension, he/she **they** will not be re-admitted to any district school or program during that school year or the next school year until he/she has **they have** met with the District Student Review Committee and ~~obtained permission~~ **to resolve the circumstances of the suspension.**

C. **PROCEDURES:**

1. Preliminary Procedures

1. ~~1.1~~ Whenever a student's pattern of behaviour is such that continuation of this behaviour will likely lead to a period of suspension, the parents or guardian of that student will be notified of that behaviour by personal contact and/or in a letter of warning.

2. **Short-Term** Suspension (5 school days or less) Procedures

~~The procedure to be followed by a Principal or his/her designate(s) in suspending a student is as follows:~~

In most cases of school suspension, the duration of the suspension will be five school days or less, as determined by the principal or designate **vice-principal.**

~~The letter of suspension will convey the duration to the parent or guardian. Should a Principal decide to remove a suspension, he or she shall notify both the Superintendent of Schools and the parents or guardian of this decision. This notification shall be by letter and, where possible, by personal contact.~~

- 2.1. The parent or guardian shall be notified of the circumstances and the duration of the suspension by letter or electronic communication (e-mail).

- 2.2. If at all possible, the parent or guardian shall be ~~contacted~~ **informed of the suspension** in person or by telephone, prior to being advised by the student or ~~in the letter~~ **via written correspondence.**
- 2.3. A copy of the suspension letter shall be forwarded to the **school's Associate** Superintendent of Schools.
- 2.4. The school shall provide assignments for the suspended student and the reasonable completion of appropriate assignments may be used as a condition for the student's return to school.

3. Indefinite Suspension (greater than 5 school days)

When suspensions arise from circumstances which are of a serious nature, **a student may be suspended indefinitely. Resolution of the suspension will be done via the District Student Review Committee, which shall also be authorized to change a student's educational program to support a safe and healthy educational environment.**

3.1. Prior to issuing an indefinite suspension, principals and vice-principals must consult with their school's Associate Superintendent.

3.2. When **informing parents/guardians of a student's indefinite suspension,** ~~suspensions arise from circumstances which are of a serious nature,~~ the suspension letter shall state that "the suspension is until the matter has been reviewed and action taken by the District Student Review Committee". The letter shall also advise the parents or guardian ~~that they will be contacted by the board office~~ **with** the date and time of the hearing.

3.3. In addition to a copy of the suspension letter, At least 24 hours prior to a scheduled District Student Review Committee meeting, the Principal shall forward to the District Student Review Committee chairperson **and the parents/guardians of the suspended student,** a complete indefinite suspension information package, **including:**

- **A cover sheet including:**
 - **Student profile, strengths and challenges.**
 - **Interventions/support.**
 - **Outside agency involvement (if applicable).**
 - **Reason for suspension.**
 - **School concerns.**
- **A copy of the suspension letter and any other related suspensions.**
- **A copy of the student's attendance record.**
- **IEP (if applicable).**
- **A copy of the student's transcript (achievement records/report cards).**
- **PR card.**

3.4. A meeting of the District Student Review Committee, the parent(s) or guardian(s) and the student will be convened in order that the parent(s) or guardian(s) and the student may discuss with the committee the situation leading to the suspension.

3.5. The District Student Review Committee will subsequently recommend a course of action to the **Superintendent or designate who shall make a decision regarding the student under suspension based upon the committee recommendations.**

- 3.6. ~~parent(s) or guardian(s) and to the school(s) concerned.~~ Such recommendations **direction** will be announced to the parent(s) or guardian(s) and to the school administration as quickly as possible and shall be confirmed by letter.
- 3.7. Parents must be informed of their right to appeal the decision of the Committee and to attend a closed special meeting of the Board of Education.—(Note **as described in** Policy C-350, Appeals and By-law 1-08 Parent/Student Appeals.
- 3.8. When a student who has been indefinitely suspended withdraws from school during the period of suspension, they will not be re-admitted to any district school or program ~~during that school year or the next school year~~ until he/she has **they have** met with the District Student Review Committee and obtained permission.

4. REFUSAL TO OFFER AN EDUCATIONAL PROGRAM (EXPULSION)

- 4.1. When a student sixteen (16) years of age or older fails to apply himself/herself **themselves** to his/her **their** studies or fails to comply with the rules, regulations and/or policies of the school and/or Board the principal or **vice-principal** his/her designate shall suspend the student indefinitely.
- 4.2. **Expulsion may only be applied through a decision of the District Student Review Committee and may not be imposed by a principal or vice-principal.**
- 4.3. **The District Student Review Committee may recommend to the Superintendent or designate that the student's behaviour adversely affects the educational environment to such an extent that their removal is warranted and as such, to no longer offer an educational program to the student in any district school.**
- 4.4. **Such information shall be communicated to the parents/guardians and the student with information about the district's appeal process as described in Policy C-350, Appeals and By-law 1-08 Parent/Student Appeals.**

5. District Student Review Committee

5.1. The District Student Review Committee shall comprise, **but not be limited to:**

- **Associate Superintendent, Inclusive Education and/or Safe Schools.**
- **District Principal or Vice-Principal, Inclusive Education.**
- **Principal or Vice-Principal from another district school from the same level.**
- **The District Safe Schools Coordinator.**
- **District Principal or Vice-Principal of Indigenous Education programs when the student is of Indigenous ancestry.**
- **A teacher representative.**

5.2. **The Associate Superintendent shall chair the District Student Review Committee.**

5.—

—The District Student Review Committee shall comprise the Superintendent of Schools or his/her **their** designates, the District Principal—Student Support Services or his/her designates, plus two administrative officers and two teachers.

6. District Committee Hearings

6.1. The District Student Review Committee hearings shall be held whenever a student is suspended indefinitely from a school.

6.2. ~~The school administration~~ **A district representative from the school board office** shall inform the parents/guardians of the time **and date** of such a hearing.

6.3. At least one parent or guardian plus the suspended student should attend any hearing, ~~but~~ **however**, a hearing can proceed in their absence provided that they had notice of such a hearing and ~~those~~ **did** not attend.

7. Recommendations of the District Student Review Committee

7.1. The District Student Review Committee may **recommend to the Associate Superintendent, who may** direct:

- that the student suspension be extended for a specified period of time such that the total suspension not exceed twenty (20) consecutive school days, or
- that the student be placed in another district school or educational program, and/or
- that certain conditions be met for the student to be readmitted to a district school/program (e.g. letter of apology, agreement to counselling, etc.).
- **other actions that will support a positive reintegration of the student into their educational programming.**
- **Section 74(4.1) of the BC School Act allows Board's to offer a student's educational program through online learning only if it complies with section 74(3).**

7.2. Further, the District Student Review Committee may recommend to the Superintendent of Schools, in the case of a student 16 years of age or older, that the Board refuse to offer an educational program to that student.

D. REFUSAL TO OFFER AN EDUCATIONAL PROGRAM EXCLUSION OF STUDENTS 16 YEARS OF AGE OR OLDER

1. The *BC School Act* gives the Board the authority to refuse to offer an educational program to a student 16 years of age or older if, in spite of due warning, the student fails to apply himself/herself **themselves** to his/her **their** studies or fails to comply with the **district and school code of conduct and/or other rules and policies referred to in Section 6 of the School Act.** ~~rules, regulations and/or policies of the school and/or Board the Principal or his/her designate shall:~~

~~1. Give him/her due warning;~~

~~2. Inform the parents of the student by letter of the reasons for the warning; and~~

~~3. Where feasible, arrange for an interview with the parents or guardians of the student at the school.~~

~~If, within an appropriate period of time after the warning, the student fails to make a reasonable effort to reform, the Principal shall suspend the student indefinitely with a referral to the District Student Review Committee.~~

2. In such cases, the principal or vice-principal may recommend to the District Student Review Committee that the Board refuse to offer an educational program to the student. The principal/vice-principal do not have the capacity or authority to expel a student without referral to the District Student Review Committee.

- 3. A decision to refuse to offer an educational program to a student may only be undertaken after convening a meeting of the District Student Review Committee where the parent or guardian and the student shall have the opportunity to discuss with the Board the recommendation to refuse to offer an educational program to the student.**
- 4. The Board also has the authority, after consultation with the Superintendent of Schools, to readmit students 16 years of age or older whose attendance has been excluded as described above. The Board may also order that any reference to the exclusion be removed from a student's record.**

DRAFT



Board Information Note Public Board Meeting

September 23, 2025

Agenda Item 11.2 – Enhancing Student Learning Report 2024/25

ISSUE: The Framework for Enhancing Student Learning (FESL) is a Ministry policy that formalizes the province’s commitment to continuous improvement in BC’s public education. The Enhancing Student Learning Reporting Order (ESLR) requires each district to report annually on student learning outcomes and publicly provide evidence and analysis on strategies that enhance student learning and success.

BACKGROUND / FACTS:

- FESL is a K-12 focus, with specific attention on equity and parity goals for Indigenous learners, students with disabilities or diverse abilities, and Children and Youth in Care.
- FESL recognizes the commitment and shared responsibility education partners have for Indigenous student learning and reflects ongoing authentic engagement in collaborative action.
- The ESLR is organized around the three pillars of the Educated Citizen—Intellectual Development, Human and Social Development, and Career Development. Using local and provincial data, districts review evidence and respond to results, adjusting and aligning strategies to improve student outcomes.

Statutory Requirements:

Framework for Enhancing Student Learning Policy (provincial):

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

Enhancing Student Learning Reporting Order (provincial):

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

ANALYSIS:

- The Enhancing Student Learning Report reflects Ministry provided data sets, primarily the Foundation Skills Assessments (FSA) and Student Learning Survey. We have also referenced local data through Summary of Learning Updates (Report Cards) and the Equity Scan Survey, Childhood Experiences Questionnaire, and Middle Years Development Instrument. Having multiple data sets provides a substantive and authentic understanding of student achievement in the Sooke School District.

- This report reflects the district’s continued focus on building coherence and alignment between the strategies enabled within the goals of the District Strategic Plan 2021-2025, and the evidence as gathered throughout the district’s Continuous Improvement Cycle.
- Through the analysis of provincial and local data, we support our commitment to removing barriers and building equity and parity for all learners with a strategic and intentional focus on continuous improvement.

NEXT STEPS:

- After securing Board approval, the ESLR 2025 report will be submitted to the Ministry of Education and Child Care on or before October 1, 2025 as per FESL Policy.
- The Ministry submission will comprise of the following sections:
 - Part 1 ESLR: Review Data and Evidence—a pre-populated provincial template of quantitative data and the subsequent district analysis and interpretation.
 - Part 2b ESLR: Respond to Results, Interim Progress Report—the report submission process occurs on a 3-year cycle. In this 3-year cycle, districts submit a full report once, and two Interim Progress Reports.
 - Appendix A: Local Data—as part of data analysis and interpretation, districts reflect on local data as a comparative sample.

Prepared by: Monica Braniff, Deputy Superintendent

Attachments:

- Part 1 ESLR: Review Data and Evidence
- Part 2b ESLR: Respond to Results, Interim Progress Report
- Appendix A: Local Data

Sooke School District

SD#62

Enhancing Student Learning Report

September 2025

Part 1: Review Data and Evidence

In Review of Year 4 of Strategic Plan 2021-2025

Received & Approved by Board on **September 23, 2025**

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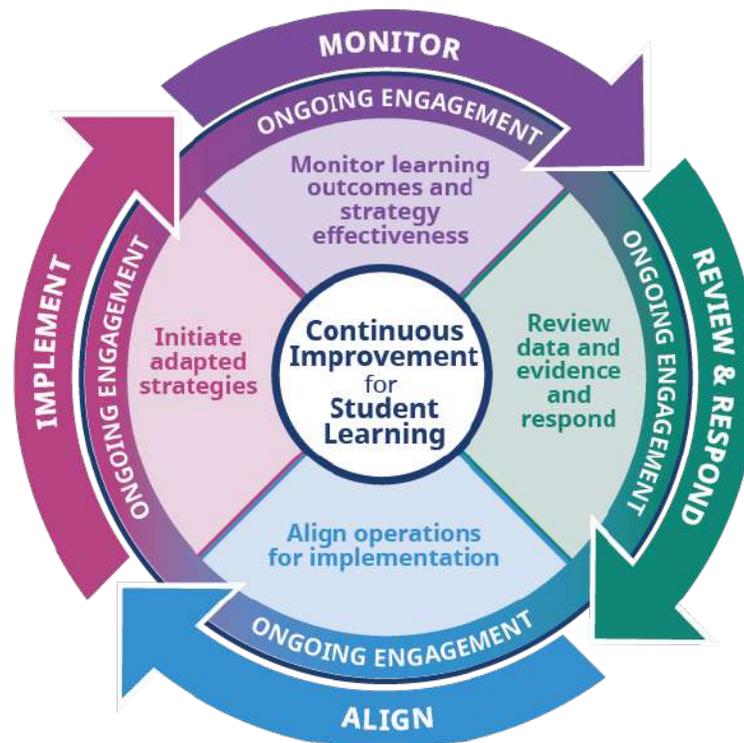
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Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

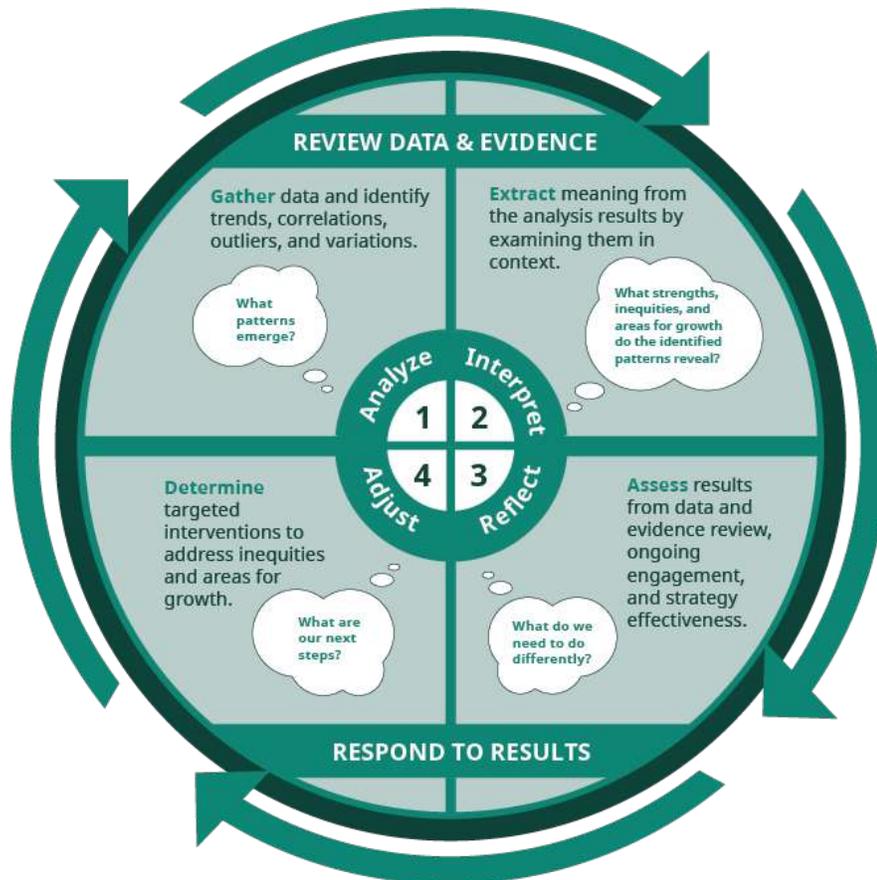
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Review Data and Evidence

Part 1



Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
 1. **Analysis** (What patterns emerge?)
 2. **Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Intellectual Development

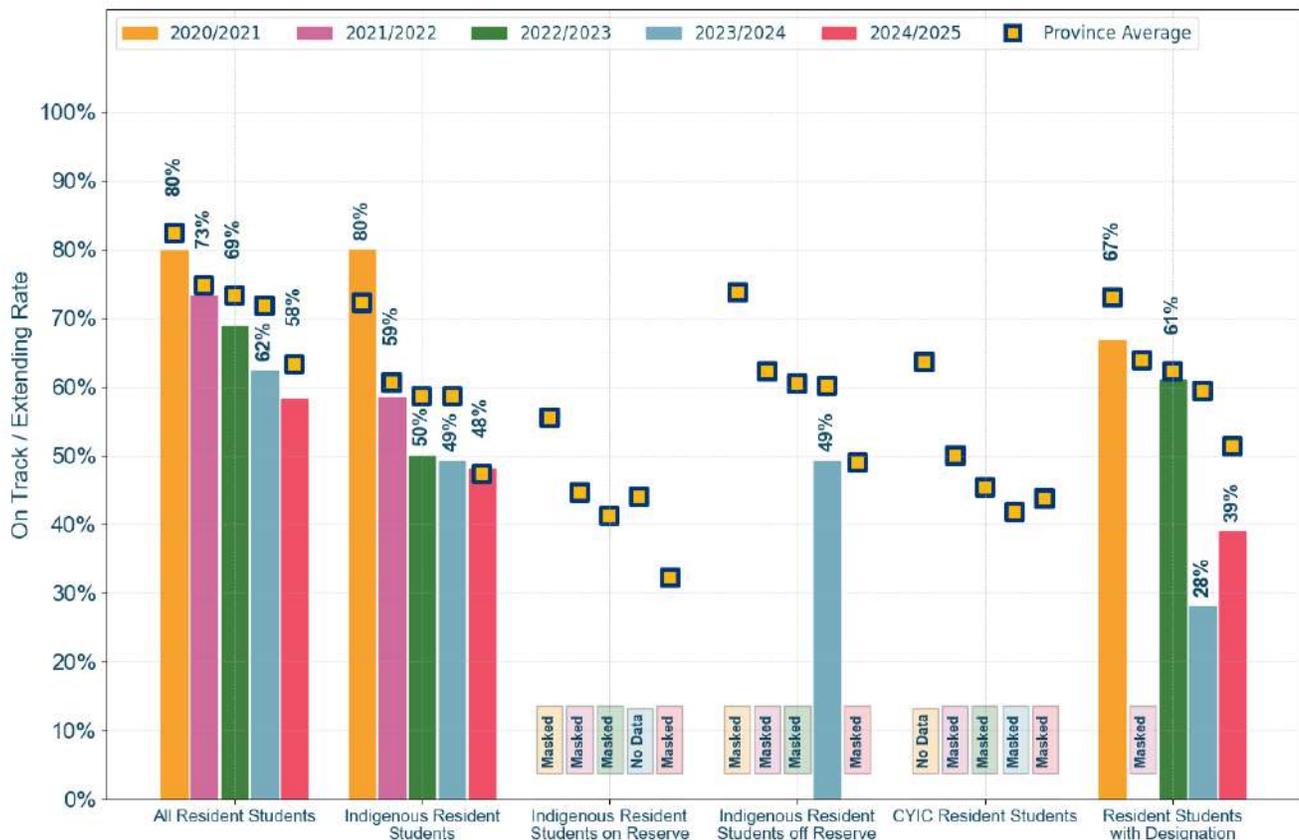
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD062 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	829 30%	930 40%	967 58%	963 67%	1044 79%
Indigenous Resident Students	98 26%	109 38%	116 53%	105 64%	102 75%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	10 0%	Masked	Masked	Masked	Masked
Resident Students with Designation	100 15%	102 17%	117 35%	128 39%	145 50%

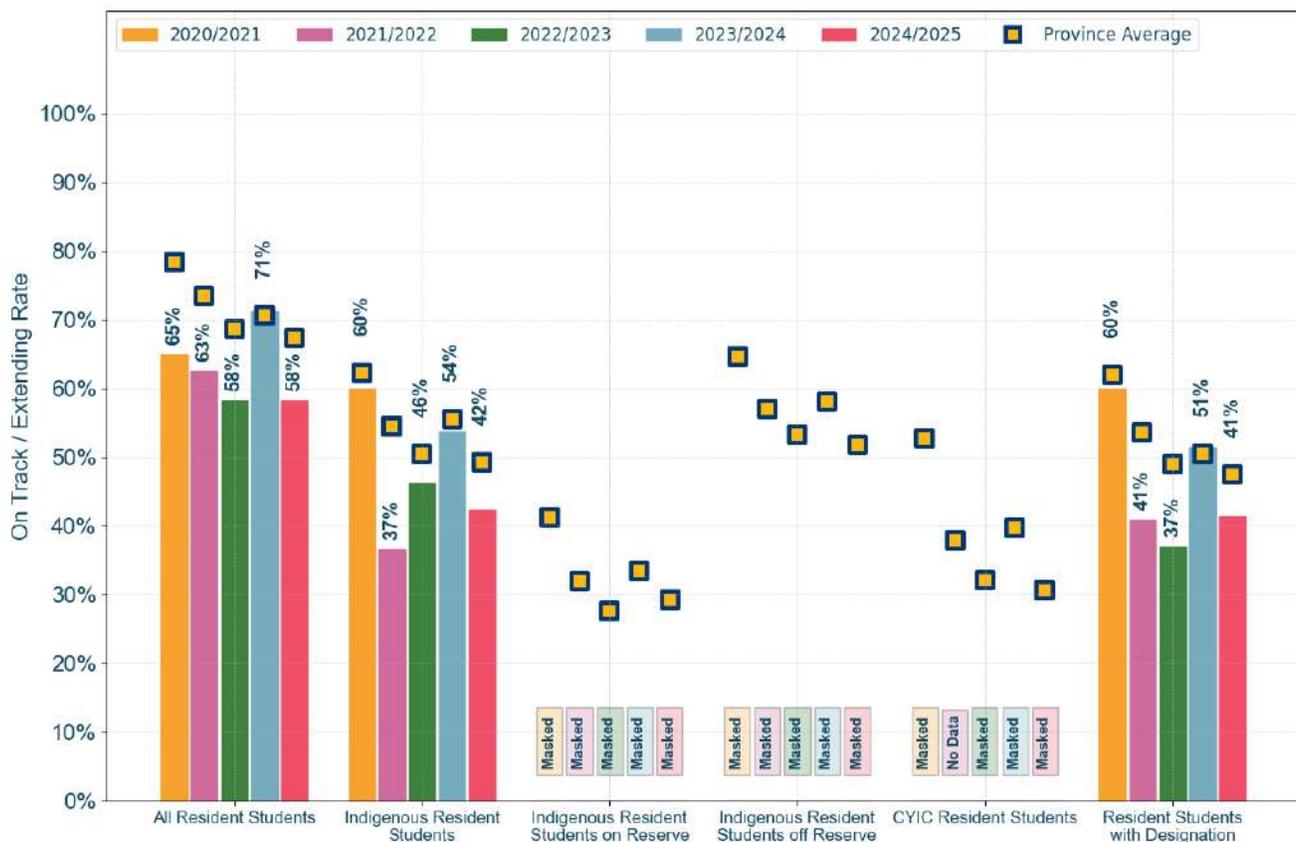
SD062 - Grade 4 FSA Literacy - On Track / Extending Rate



SD062 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	878 24%	873 30%	965 49%	895 69%	1009 79%
Indigenous Resident Students	143 21%	106 39%	141 38%	98 55%	108 72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	164 18%	174 25%	169 32%	167 46%	233 64%

SD062 - Grade 7 FSA Literacy - On Track / Extending Rate

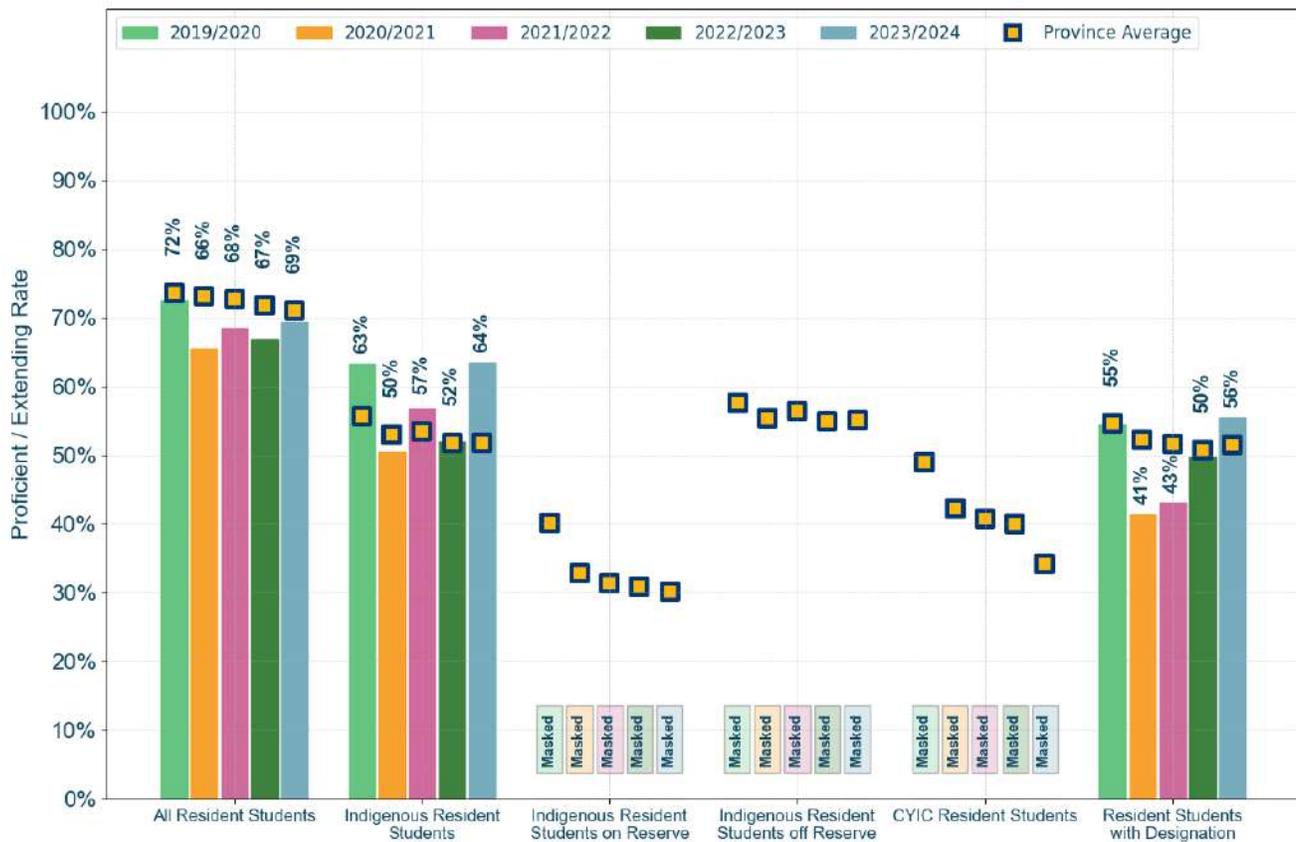


Measure 1.2: Grade 10 Literacy Expectations

SD062 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	781 35%	860 62%	878 81%	962 85%	995 88%
Indigenous Resident Students	118 24%	129 47%	128 59%	138 69%	143 82%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	166 19%	161 50%	178 64%	196 71%	219 74%

SD062 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis:

Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations



Key Context

Over the last five years, participation rates in provincial assessments among all resident students—including Indigenous and students with disabilities or diverse abilities—have risen by roughly 50%, which, along with small cohort volatility for these priority populations, impacts data interpretation. Discrepancies between local and Ministry data also persist. These factors, plus increased student diversity, contribute to greater variability and challenge the comparability of results. These complexities are especially evident for Children and Youth in Care (CYIC) and Indigenous students as masked data further hinders clear interpretation of achievement trends.

Notable Trends

- FSA results for literacy in grades 4 and 7 have declined over the past five years, with grade 4 dropping from 80% to 58%, and grade 7 from 65% to 58%.
- Achievement scores for Indigenous students mirror the overall downward trend at grade 4 and 7 with averages of 48% and 42% in the 2024-25 school year.
- Over the past five years, students with disabilities or diverse abilities have experienced declines in FSA outcomes in grades 4 and 7, with decreases of 28% and 19%, respectively.
- There has been a gradual recovery in grade 10 literacy outcomes since a noticeable drop to 66% in 2020-21. The improvement has not always been linear, but the current data suggests a trend of modest gains post-pandemic for all resident students, including priority populations.

Provincial and Cohort Comparisons

- Grade 10 literacy rates have shown an improvement and relative stability in comparison to earlier grades. This is particularly evident for priority populations, with 2023-24 proficiency reaching above provincial averages at 64% for Indigenous students and 56% for students with designations.
- Over the past five years, most district FSA literacy scores for grades 4 and 7 were below provincial averages. This gap between district and provincial scores differ by year and by cohort.
- In the 2023–24 academic year, district results for grade 7 all resident students, Indigenous students and students with designations were comparable to provincial averages. In 2024-25, only grade 4 Indigenous students had results aligned to the provincial average.
- Students with disabilities or diverse abilities experienced the most significant declines, consistently having lower proficiency scores than other cohorts in each of the past five years.
- Data for children and youth in care remains masked; however, internal district data indicates that many children and youth in care also identify as Indigenous and/or have a Ministry designation, indicating compounded challenges that affect literacy outcomes.

Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Relevant Local Data

- There is a substantial discrepancy between provincial and local literacy assessments for grades 4 and 7. Learning updates indicate that over 90% of all resident students are on track or extending in both grades. In contrast, provincial data shows a decline during the past three years, especially for grade 4.
- This disparity is particularly evident among students with disabilities and diverse abilities, who have significantly higher proficiency levels in local assessments compared to the FSA. For instance, in 2024-25, while 78% of grade 4 students with designations are on-track or extending in local assessments, only 39% achieved this proficiency on the FSA.
- Local outcomes remain generally stable or slightly improving over the past three years, while the provincial assessment data shows inconsistent year-over-year changes.

Strengths and Areas for Growth

- Local data maintained relatively strong and steady literacy proficiency, despite declines in comparative provincial FSA results.
- Indigenous students and students with disabilities or diverse abilities have a significantly higher proficiency rate locally than provincially. This inconsistency emphasizes the confirmed need for targeted interventions for priority cohorts.
- Local data suggests cautious optimism. While the district has demonstrated resilience and positive momentum, especially among priority learners, persistent gaps with provincial FSA averages highlight the need for continued interventions to support all students—particularly those in priority learning cohorts.
- Data discrepancies, especially between classroom and provincial assessments, present challenges to interpretation and future planning. The declining FSA results for grades 4 and 7 continue to be a concern, reaffirming the need to focus on literacy in our district strategic planning.

Equity for All Priority Populations

- Despite some evidence of recent improvement, both provincial and district averages highlight a significant decline in FSA results for grade 4 and 7 students with disabilities or diverse abilities. Continued intensive literacy focused interventions must be prioritized for this learning cohort.
- Indigenous students continue to have a lack of parity with peers despite some stabilization and increases—particularly in grade 10 where results move well beyond the provincial average.
- Although Children and Youth in Care rates are masked for privacy, available local data indicates active case management and targeted support, especially for students who also identify as Indigenous or as a student with a disability or diverse ability.

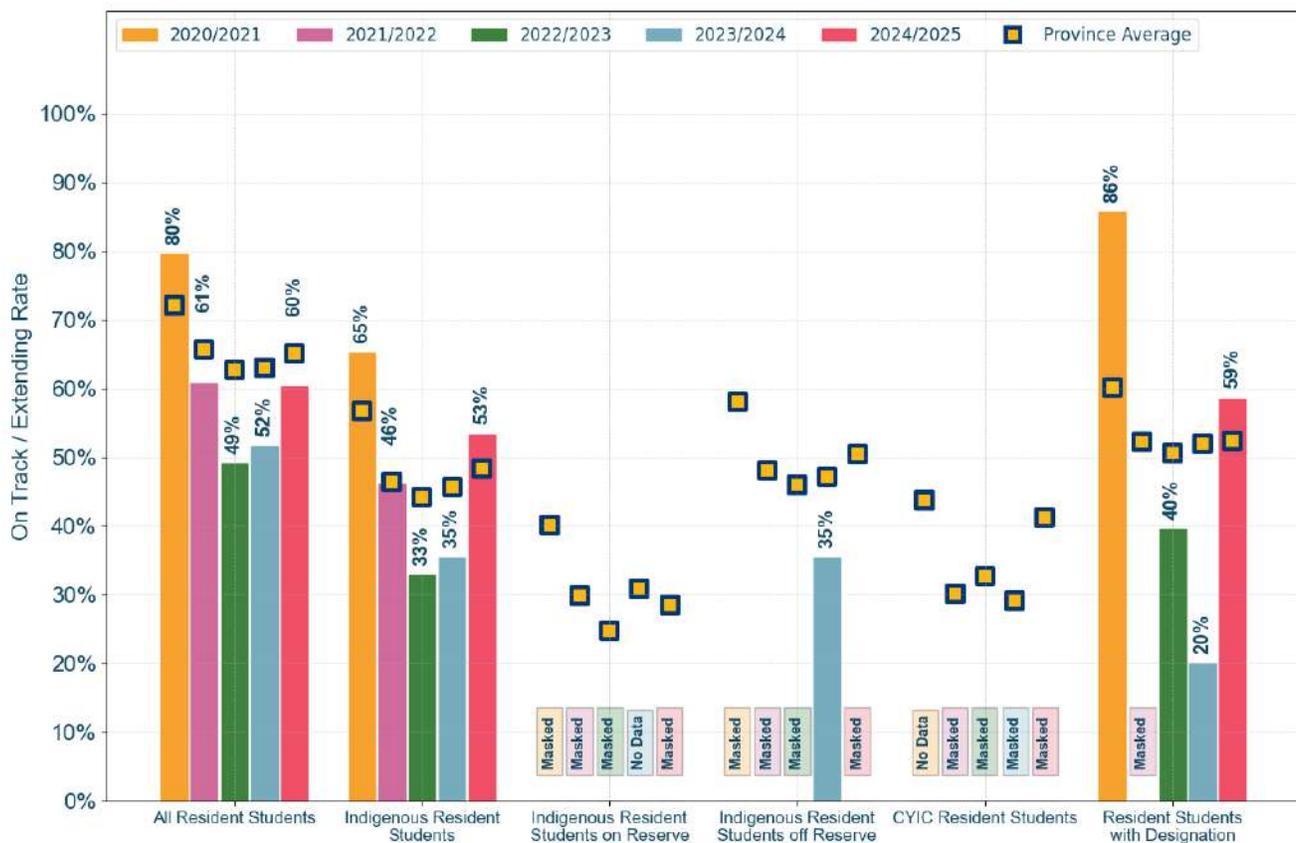
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD062 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	829 29%	930 40%	967 57%	963 68%	1044 78%
Indigenous Resident Students	98 23%	109 36%	116 55%	105 65%	102 74%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	10 0%	Masked	Masked	Masked	Masked
Resident Students with Designation	100 14%	102 16%	117 37%	128 43%	145 48%

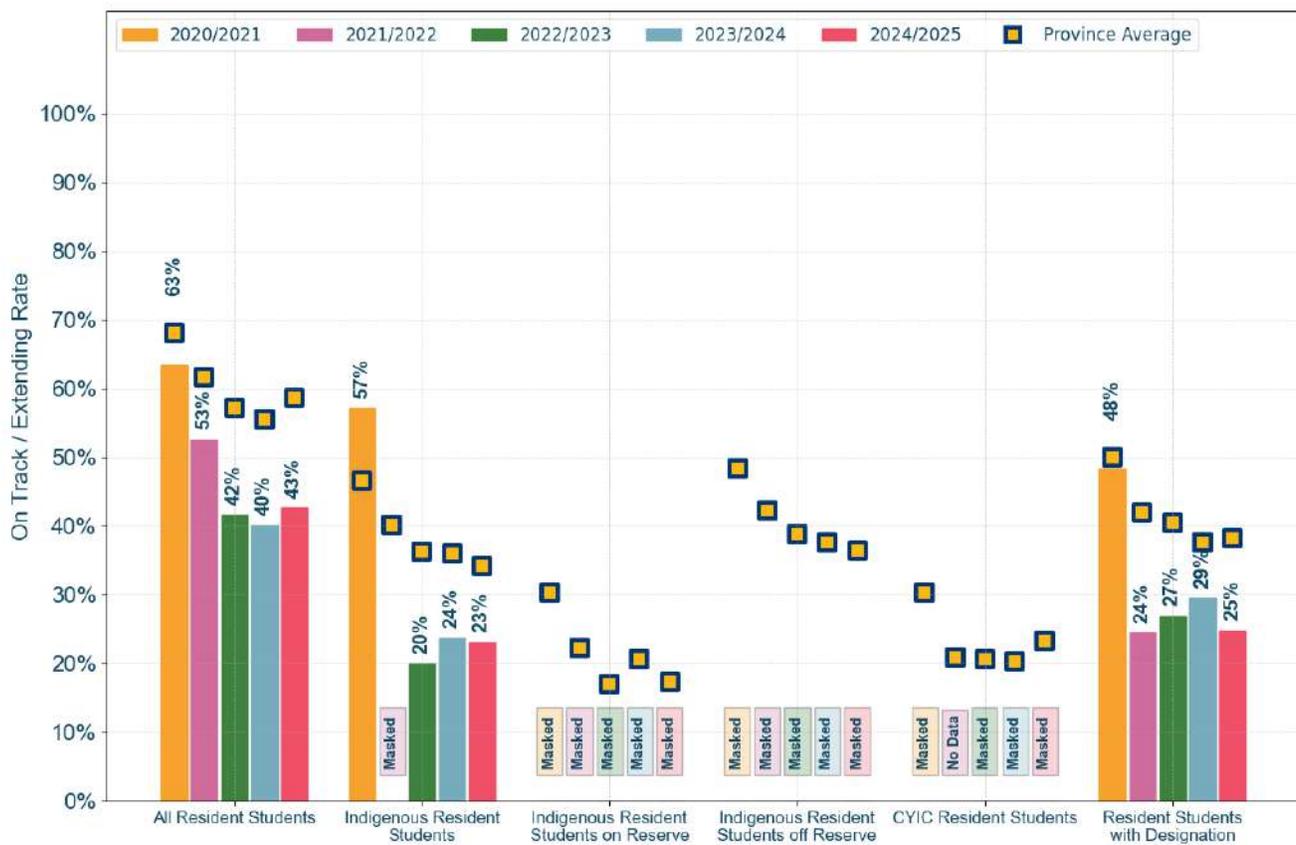
SD062 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD062 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	878 23%	873 29%	965 47%	895 69%	1009 77%
Indigenous Resident Students	143 20%	106 33%	141 35%	98 56%	108 72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	164 19%	174 24%	169 31%	167 47%	233 61%

SD062 - Grade 7 FSA Numeracy - On Track / Extending Rate

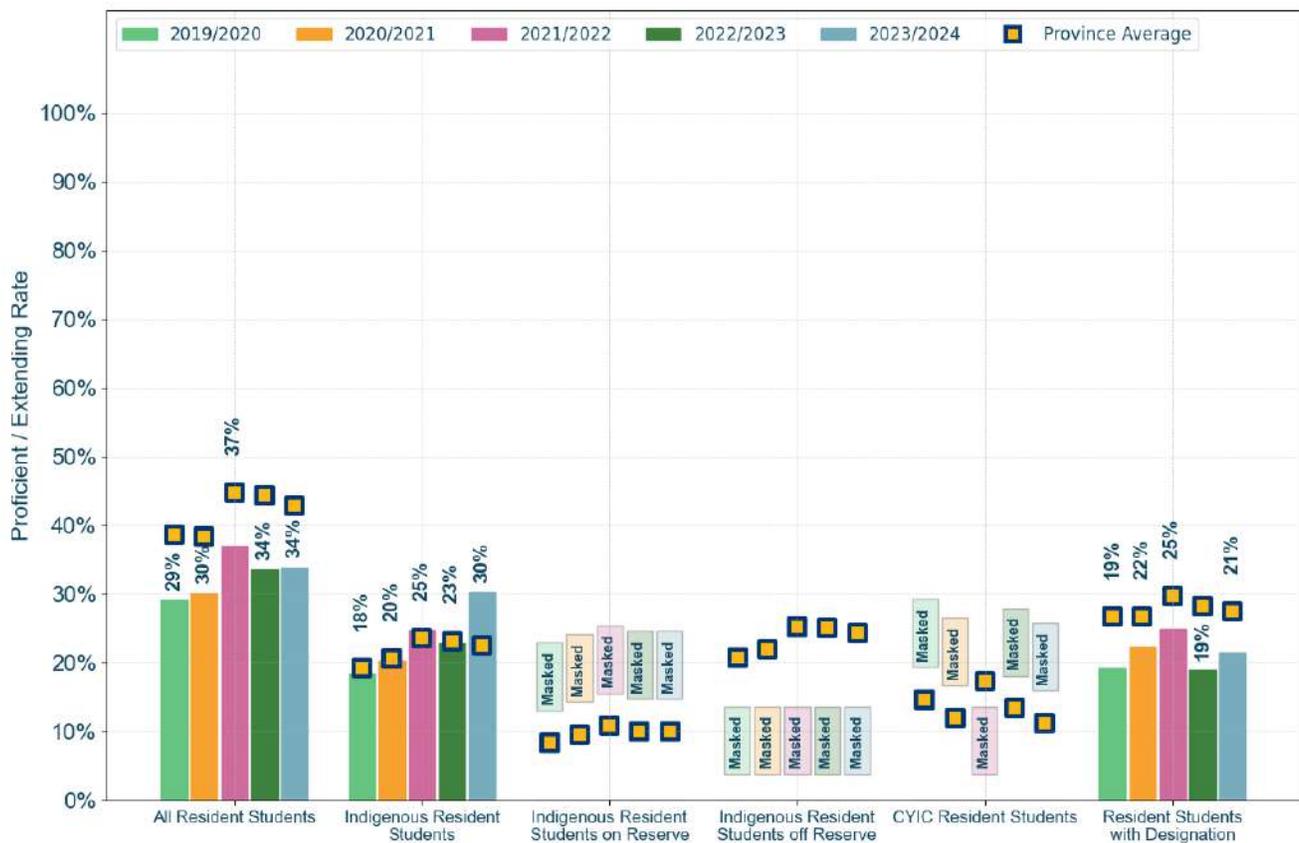


Measure 2.2: Grade 10 Numeracy Expectations

SD062 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	776 40%	863 54%	874 77%	952 83%	988 87%
Indigenous Resident Students	116 32%	134 48%	128 60%	137 66%	144 77%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	163 29%	160 50%	177 55%	193 65%	218 75%

SD062 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

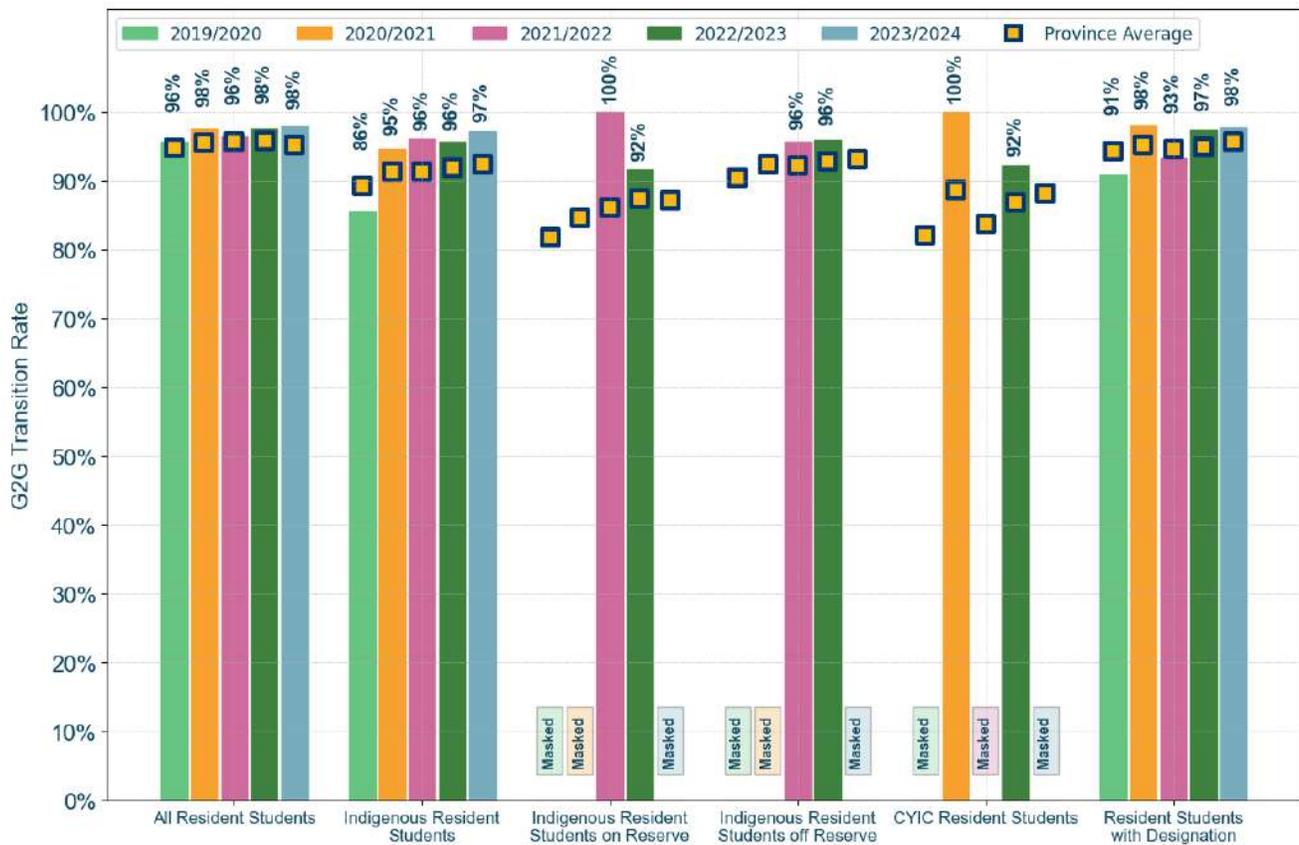


Measure 2.3: Grade-to-Grade Transitions

SD062 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	781	857	877	959	997
Indigenous Resident Students	118	130	129	138	146
Indigenous Resident Students on Reserve	Masked	Masked	11	12	Masked
Indigenous Resident Students off Reserve	Masked	Masked	118	126	Masked
CYIC Resident Students	Masked	16	Masked	13	Masked
Resident Students with Designation	165	160	178	196	219

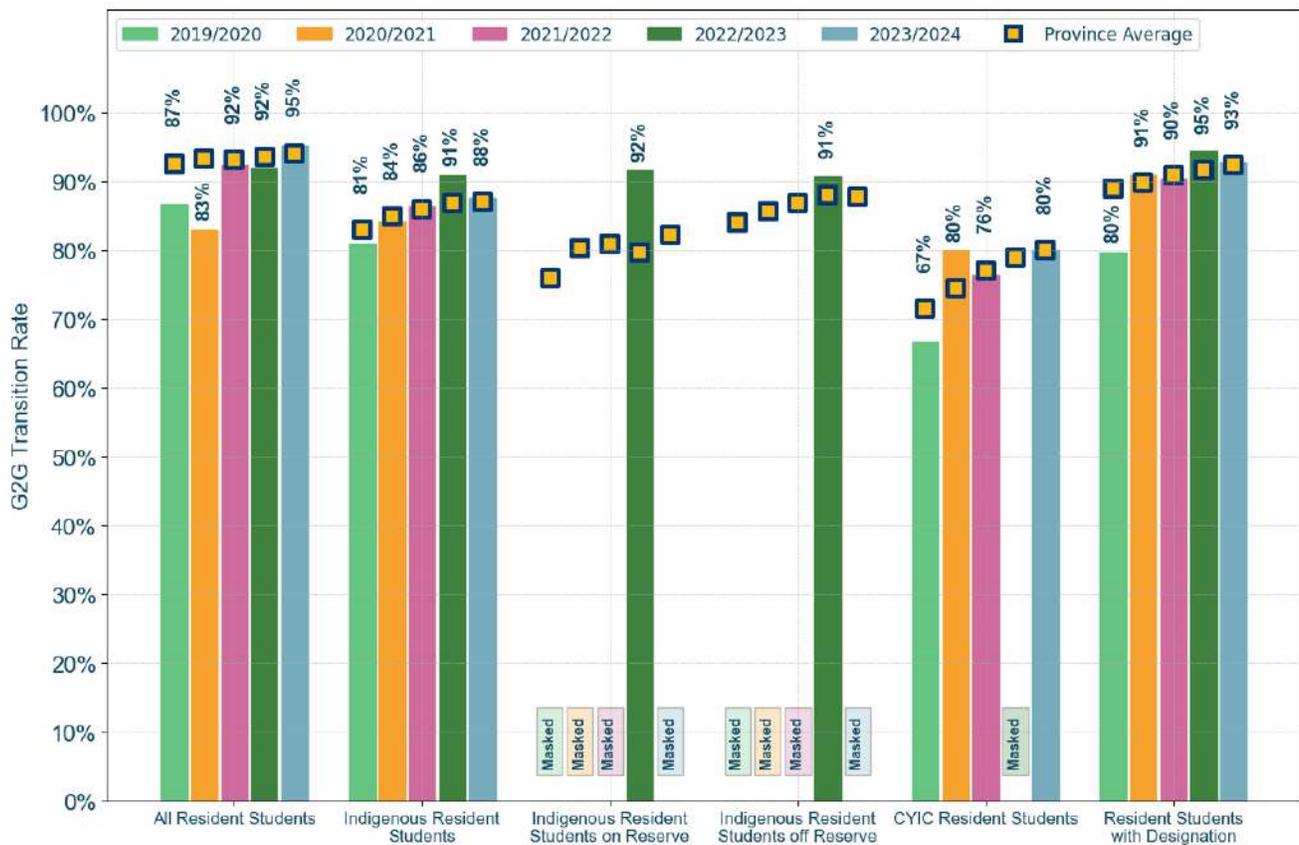
SD062 - Grade 10 to 11 Transition Rate



SD062 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	840	915	927	965	970
Indigenous Resident Students	110	120	148	132	129
Indigenous Resident Students on Reserve	Masked	Masked	Masked	12	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	120	Masked
CYIC Resident Students	18	15	17	Masked	15
Resident Students with Designation	173	178	179	202	208

SD062 - Grade 11 to 12 Transition Rate



Analysis:

Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

Key Context

Following a similar trend as literacy, participation in provincial FSA numeracy assessments has increased roughly 50% over the past five years for all resident students, including Indigenous and students with disabilities or diverse abilities. Discrepancies between FSA provincial data and local results persist, with provincial data continuing to represent lower proficiency rates. The increased participation rates, coupled with small cohort volatility for some priority populations, continues to impact on data interpretation. Masked data for CYIC and growing student diversity further complicate analysis of achievement results.

Notable Trends

- There is a clear indication of a downward trend in grade 4 and 7 FSA numeracy achievement. This decline is observed for all students and within all priority populations.
- Recent data (2024–25 school year) shows a positive recovery for grade 4 students and a slight upward trend for grade 7, though levels remain well below pre-2021 results.
- Proficiency levels for Indigenous students and students with disabilities or diverse abilities, particularly in grade 7, continue to be significantly below those of all students.
- Proficiency rates among grade 10 students have generally risen, but gains have levelled off at 34% in 2023-24. Results remain low for students with designations, while Indigenous student scores are steadily improving and narrowing the achievement gap with all students.
- Transition rates remain consistently high across all student groups with an average over the past five years of 97% for grade 10 to 11, and 90% for grade 11 to 12.
- Transition rates for Indigenous students and students with designations are aligned with those of all students, however, CYIC data remains inconsistent and at a lower rate than their peers.

Provincial and Cohort Comparisons

- Although provincial FSA results are improving over the past three years, district averages continue to fall below provincial rates for all students in grades 4, 7 and 10.
- In 2024/25, Indigenous students and students with designations had scores that surpassed the provincial average in grade 4. In grade 7, an achievement gap remained for these priority populations when compared to both provincial averages and district results for all students.
- There is evidence of priority cohorts closing the achievement gap with all students in grade 10. Notably, data points to Indigenous students exceeding the provincial average in 2023-24.
- The district maintains consistently high transition rates, often meeting or exceeding provincial averages. This trend extends to priority learners where performance is an area of strength.
- Overall transition rates for CYIC remain consistently lower than their peers and fluctuate more than other cohorts, underscoring the need for sustained support and monitoring.

Interpretation:

Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

Relevant Local Data

- Local assessment remains strong and consistent with all students in grades 4 and 7 reporting averages of over 90% proficiency over the past 3 years, outpacing the district's provincial FSA results by an average of 42%. A similar trend remains true for grade 10.
- While local results for Indigenous students and students with designations follow a similar trend as those of all students, there remains a 10-15% achievement gap from peers. The exception to this is the local result for grade 7 Indigenous students in 2023/24 which surpassed proficiency rates by all students.
- Local grade 4 and 7 data for priority learning populations show a relatively stable and strong performance over the past 3 years, contrasting with the often inconsistent and low trending of provincial FSA data for these same cohorts.
- Local data shows that On Reserve (at home) Indigenous students have seen a strong upward trend in transition rates for both grade 10-11 and grade 11-12. Despite the small cohort size making it difficult to compare across years, this represents positive improvements.

Strengths and Areas for Growth

- The district's local assessment results at grades 4 and 7 remain a strength, with stronger and more consistent results than provincial FSA data, especially among priority populations.
- Disparity between local and provincial data brings forward a need for further investigation, particularly when noting that district FSA results are frequently below the provincial average.
- Numeracy achievement appears to decline from elementary to secondary grades—in 2023-24, rates were approximately 52% at Grade 4, 40% at Grade 7, and 34% at Grade 10.
- The district maintains consistently high transition rates for all students in 10-11 and 11-12, with notable gains that are closing the achievement gap between all students and the priority cohorts of Indigenous students and students with disabilities and diverse abilities.
- Data for CYIC transition rates indicate lower transition rates than district or provincial averages.

Equity for All Priority Populations

- Significant gaps exist between district and Ministry results, especially for Indigenous students and those with disabilities or diverse abilities. Recent improvements in some data sets are encouraging but insufficient. The findings highlight the need for targeted, sustained supports and interventions to address the achievement gaps and promote greater equity for all learners.
- For the district, these trends highlight the urgency of maintaining consistent curriculum, ongoing professional learning, and targeted interventions to address both the general performance gap and the specific needs of priority populations.
- The narrowing gap in transition rates for Indigenous students and improved outcomes for students with diverse abilities underscore the effectiveness of targeted strategies implemented at the district level. Similar interventions need to be focused on CYIC to mitigate barriers for this cohort.

Human and Social Development

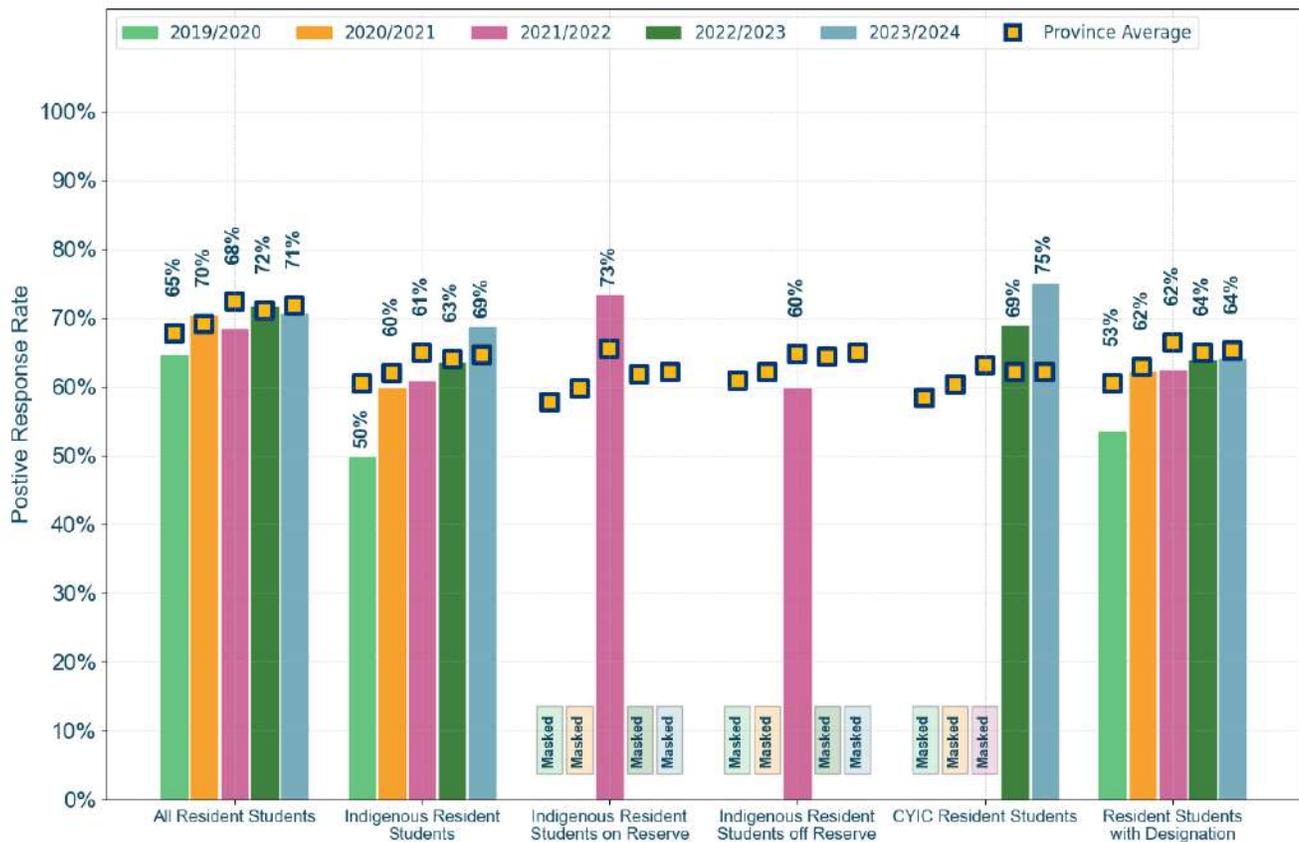
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

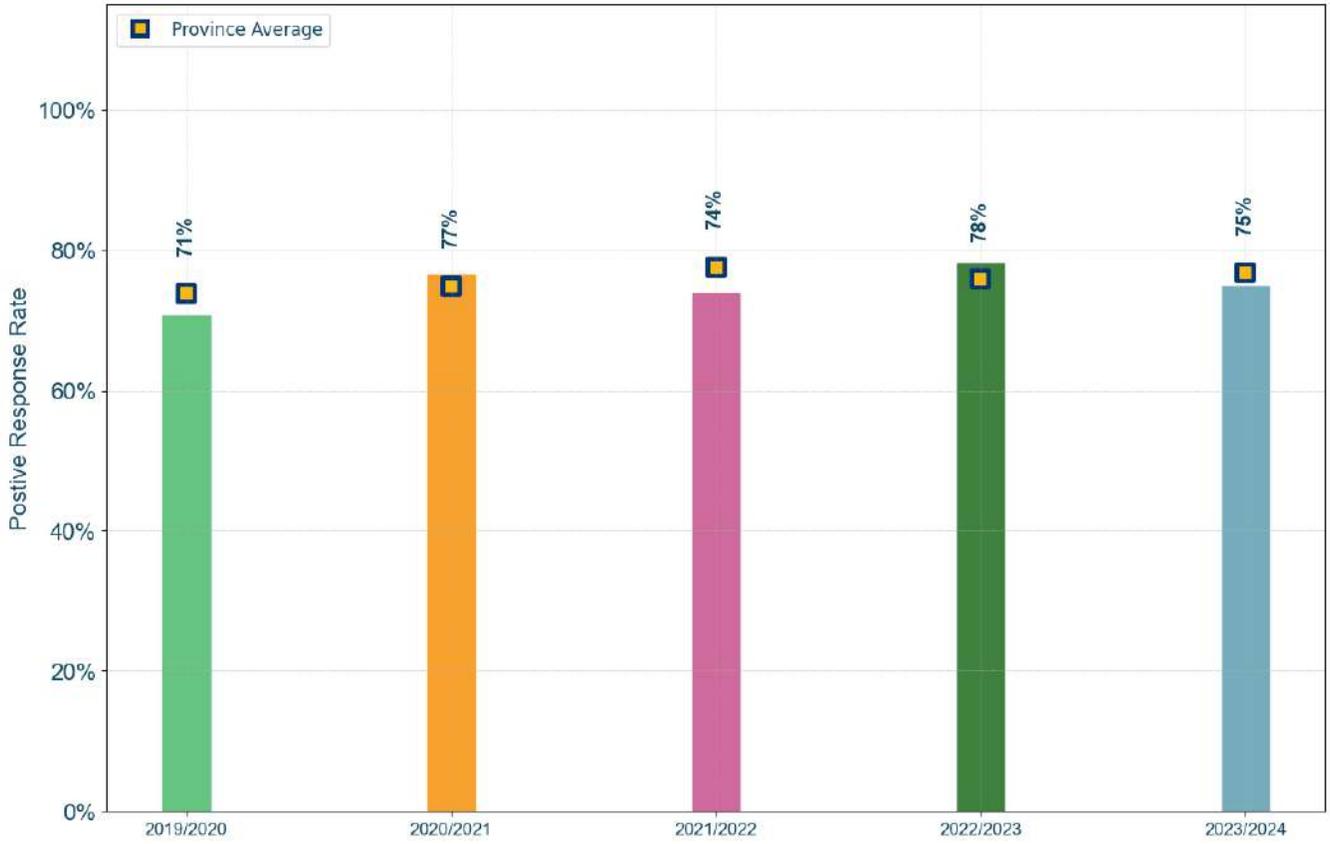
SD062 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	2447 45%	2510 64%	2664 71%	2863 69%	2854 64%
Indigenous Resident Students	380 39%	358 52%	344 60%	393 55%	349 54%
Indigenous Resident Students on Reserve	Masked	Masked	27 56%	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	317 61%	Masked	Masked
CYIC Resident Students	Masked	32 44%	Masked	31 55%	25 64%
Resident Students with Designation	349 34%	398 50%	454 62%	482 53%	514 51%

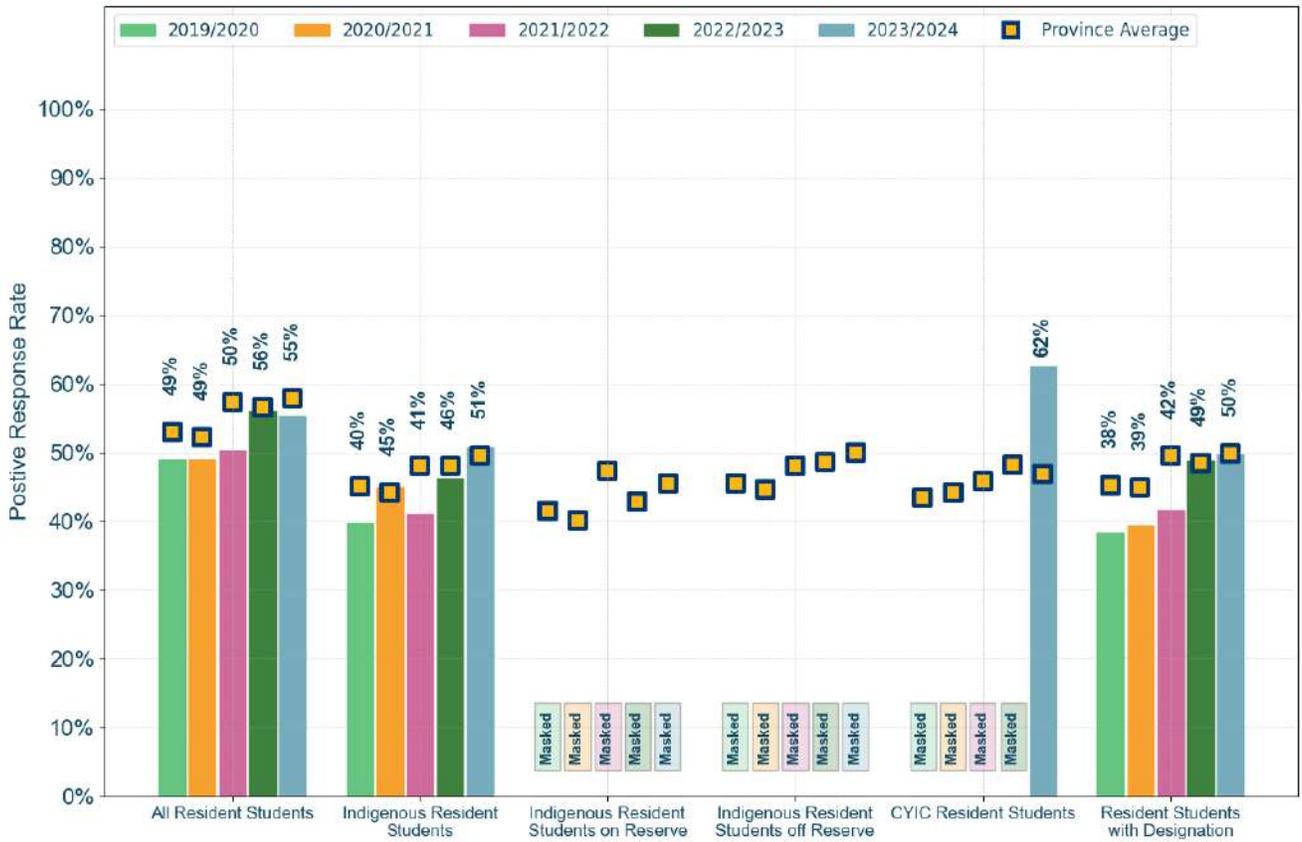
SD062 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD062 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

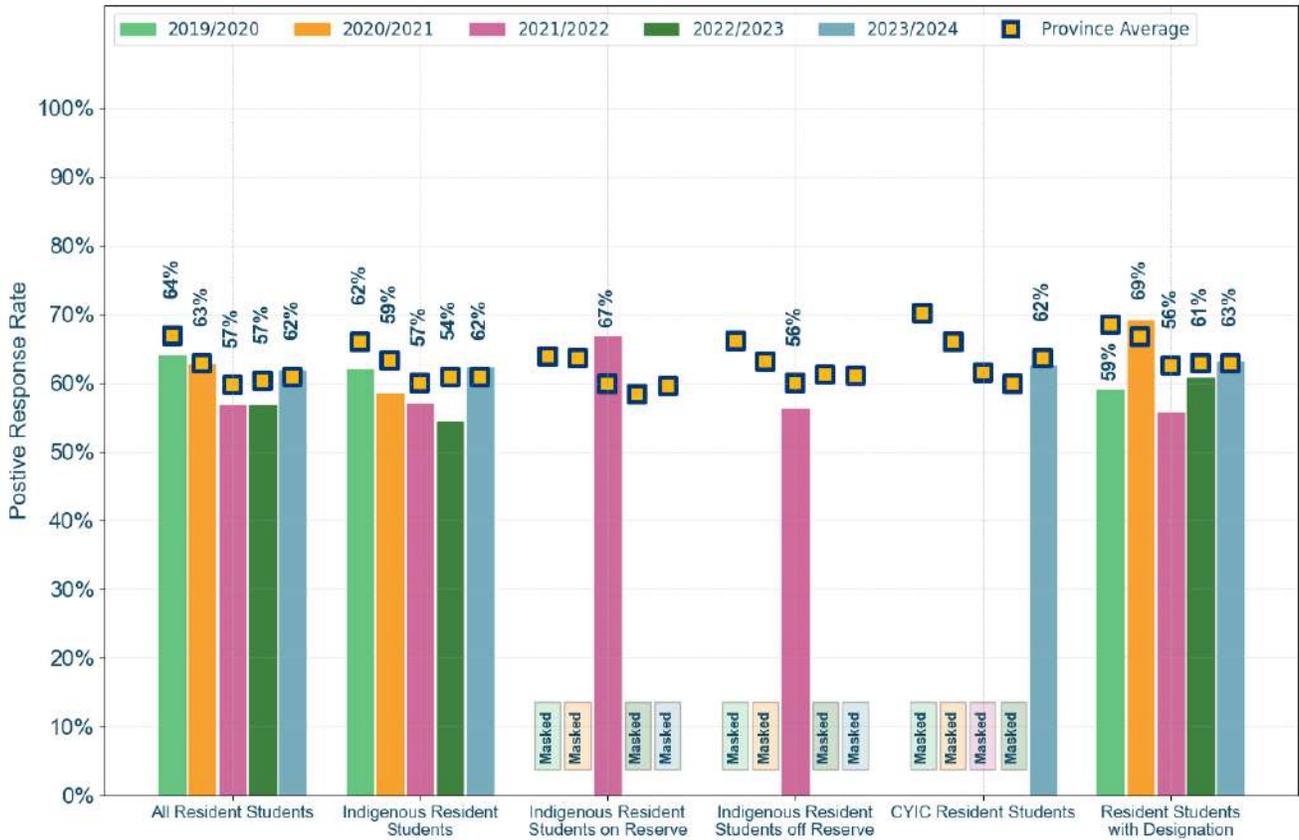


SD062 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



Measure 3.2: Students Feel that Adults Care About Them at School

SD062 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Key Context

Student enrollment in the district continues to rise with increased representation from historically underrepresented groups like newcomers and multilingual learners. Student mobility has grown as more families move in and out during the year, highlighting a changing community. Many families now face greater challenges, including food insecurity, high housing costs, and limited access to support services. Data on Indigenous students and CYIC is inconsistent due to frequent masking, but overall participation rates in the annual Student Learning Survey have risen by 15–20% over the past five years.

Notable Trends

- In 2023-24, most students report feeling safe (75%) and welcomed (71%) at school. However, some report lower connectedness. While results align with provincial averages, only 55% of students expressed a positive sense of belonging, and 62% felt that adults at school cared about them.
- District Student Learning Survey results for “Feeling Welcome, Safe, and Connected” have remained relatively consistent over the past five years, with the largest fluctuation being 6%. This trend applies to all students, including those identified as a priority population. The outcomes have shown overall stability, with no notable changes despite interventions.
- Indigenous students reporting a positive sense of being welcome has risen substantially, from 50% in 2019-20 to 69% in 2023-24, approaching the rate of 71% for all students. Their reporting on sense of belonging also exhibited a consistent and marked increase, with a gain of 11 percentage points over the same period.
- The percentage of students with disabilities or diverse abilities who felt welcome increased from 53% to 64% over five years. Their reported sense of belonging also grew steadily each year, rising by 12 percentage points from 2019 to 2024.
- Analysis of "2 or more Adults Care" data indicates that district results declined from 2019–20 through to 2022–23. In the 2023–24 data, scores increased slightly to match the provincial average, with similar patterns observed among all students, including Indigenous, CYIC, and students with designations. These outcomes are still lower, however, than those reported in 2019–20 and 2020–21.

Provincial and Cohort Comparisons

- The district, previously behind provincial averages in students’ sense of belonging (especially in 2021–22), has nearly matched provincial levels over the past two years. Priority populations have also reached parity with provincial averages.
- Positive response rates for feeling safe at school have stayed around 75%, close to the provincial average. Rates for feeling welcome have risen over five years, also remaining comparable to the provincial average.
- Data on Children and Youth in Care (CYIC) is masked and therefore limited, but this group has a high overlap with Indigenous identity and student designations. As a result, trends for Indigenous students or those with designations will likely reflect needs for CYIC as well.

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Relevant Local Data

- The Equity Survey collects local data that is comparable to the Student Learning Survey, evaluating students' perceptions of being welcomed, safe, valued, and cared for within the school environment.
 - Local data in 2023-24 shows 83% positive responses to feeling welcome, 12% higher than the provincial Student Learning Survey. In 2024-25, local results remain consistent at 84%.
 - Local assessments from 2023-24 indicate stronger student perceptions of adults' care at school (75%) compared to the provincial Student Learning Survey which recorded 62%.
 - There is a 22-point gap between 2023-24 local (78%) and ministry (56%) data on students' sense of belonging. In 2024-25, local data dips slightly to 77% but stays consistent overall.
- The Middle Years Development Instrument (MDI) reports lower sense of belonging scores (42%) compared to provincial data sets that include grades 4 and 10 (56%), underlining the importance of targeted interventions during the middle school years.
- Attendance and engagement data are being used to assess student connection. Chronic absenteeism, particularly in priority populations, persists. To boost engagement, the district is piloting mentoring, flexible schedules, more extracurricular activities, and community partnerships.

Strengths and Areas for Growth

- The district continues to demonstrate steady improvement in Outcome 3, with student cohorts generally reporting positive results that meet or surpass provincial averages. District outcomes are closely matched to province-wide data, more so than in other FESL categories.
- Over the past five years, feeling welcome has an average positive response of 69% and feeling safe is at 75%. Although still an area for focus, these results are stable and a solid base for further growth. Comparatively, sense of belonging has an average positive response rate of 52%. Although there have been positive gains, this highlights a continued area of focus for the district.
- Local data trends remain stable and show consistently higher positive student perceptions compared to provincial surveys. The reasons for these differences are unclear and require further investigation through data analysis and student voice, especially for priority populations.

Equity for All Priority Populations

- Indigenous students and students with designations reported increased positive rates for belonging in the last two years, though these responses remain lower than their peers. In 2023-24, children and youth in care showed strong rates; however, the reliability of this result is affected by the small sample size.
- In 2023-24, Indigenous students and CYIC reported higher rates for sense of welcome and belonging than the provincial averages, suggesting district initiatives have strengthened a sense of pride and identity among students while deepening understanding district-wide.

Career Development

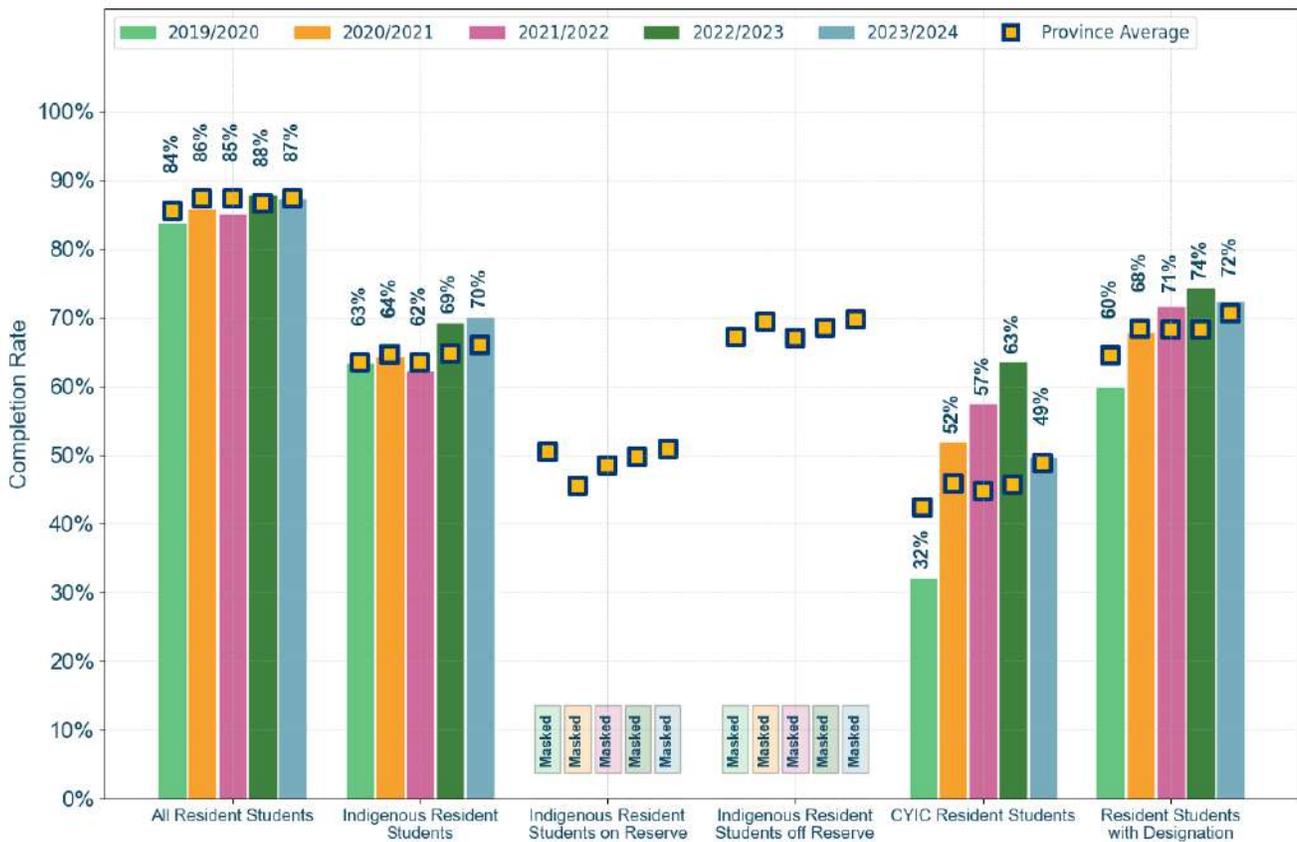
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

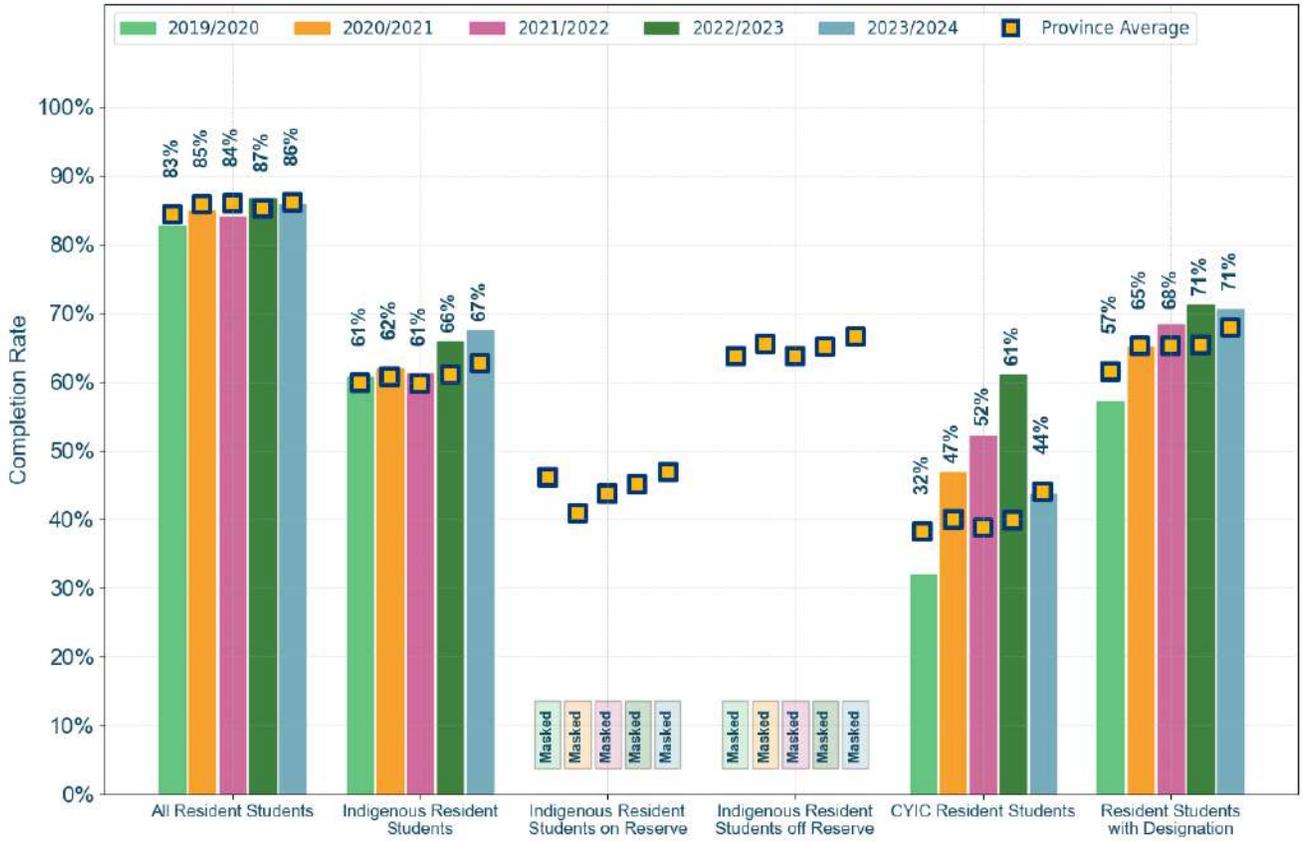
SD062 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	789 65	832 64	839 76	945 88	957 92
Indigenous Resident Students	124 10	103 8	120 11	129 12	129 12
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	41 3	44 3	42 4	45 4	38 4
Resident Students with Designation	179 15	198 15	209 19	217 20	264 25

SD062 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD062 - 5-Year Completion Rate - Dogwood



Analysis:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Key Context

The district's cohort sizes have shown growth over the past five years, with the total number of graduating students rising from 789 in 2019–20 to 957 in 2023–24. The cohort size for students with designations has increased significantly, from 179 to 264 during the same period, an almost 150% increase. Indigenous students and Children and Youth in Care remained stable in cohort size over this same period of time. The data for Indigenous populations on and off reserve is masked, but provincially, off-reserve rates are about 20% higher than on-reserve for both 5-year Dogwood and Adult Dogwood. We can expect a similar trend locally.

Notable Trends

- The district has demonstrated consistently high graduation rates for 5-Year Completion Dogwood and Adult Dogwood, maintaining a strong performance between 84% and 88% over recent years. The peak rate was 88% in 2022–23, with a slight decrease to 87% in 2023–24.
- Dogwood and Adult Dogwood graduation rates for Indigenous students have steadily increased from 63% to 70% over five years. While the 7% improvement is promising, 2023-24 continues to show a 17% gap with all students at a 5-year completion rate of 87%.
- Dogwood and Adult Dogwood graduation rates for students with disabilities or diverse abilities have shown notable progress, increasing from 60% to 74% with a slight decrease to 72% in 2023–24. Notably, this 12% increase from 2019-20 reduced the gap with all students from 24% to 15%.
- Dogwood and Adult Dogwood graduation rates for Children and Youth in Care improved markedly over five years, rising from 32% to a peak of 63% before dropping to 49% in 2023–24. Despite remaining below the district average, the overall 17% increase indicates that targeted supports have made a positive impact, but the recent decline highlights an area for further attention.
- When Adult Dogwood completions are removed, the achievement gap between different student groups (including priority learners) is relatively small, signaling progress toward equity.

Provincial and Cohort Comparisons

- Strong district results are remaining at or above provincial averages, especially for students in priority populations who have maintained rates above provincial averages for the past 2 years.
- CYIC previously showed steady improvement and, at times, rates well above the provincial average. However, in 2023-24, there was a significant decrease in Dogwood achievement for this cohort. It is unclear if this represents the start of a new trend or a one-year anomaly; further data is needed.
- While consistently strong Dogwood-only graduation rates (83%-86% over past five years) are a strength, priority populations continue to show a significant gap from all students. In 2023-24, there was a difference of 19% for Indigenous learners, 42% for CYIC, and 15% for students with designations.

Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Relevant Local Data

- The Ministry of Education and Child Care data shows that the 6-year completion rate for Indigenous students reached 78%, marking a strong recovery from a 5-year low of 70% in 2022/23. Although our goal is for parity within a 5-year graduation rate, this data shows that the percentage of Indigenous students graduating increases 8% when the amount of time is extended to 6 years.
- District MyEd data shows that over the past five years, approximately 4% of students remain for an additional year before graduation. Although five years is the target, a 6-year window improves the district's overall completion rate.
- Year-end reports from Student Advocates and District-Based Social Workers highlight targeted support strategies that were implemented to successfully assist students from priority cohorts in achieving graduation.
- International non-resident student data is drawn from internal surveys and demonstrates nearly 100% graduation rates for those intending to graduate.

Strengths and Areas for Growth

- All resident students have maintained a strong 5-year completion rate for both Dogwood and Adult Dogwood pathways that aligns with provincial averages. This trend remains when Adult Dogwoods are excluded.
- Graduation support strategies have been effective, as evidenced by the successful graduation of students engaged with Student Advocates and district-based Social Workers.
- While the 5-year completion rates for students in priority populations are at or above provincial averages, there is a notable gap between these rates and those of all students. Narrowing this gap is a continued area of growth for the district.

Equity for All Priority Populations

- Equity gaps have narrowed but persist, with Indigenous, Children and Youth in Care, and students with disabilities or diverse abilities continuing to graduate at rates below the district average for all students.
- Targeted supports for priority populations are demonstrated through Student Advocate's anecdotal evidence and illustrate significant progress toward graduation, with each incremental achievement recognized as a measurable success.

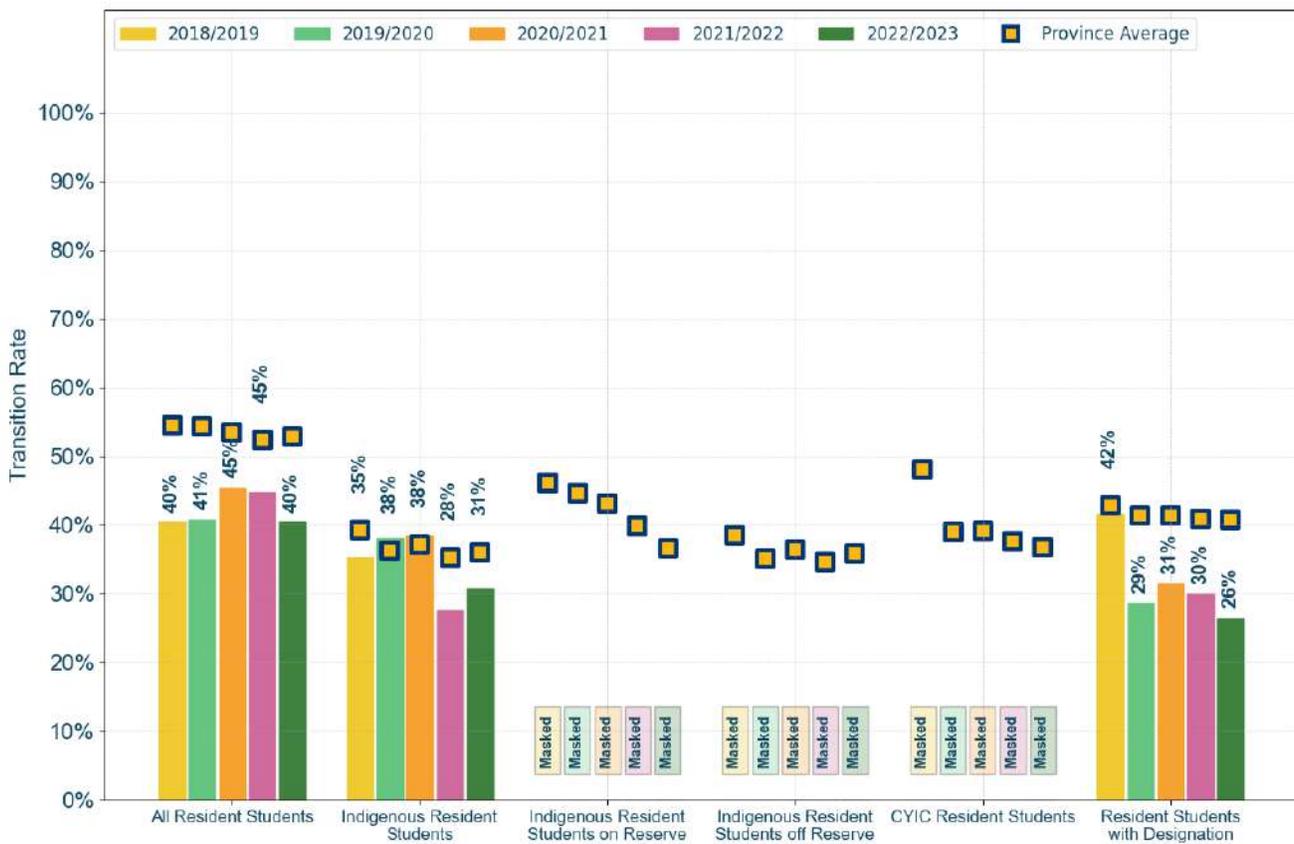
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

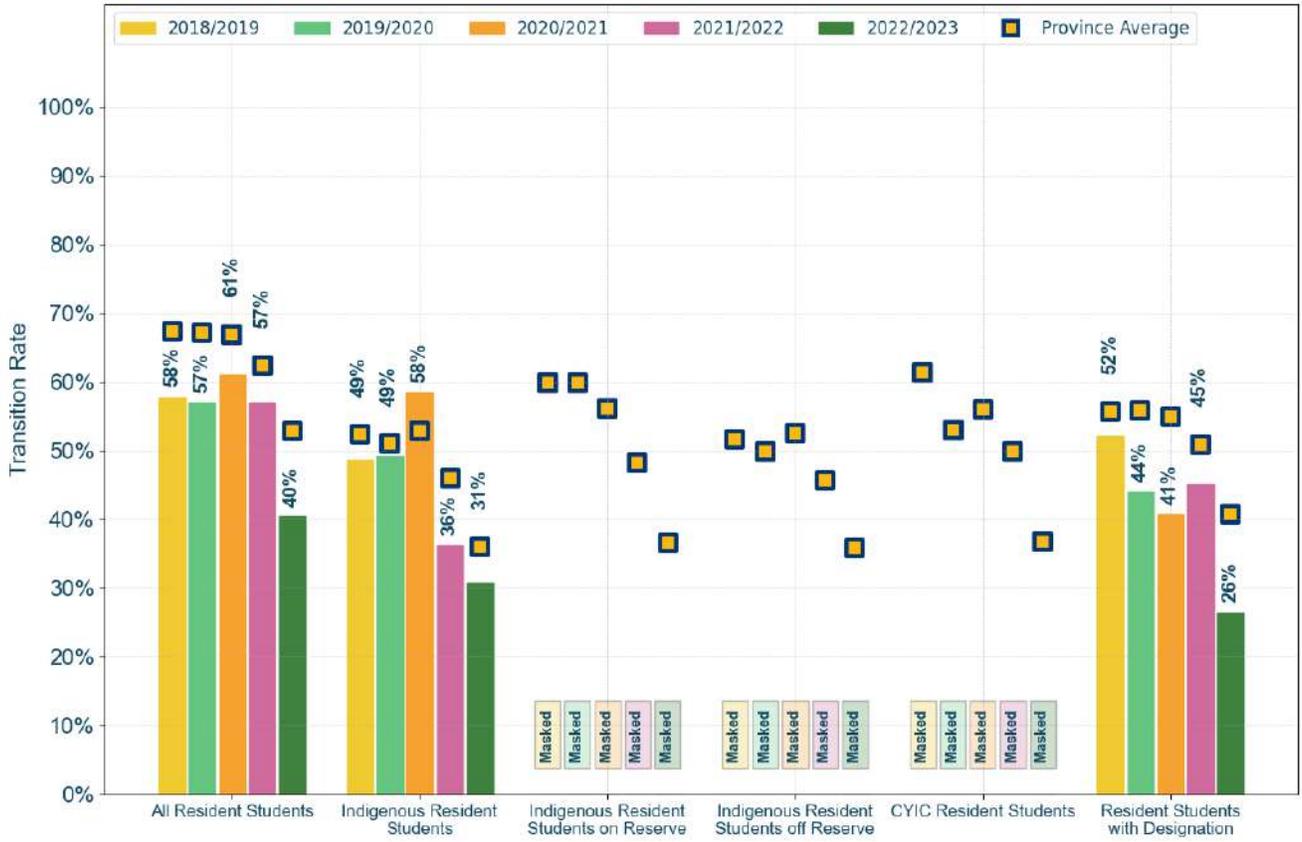
SD062 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	621	625	665	656	763
Indigenous Resident Students	74	71	65	69	91
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	96	91	108	120	136

SD062 - Immediate Transition to Post-Secondary



SD062 - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

Key Context

Between 2018-19 and 2022-23, cohort sizes for post-secondary transition data increased: overall resident students grew by 19% (from 621 to 763), Indigenous resident students also rose by 19% (74 to 91), and students with disabilities or diverse abilities increased by 29% (96 to 136). Data for Indigenous students on or off reserve and Children and Youth in Care was masked for all five years.

Notable Trends

- Over the five-year period, the immediate post-secondary transition rate for all resident students increased from 40% to 45%, stayed constant, and then returned to 40% by 2022-23.
- The within 3-year transition rate peaked at 61% in 2020-21 but declined sharply to 40% in 2022-23, falling below the initial 2018-19 rate of 58%. This reflects a concerning downward trend, with fewer students making the transition to post-secondary education—both immediately and within three years.
- Indigenous students' immediate post-secondary transition rates ranged from 35% in 2018-19, dipped to 28% by 2021-22, then rose to 31% in 2022-23. Rates matched the provincial average in 2019-20 and 2020-21 before dropping below this benchmark in 2021-22 and 2022-23. Although there is some inconsistency, this does represent a declining trend.
- The three-year post-secondary transition rate for Indigenous students improved in 2020-21 but then dropped sharply to 31% by 2022-23—a 27-point decline from its peak. This decrease is more pronounced than that seen in the overall student population.
- The percentage of students with disabilities and diverse abilities who had an immediate transition to post-secondary decreased from 42% in 2018-19 to 26% in 2022-23. This represents a 16% reduction over five years, which is the largest change among all groups.
- Students with disabilities and diverse abilities had a decrease in 3-year post-secondary transition rates, from 52% in 2018-19 to 26% in 2022-23, representing a difference of 26%. This decline was similar each year except for an increase in 2021-22, and was the largest reduction observed among student groups.

Provincial and Cohort Comparisons

- For all resident students, three-year transition rates remain higher than immediate transitions, suggesting that more students are taking additional time before entering post-secondary pathways.
- The gap between immediate and three-year transitions is narrowing. Whereas previously a significant number of students delayed their post-secondary entry, recent data indicates that fewer students are making the transition even within the three-year window.

Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

Relevant Local Data

- The Equity Scan Survey provided local data for grade 12 students' stated hopes for post-graduation. In 2024/25, 28% stated that they would attend post-secondary immediately following graduation while 16% indicated that they would do so within 3 years—lower than the Ministry data for 2022/23 and an important trend to monitor as the district builds its data set for this marker.
- Street level data has been collected from Career Advisors indicating that there is an emphasis on building early access and system capacity to provide students with dual credit opportunities, and to educate students about post-secondary options from an early stage. Early pathways and dual credit opportunities are being expanded, but there is no quantitative data on outcomes.
- Similarly, course registration at the secondary level indicates that participation in STEM enrichment and career exploration programs have increased, with positive anecdotal feedback from both students and local industry partners.

Strengths and Areas for Growth

- Although still a low rate for immediate and within 3-years transition to post-secondary, Indigenous learners mirror the provincial pattern for this cohort, and results narrow the spread between the district's rates and provincial averages.
- Recent data highlights a decline in the overall three-year transition rate, particularly among priority populations, pointing to potential increases in barriers or alternatives to post-secondary pathways that need to be better understood and monitored through the collection of local data.
- Local data does not fully capture whether district students are postponing post-secondary studies, taking gap years, or choosing post-secondary institutions that are outside of British Columbia, making accurate interpretations of the data's implications more difficult.

Equity for All Priority Populations

- The data suggests that equity gaps persist for the district's priority cohorts, and that interventions should be both culturally responsive and inclusive.
- The gap between district and provincial averages for all students is notable and suggests a need for robust examination of contributing factors, targeted interventions, and ongoing monitoring—particularly to support Indigenous students, youth in care, and those with designations. Addressing these challenges is critical for achieving equitable post-secondary outcomes for all students.
- Over the past five years, the three-year transition rate to post-secondary education for designated students has consistently outpaced the immediate transition rate, indicating that many students take additional time before enrolling. However, the gap between immediate and gradual transitions is narrowing. This trend suggests that fewer designated students are making the transition even within three years, raising questions about the long-term accessibility of post-secondary pathways.

Sooke School District

SD#62

Interim Progress Report for the Enhancing Student Learning Report **September 2025**

Part 2b: Respond to Results

In Review of Year 4 of Strategic Plan 2021-2025

Received & Approved by Board on **September 23, 2025**

Interim Progress Report for Enhancing Student Learning:

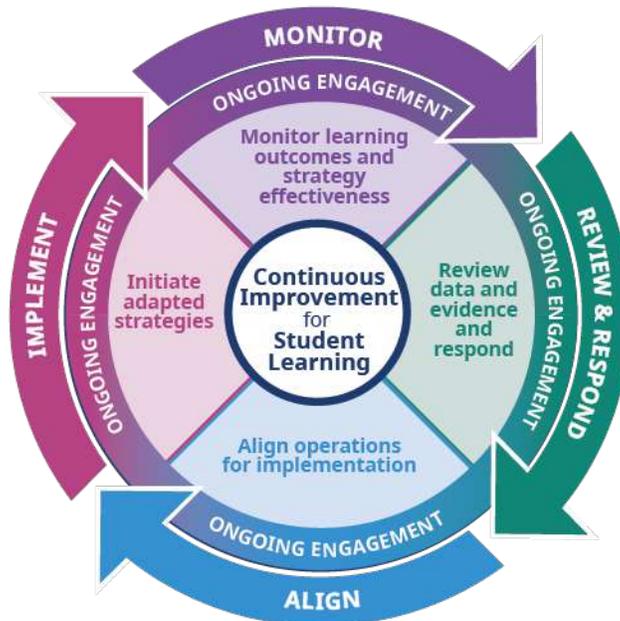
Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a 3-year cycle. In this 3-year cycle, a district team submits a full Enhancing Student Learning report once and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

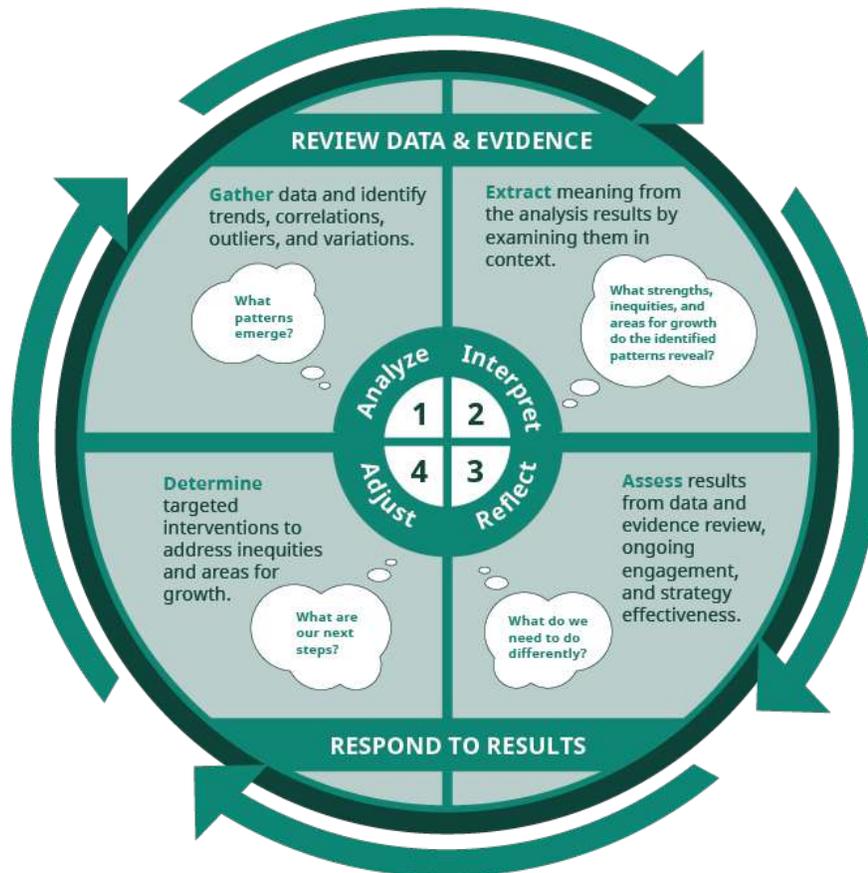
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga’a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Interim Progress Report

Respond to Results



Part 2b

Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence (Part 1)** to complete **Respond to Results (Part 2b)**.

Interim Progress Report Provides:

- **Continuous improvement information.** As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board's approach to continuous improvement of student achievement and equity of outcomes for all learners.

Reflect and Adjust Chart



Strategic Plan Priority: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.

Objective 1: Provide opportunities for learners to understand, respect and appreciate diversity and inclusion

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptations
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
Implement recommendations outlined in the diversity, equity, and inclusion (DEI) review to enhance student learning.	<p>HUMAN & SOCIAL DEVELOPMENT</p> <p>There continues to be a sustained need to focus on students' sense of connectedness. A positive sense of belonging and feeling cared for at school are linked to our work with Belonging, Access, and Equity (BAE)—a focus in our strategic and operational plans. Scores for priority learners are increasing in these areas, indicating a positive outcome to current BAE learning opportunities. Their results, however, continue to remain below those of all resident students.</p>	<ul style="list-style-type: none"> • Multi-partner District Advisory Committee on Belonging, Access, and Equity (BAE) is established—currently developing a multi-year action plan. • An external consultant has been engaged to support the BAE Committee, offering an independent perspective and guiding actions in response to critical feedback. • Multiple Indigenous-focused courses approved by the Ministry are now offered at all secondary schools. • Educators have access to the necessary resources and professional learning to deliver these courses. • The district's Accessibility Committee meets regularly to build inclusive practices and address the ableism that is embedded in our systems, as evidenced through the district's Accessibility Feedback Mechanism. 	<p><u>Strategic Plan 2025-2029</u>: Inclusivity, respect, and collaboration remain foundational values. Our vision—creating learning environments where every individual is valued—sits at its heart.</p> <ul style="list-style-type: none"> • Continue to steer belonging, access and equity through the BAE and Accessibility committees. • Continue a focus on trauma-informed practices and student advocacy in support of all students, particularly those in priority populations. • Build understanding of inclusion with an intentional focus on student engagement and anti-ableism. • Introduce increased support for CYIC through staffing adjustments. • Introduce and implement Indigenous participation in staffing processes. • Support the integration of local Indigenous language and culture into learning environments. • Implement inclusive childcare programs and “Ready, Set, Learn” activities and events. • Ensure learning environments are designed in a manner that fosters and facilitates belonging, access, and equity.

Strategic Plan Priority: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.

Objective 2: Provide opportunities for learners to develop critical and creative thinking skills

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptations
<p>What targeted actions are being taken?</p>	<p>What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?</p>	<p>Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?</p>	<p>Based on their effectiveness, which strategies will the district team:</p> <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
<p>Continue to implement and expand the K-12 Literacy plan which includes professional development, increasing resources, intervention support, and K-3 Universal Screening.</p>	<p style="text-align: center;">INTELLECTUAL DEVELOPMENT</p> <p>Although local data suggests stability, provincial assessments show a decline in literacy rates for grades 4 & 7, with a gradual recovery in grade 10. Discrepancies between classroom and provincial assessments reaffirm the need to focus on literacy in our district strategic planning.</p>	<ul style="list-style-type: none"> • K-3 Universal Screening & Multi-Tiered System of Supports (MTSS) identify/address literacy gaps early. • Its positive impact, especially for students with autism spectrum disorder (ASD), garnered provincial recognition through POPARD. • Pilots successfully completed for expanding literacy intervention to grades 4–5 and 6–8, following a phased rollout like the K–3 implementation. • Measurable improvement in literacy from Grades 4-10 is linked to proactive instructional strategies. • Professional development and evidence-based instructional strategies target students at risk of literacy difficulties and close foundational skill gaps. • Literacy training for K and ECE partners focussed on pedagogical narration. 	<p><u>Strategic Plan 2025-2029</u>: Critical and creative thinking remains a consistent instructional focus with specific strategies centered on literacy and numeracy.</p> <ul style="list-style-type: none"> • Continue to implement the K-12 Literacy Framework and MTSS. • Continue with universal screening in primary grades with expansion to 4-8 screening and intervention. • Introduce the development of a District Numeracy Plan, supported by adjusted resources and staffing, to address gaps identified in both data and practice. • Maintain focus on Early Learning initiatives, including implementation of the K literacy screener. • Develop communities of practice with staff to develop intervention practices as Tier 2 support. • Adjust resources and practice focusing on flexible instructional models and individualized plans to improve inclusive access to curriculum. • Collaborate with Curriculum & Inclusive Education to strengthen tiered supports in literacy/numeracy with tools and strategies that foster creative and critical thinking for all learners. • Design programming that reflects the diversity of student abilities, interests, and ways of thinking.

Strategic Plan Priority: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.

Objective 2: Provide opportunities for learners to develop critical and creative thinking skills

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptations
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
Identify and prioritize key processes for sharing student achievement data as part of the continuous improvement cycle.	<p style="text-align: center;">ALL PILLARS</p> <p>Local data trends remain stable and show consistently higher positive student perceptions and/or achievement than provincial assessments. This gap needs further understanding and exploration.</p> <p>School goals and plans need greater alignment to the district operational and strategic plan for cohesive, data-informed decision making.</p>	<ul style="list-style-type: none"> • District Community of Practice teams aligned their work to the district’s continuous improvement cycles, bringing intentionality of data driven decisions to district directions. • Now implemented, the K-3 Literacy Framework includes sharing student achievement data with PVP, allowing for adjustments and adaptations. • Whole school discussions are driven through the continuous improvement cycle, using local and provincial data sets to review practice. • The realignment of the district data team to the Deputy Superintendent’s portfolio strengthens a data informed review in our cycle of continuous improvement. 	<p><u>Strategic Plan 2025-2029</u>: Includes a focus on the annual continuous improvement cycle in support of students’ intellectual growth and academic achievement.</p> <ul style="list-style-type: none"> • Establish communities of practice to support continuous improvement at the school (micro), department (meso), and executive (macro) levels. • Implement a communication plan to enhance system-wide awareness and understanding of continuous improvement for student achievement. • Align school plans with the strategic plan’s learning focus on intellectual development. • Facilitate district PVP meetings that prioritize cohesion, data-informed decision-making and targeted support for priority learners. • Continue to develop data templates for literacy and numeracy at the Middle/Secondary level. • Build cross-departmental collaborative strategies toward operational plan goals aligned with the Enhancing Student Learning Report. • Develop and apply strategies aligned with the Indigenous Education Council’s responsibility to disaggregate student data, identify disparities, and recommend interventions informed by culturally relevant interpretations of underlying trends.

Strategic Plan Priority: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.			
Objective 3: Ensure our learning environments are safe, accessible and welcoming			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptations
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
Review the current strategies and responses for supporting the needs of newcomer families, including language assistance, fostering a sense of belonging, and addressing cultural needs.	<p>HUMAN & SOCIAL DEVELOPMENT</p> <p>Increased enrolment reflects greater representation from newcomer & multilingual learners. District results for “Feeling Welcome, Safe, and Connected” show stability, however, there are no notable changes despite early interventions.</p>	<ul style="list-style-type: none"> • Early Learning & Child Care and ELL successfully collaborated with UBC to administer the Childhood Experience Questionnaire (CHEQ) with kindergarten students of newcomer families. • District trends and themes informed action plans to support newcomer students and their families • Community LINK funds supported micro-grants to initiate school and community projects at four schools in response to CHEQ results. • Schools valued the engagement and would like to continue participation. • The district partnered with Camosun College and the University of Victoria to organize on-site tours and information sessions. These events helped Newcomer students understand post-secondary pathways and requirements. 	<p><u>Strategic Plan 2025-2029</u>: Fostering understanding, respect, and appreciation for diversity and inclusion is ongoing work. This is reflected in the values and vision of our next Strategic Plan.</p> <ul style="list-style-type: none"> • Advance initiatives in belonging, access and equity to cultivate a welcoming and inclusive community. • Continue to bridge families and students to community resources, including counselling, medical, food security, and civic navigation support. • Continue to explore ways to provide accurate post-secondary information to international and newcomer students. • Continue a newcomer focus with CHEQ this fall and support schools with micro-grants to address needs identified through this screening. • Continue to provide opportunities for newcomers to learn about the local First Nations and their languages, history, and protocols — help families understand the land they now live on and promote a shared value of belonging through Indigenous teachings about community and the interconnectedness of people and land.

Strategic Plan Priority: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.			
Objective 3: Ensure our learning environments are safe, accessible and welcoming			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptations
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
Promote and action Sexual Orientation and Gender Identity (SOGI)-related initiatives, including reviewing policies and retrofitting gender-neutral spaces.	<p>HUMAN & SOCIAL DEVELOPMENT</p> <p>A review of Student Voice data clearly pointed to an expressed need for greater focus on SOGI related initiatives, particularly focusing on an advocacy that all secondary schools had Inclusive Washrooms. This strategy is directly linked to students feeling safe, connected, and welcome at school.</p>	<ul style="list-style-type: none"> • Revised and new policies and/or regulations were introduced and approved, strengthening student safety K-12. • As policies were reviewed, gendered language was updated to meet inclusive standards. • New schools and learning spaces were designed to foster belonging, safety, and connectedness, especially for diverse student populations. • These inclusive designs extended to playgrounds, self-regulation spaces, and washrooms, and make a notable impact on the school community. • The final secondary school is nearing completion of its retrofit to create Inclusive Washrooms—a project stemming from student advocacy. 	<p><u>Strategic Plan 2025-2029:</u> We recognize that fostering understanding, respect, and appreciation for diversity and inclusion is ongoing work. This is reflected in the values and vision of our next Strategic Plan.</p> <ul style="list-style-type: none"> • Continue to engage and gather information from students and partner groups as it pertains to optimizing learning environments. • Indigenous worldviews have long recognized diverse gender and sexual identities; adapt a focus on lifting Two-Spirit knowledge as a bridge between Indigenous and SOGI inclusion. • Introduce and implement curriculum to highlight Indigenous perspectives on gender diversity, resilience, and acceptance with SOGI resources. • Collaborate across departments to embed equity and accessibility into policies, programs, and daily practices. • Continue to provide in-service and professional learning on inclusive practices that create a sense of belonging for all students and colleagues. • Introduce the 2025-26 student voice engagement plan which emphasizes priority learner populations including LGBTQ2S+ student voice.

Strategic Plan Priority: Learning—To develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.

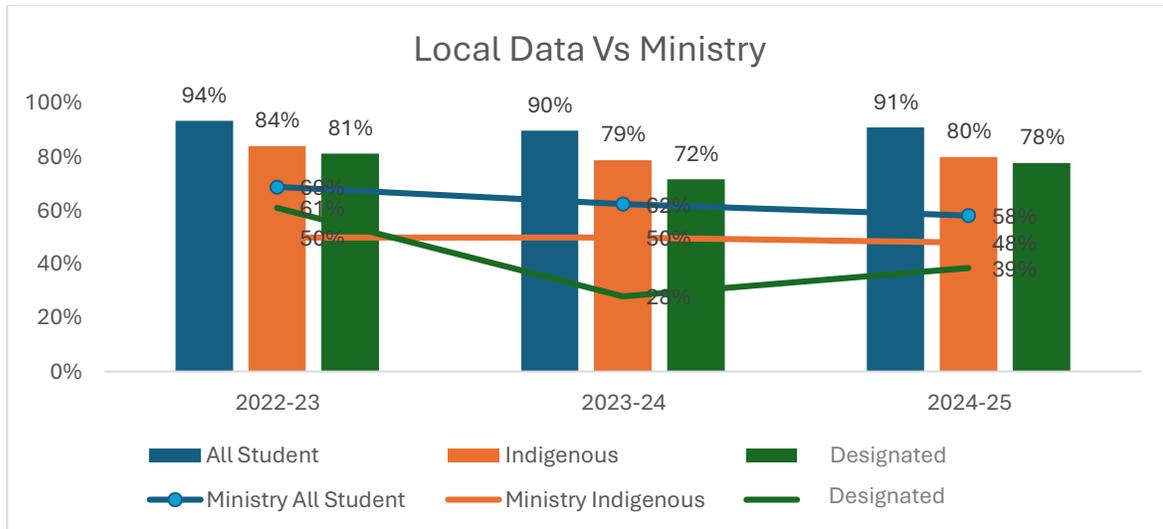
Objective 4: Enhance student voice and choice

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptations
<p>What targeted actions are being taken?</p>	<p>What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?</p>	<p>Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?</p>	<p>Based on their effectiveness, which strategies will the district team:</p> <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
<p>Prioritize enhancing student voice and engagement across all K-12 departments.</p>	<p>CAREER DEVELOPMENT AND HUMAN & SOCIAL DEVELOPMENT</p> <p>Student voice is associated with increased engagement in learning and a stronger connection to the school community. This connection relates to students' sense of belonging and perceptions of safety within the school environment. Additionally, student voice encourages participation in various pathways towards graduation and post-secondary institutions, particularly among priority populations.</p>	<ul style="list-style-type: none"> • Student voice engagement surveys were analyzed and the data was presented to leadership and partner groups—leading to an annual student voice engagement plan. • Pedagogical narration in K and ECE partnerships documented the voice and experience of young children. • Several new academies have been introduced in direct response to student interests. • Interactive <i>Ready, Set, Learn</i> and <i>Read and Ride</i> events for children aged 3–5 promoted early engagement with families. • Expanded participation was noted in the <i>Trades Awareness, Skills, and Knowledge (TASK)</i> program. • <i>Trades Awareness, Skills, and Knowledge (TASK)</i> programs focussed on supporting priority learner populations. • Students provided input into the District's <i>Building Design Guidelines</i>, helping shape the way new schools are built, and existing ones are renovated. 	<p>Strategic Plan 2025-2029: Student voice remains a key focus with students encouraged to express their perspectives, offer input, and engage in decisions pertaining to their learning, school, and district.</p> <ul style="list-style-type: none"> • Implement the student voice engagement plan, ensuring that it is inclusive of those students represented in priority populations. • Continue to support staff (through in-service and professional learning) in viewing an IEP as a meaningful conversation that centers student voice. • Continue expanding career opportunities for Grade 11/12 students to pursue apprenticeships. • Introduce increased dual credit, co-op, and work experience program offerings. • Continue with the skills for life program supporting post-secondary transitions for students with disabilities and diverse abilities. • Review student placement in post-secondary transition programs with a focus on removing barriers for priority learner groups. • Continue working with Camosun College and other institutions to create supportive pathways for designated students.

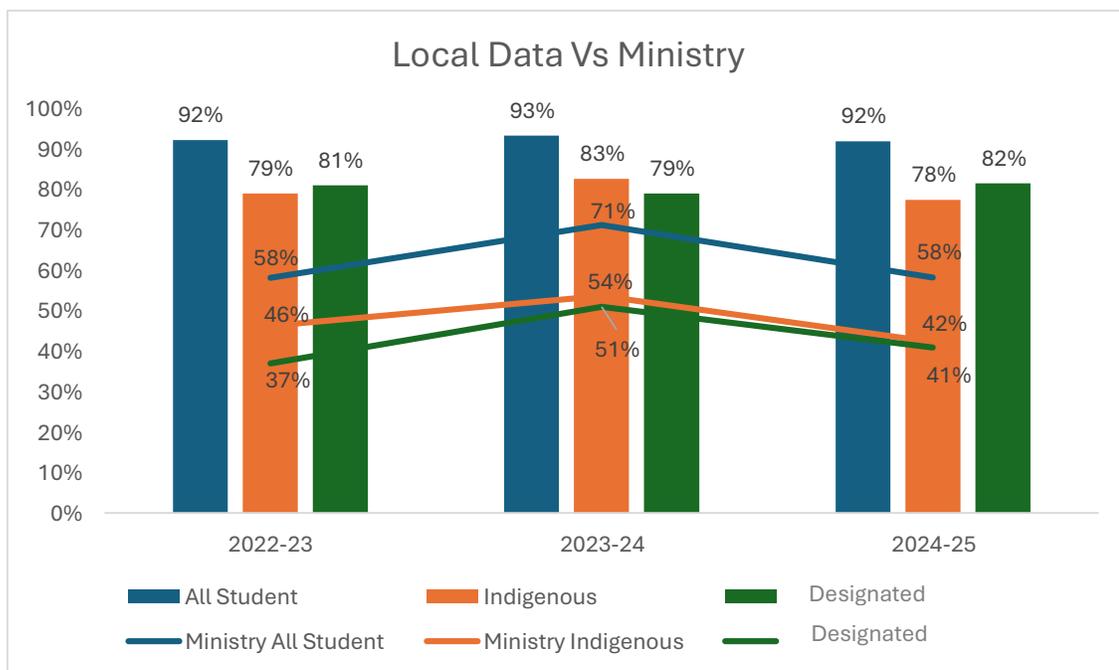
Strategic Plan Goal: Engagement—To create a culture of belonging.			
Objective 2: Further the goals of the Na'tsa'maht Agreement following the objectives of 'One Mind' and 'One Spirit'			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptations
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
One Mind: Support District Departments with Indigenous focussed projects & initiatives by co-developing resources and professional learning to support student success.	<p>INTELLECTUAL & CAREER DEVELOPMENT</p> <p>While some indicators show growth for Indigenous students (closing proficiency gap in literacy and numeracy at grade 10, gains in 5-year completion rates, closing equity gaps in belonging and adult that care), Indigenous students, along with other priority populations, continue to face systemic barriers that impact on Indigenous student success.</p>	<ul style="list-style-type: none"> • Local Education Agreements are now in place with 2 Nations, outlining conditions related to improving First Nation student outcomes. • Elder's Advisory Circle (Year 2) supported integration of local cultural content, protocols, and language. • Ready Set Learn activities reflected Indigenous resources. • Pathways to Graduation Circles provided data on each student and the services they receive—Anecdotal data from schools and Nations shows that this framework supports student outcomes in all areas. • Literacy and Numeracy learning updates were shared with PVP ahead of Pathways to Graduation Circles—deepening and focusing the collaborative conversations. • Implemented new grade 12 course in contemporary Indigenous Studies, strengthening a culture of belonging for all students. 	<p>Strategic Plan 2025-2029: The forthcoming plan adopts “One Mind, One Spirit” as the guiding ethos embedded throughout all goals and actions—reflecting a commitment to the holistic integration of these values.</p> <ul style="list-style-type: none"> • Continue Pathways to Graduation Circles as a clear and consistent practice for monitoring/adapting strategies to support Indigenous student outcomes. • Sustain Elder, Knowledge Keeper, and Role Model Engagement where members of the Indigenous community share culture, language and teachings. • Continue inclusive curriculum—expand integration across subject areas so that students see themselves reflected in daily learning. • Introduce a localized core competency resource developed with local stories from Elders and the Indigenous Education Council. • Introduce a strategy that prioritizes Indigenous Learner Attendance through culturally relevant attendance responses. • Continue to cultivate inclusive spaces where everyone feels a sense of belonging and support, reflecting a district-wide commitment to equity. • Continue to emphasize Indigenous resources and play-based learning through early learning initiatives like Ready, Set, Learn.

Strategic Plan Goal: Engagement—To create a culture of belonging.			
Objective 2: Further the goals of the Na'tsa'maht Agreement following the objectives of 'One Mind' and 'One Spirit'			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptations
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
One Spirit: Support the success and celebration of Indigenous learners K to 12 to engage Indigenous students and strengthen community.	<p style="text-align: center;">HUMAN & SOCIAL DEVELOPMENT</p> <p>Indigenous learners are more successful when they see themselves reflected in the learning environment. Celebrating students and strengthening community relationships honours student and community voice, building a culture of belonging and trust.</p>	<ul style="list-style-type: none"> • All schools focused on Equity in Action, including reviewing Student and Family survey results. • An increased number of departments focused on an equity goal, reporting out annually on their progress. • IEC representatives actively participated in student success circles ensuring the meaningful integration of Indigenous worldviews. • The Elder's Advisory Circle met regularly with the district, and along with IEC consultation, supported the integration of local cultural content, protocols, and language. • Collaboration with local communities resulted in images of local history and culture being reflected in the building design of a new elementary school. • Staffing reallocation was initiated to support NA'TSA'MAHT Student and Family Advocate staffing. 	<p><u>Strategic Plan 2025-2029:</u> The forthcoming plan adopts "One Mind, One Spirit" as the guiding ethos embedded throughout all goals and actions—reflecting a commitment to the holistic integration of these values.</p> <ul style="list-style-type: none"> • Continue to emphasize early years development through strategies such as Early Learning and Child Care activities at Indigenous dinners and sustained StrongStart Outreach presence in Nations. • Continue to work with Indigenous partners to ensure our learning environments, new designs and builds, reflect local culture, history, and values. • Provide guidance through the IEC and LEAs to ensure rightsholder voices are heard and engaged—strengthening community. • Maintain reallocated staffing towards NA'TSA'MAHT Student and Family Advocate Support. • Continue to support Equity in Action, reflecting Equity Goals at each school and department. • Sustain Elder, Knowledge Keeper, and Role Model Engagement where members of the Indigenous community share culture, language and teachings. • Implement district-wide learning for all staff on local Indigenous histories, cultures, and ways of knowing.

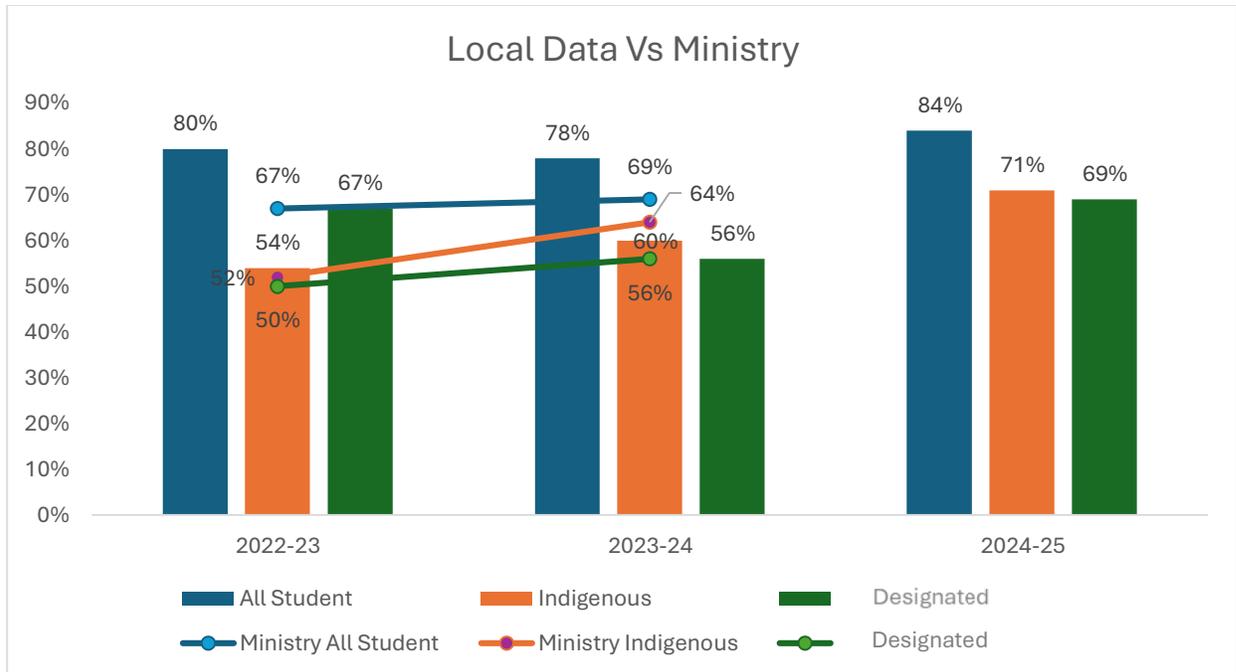
Grade 4 Literacy/Reading (On-Track / Extending Rate)



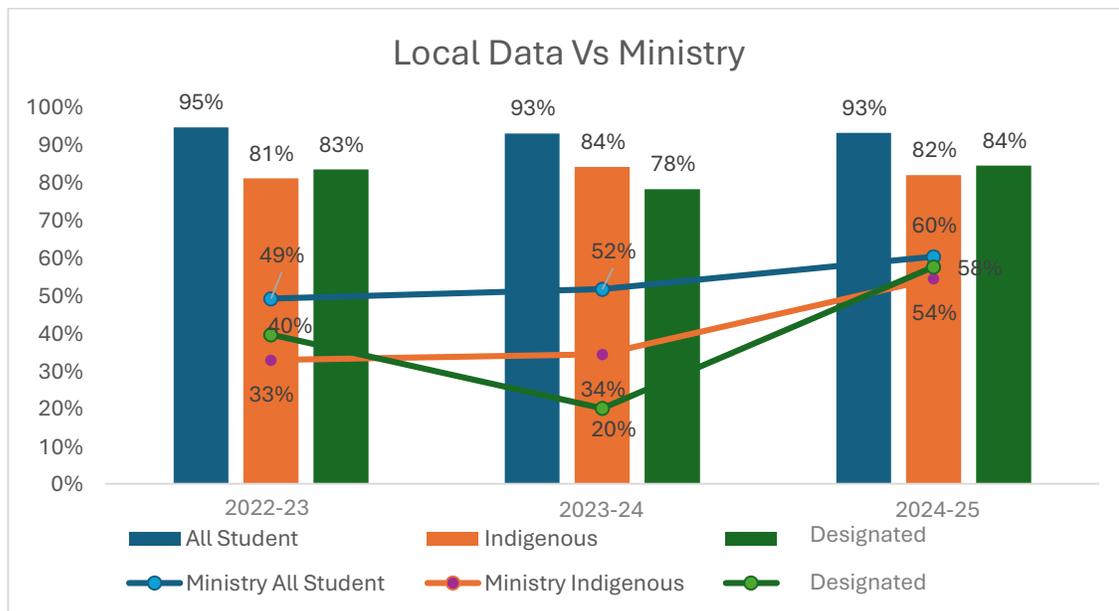
Grade 7 Literacy/Reading (On-Track / Extending Rate)



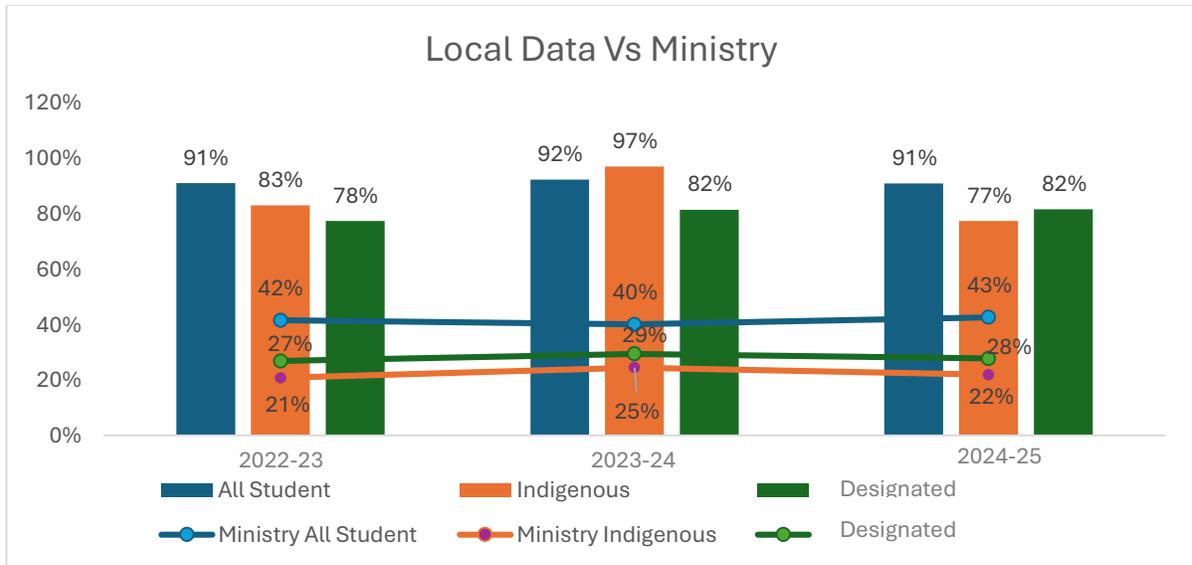
Grade 10 Literacy Expectations Prof/Ext. Rate



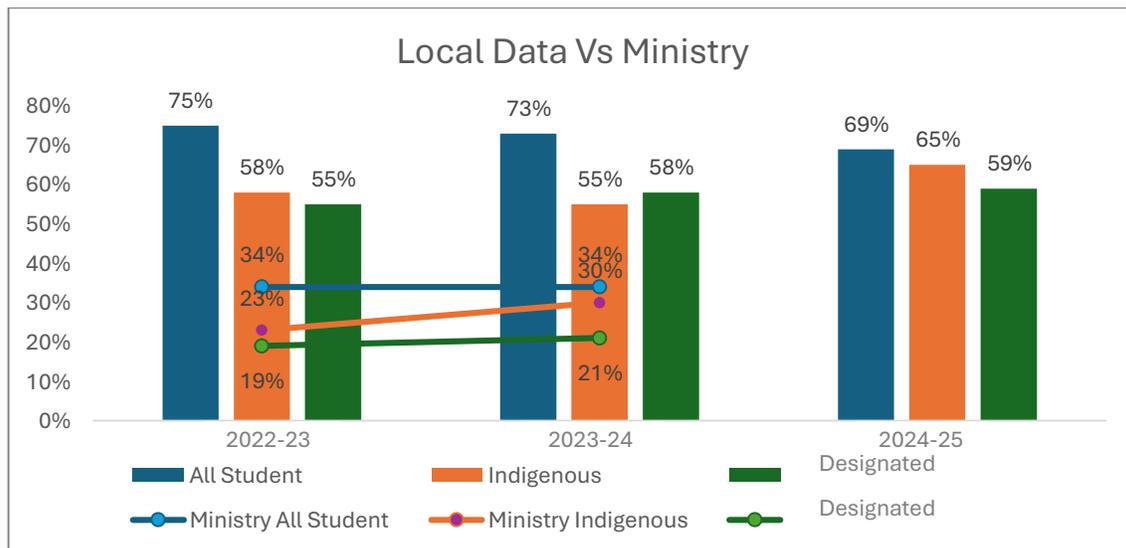
Grade 4 Numeracy Expectations (On-Track / Extending Rate)



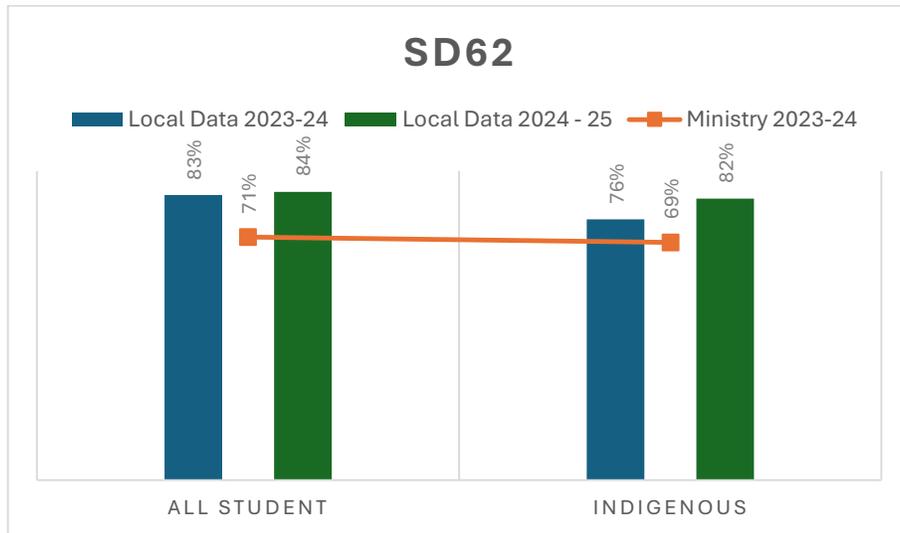
Grade 7 Numeracy Expectations (On-Track / Extending Rate)



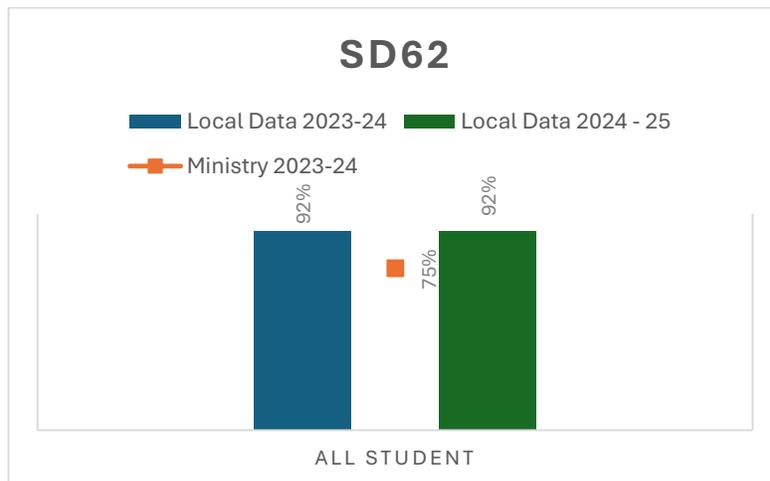
Grade 10 Grade Assessment Numeracy (Proficient / Extending Rate)



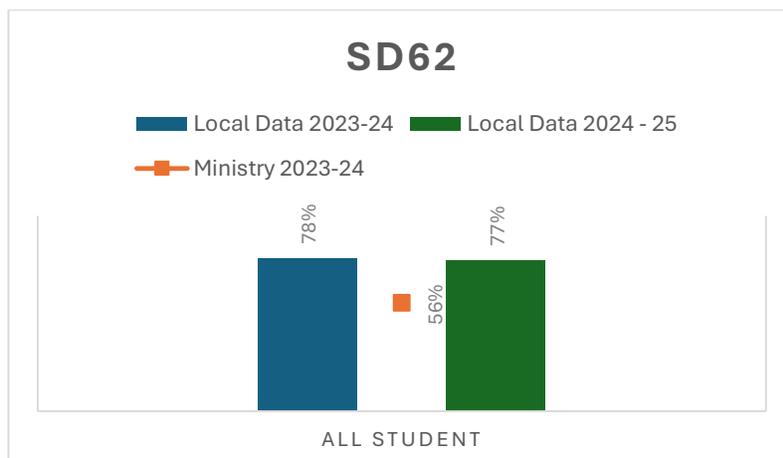
Feel Welcome



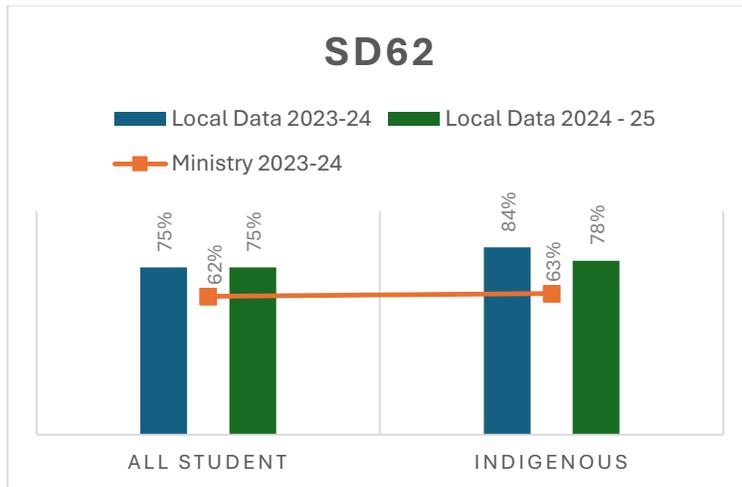
Feel Safe



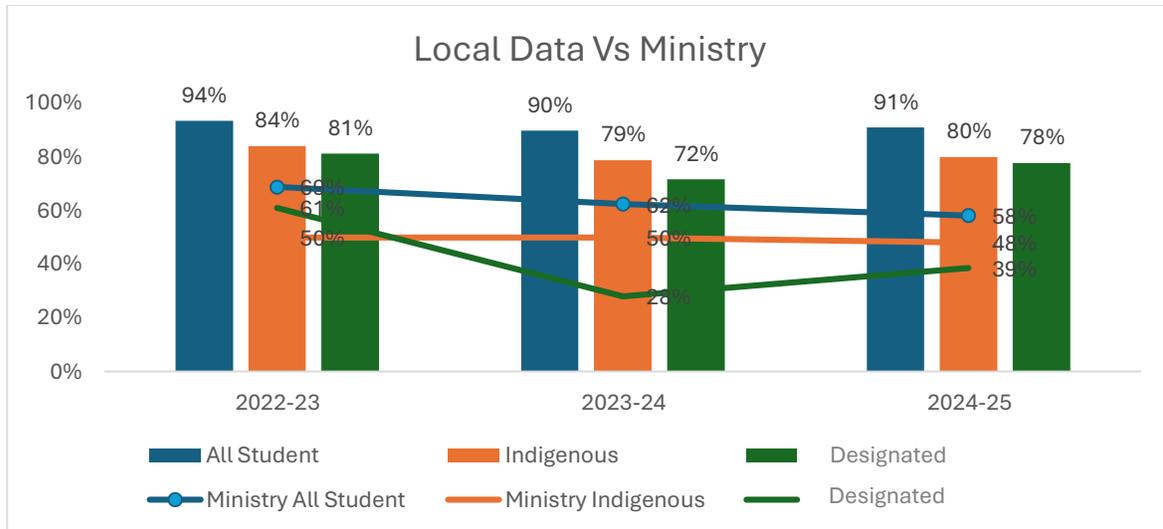
Sense of Belonging



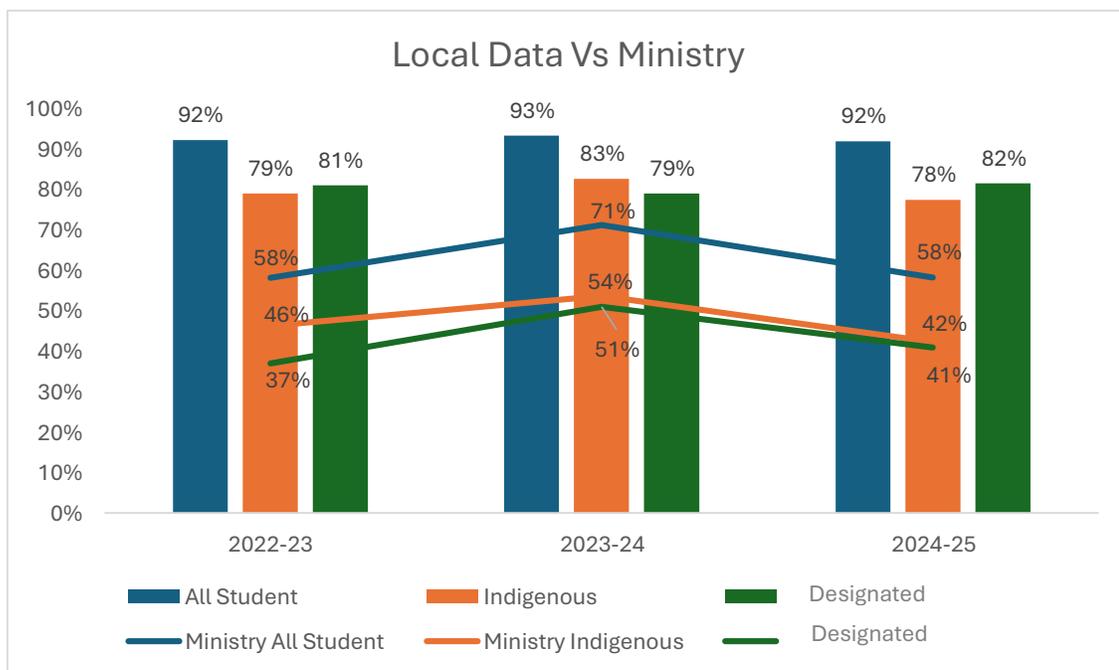
Students Feel that Adults Care About Them at School



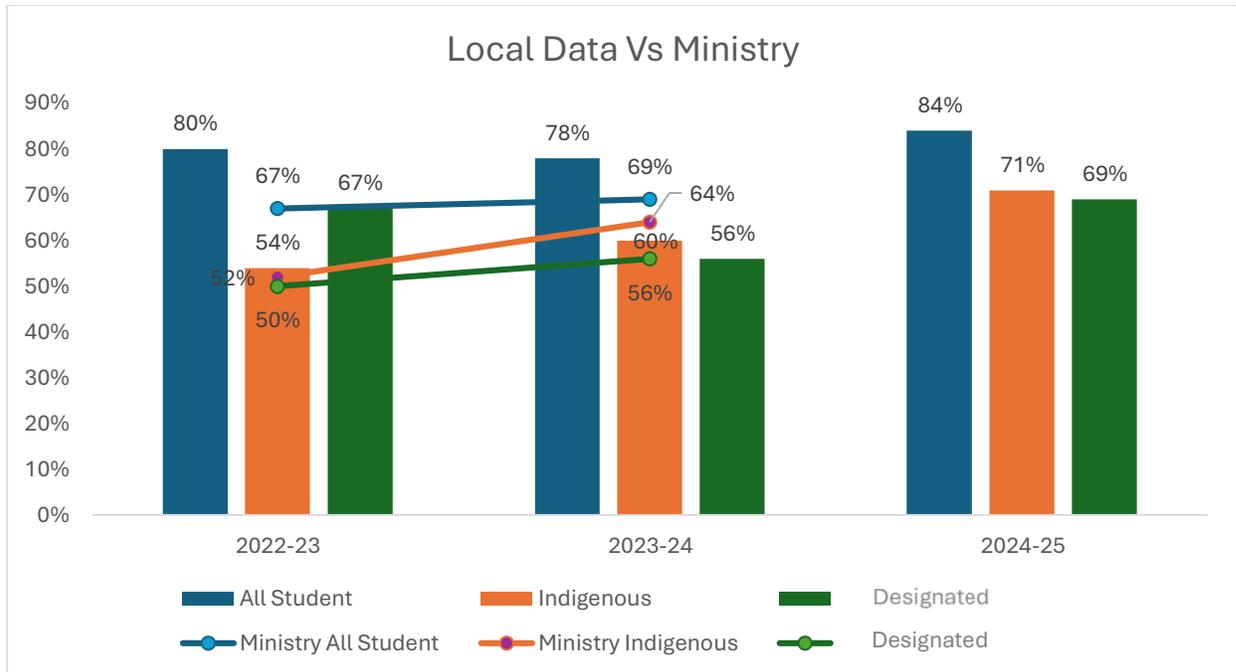
Grade 4 Literacy/Reading (On-Track / Extending Rate)



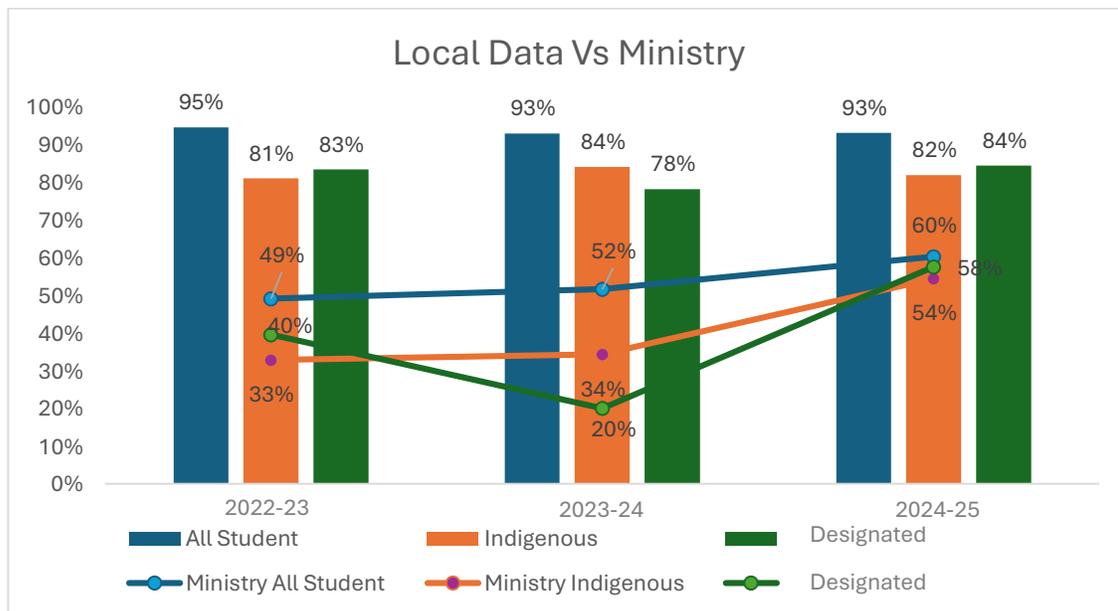
Grade 7 Literacy/Reading (On-Track / Extending Rate)



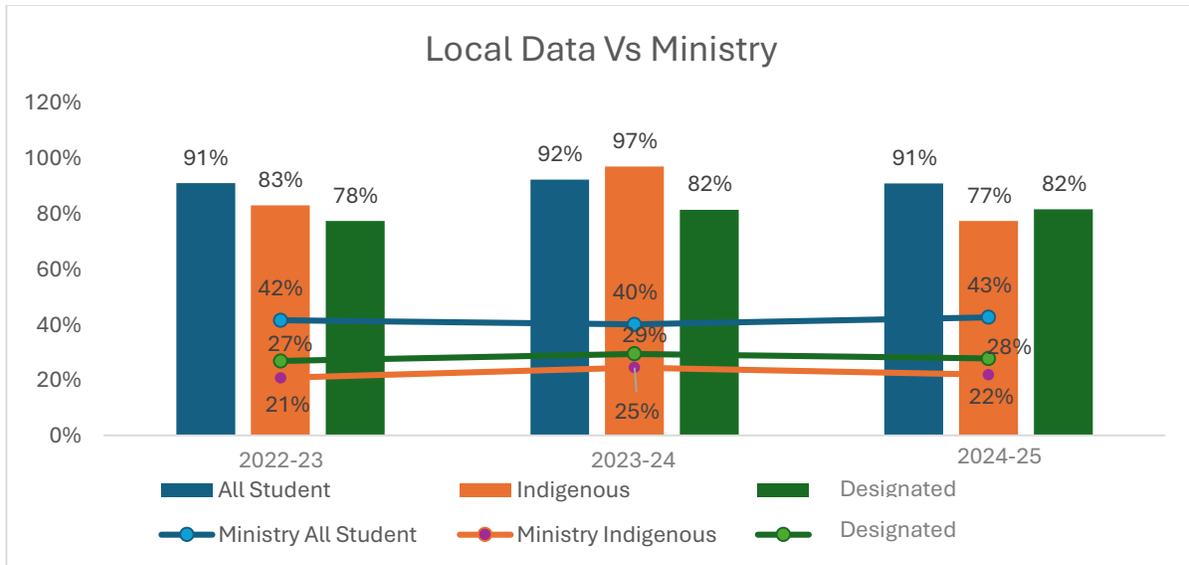
Grade 10 Literacy Expectations Prof/Ext. Rate



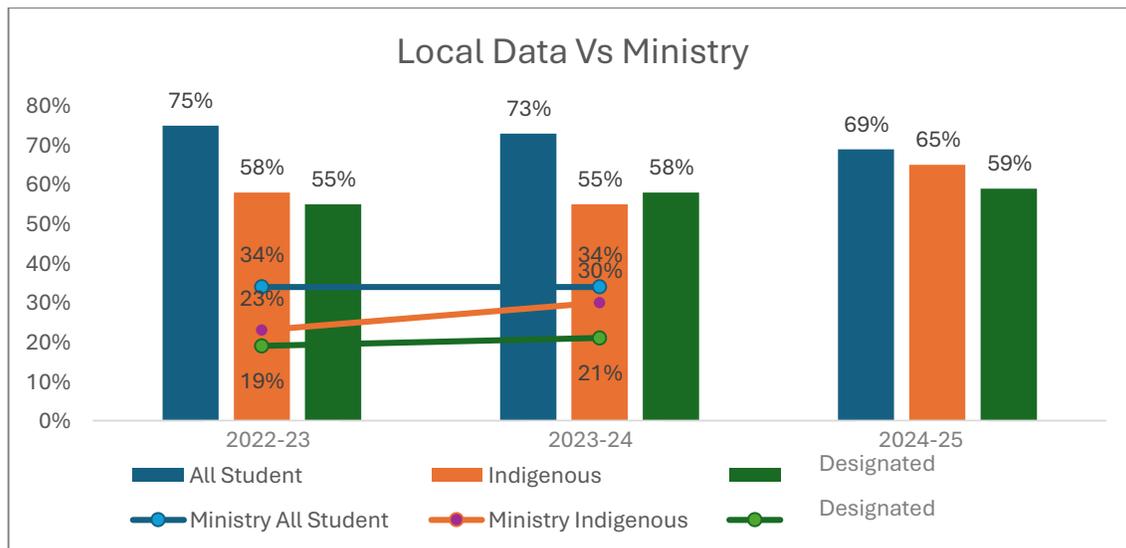
Grade 4 Numeracy Expectations (On-Track / Extending Rate)



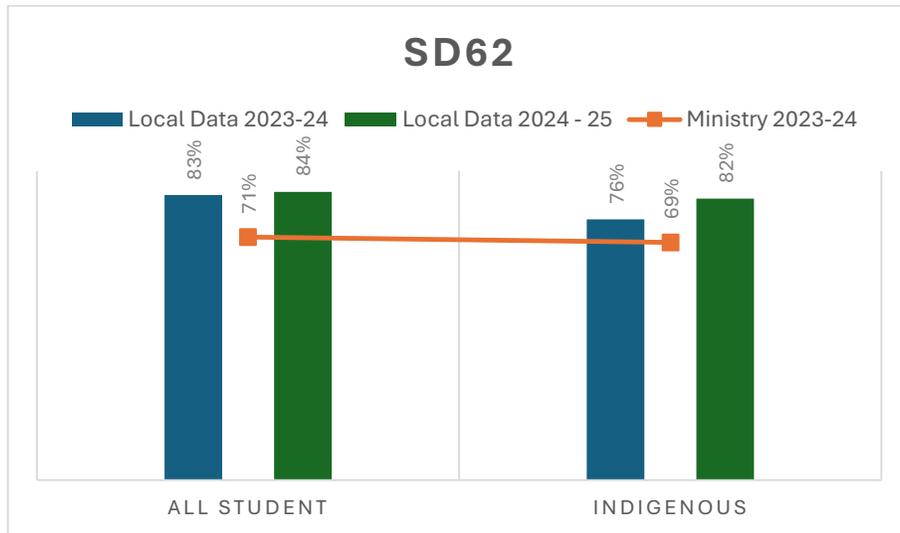
Grade 7 Numeracy Expectations (On-Track / Extending Rate)



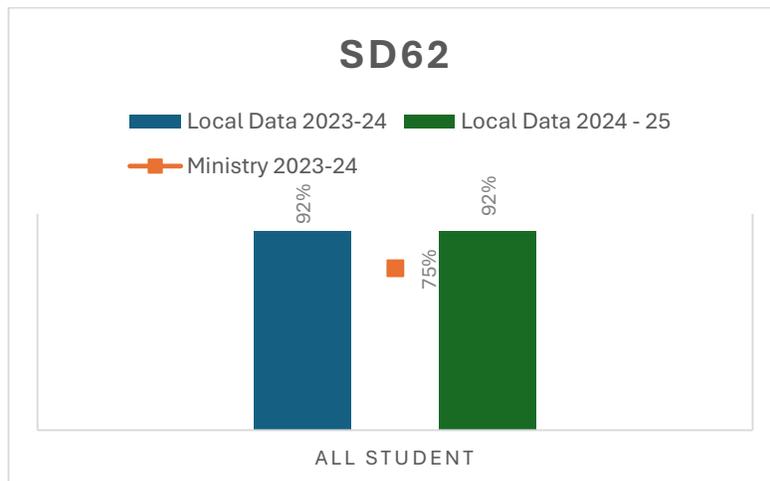
Grade 10 Grade Assessment Numeracy (Proficient / Extending Rate)



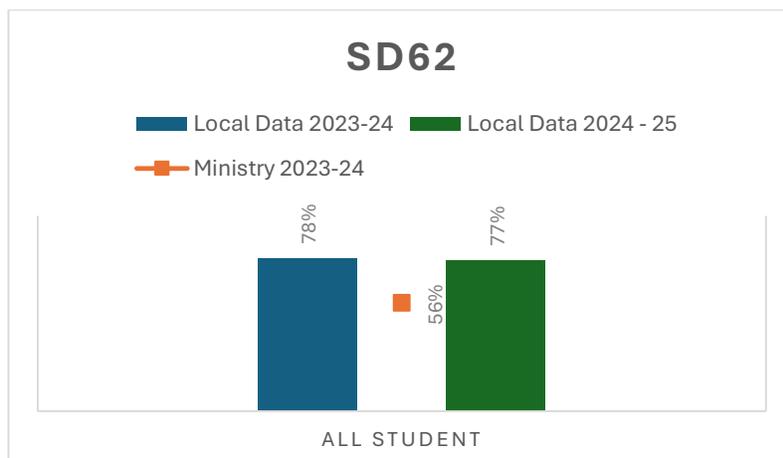
Feel Welcome



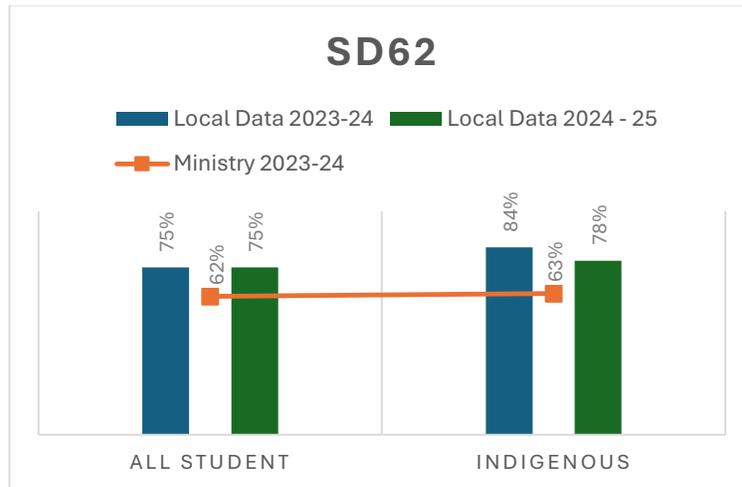
Feel Safe



Sense of Belonging



Students Feel that Adults Care About Them at School





Board Information Note Public Board Meeting

September 23, 2025

Agenda Item 11.3 – 2021-2025 Strategic Plan Final Report

ISSUE: The report contains in-depth information and data pertaining to the Strategic Plan 2021-2025. It paints a picture of the many accomplishments achieved during this time and highlights areas we need to continue to improve.

BACKGROUND / FACTS:

- This document provides the Board of Education and the public a detailed summary of accomplishments over the past 4 years of the District’s operations and governance.
- This document is intended to provide highlights from the life span of the strategic plan. For more detailed information and data, reviewing the District’s annual Operational Plan reports for years 2021-2025 is advised. <https://www.sd62.bc.ca/student-success/strategic-plan>

NEXT STEPS:

- For the Board of Education to review, celebrate and approve the 2021-2025 Strategic Plan Final Report.

Recommended Motion:

“That the Board of Education for School District #62 (Sooke) receive the 2021-2025 Strategic Plan Final Report as presented at the September 2025, Board of Education meeting.”

Prepared by:

Paul Block – Superintendent / CEO



With gratitude and respect, we acknowledge that we live, learn, and work on the traditional territories of the Coast Salish: T'Sou-ke Nation, SĆIΛNEW (Beecher Bay) Nation, and the Nuu-chah-nulth: Paaʔčiidʔath (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEŁ (Malahat) Nation, and the Ləkʷəŋən peoples of Songhees and Esquimalt Nations.

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INTRODUCTION

The following report presents a high-level overview of progress made toward the twelve strategic objectives identified in the Sooke School District's 2021–2025 Strategic Plan. Organized within the core priorities of Learning, Engagement, and Growth, this summary highlights system-level initiatives and outcomes that have contributed to measurable change and sustained improvement over the four-year period. Data snapshots, complemented by narrative examples, demonstrate the breadth and depth of work undertaken across schools and departments. They reflect a district community that has not only kept pace with extraordinary growth but has also built the structures, culture and capacity needed to carry us confidently into a strong and sustainable future.

MEASURING PROGRESS

To provide a clear and accessible view of progress toward the twelve strategic objectives, the district has adopted a traffic light system. This visual framework offers a simple way to monitor the status of initiatives and outcomes across the Strategic Plan:

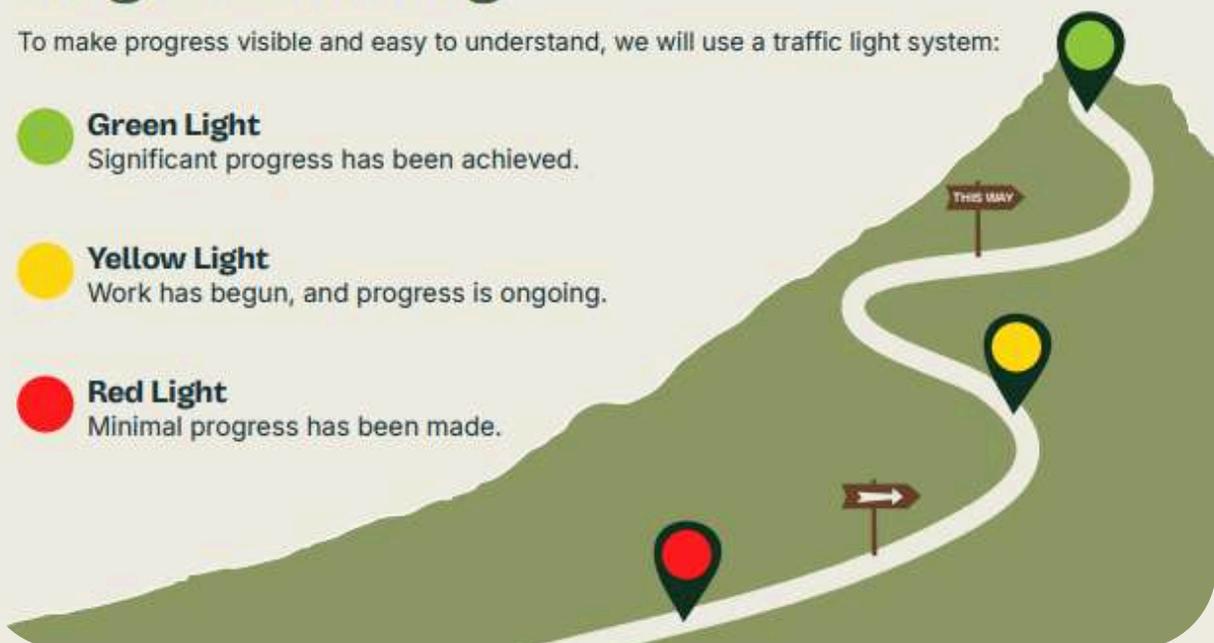
- Green Light indicates that significant progress has been achieved.
- Yellow Light signals that work is underway and progress is ongoing.
- Red Light reflects that minimal progress has been made to date.

By using this approach, the report communicates progress in a consistent and transparent manner, allowing readers to quickly identify areas of strength as well as those requiring further attention and investment.

Progress Tracking

To make progress visible and easy to understand, we will use a traffic light system:

-  **Green Light**
Significant progress has been achieved.
-  **Yellow Light**
Work has begun, and progress is ongoing.
-  **Red Light**
Minimal progress has been made.



ENROLLMENT GROWTH

Throughout the 2021–2025 Strategic Plan, the Sooke School District experienced steady and significant student population growth. The number of domestic full-time equivalent (FTE) students rose from 11,660 in 2021–22 to 13,295 in 2024–25, representing a total increase of 14.0% over four years and an average annual growth rate of 4.6%. International student enrollment also saw substantial gains, increasing from 192 to 272 students—an overall increase of 41.7%. These trends highlight the district’s growing appeal and underscore the need for ongoing planning to ensure adequate infrastructure, staffing, and resources to meet the demands of a rapidly expanding student body.

Throughout the duration of the Strategic Plan, the Sooke School District maintained its position as the fastest-growing school district per capita in British Columbia. It has also become the 16th largest of the province’s 60 public school districts. Due to its proximity to the capital of the province, the district continues to operate under heightened media and public attention.

Student Type	2021-22	2022-23	2023-24	2024-25
Domestic (FTE)	11,660	12,250	12,748	13,295
International (Headcount)	192	230	253	272
Total	11,852	12,480	13,001	13,567

The district’s average annual growth rate of 4.6% is highly significant by Canadian standards. Nationally, enrollment has risen at less than 2% per year over the span of our Strategic Plan. When most districts approach even 3% annual growth, they often face widespread challenges with overcrowded classrooms, reliance on portables, and disruptive boundary (catchment) changes.

Against this backdrop, the progress achieved in our Strategic Priorities is remarkable. It reflects the responsiveness and resilience of staff across all departments. That our district has advanced its priorities while navigating unprecedented growth is a remarkable accomplishment.

This success should give our community confidence. It demonstrates not only the commitment and adaptability of our employees, but also their passion and determination to ensure students thrive—even in the face of challenges that would overwhelm many other districts. It is an achievement we can all be proud of.





Learning

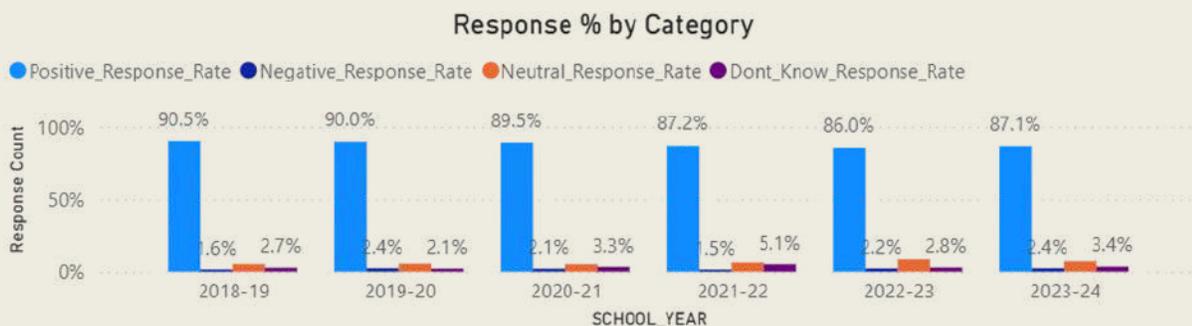
1.) Provide opportunities for learners to understand, respect, and appreciate diversity and inclusion.



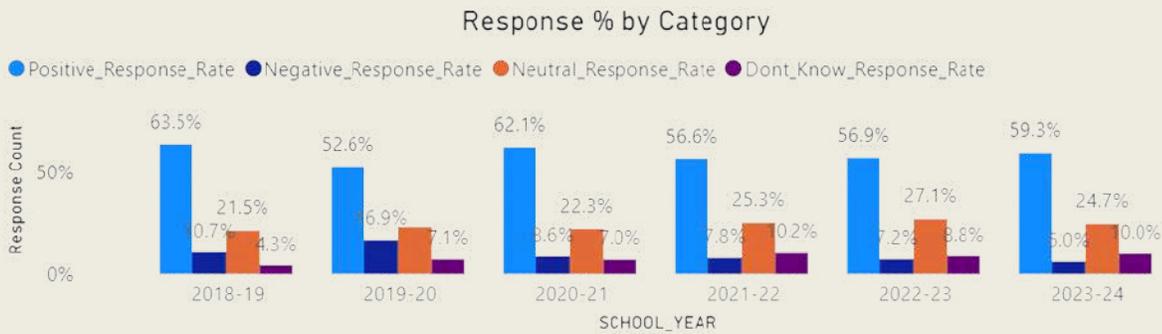
Highlights:

- A district-wide Diversity, Equity, and Inclusion (DEI) audit was completed, with recommendations presented to senior leadership. One key recommendation was the formation of an advisory group to oversee and guide this work.
- A multi-partner District Advisory Committee on Belonging, Access, and Equity has been established and meets regularly. The group is currently developing a multi-year action plan to promote inclusion and equity throughout the district.
- An external consultant has been engaged to support the District Advisory Committee, offering an independent perspective and helping guide actions in response to critical feedback.
- District policies are undergoing review to ensure the use of inclusive language and alignment with current diversity, equity and inclusion standards.
- The district actively participates in regional Anti-Racism Network meetings through principal and vice-principal representation.
- The Ministry of Education and Child Care's resource, Anti-Racism in Education: A Guide for Teachers, has been shared across the district to support staff learning and classroom practice.
- Multiple Indigenous-focused courses approved by the Ministry are now offered at all secondary schools. Educators are supported with resources and professional development to build capacity for delivering these courses effectively.

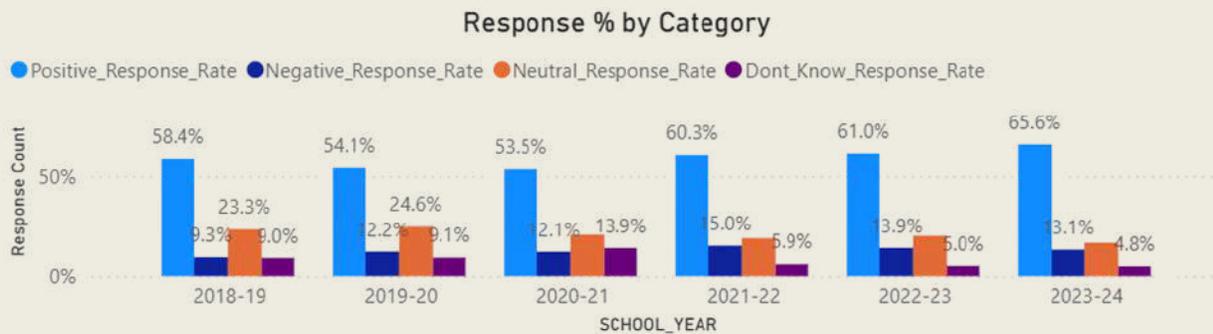
At school, do you respect people who are different from you? (for example, think, act or look different?)



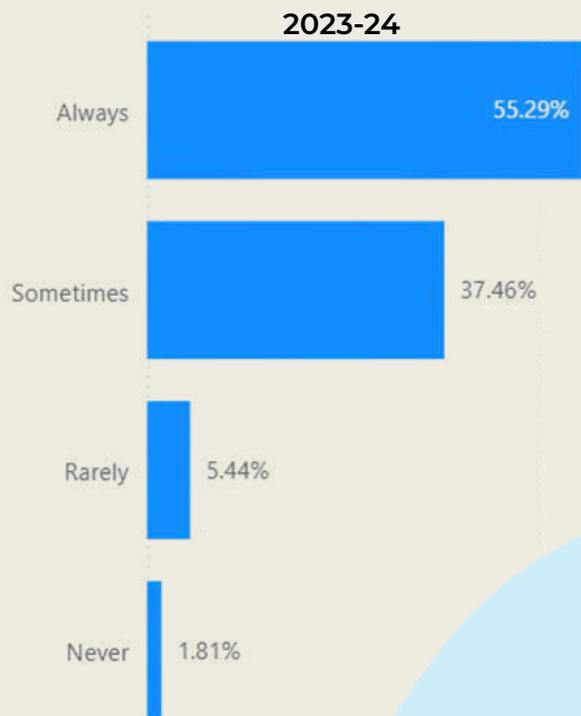
Are you learning how to solve problems in peaceful ways?



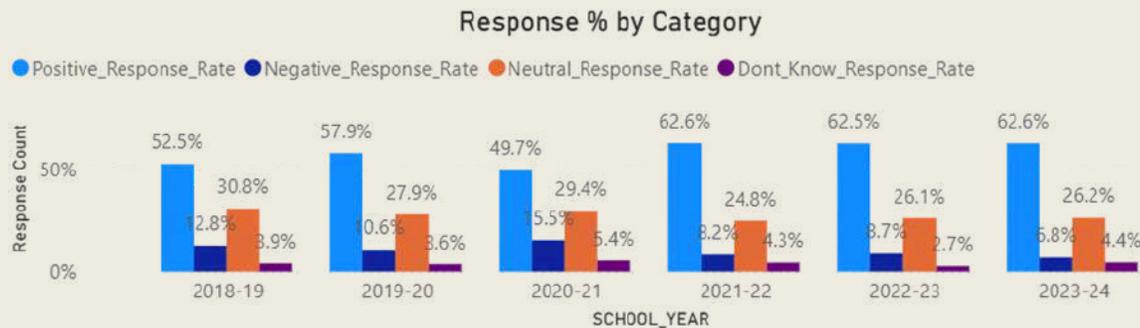
I am satisfied with my ability to make new friends and meet people at school.



Do you feel included in your classroom?



When I am making a decision to do something, I stop to think about how it might affect other people.



While the district has marked this objective as complete in relation to the Strategic Plan, we recognize that fostering understanding, respect, and appreciation for diversity and inclusion is ongoing work. As we move into the next strategic planning cycle, inclusivity, respect, and collaboration remain foundational values that shape our identity and culture. Our vision—creating learning environments where every individual is valued—sits at the heart of this objective. Moving forward, this is no longer just an initiative or milestone; it is a core part of who we are and who we continually strive to become.

2.) Provide opportunities for learners to develop critical and creative thinking skills.

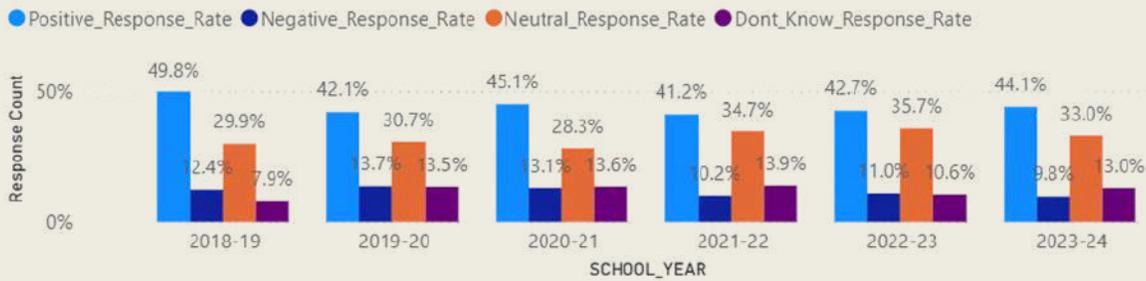


Highlights:

- Critical and creative thinking has been a consistent instructional focus across all four years of the Strategic Plan.
- Staff capacity to support effective transitions to kindergarten has been strengthened through targeted professional learning, workshops, and community events for incoming kindergarten students and their families.
- The K–3 Literacy Intervention Program is now fully implemented in all elementary schools, supporting foundational literacy development.
- Plans are underway to expand the literacy intervention model to grades 4–5 and also 6–8, following a phased rollout similar to the successful K–3 implementation.
- A comprehensive Literacy Intervention Handbook has been developed and is now available to guide instructional practice and support consistency across schools.
- Applied Design, Skills and Technologies (ADST) programming in middle schools has been aligned with provincial curricular outcomes for grades 6–8, enhancing access to hands-on, experiential, and creative learning opportunities.
- A nine-part professional learning series was delivered to build staff capacity in the use of technology platforms and instructional methods. The series also introduced digital tools designed to support classroom pedagogy.

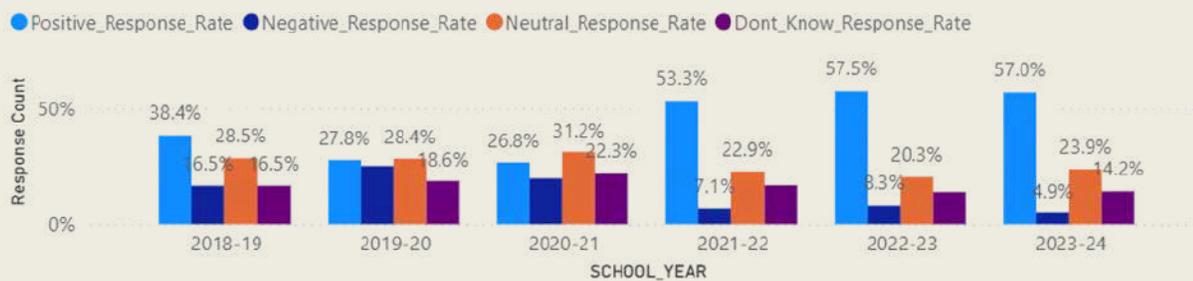
Are you learning of ways to think of new ideas?

Response % by Category



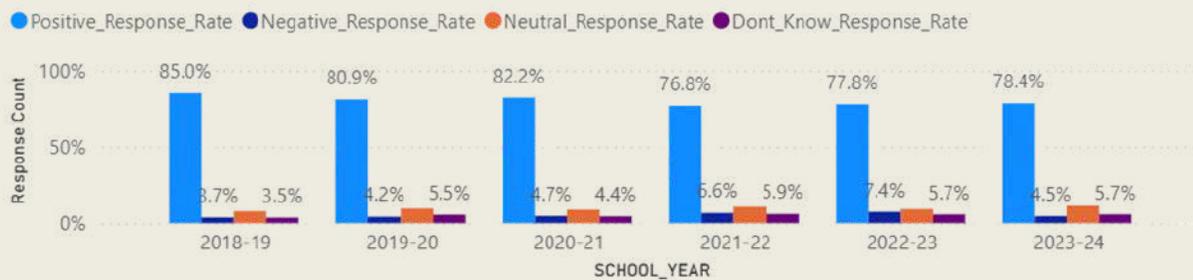
Are you taught to improve how you learn?

Response % by Category



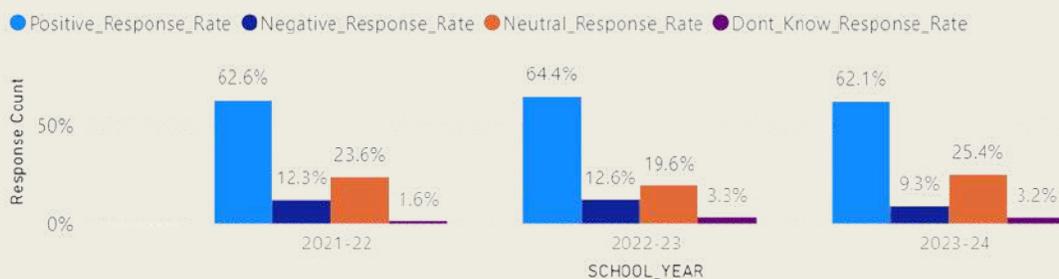
I continue to get better at reading (for example, even if my word knowledge is already good, there is something else that is continuing to improve).

Response % by Category

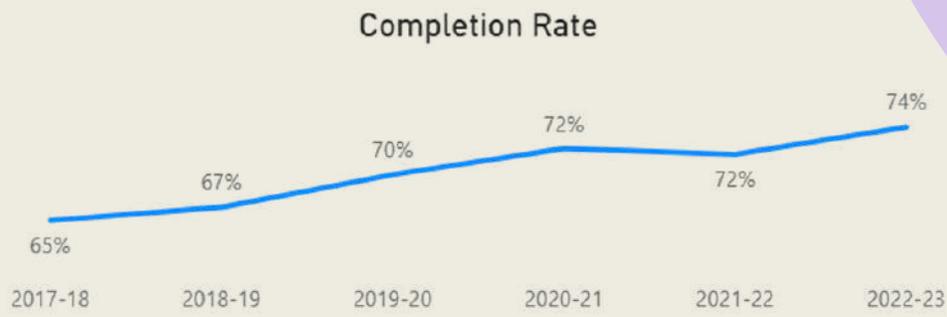


When I am facing difficult tasks, I keep trying until I succeed.

Response % by Category



Five-Year Completion Rate for All Learners



Six-Year Completion Rate for All Learners



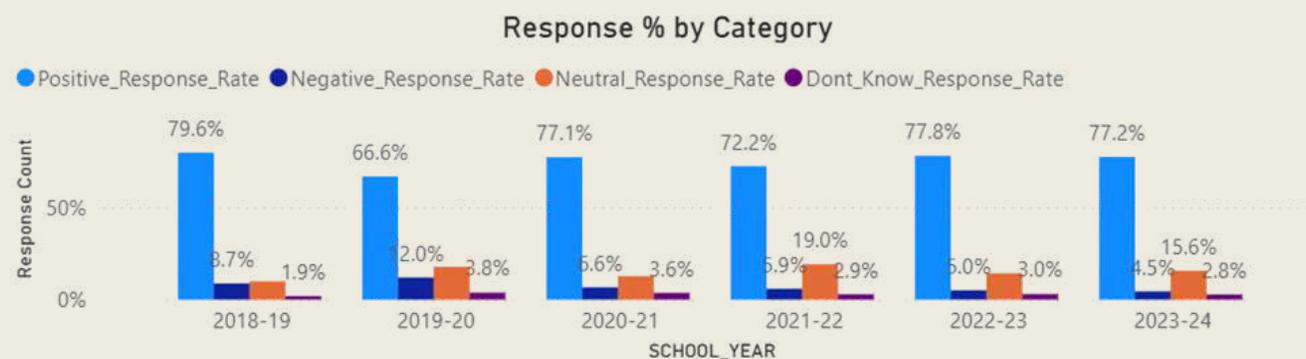
3.) Ensure our learning environments are safe, accessible, and welcoming.



Highlights:

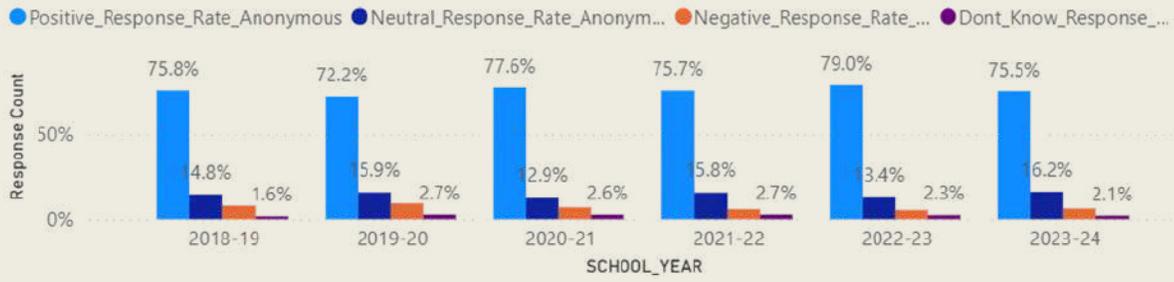
- Ongoing training in Violent Threat Risk Assessment (VTRA) continues to build capacity among school and district leaders. Trauma-informed practices have also been integrated into professional development for principals and vice-principals.
- A District Accessibility Committee has been established, supported by a formal reporting mechanism to identify and address accessibility concerns. The committee meets regularly to review submissions and implement recommendations.
- Strong, collaborative relationships with the West Shore and Sooke RCMP support a shared commitment to student and family well-being.
- Communication Boards—designed to support non-verbal communication—are installed across all schools and have been adopted by several local municipalities for use in community playgrounds. Their positive reception has even led to interest and implementation by neighboring districts.
- In the final year of the Strategic Plan (2025), the Board of Education introduced and adopted several revised and new policies and regulations designed to strengthen student safety.

Do you feel welcome at your school?



Do you feel safe at school?

Response % by Category



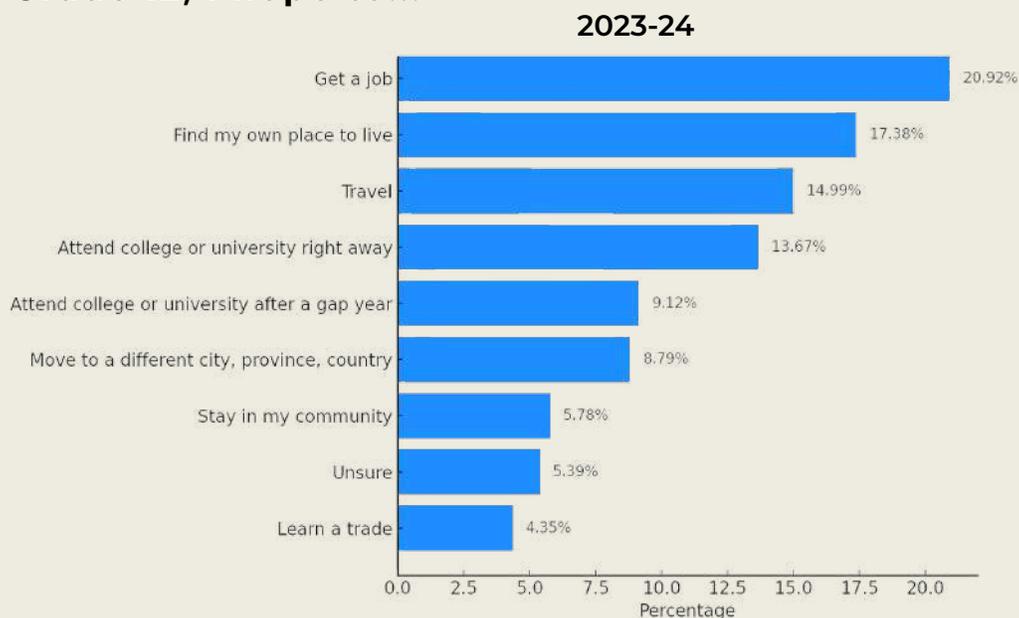
4.) Enhance student choice and voice.



Highlights:

- Throughout the duration of the Strategic Plan, the District has consistently prioritized student voice and expanded opportunities for meaningful choice in learning.
- Students helped shape the District's Building Design Guidelines, influencing how new schools are built and facilities renovated. They led the design of PEXSISEN, Centre Mountain Lellum, and SĆIĀNEW STĒLITĶĒL.
- New academies reflecting student interests include mountain biking, climbing, and outdoor education, as well as a softball academy at Edward Milne Community School.
- Through participation in the new Westshore Collaborative Post-Secondary Campus, the District now offers adult learners (18+) an opportunity to complete their BC Dogwood diploma at an accelerated pace, expanding learner pathways.
- Revisions to Applied Design, Skills and Technologies (ADST) programming at the middle school level have increased access to a broader range of hands-on learning experiences, including the option to participate in band.
- The Early Learning and Child Care Department led interactive Ready, Set, Learn and Read and Ride events for children aged 3–5, promoting early engagement and relationship-building with families and future students.
- The Career Education Department has expanded participation in the Trades Awareness, Skills, and Knowledge (TASK) program. The 2024–25 school year marked a record-setting achievement, with SD62 students logging the highest number of 1,000-hour completions for youth in trades across the province.

After Grade 12, I hope to...





Engagement

1.) Develop, expand and implement inclusive and collaborative practices and processes.



Highlights:

- Inclusive Education Services (IES) was restructured for the 2025–26 school year. As part of this change, English Language Learner (ELL) supports will be integrated into IES, allowing for more cohesive and consistent service delivery across the district. This integration is designed to provide students with more dynamic and responsive learning supports. To support this expanded mandate, a second Vice-Principal of Inclusive Education Services has been hired, effective for the 2025–26 school year.
- A targeted internal initiative, “Together We Are Better,” was launched in fall 2024 to showcase positive stories of collaboration and effective practice across the district. This campaign highlights cross-departmental efforts that strengthen student learning and well-being and inspire colleagues to do the same.
- Memorandums of Understanding (MOUs) were signed—and renewed in 2025—with the City of Colwood, the City of Langford, and the District of Sooke. The MOU is intended to promote the shared interests of the school district and the municipality within the broader provincial context. Its purpose is to create a framework for discussing legislative and regulatory matters that affect their respective communities, and to ensure advance notice of any actions, policies, or regulations that may impact the other party. Whenever possible, both parties will collaborate on joint initiatives that respond to community needs as represented by each entity.
- The District worked in partnership with traditional rights-holding Nations and urban Indigenous organizations to develop the inaugural terms of reference for the newly established Indigenous Education Council (IEC), in alignment with Bill 40.
- The District enjoys a strong and collaborative relationship with the West Shore and Sooke RCMP Detachments. The Superintendent meets regularly with the Officers in Charge to ensure the partnership remains proactive, open, and rooted in trust. Community policing officers are a visible and positive presence in our schools. They attend sporting events, cultural celebrations, and school spirit activities, while also supporting student safety through regular crosswalk monitoring and patrols in school zones. Their presence reinforces safe driving behaviours and strengthens connections with students and families. Beyond school activities, this partnership provides critical value where the education system alone cannot meet the needs of a child or youth. The RCMP offers access to programs and supports tailored to vulnerable students, helping them build resilience and achieve success. During times of tragedy, officers are an essential part of our Critical Incident Response, enabling rapid action to support students and staff.



- In 2022–23, the District launched the “Setting the Table” pilot project in partnership with the Victoria Community Food Hub Society, the Capital Region Food Share Network, The Mustard Seed, and Farm to School BC. The initiative aimed to provide 200 students per day with meals over 100 days across eight schools, while also building the systems needed to support a sustainable district-wide school food program. This pilot has since grown into the creation of the Flourish! School Food Society, which now delivers seasonal, youth-friendly menus of home-cooked meals and snacks to thousands of students every day. The Society supports every K–12 school in the District, with the exception of Port Renfrew Elementary, where transportation from its Victoria-based commercial kitchen is not possible. In the absence of Flourish! programming, dedicated funding is allocated to support direct food security and programming at Port Renfrew Elementary. It has also inspired the expansion of school gardens, which serve both as a source of fresh ingredients and as hands-on learning spaces where students explore food literacy and the importance of nourishing food environments.
- Flourish! School Food Society has become a standout program in the District—one that has positioned the Sooke School District as a provincial leader and model. Other districts are now reaching out to learn from our success and explore how they might replicate it.
- Our departments are actively visible in the community by hosting early learning play opportunities for children ages 3–5, organizing NA’TSA’MAHT Family Gathering Dinners that bring families together across the district, and coordinating multi-district events with SD61, SD63, and the W̱SÁNEĆ School Board, such as Grade 8 and Grade 12 Land-based Gatherings and Lahal tournaments.
- In 2025, the District, led by our NIE team, collaborated with Chief and Council to formally acknowledge the Malahat Nation as a traditional shared territory on which some of our schools are located.

2.) Further the goals of the NA'TSA'MAHT agreement following the objectives of 'One Mind' and 'One Spirit'.



Highlights:

- The 2022-2027 NA'TSA'MAHT Enhancement Agreement was developed. Our third Na'tsa'maht Enhancement Agreement is in place until 2027. The agreement was developed by the school district in consultation with local Nations: Sc'ianew, T'Sou-ke and Pacheedaht, as well as Métis, Inuit and other Indigenous partners that reside in Coast Salish and Nuu-chah-nulth territories. The agreement ensures we maintain the ongoing collective ownership and commitment to improve the success of Indigenous students while providing learning opportunities to all students, staff and community. The agreement consists of two goals: One Mind and One Spirit. Posters and bookmarks were made and distributed across the system to acknowledge the 2022-2027 NA'TSA'MAHT Enhancement Agreement.
- Local Education Agreements (LEAs) were signed with T'Sou-ke Nation in 2023 and Pacheedaht First Nation in 2024. LEAs are agreements between First Nations and boards of education for the purchase of educational programs by First Nations from boards for First Nation students for whom the government of Canada provides funding. LEAs also include terms and conditions related to improving First Nation student outcomes and developing the relationships necessary to accomplish that mutual goal, and to be a shared accountability mechanism regarding the education of First Nation students in British Columbia public schools.



- The District has worked collaboratively with Sc'ianew, T'Sou-ke, and Pacheedaht First Nations to establish a new Indigenous Education Council (IEC), in alignment with the Ministerial Order and amendments to the School Act under Bill 40. The Terms of Reference have been finalized and submitted to the Ministry of Education and Child Care. In accordance with Bill 40, the Local Education Agreements (LEAs) with T'Sou-ke and Pacheedaht First Nations identify the preferred elementary, middle, and secondary schools for each land-based nation.
- IEC representatives actively participate in student success circles at schools and provide guidance on programs and services for Indigenous students, ensuring the meaningful integration of Indigenous worldviews and perspectives.
- The Elder's Advisory Circle meets regularly with the District to support the integration of local cultural content, protocols, and language, through a co-developed consultation process established in partnership with the IEC.
- IEC representatives also serve as advisors on school district interview panels.
- The District revised By-law 1-20 "Governance" to include elements of Bill 40 legislation and Policy A-411, Order of Business for Board Meetings to include a monthly standing agenda item for the IEC to communicate directly with the Board of Education as desired.
- The IEC is leading the planning of district Indigenous events, including the Indigenous-Focused Learning Day scheduled for September 22, 2025.



The forthcoming Strategic Plan adopts “One Mind, One Spirit” as the guiding ethos that will shape the overall direction and intent of the plan. Unlike the current Strategic Plan, where it exists as a standalone objective, it will now be embedded throughout all goals and actions—reflecting a commitment to holistic integration in everything we do.

3.) Develop, expand and implement respectful, effective, clear and transparent communications.



Highlights:

- The district develops and implements annual strategic communications plans through the Communications Department, however, the majority of daily communication occurs through frontline staff—including teachers, educational assistants, clerical staff, and school leaders. These interactions vary in tone and clarity, and the level of service delivered is not yet consistent with the standard the district strives to uphold.
- A key area of focus in the next Strategic Plan (2025–2029) is the delivery of student- and family-centered service. This includes building the communication capacity of frontline employees, who often serve as the first point of contact for families and community members. Emphasis will be placed on ensuring that communication is clear, consistent, respectful, and responsive to feedback.
- During the current strategic plan, the district introduced Electronic Communication Guidelines to support respectful and effective communication between parents/guardians and school district staff. This resource has been particularly useful at the school leadership level when navigating challenging or disrespectful interactions and has helped re-establish safe and productive communication.
- The Communications Department plays a key role in supporting district leaders with messaging for sensitive or complex issues. This includes preparing communication drafts, offering messaging improvements, and helping leaders navigate difficult conversations with clarity and professionalism.
- Strong relationships have been built with local media outlets. These partnerships have helped ensure that the district’s story is shared transparently and that accountability to the public remains a priority. Media metrics have been tracked and evaluated since the 2022–2023 school year, with the District receiving consistently positive coverage across local and provincial media over the past three years.
- To maintain safe and respectful communication spaces, the District has scaled back its use of X (formerly Twitter), due to the platform’s reduced safeguards for reporting hate speech and harmful content. X is now used primarily for major announcements, weather-related updates, and emergency messaging.
- We share stories that celebrate our schools, staff, and students primarily through Facebook, where we can provide a safer environment for content.

4.) Continue to develop, expand and implement a culture of wellness.



Highlights:

- In September 2023, the district welcomed an Attendance Support and Wellness Coordinator to promote employee wellness—particularly for staff needing support to remain at work or return to work. The role also includes analyzing attendance data to identify trends and inform proactive strategies.
- The Human Resources department led the process to secure a new Employee and Family Assistance Program (EFAP). An RFP was issued in October 2024 and following a thorough evaluation and negotiation process—supported by an Evaluation Committee and an Advisory Committee with representatives from STA, CUPE, SPVPA, and Exempt staff—a new provider, Wamsley, was selected. The new EFAP launched on February 1, 2025. Quarterly meetings have been scheduled with Wamsley to review service usage and ensure employee needs are being met. Initial feedback has been overwhelmingly positive.
- The district continues to support staff wellness through its annual immunization program each fall. In October 2024, the program offered both the latest COVID-19 and influenza vaccines. This optional service was made easily accessible through online booking, and the district provided replacement staff where required to allow employees to attend appointments during work hours.
- The Healthy Schools Department published bi-monthly newsletters to keep students, families, and staff informed about healthy lifestyle choices and to highlight supports available within both the District and the broader community to enhance wellness.
- The establishment of the Flourish! School Food Society across most schools has prioritized student physical wellness by providing access to nourishing food.
- Teacher–counsellor staffing ratios have consistently remained above Collective Agreement requirements throughout the Strategic Plan, ensuring stronger supports for students.
- PHE teachers, teacher–counsellors, and student advocates received additional training in substance use education, strengthening their capacity to support students.
- District leaders and students participated in the 2024 Community Youth Health Forum to review the results of the 2023 Adolescent Health Survey. Discussions included the role of community, inter-agency collaboration, building on current supports, identifying gaps, and defining actionable steps.

- A voluntary District Wellness Committee organizes staff challenges to encourage engagement in physical activity and promote overall wellness. At the school level, wellness initiatives reflect the unique character of each staff community—ranging from creating teams for fundraising events to spending time together in nature.
- School administrators and department leaders show appreciation for their teams in various ways, including treat carts, breakfasts, lunches, and barbecues.





Growth

1.) Strengthen organizational practices to ensure equity, diversity and inclusion.



Highlights:

- A Belonging, Access, and Equity (BAE) Committee has been established with representation from all employee groups. This committee will play a key role in advancing inclusive practices across the organization.
- The District is undertaking a review of existing policies to revise gendered language, with the BAE Committee supporting the development of Inclusive Language Guidelines as part of the next strategic plan.
- Employee groups were invited to take part in engagement sessions to inform the development of the new strategic plan. Additionally, a district-wide employee survey was conducted to ensure all staff had the opportunity to share their perspectives and contribute to the planning process.
- The Human Resources (HR) Department is continuing work on a Special Programs hiring process to support a more diverse workforce. A draft of the SD62 Special Program application has been completed, focusing on hiring staff from Indigenous communities.
- The HR Department is also expanding efforts to connect with underrepresented groups through participation in hiring fairs. In the 2024–25 school year, this included attending the 2025 Indigenous Hiring Fair hosted by the Victoria Native Friendship Centre and the Job Club hosted by the Inter-Cultural Association of Greater Victoria.
- A key aspect of advancing this objective is ensuring that staffing growth aligns with system needs and reflects the voices of employee groups. From the first year of the strategic plan to the last year of the plan, the District increased total staffing by 474 positions, growing from 1,906 to 2,380.

Year	CUPE	STA	Exempt	Total
June 2022	747	1,036	123	1,906
June 2023	824	1,125	123	2,072
June 2024	913	1,201	129	2,243
June 2025	1,004	1,243	133	2,380

Throughout the strategic plan period, our union partners expressed a desire to see more front-line and direct-service roles added within their bargaining groups and encouraged caution around expanding exempt staffing. The staffing data shows the District has acted on that feedback, prioritizing investments in positions that have a direct impact on students, schools and inclusive learning environments. This approach reflects a commitment to listening, responding, and making equity-minded organizational decisions.

2.) Build and maintain spaces and resources that support our creative and critical learning, and our culture of belonging.



Highlights:

- During the Strategic Plan period, the district—supported by the provincial government—successfully completed two new school builds and two prefabricated additions. This expansion added 1,580 student seats, marking the second most significant growth period in the district’s history, surpassed only by the opening of Royal Bay Secondary and Belmont Secondary.

Year	School	Seats
September 2022	PEXSISEN Elementary School	500
November 2022	Centre Mountain Lellum Middle School	700
October 2023	Ruth King Elementary School	190
October 2023	David Cameron Elementary School	190
Total Seats Added (K-12)		1,580

- To accommodate additional growth at school sites, the District addressed space needs by purchasing new portable classrooms or relocating existing ones to different locations.

Year	School	# of Portables	Type
2023	Edward Milne Community School	1	New
2024	Millstream Elementary School	1	Relocation
	Belmont Secondary School	1	Relocation
	Royal Bay Secondary School	2	Relocation
	Sangster Elementary School	1	Relocation
2025	Royal Bay Secondary School	3	Relocation



- The District’s Building Design Guidelines continue to shape how new schools are designed and existing ones renovated. Staff and students were part of the consultation process for developing the guidelines during this strategic plan era.
- The District has completed a Capital Asset Management Plan, guiding minor capital program project requests as well as Annual Facilities Grant priorities.
- A review of the departmental budgets was conducted to align with district priorities.
- Several projects were completed with the Annual Facilities grant:

Year	School	Project
2021	Sooke Elementary School	Re-roofing and exterior painting
2022	Spencer Middle School	Learning Commons lighting replacement & skylight replacement
	Sangster Elementary School	Drainage improvements
	Willway Elementary School	Parking lot replacement/paving
2023	David Cameron Elementary School Wishart Elementary School	Installation of heat pumps
	Millstream Elementary School Sangster Elementary School	Furnace replacements
	Saseenos Elementary School	Interior painting
	Lakewood Elementary School	Exterior painting
2024	Portables	Heat pump replacements
	Spencer Middle School	Outdoor court painting Lift replacement
	Sooke Elementary School	Safe walking path

- During this period, Ministry Minor Capital Programs included a mechanical upgrade at Spencer Middle School; a mechanical upgrade and building envelope improvements at John Muir Elementary; and playground enhancements or replacements at Colwood Elementary School, Dunsmuir Middle School, Spencer Middle School, and John Muir Elementary School. In addition, the building envelope project at Hans Helgesen Elementary was completed.
- The District partnered with the City of Langford to complete two turf fields in 2023 - one at Centre Mountain Lellum Middle School and the other at the North Langford property on Flint Avenue. These fields are available for public use under a rental agreement that aligns with the District's existing rental agreements with the City of Langford.
- In 2023, through an agreement with the City of Colwood, a multi-sport court was constructed on the Dunsmuir Middle School property. The agreement grants the district exclusive use on weekdays during the school year from 8AM to 5PM, while it being available for public use at all other times.
- A third-party-operated child care centre opened at PEXSISEN Elementary School in 2023. Initially run by Beacon until June 2025, operations will transition to the YMCA-YWCA in September 2025.
- The Hulitan Early Childhood Years Centre opened on the grounds of Colwood Elementary School in 2024. This trauma-informed, Indigenous-focused program provides culturally grounded care and early learning.
- The District received approval to construct a stand-alone child care facility at Hans Helgesen Elementary, with site preparation underway and completion anticipated in the 2025/26 school year. The facility will be operated by the YMCA-YWCA.
- A child care facility was integrated into the design of SĆIΛNEW STĒLIT̄KĒL Elementary School, and it is expected to open in the 2025/26 school year. This site will be operated by BCG SVI.



3.) Embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources.



Highlights:

- The Virtual Library Learning Commons (VLLC) is in its final testing phase and is scheduled to launch in September 2025. This multi-year initiative has been a collaborative effort between Digital Solutions, Curriculum Transformation, and the District's website provider, Upandup, to create an engaging online library and learning environment for students K–12.
- Multi-factor authentication (MFA) has been fully implemented for all staff across the District to enhance cybersecurity. A comprehensive communication campaign in May and June 2024 supported the rollout and ensured a smooth transition.
- Digital Solutions has launched a cybersecurity awareness series through the Wednesday Bulletin, providing staff with practical strategies and resources to strengthen their knowledge and daily practices in cybersecurity.
- The District is nearing completion of the transition to cloud-based hosting for its public website, staff intranet, and the VLLC. This shift strengthens reliability by ensuring daily content backups and uninterrupted access even in the event of server downtime.
- Digital Solutions is in the final stages of operationalizing the District's records management policy and regulations, supporting more secure, efficient, and accountable data governance.
- Two independent cybersecurity audits have been completed by MNP, one in 2021 and another in 2025, providing valuable insights that have improved the District's cybersecurity practices.
- The District has signed a provincial service agreement with Focused Education Resources to access Palo Alto Networks' Unit 42 Expertise On Demand subscription. This agreement provides immediate expert support to effectively respond to cybersecurity incidents.

While these accomplishments represent significant progress, the digital landscape continues to evolve rapidly. Under the current provincial funding model, school districts across the province—including our own—struggle to keep pace with both the increasing complexity of digital technologies and the resources required to sustain them. Whenever possible, the District builds strategic linkages to maximize the impact of available resources. However, many of the specialized tools required in education cannot be shared across systems, which limits the efficiencies we might otherwise achieve.

We remain proud of the dedication and expertise of our IT team, who continue to innovate and adapt within the realities of the public sector. The work ahead is ongoing, and as we embrace new technologies and refine our strategies, our guiding principle remains clear: to embrace digital transformation and manage complexity through the strategic use of resources. There is always more work to be done, but these efforts position the District to continue advancing its digital journey with resilience and purpose.



4.) Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment.



Highlights:

- 6 level two chargers were installed at the Amy Road bus depot. We also installed smaller level two wall boxes as we anticipate a large infrastructure upgrade with 18 level three DC chargers in summer 2025 including a BC Hydro upgrade at the Amy Road site.
- Electrical charging stations were installed at all secondary school sites in addition to the Board Office, Centre Mountain Lellum and PEXSISEN Elementary School.
- PEXSISEN Elementary and Centre Mountain Lellum Middle School opened in 2022. Both schools were designed to meet LEED Green Building standards. LEED prioritizes lowering demand for energy and water, renewable energy use, using fewer resources and materials and creating less waste and preserving land and habitat. The water efficiency at both sites uses efficient plumbing fixtures that reduces water use by about 35%, or about two million litres every year. The site also has drought tolerant planting and efficient irrigation systems to help further reduce potable water use on site, by about 50%. The construction process diverted about 80% of the construction waste, sending materials such as metals, drywall, concrete and glass back to facilities that divert these materials back into the material production cycle. The schools were nestled into the slope to take advantage of the thermal mass that the ground provides, reducing heat loss and maintaining consistent indoor temperature longer. To heat and cool the buildings, a central energy plant serves both schools. The heat pumps in the plant exchange heat between the geothermal field and a water loop. No gas or fossil fuels are used to heat or power the schools. All fixtures in the school are LED and the photovoltaics on the roof generate enough energy to cover 10% of the school's energy consumption.
- The design and build of SCIANEW STEŁITKEŁ Elementary School mostly occurring between 2023-2025, the building is anticipated to be the province's most energy efficient school. The school anticipates an 88% reduction in annual greenhouse gas emissions through a high-performance building envelope, electric heating systems, and photovoltaics. In addition to the yearly performance, the mass timber building itself contributed to a 15% reduction in embodied emissions and will store a large amount of carbon in the building over its lifespan.

- The majority of our schools now have functioning outdoor gardens that not only help capture CO₂ but also support school food programs and enrich student learning in sustainable food education and production. Notably, Hans Helgesen Elementary features an indoor hydroponic garden as part of this initiative.
- In July 2025, the portfolio of the Manager of Minor Capital was revised to include energy management.
- We continue to make progress on the reduction of our GHG emissions.

SD62 Carbon Emissions



Electric Bus Purchase	2021-22	2022-23	2023-24	2024-25
Addition	1	0	6	0
Replacement	0	3	1	5



CLOSING

The completion of the 2021–2025 Strategic Plan marks a significant milestone in the journey of the Sooke School District. Over these four years, the District not only achieved meaningful progress on twelve strategic objectives but also navigated historic enrollment growth—maintaining its position as the fastest-growing school district per capita in British Columbia. These achievements reflect the collective dedication of staff, students, families, and community partners who have worked with resilience and passion to create opportunities for every learner.

As we close this chapter, we gratefully acknowledge the leadership that guided the District through this period of remarkable change. We recognize the contributions of the former Board of Education—Bob Beckett, Wendy Hobbs, Bob Phillips, Dianna Seaton, Margot Swinburnson, and Allison Watson—whose service helped shape this era of growth and transformation. We also recognize the leadership of former Board Chair Ravi Parmar, a strong advocate for the Sooke School District who, upon his election as MLA for Langford–Highlands in 2023, has continued to champion the needs of our rapidly expanding district at the provincial level.

We extend our sincere appreciation to former Superintendent Scott Stinson, who retired in 2023 following a long career in educational leadership, and to former Secretary-Treasurer Harold Cull, who retired in 2024. Their steady vision, thoughtful stewardship, and unwavering commitment to students, staff, and families are celebrated throughout this report.



To our students: you are the reason we exist, the inspiration behind every decision, and the heart of every achievement. Your education is your superpower, one that will carry you further than you can imagine. We are here to walk beside you, to open doors, and to support you as you discover just how far you can go. Now let's get to the work and the joy of learning together.

*Appendices are provided via external links due to file size and format.
Please select the appendix title below to access the material.*

Appendices

Framework for Enhancing Student Learning Report **A**

Operational Plans **B**

Annual Reports **C**

Board Information Note Public Board Meeting

September 23, 2025

Agenda Item 11.4 – Response to Unexpected Health Emergencies Policy & Implementation Update

ISSUE: On June 30, 2025, the Ministry of Education and Child Care shared with the system an amendment to the “Support Services for Schools Ministerial Order” and a new policy requirement for a “Response to Unexpected Health Emergencies” policy.

BACKGROUND / FACTS:

The amendment requires all boards of education to:

- *Establish, maintain and make publicly available a policy for responding to unexpected health emergencies at schools in the district; and*
 - *Ensure that Automated External Defibrillators (AEDs) and naloxone are readily accessible in each school.*
- Support Services for Schools Ministerial Order: [Support Services for Schools](#)
 - Response to Unexpected Health Emergencies Policy: [Response to Unexpected Health Emergencies - Province of British Columbia](#)
 - School Districts will need to have a policy or administrative procedure in place and submitted to the Ministry by December 31, 2025
 - AEDs and Naloxone kits must be readily accessible in all secondary schools by December 31, 2025.
 - AEDs and Naloxone kits must be readily accessible in all other district schools by September 2026.

ANALYSIS:

Automated External Defibrillators (AEDs)

Schools	Ready Now	Identified Need
Elementary (incl. John Stubbs)	0	20
Middle	1	3
Secondary	4*	3
Totals:	5	26

*Please note, we have access to AED’s at RRU John Horgan and QELENSEN Á, LEN, they are not SD owned.

Non-School Sites	Ready Now	Identified Need
Facilities Yard	1	
Transportation Yard	0	1
School Board Office	0	1
totals:	1	2

Naloxone Kits

Schools	Ready Now	Identified Need
Elementary (incl. John Stubbs)	0	20
Middle	0	4
Secondary	5*	2
Totals:	5	26

*Please note, we have access to Naloxone Kits at RRU John Horigan, they are not SD owned.

Non-School Sites	Ready Now	Identified Need
Facilities Yard	0	1
Transportation Yard	0	1
School Board Office	0	1
Totals:	0	3

Funding:

- No additional funds have been provided by the Ministry of Education and Childcare for the procurement, installation or maintenance of the AEDs or Naloxone kits.
- School districts have been informed that the annual Mental Health grant (targeted funds) can be used to purchase Naloxone kits. The District currently allocates Mental Health Grant funds to supporting current initiatives. Purchasing Naloxone kits will result in a reduction of previously provided services for mental health supports.
- The District will incur costs to fund the procurement, installation and maintenance of the AEDs and Naloxone kits and annual maintenance and staff training costs moving forward.

NEXT STEPS:

- Policy development is underway and expected at the Education Policy Committee table by no later than the November meeting to ensure Board approval by December 31, 2025.
- District staff have conducted research on procurement possibilities for Automated External Defibrillators (AEDs) and naloxone kits.
- Consultation with District Occupational Health and Safety staff on best locations in schools and other logistical implementation considerations.
- Focused Education Resources provincial consortium currently has a province wide RFP for procurement of AEDs. The District is awaiting the results of the RFP to decide on the best vendor for Sooke School District's context.
- In collaboration with District's Occupational Health and Safety staff and our Facilities team, we have a plan to meet the deadlines set out for implementation.

Prepared by: Paul Block – Superintendent / CEO

BOARD ANNUAL WORK PLAN

2025-2026 School Year

Purpose Statement: The annual work plan provides an at-a-glance review of the scheduled work of the board each month and highlights important dates related to engagement with the sector through representative organizations and the district in relation to important milestones. Attached is a calendar view of the workplan reflecting committee and board meeting dates.

2025

AUGUST

- Review Strategic Plan Annual Report
- Review the Audit committee report and approve the audited financial statements
- Approve Annual Board Work Plan - including schedule of Board/committee meetings, partner meetings, and related functions
- Receive summer Capital work report
- August Board Meeting (August 26)

SEPTEMBER

- Welcome Back Message - from the Chair on behalf of the Board (first day of school)
- Ed Policy Committee (Sept.9)
- BCSTA Leadership Series – Governance Workshop – Module 1 (Sept 11)
- Resources Committee (Sept.16)
- Audit Committee (Sept.17)
- SPEAC Monthly Meeting (Sept.17)
- September Board Meeting (Sept. 23)
- BoE Committee Assignments

OCTOBER

- VISTA – (Oct. 3-4)
- Recognize World Teachers’ Day (Oct. 5 – observe on the 6th)
- Receive 1701 enrolment report and school organizations
- BCSTA Leadership Series – Governance Workshop – Module 2
- Municipal Partner Meetings – All – CAO/ST/Mayor/Chair/Supt (Dates TBD)
- Ed Policy Committee (Oct.7)
- Resources Committee (Oct.14)
- SPEAC Monthly Meeting (Oct.15)
- BCSTA Provincial Council meeting (Oct.23/24) – Board BCSTA representative
- October Board Meeting (Oct. 28)
- Governance Committee (TBD)

NOVEMBER

- Receive report on District enrolment
- Receive and review Fiscal monitoring report (financial forecast)
- Finalize 26/27 budget principles and assertions, plan and timelines
- Ed Policy Committee (Nov.5)
- Represent Board at BCPSEA Symposium (Nov. 6/7)
- Resources Committee (Nov.12)
- SPEAC Monthly Meeting (Nov.19)
- November Board Meeting (Nov. 26)
- BCSTA Trustee Academy (Nov. 27-29)

DECEMBER

- Ed Policy Committee (Dec.2)
- Resources Committee (Dec.9)
- December Board Meeting (Dec.16)
- Elect Chair, Vice-Chair, BCSTA rep and BCPSEA rep (Dec. 16)
 - Make Trustee appointments to committees and community liaison groups
- SPEAC Monthly Meeting (Dec.17)
- Participate in SBO Winter Luncheon (Chili Cook-off) (Dec. 19)
- Circulation of Draft Plan Budget Process for input by stakeholders
- Attend school holiday functions and send cards on behalf of the BoE
- Receive information on Budget recalculation
- Winter Break (Dec. 22 – Jan. 2)

2026

JANUARY

- Schools Open (Jan. 5)
- Ed Policy Committee (Jan. 6)
- Resources Committee (Jan. 13)
- Audit Committee (Jan.20)
- SPEAC Monthly Meeting (Jan.21)
- January Board Meeting (Jan. 27)
- Represent Board at BCPSEA AGM – Trustee BCPSEA Rep (Jan. 29/30)
- Review policy positions for submission to BCSTA AGM
- Board/MLA's Meeting (TBD)
- Approve Local School Calendar
- Mid-Year Strategic Plan Report (Q1/Q2)
- Governance Committee (TBD)

FEBRUARY

- Approve Amended Budget for current fiscal year (24/25)
- Receive and review Fiscal monitoring report (financial forecast)
- Review and adopt school fees for 25/26 school year
- Ed Policy Committee (Feb. 3)
- Resources Committee (Feb. 10)
- District Partners Budget Presentations (Feb.17)
- SPEAC Monthly Meeting (Feb.18)
- Stakeholder and Representative Organizations - Budget Presentations (Feb. 18)
- BCSTA Provincial Council meeting (Feb. 19-20)
 - Provide direction through the Board's representative to BCSTA Provincial Council meeting regarding provincial policy matters.
- Receive February 1701 enrolment update
- Municipal Partner Meetings – Langford & Sooke – Board & Council (Dates TBD)
- February Board Meeting (Feb. 24)

MARCH

- Nominate candidates for Premier's Award of Excellence and BCSTA Innovation Award
- Receive preliminary budget revenue information for the upcoming year's preliminary budget – Ministry of Education funding announcement
- Municipal Partner Meetings – Colwood – Board & Council (Dates TBD)
- Annual Facilities Grant (AFG) planning
- Ed Policy Committee (March. 3)
- Resources Committee (March 10)
- Partner Liaison Meeting (Chair, Supt. S/T) (TBD)
- March Board Meeting (March 31)
- SPEAC Monthly Meeting (March 11)
- Spring Break (March 16-27)

APRIL

- Review draft budgets for the upcoming year and give first reading (if available)
- Review draft Capital Plan bylaw and give first reading
- Ed Policy Committee (April 7)
- Attend and participate in BCSTA AGM (April 9-11)
- Resources Committee (April 14)
- Audit Committee (April 15)
- SPEAC Monthly Meeting (April15)
- ECOW (2026/27 Budget) (April 21 - TBC)
- April Board Meeting (April 28)
- Personnel Committee (TBD)

MAY

- Approve audit terms and appoint/reappoint auditor
- Approve preliminary budget for upcoming budget year
- Approve 5-year Capital Plan for submission to BC Ministry of Education
- Review 2026/27 District Operational Plan
- Receive and review fiscal monitoring report (financial forecast)
- Board Annual Self-Assessment
- Municipal Partner Meetings – All – CAO/ST/Mayor/Chair/Supt (Dates TBD)
- Ed Policy Committee (May 5)
- Resources Committee (May 12)
- SPEAC Monthly Meeting (May 20)
- May Board Meeting (May 26)
- Host Retirement/Long Service Recognition Event (May 27)

JUNE

- Receive and review fiscal monitoring report (year-end estimates)
- Complete Superintendent Growth Plan Review
- Written acknowledgement of contributions by PACs and SPEAC and others as appropriate
- Attend graduations and school year-end celebrations
- Receive Na'tsa'maht Enhancement Agreement Annual Report
- Approve 2026-2027 District Operations Plan
- Receive Year-End Strategic Plan Report
- Ed Policy Committee (June 2)
- Resources Committee (June 9)
- Audit Committee (June 16)
- SPEAC Monthly Meeting (June 17)
- National Indigenous Peoples Day Event @ Royal Roads University (June 19)
- Governance Committee (TBD)
- June Board Meeting (June 23)



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ONGOING

- Attend trustee development/planning sessions
- Attend school functions (as invited)
- Hear appeals as needed
- Respond to media requests regarding governance matters in consultation with the CEO
- Ratify memoranda of agreement with bargaining units
- Approve disposition/acquisition of real property (lands and buildings)
- Approve capital by-laws as required
- Recognize school and community highlights
- Attend Board Liaison meetings as outlined in the Trustee calendar
- Advance Board positions through BCSTA
- Represent Board at BCSTA Branch meeting (VISTA)
- Nominate staff for awards and other recognition for their contributions
- Approve out-of-province/country student trips
- Review and approve policy changes

Legislative and Required Due Dates – Only those requiring board approval

	Financial	Capital	Educational	Board Approval Required
September				
October				
November				
December				
January				
February	February 28 – Amended Budget			Budget By-Law required
March			March 31 - School Calendar	Board approval required
April				
May				
June	June 30 – Budget for following year required to be submitted to the Ministry responsible for K-12 Education.	June 30 – 5-year capital plan submission		Budget By-Law required 5-year capital plan approval required
July				
August				

School District 62 (Sooke)

Board of Education 2025-26 Annual Work Plan Summary

Monthly Calendar

Font Colour Legend:
Blue – Education Policy
Green – Resources
Red – Ad Hoc/District Partners
Black – Board of Education

WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	– Trustee Weekly Update – “Monday Memo”	– Resources Agenda item Submission – Education Policy Committee Meeting	– Resources Agenda Setting	– Meeting material deadline – Planning & Priorities Committee (Chair, Vice-Chair, Supe, S-T, DS)	– Resources Meeting Materials released
2	– Trustee Weekly Update – “Monday Memo”	– Resources Committee Meeting – Board Meeting Agenda & motions & material submissions	– Ad Hoc Committees: Agenda Setting (as needed) – Governance Committee – Personnel Committee – SBO Renewal Committee – Audit Committee (Quarterly)	– Meeting material Deadline – Planning & Priorities Committee – Board Meeting Agenda Setting (combined with P&P)	– Ad Hoc Committee Meeting Materials released
3	– Ad Hoc Committee Meeting (as needed) – Trustee Weekly Update – “Monday Memo”	– Meeting material deadline	– SPEAC Meeting – BoE Meeting Materials released	– Planning & Priorities Committee	
4	– Trustee Weekly Update – “Monday Memo”	– BoE Meeting – Education-Policy Committee: Agenda item submission	– Education-Policy Committee Agenda Setting	– Meeting material Deadline – Planning & Priorities Committee	– Education Policy Materials released

School District 62 (Sooke)

Board of Education 2025-26 Annual Work Plan Summary

Year at a Glance

Action	July 2025	August 2025	September 2025	October 2025	November 2025	December 2025
Approve			<ul style="list-style-type: none"> – <i>Annual Reports (for approval):</i> <ul style="list-style-type: none"> – Enhancing Student Learning (ESL) – Audit Committee Report - Financial Statements – Annual BoE Work Plan & Board/Committee meetings calendar 		<ul style="list-style-type: none"> – Budget Principles & Assertions, Plan & Timelines 	
Review		<ul style="list-style-type: none"> – Estimated Enrolment Update 	<ul style="list-style-type: none"> – <i>Annual Reports (for review):</i> <ul style="list-style-type: none"> – 2021-2025 Strategic Plan Summary – 2025-26 Operational Plan (shared in June 2025) – Enrolment Update report – Minor & Major Capital Summer Work Update – Annual District Communications Plan – Superintendent Annual Growth Plan 	<ul style="list-style-type: none"> – Sept. 1701 enrolment & school organization report 	<ul style="list-style-type: none"> – District enrolment report – Fiscal Monitoring Report 	<ul style="list-style-type: none"> – Annual Budget Recalculation and Draft Budget Process
Complete			<ul style="list-style-type: none"> – Personnel Committee - Associate Superintendent Job Description & Posting (Sep 8) – Audit Committee (Sept. 17) – BoE Committee Assignments 	<ul style="list-style-type: none"> – BCSTA Provincial Council (Oct 24) 	<ul style="list-style-type: none"> – BCPSEA Symposium (Nov 6-7) – BCSTA Academy (Nov 27-29) 	<ul style="list-style-type: none"> – Organizational Meeting of the Board – Board Elections
Engage		<ul style="list-style-type: none"> – MLAs “Pre-School Start-Up” District Tour (Aug 29) 	<ul style="list-style-type: none"> – Welcome back Message to the system <ul style="list-style-type: none"> – Chair to families on behalf of the Board (1st day of school). – BCSTA Leadership Series – Governance Workshop (Sep 11) – District-wide Indigenous Learning Day (Sep 22) 	<ul style="list-style-type: none"> – Recognize World Teachers Day (Oct. 5 – observe on the 6th) – VISTA (Oct 3-4) – 2025-29 Strategic Plan Parent Forum Oct 22 – 2025-29 Strategic Plan Student Forum Oct 23 – Municipal Partner Meeting (Langford CAO/ST/Mayor/Chair & Supt – Oct 9) – Municipal Partner Meeting (Sooke CAO/ST/Mayor/Chair & Supt – Oct 15) – Municipal Partner Meeting (Colwood CAO/ST/Mayor/Chair & Supt – Oct 21 @ lunch) – BCSTA Leadership Series – Governance Workshop – Module 2 (TBD) – Governance Committee (TBD) 		<ul style="list-style-type: none"> – SBO Winter Luncheon Chili Cookoff (Dec 19) – Attend school holiday functions

School District 62 (Sooke)

Board of Education 2025-26 Annual Work Plan Summary

Year at a Glance

Action	January 2026	February 2026	March 2026	April 2026	May 2026	June 2026
Approve	<ul style="list-style-type: none"> – School Calendar 	<ul style="list-style-type: none"> – Amended Budget – School Fees 	–	<ul style="list-style-type: none"> – 1st reading of Budget Bylaw (if available) – 1st reading of Capital Plan Bylaw – Student Code of Conduct Review 	<ul style="list-style-type: none"> – Final readings of Budget Bylaw (if available) – Final readings of Capital Plan Bylaw (if available) – Auditor engagement/plan 	<ul style="list-style-type: none"> – Annual Plan Package: <ul style="list-style-type: none"> – ESL targets – Na'tsa'maht Enhancement Agreement Annual Report – Superintendent Annual Growth Plan Report
Review	<ul style="list-style-type: none"> – Policy positions for submission to BCSTA AGM – Mid-Year Strategic Plan Report (Q1/Q2) 	<ul style="list-style-type: none"> – 2nd Quarter Reports: <ul style="list-style-type: none"> – Financial forecast – Enrolment update – Minor & Major Capital Work 	<ul style="list-style-type: none"> – Estimated Enrolment Update – Budget Instructions – Annual Facilities Grant Planning 		<ul style="list-style-type: none"> – 3rd Quarter Report Package: <ul style="list-style-type: none"> – Financial forecast – District Operational Plan for 2026-2027 	<ul style="list-style-type: none"> – Year-End Strategic Plan Report (Q3/Q4 Summary) – Review of all Board Motions for the school year
Complete	<ul style="list-style-type: none"> – BCSTA Policy/Motions for AGM – BCPSEA Annual General Meeting (Jan 29-30) – Trustee Rep – Audit Committee (Jan. 20) 	<ul style="list-style-type: none"> – District Partner Budget Presentations (Feb.17) – BCSTA Provincial Council (Feb 19-20) 	<ul style="list-style-type: none"> – Nominate candidates for Premier's Awards in Education. – Partner/Liaison Mtg – MECC (Chair/ST/Supt.) (TBC) 	<ul style="list-style-type: none"> – BCSTA AGM (April 9-11) – Audit Committee (April 15) 	<ul style="list-style-type: none"> – Host Retirement/Long Service Event. – Board Annual Self-Assessment 	<ul style="list-style-type: none"> – Audit Committee (June 16)
Engage	<ul style="list-style-type: none"> – Municipal Partner Meeting (Board & Colwood Council – HOLD Jan 19) – Board/MLA Meetings (TBD) – Governance Committee (TBD) 	<ul style="list-style-type: none"> – Municipal Partner Meeting (Board & Langford Council – Feb 12) 	<ul style="list-style-type: none"> – Municipal Partner Meeting (Board & Sooke Council – TBD) 	<ul style="list-style-type: none"> – ECOW – Budget 2025/26 (April 21) – Personnel Committee Meeting (TBD) 	<ul style="list-style-type: none"> – Host Retirement/Long-Service Event (May 29) – Municipal Partner Meeting (Langford CAO/ST/Mayor/Chair & Supt – May 7 @ lunch) – Municipal Partner Meeting (Sooke CAO/ST/Mayor/Chair & Supt – TBD) – Municipal Partner Meeting (Colwood CAO/ST/Mayor/Chair & Supt – May 7 @ 6pm) 	<ul style="list-style-type: none"> – Grad/Year End Ceremonies – Acknowledgement Letters to Partner Groups – National Indigenous Peoples Day (June 21) – Governance Committee Meeting (TBD)

School District 62 (Sooke)

Board of Education 2025-26 Annual Work Plan Summary

Multi-Year View

Action	2025/26	2026/27	2027/28	2028/29
Approve	– Catchment Review – North Langford Secondary	– Catchment Review – South Colwood Elementary – Catchment Review – North Langford Elementary – Catchment Review – PEXSISEN & Willway Elementary	– Catchment Review – Middle Schools	– Catchment Review – Sooke River Elementary
Review	– Issue Based Reviews – TBD	– Issue Based Reviews - TBD	– Issue Based Reviews - TBD	– Issue Based Reviews - TBD
Complete	– Open SCIANEW_STELITKEL Elementary	– Monitor Progress on North Langford Secondary – Monitor Progress on South Colwood Elementary (Pre-Fab construction to support Secondary Enrolment Pressures – Monitor Progress on North Langford Elementary	– Monitor Progress on North Langford Secondary (completion timelines to be finalized) – Monitor Progress on North Langford Elementary – Monitor Progress on North Langford Middle – Monitor Progress on EMCS Addition	– Monitor Progress on North Langford Secondary (completion timelines to be finalized) – Open North Langford Elementary – Monitor Progress on North Langford Middle
Engage				



Board Information Note Public Board Meeting September 23, 2025

Agenda Item 13.1: Superintendent's Update



SĆIΛNEW_STEŁIT̄KEŁ Elementary School

Just like that, our 20th elementary school opened right on time to welcome students for the first day of the school year. With nearby road closures and construction posing challenges, six District staff members joined the school team in the morning to help pedestrians and drivers navigate safely. To support families, the District created a parking map, and we thank the City of Langford for preparing an area map of walking routes and road closures.

Congratulations to Principal Camille McFarlane, Vice Principal Kristin Holland, and the entire staff for preparing the school interior on such a short timeline, and for partnering with the school's PAC to create a fun and memorable first entrance for students.

I also want to share the perspective of one parent, whose words capture the spirit of the day:

"I am writing to tell you that my first impression of the new school is overwhelmingly positive. In terms of creating a welcoming and organized environment, you nailed it. Every person with a high-vis vest greeted us with a smile and warm welcome. Watching staff marshal that many students into the school for the first time (and in a quiet, single file) was impressive. Seeing the kids walk up those stairs with the drums and singing – they looked like little salmon children swimming upstream. I don't know if those stairs were designed with that meaning, or if it was a happy accident, but I found the whole experience a lot more moving than I expected for the first day of school drop-off. Thank you for all your hard work behind the scenes making it a great start for our family."

While this parent's reflection highlights the excitement of opening day, the same warm welcome is what students experience every day—from the Crossing Guard who knows their names, to the Custodians, to the Teachers and every other staff member. Each one wants your child to feel welcome and to know that they truly belong here.

Indigenous Learning Day

On September 22, all staff will take part in Indigenous Learning Day, as outlined in the implementation of Bill 40. In collaboration with the Indigenous Education Council (IEC), a planning



committee of staff has developed a meaningful day of learning designed to support our students, families, and community.

The agenda will include First Nations Protocol, an Elder forum, and a keynote presentation by Jody Wilson-Raybould and Carolyn Roberts. The day will conclude with site-specific learning sessions tailored by each school or site across the district. Together, this day will provide opportunities to learn, unlearn, and deepen our knowledge and understanding in support of reconciliation and educational equity.

I would like to acknowledge and thank the planning committee and the IEC for their leadership in bringing together over 2,300 employees to participate in this important work.

Cedar Series

The NA'TSA'MAHT Indigenous Education Department is introducing a new program, the Cedar Series, designed to provide land-based learning opportunities for students who are not yet engaged in, or are not currently attending, school. This initiative will be supported by Student Advocates, ensuring that learners receive guidance and encouragement as they reconnect with education through culturally grounded experiences.

Inclusive Education Services (IES) Team Update

September is a busy and exciting month as we welcome back students, families and staff. A few September highlights from the IES team:

- **Lift Installation at Spencer:** In collaboration with Facilities and the Accessibility Committee, the lift at Spencer is now complete and operational. This ensures access to the second floor for individuals with mobility challenges.
- **EA Orientation:** In partnership with HR and CUPE, all new Education Assistant hires will now participate in a morning orientation prior to being placed on-call in schools. The session covers our District's beliefs about inclusion, professional expectations, best practices, practical tips, and essential topics such as health and safety.
- **Language and Communication Centre at Goldstream:** The new location for IES at the Goldstream Centre site is now operational. Staff including ELL Coordinators, Newcomer Support Workers, Speech-Language Pathologists, and Teachers of the Deaf and Hard of Hearing are now co-located at this site, enhancing collaboration and service delivery.



ENGAGEMENT

Strategic Plan Engagement Opportunities

Our new Strategic Plan is now in motion, and we're excited to continue building connections with students and families as we bring it to life.

In late October, the Board of Education will host a Student Trustee Forum with middle school students. This forum will be a chance to talk about the plan's goals and priorities, hear directly from students about what matters most to them, and explore how their voices can shape our operational planning. A special highlight is the participation of Grade 6 students—bringing fresh perspectives as they transition from elementary to middle school and offering insight into how they see their educational journey over the next six years.

We are also pleased to share that on the evening of October 22, the Board will meet with SPEAC, the District's Parent Education Advisory Committee. This forum will focus on one of our key Strategic Plan priorities: developing a digital handbook for parents to make navigating the school system simpler and more accessible. Details about this event, including how to attend, will be shared directly by SPEAC. Families are encouraged to connect with SPEAC if they have any questions.

Meet the Teacher/Open House Events

One of the most important ways parents and caregivers can support their child's education is by attending Meet the Teacher and School Open House events. These evenings are made possible because teachers and staff extend their day to welcome families, share their classrooms, and help you better understand your child's learning journey. We strongly encourage you to take advantage of this opportunity—not only to learn about your child's teachers and administrators, but also to begin building meaningful relationships within the school community.

Get to know your child's school. Visit their classroom, walk through the Learning Commons, and connect with the staff who play such a vital role in your child's growth. These small steps matter—knowing names, faces, and spaces helps create a sense of partnership and belonging.

In today's digital age, authentic, face-to-face connections are becoming harder to maintain. Between busy schedules, work demands, and family commitments, it is not always easy. But when parents build genuine relationships with educators and with each other, the benefits ripple outward—strengthening the school community and enhancing every child's chance for success.

There are many ways to contribute: attend PAC events, join fundraisers and bottle drives, meet other parents in your child's class, or volunteer at the school to experience firsthand the energy of a school day. These efforts may seem small, but together they weave the fabric of a strong, supportive community.



The importance of connection is also reflected in data. According to the BC Adolescent Health Survey (BC AHS) 2023 for Southern Vancouver Island, only 54% of youth in Grades 7–12 reported feeling connected to their family and school—down from 60% in 2018. This decline underscores the need for us, as parents, caregivers, schools, and communities, to act with intention in fostering stronger bonds.

Connection is not built in isolation—it is a shared effort. When we create welcoming, inclusive communities, our children and youth are more likely to feel they belong. This sense of belonging directly impacts their well-being and resilience.

So, we encourage you to reflect: *How are you connecting? Do you know your child’s friends—and their parents? Are you engaging in activities that bring families together?* Each step you take builds not only your child’s network of support, but also the strength of our school community as a whole.

Improving Drop-Off and Pick-Up

One concern we often hear is the limited parking available for parents during drop-off and pick-up. This challenge is not unique—many schools across our communities face the same issue.

When older schools were built, land was more affordable, neighborhoods were less crowded, and most children walked or biked to school. Driving was usually a last resort, often only in severe weather or for rural students. Today, with more cars on the road, higher land costs, and less active lifestyles (only about 39% of children aged 5–17 get the recommended daily activity), the situation looks very different.

Schools must now balance limited space between classrooms, outdoor play, and staff parking, leaving little room for parent and visitor parking. With schools at or near full capacity, parking will remain tight—but together we can make drop-off and pick-up smoother and safer.

How you can help:

- **Keep traffic flowing:** Use “Kiss and Go” lanes only for quick drop-offs—please don’t leave your car unattended.
- **Plan ahead:** If you need to park, find a proper space rather than stopping in restricted zones.
- **Adjust timing:** Check your school’s supervision times and consider arriving a bit earlier or later. Ensure your child is dressed for the weather, as supervision takes place outdoors. In extreme weather, staff will allow students inside, but they should be prepared to wait outdoors most days.
- **Be respectful:** Staff should not have to enforce parking rules—please model safe and considerate behavior.
- **Get creative:** If traffic is heavy, arrange a nearby regular meeting spot where your child can safely walk to you.

Finally, please remember to follow neighborhood parking rules: obey posted signs, never block driveways or fire hydrants, and respect local residents.



By working together, we can keep drop-offs and pick-ups safe, efficient, and less stressful for everyone. Thank you for doing your part!



IT

All secondary school computer labs have been refreshed and are now equipped with a standardized menu of programs, ensuring consistent access to learning tools across all schools.

As staff return, those who did not transition to multi-factor authentication (MFA) during the May and June rollout can receive support from IT to complete the setup or follow the instructions posted to our staff intranet. While some may feel that the additional step is unnecessary, a recent incident demonstrated that MFA played a critical role in preventing unauthorized access to district systems. This reinforces the importance of taking this extra step to safeguard our community's information and resources.

Finance

The Finance Department recently completed the recruitment of a Manager of Internal Controls, who will begin in early October. This role directly supports our Operational Plan objective of strengthening financial controls and risk management through the review and enhancement of policies, procedures, and practices. In alignment with Board Policy F-331 (Internal Audit), the position will advance internal review requirements and contribute to demonstrating improved financial controls and risk mitigation strategies through measurable outcomes and board-approved recommendations.

In addition, the 2025/2026 budget includes funding for an additional Payroll Technician position. The posting closed on August 29, and applicant screening is currently underway.

Finance is also collaborating with the IT Department to transition file storage from a local drive to a cloud-based system, further supporting efficiency, accessibility, and security.



John Horgan Campus Update

The Sooke School District welcomed learners to the John Horgan Campus this September. The Fast Forward to Graduation program launched its first cohort of 15 full-time students on September 8, while the online learning team continues to support students district-wide from this location. The career education team is fully established in the new space and ready to foster growth in youth employment, trades, and transitions to post-secondary pathways. Efforts to expand dual credit and other post-secondary opportunities are actively underway.



