

Public Notice – Board of Education Online Public Meeting


A public meeting of the Board of Education for School District 62 (Sooke) **will be held on September 26, 2023, at 7:00 pm.**

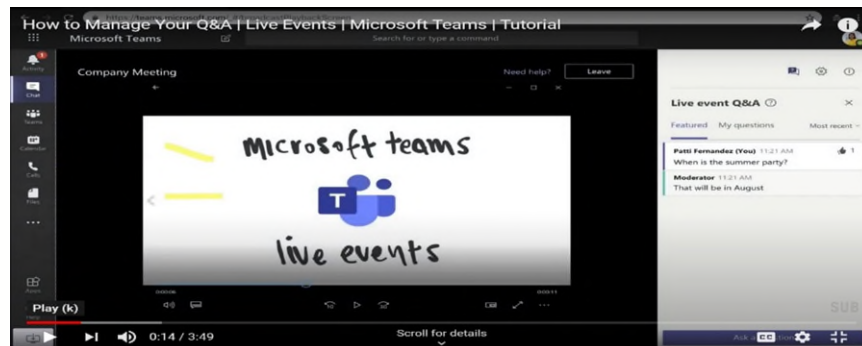
Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

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) and click **Follow Link**.

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

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

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



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



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
September 26, 2023 – 7:00 p.m.**

AGENDA

- 1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)
- 2. AGENDA (page 2)**
 - 2.1 Call for amendments and additional items
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of September 26, 2023, as presented (or as amended).
- 3. MINUTES (page 6)**
 - 3.1 Call for amendments to minutes
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the August 29, 2023, as presented (or as amended).
- 4. INFORMATION ITEMS AND ANNOUNCEMENTS**
 - 4.1 Board Chair Update – Amanda Dowhy
- 5. EDUCATIONAL PRESENTATIONS**
 - 5.1 Student Exchange Trip, Tokyo, Japan 2024 – Journey Middle School - Kelly Dvorak (page 12)
Motion Requested: That the Board of Education of School District 62 (Sooke) approve the Journey Middle School Trip to Tokyo, Japan from March 17, 2024, to March 26, 2024, subject to the oversight and direction of the Superintendent's Office.
- 6. CORRESPONDENCE & DELEGATIONS**
 - 6.1 Correspondence



- a. Email from Dominique Jacobs RE: Welcome to the 2023/24 School Year, dated September 5, 2023. (page 21)

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

7. FINANCE, FACILITIES AND SERVICES

- 7.1 Resources Committee – Meeting of September 19, 2023 – Ebony Logins (page 23)
Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 24/25 Minor Capital Plan submission as presented to the Resources Committee on September 19, 2023.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of September 19, 2023.

- 7.2 22/23 Financial Statements Approval – Cendra Beaton (page 26)
Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 22/23 financial statements as presented at the Audit Committee meeting of September 20, 2023.

- 7.3 Amended Capital Plan Bylaw No. 2023/24-CPSD62-02 – Harold Cull (page 88)
Motion Requested: That the Board of Education of School District 62 (Sooke) allow all three readings of the 2023/24 Amended Capital Plan Bylaw No. 2023/24 CPSD62-02 at its meeting of September 26, 2023.

Motion Requested: That the Board of Education of School District 62 (Sooke) give first, second and third readings to the 2023/24 Amended Capital Plan Bylaw No. 2023/24 CPSD62-02.

8. EDUCATION PROGRAM

- 8.1 Education-Policy Committee – Meeting of September 12, 2023 – Allison Watson (page 96)
Motion Requested: That the Board of Education of School District 62 (Sooke) direct the Governance Committee to review Administration Regulation A-340 for the purpose of updating context and language.

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulations B-335 “Communicating Student Learning and Reporting”.



Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of September 12, 2023.

8.2 Adoption of Policy & Regulations – Scott Stinson (page 112)

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 revised Policy B-133 “Online Learning”.

9. STUDENTS

9.1 Ukrainian Student Visit – Scott Stinson (page 115)

Motion Requested: That the Board of Education for School District 62 (Sooke) authorize staff to provide homestay costs (estimated at \$2000) for a two-week period for four student visitors from the Ukraine.

10. FOUNDATIONS AND GOVERNANCE

10.1 22/23 Strategic Plan Annual Report – Scott Stinson (page 116)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 22/23 Strategic Plan Annual Report as presented.

10.2 22/23 Framework for Enhancing Student Learning Report to the Ministry – Paul Block (page 195)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 22/23 Framework for Enhancing Student Learning Report and submit it to the Ministry of Education and Child Care.

10.3 23/24 Board Work Plan – Amanda Dowhy (page 262)

Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the 23/24 Board and Committee Meeting Schedule and the 23/24 Board of Education Work Plan as presented.

11. ADMINISTRATION

11.1 Superintendent’s Report – Scott Stinson (page 270)

12. PERSONNEL

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
August 29, 2023 – 7:00 p.m.

TRUSTEES: Amanda Dowhy
Russ Chipps (virtual)
Trudy Spiller
Cendra Beaton
Ebony Logins
Allison Watson

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

REGRETS:

SECRETARY: Kristina Ross

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:01 p.m. by the Secretary-Treasurer. Harold Cull acknowledged the traditional territories of the First Nations.

1.1 TRUSTEE ELECTIONS

Trustee Elections

Chair

The Secretary-Treasurer thanked the Board of Education for their service and called for nominations for Board Chair. Amanda Dowhy was nominated and acclaimed as Board Chair. Chair Dowhy then assumed the Chair and continued the election process.

Vice-Chair



Ebony Logins and Cendra Beaton were nominated for the position of Vice-Chair. A ballot count was conducted and was Ebony Logins declared elected.

BCSTA

Amanda Dowhy was nominated and acclaimed for the position of BCSTA Representative.

135. MOVED Trudy Spiller/Russ Chipps
That the Board of Education of School District 62 (Sooke) direct the Secretary-Treasurer to destroy the ballots.
CARRIED

2. AGENDA

2.1 Call for amendments and additional items

136. MOVED Allison Watson/Ebony Logins
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of August 29, 2023, as presented.
CARRIED

3. MINUTES

3.1 Call for amendments to minutes

137. MOVED Allison Watson/Ebony Logins
That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of June 27 and July 25, 2023, as presented.
CARRIED

4. INFORMATION ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

The Board Chair thanked the Board of Education for its support and congratulated Trustee Logins on her appointment as Vice Chair. She thanked B.C. firefighters for their contributions while battling wildfires across B.C. and spoke of the affected families arriving in our communities. She also acknowledged that September 9th is international Fetal Alcohol Spectrum Disorders (FASD) Awareness day.

4.2 CUPE 60th Anniversary – Scott Stinson

CUPE was founded in 1963 through the merger of two unions representing public sector employees, and this year it is celebrating its 60th anniversary. Scott Stinson



thanked CUPE 459 members and President Amber Leonard for their ongoing support and dedication to this school district. He acknowledged their commitment to the students, families, and community.

Amber Leonard thanked the Superintendent/CEO and spoke about CUPE 459's connection to the District and community.

5. EDUCATIONAL PRESENTATIONS

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence

- a. Letter from the staff of Ruth King Elementary School dated June 26, 2023, RE: Changes to School
- b. Letter from the STA dated June 27, 2023, RE: Revised Policy and Regulations B-330 Learning Assessment
- c. Letter from MLA Elect Ravi Parmar, dated July 12, 2023: RE: Resignation
- d. Email request from Michelle Vingo RE: Request for Implementation of Academy Programs at CML, dated July 25, 2023
- e. Letter from the Minister of Education and Child Care, dated August 1, 2023, RE: Purchase of Portables for Growing Districts.
- f. Letter from the Minister of Education and Child Care, dated August 1, 2023, RE: School Trustee Codes of Conduct Criteria

138. MOVED Cendra Beaton/Allison Watson
That the Board of Education of School District 62 (Sooke) receive the above noted correspondence items a through e.
CARRIED

139. MOVED Cendra Beaton/Allison Watson
That the Board of Education of School District 62 (Sooke) receive the above noted correspondence item f and refer it to the Governance Committee.
CARRIED

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

Jennifer Anderson congratulated the Board Chair and Vice Chair on their elections. She reminded the Board of Education that while many teachers are at the schools preparing for the September 5th start, STA members are not being compensated for their work until the first day. Further, she spoke regarding the reporting structure



that the Ministry of Education and Child Care requires for student report cards and hoped there was some flexibility with the Employer.

CUPE 459 – Amber Leonard

Amber Leonard thanked CUPE members for their hard work over the summer period and welcomed staff and students back to school. She acknowledged the efforts of the members working outside of their regular positions during the summer and indicated that as the District continues to grow so does the CUPE 459 membership.

PVP

No delegation.

SPEAC

No delegation.

7. FINANCE, FACILITIES AND SERVICES

7.1 Feeding Futures Program Capital Funds Request – David Strange

David Strange provided an overview of the capital submission to the Ministry of Education and Child Care.

140. MOVED Allison Watson/Ebony Logins

That the Board of Education of School District 62 (Sooke) endorse the capital submission to the Ministry of Education and Child Care Food Infrastructure Capital Fund in the amount of \$113, 500.

CARRIED

7.2 Transportation Update – Harold Cull

A transportation update was provided to the Board of Education by staff. Registration opened up in early March and closed on April 30, 2023, to allow staff adequate time to plan, create routes and assign riders. Presently, 3,798 riders have been assigned to 41 routes, with 315 students remaining awaiting placement. Further, additional clerical staff have been added the startup to answer families' questions and concerns.

7.3 Capital Projects Update – Harold Cull

Staff provided capital project updates to the Board of Education indicating that portables at Ruth King Elementary, David Cameron Elementary, Royal Bay Secondary, and Journey Middle School should be in place for September 5th, while the portable at Edward Milne Community School will have a delivery date of mid-September. Final



deficiencies at Centre Mountain Lellum, and PEXSISEN Elementary continue as does the civil work at SCIANEW STELITKEŁ Elementary School. Mass timber for the new school is expected to be delivered in January 2024, for an opening date of September 2025.

8. EDUCATION PROGRAM

9. STUDENTS

9.1 2023/24 Enrolment Update – Paul Block

Paul Block provided an initial enrolment update to the Board of Education. To date there are 12,748 students registered in the District, an increase of 702 students or 5.87%. The Ministry of Education and Child Care is seeing a 17% increase in enrolment with the District accounting for 12% of that growth. The Board of Education will need to monitor registration after September 30, 2023, as students registering after this date are unfunded, and the School District may need to reallocate its funding or use the financial reserve.

10. FOUNDATIONS AND GOVERNANCE

10.1 Board Work Plan 90 Day Outlook – Amanda Dowhy

The Board Chair provided the Board of Education with a review of the next 90-day draft work plan. The Board of Education was asked to review and provide feedback to staff.

11. ADMINISTRATION

11.1 Superintendent’s Report – Scott Stinson

Scott Stinson welcomed staff, students, and their families back to the 23/24 school year; he thanked the facilities staff for all their hard work over the summer preparing our schools for students. The District of Metchosin created a safe road crossing on Rocky Point Road outside Hans Helgesen Elementary School, that will be staffed through peak hours by a crossing guard. SD 62 is pleased to announce that the new elementary school in South Langford has been named SCIANEW STELITKEŁ which translates to ‘salmon children’.

12. PERSONNEL

13. UPCOMING EVENTS

CUPE BBQ – September 24, 2023

SD 62 By Election – October 14, 2023



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

The meeting was adjourned at 8:01 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: Journey Middle School Date Submitted: Sept 12, 2023

Principal: Jen Gibson

Supervisor (Educator in charge): Kelly Dvorak Brandon Van Hooydonk

Destination of Trip: Japan Tokyo

Departure Date: March 17, 2024 Return Date: March 26

Grade level(s): 7-9 No. of students involved: up to 22

Part B:

SUPERVISION:

1 a) Name of Lead Supervisor: Kelly Dvorak

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

Brandon Van Hooydonk (teacher)
additional teachers as trip fills.

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

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

EF tours Andra Cowe

TRAVEL:

2. Method of travel/transportation:

Airplane, Bullet train, bus (tour)

ITINERARY:

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

Proposed schedule for 2024

Journey to Japan 2018 Schedule

Date	Time	Activity	Location	Stay and note
Sun - 10 Mar		●Welcome celemoney Students meet their host family.	●Natori Natori city hall	Students: Homestay
	7:00	★Teachers : Dinner with Mr&Mrs.Takeda, Mr Aizawa and Ms Nakajima		
Mon - 11 Mar		●Airport tour & Excursion to Matsushima	●Natori & Matsushima	
	8:30	Gather in a city hall		
	8:40	Deperture		
	9:00	Tour of Sendai airport	Natori	
	11:30	Deperture		
	11:45	Lunch	At a restaurarit (Natori)	
	12:50	Deperture		about 40 minutes by bus
	1:30	Excursion to Matsushima	Matsushima	
	4:00			
	4:20	Deperture		about 40 minutes by bus
	5:00	Dismiss at a city hall		Students: Homestay
	7:00	★Teachers : Dinner with Natori staff. Invite Nozomi, Naohika, and Shutarō	Sendai	
Tue - 12 Mar		●School experience & Zoo	●Natori & Sendai	
	8:30	Gather in a city hall		
	8:50	Tour of a fire house	Natori	
	10:00	Deperture		
	10:20	School experience	Masuda junior high (Natori)	
	12:40	Lunch (box lunch)	at a public facility(Natori)	
	1:00	Deperture		30 minutes by bus
	2:00			
	2:30	Yagiama zoo	Yagiama zoo (Sendai)	
	4:10			
	4:20	Deperture		30 minuits by bus
	5:00	Arrival / Canadian students change their clothes		
	6:00	Wel-come Party (Mayor, city council chairperson, Host family etc)	Sapporo beer brewery hall (Natori)	
	7:30	Dismiss at Sapporo beer brewery hall.		Students: Homestay
Wed - 13 Mar		Day off Teachers: Sightseening Mr. Takeda, Mr Aizawa, Ms Nakajima		Students: Homestay
Thur - 14 Mar		●Study tour in a disaster area & Experience Japanese culture	●Natori	
	8:30	Gather in a city hall		30 minuits by bus
	9:30	Nachi Shrine & Take a walk		
	10:00	Deperture		30 minuits by bus
	10:30	Study tour in a disaster area		
	12:00	Lunch	Natori culture hall	
	1:15	Experience Japanese culture (to try on Kimonos, attend a Tea Ceremony and make fans)	Natori culture hall	
	4:00	Deperture		
	4:15	Souvenir shopping	AEON shopping mall	
	5:00	Dismiss at a city hall		Students: Homestay
Fri - 15 Mar				
	8:30	Gather in a city hall		
	9:00	Say goodbyes to Host Family, then leave City hall.		
		Sightseeing in Sendai.		
	12:15	Arrive at Sendai Airport and complete boarding procedures.		
	1:00pm	Lunch at the restaurant in the airport.		
	2:00	Move to boarding gate		
	2:45	Leave for Narita		

As you're thinking about your itinerary, check out this post on our blog: [5 tips for a successful trip experience](#), by a Group Leader who's been travelling with us since 2010.



Audra Cowe

[GET IN TOUCH](#)

Travel dates

2024

MAR 15	MAR 17 – MAR 26	MAR 28
Earliest departure	Requested dates	Latest return

Departing from

Victoria (BC)

Flights & Hotels

We'll post details here as soon as they're available.



Meet your Tour

DAY 1

Fly overnight to Tokyo!

Tour Tokyo with

Visit the Meiji S

Visit the Asakusa Kannon Temple

Visit the Harajuku shopping district

Visit the Honda Welcome Centre

Take a tour of Akihabara Electric Town

Sushi Making Class and Lunch

Participate in a traditional tea ceremony

Sumo-style Hot Pot Dinner

Karaoke Evening

Participate in Group Leader-planned activities or explore the city
(Note: Transportation, lodging, meals, and a Tour Director are not included for this portion of your tour)

Travel to Sendai (Natori) by Bullet Train (booked by EF)

Destination	Accommodation	Contact Person	Phone Number	Date
Tokyo	Hotel	EF Tour guide	18003871460	17 th march 2024
Natori	Billet	Hitomi Aihara		20 th march 2024

PLANNING DETAILS:

4 Educational Objectives:

- a. Describe the curricular and/or extra-curricular relevance students will receive from the International Education trip. (see attached for further details)

Students will experience contemporary & historical

activities of cultural significance. During the homestay portion they will make lifelong friends and gain independence.

- b. Follow-up activities for students.

may include Art exchange, pen pals and presentations.

5. Supervision:

- a. Proposed adult/gender/student ratio: 1:8 (minimum 1:10)

- b. Evidence of experience for supervising staff:

Kelly Dvorak previous exchange
Brandon VanHooydonk.

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

This trip is during Spring break so no coverage is necessary.

- d. First Aid Arrangements:

Tour guide & local community services + Brandon VanHooydonk
will re-certify before the trip.

6. Accommodation Arrangements:

Billet Hotel/Motel Camping Other: _____

7. Student Participation

Selection process for participating students:

Students apply and discussion with teacher & family to determine suitability for a limited number of spots (upto 22)

(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: 5,114.00
9. Total per student cost to be paid by each student: 5,114.00
10. Source of funds (include amounts when there is a difference between total cost and amount paid per student): Family funded, fundraising for EF incidental add-ons
11. TTOC time required? Yes No
12. Total per staff cost for International Field Trip: 5414.00
13. Total per staff cost to be paid by each staff member: 0
14. Total overall cost of the International Educational trip: 5,114.00 per person
15. Commercial tour company assisting with arrangements (if applicable):
- Company name: EF Tours
 - Contact person: Audra Cowe
 - Phone: 1-800-387-1460
 - E-mail: audra.cowe@ef-tours.com

LIABILITY COVERAGE

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

EF tours requires this insurance for travel and shows confirmation on their spread sheet.

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

This ~~is~~ will be required to be visually verified before travel. IF non Canadians or landed immigrants participate all appropriate documentation will be verified.

18. Unique Risk/Safety Considerations: _____

(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
 Medical and Trip Insurance Options Communicated to Parents and Students
 Details (attach documentation):

Will be
 Yes
 Yes

Information to Parents/Guardians:

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

Parental Consent Forms:

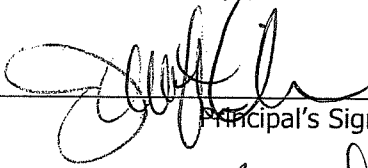
Please include a sample of proposed parental/guardian consent forms.

Kelly Drorak

Supervisor's Signature

Sept 12, 2023

Date



Principal's Signature

Sept. 12, 2023

Date



Associate Superintendent's Signature

Sept 21, 2023

Date

Social Studies big learning:

Religious and cultural practices that emerged during this period have endured and continue to influence people. We tour areas with historical cultural and religious significance including Buddhist and Shinto temple, Sumo wrestling, and a tea ceremony—all with roots in ancient Japanese culture.

Your Price Quote

Experience Japan

Prepared For Kelly Dvorak	Prepared On September 12, 2023
Your Tour Number 2677555CW	Your Tour Website www.efours.ca/2677555CW

Total Price

Based on a private tour of 20 - 24 paying travellers
Price valid for travellers enrolled September 12, 2023 - September 30, 2023

Student
\$5,114

or \$983 / 5 mos

Adult
\$5,414

or \$1,043 / 5 mos

Student Price Breakdown

Program Price	\$4,680
Private Group (20-24 paying)	\$235
Peace of Mind	FREE
Global Travel Protection Plan	\$199
5 Day Stay Behind (Flights Only)	FREE

Number of paying travellers	Price per student	Price per adult
20 - 24	\$5,114	\$5,414
35 - 99	\$4,879	\$5,179

For every 8 paying travellers, 1 chaperone travels FREE

Your travel details

Total Length
10 days

Departing From
Victoria (BC)

Requested Travel Dates
Sunday, March 17, 2024 - Tuesday, March 26, 2024

Your Departure Date Range

Earliest Fri. Mar. 15	Requested Sun. Mar. 17	Latest Tue. Mar. 19
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Your experience includes

Tour Inclusion

Round trip economy class flights, hotels with private baths roomed in triples or quads, breakfasts and dinners (see your itinerary for meal details), on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at www.efours.ca/2677555CW.

Full-time Tour Director

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

Expert Local Guides

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

Personalized Learning Support

Our online learning platform engages students in activities before, during and after tour.

Continuous Support

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

24-hour Emergency Service

Travellers and their families can count on EF's dedicated emergency service team.

Worldwide Presence

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

Peace of Mind Program

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

Your Tour Consultant



Audra Cowe
1-800-387-1460
audra.cowe@ef.com

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

Program Price valid for today. Program price includes HST/GST where applicable, (domestic tours only), departure taxes, and airport fees. Please call 1-800-387-1460 for more information. To view EF's Booking Conditions, visit efours.ca/bc which outline full price inclusions, payment schedule, cancellation, and refund policies.

² Adult supplement required for age 20 and older at the time of travel, roomed in twin accommodation.

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

Travellers may also purchase the Global Travel Protection Plan. Please visit efours.ca/coverage for complete terms, conditions and exclusions by referring to the Chubb Certificate of Insurance. If you are a resident of Quebec, you may only purchase this plan if travelling on an international tour. Please review the Summary prior to purchase.

Itinerary shown is for 2022 travel. Itineraries are subject to change biannually, please call for more details.

EF Educational Tours is registered with TICO (international registration #2395858, domestic registration #50018789) Consumer Protection BC (international registration #73991, domestic registration #73990) and a holder of a Quebec permit with the Office de la protection du consommateur (OPC permit #702732). For residents of Quebec: Effective November 1, 2021, contribution to Travel Agent Compensation Fund (FICAV) of \$3.50 per \$1000 is included in the Program Price. Find out more at ficav.gouv.qc.ca/en.

Kristina Ross

From: Dominique Jacobs <dominiquejacobs7797@gmail.com>
Sent: Tuesday, September 5, 2023 10:39 AM
To: Trustees
Subject: Re: Welcome to the 2023-24 School Year

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

Hello Trustees,

I hope to see your anti-Black racism plan this year. We've been waiting a long time for it! We haven't always felt "safe" due to racist attacks over the past two years. There has been no accountability in the past either, because we have no idea what the outcomes to our complaints were?

Where can I find your report on the "purposeful work" that you've done "around diversity, equity and inclusion?" I remember a problematic survey from last year, where can I find those results?

I have been working with the Province on the new Anti-racism legislation and look forward to continuing to support this on a Provincial level which will be impacting all public systems, including and especially the school system.

I look forward to hearing from you soon about your progress towards anti-racism, specifically anti-Black racism.

Thank you,
Dominique Jacobs

On Tue, Sep 5, 2023 at 9:01 AM SD62 Board of Education <noreply@sd62.bc.ca> wrote:

September 5, 2023

To the Sooke School District Community:

Welcome to another academic year in the Sooke School District! For those of you who are returning, I hope you had an enjoyable summer filled with memories. For those of you who are new, we are excited to have you join us.

As a parent myself, I know that the school year will be filled with both successes and challenges. The good news is you are not alone – our team of over 2000 staff members will do everything we can to help your children embrace growth and rise to meet the challenges of the moment. If you have capacity to get involved, I encourage you to join the Parent Advisory Committee (PAC) at your child's school, attend public board meetings and get to know the teachers and support staff who work with your children.

At the Sooke School District, we value an inclusive community that is respectful, supportive, diverse, and safe. We have engaged in purposeful work around diversity, equity and inclusion to ensure we are continually growing and learning together to create a culture of belonging in our district. We invite you to join us on this journey and help create school communities where students feel safe, supported and are encouraged to become the best they can be.

On behalf of the Sooke School District Board of Education, I would like to thank you for being an important member of our school community. My colleagues and I are proud to represent you through the Board of Education, you can learn more about us [here](#) and reach us at trustees@sd62.bc.ca.

Again, welcome to the 2023-24 school year!

Warmly,

Amanda Dowhy
Chair
Sooke School District Board of Education

On behalf of Trustees Cendra Beaton, Russ Chipps, Ebony Logins, Trudy Spiller and Allison Watson

See the PDF version: [Welcome Back to School.pdf](#)

Sooke School District 62 would like to continue connecting with you via email. If you prefer to be removed from our list, please contact Sooke School District 62 directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm: [Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

Committee Report of Resources Committee Meeting of September 19, 2023 via MS Teams

Present: Ebony Logins, Trustee (Committee Chair)
Trudy Spiller, Trustee (Committee Member)
Amanda Dowhy, Trustee (A/Committee Member)
Russ Chipps, Trustee
Cendra Beaton, Trustee
Scott Stinson, Superintendent
Harold Cull, Secretary Treasurer
Paul Block, Deputy Superintendent
Ed Berlando, STA
Trudy Court, CUPE
Tom Davis, SPEAC
Mhairi Bennett, Director, Facilities
David Lee-Bonar, Assistant Secretary Treasurer
Randy Cobb, Manager, Transportation
Aaron Foster, Manager, Minor Capital
Nicole Gestwa, IT

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

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

2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated June 13, 2023, at its Public Board Meeting dated June 27, 2023.

3. PRESENTATIONS

4. BUSINESS

4.1 Minor Capital Plan Submission – Mhairi Bennett



The Minor Capital Plan Submission is due to the Ministry of Education and Child Care on September 30, 2023. Staff provided an overview of the proposed projects and the Committee asked several questions before submitting the following motion going to the Board for consideration. The Committee discussed the importance of the building envelope project at EMCS.

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the 24/25 Minor Capital Plan submission as presented to the Resources Committee on September 19, 2023.

4.2 Transportation Update – Randy Cobb

Staff provided the Committee with an update on the school year start-up for transportation and made a presentation highlighting the following areas:

- a) Key stats;
- b) Timing of route confirmations;
- c) Capacity planning moving forward; and
- d) Initial spending plan of the Transportation Safety Committee.

The Committee discussed the points presented and thanked the Transportation Dept. for their efforts in a relatively smooth start to the school year. The discussion included the impact of the growth has on the support staff for the Transportation Department and the environmental impacts of our electric buses.

4.3 Initial 24/25 Enrolment Numbers & Space Challenges – Harold Cull

Staff provided an initial overview of the 24/25 enrolment numbers, which then led discussion into the space challenges faced by the District. SD 62 expects that it will have 13,100 students enrolled an increase of 850 students from last year. This growth is expected to continue well into the future, thus the District has begun planning its spaces for 2024/25. Staff provided a high-level look at the proposed space plan for September 2024 and will bring great details to the October Committee meeting once actual enrolment is known for this school year. The Committee discussed the need for safe spaces for students and staff and the impacts that spaces have on student success and the overall mental wellness of the system.



4.4 Inflation Financial Framework – David Lee Bonar

As a follow up to the Committee’s June meeting, staff made a presentation outlining the erosion of the District’s purchasing power due to on-going inflation. For modelling purposes, staff are using an inflation factor of 2% which creates an annual \$300,000 (compounding) impact on the budget although the actual inflation amount may be greater. Staff presented 3 mitigation approaches and is looking for Board support to provide details of revenue generating ideas to the Board during the 24/25 Budget Development process for their consideration. The Committee supported recommending to the Board that staff pursue revenue options to address the inflationary impacts during the 24/25 budget development process.

4.5 Professional Learning – Scott Stinson

As per Board direction, the Superintendent requested feedback from CUPE 459 and the STA regarding professional learning opportunities with their members. Suggestions were provided from the union executive to the Superintendent and have been included in the Committee package for tonight’s meeting. Staff recommend that the union’s suggestions be considered during the 23/24 Amended Budget process to be completed in February of 2024.

5. **ADJOURNMENT AND NEXT MEETING DATE: October 10, 2023**



Board Info Note
Public Board Meeting
September 26, 2023
Agenda Item: 7.2 – 22/23 Audited Financial Statements

Background

- Attached are the District's 2022/23 financial statements for review and consideration by the Board
- These statements have been audited by KPMG and were presented to the Audit Committee at their meeting on September 20, 2023
- At that meeting, staff made a presentation on the highlights of the financial statements as well as an overview of the Financial Statement Discussion and Analysis document (also attached)
- The Financial Statement Discussion and Analysis (FSDA) provides an overall narrative review of the District's financial activities for the year and its intent is to simplify the details contained in the financial statements
- The School Act requires the Board to approve the financial statements by September 30th of each year.
- At their meeting, the Audit Committee supported the following motion going forward to the Board for their review and consideration at the September 26, 2023 Board meeting:

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 22/23 financial statements as presented at the Audit Committee meeting of September 20, 2023

Audited Financial Statements of

School District No. 62 (Sooke)

And Independent Auditors' Report thereon

June 30, 2023

School District No. 62 (Sooke)

June 30, 2023

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MANAGEMENT REPORT

Version: 8221-7476-5493

Management's Responsibility for the Financial Statements.

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

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

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

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

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

On behalf of School District No. 62 (Sooke)

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 62 (Sooke)

Statement of Financial Position

As at June 30, 2023

	2023 Actual	2022 Actual (Restated - Note 25)
	\$	\$
Financial Assets		
Cash and Cash Equivalents	29,775,667	34,092,985
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	1,293,373	2,129,793
Due from Province - Other	19,129	12,830
Due from First Nations	216,663	254,865
Other (Note 3)	557,779	979,299
Total Financial Assets	31,862,611	37,469,772
Liabilities		
Accounts Payable and Accrued Liabilities		
Due to Province - Other	20,942	22,276
Other (Note 5)	10,191,663	17,343,066
Unearned Revenue (Note 6)	5,129,573	5,342,608
Deferred Revenue (Note 7)	1,877,812	1,626,020
Deferred Capital Revenue (Note 8)	268,314,439	253,874,173
Employee Future Benefits (Note 9)	6,105,411	5,525,440
Asset Retirement Obligation (Note 21)	6,882,996	6,882,996
Total Liabilities	298,522,836	290,616,579
Net Debt	(266,660,225)	(253,146,807)
Non-Financial Assets		
Tangible Capital Assets (Note 10)	396,669,255	380,970,944
Restricted Assets (Endowments) (Note 12)	673,449	673,449
Prepaid Expenses (Note 4)	3,075,752	3,453,917
Other Assets	1,123,530	1,150,132
Total Non-Financial Assets	401,541,986	386,248,442
Accumulated Surplus (Deficit) (Note 23)	134,881,761	133,101,635
Accumulated Surplus (Deficit) is comprised of:		
Accumulated Surplus (Deficit) from Operations	134,881,761	133,101,635
Accumulated Remeasurement Gains (Losses)	134,881,761	133,101,635

Contractual Obligations (Note 16)

Contractual Rights (Note 17)

Contingent Assets (Note 18)

Contingent Liabilities (Note 19)

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 62 (Sooke)

Statement of Operations
Year Ended June 30, 2023

	2023 Budget (Note 20) \$	2023 Actual \$	2022 Actual (Restated - Note 25) \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	163,941,392	164,420,963	144,462,411
Other		30,599	730
Federal Grants		9,420	
Tuition	6,899,749	6,361,744	6,637,195
Other Revenue	5,036,317	5,967,097	4,587,609
Rentals and Leases	502,500	492,358	393,661
Investment Income	370,395	1,073,958	258,765
Amortization of Deferred Capital Revenue	9,581,173	9,680,922	8,447,330
Amortization of Deferred Capital Revenue - for lease	61,477	61,477	61,477
Total Revenue	186,393,003	188,098,538	164,849,178
Expenses (Note 22)			
Instruction	151,717,077	151,016,310	132,751,010
District Administration	6,870,183	6,997,503	5,841,891
Operations and Maintenance	23,942,726	24,263,265	21,885,576
Transportation and Housing	3,951,925	4,041,334	3,660,435
Total Expense	186,481,911	186,318,412	164,138,912
Surplus (Deficit) for the year	(88,908)	1,780,126	710,266
Accumulated Surplus (Deficit) from Operations, beginning of year		133,101,635	132,391,369
Accumulated Surplus (Deficit) from Operations, end of year		134,881,761	133,101,635

School District No. 62 (Sooke)

Statement of Changes in Net Debt
Year Ended June 30, 2023

	2023 Budget (Note 20) \$	2023 Actual \$	2022 Actual (Restated - Note 25) \$
Surplus (Deficit) for the year	(88,908)	1,780,126	710,266
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(23,751,808)	(26,300,809)	(44,830,659)
Amortization of Tangible Capital Assets	10,461,149	10,602,498	9,313,576
Total Effect of change in Tangible Capital Assets	(13,290,659)	(15,698,311)	(35,517,083)
Acquisition of Prepaid Expenses		(1,103,366)	(1,420,054)
Use of Prepaid Expenses		1,481,531	1,088,975
Acquisition of Other Assets		(890,899)	(1,150,132)
Use of Other Assets		917,501	
Total Effect of change in Other Non-Financial Assets	-	404,767	(1,481,211)
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	(13,379,567)	(13,513,418)	(36,288,028)
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		(13,513,418)	(36,288,028)
Net Debt, beginning of year		(253,146,807)	(216,858,779)
Net Debt, end of year		(266,660,225)	(253,146,807)

School District No. 62 (Sooke)

Statement of Cash Flows
Year Ended June 30, 2023

	2023 Actual	2022 Actual
		(Restated - Note 25)
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	1,780,126	710,266
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	1,289,843	1,529,497
Prepaid Expenses	378,165	(331,079)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	(7,152,737)	4,814,310
Unearned Revenue	(213,035)	402,111
Deferred Revenue	251,792	267,475
Employee Future Benefits	579,971	488,492
Amortization of Tangible Capital Assets	10,602,498	9,313,576
Amortization of Deferred Capital Revenue	(9,680,922)	(8,447,330)
Recognition of Deferred Capital Revenue Spent on Sites	(1,938,486)	(367,285)
Deferred Capital Revenue Transferred to Revenue	(1,205,490)	(935,069)
Amortization of Deferred Capital Revenue - for lease	(61,477)	(61,477)
Total Operating Transactions	<u>(5,369,752)</u>	<u>7,383,487</u>
Capital Transactions		
Tangible Capital Assets Purchased	(3,591,445)	(551,766)
Tangible Capital Assets -WIP Purchased	(22,709,364)	(44,278,893)
Use (Acquisition) of Other Assets	26,602	(1,150,132)
Total Capital Transactions	<u>(26,274,207)</u>	<u>(45,980,791)</u>
Financing Transactions		
Capital Revenue Received	27,326,641	47,708,492
Total Financing Transactions	<u>27,326,641</u>	<u>47,708,492</u>
Net Increase (Decrease) in Cash and Cash Equivalents	(4,317,318)	9,111,188
Cash and Cash Equivalents, beginning of year	<u>34,092,985</u>	24,981,797
Cash and Cash Equivalents, end of year	<u>29,775,667</u>	<u>34,092,985</u>
Cash and Cash Equivalents, end of year, is made up of:		
Cash	17,825,718	22,928,792
Cash Equivalents	11,949,949	11,164,193
	<u>29,775,667</u>	<u>34,092,985</u>

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

NOTE 1 AUTHORITY AND PURPOSE

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

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

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

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

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

b) Basis of Consolidation

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

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

c) Cash and Cash Equivalents

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

d) Accounts Receivable

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

e) Portfolio Investments

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

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

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

g) Deferred Revenue and Deferred Capital Revenue

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

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

h) Employee Future Benefits

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

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

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

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

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

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

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

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

j) Liability for Contaminated Sites

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

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

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

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

The following criteria apply:

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

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

l) Capital Leases

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

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

m) Prepaid Expenses

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

n) Funds and Reserves

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

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

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

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

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

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

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

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

Revenue related to fees or services received in advance of the fee being earned or the service is performed is deferred and recognized when the fee is earned or service performed.

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

SCHOOL DISTRICT NO. 62 (SOOKE)NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

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

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

Categories of Salaries

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

Allocation of Costs

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

q) Endowment Contributions

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

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

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

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

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

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

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

s) Measurement Uncertainty

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

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**t) Future Changes in Accounting Policies**

PS 3400 Revenue issued November 2018 establishes standards on how to account for and report on revenue and is effective July 1, 2023. Specifically, it differentiates between revenue arising from transactions that include performance obligations, referred to as "exchange transactions", and transactions that do not have performance obligations, referred to as "non-exchange transactions".

Revenue from transactions with performance obligations should be recognized when (or as) the school district satisfies a performance obligation by providing the promised goods or services to a payor.

Revenue from transactions with no performance obligations should be recognized when a school district:

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

This standard may be applied retroactively or prospectively. Management is in the process of assessing the impact of adopting this standard on the School District's financial results.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

NOTE 3 ACCOUNTS RECEIVABLE – OTHER RECEIVABLES

	June 30, 2023	June 30, 2022
Due from Federal Government	\$ 123,924	\$ 472,425
Payroll accounts receivable	3,009	785
School site acquisition charges receivable	52,988	153,306
Other accounts receivable	377,858	352,783
	<u>\$ 557,779</u>	<u>\$ 979,299</u>

NOTE 4 PREPAID LEASE

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

The unamortized balance of the lease represents \$1,972,386 (2022: \$2,033,863) of the prepaid expenses.

NOTE 5 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	June 30, 2023	June 30, 2022
Trade payables	\$ 2,923,554	\$ 11,230,416
Salaries and benefits payable	6,405,725	5,288,686
Accrued vacation pay	862,384	823,964
	<u>\$ 10,191,663</u>	<u>\$ 17,343,066</u>

NOTE 6 UNEARNED REVENUE

	June 30, 2023	June 30, 2022
Balance, beginning of year	\$ 5,342,608	\$ 4,940,497
Increase:		
Tuition fees collected	6,148,709	7,039,307
	<u>6,148,709</u>	<u>7,039,307</u>
Decrease:		
Tuition fees recognized	(6,361,744)	(6,637,196)
	<u>(6,361,744)</u>	<u>(6,637,196)</u>
Net change for the year	(213,035)	402,111
Balance, end of year	<u>\$ 5,129,573</u>	<u>\$ 5,342,608</u>

SCHOOL DISTRICT NO. 62 (SOOKE)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

NOTE 7 DEFERRED REVENUE

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

	June 30, 2023	June 30, 2022
Balance, beginning of year	\$ 1,626,020	\$ 1,358,545
Increase:		
Provincial Grants - Ministry of Education and Child Care	24,998,689	20,649,732
Provincial Grants - Other	132,490	-
Federal Grants	9,420	-
Other revenue	4,505,196	3,375,948
Investment income	42,447	13,818
	<u>29,688,242</u>	<u>24,039,498</u>
Decrease:		
Transfers to revenue	(29,436,450)	(23,751,617)
Grants recovered		(20,406)
	<u>(29,436,450)</u>	<u>(23,772,023)</u>
Net change for the year	251,792	267,475
Balance, end of year	<u>\$ 1,877,812</u>	<u>\$ 1,626,020</u>

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

NOTE 8 DEFERRED CAPITAL REVENUE

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

	June 30, 2023	June 30, 2022
Deferred Capital Revenue Subject to Amortization		
Balance, beginning of year	\$ 185,951,836	\$ 192,140,028
Increases:		
Transfer from deferred capital revenue – capital additions	1,338,602	-
Transfer from deferred capital revenue – work in progress	80,523,795	2,320,615
	<u>81,862,397</u>	<u>2,320,615</u>
Decreases:		
Amortization of deferred capital revenue	(9,680,922)	(8,447,330)
Amortization of long term lease	(61,477)	(61,477)
	<u>(9,742,399)</u>	<u>(8,508,807)</u>
Net change for the year	72,119,998	(6,188,192)
Balance, end of year	<u>\$ 258,071,834</u>	<u>\$ 185,951,836</u>

	June 30, 2023	June 30, 2022
Deferred Capital Revenue - Work In Progress		
Balance, beginning of year	\$ 63,318,024	\$ 21,595,619
Increases:		
Transfer from deferred capital revenue - unspent	21,913,226	44,043,020
	<u>21,913,226</u>	<u>44,043,020</u>
Decreases:		
Transfer to deferred capital revenue subject to amortization	(80,523,795)	(2,320,615)
	<u>(80,523,795)</u>	<u>(2,320,615)</u>
Net change for the year	(58,610,569)	41,722,405
Balance, end of year	<u>\$ 4,707,455</u>	<u>\$ 63,318,024</u>

SCHOOL DISTRICT NO. 62 (SOOKE)NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023**NOTE 8 DEFERRED CAPITAL REVENUE (continued)**

	June 30, 2023	June 30, 2022
Deferred Capital Revenue - Unspent		
Balance, beginning of year	\$ 4,604,313	\$ 2,241,195
Increases:		
Provincial Grants - Ministry of Education and Child Care	23,907,681	44,617,191
Provincial Grants – Other	890,899	1,150,132
Other	2,517,816	1,938,639
Investment income	10,245	2,530
	<u>27,326,641</u>	<u>47,708,492</u>
Decreases:		
Transfer to deferred capital revenue – capital additions	(1,338,602)	-
Transfer to deferred capital revenue – work in progress	(21,913,226)	(44,043,020)
Transfer to revenue – site purchases	(1,938,486)	(367,285)
Transfer to revenue – expensed costs	(1,205,490)	(935,069)
	<u>(26,395,804)</u>	<u>(45,345,374)</u>
Net change for the year	930,837	2,363,118
Balance, end of year	\$ 5,535,150	\$ 4,604,313
Total Deferred Capital Revenue Balance, end of year	<u>\$ 268,314,439</u>	<u>\$ 253,874,173</u>

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

NOTE 9 EMPLOYEE FUTURE BENEFITS

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

	June 30, 2023	June 30, 2022
Reconciliation of Accrued Benefit Obligation		
Accrued benefit obligation - April 1	\$ 6,424,522	\$ 5,329,627
Service cost	649,499	503,896
Interest cost	218,202	139,605
Benefit payments	(526,372)	(360,208)
Increase (Decrease) in obligation due to Plan Amendment	-	8,844
Actuarial loss (gain)	(1,063,266)	802,758
Accrued benefit obligation - March 31	\$ 5,702,585	\$ 6,424,522
Reconciliation of Funded Status at End of Fiscal Year		
Accrued benefit obligation - March 31	\$ 5,702,585	\$ 6,424,522
Market value of Plan Assets - March 31	-	-
Funded Status - Deficit	(5,702,585)	(6,424,522)
Employer contributions after measurement date	1,287	82,234
Benefits expense after measurement date	(202,316)	(216,925)
Unamortized net actuarial loss	(201,796)	1,033,773
Accrued benefit liability - June 30	\$ (6,105,410)	\$ (5,525,440)
Reconciliation of Change in Accrued Benefit Liability		
Accrued benefit liability - July 1	\$ 5,525,439	\$ 5,036,948
Net expense for fiscal year	1,025,397	877,631
Employer contributions	(445,426)	(389,139)
Accrued benefit liability - June 30	\$ 6,105,410	\$ 5,525,440
Components of Net Benefit Expense		
Service cost	\$ 629,509	\$ 540,297
Interest cost	223,583	159,254
Immediate Recognition of Plan Amendment	-	8,844
Amortization of net actuarial loss	172,305	169,236
Net benefit expense for fiscal year	\$ 1,025,397	\$ 877,631
	2023	2022

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

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

NOTE 10 TANGIBLE CAPITAL ASSETS

Net Book Value	June 30, 2023 (restated see Note 25)	June 30, 2022
Sites	\$ 119,985,376	\$ 118,046,890
Buildings	255,338,319	186,696,255
Buildings – WIP	4,375,282	62,253,615
Furniture & Equipment	12,441,725	10,047,251
Furniture – WIP	668,765	1,064,409
Vehicles	3,821,819	2,796,606
Computer Software	-	-
Computer Hardware	37,969	65,918
Total	\$ 396,669,255	\$ 380,970,944

June 30, 2023

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

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

NOTE 10 TANGIBLE CAPITAL ASSETS (continued)**June 30, 2022**

Cost:	Balance at July 1, 2021	ARO (see Note 25)			Transfers (WIP)	Balance at June 30, 2022 (restated see Note 25)
		Additions	Disposals			
Sites	\$ 117,679,605	\$ -	\$ 367,285	\$ -	\$ -	\$ 118,046,890
Buildings	299,179,326	6,882,996	-	-	129,583	306,191,905
Buildings – WIP	21,398,399	-	40,984,799	-	(129,583)	62,253,615
Furniture & Equipment	14,959,274	-	-	(399,968)	2,426,906	16,986,212
Furniture – WIP	197,221	-	3,294,094	-	(2,426,906)	1,064,409
Vehicles	5,610,053	-	135,182	(51,476)	-	5,693,759
Computer Software	-	-	-	-	-	-
Computer Hardware	257,817	-	49,299	(42,257)	-	264,859
Computer Hardware - WIP	-	-	-	-	-	-
Total	\$ 459,281,695	\$ 6,882,996	\$ 44,830,659	\$ (493,701)	\$ -	\$ 510,501,649

Accumulated Amortization:	Balance at July 1, 2021	ARO (see Note 25)			Balance at June 30, 2022 (restated see Note 25)
		Amortization	Disposals		
Sites	\$ -	\$ -	\$ -	\$ -	\$ -
Buildings	105,528,788	6,870,016	7,096,846	-	119,495,650
Furniture & Equipment	5,741,655	-	1,597,274	(399,968)	6,938,961
Vehicles	2,383,438	-	565,191	(51,476)	2,897,153
Computer Software	-	-	-	-	-
Computer Hardware	188,930	-	52,268	(42,257)	198,941
Total	\$ 113,842,811	\$ 6,870,016	\$ 9,311,579	\$ (493,701)	\$ 129,530,705

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

Contributed tangible capital assets

Contributed capital assets are recognized at fair market value at the date of contribution. The value of contributed assets received during the year is \$0 (2021 - \$0).

SCHOOL DISTRICT NO. 62 (SOOKE)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

NOTE 11 EMPLOYEE PENSION PLANS

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at December 31, 2022, the Teachers' Pension Plan has about 51,000 active members and approximately 41,000 retired members. As of December 31, 2022, the Municipal Pension Plan has about 240,000 active members, including approximately 30,000 from school districts.

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

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

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

The school district paid \$12,164,474 for employer contributions to the plans for the year ended June 30, 2023 (2022: \$11,110,448).

The next valuation for the Teachers' Pension Plan will be as at December 31, 2023. The next valuation for the Municipal Pension Plan will be as at December 31, 2024, with results available in 2025.

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

NOTE 12 RESTRICTED ASSETS - ENDOWMENT FUNDS

Donors have provided endowment contributions with a restriction that the original contribution should not be spent. These endowments have been invested in high interest savings accounts bearing interest at 4.64%.

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

Name of Endowment	Balance July 1, 2022	Contributions	Balance June 30, 2023
Cal Meyer	\$ 609,285	\$ -	\$ 609,285
Sooke Women's Institute	17,554	-	17,554
Derochie	10,000	-	10,000
STARR	6,000	-	6,000
Victor Chen Memorial	30,610	-	30,610
Total	\$ 673,449	\$ -	\$ 673,449

NOTE 13 TRUSTS UNDER ADMINISTRATION

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

As at June 30, 2023, the District held the following funds in place, as directed by agreement with the employees. These amounts have not been included in the cash or accounts payable balances in the financial statements:

	June 30, 2023	June 30, 2022
Deferred Salary Leave Plan	\$ 392,381	\$ 286,370
Teachers' Summer Savings Plan	2,021,667	1,753,966
Total	\$ 2,414,048	\$ 2,040,336

NOTE 14 INTERFUND TRANSFERS

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2023, were as follows:

- Transfer to the capital fund for tangible capital assets purchased from the operating fund \$314,357
- Transfer to the capital fund for tangible capital assets work in progress from the operating fund \$432,348
- Transfer to the capital fund for tangible capital assets work in progress from the special purpose fund \$13,790
- Transfer to the local capital fund for tangible capital assets work in progress from the operating fund \$350,000

NOTE 15 RELATED PARTY TRANSACTIONS

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

NOTE 16 CONTRACTUAL OBLIGATIONS

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

	2024	2025	2026	2027	2028	Thereafter
Premises leases	\$ 105,137	\$ 83,196	\$ 86,992	\$ 94,584	\$ 7,908	\$ -
Copier leases	130,167	93,340	78,482	73,298	27,650	-
Total	\$ 235,304	\$ 176,536	\$ 165,474	\$ 167,882	\$ 35,558	\$ -

The School District has entered into contracts related to capital projects with a remaining cost of approximately \$38,704,599.

NOTE 17 CONTRACTUAL RIGHTS

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

	2024	2025	2026	2027	2028	Thereafter
Future lease/rental revenue	\$ 314,670	\$ 231,769	\$ 223,335	\$ 202,023	\$ 75,520	\$ -
Total	\$ 314,670	\$ 231,769	\$ 223,335	\$ 202,023	\$ 75,520	\$ -

NOTE 18 CONTINGENT ASSETS

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

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

NOTE 19 CONTINGENT LIABILITIES

The nature of the School District's activities is such that there is usually litigation pending or in process at any time. With respect to unsettled claims at June 30, 2023, management believes the School District has valid defenses and appropriate insurance coverage in place. In the event any claims are successful, management believes that such claims are not expected to have a material effect on the School District's financial position.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

NOTE 20 BUDGET FIGURES

Budget figures included in the financial statements were approved by the Board through the adoption of an amended annual budget bylaw on February 28, 2023. The original budget was adopted on May 24, 2022. The original and amended budgets are presented below.

	2023 Amended Annual Budget \$	2023 Annual Budget \$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	163,941,392	150,803,293
Tuition	6,899,749	6,899,749
Other Revenue	5,036,317	3,687,765
Rentals and Leases	502,500	502,500
Investment Income	370,395	363,875
Amortization of Deferred Capital Revenue	9,581,173	9,271,906
Amortization of Deferred Capital Revenue - for long term lease	61,477	61,477
Total Revenue	<u>186,393,003</u>	<u>171,590,565</u>
Expenses		
Instruction	151,717,077	138,904,388
District Administration	6,870,183	6,364,125
Operations and Maintenance	23,942,726	22,997,542
Transportation and Housing	3,951,925	3,302,851
Total Expense	<u>186,481,911</u>	<u>171,568,906</u>
Net Revenue (Expense)	<u>(88,908)</u>	<u>21,659</u>
Budgeted Allocation (Retirement) of Surplus (Deficit)	3,111,224	1,023,234
Budgeted Surplus (Deficit), for the year	<u>3,022,316</u>	<u>1,044,893</u>

NOTE 21 ASSET RETIREMENT OBLIGATION

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

	2023	2022 (restated see Note 25)
Asset Retirement Obligation, beginning of year	\$ 6,882,996	\$ 6,882,996
Settlements during the year	-	-
Asset Retirement Obligation, end of year	<u>\$ 6,882,996</u>	<u>\$ 6,882,996</u>

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

NOTE 22 EXPENSE BY OBJECT

	June 30, 2023	June 30, 2022
Salaries and benefits	\$ 151,909,431	\$ 135,058,442
Services and supplies	23,806,483	19,766,894
Amortization	10,602,498	9,311,579
Total	\$ 186,318,412	\$ 164,136,915

NOTE 23 ACCUMULATED SURPLUS

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

	June 30, 2023	June 30, 2022 (restated see Note 25)
Operating surplus	\$ 5,228,849	\$ 5,576,128
Special Purpose Fund – endowments	673,449	673,449
Invested in Tangible Capital Assets	128,979,463	126,852,058
Total Accumulated Surplus	\$ 139,971,651	\$ 133,101,635

The operating surplus is categorized as follows:

	June 30, 2023
Internally Restricted Operating Surplus	
Restricted due to the nature of constraints on the funds	\$ 524,473
Restricted for operations spanning multiple school years	281,688
Restricted for anticipated unusual expenses identified by the Board	2,819,927
Subtotal Internally Restricted Operating Surplus	3,626,088
Unrestricted Operating Surplus - Contingency	1,602,761
Total Operating Surplus	\$ 5,228,849

NOTE 24 ECONOMIC DEPENDENCE

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

SCHOOL DISTRICT NO. 62 (SOOKE)
 NOTES TO FINANCIAL STATEMENTS
 YEAR ENDED JUNE 30, 2023

NOTE 25 PRIOR PERIOD ADJUSTMENT – CHANGE IN ACCOUNTING POLICY

On July 1, 2022 the School District adopted Canadian public sector accounting standard PS 3280 Asset Retirement Obligations. This new standard addresses the recognition, measurement, presentation and disclosure of legal obligations associated with the retirement of certain tangible capital assets such as asbestos removal in buildings that will undergo major renovation or demolition in the future (see Note 21). This standard was adopted using the modified retroactive approach.

The impact of the prior period adjustment on the June 30, 2022 comparative amounts is as follows:

	Increase (Decrease)
Tangible Capital Assets – cost	\$ 6,882,996
Tangible Capital Assets – accumulated amortization	6,870,016
Asset Retirement Obligation (liability)	6,882,996
Accumulated Surplus, July 1, 2021	(6,868,019)
Amortization Expense	1,997
Annual Surplus for the year ending June 30, 2022	(1,997)
Accumulated Surplus, June 30, 2022	\$ (6,870,016)

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

NOTE 26 RISK MANAGEMENT

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

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

a) Credit risk:

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

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

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

b) Market risk:

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

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

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

c) Liquidity risk

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

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

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2022 related to credit, market or liquidity risks.

School District No. 62 (Sooke)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2023

	Operating Fund	Special Purpose Fund	Capital Fund	2023 Actual	2022 Actual (Restated - Note 25)
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	5,576,128	673,449	126,852,058	133,101,635	139,259,388
Prior Period Adjustments					(6,868,019)
Accumulated Surplus (Deficit), beginning of year, as restated	5,576,128	673,449	126,852,058	133,101,635	132,391,369
Changes for the year					
Surplus (Deficit) for the year	749,426	13,790	1,016,910	1,780,126	710,266
Interfund Transfers					
Tangible Capital Assets Purchased	(314,357)		314,357	-	
Tangible Capital Assets - Work in Progress	(432,348)	(13,790)	446,138	-	
Local Capital	(350,000)		350,000	-	
Net Changes for the year	(347,279)	-	2,127,405	1,780,126	710,266
Accumulated Surplus (Deficit), end of year - Statement 2	5,228,849	673,449	128,979,463	134,881,761	133,101,635

School District No. 62 (Sooke)

Schedule of Operating Operations

Year Ended June 30, 2023

	2023 Budget (Note 20) \$	2023 Actual \$	2022 Actual (Restated - Note 25) \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	135,536,363	136,376,916	122,740,094
Other		22,599	730
Tuition	6,899,749	6,361,744	6,637,195
Other Revenue	945,666	1,470,144	1,273,555
Rentals and Leases	502,500	492,358	393,661
Investment Income	353,875	1,051,952	241,165
Total Revenue	<u>144,238,153</u>	<u>145,775,713</u>	<u>131,286,400</u>
Expenses			
Instruction	122,691,092	122,200,110	109,785,484
District Administration	6,870,183	6,997,503	5,841,891
Operations and Maintenance	12,407,348	12,405,756	11,488,295
Transportation and Housing	3,376,336	3,422,918	3,095,244
Total Expense	<u>145,344,959</u>	<u>145,026,287</u>	<u>130,210,914</u>
Operating Surplus (Deficit) for the year	<u>(1,106,806)</u>	<u>749,426</u>	<u>1,075,486</u>
Budgeted Appropriation (Retirement) of Surplus (Deficit)	<u>3,111,224</u>		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(1,654,418)	(314,357)	(184,481)
Tangible Capital Assets - Work in Progress	(350,000)	(432,348)	(102,132)
Local Capital		(350,000)	
Total Net Transfers	<u>(2,004,418)</u>	<u>(1,096,705)</u>	<u>(286,613)</u>
Total Operating Surplus (Deficit), for the year	<u>-</u>	<u>(347,279)</u>	<u>788,873</u>
Operating Surplus (Deficit), beginning of year		<u>5,576,128</u>	<u>4,787,255</u>
Operating Surplus (Deficit), end of year		<u>5,228,849</u>	<u>5,576,128</u>
Operating Surplus (Deficit), end of year			
Internally Restricted		<u>5,228,849</u>	<u>5,576,128</u>
Total Operating Surplus (Deficit), end of year		<u>5,228,849</u>	<u>5,576,128</u>

School District No. 62 (Sooke)

Schedule of Operating Revenue by Source

Year Ended June 30, 2023

	2023 Budget (Note 20) \$	2023 Actual \$	2022 Actual (Restated - Note 25) \$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	129,597,913	130,343,164	121,840,185
ISC/LEA Recovery	(515,866)	(572,717)	(515,866)
Other Ministry of Education and Child Care Grants			
Pay Equity	931,052	931,052	931,052
Funding for Graduated Adults	40,000	66,648	103,744
Student Transportation Fund	358,365	358,365	358,365
FSA Scorer Grant	12,000	12,964	12,964
Child Care Funding			6,482
Early Learning Framework (ELF) Implementation		1,824	3,168
Labour Settlement Funding	5,112,899	5,235,616	
Total Provincial Grants - Ministry of Education and Child Care	135,536,363	136,376,916	122,740,094
Provincial Grants - Other		22,599	730
Tuition			
Continuing Education	110,000	80,180	95,598
International and Out of Province Students	6,789,749	6,281,564	6,541,597
Total Tuition	6,899,749	6,361,744	6,637,195
Other Revenues			
Funding from First Nations	515,866	645,443	515,866
Miscellaneous			
Grants for Crossing Guards	70,000	115,000	106,000
Miscellaneous	108,800	107,111	122,573
Rebates	51,000	60,323	77,971
Reclassified from SGF Discretionary	200,000	337,151	174,691
Careers Program		125,191	189,904
Transportation Safety Enhancement Fees		79,925	86,550
Total Other Revenue	945,666	1,470,144	1,273,555
Rentals and Leases	502,500	492,358	393,661
Investment Income	353,875	1,051,952	241,165
Total Operating Revenue	144,238,153	145,775,713	131,286,400

School District No. 62 (Sooke)

Schedule of Operating Expense by Object
Year Ended June 30, 2023

	2023 Budget (Note 20) \$	2023 Actual \$	2022 Actual (Restated - Note 25) \$
Salaries			
Teachers	54,564,115	53,900,943	49,878,807
Principals and Vice Principals	9,745,939	9,619,843	8,513,507
Educational Assistants	13,552,784	13,651,316	11,477,073
Support Staff	13,727,935	13,494,106	12,454,246
Other Professionals	5,281,009	5,344,305	4,770,015
Substitutes	5,437,225	6,091,382	5,215,605
Total Salaries	102,309,007	102,101,895	92,309,253
Employee Benefits	26,065,358	26,184,315	22,819,832
Total Salaries and Benefits	128,374,365	128,286,210	115,129,085
Services and Supplies			
Services	7,631,049	7,110,704	6,604,171
Professional Development and Travel	1,068,586	1,099,322	934,188
Rentals and Leases	386,891	468,644	411,859
Dues and Fees	153,156	172,174	161,730
Insurance	467,651	493,447	429,514
Supplies	5,456,617	5,410,031	4,770,322
Utilities	1,780,844	1,958,813	1,770,045
Bad Debt	25,800	26,942	
Total Services and Supplies	16,970,594	16,740,077	15,081,829
Total Operating Expense	145,344,959	145,026,287	130,210,914

School District No. 62 (Sooke)

Operating Expense by Function, Program and Object

Year Ended June 30, 2023

	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	45,364,592	260,911	183,373	1,819,011	486,535	4,185,997	52,300,419
1.03 Career Programs	304,019			161,469		19,626	485,114
1.07 Library Services	1,363,608			288,699		93,575	1,745,882
1.08 Counselling	2,243,217					15,963	2,259,180
1.10 Special Education	1,043,135	279,373	13,074,634	121,887	1,191,733	632,864	16,343,626
1.30 English Language Learning	2,114,712			71,731		42,082	2,228,525
1.31 Indigenous Education	548,806	276,996	393,309	96,158		31,799	1,347,068
1.41 School Administration		8,366,604		2,611,145		293,791	11,271,540
1.61 Continuing Education							-
1.62 International and Out of Province Students	916,760	286,490		359,114			1,562,364
Total Function 1	53,898,849	9,470,374	13,651,316	5,529,214	1,678,268	5,315,697	89,543,718
4 District Administration							
4.11 Educational Administration		148,894			998,189		1,147,083
4.40 School District Governance					145,488		145,488
4.41 Business Administration	2,094	575		622,361	2,073,312	48,896	2,747,238
Total Function 4	2,094	149,469	-	622,361	3,216,989	48,896	4,039,809
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				122,109	152,002		274,111
5.50 Maintenance Operations				4,865,538	189,328	496,761	5,551,627
5.52 Maintenance of Grounds				552,962			552,962
5.56 Utilities							-
Total Function 5	-	-	-	5,540,609	341,330	496,761	6,378,700
7 Transportation and Housing							
7.41 Transportation and Housing Administration				135,192	107,718	1,881	244,791
7.70 Student Transportation				1,666,730		228,147	1,894,877
Total Function 7	-	-	-	1,801,922	107,718	230,028	2,139,668
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	53,900,943	9,619,843	13,651,316	13,494,106	5,344,305	6,091,382	102,101,895

School District No. 62 (Sooke)

Operating Expense by Function, Program and Object

Year Ended June 30, 2023

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2023 Actual	2023 Budget (Note 20)	2022 Actual (Restated - Note 25)
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	52,300,419	14,231,390	66,531,809	3,784,980	70,316,789	70,213,743	64,664,021
1.03 Career Programs	485,114	122,756	607,870	457,446	1,065,316	953,555	954,311
1.07 Library Services	1,745,882	430,569	2,176,451	63,188	2,239,639	2,516,165	2,158,777
1.08 Counselling	2,259,180	535,321	2,794,501	6,529	2,801,030	2,787,815	2,494,805
1.10 Special Education	16,343,626	4,120,713	20,464,339	762,627	21,226,966	21,585,936	18,539,943
1.30 English Language Learning	2,228,525	566,166	2,794,691	93,481	2,888,172	2,635,688	1,547,842
1.31 Indigenous Education	1,347,068	303,982	1,651,050	438,098	2,089,148	2,003,534	1,925,106
1.41 School Administration	11,271,540	2,605,671	13,877,211	575,202	14,452,413	14,375,962	12,469,199
1.61 Continuing Education	-	-	-	89,243	89,243	73,055	121,067
1.62 International and Out of Province Students	1,562,364	385,373	1,947,737	3,083,657	5,031,394	5,545,639	4,910,413
Total Function 1	89,543,718	23,301,941	112,845,659	9,354,451	122,200,110	122,691,092	109,785,484
4 District Administration							
4.11 Educational Administration	1,147,083	220,042	1,367,125	631,015	1,998,140	1,825,090	1,760,976
4.40 School District Governance	145,488	8,468	153,956	247,585	401,541	314,088	246,238
4.41 Business Administration	2,747,238	629,186	3,376,424	1,221,398	4,597,822	4,731,005	3,834,677
Total Function 4	4,039,809	857,696	4,897,505	2,099,998	6,997,503	6,870,183	5,841,891
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	274,111	60,745	334,856	397,296	732,152	1,100,108	575,892
5.50 Maintenance Operations	5,551,627	1,325,723	6,877,350	1,755,081	8,632,431	8,502,817	8,101,564
5.52 Maintenance of Grounds	552,962	127,583	680,545	401,815	1,082,360	1,023,579	1,040,794
5.56 Utilities	-	-	-	1,958,813	1,958,813	1,780,844	1,770,045
Total Function 5	6,378,700	1,514,051	7,892,751	4,513,005	12,405,756	12,407,348	11,488,295
7 Transportation and Housing							
7.41 Transportation and Housing Administration	244,791	55,180	299,971	88,278	388,249	432,446	339,204
7.70 Student Transportation	1,894,877	455,447	2,350,324	684,345	3,034,669	2,943,890	2,756,040
Total Function 7	2,139,668	510,627	2,650,295	772,623	3,422,918	3,376,336	3,095,244
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	102,101,895	26,184,315	128,286,210	16,740,077	145,026,287	145,344,959	130,210,914

School District No. 62 (Sooke)

Schedule of Special Purpose Operations

Year Ended June 30, 2023

	2023 Budget (Note 20) \$	2023 Actual \$	2022 Actual (Restated - Note 25) \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	25,255,691	24,900,071	20,419,963
Other		8,000	
Federal Grants		9,420	
Other Revenue	4,090,651	4,496,953	3,314,054
Investment Income	16,520	22,006	17,600
Total Revenue	<u>29,362,862</u>	<u>29,436,450</u>	<u>23,751,617</u>
Expenses			
Instruction	29,025,985	28,816,200	22,965,526
Operations and Maintenance	336,877	606,460	652,350
Total Expense	<u>29,362,862</u>	<u>29,422,660</u>	<u>23,617,876</u>
Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>13,790</u>	<u>133,741</u>
Net Transfers (to) from other funds			
Tangible Capital Assets - Work in Progress		(13,790)	(133,741)
Total Net Transfers	<u>-</u>	<u>(13,790)</u>	<u>(133,741)</u>
Total Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>-</u>	<u>-</u>
Special Purpose Surplus (Deficit), beginning of year		673,449	673,449
Special Purpose Surplus (Deficit), end of year		<u>673,449</u>	<u>673,449</u>
Special Purpose Surplus (Deficit), end of year			
Endowment Contributions		673,449	673,449
Total Special Purpose Surplus (Deficit), end of year		<u>673,449</u>	<u>673,449</u>

School District No. 62 (Sooke)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2023

	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	-	-	5,320	704,624	19,777	34,385	88,669	29,666	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	336,877	444,917			192,000	41,650	518,610	776,820	1,483,350
Provincial Grants - Other									
Federal Grants									
Other				3,229,145				34,761	
Investment Income			31,376			1,500			
	336,877	444,917	31,376	3,229,145	192,000	43,150	518,610	811,581	1,483,350
Less: Allocated to Revenue	336,877	444,917	11,725	3,210,235	196,625	44,862	593,438	801,865	1,483,350
Deferred Revenue, end of year	-	-	24,971	723,534	15,152	32,673	13,841	39,382	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	336,877	444,917			196,525	42,962	593,438	766,504	1,483,350
Provincial Grants - Other									
Federal Grants									
Other Revenue				3,210,235				34,761	
Investment Income			11,725		100	1,900		600	
	336,877	444,917	11,725	3,210,235	196,625	44,862	593,438	801,865	1,483,350
Expenses									
Salaries									
Teachers							68,291		
Principals and Vice Principals								45,500	27,541
Educational Assistants		355,934							
Support Staff				7,307	142,846	9,071	1,041	59,767	170,000
Other Professionals								177,197	120,000
Substitutes				20,334		15,423	90,544	9,943	874,500
	-	355,934	-	27,641	142,846	24,494	159,876	292,407	1,192,041
Employee Benefits		88,983		431	41,234	5,811	35,619	64,335	268,919
Services and Supplies	336,877		11,725	3,182,163	12,545	14,557	397,943	445,123	22,390
	336,877	444,917	11,725	3,210,235	196,625	44,862	593,438	801,865	1,483,350
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets - Work in Progress	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2023

	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Safe Return to School / Restart: Health & Safety Grant	Federal Safe Return to Class / Ventilation Fund	Seamless Day Kindergarten	Early Childhood Education Dual Credit Program	Student & Family Affordability
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	18,919	100,059	26,466	1,507	118,076	666	22,152	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	19,617,492	29,044	51,000	6,000			55,400		1,251,529
Provincial Grants - Other									
Federal Grants									
Other									
Investment Income			3,700	1,200					
	19,617,492	29,044	54,700	7,200	-	-	55,400	-	1,251,529
Less: Allocated to Revenue	19,617,492	33,696	82,466	5,522	1,507	118,076	56,066	16,419	1,011,585
Deferred Revenue, end of year	-	14,267	72,293	28,144	-	-	-	5,733	239,944
Revenues									
Provincial Grants - Ministry of Education and Child Care	19,617,492	33,496	78,166	4,122	1,507	118,076	56,066		1,011,585
Provincial Grants - Other									
Federal Grants									
Other Revenue								16,419	
Investment Income		200	4,300	1,400					
	19,617,492	33,696	82,466	5,522	1,507	118,076	56,066	16,419	1,011,585
Expenses									
Salaries									
Teachers	15,746,902								
Principals and Vice Principals									
Educational Assistants									
Support Staff							42,849		
Other Professionals									
Substitutes			24,207	4,119			536		
	15,746,902	-	24,207	4,119	-	-	43,385	-	-
Employee Benefits	3,870,590		5,130	889			10,215		
Services and Supplies		33,696	53,129	514	1,507	118,076	2,466	16,419	997,795
	19,617,492	33,696	82,466	5,522	1,507	118,076	56,066	16,419	997,795
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	13,790
Interfund Transfers									
Tangible Capital Assets - Work in Progress									(13,790)
	-	-	-	-	-	-	-	-	(13,790)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2023

	SEY2KT (Early Years to Kindergarten)	ECL (Early Care & Learning)	Nature K	ACE-IT	Academies	Art Starts	Donations	Theaters	Horner
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	4,953	-	320,337	3,665	60,607	43,447	3,158
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	19,000	175,000							
Provincial Grants - Other									
Federal Grants									
Other				40,000	1,143,167	7,600	41,710	5,863	
Investment Income							3,371	1,200	
	19,000	175,000	-	40,000	1,143,167	7,600	45,081	7,063	-
Less: Allocated to Revenue	16,007	98,981	-	40,000	1,109,059	7,058	46,308	15,602	3,158
Deferred Revenue, end of year	2,993	76,019	4,953	-	354,445	4,207	59,380	34,908	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	16,007	98,981							
Provincial Grants - Other									
Federal Grants									
Other Revenue				40,000	1,109,059	7,058	45,727	14,402	3,158
Investment Income							581	1,200	
	16,007	98,981	-	40,000	1,109,059	7,058	46,308	15,602	3,158
Expenses									
Salaries									
Teachers		48,579		33,750	68,123				
Principals and Vice Principals		12,007			13,367				
Educational Assistants									
Support Staff	128	3,091			65,328			96	
Other Professionals									
Substitutes	10,628	9,937			7,674		2,193		993
	10,756	73,614	-	33,750	154,492	-	2,193	96	993
Employee Benefits	1,974	17,886		6,250	40,585		381	30	138
Services and Supplies	3,277	7,481			913,982	7,058	43,734	15,476	2,027
	16,007	98,981	-	40,000	1,109,059	7,058	46,308	15,602	3,158
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets - Work in Progress	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2023

	Kidsport	BCSSA Island Chapter	Mentorship Grant	Here 4 Peers	SUAP Health Canada	BC CAISE	TOTAL
	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	1,439	18,128	-	-	-	-	1,626,020
Add: Restricted Grants							
Provincial Grants - Ministry of Education and Child Care							24,998,689
Provincial Grants - Other			82,490	50,000			132,490
Federal Grants					9,420		9,420
Other		2,600				350	4,505,196
Investment Income		100					42,447
	-	2,700	82,490	50,000	9,420	350	29,688,242
Less: Allocated to Revenue	1,439	14,390	8,000	-	9,420	305	29,436,450
Deferred Revenue, end of year	-	6,438	74,490	50,000	-	45	1,877,812
Revenues							
Provincial Grants - Ministry of Education and Child Care							24,900,071
Provincial Grants - Other			8,000				8,000
Federal Grants					9,420		9,420
Other Revenue	1,439	14,390				305	4,496,953
Investment Income							22,006
	1,439	14,390	8,000	-	9,420	305	29,436,450
Expenses							
Salaries							
Teachers							15,965,645
Principals and Vice Principals							98,415
Educational Assistants							355,934
Support Staff							501,524
Other Professionals							297,197
Substitutes					6,153		1,077,184
	-	-	-	-	6,153	-	18,295,899
Employee Benefits					639		4,460,039
Services and Supplies	1,439	14,390	8,000		2,628	305	6,666,722
	1,439	14,390	8,000	-	9,420	305	29,422,660
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	13,790
Interfund Transfers							
Tangible Capital Assets - Work in Progress							(13,790)
	-	-	-	-	-	-	(13,790)
Net Revenue (Expense)	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Schedule of Capital Operations

Year Ended June 30, 2023

	2023	2023 Actual			2022
	Budget (Note 20)	Invested in Tangible Capital Assets	Local Capital	Fund Balance	Actual (Restated - Note 25)
	\$	\$	\$	\$	\$
Revenues					
Provincial Grants					
Ministry of Education and Child Care	3,149,338	3,143,976		3,143,976	1,302,354
Amortization of Deferred Capital Revenue	9,581,173	9,680,922		9,680,922	8,447,330
Amortization of Deferred Capital Revenue - for lease	61,477	61,477		61,477	61,477
Total Revenue	12,791,988	12,886,375	-	12,886,375	9,811,161
Expenses					
Operations and Maintenance	1,312,941	1,266,967		1,266,967	996,546
Amortization of Tangible Capital Assets					
Operations and Maintenance	9,885,560	9,984,082		9,984,082	8,748,385
Transportation and Housing	575,589	618,416		618,416	565,191
Total Expense	11,774,090	11,869,465	-	11,869,465	10,310,122
Capital Surplus (Deficit) for the year	1,017,898	1,016,910	-	1,016,910	(498,961)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	1,654,418	314,357		314,357	184,481
Tangible Capital Assets - Work in Progress		446,138		446,138	235,873
Local Capital	350,000		350,000	350,000	
Total Net Transfers	2,004,418	760,495	350,000	1,110,495	420,354
Other Adjustments to Fund Balances					
Tangible Capital Assets WIP Purchased from Local Capital		350,000	(350,000)	-	
Total Other Adjustments to Fund Balances		350,000	(350,000)	-	
Total Capital Surplus (Deficit) for the year	3,022,316	2,127,405	-	2,127,405	(78,607)
Capital Surplus (Deficit), beginning of year		126,852,058		126,852,058	133,798,684
Prior Period Adjustments					
To Recognize Asset Retirement Obligation					(6,868,019)
Capital Surplus (Deficit), beginning of year, as restated		126,852,058	-	126,852,058	126,930,665
Capital Surplus (Deficit), end of year		128,979,463	-	128,979,463	126,852,058

School District No. 62 (Sooke)

Tangible Capital Assets
Year Ended June 30, 2023

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	118,046,890	299,308,909	16,986,212	5,693,759	-	264,859	440,300,629
Prior Period Adjustments							
To Recognize Asset Retirement Obligation		6,882,996					6,882,996
Cost, beginning of year, as restated	118,046,890	306,191,905	16,986,212	5,693,759	-	264,859	447,183,625
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw	1,938,486			847,093			2,785,579
Deferred Capital Revenue - Other				491,509			491,509
Operating Fund				305,027		9,330	314,357
Transferred from Work in Progress		76,688,512	4,294,829				80,983,341
	1,938,486	76,688,512	4,294,829	1,643,629	-	9,330	84,574,786
Decrease:							
Deemed Disposals							
			393,882	662,830		215,560	1,272,272
	-	-	393,882	662,830	-	215,560	1,272,272
Cost, end of year	119,985,376	382,880,417	20,887,159	6,674,558	-	58,629	530,486,139
Work in Progress, end of year		4,375,282	668,765				5,044,047
Cost and Work in Progress, end of year	119,985,376	387,255,699	21,555,924	6,674,558	-	58,629	535,530,186
Accumulated Amortization, beginning of year							
Prior Period Adjustments		112,625,634	6,938,961	2,897,153		198,941	122,660,689
To Recognize Asset Retirement Obligation		6,870,016					6,870,016
Accumulated Amortization, beginning of year, as restated	119,495,650	6,938,961	2,897,153	-	198,941	-	129,530,705
Changes for the Year							
Increase: Amortization for the Year							
		8,046,448	1,900,355	618,416		37,279	10,602,498
Decrease:							
Deemed Disposals							
			393,882	662,830		215,560	1,272,272
			393,882	662,830	-	215,560	1,272,272
Accumulated Amortization, end of year	127,542,098	8,445,434	2,852,739	-	20,660	-	138,860,931
Tangible Capital Assets - Net	119,985,376	259,713,601	13,110,490	3,821,819	-	37,969	396,669,255

School District No. 62 (Sooke)

Tangible Capital Assets - Work in Progress
Year Ended June 30, 2023

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	62,253,615	1,064,409	-	-	63,318,024
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	16,715,109	3,343,345			20,058,454
Deferred Capital Revenue - Other	1,489,841	364,931			1,854,772
Operating Fund	255,229	177,119			432,348
Special Purpose Funds		13,790			13,790
Local Capital	350,000				350,000
	<u>18,810,179</u>	<u>3,899,185</u>	-	-	<u>22,709,364</u>
Decrease:					
Transferred to Tangible Capital Assets	76,688,512	4,294,829			80,983,341
	<u>76,688,512</u>	<u>4,294,829</u>	-	-	<u>80,983,341</u>
Net Changes for the Year	<u>(57,878,333)</u>	<u>(395,644)</u>	-	-	<u>(58,273,977)</u>
Work in Progress, end of year	<u><u>4,375,282</u></u>	<u><u>668,765</u></u>	-	-	<u><u>5,044,047</u></u>

School District No. 62 (Sooke)

Deferred Capital Revenue
Year Ended June 30, 2023

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	166,034,956	19,121,373	795,507	185,951,836
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	847,093		491,509	1,338,602
Transferred from Work in Progress	79,357,126		1,166,669	80,523,795
	<u>80,204,219</u>	-	<u>1,658,178</u>	<u>81,862,397</u>
Decrease:				
Amortization of Deferred Capital Revenue	8,818,801	755,589	106,532	9,680,922
Amortization of Deferred Capital Revenue - for long term lease	61,477			61,477
	<u>8,880,278</u>	<u>755,589</u>	<u>106,532</u>	<u>9,742,399</u>
Net Changes for the Year	<u>71,323,941</u>	<u>(755,589)</u>	<u>1,551,646</u>	<u>72,119,998</u>
Deferred Capital Revenue, end of year	<u>237,358,897</u>	<u>18,365,784</u>	<u>2,347,153</u>	<u>258,071,834</u>
Work in Progress, beginning of year	62,738,024		580,000	63,318,024
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Work in Progress	20,058,454	917,501	937,271	21,913,226
	<u>20,058,454</u>	<u>917,501</u>	<u>937,271</u>	<u>21,913,226</u>
Decrease:				
Transferred to Deferred Capital Revenue	79,357,126		1,166,669	80,523,795
	<u>79,357,126</u>	-	<u>1,166,669</u>	<u>80,523,795</u>
Net Changes for the Year	<u>(59,298,672)</u>	<u>917,501</u>	<u>(229,398)</u>	<u>(58,610,569)</u>
Work in Progress, end of year	<u>3,439,352</u>	<u>917,501</u>	<u>350,602</u>	<u>4,707,455</u>
Total Deferred Capital Revenue, end of year	<u>240,798,249</u>	<u>19,283,285</u>	<u>2,697,755</u>	<u>262,779,289</u>

School District No. 62 (Sooke)

Changes in Unspent Deferred Capital Revenue

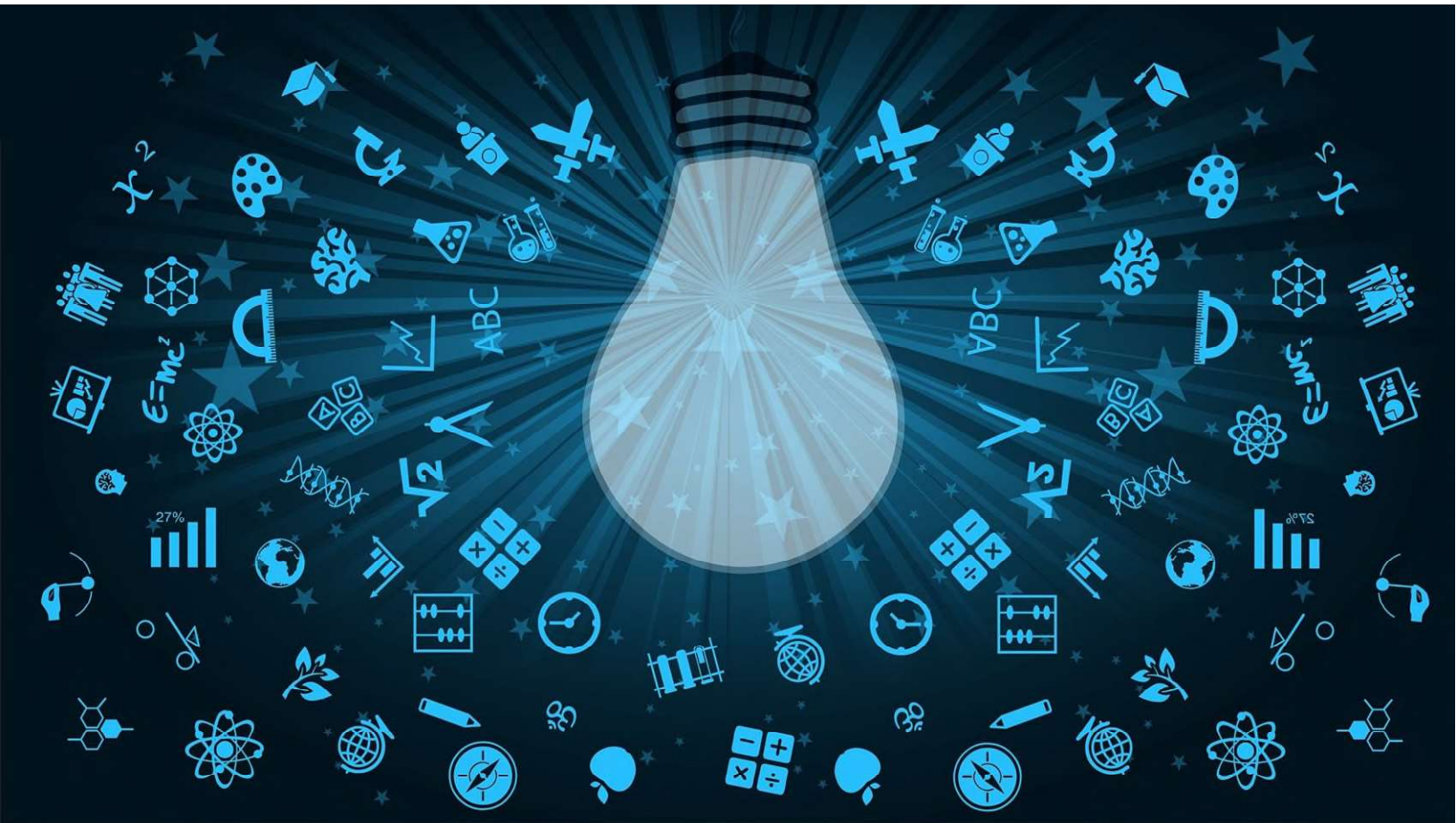
Year Ended June 30, 2023

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
Balance, beginning of year	141,844	456,050	1,150,132	2,841,957	14,330	4,604,313
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	23,907,681					23,907,681
Provincial Grants - Other			890,899			890,899
Other				1,103,182	1,414,634	2,517,816
Investment Income		10,245				10,245
	<u>23,907,681</u>	<u>10,245</u>	<u>890,899</u>	<u>1,103,182</u>	<u>1,414,634</u>	<u>27,326,641</u>
Decrease:						
Transferred to DCR - Capital Additions	847,093				491,509	1,338,602
Transferred to DCR - Work in Progress	20,058,454		917,501		937,271	21,913,226
Transferred to Revenue - Site Purchases	1,938,486					1,938,486
Transferred to Revenue - Expensed Costs	1,205,490					1,205,490
	<u>24,049,523</u>	<u>-</u>	<u>917,501</u>	<u>-</u>	<u>1,428,780</u>	<u>26,395,804</u>
Net Changes for the Year	<u>(141,842)</u>	<u>10,245</u>	<u>(26,602)</u>	<u>1,103,182</u>	<u>(14,146)</u>	<u>930,837</u>
Balance, end of year	<u>2</u>	<u>466,295</u>	<u>1,123,530</u>	<u>3,945,139</u>	<u>184</u>	<u>5,535,150</u>



2022/23

FINANCIAL STATEMENT DISCUSSION & ANALYSIS



SCHOOL DISTRICT NO. 62 (SOOKE)

**SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2023**

The discussion and analysis of School District 62's financial performance provides an overall narrative review of the School District's financial activities for the year ended June 30, 2023. The intent of the Financial Statement Discussion and Analysis (FSDA) is to look at the District's performance. The FSDA should be read in conjunction with the financial statements and note disclosures to enhance the overall understanding of School District 62's financial picture for the year.

THE SCHOOL DISTRICT

The District has over 12,500 students and serves the communities of Sooke, Port Renfrew, Metchosin, Highlands, Langford and Colwood. Surrounded by forests, ocean, mountains and lakes, we are located a short distance from Victoria, the capital city of the province of British Columbia. The District is one of the fastest growing school districts in the province.

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

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

FINANCIAL HIGHLIGHTS

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

Operating Fund

- For the fiscal year 2022/23, the District Operating Fund had a deficit of \$347,279 (\$145,775,713 in revenues and \$146,122,992 in total expense and capital asset purchases). When added to the balance of \$5,756,128 at the beginning of the year, the accumulated surplus in the Operating Fund ended the year with a balance of \$5,228,849.
- This year-end balance is restricted for the following purposes:

○ Due to the nature of constraints on funds:	\$ 524,473
○ For operations spanning multiple school years:	\$ 281,688
○ For anticipated unusual expenses identified by the Board:	\$ 2,819,927
- The unrestricted accumulated operating surplus is \$1,602,761. This balance is 1.0% of the \$160,276,129 Operating Fund expenditures budgeted for the year ending June 30, 2024.

Special Purpose Funds

- Special Purpose Funds had \$29,436,450 in total expenditures – an increase of 23.9% (\$5,684,833) from the prior year.

Capital Fund

- The District had \$26,300,809 in tangible capital asset additions in the year – a decrease of 41.3% (\$18.5M) from the prior year.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2023

OVERVIEW OF FINANCIAL STATEMENTS

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

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

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

STATEMENT OF FINANCIAL POSITION

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

	FY23	FY22	INCR / (DECR)	INCR /
FINANCIAL POSITION	ACTUAL	ACTUAL	FROM	(DECR)
(in \$ thousands)	A	B	PRIOR YEAR	%
			C = A-B	D = C/B
TOTAL FINANCIAL ASSETS	31,863	37,470	(5,607)	-15%
TOTAL NON FINANCIAL ASSETS	401,542	386,248	15,294	4%
TOTAL ASSETS	433,405	423,718	9,687	2%
TOTAL LIABILITIES	298,523	290,616	7,907	3%
ACCUMULATED SURPLUS	134,882	133,102	1,780	1%

The **financial assets** are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations (such as inventory). As at the statement date, the District had financial assets of \$31.8M which is a 15% (\$5.6M) decrease from the \$37.4M held the prior year. The decrease is primarily due to Cash and Cash Equivalents (\$4.3M) and by a decrease in Due from Province – Ministry of Education and Childcare (\$0.8M).

The **non-financial assets** of the District are assets that are, by nature, normally for use in service provision and include purchased, constructed, contributed, developed or leased capital assets, and prepaid expenses. As at the statement date, the District had non-financial assets of \$401.5M which is a 4% (\$15.7M) increase from the \$380.9M held the prior year. The increase is due mainly to \$26.3M in tangible capital asset additions offset by \$10.6M in amortization for the year and a decrease in prepaid expenses (\$0.3M).

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2023

The **liabilities** are present obligations of the District to others arising from past transactions or events, the settlement of which is expected to result in the future sacrifice of economic benefits. As at the statement date, the District had liabilities of \$298.5M which is a 3% (\$7.9M) increase from the \$290.6M held the prior year. The increase is primarily due to an increase in Deferred Capital Revenues (\$14.4M) and Asset Retirement Obligation (\$6.9M), offset by a decrease of other accounts payable (\$7.1M).

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

			INCR / (DECR)	INCR /
	FY23	FY22	FROM	(DECR)
ACCUMULATED SURPLUS / (DEFICIT)	ACTUAL	ACTUAL	PRIOR YEAR	%
(in \$ thousands)	A	B	C = A-B	D = C/B
ENDOWMENTS	673	673	(0)	0%
INVESTED IN CAPITAL ASSETS	128,979	126,852	2,127	2%
LOCAL CAPITAL	-	-	-	100%
OPERATING	5,229	5,576	(347)	-6%
TOTAL ACCUMULATED SURPLUS	134,882	133,102	1,780	1%

As at the statement date, the District had an accumulated surplus of \$134.9M which is a 1% (\$1.8M) increase from the \$133.1M held the prior year. The increase is largely a result of the costs toward developing the South Langford Elementary School.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2023

STATEMENT OF FINANCIAL POSITION METRICS

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

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

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

The District had a ratio of 1.50 as at June 30 2023, which is consistent with the prior year and significantly less than the current ratio of 3.10 of all the school districts in the province noted in the 2010 Office of the Auditor General Report on Management of Working Capital by Colleges and School Districts. The District's current ratio is also consistent with neighbouring districts SD61 (1.17) and SD63 (1.48) from 2021/22.

Cash asset ratio is a measure of the District's ability to pay its short-term obligations. The ratio is calculated as cash and cash equivalents divided by total current liabilities. The District had a ratio of 1.31 as at June 30, 2023, a slight improvement from the prior year (1.18). The District's ratio is within the Office of the Comptroller General of BC suggested ratio of greater than 1.0 and is consistent with neighbouring districts SD61 (1.07) and SD63 (1.25) from 2021/22.

	FY23	FY22	INCR / (DECR)
	ACTUAL	ACTUAL	FROM
			PRIOR YEAR
STATEMENT OF FINANCIAL POSITION METRICS (in \$ thousands)			
CURRENT ASSETS			
CASH AND CASH EQUIVALENTS	\$ 29,776	\$ 34,093	\$ (4,317)
ACCOUNTS RECEIVABLE	\$ 2,087	\$ 3,377	\$ (1,290)
PORTFOLIO INVESTMENTS	\$ -	\$ -	\$ -
PREPAID EXPENSES (excluding the prepaid lease)	\$ 1,103	\$ 1,420	\$ (317)
OTHER ASSETS	\$ 1,124	\$ 1,150	\$ (27)
A	TOTAL CURRENT ASSETS	\$ 34,090	\$ 40,040
			\$ (5,950)
CURRENT LIABILITIES			
ACCOUNTS PAYABLE	\$ 10,213	\$ 17,365	\$ (7,153)
UNEARNED REVENUE	\$ 5,130	\$ 5,343	\$ (213)
DEFERRED REVENUE (SPF BALANCES)	\$ 1,878	\$ 1,626	\$ 252
DEFERRED CAPITAL REVENUE (UNSPENT)	\$ 5,535	\$ 4,604	\$ 931
		\$ -	\$ -
B	TOTAL CURRENT LIABILITIES	\$ 22,755	\$ 28,938
			\$ (6,183)
WORKING CAPITAL			
LONG TERM LIABILITIES: EMPLOYEE FUTURE BENEFITS	\$ 6,105	\$ 5,525	\$ 580
ACCUMULATED SURPLUS - LOCAL CAPITAL	\$ -	\$ -	\$ -
ACCUMULATED SURPLUS - OPERATING FUND - RESTRICTED	\$ 5,229	\$ 5,576	\$ (347)
C = A-B	TOTAL WORKING CAPITAL	\$ 11,334	\$ 11,102
			\$ 233
D = A/B	CURRENT RATIO = CURRENT ASSETS / CURRENT LIABILITIES	1.4981	1.3836
	CASH ASSET RATIO = CASH AND CASH EQUIVALENTS / CURRENT LIAB	1.3085	1.1781
			0.11
			0.13

**SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2023**

STATEMENT OF OPERATIONS

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

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

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

OPERATING FUND

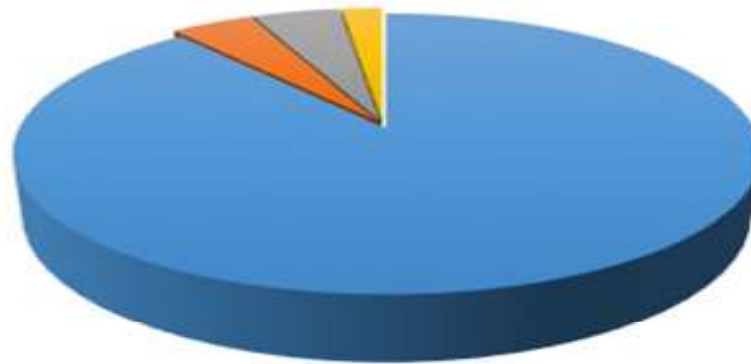
The Operating Fund is comprised of four components: revenues, expenses, tangible capital assets purchased, and operating surplus or deficit. The summary schedule for the Operating Fund can be found in Schedule 2 – the Schedule of Operating Operations in the financial statements.

REVENUES

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

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

OPERATING REVENUE ALLOCATION



PROVINCIAL OPERATING GRANT
(89.02%)

OTHER PROVINCIAL FUNDING
(4.55%)

INTERNATIONAL TUITION
(4.31%)

OTHER
(2.12%)

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2023

The District's operating revenues of \$145.8 increased by 11% (\$14.5M) over the prior year. Against a budget of \$144.2M, the \$145.8M in revenues resulted in savings of 1% (\$1.5M).

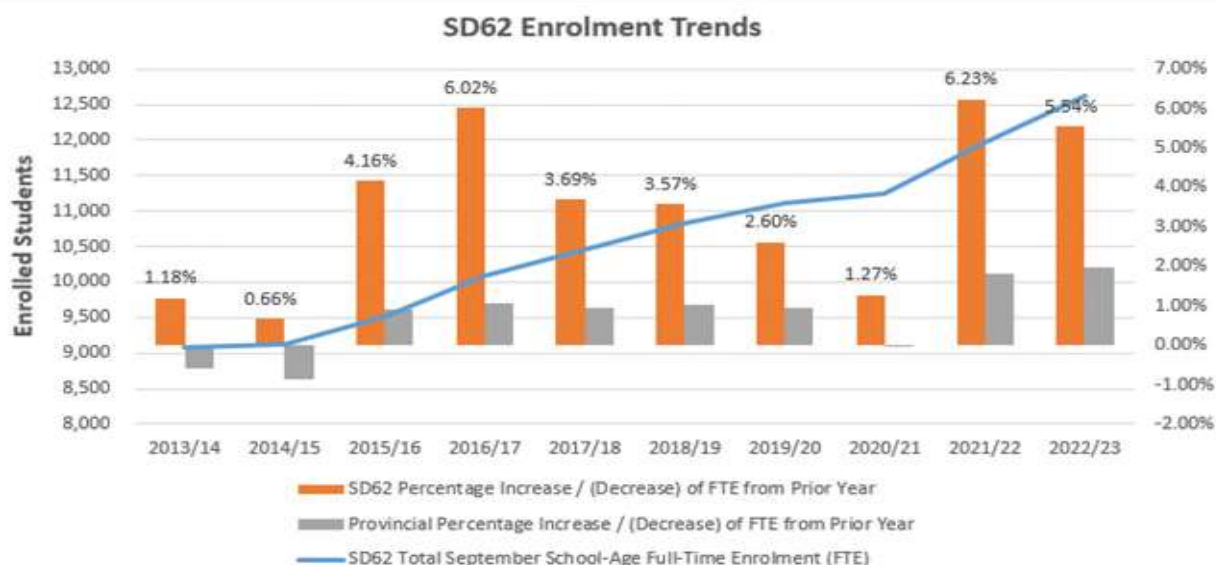
	BUDGET	ACTUAL	ACTUAL	SAVINGS /	SAVINGS /	INCR / (DECR)	INCR /
	FY23	FY23	FY22	(PRESSURE)	(PRESSURE) %	FROM	(DECR)
	A	B	C	D = A-B	E = D/A	F = B-C	G = F/C
OPERATING REVENUES (in \$ thousands)							
PROVINCIAL OPERATING GRANT	129,082	129,770	121,324	688	1%	8,446	7%
OTHER PROVINCIAL FUNDING	6,454	6,629	1,416	175	3%	5,213	368%
FUNDING FROM FIRST NATIONS	516	645	516	130	-	129	-
CONTINUING ED TUITION	110	80	96	(30)	(27%)	(16)	(16%)
INTERNATIONAL TUITION	6,790	6,282	6,542	(508)	(7%)	(260)	(4%)
MISCELLANEOUS	430	825	758	395	92%	67	9%
RENTALS AND LEASES	503	492	393	(10)	(2%)	99	25%
INVESTMENT INCOME	354	1,052	241	698	197%	811	336%
TOTAL OPERATING REVENUES	144,238	145,776	131,286	1,538	1%	14,490	11%

The \$1.5M in savings was largely from the Operating Grant (\$0.7M) and investment Income (\$0.7M).

Operating Grant

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

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



Prior to 2021/22 the enrolment growth had slowed from 3.69% in 2017/18 to 1.27% in 2020/21. In 2021/22 the district experienced a significant increase in enrolment growth (6.23%) over the prior year. Again, in 2022/2023 the district showed a healthy growth of 5.54%. At an average

SCHOOL DISTRICT NO. 62 (SOOKE)
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YEAR ENDED JUNE 30, 2023

enrolment increase of 3.84% over the past 5 years, the District's growth is significantly higher than the provincial average (1.15%) over the same time period.

The upward trajectory of student enrolment continued in the 2022/23 school year. As detailed in the table below, there was a 7.9% (1,198.67 FTE) increase in total enrolment from the prior year.

	BUDGET	ACTUAL	ACTUAL	SAVINGS /	SAVINGS /	INCR / (DECR)	INCR /
	FY23	FY23	FY22	(PRESSURE)	(PRESSURE) %	FROM	(DECR)
	A	B	C	D = B - A	E = D/A	F = B - C	G = F/C
ENROLMENT (in FTE)						PRIOR YEAR	%
SEPTEMBER							
STANDARD (REGULAR) SCHOOLS	12,248.18	12,248.18	11,661.06	-	0.0%	587.12	5.0%
CONTINUING EDUCATION	18.63	18.63	2.00	-	0.0%	16.63	831.3%
ALTERNATE SCHOOLS	204.00	204.00	201.00	-	0.0%	3.00	1.5%
DISTRIBUTED LEARNING	148.06	148.06	92.25	-	0.0%	55.81	60.5%
HOME SCHOOLING & COURSE CHALLENGES	27.00	27.00	22.00	-	0.0%	5.00	22.7%
DESIGNATED STUDENTS	1,033.00	1,033.00	889.00	-	0.0%	144.00	16.2%
ENGLISH LANGUAGE LEARNING	1,115.00	1,115.00	792.00	-	0.0%	323.00	40.8%
INDIGENOUS EDUCATION	1,235.00	1,235.00	1,221.00	-	0.0%	14.00	1.1%
ADULT EDUCATION	11.44	11.44	14.44	-	0.0%	(3.00)	-20.8%
TOTAL SEPTEMBER COUNT	16,040.31	16,040.31	14,894.75	-	0.0%	1,145.56	7.7%
FEBRUARY COUNT	126.00	308.06	265.88	182.06	144.5%	42.18	15.9%
MAY COUNT	41.00	65.56	54.63	24.56	59.9%	10.93	20.0%
TOTAL ENROLMENT	16,207.31	16,413.93	15,215.26	206.63	1.3%	1,198.67	7.9%

The increased enrolment along with funding level increases resulted in a 7% (\$8.4M) increase in the operating grant from the prior year. There were savings of \$0.7M due to the February and May counts being higher than budgeted.

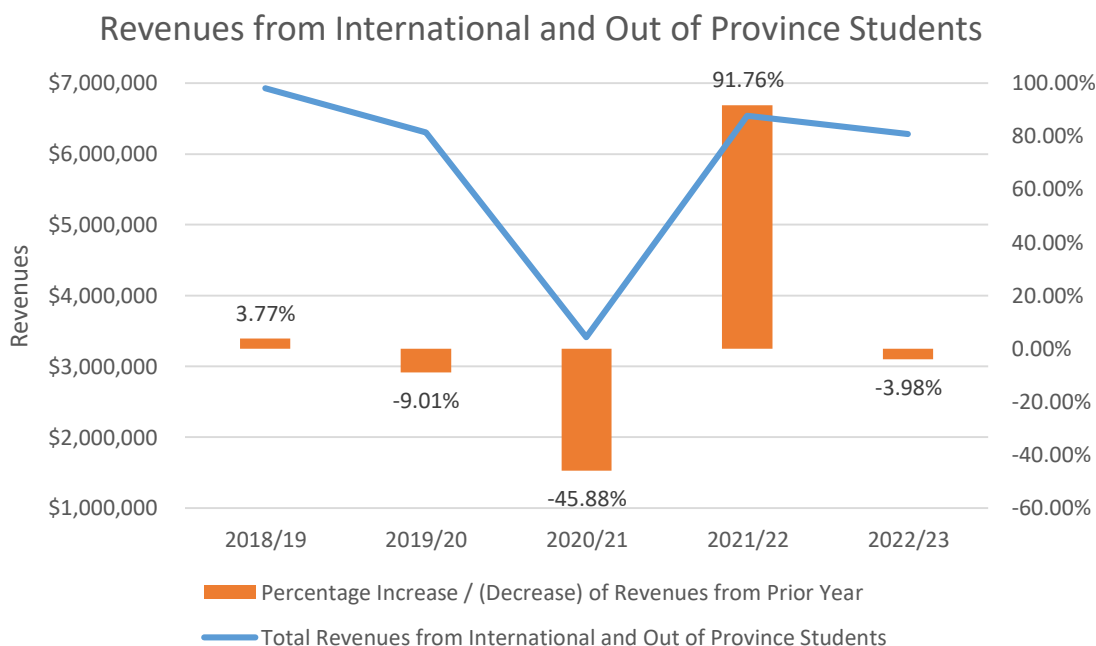
Other Provincial Funding

There was an increase of \$5.2M in other Ministry of Education grants from the prior year mainly because of the provision of Labour Settlement Funding (5.2M). Against a budget of \$6.5M, the \$6.6M in other provincial funding revenues was primarily on budget for the year.

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YEAR ENDED JUNE 30, 2023

International Tuition

The International Program stabilized after a significant increase in revenues in 2021/2022 due to lifted travel restrictions. At \$6.3M for 2022/23, revenues decreased by \$0.26M from the prior year.



The International Program cost \$5.0M in expenses to generate the \$6.3M in revenues – for net revenues of \$1.3M in 2022/23. This is about \$0.3M less than the \$1.6M in net revenues generated in the prior year. The funds generated from the International Program go to support discretionary programs in the District.

EXPENSES

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

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

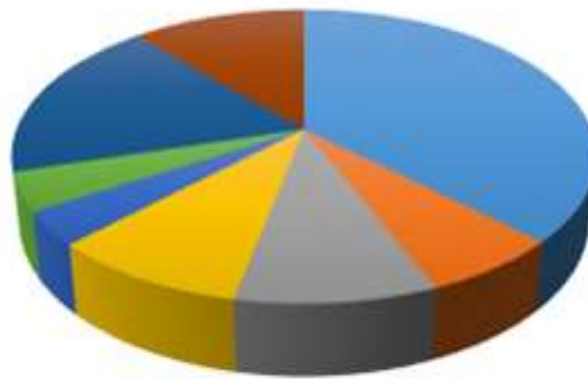
SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2023

Expenses by Type (Object)

The District's spending allocations by object were in line with provincial averages - with 88.5% of its expenses on salaries and benefits (Province = 88.6%) and 11.5% on services and supplies (Province = 11.4%).

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

FY23 EXPENSES BY OBJECT



■ TEACHERS SALARIES (SD62=37.2%; Prov=42.1%)	■ PVP SALARIES (SD62=6.6%; Prov=5.7%)
■ EA SALARIES (SD62=9.4%; Prov=8.2%)	■ SUPPORT STAFF SALARIES (SD62=9.3%; Prov=8.7%)
■ OTHER PROF. SALARIES (SD62=3.7%; Prov=2.9%)	■ SUBSTITUTE SALARIES (SD62=4.2%; Prov=3.5%)
■ EMPLOYEE BENEFITS (SD62=18.1%; Prov=17.4%)	■ TOTAL SERVICES AND SUPPLIES (SD62=11.5%; Prov=11.4%)

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2023

The District's operating expenditures of \$145.0M increased by 11.4% (\$14.8M) over the prior year. Against a budget of \$145.3M, the \$145.0M in expenditures resulted in savings of \$0.32M (0.2%).

	BUDGET	ACTUAL	ACTUAL	SAVINGS /	SAVINGS /	INCR / (DECR)	INCR /
	FY23	FY23	FY22	(PRESSURE)	(PRESSURE) %	FROM	(DECR)
				FY23	FY23	PRIOR YEAR	%
EXPENSES (in \$ thousands)	A	B	C	D = A-B	E = D/A	F = B-C	G = F/C
TEACHERS SALARIES	54,564	53,901	49,879	663	1.2%	4,022	8.1%
PVP SALARIES	9,746	9,620	8,513	126	1.3%	1,107	13.0%
EA SALARIES	13,553	13,652	11,477	(99)	(0.7%)	2,175	18.9%
SUPPORT STAFF SALARIES	13,728	13,493	12,454	235	1.7%	1,039	8.3%
OTHER PROFESSIONAL SALARIES	5,281	5,344	4,770	(63)	(1.2%)	574	12.0%
SUBSTITUTES SALARIES	5,437	6,091	5,216	(654)	(12.0%)	875	16.8%
EMPLOYEE BENEFITS	26,065	26,185	22,820	(119)	(0.5%)	3,365	14.7%
TOTAL SERVICES AND SUPPLIES	16,971	16,740	15,082	231	1.4%	1,658	11.0%
TOTAL OPERATING EXPENSES	145,345	145,026	130,211	319	0.2%	14,815	11.4%

The \$0.32M in savings was largely from teacher salaries (\$0.7M), PVP salaries (\$0.1M), support staff salaries (\$0.2M), and total service and supplies (\$0.2M) offset by pressures in substitutes salaries (\$0.7M) and employee benefits (0.1M).

The \$0.6M teacher salaries savings is largely due to hiring lag.

The \$0.1M PVP salaries savings is largely due to teachers in acting PVP roles.

The \$0.2M support staff salaries savings is largely due to staff turnover.

The \$0.7M substitute salaries pressure is largely due to higher teacher on call.

The \$0.23M savings in total services and supplies is largely from international program homestay expenditure savings.

SCHOOL DISTRICT NO. 62 (SOOKE)
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YEAR ENDED JUNE 30, 2023

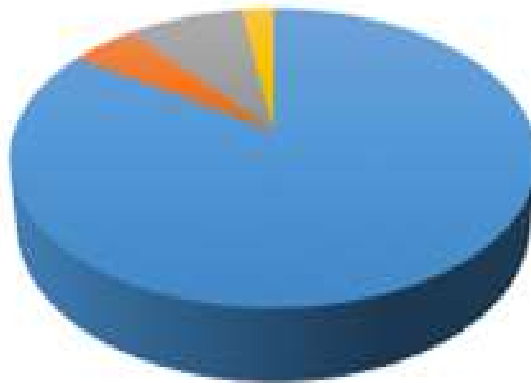
Expenses by Function

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

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

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

FY23 EXPENSES BY FUNCTION



INSTRUCTION
 (SD62=84.3%; Prov=82.7%)

OPERATIONS AND MAINTENANCE
 (SD62=8.6%; Prov=11.3%)

TRANSPORTATION
 (SD62=2.3%; Prov=2.0%)

DISTRICT ADMINISTRATION
 (SD62=4.8%; Prov=4.0%)

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

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2023

	BUDGET	ACTUAL	ACTUAL	SAVINGS /	SAVINGS /	INCR / (DECR)	INCR /
	FY23	FY23	FY22	(PRESSURE)	(PRESSURE) %	FROM	(DECR)
	A	B	C	D = A-B	E = D/A	F = B-C	G = F/C
EXPENSES BY FUNCTION (in \$ thousands)							
INSTRUCTION	122,691	122,200	109,785	491	0%	12,415	11%
DISTRICT ADMINISTRATION	6,870	6,998	5,842	(127)	(2%)	1,156	20%
OPERATIONS AND MAINTENANCE	12,407	12,406	11,488	2	0%	917	8%
TRANSPORTATION	3,376	3,423	3,095	(47)	(1%)	328	11%
TOTAL OPERATING EXPENSES	145,345	145,026	130,211	319	0%	14,815	11%

Instruction

The District's \$122.2M expenditures on Instruction for the year was an increase of \$12.4M over the prior year. The \$12.4M increase was largely from Regular Instruction (\$5.6M – mostly teacher salaries and benefits), and Special Education (\$2.7M – mostly EA salaries and benefits).

Against a budget of \$122.7M, the \$122.2M expenditures resulted in savings of 0.4% (\$0.5M). The savings were largely driven savings in International (\$0.5M) and Special Education (\$0.4M) offset by a pressure in English Language Learning (\$0.3M).

District Administration

The District's \$7.0M expenditures on District Administration for the year was an increase of 20% (\$1.1M) over the prior year.

The increase is largely due to increased salaries and benefits (\$0.6M) in Education Administration, Human Resources (HR) Department and Finance Department, and services (\$0.18M) in HR and School District Governance.

Against a budget of \$6.9M, the \$7.0M expenditures were primarily on budget for the year.

Operations and Maintenance

The District's \$12.4M expenditures on Operations and Maintenance for the year increased of 8% (\$0.9M) over the prior year. This was largely due to an increase in Maintenance Operations (\$0.5M – mostly support salaries and benefits) and utilities (\$0.19M).

Against a budget of \$12.4M, the \$12.4M expenditures were primarily on budget for the year.

Transportation

The District's \$3.4M expenditures on Transportation for the year was a slight increase over the prior year. Against a budget of \$3.4M the \$3.4M expenditures were primarily on budget for the year.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2023

TANGIBLE CAPITAL ASSETS PURCHASED AND WORK IN PROGRESS

The amount of tangible capital assets purchased and tangible capital assets that are a work in progress can be found in Schedule 2 – the Schedule of Operating Operations in the financial statements. The District spent \$314,357 on tangible capital assets including electric bus charging stations, vehicles, and other equipment.

ACCUMULATED SURPLUS (DEFICIT)

Pursuant to *Section 156(12)* of the *School Act*, school districts must obtain prior approval from the Minister before incurring deficits in the operating fund. The District's year end position as reflected in the table below shows an accumulated operating surplus of \$5,228,849 of which \$3,626,088 is internally restricted and \$1,602,761 is unrestricted/contingency.

OPERATING FUND SURPLUS
FOR THE FISCAL YEAR ENDING JUNE 30 2023

	FINAL AMOUNT	
A	OPERATING SURPLUS, BEGINNING OF YEAR	\$ 5,576,128
B	OPERATING SURPLUS / (DEFICIT), FOR THE YEAR 2022/23	\$ (347,279)
C = A+B	OPERATING SURPLUS, END OF YEAR	\$ 5,228,849

INTERNALLY RESTRICTED SURPLUS

Restricted Due to the Nature of Constraints on the Funds

Discretionary School Generated Funds	\$ 303,620
School budget balances	\$ 40,941
Transportation Safety Fees	\$ 166,475
Careers	\$ 2,529
Various unspent grants	\$ 1,839
BCTF Mentorship grant	\$ 9,069

Total - Restricted Due to the Nature of Constraints on the Funds **\$ 524,473**

Restricted for Operations Spanning Multiple School Years

2023-24 Budgeted Shortfall	\$ 156,344
Transportation Tablets	\$ 86,590
Program Review - Online Learning Hub (D2L)	\$ 6,285
English Language Learning	\$ 32,469

Total - Restricted for Operations Spanning Multiple School Years **\$ 281,688**

Restricted for Anticipated Unusual Expenses Identified by the Board

Port Renfrew Replacement Project	\$ 200,000
School Goal Planning	\$ 31,738
Portables for September 2023	\$ 1,144,770
Social Responsibility Fund	\$ 9,089
Space Mitigation Strategies	\$ 1,434,330

Total - Restricted for Anticipated Unusual Expenses Identified by the Board **\$ 2,819,927**

D	TOTAL INTERNALLY RESTRICTED SURPLUS	\$ 3,626,088
E = C-D	UNRESTRICTED SURPLUS	\$ 1,602,761

The unrestricted accumulated operating surplus of \$1,602,761 is 1.0% of the \$160,276,129 Operating Fund budgeted expenditures for the year ended June 30, 2024.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2023

SPECIAL PURPOSE FUNDS

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

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

	FY23	FY22	INCR / (DECR)	INCR /
	ACTUAL	ACTUAL	FROM	(DECR)
			PRIOR YEAR	%
SPECIAL PURPOSE FUNDS (in \$ thousands)	A	B	C = A-B	D = C/B
ANNUAL FACILITIES GRANT	337	330	7	2%
LEARNING IMPROVEMENT FUND	445	402	43	11%
SCHOOL GENERATED FUNDS	3,210	2,337	873	37%
STRONG START	197	176	21	12%
OFFICIAL LANGUAGES IN EDUCATION PROTOCOL	593	195	398	204%
COMMUNITY LINK	802	853	(51)	-6%
ACADEMIES	1,109	819	290	35%
CLASSROOM ENHANCEMENT FUND	21,101	17,985	3,116	17%
SAFE RETURN TO SCHOOL GRANT	-	173	(173)	-100%
FEDERAL SAFE RETURN TO CLASS FUND	118	37	81	219%
STUDENT AND FAMILY AFFORDABILITY FUND	998	-	998	100%
OTHER	513	311	202	65%
TOTAL SPECIAL PURPOSE FUNDS EXPENSES	29,422	23,618	5,804	25%
CAPITAL PURCHASES	14	134	(120)	-90%
TOTAL SPECIAL PURPOSE FUNDS	29,436	23,752	5,684	24%

The District's \$29.4M expenditures on Special Purpose Funds for the year was a 24% (\$5.7M) increase over the prior year. There was an increase in Classroom Enhancement Fund expenditures of (\$3.1M), Student and Family Affordability Fund (1.0M) and School Generated Funds (\$0.9M).

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2023

CAPITAL FUND

The District's tangible capital asset additions of \$26,300,809 for the year was a 41% (\$18.5M) decrease from the prior year. The decrease is largely due to less purchases in the Expansion Program.

	FY23 ACTUAL	FY22 ACTUAL	INCR / (DECR) FROM PRIOR YEAR	INCR / (DECR) %
CAPITAL ADDITIONS (in \$ thousands)	A	B	C = A-B	D = C/B
CAPITAL FUND				
EXPANSION PROGRAM	20,814	39,153	(18,339)	-47%
SCHOOL ENHANCEMENT PROGRAM	1,585	2,284	(700)	-31%
CARBON NEUTRAL CAPITAL PROGRAM	-	339	(339)	-100%
BUILDING ENVELOPE PROGRAM	247	2,031	(1,784)	-88%
BUS ACQUISITION PROGRAM	1,434	-	1,434	100%
ANNUAL FACILITIES GRANT	192	406	(214)	-53%
PLAYGROUNDS	2	165	(163)	-99%
CHILD CARE CAPITAL FUNDING PROGRAM	918	-	918	100%
LOCAL CAPITAL	350	-	350	100%
OTHER	-	32	(32)	-100%
OPERATING FUND	747	287	460	161%
SPECIAL PURPOSE FUND	14	134	(120)	-90%
TOTAL CAPITAL ADDITIONS	26,301	44,831	(18,530)	-41%

Some of the more significant capital projects include:

- **Expansion Program (EXP)** – In 2022/23, \$16.5M was spent on the continuing construction of the West Langford Elementary and Middle School. In addition, \$4.3M was spent on the development for the new South Langford Elementary school.
- **School Enhancement Program (SEP)** - \$1.6M was spent on energy upgrade work at John Muir, Millstream, Spencer, and Dunsmuir.
- **Building Envelope Program (BEP)** - \$0.2M was spent on building envelope upgrades at Hans Helgesen.
- **Annual Facilities Grant (AFG)** – \$0.1M was spent on HVAC upgrades, and \$0.09M on roofing upgrades.
- **Child Care Capital Funding Program** - \$0.9M was spent on Childcare New Spaces at Colwood Elementary.
- **Operating Fund** – there were \$0.75M in Operating Fund tangible capital asset purchases including electric charging stations for buses (\$0.14M), electric buses (\$0.31M), portables (0.25M) with the remainder on equipment (\$0.05M).
- **Special Purpose Fund** - \$0.01M of the Student Family Affordability Fund was spent on kitchen appliances.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2023

RISKS AND UNCERTAINTIES

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

- **Enrolment** – Enrolment drives the District's revenues and an inaccurate estimation of future enrolment could result in either an over or under deployment of resources. Additionally, an inaccurate estimation of future enrolment could further exacerbate the capacity issues the District is currently experiencing.
- **Classroom Capacity** – Continued enrollment increases will provide significant pressure on remaining space availability.
- **Staff benefit rates** – Benefit rates fluctuate from year to year dependent on staff usage so are difficult to accurately predict. In 2022/23, the District benefit rate increased by 0.92% from the prior year (2022/23 = 25.65%; 2021/22 = 24.72%). A one per cent fluctuation in \$102M in salaries amounts to \$1,020,000.
- **Utilities** – Expenditures on utilities fluctuate based on usage, and usage typically depends on the weather which, even for the Farmers' Almanac, is impossible to predict.
- **Leave liability** – Leave balances (such as unused vacation balances) are recorded in the year they are earned. The larger the balance, the larger the expense. It is difficult to predict with accuracy across the District exactly how many vacation days staff plan on using in any given year.
- **Salary differential** – A component of the Operating Grant is the supplement for salary differential which provides additional funding to districts with average teacher salaries higher than the provincial average. In 2022/23, the District received \$126,952 more than the prior year (FY23 = \$2,201,842; FY22=\$2,074,890).



Board Info Note

September 26, 2023

Agenda Item: 7.3 Amended 23/24 Capital Plan Bylaw

Background

- At their August 29, 2023 meeting, the Board passed the following motion to amend the District's 23/24 Capital Plan submission to reflect the request of \$113,500 for the Food Infrastructure Capital Fund:

Passed Motion: That the Board of Education of School District 62 (Sooke) endorse the capital submission to the Ministry of Education and Child Care Food Infrastructure Capital Fund in the amount of \$113,500.

Amended Capital Plan Bylaw

- In order to be able to spend this funding, the Board is required to pass an Amended Capital Plan Bylaw and in the essence of time, staff are requesting that the Board consider all 3 readings of the bylaw at their September meeting
- If all 3 readings are to be considered at one meeting, the following motion is required to be passed unanimously prior to the motion passing the bylaw is read:

Recommended Motion: That the Board of Education of School District 62 (Sooke) allow all three readings of the 2023/24 Amended Capital Plan Bylaw No. 2023/24 CPSD62-02 at its meeting of September 29, 2023.

Recommended Motion: That the Board of Education of School District 62 (Sooke) give first, second and third readings to the 2023/24 Amended Capital Plan Bylaw No. 2023/24 CPSD62-02.

**AMENDED CAPITAL BYLAW NO. 2023/24 –
CPSD62-02 CAPITAL PLAN 2023/24**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 62 (Sooke) (hereinafter called the “Board”) has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2023/2024 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated September 15, 2023, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District 62 (Sooke) Amended Capital Bylaw No. 2023/24 – CPSD62-02.

READ A FIRST TIME THE 26th DAY OF September 2023;
READ A SECOND TIME THE 26th DAY OF September 2023;
READ A THIRD TIME, PASSED THE 26th DAY OF September 2023.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District 62 (Sooke) Amended Capital Bylaw No. 2023/24 – CPSD62-02 adopted by the Board the 26th day of September 2023.

Secretary-Treasurer



September 15, 2023

Ref: 293335

To: Secretary-Treasurer and Superintendent
School District No. 62 (Sooke)

Capital Plan Bylaw No. 2023/24-CPSD62-02

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2023/24

This letter is in response to your School District's 2023/24 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- **School Food Infrastructure Program (FIP)***
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- **Bus Acquisition Program (BUS)**

***Note: The FIP is a new program commencing in fiscal year 2023/24. FIP project requests are required to be submitted as part of the capital plan submissions that are due on June 30, 2023. School districts will be advised of approved FIP projects in early fall via an amended 2023/24 Capital Plan Response letter. Further information regarding the scope of**

the program, program criteria, and eligible projects will be included in the 2024/25 Capital Plan Instructions.

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

MAJOR CAPITAL PROJECTS (SMP, EXP, REP, SAP, RDP)

New Projects

Project #	Project Name	Project Type	Comments
150431	Port Renfrew Elementary	Seismic	Project has been supported for planning (business case). Please submit Project Development Report (PDR) to Ministry as soon as possible
150461	Sooke Elementary	Seismic	Project has been supported for planning (business case). Please submit PDR to Ministry as soon as possible

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer regarding next steps. Also, note that Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after the Business Case and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

New projects for SEP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Spencer Middle School*	SEP – HVAC Upgrades	\$880,940	Proceed to design, tender & construction. To be completed by December 31, 2023.
Millstream Elementary	SEP – Roofing Upgrades	\$240,000	Proceed to design, tender & construction. To be completed by March 31, 2024.

John Muir Elementary	CNCP - Energy	\$500,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Savory Elementary	CNCP – Electrical Upgrade	\$20,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Dunsmuir Middle School	PEP – Accessible Playground Equipment	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Colwood Elementary	FIP – Kitchen Equipment	\$113,500	Proceed to design, tender & construction. To be completed by March 31, 2024.

**Please contact your Minor Capital planning officer for information on funding structure.*

New projects for BUS

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
New Route	A2 Over 6350Kg (24-33) and 3 wheelchair spaces	\$146,944	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
New Route	A2 Over 6350Kg (24-33) and 3 wheelchair spaces	\$146,944	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
New Route	A2 Over 6350Kg (24-33) and 3 wheelchair spaces	\$146,944	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
New Route	C 76 and 0 wheelchair spaces	\$184,649	Proceed to ordering the school bus(es) between April

			3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
New Route	C 76 and 0 wheelchair spaces	\$184,649	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
New Route	C 76 and 0 wheelchair spaces	\$184,649	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
A7623	D (80+RE) and 0 wheelchair spaces	\$247,082	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
ADDED	Supplementary school bus funding for 7 (new) electric buses	\$210,000	Funding applicable to the electric bus(es) recently ordered through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2023/24 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning

of this document) for its approved 2023/24 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated, and emailed to Ministry Planning Officer Nathan Whipp at Nathan.Whipp@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2023/24 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2024/25 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's [Capital Planning](#) webpage by April 1st, 2023.

NOTE: School districts' Capital Plan submission deadlines for the 2024/25 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2023** – Major Capital Programs (SMP, EXP, REP, RDP, SAP, BEP); Minor Capital Programs (FIP).
- **September 30, 2023** – Minor Capital Programs (SEP, CNCP, PEP, BUS).

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer. School districts may wish to provide Major and Minor Capital submissions by the June 30, 2023 deadline.

Additionally, the Annual Facility Grant (AFG) project requests for the 2023/24 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2023.

As a school district with a School Site Acquisition Charge (SSAC) scheme in place, please also be advised that the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is duly accepted by the Ministry as part of the Board's approved capital plan for 2023/24.

The Board should forthwith adopt a bylaw setting the School Site Acquisition Charges for the School District, as s. 575(3) of the *Local Government Act* prescribes that a SSAC may only come into effect 60 days (inclusive of weekends and holidays) after that bylaw is adopted by a board of education. At that point, local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a board.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process. Specific questions about SSAC should be directed to Travis Tormala, Regional Director.

Sincerely,



Damien Crowell, A/Executive Director
Capital Management Branch

pc: Geoff Croshaw, A/Director, Major Capital Projects, Capital Management Branch
Michael Nyikes, Director, Minor Capital Programs and Finance Unit, Capital
Management Branch



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
September 12, 2023 – 6:00 p.m.**

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

Regrets: Russ Chipps, Trustee (Committee Member)

Guests: Denise Wehner and Laura Schwertfeger

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

We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

2. **Opening Remarks from Chair, Allison Watson**

Chair Watson opened the meeting with acknowledgment of the territory that she visited over the summer and invited members of the committee to also share their own travels and the lands upon which they visited. Chair welcomed members back to the school year and thanked them for their contributions to the Education-Policy Committee.

3. **COMMITTEE REPORT** of June 6, 2023, Education-Policy Committee meeting

The committee report for the June 6, 2023 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**

a. Committee Review of Mandate for the Education-Policy Committee – Allison Watson and Paul Block

Chair Watson suggested that the committee review its mandate at the start of every year. The mandate, as outlined in Regulation A-340, was reviewed by the committee. Members agreed that this is an accurate reflection of their work. There was a comment from the floor concerning the Ministry of Education moving to Ministry of Education and Child Care, and that as such, the committee needs to also reflect intentionality for the Child Care portion. Other comments were shared regarding the need to review outdated language.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) direct the Governance Committee to review Administration Regulation A-340 for the purpose of updating context and language.

- b. Draft New Policy and Regulations B-335 “Communicating Student Learning and Reporting” - Dave Strange

Associate Superintendent Strange reviewed the draft new “Communicating Student Learning and Reporting” policy and regulations. These changes bring the district into compliance with the revised Ministry Reporting Order (July 1, 2023). Input was gathered through the collective efforts of partner groups under the leadership of Denise Wehner, District Principal of Curriculum Transformation. Appreciation was given for the work of the committee, including its communication with parents and staff. STA gave feedback about a suggested shift in wording from “learning challenges” to “learning progress”, this change has now been reflected in the revised policy and regulations. There was discussion on “IE” and when it may carry on beyond the school year (only in grades 9-12 and when certain criteria are met). There are funding implications to this decision, and it can only happen when there is an expectation for completion of the learning outcomes.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulations B-335 “Communicating Student Learning and Reporting”.

6. **NEW BUSINESS**

- a. Presentation - HSHP Table to The Village Initiative – Dave Strange

Associate Superintendent Strange reviewed the district’s previous work in relation to Comprehensive School Health. The initial intent of this group was to invite representation from partner groups and build relationships. The Healthy Schools, Healthy People table continued to evolve and moved to include senior staff from a variety of organizations including MCFD, IH, local municipalities and the school district. The HSHP table formally became The Village Initiative (TVI) with the district as a founding member. The work of this committee is done by staff with information then coming back to the Board. TVI is reviewing the roles of its members and their relationship with the Board’s various agencies.

The mandate of this group is:

1. To work collaboratively to address space needs.
2. To better coordinate our services and avoid competition for resources.

SPVPA spoke to the valuable relationships and services coming through this group. Deputy Superintendent Block shared that TVI is meeting to begin the initial conversations that may lead towards a Foundry coming to the region. The partnerships are looked highly upon, and we are seeing powerful results from this collaboration. Appreciation was shared for the leadership of Cindy Andrew.

b. Global Stewardship – Denise Wehner and Laura Schwertfeger

This presentation reviewed the language of Global Stewardship and Global Citizenship, including its definition and connection to the District Strategic Plan. Ms. Wehner and Ms. Schwertfeger looked at current initiatives in the district that speak to Global Citizenship and Stewardship, including the Global and Intercultural Skills Program (GISP) currently at Royal Bay Secondary School. Seventeen Global Sustainable Development Goals have become the foundation for professional learning and resources in the Sooke District. Ms. Wehner and Ms. Schwertfeger shared opportunities that the district is exploring to provide educators and students experiences in developing global stewardship and citizenship. Interest in this area is continuing to be strong with a keen interest in outdoor learning and in the area of cultural awareness and sensitivity. CUPE asked about the role of support staff and how they will also be brought along in this journey of learning. SPEAC is wondering how this program will bring together children with various English language skills. Appreciation was shared with Ms. Wehner and Ms. Schwertfeger for their work in reviewing the variety of available opportunities within the district. Staff are moving forward with this broad-based framework upon which we can attach many opportunities unless the Board wishes staff to pursue a different direction. As work unfolds through this school year, staff will bring back a review of the various initiatives, including collaboration with NIE and its voice within global citizenship.

7. **FOR INFORMATION**

a. Research Project Approval – Berenyi, Cynthia – “Investigating Social-Emotional and Mindfulness Techniques to Enhance Learning, Development and Well-Being for Children”

This will be through informed consent and done with a current staff member in the district.

b. Research Project Approval – Gu, Zhimei – “Cat5 National Data Collection Study”

This is a standardized, norm referenced test. The research project is being shared with teachers to see if there is any interest in participation.

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** Oct. 3, 2023

Meeting adjourned at 7:49

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

September 26, 2023

Draft new Policy and Regulations B-335 "Communicating Student Learning and Reporting" are now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulations B-335 "Communicating Student Learning and Reporting".

School District #62 (Sooke)

COMMUNICATING STUDENT LEARNING AND REPORTING	No.: B-335
	Effective: Revised: Reviewed: Sept. 12/23

SCHOOL BOARD POLICY

The Board believes that consistent, timely and meaningful student reporting supports student learning by ensuring parents/caregivers and students are informed about student progress to proactively work together to enhance student success. Students are best positioned for success when parents/caregivers are made aware of learning challenges and prompted to provide support. To this end, processes and practices related to communicating student learning and reporting are to be in alignment with the BC K-12 Reporting Policy and Ministerial Orders. The Policy applies to all students, including students with disabilities and diverse abilities and English and French language learners.

Student reports contain the personal information of students and are to be maintained and shared in accordance with the School Act and related Sooke Policy D-330 Governance of FOIPPA – Access to Information and the Freedom of Information and Protection of Privacy Act.

Authority

See the following Ministerial Orders and Regulation:

- *School Regulation*, B.C. Reg. 265/89: [School Regulation \(PDF\)](#)
- Ministerial Order 93/22, the [Graduation Program Order \(PDF\)](#)
- Ministerial Order 150/89: [Special Needs Students Order \(PDF\)](#)
- Ministerial Order 190/91: [Permanent Student Record Order \(PDF\)](#)
- Ministerial Order 184/23: [Learning Update Order \(PDF\)](#)
- Ministerial Order 192/94: [Provincial Letter Grades Order \(PDF\)](#)
- Ministerial Order 231/19: [Educational Program Guide Order \(PDF\)](#)
- Ministerial Order 295/95: [Required Areas of Learning in an Educational Program Order \(PDF\)](#)
- Ministerial Order 638/95: [Individual Education Plan Order \(PDF\)](#)

School District #62 (Sooke)

COMMUNICATING STUDENT LEARNING AND REPORTING	No.: B-335
	Effective: Revised: Reviewed: Sept. 12/23

ADMINISTRATIVE REGULATIONS

The purpose of reporting is to communicate student learning at regular intervals to students, parents and caregivers on how well students have achieved the learning outcomes of the various courses or subjects they are taking. Principals and teachers shall ensure that parents and caregivers are provided with complete, easily understood, and accurate evaluation of students' performance. Teachers gather evidence of what students are able to do based on criteria from the Learning Standards for each course. Reporting procedures are developed in accordance with BC Ministerial Orders and Policies, Guidelines, and relevant Sooke School District policies and procedures.

A) Procedures of Communicating Students Learning and Reporting

1. During the school year, K-12 schools will provide parents and caregivers of students with at least five Learning Updates describing students' progress in the formats of:
 - a. Two Written Learning updates.
 - b. Two Informal Learning updates.
 - c. One Summary of Learning.
 - d. Written Learning Updates and Summary of Learning are to be completed using District approved formats and methods of communication.
2. Written learning updates for students in grades K-9 include the following:
 - a. Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their IEP, using the Provincial Proficiency Scale.
 - b. Feedback in relation to the Learning Standards describing student strengths, areas for future growth, and opportunities for further development.
 - c. Descriptive feedback on areas of significant growth and opportunities for further development.
 - d. Information on student attendance.
 - e. Information on where families can access student self-reflection and goal setting:
 - i. Teachers provide opportunities during class time for students to self-reflect on the core competencies and to set goals.
3. Written Learning Updates for students taking coursework in grades 10-12 must include the following:

- a. Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their IEP using letter grades and percentages.
 - b. Feedback in relation to the Learning Standards describing student strengths, areas for future growth, and opportunities for further development.
 - c. Descriptive feedback on areas of significant growth and opportunities for further development.
 - d. Information about student attendance.
 - e. Information on where families can access student self-reflection and goal setting:
 - i. Teachers provide opportunities during class time for students to self-reflect on the core competencies and to set goals.
4. Two informal learning updates for all students in K-12. These may be provided in a variety of formats including:
- a. conferences, in-person or virtual discussions, telephone calls, emails, digital portfolio entries, or written summaries.
 - b. Teachers must keep a record of Informal Learning Updates noting the date, the topic or focus of the communication, and follow-up actions. Records are to be shared with the school Principal and/or Vice-Principals upon request.
5. A Summary of Learning is a written report completed in MyEducation BC that describes and summarizes student learning and growth across the year in clear and accessible language, and must include the following:
- a. A summary of student learning in all areas of learning in which the student has studied during the school year, using the BC Proficiency Scale for students in grades K to 9, and using letter grades and percentages for students taking courses in grades 10-12.
 - b. Feedback describing student strengths, areas for future growth, and opportunities for further development.
 - c. Summary information about student attendance.
 - d. Information on where families can access student self-reflection and goal setting:
 - i. Teachers provide opportunities during class time for students to self-reflect on the core competencies and to set goals.
 - e. A Graduation Status Update indicating student progress in relation to the graduation program requirements (grades 10-12).
 - f. A paper copy must be included in the Permanent Student Record file at the end of each school year.
- B) Ministry Designated Students
- a. Where a student with diverse needs is expected to achieve or surpass the learning standards as set out in the provincial curriculum, regular grading practices and reporting procedures will be followed.
 - b. Where students with significant cognitive disabilities and diverse abilities are assessed and evaluated only on individualized learning goals as outlined in their Individual

Education Plan (IEP), the use of letter grades, percentages for reporting the progress of these students may not be appropriate.

- c. Where a student identified as an English Language Learner (ELL) as reported on Ministry form 1701 is impeding a student from demonstrating their learning in relation to the Learning Standards of the curriculum, for a specific area of learning, the use of the BC Proficiency Scale or letter grades may be inappropriate. Descriptive feedback reports will be used to describe the student's progress until the student's English language development enables them to provide evidence of their learning.

C) BC Provincial Proficiency Scale

- a. The four-point Provincial Proficiency Scale is used to communicate student learning in all areas of learning and is a requirement for student reporting for grades K to 9. It is important to recognize that obtaining proficient is not the end of learning. If a student enters a learning experience with proficient understanding or achieves proficient during the school year, the aim becomes to dig deeper and reach toward extending their understanding. The four points on the scale are:
 - i. Emerging - Indicates that a student is just beginning to demonstrate learning in relation to the learning standards but is not yet doing so consistently. Emerging isn't failing. The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.
 - ii. Developing - Indicates that a student is demonstrating learning in relation to the learning standards with growing consistency. The student is showing initial or partial understanding but is still in the process of developing their competency in relation to the learning standards relevant to the expected learning.
 - iii. Proficient- Indicates when a student has demonstrated a complete understanding of the concepts and competencies relevant to the expected learning expected learning in relation to the learning standards. Proficient is not synonymous with perfection. Instead, the student is able to demonstrate their learning consistently or most of the time.
 - iv. Extending - Indicates a student is demonstrating learning in relation to the learning standards with increasing depth and complexity. Extending is not a bonus or reward and does not necessarily require the students to do a greater volume of work or at an advanced grade level. The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.
- b. IE (Insufficient Evidence) The student has not provided sufficient evidence of learning in relation to the learning standards. IE is used to alert parents, caregivers, and students when a student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards. IE may not always be the most appropriate letter grade to assign and is only appropriate when students, parents, and caregivers have an interest in demonstrating further evidence of learning and would like to have the student's mark eventually translated into a proficiency scale indicator. 'IE' may not extend beyond the school year in K-9 and is to be converted to "*Emerging*" for the Summary of Learning with descriptive feedback, at the end of the school year.

- c. Examples of when IE might be used:
 - i. A student has recently moved to a new school or the district.
 - ii. A student has been away from school for a significant period of time.
 - iii. A student who needs to provide further evidence of learning.

D) Letter Grades and Percentages

- a. Letter grades and percentages are used in grades 10-12 to indicate a student's learning in relation to the learning standards. The process for letter grade symbols and corresponding percentages and definitions are set out in [Ministerial Order 192/94 The Provincial Letter Grades Order](#).
- b. **A** - 86% to 100% The student demonstrates excellent or outstanding learning in relation to the learning standards.
- c. **B** – 73% to 85% The student demonstrates very good learning in relation to the learning standards.
- d. **C+** - 67% to 72% The student demonstrates good learning in relation to the learning standards.
- e. **C** – 60% to 66% The student demonstrates satisfactory learning in relation to the learning standards.
- f. **C-** - 50% to 59% The student demonstrates minimally acceptable learning in relation to the learning standards.
- g. **F** – 0% to 49% The student has not demonstrated or is not demonstrating minimally acceptable learning in relation to the learning standards period prior to assigning an F, it is important students, parents, and caregivers are made aware of any concerns and given a chance to address the needs of the student.
- h. **SG** (Standing Granted) In cases where completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade. SG may be used in cases of serious illness, hospitalization, late entry, or early leaving, but may only be granted by an adjudication process authorized by the principal or vice principal in charge of a school.
- i. **TS** (Transfer Standing) TS may be granted by the Principal or Vice-Principal in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternately, the Principal or Vice-Principal in charge of a school may assign a proficiency scale indicator or letter grade and percentage on the basis of an examination of those records.
- j. **IE** (Insufficient Evidence) The student has not provided sufficient evidence of learning in relation to the learning standards. IE is used to alert parents, caregivers, and students when a student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards. IE may not always be the most appropriate letter grade to assign and is only appropriate when students, parents, and caregivers have an interest in demonstrating further evidence of learning and would like to have the student's mark eventually translated into a letter grade and percentage. Otherwise, SG or F may be more appropriate. Examples of when IE might be used:
 - i. A student has recently moved to a new school or the district.

- ii. a student has been away from school for a significant period of time.
- iii. A student who is below 50% and needs to provide further evidence of learning to pass a course.

Reference Authority:

- *School Regulation*, B.C. Reg. 265/89: [School Regulation \(PDF\)](#)
- Ministerial Order 93/22, the [Graduation Program Order \(PDF\)](#)
- Ministerial Order 150/89: [Special Needs Students Order \(PDF\)](#)
- Ministerial Order 190/91: [Permanent Student Record Order \(PDF\)](#)
- Ministerial Order 184/23: [Learning Update Order \(PDF\)](#)
- Ministerial Order 192/94: [Provincial Letter Grades Order \(PDF\)](#)
- Ministerial Order 231/19: [Educational Program Guide Order \(PDF\)](#)
- Ministerial Order 295/95: [Required Areas of Learning in an Educational Program Order \(PDF\)](#)
- Ministerial Order 638/95: [Individual Education Plan Order \(PDF\)](#)



Global Stewardship and Citizenship

Laura Schwertfeger
Denise Wehner

1



Global Citizenship



Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasizes political, economic, social and cultural interdependency and interconnectedness between the local, the national, and the global.

2

2



Current Context



3

3



Current Context

Global and Intercultural Skills Program (GISP)



4

4

SOOKE SCHOOLS 62
Shaping Tomorrow Today

End poverty in all its forms everywhere. **VIEW GOAL**

7 AFFORDABLE AND CLEAN ENERGY
8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES
12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION
14 LIFE BELOW WATER

15 LIFE ON LAND
16 PEACE, JUSTICE AND STRONG INSTITUTIONS
17 PARTNERSHIPS FOR THE GOALS

Ensure availability and sustainable management of water and sanitation for all. **VIEW GOAL**

17 Global Sustainable Development Goals

EXPLORE VOICES FOR CHANGE - A GLOBAL GOALS WORLD

5

SOOKE SCHOOLS 62
Shaping Tomorrow Today

Resources and Professional Learning

Learning for a Sustainable Future LSF

FIRST & SECOND GRADE LESSON PLANS

First & Second Grade Lesson Plans

LESSON PLAN TITLE
Take Action for Peace

LESSON PLAN TITLE
Internet Access for All: A Question of Equity

DESIGNERS
Jennifer Metzler, Erin Sears, Wendy Turner, Lisa Jacobsmeyer

SUMMARY AND RATIONALE
The internet is an important component of 21st century life, particularly in education, yet not all homes, schools, communities have access to the internet. This lesson serves to raise awareness of the internet as an essential utility that enables people to have access to information, government and financial services, and educational opportunities. Students will practice perspective-taking to help students understand how access to the internet supports sustainable communities and strong institutions.

GRADE
3rd & 4th

TIME FRAME
1-2 sessions, 45-60 min. each

SUBJECTS
Language Arts
Science
Social Studies
Mathematics
Technology
Arts

STANDARDS

- SDG 11: Sustainable Cities and Communities: Make cities and human settlements inclusive, safe, resilient and sustainable.
- SDG 16: Peace and Justice and Strong Institutions. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.


UNDERSTANDING

- The internet is an essential utility that impacts quality of life.
- The internet is a critical component of a quality 21st century education.
- Access to the internet affects many groups of people (stakeholders).


ESSENTIAL QUESTIONS

- Why is access to the internet an essential utility?

6



AKFC: International Development Education and Awareness (IDEA)



IDEA is an experiential learning program that increases the understanding of international development issues among youth (aged 12 to 18) in Canada and improves their access to, and use of, equitably distributed global citizenship learning products, resources, and opportunities.

Duration

5

years

Budget

\$6.1 m


(GAC contribution: \$5.8 million)

Reach

1,360,000

Canadian youth

Location



5,000


Canadian educators


Ultimate Outcome





Enhanced engagement of youth in Canada in Canada's international development efforts towards the achievement of the SDGs and FIAP¹, with a specific focus on gender equality and the empowerment of women and girls.


7

IDEA programming to enhance the awareness, opportunity, and skill of educators





Framework Dimension	IDEA Initiatives to support this stage
<p> Educators possess the skill to inspire curiosity in students, and can navigate and articulate complex development-related concepts, and use effective teaching strategies</p>	<ul style="list-style-type: none"> • Accompanying toolkit and curriculum for youth signature initiatives • Online seminars for knowledge development
<p> Educators have the awareness of international development as a curriculum area, and a basic interest in integrating it</p>	<ul style="list-style-type: none"> • Digital interactive map on SDGs / International Development • Resource guide– list of recommended reference material
<p> Educators have and recognize the opportunity to tailor their curriculum to include international development-related themes in an effective way</p>	<ul style="list-style-type: none"> • List of events, opportunities, and internships with a global development / SDG focus, at the regional and national level
<p> Educators inspire students to act to further their education and / or careers in the global development arena, and support or mentor fellow teachers</p>	<ul style="list-style-type: none"> • The above initiatives + Immersive Educator Institute

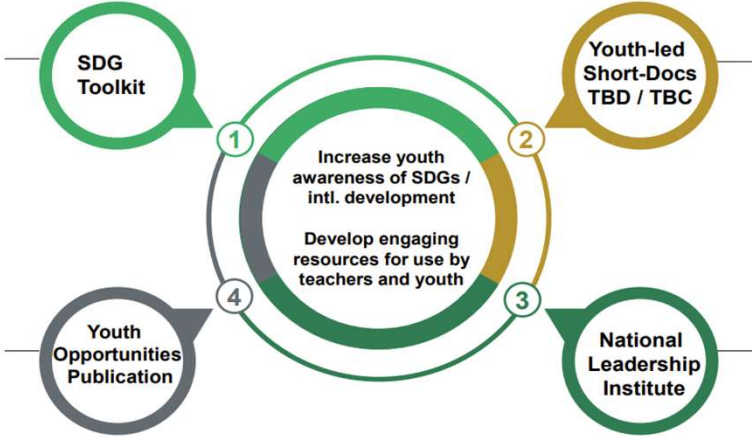


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Possible Opportunity – Students



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9



Next Steps



10

10



Feedback? Questions?



POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

September 26, 2023

Draft revised Policy B-133 "Online Learning" 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 B-133 "Online Learning".

School District #62 (Sooke)

DISTRIBUTED ONLINE LEARNING	No.: B-133
	Effective: Feb. 23, 2010 Revised: Reviewed: Mar. 2/15; June 6/23; June 27/23; Sept. 26/23

SCHOOL BOARD POLICY

Distributed Online learning is a choice of instruction within the current K-12 system that responds to the unique learning needs of individual learners. **Distributed Online** learning takes place outside of the traditional school classroom when a learner is primarily at a distance from the educator and school. Emerging electronic technologies and the Internet in **distributed online** learning, offers the possibilities for sophisticated, interactive, and engaging learning opportunities.

In online learning students can:

- **Connect with their teacher from anywhere using the internet, phone or e-mail.**
- **Work with their teacher to reach goals in their learning plan.**
- **Take a program or course via an online learning management system, web conferencing, teleconferencing, and/or correspondence.**
- **Get support through opportunities for in-person learning and interactions with other students.**

Both public and independent online learning schools offer online learning. Students in Kindergarten to Grade 7 must take a full course load at one school, while students in Grades 8 to 12 may learn from home entirely, or learn at school and take some courses online.

The Board of Education recognizes that **distributed** online learning provides the flexibility to meet the learning needs of students not served through conventional school programs. The Board concurs with the Ministry of Education **and Child Care** rationale that **distributed** online learning can expand equitable access to education for students in rural and urban communities that may have difficulty accessing a full range of courses and programs, and that **distributed** online learning can provide choice for these students who have restricted access. The Board recognizes that all or part of an educational program may be provided by means of **distributed** online learning.

The Board agrees to operate a **distributed** district **online** learning school and agrees to:

- meet all of the requirements of the *School Act* and Legislation,
- meet all of the requirements of the **Distributed District Online Learning (DOL) School** as per the Ministry of Education and Childcare 1701 instructions and,
- meet all of the Ministry of Education **and Child Care** **distributed online** learning policies and standards.

LEGISLATION REGULATIONS

School Act, Section 3.1

[School Act](#), Section 75 (4.1)

DISTRIBUTED ONLINE LEARNING DEFINITIONS

- ~~**Distributed Learning**~~ means a method of instruction that relies primarily on indirect communication between learners and educators, including internet or other electronic-based delivery, teleconferencing or correspondence.
- ~~**Distributed Learning School**~~ means a school within the meaning of the School Act, which offers instruction by means of Distributed Learning only.
- **“Online learning”** means a method of instruction that relies primarily on communication between students and teachers by means of the internet;
- **“Online learning school”** means a school or francophone school that offers instruction to its students through online learning only;
- **“D.O.L.S.”:** District Online Learning Schools serve students who reside in their district only.
- **“P.O.L.S.”:** Provincial Online Learning School.

Student Accessing Online Learning Guidelines:

- a) **Grades 8-12 students residing within the boundaries of SD62 who are already enrolled in a neighbourhood school may take additional courses through SD62’s District Online Learning School (DOLS) via dual enrollment.**
- b) **Grades 10 – 12 students who are already enrolled in a neighbourhood school may take additional courses through a Provincial Online Learning School.**
- c) **Grades 8 – 9 students who are already in a neighbourhood school may take additional courses through a Provincial Online Learning School and in accordance with funding rules.**
- d) **Kindergarten – Grade 7: student must be enrolled in a program full time. These students can enroll full time in a Provincial Online Learning School but cannot take only part of a program through a Provincial Online Learning School.**
- e) **International students in Grades 8 – 12 must receive approval through the school district’s International Education Office in order to take additional courses through SD62’s District Online Learning School (DOLS) or through a Provincial Online Learning School (POLS).**

Board Info Note

Board Meeting

September 26, 2023

Agenda Item: 9.1 – Ukrainian Student Visit

Background:

- As a result of the war in the Ukraine, several humanitarian missions have been organized and carried out from volunteers in the Westshore.
- During the first visit in 2021 relationships were established with four municipalities and educational jurisdictions (Olyka, Horohiv, Boratyn, and Kamin Kashyrsk).
- In the Ukraine, education falls under the responsibility of local government.
- A specific relationship was established between students at Boratyn Lyceum, a school in the Lutsk District, and students at Willway Elementary School.
- On a subsequent trip in 2022, former Board Chair Ravi Parmar joined the team, bringing school supplies and letters from local school students. This trip further established relationships between SD62 and towns in the Ukraine.
- From that trip a promise was made through the volunteer group to host two students for a three week period. Two weeks would be spent with a host student in one of our secondary schools and one week would be spent participating in an immersive learning experience at the Bamfield Marine Sciences Institute (BMSI). The costs of transportation and the Bamfield experience would be paid from funds raised through the volunteer group.
- Due to visa complications the students were unable to come last year.

Current Context:

- The volunteer group has extended an offer to four secondary students, one from each community to come to SD62 this school year. This opportunity would have the students attend one of our secondary schools (EMCS) for two weeks and the program at BMSI for one week with their student host.
- EMCS has been selected due to available space within the school and available home stay families.
- The students from the Ukraine would be hosted with an established homestay family arranged through our International Student Program.
- While the costs of travel and the week-long stay in Bamfield are covered by the volunteer group, a request has come forward through staff to provide the homestay coverage as an in-kind donation. This would represent an approximate cost to the Board of \$2000.
- This work aligns to the information recently shared through the Education-Policy Committee on Global Citizenship.

For Recommendation:

- That the Board of Education for School District #62 (Sooke) authorize staff to provide homestay costs (estimated at \$2000) for a two-week period for four student visitors from the Ukraine.

Submitted with Respect,

Scott Stinson, Superintendent/CEO

Information Note

Board of Education Meeting

September 26, 2023

Agenda Item: 10.1 – Strategic Plan Annual Report

Background:

- For the district's [Strategic Plan 2021-2025](#), a comprehensive process of charting accountability has been developed that links strategic plan outcomes, annual operational plans and the Ministry of Education and Child Care's student success metric report: the Framework for Enhancing Student Learning (FESL).
- Annually the district takes the direction of the Board through the Strategic Plan and develops an operational plan to assist in achieving the goals and objectives of the Strategic Plan.
- The Annual Report for the 2022/23 school year reports on progress made in the [2022/23 Operational Plan](#).
- The district has devised a strategic plan proficiency rubric, that mirrors language in the student reporting policy set by the Ministry of Education and Child Care. The rubric establishes proficiency categories for Emerging, Developing, Proficient and Extending.
- The district [rubric](#) has recently been revised to ensure consistent language across the proficiency continuum.

The 2022/23 Annual Report

- The report reflects overall progress in relation to the strategic plan goals and objectives and covers the 38 projects from the 2022/23 Operational Plan. Highlights include:
 - The drafting and development of a new Long-Range Facilities Plan to estimate enrolment growth and facility needs into the future.
 - The significant and ongoing development of the district's K-12 literacy initiative.
 - The adoption and signing of the 2022-2027 Na'tsa'maht Enhancement Agreement at a ceremony on Pacheedaht First Nation territory.
 - The completion of a diversity, equity and inclusion review and report to guide related future work in the school district.
- In addition, the report features data from the Student Learning Surveys (SLS) for students and parents/caregivers, and the Equity in Action Survey.
- The Student data from the SLS is from the 2021-22 school year due to the timing of release from the Ministry of Education and Child Care.
- Working with their knowledge of the system and of the work undertaken through the operational plan, the Executive Team rated each of the strategic priority goals and objectives using the strategic plan rubric. Following several meetings, consensus on the level of progress in the 2022/23 school year was achieved based on the evidence provided.
- In utilizing the strategic plan rubric, evidence for each descriptor was examined to determine progress. Those individual ratings created an overall pattern of progress for each objective and goal.
- Two objectives have improved from proficient to extending when compared to last year's report:
 - Learning Objective 4: To enhance student choice and voice; and

- Engagement Objective 3: To develop, expand and implement respectful, effective, clear and transparent communications.
- Two objectives rated as emerging continue to require additional attention, specifically:
 - Engagement Goal: To create a culture of belonging.
 - This was deemed emerging due to the significant gap in graduation outcomes (20%) between students with Indigenous ancestry and those without.
 - Engagement Objective 2: To further the goals of the Na'tsa'maht Agreement following the objectives of 'One Mind' and 'One Spirit.'
 - This was deemed emerging due to:
 - the significant gap (20%) in graduation rates between students with Indigenous ancestry and those without; and
 - Indigenous language rarely being a central, key and regular part of classes and school activities.
- As we begin the 2023/24 school year, our new [operational plan](#), developed to ensure further progress towards meeting the goals of the 2021/25 strategic plan will use the data and evidence from this annual report to guide our work.

Requested Motion: That the Board of Education of School District 62 (Sooke) approve the 22/23 Strategic Plan Annual Report as presented.

Submitted with Respect,
Scott Stinson, Superintendent



Sooke School District Annual Report 2022-23

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

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MESSAGE FROM THE BOARD OF EDUCATION

Dear Members of the Sooke School District (SD62) Community,

It is with great enthusiasm and a sense of pride that I welcome you to our annual report for the 2022-23 school year. On behalf of the Board of Education, I am honoured, as Chair, to share with you remarkable highlights and exciting areas for future growth and improvement within our beloved school district.

Highlights of the Year:

Welcoming a New Board:

In the past year, we embarked on a new journey with the addition of five brand-new trustees, following the election and the retirement of long-serving trustees. We extend our heartfelt thanks to those who dedicated themselves to our district for many years. Additionally, our former Chair, Ravi Parmar, was elected as a Member of the Legislative Assembly for British Columbia, showcasing the talent within our leadership. We wish Ravi much success as he starts his provincial political career.

Succession Planning and Leadership:

Our commitment to excellence is evident in our meticulous succession planning. The creation of the Deputy Superintendent position, achieved by Associate Superintendent, Paul Block, exemplifies our dedication to nurturing talent within our district. Furthermore, when the time came to locate a new superintendent for January 2024, our nationwide search led us back to Paul Block, ensuring the continuity of strong leadership. Paul has been with the district for 30+ years and we wish him well as he transitions to his new role. We also thank the current superintendent, Scott Stinson, for five years of exemplary service to the community. The district has advanced into a mature, 21st century organization, under his leadership.

Digital Solutions:

Reflecting on our district's maturation, we transformed our Information Technology department into Digital Solutions. This change recognizes the department's expanded role, encompassing information technology, data analytics, knowledge sharing, cyber security, and digital literacy. We are committed to staying at the forefront of technology to better serve our students and support our staff.

Student and Family Affordability Fund:

Our commitment to student well-being is unwavering. The Student-Based Student Wellness (SBSW) team and District leadership, played a pivotal role in effectively utilizing the government's Student and Family Affordability Fund, addressing food insecurity and supporting individual students during emergencies. The newly introduced Feeding Futures Fund will continue this vital work in the 2023-24 school year, ensuring our students and families experience tangible benefits.

Student Voice & Choice:

The Board met with Middle and Secondary students to discuss the students' views and experiences of diversity, equity and belonging, at EMCS in May 2023. In line with our commitment to student engagement, we introduced two new academies – Mountain Biking and Edward Milne Community School (EMCS) Softball – based on school and community desires. In addition to our aspiration to further expand these programs, the district is actively working on creating programs for the new Westshore Post-Secondary, opening in September 2024, in partnership with Royal Roads University, Camosun College (with whom the district currently provides dual credit and trade courses) and the Justice Institute for British Columbia.

Take a Hike Program:

The first year of the Take a Hike Program in the district was incredibly successful, with a 100% pass rate amongst the students involved. The program focuses on emotional well-being and empowering students with the skills and resilience needed for success. There are plans to expand this program's reach, positively impacting even more lives in our district.

Areas for Growth:

Diversity, Equity, Inclusion, and Anti-Racism:

As we move forward, the district recognizes the need to set district standards and develop effective action plans to strengthen our policies and processes with regards to Diversity, Equity, Inclusion, and Anti-Racism. We also understand that just like our learning journeys, the path of Diversity, Equity, Inclusion, and Anti-Racism is one that continues throughout our lives. We want all of our students and staff to have positive, enriching experiences within SD62 regardless of gender identity, sexual orientation, race, or ability. This commitment extends to creating enriched and meaningful programs and pathways for newcomer families who choose SD62. Together, we are building an inclusive future.

Indigenous Learners:

Our students with an Indigenous background have a lower graduation rate amongst the body of students. We are determined to increase outcomes for our students with Indigenous ancestry and bridge the gaps in the rate of graduation across the student body. In addition to the many successful programs provided by the Na'tsa'maht Indigenous Education (NIE) department, educators have this year procured a learner profile tool which is designed to provide comprehensive data on attendance, achievement, and additional services delivered to Indigenous students, that help to better support their educational success.

In conclusion, I want to express my gratitude to the entire SD62 community, including our dedicated educators, staff, students, and families, for their unwavering support and commitment to our district's growth. There is so much exciting work in the years ahead. Together, we will continue to write a bright future for all.

Sincerely on behalf of the Board of Education,



Amanda Dowhy, Chair

Trustees: Amanda Dowhy, Ebony Logins, Cendra Beaton, Russ Chipps, Trudy Spiller, Allison Watson



MESSAGE FROM THE SUPERINTENDENT

Dear Trustees, Colleagues and Community Stakeholders,

Over the past school year, we have accomplished many positive things for the school district. Together, we were able to return to the first uninterrupted school year since 2018/2019. With the gradual re-establishment of processes and activities it has reinforced the crucial role that schools play, not only for education but as a key component of our communities.

Having now completed year two of the Sooke School District Strategic Plan which is focused on three priority areas: Learning, Engagement and Growth, we are excited with the progress that we have made. As we worked together to execute the first two years of the plan, we were again faced with significant growth; this continues with a projection for 650 more students in the 2023/2024 school year. Construction has now begun on the new Elementary School in South Langford which will greatly assist our growing Westshore community. Raising awareness of our growth and getting new schools built continues to be a priority for our district.

Our mission of helping to develop educated citizens means that how our students see themselves in the community is important. We want our learning environments to be inclusive and reflective of the needs of our students, staff and the community at large. Last year we announced several collaborative partnerships with community in mind:

- The construction and opening of a new all-season sports field in North Langford due to the generosity of the City of Langford.
- The re-development of the tennis courts at Dunsmuir Middle School into a multi-sport play space thanks to the City of Colwood.
- The announcement of two seismic projects, one at Port Renfrew Elementary and one at Sooke Elementary. Both projects represent collaborative partnerships with Pacheedaht First Nation and the District of Sooke.

I am privileged to do this work alongside supportive and committed colleagues as well as a Board of Education who are dedicated to making significant contributions to the life and outcomes of students. As we prepare to extend our work next year, we reaffirm the importance of thinking forward through our strategic planning process.

Sincerely,



Scott Stinson
Superintendent/CEO





EXECUTIVE SUMMARY

The Strategic Plan 2021-25 was written to reflect the vision, mission, values, and beliefs of the Board of Education. Each of the goals and objectives are designed to assist the district in moving forward in key areas to support the development and learning of our students.

This Annual Report for the 2022-23 school year provides highlights and evidence of the progress that has been made in the three strategic priorities articulated in the Strategic Plan 2021-25: Learning, Engagement and Growth. Over the course of the 2022-23 school year, staff have worked to implement the strategies and activities outlined in the 2022-2023 Operational Plan, developed by the Superintendent and District Executive Team with input from system leaders. This Operational Plan is developed annually and details what will be done during the year to make progress towards the goals and objectives outlined in the strategic plan.

Highlights:

Comparing the [Annual Report for 2021-22](#), to this year, shows that progress has been made in each of the goals and objectives.

Key highlights from work done in the district this year include:

- The drafting and development of a new Long-Range Facilities Plan to estimate continued enrolment growth and facility needs into the future.
- The significant and ongoing development of the district's K-12 literacy initiative.
- The 2022-2027 Na'tsa'maht Enhancement Agreement was formally adopted and signed at a ceremony on Pacheedaht First Nation territory.
- The completion of a diversity, equity and inclusion review and report to guide future work in the school district.
- Our secondary students earned over \$1.5 million collectively in scholarship funding last year.
- Student-Trustee connections were strengthened with a forum focused on diversity, equity, and inclusion and school visits were organized to explore outdoor learning environments in the district.
- Committee work and the development of a plan related to the provision of the new *Accessibility Act* has been developed and will guide the district in addressing issues of accessibility within the district.
- Several new policies to guide and protect the district were developed with key initiatives for consultation in finance processes and for the protection of privacy and risk in Digital Solutions.

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

The overall goal/objective achievement for the 2022-23 school year as defined on the rubric is:

2022-23 Proficiency		Emerging	Developing	Proficient	Extending
LEARNING	Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens				
ENGAGEMENT	Create a culture of belonging				
GROWTH	Pursue organizational excellence to support a vibrant school district				



Overall Interpretation:

The Strategic Plan Proficiency Scale provides a visual representation of the district’s progress in relation to each goal and objective articulated in the Strategic Plan.

Learning has seen significant progress over the course of this year with continued work to developed critical and creative thinking skills, grounding literacy development as a key skill from kindergarten to Grade 12, and developing social thinking skills for students by deepening understanding related to diversity, equity and inclusion.

Engagement is a key strategy that supports our primary learning goal. Through broad community and stakeholder engagement, students are supported in their learning, staff members feel connected, and the community feels that they have a voice in educating the next generation of citizens. We continue to work to ensure that all students feel safe and connected to our schools through the ongoing development of a “culture of belonging”. Support for students with Indigenous Ancestry to overcome historical prejudices and injustices, continues through the equity work being done in the district. Our hope and ongoing work are focused on creating a more equitable environment, including stronger results for Indigenous Learners.

Our district continues to grow in many ways, most notably through our student enrolment. Constant attention to manage this growth by ensuring student learning spaces, as well as the ongoing recruitment and retention of our professional staff, are key elements. In addition, as our system grows and systems change, the district needs to continue to mature its operations to be efficient, effective and responsive to the needs of students, staff and the community.

STRATEGIC PLAN

PROFICIENCY SCALE 2022-23 (RUBRIC)

- To view the full rubric, please see the SD62 website
- More details on the determination of proficiency can be found in Appendix 1

2022-23 Proficiency		Emerging	Developing	Proficient	Extending
LEARNING	Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens				
Objective 1	• To provide opportunities for learners to understand, respect and appreciate diversity and inclusion				
Objective 2	• To provide opportunities for learners to develop critical and creative thinking skills				
Objective 3	• To ensure our learning environments are safe, accessible and welcoming.				
Objective 4	• To enhance student choice and voice				
ENGAGEMENT	Create a culture of belonging				
Objective 1	• To develop, expand and implement, inclusive and collaborative, practices and processes				
Objective 2	• To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'				
Objective 3	• To develop, expand and implement respectful, effective, clear and transparent communications				
Objective 4	• To continue to develop, expand and implement a culture of wellness				
GROWTH	Pursue organizational excellence to support a vibrant school district				
Objective 1	• To strengthen organizational practices to ensure diversity, equity and inclusion (DEI).				
Objective 2	• To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging.				
Objective 3	• To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources				
Objective 4	• Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment				

STRATEGIC PLAN STATUS SUMMARY

LEARNING

Goal: Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens.

OBJECTIVE 1 - TO PROVIDE OPPORTUNITIES FOR LEARNERS TO UNDERSTAND, RESPECT AND APPRECIATE DIVERSITY AND INCLUSION

Highlights of progress related to this objective come from a variety of data sources and include:

- **Student Learning Surveys** (due to data availability from the Ministry of Education and Child Care, the most recent information is from 2021-2022)

- o Student Responses



Question - At school, I am learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability)

School Year	Grade	Positive Strongly Agree or Agree	Neutral Neither agree nor disagree	Negative Strongly disagree or Disagree	Don't Know
2018/19	7	67%	15%	8%	10%
	10	54%	23%	16%	8%
	12	59%	27%	11%	3%
2019/20	7	66%	17%	6%	11%
	10	57%	22%	13%	8%
	12	59%	18%	16%	7%
2020/21	7	68%	15%	6%	10%
	10	57%	21%	12%	10%
	12	62%	22%	13%	3%

- The data indicate that the majority of students in grades 7, 10 and 12 are learning about human rights and diversity.
- More work is required in this area to demonstrate a stronger link between classroom learning and student connection to this question.

Question - At school do you respect people who are different from you (for example think, act or look differently?)

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Most of the time All the time	Sometimes	Never Almost Never	Don't Know
2018/19	7	91%	5%	2%	3%
	10	83%	8%	3%	5%
	12	86%	8%	5%	1%
2019/20	7	90%	5%	2%	2%
	10	83%	8%	6%	3%
	12	86%	6%	4%	4%
2020/21	7	89%	5%	2%	3%
	10	87%	6%	2%	4%
	12	91%	5%	2%	1%
2021/22	7	87%	6%	2%	5%
	10	88%	7%	1%	3%
	12	93%	4%	1%	3%

- Students have a very high (90% average for 2021/22) level of respect for people who look, think or act differently amongst those students who responded from across the Grades.

Question - At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Métis) in Canada? 2021/22

	Positive	Neutral	Negative	Don't Know
Grade	Most of the Time/ All of the Time	Sometimes	Never/ Almost Never	Don't Know
All	36%	49%	12%	3%
7	34%	51%	11%	5%
10	41%	45%	11%	3%
12	34%	48%	17%	0%

- The data indicate that a significant portion (85%) of the students, across various grade levels, who responded, are being taught about Indigenous Peoples in Canada at school either “all the time”, “most of the time” or “sometimes”.
- While neutral “Sometimes” responses were consistently high across school levels, negative responses were generally low.
- Only 15% of students who responded either “didn’t know” or said that they “never” or “almost never” learned about Indigenous peoples.

Question - At school, are you being taught about local First Nations? 2021/22

	Positive	Neutral	Negative	Don't Know
Grade	Most of the Time/ All of the Time	Sometimes	Never/ Almost Never	Don't Know
All	31%	47%	17%	5%
7	29%	49%	15%	7%
10	36%	45%	15%	4%
12	27%	45%	24%	4%

- 31% of the students who responded report being taught about local First Nations “most” or “all of the time”, or 47% “some of the time”.
- Grade 10 students are most likely to report being taught about local First Nations “most of the time” or “all of the time”.
- Grade 12 students are most likely to report “almost never” or “never” being taught about local First Nations.
- Grade 7 students are most likely to be unsure about the frequency of this education.

• Parent Student Learning Survey



Parents answering <u>yes</u> to the questions:		#	%
Are you satisfied with the efforts at your child's school to teach student about Indigenous peoples in Canada?	2021-2022	208	72%
	2022-2023	275	75%
At your child's school, are students being taught about local First Nations?	2021-2022	228	79%
	2022-2023	302	83%
Is your child learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability)?	2021-2022	207	77%
	2022-2023	260	78%
Is your child respectful of people who are different from them?	2021-2022	262	97%
	2022-2023	327	97%
Do you see diverse sexual orientations and gender identities represented in your child's school?	2021-2022	155	58%
	2022-2023	221	67%

- The majority of parents who responded to these questions believe that their children were respectful of people who are different than them (97%).
- More than three-quarters of parents who responded said that their child was being taught about local First Nations (83%) and about human rights and human diversity (78%).
- Two-thirds (67%) of parents who responded to the survey believed that you could see diverse sexual orientations and gender identities represented in their children's school.
- Overall, the data suggests positive trends in parental satisfaction with efforts related to teaching about Indigenous peoples, understanding human rights and diversity, and fostering an inclusive environment.
- The data also suggest a growing awareness among parents that their child's school is addressing these important topics.
- The high percentage of parents indicating that their child is respectful of diversity and differences suggests a positive environment being fostered in the schools.

Equity in Action Survey 2022-23

o Student Responses:



Question - Do Indigenous Role Models or Elders visit your classroom or school?

	Always	Sometimes	Rarely	Never
2020-2021	9%	41%	33%	17%
2021-2022	12%	60%	24%	4%
2022-2023	18%	53%	23%	6%

- The data suggest an overall increasing trend in the presence of Indigenous role models or Elders visiting classrooms or schools across the surveyed years.
- The percentage of respondents who reported always having such visits consistently increased year over year.

Question - Do you hear the territorial acknowledgement in your classroom, assemblies or announcements?

	Always	Sometimes	Rarely	Never
2020-2021	56%	28%	10%	3%
2021-2022	63%	26%	8%	2%
2022-2023	76%	18%	4%	2%

- The Equity in Action survey data over the last few years shows an increase in students reporting that they “always” hear the territorial acknowledgement in classrooms, assemblies or announcements.
- Of those students who responded to the Equity in Action Survey, 94% reported “always” (76%) or “sometimes” (18%) hearing the Territorial Acknowledgement in classrooms, assemblies or announcements.

Additional District Resources for Diversity, Equity, and Inclusion

- In addition to specific student data, the district sources and provides exceptional resources for diversity and produces frequent communications that reflect the diverse community in which we live (See Appendix 2).
- Diverse resources in the district, noted in the district’s online catalogue include, 147 titles on diversity, 181 on First Nations, 15 on immigration and national identity and 30 on sexual orientation and gender identity. There are multiple copies of many of these titles. In addition, there are many more resources online.
- The District Teacher Resource Centre holds: 63 literature circle novel packs; 30+ multi-book packs; 9 Language Art kits; 21 Social Studies kits (contain multiple titles – some upwards of 30+ books); 4 SOGI book packs; 139 Indigenous Education items between this location & the Na’tsa’maht office.

Operational Plan Strategies 2022-2023

Strategy - Operational Plan Strategies Related to this Objective - To provide opportunities for learners to understand, respect and appreciate diversity and inclusion

- The Board constructed the strategic plan to have diversity, equity and inclusion woven throughout the plan.

The following operational plan items are examples of those initiatives that have links to this strategy:

- Develop a process to explore and act upon issues of diversity, equity, inclusion and anti-racism.
 - Later in the report when we get to the Growth Objective 4, you will see the crossover work with this item which describes how, during 2022-23, the district undertook a comprehensive audit to evaluate and improve its practices related to Diversity, Equity, Inclusion, and Anti-Racism (DEIAR). Surveys and focus groups were designed and executed to collect insights from various stakeholders including staff, students, and parents. The audit will yield a report with recommendations to the district. (see page 55)
 - In addition to this work:
 - The Executive Team joined Trustees in a Trustee Student Forum on the topic of Diversity, Equity and Belonging where middle and secondary students had the opportunity to speak on their experiences with regards to these issues. To build out the questions for the forum, a Thought Exchange was held with Middle and Secondary students to discern topics for the forum.
 - The Na'tsa'maht Indigenous Education department led many initiatives designed to provide learnings to understand, respect and appreciate diversity with regards to our First Nations and Rights holders. Specific to the 2022-23 Operational Plan were: Support the Curriculum Transformation Department in the implementation of the Indigenous graduation credit (see page 41) and to Begin the implementation of the revised Na'tsa'maht Agreement (E1) and undertake to report to the Board of Education biannually on progress with the Na'tsa'maht agreement (see page 41)
 - With regards to inclusion there were two items that relate to Learning Objective 1: Support the collaborative work of Inclusive Education Services (IES) with all District Principals (see page 26); and, undertake a system scan of IES services, to ensure effective allocation of resources to support students (See page 26).



OBJECTIVE 2 - TO PROVIDE OPPORTUNITIES FOR LEARNERS TO FOR LEARNINGS TO DEVELOP CRITICAL AND CREATIVE THINKING SKILLS

Highlights of progress related to this objective come from a variety of data sources and include:

- **Student Learning Surveys** (due to data availability from the Ministry of Education and Child Care, the most recent information is from 2021-2022)

- o Student Responses



Question - Are you taught to show your learning in different ways?

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Many times/ All the time	Sometimes	At no time/ Few times	Don't Know
2018/19	10	34%	37%	23%	5%
	12	39%	41%	20%	1%
2019/20	10	48%	33%	15%	4%
	12	38%	41%	19%	2%
2020/21	10	47%	37%	13%	4%
	12	40%	38%	20%	3%
2021/22	10	45%	39%	12%	4%
	12	45%	41%	12%	3%

- Data suggest that, overall, a majority of students across different school years and grades reported positive experiences in being taught to demonstrate their learning in various ways.
- In the 2021-22 Student Learning Survey, 85% of those who responded to the question said that they, “sometimes”, “many times” or “all the time”, were taught to show their learning in different ways.
- Positive responses were slightly higher for Grade 12 students in 2021-22 in comparison to 2020-21 and slightly lower for Grade 10 students during the same period.

Question - At school, are you learning to be a critical thinker?

School Year	Grade	Positive Many times/ All the time	Neutral Sometimes	Negative At no time/ Few times	Don't Know
2018/19	7	50%	30%	14%	7%
	10	40%	32%	24%	4%
	12	41%	38%	20%	1%
2019/20	7	46%	32%	14%	7%
	10	42%	30%	23%	5%
	12	53%	31%	12%	4%
2020/21	7	48%	30%	13%	9%
	10	46%	33%	16%	5%
	12	50%	30%	18%	2%
2021/22	7	44%	29%	10%	17%
	10	38%	36%	17%	9%
	12	42%	43%	10%	5%

- The data suggest that most students across different school years and grades feel they are learning to be critical thinkers “many times” or “all the time.”
- The positive response percentages vary slightly across different school years and grade levels.
- The relatively low percentages of negative responses indicate that most students perceive they are being encouraged to develop critical thinking skills.
- In the 2021-22 Student Learning Survey, an average across grades of 76% of students who responded to this question, said that they, “sometimes”, “many times” or “all the time”, were learning ways to be a critical thinker.

Question: At school, are you taught to take ownership or control of your learning (for example, marking your own work, making decisions about what you want to study)? (wording for 2022-3; wasn't asked of Grade 7)

School Year	Grade	Positive Many Times All the time	Neutral Sometimes	Negative At no time/ Few times	Don't Know
2018/19	7	28%	25%	39%	8%
	10	27%	27%	42%	5%
	12	29%	25%	43%	2%
2019/20	7	26%	27%	38%	8%
	10	29%	30%	37%	4%
	12	26%	28%	38%	8%
2020/21	7	25%	27%	37%	11%
	10	31%	26%	38%	5%
	12	27%	32%	39%	2%
2021/22	10	35%	37%	22%	5%
	12	37%	40%	21%	2%

- The data suggest that across the years, a portion of students across different grade levels felt they were not consistently taught to take ownership or control of their learning. However, over time, the number of respondents saying “at no time” or “few times” has reduced.
- The 2021-22 survey with amended wording showed a higher percentage of Grade 10 and 12 students feeling positively about their control over their own learning.
- The variations in responses may reflect different teaching approaches and experiences over the years.
- Note: The question was previously (2020) asked of Grades 7,10,12: At school, are you taught to take ownership or control of your learning (for example, choosing your own homework assignments, marking your own work, making decisions about what you want to study)? ¹⁴

Question - As part of marking your work, are you shown examples of what excellent, good, fair, and poor work look like?

School Year	Grade	Positive	Neutral	Negative	Don't Know
		Most of the time All of the time	Sometimes	Never Almost Never	Don't Know
2018/19	7	45%	30%	18%	8%
	10	31%	34%	30%	5%
	12	45%	29%	26%	0%
2019/20	7	51%	24%	17%	8%
	10	39%	32%	25%	4%
	12	46%	29%	22%	3%
2020/21	7	51%	23%	17%	9%
	10	43%	31%	22%	4%
	12	41%	31%	26%	2%
2021/22	7	53%	24%	11%	12%
	10	44%	32%	19%	5%
	12	44%	37%	15%	3%

- Consistent, but small, increases across the past four years show that students agree positively (Gr. 7: 53%; Gr. 10: 44%; Gr. 12: 44%) that as part of marking their work, they are shown examples of what excellent, good, fair, and poor work looks like.
- Grade 7 students tend to report more positive responses than the other grades.
- Grade 10 students more frequently report “never” or “almost never” having examples compared to other grades. This is something that would benefit from professional learning opportunities so that teachers can enhance their ability to provide meaningful examples and feedback to students.
- Note: The response choices in 2018-2021 were “Many Times” or “All of the time”, “Sometimes”, “At no time,” “Few times”, “Don’t Know”.

• Parent Student Learning Survey 2021-2023

Question: At school, are you taught to take ownership or control of your learning (for example, marking your own work, making decisions about what you want to study)? (wording for 2022-3; wasn't asked of grade 7)



Parent SLS 2021 - 23			
Parents answering yes to the following questions:		#	%
Is your child helped to understand how they can improve their learning?	2021-2022	170	61%
	2022-2023	190	55%
Is your child being helped to understand important ideas that are critical for understanding (e.g., scientific laws, big ideas)?	2021-2022	162	58%
	2022-2023	199	58%
Is your child learning to become more creative (for example, creating things on-the-spot without preparation, reusing things for entirely new purposes, unstructured exploration)?	2021-2022	141	51%
	2022-2023	169	49%
Is your child learning to become a critical thinker (for example, analyzing, making connections, asking questions, challenging assumptions)?	2021-2022	194	70%
	2022-2023	228	66%
Is your child learning basic age-appropriate reasoning skills such as pattern recognition, rational argument, skepticism, critique, persuasion, deduction, inference?	2021-2022	188	68%
	2022-2023	219	64%
Is your child learning basic life skills such as budgeting, independent living, skills for financial planning and taxes?	2021-2022	48	17%
	2022-2023	84	24%
Is your child learning emotional self-regulation (how to express emotion, and deal with emotional problems through self-regulation, empathy, and compassion)?	2021-2022	169	61%
	2022-2023	190	55%

- The 2022-23 Parent Survey had more respondents than the previous year.
- The responses for 2022-23 compared with 2021-22, had, on the whole, slightly fewer parents responding positively.
- However, of those who responded, most parents agreed that their child was:
 - being helped to understand how to improve their learning (55%).
 - being helped to understand important ideas that are critical for understanding (e.g., scientific laws, big ideas)? (58%).
 - learning to become a critical thinker (66%).
 - learning basic age-appropriate reasoning skills (64%).
 - learning emotional self-regulation (how to express emotion, and deal with emotional problems through self-regulation, empathy, and compassion)? (55%).
- Fewer parents responded positively to questions on whether their child was:
 - learning to become more creative (for example, creating things on-the-spot without preparation, reusing things for entirely new purposes, unstructured exploration)? (49%).
 - learning basic life skills such as budgeting, independent living, skills for financial planning and taxes? (24%).

Operational Plan Strategies 2022-2023

Strategy - Continue to build and expand ways to improve and measure students' creative, critical and social thinking.

Throughout the year, the district prioritized integrating creative, critical, and social thinking into education. Notable efforts included teacher-leaders, the LLC Philosophy, and the Building Thinking Classrooms initiative, emphasizing the importance of deep, collaborative learning.

Key Initiatives:

- Critical Thinking Series: Secondary educators were equipped with strategies to cultivate students' analytical and problem-solving skills through workshops.
- Book Club: Continuing the focus on "Building Thinking Classrooms," this club helped educators refine teaching practices that encourage deep thinking.
- Numeracy Programs: Spearheaded by Nikki Lineham for middle-years and targeted workshops for primary years, this series aimed to make math engaging and build foundational skills.
- Core Competency Learning: Programs focussed on student self-reflection and goal-setting across core competencies, preparing them for future challenges.
- Resource Translation: French translations of core competency resources ensured language accessibility for immersion students.



Strategy - Develop and begin implementing an overall district approach to early learning and child care, supported by a newly created leadership position.

Success this year has included:

- Facilitated deeper understanding of local needs during active engagement in discussions and meetings with community partners, including the Early Years Network, FEARN, and Early Learning and Child Care Community of Practice.
- Successfully orchestrated the Ready, Set, Learn sessions, comprising Session 1 across all elementary schools, two online sessions for Session 2, and Session 3 in all elementary schools. These sessions have served as instrumental platforms for forging connections with incoming Kindergarten students and their families.
- Established multiple ways for Education Assistants to provide feedback, ranging from formal evaluations to regular meetings and professional learning opportunities.



Strategy - Develop training for the Leadership Team that includes labour relations, collective agreements, conflict management.

Throughout the year, a series of leadership development sessions were undertaken, encompassing a wide array of Human Resources topics. These sessions included in-depth discussions on subjects such as Roles & Responsibilities within Labour Relations, Grievance Management, Collective Bargaining, OHS Work Refusals, and Staffing. These sessions were well-received and contributed significantly to the enhancement of the Leadership Team's understanding of critical HR matters.

Strategy - Procure a learner profile tool for students with Indigenous ancestry, with the potential to expand to all students to support their academic success as identified in through the Equity Scan work.

The learner profile tool for students with Indigenous ancestry is designed to provide comprehensive data on attendance, achievement, and additional services delivered to Indigenous students, that help to support their educational success. The project introduced the concept of the tracking tool to department staff and school-based PVP, generating awareness and support. Notably, a meticulous procurement process facilitated by Digital Solutions contributed to the acquisition of a high-quality product that aligned with SD62's technical requirements, ensuring that the tool's deliverables and services meet the needs of the district's schools. The digital app and program were successfully uploaded to SD62 systems. The Na'tsa'maht Indigenous Education (NIE) department conducted a successful pilot of the tool with staff in June 2023. This pilot phase serves as a crucial foundation for the full implementation planned in the upcoming 2023/24 academic year.

Strategy - Begin the implementation of the Middle School Beliefs adopted by the Board, including the development of consistent timetable principles across all middle schools.

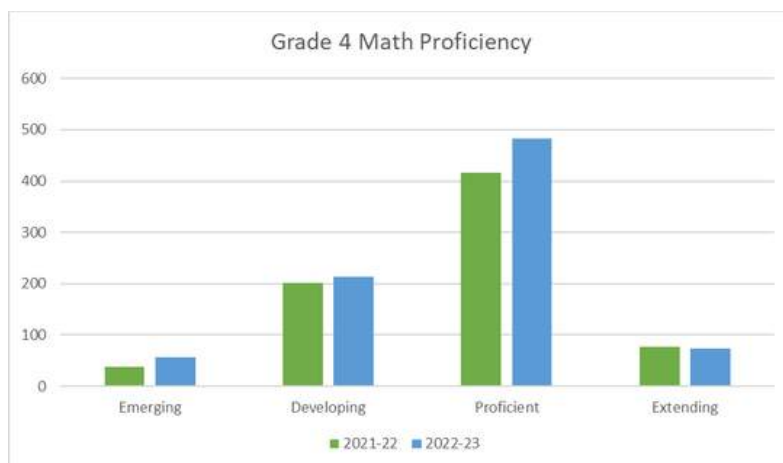
- The initiative achieved its objectives by successfully implementing the Principles for Timetabling and making changes to create consistent weekly schedules in two schools. The collaboration among the principals of the five middle schools played a pivotal role in establishing a shared understanding of how timetabling aligns with the Middle School Philosophy. Principals worked closely with their respective staff to communicate upcoming changes for the next academic year.
- An essential outcome of this project was the creation of a comprehensive document outlining the Principles of Timetable, directly linked to the Middle School Philosophy. Moreover, the changes made to the timetables ensured that Band and Applied Design, Skills, and Technologies (ADST) were prioritized for all grades, reflecting a commitment to a holistic educational experience.
- The experience of implementation, which revealed inconsistencies across schools has highlighted the need for more work to ensure greater consistency across the district to fully align timetabling practices with the Middle School Philosophy.

Strategy - Develop a Curriculum Operations Plan with a focus on: (1) K-12 Literacy. Including a focus on building and strengthening the relationship with literacy development across all levels K-12. (2) K-12 Assessment, evaluation, and a reporting policy.

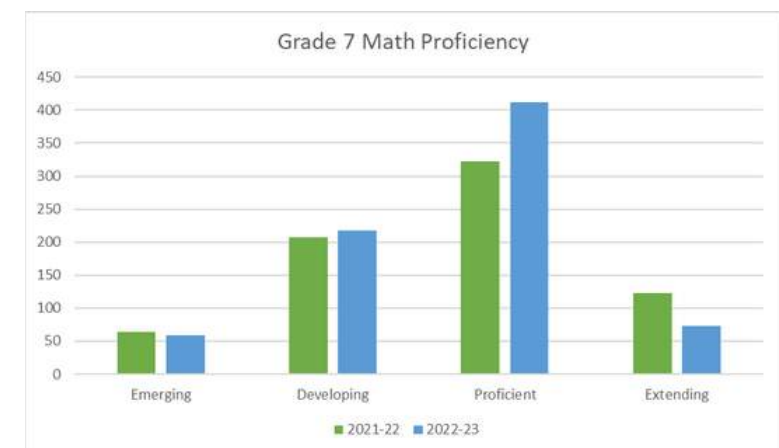
Success this year has included:

- A vital document supporting the K-3 English Language Arts Assessment and Reporting, aligned with the new reporting policy, was successfully crafted and shared for teacher input. This document serves as a crucial framework for accurate and consistent assessment and reporting practices.
- The culmination of the literacy learning series for various grade levels (K-3, 4-5, 6-8, 9-12) was achieved. These sessions have enriched educators' understanding of effective literacy instruction and strategies.
- Collaborative efforts with Literacy Intervention Teachers (LITs) culminated in the identification of Universal Screening measures. These measures will be implemented across all elementary schools in the upcoming fall and winter, promising a standardized and comprehensive approach to student assessment.
- Consultation with school psychologists on screening measures and intervention strategies has taken place, enriching the depth and effectiveness of our intervention approaches.
- Analysis of data from a sample of schools revealed promising results in terms of response to intervention for primary students facing literacy difficulties. This points towards the effectiveness of the strategies and interventions implemented.
- The establishment of a professional learning community with Literacy Intervention teachers has significantly deepened their understanding of the work and enhanced their skills. This development has fostered collective efficacy across the district, underscoring the positive impact of collaborative learning.
- The equitable distribution of resources to intervention teachers across all grade levels (K-12), ensuring a consistent level of support and tools for effective intervention.
- For critical and creative numeracy work the end of year scorecards show progress from the previous year with regards to student proficiency.

Grade 4 Math Proficiency



Grade 7 Math Proficiency



2021-22 (green) vs 2022-23 (blue)

OBJECTIVE 3 - ENSURE OUR LEARNING ENVIRONMENTS ARE SAFE, ACCESSIBLE AND WELCOMING.

Highlights of progress related to this objective come from a variety of data sources and include:

- **Student Learning Surveys** (due to data availability from the Ministry of Education and Child Care, the most recent information is from 2021-2022)

- o Student Responses



Question - Do you feel safe at school?

School Year	Grade	Positive	Neutral	Negative	Don't Know
		Many Times All the Time	Sometimes	At no time Few Times	Don't Know
2018/19	4	83%	9%	7%	1%
	7	69%	20%	10%	1%
	10	71%	18%	7%	3%
	12	84%	10%	5%	1%
2019/20	4	72%	14%	10%	3%
	7	65%	23%	11%	2%
	10	78%	13%	8%	2%
	12	85%	9%	2%	4%
2020/21	4	82%	9%	6%	2%
	7	69%	20%	8%	4%
	10	76%	14%	7%	3%
	12	82%	10%	7%	1%
2021/22	4	75%	16%	5%	4%
	7	71%	19%	7%	3%
	10	75%	16%	7%	2%
	12	87%	9%	3%	1%

- In 2021-22, averaged across the four grades, 76% of students reported feeling safe at school either “all the time” or “most of the time.”
- On the whole, Grade 12 students feel safer than the other grades while Grade 7 feel slightly less safe than the other grades.

Question - Do you feel welcome at your school?

	Positive	Neutral	Negative	Don't Know
Grade	Most or all of the time	Sometimes	Never or Almost Never	Don't Know
ALL	69%	21%	7%	3%
4	72%	19%	6%	3%
7	66%	22%	8%	4%
10	66%	24%	7%	3%
12	72%	18%	7%	3%

- Students reported feeling welcome at their school, “all the time” or “most of the time” (69%) in the 2021-22 Student Learning Survey.
- The figures were slightly higher for students in Grade 4 and Grade 12 who more frequently reported feeling welcome at school “most” or “all” of the time.

Question - Is school a place where you feel like you belong?

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Most or all of the time	Sometimes	Never or Almost never	Don't Know
2018/19	4	64%	19%	13%	3%
	7	52%	25%	20%	3%
	10	48%	28%	21%	3%
	12	51%	26%	19%	4%
2019/20	4	52%	23%	18%	6%
	7	42%	32%	21%	4%
	10	52%	25%	20%	3%
	12	44%	34%	20%	2%
2020/21	4	57%	22%	15%	6%
	7	46%	30%	19%	4%
	10	43%	33%	19%	5%
	12	49%	28%	20%	3%
2021/22	4	51%	29%	14%	6%
	7	52%	28%	13%	7%
	10	48%	33%	15%	4%
	12	52%	32%	12%	3%

- The data suggest that a majority of students across various grade levels generally feel like they belong in school “most of the time” or “all of the time”.
- In the 2021-22 Student Learning Survey, 81% of students who responded to the survey reported feeling a sense of belonging in school, either “all the time”, or “ most of the time” (51%) or “sometimes” (30%).
- Sense of belonging for Grade 4 students has dropped from a high of 64% in 2018/19 to a low of 51% in 2021/22.

Question - Have you ever felt bullied at school?

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Never or Almost never	Sometimes	All or Most of the time	Don't Know
2018/19	4	66%	18%	12%	4%
	7	69%	17%	12%	2%
	10	72%	14%	10%	4%
	12	85%	7%	5%	3%
2019/20	4	59%	22%	15%	4%
	7	65%	18%	14%	3%
	10	72%	16%	8%	5%
	12	81%	13%	5%	2%
2020/21	4	63%	22%	11%	4%
	7	68%	17%	11%	4%
	10	78%	12%	7%	4%
	12	83%	8%	8%	2%
2021/22	4	49%	32%	15%	4%
	7	57%	26%	14%	2%
	10	61%	26%	11%	3%
	12	66%	26%	5%	3%

- The data suggest that, in general, the majority of students across various grade levels report “never” or “almost never” feeling bullied, teased, or picked on.
- Grade 12 consistently had the highest percentage of students who “never” or “almost never” felt bullied.
- It is worth noting that for Grade 12 the difference between the years dropped to 66% in 2021-22 having been 85%, 81% and 83% in previous years - suggesting an increasing amount of bullying over the years.
- Similarly for Grade 12 students there was an increase in “sometimes” feeling bullied at school: 26% in 2021-22 but lower at 8%, 12% and 7% in preceding years.
- Compared to 2020-21, students who responded to the survey, reported lower levels of “never” or “almost never” in 2021-22. The data showing an increased in “sometimes” feeling bullied.
- Note: Between 2018-21 the question was phrased differently as “At school are you bullied, teased or picked on? (Gr 7, 10, 12).” For Grade 4 students in 2018-21, the question was worded as it is now.

Equity in Action Surveys



Question - Are there times when children in your classroom are unkind or hurt your feelings?

	Always	Sometimes	Rarely	Never
2020-2021	15%	35%	16%	35%
2021-2022	24%	45%	13%	18%
2022-2023	35%	54%	9%	2%

- In the 2022-2023 data on this question, the percentage of respondents who:
 - believed that children were “always” unkind or hurtful increased to 35%, an increase from previous years.
 - believed that that children “never” engaged in unkind behaviour decreased to 2%, a decrease from previous years.
 - felt that children were "sometimes" unkind or hurtful increased to 54% from 45% the previous year.
 - believed that children were “rarely” unkind or decreased to 9% from 13%.

Question - Are children in your classroom kind and caring?

	Always	Sometimes	Rarely	Never
2020-2021	15%	35%	16%	35%
2021-2022	24%	45%	13%	18%
2022-2023	35%	54%	9%	2%

- The percentage of students who feel that children in their classroom are "always" kind and caring has more than doubled from 15% in 2020-2021 to 35% in 2022-2023. This suggests a positive trend in classroom behaviour over the years.

Question - Do you witness racist remarks or acts of racism in your school?

	Always	Sometimes	Rarely	Never
2020-2021	4%	14%	20%	62%
2021-2022	11%	19%	21%	49%
2022-2023	9%	24%	25%	43%

- The data suggest fluctuations in students' observations of racist remarks or acts of racism in their school environment over the surveyed years.
- In the 2022-23 school year, the percentage of respondents who reported never witnessing such incidents decreased to 43%.
- The percentages for “sometimes” (24%) and “rarely” (25%) witnessing such incidents remained elevated from the previous years. There was a slight drop to 9% of responses to “always” witnessing racism in school.

Question - Do you experience racism in your school?

	Always	Sometimes	Rarely	Never
2020-2021	2%	8%	18%	71%
2021-2022	7%	10%	21%	62%
2022-2023*	2%	11%	19%	68%

- The data suggest fluctuations in the perception of experiencing racism in schools over the surveyed years.
- In 2022-2023, 87% of students report that they “rarely” or “never” experience racism in their school.
- The rate of “always” or “sometimes” experiencing racism has dropped from 17% the previous year to 13%, however, it is still higher than in 2020-21 when it was 10%.

Question - Do you see your culture reflected in your classroom?

	Always	Sometimes	Rarely	Never
2022-2023	25%	38%	18%	18%

- The data highlight a diversity of perceptions regarding the reflection of students' cultures in the classroom.
- While a quarter of respondents feel that their culture is “always” reflected, the majority indicated that they are only “sometimes”, “rarely”, or “never” reflected.
- These data underscore the importance of fostering a culturally-inclusive classroom that embraces and values the diverse cultural backgrounds of students.

Question - Do you see family and/or people from your community in your classroom?

	Always	Sometimes	Rarely	Never
2020-2021	17%	46%	18%	18%
2021-2022	36%	26%	22%	17%
2022-2023*	30%	33%	16%	21%

- Overall, the increase since 2020-2021 in the percentage of respondents who reported “always” seeing family and community representation suggests improved inclusion.
- In the 2022-23 data, the percentage of respondents who indicated that they “sometimes” see family and community members increased to 33% and those who “rarely” saw family and community decreased to 16%. However, those reporting “never” seeing family and people from their community” rose from 17% in 2021-22 to 21% in 2022-23.
- The variations in perceptions could be influenced by changes in classroom demographics and school initiatives.

Operational Plan Strategies 2022-2023

Strategy - Lead the consultation and expenditure of the Student and Family Affordability Fund.

- The Student and Family Affordability Fund was established by the provincial government to help support support students and families struggling with rising costs due to global inflation. The fund was intended to improve students' access to nutritional food and meals, before, during and after the school day and offset family costs such as school supplies or other cost pressures. The district received an allocation of \$1,251,529.
- Throughout the duration of the year, schools have effectively utilized the allocated funds to provide support for students and families. Emphasis was placed on addressing food security and reducing financial barriers to participation in field trips and other activities. The School-Based Student Wellness (SBSW) team played a vital role in supporting individual students during emergency situations, ensuring that immediate needs were met.
- By directing resources toward food security and fee reductions, students and families have experienced tangible benefits. The financial relief in these areas has enabled families to allocate resources to other essential aspects of their budgets, thereby fostering greater financial stability.
- As the Student and Family Affordability Fund comes to a close, it's worth noting that the newly introduced Feeding Futures fund will take over the support for food security concerns in the upcoming year. This transition reflects a dynamic response to evolving needs, ensuring that support mechanisms remain relevant and effective.



Strategy - Support the collaborative work of Inclusive Education Services (IES) with all District Principals.

- This operational plan initiative greatly expanded and strengthened the collaboration between Inclusive Education Services (IES) and District Principals.
- Through the work, there was an establishment of a common language and understanding among departments, which over the year became ingrained and routine, resulting in a seamless communication process that no longer requires structured conversations.
- Key achievements include the transformation of District Principal meetings, where presentations are now centered around overarching themes rather than focusing solely on individualized departments. Additionally, committee membership has been broadened to encompass not only traditional IES areas but also other departments, leading to a more comprehensive and holistic approach to working together.

Strategy - Undertake a system scan of IES services, to ensure effective allocation of resources to support students



- Through undertaking a system scan of IES services, significant progress has been made in resource allocation to better support students within the Sooke School District. Resource allocation strategies were shifted, leading to the implementation of behaviour support time for elementary schools. The realignment of inclusion coaches and psychologists was done to better meet district needs and caseloads, reflecting a keen understanding of the local context.
- Collaboration with other districts in the Lower Island CAISE (Council of Administrators of Inclusive Support in Education) has further enriched the initiative. Sharing structures, collaborating on resource allocation, and learning from other district initiatives have contributed to a broader perspective on effective practices.

Strategy - Support our schools to be safe places by deepening system practices and processes in aid of the increased complexity of student needs and connecting schools to processes including CIRT and VTRA.

- The initiative has led to a reduction in the number of Level 2 Threat Assessments, showcasing increased proactive interventions. Collaborative efforts with community supports, such as Game Ready, have contributed to a comprehensive safety net for students.
- Building stronger relationships with police partners, including Military Police, and consulting with the Ministry, Safe Schools team, and RCMP, have provided valuable insights for anticipated changes in the upcoming year.
- Lockdown and Hold & Secure protocols have been meticulously refined and shared with the system. Debriefs following Lockdown and Hold & Secure responses have led to enhanced preparedness.
- Comprehensive training for the District CIRT team has been conducted, processes have been communicated throughout the system, and collaboration with law enforcement authorities has been reinforced.

OBJECTIVE 4 - ENHANCE STUDENT CHOICE AND VOICE

Highlights of progress related to this objective come from a variety of data sources and include:

- Student Learning Surveys (due to data availability from the Ministry of Education and Child Care, the most recent information is from 2021-2022).
 - Student Responses



Question - At school do you get to work on things you are interested in as part of your course work?

School Year	Grade	Positive	Neutral	Negative	Don't Know
		Many times/ All of the time	Sometimes	At no time/ Few times	Don't Know
2018/19	7	23%	34%	34%	9%
	10	25%	37%	35%	3%
	12	34%	39%	25%	2%
2019/20	7	20%	39%	34%	7%
	10	29%	39%	28%	3%
	12	28%	43%	25%	4%
2020/21	7	21%	39%	30%	11%
	10	28%	43%	24%	5%
	12	30%	43%	26%	1%
2021/22	7	20%	42%	28%	11%
	10	26%	49%	21%	4%
	12	30%	54%	17%	0%

- The data suggest that across different school years and grades, a portion of students feel that they have opportunities to work on things they are interested in as part of their coursework.
- Positive responses were consistently higher for Grade 12 students compared to Grade 7 and Grade 10 students.
- The variations in responses might reflect different teaching approaches and opportunities provided to students over the years.
- In 2021/22, of the students who responded to the survey, 70% said that they “all of the time”, “most of the time” or “sometimes” got to work on things they were interested in as part of their coursework. The response is lowest for Grade 7 students at 62%, higher for Grade 10 students at 75% and highest for Grade 12 students at 84%.

Question - At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects)

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Most of the Time All the Time	Sometimes	Never Almost Never	Don't Know
2018/19	10	32%	35%	27%	7%
	12	34%	37%	27%	2%
2019/20	10	35%	30%	28%	7%
	12	31%	39%	28%	2%
2020/21	10	32%	38%	23%	7%
	12	34%	31%	31%	4%
2021/22	10	35%	40%	20%	5%
	12	41%	37%	19%	3%

- The data suggest that across different school years and grades, a portion of students have opportunities to provide input into what they learn and how they learn. Positive response rates ranged from a low of 31% (Grade 10) in 2019/20 to a high of 41% (Grade 12) in 2021/22.
- Grade 12 students generally expressed slightly higher levels of positive experiences compared to Grade 10 students.
- The relatively low percentages of negative responses might reflect schools' efforts to incorporate student input into their educational experiences, fostering a sense of ownership and engagement. 2021/22 had the fewest responses of “never” or “almost never”.

Question - Do adults in the school treat all students fairly?

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Many times/ All of the time	Sometimes	At no time/ Few times	Don't Know
2018/19	4	Not asked			
	7	53%	26%	16%	5%
	10	48%	27%	17%	8%
	12	54%	27%	14%	6%
2019/20	4	Not asked			
	7	52%	27%	14%	7%
	10	49%	31%	16%	5%
	12	48%	32%	15%	6%
2020/21	4	Not asked			
	7	55%	22%	15%	8%
	10	53%	24%	13%	11%
	12	57%	26%	11%	6%
2021/22	4	69%	13%	6%	13%
	7	61%	20%	10%	10%
	10	47%	31%	12%	10%
	12	52%	28%	12%	8%

- The data suggest that across different school years and grades, the majority of students feel that adults in the school treat all students fairly.
- Positive response rates were consistently high across all grade levels surveyed, indicating a positive perception of fair treatment.
- There is more consistency for Grade 12 than for Grade 10 in positive responses.
- In the 2021/22 school year, the question was asked of Grade 4 students for the first time. Results show a significantly higher percentage (69%) of students believing that adults in the school treat all students fairly "many times" or "all of the time" compared to other grades.
- In 2021/22 of those students who responded to the question, 57% said adults treat all students fairly, “many times” or “all of the time.” A further 23% responded “sometimes” to this question.

Question - Are you satisfied that school is preparing you for post-secondary education?

School Year	Grade	Positive	Neutral	Negative	Don't Know
		Many times/ All the time	Sometimes	At no time/ Few times	Don't Know
2018/19	10	29%	36%	31%	4%
	12	40%	28%	29%	2%
2019/20	10	33%	31%	32%	4%
	12	23%	38%	35%	4%
2020/21	10	37%	33%	23%	7%
	12	36%	31%	29%	4%
2021/22	10	39%	30%	23%	8%
	12	38%	30%	26%	5%

- The data suggest that across different school years and grades, a portion of students have varying levels of satisfaction with how well school is preparing them for post-secondary education.
- Responses from Grade 10 students show a steady increase in satisfaction in preparation for post-secondary from 29% in 2018/9 to 39% in 2021/22. The results for Grade 12 students are more fluctuating, going from 40% in 2018/19 to 23% in 2019/20 up to 36% in 2020/21, to 38% in 2021/22.
- The relatively high percentages of negative responses (ranging from 23%-35%) might reflect students' concerns about their readiness for higher education and the perceived alignment of their education with future academic pursuits.

Question - Are you satisfied that school is preparing you for a job in the future?

School Year	Grade	Positive	Neutral	Negative	Don't Know
		Many times/ All the time	Sometimes	At no time/ Few times	Don't Know
2018/19	10	20%	31%	44%	4%
	12	24%	31%	42%	2%
2019/20	10	20%	32%	44%	4%
	12	17%	31%	48%	4%
2020/21	10	22%	34%	35%	8%
	12	24%	26%	44%	6%
2021/22	10	30%	31%	34%	4%
	12	23%	31%	43%	4%

- In the 2021/22 school year, there was a notable increase in Grade 10 students who feel that school is preparing them for a job "many times" or "all the time," jumping from 22% in 2020/21 to 30%. This could indicate a positive shift in the perception of educational effectiveness for this grade.
- Across all years and grades, the "at no time" or "few times" category has consistently high percentages, always exceeding those who feel positively about job preparation. This could indicate a general skepticism among students about the effectiveness of their education in preparing them for future jobs.

Parent Responses

- Parent Student Learning Survey 2021-23.



Those parents answering yes to the question		#	%
Do you think the BC education system is preparing students for transition to post-secondary?	2022-2023	104	31%
Do you think the BC education system is preparing students for transitions to the <u>work-force</u> after graduation?	2022-2023	90	27%

- Around 31% of parents believe that the BC education system adequately prepares students for the transition to post-secondary education.
- Approximately 27% of parents feel that the BC education system effectively equips students for transitions to the workforce following their graduation.
- While a third of the parents surveyed have positive views, it's notable that there is a larger percentage who have differing opinions or uncertainties about the system's preparedness for post-secondary education and workforce transitions. In addition, the low response rate makes it hard to generalize about parents' views.

- Equity in Action Survey 2022/23



Question - What are your Plans After Grade 12?

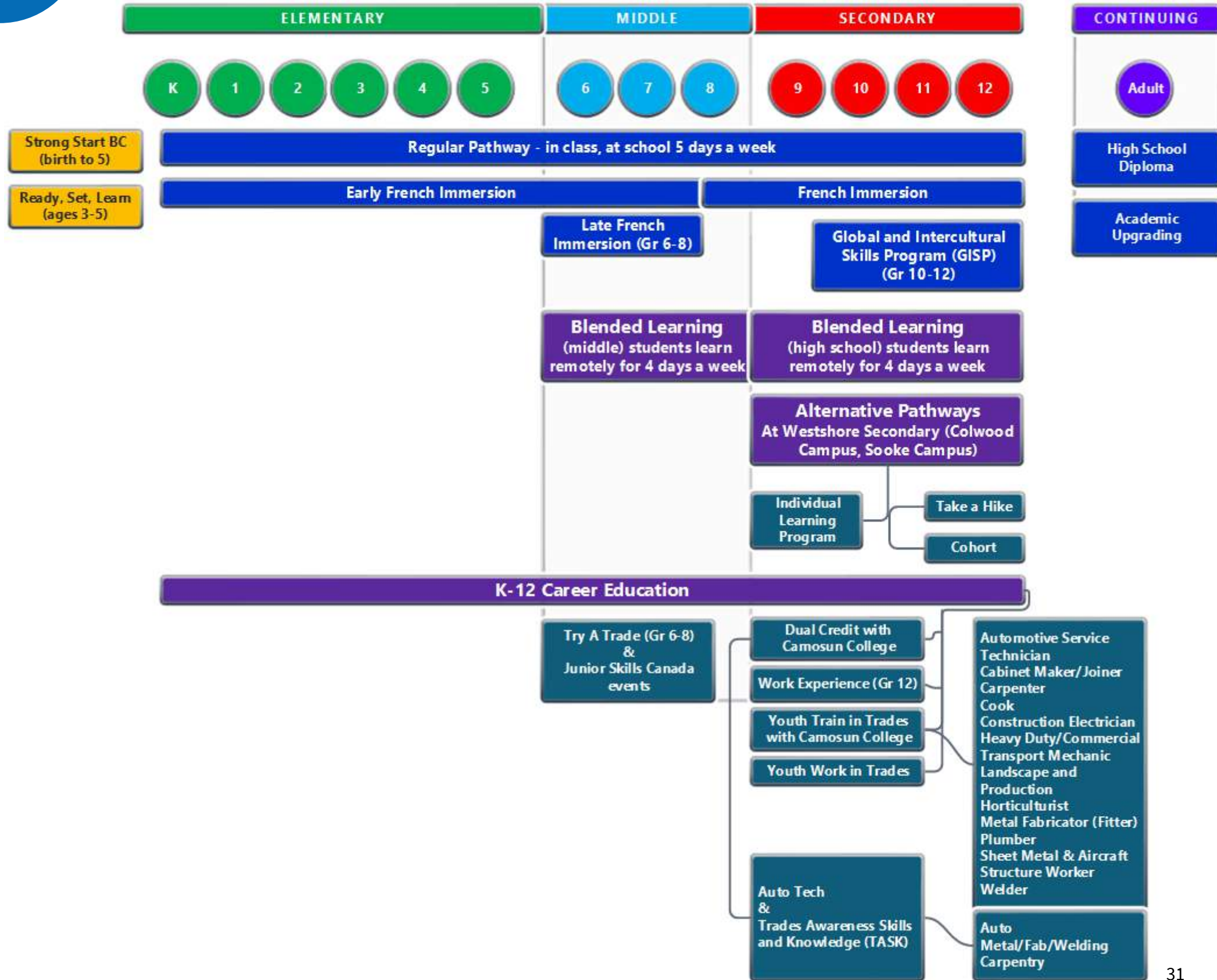
Response	Count	Percentage
Get a job	605	21%
Find my own place to live	497	18%
Travel	419	15%
Attend college or university right away	373	13%
Attend college or university after a gap year	286	10%
Move to a different city, province, country	239	8%
Stay in my community	157	6%
Unsure	165	6%
Learn a trade	133	5%
Other	94	3%
Note that 1466 or 61% of respondents did not respond to this question.		

- In the 2022/23 Equity in Action survey, students were asked what they were planning to do after Grade 12. Students could choose as many of the responses in the list as relevant to them.
- Of those students who responded to this question the most frequent plan was to get a job (21%) followed by find my own place to live (18%) and travel (15%). Only 5% reported that they wanted to learn a trade.

Pathways and Choice

In the 2022-23 rubric proficiency, Learning Objective 4, was determined to have an Extending proficiency because of the multiple additional pathways used for student choice including routes to graduation and opportunities for hands on learning.

The diagram (right) captures key pathways on offer. More information can be found on the SD62 website.



Operational Plan Strategies 2022-2023

Strategy - Explore ways to provide blended learning at the elementary and middle school levels that provides for student choice and connection to secondary online learning opportunities.

- In this strategy, the focus was on providing flexibility, engagement, and equity to students, with an emphasis on the Middle School Blended Program.
- The program has gained popularity and engagement among students. In the 22/23 school year, two cohorts at Dunsmuir and Journey Middle Schools were fully subscribed, with 26 students each.
- The Blended Program at Journey Middle School has positively impacted Indigenous students from the Pacheedaht Nation. By reducing their bus travel to one day a week, engagement and participation have increased, promoting equity.
- The District Elementary Blended Learning Committee has met four times during the year and has made recommendations for developing structures, routines, and processes for hosting an elementary program in the latter half of the 23/24 school year.
- The Middle School Blended Program has led to a significant improvement in academic success for 40% of enrolled students who were previously home-schooled or faced attendance challenges.

Strategy - Implement online learning hubs at secondary schools to enhance blended learning options.

- Online learning hubs have been implemented and integrated for the 23/24 school year at Royal Bay, Belmont and Edward Milne Community School.
- WestShore Secondary has seamlessly introduced the Individual Learning Program (ILP) with structures and supports mirroring those of the mainstream secondary curriculum. The distinction lies in its unique branding, catering to diverse learning needs.



Strategy: Implement and assess the “Take A Hike” program.

- The "Take A Hike" program based at WestShore Colwood has been fully subscribed throughout the school year, showcasing significant student interest and engagement.
- The program has demonstrated remarkable success in various aspects including academics, attendance, and participation. Students have exhibited notable improvements in these areas due to their participation in the program.
- A total of 21 students completed the "Take A Hike" program, each successfully passing all eight of their courses. This achievement underscores the positive impact of the program on academic outcomes.

Strategy - Explore a vision for the Milnes Landing Alternative programming.

- For this operational plan initiative, an Alternative Education school site was explored from research conducted by a commercial real estate agent during the first half of the 22/23 school year. The research highlighted the cost barrier associated with leasing space for a larger alternative school site in the Milne's Landing zone. Consequently, the district has shifted focus away from leasing and is now exploring opportunities to establish a site on District-owned land, which would help to establish the alternative site, providing the District with greater control and flexibility to run the program.

Strategy - Co-create a program vision for implementation at the Westshore Post-Secondary that compliments the direction of the facility.

- The vision created this year is that Westshore Post-Secondary will be a vibrant, inclusive educational hub, offering accessible and impactful programs that cater to diverse learner needs for academic, career, and personal growth.
- Strategic partnerships, particularly with Camosun College, are in active development.
- The Post-Secondary is expected to open in fall 2024 and will be able to hold about 1300 full time students, of which SD62 will offer:
 - Night school options for adult education.
 - Dual-credit courses in partnership with Camosun College.
 - English courses for Newcomer adults.



STRATEGIC PLAN STATUS SUMMARY

ENGAGEMENT

Goal: Create a culture of belonging

ENGAGEMENT

OBJECTIVE 1 - DEVELOP, EXPAND AND IMPLEMENT INCLUSIVE AND COLLABORATIVE PRACTICES AND PROCESSES

Operational Plan Strategies 2022-2023

Strategy - Develop an accountability framework that supports a culture of belonging and connection within the Facilities Department.

This project has created greater engagement with the Facilities staff. Over the year, a joint working group undertook ongoing meetings to develop and implement the Accountability Framework. There was ongoing engagement between leadership and staff. A standard work week was implemented for the Facilities Department. The needs of future building work led to the restructuring of the Facilities Department. A new Director was appointed for the 2023-2024 school year.



Strategy - Develop and provide protocols and training for system leaders on how to receive and support claims of sexual assault and sexual harassment.

To develop the protocols, resources used in other BC schools were reviewed to provide a foundational understanding for system leaders. Planning was undertaken to create an implementation strategy for protocols and training across the leadership team. District staff worked with other local school districts to develop a common language. A system scan of resources was undertaken and a one-page document was developed for use to help support receiving claims of sexual assault and harassment. Training was completed with middle & secondary PVP collaborating with the RCMP's Mobile Youth Service Team (MYST) team. District staff consulted with MYST and police around the protocol. The protocol was finalized and embedded into the work of PVP.

Strategy - Distribute the process of school staffing to create shared accountability amongst the Associate Superintendents.

To create shared accountability in school staffing, the Associate Superintendents collaborated on various staffing models for the 2023-2024 academic year. For Teacher-Librarian and Inclusive Education staffing, multiple meetings were conducted to explore system limitations and consider elements of the Collective Agreement. Key changes were made to improve staffing across departments including new allocation ratios which were developed for Literacy Intervention Teachers. A revised model was proposed for K-12 counseling; and draft ratios were prepared for Inclusive Education Support and Education Assistants. Efforts made to better distribute English Language Learning staffing, aimed for equitable workload distribution, have been well-received. The work has built capacity among school management and Executive Team members. Future steps planned include increasing system transparency and expanding staffing allocation to new areas, aiming for full alignment at Eagle Ridge Secondary by the end of the 2023-2024 academic year.

OBJECTIVE 2 - FURTHER THE GOALS OF THE NA'TSA'MAHT AGREEMENT FOLLOWING THE OBJECTIVES OF 'ONE MIND' AND 'ONE SPIRIT'

Highlights of progress related to this objective come from a variety of data sources and include:

- Student Learning Surveys (due to data availability from the Ministry of Education and Child Care, the most recent information is from 2021-2022).
 - Student Responses



Question - At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Métis) in Canada? 2021/22

Grade	Positive	Neutral	Negative	Don't Know
	Most of the time or all the time	Sometimes	Never or Almost Never	Don't Know
All	36%	49%	12%	3%
7	34%	51%	11%	5%
10	41%	45%	11%	3%
12	34%	48%	17%	0%

- A majority of students across all grades report being taught about Indigenous Peoples in Canada either "most of the time" or "all of the time" (36%) or "sometimes" (49%). This suggests a relatively high level of integration of this subject matter into the curriculum.
- While the percentage of students who report "never" or "almost never" being taught is relatively low across all grades, it increases from 11% in Grades 7 and 10 to 17% in Grade 12. This suggests a decline in exposure to this subject as students approach graduation.
 - It will be interesting to see the impact on responses to this question in future years following the start of the new Indigenous-focused course required for graduation from 2023-24 school year onwards.

Question - At school, are you being taught about local First Nations? 2021/22

Grade	Positive	Neutral	Negative	Don't Know
	Most of the time or all the time	Sometimes	Never or Almost Never	Don't Know
All	31%	47%	17%	5%
7	29%	49%	15%	7%
10	36%	45%	15%	4%
12	27%	45%	24%	4%

- Across all grades, 31% of respondents say they are taught about local First Nations, "most of the time" or "all the time," and 47% "sometimes" .
- Grade 10 students report the highest level of being taught "most of the time" or "all the time" at 36%, suggesting that there may be specific curricular elements or programs at this stage that focus more on local First Nations' history or culture.
- The data suggest increasing non-exposure in Grade 12 to local First Nations as the percentage of students who report "never" or "almost never" being taught increases from 15% in Grade 7 and Grade 10 to 24% in Grade 12. This suggests a decline in exposure to this important subject matter as students approach graduation.

Question - At school, are you being taught the local First Nations' language(s)? 2021/22

Grade	Positive	Neutral	Negative	Don't Know
	Most of the time or all the time	Sometimes	Never or Almost Never	Don't Know
All	7%	21%	65%	7%
7	5%	22%	63%	9%
10	9%	19%	66%	7%
12	6%	20%	70%	4%

- Across all grades, a majority of students (65%) report "never" or "almost never" being taught local First Nations' languages. Only a small fraction, 7%, indicate they are taught these languages "most of the time" or "all of the time."
- Interestingly, Grade 10 shows a slight increase in students being taught "most of the time" or "all of the time" (9%), compared to Grade 7 (5%) and Grade 12 (6%). This could suggest that there might be specific curricular elements or programs at this stage that focus on Indigenous languages.
- The percentage of students who report "never" or "almost never" being taught, ranges from 63% in Grade 7 to 70% in Grade 12, indicating a consistent lack of exposure to Indigenous languages throughout the school years, lessening as students reach the end of secondary school.

Question - At school, do you participate in any Indigenous (First Nations, Inuit, Métis) celebrations or activities? 2021/22

Grade	Positive	Neutral	Negative	Don't Know
	Most of the time or all the time	Sometimes	Never or Almost Never	Don't Know
All	8%	31%	54%	7%
7	11%	32%	47%	10%
10	5%	31%	59%	6%
12	6%	28%	63%	3%

- Compared to ongoing Indigenous programs, there is a slightly higher level of participation in Indigenous celebrations or activities. While 54% of students across all grades report "never" or "almost never" participating, a notable 31% do participate "sometimes," and 8% "most of the time" or "all the time."

Question - At school, do you participate in any ongoing Indigenous (First Nations, Inuit, Métis) programs or activities? 2021/22

Grade	Positive	Neutral	Negative	Don't Know
	Most of the time or all the time	Sometimes	Never or Almost Never	Don't Know
All	5%	19%	66%	9%
7	8%	23%	56%	13%
10	2%	17%	72%	8%
12	3%	16%	78%	3%

- Across all grades, the majority of students (66%) report "never" or "almost never" participating in Indigenous programs or activities. Only 5% participate "most of the time" or "all of the time," indicating a low level of engagement with Indigenous education and cultural activities across the grades.

•Equity in Action Student Survey

Question: Do you hear the territorial acknowledgement in your classroom, assemblies or announcements?

	Always	Sometimes	Rarely	Never
2020-2021	56%	28%	10%	3%
2021-2022	63%	26%	8%	2%
2022-2023	76%	18%	4%	2%

- Of those students who responded to the Equity Survey, 94% reported “always” (76%) or "sometimes"(18%) hearing the Territorial Acknowledgement in classrooms, assemblies or announcements.



• My Education Data

Six year completion rate

The six-year completion rate is the percentage of Grade 8 students who graduate, with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enroll in Grade 8, adjusted for migration in and out of B.C. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

School Year	All Students %	Aboriginal		Non-Aboriginal		
		Female %	Male %	All Students %	Female %	Male %
2017/18	69	75	62	82	86	78
2018/19	72	79	67	87	89	85
2019/20	72	71	74	86	87	85
2020/21	71	80	61	91	92	90
2021/22	73	69	77	93	93	93

- In 2021/22 more students completed in 6 years than in previous years. 2% more students with Indigenous ancestry graduated in 6 years as did 2% more of students without Indigenous ancestry.
- Notably, grouped together, boys with Indigenous ancestry increased their year 6 completion rate from 61% to 77% while the corresponding girls group’s rate of completion declined from 80% to 69%.



Progress of Students Who Entered Grade 8 in September 2016

If we follow the progress of students Grade 8 Cohort in 2016/17, a decline in progress towards the next grade begins in Grade 10 amongst male students with Indigenous ancestry and also in Grade 10 for female students who do not have Indigenous ancestry. In Grade 11 the decline starts for female students with Indigenous ancestry.

School Year	Grade	Aboriginal			Non-Aboriginal		
		All %	Female%	Male%	All%	Female%	Male%
2016/17	8	100	100	100	100	100	100
2017/18	9	100	100	100	100	100	100
2018/19	10	99	100	99	100	99	100
2019/20	11	95	95	95	100	99	100
2020/21	12	94	92	95	100	99	100
2021/22	Completion	75	70	79	93	93	93

- The results are an improvement on the progress of students who started Grade 8 in 2016 which were reported last year.
- In 2021/22, 75% of students with an Indigenous background completed their studies, in comparison to 71% in 2020-21.
- In 2021/22, there was a 93% completion of students without an Indigenous background compared with 91% completion in 2020-21. (How Are We Doing Report, p. 37).

OBJECTIVE 3 - DEVELOP, EXPAND AND IMPLEMENT RESPECTFUL, EFFECTIVE, CLEAR AND TRANSPARENT COMMUNICATIONS

Operational Plan Strategies 2022-2023

Strategy - Continued Development of SD62 Strategic Communications.

The 2022-23 year has seen a deepening of the development of SD62s Communications. The progress has placed this objective in the Extending category of the proficiency rubric.

Key accomplishments include:

- Articulated Plan: Developed a clear and well-structured communication plan.
- Branding: Created a comprehensive style guide for consistent messaging and visuals.
- Staff Training: Trained staff on plan's objectives and implementation.

Achievements:

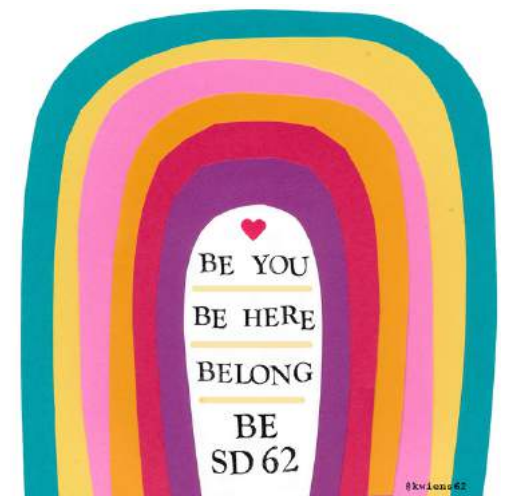
- Inclusivity: Designed the plan to be accessible to diverse stakeholders.
- Multi-Platform Strategy: Utilized social media and direct messaging to reach a broader audience.
- Metrics: Collected data to measure the effectiveness of communication methods.

Ongoing Focus:

- Support: Commitment to continually supporting school and department communications.
- Unified Messaging: Goal to develop a single narrative that clarifies the district's mission and values.

The Communication Plan is advancing well, focusing on clarity, branding, and inclusivity. Ongoing efforts aim to support internal communications and unify the district's messaging.

See Appendix 2 for more details on the extensive output of the Strategic Communications department and it's strength in promoting diversity, equity and inclusion.



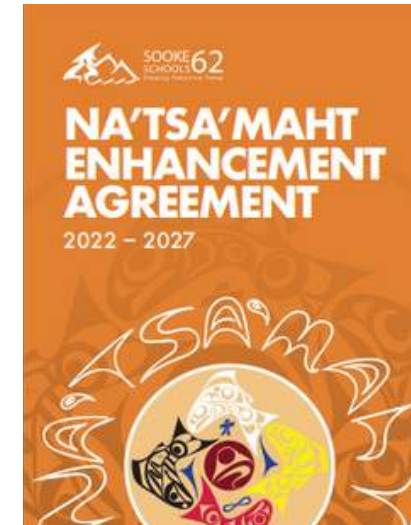
Na'tsa'maht means... being of one mind, one spirit. Together, working side by side, supporting each other, walking together. Good mind, good spirit for the good of our children, for the good of Mother Earth sustaining us.

Elder Dr. Shirley Alphonse

Operational Plan Strategies 2022-2023

Strategy - Begin the implementation of the revised Na'tsa'maht Agreement and undertake to report to the Board of Education biannually on progress with the Na'tsa'maht agreement.

The revised Na'tsa'maht Agreement focuses on improving the educational journey of Indigenous students in SD62. The District is committed to narrowing the gap relating to achievement and accessibility between Indigenous and non-Indigenous students. Many Indigenous students are pursuing higher education locally, indicating strong community relationships. The implementation work has highlighted issues like the 'sense of belonging' at certain grade levels, insufficient focus on Indigenous languages and histories, and the need for a dedicated Non-Instructional Day. In addition, while equity is a core District value, gaps in results persist: the 6-year graduation rate is 75% for Indigenous students vs. 93% for non-Indigenous students. The revised agreement can be found on the NIE page on the SD62 website.



Strategy - Support the Curriculum Transformation Department in the implementation of the Indigenous graduation credit.

Key actions undertaken to support the implementation of the Indigenous graduation credit included:

- Developed teaching resources in collaboration with the Ministry of Education and the First Nations Education Steering Committee.
- Conducted teacher training on Indigenous perspectives via conferences and workshops.
- Consulted with National Indigenous Education groups and local communities to ensure cultural sensitivity.
- Adopted a phased implementation strategy to increase positive engagement.
- Planned for Board Authority Authorized courses to be developed in the 2023/2024 academic year. These courses require extensive consultation and input from local Nations before approval by Ministry and the Board of Education.
- Introduced courses like BC First Peoples 12 to meet new Ministry graduation requirements.



OBJECTIVE 4 - CONTINUE TO DEVELOP, EXPAND AND IMPLEMENT A CULTURE OF WELLNESS

Highlights of progress related to this objective come from a variety of data sources and include:

- Student Learning Surveys (due to data availability from the Ministry of Education and Child Care, the most recent information is from 2021-2022).
 - Student Responses

Question: At school I am learning how to care for my mental health.

School Year	Grade	Positive Many Times or All of the time	Neutral Sometimes	Negative At no time or Few times	Don't Know
2018/19	7	42	23	27	8
	10	23	24	45	7
	12	34	26	36	3
2019/20	7	43	23	26	8
	10	30	25	41	5
	12	20	25	50	5
2020/21	7	33	23	33	12
	10	24	22	46	8
	12	21	23	51	5
2021/22	7*	43	23	25	8
	10	25	22	50	3
	12	18	25	56	2

- There is a noticeable decline in positive responses as students progress from Grade 7 to Grade 12. While 42-43% of Grade 7 students report learning about mental health "many times" or "all of the time," this drops to 18-21% by Grade 12 in the most recent years.
- This suggests that older students may feel less supported in mental health education, which could be a critical issue given the increasing mental health challenges often faced by adolescents.
- Negative responses, indicating that students in Grade 10 and 12 feel they are learning about mental health 'at no time' or 'few times,' have increased over the years, reaching 50% for Grade 10 and 56% for Grade 12 in 2021/22.
- This is a concerning trend and suggests that mental health needs a greater focus to meet the needs of older students, who are closer to leaving school.

o Parent Responses

• **Parent views on student learning about wellness (SLS Parent Survey in 2021-23)**



	Year	Yes Response	
		Count	Percent
Is your child learning emotional self-regulation (how to express emotion, and deal with emotional problems through self-regulation, empathy, and compassion)?	2021-2022	169	61%
	2022-2023	190	55%
Is your child learning how to care for their mental health (anxiety or stress management, conflict management, or relationships skills)?	2021-2022	126	46%
	2022-2023	149	44%
Is your child learning how to care for their physical health (for example, getting access to healthy food, adequate exercise and sleep)?	2021-2022	176	65%
	2022-2023	238	71%

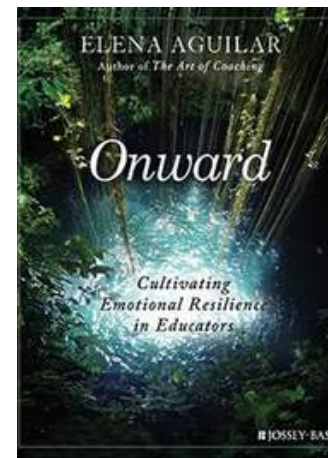
- The majority of parents who responded to the SLS Parent Survey in 2022-23 believed that their child was learning emotional self regulation (55%) and to care for their physical health (71%). Some parents (44%) agreed that their child was learning how to care for their mental health.
- NOTE: The numbers of students and parents undertaking SLS Surveys is very low and it is not clear what the results would be if all of the students and parents in the district undertook their respective survey.



Operational Plan Strategies 2022-2023

Strategy - Develop and implement a learning series for leadership on cultivating resilience (Onward).

The "Onward Resilience" project for Leadership has been completed with substantial progress. The series was built on the book by Elena Aguilar entitled: 'Onward: Cultivating Emotional Resilience in Educators.' Several sessions were conducted during monthly Leadership Team meetings to promote understanding, collaboration, and reflection on staff wellness and educator resilience. The sessions provided valuable insights and tools for supporting both personal well-being and that of their teams. During the sessions, Leadership Team members were provided with time for conversation, collaboration, and reflection. This allowed them to explore strategies and best practices for supporting themselves and their colleagues in maintaining resilience and well-being. PVPs and other members of the Leadership Team indicated positive responses to the Onward sessions via a short survey: 62% of respondents rated the learning series as 4 or 5 Star.



Strategy - Strengthen district leadership connections and relationship through ongoing and consistent presence in schools.

Key activities undertaken in the 2022-23 school year included:

- Bi-weekly visits to Milnes Landing schools for direct engagement with staff;
- Attendance at key curriculum and wellness events; and
- Monthly meetings with school-based Principals and Vice Principals (PVPs).

The initiative has helped address communication gaps between district management and school staff. Overall, consistent presence and strategic meetings have begun to bridge the gap between district management and school-based staff, aligning goals and enhancing mutual understanding. These efforts continue into the 2023-24 school year with dedicated weekly time for fostering District-School connections and relationship building.

Strategy - Explore, revise and implement the Healthy Schools Healthy People framework.

Key activities undertaken in the 2022-23 school year included:

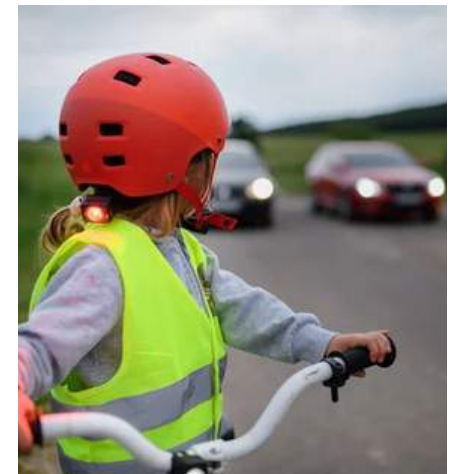
- Conducted two Health Canada funded workshops for professional development on Substance Use, involving key partners like IH Public Health.
- Secured \$50K grant from Here4Peers to launch a peer mentoring program in partnership with the Canadian Mental Health Association. Rollout expected in Fall 2023.
- Shared monthly newsletters and used social media to keep parents informed about wellness initiatives.
- Supported schools in promoting healthier travel options for students.
- Aided English Language Learner (ELL) students and their families through community partnerships.
- Assisted in preparing a grant proposal to secure additional wellness funding.



Strategy - Develop a program document that outlines a system of attendance support and disability management, backed by evidence, to enhance the wellness and attendance of employees.

Key accomplishments included:

- Developed consistent data collection methods for tracking attendance and absenteeism.
- Hired a dedicated Attendance Support and Wellness Coordinator.
- Enhanced the system for capturing and analyzing absenteeism metrics.
- Identified employee groups with high absenteeism for targeted action.



The District maintains an Employee & Family Assistance Program (EFAP), provided by LifeWorks (soon to be known as Telus Health) to offer mental health support and work/life services for employees and their families. In 2022/23, the Program had a utilization rate of 10.2%. The most used services involved mental health counselling for stress, anxiety and grief.

The District continues to offer support services to those employees who are away from work for extended periods due to medical challenges. For example, SD62 partners with the Public Education Benefits Trust (PEBT), via the Joint Early Intervention Service (JEIS) program. This program works with ill/injured support staff to ensure the provision of a supportive healthcare treatment plan and, in the majority of cases, a successful and timely return to work.

STRATEGIC PLAN STATUS SUMMARY

GROWTH

Goal: Pursue organizational excellence to support a vibrant school district.

Operational Plan Strategies 2022-2023

OBJECTIVE 1 - STRENGTHEN ORGANIZATIONAL PRACTICES TO ENSURE EQUITY, DIVERSITY AND INCLUSION

Strategy - Use the Employment Equity Survey results to develop an action plan connected to developing equity hiring practices and other human resources processes.

The Employment Equity team, involving cross-functional members such as SPEAC, STA, and CUPE, met multiple times throughout the school year. The group initially reviewed the results of the 2022 Employment Equity Survey and identified key themes to guide action planning. Subsequent meetings focused on a detailed analysis of survey data, specifically aiming to enhance equity in hiring practices.

A draft "Special Program" application was prepared and submitted for approval to the BC Office of the Human Rights Commissioner (BCOHRC). Concurrently, extensive stakeholder consultations were conducted, involving Board of Education, Executive and Leadership Team members, Union partners, local Indigenous Communities, and SPEAC. A dedicated committee was formed to discuss equitable hiring goals and implement strategies to address employment barriers for marginalized groups.



OBJECTIVE 2 - BUILD AND MAINTAIN SPACES AND RESOURCES THAT SUPPORT OUR CREATIVE AND CRITICAL LEARNING AND OUR CULTURE OF BELONGING.

Strategy - Develop policies related to Business Continuity Planning and Digital Governance.

The initiative kicked off with the drafting of policies for Business Continuity Planning (BCP) and Digital Governance, alongside a refresh of the existing BCP to align with new policies. The BCP Policy (F-495) was presented to and approved by the Board of Education. The Emergency Management Team comprising Executives, Directors and Managers participated in a table-top exercise to practice emergency response to a catastrophic event, the outcome of which will inform future BCP plans.

Strategy - Use the 2022 Design Guidelines for minor and major capital construction to develop universal district standards that will be systematically applied to all building design and construction.

This initiative was successful in the following:

- Development of a set of design standards based on the Board's Guiding Principles.
- Communication and sharing of these standards with Facilities and architects.
- Establishment of a consistent and universal approach to building design and construction.

Strategy - Update the Long-Range Facilities Plan (LRFP) including enrolment forecasts.

Using a Request for Proposal, an architect was appointed to create a new LRFP that reflected recent community growth, with long-range enrolment estimates and multi-year plans. The resulting updated LRFP was successfully utilized for the annual capital plan submission and became a cornerstone document for capital planning and decision-making.



OBJECTIVE 3 - EMBRACE DIGITAL TECHNOLOGIES AND MANAGE INCREASING COMPLEXITY BY LEVERAGING THE STRATEGIC USE OF RESOURCES.

Highlights of progress related to this objective come from:

- Student Learning Surveys (due to data availability from the Ministry of Education and Child Care, the most recent information is from 2021-2022)
 - Student Responses



Question - My school provides enough materials and technology for my learning (for example, things for wood working, metal working, art work, music, computer technology) .

School Year	Grade	Positive All of the time or Most of the time	Neutral Neither agree nor disagree	Negative Strongly disagree/Disagree	Don't Know
2018/19	10	72%	15%	7%	6%
	12	71%	16%	9%	4%
2019/20	10	78%	10%	8%	3%
	12	71%	15%	9%	5%
2020/21	10	79%	11%	4%	6%
	12	81%	10%	5%	3%
2021/22	10	75%	17%	5%	2%
	12	81%	12%	7%	0%

- The majority of students agree that they have enough materials.
 - For Grade 10, the positive responses increased from 72% in 2018/19 to 79% in 2020/21, then slightly decreased to 75% in 2021/22.
 - For Grade 12, the positive responses remained fairly stable, ranging from 71% to 81%.

Strategy - Establish a Cyber Risk and Security policy and begin implementation.

The year began with the drafting of a revised Cyber Risk and Security Policy, which was approved by the Board in November 2022. Hiring for the Manager, Cyber Security and Privacy, a key role in the initiative, was initiated and successfully completed. Regulatory frameworks were also established, setting the stage for implementation. Significant revisions were made to the Board Policy and protocols related to FOIPPA (Freedom of Information and Protection of Privacy Act) Governance and ‘Security and Privacy Breach’ protocol. Investigative work began for procuring Security and Privacy Education, Training, and Awareness (SETA/PETA) solutions. The budget for Cyber Security Awareness and Training was approved, and further investigation was undertaken into various cybersecurity tools.

Strategy - Develop a clear vision (including a clear rationale) for digital solutions in the district, which would be supported by rebranding the Information Technology (I.T.) Department to Digital Solutions.

This initiative’s key activities included:

- Conducting external scans and internal consultations to refine the rebranding proposal.
- Developing financial and staffing models to back the new initiative.
- Gaining approval from Resources Committee and the Board of Education for the rebranding, which now encompasses five core service areas: Infrastructure and Tech Operations, Cyber Security and Privacy, Data Analytics and Records, Digital Integration, and Digital Literacy.

Strategy - Develop recommendations for digital integration through an agreed upon oversight process.

The year saw focused efforts on clarifying the vision for digital governance and integration, initiating planning, and developing a foundational Digital Governance policy. The initiative was guided by industry best practices, particularly from ISACA (Information Systems Audit and Control Association), and closely aligned with the organization's strategic goals.

Key achievements included:

- Developing recommendations for digital integration through an oversight process; and
- Advancing the creation of a Digital Governance policy, ensuring the Board's role and the organization's strategic alignment.



Strategy - Explore the focus of I.T. as it relates to digital literacy across educational departments.

The year was pivotal in setting the vision and planning for bridging the gap between technology and education. The initiative focused on two core areas: Student and Staff Digital Literacy. Through extensive consultation with executives, partner groups, and district principals, key objectives were identified, including enhancing staff capacity in digital tools for both administrative and pedagogical purposes.

Key Achievements:

- Identified two core areas and objectives for Digital Literacy.
- Gained Executive and Board approval for capacity-building within Digital Solutions, reflected in the 23/24 budget.
- Developed a job description for a new Digital Literacy Coordinator position, marking the start of the implementation phase.

Next Steps:

- Create a comprehensive multi-year plan for Digital Literacy.
- Facilitate staff training and support for effective use of digital tools.

The initiative made significant strides in recognizing the importance of Digital Literacy within the educational context. The approval for a new full-time position and upcoming budget allocation demonstrate organizational commitment to this critical area.

Strategy - Build a financial framework that reduces the inflationary impacts to the district’s operating budget.

This year focused on establishing a dedicated team and developing a financial framework to mitigate inflationary impacts on the annual operating budget. The framework was successfully drafted and is aligned with the district's strategic plan for efficient resource utilization.

Key achievements were:

- Completion of a financial framework to counter inflationary effects, quantifying an annual impact of \$1.2 million.
- Partial implementation of non-cash recommendations, with the remainder scheduled for the next school year.



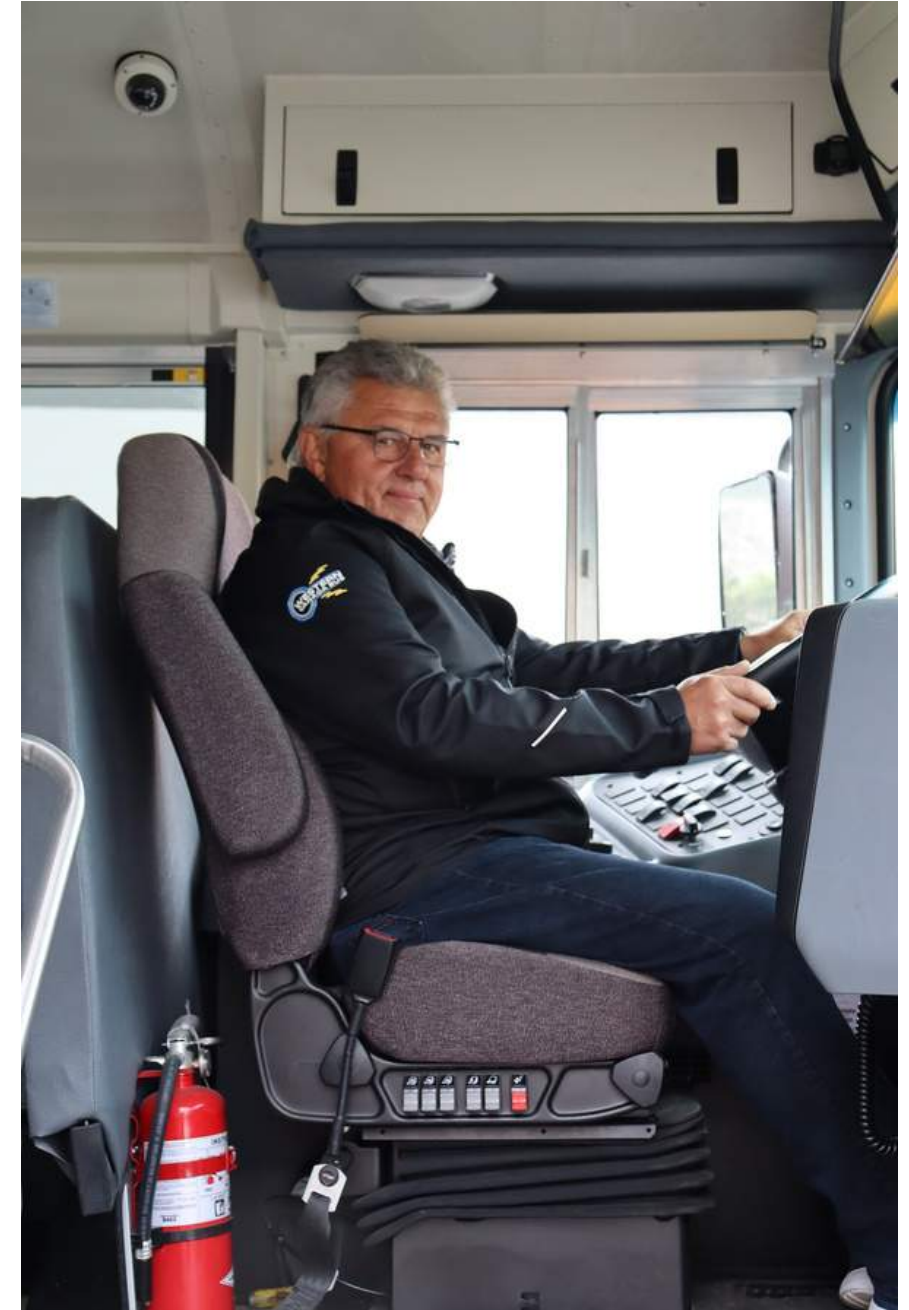
Strategy - Extend and implement work on a recruitment and onboarding model, supported by digital processes and resources, and plan to implement training modules for recruitment that can be undertaken by the Leadership Team.

This year saw the successful completion of a project aimed at digitally enhancing recruitment and onboarding within SD62. Kicking off with a detailed project plan and Statement of Work, the initiative then moved into process implementation and testing phases. The project successfully achieved the following outcomes:

- Successful integration of key processes in recruitment and onboarding.
- Smooth deployment of the onboarding module, setting the stage for broader eDoc capabilities within HR/Payroll.

Strategy - Implement the approved Program Review recommendations specific to the Finance, Facilities, and Transportation Departments.

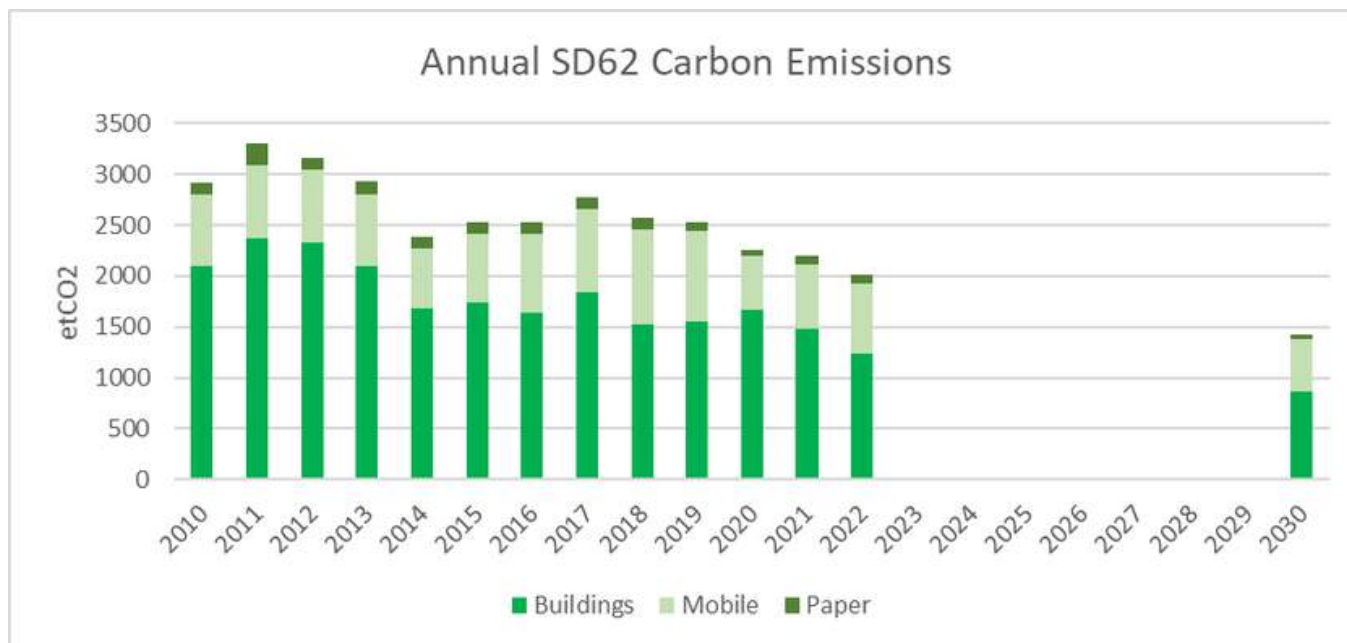
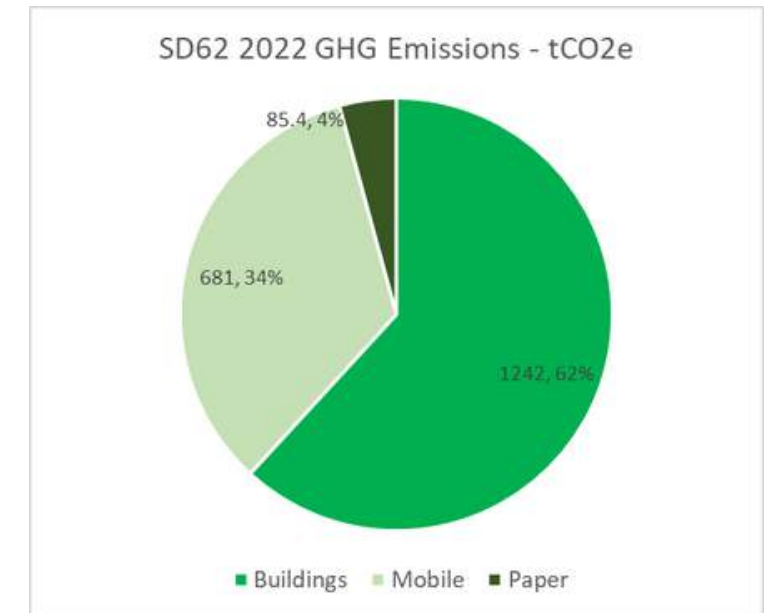
- This year focused on implementing a structured work plan based on recommendations provided to various departments, including Business Services, Finance, Transportation, and Facilities. The work plan outlined timelines and milestones aimed for completion by the end of the year.
- Key achievements were:
 - Comprehensive review and phased implementation of recommendations.
 - Regular tracking of progress across 29 key projects in diverse departments.



OBJECTIVE 4 - EXPAND OUR CULTURE OF SOCIAL RESPONSIBILITY AND IMPLEMENT LONG-TERM COMMITMENTS THAT STRIVE TO SUPPORT SOCIETY AND PROTECT THE ENVIRONMENT

Evidence of progress in this section is drawn from the Climate Change Accountability Report

SD62 emitted 2,008 tCO₂e in 2022, across buildings, mobile (fleet), and paper consumption. Figure 1 shows the breakdown per type for the 2022 year. Of this consumption, 359 tCO₂e is exempt under the Carbon Neutral Government guidelines. To achieve carbon neutrality, SD62 paid \$41,213 + GST to offset the remaining 1,649 tCO₂e of carbon for 2022.



The chart shows SD62’s historic annual Green House Gas (GHG) emission trends including the 2030 climate action goal. Overall reductions for 2022 with respect to the 2010 baseline are 31%. This reduction spans the categories by 41%, 3%, and 19% for buildings, mobile (fleet), and paper respectively. The illustration shows that despite the increase in student population and facilities, SD62 continues to reduce its carbon footprint.

BUILDINGS

Buildings constitute SD62’s largest GHG emissions, and therefore require the largest capital investment to achieve desired reductions. SD62 continues its success in securing ministry funding through the School Enhancement Program and Carbon Neutral Capital Program. The figures (right) summarize completed projects in 2022 including actual GHG reductions in 2022 compared to 2021.

Summer 2023 saw the completion of Phase 3 at Spencer Middle School. This phase included the upgrade of the chiller circulators and a Building Automation System upgrade. Multiple small lighting upgrades to LED technology were also completed.

FLEET

2023 saw an expansion of SD62’s yellow fleet with the addition of seven electric buses. Planning for a white fleet EV transition is underway.

PAPER

A reduction in paper consumption was advocated by an ongoing “digital” vs printing campaign. The purchase of 30%-100% recycled content paper continues to increase.

SITE	UPGRADE	ANNUAL REDUCTION (tCo2e, %)
Spencer Middle	Electrification of heating system with an Air Source Heat Pump. Phase 2 of 3 completed.	72t, 54%
Edward Milne Community	Building Automation replacement	53t, 28%
Royal Bay Secondary	Serviced ASHP and HRV	17t, 40%
David Cameron Elementary	Boiler Replacement	9t, 22%



Operational Plan Strategies 2022-2023

Strategy - Implement, as part of transportation safety, enhanced safety recommendations as identified in the 2019 Transportation Safety Committee Report .

The project team made significant strides in enhancing transportation.

Key Achievements:

- Successful implementation of the safety recommendations from the 2019 Transportation Safety Committee Report, covering aspects such as traffic crossing improvements and the integration of the Traversa App for student tracking.
- Funding for safety initiatives was secured through the Transportation Safety Fee. This funding has been thoughtfully allocated to projects like traffic crossing enhancements and the development of comprehensive driver training programs.
- A pilot program has been planned to enhance student safety during transportation through the Traversa App's student tracking feature. This feature offers real-time monitoring and tracking of students during their transit.
- Devised a clear plan to develop comprehensive driver training course content. This development process will ensure that our bus drivers receive the necessary training to strengthen transportation safety.



Strategy - Develop a process to explore and act upon issues of diversity, equity, inclusion and anti-racism.

Over the course of the year, the organization undertook a comprehensive effort to evaluate and improve its practices related to Diversity, Equity, Inclusion, and Anti-Racism (DEIAR). The process began with the initiation of an organizational audit conducted by Bakau Consulting, aligned with ongoing Human Resources initiatives. Surveys and focus groups were designed and executed to collect insights from various stakeholders including staff, students, and parents.

Key achievements:

- Initiated a comprehensive audit with Bakau Consulting, focused on DEIAR.
- Conducted a staff equity survey.
- Conducted anti-oppression workshops for leadership.
- Completed focus groups and surveys.



APPENDIX 1

2022-23 Rubric Proficiency Progress

LEARNING

PROPOSED 2022-23 Proficiency		Emerging	Developing	Proficient	Extending
LEARNING	Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens				
Objective 1	<ul style="list-style-type: none"> To provide opportunities for learners to understand, respect and appreciate diversity and inclusion 				
Objective 2	<ul style="list-style-type: none"> To provide opportunities for learners to develop critical and creative thinking skills 				
Objective 3	<ul style="list-style-type: none"> To ensure our learning environments are safe, accessible and welcoming. 				
Objective 4	<ul style="list-style-type: none"> To enhance student choice and voice 				

Goal Proposed Proficiency from developing to extending

- Extending - Multiple additional pathways are used for student choice including routes to graduation and opportunities for hands on learning.
- Proficient - Most students have the skills to think creatively and critically.
- Proficient - Most students, families and staff feel safe, that they belong, and are valued.
- Developing - Students and staff have some understanding of the concepts of diversity and inclusion.

Objective 1 Proposed Proficiency: Developing to Extending

- Extending: Physical evidence, i.e., posters, messaging, and interactions that model inclusion and diversity are ubiquitous.
- Extending: School and District social media often intentionally post inclusive and diverse messaging.
- Proficient: Classroom teachers are using resources that support immersing diversity and inclusion in their curriculum (international speakers, elders, authors, parents, diverse educational materials).
- Proficient: Learning Resources are available and accessible at the district and school level.
- Proficient: Multiple learning opportunities are evident district wide, school wide and classroom specific regarding racism, equity, disability, and diverse ability.
- Proficient: Staff regularly engage and participate in learning opportunities that promote diversity, equity.
- Proficient: Students are speaking out when educational practice is not inclusive.
- Proficient: Most physical spaces for learning are inclusive and accessible
- Developing: Students and staff sometimes use language that models diverse and inclusive practice.

Objective 2 Proposed Proficiency: Developing to Proficient

- Proficient: Many opportunities to demonstrate evidence of their creative and critical thinking skills and abilities across all grade levels through authentic learning tasks.
- Proficient: Educators incorporate explicit instruction and personalized descriptive feedback of creative and critical thinking in all relevant learning tasks.
- Developing--Sometimes, learning opportunities allow for multiple access points, responses and approaches

Objective 3 Proposed Proficiency: Developing to Proficient

- Proficient: Safe - Majority of students, families and staff report feeling physically, culturally, emotionally, and technologically safe in schools and worksites.
- Proficient: Multiple pathways, both physical and virtual, provide safe access to educational programming (e.g., Blended and virtual learning environments)
- Proficient: Accessible – Multiple communication methods are evident throughout school buildings and district (e.g., Playground and Indoor Communication Boards as well as Braille signs, sound field systems, and assistive technology).
- Proficient: New buildings are constructed, and current buildings are being updated to reflect a Universal Design approach with accessible and non-gendered spaces.
- Developing: Students, families and staff sometimes speak up when they disagree with decisions or report when concerned about safety of self and others
- Developing: Welcoming – Students, families and staff sometimes report a sense of belonging, and may see themselves reflected in schools and work sites.

Objective 4 Proposed Proficiency: Developing to Extending:

- Extending - Choice – Multiple options for student learning are available. (Percentage of student's district wide vs total number of students district wide).
- Extending - Choice - Students & parents are consistently accessing multiple routes to graduation (percentage of students accessing programs trending up from proficient).
- Proficient - Multiple options for student learning are available, including how, when, and where learning occurs to reflect many learning styles. Students are aware of and accessing multiple routes to graduation.
- Proficient: Multiple Programs of Choice exist to support a variety of student interests or abilities
- Developing- Students, staff and families report feeling comfortable speaking up regarding decisions around their learning.
- Developing: Our district (schools) demonstrates a partial understanding of the necessity to provide students and families with a platform for feedback (feedback via surveys, course selection, student forums, town hall, Thought Exchange, Board/Committee Meetings, SPEAC/PAC, etc.).

Objective 2 Proficiency: Emerging to Developing

- Some Indigenous students achieve a Dog Wood Certificate in six-years.
- Indigenous students sometimes feel welcome at school.
- Indigenous content, culture and pedagogy is sometimes central, key and regular part of classes and school activities.
- There is a significant gap between Indigenous and non-Indigenous students' annual Six-Year Completion Rate.
- Indigenous language is rarely central, key and a regular part of some classes and school activities.

Objective 3 Proficiency: Developing to Proficient

- Proficient communications plan that is clearly articulated, inclusive and accessible that reflects multi-platform processes
- Well laid out and articulated process for communications
- Solid branding that is recognized in the community
- Some basic staff training in communications

Objective 4 Proficiency: Developing to Proficient

- Many holistic benefits and support programs are in place.
- Educational opportunities related to mental health and wellness are consistently offered
- Some systems are in place to inform the state of wellness of staff and students.
- Some staffing and resources are supplied to provide health and wellness activities.
- Some policies, practices and processes are collaboratively developed and implemented that establish healthy work/school boundaries and wellness.
- Wellness objectives incorporated in some school and district operational plans
- Some systems are in place to inform the state of wellness of staff and students.

GROWTH

2022-23 Proficiency		Emerging	Developing	Proficient	Extending
GROWTH	Pursue organizational excellence to support a vibrant school district				
Objective 1	<ul style="list-style-type: none"> To strengthen organizational practices to ensure diversity, equity and inclusion (DEI). 				
Objective 2	<ul style="list-style-type: none"> To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging. 				
Objective 3	<ul style="list-style-type: none"> To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources 				
Objective 4	<ul style="list-style-type: none"> Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment 				

Growth Goal - Following the revised Growth Goal rubric the 22/23 proficiency is developing:

- Developing: Defined DEI practices in parts of the organization; some understanding of diversity.
- Developing: Active efforts to integrate inclusive practices within learning environments. Implementation of diversity-aware curricula and initiatives to support underrepresented groups.
- Developing: Introduction of online services and basic digital competencies.
- Developing: Demonstrated comprehension of the significance of social responsibility for the district. Active efforts to integrate social responsibility principles into district operations.

Objective 1 Proficiency: Developing to Proficient

- Proficient: Consciously seeking out hires in the areas to reflect our community.
- Developing: Parts of the organization have defined practices in operation with regards to DEI.
- Developing: Partial understanding of diversity in our workplaces and have
- Developing: Limited understanding of barriers and limited attempts to reduce

Objective 2 Proficiency: Developing to Proficient

- Proficient: Collaboration with educators, students, and communities to design facilities that reflect diverse perspectives and needs.
- Proficient: Consistent efforts to optimize space usage, enhance infrastructure, and ensure a supportive learning environment.
- Proficient: Established practices that ensure accurate reporting, adherence to financial regulations, and accountability.
- Proficient: Established processes that align facilities expansion with projected enrollment trends.
- Proficient: Established processes that link maintenance and minor capital requests to enhance the learning environment.
- Proficient: Full integration of long-range facilities planning to effectively manage growth and enrollment.
- Developing: Active efforts to create transparent and accountable budget processes

- Developing: Active efforts to integrate facilities planning with educational objectives.
- Developing: Implementation of basic strategies that align maintenance and minor capital requests with learning outcomes.
- Developing: Ongoing exploration of ways to create facilities that foster a culture of belonging and support creative learning.
- Developing: Progress in enhancing financial forecasting capabilities to inform decision-making.

Objective 3 Proficiency: Developing to Proficient

- Proficient: Digital tools and design led processes are being used to improve existing services, practices and ways of working and learning.
- Proficient: Many processes have been documented and automated.
- Developing: Some integration of user experience but still disjointed and relies on legacy technologies.
- Developing: Digital use of resources is recognized.
- Developing: Staff and students have basic level digital competencies.
- Developing: Some formalized training

Objective 4 Proficiency: Developing to Proficient

- Proficient: Consistent engagement with stakeholders to address concerns and foster positive societal outcomes.
- Proficient: Comprehensive conservation practices, waste reduction initiatives, and energy-saving measures.
- Developing: Demonstrated comprehension of the significance of social responsibility for the district.
- Developing: Proactive efforts to incorporate social responsibility considerations.
- Developing: Implementation of basic conservation practices, waste reduction initiatives, and energy-saving measures.

APPENDIX 2

2022-23 Communications Achievements

Communications

The work of the Communications Department:

Date	Press Release	Pickup	Outlets
6-Oct-22	Sooke School District Partners with City of Langford to Install New Turf Field	Yes	Times Colonist, Goldstream Gazette, Sooke News Mirror, Education News Canada
12-Oct-22	Sooke School District and the City of Colwood Hub	Yes	Goldstream Gazette, Sooke News Mirror, Education News Canada, Municipal Information Network, Island Social Trends
2-Nov-22	Parmar Elected as Board Chair and Five New Trustees Sworn into the Board of Education	Yes	Education News Canada
30-Nov-22	New Board is Off to a Busy Start	No	
17-Jan-23	Help Name the New Elementary School in South Langford	Yes	Chek, Goldstream Gazette, Sooke News Mirror, Education News Canada, Island Social Trends, Victoria Buzz, CFAX
8-Mar-23	Keep Crosswalks and School Zones Safe	Yes	CTV, CFAX, CBC, Sooke News Mirror, Goldstream Gazette, Chek, Island Social Trends
1-May-23	Superintendent Scott Stinson Announces Retirement	Yes	Times Colonist, Chek, Goldstream Gazette, Sooke News Mirror, Education News Canada, Island Social Trends
25-May-23	Board of Education Passes Budget for 2023/24 School Year	Yes	Times Colonist, Sooke News Mirror, Goldstream Gazette, Island Social Trends, Education News Canada
28-Jun-23	Sooke School District Seeks Funding for New Schools and Additions	Yes	CTV, CFAX, CBC, Sooke News Mirror, Goldstream Gazette, Education News Canada
30-Jun-23	Sooke School District Hires New Superintendent	Yes	Times Colonist, Sooke News Mirror, Goldstream Gazette, Island Social Trends
Date	Media Advisory	Pickup	Outlets
2-Sep-22	Tour of PEXSISEN Elementary School	Yes	Times Colonist, Chek, CTV, Island Social Trends, Black Press, CFAX
22-Sep-22	Mayor's Environmental Initiative	Yes	Times Colonist, Black Press, Island Social Trends
14-Nov-22	Tour of Centre Mountain Lellum	Yes	Times Colonist, Chek, CTV, Island Social Trends, Black Press
31-Mar-23	Port Renfrew Announcement	Yes	Times Colonist, Chek, CTV, Island Social Trends, Black Press, CFAX
18-May-23	On the Line (Royal Bay Event)	Yes	Black Press
22-Jun-23	Hulitan Child Care Centre Land Blessing	Yes	Times Colonist, CTV, Island Social Trends, Black Press
6-Jul-23	North Langford All Weather Field	Yes	Black Press, CTV, Times Colonist, Island Social Trends
Date	Earned Media (Positive)	Outlets	
5-Jul-22	Sooke School District proposes partnership with Pacheedaht First Nation to get two schools built in Port Renfrew	Times Colonist	
4-Aug-22	Collaborative Post-Secondary Campus in Langford	Vancouver Sun, The Province	
1-Sep-22	Getting Back to School	CBC	
6-Sep-22	Kids are walking and biking to school again	CBC	
6-Sep-22	New schools opening in Langford but more needed to keep up with demand	CTV	
28-Sep-22	West Shore schools come together for Orange Shirt Day	Black Press	

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29-Sep-22 Greater Victoria students reflect on Canada's National Day for Truth and Reconciliation
 2-Oct-22 West Shore football program back on Langford field
 4-Oct-23 Sooke teachers discuss how Indigenous understanding is taught in classroom
 6-Oct-22 Tour de Rock
 9-Oct-23 BC driver on benefits of an electric school bus
 9-Nov-22 Belmont students collect food donations
 10-Nov-22 Sooke students share their thoughts on Remembrance Day
 20-Nov-22 Sooke students focus on cash donations for 10,000 Tonight
 21-Nov-22 RBSS hosting 10,000 Tonight
 26-Nov-22 Belmont students aim to hit the perfect notes at winter concert
 29-Nov-22 Photos: 10,000 Tonight at RBSS
 30-Nov-22 SD62 Creates fund to help staff struggling with rising cost of living
 2-Dec-22 10,000 Tonight EMCS Interview
 6-Dec-22 Hosting the Upside at Centre Mountain Lellum
 6-Dec-22 SD62 lobbying for school food program
 15-Dec-22 Sooke students salute veterans, soldiers
 28-Dec-22 Sooke School Board's priorities set for 2023
 30-Dec-22 Nature kindergarten registration
 9-Jan-23 Sooke hosts inaugural junior boys basketball tournament
 12-Feb-23 Sooke students spread message of kindness on Pink Shirt Day
 16-Feb-23 Shortlist of Potential Names for new Langford school Revealed
 16-Feb-23 SD62 faring better than other districts in school bus driver shortage
 23-Feb-23 Police officers join Pink Shirt Day flash mob at Colwood high school
 23-Feb-23 Sooke School District asks province to replace unsafe tiny school in Port Renfrew
 23-Feb-23 Pacheedaht proposing new school to prevent kids from spending hours on bus
 27-Feb-23 Board Chair hoping to hear about province's budget
 27-Feb-23 Pre-Budget Announcement by Katrine Conroy at Ruth King Elementary
 28-Feb-23 Pacheedaht requests \$24M for new school
 28-Feb-23 Shortlist of Potential Names for new Langford school Revealed
 1-Mar-23 Royal Bay Theatre: Pajama Game
 1-Mar-23 Belmont students performing adaption of classic fairy tale
 4-Mar-23 First Nation seeks \$24M to build grade 6-12 school
 7-Mar-23 Fly-through of the new elementary school in South Langford

CTV
 Times Colonist, Black Press
 Black Press
 CTV
 CBC
 Black Press
 Black Press
 Black Press
 Black Press
 Black Press
 Black Press
 CFAX
 Chek
 Black Press
 Black Press
 Black Press
 Black Press
 Black Press
 Black Press
 Victoria Buzz
 CTV
 CTV
 CBC
 Chek, Black Press
 CTV
 Chek
 Black Press
 Black Press
 Times Colonist
 Black Press



14-Mar-23 YMCA Accessibility
 16-May-23 Royal Bay girls lacrosse squad returns victorious from US
 17-Mar-23 Manak decries 'stereotypes' over call to end liaison team
 21-Mar-23 EMCS students bring campy Little Shop of Horrors to Life
 22-Mar-23 Russ Chips and John Lyall Local Hero Awards
 26-Mar-23 Langford students win in BC legion contest
 4-Apr-23 BC announces \$214m in funding to boost school food programs
 16-Apr-23 Journey Middle School FAST programs safe for next year
 20-Apr-23 Sooke students to participate in Music Monday celebration
 24-Apr-23 Langford student, 11, launches environmental club
 25-Apr-23 SD62 students get hands-on lesson on fire and life safety
 27-Apr-23 Langford roundabout endangering school students
 30-Apr-23 Sooke schools come together for music Monday
 2-May-23 Langford students to hang red dresses to honour
 4-May-23 Photos: Red Dress Day honoured by Langford Schools
 5-May-23 Red Dress Day
 10-May-23 SD62 program gets students in the door for trades
 11-May-23 Student work celebrated with new poetry station
 15-May-23 Girls AAA Island Soccer championship gets underway
 25-May-23 Belmont Secondary School bands in tune for Year End Concert
 28-May-23 Sooke middle school honours Indigenous heritage
 1-Jun-23 Sooke's inspiring music educator leads final concert
 1-Jun-23 Sooke schools celebrate Pride
 1-Jun-23 SD62 elementary students hit the track
 4-Jun-23 Two Langford teens write book to help animal shelters
 9-Jun-23 CML Salish Sea Showcase
 14-Jun-23 Sooke Elementary Track Meet
 22-Jun-23 Belmont accounting wiz wins provincial prize
 20-Jun-23 National Indigenous Peoples Day (Ruth King)
 28-Jun-23 Langford elementary students stitch quilt for residential school survivor
 29-Jun-23 Student shares thoughts on meaning of Pride

Black Press
 Black Press
 Times Colonist
 Black Press
 Black Press
 Black Press
 CBC
 Black Press
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 CTV
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 Chek
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 Black Press
 Chek
 Black Press



Date **Earned Media (Neutral)**

March South Langford Turf

Outlets

Times Colonist, Black Press, CTV

Date **Earned Media (Negative)**

August CML Opening Delayed

September Youth football team punted from Langford field after neighbours complain about noise

December Police break up fight between Belmont Students
 West Shore RCMP Investigating Teen Hockey Player for Photographing Youth in Shower

February Room

April BC teacher suspended for pushing student from classroom

May Sangster Music Room Shuffle

May/June Bus Driver Shortages and Cancellations

Outlets

Times Colonist, Chek, Black Press, CTV, Island Social Trends, Victoria Buzz, CFX

Chek, Black Press

Black Press, Chek

Chek, Black Press (worked with to only identify District and not school)

CTV, Black Press, Education News Canada

Black Press

Chek, Black Press, CTV, CBC, CFX



Snapshot of District Social Media Messaging

The Communications Department makes regular posts to the district social media accounts that are created to have diverse and inclusive messaging to reach stakeholders of all backgrounds and interests.

Snapshot of Diverse and Inclusive Messaging on District Social Media (September 2022 to June 2023)

September	What does 'Na'tsa'maht' mean? (A video with Henry Chipps)
September	Are you visiting the upcoming Luxton Fair? Our Augmentative Alternative Communication/Assistive Technology (AAC/AT) Team has developed a printable communication board to support minimally speaking and non-speaking individuals as well as other community members who may have language delays/difficulties or are English Language Learners. Please feel free to print from the link below and use. https://wakelet.com/wake/NfJxxj6e03rlFiWGpiWhO#
September	Today marks the beginning of Truth and Reconciliation Week across Canada. Our schools will be honouring in many different ways throughout the week from breaking bannock together to drumming circles to hosting guest speakers and creating reconciliation feathers. This year's theme is #RememberingTheChildren . To learn more about the week visit the National Centre for Truth and Reconciliation website 🙌 https://nctr.ca/education/trw/
September	One of the ways we acknowledge and bond with the land around us is the creation of our gardens at many of our schools and sites. These gardens connect students to nature and as they progress through their learning, they learn about more about food sustainability and ecosystems. Pictured: Ecole Millstream Student Leaders selling tomatoes from their school garden last week.
September	Are you curious how our school district is walking the path towards reconciliation and equity for all students? Watch the first video from our Equity in Action trilogy.
September	The Sooke School District Board of Education humbly offers Reflections on Truth and Reconciliation - read here 🙌 https://bit.ly/3LRiq2y
September	Opening of our 3rd Na'tsa'maht Enhancement Agreement Signing Celebration in Pacheedaht First Nation. Drumming by Trystan Jones, Chief Jeff Jones and Sam Edgar
September	This morning students from Spencer Middle School walked to Ruth King Elementary to mark the National Day for Truth and Reconciliation. (with video)
September	If you are a Survivor and need emotional support, a national crisis line is available 24 hours a day, seven days a week: Residential School Survivor Support Line: 1-866-925-4419 Emotional, cultural and professional support services are also available to Survivors and their families through the Residential Schools Resolution Health Support Program (https://www.sac-isc.gc.ca/eng/1581971225188/1581971250953). British Columbia: 1-877-477-0775

October	Beautiful display at Willway Elementary. (Every child <u>matters</u> artwork display)
October	As Yom Kippur begins at sunset tonight, we wish all those observing a meaningful and easy fast.
October	October 4 is the National Day of Action for Missing and Murdered Indigenous Women, Girls and 2SLGBTQ+ people <u>who've</u> been harmed by violence. We remember and honour community members and families that are grieving the loss of mothers, sisters, daughters, aunties, cousins and friends. (Photo from the 2022 Red Dress Ceremony at EMCS taken by Emily Lutze)
October	Westshore Secondary PHE 10 and Take a Hike Classes enjoyed the Thunder Rugby canoe on beautiful Langford Lake yesterday.
October	October 11 is the International Day of the Girl, a day to increase awareness of problems that affect girls around the world and to encourage progress toward gender equality. Learn more: https://www.unicef.org/gender.../international-day-girl-2022 #IDG2022 #DayoftheGirl
October	October is Foster Family Month. We celebrate and honour caregivers and foster families that have stepped up to help children and youth who are experiencing hardship. The role <u>foster</u> families play in the lives of young people and the contribution they make to their communities is vital to helping children and youth reach their full potential.
October	Happy Diwali graphic
October	Lakewood Elementary sharing their colourful Diwali bulletin board.
November	November 16, #LouisRielDay , is a day to recognize Riel's fight for Métis rights and commemorate the anniversary of his execution in 1885. Riel not only advocated for Métis rights, but he also fought for First Nations rights, French language rights and religious freedom. Learn more: https://www.mnbc.ca/.../uploads/2020/06/Louis_Riel_Day.pdf
November	Mrs. Gill at Wishart helped the entire school celebrate Diwali this year. She brought in clothes, so students and staff had the opportunity to dress up. She also purchased 500 divas so every single student could paint and have one of their own. Thank you for making Diwali so special for Wishart students and staff Mrs. Gill! #BeYouBeHereBelongBeSD62
November	Today is Transgender Day of Remembrance (TDOR). We honour the memory of transgender people whose lives were lost in acts of anti-transgender violence. At SD62, we are committed to supporting our students and staff through creating safe and inclusive environments at our schools and sites. #BeYouBeHereBelongBeSD62 Learn more about TDOR: https://www.glaad.org/tdor
December	Today is the National Day of Remembrance and Action on Violence Against Women. We also commemorate the lives of the 14 engineering students whose lives were tragically stolen on this day in 1989 at École Polytechnique. Together, we must remain steadfast in our work to end all gender-based discrimination and violence of any kind.
December	Inclusion is always in season.

	Thanks to our Inclusion team members at Dunsmuir today for sharing their festive sweaters and making us crave gingerbread cookies. (with image)
December	Happy Hanukah (with graphic)
January	Over 5000 students from #SD62 will be joining the Burnaby School District online for Black Excellence Day on Friday.
January	You can visit Thought Exchange to submit your ideas and come back as many times as you like until Jan 31 to rate other submissions. Link to participate: https://my.thoughtexchange.com/scroll/828916788/welcome Link to news release: https://www.sd62.bc.ca/news The public are invited to an open house next month to hear the top names, suggestions from our local Indigenous Nations and will get a sneak peek of the school design. South Langford Elementary Open House Happy Valley Elementary - Learning Commons Feb 15, 2023 6:30 - 8:00 p.m. Hope to see you there!
January	This weekend marks the beginning of Lunar New Year and celebrates the arrival of the Year of the Rabbit.
January	Happening tonight! Hear more about our Late French Immersion program. Open to parents/caregivers of students who will be entering Grade 6 in September.
February	February is Black History Month. The theme for this year is: Ours to Tell. This theme represents both an opportunity to engage in open dialogue and a commitment to learning more about the stories Black communities in Canada <u>have to</u> talk about their histories, successes, sacrifices and triumphs. Our province has a rich black history to acknowledge and celebrate. Learn more about their stories: https://bcblackhistory.ca/ https://www.communitystories.ca/.../bc-black-pioneers.../
February	The W̱SÁNEĆ People designated this month to sacredness and purification. For the W̱SÁNEĆ Peoples, this moon, in particular, is significant because the frog acts as a witness and a messenger. Learn more: https://wsanec.com/wexes-moon-of-the-frog-mid-february.../
February	Do you know the story of Emily Arabella Stark? Emily was the first Black Teacher on Vancouver Island. Her family moved from California to Salt Spring Island in 1860. In 1874, she was hired to teach in a one-room school in the Cedar District after completing high school in Nanaimo. (with link)
February	Looking for Black History Month activities? This Saturday (Feb 11) there is a free event at the Royal BC Museum. BLACK HISTORY AND HERITAGE DAY 1:00 pm – 4:00 pm, Royal BC Museum in Clifford Carl Hall. 1-4 pm. Free. Take this opportunity to meet and talk with direct descendants about their stories and family history. The exhibits include images, artifacts and archival documents. This year, we will have a special exhibit, by Ron Nicholson, to honor the members and descendants of the No. 2 Construction Battalion, the all-Black Canadian Battalion that served in World War I. More information: https://bcblackhistory.ca/events/...
February	We are honoured to have Spencer and Dunsmuir host this important program to help confront racism, and embrace diversity and inclusion. (with link)
February	ELL Teacher Deanna Brajcich created a visualization to show all of the different countries that our students are from at David Cameron Elementary.
February	We all play a role in building communities where we lift each other up and stand together against bullying. When we take time to celebrate our diversity and embrace our differences, we can create safe places where everyone feels a sense of belonging. #PinkShirtDay

March	Free event for children and youth ages 7-18 over spring break! Participate in things like a basketball workshop with the UVic Vikes, connect with Elders, visit WildPlay, a Garden tour, a medicine plant workshop and more! Find out more or register: https://vnfc.ca/youth-services/ Please help us spread the word about this awesome opportunity!
March	École John Stubbs celebrated Carnaval on Friday. Middle school students and staff organized games for the elementary students to participate in. The day was complete with pancakes courtesy of the École John Stubbs PAC. (with image)
March	World Down Syndrome Day is March 21. With spring break, we've moved our recognition to Wed March 15. Join us by mixing up your socks to start conversations and raise awareness of Down Syndrome. Local resource: https://gvdss.org https://lotsofsocks.worlddownsyndromeday.org #LotsOfSocks
March	Our gratitude to David Bouchard (Order of Canada Recipient, Metis author, educator and champion of Indigenous rights) for visiting our Take A Hike Class and English 12 Class at Westshore Secondary. An engaging visit chalked full of unforgettable lessons and experiences.
March	We host several events during the spring for our incoming fall kindergarten students and their families. Pop Up Play is a great example of outdoor playtime where you can meet other parents, staff and students. Our next events are Ready, Set, Learn events in April and May. Learn more or register at: https://www.sd62.bc.ca/pro.../early-learning/ready-set-learn Click on the school your child will be attending in September to register for that event.
March	At sunset tonight, Muslims will mark the beginning of Ramadan. We wish everyone observing a peaceful and joyful Ramadan.
March	Today is the International Day of Transgender Visibility. It is a day to celebrate the lives and contributions of trans people, while also drawing attention to the poverty, discrimination, and violence the community faces.
April	April is World Autism Month – a time to come together to raise awareness about autism, a condition that many Canadians live with. It is also an opportunity to celebrate the achievements of those living with Autism. Learn more: https://www.autismspeaks.ca
April	Tonight, marks the beginning of Passover. Jewish families from around the world will gather around the Seder table to celebrate the freedom from slavery of the Israelites from Ancient Egypt.
April	Yummy treats to celebrate Vaisakhi at Westshore Secondary today. (with image)
April	Our NA'TSA'MAHT Indigenous Education Department held an information session and dinner in Pacheedaht First Nation last night. Families were able to learn more about Port Renfrew Elementary and programming available in SD62. (with images)
April	An exciting day for Ms. McRae's grade 4's at Happy Valley Elementary. They "met" with Willie O'Ree. Willie is a Canadian Hockey Hall of Famer, best known for being the first Black player in the NHL.
May	Jessica Joseph is a ləkʷəŋən artist from Songhees Nation. She designed the "Connections from Earth to Sky" mural that was recently installed at PEXSISEN Elementary School. She wanted to uphold the message that PEXSISEN carries, sharing the welcoming hands that are both a comfort and blessing, as well as the fingertips upon which the stars shine. The visual reflects the artist's own hands and the morning peeking over the rolling hills, welcoming us to a new day. The design is intended to show the importance of the reciprocal relationships with have with the land and sky. It highlights the intergenerational ləkʷəŋən teachings of stewardship and biodiversity within our territory.
May	Across our schools, you will find people who go above and beyond to make things special for our students like serving up "Chewie Dogs" at Westshore Secondary today. Thank you for taking the time to spread joy! (with image)
May	Today is the National Day of Awareness for Missing and Murdered Indigenous Women and Girls and Two-Spirit People (MMIWG2S), also referred to as 'Red Dress Day'.

	<p>It raises awareness to the systemic racism that exists in our communities and how that affects Indigenous peoples across Canada, specifically Indigenous women and girls and two-spirit people. Indigenous women and girls are 12 times more likely to be murdered or go missing than any other group in Canada.</p> <p>More information: https://www.mmiwg-ffada.ca/pub.../executive-summary-english/</p> <p>As our schools recognize this day in different ways today, Elder Jackie from T'Sou-ke First Nation offers a prayer. https://youtu.be/EcBd2R20Xp8</p>
May	<p>The Moose Hide Campaign Day is today. We gather together in solidarity to put the national spotlight on the issue of ending domestic and gender-based violence. With rates of domestic violence rising since the beginning of the pandemic, this message is needed now, more than ever. Learn more: https://moosehidecampaign.ca/</p>
May	<p>May 17 is the International Day Against Homophobia, Transphobia, and Biphobia.</p> <p>Join us on our journey as we continue along a path towards equity, inclusion and progress for everyone.</p>
May	<p>Today is Vyshyvanka Day (Embroidered Shirt Day). It is celebrated on the 3rd Thursday in May. The embroidered shirt symbolizes Ukrainian heritage, dignity, and represents the resilience of the Ukrainian people in the face of adversity.</p>
May	<p>Anti-racism requires something from all of us.</p> <p>We are committed to continuing the important journey of equity, inclusion and progress for everyone at the Sooke School District.</p> <p>https://antiracist.gov.bc.ca/reminders/reminder-5/ #ANTIRACISTBC</p>
May	<p>It's National AccessAbility Week!</p> <p>We are committed to championing accessibility and inclusion across our schools and sites in the Sooke School District. We hope you will join us by becoming an ally for persons with disabilities.</p> <p>Learn more: https://www.canada.ca/.../national-accessability-week.html</p>
June	<p>Pride month is an opportunity for 2SLGBTQI+ communities and allies to come together to honour the resilience, celebrate the talent, and recognize the contributions of 2SLGBTQI+ communities and people.</p>
June	<p>June is National Indigenous History Month. We care for the cultural roots of the land on which we reside.</p> <p>Honouring the rich history, heritage, resilience and diversity of First Nations, Inuit and Métis is part of the culture of the Sooke School District.</p> <p>Learn more about our NA'TSA'MAHT Enhancement Agreement: https://www.sd62.bc.ca/.../natsamaht-enhancement-agreement</p>
June	<p>Come out tomorrow morning and support the Spencer Middle School cricket club! (with image)</p>
June	<p>Members from our Inclusive Education Services team gathered to complete a walk for International Batten Disease Awareness Day today over their lunch break. Waiting for them at the Happy Valley Elementary was Charleigh, a student who is living with this terrible disease. Charleigh and her family, friends and supporters are fighting for a future with a cure. ❤️ Learn more about Charleigh: https://www.facebook.com/Charleighsjourney/</p> <p>Learn more about Batten Disease: https://bdsrafoundation.org/</p>
June	<p>At the Sooke School District, we value creating opportunities to teach diverse learners using a variety of supports and programming. This example of an interactive experience visiting Horse Wisdom Farm is a wonderful opportunity to facilitate social emotional connections and teaches students more about nonverbal cues, body language and engagement.</p> <p>The horses loved the visit just as much as our students did. (with image)</p>
June	<p>Today is National Indigenous Peoples Day. We acknowledge and recognize the rich history, heritage, resilience and diversity of First Nations, Inuit and Métis.</p> <p>We are committed to furthering the goals of the Na'tsa'maht Enhancement Agreement following the objectives of 'One Mind' and 'One Spirit'. Learn more about our Na'tsa'maht Enhancement Agreement: https://www.sd62.bc.ca/.../natsamaht-enhancement-agreement</p> <p>Indigenous history and culture are woven into every subject and grade level, from social studies to language arts to science. We are proud to have an Elder in Residence Program to strengthen connections while offering Indigenous presence and ways of knowing. Their contributions to our school communities demonstrates the power of intergenerational relationships. Our Role Model Program brings</p>

	<p>Indigenous knowledge holders and allies into our learning environments. Students experience everything from making salve from local plants to fishing during their learning journey at the Sooke School District.</p> <p>We celebrate the strong and important connection to the cultural roots of the land on which we reside.</p>
June	<p>Grade 5 students at David Cameron learned the Tinikling dance this week. The Tinikling is a traditional folk dance from the Philippines. While there are different origin stories of exactly how the dance originated, it is said to be an imitation of the tikling birds as they walk between grass stems, run over tree branches or dodge bamboo traps in rice fields. Dancers try to gracefully and quickly maneuver between large bamboo poles.</p> <p>An example of the dance in action: https://www.youtube.com/watch?v=UrSqRKhziJ8</p>
June	<p>Our Game Ready coaches were able to spend quality time with some exemplary students who made tremendous progress this year. Congratulations to you all.</p> <p>Our thanks to Game Ready and Mark Elke.</p> <p>Shout out to Jamie Adair, Safe Schools Coordinator and Doug Andrews, Student Engagement Facilitator for their dedication and work this year.</p>



District Strategic Engagement

Key Strategies:

- **Regular Board and Municipality Meetings:** Direct channels for stakeholder input on major decisions.
- **Equitable Representation:** Inclusive participation in boards and committees.
- **Hybrid Meetings:** Options for in-person and virtual participation.
- **Digital Outreach:** Utilization of surveys, social media, Thought Exchange, focus groups, and forums for feedback.

Increased Engagement:

- **Multi-Channel Access:** Information shared via social media, website, and multimedia formats.
- **Metrics:** Monitoring participation and survey results to gauge effectiveness.

Upcoming:

- **23/24 Engagement Calendar:** Yearly schedule of planned engagement activities for better coordination.

Conclusion: Diverse engagement strategies have been effective in involving stakeholders in key processes. With metrics and a planned calendar, the organization aims for consistent and increased future stakeholder participation.

Engagement:

- Over the course of this school year a number of engagement activities have been offered, including staff gatherings, a Trustee Student Forum, Surveys and engagement through a platform called Thought Exchange.:

Table of Engagement in the 2022-23 School Year

TASK	WHO	HOW	START	END
Dec-22				
Leadership Team Meetings - Why	Leadership Team	Thought Exchange	12/5/22	12/12/22
Indigenous Grade 12 students	Students	Survey	12/5/22	26/12/22
Jan-23				
Onboarding Survey	Staff	Survey	20/1/23	1/31/23
New School Naming	Community	Thought Exchange	1/17/23	1/31/23
Feb-23				
New School Naming	Students	Drawings	2/10/23	2/15/23
New School Naming	Community	Open House	2/15/23	2/15/23
Trustee Student Forum Qu's	Students	Thought Exchange	2/07/23	2/17/23
Trustee Student Forum	Students	In-person focus groups	2/22/23	2/22/23
Mar-23				
Equity Scan	Parents	Survey	03/08/23	03/17/23
Equity Scan	Students	Survey	03/01/23	04/03/23
Budget 23/24	Community	Survey	03/13/23	?
Apr-23				
DEI Audit (Bakau)	Staff	Survey	04/24/23	05/05/23
DEI Audit (Bakau)	Student	Survey	04/24/23	05/05/23
DEI Audit (Bakau)	Community	Survey	04/27/23	05/12/23
DEI Audit (Bakau)	Parent	Survey	04/24/23	05/05/23
May-23				
Work Environment Survey	Staff	Survey	05/09/23	05/26/23
DEI Audit (Bakau)	Staff	Focus Groups x2	05/17/23	05/18/23
DEI Audit (Bakau)	Parent	Focus Groups x1	05/23/23	05/23/23
Jun-23				
DEI Audit (Bakau)	Student	Focus Group	06/05/23	06/08/23



In-House Surveys

	Survey Audience	Number of Surveys	Number of Respondents
Surveys	Students	2	2084
	Staff	7	1008
	Parents	5	2276

Thought Exchanges Undertaken in the 2022-23 School Year

Name	Audience	Dates	Participants	Thoughts	Ratings
Diversity Equity and Inclusion	Students	Feb 6 – Feb 17, 2023	503	289	12,407
Naming the new elementary school in South Langford	Community	Jan 16 – Jan 31, 2023	1289	561	52,175
Leadership Team Meetings - Why?	Leadership Team	Dec 5 – Dec 12, 2022	43	31	225





Board Info Note Public Board Meeting September 26, 2023

Agenda Item: 10.2 – 2022/2023 Framework for Enhancing Student Learning Report

BACKGROUND

- The Framework for Enhancing Student Learning (FESL) formalizes the annual public reporting expectations for school districts to provide evidence and analysis on actions to enhance student learning and success.
- FESL reflects the public commitment by Indigenous right holders and Indigenous peoples, education partners and communities to work together to continuously improve student learning.
- FESL requires alignment of the province’s K-12 accountability and evidence informed practices that enhance student learning, inclusivity and equity of student outcomes.

Statutory Requirements:

Framework for Enhancing Student Learning Policy (provincial):

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

Enhancing Student Learning Reporting Order (provincial):

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

RATIONALE

- This is the third year the district has completed the FESL report. Staff continue to use the data collected and required by the Ministry as the standard data inputs for all districts in the province. Those data sets are primarily Foundation Skills Assessments (FSA test), and the Ministry’s Student Learning and Parent Satisfaction surveys. As we continue to develop our own assessments and student achievement data, the inclusion of data sets collected within district from our locally developed Equity Surveys and the incorporation of student report card and attendance data has greatly enhanced and improved the overall picture of student achievement in SD62.

- The Executive team continues to build coherence and alignment between the District's Strategic Plan and the data generated for the FESL Report. We will draw the Board's attention to the blend of information from the FESL Report into the Strategic Plan Annual Report and conversely, data from the Annual Report now embedded in the 2023 FESL Report. The clear connections between our Strategic Plan, District Operational Plans, Department Operational and School Plans demonstrates to the Board of Education, Ministry of Education and the public, the value staff place on meeting our commitments to student achievement and well-being and to our greater community on progress towards our Strategic goals and objectives.

Prepared by: Paul Block, Deputy Superintendent



FRAMEWORK FOR ENHANCED STUDENT LEARNING (FESL)

Report to Ministry of Education and Child Care

SEPTEMBER 2023

Respectfully submitted to the Sooke School District Board
of Education on September 26, 2023.

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District Context

Adjacent to Victoria on southern Vancouver Island, Sooke School District is the fastest growing school district on Vancouver Island and one of the fastest growing districts in British Columbia. The District serves five municipalities: Langford, Colwood, Metchosin, Sooke and the Highlands and is on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. Some of our schools are located on the traditional territory of Esquimalt Nation and Songhees Nation. The District is a major employer in our region, with over 2,000 educators and support staff serving over 13,000 students. The Board of Education has developed a future-oriented Strategic Plan that focuses on three priority areas: learning, engagement and growth.

In the Sooke School District 62, our reciprocal relationships with our local nations and all Indigenous peoples are an indicator of our identity and beliefs, demonstrating our collective commitment to our district values of diversity, equity and inclusion. As stated in our Strategic Plan, a collective commitment to an intentional and active role in actualizing the Calls of Action and Truth and Reconciliation for Indigenous Peoples that will support all students in exiting our system with dignity, purpose and options for the future.

In Sooke School District, we acknowledge the traditional territories to honour and respect:

- the nations on which our schools are built, including T'Sou-ke Nation, Sc'ianew Nation, Pacheedaht Nation, and all South Island Coast Salish Nations, specifically Esquimalt Nation and Songhees Nation.
- our direct working relationships with T'Sou-ke Nation, Sc'ianew Nation – Coast Salish, and Pacheedaht Nation – Nuu-chah-nulth and the Metis Nation of Greater Victoria.

We are proud of the relationships we have with our four local nations, and use the words gifted by them in our territory acknowledgements. Posters of the Douglas Treaty, local map, and Territory Acknowledgements can be found in Sooke Schools. The Douglas Treaty area is unceded territory or land that has never been surrendered historically. Pacheedaht Nation does not have a treaty and is unceded territory.

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

A summary of demographics to help illustrate the profile of our student population and by extension the communities we serve:

- 49.5% Female students, 50.5 % male students;
- 15.2 % of our students are directly supported by our Inclusive Education Services Department;
- 9.5% of our students have Indigenous Ancestry;
- 0.6% of our students are supported through the Nominal role;
- 2.2% of our students are engaged in our International Student Programs;
- 0.1% of are students hold refugee status;
- 7.1 of our students receive support in our English Language Learners programs.

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

Section A: Reflecting Back 2022-23 Student Learning Outcomes

Student Performance Interpretation

Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

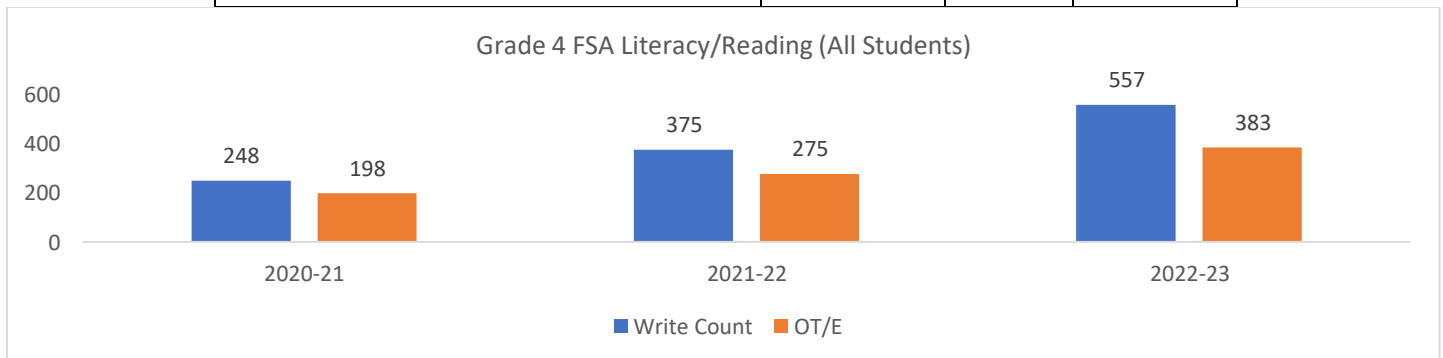
1.1.1 GRADE 4 READING and LITERACY (FSA)

Label	2020/21			2021/22			2022/23		
	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	248	198	80%	375	275	73%	557	383	69%
Indigenous	24	19	79%	36	21	58%	52	28	54%
Not on Reserve	247	198	80%	372	273	73%	554	381	69%
On Reserve	MSK	MSK	MSK	MSK	MSK	MSK	MSK	MSK	MSK
Special Needs	15	10	67%	19	11	58%	42	25	60%

OT/E – On Track / Extending Rate

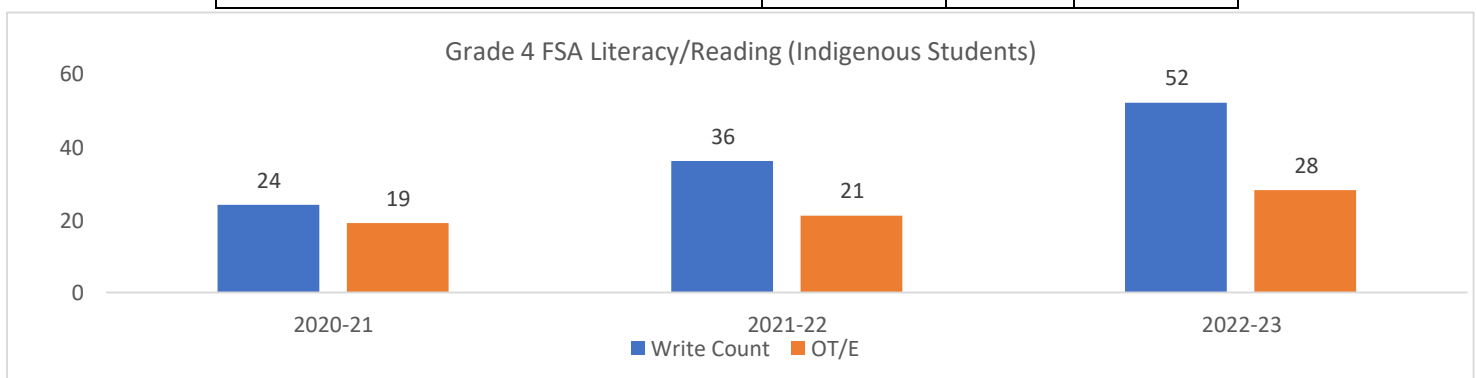
All Students

Year	Write Count	OT/E	Percentage
2020-21	248	198	80%
2021-22	375	275	73%
2022-23	557	383	69%



Indigenous Students

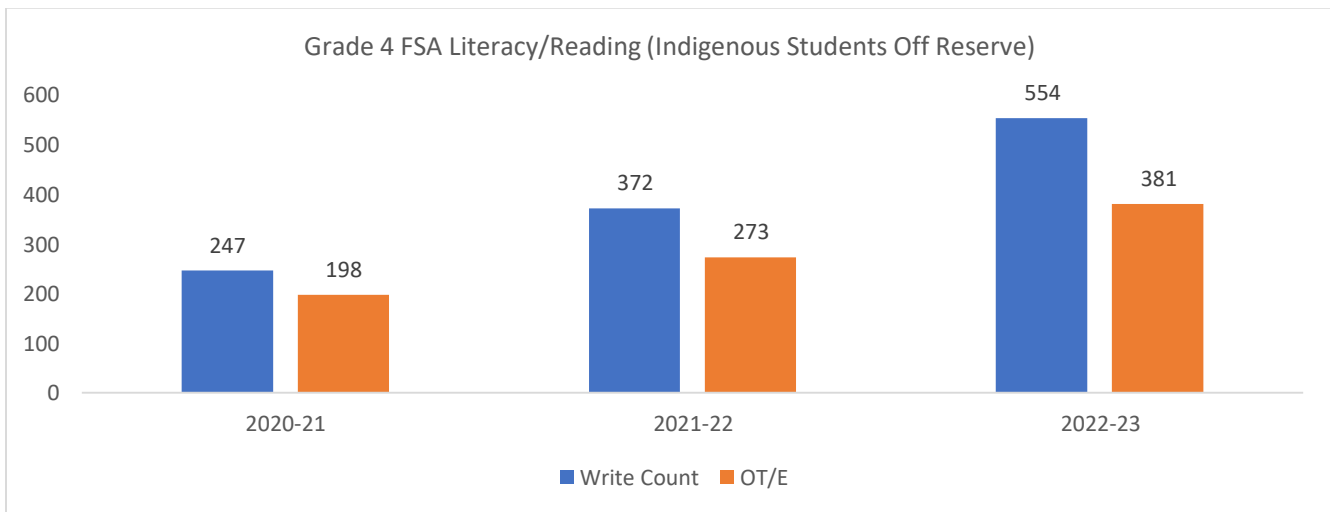
Year	Write Count	OT/E	Percentage
2020-21	24	19	79%
2021-22	36	21	58%
2022-23	52	28	54%



Please note: we have not included the data tables or graphs for Indigenous On-Reserve students. Due to low participation rates, specifically when student participation is less than 10, the data does not adequately reflect the whole population. Additionally, the protection of privacy of students must be ensured when reporting data, as such, these specifics are masked.

Indigenous Students Off Reserve

Year	Write Count	OT/E	Percentage
2020-21	247	198	80%
2021-22	372	273	73%
2022-23	554	381	69%

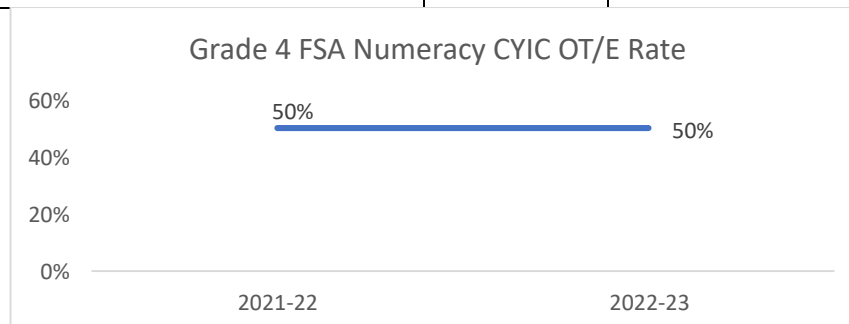


Indigenous Students with Disabilities/Diverse Abilities

Year	Write Count	OT/E	Percentage
2020-21	15	10	67%
2021-22	19	11	58%
2022-23	42	25	60%

CYIC

Year	Percentage
2020-21	0%
2021-22	50%
2022-23	50%



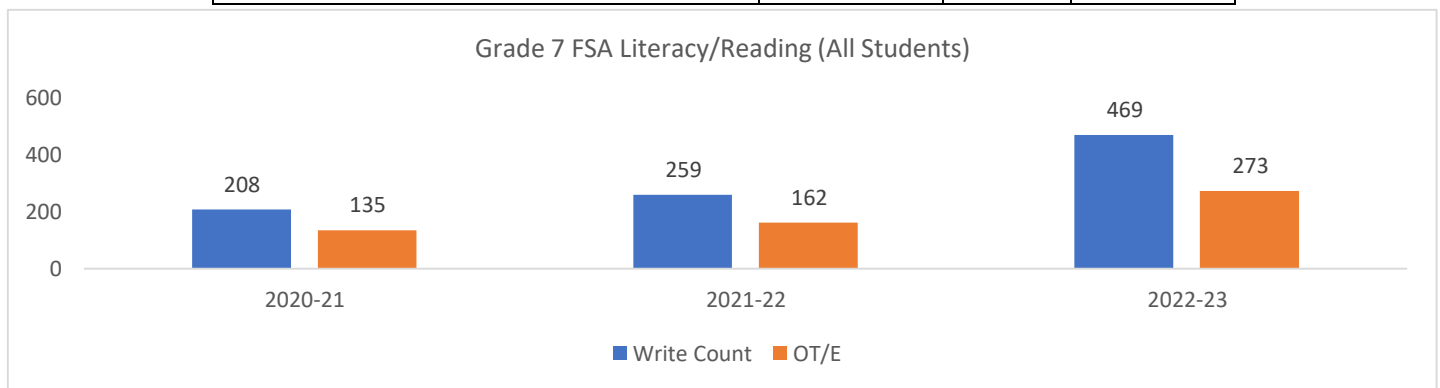
1.1.3 GRADE 7 READING and LITERACY (FSA)

OT/E – On Track / Extending Rate

	2020/21			2021/22			2022/23		
Label	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	208	135.2	65%	259	163.17	63%	469	272.02	58%
Indigenous	30	18	60%	38	14.82	39%	51	22.95	45%
Not on Reserve	207	134.55	65%	255	160.65	63%	465	269.7	58%
On Reserve	MSK	MSK	MSK	MSK	MSK	MSK	MSK	MSK	MSK
Special Needs	30	18	60%	44	18.04	41%	54	19.98	37%

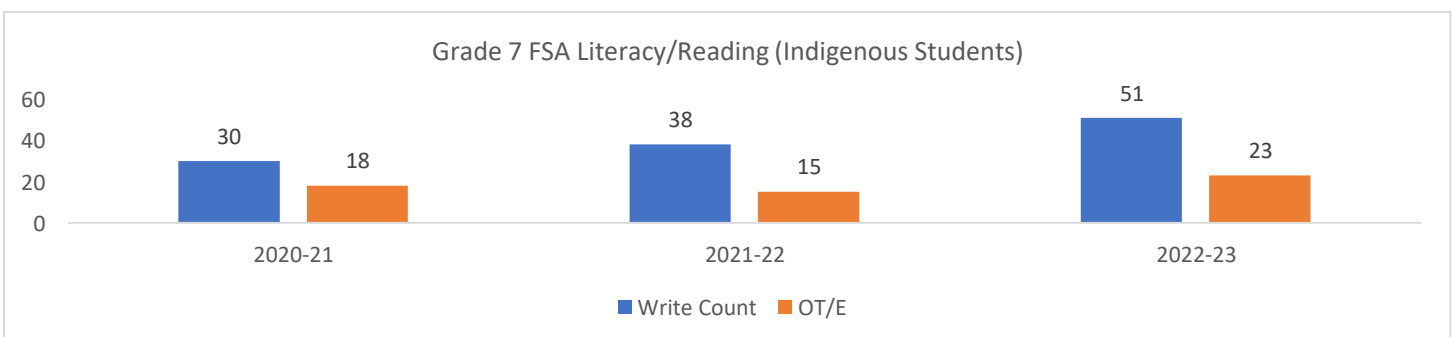
All Students

Year	Write Count	OT/E	Percentage
2020-21	208	135	65%
2021-22	259	162	63%
2022-23	469	273	58%



Indigenous Students

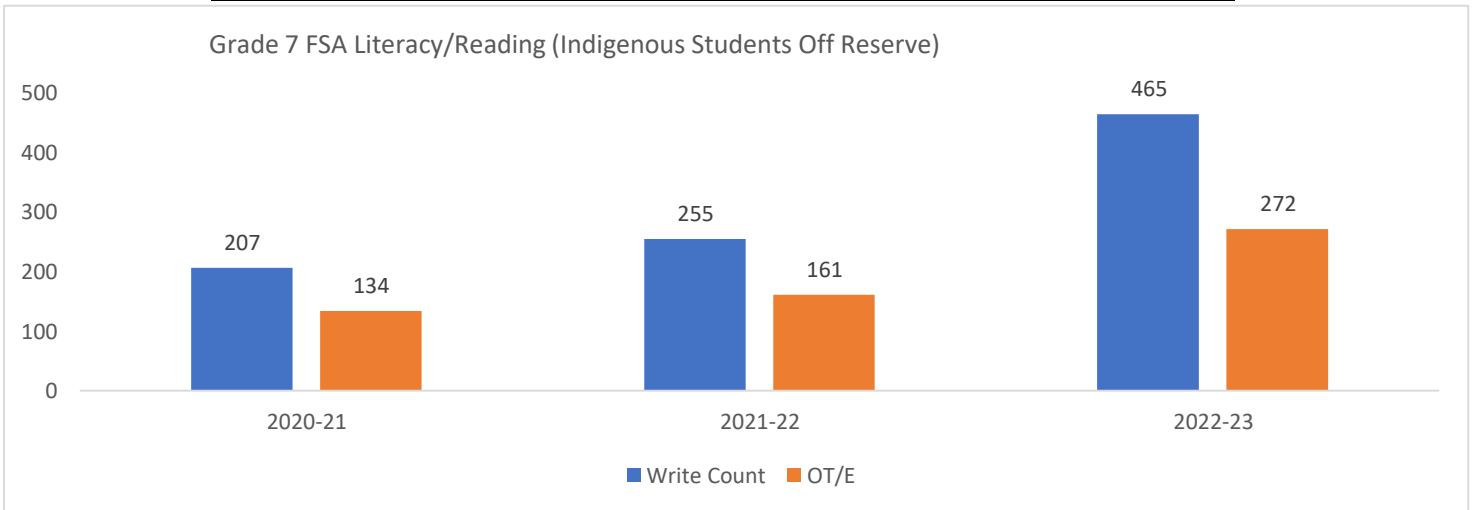
Year	Write Count	OT/E	Percentage
2020-21	30	18	60%
2021-22	38	15	39%
2022-23	51	23	45%



Please note: we have not included the data tables or graphs for Indigenous On-Reserve students. Due to low participation rates, specifically when student participation is less than 10, the data does not adequately reflect the whole population. Additionally, the protection of privacy of students must be ensured when reporting data, as such, these specifics are masked.

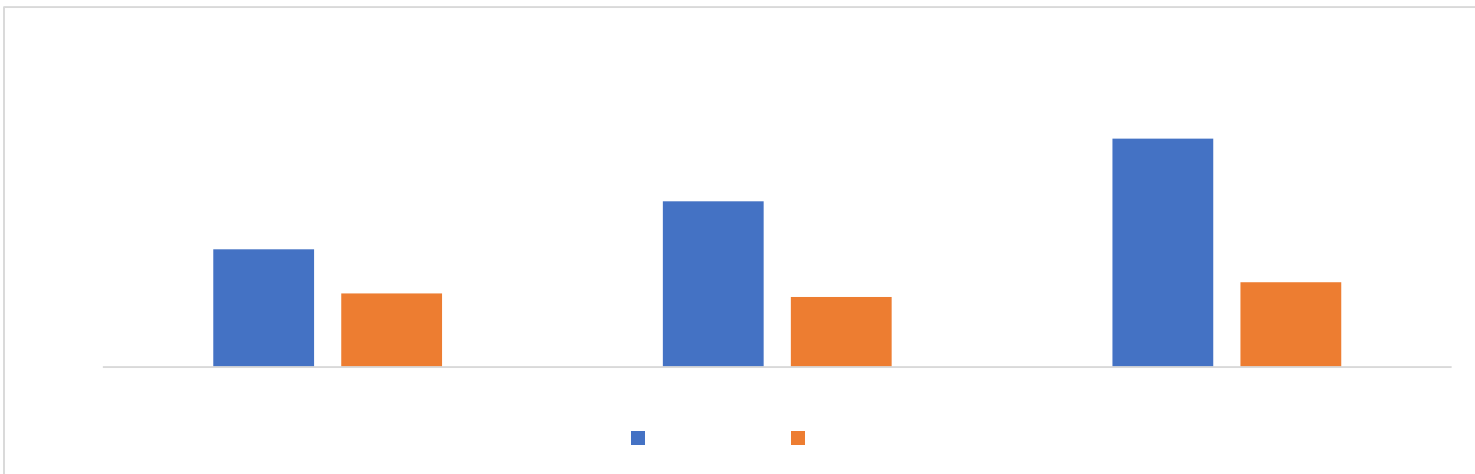
Indigenous Students Off Reserve

Year	Write Count	OT/E	Percentage
2020-21	207	134	65%
2021-22	255	161	63%
2022-23	465	272	58%



Indigenous Students with Diverse Abilities

Year	Write Count	OT/E	Percentage
2020-21	32	20	63%
2021-22	45	19	42%
2022-23	62	23	37%



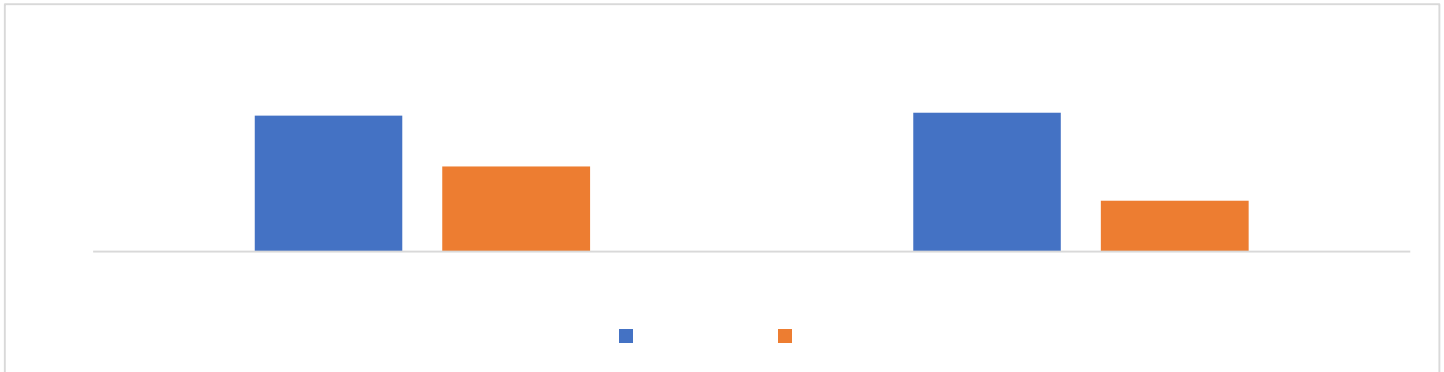
CYIC

Year	Percentage
2020-21	33%
2021-22	Msk
2022-23	Msk

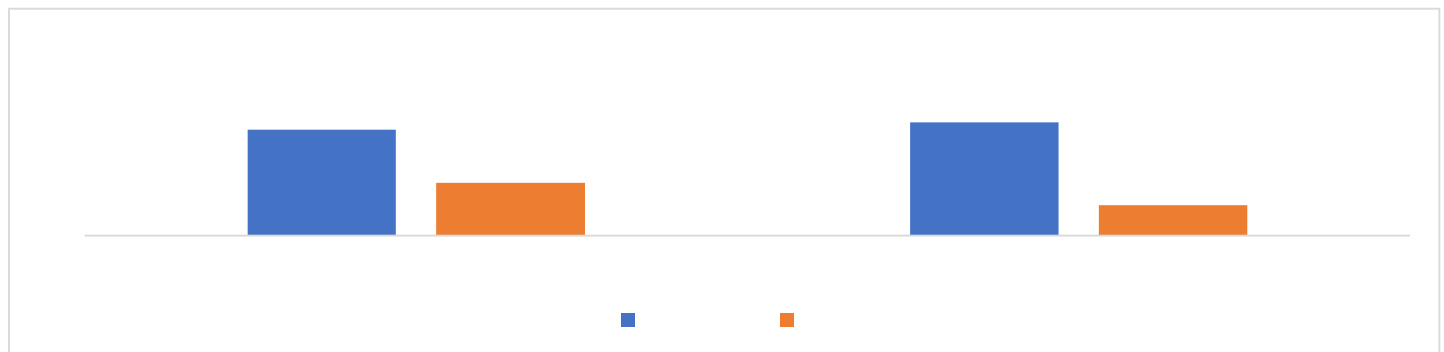
1.2.1 GRADE 10 LITERACY (Graduation Assessment - Participation)

Label	2020/21			2021/22			2022/23		
	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	248	198	80%	375	275	73%	557	383	69%
Indigenous	24	19	79%	36	21	58%	52	28	54%
Not on Reserve	247	198	80%	372	273	73%	554	381	69%
On Reserve	1	0	0%	3	2	67%	3	2	67%
Special Needs	15	10	67%	19	11	58%	42	25	60%

Label	2020/21			2021/22		
	Writers	PTC	PT/R %	Writers	PTC	PT/R%
ALL STUDENTS	529	328	62%	704	563	80%
Indigenous	60	27	46%	71	40	57%
Not on Reserve	526	326	62%	700	567	81%
On Reserve	3	1	38%	4	1.4	36%
Special Needs	80	40	50%	113	71	63%


Indigenous Students

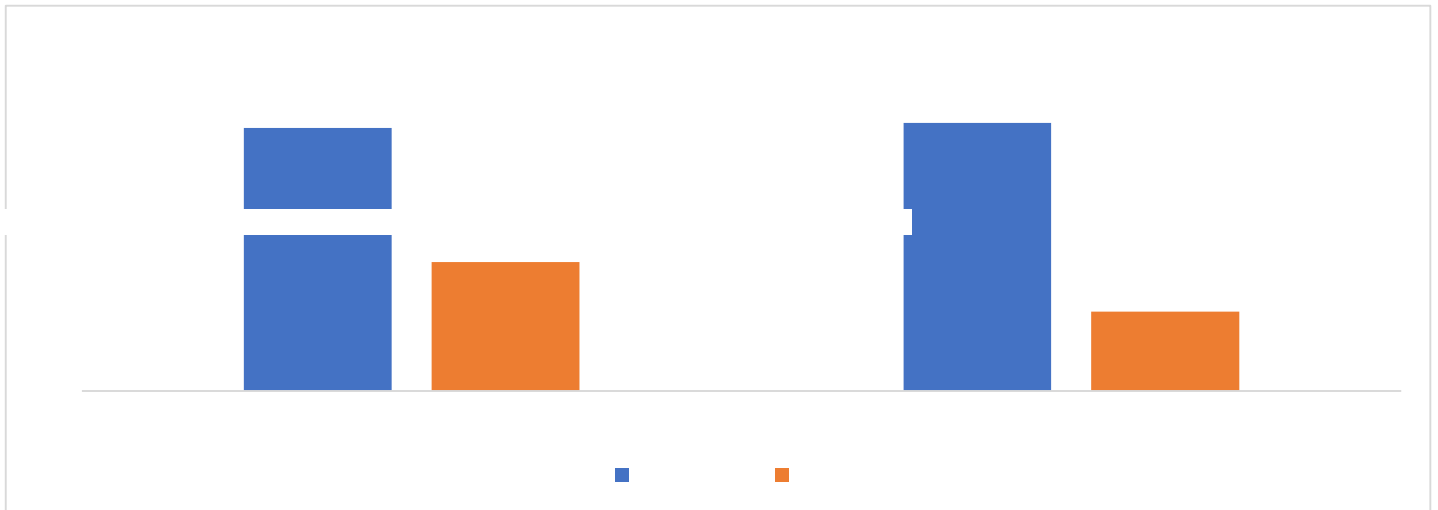
Year	Write Count	PTC	Percentage
2020-21	114	57	50%
2021-22	122	34	28%
2022-23	0	0	0



Please note: we have not included the data tables or graphs for Indigenous On-Reserve students. Due to low participation rates, specifically when student participation is less than 10, the data does not adequately reflect the whole population. Additionally, the protection of privacy of students must be ensured when reporting data, as such, these specifics are masked.

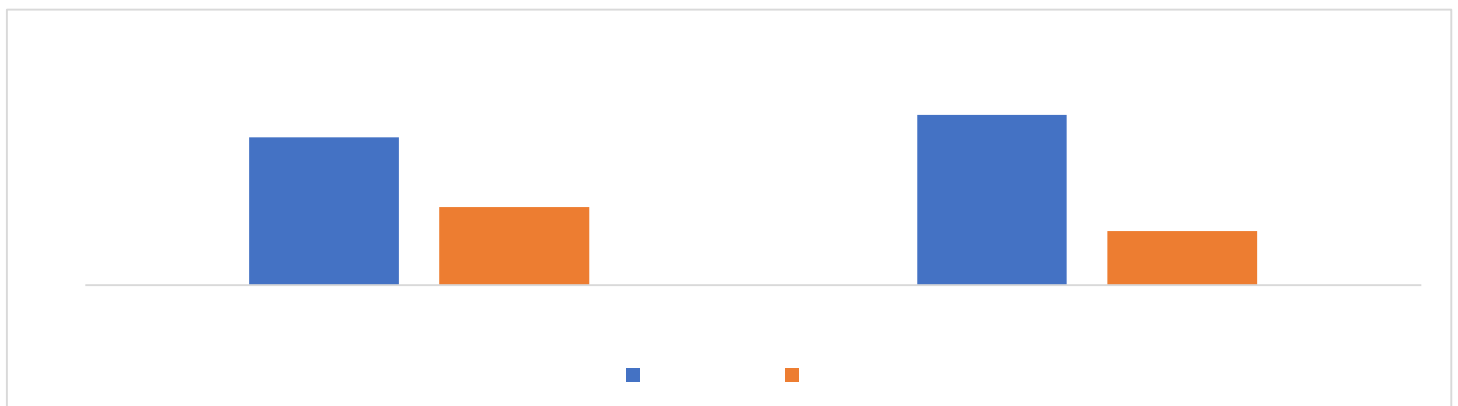
Indigenous Students Off Reserve

Year	Write Count	PTC	Percentage
2020-21	106	52	49%
2021-22	108	32	30%
2022-23	Not Available	Not Available	Not Available



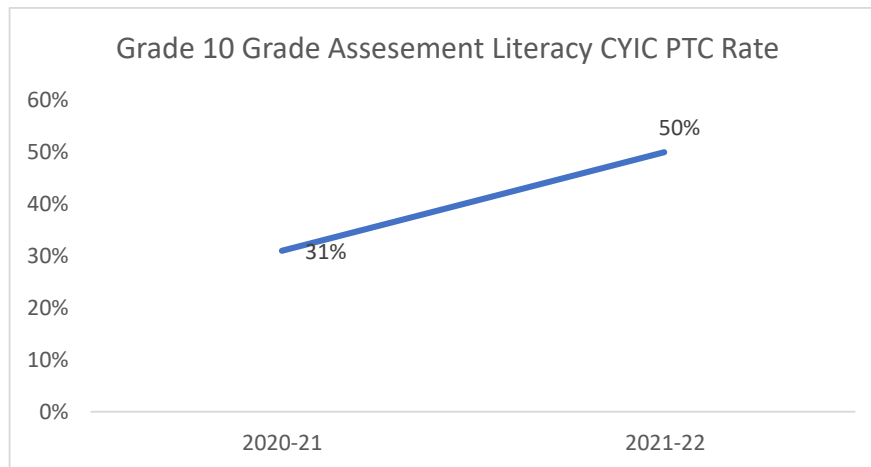
Indigenous Students with Diverse Abilities

Year	Write Count	PTC	Percentage
2020-21	153	81	53%
2021-22	176	56	32%
2022-23	Not Available	Not Available	Not Available



CYIC

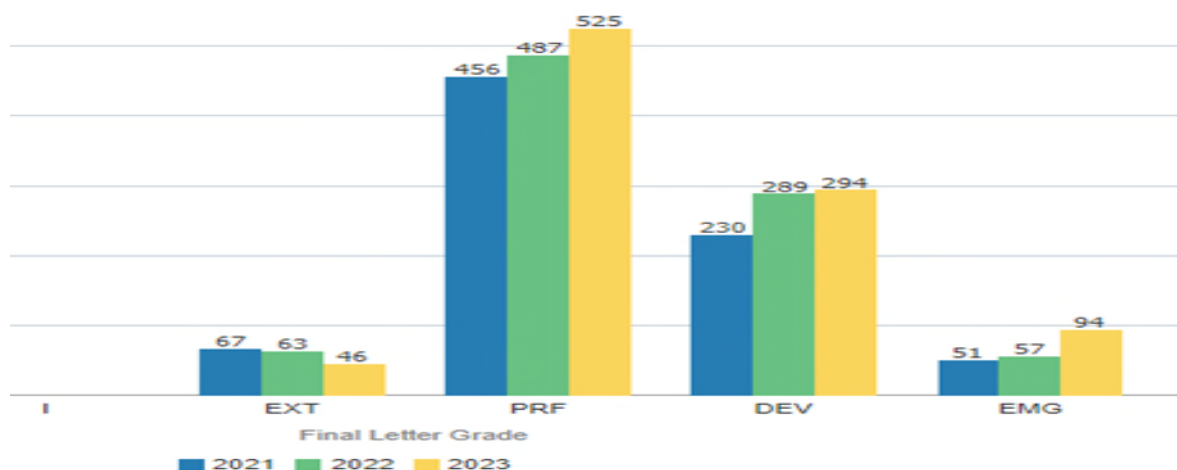
Year	Percentage
2020-21	31%
2021-22	50%
2022-23	0%



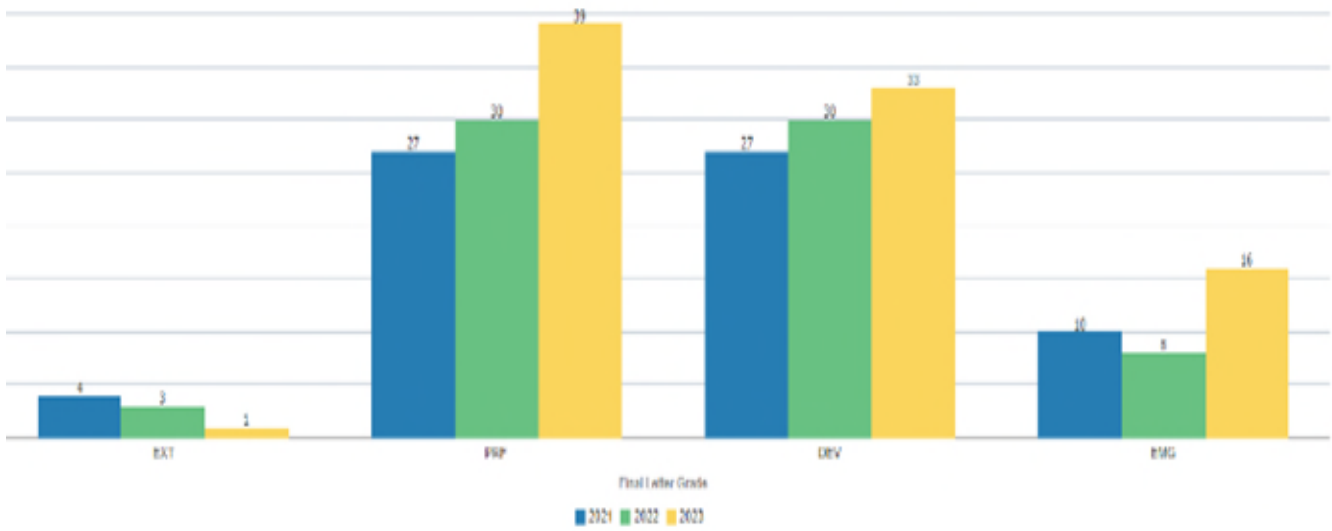
Relevant Additional/Local Data and Evidence

Literacy Trends 2021-2023 Grade 4 and Grade 7 – From Summary of Learning Report Card marks, Grade 7 English Language Arts percentage of students ‘On-track’ or ‘Extending’ dropped slightly from 66% to 65% over the past three years. In Grade 4, likewise, there is a drop in the percentage from 65% to 59.8% of students ‘On-track’ or ‘Extending’ in English Language Arts from 2021 to 2023. For students with Ministry of education IEPs only 29.4% of students are PRF/EXT, and 41.9% of Indigenous students achieved PRF/EXT.

Grade 4 ELA – all students

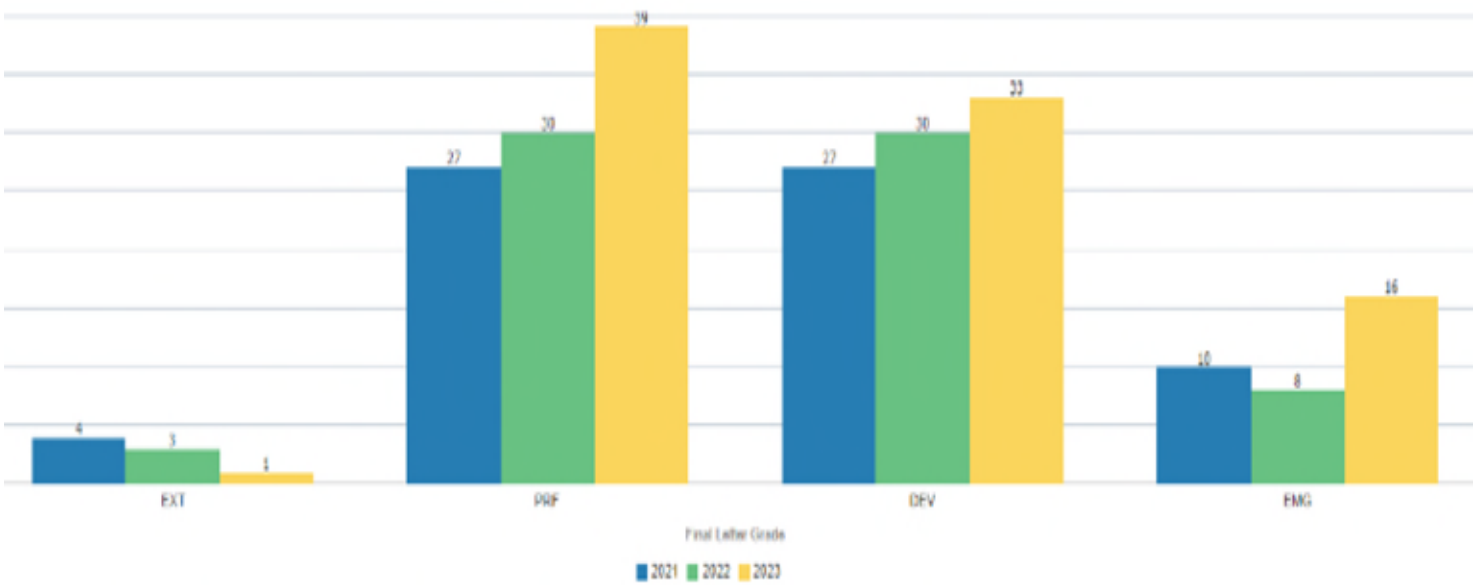


Grade 4 ELA - Indigenous students

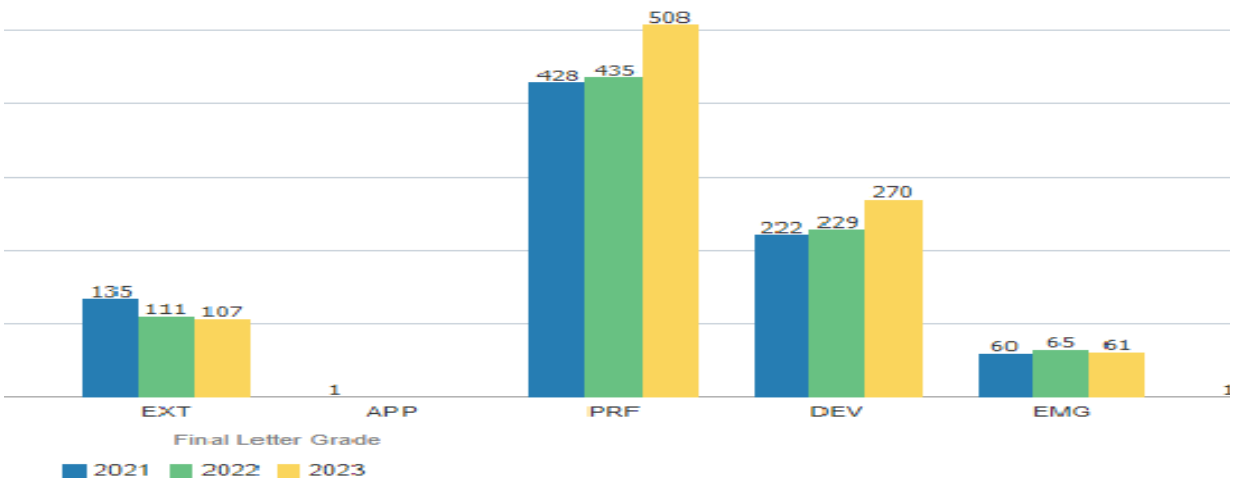


Grade

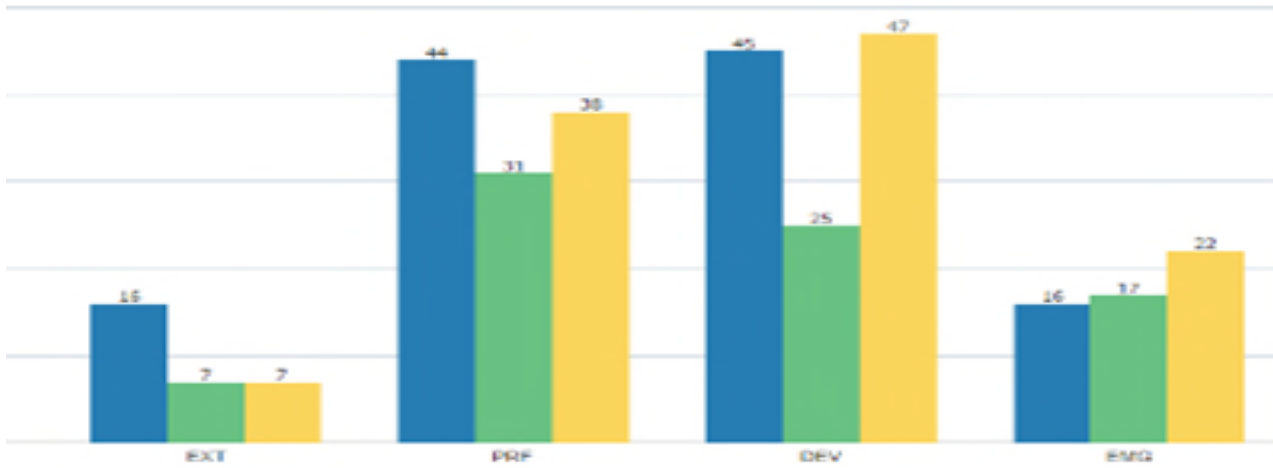
4 ELA - Diverse abilities



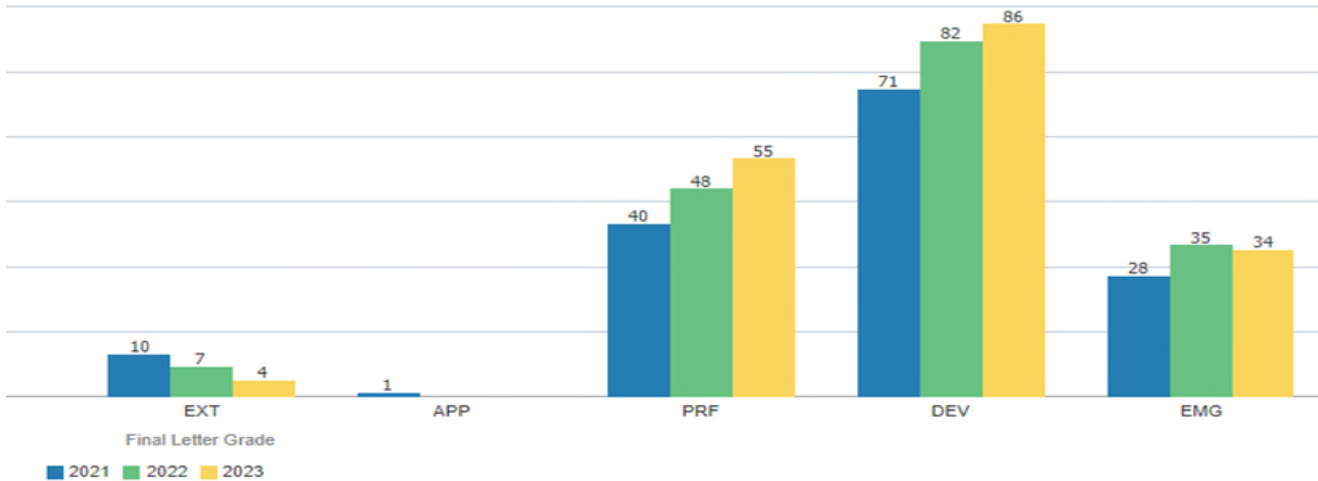
Grade 7 ELA – all students



Grade 7 ELA – Indigenous students

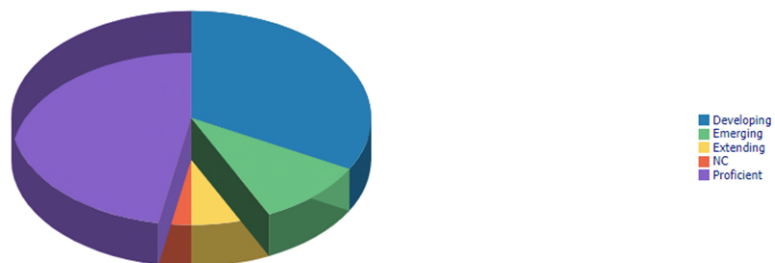


Grade 7 ELA Diverse abilities



Graduation Assessments - Overall - **55% students on-track with Literacy and Numeracy** graduation assessments grades 10 and 12 (47.9% Proficient + 7.1% Extending).

Student Assessments Count



2023 Student Assessments Count

Analysis and Interpretation: What Does this Mean?

Literacy Commentary:

While the participation rate in FSA assessments increased, the number of students who are 'On/Track or Extending' dropped from the previous year. An accurate representation of how our students are doing may be better determined once we have year-end Summary of Learning reports from teachers.

We know we have work to do to bring all of our students to parity or better than provincial averages. 2022-23 marked the first year of the District Literacy Plan, which targets Tier 1 and Tier 2 instruction and intervention supported by evidence-aligned resources and strategies. In its first year, universal screening and progress monitoring was inconsistently implemented across schools.

In the 2023-24 school year all schools will implement universal screening and intervention practices with fidelity in the primary grades K-3. With a continued focus of on-going professional learning, resources and support for interventionists and classroom teachers across all grade levels, we anticipate that each year our number of students 'on-track or extending' will grow and be reflected in course proficiency scales and in the annual FSA results.

In 2022-23, the number of students Proficient or Extending in the Literacy Graduation Assessment decreased from the previous years overall to 69.1% from 67.7%. The BC Literacy Assessment requires students to engage in critical thinking skills and analysis which spans cross-curricular competencies. As a part of the District Literacy Plan, secondary educators will continue to be offered opportunities for professional learning in intervention appropriate for adolescents with literacy difficulties, as well as whole class critical thinking literacy skills. We anticipate the numbers of students 'Emerging /Developing' on this assessment to drop year over year, and an increasing number of students Proficient/Extending.

What's Next: Curriculum's Literacy goals and strategies in alignment with the District Operational Plan is in year one. This includes universal screening and progress monitoring measures for all students in grades K-3. 2023 marked the first year of Literacy Intervention Teachers (LITs) in each elementary school to provide supplemental targeted skills intervention, coupled with research-based resources and monthly professional learning. To support the on-going support and development of equity-deserving populations, collaboration with Na'tsa'maht Indigenous Education and Inclusive Education departments are included in the professional learning as we endeavour to increase proficiency rates for these students. To complement the work of the LITs, cohorts of primary classroom teachers participated in a learning series with learning rounds to support Tier 1 literacy instruction. It is the hope that a focused early intervention and preventive approach will reduce the number of students who are 'Emerging/Developing' in English Language Arts in the higher grades over time.

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

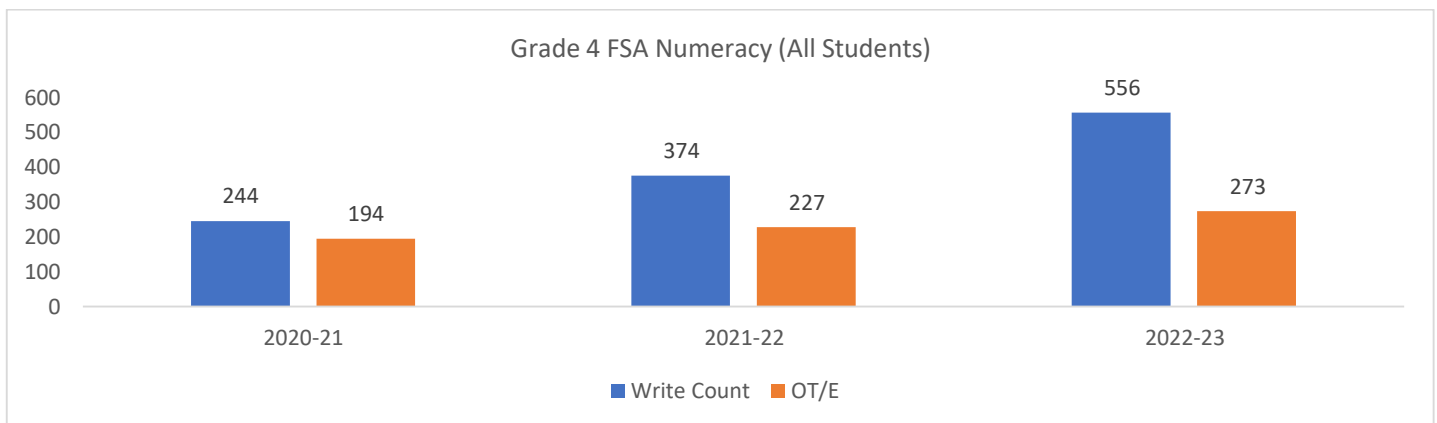
2.1.1 GRADE 4 NUMERACY (FSA)

Label	2020/21			2021/22			2022/23		
	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	244	194	80%	374	227	61%	556	273	49%
Aboriginal	22	14	64%	34	15	44%	54	17	31%
Status-Off	243	194	80%	371	225	61%	553	271	49%
Status-On	MSK	MSK	MSK	MSK	MSK	MSK	MSK	MSK	MSK
Special Needs	14	12	86%	18	7	39%	45	17	38%

OT/E – On Track / Extending Rate

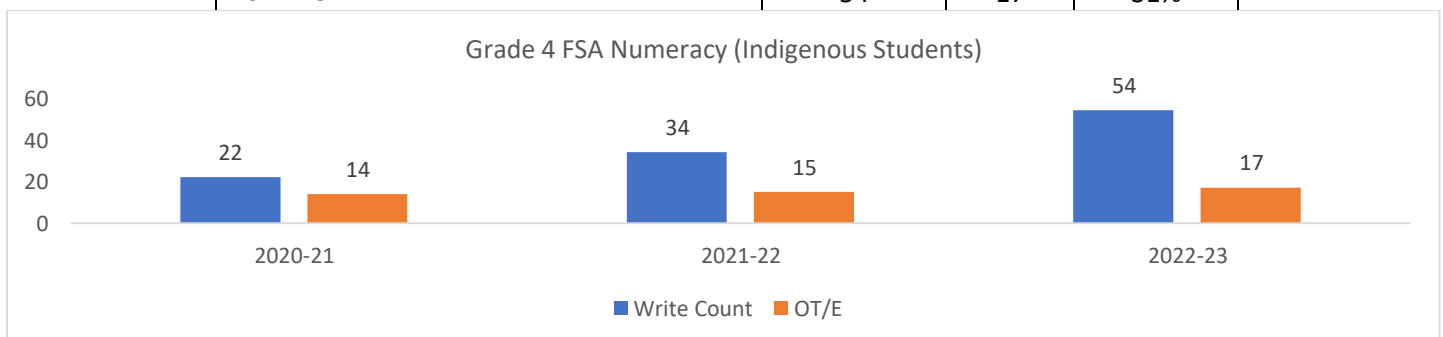
All Students

Year	Write Count	OT/E	Percentage
2020-21	244	194	80%
2021-22	374	227	61%
2022-23	556	273	49%



Indigenous Students

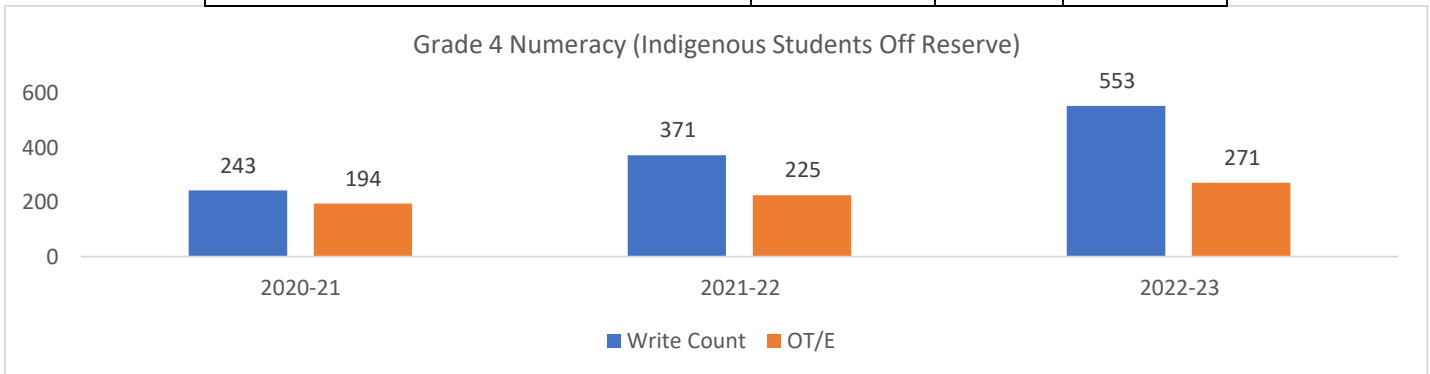
Year	Write Count	OT/E	Percentage
2020-21	22	14	64%
2021-22	34	15	44%
2022-23	54	17	31%



Please note: we have not included the data tables or graphs for Indigenous On-Reserve students. Due to low participation rates, specifically when student participation is less than 10, the data does not adequately reflect the whole population. Additionally, the protection of privacy of students must be ensured when reporting data, as such, these specifics are masked.

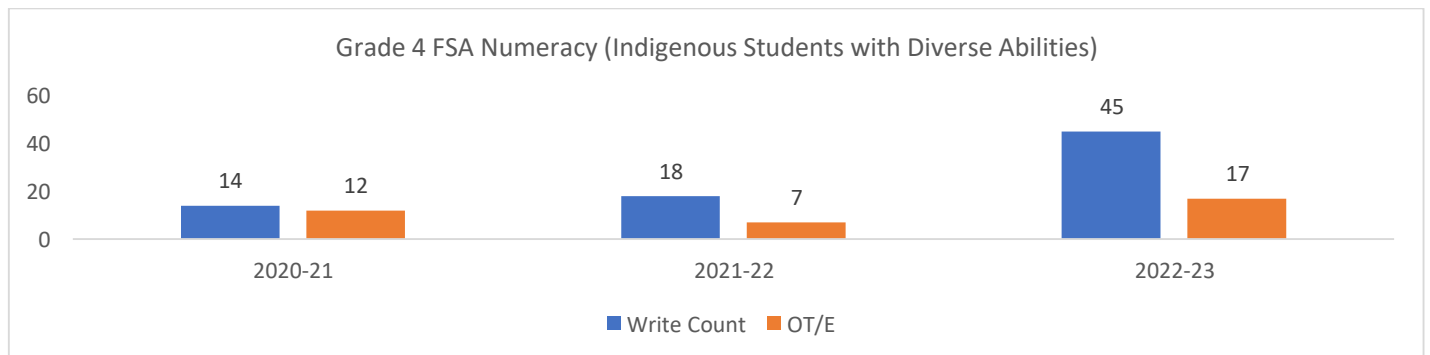
Indigenous Students Off Reserve

Year	Write Count	OT/E	Percentage
2020-21	243	194	80%
2021-22	371	225	61%
2022-23	553	271	49%



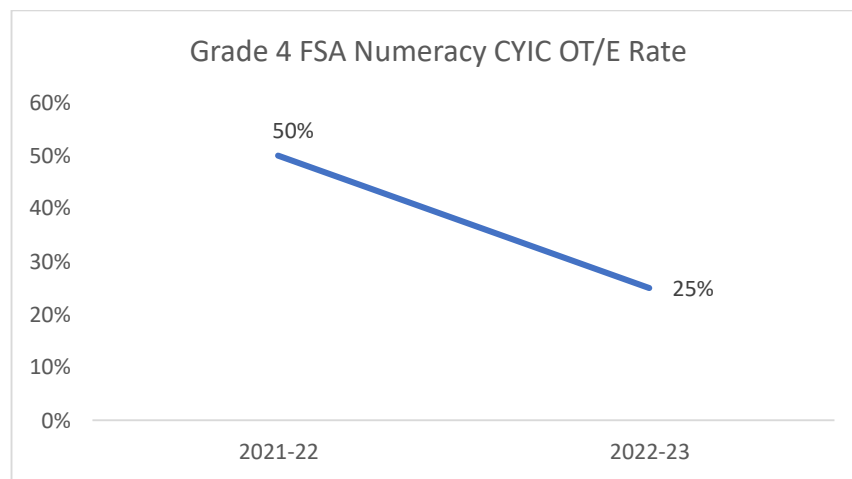
Indigenous Students with Diverse Abilities

Year	Write Count	OT/E	Percentage
2020-21	14	12	86%
2021-22	18	7	39%
2022-23	45	17	38%



CYIC

Year	Percentage
2020-21	0%
2021-22	50%
2022-23	25%



Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

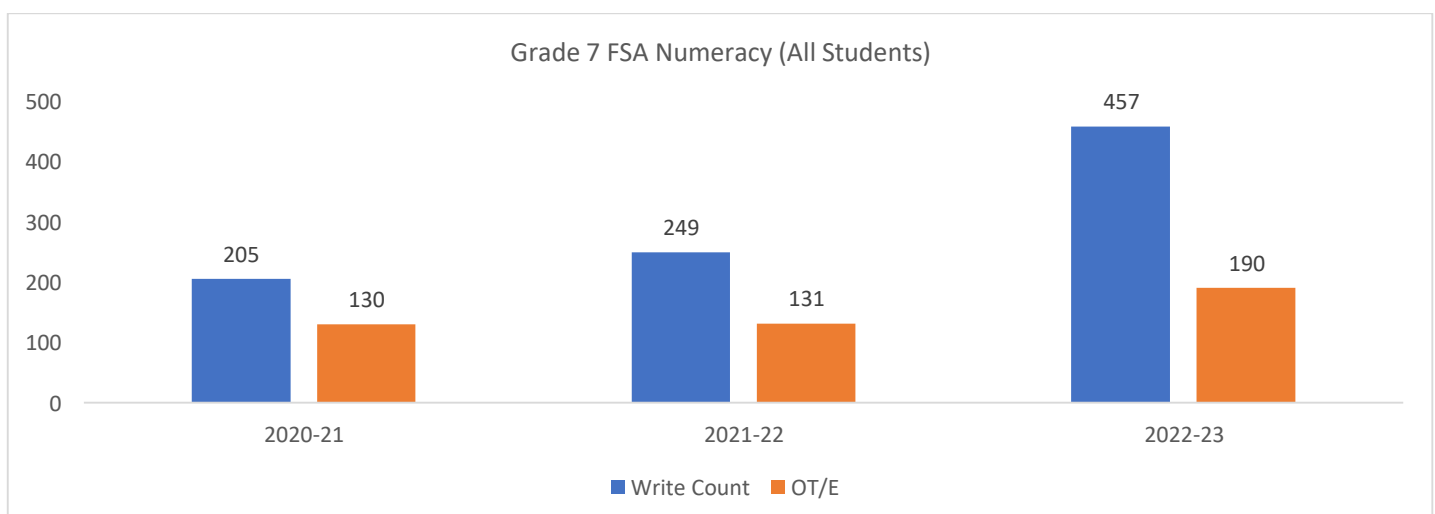
2.1.2 GRADE 7 NUMERACY (FSA)

Label	2020/21			2021/22			2022/23		
	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	205	130	63%	249	131	53%	457	190	42%
Aboriginal	28	16	57%	33	7	21%	47	10	21%
Status-Off	204	130	64%	247	131	53%	454	191	42%
Status-On	MSK	MSK	MSK	MSK	MSK	MSK	MSK	MSK	MSK
Special Needs	33	17	52%	42	10	24%	59	16	27%

OT/E – On Track / Extending Rate

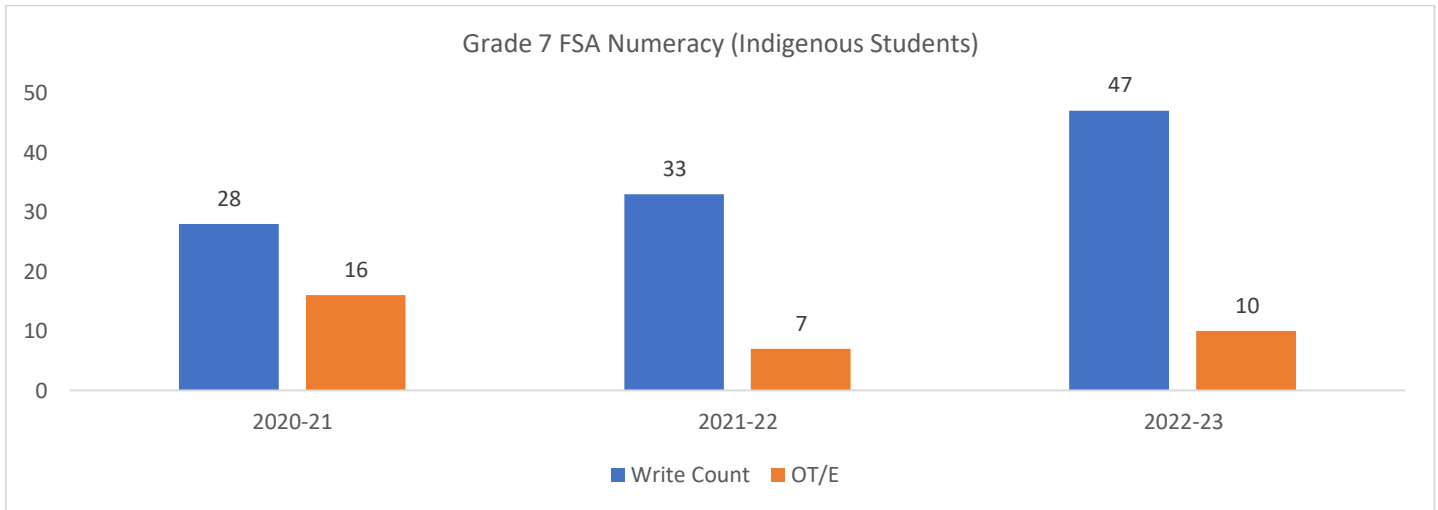
All Students

Year	Write Count	OT/E	Percentage
2020-21	205	130	63%
2021-22	249	131	53%
2022-23	457	190	42%



Indigenous Students

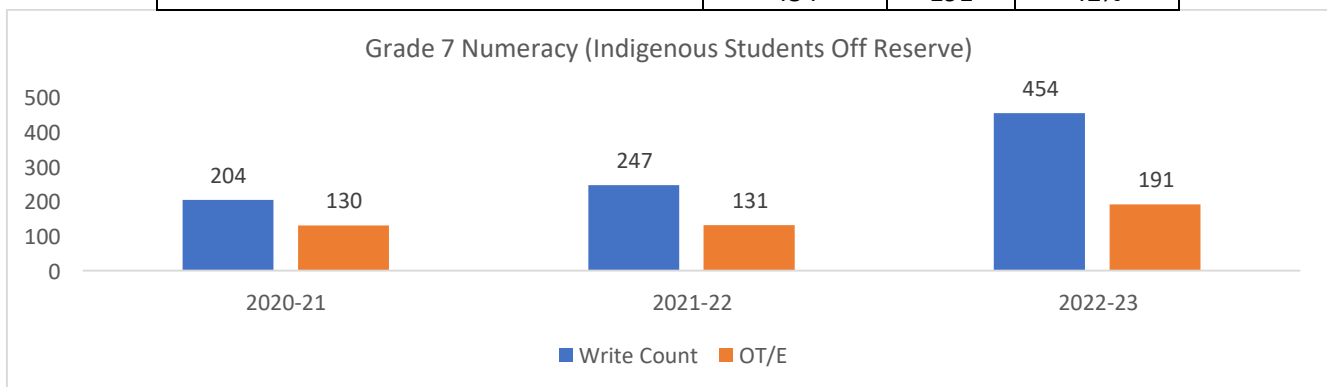
Year	Write Count	OT/E	Percentage
2020-21	28	16	57%
2021-22	33	7	21%
2022-23	47	10	21%



Please note: we have not included the data tables or graphs for Indigenous On-Reserve students. Due to low participation rates, specifically when student participation is less than 10, the data does not adequately reflect the whole population. Additionally, the protection of privacy of students must be ensured when reporting data, as such, these specifics are masked.

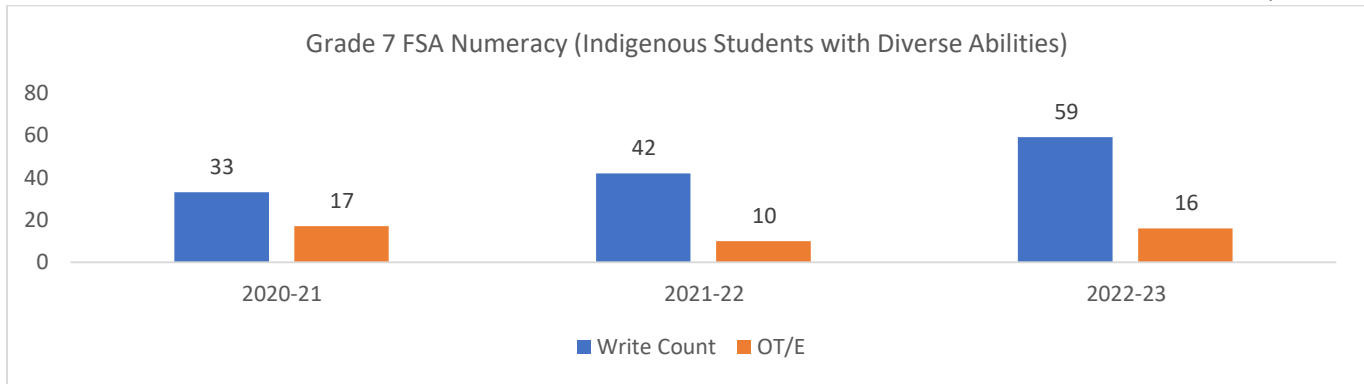
Indigenous Students Off Reserve

Year	Write Count	OT/E	Percentage
2020-21	204	130	64%
2021-22	247	131	53%
2022-23	454	191	42%



Indigenous Students with Diverse Abilities

Year	Write Count	OT/E	Percentage
2020-21	33	17	52%
2021-22	42	10	24%
2022-23	59	16	27%



CYIC

Year	Percentage
2020-21	33%
2021-22	MSK
2022-23	Msk

Measure 2.2: Grade 10 Numeracy Expectations

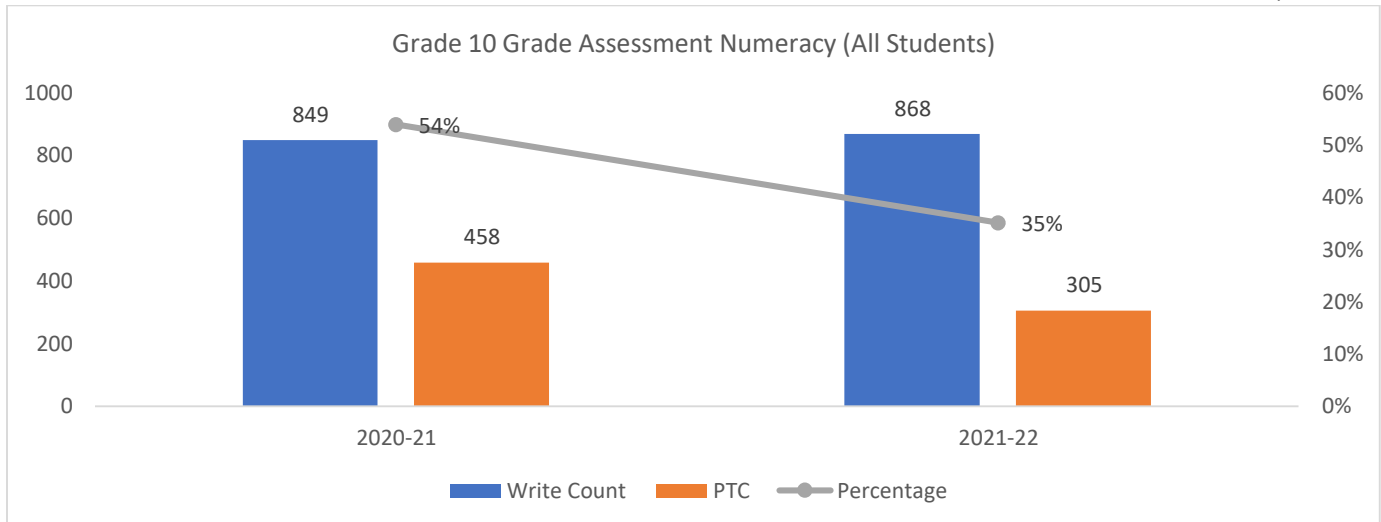
2.2.1 GRADE 10 NUMERACY (Graduation Assessment - Participation)

Label	2021/21			2021/22		
	Writers	PTC	PT/R %	Writers	PTC	PT/R %
ALL STUDENTS	452	240	53%	665	505	76%
Aboriginal	59	27	45%	74	44	60%
Status-Off	450	239	53%	661	502	76%
Status-On	MSK	MSK	MSK	MSK	MSK	MSK
Special Needs	76	36	48%	98	54	55%

PTC – Participation Count, PT/R – Participation Rate

All Students

Year	Write Count	PTC	Percentage
2020-21	849	458	54%
2021-22	868	305	35%
2022-23	Not Available	Not Available	Not Available

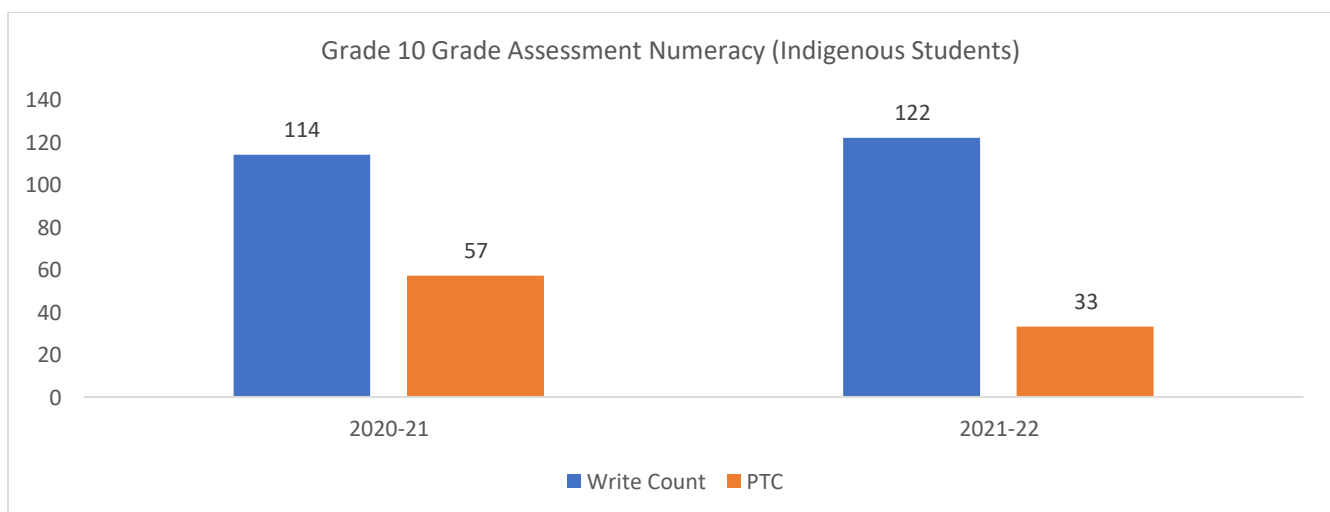


Indigenous Students

Year	Write Count	PTC	Percentage
2020-21	114	57	50%
2021-22	122	33	27%
2022-23	0	0	#DIV/0!

Indigenous Students

Year	Write Count	PTC	Percentage
2020-21	114	57	50%
2021-22	122	33	27%
2022-23	0	0	#DIV/0!

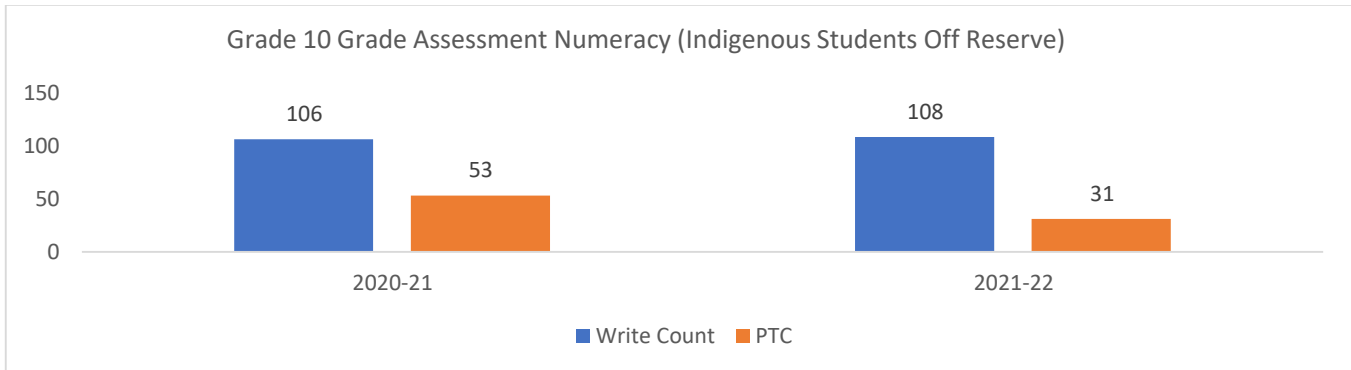


Please note: we have not included the data tables or graphs for Indigenous On-Reserve students. Due to low participation rates, specifically when student participation is less than 10, the data does not adequately reflect the whole population. Additionally, the protection of privacy of students must be ensured when reporting data, as such, these specifics are masked.

Indigenous Students Off Reserve

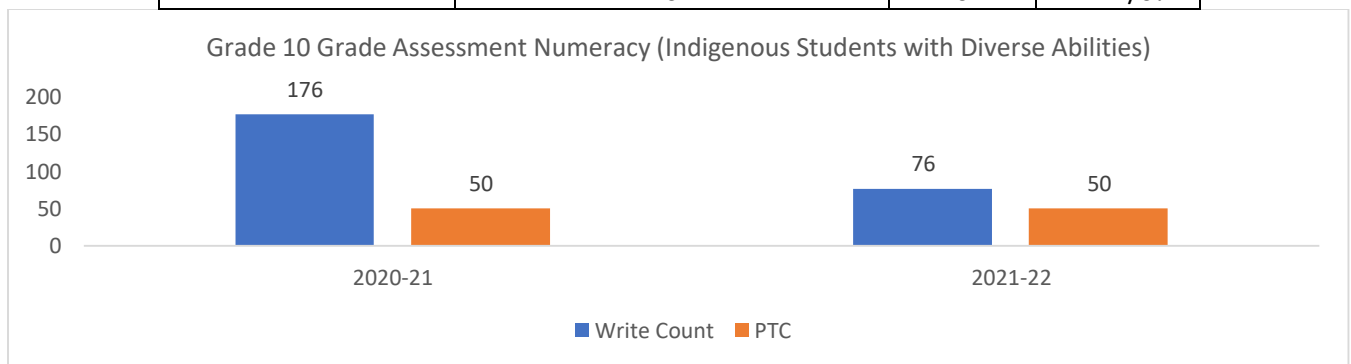
Year	Write Count	PTC	Percentage
2020-21	106	53	50%

2021-22	108	31	29%
2022-23	0	0	



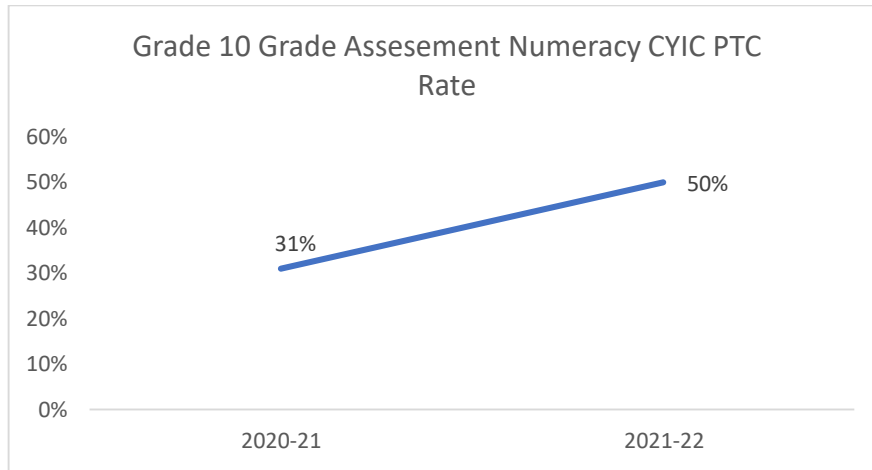
Indigenous Students with Diverse Abilities

Year	Write Count	PTC	Percentage
2020-21	176	50	28%
2021-22	76	50	66%
2022-23	0	0	#DIV/0!



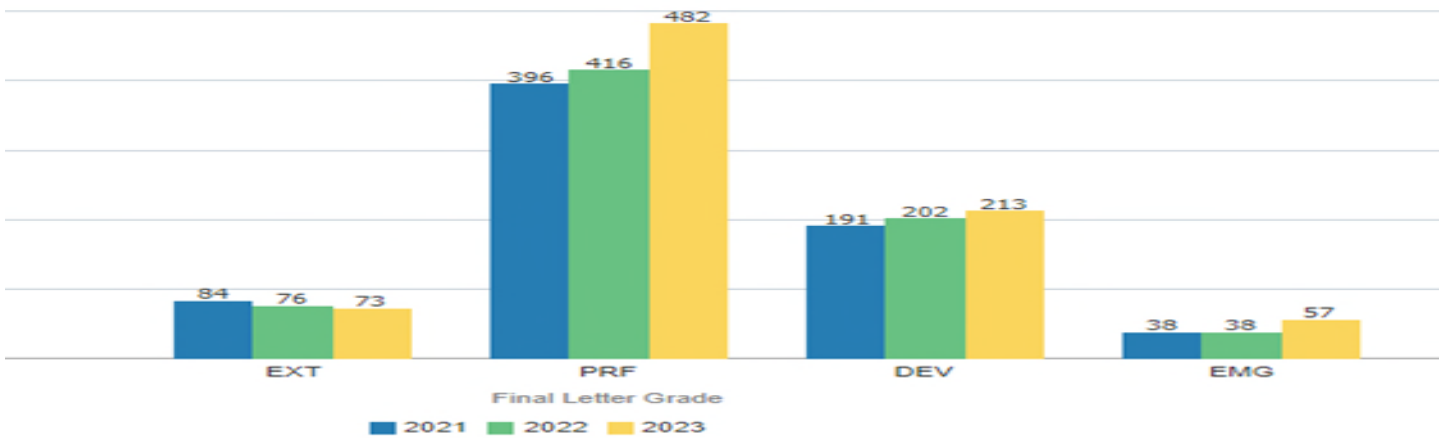
CYIC

Year	Percentage
2020-21	31%
2021-22	50%
2022-23	0%

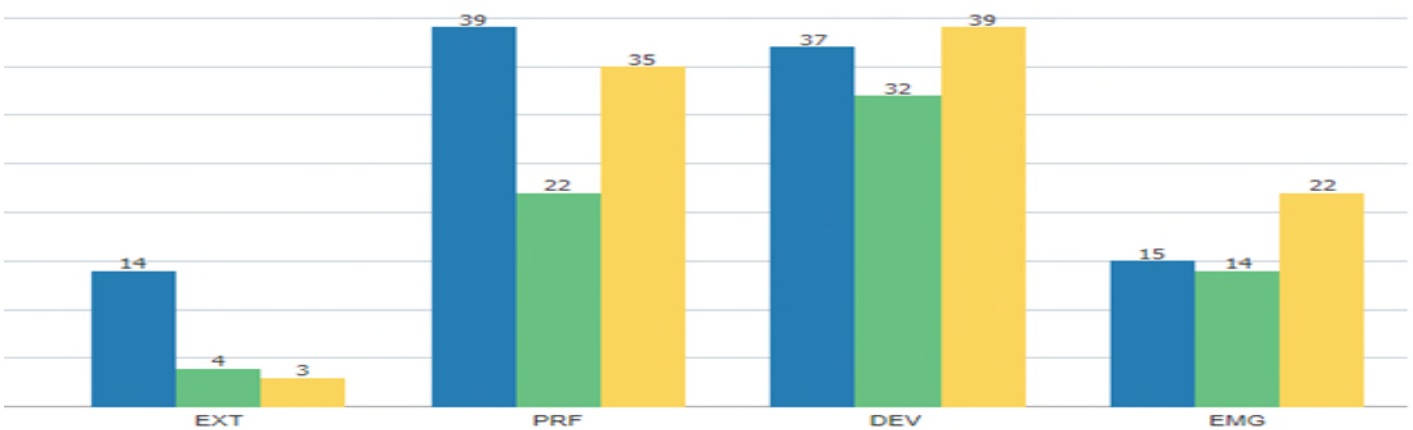


Relevant Additional/Local Data and Evidence

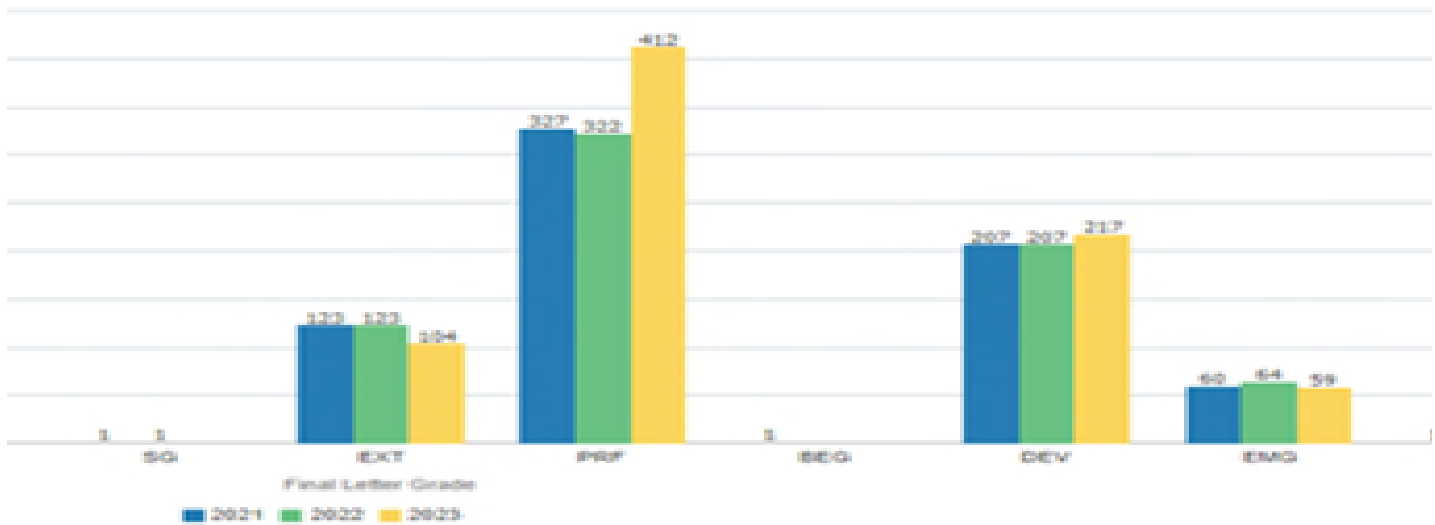
Grade 4 Math – all students



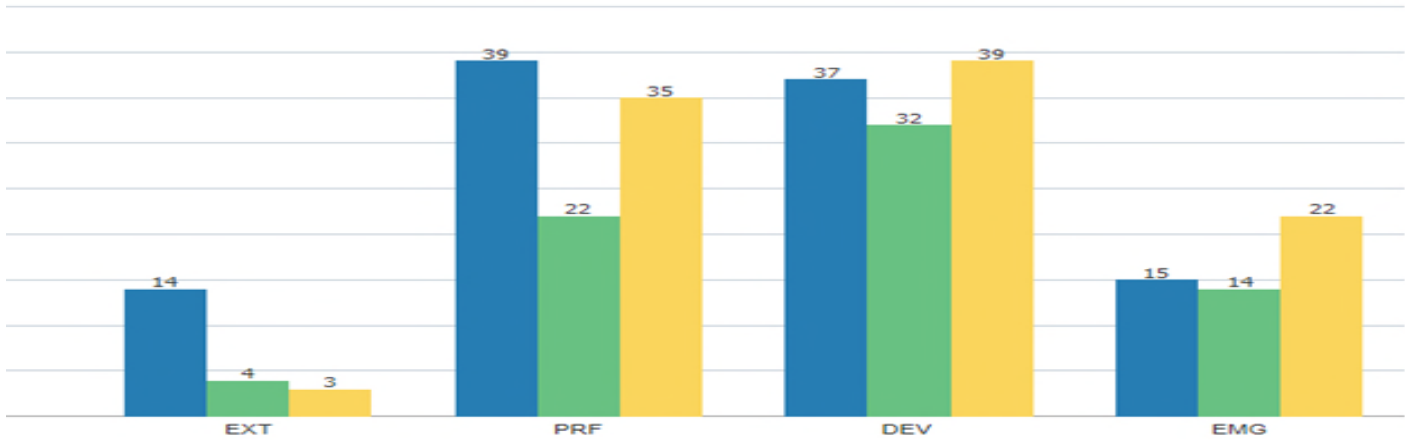
Grade 7 Math – all



Grade 7 Math – Indigenous students



Grade 7 Math – Diverse Abilities



Analysis and Interpretation: What Does this Mean?

Numeracy Commentary:

Numeracy Trends 2021-2023 Grade 4 and Grade 7 - In Grade 4, the percentages remain consistent at 67% year over year with an increase of 0.01% from the previous year. Indigenous and Diverse Ability students have demonstrated PRF/EXT at lower achievement rates (41.2% and 33.9% respectively). However, for all students, there is a notable **increase of 3% at the grade 7 level** from 62.2% to 65.2%. This may be connected to the implementation of the Numeracy Goal and Strategies in the Curriculum Transformation Operational Plan, which includes a focused learning series for Middle school teachers coupled with the purchase of 'Educating Now' resource for all Intermediate and Middle school teachers.

What's Next: Continue to implement and support the use of 'Educating Now' for classrooms in grade 4-8; Continue to support and promote 'Building Thinking Classrooms' as a pedagogical approach to incorporating thinking tasks and conceptual understanding in math classrooms across all grade levels; Explore the 'MathUP' K-3 resource in a limited number of schools to assess for efficacy in increasing students' numeracy proficiency and conceptual understanding. These selected numeracy resources have interwoven and explicit Indigenous content and are developed for diversity

and supporting all learners including students with diverse abilities and ELL learners for whole class instruction. These approaches, connected to the district's Strategic Plan, are research-based instructional pedagogy which emphasizes the importance of real-life numeracy tasks and having students think, reason and ask questions to solve problems.

Label	2019/20		2020/21		2021/22	
	Grade 10	Grade 11	Grade 10	Grade 11	Grade 10	Grade 11
ALL STUDENTS	96%	87%	98%	83%	96%	92%
Aboriginal	86%	81%	95%	84%	96%	86%
Status-Off	96%	87%	98%	83%	96%	93%
Status-On	80%	70%	88%	80%	100%	83%
Special Needs	90%	77%	98%	83%	93%	87%

In K-8, ongoing professional learning sessions for teachers based on formative assessment and instructional response learning sequences have been offered. To support a shift in practice, pedagogically sound and culturally responsive print, physical and digital resources have been made available equitably to every school. Recommended class-wide diagnostic assessments and responsive practices will be promoted as a part of these learning series.

We expect that as more educators become familiar with this style of pedagogy in numeracy and all subjects, student performance data will improve in FSAs, math report card marks, and on the Grade 10 Numeracy Assessment results. Happily, a 'Building Thinking Classrooms' approach does not require worksheets or notebooks, which may result in fewer photocopies in our schools to align with SD62's commitment to environmental conservatism.

Grade 10 numeracy--PT/R % has increased its gap from "all students" and "special needs", also noting that less students met PT/R in numeracy than literacy--need a focus on numeracy next year.

Measure 2.3: Grade to Grade Transitions

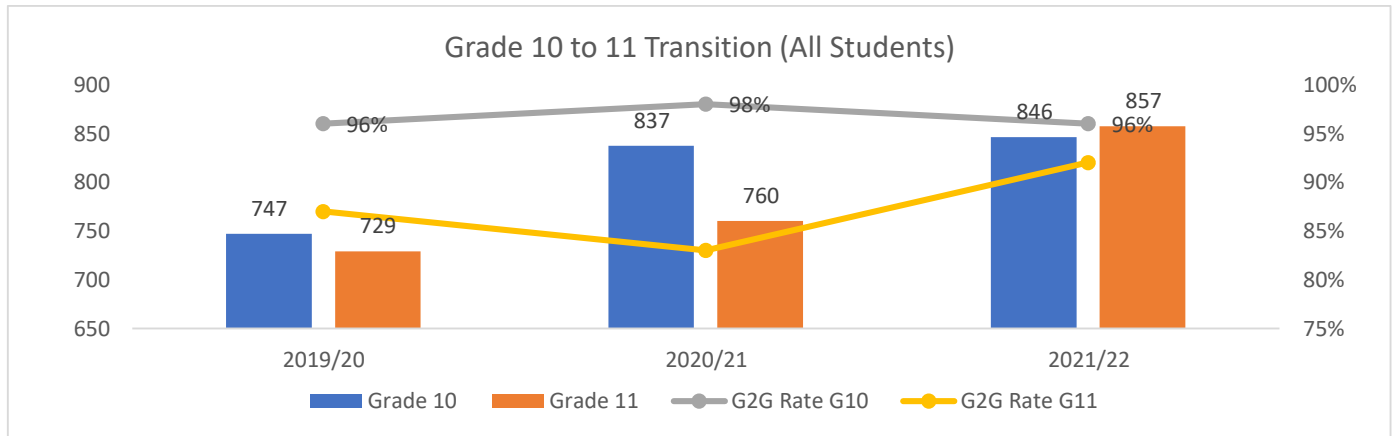
Measure 2.3: Grade to Grade Transitions

2.3.1a Grade to Grade Transition Count (Success Count)

Label	2019/20		2020/21		2021/22	
	Grade 10	Grade 11	Grade 10	Grade 11	Grade 10	Grade 11
All Resident Students	747	729	837	760	846	857
Aboriginal	101	89	123	101	119	128
Status-Off	743	722	830	756	835	852
Status-On	MSK	MSK	MSK	MSK	MSK	MSK
Special Needs	162	158	178	190	187	191

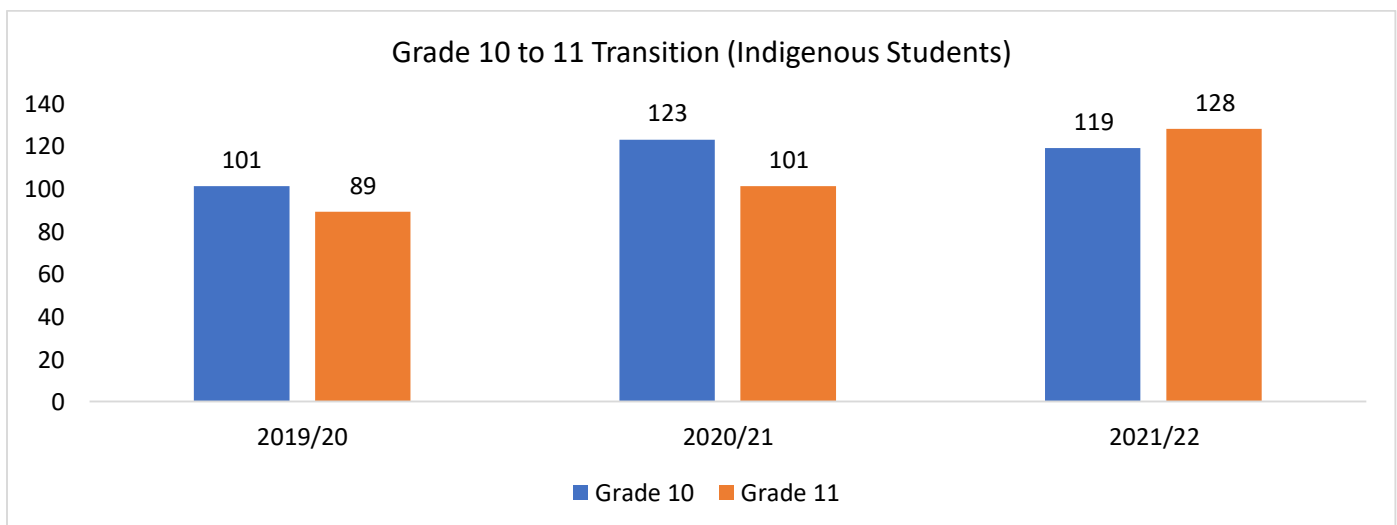
Year	All Students		Success Count	
	Grade 10	Grade 11	G2G Rate G10	G2G Rate G11
2019/20	747	729	96%	87%
2020/21	837	760	98%	83%
2021/22	846	857	96%	92%

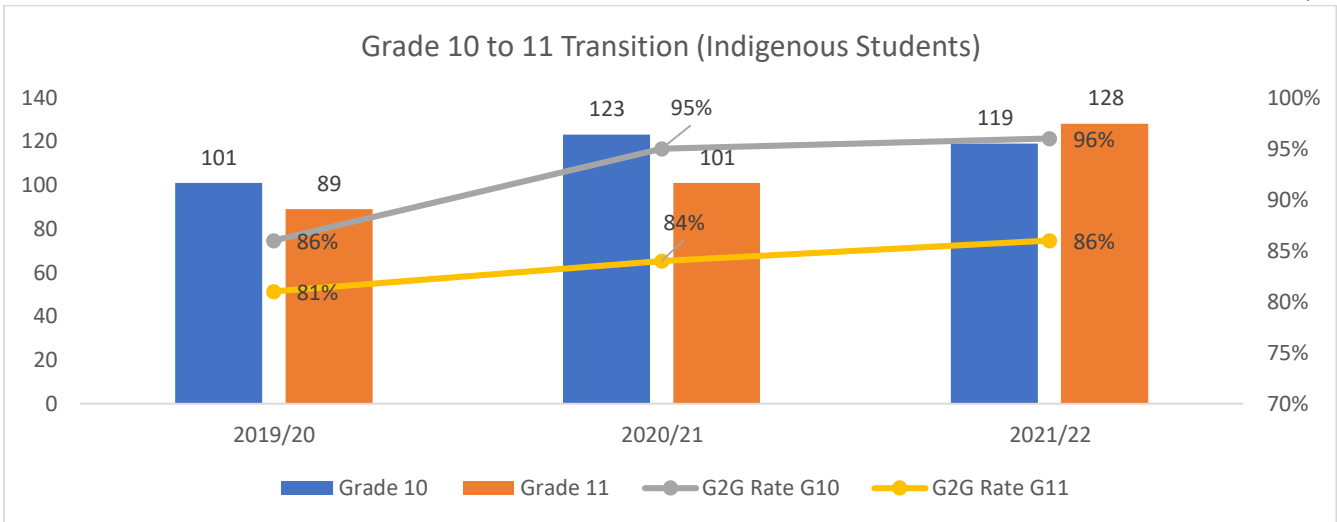




Indigenous Students

Year	Grade 10	Grade 11	G2G Rate G10	G2G Rate G11
2019/20	101	89	86%	81%
2020/21	123	101	95%	84%
2021/22	119	128	96%	86%

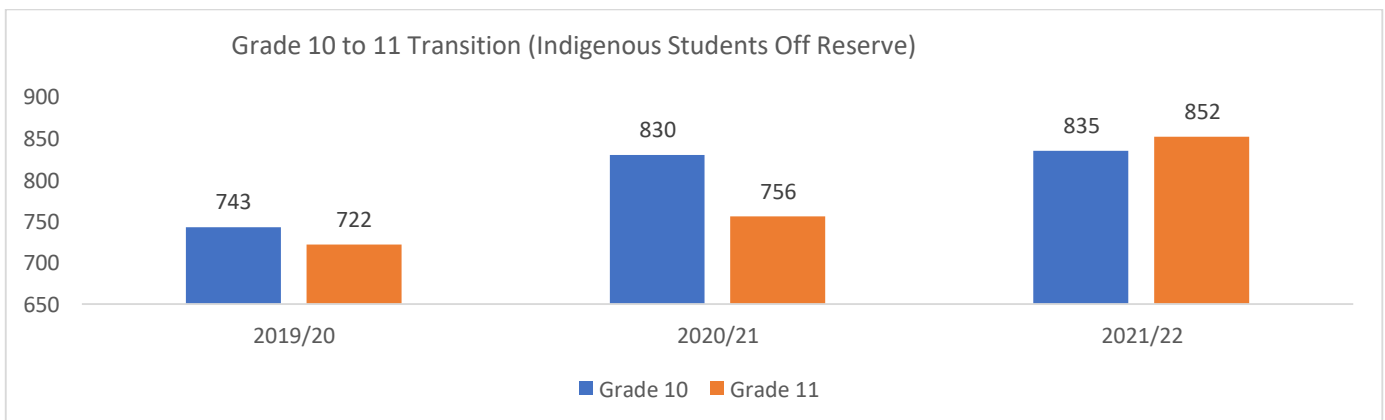


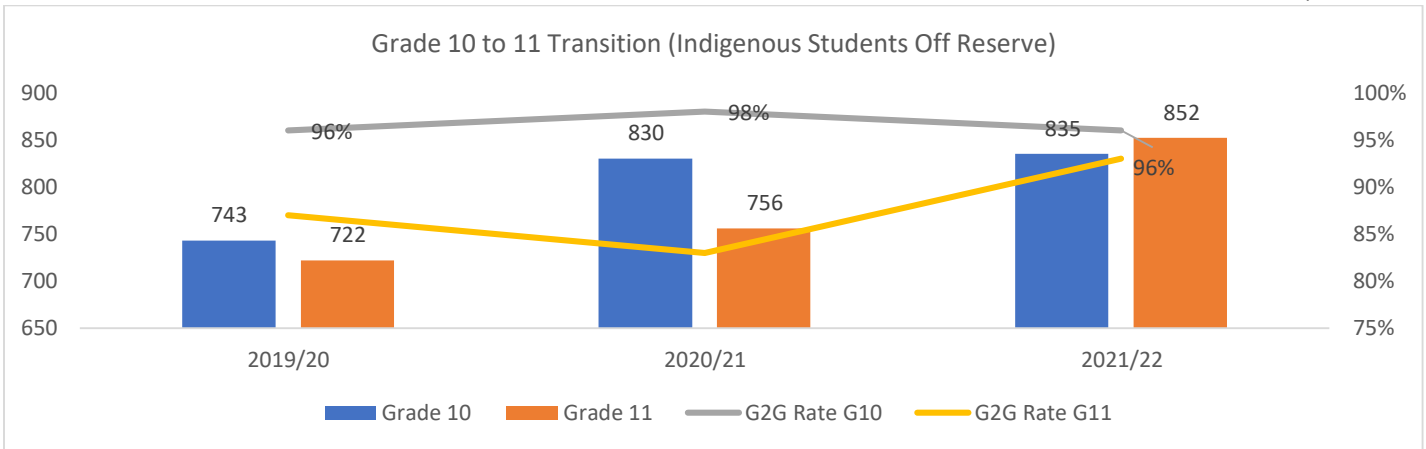


Please note: we have not included the data tables or graphs for Indigenous On-Reserve students. Due to low participation rates, specifically when student participation is less than 10, the data does not adequately reflect the whole population. Additionally, the protection of privacy of students must be ensured when reporting data, as such, these specifics are masked.

Indigenous Students Off Reserve

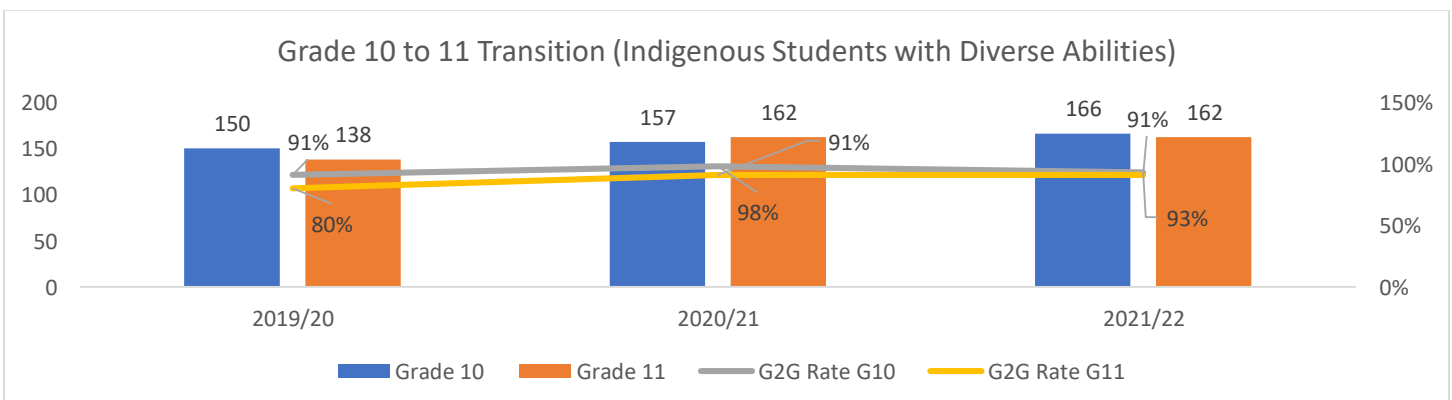
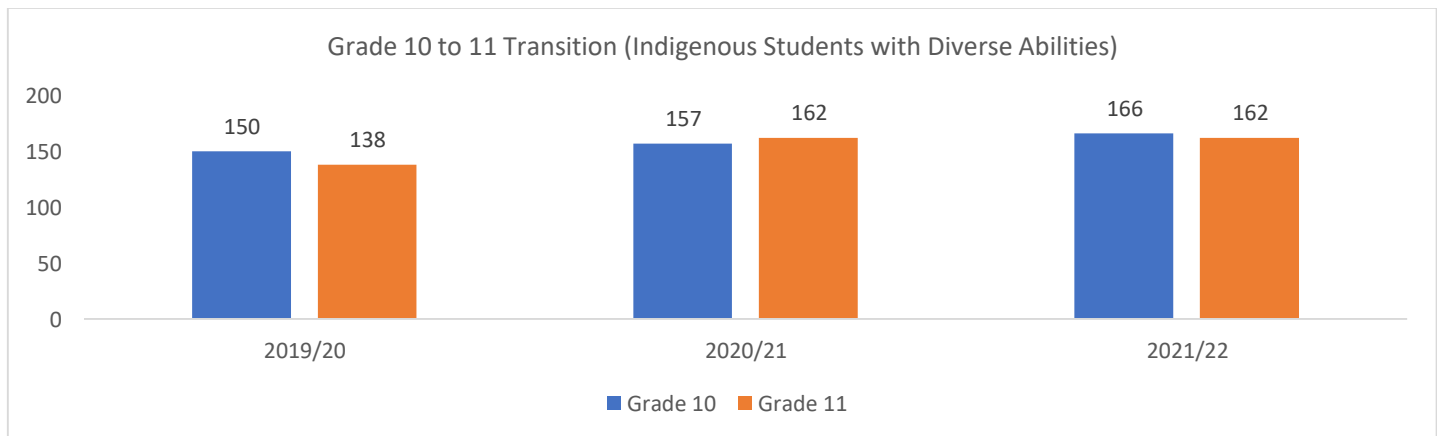
Year	Grade 10	Grade 11	G2G Rate G10	G2G Rate G11
2019/20	743	722	96%	87%
2020/21	830	756	98%	83%
2021/22	835	852	96%	93%





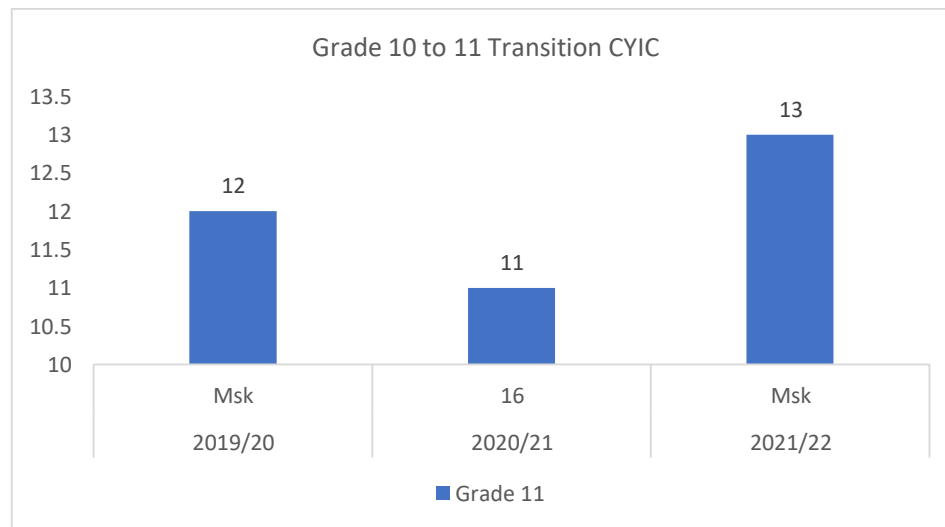
Indigenous Students with Diverse Abilities

Year	Grade 10	Grade 11	G2G Rate G10	G2G Rate G11
2019/20	150	138	91%	80%
2020/21	157	162	98%	91%
2021/22	166	162	93%	91%



CYIC

Year	Grade 10	Grade 11	G2G Rate G10	G2G Rate G11
2019/20	Msk	12	67%	67%
2020/21	16	11	100%	85%
2021/22	Msk	13	67%	76%



Analysis and Interpretation: What Does this Mean?

Grade to Grade Transitions Commentary:

Grade to grade transition rates for Aboriginal learners have improved over time. This includes Aboriginal learners on-reserve. To support transitions, the Pathways To Graduation framework was piloted this school year and will continue next year to ensure as many students as possible move to the next grade. Additionally, a deepened relationship with Indigenous partner groups and a district-wide greater understanding of Jordan’s Principle will also support transition rate.

The Pathways & Choice Department (Alternate, Career Education, Continuing Education, Online Learning) is providing an increased number of pathway choices through program review and renewal, increased staffing, and continued community partnerships. With student enrolment and engagement increasing in all pathway programs, our belief is our grade to grade transitions will increase supported by engaging pathways of choice for students in grades 9-12. With one of our focuses being on our K-8 Careers and Applied Skills, Design, and Technology (ADST), engaging students through Gearbots, Make Do Kits, Coding, Jr. Skills Canada events, Ignite sessions, Try a Tool, Tool Carts, and See it Be it field trips, we believe inspiring younger students with awareness and activities will also increase grade to grade transitions in secondary schools in the years to come.

In addition, hosting our District Online School as “HUBS” at Belmont, EMCS, and Royal Bay Secondary will increase flexibility in course offerings as well as the timing of them which in return should also have a positive impact on our grade to grade transitions.

Based on the 21/22 data in comparison to the previous two years, our grade-to-grade transitions continues to increase overall for all students. Worth noting the grade 11 grade to grade transition rate increased from 83% in 20/21 to 92% in 21/22 for ALL Students. This could be the result of the supports and connections put in place post-COVID to address the health & well-being of our schools and community.

Human and Social Development

Educational Outcome 3: Students Feel Welcome, Safe, and Connected (Grade 4,7,10 & 12)

Measure 3.1: Student Sense of Belonging

3.1.1 Feel Welcome

	2020/21			2021/22			2022/23		
Label	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate
ALL STUDENTS	1912	1338	70%	2166	1487	69%	2228	1569	71%

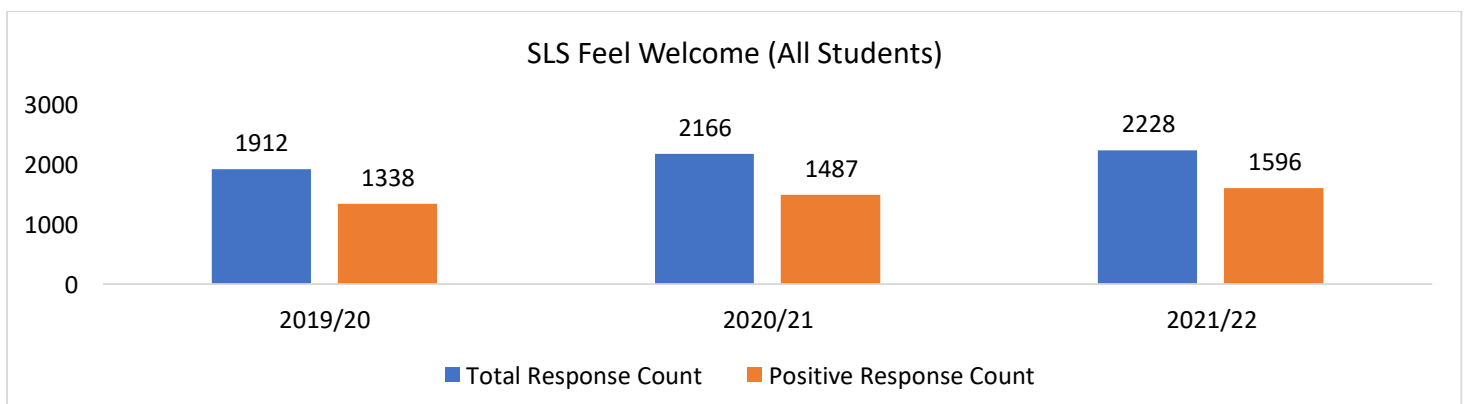
3.1.1 Feel Welcome

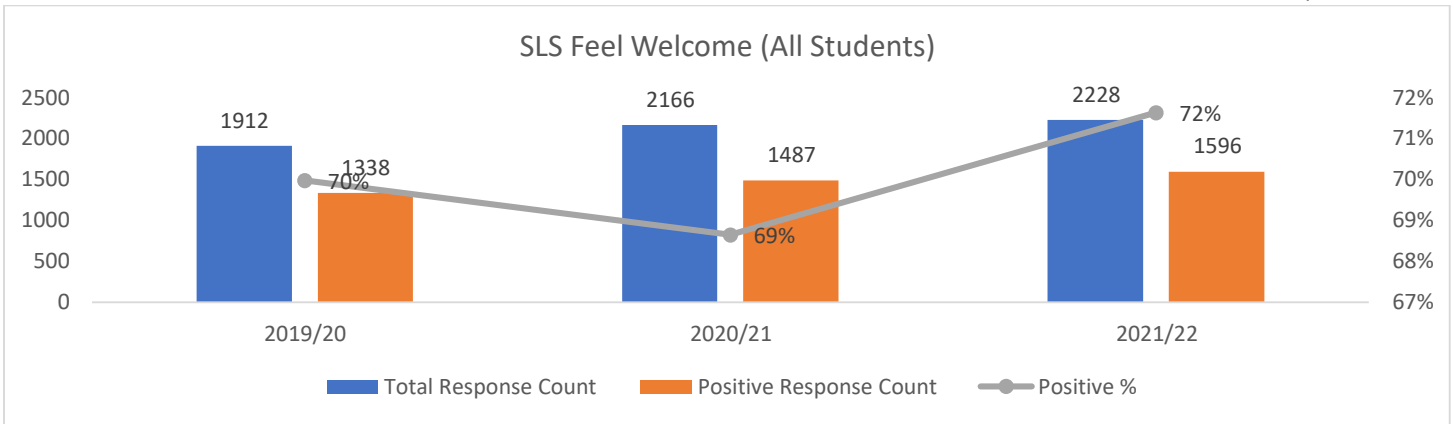
	2019/20		2020/21		2021/22	
Label	Total Response Count	Positive Response Count	Total Response Count	Positive Response Count	Total Response Count	Positive Response Count
All Resident Students	1912	1338	2166	1487	2228	1596
Aboriginal	212	123	226	139	225	149
Status-Off	1908	1336	2150	1475	2221	1590
Status-On	MSK	MSK	MSK	MSK	MSK	MSK
Special Needs	262	160	339	214	315	204

All Students

Year	Total Response Count	Positive Response Count	Positive %
2019/20	1912	1338	70%
2020/21	2166	1487	69%
2021/22	2228	1596	72%

*SLS – Student Learning Survey

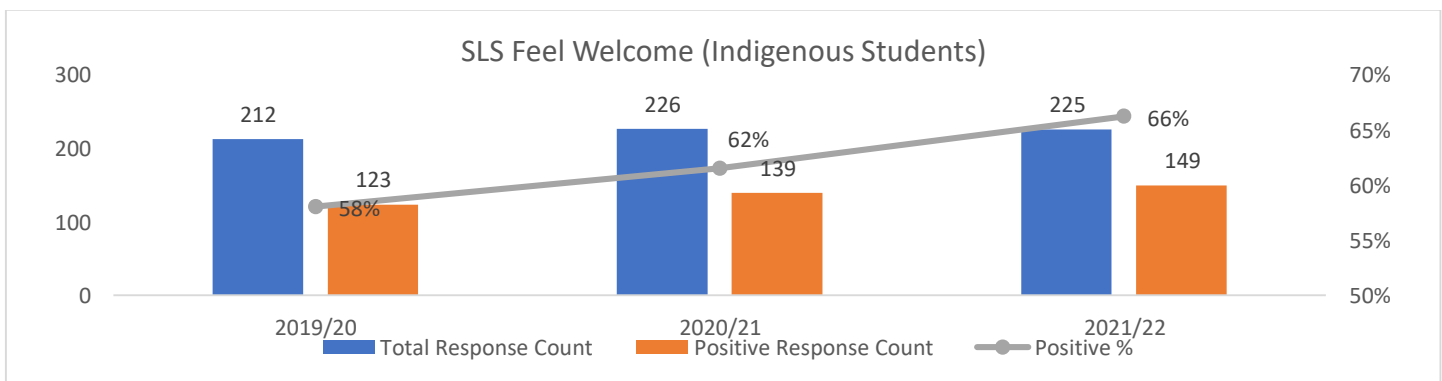
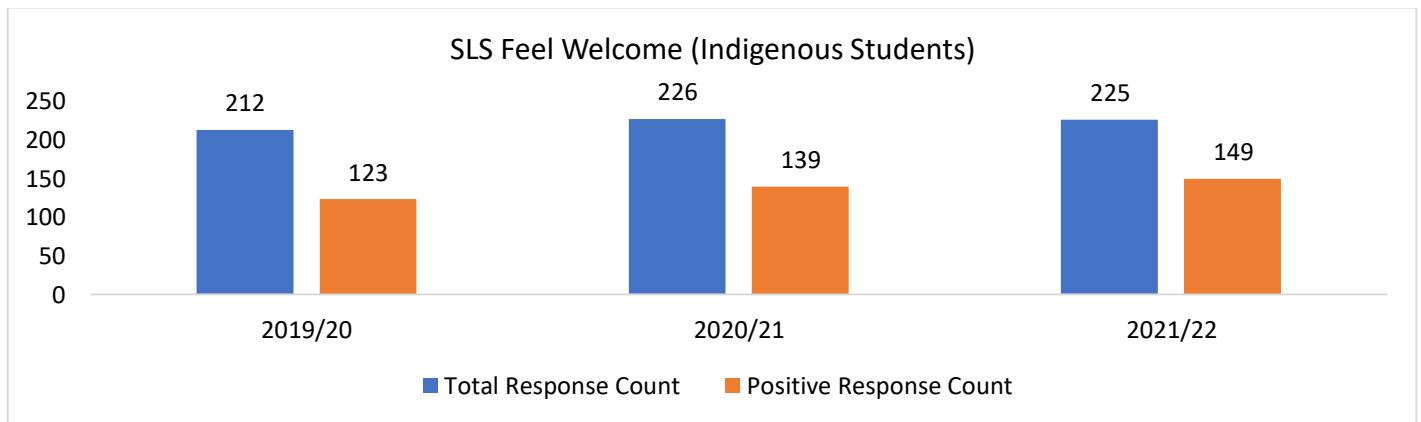




***SLS – Student Learning Survey**

Indigenous Students

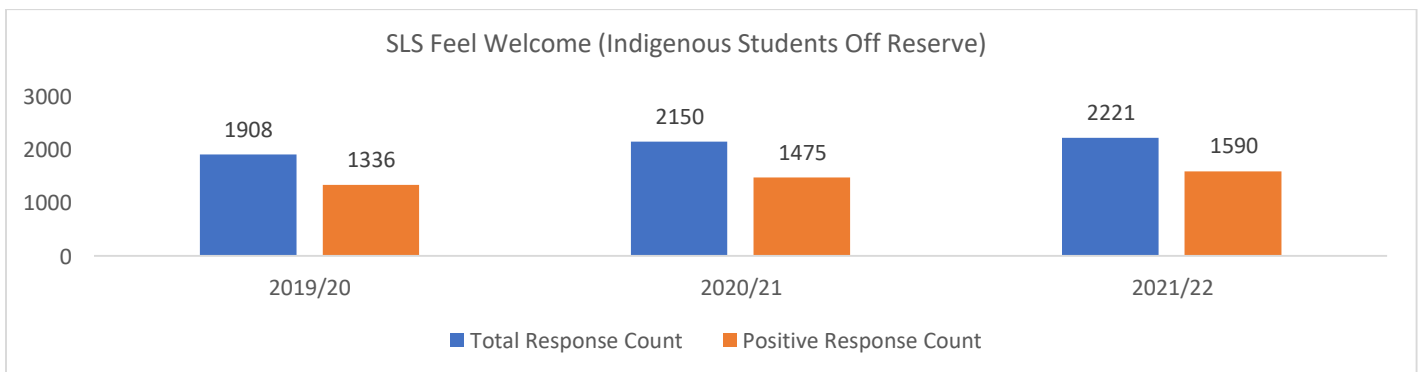
Year	Total Response Count	Positive Response Count	Positive %
2019/20	212	123	58%
2020/21	226	139	62%
2021/22	225	149	66%



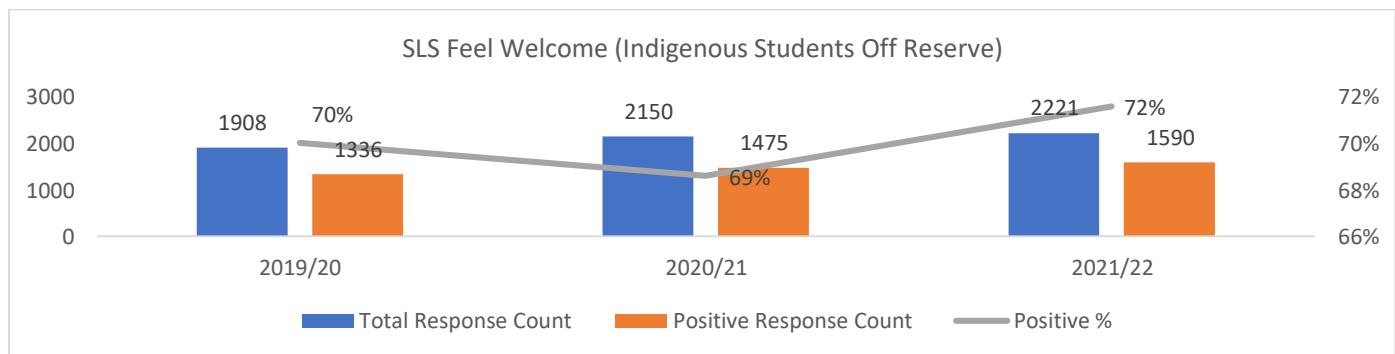
Please note: we have not included the data tables or graphs for Indigenous On-Reserve students. Due to low participation rates, specifically when student participation is less than 10, the data does not adequately reflect the whole population. Additionally, the protection of privacy of students must be ensured when reporting data, as such, these specifics are masked.

Indigenous Students Off Reserve

Year	Total Response Count	Positive Response Count	Positive %
2019/20	1908	1336	70%
2020/21	2150	1475	69%
2021/22	2221	1590	72%

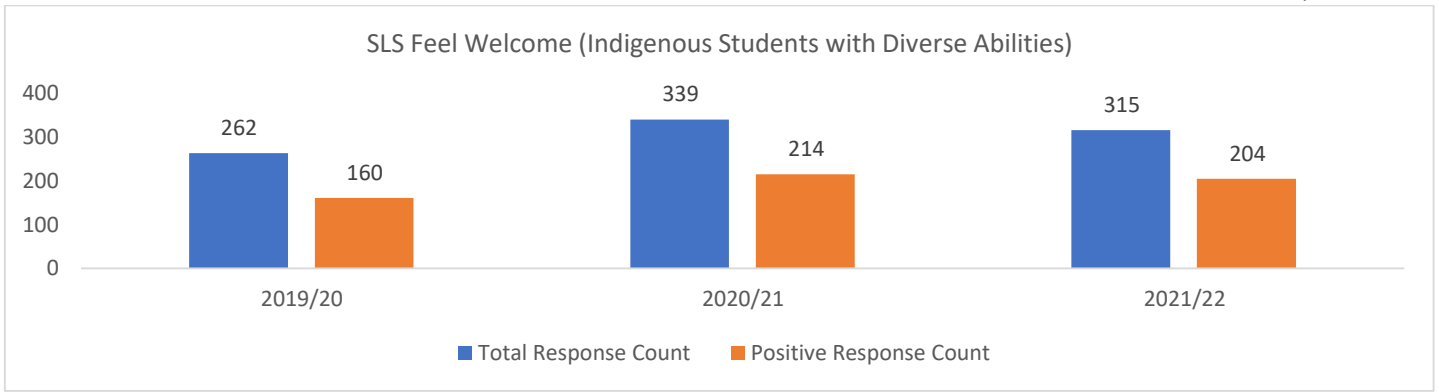


***SLS – Student Learning Survey**

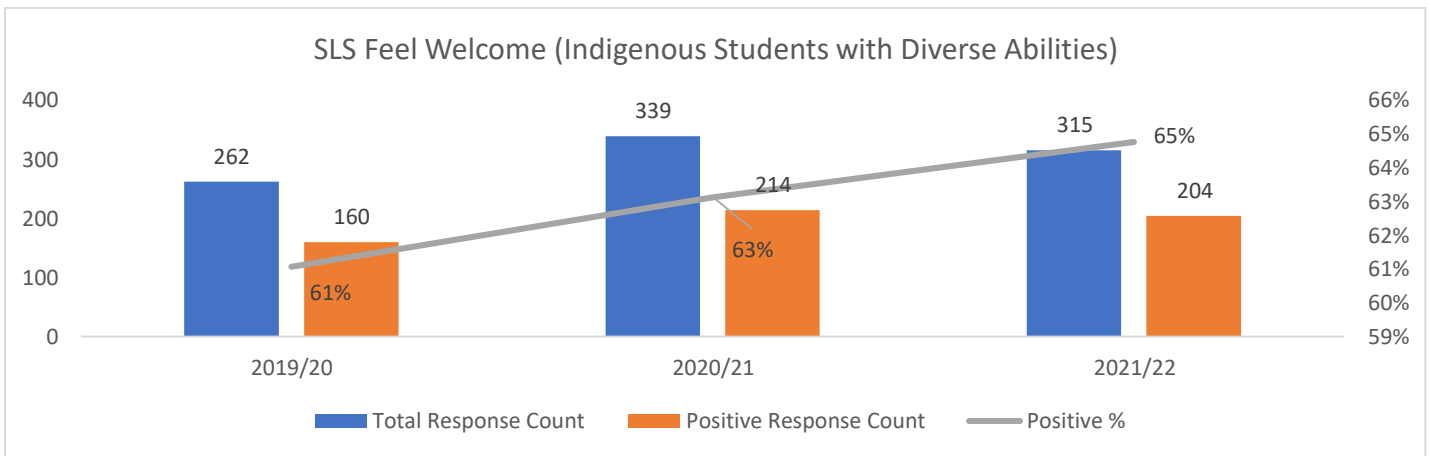


Indigenous Students with Diverse Abilities

Year	Total Response Count	Positive Response Count	Positive %
2019/20	262	160	61%
2020/21	339	214	63%
2021/22	315	204	65%

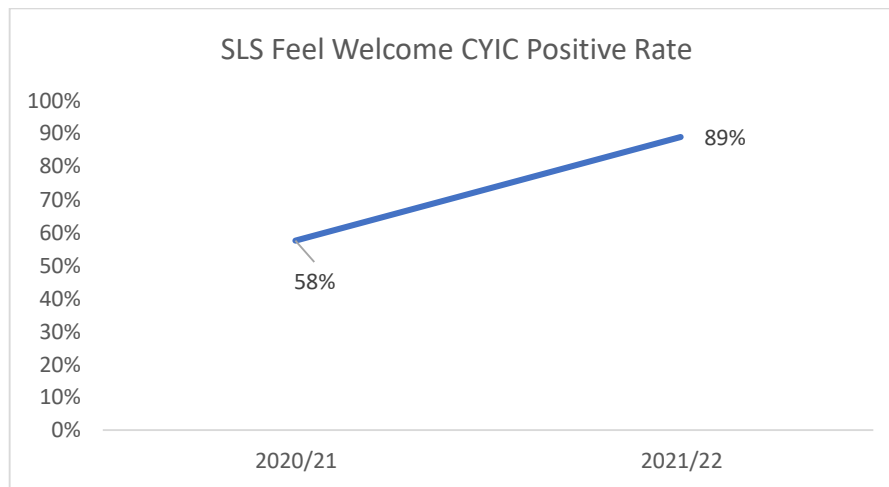


***SLS – Student Learning Survey**



CYIC

Year	Total Response Count	Positive Response Count	Positive %
2019/20			
2020/21			58%
2021/22			89%



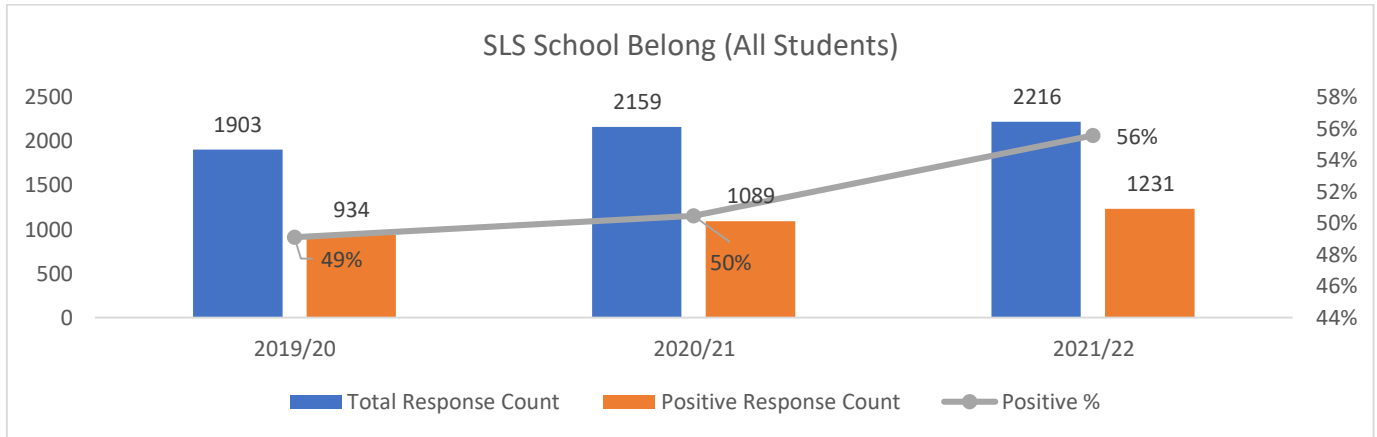
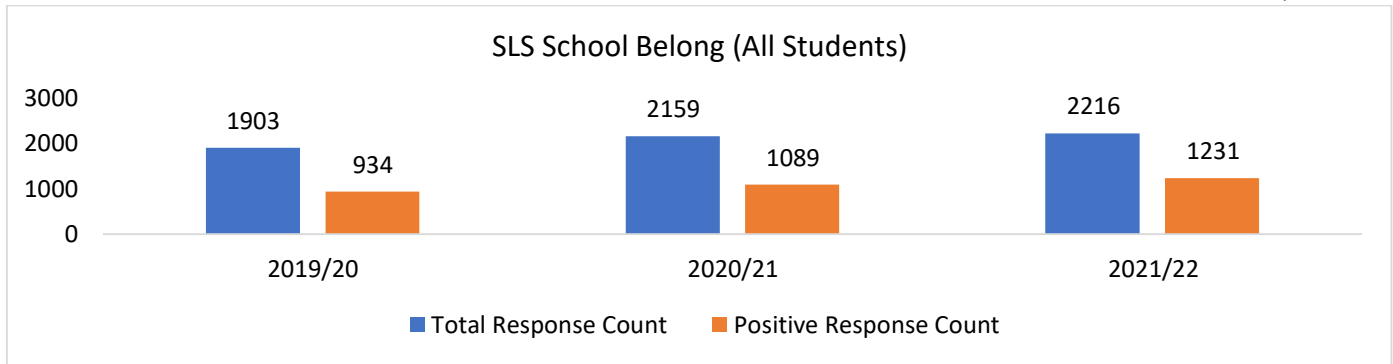
3.1.1 Feel a Sense of Belonging

Label	2019/20		2020/21		2021/22	
	Total Response Count	Positive Response Count	Total Response Count	Positive Response Count	Total Response Count	Positive Response Count
All Resident Students	1903	934	2159	1089	2216	1231
Aboriginal	211	95	222	94	225	105
Status-Off	1899	932	2144	1082	2209	1227
Status-On	4	2	15	7	7	4
Special Needs	260	102	340	142	314	151
CYIC			Msk	Msk	Msk	Msk

All Students

Year	Total Response Count	Positive Response Count	Positive %
2019/20	1903	934	49%
2020/21	2159	1089	50%
2021/22	2216	1231	56%

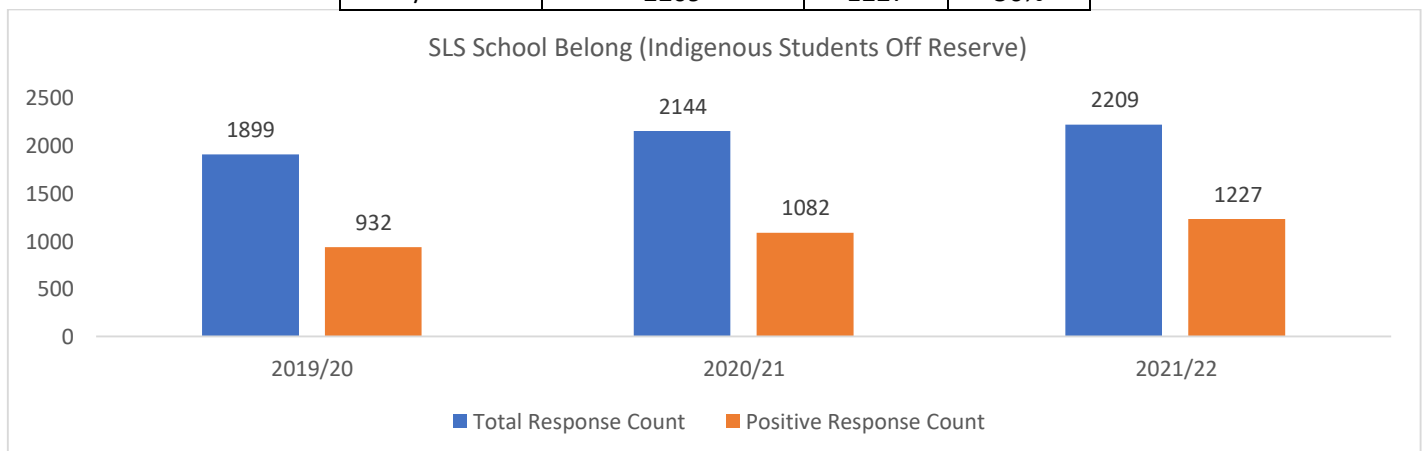
*SLS – Student Learning Survey



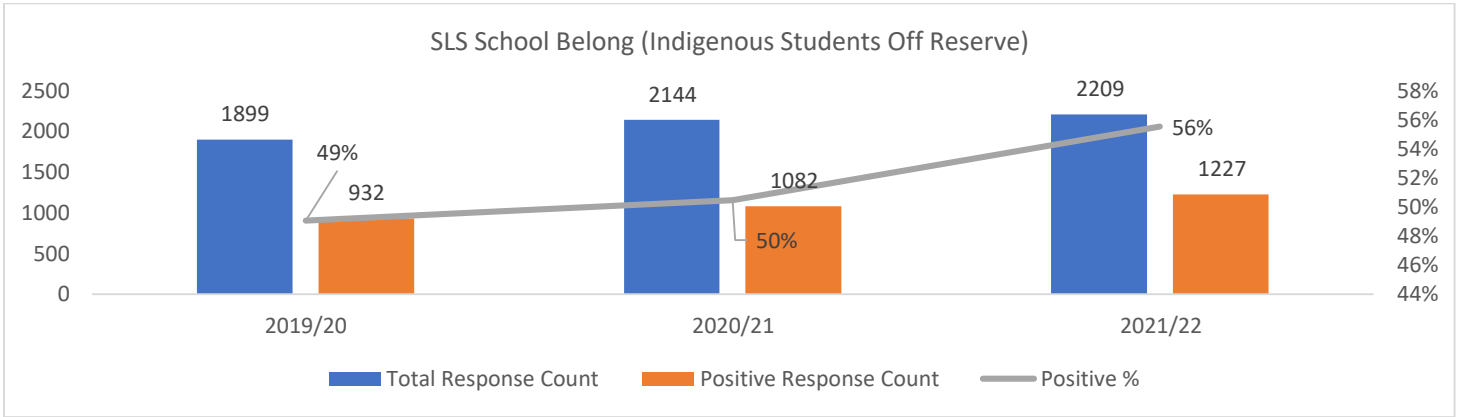
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Indigenous Students Off Reserve

Year	Total Response Count	Positive Response Count	Positive %
2019/20	1899	932	49%
2020/21	2144	1082	50%
2021/22	2209	1227	56%

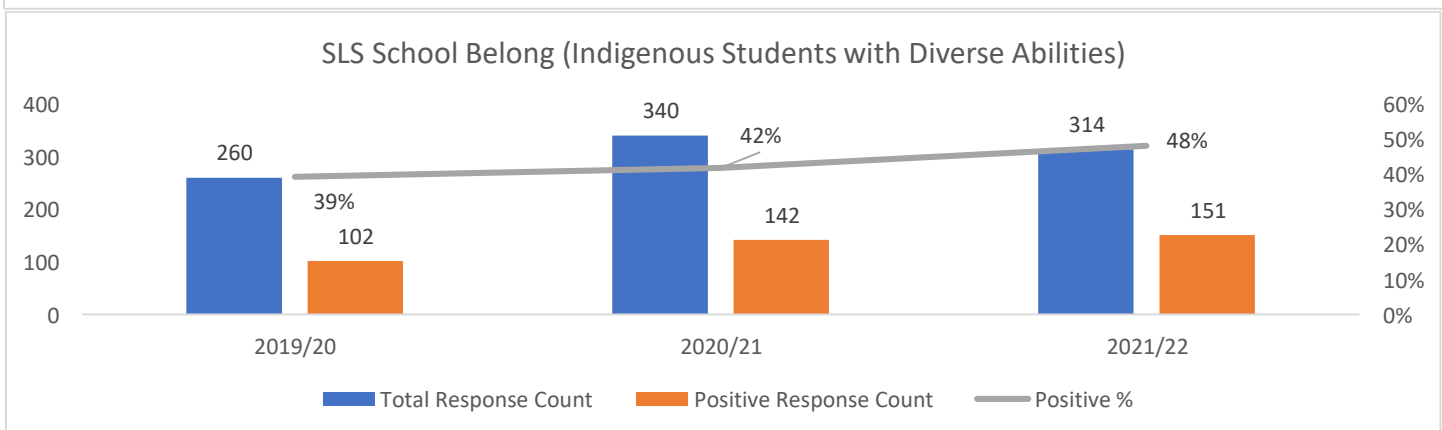
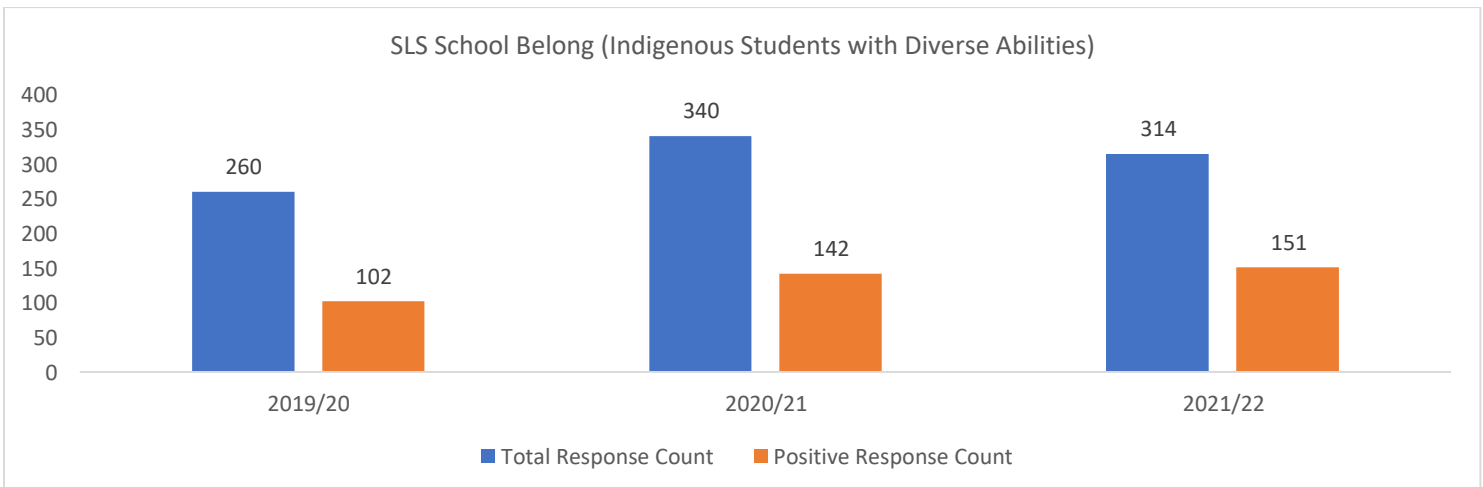


*SLS – Student Learning Survey

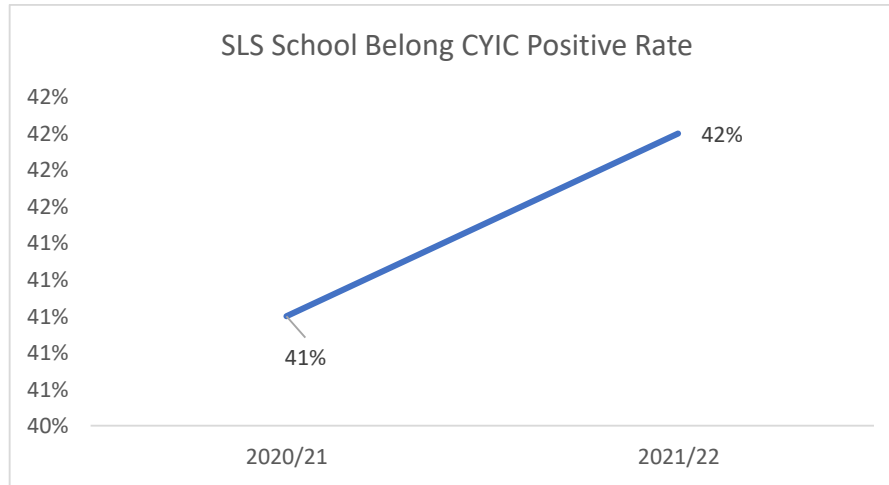


Indigenous Students with Diverse Abilities

Year	Total Response Count	Positive Response Count	Positive %
2019/20	260	102	39%
2020/21	340	142	42%
2021/22	314	151	48%



Year	Total Response Count	Positive Response Count	Positive %
2019/20			
2020/21			41%
2021/22			42%

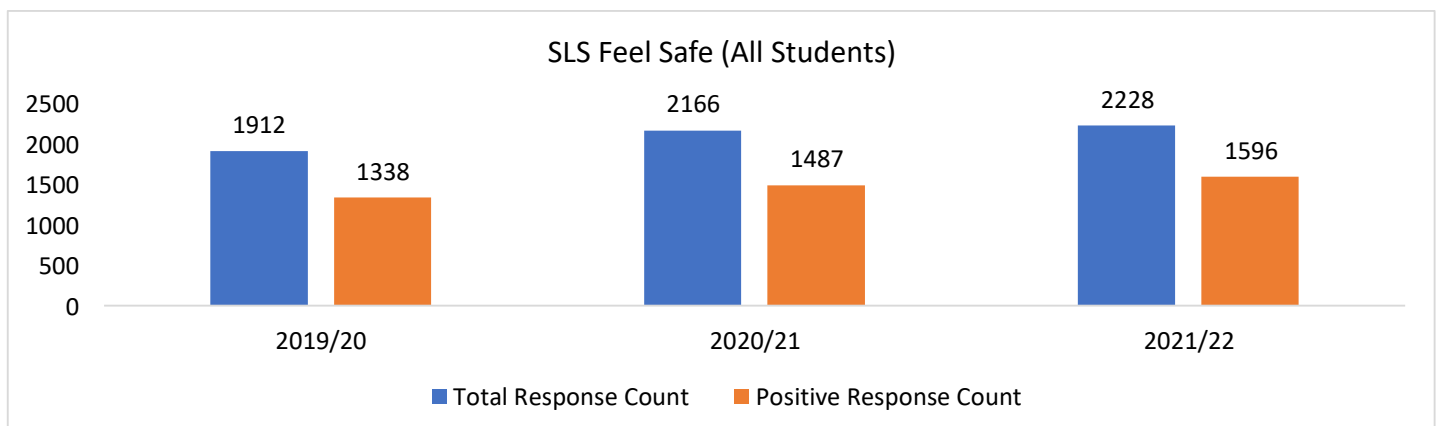


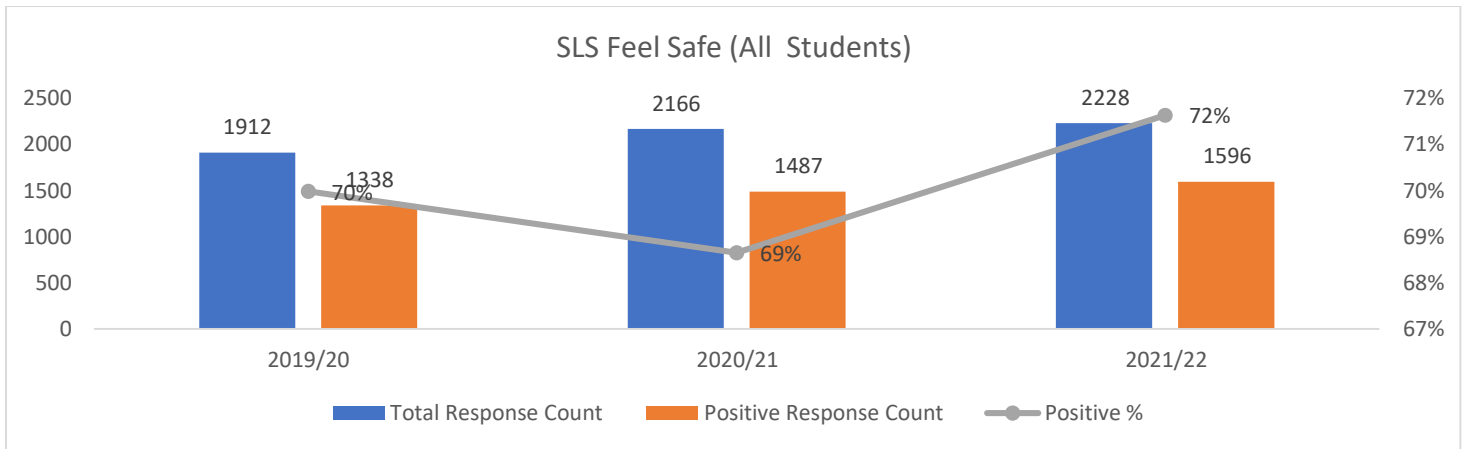
3.1.3 Feel Safe

Label	2020/21			2021/22			2022/23		
	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate
ALL STUDENTS	1939	1504	77%	2199	1665	77%	2263	1788	80%

All Students

Year	Total Response Count	Positive Response Count	Positive %
2019/20	1939	1504	78%
2020/21	2199	1665	76%
2021/22	2263	1788	79%





3.2.1 Adults Who Care

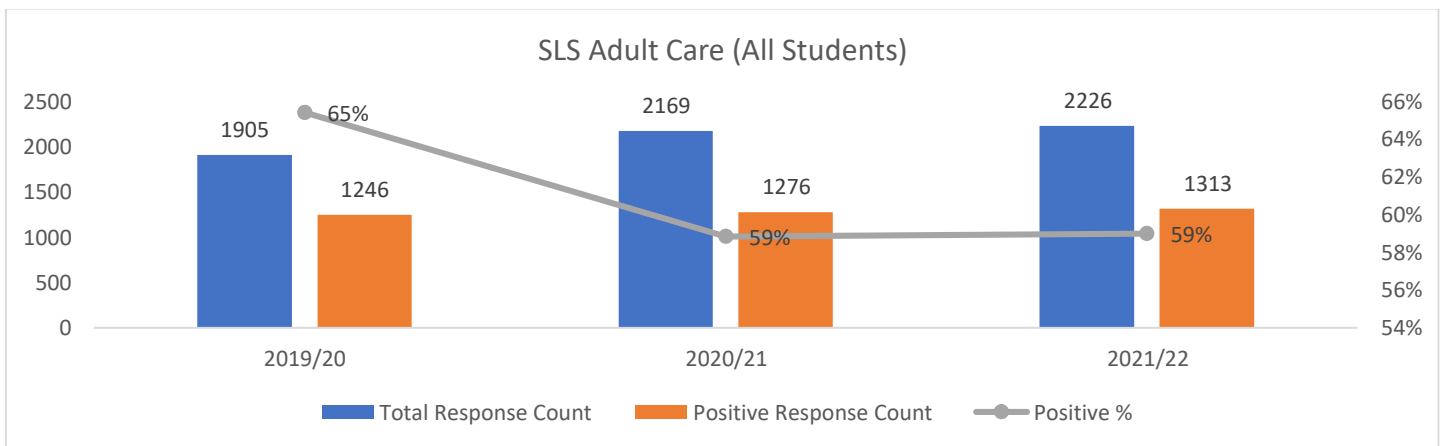
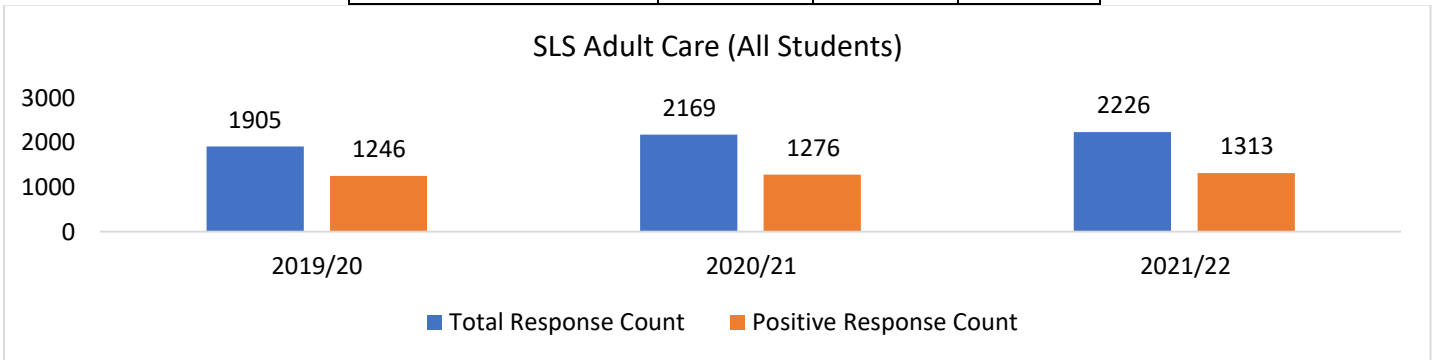
Label	2020/21			2021/22			2022/23		
	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate
ALL STUDENTS	1905	1246	66%	2169	1276	60%	2226	1313	62%

3.2.1 Adults Who Care

Label	2019/20		2020/21		2021/22	
	Total Response Count	Positive Response Count	Total Response Count	Positive Response Count	Total Response Count	Positive Response Count
All Resident Students	1905	1246	2169	1276	2226	1313
Aboriginal	213	131	226	131	226	127
Status-Off	1901	1243	2153	1265	2219	1308
Status-On	MSK	MSK	MSK	MSK	MSK	MSK
Special Needs	260	184	340	201	313	197

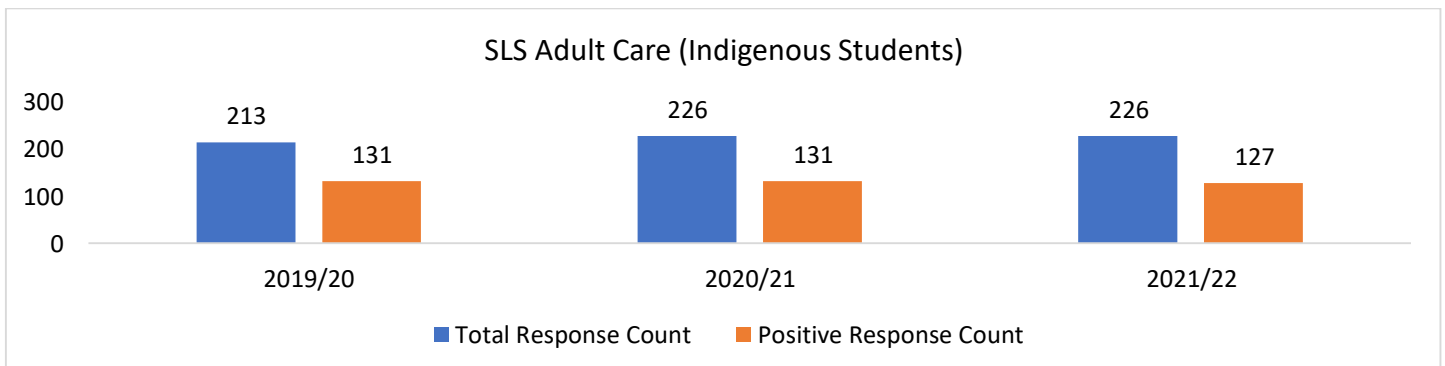
All Resident Students

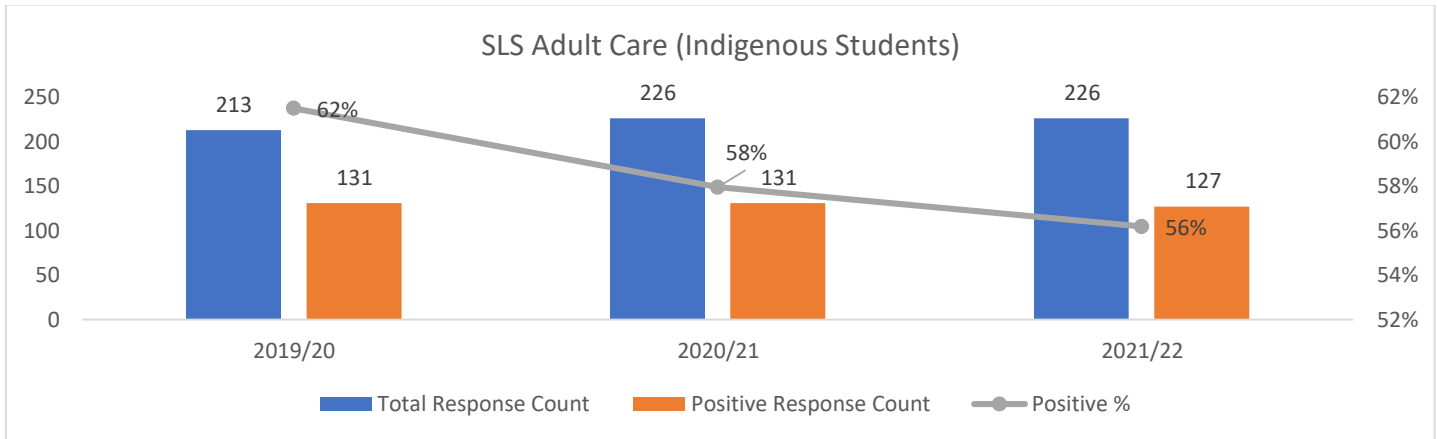
Year	Total Response Count	Positive Response Count	Positive %
2019/20	1905	1246	65%
2020/21	2169	1276	59%
2021/22	2226	1313	59%



Indigenous Students

Year	Total Response Count	Positive Response Count	Positive %
2019/20	213	131	62%
2020/21	226	131	58%
2021/22	226	127	56%

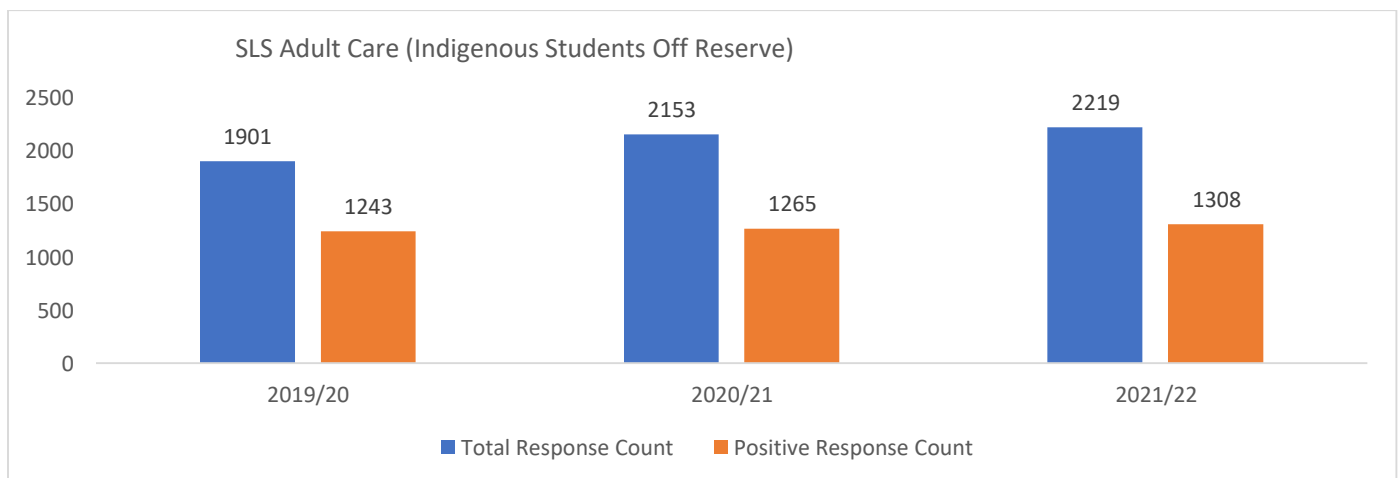


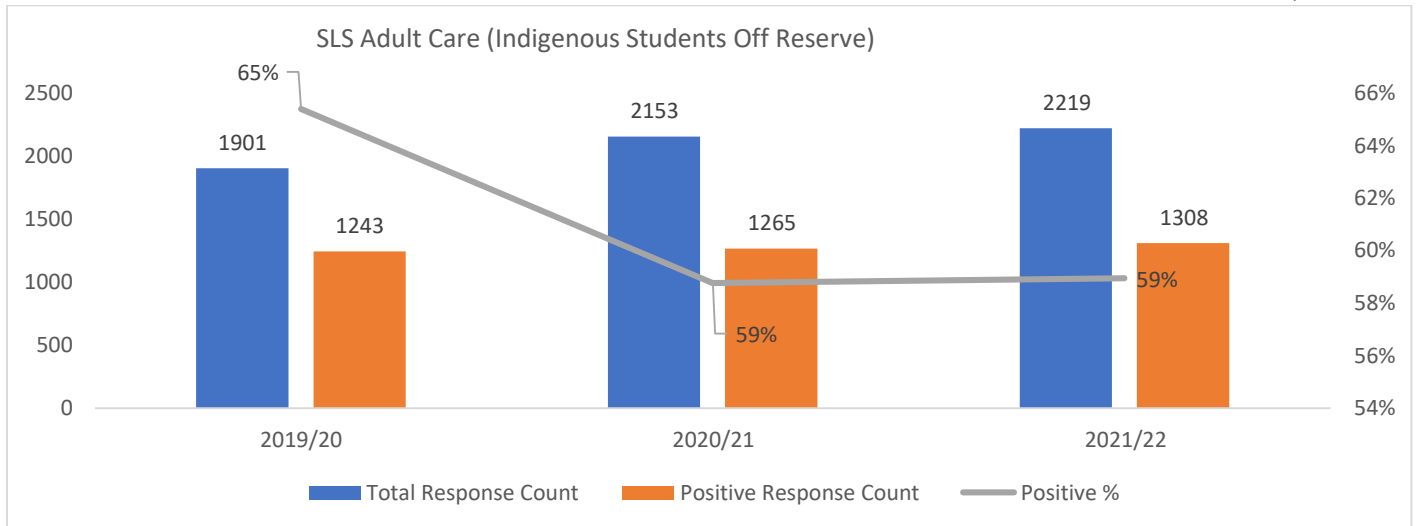


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Indigenous Students Off Reserve

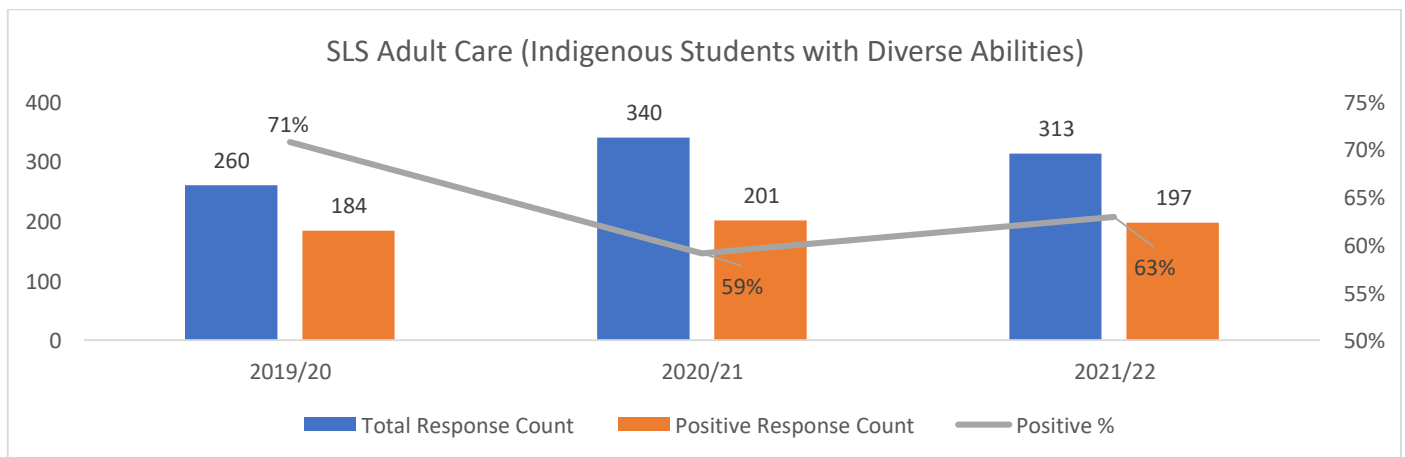
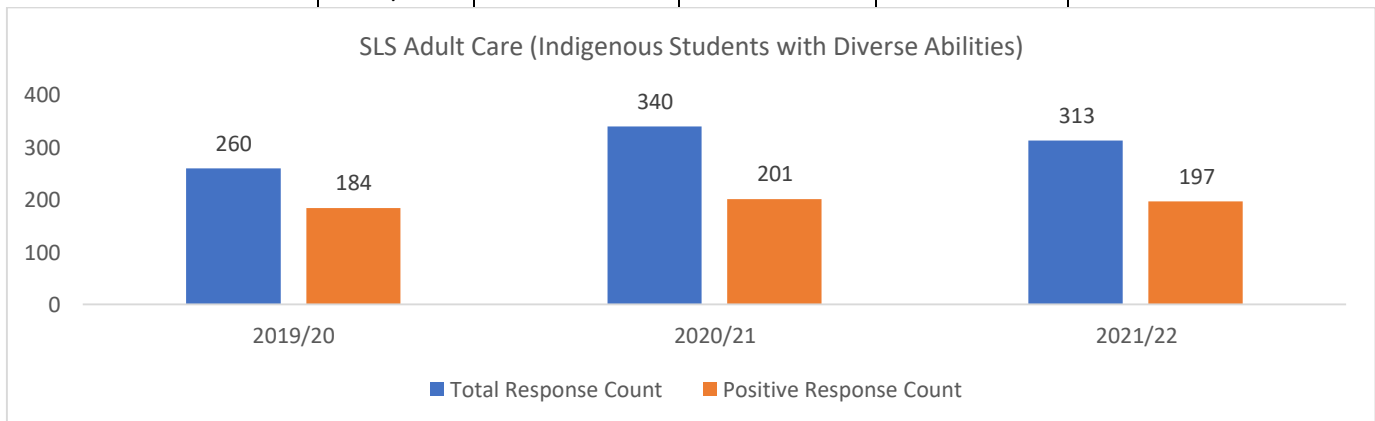
Year	Total Response Count	Positive Response Count	Positive %
2019/20	1901	1243	65%
2020/21	2153	1265	59%
2021/22	2219	1308	59%





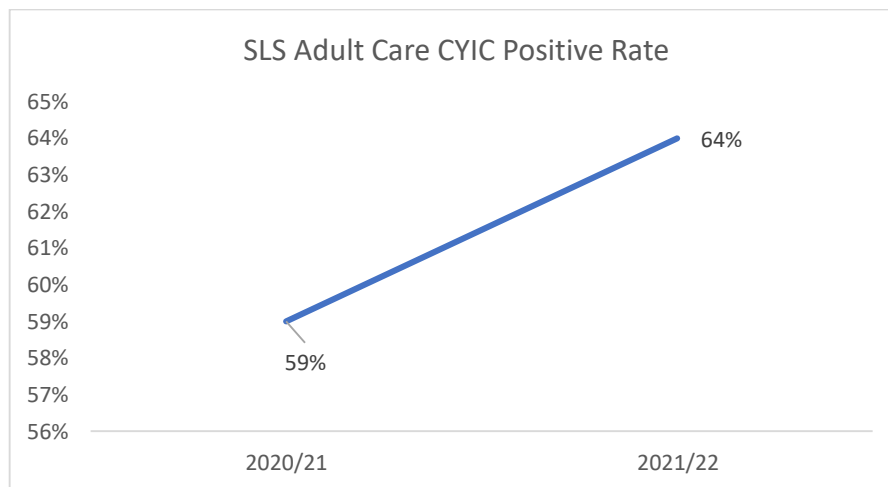
Indigenous Students with Diverse Abilities

Year	Total Response Count	Positive Response Count	Positive %
2019/20	260	184	71%
2020/21	340	201	59%
2021/22	313	197	63%



CYIC

Year	Total Response Count	Positive Response Count	Positive %
2019/20			
2020/21			59%
2021/22			64%



Analysis and Interpretation: What Does this Mean?

Students Feel Welcome, Safe, and Connected Commentary:

The initiatives of the Equity Scan contribute to Aboriginal students feeling welcome and safe in school. For instance, at the school level, a focus on Indigenizing the learning environment has resulted in more Indigenous culture and language being visible. Many schools have completed, or are in process of, indigenizing their logos or school symbols. District level work of the Equity Scan had resulted in more Indigenous Administrators being hired in schools or in the VP pools. Human Resources has applied for the Human Rights Tribunal to preferentially hire more Indigenous employees across all sections of the district. More Indigenous staff means more indigenous students will see themselves reflected in their learning environment.

We have seen a significant increase in the percentage of children and youth in care who feel welcome in their schools, however it should be noted that this percentage is represented by a relatively small number of students so increases will experience large swings in percentages. Regardless, 90% of our children and youth in care feel welcome, which is something to be celebrated. Our district has a unique partnership with MCFD with the secondment of 3 school-based workers, who have the mandate of ensuring that students in care have a point person and an advocate. These 3 positions work seamlessly between the two systems and provide support through attendance at school meetings, help with transitions and advocating for the needs of the student.

Overall, however, our rate for All Students has remained quite stable around 70% and is an area of continued concern. Work will continue in this area to build a sense of community and welcoming for all students. One initiative we have undertaken is engaging the services of Chuck Geddes and the HeART assessment tool with two pilot schools this past year, which focuses professional learning on trauma informed practices and how to provide a warm, welcoming environment for all students, and particularly our students coming from a background of trauma.

Our results in all 3 areas of safety, belonging and adults that care remain quite stable with minor increases and decreases and the rates we are sitting at are a definite source of concern. Initiatives we are undertaking to address this concern involve the aforementioned Trauma Sensitive Schools training but also, the creation of three new positions through our Safe Schools Department. One is a .4 Outreach Teacher to work with some of our most vulnerable students who have had involvement with the Justice system and may be in a position where conditions or charges are making school attendance difficult. The other two are 1.0 FTE Student Advocate positions (although we were only able to fill one this year due to labour shortage – the second will start in September), who have been working with students in the middle/secondary age group that are on the path to disengagement from school. These may be students who are struggling with substance use, school avoidance, instability in home life, difficulties with peer interactions/social-emotional development and/or struggling with academic concerns. Their job is to connect with students on or off campus and to help bridge the world between home and school in order to keep communication open. The ultimate goal for these positions is to get students more strongly connected to their school teams so that school is seen as a safe, welcoming place to be. Our staffing goal is to increase these positions to 3.0 for the Fall 2023.

We have seen a small increase in each category related to Safety and Belonging. What is important to note is that while the percentage increase is relatively small, ranging from 2-5% increase, the actual number of students who are reporting positively is quite considerable due to our overall growth, that is ranging from 37-142 students who feel a higher sense of safety, welcoming and sense of belonging. Typically, when a district experiences extraordinary growth such as ours, one would expect these results to dip slightly as students adjust to new surroundings and settle into new relationships, so this is a particularly positive stat for us to reflect on. Our district has had a strong focus on mental health literacy and social emotional learning in the last few years and our hope would be that the above results are starting to reflect that work.

In addition, we have added new structural roles of the Student Engagement Facilitator, Student Advocate and Outreach Teacher to create a strong safety net for students. These additional adult roles in the system have contributed to relationship-building and have provided more adult allies that students can turn to in times of need. The adults who fill these roles come with a unique set of skills related to mental health and wellbeing and their focus is strictly related to students' social emotional health.

One final note regarding mental health would be that our District has secured a \$47K grant through Island Health to pilot the Here4Peers Mental Health program this year. Training will take place on Oct. 11/12 with a group of adult mentors and about 20 students who will then work to deliver the program together to Grade 8 and 9 students across the whole district. We are the first district on the Island to pilot the program, which has run successfully in the Lower Mainland for several years through the Canadian Mental Health Association.

Pathways & Choice programs provide safe and welcoming opportunities for all learners. We strive to engage students in K-12 and post graduation with environments that are inclusive and caring. Reflecting on the 22/23 data, with approximately 17% of our total student population responding, 71% indicated they felt welcome while only 55% of student's report feeling a sense of belonging which is a continued focus for our District. Through our increased pathways and choices for students, we hope to see this number improve over the coming years through continued awareness and opportunity for students and their families. Although having 80% of the students reporting that they feel safe, understanding why the other 20% don't feel safe is a focus for ongoing work. Finally, considering only 62% of students responded that they had Adults Who Care at school, sharing this data with school based staff will highlight the necessity to strengthen relationships with students which could increase their sense of belonging, feeling welcome, and safe.

Career Development

Educational Outcome 4: Students will Graduate

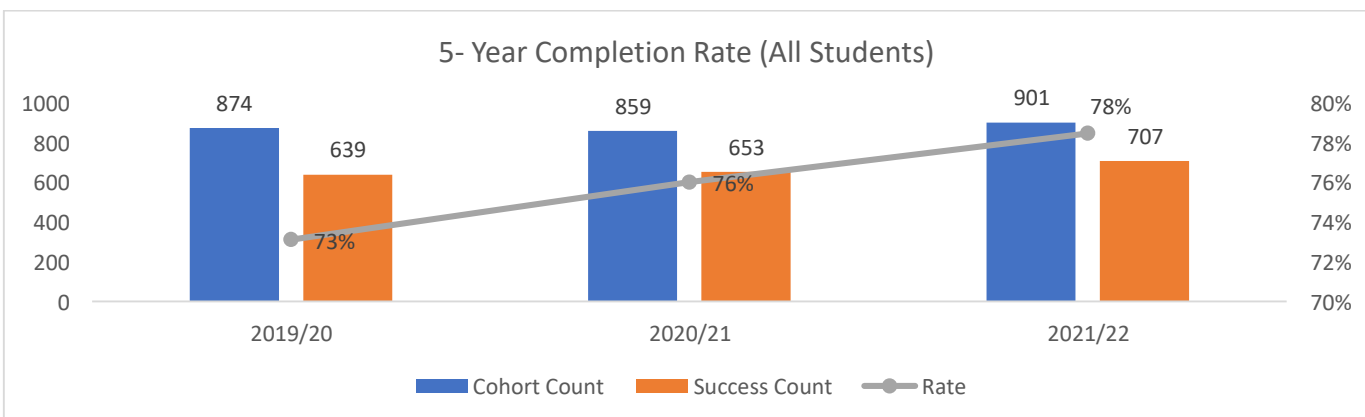
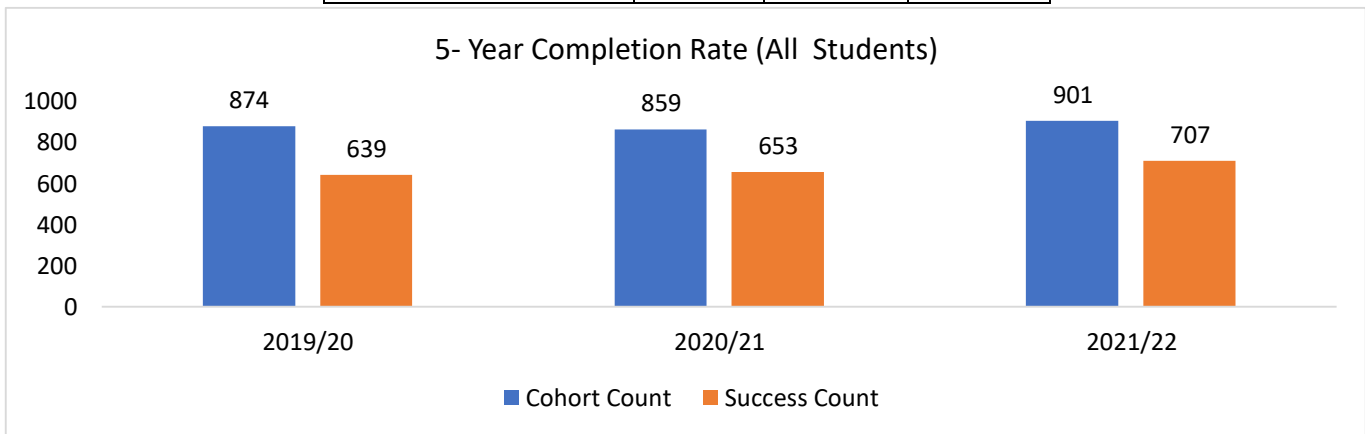
Measure 4.1: Achieved Dogwood Within 5 Years

4.1.1 5-Year Dogwood Completion

Label	2019/20			2020/21			2021/22		
	Cohort Count	Success Count	Rate	Cohort Count	Success Count	Rate	Cohort Count	Success Count	Rate
ALL STUDENTS	874	639	73.10%	859	653	76.00%	901	707	78.50%
Aboriginal	104	68	65.40%	114	72	63.20%	98	63	64.30%
Status-Off	860	634	73.70%	850	648	76.20%	891	705	79.10%
Status-On	15	5	33.30%	9	5	55.60%	10	2	20.00%
Special Needs	172	107	62.20%	164	98	59.80%	183	124	67.80%

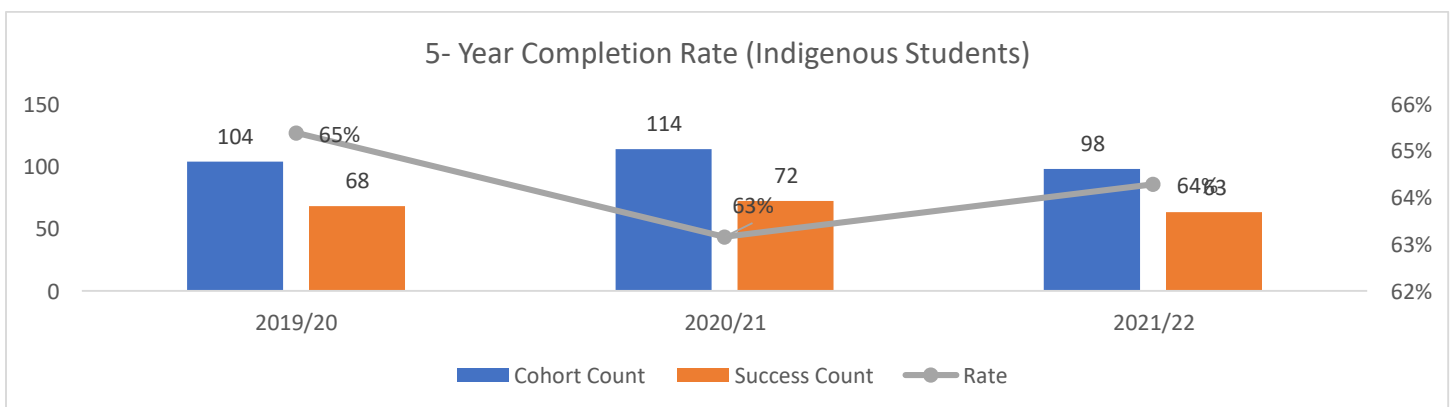
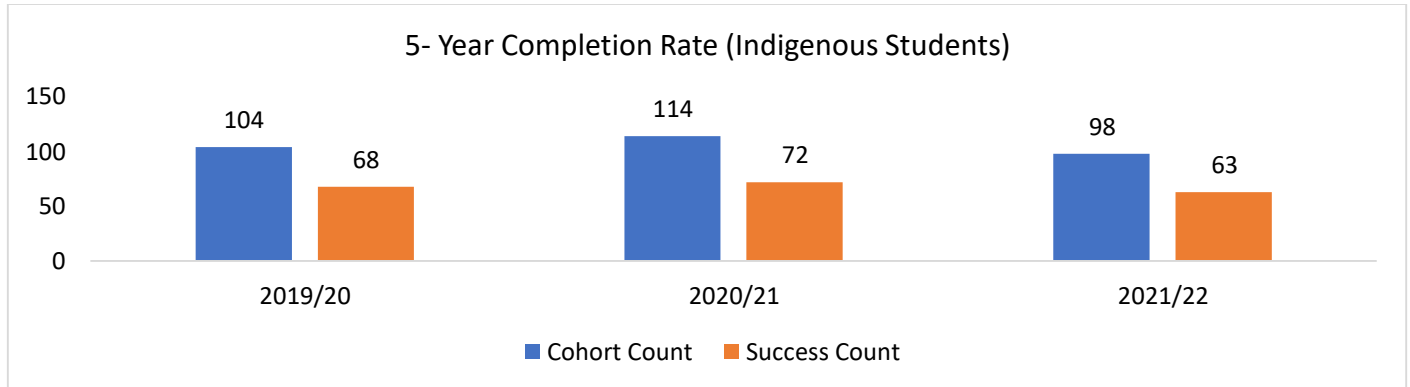
All Students

Year	Cohort Count	Success Count	Rate
2019/20	874	639	73%
2020/21	859	653	76%
2021/22	901	707	78%



Indigenous Students

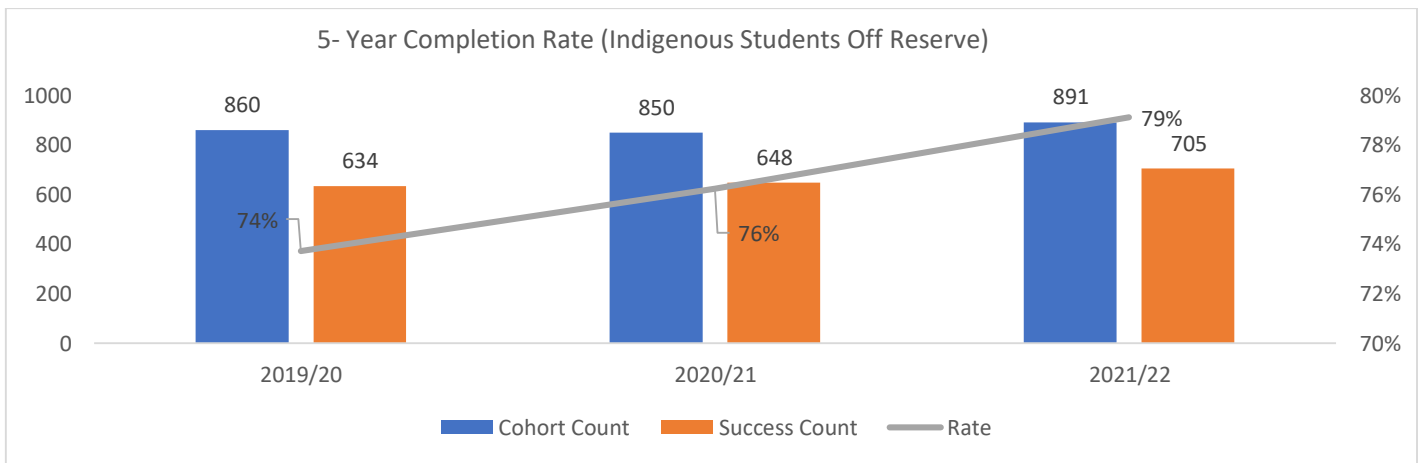
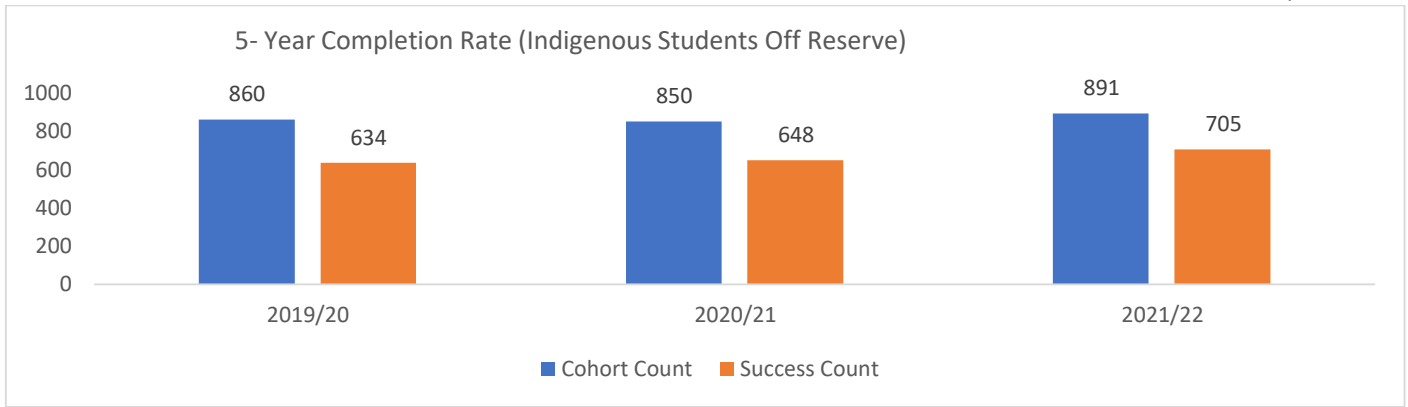
Year	Cohort Count	Success Count	Rate
2019/20	104	68	65%
2020/21	114	72	63%
2021/22	98	63	64%



Please note: we have not included the data tables or graphs for Indigenous On-Reserve students. Due to low participation rates, specifically when student participation is less than 10, the data does not adequately reflect the whole population. Additionally, the protection of privacy of students must be ensured when reporting data, as such, these specifics are masked.

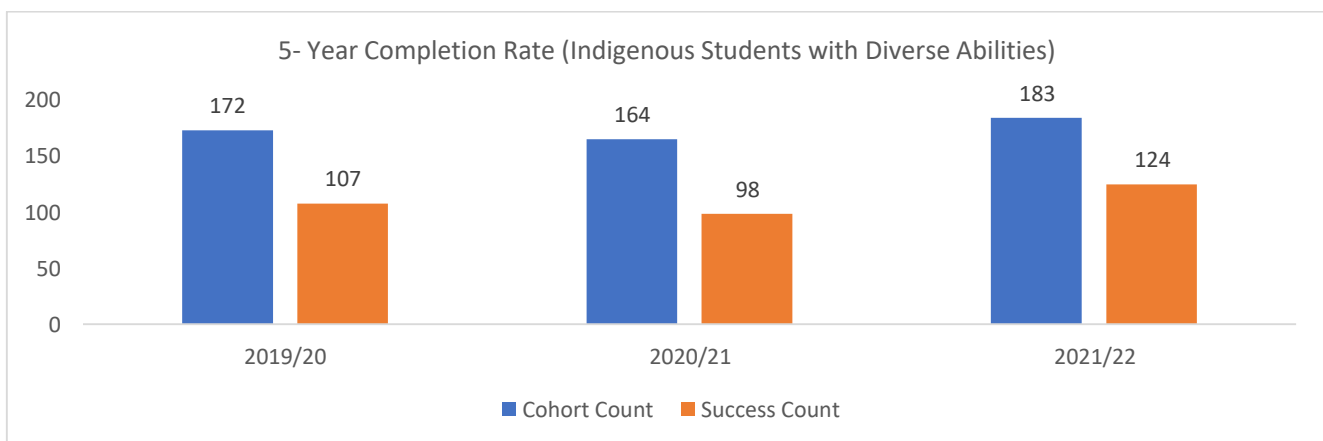
Indigenous Students Off Reserve

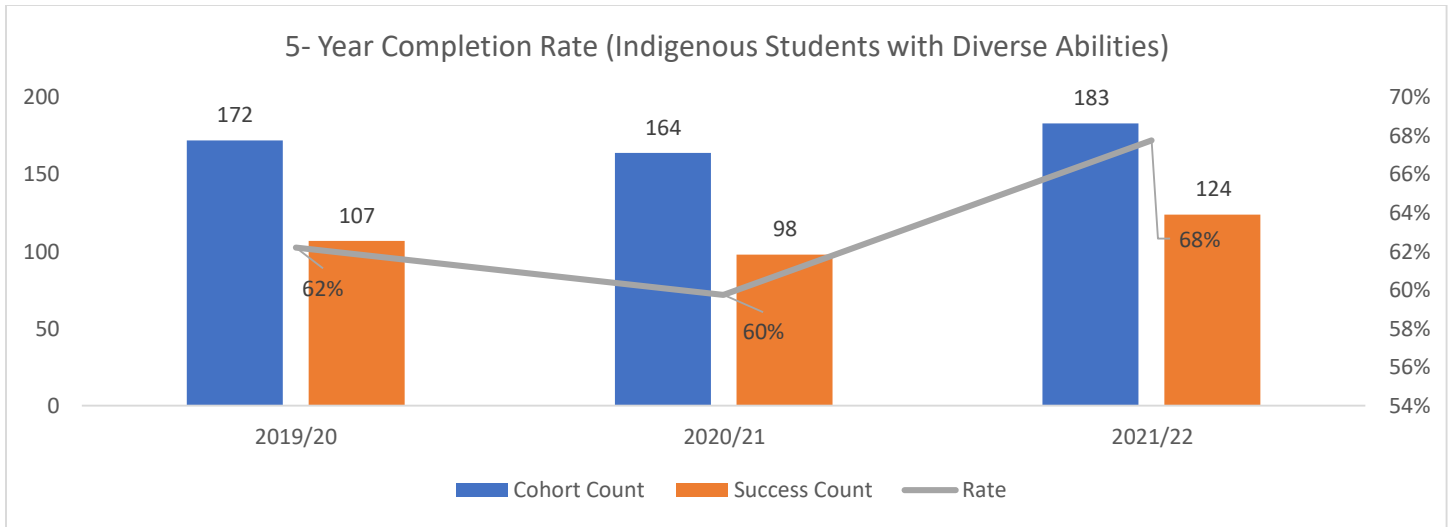
Year	Cohort Count	Success Count	Rate
2019/20	860	634	74%
2020/21	850	648	76%
2021/22	891	705	79%



Indigenous Students with Diverse Abilities

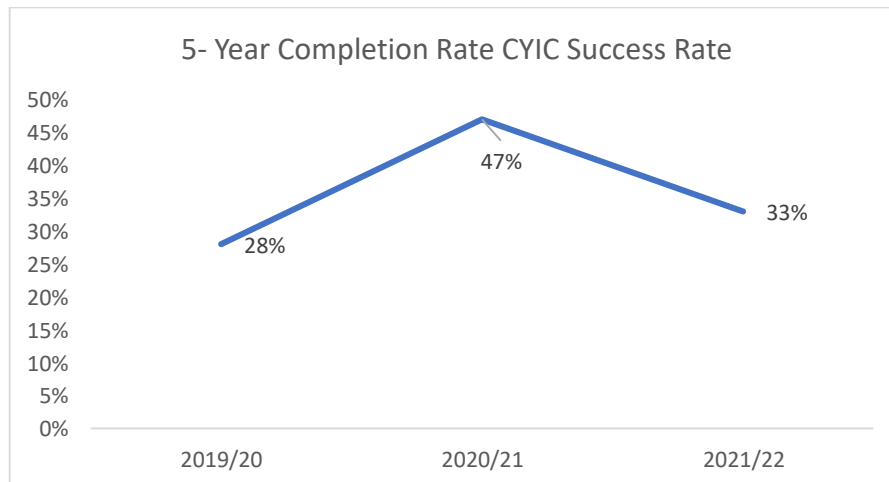
Year	Cohort Count	Success Count	Rate
2019/20	172	107	62%
2020/21	164	98	60%
2021/22	183	124	68%





CYIC

Year	Cohort Count	Success Count	Rate
2019/20			28%
2020/21			47%
2021/22			33%



Analysis and Interpretation: What Does this Mean?

The BC Graduation Program sets the requirements to exit the K-12 education system with a BC Certificate of Graduation (Dogwood Diploma) and ensures that students are graduating from secondary school as educated citizens, with the knowledge, competencies, and skills they will need to transition successfully into post-secondary education, training, or the workforce. Students can also benefit from the Adult Graduation Program, available to students aged 18 and older, as well as the BC School Completion (Evergreen) Certificate.

The Pathways and Choice department provides a variety of pathways towards graduation. With the Ministry of Education's mandate of developing the "educated citizen" through Intellectual Development, Human and Social Development, and Career Development, the SD62 Career Education team continues to support student and family engagement through a focus on employment, post-secondary, skilled trade programs and opportunities. In addition, the renewal of our District Online school, by transitioning our online school from a storefront location to now embedded into all four of our Secondary schools, Sooke students through the course selection process can access the options of face to face, online or blended course delivery in their daily timetables, students are provided with more options, choice and flexibility in designing their own graduation programs. As reported through the 21/22 data in comparison to the previous two years, our graduation rate continues to hold steady at close to 85%. We strongly believe with an increase in pathways to graduation district-wide increasing, we will see this trend improve with a goal of getting more than 90% of all students graduating.

The five-year graduation rate for learners with Indigenous ancestry has plateaued. While students who have status living off reserve has shown an improvement of 7% over the last 3 years, the rate of learners living on reserve has declined from 56% to 20% in the last school year. Looking forward, the pathways to graduation framework as well as the Learner Profile tool will enable schools to better track learners. Additionally, more intentional focus will be given to the Local Education Agreements which support accountability for most of the on-reserve learners.

Definitions to Support Commentary:

Pathways to Graduation: The intent of the framework is that through safe and focused conversations we will have a clearer understanding of who is on their pathway to graduation and who may require additional care. Envisioning a grandparent in the space ensures we enter each circle conversation with a good heart and mind remembering that families entrust their children with us each day with hopes that they will be both successful and happy at school.

SD62 has begun the *Pathways to Graduation Circle* framework this year to honour the efforts towards reaching the goals of the NA'TSA'MAHT Enhancement Agreement. Between November and May, we plan to visit each Elementary School once and all Middle and Secondary Schools twice. Next year there will be bi-annual visits to all schools.

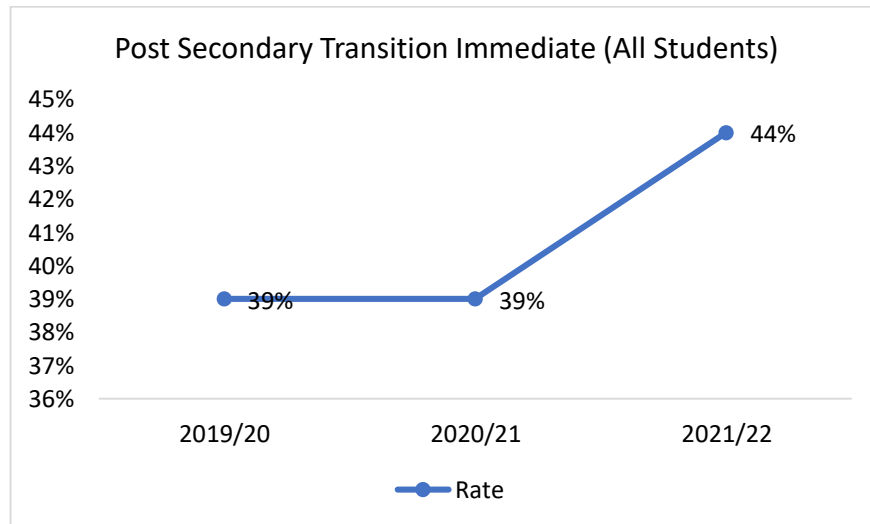
Learner Profile tool: (Indigenous Information Management Systems also known as "IIMS"): an application that works on laptop, Chromebook or mobile phone for staff to collect Indigenous student achievement and success indicators on a daily/weekly basis. The tool has filters (set by staff) that will analyze data such as attendance, culture and language programming & learning, academic support and NA'TSA'MAHT Indigenous Education (NIE) staff support logs. The data will be used to be to illustrate audit compliance in addition to assessing risk factors that reflects a student's resiliency and connection (Health & Wellness, Relationships & belonging, attendance and engagement). This information facilitates NIE staff and school staff to respond in "real time" to the holistic needs of students, positively impacting their overall well-being, connection and academic success.

Educational Outcome 5: Life and Career Core Competencies

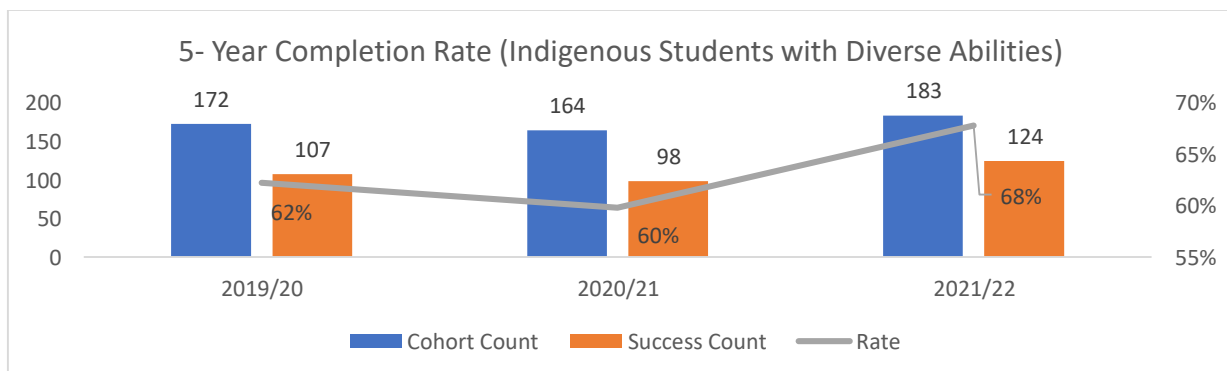
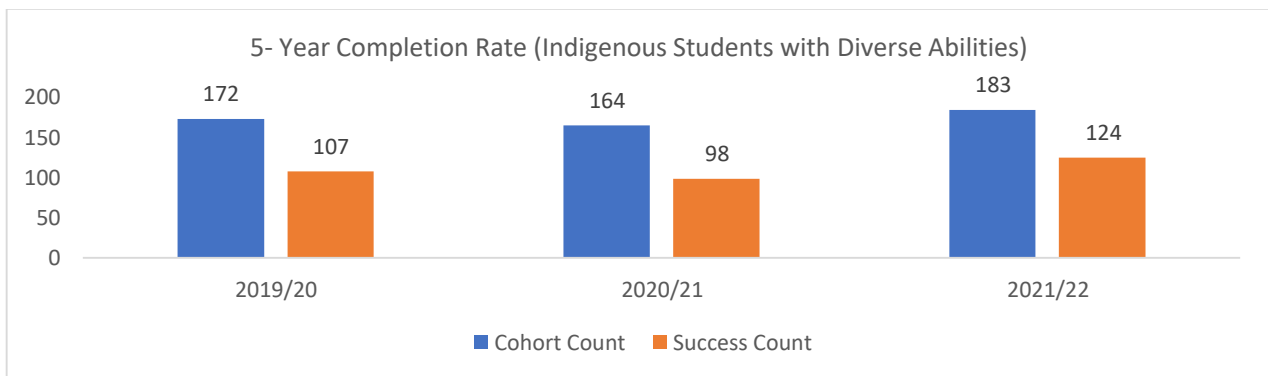
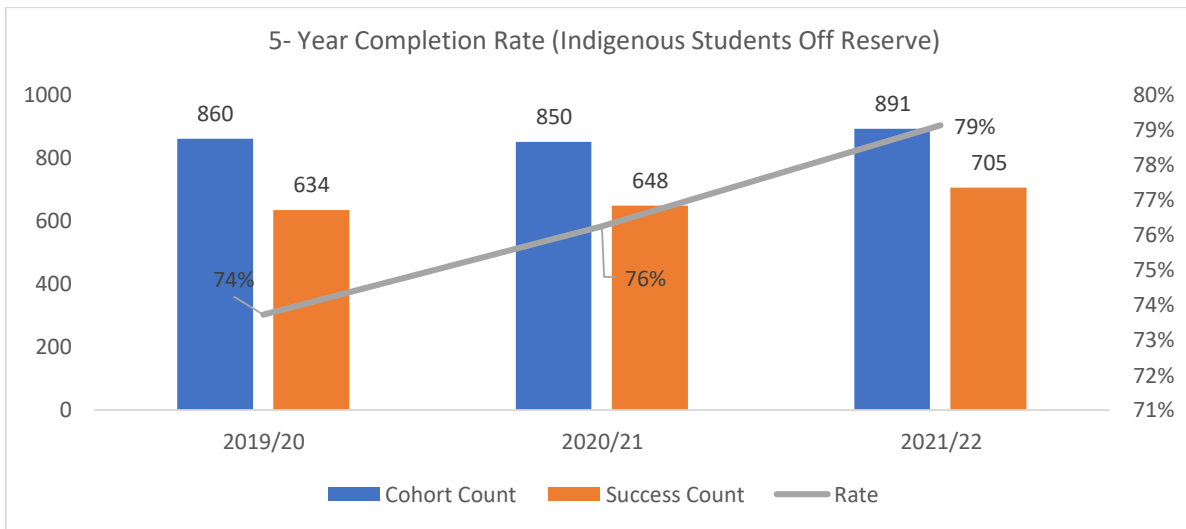
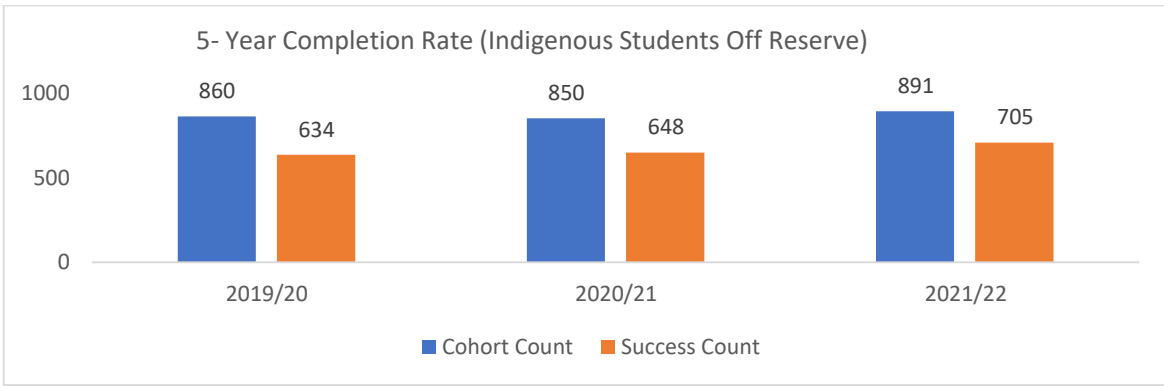
Measure 5.1: Transitioning to Post-Secondary

5.1.1 Transition to post-secondary: Immediate Transition (All Students)

School Year	District	Cohort Count	PSI Transition Count	PSI Transition Rate
2017/18	062-Sooke	560	227	41%
2017/18	099-Province	35,318	19,424	55%
2018/19	062-Sooke	626	253	40%
2018/19	099-Province	35,336	19,243	54%
2019/20	062-Sooke	627	255	41%
2019/20	099-Province	35,523	19,049	54%
2020/21	062-Sooke	671	304	45%
2020/21	099-Province	36,179	18,271	51%



Please note: we have not included the data tables or graphs for Indigenous On-Reserve students. Due to low participation rates, specifically when student participation is less than 10, the data does not adequately reflect the whole population. Additionally, the protection of privacy of students must be ensured when reporting data, as such, these specifics are masked.



5.1.2 Transition to post-secondary within 3 years (All Students)

School Year	District	Cohort Count	PSI Transition Count	PSI Transition Rate
2017/18	062-Sooke	560	344	61%
2017/18	099-Province	35,318	24,073	68%
2018/19	062-Sooke	626	362	58%
2018/19	099-Province	35,336	23,604	67%
2019/20	062-Sooke	627	330	53%
2019/20	099-Province	35,523	22,189	62%
2020/21	062-Sooke	671	304	45%
2020/21	099-Province	36,179	18,271	51%

Analysis and Interpretation: What Does this Mean?

In analysis of the transition to post-secondary-immediate transition versus our 3-year transition data, our students continue to take more time in order to begin their post secondary journey. With the opening of the Westshore Post-Secondary facility in September of 2024, we're excited for our students to have access to post-secondary courses and programs within our District's own boundaries. As we continue to address the barrier of distance travelled to attend post-secondary, we anticipate an increase in participation and immediate starts in post-secondary engagement for our graduates. In addition, the renewal of our Alternate programs, with our increased emphasis and supports for youth employment and skilled trades opportunities supported by our District Career Ed team and through our community partnership with Camosun College and the South Island Partnership we are optimistic the supports, structures and resources are in place to make significant positive shifts for post-secondary outcomes for Sooke School District students.

*South Island Partnership: The **South Island Partnership (SIP)** between Camosun College, the five School Districts of Southern Vancouver Island and local industry leaders aims to provide opportunities for students to jump-start their post-secondary education and workplace careers by participating SIP programming while they are still enrolled in Secondary School.*

Transition to post secondary for Aboriginal students is being supported by the Aboriginal Service Plan Initiatives, which include visits to campuses, trade sampler days, and post-secondary visits to Grade 12 school events such as the Tri-district (61/62/63) Grade 12 day hosted in the Sooke School District this past June 2023.

The gap between Sooke students and the provincial average for PSI Transition Rate is brought closer in the 3 years' data summary. More of our students are enrolling immediately in Post-Secondary and the gap between the provincial average and Sooke continues to close. Further in the 22/23 school year we have seen an increase in enrollment of dual-credit courses and skilled trades pathways that indicate as future years' data is available that we will continue to see this trend improve.

Section B: Moving Forward Planning and Adjusting for Continuous Improvement

Current Strategic Plan Priorities

The [SD62 Annual Report](#) for the 2022-23 school year, provides highlights and evidence of the progress that has been made in the three strategic priorities articulated in the Strategic Plan 2021-25: Learning, Engagement and Growth. Over the course of the 2022-23 school year, staff have worked to implement the strategies and activities outlined in the 2022-2023 Operational Plan, developed by the Superintendent and District Executive Team with input from system leaders. This Operational Plan is developed annually and details what will be done during the year to make progress towards the goals and objectives outlined in the strategic plan.

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

Learning has seen significant progress over the course of this year with continued work to developed critical and creative thinking skills, grounding literacy development as a key skill from kindergarten to Grade 12, and developing social thinking skills for students by deepening understanding related to diversity, equity and inclusion.

Engagement is a key strategy that supports our primary learning goal. Through broad community and stakeholder engagement, students are supported in their learning, staff members feel connected, and the community feels that they have a voice in educating the next generation of citizens. We continue to work to ensure that all students feel safe and connected to our schools through the ongoing development of a “culture of belonging”. Support for students with Indigenous Ancestry to overcome historical prejudices and injustices, continues through the equity work being done in the district. Our hope and ongoing work are focused on creating a more equitable environment, including stronger results for Indigenous Learners.

Our district continues to grow in many ways, most notably through our student enrolment. Constant attention to manage this growth by ensuring student learning spaces, as well as the ongoing recruitment and retention of our professional staff, are key elements. In addition, as our system grows and systems change, the district needs to continue to mature its operations to be efficient, effective and responsive to the needs of students, staff and the community.

Progress shown on the Strategic Plan Proficiency Scale (as of June 2023)

2022-23 Proficiency		Emerging	Developing	Proficient	Extending
LEARNING	Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens				
Objective 1	<ul style="list-style-type: none"> To provide opportunities for learners to understand, respect and appreciate diversity and inclusion 				
Objective 2	<ul style="list-style-type: none"> To provide opportunities for learners to develop critical and creative thinking skills 				
Objective 3	<ul style="list-style-type: none"> To ensure our learning environments are safe, accessible and welcoming. 				
Objective 4	<ul style="list-style-type: none"> To enhance student choice and voice 				
ENGAGEMENT	Create a culture of belonging				
Objective 1	<ul style="list-style-type: none"> To develop, expand and implement, inclusive and collaborative, practices and processes 				
Objective 2	<ul style="list-style-type: none"> To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit' 				
Objective 3	<ul style="list-style-type: none"> To develop, expand and implement respectful, effective, clear and transparent communications 				
Objective 4	<ul style="list-style-type: none"> To continue to develop, expand and implement a culture of wellness 				
GROWTH	Pursue organizational excellence to support a vibrant school district				
Objective 1	<ul style="list-style-type: none"> To strengthen organizational practices to ensure diversity, equity and inclusion (DEI). 				
Objective 2	<ul style="list-style-type: none"> To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging. 				
Objective 3	<ul style="list-style-type: none"> To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources 				
Objective 4	<ul style="list-style-type: none"> Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment 				

Strategic Plan Status Summary

Learning Goal: Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens.

Objective 1 – To understand, respect and appreciate diversity and inclusion

Student Learning Survey 2021-2 (22-23 data unavailable at time of reporting)

Question - At school, I am learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability)

School Year	Grade	Positive	Neutral	Negative	Don't Know
		Strongly Agree or Agree	Neither agree nor disagree	Strongly disagree or Disagree	Don't Know
2018/19	7	67%	15%	8%	10%
	10	54%	23%	16%	8%
	12	59%	27%	11%	3%
2019/20	7	65%	17%	6%	11%
	10	57%	22%	13%	8%
	12	59%	18%	16%	7%
2020/21	7	68%	15%	6%	10%
	10	57%	21%	12%	10%
	12	62%	22%	13%	3%

- The data indicate that the majority of students in grades 7, 10 and 12 are learning about human rights and diversity.
- More work is required in this area to demonstrate a stronger link between classroom learning and student connection to this question.

Question - At school do you respect people who are different from you (for example think, act or look differently?)

School Year	Grade	Positive	Neutral	Negative	Don't Know
		Most of the time All the time	Sometimes	Never Almost Never	Don't Know
2018/19	7	91%	5%	2%	3%
	10	83%	8%	3%	5%
	12	86%	8%	5%	1%
2019/20	7	90%	5%	2%	2%
	10	83%	8%	6%	3%
	12	86%	6%	4%	4%
2020/21	7	89%	5%	2%	3%
	10	87%	6%	2%	4%
	12	91%	5%	2%	1%
2021/22	7	87%	6%	2%	5%
	10	88%	7%	1%	3%
	12	93%	4%	1%	3%

- Students have a very high (90% average for 2021/22) level of respect for people who look, think or act differently amongst those students who responded from across the Grades.

Question - At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Métis) in Canada? 2021/22

Grade	Positive	Neutral	Negative	Don't Know
	Most of the Time/ All of the Time	Sometimes	Never/ Almost Never	Don't Know
All	36%	49%	12%	3%
7	34%	51%	11%	5%
10	41%	45%	11%	3%
12	34%	48%	17%	0%

- The data indicate that a significant portion (85%) of the students, across various grade levels, who responded, are being taught about Indigenous Peoples in Canada at school either "all the time", "most of the time" or "sometimes".
- While neutral "Sometimes" responses were consistently high across school levels, negative responses were generally low.
- Only 15% of students who responded either "didn't know" or said that they "never" or "almost never" learned about Indigenous peoples.

Question - At school, are you being taught about local First Nations? 2021/22

	Positive	Neutral	Negative	Don't Know
Grade	Most of the Time/ All of the Time	Sometimes	Never/ Almost Never	Don't Know
All	31%	47%	17%	5%
7	29%	49%	15%	7%
10	36%	45%	15%	4%
12	27%	45%	24%	4%

- 31% of the students who responded report being taught about local First Nations "most" or "all of the time", or 47% "some of the time".
- Grade 10 students are most likely to report being taught about local First Nations "most of the time" or "all of the time".
- Grade 12 students are most likely to report "almost never" or "never" being taught about local First Nations.
- Grade 7 students are most likely to be unsure about the frequency of this education.

Parent Student Learning Survey 2022-3 (interim report)

Parents answering yes to the questions:		#	%
Are you satisfied with the efforts at your child's school to teach student about Indigenous peoples in Canada?	2021-2022	208	72%
	2022-2023	275	75%
At your child's school, are students being taught about local First Nations?	2021-2022	228	79%
	2022-2023	302	83%
Is your child learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability)?	2021-2022	207	77%
	2022-2023	260	78%
Is your child respectful of people who are different from them?	2021-2022	262	97%
	2022-2023	327	97%
Do you see diverse sexual orientations and gender identities represented in your child's school?	2021-2022	155	58%
	2022-2023	221	67%

- The majority of parents who responded to these questions believe that their children were respectful of people who are different than them (97%).
- More than three-quarters of parents who responded said that their child was being taught about local First Nations (83%) and about human rights and human diversity (78%).
- Two-thirds (67%) of parents who responded to the survey believed that you could see diverse sexual orientations and gender identities represented in their children's school.
- Overall, the data suggests positive trends in parental satisfaction with efforts related to teaching about Indigenous peoples, understanding human rights and diversity, and fostering an inclusive environment.
- The data also suggest a growing awareness among parents that their child's school is addressing these important topics.
- The high percentage of parents indicating that their child is respectful of diversity and differences suggests a positive environment being fostered in the schools.

10

Equity in Action Survey 2022-23

Question - Do Indigenous Role Models or Elders visit your classroom or school?

	Always	Sometimes	Rarely	Never
2020-2021	9%	41%	33%	17%
2021-2022	12%	60%	24%	4%
2022-2023	18%	53%	23%	6%

- The data suggest an overall increasing trend in the presence of Indigenous role models or Elders visiting classrooms or schools across the surveyed years.
- The percentage of respondents who reported always having such visits consistently increased year over year.

Question - Do you hear the territorial acknowledgement in your classroom, assemblies or announcements?

	Always	Sometimes	Rarely	Never
2020-2021	56%	28%	10%	3%
2021-2022	63%	26%	8%	2%
2022-2023	76%	18%	4%	2%

- The Equity in Action survey data over the last few years shows an increase in students reporting that they "always" hear the territorial acknowledgement in classrooms, assemblies or announcements.
- Of those students who responded to the Equity in Action Survey, 94% reported "always" (76%) or "sometimes" (18%) hearing the Territorial Acknowledgement in classrooms, assemblies or announcements.

Learning Objective 2 - To Provide opportunities for learners to for learnings to develop critical and creative thinking skills

Student Learning Survey 2021-2

Question - Are you taught to show your learning in different ways?

School Year	Grade	Positive Many times/ All the time	Neutral Sometimes	Negative At no time/ Few times	Don't Know
2018/19	10	34%	37%	23%	5%
	12	39%	41%	20%	1%
	12	48%	33%	15%	4%
2019/20	10	36%	41%	19%	2%
	12	47%	37%	13%	4%
	12	40%	38%	20%	3%
2021/22	10	45%	39%	12%	4%
	12	45%	41%	12%	3%

- Data suggest that, overall, a majority of students across different school years and grades reported positive experiences in being taught to demonstrate their learning in various ways.
- In the 2021-22 Student Learning Survey, 85% of those who responded to the question said that they, "sometimes", "many times" or "all the time", were taught to show their learning in different ways.
- Positive responses were slightly higher for Grade 12 students in 2021-22 in comparison to 2020-21 and slightly lower for Grade 10 students during the same period.

Question - At school, are you learning to be a critical thinker?

School Year	Grade	Positive Many times/ All the time	Neutral Sometimes	Negative At no time/ Few times	Don't Know
2018/19	7	50%	30%	14%	7%
	10	40%	32%	24%	4%
	12	41%	38%	20%	1%
2019/20	7	46%	32%	14%	7%
	10	42%	30%	23%	5%
	12	53%	31%	12%	4%
2020/21	7	48%	30%	13%	9%
	10	46%	33%	16%	5%
	12	50%	30%	18%	2%
2021/22	7	44%	29%	10%	17%
	10	38%	36%	17%	9%
	12	42%	43%	10%	5%

- The data suggest that most students across different school years and grades feel they are learning to be critical thinkers "many times" or "all the time."
- The positive response percentages vary slightly across different school years and grade levels.
- The relatively low percentages of negative responses indicate that most students perceive they are being encouraged to develop critical thinking skills.
- In the 2021-22 Student Learning Survey, an average across grades of 76% of students who responded to this question, said that they, "sometimes", "many times" or "all the time", were learning ways to be a critical thinker.

Question: At school, are you taught to take ownership or control of your learning (for example, marking your own work, making decisions about what you want to study)? (wording for 2022-3; wasn't asked of Grade 7)

School Year	Grade	Positive Many Times All the time	Neutral Sometimes	Negative At no time/ Few times	Don't Know
2018/19	7	28%	25%	39%	8%
	10	27%	27%	42%	5%
	12	29%	25%	43%	2%
2019/20	7	26%	27%	38%	8%
	10	29%	30%	37%	4%
	12	26%	28%	38%	8%
2020/21	7	25%	27%	37%	11%
	10	31%	26%	38%	5%
	12	27%	32%	39%	2%
2021/22	10	35%	37%	22%	5%
	12	37%	40%	21%	2%

- The data suggest that across the years, a portion of students across different grade levels felt they were not consistently taught to take ownership or control of their learning. However over time the number of respondents saying "at no time" or "few times" has reduced.
- The 2021-22 survey with amended wording showed a higher percentage of Grade 10 and 12 students feeling positively about their control over their own learning.
- The variations in responses may reflect different teaching approaches and experiences over the years.
- Note The question was previously (2020) asked of Grades 7,10,12: At school, are you taught to take ownership or control of your learning (for example, choosing your own homework assignments, marking your own work, making decisions about what you want to study)?

Question - As part of marking your work, are you shown examples of what excellent, good, fair, and poor work look like?

School Year	Grade	Positive	Neutral	Negative	Don't Know
		Most of the time All of the time	Sometimes	Never Almost Never	Don't Know
2018/19	7	45%	30%	18%	8%
	10	31%	34%	30%	5%
	12	45%	29%	26%	0%
2019/20	7	51%	24%	17%	8%
	10	39%	32%	25%	4%
	12	46%	29%	22%	3%
2020/21	7	51%	23%	17%	9%
	10	43%	31%	22%	4%
	12	41%	31%	26%	2%
2021/22	7	53%	24%	11%	12%
	10	44%	32%	19%	5%
	12	44%	37%	15%	3%

- Consistent, but small, increases across the past four years show that students agree positively (Gr. 7: 53%; Gr. 10: 44%; Gr. 12: 44%) that as part of marking their work, they are shown examples of what excellent, good, fair, and poor work looks like.
- Grade 7 students tend to report more positive responses than the other grades.
- Grade 10 students more frequently report "never" or "almost never" having examples compared to other grades. This is something that would benefit from professional learning opportunities so that teachers can enhance their ability to provide meaningful examples and feedback to students.
- Note: The response choices in 2018-2021 were "Many Times" or "All of the time", "Sometimes", "At no time," "Few times", "Don't Know".

Parent Student Learning Survey 2022-3 (interim report)

Parent SL5 2021 - 23		#	%
Parents answering yes to the following questions:			
Is your child helped to understand how they can improve their learning?	2021-2022	170	61%
	2022-2023	190	55%
Is your child being helped to understand important ideas that are critical for understanding (e.g., scientific laws, big ideas)?	2021-2022	162	58%
	2022-2023	199	58%
Is your child learning to become more creative (for example, creating things on-the-spot without preparation, reusing things for entirely new purposes, unstructured exploration)?	2021-2022	141	51%
	2022-2023	169	49%
Is your child learning to become a critical thinker (for example, analyzing, making connections, asking questions, challenging assumptions)?	2021-2022	194	70%
	2022-2023	228	66%
Is your child learning basic age-appropriate reasoning skills such as pattern recognition, rational argument, skepticism, critique, persuasion, deduction, inference)?	2021-2022	188	68%
	2022-2023	219	64%
Is your child learning basic life skills such as budgeting, independent living, skills for financial planning and taxes?	2021-2022	48	17%
	2022-2023	84	24%
Is your child learning emotional self-regulation (how to express emotion, and deal with emotional problems through self-regulation, empathy, and compassion)?	2021-2022	169	61%
	2022-2023	190	55%

- The 2022-23 Parent Survey had more respondents than the previous year.
- The responses for 2022-23 compared with 2021-22, had, on the whole, slightly fewer parents responding positively.
- However, of those who responded, most parents agreed that the child was:
 - being helped to understand how to improve their learning (55%)
 - being helped to understand important ideas that are critical for understanding (e.g., scientific laws, big ideas)? (58%)
 - learning to become a critical thinker (66%)
 - learning basic age-appropriate reasoning skills (64%)
 - learning emotional self-regulation (how to express emotion, a deal with emotional problems through self-regulation, empathy and compassion)? (55%)
- Fewer parents responded positively to questions on whether the child was:
 - learning to become more creative (for example, creating things on-the-spot without preparation, reusing things for entirely new purposes, unstructured exploration)? (49%)
 - learning basic life skills such as budgeting, independent living skills for financial planning and taxes? (24%)

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

Student Learning Survey 2021-22

Question - Do you feel safe at school?

School Year	Grade	Positive	Neutral	Negative	Don't Know
		Many Times All of the time	Sometimes	At no time Few Times	Don't Know
2018/19	4	83%	9%	7%	1%
	7	69%	20%	10%	1%
	10	71%	18%	7%	3%
	12	84%	10%	5%	1%
2019/20	4	72%	14%	10%	3%
	7	65%	23%	11%	2%
	10	78%	13%	8%	2%
	12	85%	9%	2%	4%
2020/21	4	82%	9%	6%	2%
	7	69%	20%	8%	4%
	10	76%	14%	7%	3%
	12	82%	10%	7%	1%
2021/22	4	75%	16%	5%	4%
	7	71%	19%	7%	3%
	10	75%	16%	7%	2%
	12	87%	9%	3%	1%

- In 2021-22, averaged across the four grades, 76% of students reported feeling safe at school either "all the time" or "most of the time."
- On the whole, Grade 12 students feel safer than the other grades while Grade 7 feel slightly less safe than the other grades.

Question - Have you ever felt bullied at school?

		Positive	Neutral	Negative	Don't Know
School Year	Grade	Never or Almost never	Sometimes	All or Most of the time	Don't Know
2018/19	4	66%	18%	12%	4%
	7	69%	17%	12%	2%
	10	72%	14%	10%	4%
	12	85%	7%	5%	3%
2019/20	4	59%	22%	15%	4%
	7	65%	18%	14%	3%
	10	72%	16%	8%	5%
	12	81%	13%	5%	2%
2020/21	4	63%	22%	11%	4%
	7	68%	17%	11%	4%
	10	78%	12%	7%	4%
	12	83%	8%	8%	2%
2021/22	4	49%	32%	15%	4%
	7	57%	26%	14%	2%
	10	61%	26%	11%	3%
	12	66%	26%	5%	3%

- The data suggest that, in general, the majority of students across various grade levels report “never” or “almost never” feeling bullied, teased, or picked on.
- Grade 12 consistently had the highest percentage of students who “never” or “almost never” felt bullied.
- It is worth noting that for Grade 12 the difference between the years dropped to 66% in 2021-22 having been 85%, 81% and 83% in previous years - suggesting an increasing amount of bullying over the years.
- Similarly for Grade 12 students there was an increase in “sometimes” feeling bullied at school: 26% in 2021-22 but lower at 8%, 12% and 7% in preceding years.
- Compared to 2020-21, students who responded to the survey, reported lower levels of “never” or “almost never” in 2021-22. The data showing an increased in “sometimes” feeling bullied.
- Note between 2018-21 the question was phrased differently as “At school are you bullied, teased or picked on? (Gr 7, 10, 12).” For Grade 4 students in 2018-21, the question was worded as it is now.

Question - Do you experience racism in your school?

	Always	Sometimes	Rarely	Never
2020-2021	2%	8%	18%	71%
2021-2022	7%	10%	21%	62%
2022-2023*	2%	11%	19%	68%

- The data suggest fluctuations in the perception of experiencing racism in schools over the surveyed years.
- In 2022-2023, 87% of students report that they “rarely” or “never” experience racism in their school.
- The rate of “always” or “sometimes” experiencing racism has dropped from 17% the previous year to 13% however it is still higher than in 2020-21 when it was 10%.

Question - Do you see your culture reflected in your classroom?

	Always	Sometimes	Rarely	Never
2022-2023	25%	38%	18%	18%

- The data highlight a diversity of perceptions regarding the reflection of students’ cultures in the classroom.
- While a quarter of respondents feel that their culture is “always” reflected, the majority indicated that they are only “sometimes”, “rarely”, or “never” reflected.
- These data underscore the importance of fostering a culturally-inclusive classroom that embraces and values the diverse cultural backgrounds of students.

Question - Do you see family and/or people from your community in your classroom?

	Always	Sometimes	Rarely	Never
2020-2021	17%	46%	18%	18%
2021-2022	36%	26%	22%	17%
2022-2023*	30%	33%	16%	21%

- Overall, the increase since 2020-2021 in the percentage of respondents who reported “always” seeing family and community representation suggests improved inclusion.
- In the 2022-23 data, the percentage of respondents who indicated that they “sometimes” see family and community members increased to 33% and those who “rarely” saw family and community decreased to 16%. However, those reporting “never” seeing family and people from their community” rose from 17% in 2021-22 to 21% in 2022-23.
- The variations in perceptions could be influenced by changes in classroom demographics and school initiatives.

Equity in Action Survey 2022-23

Question - Are there times when children in your classroom are unkind or hurt your feelings?

	Always	Sometimes	Rarely	Never
2020-2021	15%	35%	16%	35%
2021-2022	24%	45%	13%	18%
2022-2023	35%	54%	9%	2%

- In the 2022-2023 data on this question, the percentage of respondents who:
 - believed that children were "always" unkind or hurtful increased to 35%, an increase from previous years.
 - believed that that children "never" engaged in unkind behavior decreased to 2%, a decrease from previous years.
 - felt that children were "sometimes" unkind or hurtful increased to 54% from 45% the previous year.
 - that children were "rarely" unkind or decreased to 9% from 13%.

Question - Are children in your classroom kind and caring?

	Always	Sometimes	Rarely	Never
2020-2021	15%	35%	16%	35%
2021-2022	24%	45%	13%	18%
2022-2023	35%	54%	9%	2%

- The percentage of students who feel that children in their classroom are "always" kind and caring has more than doubled from 15% in 2020-2021 to 35% in 2022-2023. This suggests a positive trend in classroom behavior over the years.

Question - Do you witness racist remarks or acts of racism in your school?

	Always	Sometimes	Rarely	Never
2020-2021	4%	14%	20%	62%
2021-2022	11%	19%	21%	49%
2022-2023	9%	24%	25%	43%

- The data suggest fluctuations in students' observations of racist remarks or acts of racism in their school environment over the surveyed years.
- In the 2022-23 school year, the percentage of respondents who reported never witnessing such incidents decreased to 43%.
- The percentages for "sometimes" (24%) and "rarely" (25%) witnessing such incidents remained elevated from the previous years. There was a slight drop to 9% of responses to "always" witnessing racism in school.

Learning Objective 4 – To enhance student choice and voice

Student Learning Survey 2021-2

Question - At school do you get to work on things you are interested in as part of your course work?

School Year	Grade	Positive	Neutral	Negative	Don't Know
		Many times/ All of the time	Sometimes	At no time/ Few times	Don't Know
2018/19	7	23%	34%	34%	9%
	10	25%	37%	35%	3%
	12	34%	39%	25%	2%
2019/20	7	20%	39%	34%	7%
	10	29%	39%	28%	3%
	12	28%	43%	25%	4%
2020/21	7	21%	39%	30%	11%
	10	28%	43%	24%	5%
	12	30%	43%	26%	1%
2021/22	7	20%	42%	28%	11%
	10	26%	49%	21%	4%
	12	30%	54%	17%	0%

- The data suggest that across different school years and grades, a portion of students feel that they have opportunities to work on things they are interested in as part of their coursework.
- Positive responses were consistently higher for Grade 12 students compared to Grade 7 and Grade 10 students.
- The variations in responses might reflect different teaching approaches and opportunities provided to students over the years.
- In 2021/22 of the students who responded to the survey, 70% said that they "all of the time", "most of the time" or "sometimes" got to work on things they were interested in as part of their coursework. The response is lowest for Grade 7 students at 62%, higher for Grade 10 students at 75% and highest for Grade 12 students at 84%.

Question - At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects)

School Year	Grade	Positive	Neutral	Negative	Don't Know
		Most of the Time All the Time	Sometimes	Never Almost Never	Don't Know
2018/19	10	32%	35%	27%	7%
	12	34%	37%	27%	2%
2019/20	10	35%	30%	28%	7%
	12	31%	39%	28%	2%
2020/21	10	32%	38%	23%	7%
	12	34%	31%	31%	4%
2021/22	10	36%	40%	20%	5%
	12	41%	37%	19%	3%

- The data suggest that across different school years and grades, a portion of students have opportunities to provide input into what they learn and how they learn. Positive response rates ranged from a low of 31% (Grade 10) in 2019/20 to a high of 41% (Grade 12) in 2021/22.
- Grade 12 students generally expressed slightly higher levels of positive experiences compared to Grade 10 students.
- The relatively low percentages of negative responses might reflect schools' efforts to incorporate student input into their educational experiences, fostering a sense of ownership and engagement. 2021/22 had the fewest responses of "never" or "almost never".

Question - Do adults in the school treat all students fairly?

School Year	Grade	Positive	Neutral	Negative	Don't Know
		Many times/ All of the time	Sometimes	At no time/ Few times	Don't Know
2018/19	4	Not asked			
	7	53%	26%	16%	5%
	10	46%	27%	17%	8%
	12	54%	27%	14%	6%
2019/20	4	Not asked			
	7	52%	27%	14%	7%
	10	49%	31%	16%	5%
	12	48%	32%	15%	6%
2020/21	4	Not asked			
	7	55%	22%	15%	8%
	10	53%	24%	13%	11%
	12	57%	26%	11%	6%
2021/22	4	69%	13%	6%	13%
	7	61%	20%	10%	10%
	10	47%	31%	12%	10%
	12	52%	28%	12%	8%

- The data suggest that across different school years and grades, the majority of students feel that adults in the school treat all students fairly.
- Positive response rates were consistently high across all grade levels surveyed, indicating a positive perception of fair treatment.
- There is more consistency for Grade 12 than for Grade 10 in positive responses.
- In the 2021/22 school year, the question was asked of Grade 4 students for the first time. Results show a significantly higher percentage (69%) of students believing that adults in the school treat all students fairly "many times" or "all of the time" compared to other grades.
- In 2021/22 of those students who responded to the question, 57% said adults treat all students fairly, "many times" or "all of the time." A further 23% responded "sometimes" to this question.

Question - Are you satisfied that school is preparing you for post-secondary education?

School Year	Grade	Positive	Neutral	Negative	Don't Know
		Many times/ All the time	Sometimes	At no time/ Few times	Don't Know
2018/19	10	29%	36%	31%	4%
	12	40%	28%	29%	2%
2019/20	10	33%	31%	32%	4%
	12	23%	38%	35%	4%
2020/21	10	37%	33%	23%	7%
	12	36%	31%	29%	4%
2021/22	10	39%	30%	23%	8%
	12	38%	30%	26%	5%

- The data suggest that across different school years and grades, a portion of students have varying levels of satisfaction with how well school is preparing them for post-secondary education.
- Responses from Grade 10 students show a steady increase in satisfaction in preparation for secondary from 29% in 2018/9 to 39% in 2021/22. The results for Grade 12 students are more fluctuating, going from 40% in 2018/19 to 23% in 2019/20 up to 36% in 2020/21, to 38% in 2021/22.
- The relatively high percentages of negative responses (ranging from 23%-35%) might reflect students' concerns about their readiness for higher education and the perceived alignment of their education with future academic pursuits.

Question - Are you satisfied that school is preparing you for a job in the future?

School Year	Grade	Positive	Neutral	Negative	Don't Know
		Many times/ All the time	Sometimes	At no time/ Few times	Don't Know
2018/19	10	20%	31%	44%	4%
	12	24%	31%	42%	2%
2019/20	10	20%	32%	44%	4%
	12	17%	31%	48%	4%
2020/21	10	22%	34%	35%	8%
	12	24%	26%	44%	6%
2021/22	10	30%	31%	34%	4%
	12	23%	31%	43%	4%

- In the 2021/22 school year, there was a notable increase in Grade 10 students who feel that school is preparing them for a job "many times" or "all the time," jumping from 22% in 2020/21 to 30%. This could indicate a positive shift in the perception of educational effectiveness for this grade.
- Across all years and grades, the "at no time" or "few times" category has consistently high percentages, always exceeding those who feel positively about job preparation. This could indicate a general skepticism among students about the effectiveness of their education in preparing them for future jobs.

Engagement Objective 2

Parent Student Learning Survey 2022-3 (interim report)

Those parents answering yes to the question	#	%
Do you think the BC education system is preparing students for transition to post-secondary?	104	31%
Do you think the BC education system is preparing students for transitions to the workforce after graduation?	90	27%

- Around 31% of parents believe that the BC education system adequately prepares students for the transition to post-secondary education.
- Approximately 27% of parents feel that the BC education system effectively equips students for transitions to the workforce following their graduation.
- While a third of the parents surveyed have positive views, it's notable that there is a larger percentage who have differing opinions or uncertainties about the system's preparedness for post-secondary education and workforce transitions. In addition, the low response rate makes it hard to generalize about parents' views.

Equity in Action Survey 2022-23

Question - What are your Plans After Grade 12?

Response	Count	Percentage
Get a job	605	21%
Find my own place to live	497	18%
Travel	419	15%
Attend college or university right away	373	13%
Attend college or university after a gap year	286	10%
Move to a different city, province, country	230	8%
Stay in my community	157	6%
Unsure	165	6%
Learn a trade	133	5%
Other	94	3%

Note that 1466 or 61% of respondents did not respond to this question.

- In the 2022/23 Equity in Action survey, students were asked what they were planning to do after Grade 12. Students could choose as many of the responses in the list as relevant to them.
- Of those students who responded to this question the most frequent plan was to get a job (21%) followed by find my own place to live (18%) and travel (15%). Only 5% reported that they wanted to learn a trade.

Engagement Objective 1 Develop, expand and implement inclusive and collaborative practices and processes

The district continues to make progress to develop, expand and implement collaborative practices and processes – see the [Annual Report](#) for details of work undertaken in the 2022-23 school year.

Engagement Objective 2 – Father the Goals of the NA'TSA'MAHT Agreement Following the Objectives of 'One Mind' and 'One Spirit'

See also the [NA'TSA'MAHT Agreement Report \(June 2023\)](#) which showcases some of the exemplary work underway in the District.

Student Learning Survey 2021-2

Question - At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Métis) in Canada? 2021/22

Grade	Positive	Neutral	Negative	Don't Know
	Most of the time or all the time	Sometimes	Never or Almost Never	Don't Know
All	36%	49%	12%	3%
7	34%	51%	11%	5%
10	41%	45%	11%	3%
12	34%	48%	17%	0%

- A majority of students across all grades report being taught about Indigenous Peoples in Canada either "most of the time" or "all of the time" (36%) or "sometimes" (49%). This suggests a relatively high level of integration of this subject matter into the curriculum.
- While the percentage of students who report "never" or "almost never" being taught is relatively low across all grades, it increases from 11% in Grades 7 and 10 to 17% in Grade 12. This suggests a decline in exposure to this subject as students approach graduation.
 - It will be interesting to see the impact on responses to this question in future years following the start of the new Indigenous-focused course required for graduation from 2023-24 school year onwards.

Question - At school, are you being taught about local First Nations? 2021/22

Grade	Positive Most of the time or all the time	Neutral Sometimes	Negative Never or Almost Never	Don't Know Don't Know
All	31%	47%	17%	5%
7	29%	49%	15%	7%
10	36%	45%	15%	4%
12	27%	45%	24%	4%

- Across all grades, 31% of respondents say they are taught about local First Nations, "most of the time" or "all the time," and 47% "sometimes" .
- Grade 10 students report the highest level of being taught "most of the time" or "all the time" at 36%, suggesting that there may be specific curricular elements or programs at this stage that focus more on local First Nations' history or culture.
- The data suggest increasing non-exposure in Grade 12 to local First Nations as the percentage of students who report "never" or "almost never" being taught increases from 15% in Grade 7 and Grade 10 to 24% in Grade 12. This suggests a decline in exposure to this important subject matter as students approach graduation.

Question - At school, are you being taught the local First Nations' language(s)? 2021/22

Grade	Positive Most of the time or all the time	Neutral Sometimes	Negative Never or Almost Never	Don't Know Don't Know
All	7%	21%	65%	7%
7	5%	22%	63%	9%
10	9%	19%	66%	7%
12	6%	20%	70%	4%

- Across all grades, a majority of students (65%) report "never" or "almost never" being taught local First Nations' languages. Only a small fraction, 7%, indicate they are taught these languages "most of the time" or "all of the time."
- Interestingly, Grade 10 shows a slight increase in students being taught "most of the time" or "all of the time" (9%), compared to Grade 7 (5%) and Grade 12 (6%). This could suggest that there might be specific curricular elements or programs at this stage that focus on Indigenous languages.
- The percentage of students who report "never" or "almost never" being taught, ranges from 63% in Grade 7 to 70% in Grade 12, indicating a consistent lack of exposure to Indigenous languages throughout the school years, lessening as students reach the end of secondary school.

Question - At school, do you participate in any Indigenous (First Nations, Inuit, Métis) celebrations or activities? 2021/22

Grade	Positive Most of the time or all the time	Neutral Sometimes	Negative Never or Almost Never	Don't Know Don't Know
All	8%	31%	54%	7%
7	11%	32%	47%	10%
10	5%	31%	59%	6%
12	6%	28%	63%	3%

- Compared to ongoing Indigenous programs, there is a slightly higher level of participation in Indigenous celebrations or activities. While 54% of students across all grades report "never" or "almost never" participating, a notable 31% do participate "sometimes," and 8% "most of the time" or "all the time."

Question - At school, do you participate in any ongoing Indigenous (First Nations, Inuit, Métis) programs or activities? 2021/22

Grade	Positive Most of the time or all the time	Neutral Sometimes	Negative Never or Almost Never	Don't Know Don't Know
All	5%	19%	66%	9%
7	8%	23%	56%	13%
10	2%	17%	72%	8%
12	3%	16%	78%	3%

- Across all grades, the majority of students (66%) report "never" or "almost never" participating in Indigenous programs or activities. Only 5% participate "most of the time" or "all of the time," indicating a low level of engagement with Indigenous education and cultural activities across the grades.

Equity in Action Survey 2022-23

Question: Do you hear the territorial acknowledgement in your classroom, assemblies or announcements?

	Always	Sometimes	Rarely	Never
2020-2021	56%	28%	10%	3%
2021-2022	63%	26%	8%	2%
2022-2023	76%	18%	4%	2%

- Of those students who responded to the Equity Survey, 94% reported "always" (76%) or "sometimes"(18%) hearing the Territorial Acknowledgement in classrooms, assemblies or announcements.

My Education Data 2022-23

Six year completion rate

The six-year completion rate is the percentage of Grade 8 students who graduate, with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enroll in Grade 8, adjusted for migration in and out of B.C. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

School Year	All Students %	Aboriginal		Non-Aboriginal		
		Female %	Male %	All Students %	Female %	Male %
2017/18	69	75	62	82	86	78
2018/19	72	79	67	87	89	85
2019/20	72	71	74	86	87	85
2020/21	71	80	61	91	92	90
2021/22	73	69	77	93	93	93

- In 2021/22 more students completed in 6 years than in previous years. 2% more students with Indigenous ancestry graduated in 6 years as did 2% more of students without Indigenous ancestry.
- Notably, grouped together, boys with Indigenous ancestry increased their year 6 completion rate from 61% to 77% while the corresponding girls group's rate of completion declined from 80% to 69%.

Progress of Students Who Entered Grade 8 in September 2016

If we follow the progress of students Grade 8 Cohort in 2016/17, a decline in progress towards the next grade begins in Grade 10 amongst male students with Indigenous ancestry and also in Grade 10 for female students who do not have Indigenous ancestry. In Grade 11 the decline starts for female students with Indigenous ancestry.

School Year	Grade	Aboriginal			Non-Aboriginal		
		All %	Female%	Male%	All%	Female%	Male%
2016/17	8	100	100	100	100	100	100
2017/18	9	100	100	100	100	100	100
2018/19	10	99	100	99	100	99	100
2019/20	11	95	95	95	100	99	100
2020/21	12	94	92	95	100	99	100
2021/22	Completion	75	70	79	93	93	93

- The results are an improvement on the progress of students who started Grade 8 in 2016 which were reported last year.
- In 2021/22, 75% of students with an Indigenous background completed their studies, in comparison to 71% in 2020-21.
- In 2021/22, there was a 93% completion of students without an Indigenous background compared with 91% completion in 2020-21. (*How Are We Doing Report*, p. 37).

Engagement Objective 3 - Develop, expand and implement respectful, effective, clear and transparent communications

The district continues to make progress to develop, expand and implement respectful, effective, clear and transparent communications – see the [Annual Report](#) for details of work undertaken in the 2022-23 school year. In addition to communications and engagement work noted in the Annual Report, the [NA'TSA'MAHT Agreement Report \(June 2023\)](#) highlights some of the engagement work undertaken by the NA'TSA'MAHT Indigenous Education department which included a number of community gatherings bringing 400 students and community members together.

Engagement Objective 4 - Continue to develop, expand and implement a culture of wellness

Student Learning Survey 2021-2

Question: At school I am learning how to care for my mental health.

School Year	Grade	Positive	Neutral	Negative	Don't Know
		Many Times or All of the time	Sometimes	At no time or few times	Don't Know
2018/19	7	42	23	27	8
	10	23	24	45	7
	12	34	26	36	3
2019/20	7	43	23	26	8
	10	30	25	41	5
	12	20	25	50	5
2020/21	7	33	23	33	12
	10	24	22	46	8
	12	21	23	51	5
2021/22	7*	43	23	25	8
	10	25	22	50	3
	12	18	25	56	2

- There is a noticeable decline in positive responses as students progress from Grade 7 to Grade 12. While 42-43% of Grade 7 students report learning about mental health "many times" or "all of the time," this drops to 18-21% by Grade 12 in the most recent years.
- This suggests that older students may feel less supported in mental health education, which could be a critical issue given the increasing mental health challenges often faced by adolescents.
- Negative responses, indicating that students in Grade 10 and 12, feel they are learning about mental health "at no time" or "few times," have increased over the years, reaching 50% for Grade 10 and 56% for Grade 12 in 2021/22.
- This is a concerning trend and suggests that mental health needs a greater focus to meet the needs of older students, who are closer to leaving school.

Parent Student Learning Survey 2022-3 (interim report)

	Yes Response		
	Year	Count	Percent
Is your child learning emotional self-regulation (how to express emotion, and deal with emotional problems through self-regulation, empathy, and compassion)?	2021-2022	169	61%
	2022-2023	190	55%
Is your child learning how to care for their mental health (anxiety or stress management, conflict management, or relationships skills)?	2021-2022	126	46%
	2022-2023	149	44%
Is your child learning how to care for their physical health (for example, getting access to healthy food, adequate exercise and sleep)?	2021-2022	176	65%
	2022-2023	238	71%

- The majority of parents who responded to the SLS Parent Survey in 2022-23 believed that their child was learning emotional self regulation (55%) and to care for their physical health (71%). Some parents (44%) agreed that their child was learning how to care for their mental health.
- NOTE: The numbers of students and parents undertaking SLS Surveys is very low and it is not clear what the results would be if all of the students and parents in the district undertook their respective survey.

Growth Objective 1 - Strengthen organizational practices to ensure equity, diversity and inclusion

The district continues to make progress to strengthen organizational practices to ensure equity, diversity and inclusion – see the [Annual Report](#) for details of work undertaken in the 2022-23 school year.

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

The district continues to build and maintain spaces and resources that support our creative and critical learning and our culture of belonging - see the [Annual Report](#) for details of work undertaken in the 2022-23 school year.

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

Student Learning Survey 2021-2

Question - My school provides enough materials and technology for my learning (for example, things for wood working, metal working, art work, music, computer technology) .

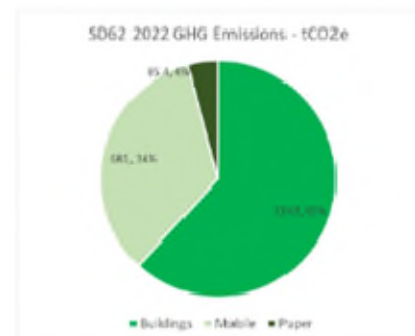
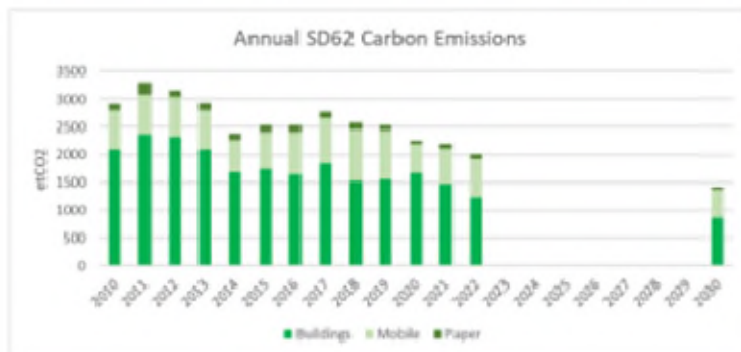
School Year	Grade	Positive	Neutral	Negative	Don't Know
		All of the time or Most of the time	Neither agree nor disagree	Strongly disagree/Disagree	Don't Know
2018/19	10	72%	15%	7%	6%
	12	71%	16%	9%	4%
2019/20	10	78%	10%	8%	3%
	12	71%	15%	9%	5%
2020/21	10	79%	11%	4%	6%
	12	81%	10%	5%	3%
2021/22	10	75%	17%	5%	2%
	12	81%	12%	7%	0%

- The majority of students agree that they have enough materials.
 - For Grade 10, the positive responses increased from 72% in 2018/19 to 79% in 2020/21, then slightly decreased to 75% in 2021/22.
 - For Grade 12, the positive responses remained fairly stable, ranging from 71% to 81%.

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

Evidence of progress in this section is drawn from the Climate Change Accountability Report

SD62 emitted 2,008 tCO2e in 2022, across buildings, mobile (fleet), and paper consumption. Figure 1 shows the breakdown per type for the 2022 year. Of this consumption, 359 tCO2e is exempt under the Carbon Neutral Government guidelines. To achieve carbon neutrality, SD62 paid \$41,213 + GST to offset the remaining 1,649 tCO2e of carbon for 2022.



The chart shows SD62's historic annual Green House Gas (GHG) emission trends including the 2030 climate action goal. Overall reductions for 2022 with respect to the 2010 baseline are 31%. This reduction spans the categories by 41%, 3%, and 19% for buildings, mobile (fleet), and paper respectively. The illustration shows that despite the increase in student population and facilities, SD62 continues to reduce their carbon footprint.

District Successes/Points of Pride Summary

Relationships & Engagement: Culture, Language & Connections

The 6 Na'tsa'maht Indigenous Education community dinners brought together Indigenous communities in ways never seen before. Each community was celebrated: T'Souke, Sc'ianew, Pacheedaht, Urban Indigenous and Métis, using a distinctions based approach that contributed to stronger relationships, sense of belonging in the district and reciprocity.

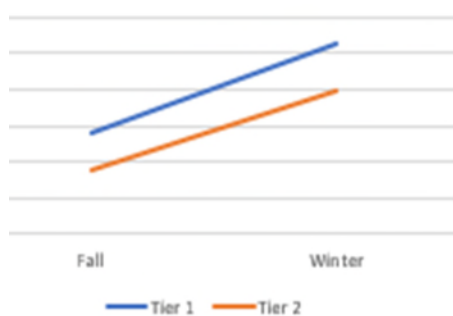
Camp Thunderbird – Tri-District Grade 12 event brought together students, staff, elders and community to recognize the powerful relationships between the Coast Salish Nations and communities on the South Island and to foster an emerging and collaborative relationship between the three South Island districts (61,62,63) and the Nations that we partner with and serve. Everyone was welcomed by the T'Souke Nation to their traditional unceded territory where students, staff and elders were led through various land-based activities and learning opportunities to inspire and celebrate the educational journey and success of our youth and collaborative partnerships over the past school year.

In response to the data that illustrates more targeted support is needed for Indigenous learners (specifically on-reserve learners), the NA'TSA'MAHT team has created a new Position of Special Responsibility. This position is part of the NA'TSA'MAHT Team and will provide support Indigenous learners and families who have been identified through a referral process. The position is intended to fill a gap between the NA'TSA'MAHT Staff, School-based teams, District teams and community-based supports. The teacher will work with students and families of Indigenous ancestry with a focus/priority on First Nation on-reserve learners who are not yet fully engaged with their schools.

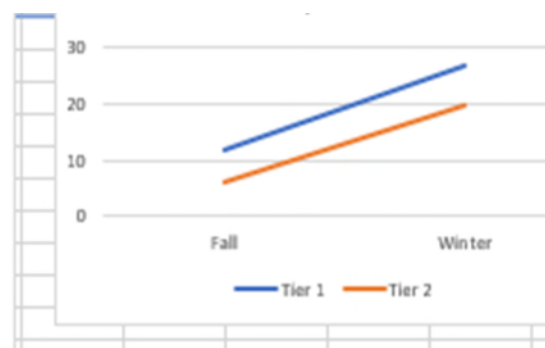
Literacy: Data to Demonstrate Efficacy of Literacy Intervention and Supports

Illustrative in elementary school A, students who received intervention made the same or comparable growth to their age-based peers.

Grade 1 Phonemes Segment Fluency



Gr 1 Letter Sounds



Demonstrate students receiving intervention are making gains on par with classmates (median).

With the removal of the few students who were 'non-responders' from the data, grade one students reached parity with their classmates and 'closed the gap' with their literacy skills.

Grade 1 Phonemes Segment Fluency



Gr 1 Letter Sounds



With non-responders removed from the data, the gap is closed.

Numeracy:

Teachers who participated in “Building Thinking Classrooms” professional discussions reported anecdotal increases in student engagement, collaboration, critical thinking and real-world -problem solving. In Elementary School B, a few classrooms have moved away from the traditional ‘I do – We do - You do’ structure of math lessons. Learning structures now involve random student groupings, thinking tasks, vertical mounted whiteboards for constructivist thinking and student collaborative synergistic learning.

In Secondary, math educators for each secondary school gathered as a collaborative learning community to explore proficiency at grade 9 in light of the new Reporting Policy’s requirement to switch from letter grades to Proficiency Scale. This evolved into an exploration of assessment, instructional strategies and approaches and grew in numbers as enthusiasm spread. Teachers’ experienced paradigm shifts from a content to a competency approach throughout their teaching in the senior grades. Given that the Graduation Numeracy Assessment is competency based, we expect that this shift in pedagogical approaches will result in increased numbers of students who are ‘Proficient or Extending’ on the assessment.

Grade to Grade Transitions: Actions & Achievement in Support of Dignity, Purpose and Options

Pathways to Graduation: The intent of the framework is that through safe and focused conversations we will have a clearer understanding of who is on their pathway to graduation and who may require additional care. Envisioning a grandparent in the space ensures we enter each circle conversation with a good heart and mind remembering that families entrust their children with us each day with hopes that they will be both successful and happy at school.

SD62 began the *Pathways to Graduation Circle* framework in the 2022/23 year to honour the efforts towards reaching the goals of the NA’TSA’MAHT Enhancement Agreement. Between November and May, we plan to visit each Elementary School once and all Middle and Secondary Schools twice. In successive years, there will be bi-annual visits to all schools.

Students Feel Welcome, Safe, and Connected: Actions & Achievement in Support of Dignity, Purpose and Options

We were very fortunate to receive a large (120K) grant from Health Canada’s Substance Use and Addictions Program to support release time for teachers to explore and implement more of the new PHE competencies related to Healthy Relationships, particularly through the lens of substance use. Our goal with the project is that by having opportunities to discuss concerns and questions related to this topic, it will increase the confidence and comfort level of all adults in our system to have these valuable conversations with students on a daily basis, which in turn, will create an environment of safety and belonging.

In addition, we continued with staff development training using the EASE program, increasing everyone's understanding of how to work with managing anxiety. We offered .4 release time to take the EASE program to any interested teacher. Our Social Emotional Learning (SEL) coach continued to work in elementary schools supporting classrooms to implement SEL lessons, routines and strategies.

Alternate: Westshore Secondary School Colwood & Sooke campuses:

- The 2nd year for Take a Hike program (Colwood campus); establishing “Shared Practices” with all TaH programs (13 in B.C.)
- The 2nd year for our Individual Learning Program (ILP) using Brightspace as a learning platform (both campuses)
- A focus on establishing a platform for tracking additional services and supports

- SD62 Alternate staff will attend the annual BC Alternate Education Conference
- A renewal of our Inclusion Support Team philosophy and structure
- Hosted our Commencement Ceremony for Graduates at Royal Roads University
- Continued success of our Elder in Residence program with Elder Earl Claxton

- A focus in community and learning on the land/water
- Continued partnership with Colwood Elementary
- Feeding Futures program is very successful
- Monthly student feasts anchored to special events

SD62 Career Education:

- Initiated 1.0 FTE K-8 District Career Ed lead supporting Career & ADST curriculum
- Added Auto Trades Awareness, Skills & Knowledge (TASK) to Belmont Secondary School (BSS) for the 23/24 school year
- A focus on Dual Credit Academic offerings and consistent processes for Secondary students
- Onboarded a new Secondary District Career Ed lead
- Standardized WEX processes and shifted to District centered claiming cycles
- Youth Work in Trades (WRK) staffing increased to 1.0 to support student growth in WRK courses

- District Lead for myBlueprint as great resource for all students & teachers in grades 6-12
- Program development for Westshore Secondary Building opening in September 2024

SD62 Online & SD62 Continuing Education

- Middle School Blended program doubled in enrolment in 22/23 adding a cohort to the Milne's Landing
- Continue to offer Middle School Blended programs in 23/24
- Inaugural year for SD62 Online creating “hubs” at Belmont Secondary, Edward Milne Community School, and Royal Bay Secondary School for the 23/24 year
- Inaugural year for SD62 Continuing Education with a vision for opening school based face to face and blended opportunities for the 23/24 school year
- Full credit Summer Learning student enrolment continues to increase again in the summer of 2023 – 241 students with a success/completion rate of 97.5%

Program development for Westshore Post-Secondary Building opening in September 2024

Students will Graduate: Actions & Achievement in Support of Dignity, Purpose and Options

Alternate – Westshore Secondary School Colwood & Sooke campuses:

- Opened the new year with a new name and logo - Home of the Stkaye - incredible pride for staff and students
Inaugural year for Take a Hike program (Colwood campus) – 3 graduates
- Approximately 40 graduates between the Colwood & Sooke campuses
- Inaugural year for our Individual Learning Program (ILP) using Brightspace as a learning platform (both campuses)
- Inaugural year in hosting our Commencement at RRU
- Improved success of students and their attendance supported by the “Quinta” model of scheduling

Life and Career Core Competencies: Actions & Achievement in support of Dignity, Purpose and Options

SD62 Career Education:

- Honoured 26 WRK students from our district at our 1st annual WRK awards
- Successfully expanded TASK programs to include Auto TASK at Belmont (September 2023)
- Shifted our WEX district approach from school based to centralized district approach using CE to capture claims throughout the school year for 23/24
- Hosted a Career Ed Audit Compliance workshop supported by the ministry (May 2023)
- Successful Jr. and Sr. Skills Canada competitions
- Rebranded our department from Careers & Transitions to SD62 Career Education - Employment, Post-Secondary, Skilled Trades
- Solidified our ongoing partnership with SIP, Skilled Trades BC, and the Ministry team
- Continued success with our Dual Credit cohort models at both BSS and RBSS
- Focused on ‘Make Do’ Kits, ADST Carts, Jr. Skills Canada School wide events, Find Your Fit at Journey
- Hosted Ignite sessions in partnership with Camosun College
- Youth Work in Trades (WRK) staffing increased to 1.0 to support student growth in WRK courses
- Initiated 1.0 FTE K-8 District Career Ed lead supporting Career & ADST curriculum
- A focus on Dual Credit Academic offerings and consistent processes for Secondary students
- Onboarded a new Secondary District Career Ed lead
- District Lead for myBlueprint as great resource for all students & teachers in grades 6-12
- Program development for Westshore Secondary Building opening in September 2024

Conclusion:

SD62’s Framework for Enhancing Student Learning report continues to evolve with it’s depth of information and evidence documenting the planning, strategies & actions undertaken in our district to improve the life outcomes of students and foster the growth and development of educated and wholly capable citizens, the foundation of our community.

Further evidence and detailed analysis of the work we do in SD62 in support of student learning and community building can be found in the District reports and plans listed below:

[Sooke Schools SD62 Strategic Plan 2021-2025](#)

[Sooke School District Annual Report to the Board of Education 2022-23](#)

[NA'TSA'MAHT ENHANCEMENT AGREEMENT 2022-2027](#)

[NA'TSA'MAHT ENHANCEMENT AGREEMENT ĆENĚEKI MOON YEAR-END Final Report 2023](#)

Board Info Note

Board Meeting

September 26, 2023

Agenda Item: 10.3 – Board Work Plan

Background:

- Annually, the Board reviews and sets its work plan for the school year.
- Additionally, it must set its calendar of Board and Standing Committee Meetings.
- The majority of items on the list denote the regular flow of the year with key milestones and undertakings of the Board noted.

Current Context:

- With the election of a new Board of Education in October, 2022 the work plan undertaken for the balance of the 2022-2023 year was established by the previous Board.
- The current Board determined it necessary to ensure that the 2023-2024 work plan was reflective of their desires, vision and working style.
- To support this desire, a draft work plan was developed and further clarified through a trustee survey to determine specific working styles, key events, engagements and areas of Board interest.
- Feedback from trustees provided direction for:
 - Board planning sessions;
 - Professional learning focus for the Board;
 - Mechanisms for student voice and input; and
 - Engagement processes and opportunities.
- As a result of the feedback from trustees a revised work plan has been developed in two formats, 1) a list of key events by month, and 2) a calendar view that shows a monthly view of the committee and agenda setting processes, a yearly view that shows four Board actions (approval, review, completion, and engagement, and a multi-year view that shows upcoming milestones for long-range planning.
- It should be noted that the work plan will be adjusted as the school year unfolds and emergent issues come forward.
- Finally, a calendar of Board and Standing Committee Meetings dates has been developed to align with school and statutory holidays. In some months (denoted by an asterisk on the Board and Committee Meetings 2023-2024 page), the regular timing of meetings is interrupted due to school breaks.

For Recommendation:

- Draft motion:
 - “That the Board of Education for School District #62 (Sooke) adopt the Board and Committee Meeting schedule and Board of Education Work Plan as presented”.

Submitted with Respect,

Scott Stinson,
Superintendent/CEO

Board and Committee Meetings 2023-2024

Board Meetings (fourth Tuesday of each month)

*Denotes date other than fourth Tuesday

- August 29, 2023
- September 26, 2023
- October 24, 2023
- November 28, 2023
- December 19, 2023*
- January 30, 2024*
- February 27, 2024
- March 12, 2024*
- April 30, 2024*
- May 28, 2024
- June 25, 2024

Standing Committee Meetings

Education-Policy Committee (First Tuesday of each month) *Denotes date other than first Tuesday	Resources Committee (Second Tuesday of each month) *Denotes date other than second Tuesday	Audit Committee *To Be Confirmed
<ul style="list-style-type: none"> • September 12, 2023* • October 3, 2023 • November 7, 2023 • December 7, 2023 • January 9, 2024* • February 6, 2024 • March 5, 2024 • April 9, 2024* • May 7, 2024 • June 4, 2024 	<ul style="list-style-type: none"> • September 19, 2023* • October 19, 2023 • November 14, 2023 • December 12, 2023 • January 16, 2024* • February 13, 2024 • March 6, 2024* • April 16, 2024* • May 14, 2024 • June 11, 2024 	<ul style="list-style-type: none"> • September 20, 2023 • January 17, 2024* • April 22, 2024* • June 17, 2024*





BOARD ANNUAL WORK PLAN

2023-2024 School Year

AUGUST/SEPTEMBER

- Review Strategic Plan Annual Report
- Join Leadership Team Luncheon
- Submit Executive Compensation Disclosure to Public Sector Employers' Council
- Review the audit committee report and approve the audited financial statements
- Approve Annual Board Work Plan - including schedule of Board/committee meetings, partner meetings, and related functions
- Receive summer Capital work report
- Welcome Back Message - from the Chair on behalf of the Board (first day of school)

OCTOBER

- Recognize World Teachers' Day (Oct. 5)
- VISTA – Nanaimo (Oct. 13-14)
- Board Learning Session (Oct. 17)
- BCSTA Provincial Council meeting (Oct 20) – Board represented by BCSTA representative
- Board/MLA Meeting (Oct. 24 TBC)
- Host student event (Oct. 27)
- Review enrolment report and school organizations
- Digital Solutions report

NOVEMBER

- Strategic Plan Q1 Report
- Receive report on District enrolment
- Receive and review Fiscal monitoring report (financial forecast)
- Represent Board at BCPSEA Symposium (Nov. 2 and 3)
- Board Planning Session (Nov. 10) – DEI learning session
- BCSTA Trustee Academy (Nov. 23-25)
- Municipal Partner Meetings – Board/Council (Dates TBD)

DECEMBER

- Elect Chair, Vice-Chair, BCSTA rep and BCPSEA rep (Dec. 19)
 - Make Trustee appointments to committees and community liaison groups
- Participate in SBO Winter Luncheon (Chili Cook-off) (Dec. 22)
- Circulation of Draft Plan Budget Process for input by stakeholders
- Attend school holiday functions and send cards on behalf of the BoE
- Receive information on Budget recalculation
- Receive Superintendent Growth Plan (transition planning)
- Municipal Partner Meetings – Board/Council (Dates TBD)
- Winter Break (Dec. 25 - Jan5)

JANUARY

- Finalize budget principles and assertions, plan and timelines
- Board Planning: Rights/Stakeholder/ Partner engagement on updated Vision/Mission/Values (Jan. 23)
- Represent Board at BCPSEA AGM – Trustee BCPSEA Rep (Jan. 25-26 TBC)
- Review policy positions for submission to BCSTA AGM
- Board/Minister Meeting (TBD)

FEBRUARY

- Approve Amended Budget for current fiscal year (23/24)
- Receive and review Fiscal monitoring report (financial forecast)
- Review and adopt school fees for 24/25 school year
- Board Planning: Rights/Stakeholder/ Partner engagement on updated Vision/Mission/Values (Feb. 5)
- Stakeholder Budget Presentations (Feb. 20)
- BCSTA Provincial Council meeting (Feb. 24)
 - Provide direction through the Board's representative to BCSTA Provincial Council meeting regarding provincial policy matters.
- Receive enrolment update
- Strategic Plan Q2 Report

- Municipal Partner Meetings (Chair/CEO/S-T)

MARCH

- Nominate candidates for Premier's Award of Excellence and BCSTA Innovation Award
- Receive preliminary budget revenue information for the upcoming year's preliminary budget – Ministry of Education funding announcement
- Approve Local School Calendar
- Annual Facilities Grant (AFG) planning
- Spring Break (March 18-28)

APRIL

- Review draft budgets for the upcoming year and give first reading (if available)
- Review draft Capital Plan bylaw and give first reading
- Attend and participate in BCSTA AGM
- Municipal Partner Meetings – Board/Council (Dates TBD)
- Host student/trustee school visit (Apr. 12)
- Board Planning: Complete Strategic Plan Vision – Mission - Values (April 23)

MAY

- Approve audit terms and appoint/reappoint auditor
- Approve preliminary budget for upcoming budget year
- Approve 5-year Capital Plan for submission to BC Ministry of Education
- Strategic Plan Q3 report
- Receive and review fiscal monitoring report (financial forecast)
- Board Annual Self-Assessment
- Municipal Partner Meetings – Board/Council (Dates TBD)
- Host Retirement/Long Service Recognition Event (May 29)

JUNE

- Receive and review fiscal monitoring report (year-end estimates)
- Complete Superintendent Growth Plan Review
- Written acknowledgement of contributions by PACs and SPEAC and others as appropriate
- Attend graduations and school year-end celebrations
- Receive Na'tsa'maht Annual Report
- Approve Vision Mission Values for 2025-2029 Strategic Plan
- Review 2024-2025 District Operations Plan
- National Indigenous Peoples Day Event (June 21 @ Royal Roads University)

ONGOING

- Attend trustee development/planning sessions
- Attend school functions (as invited)
- Hear appeals as needed
- Respond to media requests regarding governance matters in consultation with the CEO
- Ratify memoranda of agreement with bargaining units
- Approve disposition/acquisition of real property (lands and buildings)
- Recognize school and community highlights
- Attend Board Liaison meetings as outlined in the Trustee calendar
- Advance Board positions through BCSTA
- Represent Board at BCSTA Branch meeting (VISTA)
- Nominate staff for awards and other recognition for their contributions
- Approve out-of-province/country student trips
- Review and approve policy changes
- Review Long-Range Facilities Plan

School District 62 (Sooke)

Board of Education 2023-24 Annual Work Plan Summary

Monthly Calendar

WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	<ul style="list-style-type: none"> - Trustee Weekly Update – “Monday Memo” 	<ul style="list-style-type: none"> - Resources Agenda & Material submission - Education Policy Committee Meeting 	<ul style="list-style-type: none"> - Resources Agenda Setting 	<ul style="list-style-type: none"> - Meeting material deadline - Planning & Priorities Committee (Chair, Vice-Chair, Supe, S-T, DS) 	<ul style="list-style-type: none"> - Resources Meeting Materials released
2	<ul style="list-style-type: none"> - Trustee Weekly Update – “Monday Memo” 	<ul style="list-style-type: none"> - Resources Committee Meeting 	<ul style="list-style-type: none"> - Ad Hoc Committees: Agenda Setting (as needed) <ul style="list-style-type: none"> - Governance Committee - Personnel Committee - SBO Renewal Committee 	<ul style="list-style-type: none"> - Meeting material Deadline - Planning & Priorities Committee 	<ul style="list-style-type: none"> - Ad Hoc Committee Meeting Materials released
3	<ul style="list-style-type: none"> - Ad Hoc Committee Meeting (as needed) - Trustee Weekly Update – “Monday Memo” 	<ul style="list-style-type: none"> - Audit Committee (Quarterly) - Board Meeting Agenda & Material submissions 	<ul style="list-style-type: none"> - Board Meeting Agenda Setting - SPEAC Meeting 	<ul style="list-style-type: none"> - Meeting material deadline - Planning & Priorities Committee 	<ul style="list-style-type: none"> - BoE Meeting Materials released
4	<ul style="list-style-type: none"> - Trustee Weekly Update – “Monday Memo” 	<ul style="list-style-type: none"> - BoE Meeting - Education-Policy Committee: Agenda item submission 	<ul style="list-style-type: none"> - Education-Policy Committee Agenda Setting 	<ul style="list-style-type: none"> - Meeting material Deadline - Planning & Priorities Committee 	<ul style="list-style-type: none"> - Education Policy Materials released

School District 62 (Sooke)

Board of Education 2023-24 Annual Work Plan Summary

Year at a Glance

Action	January	February	March	April	May	June
Approve	<ul style="list-style-type: none"> - Budget Principles & Assertions, Plan & Timelines 	<ul style="list-style-type: none"> - Amended Budget - School Fees 	<ul style="list-style-type: none"> - School Calendar - 	<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 	<ul style="list-style-type: none"> - Adopt Vision, Mission, Values for '25-'29 Strat Plan - Annual Plan Package: <ul style="list-style-type: none"> - FESL targets - Strategic plan targets - Na'tsa'maht Annual Report - Superintendent Growth Report
Review	<ul style="list-style-type: none"> - Policy positions for submission to BCSTA AGM 	<ul style="list-style-type: none"> - 2nd Quarter Reports: <ul style="list-style-type: none"> - Strategic Plan Q2 - Financial forecast - Enrolment update - Minor & Major Capital Work 	<ul style="list-style-type: none"> - Estimated Enrolment Update - Budget Instructions - Annual Facilities Grant Planning 		<ul style="list-style-type: none"> - 3rd Quarter Report Package: <ul style="list-style-type: none"> - Strategic Plan Q3 - Financial forecast 	<ul style="list-style-type: none"> - District Operations Plan for 2024-2025 - Review all Board Motions for the year - Approve Vision, Mission, Values
Complete	<ul style="list-style-type: none"> - BCSTA Policy/Motions for AGM - BCPSEA Annual General Meeting (Jan 25-26 TBC) – Trustee Rep 	<ul style="list-style-type: none"> - Partner/Liaison Mtg – MECC (Chair/ST/Supe) (Feb. 9) - Partner Budget Presentations (Feb.20) - BCSTA Provincial Council (Feb 24) - Municipal Partner Meetings (Chair, S-T & CEO) 	<ul style="list-style-type: none"> - Nominate candidates for Premier's Awards in Education. 	<ul style="list-style-type: none"> - BCSTA AGM (Apr. 27-28) - 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"> - Rights/Stakeholder/ Partner engagement on updated Vision/Mission/Values - Board/Minister Mtg (TBD) 	<ul style="list-style-type: none"> - Board Planning Session Vision, Mission, Values and Beliefs (Feb. 5) 		<ul style="list-style-type: none"> - Host Student/ Trustee school visit (Apr. 12) - Board Planning Session Complete Vision, Mission, Values and Beliefs (April 23) 	<ul style="list-style-type: none"> - Host Retirement/Long-Service Event (May 29) 	<ul style="list-style-type: none"> - Grad/Year End Ceremonies - Acknowledgement Letters to Partner Groups - National Indigenous Peoples Day (June 21)

School District 62 (Sooke)

Board of Education 2023-24 Annual Work Plan Summary

Year at a Glance

Action	July	August	September	October	November	December
Approve			<ul style="list-style-type: none"> - Annual Reports (for approval): <ul style="list-style-type: none"> - FESL - Audit Committee Report - Financial Statements - Annual BoE Work Plan & Board/Committee meetings calendar 	-		-
Review		<ul style="list-style-type: none"> - Estimated Enrolment Update - Annual District Communications Plan 	<ul style="list-style-type: none"> - Annual Reports (for review): <ul style="list-style-type: none"> - Strategic Plan - Exec Compensation Disclosure Report - District Operations Report - Enrolment report - Minor & Major Capital Summer Work 	<ul style="list-style-type: none"> - Initial enrolment & school organization report - Digital Solutions Report 	<ul style="list-style-type: none"> - Strategic Plan Quarter 1 Report Package - District enrolment report - Fiscal Monitoring Report 	<ul style="list-style-type: none"> - Annual Budget Recalculation and Draft Budget Process - Superintendent Growth/Transition Plan
Complete		<ul style="list-style-type: none"> - BoE/Executive Planning Retreat 	<ul style="list-style-type: none"> - Municipal Partner Meeting (Chair, S-T & CEO) (Sept. 6 – Sooke) 	<ul style="list-style-type: none"> - BCSTA Provincial Council (Oct. 20) 	<ul style="list-style-type: none"> - BCPSEA Symposium (Nov. 2-3) - BCSTA Academy (Nov. 23-25) 	<ul style="list-style-type: none"> - Organizational Meeting of the Board – Board Elections - BoE Committee Assignments
Engage		<ul style="list-style-type: none"> - Join Leadership Team Luncheon 	<ul style="list-style-type: none"> - Welcome back Message to the system - Chair to families on behalf of the Board (1st day of school). 	<ul style="list-style-type: none"> - Recognize World Teachers Day (Oct. 5) - VISTA (Oct 13-14) - Board Learning Session (Oct. 17) - Board/MLA Meeting (Oct. 24 TBC) - Host Student/Trustee Event (Oct. 27) 	<ul style="list-style-type: none"> - BoE Planning session (Nov. 10) - Municipal Partner Mtgs (Board/Council to be arranged) 	<ul style="list-style-type: none"> - SBO Winter Luncheon – Chili Cookoff (Dec. 22) - Attend school holiday functions - Municipal Partner Mtgs (Board/Council to be arranged)

School District 62 (Sooke)

Board of Education 2023-24 Annual Work Plan Summary

Multi-Year View

Action	2023/24	2024/25	2025/26	2026/27
Approve	<ul style="list-style-type: none"> - Capital Plan and interim space requirements - The updated VMV for the '25-'29 Strat Plan 	<ul style="list-style-type: none"> - '25-'29 Strategic Plan - Catchment Review - North Langford Elementary - Superintendent Performance Review 	<ul style="list-style-type: none"> - Catchment Review – North Langford Secondary 	<ul style="list-style-type: none"> - Catchment Review – South Colwood Elementary
Review	<ul style="list-style-type: none"> - Strategic Plan 2021-2025 – Quarterly and Annual Reports 	<ul style="list-style-type: none"> - Issue Based Reviews – TBD 	<ul style="list-style-type: none"> - Issue Based Reviews - TBD 	<ul style="list-style-type: none"> - Issue Based Reviews - TBD
Complete			<ul style="list-style-type: none"> - Open SCIANEW_STELITKE Elementary 	
Engage	<ul style="list-style-type: none"> - Municipal and provincial relationships (mayor/council and MLAs) - Strategic Plan Consultation 			

Board Information Note

Public Board Meeting Sept 26, 2023

Agenda Item 11.1: Superintendent's Update

LEARNING

School Start-Up

As with all new school years, it is a busy time for staff, families and students. As we re-establish routines and review organizational details, the regular flow of the school year gradually resumes. For SD62, we continue to face the challenges of enrollment growth and ensuring instructional spaces for students and workspaces for staff. While we believe we have the number of classrooms to accommodate all of our students for this year, staff have already turned their attention to planning for the next school year to ensure new classrooms are organized and in place prior to the start of the school year.

The Executive Team has been out visiting schools over the past few weeks; it is great to see the happy faces and feel the energy once again in our schools.

2023-2024 School Year

This will be a year of, what will hopefully be, smooth transition with changes to senior staff as Paul Block becomes the new Superintendent and Monica Braniff becomes Deputy Superintendent on January 1, 2024. We are currently in the process of recruiting a new Associate Superintendent to support the district.

With the by-election settled and Christine Lervold acclaimed as Trustee, the Board of Education is once again at full strength and ready to take on the governance work for the district. The Executive Team is excited about Christine's new role and looks forward to supporting the Board over the course of their term.

Full Credit Summer Learning for Secondary Students

This past summer, starting on July 20th and ending on August 20th, 2023, the Sooke School District offered full credit courses for secondary student's, district-wide at Belmont. We are pleased to share that student registration was at a record high with 241 students enrolled in academic courses. The courses are offered in a blended learning environment, where the course content and materials are all available online. However, daily connection time with our teachers is a key element to the success of the students. Based on our student's completion rate (97% completion), it is evident that our students are experiencing immense value and success in the summer semester and our appreciation to our

QUICK FACTS

Online Learning:

- 104 students finished their course
- 100 students passed their course
- 96% pass/completion rate

SD62 Continuing Education:

- 137 students finished their course
- 135 students passed their course
- 98.5% pass/completion rate

Summer Courses:

- English Studies 12
- Foundations & Pre-Calculus 10
- Pre-Calculus 11
- Workplace Math 11
- Pre-Calculus 12
- Law Studies 12

teaching and administrative staff who continue to offer quality service and engaging learning in our classrooms year around.

As a district, we have two options (schools) that we can use to claim student courses with the Ministry, respectful of compliance criteria and funding levels. Generally speaking, students aged 15 or less are claimed in SD62 Online; students aged 16 or older are claimed in SD62 Continuing Education because a student must be 16 to be eligible and the district receives a higher level of funding per course funding in Continuing Education vs Online Learning.

ENGAGEMENT

BC Human Rights Code and the Board's Obligations



Over the past year and specifically this past Wednesday, there has been an increase in opposition to LGBTQ2S+ rights and freedoms, which I have found to be personally disheartening.

Our job as educators and as a Board of Education, is to ensure that when students attend our schools, they feel a sense of safety, belonging, and acceptance. This is the only way that student attendance, academic achievement, and feelings of attachment and connectedness can be fostered. Ensuring that our schools support experiences of safety, dignity, and respect for ALL students is a shared responsibility for every adult in the K-12 system.

I appreciate the Board's ongoing support for the safety of our students and to create and foster environments that are free from discrimination, harassment and racism. The BC Human Rights Code is clear in terms of our obligations to protect historically marginalized groups. We continue to build our understanding of how best to do that in SD62 schools while we also build understanding and connection in our schools.

GROWTH

Enrolment

While final enrollment numbers are not confirmed until September 30, when they are submitted to the Ministry of Education and Child Care, our preliminary numbers are indicating significant growth again this year:

- The September 30, 2022, 1701 Ministry reporting form, the Full Time Equivalent (FTE) count was 12,401 Headcount and 12,251 FTE.
- The initial estimate of K-12 enrolment in February 2023 was 12670 Headcount and 12900 FTE.
- For September 2023, enrollment is likely to be over 12,811 Headcount and 12,941 FTE, showing year-to-year growth of 5.6%.

Laptop Rollout for Elementary Schools

Digital Solutions is continuing the laptop rollout program for our teachers. This fall, laptops are being refreshed for all Elementary school teachers, TTOC spares, Clerical, and PVP beginning in early October. Approximately 500 laptops will be distributed. The refresh for High schools and Middle schools was completed last year.