

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 February 27, 2024, at 7:00 pm.**

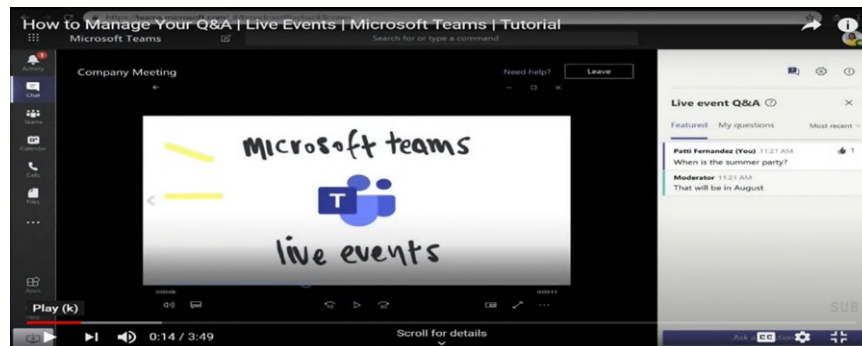
Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

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

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

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

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



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



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
February 27, 2024 – 7:00 p.m.**

AGENDA

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

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

2. AGENDA (page 2)

2.1 Call for amendments and additional items

Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of February 27, 2024, as presented (or as amended).

2.2 Report on In Camera Meeting – Amanda Dowhy

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

3. MINUTES (page 6)

3.1 Call for amendments to minutes

Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the January 23, 2024, as presented (or as amended).

4. INFORMATION ITEMS AND ANNOUCEMENTS

4.1 Board Chair Update – Amanda Dowhy

5. EDUCATIONAL PRESENTATIONS

5.1 Sangster Elementary Equity Team–School Mural Presentation–Camille McFarlane & Georgette Walker

5.2 Havenwood Park Cleanup Presentation– Tanya Phillips, Jillian Lemmen, & student Ella Steele

5.3 School Trip to Seattle WA, July 8-11, 2024 – Belmont Secondary School – Laura Fulton (page 14)



Motion Requested: That the Board of Education of School District 62 (Sooke) approve the Belmont Secondary School Trip to Seattle, WA, July 8-11, 2024, subject to the oversight and direction of the Superintendent's Office.

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence (page 18)

- a. Letter to the Board of Education dated January 31, 2024, from Colwood Women's Institute South Vancouver Island District.
- b. Letter to the Board of Education dated January 31, 2024, from Colwood Women's Institute South Vancouver Island District.
- c. Email from Szilvia Paradi, dated February 15, 2024 RE: Welcoming Back the 49th Annual Flower Count.

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

7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee – Meeting of February 13, 2024 – Christine Lervold (page 22)

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

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

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

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

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of February 13, 2024.

7.2 23/24 February 1701 Enrolment Update – Farzaan Nusserwanji (page 44)



7.3 24/25 Enrolment Update – Monica Braniff (page 46)

8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of February 6, 2024 – Cendra Beaton (page 49)

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the Quarter 2 Report as resented at the Education-Policy Committee meeting of February 6, 2024.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of February 6, 2024.

8.2 Adoption of Policy– Paul Block (page 63)

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 Policy F-302 “Use of School Facilities for Child Care Programs”.

9. STUDENTS

10. FOUNDATIONS AND GOVERNANCE

10.1 Trustee Liaison Reports – Board of Education

10.2 Na'tsa'maht Education Council Meeting – January 31, 2024 – Russ Chipps (page 68)

11. ADMINISTRATION

11.1 Board of Education 90 Day Work Plan – Amanda Dowhy (page 79)

12. PERSONNEL

12.1 Superintendent's Report – Paul Block (page 80)

13. UPCOMING EVENTS

14. FUTURE ITEMS

15. QUESTION PERIOD

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



16. ADJOURNMENT



MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
January 23, 2024 – 7:00 p.m.

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

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

SECRETARY: Kristina Ross

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

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

2. AGENDA

2.1 Call for amendments and additional items

9. MOVED Ebony Logins/Trudy Spiller
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of January 23, 2024, as presented.
CARRIED

2.2 Report on In Camera Meeting – Amanda Dowhy

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



3. MINUTES

3.1 Call for amendments to minutes

10. MOVED Allison Watson/Trudy Spiller
That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of December 19, 2023, as presented.
CARRIED

4. INFORMATION ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

The Board Chair spoke about the recent leadership transitions effective January 1, 2024 and thanked the members of the Facilities Department for their support in response to the incremental weather concerns. She spoke to the upcoming 2024/25 Budget Planning Cycle and that she looks forward to engaging with the District Stakeholders. Further, she thanked Hockey Day in Canada event organizers and reminded members that nominations for the 2024 Premier's Awards for Excellence in Education are being accepted.

5. EDUCATIONAL PRESENTATIONS

5.1 International Student Program Presentation – Laura Schwertfeger

School District 62 (Sooke) hosts 300 students (243 FTE) from 23 countries with the majority of its students hailing from Germany, Japan, Mexico, Spain, and Italy. SD 62 offers two program types, one is the Graduation Program (28% of students participate in this program), and the Cultural Immersion Program (72% of students participate in this program). The International Student Program is currently focussing on its post COVID rebuild, focussing its energy and resources on rebuilding the Graduation Program market, and is looking forward to seeing a new secondary school open up in the District.

5.2 School Trip to Sisters OR, May 3-6, 2024 – Cody Cook

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

11. MOVED Cendra Beaton/Russ Chipps
That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School Lacrosse Trip to Sisters, OR May 3-6, 2024, subject to the oversight and direction of the Superintendent's Office.
CARRIED

5.3 School Trip to Denver CO, June 13-17, 2024 – Lucas McNeil



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

12. **MOVED** Cendra Beaton/Ebony Logins
That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School Lacrosse Trip to Denver CO, June 13-17, 2024, subject to the oversight and direction of the Superintendent's Office.
CARRIED

6. **CORRESPONDENCE & DELEGATIONS**

6.1 Correspondence

- a. Email from Linda C. dated January 12, 2024, RE: School Buses in Sooke

13. **MOVED** Trudy Spiller/Cendra Beaton
That the Board of Education of School District 62 (Sooke) receive the email from Linda C., dated January 12, 2024, RE: School Buses in Sooke.
CARRIED

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

The STA indicated that it is growing and currently looking for a clerical member to assist in its delivery of services: to date the STA has 1000 members it supports. It is currently planning its April/May PRO D Days, which will be a combination of hybrid and in person offerings.

CUPE 459 – Amber Leonard

President Amber Leonard, and Tim Hamblin attended on behalf of CUPE 459. CUPE 459 is looking forward to meeting with the Board of Education to discuss the upcoming 2024/25 Budget Process and its priorities. Safety of students and members are at the forefront of its concerns. CUPE 459 thanked members of the Facilities and Transportation team for their hard work over the last several days.

PVP – Jen Nixon

Jen Nixon proved an overview of the activities around the District for the Board of Education. Belmont Secondary School completed its Capstone Interviews on January 17, 2024; students from John Stubbs were able to participate in a ski trip to Mount Washington, Ruth King Elementary hosted a Hack-a-thon with cash prizes and certificates available Spencer Middle School is hosting a human library, and a Salish weave art galley, and the District is hosting Literacy Week.



SPEAC – Nevada Kaludjar
No delegation.

7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee Meeting of January 16, 2024 – Ebony Logins

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

14. MOVED Ebony Logins/Cendra Beaton
That the Board of Education of School District 62 (Sooke) approve the Middle School Lacrosse Academy Fees for 2023/2024 school year and the District Academy Fees for the 2024/25 school year as amended at the Resources Committee meeting of January 16, 2024.

CARRIED

15. MOVED Ebony Logins/Trudy Spiller
That the Board of Education of School District 62 (Sooke) allow all three readings of the 2023/24 Amended Budget Bylaw at its meeting of February 27, 2024.

CARRIED

16. MOVED Ebony Logins/Cendra Beaton
That the Board of Education of School District 62 (Sooke) receive the Long-Range Facilities Plan as amended at the Resources Committee meeting of January 16, 2024.

CARRIED

17. MOVED Ebony Logins/Cendra Beaton
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of January 16, 2024.

CARRIED

7.2 Amended Capital Plan Bylaw No. 2023/24-CPSD62-04 – Harold Cull

18. MOVED Cendra Beaton/Allison Watson



That the Board of Education of School District 62 (Sooke) allow all three readings of the 23/24 Amended Capital Plan Bylaw No. 2023/24 CPSD62-04 at its meeting of January 23, 2024.

CARRIED

19. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) give first, second and third readings to the 23/24 Amended Capital Plan Bylaw No. 2023/24 CPSD62-04.

CARRIED

8. EDUCATION PROGRAM

8.1 Education-Policy Committee Meeting of January 9, 2024 – Allison Watson

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

20. MOVED Allison Watson/Cendra Beaton
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy F-302 “Use of School Facilities for Child Care Programs”.
CARRIED

21. MOVED Allison Watson/Trudy Spiller
That the Board of Education of School District 62 (Sooke) approve the SD 62 Middle School Lacrosse Academy as a District Academy to begin in April 2024.
CARRIED

22. MOVED Allison Watson/Cendra Beaton
That the Board of Education of School District 62 (Sooke) accept and endorse the Elementary Blended Learning Program as presented to the Education Policy Committee meeting.
CARRIED

23. MOVED Allison Watson/Cendra Beaton
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of January 9, 2024.
CARRIED

8.2 Adoption of District Policies & Regulations – Paul Block



The Superintendent provided an overview of the policies and regulations due for adoption.

24. **MOVED Allison Watson/Cendra Beaton**
Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt draft revised Policy and Procedural Regulations E-158 “Public Interest Disclosure – Whistleblower Protection”
CARRIED

25. **MOVED Allison Watson/Trudy Spiller**
Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt draft new Policy and Regulations E-205 “Recruitment and Selection of Administrative Personnel”
CARRIED

8.3 Sanctuary School Policy and Regulation – Allison Watson

Trustee Watson provided an overview of the sanctuary school policy and regulation she would like produced.

26. **MOVED Allison Watson/Russ Chipps**
That the Board of Education of School District 62 (Sooke) direct staff to create a Sanctuary School Policy and Regulations.
CARRIED

9. STUDENTS

10. FOUNDATIONS AND GOVERNANCE

10.1 Trustee Liaison Reports – Board of Education

Trustee Beaton provided an update on BCPSEA activities to the Board of Education. AGM January 25th, information is available on BCPSEA website.

10.2 Proposed BCSTA Motions – Allison Watson

Trustee Watson asked for the Board of Education’s support for the following motion:

27. **MOVED Allison Watson/Trudy Spiller**
That the Board of Education of School District 62 (Sooke) submit the following motion to the BCSTA 2024 AGM.



That BCSTA urge the Ministry of Education and Childcare, to implement effective methods for assessing and measuring the impacts of climate change on student outcomes in a manner that supports timely and improved decision-making, policies and planning at a local and provincial level.

CARRIED

28. **MOVED Allison Watson/Trudy Spiller**

That the Board of Education of School District 62 (Sooke) write a letter to the Minister of Education and Childcare to urge it to implement effective methods for assessing and measuring the impacts of climate change on student outcomes in a manner that supports timely and improved decision-making, policies and planning at a local and provincial level.

CARRIED

11. ADMINISTRATION

11.1 Board of Education 90 Day Work Plan – Amanda Dowhy

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

12. PERSONNEL

12.1 Superintendent’s Report – Scott Stinson

The Superintendent provided the Board of Education an update on Learning, Engagement and Growth. Registration, PVP Recruitment, Leadership Changes within the District and an updated Long-Range Facilities Plan were discussed in greater detail. The Superintendent acknowledged the efforts of the Facilities personnel during the incremental weather challenges.

13. UPCOMING EVENTS

February 6 – Education Policy Committee Meeting

February 13 – Resources Committee Meeting

February 16- Non-Instructional Day

February 19 – BC Family Day

February 27 – Public Board Meeting

14. FUTURE ITEMS

15. QUESTION PERIOD

Members of the public can ask questions related to agenda items discussed at tonight’s meeting using the QA function in MS Teams. Individuals must identify themselves and ask



questions directed to the Chair. Members of the media can direct their questions to the Manager, Strategic Communications for response following the meeting.

16. ADJOURNMENT

The meeting was adjourned at 9:01 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer



**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: BELMONT Date Submitted: Feb 23 2024
 Principal: LAURA FULTON
 Supervisor (Educator In charge): Alexis Sanschagrin
 Destination of Trip: Shoreline (SEATTLE), Washington
 Departure Date: July 8 Return Date: July 11
 Grade level(s): 9-12 No. of students involved: approx 50

Part B:**SUPERVISION:**

1 a) Name of Lead Supervisor: Alexis Sanschagrin
 b) Names of Supervisors (Indicate male/female/other, teacher, parent/guardian, volunteer, etc.):

Kyle Harrington - Teacher
Steve Doucette - Coach / Parent + MANY OTHERS
Jon McKinney - Coach / Parent / RCMP officer
Francisco Aviles - Coach / Parent / Saanich Police Officer

(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:

Alexis Sanschagrin

TRAVEL:

2. Method of travel/transportation:

Ferry & Coach Bus

ITINERARY:

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

Destination	Accommodation	Contact Person	Phone Number	Date
Kings Schools	Gymnasium	Alexis SAUSCHAGRIN	250 618 6253	July 8 th -11 th

PLANNING DETAILS:

4 Educational Objectives:

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

Our student-athletes will be provided with a unique cultural & athletic experience, which will help them in their personal & athletic development.

- b. Follow-up activities for students.

Team meetings

5. Supervision:

- a. Proposed adult/gender/student ratio: 1:5 (minimum 1:10)

- b. Evidence of experience for supervising staff:

2 teachers + parents
*LAST year we had 14 adults

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

N/A

- d. First Aid Arrangements:

We are hiring an athletic therapist that will
on site 24/7

6. Accommodation Arrangements:

- Billet Hotel/Motel Camping Other: Sleeping in school gym

7. Student Participation

Selection process for participating students:

- Optional experience
→ Opportunity is accessible to all Belmont football athletes as long as they are in good standing with the school & the program

(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: \$200
- 9. Total per student cost to be paid by each student: \$200
- 10. Source of funds (include amounts when there is a difference between total cost and amount paid per student): IF there is a small difference, the football program will cover it.
- 11. TTOC time required? Yes No
- 12. Total per staff cost for International Field Trip: \$0
- 13. Total per staff cost to be paid by each staff member: \$0
- 14. Total overall cost of the International Educational trip: Estimated \$10,000
- 15. Commercial tour company assisting with arrangements (if applicable):
 - 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:

We have historically used SBC insurance.
* Program will provide similar coverage to attached
⇒ Families have option to purchase additional coverage

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

* All participants will have to provide photocopy of documents required to travel 45 days before the trip

18. Unique Risk/Safety Considerations: Football activities

(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 No N/A
 Medical and Trip Insurance Options Communicated to Parents and Students Yes No
 Details (attach documentation): _____

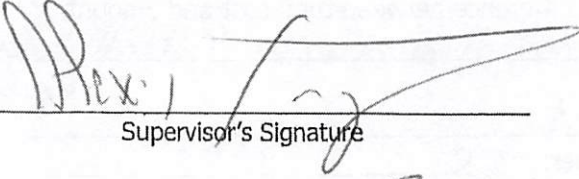
If the trip is cancelled the fees will simply be reimbursed to the families.

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.



Supervisor's Signature

Feb 23 2024

Date



Principal's Signature

FEB 23 2024

Date



Associate Superintendent's Signature

Feb 23 / 2024

Date



Colwood Women's Institute

South Vancouver Island District

Serving Our Communities Since 1909

January 31, 2024

One of the mandates of the Women's Institute of Canada is to ensure our schools are safe and healthy for our children. We do not feel they currently are safe or healthy for our children to attend.

We at the Colwood Women's Institute have been taking notice of the overcrowding of the public schools in our area. These schools are also housing very large populations of students and providing very little supervision especially in our middle and high schools. For example, student body at Dunsmuir middle school is 600 students, Spencer middle school is 610, Belmont High School is 1462 and Royal Bay High School is 1480. All of these schools are over their built capacities.

We are aware that our government is taking steps to build new schools in our area to alleviate some of these problems which is needed to get our schools to at or below their intended capacities. We also recommend that we have schools built in new neighbourhoods as the neighbourhood is being built, by the developer, so that our children don't have to be housed in overcrowded schools and in portables, in an earthquake zone, while they wait for the school board to build new schools to keep up with the development that is occurring in our area. We won't ever get out of this cycle of overcrowded unhealthy schools until the development of neighbourhoods include schools as part of their initial building plans.

The other huge issue is the lack of supervision of these sizes of student bodies. Students are being sexual assaulted walking into schools, they are being sexually harassed going to the washroom in non gendered bathrooms. There are overdoses occurring in unsupervised washrooms. Our schools are out of control and we need more funding and more adult supervision during the "not in class time" to be implemented immediately. We need our schools to be safe for our students to attend. Even our elementary schools do not have enough supervision occurring during the break times of day, such as lunch and recess outside breaks. 1 adult per 100 students is not enough!

We are happy to discuss this further, at your convenience.

Kim Coy

President



Colwood Women's Institute South Vancouver Island District Serving Our Communities Since 1909

January 31, 2024

One of the mandates of the Women's Institute of Canada is to ensure our schools are safe and healthy for our children. We do not feel they currently are safe or healthy for our children to attend.

We at the Colwood Women's Institute have been taking notice of the overcrowding of the public schools in our area. These schools are housing very large populations of students and providing very little supervision especially in our middle and high schools. For example, student body at Dunsmuir middle school is 600 students, Spencer middle school is 610, CML is 600, Belmont High School is 1462 and Royal Bay High School is 1480 students.

The huge issue is the lack of supervision of these sizes of student bodies. Students are being sexual assaulted walking into schools, they are being sexually harassed going to the washroom in non gendered bathrooms. There is drug use occurring in unsupervised washrooms.

Our schools are out of control and we need more funding and more adult supervision during the "not in class time" to be implemented immediately. We need our schools to be safe for our students to attend. Even our elementary schools do not have enough supervision occurring during the break times of day, such as lunch and recess outside breaks. 1 adult per 100 students is not enough! We require our students to be safe entering and exiting the schools, and during non class times of the day.

We are happy to discuss this further, at your convenience.

Kindest regards,

Kim Coy

President



The 49th Greater Victoria Flower Count SCHOOL CHALLENGE

The sun has arrived, warmer weather has returned, and hoodies are slowly replacing jackets as early spring arrives in Victoria, BC. Join the fun and get your class outside to practice their counting skills alongside Mother Nature!

What is Greater Victoria Flower Count?

The Flower Count is an annual light-hearted promotion put together by the Victoria Flower Count Organizing Committee. The goal is to increase awareness of Greater Victoria as an attractive shoulder-season tourism destination. It brings national and international attention to the fact that Greater Victoria (“City of Gardens”) and adjoining communities have the mildest climate in Canada. In early March, while the rest of Canada and much of the US is still in the cold clutches of winter weather, Greater Victoria often enjoys spring temperatures of 10-15° Celsius.

How Many Blooms Are Counted?

Year over year the Greater Victoria Flower Count continues to grow in popularity with more than 33 billion (yes, that is a “b” not an “m”) blooms counted all over the Greater Victoria area in 2023. With community engagement, early spring weather and renewed enthusiasm from area schools and students using the count as a class exercise to get outside and smell the cherry blossoms, the event creates a fun promotional story through the counting of flowers.

How Does it Work?

For one week, the citizens of Greater Victoria count all the blossoms they can find. The results are then reported to www.flowercount.com. For **45+ years**, media across North America have followed Greater Victoria’s annual Flower Count, with the final tally proudly announced at the end of Flower Count Week.

School Challenge

The class that counts the most blossoms will win a special class prize and be featured on the website as this year's winner! Use the Student Count Sheet, and submit your class count at <https://flowercount.com/schools/>

Community Challenge

Each community across Greater Victoria is encouraged to take up the challenge to be the “Bloomingest Community” of the Greater Victoria area! People reporting flower counts will have their numbers attributed to their community. As you might know from previous Flower Counts, a winning municipality is declared at the end of the count. This is a fiercely fought battle, but all in good fun. You are welcome to encourage residents of your community to take part in the count, and challenge your fellow communities in the spirit of a little light-hearted competition.

Greater Victoria Flower Count Organizing Committee:



Your Name: _____

Your Teacher's Name: _____

HOW TO COUNT:

Count the number of flowering trees and flowering bushes plus any other flowers you see. You and your teacher will compute the number of blossoms using accepted rules of thumb (a green thumb, of course), then add your additional flowers and enter the total on behalf of your class.

Flowering Trees:

Small _____

Small tree full of blossoms = 250,000 blossoms

Medium _____

Medium tree full of blossoms = 500,000 blossoms

Large _____

Large tree full of blossoms = 750,000 blossoms

Flowering Heather Bushes:

Small _____

Small Heather bush = 500 blossoms

Medium _____

Medium Heather bush = 1,000 blossoms

Large _____

Large Heather bush = 2,000 blossoms

Other Flowers: _____

TOTAL: _____

Report count totals to www.flowercount.com

The number of people participating is as important as the number of blossoms counted. Thank you for supporting this event!



Your Name: _____

Your Teacher's Name: _____

HOW TO COUNT:

Count the number of flowering trees and flowering bushes plus any other flowers you see. You and your teacher will compute the number of blossoms using accepted rules of thumb (a green thumb, of course), then add your additional flowers and enter the total on behalf of your class.

Flowering Trees:

Small _____

Small tree full of blossoms = 250,000 blossoms

Medium _____

Medium tree full of blossoms = 500,000 blossoms

Large _____

Large tree full of blossoms = 750,000 blossoms

Flowering Heather Bushes:

Small _____

Small Heather bush = 500 blossoms

Medium _____

Medium Heather bush = 1,000 blossoms

Large _____

Large Heather bush = 2,000 blossoms

Other Flowers: _____

TOTAL: _____

Report count totals to: www.flowercount.com

The number of people participating is as important as the number of blossoms counted. Thank you for supporting this event!

Committee Report of Resources Committee Meeting of February 13, 2024 via MS Teams

Present: Christine Lervold, Trustee (Committee Chair)
Ebony Logins, Trustee (Committee Member)
Russ Chipps, Trustee (Committee Member)
Cendra Beaton, Trustee
Trudy Spiller, Trustee
Paul Block, Superintendent
Harold Cull, Secretary Treasurer
Monica Braniff, Deputy Superintendent
Ed Berlando, STA
Trudy Court, CUPE
Tom Davis, SPEAC
Fred Hibbs, Executive Director, HR
David Lee-Bonar, Assistant Secretary Treasurer
Mhairi Bennett, Director, Facilities
Aaron Foster, Manager, Minor Capital
Sue Grundy, Manager, Executive Operations
Nicole Gestwa, IT
Annette Babcock, IT

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:05 pm by the Committee Chair, who acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. COMMITTEE REPORT

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

3. PRESENTATIONS

4. BUSINESS



- 4.1 2024/25 District and School Fees: - Monica Braniff
- a) SD62 ADULT Learning Fee Schedule
 - b) Secondary Schools District Fee Schedule for 2024/25
 - c) Middle Schools District Fee Schedule for 2024/25
 - d) Transportation Fees for 2024/25
 - e) International Program Fees for 2025/26

Staff provided an overview of the fees for the 2024/25 school year and the international program fees for the 2025/26 school year. The Committee discussed the fees for elective courses such as culinary arts and woodshop as well as some of the comparable districts' international fees.

The Committee supported the following motion going to the Board for consideration.

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

- 4.2 Strategic Planning Renewal Process – Sue Grundy/Harold Cull
- The current SD 62 Strategic Plan expires in 2025. Phase 1 of the three-phase renewal process is now complete. The Community Survey that was conducted determined that most people think that the existing Vision, Mission, and Values statement is still relevant. The Committee discussed the importance of health, safety and wellness for students and staff and also discussed the statistical significance of the over 1,700 responses to the stakeholder survey giving the Committee assurance that the responses are reflective of our stakeholder population.

The Committee supported the following motion going to the Board for consideration.

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

- 4.3 23/24 Q2 Minor Capital Update – Aaron Foster
- Staff provided an update to the Resources Committee on the Minor Capital and Annual Facilities Grant (AFG) Projects. The majority of the AFG projects are complete, in addition to the Phase 3 HVAC Upgrade to Spencer Middle School, the Building Envelope



Replacement Project at Hans Helgesen Elementary School and the Playground Enhancement Project at Dunsmuir Middle School. The Superintendent reminded the Committee that the majority of these projects are completed by District staff and he thanked them for the quality and amount of work completed.

4.4 23/24 Amended Budget – David Lee-Bonar

The Amended Annual Budget must be prepared, adopted and the bylaw submitted by February 29, 2024. Staff provided an overview of the updated financial plan to the Resources Committee. The Amended Annual Budget Bylaw amount of \$214,947,988 is an increase of \$8,980,517 from the Annual Budget bylaw amount of \$205,967,471 approved by the Board on May 23, 2023. The Committee discussed the need to ensure resources are provided in front of students while at the same time ensuring the necessary system supports are in place to ensure the effective and efficient delivery of our services.

The Committee supported the following motion going to the Board for consideration.

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

4.5 23/24 Q2 Financial Forecast – David Lee-Bonar

Staff indicated that there is a forecasted pressure of \$249,821 from the Amended Budget presently. This would reduce the reserve to \$1,602,940 at the end of the school year. The Q2 forecast may understate the actual reserve, staff will continue to monitor the District's revenues and expenditures and will provide a Q3 update in May. The collective agreement increases were discussed and how these negotiated increases will impact future budgets.

4.6 24/25 Budget Development Update – Harold Cull

The budget development process for the 24/25 fiscal year has begun. An initial estimate of enrolment and potential pressures have been provided to start discussions at the Resources Committee, including potential mitigation strategies. The first reading of the annual budget bylaw is expected to occur on April 23, 2024. The Committee discussed the anticipated pressures facing the District in the 24/25 school year and also the future pressures as we open new schools in September 2025.

With a project accumulated surplus of less than 1% and without funding set aside for space needs in September 2025, the Committee discussed the importance of exploring structural mitigation strategies to address the current and future pressures. These



strategies may include staffing, transportation and other Department budgets with the goal of minimizing impacts on the system.

The Committee supported the following motion going to the Board for consideration.

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

5 **ADJOURNMENT AND NEXT MEETING DATE:** March 6, 2024



Amended Annual Budget

School District No. 62 (Sooke)

June 30, 2024

School District No. 62 (Sooke)

June 30, 2024

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

AMENDED ANNUAL BUDGET BYLAW

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

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

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

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

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

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

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

Secretary Treasurer

School District No. 62 (Sooke)

Statement 2

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

	2024 Amended Annual Budget	2024 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	13,233.625	13,330.000
Adult	24.375	16.500
Total Ministry Operating Grant Funded FTE's	13,258.000	13,346.500
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	184,604,978	182,231,009
Other	265,490	
Tuition	6,914,749	6,879,749
Other Revenue	6,424,267	3,876,766
Rentals and Leases	502,500	502,500
Investment Income	885,942	363,875
Amortization of Deferred Capital Revenue	10,992,151	11,034,978
Amortization of Deferred Capital Revenue - For Lease	61,477	61,477
Total Revenue	210,651,554	204,950,354
Expenses		
Instruction	173,447,555	168,514,190
District Administration	7,413,399	7,121,344
Operations and Maintenance	26,493,296	26,040,348
Transportation and Housing	4,539,638	3,941,589
Total Expense	211,893,888	205,617,471
Net Revenue (Expense)	(1,242,334)	(667,117)
Budgeted Allocation (Retirement) of Surplus (Deficit)	3,376,088	156,344
Budgeted Surplus (Deficit), for the year	2,133,754	(510,773)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	2,133,754	(510,773)
Budgeted Surplus (Deficit), for the year	2,133,754	(510,773)

School District No. 62 (Sooke)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2024

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

Approved by the Board_____
Signature of the Chairperson of the Board of Education_____
Date Signed_____
Signature of the Superintendent_____
Date Signed_____
Signature of the Secretary Treasurer_____
Date Signed

School District No. 62 (Sooke)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)
 Year Ended June 30, 2024

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

School District No. 62 (Sooke)

Schedule 1

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

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

School District No. 62 (Sooke)

Schedule 2

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

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

School District No. 62 (Sooke)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2024

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

School District No. 62 (Sooke)

Schedule 2B

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

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

School District No. 62 (Sooke)

Amended Annual Budget - Operating Expense by Function, Program and Object
 Year Ended June 30, 2024

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

School District No. 62 (Sooke)

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

Year Ended June 30, 2024

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

School District No. 62 (Sooke)

Schedule 3

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

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

School District No. 62 (Sooke)

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

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year	-	-	24,971	723,534	15,152	32,673	13,841	39,382	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	336,877	570,089			192,000	41,650	433,781	792,774	1,564,934
Other				3,000,000				35,000	
Investment Income			25,000						
	336,877	570,089	25,000	3,000,000	192,000	41,650	433,781	827,774	1,564,934
Less: Allocated to Revenue	336,877	570,089	49,971	3,723,534	207,152	74,323	447,622	867,156	1,564,934
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	336,877	570,089			207,152	74,323	447,622	832,156	1,564,934
Provincial Grants - Other									
Other Revenue				3,723,534				35,000	
Investment Income			49,971						
	336,877	570,089	49,971	3,723,534	207,152	74,323	447,622	867,156	1,564,934
Expenses									
Salaries									
Teachers							70,000	71,000	30,000
Principals and Vice Principals								50,000	
Educational Assistants		445,382							170,000
Support Staff				5,000	154,025	10,000		55,000	120,000
Other Professionals								197,000	
Substitutes				20,000		15,000	100,000	25,000	953,000
	-	445,382	-	25,000	154,025	25,000	170,000	398,000	1,273,000
Employee Benefits		124,707		5,000	43,127	6,000	42,000	77,000	266,934
Services and Supplies	336,877		49,971	3,693,534	10,000	43,323	235,622	392,156	25,000
	336,877	570,089	49,971	3,723,534	207,152	74,323	447,622	867,156	1,564,934
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	Early Childhood Education Dual Credit Program	Student & Family Affordability	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	14,267	72,293	28,144	-	5,733	239,944	2,993	76,019
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	23,606,411	33,947	51,000	6,000	55,400			19,000	175,000
Other									
Investment Income									
	23,606,411	33,947	51,000	6,000	55,400	-	-	19,000	175,000
Less: Allocated to Revenue	23,606,411	48,214	123,293	34,144	55,400	5,733	239,944	21,993	251,019
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	23,606,411	48,214	123,293	34,144	55,400	5,733	239,944	21,993	251,019
Provincial Grants - Other									
Other Revenue									
Investment Income									
	23,606,411	48,214	123,293	34,144	55,400	5,733	239,944	21,993	251,019
Expenses									
Salaries									
Teachers	18,661,195								
Principals and Vice Principals									161,000
Educational Assistants									
Support Staff					43,000				
Other Professionals									
Substitutes			25,000	5,000				8,000	
	18,661,195	-	25,000	5,000	43,000	-	-	8,000	161,000
Employee Benefits	4,945,216		5,000	1,000	10,000			2,000	35,000
Services and Supplies		48,214	93,293	28,144	2,400	5,733	239,944	11,993	55,019
	23,606,411	48,214	123,293	34,144	55,400	5,733	239,944	21,993	251,019
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

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

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

School District No. 62 (Sooke)

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

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

School District No. 62 (Sooke)

Schedule 4

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

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



Information Note

Public Board Meeting

Agenda Item 7.2: Enrolment Update: February 1701 Data

Purpose

To provide the Board with an update on the February 1701 process and current enrolment.

Background: As part of the annual process of reporting enrolment figures to the Ministry, we submitted our February 1701 final report to the Ministry of Education on Friday, February 17th, 2023.

Highlights from the report: a) in K-12 enrolment b) in English Language Learner enrolments c) in Indigenous Student enrolment d) in student designation claims (enrolment) e) French program enrolments.

Process Update: One significant enhancement in this cycle was the proactive involvement of District Principals throughout the process. This change stems from our reflective review after the September cycle and is an indication of our collaborative efforts towards inclusion and accessibility of the information. Additionally, we have developed a PowerBI dashboard on Engage, designed to mirror the report updates daily. This resource provides immediate access to the most current planning-level information.

A summary comparison of the differences between September and February is provided below:

Category	Sept Headcount	Sept FTE	Feb Headcount	Feb FTE	Variance (Headcount)	Variance (FTE)
Standard K-12 Enrolment						
Elementary	5959	5959.00	6045	6045.00	86	86.00
Middle	2827	2827.00	2866	2866.00	39	39.00
Secondary	3704	3961.75	3701	3745.81	-3	-215.94
Total Standard K-12	12490	12747.75	12612	12656.81	122	-90.94
Supplemental Categories						
Westshore Secondary (Alt)	209	209.00	229	229.00	20	20.00
Online Learning	963	148.69	709	92.75	-254	-55.94
Continuing Education	204	33.63	242	43.56	38	9.94
Total Supplemental	1376	391.31	1180	365.31	-196	-26.00
Total K-12 + Supplemental	13866	13139.06	13792	13022.13	-74	-116.94
Programs/Designations						
ELL/ESD	1408		1514		106	
French (Early/Late)	1653		1641		-12	
Indigenous Students (Lang Culture & Support)	1248		1281		33	
Student Designations	2186		2376		190	

A school-by-school comparison of the differences between September and February is provided below:

School	Level	Sept Headcount	Sept FTE	Feb Headcount	Feb FTE	Variance (Headcount)	Variance (FTE)
Colwood Elementary	Elementary	202	202	209	209	7	7
Crystal View Elementary	Elementary	279	279	285	285	6	6
David Cameron Elementary	Elementary	401	401	402	402	1	1
Ecole Poirier Elementary	Elementary	395	395	396	396	1	1
Hans Helgesen Elementary	Elementary	206	206	205	205	-1	-1
Happy Valley Elementary	Elementary	438	438	443	443	5	5
John Muir Elementary	Elementary	233	233	236	236	3	3
John Stubbs Elementary	Elementary	473	473	470	470	-3	-3
Lakewood Elementary	Elementary	455	455	461	461	6	6
Millstream Elementary	Elementary	315	315	325	325	10	10
Pexsisen Elementary	Elementary	417	417	430	430	13	13
Port Renfrew Elementary	Elementary	13	13	14	14	1	1
Ruth King Elementary	Elementary	453	453	457	457	4	4
Sangster Elementary	Elementary	273	273	271	271	-2	-2
Saseenos Elementary	Elementary	200	200	197	197	-3	-3
Savory Elementary	Elementary	224	224	241	241	17	17
Sooke Elementary	Elementary	296	296	299	299	3	3
Willway Elementary	Elementary	210	210	218	218	8	8
Wishart Elementary	Elementary	476	476	486	486	10	10
Total	Elementary	5959	5959	6045	6045	86	86
Centre Mountain Lellum Middle	Middle	626	626	634	634	8	8
Dunsmuir Middle School	Middle	723	723	735	735	12	12
John Stubbs Middle School	Middle	349	349	346	346	-3	-3
Journey Middle School	Middle	549	549	560	560	11	11
Spencer Middle School	Middle	580	580	591	591	11	11
Total	Middle	2827	2827	2866	2866	39	39
Belmont Secondary	Secondary	1507	1594	1506	1515.44	-1	-78.56
Edward Milne Community School	Secondary	643	702.375	645	661.88	2	-40.50
Qelensen A Len Secondary	Secondary	84	82	84	79.81	0	-2.19
Royal Bay Secondary	Secondary	1470	1583.375	1466	1488.69	-4	-94.69
Total	Secondary	3704	3961.75	3701	3745.81	-3	-215.94
Total Regular K-12	K-12	12490	12747.75	12612	12656.81	122	-90.94
WestShore Secondary (Alt)	Supplemental	209	209.00	229	229.00	20	20.00
SD62 Online	Supplemental	963	148.69	709	92.75	-254	-55.94
Continuing Ed	Supplemental	204	33.63	242	43.56	38	9.94
Total	Supplemental	1376	391.31	1180	365.31	-196	-26
Total	Total	13866	13139.06	13792	13022.13	-74	-116.94

Summary:

The February 1701 process is the second of three enrolment reports to the Ministry of Education (September, February, and May).

Respectfully submitted,

Farzaan Nusserwanji

Chief Information Officer and Executive Director – Information Technology

Public Board Info Note

February 27, 2024

Agenda Item: 7.3 24/25 Enrolment Update

Background

- Staff have recently submitted the enrolment estimates for the 24/25 school year to the Ministry of Education (attached)
- This process is completed each year by February 15th and these estimates are used in developing the **Preliminary Budget** amounts for the operating grant
- These amounts are then confirmed in September when actual enrolment is established which then leads to the **Amended Budget** process
- The estimated enrolment by school has also been provided for the Board's review (attached)– **these numbers are still fluid as we manage catchment changes and School Change Requests**

Prepared by: Monica Braniff, Deputy Superintendent

Step 1: Enter your school district number here:

62 Sooke

Ministry of Education enrolment trend estimates are automatically filled once a school district number is entered above.

Step 2: Enter your district's enrolment estimates in the shaded cells of the District column for each of the three years displayed.

	Estimated Enrolment							Notes
	2023/24 Interim Base	2024/25		2025/26		2026/27		
		District	Ministry*	District	Ministry*	District	Ministry*	
July Enrolment Count								
Summer Learning: Grades 1-7 Headcount Enrolment	0	0	0	0	0	0	0	
Summer Learning: Grades 8-9 Course Enrolment	0	0	0	0	0	0	0	
Summer Learning: Grades 10-12 Course Enrolment	0	0	0	0	0	0	0	
Grade 8 & 9 Cross-Enrolment Courses	0	0	0	0	0	0	0	
September Enrolment Count - School-Age Basic Allocation								
K-12 Standard (Regular) Schools FTE (School-Age)	12,748.7500	13,065.0000	13,065.5307	13,307.0000	13,307.6622	13,511.0000	13,511.5120	
Continuing Education FTE (School-Age)	23.6250	32.0000	23.6250	32.0000	23.6250	32.0000	23.6250	
Alternate Schools FTE (School-Age)	209.0000	209.0000	209.0000	209.0000	209.0000	209.0000	209.0000	
Online Learning FTE (School-Age)	139.2500	162.5000	139.2500	162.5000	139.2500	162.5000	139.2500	
Total Estimated School-Age Enrolment	13,120.6250	13,468.5000	13,437.4057	13,710.5000	13,679.5372	13,914.5000	13,883.3870	
Change from Previous Year		347.8750	316.7807	242.0000	242.1315	204.0000	203.8498	
September Enrolment Count - Unique Student Needs								
Level 1 Special Needs FTE	10	12	10	12	10	12	10	
Level 2 Special Needs FTE	736	835	870	985	1,029	1,185	1,217	
Level 3 Special Needs FTE	470	540	546	628	634	730	736	
English Language Learning FTE	1,408	1,650	1,846	1,950	2,420	2,350	3,173	
Indigenous Education FTE	1,243	1,275	1,258	1,285	1,273	1,295	1,288	
Adult Education FTE (Non-Graduates only)	10.8750	9.5000	10.8750	9.5000	10.8750	9.5000	10.8750	Do not include Graduated Adult enrolment
February Enrolment Count - Continuing Education, Online Learning, Special Needs Growth and Newcomer Refugees								
Continuing Education FTE - School-Age	18.0000	23.0000	18.0000	23.0000	18.0000	23.0000	18.0000	Include only new post-September enrolment activity
Continuing Education FTE - Non-Graduate Adults	3.5000	6.5000	3.5000	6.5000	3.5000	6.5000	3.5000	Do not include Graduated Adult enrolment
Online Learning FTE K-Grade 9 (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	
Online Learning FTE Grades 10-12 (School-Age)	60.0000	71.5000	60.0000	71.5000	60.0000	71.5000	60.0000	Include only new post-September enrolment activity
Online Learning FTE - Non-Graduate Adults	6.0000	0.0000	6.0000	6.0000	6.0000	6.0000	6.0000	Do not include Graduated Adult enrolment
Level 1 Special Needs FTE Growth (All Schools)	0	0	0	0	0	0	0	
Level 2 Special Needs FTE Growth (All Schools)	25	25	25	25	25	25	25	
Level 3 Special Needs FTE Growth (All Schools)	50	50	50	50	50	50	50	
Newcomer Refugees FTE (Standard & Alternate only)	15.0000	13.0000	15.0000	13.0000	15.0000	13.0000	15.0000	Include only new post-September enrolment activity
ELL FTE (applies to Newcomer Refugees only)	0	0	0	0	0	0	0	
May Enrolment Count - Continuing Education and Online Learning								
Continuing Education FTE - School-Age	10.0000	17.0000	10.0000	17.0000	10.0000	17.0000	10.0000	Include only new post-February enrolment activity
Continuing Education FTE - Non-Graduate Adults	1.0000	3.5000	1.0000	3.5000	1.0000	3.5000	1.0000	Do not include Graduated Adult enrolment
Online Learning FTE K-Grade 9 (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	
Online Learning FTE Grades 10-12 (School-Age)	25.0000	40.5000	25.0000	40.5000	25.0000	40.5000	25.0000	Include only new post-February enrolment activity
Online Learning FTE - Non-Graduate Adults	3.0000	0.0000	3.0000	0.0000	3.0000	0.0000	3.0000	

***Notes:** Ministry estimates for school-age FTE enrolment in standard (regular) schools are determined by applying the Ministry-projected percentage change in enrolment for each district to the funded school-age FTE enrolment as used in the 2023/24 operating grant autumn recalculation

Special Needs, ELL and Indigenous Education have been estimated using five-year enrolment trends.

Continuing Education, Online Learning, Alternate Schools, Adult FTE, Summer Learning and Grade 8-9 Cross-Enrolment enrolment totals are all carried forward from the 2023/24 operating grant autumn recalculation.

Enrolments for February and May are carried forward from estimates contained in the 2023/24 operating grant autumn recalculation.

Step 3: Enter estimates for the cause of your district's student movement for 2024/25. Include any relevant key assumptions that your district has made in its estimates in the Comments column.

September 2024 Enrolment Count - Estimated School-Age Enrolment Movement		
Please provide additional detail for the Change from Previous Year line above by indicating the reasons that your district anticipates enrolment change in the lines below:		
	2024/25	Comments:
Net provincial in-migration	316.0000	Projecting 2.5% growth for 2024/25; K-12. This is consistent with annual growth trends and 2023/34 February 1701 growth trends.
Net international in-migration		
Net migration to/from independent schools		
Net other entrances/exits (to/from other districts, graduates, Kindergarten)		
Total Estimated School-Age Enrolment Movement	316.0000	

Step 4: Our district has considered all of the factors noted in the checklist provided in developing this estimate.

Yes: No:

Step 5: Please provide a contact for follow-up questions:

Name:
 Title:
 Email address:

Step 6: When you have completed this form, please e-mail it to Michael Lebrun, Funding Analyst, Ministry of Education at: <mailto:Michael.Lebrun@gov.bc.ca?subject=SD 62 Enrolment Estimates> no later than Thursday, February 15, 2024

	2023/24 Interim Base	Estimated Enrolment					
		2024/25		2025/26		2026/27	
		District	Ministry*	District	Ministry*	District	Ministry*
July Enrolment Count							
Summer Learning: Grades 1-7 Headcount Enrolment	0	0	0	0	0	0	0
Summer Learning: Grades 8-9 Course Enrolment	0	0	0	0	0	0	0
Summer Learning: Grades 10-12 Course Enrolment	0	0	0	0	0	0	0
Grade 8 & 9 Cross-Enrolment Courses	0	0	0	0	0	0	0
September Enrolment Count - School-Age Basic Allocation							
K-12 Standard (Regular) Schools FTE (School-Age)	12,748.7500	13,065.0000	13,065.5307	13,307.0000	13,307.6622	13,511.0000	13,511.5120
Continuing Education FTE (School-Age)	23.6250	32.0000	23.6250	32.0000	23.6250	32.0000	23.6250
Alternate Schools FTE (School-Age)	209.0000	209.0000	209.0000	209.0000	209.0000	209.0000	209.0000
Online Learning FTE (School-Age)	139.2500	162.5000	139.2500	162.5000	139.2500	162.5000	139.2500
Total Estimated School-Age Enrolment	13,120.6250	13,468.5000	13,437.4057	13,710.5000	13,679.5372	13,914.5000	13,883.3870
Change from Previous Year		347.8750	316.7807	242.0000	242.1315	204.0000	203.8498
September Enrolment Count - Unique Student Needs							
Level 1 Special Needs FTE	10	12	10	12	10	12	10
Level 2 Special Needs FTE	736	835	870	985	1,029	1,185	1,217
Level 3 Special Needs FTE	470	540	546	628	634	730	736
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Indigenous Education FTE	1,243	1,275	1,258	1,285	1,273	1,295	1,288
Adult Education FTE (Non-Graduates only)	10.8750	9.5000	10.8750	9.5000	10.8750	9.5000	10.8750
February Enrolment Count - Continuing Education, Online Learning, Special Needs Growth and Newcomer Refugees							
Continuing Education FTE - School-Age	18.0000	23.0000	18.0000	23.0000	18.0000	23.0000	18.0000
Continuing Education FTE - Non-Graduate Adults	3.5000	6.5000	3.5000	6.5000	3.5000	6.5000	3.5000
Online Learning FTE K-Grade 9 (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Online Learning FTE Grades 10-12 (School-Age)	60.0000	71.5000	60.0000	71.5000	60.0000	71.5000	60.0000
Online Learning FTE - Non-Graduate Adults	6.0000	0.0000	6.0000	6.0000	6.0000	6.0000	6.0000
Level 1 Special Needs FTE Growth (All Schools)	0	0	0	0	0	0	0
Level 2 Special Needs FTE Growth (All Schools)	25	25	25	25	25	25	25
Level 3 Special Needs FTE Growth (All Schools)	50	50	50	50	50	50	50
Newcomer Refugees FTE (Standard & Alternate only)	15.0000	13.0000	15.0000	13.0000	15.0000	13.0000	15.0000
ELL FTE (applies to Newcomer Refugees only)	0	0	0	0	0	0	0
May Enrolment Count - Continuing Education and Online Learning							
Continuing Education FTE - School-Age	10.0000	17.0000	10.0000	17.0000	10.0000	17.0000	10.0000
Continuing Education FTE - Non-Graduate Adults	1.0000	3.5000	1.0000	3.5000	1.0000	3.5000	1.0000
Online Learning FTE K-Grade 9 (School-Age)	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Online Learning FTE Grades 10-12 (School-Age)	25.0000	40.5000	25.0000	40.5000	25.0000	40.5000	25.0000
Online Learning FTE - Non-Graduate Adults	3.0000	0.0000	3.0000	0.0000	3.0000	0.0000	3.0000



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

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

Guests: Janine Brooks, Mark Johnston, Sue Grundy
Regrets: D'Arcy Deacon, Associate Superintendent

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. Opening Remarks from Chair, Cendra Beaton

The Chair gave her opening remarks. She began with gratitude to the past Chair, Allison Watson, for her strong and effective leadership. Ms. Beaton expressed her pleasure to work as part of this committee along with the District's partners. She recognized the importance of the work of the committee and stated her enthusiasm and commitment to leading us moving forward.

The Chair moved on to share a celebration of the good work going on in the district with a particular focus on the French Immersion Celebration Week in SD62 as well as the Black History Month activities in our schools, including the District's participation in the Black Day of Excellence.

Ms. Beaton then invited members of the committee to share examples of exciting events and accomplishments they have witnessed or have been a part of this past month. Several examples were shared by committee members.

Ms. Beaton reminded the group that questions and discussion should be limited to agenda items. Additionally, questions and comments from the public online should be to agenda items only and that questions and comments from anonymous parties will not be recognized.

3. **COMMITTEE REPORT** of January 11, 2024 Education-Policy Committee meeting

The committee report for the January 11, 2024 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

There are no BAA course proposals for this meeting.

5. **REVIEW OF POLICIES/REGULATIONS**

There were no policies/regulations for review.

6. **NEW BUSINESS**

a. Inclusive Education Services Update – Janine Brooks and Mark Johnston

Janine Brooks, District Principal - Inclusive Education Services, gave an overview of the department's vision, values, and responsibilities. She explained the Ministry designation process, the focus on needs-based supports regardless of designation, and the school/district communication to establish appropriate supports. Ms. Brooks spoke to the number of students identified as meeting Ministry designations and the respective support staff in schools and districts. She highlighted the innovative practices occurring through Inclusive Education and the impact on student learning and access to education: iBuckets, Communication Boards for playgrounds, and Creation Stations for Boardmaker. The team is currently working closely with community agencies to support new Kindergarten registration and ensure a continuity of care from Queen Alexander Hospital. Ms. Brooks emphasized the collaborative work across departments in support of students.

Mark Johnston, District Vice-Principal - Inclusive Education Services, highlighted inclusion through the eyes of a child. Through this PowerPoint presentation, committee members learned about the supports in place through the school, District, and external supports to create a safe, meaningful, and holistic educational program for this child. Mr. Johnston spoke to the CB IEP goals for this student and emphasized the importance inclusive education has in making such a significant difference in the life of a child.

The Chair thanked Ms. Brooks and Mr. Johnston for their presentation. Committee members expressed gratitude for the work of the IES team and engaged in conversation and asked questions of the presenters.

b. Quarter 2 Strategic Plan Report to Board – Sue Grundy and Paul Block

Superintendent Paul Block, and the Manager of Executive Operations, Sue Grundy, presented the Quarter 2 Strategic Plan Report. The report was well received, and committee members engaged in conversation and asked questions of the presenters.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the Quarter 2 Report as presented at the Education-Policy Committee meeting of February 6, 2024.

7. **FOR INFORMATION**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE: Mar. 5, 2024**

DRAFT

Quarterly Reporting 2023-2024

Q2



STRATEGIC PLAN

2021-2025



Operational Plan 2023-24

Quarter 2 Update

Introduction - Reporting Context:

The district is committed to regular reporting on its [Strategic Plan](#) 2021-2025, and in alignment with the [Framework for Enhancing Student Learning \(FESL\)](#).

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

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

Report Organization:

The report is compiled in five sections:

1. [A visual overview of operational plan progress](#)
2. [Q2 Updates: Strategic Priority 1 – Learning](#)
3. [Q2 Updates: Strategic Priority 2 – Engagement](#)
4. [Q2 Updates: Strategic Priority 3 – Growth](#)
5. [Government Data from the Ministry of Education and Child Care](#)

Report Summary:

The Quarter 2 (Q2) Report encompasses work completed between October 1 and December 31, 2023, on the 2023-2024 Operational Plan. Several items (5) are now fully or substantially completed. These include:

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

- Investigate the requirements to integrate data across Business (Finance, HR) and Education departments to align resourcing across Strategic and Operational Objectives linking back to student success.

Four items (4) were stalled in Q2 including:

- Two diversity, equity, and inclusion (DEI) items (Implement audit recommendations for DEI to strengthen (a) student learning; (b) organizational practices) that were waiting on the final review report from the consultant.
- Building delays stalled work on developing programs for the Westshore Post-Secondary on Goldstream.
- The HR Special Hiring Program application to the Office of the Human Rights Commissioner has stalled as union partners are not in complete support of the application. In Quarter 3 staff will continue discussions with CUPE and STA regarding program support.

Section 1 - A visual overview of operational plan progress

- By the end of Q2, out of the 32 operational plan projects underway in 2023-2024, 5 were completed, 21 are progressing, 2 are started, and 4 are stalled or not started.

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

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

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

Section 2 – Q2 Updates - Learning

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

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

LEARNING	
2023-2024 Operational Plan Item	Q2 Progress
Monitor the implementation of Indigenous graduation credit courses to ensure students have access to Indigenous content through a variety of courses and determine needed supports and resources for educators.	<ul style="list-style-type: none"> Secondary administration teams shared enrollment data and Indigenous course details at the Secondary PVP Meeting. The Curriculum Dept's Secondary Coordinator facilitated meetings for teachers delivering these courses to help share resources and provide space for collaboration. The initial data set from Semester 1 assessments (comments and grades) will be available in February 2024.
Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen student learning.	<ul style="list-style-type: none"> Implementation was delayed in Q2 while awaiting the report from the consultant who undertook analysis on DEI in the district.
Implement the objectives of the (ELF) through existing networks and through strengthening effective pathways for the transition to school.	<ul style="list-style-type: none"> ELCC and Early Learning Curriculum Coordinator co-hosted three Community of Practice sessions, for community-based ECE practitioners, with Sooke/Westshore Childcare Resource Referral. Co-hosted "Books for Breakfast" Ready, Set, Learn event on November 17, 2024. Kindergarten-ECE workshop, led by the Early Learning Curriculum Coordinator, on November 22, 2024. Planning for ELF 2.0, with Kim Atkinson. Dinner series for a four-person educator team from each elementary school to attend a January 2024 session. Afternoon Pro-D session, with BC Educator Alison Bledsoe, organized for ECEs on November 24, 2023, CUPE Pro-D Day. Ongoing ECE evaluations to support the implementation of pedagogical narration in K-ECE classrooms. Nature Kindergarten teams visited Mill Bay Nature School and had a critical friend, Enid Elliot, join their programs for feedback. Two monthly meetings were held with Changing Possibilities For Young Children (CR4YC) and Strengthening Early Years to Kindergarten Transitions (SEY2KT) participants, respectively.

<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>	<ul style="list-style-type: none"> • To date, 100 enrolling K-3 teachers are engaged in the learning rounds. • Staff have completed initial screening and progress monitoring on all K-3 students. • Writing workshops attended by 75 enrolling teachers 4-8, with more scheduled.
<p>Continue to implement the Middle School Philosophy with a focus on aligning Applied Design, Skills and Technologies (ADST) and middle school programming.</p>	<ul style="list-style-type: none"> • In Q2, staff communicated with music teachers and schools regarding the Grade 5 transition. Plans are in place for middle schools to visit elementary schools to promote music/band.
<p>Define and enhance the practices and processes of the work of the Safe Schools Team, particularly regarding Violence Threat Risk Assessment (VTRA).</p>	<ul style="list-style-type: none"> • In Q2, the Safe Schools team completed training to enhance proficiency in utilizing new applications and technology. • The Safe School Coordinator and District Principal participated in a Ministry meeting on November 6/7, receiving updates on the Ministry plan.
<p>Define the practices, processes and structures through Inclusive Education Services that support the increasing complexity and presentation of student behaviour across all school levels.</p>	<ul style="list-style-type: none"> • In Q2, the Inclusive Education Services made strides in supporting complex student behaviour. Noteworthy achievements include ongoing professional development, featuring a learning series and a half-day workshop. • Efforts to create a district network of early intervention supports for behaviour continued with regular meetings and the introduction of a Unified Behaviour-focused Functional Behavior Assessment (FBA). • Collaborative work with Safe Schools on mental health saw the implementation of a Healing Trauma pilot in elementary schools. The HEART tool is now active in John Muir, Happy Valley, and PEXSISEN, with ongoing training at Savory, David Cameron, and Crystal View. • Education Assistant Professional Development included the presentation of "Ten Ways to De-escalate Big Behaviours" in collaboration with the Trauma Research Institute on the Fall CUPE Pro D Day. • These initiatives contribute to improved support for complex students, promoting active participation, engagement, self-advocacy skills, and positive peer relationships.
<p>Build a multi-year plan to enhance staff use of technology to deliver pedagogy in the classroom; and information tools and digital platforms for administrative and support work.</p>	<ul style="list-style-type: none"> • A key part of the multi-year plan is to ensure adequate staff resources that have expertise in the delivery of pedagogy using digital tools and platforms. • In Q2, work focused on creating a job description, hiring a teacher to support the development of the plan, and identifying the initial scope of work.
<p>Develop an organizational approach to establishing SD62's presence at the Westshore post-secondary site. Continue to refine the comprehensive plan for program pathways and course offerings for launch in 2024.</p>	<ul style="list-style-type: none"> • Due to the Westshore Post-Secondary building construction being delayed, the date of the opening of the school has been revised to September 2025. • Planning and collaboration with post-secondary partners has been paused due to the delay and will commence again in Q3.

<p>In consultation with students and all SD62 Learning departments (Curriculum Transformation, Inclusive Education Services, NA'TSA'MAHT Indigenous Education, Pathways & Choice), articulate and enhance support for the Careers and Applied Design, Skills and Technologies (ADST) K-12 curriculums in support of student voice and choice.</p>	<ul style="list-style-type: none"> • Discussions on enhanced support for ADST are ongoing. • Delivery of week-long welding simulator experiences for middle school students. • Staff are in discussions with secondary schools on how we can scale the Skilled Trades Sampler course (STX) which generates additional funding for student programming. These funds can be used to support resource maintenance and replacement costs. • The inventory of ADST tools, supplies and technology purchased by the district Careers Department is complete and efforts to reach equity across schools are being addressed. • Collaboration with Camosun via the South Island Partnership (SIP) has supported whole class/grade Ignite presentations.
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Section 3 – Q2 Updates - Engagement

ENGAGEMENT	
2023-2024 Operational Plan Item	Progress
<p>Develop a Records Management policy for the Board with the intent of developing a proposal for building out a sustainable capability (staff, software systems, resources)</p>	<ul style="list-style-type: none"> • Consultants engaged and completed 21 interviews ranging from Executive to include all district departments, support groups, and school PVP representatives across levels. Work on identifying gaps and synthesizing recommendations into a summary for the Executive has been initiated.
<p>Develop a model to support succession planning for the Leadership Team.</p>	<ul style="list-style-type: none"> • We have created a "heat map" succession planning template to be used by departmental leaders to identify key roles and plan for anticipated vacancies in the short, medium and long term. Discussions are ongoing about potential refinements to the current "pool mechanism" used to identify upcoming PVP vacancies and potential successors.
<p>Implement an accessibility plan, develop an accessibility committee and engage in a feedback mechanism for issues of accessibility in the district.</p>	<ul style="list-style-type: none"> • The Accessibility Committee has met several times and reviewed data through the Feedback Mechanism and reports from the Facilities department. Recommendations for areas of focus have emerged through this review.
<p>Create authentic learning resources and narratives to support the teaching of local Indigenous languages in schools.</p>	<ul style="list-style-type: none"> • The NA'TSA'MAHT Indigenous Education (NIE) department organized authentic video resources that were filmed last summer, edited and released for this Winter/Spring featuring local Elders sharing stories, songs and local language. This is part of a multi-year project to increase authentic First Peoples resources for SD62 Teaching staff. • Tri-district (61, 62, 63) initiatives to share local resources between the 3 districts. • SENĆOTEN Kindergarten language program underway in 5 Elementary Schools. • SENĆOTEN Language Videos & Supporting Resources promoted by the NIE department. • Discussions around Pacheedaht language resources started.
<p>To support graduation and improved life outcomes for students with Indigenous ancestry by utilizing a data-gathering tool to</p>	<ul style="list-style-type: none"> • The Indigenous Information Management System (IIMS) Tool has been fully implemented by the NIE department and their staff.

<p>track indicators of academic, social-emotional and engagement attributes.</p>	<ul style="list-style-type: none"> • The tool tracks services provided by NIE department and collects data to inform Pathways to Graduation meetings at schools across the district, providing data on each student and the services they are receiving which allows staff to reflect on the efficacy of current service delivery and make data-informed decisions about programming and supports.
<p>Continue to implement the Strategic Communications Plan to develop, expand and implement respectful, effective, clear and transparent communications. Expand the Plan to include a focus on digital skills and digital resources for staff to use. Broaden out the reach of district Communications to provide equity of inclusion to specific schools that have received little or no coverage on the district website or social media.</p>	<ul style="list-style-type: none"> • Work continued in Q2 on the implementation of the 2023-24 Strategic Communications Plan. The plan encompasses a broad spectrum of activities, ranging from handling general inbox messages to responding to parent phone calls, supporting Principals and Vice Principals (PVP) with time-sensitive communications, and collaborating with other departments for the awareness and implementation of their initiatives. Regular assessment and refinement of the plan are ongoing, driven by feedback and evolving needs. • In Q2, the Manager of Strategic Communications attended courses including Incorporating Digital Accessibility Within Communications, and AI's Impact on Digital Content. • To enhance equity of coverage, a list of schools with limited inputs on the district website and/or social media has been identified. In the second quarter, the Communications Manager attended middle and secondary-level meetings, emphasizing the importance of sharing events and achievements. Ongoing collaboration with Associate Superintendents is planned to support the inclusion of events and achievements from schools.
<p>Continue to develop, expand and implement a culture of wellness in the district through the Healthy Schools Healthy People plan and include work on: (1) The Feeding Futures Fund; (2) Digital safety and wellness.</p>	<ul style="list-style-type: none"> • In Q2, the food delivery service increased the number of meals from 545 to over 650 inclusive of breakfast and lunch. Feedback from schools and partners has been very positive.
<p>Implement a new Employee Attendance and Wellness Support Program with an emphasis on (1) Developing a data-informed process to support constructive communications with individual employees regarding attendance performance; (2) Providing supports for staff in need; and (3) Raise organizational awareness regarding attendance issues.</p>	<ul style="list-style-type: none"> • The second draft of the Employee Attendance Support & Wellness Program is now complete. • The planned path forward was presented at the December Leadership Team Meeting. • Minimal feedback was received, but those who responded were supportive of the direction to be taken. • The HR and Digital Solutions team are working to refine attendance statistics to ensure accuracy and ease of reporting.

Section 4 – Q2 Updates - Growth

GROWTH	
2023-2024 Operational Plan Item	Progress
<p>Receive approval for and implement a Special Hiring Program, including the development and implementation of a supporting equity hiring practices policy.</p>	<ul style="list-style-type: none"> • The item has stalled as staff have not been able to secure a letter of full support from union partners that would be provided with the district application to the Office of the Human Rights Commissioner. Discussions continue.

Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen organizational practices.	<ul style="list-style-type: none"> Implementation was delayed in Q2 while awaiting the report from the consultant who undertook analysis on DEI in the district.
Create and implement the use of technical specifications that complement the design guidelines and standards and expand implementation to existing spaces.	<ul style="list-style-type: none"> Technical Specifications that complement the Design Guidelines are on the way to being fully developed. They are utilized with contractors and architects as we design new schools.
Implement the Long-Range Facilities Plan (LRFP) to support annual and multi-year space planning activities.	<ul style="list-style-type: none"> The final draft of the LRFP was received at the end of Q2. The report was provided to the Resources Committee and the Board of Education Meeting in January 2024. Final adjustments to the plan included the recent Ministry funding to provide 16 prefabricated classrooms to two elementary schools in the district. The LRFP is a key district document and will be used to inform and support the district's annual major and minor capital plan submissions in June and September 2024 and beyond.
Develop and undertake a scan of available information and data about the district ahead of renewing the strategic plan.	<ul style="list-style-type: none"> In Q2, staff administered a community survey (students, parents, staff, and the public) on the current vision, mission, values, and thoughts on external opportunities and threats to the organization. Over 1700 people provided data to the survey. Stakeholder groups fed into the process by providing their thoughts on the future concerning education, politics, economics, and environmental forces that could impact the district. Staff attended the NA'TSA'MAHT Education Council to gather feedback from members on the vision, mission, and values. The Leadership Team provided a SWOT Analysis of the district's strengths, weaknesses, opportunities, and threats for the board to consider as they look to plan for the years ahead. The Environmental Scan (E-Scan) report was drafted and largely completed in Quarter 2. It will be used by the Board of Education as they develop their vision, mission, values and beliefs as part of the process of developing a new strategic plan.
Develop a strategy to ensure effective community use of our spaces.	<ul style="list-style-type: none"> The strategy has been completed. More SD62 spaces can be booked by the public, fulfilling the Board's desire to have more district facilities available. The resulting additional revenue generated pays for the increased need for custodial and maintenance services. Providing bookable spaces also enhances the culture of social responsibility that the district is pursuing in the Strategic Plan 2021-2025.
Develop and implement a digital governance policy and structure which formalizes the Board's role in overseeing Digital Solutions including the acquisition, integration, and management of digital assets in support of educational and support services.	<ul style="list-style-type: none"> A governance model for ensuring appropriate oversight of Digital Assets (Software, 3rd Party Cloud Services, hardware) was proposed to the Leadership team for consultation and feedback. This is in support of Board Governance around ensuring the protection of Security, Privacy, Risk, Support, Records Management, Data Integration, Business Continuity, Disaster Recovery, and overall Value associated with the procurement and project implementation (timeline, effort estimation) of these services.
Continue to raise awareness, provide training and implement cyber security and privacy policies in partnership with curriculum, inclusive, and safe school objectives.	<ul style="list-style-type: none"> Implementation of the cyber security and privacy training module from our vendor partner allowed a successful delivery of training to a section of CUPE staff members during CUPE Pro-D day. A plan was developed to deliver the training as a response to privacy breaches. Trial implementation of Mobile Device Management (MDM) for Apple devices and trial of

	Intune continues. Successful rollout of Multi-Factor Authentication (MFA) to a pilot group was completed in Q2.
Investigate the requirements to integrate data across Business (Finance, HR) and Education departments to align resourcing across Strategic and Operational Objectives linking back to Student Success.	<ul style="list-style-type: none"> Interviews with HR, Finance, Facilities, Capital Planning, Communication, and Executive Operations leaders were conducted as part of the investigation into data integration. Many operational reporting and analytics needs from each area were identified. However, staff in these departments did not see a direct link between their work and student success metrics.
Develop a sustainable proposal to provide equitable access to technology for students and support staff.	<ul style="list-style-type: none"> The work of the Student Device Working Group was presented to the Leadership Team. There are approximately 7000 student devices in the district which have been procured, over the years in a decentralized manner. Staff are working on a plan and template to ensure equity, support, literacy, and training. Options for funding include the exploration of centralized, decentralized, and hybrid approaches.
Conduct an environmental scan of organizational design structures for the delivery of central administration and support services within large BC school districts in support of future strategic planning.	<ul style="list-style-type: none"> This project is in the beginning stages. Staff have collected organizational charts from several BC public school districts, with an emphasis on those districts that are of equal or greater size than SD62.
Develop a plan to increase the number of childcare spaces on school grounds by looking to utilize grants to support the construction of new spaces.	<ul style="list-style-type: none"> Consultation with school and community partners informed the final stages of a Childcare BC New Spaces Fund grant application for Hans Helgesen school grounds. Concept design work for Hans Helgesen Childcare Facility was started in late November 2023 with the company Public: Architecture & Communication. Outreach to existing local childcare providers, Hans Helgesen StrongStart Program and Metchosin Community House's Parents & Tots Program Participants was undertaken to gather input about waiting lists and childcare needs. SD62 Third-party childcare provider leases and lease rates were reviewed and as a result, Board Policy F-302 Use of School Facilities for Child Care Programs was revised.
Continue to implement the Energy Sustainability Plan by reducing our vehicle and building Greenhouse Gas emissions towards the 2030 provincial targets.	<ul style="list-style-type: none"> Implementation of the Energy Sustainability Plan continues as the district works to reduce its vehicle and greenhouse gas emissions towards the 2030 provincial targets.
Create an ethical framework for decision-making to guide board-level decisions through a lens of diversity, equity, inclusion, and social responsibility.	<ul style="list-style-type: none"> Work continues exploring existing ethical frameworks. Community partners were asked for feedback, at the Resources Committee in November, on what factors should be considered in the development of an ethical decision-making framework.

Section 5 – Q2 Updates - Government Data from the Ministry of Education and Child Care

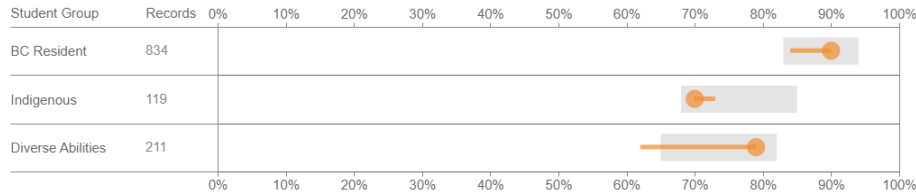
Completion Rates District Comparison - 2022/23

	Resident	Indigenous	Diverse Abilities
BC Public Schools	92% (45,074)	74% (5904)	77% (9109)
Sooke School District 62	90% (834)	70% (119)	79% (211)
Greater Victoria School District 61	91% (1478)	61% (125)	79% (349)
Cowichan School District 63	85% (637)	58% (149)	69% (158)
Gulf Island School District 64	100% (115)	96% (14)	94% (20)
Nanaimo-Ladysmith 68	88% (1101)	73% (194)	76% (193)

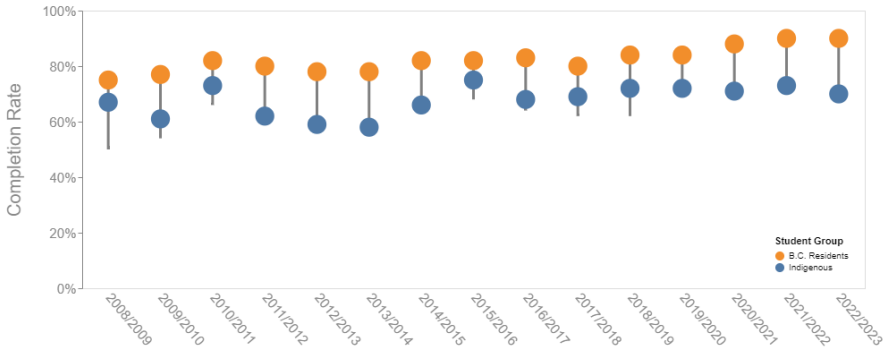
SD62 Completion Rates Over Time

- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2022/2023)
- Range of school district's results over time (2018/2019 - 2022/2023)

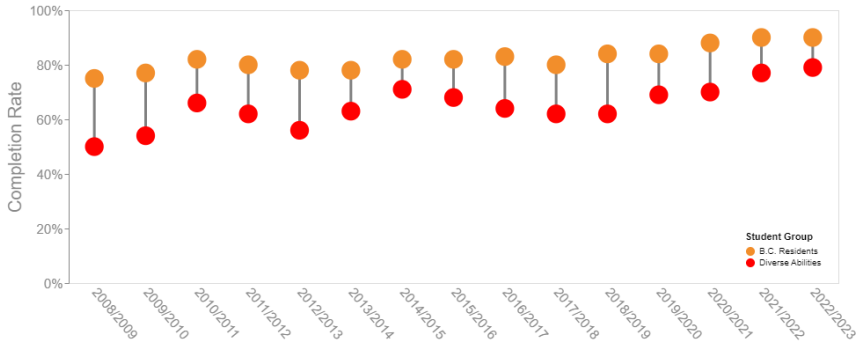
Completion Rates



Completion Rates Over Time SD62 Students with and without Indigenous Ancestry



Completion Rates Over Time SD62 Students with and without Diverse Abilities



POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Feb. 27, 2024

Draft revised Policy F-302 "Use of School Facilities for Child Care Programs" is scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy F-302 "Use of School Facilities for Child Care Programs".

School District #62 (Sooke)

USE OF SCHOOL FACILITIES FOR CHILD CARE PROGRAMS	No.: F-302
	Effective: Jan. 26/16 Revised: Reviewed: Dec. 1/15; Dec. 8/15; Jan. 26/16; June 1/21; June 22/21; Sept. 28/21; Jan. 11/24; Jan. 23/24; Feb. 27/24

SCHOOL BOARD POLICY

The District recognizes the importance of access to affordable, quality child care on school grounds because positive opportunities for children ages birth to five years impact the success of students from Kindergarten to Grade 12.

Consistent with sections 85.1, ~~85.2, 85.3~~ and **to 85.4** of the *School Act* and **Ministerial Order 326/20 – the Child Care Order**, this policy provides guidance with respect to how the Board will promote the use of Board property for the provision of child care programs, between the hours of 7 a.m. and 6 p.m. on business days, by either the Board or third-party licensees. **Use shall be subject to the details outlined below.**

~~Quality, accessible and affordable child care provides significant social and economic benefit for the community. Research shows that quality child care has a direct relationship to school readiness, literacy development, poverty reduction, and community engagement. While the funding and regulation of licensed child care is primarily a provincial government responsibility, the District, along with community stakeholders, can play an important role in planning, developing and coordinating child care in the Sooke School District.~~

~~The District supports non-profit societies and/or associations in delivering quality, accessible and affordable child care within District facilities and grounds, and provides the authority for the District itself to provide child care services.~~

~~The use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities, including early learning programs and extracurricular school activities.~~

1. Procedures:**1. Assessment of Community Need for Child Care:**

- ~~1.1.~~ **1.1** The Board will, on an ongoing basis, assess community need for child care programs on Board property, through a process of engagement with employee groups (Sooke Teachers' Association [STA], Canadian Union of Public Employees #459 [CUPE]), parents and guardians **and caregivers** (Sooke Parent Education Advisory Council [SPEAC]), Indigenous community representatives, Indigenous rightsholders, Indigenous service providers (Aboriginal Education Council), **municipalities, community partners**, and existing child care operators. The process for engagement will be reviewed on an ongoing basis.

- 1.2. **1.2** If child care programs are to be provided on Board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.

2. Hours of Operation:

- 1.3. **2.1** The hours of operation will be between 7:00 am to 6:00 pm, Monday to Friday, throughout the school year.
- 1.4. **2.2** If the child care services will operate outside of the school calendar, the Superintendent of Schools, or designate, will review feasibility with the Director of Facilities and School-based Administrators prior to approval.

3. Program Fees:

- 1.5. **3.1** Child care programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the child care program.
- ~~1.6.~~ **3.2** Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program. ~~All child care contracts must bear all costs associated with the delivery of the program. The School District will not subsidize any community use of the facility or sites from instructional resources.~~

~~1.1.3.3~~ "Direct and indirect costs" could include, but are not limited to:

- 3.3.1** Utilities;
- 3.3.2** Maintenance and repair;
- 3.3.3** A reasonable allowance for the cost of providing custodial services;
- 3.3.4** A reasonable allowance for the time that school district administrators and other staff spend on matters relating to the use of board property by licensed child care providers.

- ~~1.2.~~ **3.4** If child care programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this Policy.

4.0 Application Process & Licensee Contracts:

- ~~1.3.~~ **4.1** In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals to: (a) provide inclusive child care; ~~and~~, (b) foster Indigenous reconciliation in child care, **(c) maintain a program philosophy and management concept that aligns with our child care policy and our Strategic Plan, (d) implement the goals of the B.C. Early Learning Framework, and (e) opt into the Provincial Fee Reduction Initiative.**
- ~~1.4.~~ **4.2** If the board decides to operate a child care program, the board will ensure that it is operated in a manner that:

4.2.1 fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia *Declaration on the Rights of Indigenous Peoples Act*:

4.2.1.1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and

4.2.1.2. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education; and

4.2.2. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia *Human Rights Code*.

4.3. Any contract with a licensee other than the Board, to provide a child care program on Board property, must be in writing and subject to **regular** review ~~annually (no less than every one (1) year)~~. The contract must contain:

4.3.1. a description of the direct and indirect costs for which the licensee is responsible;

4.3.2. an agreement by the licensee to comply with this policy and all other applicable policies ~~including adherence to schools' Code of Conduct and school rules;~~

4.3.3. a provision describing how the agreement can be terminated by the Board or the licensee;

4.3.4. ~~a provision describing how the program will serve students of the school;~~

4.3.5. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;

4.3.6. a statement that the agreement can only be amended in writing, signed by the Board and the licensee;

4.3.7. a requirement for the licensee to maintain appropriate standards of performance; and

4.3.8. a requirement that the licensee must at all times maintain the required license to operate a child care facility; and

4.3.9. an understanding that the licensee will work in co-operation with the District's Early Years' staff on on-going professional development.

~~**4.4.** The Secretary Treasurer or designate shall have the authority to evaluate and make decisions with respect to applications to provide child care on Board property in a manner that is consistent with Board policy.~~

4.4 Prior to entering into or renewing a contract with a licensee, other than the Board, to provide a child care program on Board property, the Board will consider:

~~2.10.1~~ **4.4.1** whether it is preferable for the Board to become a licensee and operate a child care program directly;

~~2.10.2~~ **4.4.2** the availability of school district staff to provide before and after school care;

~~2.10.3~~ **4.4.3** whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its

contract with the Board, in respect of providing an inclusive child care program and one that promotes Indigenous reconciliation in child care.

~~2.10.4 Upon receipt of an application, district staff will review the application's feasibility, available space in the school, and whether the school can accommodate any improvements that may need to be made in order to conform to licensing requirements.~~

References:

~~Board Policy:~~

~~Policy F-222 – Management of School District Property~~

~~F-300 – Use of School Facilities~~

School Act:

Section 85.1 - Policies respecting child care programs

Section 85.2 - Boards may provide child care programs

Section 85.3 - Child care programs provided by others

Section 85.4 – Use of Board property for child care programs

Ministerial Order 326/20 – the Child Care Order

**Report to the Board of Education, Sooke School District
RE: NA'TSA'MAHT Education Council Meeting at Lekwungen Room,
SD62 School Board Office, January 31, 2024**

1. **Territory Acknowledgement and Words of Wisdom** – Henry Chipps, Sc'ianew Nation
 2. **Review Meeting Minutes**
 3. **Review Agenda**
 4. **Introduction Circle & Community Sharing**
 5. **District Office Update**
 - 5.1. Ready Set Learn – Frances Krusekopf, District Principal of Early Learning
 - Ready Set Learn is for 3-5-year old's to help with transitioning into school
 - Increasing touch points with more opportunities to meet with families in community
 - Strengthening Early Years to Kindergarten Transitions (SEY2KT) Project in Sooke with partnership with T'Sou-ke Nation
 - ChildCareBC New Spaces Grant at Hans Helgesen in consultation with SCÍANEW Nation
 - 5.2. SD62 Budget Consultation - Harold Cull, Secretary Treasurer
 - Budget process all starts will enrolment estimate.
 - 2024-2025 enrolment estimate is 13150 students
 - Increase of 250 Standard School Aged FTEs
 - Estimated Funding @ \$8,625/FTE = \$2.150 m, Direct Teacher Staffing Costs = (\$1.250 m), Net Revenue = \$.900 m
 - What are 2024-2025 budget priorities?
 - Does the budget focus need to shift from previous years?
- Comments from discussion:
- How can the district increase the Net Revenue?
 - District is looking at how the generate more revenue
 - Use of school buildings outside of school hours
 - How can the district help to increase the availability of activities for teenagers to do in the community?
 - Workers mental health needs to be a priority. Increase EFAP limits to the # of counselling sessions available.
 - All grades in Port Renfrew, help the needs of all students not just grades K-5. Students attending school from Pacheedaht spend about 80 hours a month on school buses. Have a daily Principal, not just 2 days a week.

6. NA'TSA'MAHT Indigenous Education Update

6.1. Student Family Advocate Referral Process & Resource Hub – Danielle Huber

- Support students and families of Indigenous ancestry with a focus/priority on First Nation learners living in their home community who are not yet fully engaged with their schools
- Connect with school & community supports
- Collaborate with school staff to develop and implement plans for supporting student well-being and school success
- Shared a handout of the Referral Process and Resource Hub created for all SD62 staff member to access

6.2. How Are We Doing Report / Enhancement Agreement Mid-Year Report Input

- Link: [ab-hawd-school-district-062.pdf \(gov.bc.ca\)](https://ab-hawd-school-district-062.pdf)
- Input gathered through break out groups and discussion

6.3. Events & Committee Work

a. Community Dinners update

- Urban Indigenous / Métis Nation - Wed, March 13th
- T'Sou-ke Nation - Wed, April 17th
- Pacheedaht Nation - Wed. May 15th
- Sc'ianew Nation - Wed, June 19th (to be confirmed)

b. Staff & Student Events

- South Island Staff Day - Feb 8th
- Gr 12 Tri-District Land Based Day May 8th
- Indigenous Graduation - May 27th
- Land-based Learning at Beecher Bay Ocean Resources:
 - Hans Helgesen Elementary – April 11th
 - Royal Bay Secondary – April 25th

6.4. Distinctions-Based Approach Primer BC, December 2023 – **Attachment #1**

Next Meeting: Wednesday, February 28, 2024 12:30 – 3:00

Location: Hulitan Big House 101- 731 Station Avenue, Langford

Lunch will be served at 12:30 – 1:00

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

Attachment #1

Distinctions-Based Approach Primer

December 2023



Introduction

This document is intended to assist the Government of British Columbia (the Province) in building an understanding of the legal basis for, and core elements of, a distinctions-based approach in all of the Province's relations with First Nations, Métis, and Inuit in what is now British Columbia. A companion document will provide guidance to public servants on the practical application of a distinctions-based approach.

A proper understanding and application of a distinctions-based approach is necessary for the provincial government, and is of particular importance for those public servants who are involved in decisions regarding the Province's relations with First Nations, Métis, and Inuit in British Columbia.

This document is not, nor is it intended to be, a complete or comprehensive description of the relationships the Province has with First Nations, Métis, and Inuit, which take many different forms and arrangements.

Requirement for a Distinctions-Based Approach

The Province is required to take a distinctions-based approach in all of its relations with First Nations, Métis, and Inuit. This requirement has a legal foundation in the Constitution Act, 1982; the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration); the Declaration on the Rights of Indigenous Peoples Act (Declaration Act); treaties; as well as the respective and distinct laws, legal systems, and systems of governance of First Nations, Métis, and Inuit. This document helps meet this requirement by affirming the Provincial position and ensuring it is applied consistently in legislation, policy, and practice.

- **Constitution Act, 1982:** Section 35(2) of the Constitution Act, 1982 identifies three distinct Peoples – Indian, Métis, and Inuit – as the “aboriginal peoples” of Canada.

The Supreme Court of Canada has confirmed that section 35(1) of the Constitution Act, 1982 includes a recognition of the “distinctive societies” of Indigenous Peoples, with “their own practices, traditions, and cultures.”¹

- » First Nations and Inuit are “distinctive societies” that pre-existed the arrival of Europeans, as sovereigns over their territories; and,
- » Métis are “distinctive peoples who, in addition to their mixed ancestry, developed their own customs, way of life, and recognizable group identity separate from their [First Nations] or Inuit and European forebears.”²

The term “Indian” was drawn from the federal Indian Act and is now used primarily in that statutory context. The term “First Nation” is now commonly used to describe the pre-existing Indigenous Peoples who are distinct from Inuit and Métis. The term “aboriginal peoples” is used in the Constitution Act, 1982 to collectively refer to First Nations, Inuit, and Métis Peoples and, therefore, has been used in common law (court decisions) to date. The term “Indigenous” has now replaced the term “aboriginal” as the generally accepted term to collectively refer to First Nations, Inuit, and Métis Peoples. This term should be used intentionally and should not be confused with the term “First Nation,” pursuant to the distinctions expressed in this document.

¹ R. v. Van der Peet, [1996] 2 S.C.R. 507 at para. 31.

² R. v. Powley, [2003] 2 S.C.R. 207 at para. 10 (“Powley”).

- ② **UN Declaration and the Declaration Act:** The UN Declaration affirms the diversity and distinctions of Indigenous Peoples, including in the preamble and articles 8, 15, and 34. The UN Declaration refers to Indigenous Peoples as “distinct peoples” that have their own “distinct political, legal, economic, social, and cultural institutions” and the “diversity of their cultures, histories, traditions, and aspirations.” Section 1(2) of the Declaration Act states: “For the purposes of implementing this Act, the government must consider the diversity of the Indigenous peoples in British Columbia, particularly the distinct languages, cultures, customs, practices, rights, legal traditions, institutions, governance structures, relationships to territories and knowledge systems of the Indigenous peoples in British Columbia.” The Declaration Act affirms the application of the UN Declaration to the laws of British Columbia.
- ② **Treaties:** Treaties are constitutionally protected, government-to-government agreements that identify, define, and implement a range of rights and obligations, creating long-term, mutually binding commitments. Treaties set out the fundamental and unique legal relationship between the treaty Nation, the Province, and Canada. Article 37 of the UN Declaration emphasizes the right of Indigenous Peoples to the recognition, observance, and enforcement of treaties, as well as agreements and other constructive arrangements. British Columbia is unique in that it has both modern treaties (including Nisga’a, Maa-nulth, Tla’amin, and Tsawwassen) and historic treaties (Douglas Treaties and Treaty 8). Each of these treaties varies depending on the particular obligations, interests, rights, jurisdictions, and authorities that are recognized, and represent a critical element within the distinctions-based approach.
- ② **The Respective and Distinct Laws, Legal Systems, and Systems of Governance of First Nations, Métis, and Inuit:** The UN Declaration affirms Indigenous Peoples’ right to self-determination and, in exercising this right, the right to autonomy or self-government.³ Flowing from the inherent and human right to self-determination, Indigenous Peoples have the [collective] right to maintain and strengthen their distinct political, legal, economic, social, and cultural institutions.⁴ In British Columbia, First Nations also have rights to own, use, develop, and control the lands, territories, and resources that they possess by reason of traditional ownership or other traditional occupation or use.⁵
- ② **Provincial Policy and Practice:** The Province must take a distinctions-based approach in all of its relations with Indigenous Peoples. Principle 10 of the Draft Principles that Guide the Government of British Columbia’s Relationship with Indigenous Peoples states:

The Province of British Columbia recognizes that a distinctions-based approach is needed to ensure that the unique rights, interests, and circumstances of Indigenous peoples in B.C. are acknowledged, affirmed, and implemented. The Province recognizes First Nations, the Métis Nation, and Inuit as the Indigenous peoples of Canada, consisting of distinct, rights-bearing communities with their own histories, including with the Crown. The work of forming renewed relationships based on the recognition of rights, respect, co-operation, and partnership must reflect the unique interests, priorities, and circumstances of each people.⁶

3 UN Declaration, Articles 3-4.

4 UN Declaration, Article 5.

5 UN Declaration, Article 26.

6 Draft Principles that Guide the Government of British Columbia’s Relationship with Indigenous Peoples, p7. 2018

The Declaration Act Action Plan states:

The Province is committed to a distinctions-based approach. This requires that the Province's dealings with First Nations, Métis, and Inuit Peoples be conducted in a manner that acknowledges the specific rights, interests, priorities, and concerns of each, while respecting and acknowledging these distinct Peoples with unique cultures, histories, rights, laws, and governments. Section 35 of the Constitution Act, 1982, recognizes and affirms the rights of Aboriginal Peoples of Canada, while all Indigenous Peoples have human rights that are expressed in the UN Declaration. However, not all rights are uniform or the same among or between all Indigenous Peoples. In many cases, a distinctions-based approach may require that the Province's relationship and engagement with First Nations, Métis and Inuit Peoples include different approaches or actions and result in different outcomes.⁷

Meaning of a Distinctions-Based Approach

A distinctions-based approach, and appropriate respect for Indigenous laws and jurisdictions, means that the scope of rights enjoyed by an Indigenous People is contextual and that the Province's relations and dealings with First Nations, Métis, and Inuit will be conducted in a manner that is appropriate for the specific context, recognizing and respecting the distinct and different rights, laws, legal systems, and systems of governance of each.

The following elements of a distinctions-based approach reflect guidance from international law; the laws, legal systems, and systems of governance of First Nations, Métis, and Inuit; domestic Canadian courts; and the continually evolving laws, policies, and practices of British Columbia.

- **Indigenous Rights are Not Uniform:** Not all rights are uniform or the same among or between all Indigenous Peoples. These rights are diverse, distinct, and contextual under both domestic Canadian law and international law, arising from and in relation to their unique histories, circumstances, laws, legal systems, and systems of governance. As such, the Province's relationship and engagement with First Nations, Métis, and Inuit will require different approaches and result in different outcomes. For example, in the British Columbia context, a distinctions-based approach will result in circumstances where First Nations are engaged but Métis and Inuit are not engaged as rights holders, particularly with respect to the Province's processes, projects, or initiatives that relate to or have implications for the land, water, or air in British Columbia, or associated jurisdiction related to land, water, or air in British Columbia.
- **The Laws, Legal Systems, and Systems of Governance of First Nations in Respect of Land, Resources, and Territories in British Columbia:** First Nations, as territorial title and rights-holders, and the pre-existing sovereign societies that used and occupied lands and resources in British Columbia prior to contact, have their own laws, legal systems, and systems of governance that apply to those lands, resources, and territories. Those laws, legal systems, and systems of governance have not and cannot be unilaterally displaced.

⁷ Declaration on the Rights of Indigenous Peoples Act Action Plan 2022-2027, p3. 2022.

- **Pre-Existing Sovereignty and Aboriginal Title of First Nations:** A core purpose of section 35 of the Constitution Act, 1982 is to effect reconciliation of “pre-existing Aboriginal sovereignty with assumed Crown sovereignty.”⁸ There is a significant body of jurisprudence (common law) confirming the existence of Aboriginal rights of First Nations in British Columbia arising from this prior occupation. This includes a wide range of rights related to land and resources, including Aboriginal title and governance rights.⁹ The courts have also confirmed a range of corresponding Crown obligations to First Nations arising out of section 35 of the Constitution Act, 1982. No such findings have been made for Métis or Inuit in British Columbia.
- **Diversity of First Nations and Government-to-Government Relationships:** First Nations have diverse cultures, languages, histories, customs, and practices. In section 35 case law, Canadian courts have emphasized in multiple cases that First Nations’ rights are pre-existing and inherent, and an expression of their distinctive societies that existed prior to the arrival of Europeans. A purpose of section 35(1) of the Constitution Act, 1982 is to protect this distinctiveness, and ensure just reconciliation with the Crown. This diversity must be respected in approaches to respecting and upholding inherent, constitutional, and human rights, and the relationships formed between the Province and First Nations.

Reflecting this, the Province has been developing relationships with First Nations in British Columbia over many years through political protocols and accords,¹⁰ treaties, agreements, and other constructive arrangements, as part of reconciliation of pre-existing First Nations’ sovereignty with the assertion of Crown sovereignty, as required under section 35 of the Constitution Act, 1982.

The Province also has treaty obligations in the pre-Confederation treaties on Vancouver Island, Treaty 8 in the Northeast, as well as the Nisga’a Final Agreement and Modern Treaties concluded under the British Columbia treaty negotiation process.

As well, consistent with the standards of the UN Declaration, the Province recognizes and supports the inherent right of self-determination, including self-government.

As reflected in the Province’s guidance regarding Indigenous Governing Bodies (IGBs), the Province is continuing to realign and adjust its work with First Nations to support and reflect their priorities in Nation and governance re-building.¹¹ While the Province also regularly engages with the First Nations Leadership Council (FNLC),¹² on issues and matters of concern to First Nations throughout British Columbia, neither the FNLC nor any of the FNLC organizations is a Nation or a People and they do not hold rights and title. Accordingly, engagement with FNLC cannot satisfy any of the Province’s obligations owed to First Nations who are the proper holders of inherent, constitutional, and human rights and title in British Columbia. Any government-to-government relationship is between each individual First Nation and the Province.

8 *Haida Nation v. British Columbia*, [2004] 3 S.C.R. 511 at para. 20.

9 *Tsilhqot’in Nation v. British Columbia*, [2014] 2 SCR 257 at para. 44.

10 See bilateral Commitment Document (2015) between the Province and FNLC, including the: a) *Joint Agenda: implementing the Commitment Document – Shared Vision, Guiding Principles, Goals and Objectives* (2018); and b) *Joint Agenda: Implementing the Commitment Document – Concrete Actions: Transforming Laws, Policies, Processes and Structures* (2018).

11 [Indigenous Governing Bodies in the Declaration on the Rights of Indigenous Peoples Act](#)

12 The First Nations Leadership Council or FNLC is a collaborative working partnership among the political executives of the BC Assembly of First Nations, First Nations Summit, and the Union of BC Indian Chiefs, formalized by a *Leadership Accord* signed in 2005. They work on topics of mutual interest established through resolution.

- **Métis Rights are Distinct from First Nations or Inuit Rights:** The term “Métis” in section 35 of the Constitution Act, 1982 does not encompass all individuals with mixed First Nation and European heritage; rather, it refers to distinctive peoples who, in addition to their mixed ancestry, developed their own customs and recognizable group identity separate from their First Nation or Inuit and European forebears. As such, “the inclusion of the Métis in s. 35 [of the Constitution Act, 1982] is not traceable to their pre-contact occupation of Canadian territory.”¹³ Rather, “the purpose of s. 35 as it relates to the Métis is therefore different from that which relates to [First Nations] or the Inuit... The inclusion of the Métis in s. 35 represents Canada’s commitment to recognize and value the distinctive Métis cultures, which grew up in areas not yet open to colonization, and which the framers of the Constitution Act, 1982 recognized can only survive if the Métis are protected along with other aboriginal communities.”¹⁴

To account for the unique post-contact emergence of Métis communities and post-contact foundation of their Aboriginal rights, the Supreme Court of Canada set out a distinct common law test regarding Métis rights under section 35 of the Constitution Act, 1982 to recognize and protect those customs and traditions that were historically important features of Métis communities prior to the time of effective European control and persist today. This requires claimants to self-identify as Métis,¹⁵ establish an ancestral connection to an identifiable historic Métis community (which is a “a group of Métis with a distinctive collective identity, living together in the same geographic area and sharing a common way of life”¹⁶), and demonstrate they are accepted by a modern community, whose continuity with the historic community provides the legal foundation for the right being claimed.¹⁷

- **No Confirmed Identifiable Historic Métis Community in British Columbia:** While Métis individuals have settled and live in British Columbia, there has been no court decision applicable to British Columbia that has confirmed the existence of any identifiable historic Métis community or Métis homeland in British Columbia. Further, the Métis Homeland, as defined by the Métis National Council¹⁸ does not extend into British Columbia west of the Rocky Mountains.¹⁹

As such, there are no existing land, water, or air-based Métis rights or associated inherent jurisdiction in British Columbia that trigger the same Crown obligations that are owed to First Nations under section 35(1) of the Constitution Act, 1982 or international law, including the duty to consult and accommodate and the need to obtain free, prior, and informed consent. Accordingly, it is not appropriate to include Métis

13 *Powley*, supra note 2 at para. 17

14 *Powley*, supra note 2 at para. 17

15 “This self-identification should not be of recent vintage: While an individual’s self-identification need not be static or monolithic, claims that are made belatedly in order to benefit from a s. 35 right will not satisfy the self-identification requirement.”: *Powley*, supra note 2 at para. 31

16 *Powley*, supra note 2 at para. 12

17 *Powley*, supra note 2 at para 30-33.

18 The Métis National Council asserts it is the representative body of the Métis people of northwestern Canada and represents the Métis Nation both nationally and internationally. It receives direction from the elected leadership of the Métis Nation’s provincial-level representative organizations being the Métis Nation British Columbia, Métis Nation of Alberta, Métis Nation Saskatchewan, and the Métis Nation of Ontario. The Manitoba Métis Federation was a founding member of the Métis National Council but left the Métis National Council in 2021.

19 Online: <https://www.cbc.ca/news/indigenous/map-showing-m%C3%A9tis-homeland-boundaries-sparks-online-conversation-1.4928401>.

as rights-holders in any of the Province's processes, matters, projects, or initiatives that relate to the land, water, or air in British Columbia, or associated jurisdiction related to land, water, or air.

As part of the political and social work of addressing the legacy of colonialism and systemic racism in British Columbia, the Province works with Métis Nation British Columbia²⁰ in respect of Métis who have settled and are living in British Columbia and to recognize and value Métis culture. This work is distinct in scope, nature, and purpose from government-to-government relations the Province has with First Nations. It is important that this work occurs in a manner which recognizes the inherent, human, and constitutional rights of First Nations and upholds the laws, legal systems, and systems of government of First Nations.

- **No Formal Relationship with Inuit Living in British Columbia:** The Inuit do not have a historical homeland in British Columbia, so there are no existing land, water, or air-based Inuit rights or associated jurisdiction in British Columbia that trigger the same Crown obligations that are owed to First Nations under section 35(1) of the Constitution Act, 1982 or international law.

Applying a Distinctions-Based Approach

Each ministry and agency across the Province must apply a distinctions-based approach in the development and implementation of its policies, legislation, programs, operations, and funding initiatives, and in its engagement and relationships with First Nations, Métis, and Inuit. This work must be done in a manner that reflects a distinctions-based approach and correctly identifies and engages the appropriate rights-holders.

The Ministry of Indigenous Relations and Reconciliation, with support from other ministries and working with First Nations and Indigenous organizations, will continue to provide guidance regarding a distinctions-based approach, and strategic advice for implementation of a distinctions-based approach across government.

FOR ADDITIONAL SUPPORT:

For questions specific to the Province's distinctions-based approach and information contained within this document, please contact the Ministry of Indigenous Relations and Reconciliation by emailing declaration@gov.bc.ca.

KEY SUPPORTING DOCUMENTATION:

Constitution Act, 1982 –

[https://laws-lois.justice.gc.ca/eng/const/page-13.html#:~:text=35%20\(1\)%20The%20existing%20aboriginal,are%20hereby%20recognized%20and%20affirmed.&text=\(2\)%20In%20this%20Act%2C,and%20Métis%20peoples%20of%20Canada](https://laws-lois.justice.gc.ca/eng/const/page-13.html#:~:text=35%20(1)%20The%20existing%20aboriginal,are%20hereby%20recognized%20and%20affirmed.&text=(2)%20In%20this%20Act%2C,and%20Métis%20peoples%20of%20Canada)

United Nations Declaration on the Rights of Indigenous Peoples –

https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

²⁰ The Métis Nation British Columbia is a society under the *Societies Act* (BC) and is recognized by the Métis National Council as the Métis Nation's only provincial-level representative organization in British Columbia.

Declaration on the Rights of Indigenous Peoples Act –

<https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/19044>

Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples –

https://www2.gov.bc.ca/assets/gov/careers/about-the-bc-public-service/diversity-inclusion-respect/draft_principles.pdf



School District 62 (Sooke)

Board of Education 2023-24

Item 11.1-90-Day Work Plan Summary

Action	March	April	May
Approve	<ul style="list-style-type: none"> School Calendar 	<ul style="list-style-type: none"> 1st reading of Budget Bylaw (if available) 1st reading of Capital Plan Bylaw 	<ul style="list-style-type: none"> Final readings of Budget Bylaw (if available) Final readings of Capital Plan Bylaw (if available) Auditor engagement/plan
Review	<ul style="list-style-type: none"> Estimated Enrolment Update Budget Instructions Annual Facilities Grant Planning 		<ul style="list-style-type: none"> 3rd Quarter Report Package: <ul style="list-style-type: none"> Strategic Plan Q3 Financial forecast
Complete	<ul style="list-style-type: none"> Nominate candidates for Premier's Awards in Education. 	<ul style="list-style-type: none"> BCSTA AGM (Apr. 18-21) Municipal Partner Meetings (Board/Council) (TBD) Update Strat Plan VMV 	<ul style="list-style-type: none"> Update Strat Plan VMV Host Retirement/Long Service Event. Municipal Partner Meetings (Board/Council) (TBD) Board Annual Self-Assessment
Engage	<ul style="list-style-type: none"> Board Planning Session Vision, Mission, Values and Beliefs. Workshop 1 Vision and Mission (March 4) 	<ul style="list-style-type: none"> Board Planning Session Vision, Mission, Values and Beliefs. Workshop 2 Values and Beliefs (April 24) 	<ul style="list-style-type: none"> Host Student/ Trustee school visit (TBD – potentially May 10) Host Retirement/Long-Service Event (May 29)

Board Information Note

Public Board Meeting

February 27, 2024

Agenda Item 12.1: Superintendent’s Update

LEARNING

FESL Feedback

The [Framework for Enhancing Student Learning](#) combines accountability with evidence-informed decision-making to support a system-wide program of continuous improvement. The Ministry provided feedback on the district's [2022-2023 annual submission](#) on the Framework for Enhancing Student Learning. Feedback focused on five areas:

Feedback	Strength	Consideration
1. The approach to continuous improvement	The report uses a rubric on achievement as a component of the continuous improvement cycle	Future reports would benefit from a clear outline of how the district’s cycle intersects and informs the continuous improvement cycle at the school level.
2. Data and evidence (qualitative data)	The report includes multiple sources of data, including local data.	Future reports would benefit from a deeper analysis and interpretation of triangulated data (provincial, local, and classroom-level) connected to emerging areas for growth.
3. Ongoing engagement (qualitative evidence)		Future reports would benefit from a clear articulation of the annual engagement cycle with the community and rights holders, including how feedback influenced next steps.
4. Alignment and adaptations		Future reports would benefit from a more explicit description of the school plans’ alignment to the district’s priorities and how district departments specifically support implementation
5. Improving equity of learning outcomes:	The report has some focus on Indigenous students	Future reports would benefit from a stronger connection between identified gaps and the targeted strategies to address these gaps

<ul style="list-style-type: none"> Focus Area 5.1 – Focus on Indigenous Students 		
<ul style="list-style-type: none"> Focus Area 5.2 – Focus on Children and Youth in Care 		Future reports would benefit from clearly identifying gaps in the data analysis and interpretation and articulating targeted strategies for children and youth in care.
<ul style="list-style-type: none"> Focus Area 5.3 – Focus on Students with Disabilities or Diverse Abilities 	The report demonstrates some focus on students with disabilities or diverse abilities through resource allocation.	Future reports would benefit from clearly articulating targeted strategies for students with disabilities or diverse abilities

The feedback reflects the new templates issued by the Ministry of Education in August of 2023. In the coming year, we will ensure that the SD62 FESL Report captures all the great work we are doing with regards to engagement, school plans, and improving equity of learning outcomes.

ENGAGEMENT

McCreary Adolescent Health Survey

A key [report](#) on adolescent health has been released by the McCreary Centre Society. The survey is conducted every five years and has been running for 30 years. 38,488 students from Grades 7-12 in 553 schools in 59 districts in BC undertook the survey. The survey covers a wide range of topics from home life, school, and economic well-being to sexual health to adverse experiences. Today, 40 SD62 Grade 10-12 students met with members of the McCreary Adolescent Health team to discuss the findings. Tomorrow, there is a community forum at Royal Colwood Golf Club. 2-4pm.

GROWTH

New Data Dashboard

In the February 1701 cycle, our Data Integration and Analytics team launched a PowerBI dashboard for District Principals, significantly enhancing data accuracy and accessibility. This tool streamlines decision-making by providing real-time data directly relevant to departmental needs. This represents a substantial step forward in operational efficiency and data-driven management within our district, marking an achievement in our ongoing technological advancements.

Laptop Distribution

The Digital Solutions team is actively collaborating with our CUPE partners to distribute 90 laptops across school and department locations to staff. This initiative is a significant move towards enhancing technology access and ensuring equitable access to communication and administrative tools. It underscores our commitment to fostering an inclusive and technologically equipped work environment for all staff. This project is expected to be completed before Spring Break.