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 27 at 7:00 pm.**

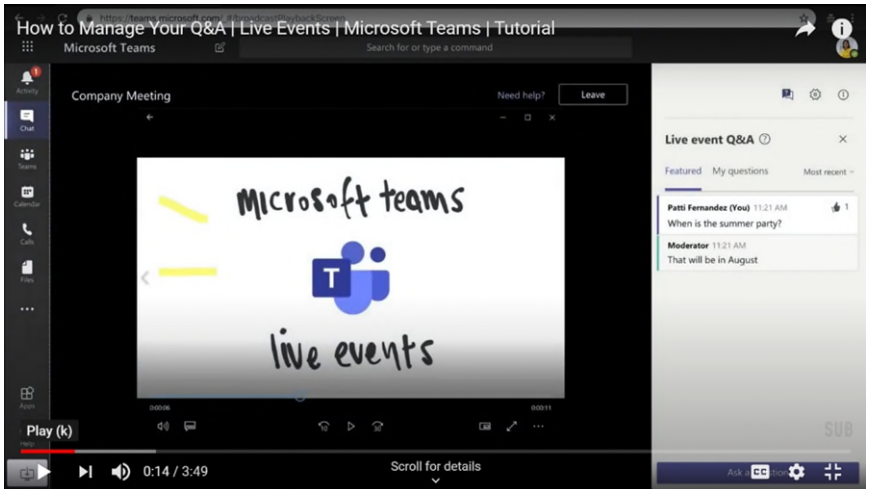
Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

Furthermore, the meeting will be livestreamed via MS teams, to encourage more public participation.
To participate in the meeting please click on this link: **Follow Link**

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

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

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



If you have questions regarding the meeting and how to access it that aren't answered in the link above please email info@sd62.bc.ca.

See link for upcoming and previous Board and Committee meetings Public Meetings | Sooke School District (sd62.bc.ca) materials.

SOOKE SCHOOLS 62
Shaping Tomorrow Today

BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
September 27, 2022 – 7:00 p.m.

A G E N D A

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: 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

2.1 Call for amendments and additional items (page 2)
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of September 27, 2022, as presented (or as amended).

3. MINUTES

3.1 Call for amendments to minutes (page 5)
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the June 28, 2022, as presented (or amended).

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Ravi Parmar
4.2 Return to School Update – Scott Stinson

5. EDUCATIONAL PRESENTATIONS

5.1 Presentation by the B.C. Chapter of the Coalition for Healthy School Food – Samantha Gambling (page 11)

6. CORRESPONDENCE & DELEGATIONS (page 33)

6.1 a. Letter from BCTF dated June 28, 2022 RE: BCTF Education Funding Brief 2023
b. Letter from Neil Orlowsky dated August 22, 2022, RE: National Strategy for Combating Antisemitism in Education
c. Letter from Minister Whiteside dated August 29, 2022 RE: Student and Family Affordability Fund

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

7. FINANCE, FACILITIES AND SERVICES

7.1 21/22 Financial Statements Approval – Harold Cull (page 54)
Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 21/22 financial statements as presented at the Audit Committee Meeting of September 20, 2022.

7.2 Resources Committee – Meeting of September 13, 2022 – Bob Beckett (page 117)
Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 23/24 Minor Capital Plan submission as presented to the Resources Committee on September 13, 2022.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of September 13, 2022.

7.3 Partnership with City of Colwood and The Village Initiative – Harold Cull (page 119)
Motion Requested: That the Board of Education of School District 62 (Sooke) approve the Agreement in Principle to partner with the City of Colwood and Village Initiative on South Colwood Elementary school project to better serve the needs of children, youth and families in our community.

8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of September 6, 2022 – Allison Watson (page 128)

Motion Requested: That the Board of Education for School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulations F-325 "Cyber Risk and Security" and that draft revisions come back to the Education Policy Committee prior to a recommendation going to the Board of Education.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of September 6, 2022.

8.2 Adoption of Policy and Regulations – Scott Stinson (page 148)
Motion Requested: Given that the required period for notice of motion period has been served, that the Board of Education of School District 62 (Sooke) adopt the revised Policy D-121 "Animals on District Property and in Classrooms".

Motion Requested: Given that the required period for notice of motion period has been served, that the Board of Education of School District 62 (Sooke) adopt the revised Policy F-204 "Naming of Schools".

Motion Requested: Given that the required period for notice of motion period has been served, that the Board of Education of School District 62 (Sooke) adopt the revised Policy F-502 "School Catchment Areas and Student Placement".

9. STUDENTS

9.1 Student and Family Affordability Fund – David Strange (page 157)
9.2 Enrolment Update – Paul Block (page 160)

10. FOUNDATIONS & GOVERNANCE

10.1 2021-2022 Strategic Plan Annual Report – Scott Stinson (page 163)

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the 2021-2022 Strategic Plan Annual Report.

10.2 2021-2022 FESL Report to the Ministry – Scott Stinson (page 255)
Motion Requested: That the Board of Education of School District 62 (Sooke)receive the 2021-2022 Framework for Enhancing Student Learning Report and submit it to the Ministry of Education.

10.3 2022-2023 Board Work Plan Outline – Ravi Parmar (page 271)
Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 2022-2023 Board of Education Work Plan as presented at the September 27, 2022 Public Board Meeting.

10.4 2022-2023 Strategic Plan Year 2 Operational Plan – Scott Stinson (page 273)

11. ADMINISTRATION

11.1 Superintendent's Report – Scott Stinson (page 276)

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
LIVE MS Teams Event
June 28, 2022 – 7:00 p.m.

TRUSTEES: Ravi Parmar, Board Chair
Wendy Hobbs
Margot Swinburnson
Dianna Seaton
Bob Phillips

STAFF: Scott Stinson, Superintendent
Harold Cull, Secretary-Treasurer
Paul Block, Associate Superintendent
Stephanie Hedley-Smith, Associate Superintendent
David Strange, Associate Superintendent
Dan Haley, Executive Director, HR
Farzaan Nusserwanji, Executive Director, IT
Steve Tonnesen, Manager IT Operations

REGRETS: Bob Beckett, Vice Chair
Allison Watson

SECRETARY: Kristina Ross

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1. CALL TO ORDER

The meeting was called to order at 7:00 p.m. by the Board Chair. Ravi Parmar acknowledged the traditional territories of the First Nations. The Board Chair took a moment to reflect on the incident in Saanich involving a response by our local policing community to a bank robbery, and wished the injured police officers and their families all the best.

2. AGENDA

2.1 Call for amendments and additional items

88. MOVED Bob Phillips/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) adopt the agenda of June 28, 2022 as presented.
CARRIED

3. MINUTES

3.1 Call for amendments to minutes

89. MOVED Dianna Seaton/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) adopt the minutes of

the May 24, 2022 meeting as presented.
CARRIED

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Ravi Parmar

The Board Chair acknowledged the announcement from Premier Horgan that he plans to step down as Premier of B.C. and MLA Langford-Juan de Fuca. He thanked him for his service and leadership in the community. Further, he acknowledged the retirement of Dan Haley, Executive Director of Human Resources, and Stephanie Hedley-Smith, Associate Superintendent and thanked them for their years of service and commitment to public education.
The Board Chair recognized the partner groups; STA, CUPE, SPEAC, and SPVP, and our staff, students, and families of SD 62.

5. EDUCATIONAL PRESENTATIONS

5.1 Student Trip to Peru– March 18-26, 2023 – Belmont Secondary School – Reisha Williams/Laura Fulton

Reisha Williams provided an overview of the Student Trip to Peru to the Board of Education.

90. MOVED Wendy Hobbs/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) approve the Belmont Secondary School trip to Peru from March 18-26, 2023, subject to the oversight and direction of the Superintendent's office.
CARRIED

5.2 The Na'tsa'maht Enhancement Agreement – Paul Block

Paul Block introduced Bryan Johnson who provided an overview of the draft Na'tsa'maht Enhancement Agreement for the Board of Education.

91. MOVED Dianna Seaton/Bob Phillips
That the Board of Education of School District 62 (Sooke) accept and endorse the Na'tsa'maht Enhancement Agreement 2022-2027 as presented and in preparation for the official signing ceremony on September 27, 2022.
CARRIED

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence:

a. Email from MLA Karin Kirkpatrick, dated June 8, 2022 RE: Delay of Provincial Capital Funding for Local Partners.

92. MOVED Dianna Seaton/Wendy Hobbs
That the Board of Education for School District No. 62 (Sooke) direct the Board chair to write a letter in response to MLA Karin Kirkpatrick and provide them with the information requested and insights on the Sooke School District's capital ask.
CARRIED

b. Letter from The Village Initiative, dated June 3, 2022, RE: Capital Partnership.

93. MOVED Dianna Seaton/Margot Swinburnson
That the Board of education for School District 62 (Sooke) direct the Secretary-Treasurer to work with the Village Initiative to establish a strategic partnership as requested.
CARRIED

c. Letter from the Coalition for Healthy School Food of BC dated June 20, 2022 RE: Requesting School District 62's Endorsement of a Universal School Food Program.

94. MOVED Bob Phillips/Wendy Hobbs
That the Board of Education for School District 62 (Sooke) invite the BC Chapter of the Coalition for Healthy School Food to participate as a delegation a future public board meeting.
CARRIED

95. MOVED Margot Swinburnson/Bob Phillips
The Board of Education for School District 62 (Sooke) endorse the efforts of the Coalition for Healthy School Food to advocate for a universal, cost-shared healthy school food program by writing a letter to the appropriate ministers at the provincial and federal levels.
CARRIED

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

Jennifer Anderson provided a summary on school year 2021/22. It included concerns around staffing shortages, the high rate of retirement/early retirement among members, teacher burnout, and staff accessing short/long term sick leave.

CUPE – Amber Leonard

Amber Leonard discussed the District involvement in the Victoria Pride Festival 2022, and thanked those who supported our 2SLGBTQIA+ community at SD 62. She acknowledged the hard work of CUPE members this last year, and confirmed her support of a universal school food program. Further, she provided an update to the upcoming bargaining sessions, and spoke regarding CUPE's willingness to collaborate with District partners on any issue.

PVP – Jane Sinclair

Jane Sinclair provided an update to the Board of Education on the year-end school events around the District. In addition, she noted that Jim Lamond and Tess Vally have completed their term as Co-Presidents of the SPVP and that Kendra Laidlaw and Mark Johnson were now in those roles. She thanked the leadership team for their commitment and support during another difficult year.

SPEAC – Melissa Da Silva

No delegation.

Canadian Parents for French

No delegation.

7. FINANCE, FACILITIES AND SERVICES

7.1 Report on the Resources Committee – Meeting held on June 14, 2022

Trustee Parmar provided the Board of Education with an overview of the Resources Committee Meeting.

96. MOVED Ravi Parmar/Dianna Seaton
That the Board of Education of School District 62 (Sooke) approve the 23/24 Major Capital Plan submission as presented to the Resources Committee on June 14, 2022.
CARRIED

97. MOVED Ravi Parmar/Bob Phillips
That the Board of Education of School District 62 (Sooke) approve the 23/24 Building Envelope

Program submission as presented to the Resources Committee on June 14, 2022.
CARRIED

98. MOVED Ravi Parmar/Bob Phillips
That the Board of Education of School District 62 (Sooke) develop a Business Continuity Plan (BCP) Policy and Regulation in the fall of 2022 to ensure that the BCP is maintained and updated on an annual basis. Furthermore, that it be reviewed every 3 years.
CARRIED

99. MOVED Ravi Parmar/Bob Phillips
That the Board of Education of School District 62 (Sooke) approve the design guiding principles, reflective of the voices of our students, partners, Indigenous nations, and community for capital projects, as presented to the Resources Committee on June 14, 2022. Furthermore, that it be reviewed every 3 years.
CARRIED

100. MOVED Ravi Parmar/Bob Phillips
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of June 14, 2022.
CARRIED

7.2 Equine Academy Fees – David Strange
David Strange provided an overview of the increase in fees for the Equine Academy Program.

101. MOVED Margot Swinburnson/Bob Phillips
That the Board of Education approve an amendment to the 2022/23 Equine Academy fees from $1,459 to $1,890. Additionally, that the Board of Education instruct the District Principal of Academies to begin working with families in regards to this change in fee, and to refund any fees currently paid to families who choose to opt out of the 2022/23 program.
CARRIED

8. EDUCATION PROGRAM

8.1 Report on the Education-Policy Committee – Meeting held on June 7, 2022
Trustee Swinburnson provided the Board of Education with an overview of the Education-Policy Committee Meeting.

102. MOVED Margot Swinburnson/Dianna Seaton
That the Board of Education for School District 62 (Sooke) give Notice of Motion to draft revised Policy F-204 “Naming of Schools”.
CARRIED

103. MOVED Margot Swinburnson/Wendy Hobbs
That the Board of Education for School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations D-121 “Animals on District Property and in Classrooms”.
CARRIED

104. MOVED Margot Swinburnson/Dianna Seaton
That the Board of Education for School District 62 (Sooke) give Notice of Motion to draft revised

Policy and Regulations F-502 “School Catchment Areas & Student Placement”.
CARRIED

105. MOVED Margot Swinburnson/Wendy Hobbs
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee meeting of June 7, 2022.
CARRIED

8.2 Adoption of Policy and Regulation – F-501 - Emergency Preparedness – Scott Stinson

106. MOVED Margot Swinburnson/Dianna Seaton
Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT the draft revised Policy and Regulations F-501 “Emergency Preparedness”.
CARRIED

8.3 Westshore Campus Renaming – Paul Block
Paul Block introduced Jim Lamond who provided an overview of the renaming process for the Westshore campus.

107. MOVED Wendy Hobbs/Dianna Seaton
That the Board of Education of School District 62 (Sooke) move to change the school name from Byte Alternative School to Westshore Secondary School, effective June ~~1~~ 28, 2022. For internal purposes, the school district will identify the regional campuses as Westshore Secondary - Colwood Campus & Sooke Campus.
CARRIED

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

10.1 Board Work Plan 90 Day Outlook – Ravi Parmar
The Board Chair provided a review of the next 90-day work plan.

11. ADMINISTRATION

11.1 Superintendent’s Report – Scott Stinson
Scott Stinson provided the Board of Education an update on Learning, Engagement and Growth within the District. The Superintendent acknowledged the long service members in the District and provided his congratulations to those members who are retiring. Lastly, he spoke of graduating students in the district who had received scholarships and bursaries from a variety of sources such as the Ministry of Education, businesses and private family/community members. Of note, students in the District received over $500,000 in scholarships, which is a significant achievement for the school community.

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. All media questions can be directed to the Manager, Strategic Communications for follow-up and response.

16. ADJOURNMENT

The meeting was adjourned at 9:30 p.m.

Certified Correct:

_____	_____
Chairperson of the Board	Secretary-Treasurer

Sept 27, 2022

Samantha Gambling, BC Chapter Coordinator
BC-CHSF is administered by the Public Health Association of BC

Agenda

- The issues
- A solution: School food
- The Coalition for Healthy School Food
- School food programs in BC
- Advocacy updates

BC data

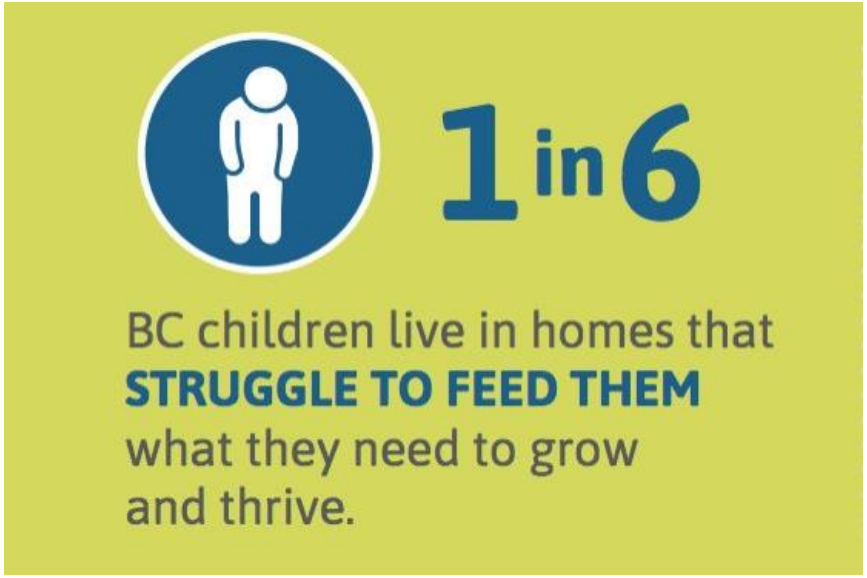


Image: BC Food Security Gateway

- 10% of Gr.6-12 children in BC eat the recommended daily servings of fruit and vegetables
- Less than 4/10 students eat three meals a day on school days

CANADA'S RANK ON THE INDEX OF CHILD AND YOUTH WELL-BEING AND SUSTAINABILITY

	Global Goal 3: Ensure healthy lives and promote well-being	29
	Global Goal 1: End poverty in all its forms everywhere	32
	Global Goal 2: End hunger, achieve food security and improved nutrition	37
	Global Goal 16: Promote peaceful and inclusive societies	37

The issues

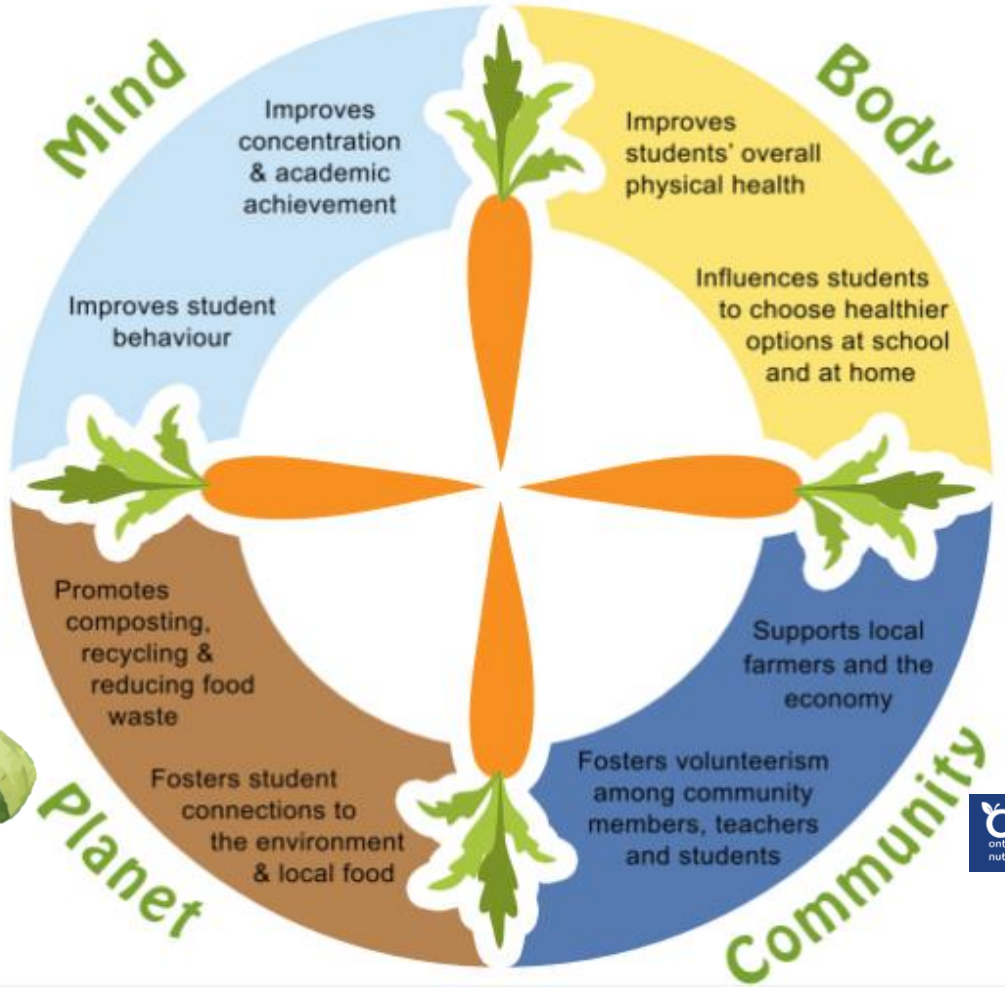
Food Insecurity

Low Food Literacy Rates

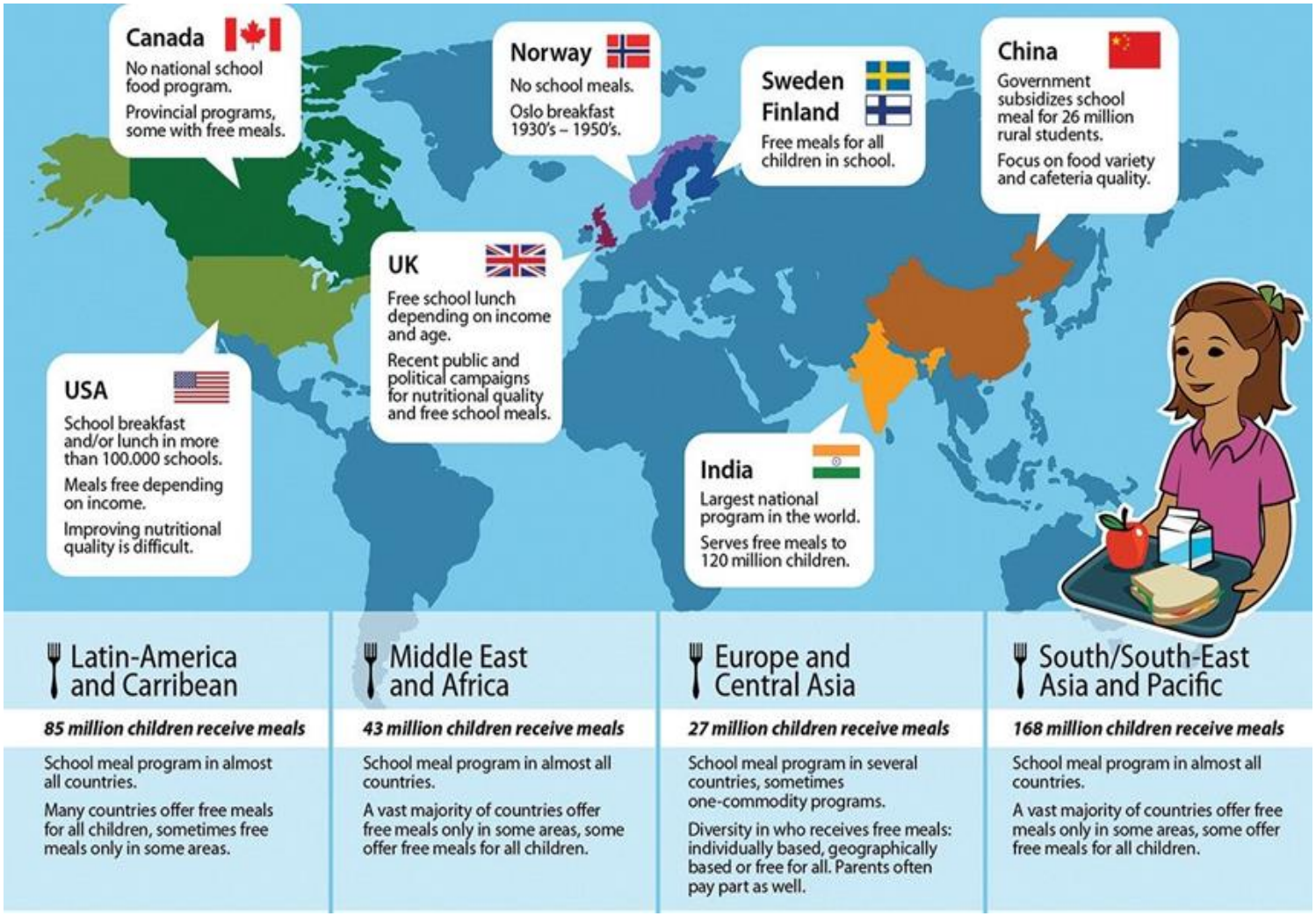
Children and youth consume **insufficient** and **unhealthy** diets, impacting:

- Physical health
- Mental health
- Academic performance

Good food in schools can nourish:



School food around the world



School Food Programs in Canada

- No national school food policy or funding
- A patchwork of provincially and independently funded and organized school food programs

Photo: Salad bar in Horsefly BC, via Farm to Cafeteria Canada

Photo: New Westminster School District's Fuel Up! Lunch program

Photo: Kindiebuddies, via Shuswap Food Action

The Coalition for Healthy School Food

- 200+ non-profit members in every province & territory
- 90+ endorser organizations (e.g. school districts, municipalities, unions, health boards)
- Seeking public investment in a cost-shared **Universal Healthy School Food Program**

OUR VISION IS A CANADA IN WHICH EVERY SCHOOL-AGED CHILD AND YOUTH HAS A HEALTHY MEAL OR SNACK AT SCHOOL EVERY DAY.

The Coalition for Healthy School Food is a network of over 180 non-profit member organizations calling on the federal government to make a cost-shared investment in a healthy, universal school food program, which would build on the investments of our provinces, municipalities and communities.

#NOURISHKIDSNOW

Students at Natoaganeg (Eel Ground) First Nation School (NB), eat healthy food at school. Our Coalition is working for a healthy meal for every child every day. Photo credit: OCIC/Allan Lissner in partnership with Eel Ground First Nation and Canadian Feed The Children

National movement, regional actors

Guiding Principles

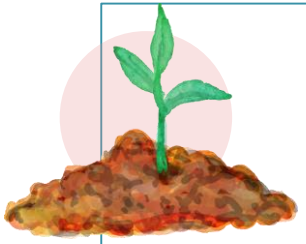
1) Health Promoting
2) Universal
3) Cost-Shared
4) Flexible and Respectful
5) Committed to Indigenous control
6) Connected
7) Comprehensive
8) Guided by National Principles

Jayde Davidson mixing berries at SNES

Haida Gwaii: Local Food to School Program

Vancouver: LunchLAB

Federal advocacy



2022

- Budget 2022 reiterated commitment to create a National School Food Policy
- Encouraging conversations with government
- Canada signed the Global School Meals declaration

2021

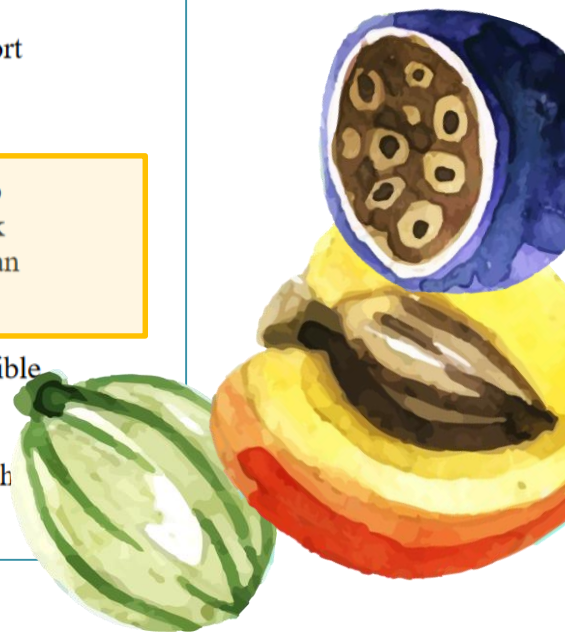
- 2021 election saw multipartisan support, including commitment of $1B over 5 years in Liberal Party Platform.
- School Food included in Mandate Letters of Ministers of Agriculture and MCFD

2019

Budget 2019 announced the Government's intention to work with provinces and territories towards the creation of a National School Food Program

Provincial advocacy

- Continue to invest in new and modernized schools, including focusing on meeting seismic requirements and climate change and energy efficiency standards as set out in our CleanBC plan.
- With support from the Minister of Indigenous Relations and Reconciliation, lead work to put more Indigenous languages into B.C.'s curriculum.
- Build on investments into mental health supports for students and staff to better support children and youth with special needs and their families, so everyone involved in our kids' learning gets the help they need.
- To help make sure students are properly fed for learning, work with school districts to create more local school meal programs based on district data and priorities, and work with the Minister of Agriculture, Food and Fisheries to integrate Feed BC into this plan so that districts can include locally grown food.
- Continue to take the pressure off parents to fundraise while giving students safe, accessible playgrounds by expanding our government's Playground Fund to more schools.
- Deliver targeted investments to help make sure students have the classroom supplies th need to succeed, so parents and teachers don't have to pay the full cost out-of-pocket.



Current work: BC Chapter

- Advocacy to provincial and federal governments
- Member engagement and outreach
  - BC Chapter network gathering on November 9 at RBSS
- Supporting school food research

THE COALITION FOR HEALTHY SCHOOL FOOD BC

How can SD62 support this work?

1. School board support

1. Invest resources for school food infrastructure, staffing, food procurement, professional development, and other needs

2. Develop district-wide policies and frameworks that support healthy, universal school food programs

3. Support schools and teachers in hands-on teaching and learning activities that promote food literacy and healthy eating

4. Advocate for public funding from provincial and federal governments.

2. Individual support

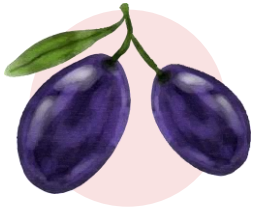
- Subscribe for updates
- Write to your MP and MLAs
- Engage in BC Chapter discussions
- Share research and articles that build the case

Thank you

Sam Gambling:
bcschoolfood@phabc.org
604-652-3793
www.healthyschoolfood.ca

CREDITS: This presentation template was created by **Slidesgo,** including icons by **Flaticon**, and infographics & images by **Freepik**

Our asks



School Food Advisory Bodies

Bring together diverse school food stakeholders and researchers to advise on SFPs via provincial and local working groups

Fund School Food Projects

Fund a diversity of program models in school communities that express need and readiness

Increase SD Capacity

Provide initial supports for school communities to build their capacity for school food programs.

Support Indigenous-led programs

Support the Government of Canada to negotiate separate funding and support for Indigenous school food programs with Indigenous Nations and leaders.

BCTF | British Columbia Teachers' Federation A Union of Professionals
100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 bctf.ca
604-871-2283 1-800-663-9163 TFEU

MEMO TO: School Board Chairs

FROM: Teri Mooring, President

DATE: June 28, 2022

SUBJECT: BCTF Education Funding Brief 2023

On behalf of the BCTF, I am pleased to share the BCTF Education Funding Brief 2023, which was presented to the Select Standing Committee on Finance and Government Services as part of the Budget 2023 Consultation.

While the COVID-19 pandemic has certainly exacerbated the pressures on public education, the budget shortfalls and other challenges currently facing BC education are the cumulative effects of over 20 years of grossly underfunding public education. BC continues to fall behind other provinces in funding. Funding for inclusive education, a key value of our provincial education system, remains woefully inadequate. The lack of investment into teacher recruitment and retention remains a chronic challenge that undermines the foundations of education in BC.

To address these challenges, the British Columbia Teachers' Federation (BCTF) submitted three recommendations:

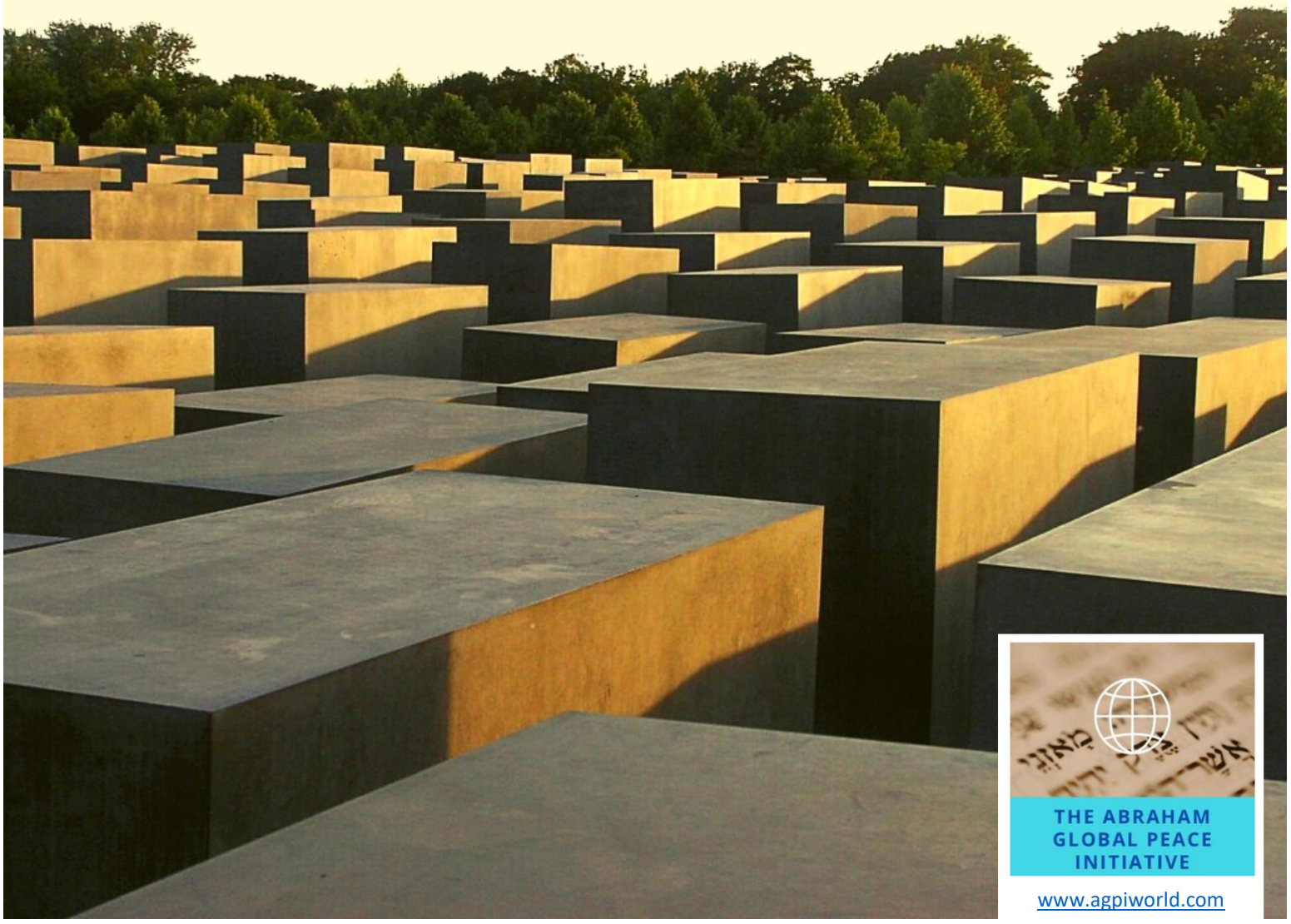
1. Abandon the current path of austerity and increase educational funding to meet the real, identified needs of classrooms, schools, and school districts.
2. Provide dedicated funding for teacher recruitment and retention initiatives across all school districts to address the acute teacher shortage in BC.
3. That the Ministry of Education terminate the consideration of a prevalence-based model for special education funding and align special education funding with identified special education needs, including targeted funding for early identification and designation of students with special needs and per-student funding amounts for high-incidence designations.

The full text of the BCTF Education Funding Brief is available *here.*

As detailed in this brief, there are concrete strategies to help alleviate the compounding challenges facing BC education. It is time to put rhetoric into tangible action by providing the funding needed for inclusive and flourishing schools.

TM:jr:tfeu

National Strategy for Combating Antisemitism in Education (2022)



THE ABRAHAM GLOBAL PEACE INITIATIVE

www.agpiworld.com

National Strategy for Combating Antisemitism in Education

The Abraham Global Peace Initiative

By

Neil Orlowsky MEd., PhD – AGPI Director of Education
www.agpiworld.com

(2022)

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Letter from Avi Benlolo

The seeds for making the world a better place start at home and in the classroom. Educators have the core responsibility of educating future generations of citizens. They are at the forefront of instilling values that build our national ethos and responsibility to advance values of human dignity, freedom, and democracy. Alongside our children's parents and guardians, educators have a unique advantage of creating caring and compassionate people who promote pluralism, co-existence, and respect for all.

Unfortunately, over the last year, the levels of antisemitic incidents in our classrooms across the country have been shocking: in one incident, students praised Adolf Hitler and downloaded Mein Kampf in the classroom; in another, they performed the Nazi salute to a Jewish teacher, and yet in another, they marched across their school's soccer field yelling "Heil Hitler". School Boards themselves and some teachers have sent mixed messages to both students and teachers about the Middle East Conflict, sometimes joining the anti-Israel parade, thereby allowing animosity against Jewish teachers and students to fester.

For our part, thanks to the exceptional efforts of our Director of Education, Dr Neil Orlowsky, we have spent the previous school year working with boards of education and teachers alike to reach a more sustainable environment by reducing the levels of antisemitism. We have conducted numerous workshops in schools and beyond, particularly in classrooms and schools infected with this pernicious hate. In building greater awareness and promoting respect, our Power of One exhibit has been completely booked throughout the year in schools and beyond.

This National Strategy Against Antisemitism brings forward a solution-based approach that can assist school boards, and educators prepare for the 2022-2023 school year. A national strategy requires more education, training, and research; it demands a safe environment and more security and protection for Jewish employees and students; it calls for effective enforcement of the law when necessary to confront hate crime and hate speech; it calls for the adoption of the International Holocaust Remembrance Alliance definition of Antisemitism, and it speaks to a need for engagement in combating hate on social media.

Our hope at The Abraham Global Peace Initiative is that the Board of Education accepts their unique role in combating Antisemitism and all forms of discrimination. As experts in Holocaust education and the fight against Antisemitism, we can deploy our resources to assist institutions with forming policy and action plans to combat this growing problem further. On behalf of the Board of Directors of AGPI, we thank and commend Dr Orlowsky for this insightful resource that will help protect our future and defend our past.

Sincerely,

Avi Abraham Benlolo
Founding Chairman and CEO

Executive Summary

In recent months, boards of education, individual schools, and several social justice educators have made headlines regarding antisemitism, comments made, or a lack of intervention given the rise in antisemitic incidents across the country. While national data on annual hate crimes identify Jews as the primary target of hate-motivated crimes, boards of education seem deaf to these numbers and blind to how antisemitic incidents in their buildings affect Jewish mental health and the well-being of students and staff. Over the last twelve months, AGPI has reached out to boards across Canada to express our concern with the rise and spread of anti-Jewish hate in their schools; the veiling of antisemitism behind claims of anti-Zionism not being "antisemitic" emerging and normalized through academic narratives, and attempts by other racialized and marginalized bodies gaslight the Jewish experience though EDI policies.

In so doing, AGPI has worked with boards across Canada to devise substantive measures for implementation to investigate incidents of anti-Jewish hate. During these meetings, we shared best practices to foster safe, equitable, and inclusive learning and working environments for all students and staff. This paper highlights our concerns and references pertinent provincial legislation. So too, this paper provides eight steps that boards of education can adopt and infuse into their start-up for the 2022-2023 school year, their annual review process, and their revision of EDI policies.

While change is slow and conversations around race are uncomfortable, AGPI urges boards of education and educational stakeholders to reflect on what equity and inclusivity mean and whether programs and policies are serving all students' interests equally.

Neil Orlowsky, MEd., PhD.
Director of Education

Introduction

In the wake of the intractable conflicts between Israel and radical-Islamic fundamentalist groups in Lebanon and the Palestinian territories (e.g., Hamas, Palestinian Islamic Jihad [PIJ], the Popular Front of the Liberation of Palestine [PFLP], Hezbollah, etc.), academic institutions across Canada saw a rise in the spread of anti-Jewish hate on-campuses and over social media. Moreover, the veiling of antisemitism behind claims of anti-Zionism not being "antisemitic" emerged in academic narratives as attempts to have other racialized and marginalized bodies define what is and is not antisemitism to the Jewish community (i.e., gaslighting). In practice, academia has seemingly normalized or provided spaces for student clubs and unions to silence, intimidate, or distort Jewish narratives and the centring of Jewish experiences, all under the guise of academic freedom and under the umbrella of Equity, Diversity, and Inclusivity (EDI).

Over the last year, AGPI has reached out to Boards of Education, provincial Ministry's of Education, and Colleges and Universities across Canada to express our concerns about the rise in anti-Jewish hate in all levels of academics (elementary and secondary schools, and on colleges and university campuses). Throughout the correspondence process, AGPI has worked with boards across Canada to understand which substantive measures are currently being used to investigate incidents of anti-Jewish hate and what practices they have in place that create safe, equitable, and inclusive learning and working spaces for all students and staff.

However, over the last twelve months, students and staff across Canada have reported or been party to several antisemitic incidents in their classrooms, hallways, stairwells, and online. While antisemitism and acts thereof go beyond physical threats, AGPI recognizes the impact said incidents have on one's emotional and mental health and well-being through explicit and implicit acts of hate. Furthermore, while media outlets label these incidents as "isolated" events or endemic solely to one board or one university, other institutions across Canada have proven not to be immune to the rise in anti-Jewish hate.

Here, the term anti-Jewish hate is used as an umbrella term and is teased out by AGPI Director of Education, Dr Neil Orlowsky, to contain and centre discrimination, marginalization, and othering of Jews, their community, and their allies as meaning or referring to:

Attitudes, beliefs, discrimination, distortion, prejudice, and stereotypes that are directed at Jews, the Jewish community, or allies to the Jewish community and are rooted in their unique history and experiences of antisemitism, anti-Zionism, and the Holocaust and its legacy. Anti-Jewish hate is entrenched in academic institutions, society, and political policies and practices to the extent that anti-Jewish hate is either functionally normalized or their racialization and marginalization, are negated or rendered invisible within conversations of ethnicity, oppression, and discrimination. anti-Jewish hate manifests in the social, economic, or political marginalization through attempts to (1) delegitimize the state of Israel or Jewish claims of indigeneity with the Middle East and North Africa (MENA) region; (2) demonize the state of Israel and Jewish claims of indigeneity within the MENA region using antisemitic tropes, distortion, bias, and all false narratives, and by, (3) holding Israel or the Jewish people to a double standard - namely through Boycott, Divestment and Sanction Campaigns (BDS), and claims Jewish voices are contributing to anti-Palestinian racism (Orlowsky, 2022).

Given the discomfort associated with defining and discussing race, AGPI is glad that many boards across Canada have been leaning in to create safe and inclusive spaces for the different needs of the Jewish communities and for their students and families to self-identify without fear of discrimination. In so doing, this report documents AGPI's concerns for the upcoming academic year and is motivated by the spirit of Culturally Responsive and Relevant Pedagogies, the pursuit of anti-Oppressive Frameworks, and the need to create more robust, inclusive learning opportunities for all students to understand each other better.

In so going, AGPI is concerned about anti-Jewish hate and antisemitism in schools, and the safety of Jewish students, staff, and allies to the Jewish community who experience or feel unsafe given the rise in anti-Jewish hate and antisemitism on school grounds and within formal and informal academic spaces.

Political Background

The pursuit of antisemitism legislation has been an uphill battle across the Canadian landscape. While Ontario has led the way in its attempts to dismantle hate through formal legislation, partisan politics, and other influences, including lobby groups, have made this work challenging.

In 2016, Ontario proposed "Bill 202 – Standing Up Against Antisemitism in Ontario Act", which calls the international Boycott, Divestment, and Sanctions (BDS) movement "one of the main vehicles for spreading antisemitism and the delegitimization of Israel globally." Ontario noted that the BDS movement is increasingly promoted within academia (school, college, and university) campuses in Ontario. The BDS movement violates the principle of academic freedom and fosters a climate of anti-Jewish and anti-Israel speech leading to intimidation and violence on campuses. While Bill 202 guides Ontario's approach, it has come under scrutiny when government-funded organizations, namely schools, colleges, and universities, fail to prevent BDS events from occurring in or within academic spaces.

In 2018, the York Region District School Board (YRDSB) Equity and Inclusivity Advisory Committee "Antisemitism Subcommittee" put forth three recommendations that spoke to:

1. Holocaust Education and Resources.
2. The identification of significant faith days and cultural celebrations.
3. The recognition between anti-Zionism and antisemitism under the umbrella of Israel, fear of identifying and the new antisemitism.

In so doing, these recommendation, aligning with Bill 202, recognized, and stated that the BDS movement contributes to anti-Jewish hate, antisemitism, and feelings of outing or otherness within board sites. While the YRDSB took these three recommendations into consideration, four years since the recommendations were presented, the board, in a similar fashion to others across Canada, has been slow to act on them, prioritizing other affinity groups mandates (anti-Black racism, anti-indigenous racism, 2S-LGBTQ+ inclusion) at the expense of growing concerns from Jewish community and increased reported incidents of antisemitism.

In 2019, Conservative Minister of Education, MPP Stephen Lecce tweeted, "Free speech is one thing, but anti-Semitism violently targeting Jewish students is indefensible & unacceptable." One year later, he, alongside Conservative MPP Robin Martin and MPP Stan Cho, announced investments and resources to combat rising antisemitism in schools and communities across Canada and the world. Incidents of board-wide antisemitism continued to rise.

In 2020, Ontario proposed "Bill 168 – Combating Antisemitism Act", co-sponsored by Conservative MPPs Robin Martin and MPP Will Bouma, which required the Government of Ontario to be guided by the working definition of antisemitism and the list of illustrative examples of it, adopted by the International Holocaust Remembrance Alliance (IHRA) plenary on May 26, 2016, when it interprets Acts, Regulations and Policies designed to protect Ontarians from discrimination and hate amounting to anti-Jewish racism and antisemitism. Given the previously mentioned comment about Bill 202 not being applied in schools through their allowance of spaces for BDS campaigns, AGPI Director of Education has pressed some of the 72 boards of education in Ontario as to why schools across this province and others in Canada not followed suit in adopting the IHRA working definition of antisemitism even as a guide in their creation of and implementation of anti-racism policies, EDI training, and restorative practices? Incidents of board-wide antisemitism continued to rise.

In 2021, Ontario partnered with Jewish advocacy groups to fight hate and discrimination by adopting the "Ontario Act to Combat Antisemitism in Schools". In so doing, the province allocated $327,000 to support two summer learning programs. While outside organizations have been invited into schools to provide training to senior staff and teachers, concerns grow that these programs are being provided to the wrong cohorts, wrong educators, or during inconvenient times not conducive to student and school timetables (e.g., registration opened voluntarily and often after working hours). While senior staff have attended these programs, teachers who are on the front lines in dealing with or reporting incidents of antisemitism have stated to AGPI that learning had at the board level is not trickling down to the schools in a manner that is authentic – claiming boards are engaging in performative actions and virtue signalling as opposed to engaging in meaningful dialogue that enacts needed change.

Given the spirit of both Bill 168 and Bill 202, the Ontario Human Rights Commission (OHRC) statement, and the Federal Government's statement and push to combat and dismantle antisemitism following the Malmo Conference, AGPI believes that school boards, colleges and universities who accept provincial funds (in any capacity) should adhere to the principles our government is guided by, namely combating antisemitism and dismantling BDS campaigns the same way that funding is allocated based on performance in creating programs as a response to labour market needs.

Concerns

The environment for Jewish students and staff in schools has been fraught with anti-Jewish hate manifested in antisemitic and anti-Zionist bias. Statistics on reported hate crime incidents published by the Toronto Police Services and their regional partners note that hate-motivated crimes against the Jewish community (individuals, businesses, and non-Jewish allies to the community) have repeatedly topped annual reports. However, the Jewish population remains the lowest per capita, per jurisdiction. Further troubling is the failure to recognize the intersectionality of the Jewish community beyond an ashkenormative lens (e.g., Mizrahi, Sephardic, etc.), who experience racism based on skin tone and religion and are therefore at double the risk compared to their Ashkenazi neighbours.

While Statistics Canada has recently published their 2021 data on hate-motivated crimes, AGPI is troubled by organizations and their representatives who have actively sought to discredit the data by questioning its methodology and sample size, as well as the annual trend and comparison to previous years. Unfortunately, these data sets fail to address instances of anti-Jewish hate (including specific antisemitism, anti-Zionist intimidation, bullying, or a lack of reporting by students and parents) due to a fear of retaliation or a belief from the Jewish community that boards of education will turn a blind eye. Given that, this paper proves even more necessary for boards of education to recognize and for teachers and students at all levels to be prepared with the knowledge to deal with the anti-Jewish hate they will undoubtedly encounter.

As boards and academic stakeholders grapple with and devise policies to combat racism in schools, it is imperative that they (boards and their representatives) understand that the hate, racism, intolerance, prejudice, and discrimination that one ethnocultural group might receive may not be the same, nor will it manifest the same compared to other ethnocultural groups. So too, there is a failure to understand the roots of distinct 'isms and how they uniquely manifest in both monocultural and mixed societies. Anti-Jewish hate and antisemitism are not the same as anti-Black racism and vice versa, nor are they rooted in the same way as Islamophobia, anti-Asian racism, or anti-Indigenous racism. Each form of hate is unique and must be understood and addressed. While boards of education attempt to model equity and inclusivity throughout their programs, board action remains performative. Boards allegedly demand an environment where all students, staff, parents, and their community feel valued and have a sense of belonging, seemingly failing to take substantive action when Jews are outed, harassed, and forced to remain in unhealthy learning and working environments.

So too, outing is not always explicit, and when it is, it rarely occurs within formal classrooms with educators present. Given that, AGPI notes that,

- Boards are failing to address and dismantle hallway hate, attention-seeking students who shout antisemitic tropes like "Heil Hitler" in class (with or without an educator present), or vandalize the school with Nazi sloganeering, swastikas and calls to (even implicitly) kill Jews? When boards talk about antisemitism, APGI questions what definition they are using, and to whom are they turning to define antisemitism?

- Boards are failing to address anti-Jewish hate by questioning, failing to adopt, and giving legitimacy to left-wing talking points around the IHRA's working definition. AGPI asks why Jews (as a collective body) seemingly cannot define the hate they receive (Ontario Bill 168 – Combating Antisemitism Act) on their terms.

- Boards are failing to monitor, sustainably and authentically, anti-Jewish hate within their schools. More troubling is that incidents of antisemitism and anti-Jewish hatred are going un(der)reported either by parents and students out of fear of retaliation or by the schools due to difficulty establishing motive from implicit acts of antisemitic bullying or anti-Jewish hate. Furthermore, while systems are in place to document similar instances, boards repeatedly failed to demonstrate their understanding of what antisemitic tropes and dog whistles have been utilized, tolerated, and destigmatized as a form of anti-Jewish normalization. In 2021, the Toronto District School Board called for an understanding of alternative narratives and histories instead of intersecting narratives. While these comments may not have intentionally been nefarious, the idea of an "alternative" led to further questions about Israel's right to land, sovereignty and security, and Jewish self-determination in the MENA region.

- Through a lack of demonstration, boards have failed to understand the implications of sloganeering "Free Palestine" or "From River to Sea" and its connection to The Covenant of the Hamas. By allowing such sloganeering within school environments, that doctrine of Hamas is given legitimacy. Boards must be reminded that Hamas is a currently listed terrorist entity according to Canada's Anti-Terrorism Act.

- Boards have failed to recognize the connection between and the ongoing debate over anti-Zionism and antisemitism, and in said failure, have been slow to act on disciplining educators who are planting the roots of and peddling conspiracy theories and antisemitic tropes in school.

- While speaking about their support of transformative and critical education, boards of education have demonstrated their hypocrisy by allowing school-based or student-run (with teacher support) BDS campaigns under the umbrella of social justice education (Ontario Bill 202 – Standing Up Against Anti-Semitism Act).

- Schools, teachers, and students have failed to critically analyze or interrogate media and geopolitical bias. If done, this lens remains disconnected from their school-based support of anti-Zionist social justice campaigns that perpetuate a veiled antisemitic agenda.

- Boards failed to demonstrate how fermenting bias posed by radical "Jewish" organizations are perpetuating nuanced or veiled racism by (a) questioning or the erasure of Jewish indigeneity from the MENA region, (b) intervening in practices that utilize their materials, and (c) provide a revisionist history and acceptance of distorted facts.

Given that some teachers have acknowledged feeling ill-equipped with their level of knowledge around Holocaust education, some boards have attempted to provide voluntary training to teachers around the Holocaust, anti-Jewish hate, and its manifestations as being rooted in more than just

the Holocaust. However, given this, many antisemitic tropes used in formal and informal educational spaces continue to remain underreported due to a lack of understanding of how specific incidents are antisemitic (disconnected from the Holocaust). One teacher noted that a (Jewish) student was asked by another to see her horns. One a different occasion, another teacher was consoling a crying (Jewish) students because the kids kept calling her a vampire and running away from her scream that she will drink their blood. In both cases, the teachers admitted that they were unaware of the trope that Jews had horns or that Jews drink blood. If teachers cannot recognize the trope, what will happen next?

There is no doubt that education is political. Still, in efforts to separate politics from education and create a space for active dialogue, AGPI has offered to meet with and co-create sustainable programs that create safe and inclusive spaces for all students.

Next Steps

In 2021, TDSB superintendents noted, "Human rights work is often complex and includes competing rights. Our position has and always will be to support our students in being able to tell their stories and understand conflicting experiences of oppression. We will work with staff and students to ensure they understand these multiple meanings and ensure hate is not part of the discussion." In the spirit of these words, AGPI notes that hate is not endemic to one group, but combating it needs to start with an understanding that each form of hate is unique to the community receiving it. Given reported hate-crime data published by Statistics Canada and similar publications by nationwide polices services, Jews remain the most targeted ethnocultural or religious group for hate crimes in Canada. As an organization, AGPI understands that while parliamentarian partnerships are imperative for changes today, we also recognize the importance of education and the role educators play in shaping a culture of tolerance, dialogue, and peace. The role academia plays is essential to future leadership and learning.

As schools work to de-stream courses and boards look for innovative ways to increase representation and ensure equal opportunities for their most vulnerable students, including those from marginalized and racialized communities, each group's experiences must be uniquely understood. Given the concerns highlighted previously, AGPI offers the following next steps that, if implemented in conjunction with current EDI policies, will ease growing tensions between Jewish staff and students, other racialized and marginalized bodies, and where each fits within board-wide EDI foci.

In recognizing that it is the duty of every employer in Canada to ensure the safety of their employees, and in creating spaces where Jewish students, staff, and allies feel safe and protected, we call on all boards of education across Canada to:

1. Pressure and work with the Ministry of Education, respective unions, and professional councils (e.g., OCT, OPC, OTF, etc.) to develop curricular materials and guidelines that deal with sensitive topics like anti-Jewish hate (e.g., antisemitism, anti-Zionism, etc.).

2. Create a professional advisory on antisemitism that guides teachers on how to prevent them from using their positions for grooming students for political advancements and, in turn, political indoctrination.

3. Develop system and site guidelines for dealing with teacher/student-guided protests and activism while dealing with charter rights and human rights in line with professional council advisories.

4. Accept IHRA's working definition of antisemitism as a lens in developing equity policies, programs, and practices, and provide system-wide training for teachers and school staff in recognizing, addressing, and dismantling anti-Jewish hate.

5. Refuse to support or provide space (during or after school hours) to any BDS programs on school property, and label them appropriately as a double standard movement that "promotes a climate of anti-Jewish and anti-Israeli speech leading to intimidation and violence".

6. Install a centrally placed administrator to oversee and investigate all reports of all anti-Jewish hate and incidents across their respective board of education. In this capacity, the administrator will work with a network of educators to support Jewish learners and with community-based advocacy groups to co-create student-centric programming that reduces the marginalization of Jewish students and dismantles anti-Jewish hate in all its forms.

7. Implement a litmus test that gauges how board produced content:

    a. Delegitimizes the State of Israel or Jewish claims of indigeneity.
    b. Demonises the State of Israel and Jewish claims of indigeneity using antisemitic tropes, distortion, bias, or false narratives.
    c. Holds Israel and the Jewish people to a double standard – namely through BDS campaigns and claims Jewish voices are contributing to anti-Palestinian racism.

8. Educates students and holds staff accountable for how they (through what topics and materials) teach about religious persecution, the systematic murder of Jews throughout history (pre-, during, and post-Holocaust), and how misinformation campaigns, sloganeering, and BDS can metastasize into human rights violations, the destruction of democratic norms, even genocide.

There is no doubt that data might not document every antisemitic incident or act of anti-Jewish hate. Still, parents and students across Canada have repeatedly voiced concerns to AGPI that they feel marginalized and unsafe identifying as Jewish or having others know they are Jewish within public schools across the country. Moreover, AGPI continues to document and report school-based incidents of erasure of the Jewish identity from anti-racism discussions. Many educators have noted that colleagues have either allowed or shared anti-Zionist sentiments to ferment anti-Jewish hate. Furthermore, while concerns are shared with respective unions and governing bodies, teachers have admitted to us they fear that with more unions adopting BDS campaigns and social

justice agendas that centre the Palestinian struggle around alleged Jewish or Israeli atrocities, they (the Jewish staff) feel silenced and unsupported.

In previous correspondence with various boards in Ontario, AGPI offered an eight-point reflective consideration tool that leaders and educators may use in positioning their work within EDI, anti-racism education, culturally responsive pedagogies, and anti-oppressive frameworks. Given the conversations that ensued, we request that further to the above eight points, boards reflect on:

1. How they strongly and critically articulate the case for the duality of narratives, examine the interconnectivity of histories, and situated diversity, equity, and inclusion efforts as essential to the mission of their EDI work and how this implementation leads to continued excellence for all students, from all pathways.

2. How (do) they establish(ed) or design(at) an administrative role tasked with overseeing, critiquing, or leading system-wide efforts to introduce or strategically advance EDI and anti-racist organizational change within their organizational structure (system and site-wide)?

3. How they delegated central and decentralized accountabilities for advancing EDI and anti-racism (inclusive of an anti-Jewish hate lens) to critical portfolios across the board to centre, champion and foster accountability.

4. How they provide a matrix for sustainable implementation and accountability for successful outcomes guided by board policies, procedures and implementation tools that integrate EDI, anti-racism and inclusive excellence principles and practices into schools and school-based activities.

5. What programs are monitored, and how are system-wide and site-based climate reviews conducted. What data has been collected, collated, and analyzed to gauge successes, failures, and next steps? What mitigating circumstances are considered, and how is data used to drive short-term and long-term decision-making?

6. How they incorporate mechanisms for regular consultation with and engage with communities most affected by the systemic inequalities, including racialized community members, stakeholders, and representatives.

Given the paper's discussion on political background, concerns, and next steps, AGPI is interested in understanding what learning is expected before and post-reported incidents. What matrix is in place to ensure that restorative justice is sustainable and is in the best interest of all parties involved as well as their communities? Moreover, this paper serves as a guide for boards to consider the background that has been provided to them based on hate-motivated incidents and what may have been missed, consciously omitted, or framed to garner political or community support in one way or another. Are schools used as springboards for political indoctrination? Are students the recipients of biased content? How critical is the board in the process, and are educators using their positions to deliver programs that foster an imperative, interrogative, and reflective lens of inquiry?

In conversation with Jewish educators, students, and their families, AGPI has heard time and again, from coast to coast, that they are facing more antisemitism and hate in education than anyone previously thought. Boards of education need to ensure that every Jewish student feels safe and empowered to express their Jewish values and whole selves in the classroom, halls, and every aspect of academic life. Peace in the Middle East will not be made in a school in Canada but rather brokered through dialogue which respects the unique identities, experiences, and intersecting histories that make the Middle East beautiful. Jewish students, like all students, racialized or not, deserve to learn and live in peace, without fear of being outed, othered, or discriminated against. As an international organization founded on advancing human rights and fundamental freedom for all, AGPI is ready and willing to provide support, guidance, and expertise to all boards.

Conclusions

Peace is not a zero-sum game where we need to choose sides. Peacebuilding, Peacemaking, and Peacekeeping are all equally founded on creating spaces for dialogue, and while parties may not agree, it works to create a space where we listen. It is the responsibility of everyone in education to create safe and inclusive spaces for everyone and ensure those spaces both respect and are respectful to each other.

This paper intended to highlight concerns and amplify the following steps AGPI would like to see considered in each board of education's annual review and revision of their EDI policies. Given this, AGPI offers to co-create sustainable and authentic programs that aid in implementing the next steps, help monitor their success, and devise possible solutions for infusion into other equity work being conducted within the boards. There is no doubt that students and staff are divided on interconnecting and intersecting histories within the Middle East, and listening to chants, cries, and sloganeering, voices and experiences are feeling veiled, negated or othered. While students are chanting "Free Palestine" in the halls and on the field, other students think their history and their experiences are consciously silenced. The issue as we see it:

1. At whose or at what expense are voices silenced?

2. How do we create an environment where we can be critical while respectfully walking the talk?

Equity work is complex, and as educators, we are driven to create safe and inclusive environments to celebrate diversity in efforts to decolonize our institutions.

3. While boards of education have shifted, what actionable measures are authentically and sustainably implemented to ensure success and what structures have been put in place to monitor success and highlight further needs?

For inclusivity to be successful, boards of education, schools, educators, and the community need to build relationships founded on and based on an understanding of shared experiences, advocacy, a sense of identity, and transparency. When one group's identity, experiences, or history is

amplified over another, the systems and those the board set out to help are hindered. If a board, a school, or a classroom is only safe for some, it is safe for none.

Glossary

Antisemitism: The latent or overt hostility or hatred directed towards, or discrimination against, individual Jewish people or the Jewish people for reasons connected to their religion, ethnicity, and their cultural, historical, intellectual, and religious heritage.

Anti-Asian Racism: The historical and ongoing discrimination, negative stereotyping, and injustice experienced by peoples of Asian heritage based on others' assumptions about their ethnicity and nationality. People of Asian origin are subjected to specific overt and subtle racist tropes and stereotypes at individual and systemic levels, which lead to their ongoing social, economic, political, and cultural marginalization, disadvantage, and unequal treatment. The term Asian encompasses a wide range of identities that the very term Asian can obscure. While all may experience being "otherized," specific experiences of anti-Asian Racism vary. Some are constantly perceived as a threat; some face gendered exotification and violence, some are more likely to be subjected to online hate and racist portrayals in the media, while others face Islamophobia and other forms of religious-based discrimination.

Anti-Black Racism: The prejudice, attitudes, beliefs, stereotyping, and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement and its legacy. Anti-Black racism is deeply entrenched in Canadian institutions, policies, and practices, to the extent that anti-Black racism is either functionally normalized or rendered invisible to the larger White society. Anti-Black racism is manifest in the current social, economic, and political marginalization of African Canadians, which includes unequal opportunities, lower socio-economic status, higher unemployment, significant poverty rates and overrepresentation in the criminal justice system.

Anti-Indigenous Racism: The ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous Peoples within Canada. It includes ideas and practices that establish, maintain, and perpetuate power imbalances, systemic barriers, and inequitable outcomes that stem from the legacy of colonial policies and procedures in Canada. Systemic anti-Indigenous Racism is evident in discriminatory federal policies such as the Indian Act and the residential school system. It is also manifest in the overrepresentation of Indigenous peoples in provincial criminal justice and child welfare systems and inequitable outcomes in education, well-being, and health. Individual lived experiences of anti-Indigenous Racism can be seen in the rise in acts of hostility and violence directed at Indigenous people.

Anti-Jewish Hate: Attitudes, beliefs, discrimination, distortion, prejudice, and stereotypes that are directed at Jews, the Jewish community, or allies to the Jewish community and are rooted in their unique history and experiences of antisemitism, anti-Zionism, and the Holocaust and its legacy. Anti-Jewish hate is entrenched in academic institutions, society, and political policies and practices to the extent that anti-Jewish hate is either functionally normalized or their racialization

and marginalization, are negated or rendered invisible within conversations of ethnicity, oppression, and discrimination. Anti-Jewish hate manifests in the social, economic, or political marginalization through attempts to:

1. Delegitimize the state of Israel or Jewish claims of indigeneity with the Middle East and North Africa – MENA region.
2. Demonize the state of Israel and Jewish claims of indigeneity with the MENA region using antisemitic tropes, distortion, bias, and all false narratives.
3. Holding Israel or the Jewish people to a double standard - namely through Boycott, Divestment and Sanction Campaigns, and claims Jewish voices are contributing to anti-Palestinian Racism.

Anti-Oppressive: Strategies, theories, and actions that challenge social and historical inequalities/ injustices that have become part of our systems and institutions and allow certain groups to dominate over others.

Anti-Racism: A process, a systematic method of analysis, and a proactive course of action rooted in recognizing the existence of Racism, including systemic Racism. Anti-racism actively seeks to identify, prevent, and mitigate racially inequitable outcomes and power imbalances between groups and change the structures that sustain inequities.

Anti-Zionism: Anti-Zionism opposes Zionism, the movement for the self-determination and statehood of the Jewish people in their ancestral homeland, the land of Israel. Anti-Zionism is distinct from criticism of the policies or actions of the government of Israel, or critiques of specific guidelines of the pre-state Zionist movement, in that it attacks the foundational legitimacy of Jewish statehood. Anti-Zionism is often expressed, explicitly or implicitly, in the rejection of Jewish nationhood and the right to self-determination, the vilification of individuals and groups associated with Zionism, and the downplaying or negation of the historical and spiritual Jewish connection to the land of Israel.

Ashkenormative: Refers to a form of Eurocentrism within Ashkenazi Jewish culture that confers privilege on Ashkenazi Jews relative to Jews of Sephardi, Mizrahi, and other non-Ashkenazi backgrounds, as well as to the assumption that Ashkenazi culture is the default Jewish culture. Ashkenormativity often overlaps with white privilege, as many Ashkenazi Jews are white. Still, the terms are not synonymous as Ashkenazi Jews of colour do not benefit from white privilege. Some non-Ashkenazi Jews, such as white Sephardi or Mizrahi Jews, may benefit from white privilege.

Boycott, Divestment, Sanctions (BDS): A Palestinian-led movement promoting boycotts, divestments, and economic sanctions against Israel. Its objective is to pressure Israel to meet what the BDS movement describes as Israel's obligations under international law, defined as withdrawal from the alleged occupied territories, removal of the separation barrier in the West Bank, full equality for Arab-Palestinian citizens of Israel, and "respecting, protecting, and promoting the rights of Palestinian refugees to return to their homes and properties."

Culturally Responsive and Relevant Pedagogies (CRRP): A pedagogy grounded in teachers' practice of cultural competence or skill at teaching in a cross-cultural or multicultural setting. Teachers using this method encourage students to relate course content to their cultural context.

Equity: Refers to fairness and justice and is distinguished from equality: Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and adjust imbalances.

Gaslighting: A colloquialism loosely defined as making someone question their reality.

Hamas: A radical Islamist-nationalist terrorist organization that emerged from the Palestinian branch of the Muslim Brotherhood in 1987. It uses political and violent means to pursue its goal of establishing an Islamic Palestinian state in Israel.

Hezbollah: A radical Shia group ideologically inspired by the Iranian revolution. Its goals are the liberation of Jerusalem, the destruction of Israel, and, ultimately, the establishment of a revolutionary Shia Islamic state in Lebanon, modelled after Iran.

Inclusion: Refers to the inclusive processes, policies, services, programs, and practices which are accessible to and useable by as many people as possible, regardless of race, ethnic origin, gender, age, disability, language, etc. Everyone can enjoy a sense of trust, belonging and involvement, and everyone is encouraged to contribute and participate fully. An inclusive environment is open, safe, equitable and respectful.

Intersectionality: Intersectionality is how people's lives are shaped by their multiple and overlapping identities and social locations, which, together, can produce a unique and distinct experience for that individual or group, for example, creating additional barriers, and opportunities, or power imbalances. An intersectional analysis enables a better understanding of the impacts of any systemic barrier by considering how that barrier may be interacting with other related factors.

Islamophobia: A form of racism, stereotypes, prejudice, fear, or acts of hostility directed towards individual Muslims or followers of Islam in general. In addition to individual acts of intolerance and racial profiling, Islamophobia can lead to viewing and treating Muslims as a more significant security threat on an institutional, systemic, and societal level.

Marginalization: Marginalization is a long-term, structural process of systemic discrimination that creates a class of disadvantaged minorities. Marginalized groups become permanently confined to the fringes of society. Their status is perpetuated through various dimensions of exclusion, particularly in the labour market, from full and meaningful social participation.

Mizrahi: Jews who lived in North Africa and the Middle East until the mid-20th century and whose ancestors did not previously reside in Europe.

Palestinian Islamic Jihad (PIJ): One of the most violent Palestinian terrorist groups. The PIJ maintains that armed struggle by the Palestinian people, in tandem with active support from the

Arab and Muslim worlds, is the only viable strategy for achieving its objectives – the destruction of Israel and the complete liberation of Palestine.

Popular Front of the Liberation of Palestine (PFLP): The goals of the Popular Front for the Liberation of Palestine (PFLP) are the destruction of the State of Israel and the establishment of a communist government in Palestine.

Race: A term used to classify people based principally on physical traits (phenotypes) such as skin colour. Racial categories are not based on science or biology but on differences that society has created (i.e., "socially constructed"), with significant consequences for people's lives.

Racialization: A process of delineating group boundaries (races) and allocation of persons within those boundaries by primary reference to (supposedly) inherent or biological (usually phenotypical) characteristics. In this process, societies construct races as 'real,' different, and unequal in ways that matter to economic, political, and social life.

Racism: Includes ideas or practices that establish, maintain, or perpetuate one group's racial superiority or dominance over another.

Religion: Any religious denomination, group, sect, or other religiously defined community or system of belief or spiritual faith practices.

Stereotypes: Qualities ascribed to individuals or groups based on misconceptions, false generalizations, or oversimplifications that potentially result in stigmatization. A race-based stereotype is a quality ascribed to individuals/groups related to race. Stereotypes can perpetuate Racism and racial discrimination and give rise to racial inequalities.

Systemic Racism: Consists of organizational culture, policies, directives, practices, or procedures that exclude, displace, or marginalize some racialized groups or create unfair barriers to access valuable benefits and opportunities. This is often the result of institutional biases in organizational culture, policies, directives, practices, and procedures that may appear neutral but have the effect of privileging some groups and disadvantaging others.

Sephardic: Member or descendant of the Jews who lived in Spain and Portugal from at least the later centuries of the Roman Empire until their persecution and mass expulsion from those countries in the last decades of the 15th century.

BRITISH COLUMBIA

August 29, 2022

Ref: 283291

To: All Board Chairs, Superintendents and Secretary-Treasurers

Dear Colleagues:

Families across British Columbia are facing unprecedented global inflation challenges. I see and appreciate the remarkable work boards of education and school district and front line staff have done to support their communities navigate these pressures. To further assist with these efforts, I am pleased to announce our government's $60 million dollar Student and Family Affordability Fund for BC public schools.

We have heard you regarding the challenges and pressures families and your communities are experiencing. And we know we need to help as you collectively seek innovative ways to feed more children, help those needing school supplies and give families that extra help they need. The Student and Family Affordability Fund is designed to do just that. There is nothing more important than assuring students are supported in their learning journey in these challenging times.

School districts and local schools know their student and family communities best. The Student and Family Affordability Fund is to be used to expand and enhance school meals and food programs, and support the provision of school supplies to students, directly offsetting costs to parents, guardians, and students. Districts may also use the fund to offset fees related to the learning experience, such as the cost of field trips, to ensure that all students can participate in such opportunities. Existing mechanisms. Such as school district hardship policies, should be utilized when allocating the funding.

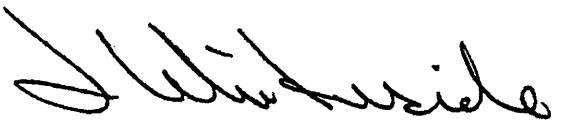
Meaningful engagement with your First Nation partners and Indigenous groups will be critical to the success of this program. Please also ensure you connect with your local DPAC. Barrier-free access to this program in a stigma free manner is key to ensuring students and families get the support they need, and I thank-you in advance for your work in this regard. More details are already available from the Ministry team members to explain the details around the Student and Family Affordability Fund and more will follow this week.

.../2

Ministry of Education and Child Care
Office of the Minister
Mailing Address:
PO Box 9045 Stn Prov Govt
Victoria BC V8W 9E2
Location:
Parliament Buildings
Victoria

Thank you for the hard work you and your teams have done over the summer to prepare schools for the upcoming year, and I want to assure you I have always kept your needs top of mind as together we navigate the important work of providing students and their families the necessities they need to thrive and succeed.

Sincerely,



Jennifer Whiteside
Minister

pc: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
Chris Brown, Assistant Deputy Minister, Resource Management

SOOKE SCHOOLS 62
Shaping Tomorrow Today

Board Info Note
Public Board Meeting
September 27, 2022
Agenda Item: 7.1 – 21/22 Audited Financial Statements

Background

- Attached are the District's 2021/22 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, 2022
- 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 27, 2020 Board meeting:

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 21/22 financial statements as presented at the Audit Committee meeting of September 20, 2022

Audited Financial Statements of

School District No. 62 (Sooke)

And Independent Auditors' Report thereon

June 30, 2022

School District No. 62 (Sooke)

June 30, 2022

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School District No. 62 (Sooke)

MANAGEMENT REPORT

Version: 1913-1167-8185

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, 2022

	2022 Actual	2021 Actual
	$	$
Financial Assets		
Cash and Cash Equivalents	**34,092,985**	24,981,797
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	**2,129,793**	3,661,057
Due from Province - Other	**12,830**	-
Due from First Nations	**254,865**	761,005
Other (Note 3)	**979,299**	484,221
Total Financial Assets	**37,469,772**	29,888,080
Liabilities		
Accounts Payable and Accrued Liabilities		
Due to Province - Other	**22,276**	49,189
Other (Note 5)	**17,343,066**	12,501,842
Unearned Revenue (Note 6)	**5,342,608**	4,940,497
Deferred Revenue (Note 7)	**1,626,020**	1,358,545
Deferred Capital Revenue (Note 8)	**253,874,173**	215,976,842
Employee Future Benefits (Note 9)	**5,525,440**	5,036,948
Total Liabilities	**283,733,583**	239,863,863
Net Debt	**(246,263,811)**	(209,975,783)
Non-Financial Assets		
Tangible Capital Assets (Note 10)	**380,957,964**	345,438,884
Restricted Assets (Endowments) (Note 12)	**673,449**	673,449
Prepaid Expenses (Note 4)	**3,453,917**	3,122,838
Other Assets	**1,150,132**	
Total Non-Financial Assets	**386,235,462**	349,235,171
Accumulated Surplus (Deficit) (Note 22)	**139,971,651**	139,259,388

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

The accompanying notes are an integral part of these financial statements.

School District No. 62 (Sooke)

Statement of Operations

Year Ended June 30, 2022

	2022 Budget (Note 20)	**2022 Actual**	2021 Actual
	$	**$**	$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	144,598,542	**144,462,411**	141,775,130
Other		**730**	26,509
Tuition	6,712,900	**6,637,195**	3,505,226
Other Revenue	4,835,368	**4,587,609**	3,092,898
Rentals and Leases	388,500	**393,661**	230,065
Investment Income	378,090	**258,765**	308,881
Amortization of Deferred Capital Revenue	8,440,864	**8,447,330**	7,916,047
Amortization of Deferred Capital Revenue - for lease	61,477	**61,477**	61,477
Total Revenue	165,415,741	**164,849,178**	156,916,233
Expenses (Note 21)			
Instruction	135,346,792	**132,751,010**	123,660,430
District Administration	6,302,624	**5,841,891**	5,433,325
Operations and Maintenance	21,822,891	**21,883,579**	21,199,489
Transportation and Housing	3,316,396	**3,660,435**	3,894,202
Total Expense	166,788,703	**164,136,915**	154,187,446
Surplus (Deficit) for the year	(1,372,962)	**712,263**	2,728,787
Accumulated Surplus (Deficit) from Operations, beginning of year		**139,259,388**	136,530,601
Accumulated Surplus (Deficit) from Operations, end of year		**139,971,651**	139,259,388

School District No. 62 (Sooke)

Statement of Changes in Net Debt
Year Ended June 30, 2022

	2022 Budget (Note 20)	**2022 Actual**	2021 Actual
	$	**$**	$
Surplus (Deficit) for the year	(1,372,962)	**712,263**	2,728,787
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(47,470,475)	**(44,830,659)**	(31,987,197)
Amortization of Tangible Capital Assets	9,295,178	**9,311,579**	8,750,082
Total Effect of change in Tangible Capital Assets	(38,175,297)	**(35,519,080)**	(23,237,115)
Acquisition of Prepaid Expenses		**(1,420,054)**	(1,027,498)
Use of Prepaid Expenses		**1,088,975**	1,663,260
Acquisition of Other Assets		**(1,150,132)**	
Total Effect of change in Other Non-Financial Assets	-	**(1,481,211)**	635,762
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	(39,548,259)	**(36,288,028)**	(19,872,566)
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		**(36,288,028)**	(19,872,566)
Net Debt, beginning of year		**(209,975,783)**	(190,103,217)
Net Debt, end of year		**(246,263,811)**	(209,975,783)

School District No. 62 (Sooke)

Statement of Cash Flows
Year Ended June 30, 2022

	2022 Actual	2021 Actual
	$	$
Operating Transactions		
Surplus (Deficit) for the year	**712,263**	2,728,787
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	**1,529,497**	550,947
Prepaid Expenses	**(331,079)**	635,762
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	**4,814,310**	(2,068,336)
Unearned Revenue	**402,111**	1,612,955
Deferred Revenue	**267,475**	(49,950)
Employee Future Benefits	**488,492**	523,845
Amortization of Tangible Capital Assets	**9,311,579**	8,750,082
Amortization of Deferred Capital Revenue	**(8,447,330)**	(7,916,047)
Recognition of Deferred Capital Revenue Spent on Sites	**(367,285)**	(4,983,532)
Deferred Capital Revenue Transferred to Revenue	**(935,069)**	(1,150,693)
Amortization of Deferred Capital Revenue - for lease	**(61,477)**	(61,477)
Total Operating Transactions	**7,383,487**	(1,427,657)
Capital Transactions		
Tangible Capital Assets Purchased	**(551,766)**	(6,216,399)
Tangible Capital Assets -WIP Purchased	**(44,278,893)**	(25,770,798)
Acquisition of Other Assets	**(1,150,132)**	
Total Capital Transactions	**(45,980,791)**	(31,987,197)
Financing Transactions		
Capital Revenue Received	**47,708,492**	32,376,539
Total Financing Transactions	**47,708,492**	32,376,539
Net Increase (Decrease) in Cash and Cash Equivalents	**9,111,188**	(1,038,315)
Cash and Cash Equivalents, beginning of year	**24,981,797**	26,020,112
Cash and Cash Equivalents, end of year	**34,092,985**	24,981,797
Cash and Cash Equivalents, end of year, is made up of:		
Cash	**22,928,792**	6,644,585
Cash Equivalents	**11,164,193**	18,337,212
	34,092,985	24,981,797

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

The financial statements of the School District are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the School District are as follows:

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(n).

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(n), 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.

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

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.

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(n).

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.

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

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.

i) 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.

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

j) **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

k) **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 executor 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.

l) **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.

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

m) **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 22 – Accumulated Surplus).

n) **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.

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

o) **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.

p) **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.

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

q) 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.

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.

r) 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, rates for amortization and estimated employee future benefits. Actual results could differ from those estimates.

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

s) **Future Changes in Accounting Policies**

PS 3280 Asset Retirement Obligations issued August 2018 establishes standards for recognition, measurement, presentation and disclosure of legal obligations associated with the retirement of tangible capital assets and is effective July 1, 2022. A liability will be recognized when, as at the financial reporting date:

(a) There is a legal obligation to incur retirement costs in relation to a tangible capital asset;
(b) The past transaction or event giving rise to the liability has occurred;
(c) It is expected that future economic benefits will be given up; and
(d) 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 obligations are measured initially at fair value, determined using present value methodology, and the resulting costs capitalized into the carrying amount of the related tangible capital asset. In subsequent periods, the liability is adjusted for accretion and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and accretion expense is included in the Statement of Operations.

A modified retroactive application has been recommended by Government. Management is in the process of assessing the impact of adopting this standard on the School District's financial results.

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.

NOTE 3 ACCOUNTS RECEIVABLE – OTHER RECEIVABLES

	June 30, 2022	June 30, 2021
Due from Federal Government	$ 472,425	$ 126,816
Payroll accounts receivable	785	40,964
School site acquisition charges receivable	153,306	95,694
Other accounts receivable	352,783	220,747
	$ 979,299	$ 484,221

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 $2,033,863 (2021: $2,095,340) of the prepaid expenses.

NOTE 5 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	June 30, 2022	June 30, 2021
Trade payables	$ 11,230,416	$ 6,877,656
Salaries and benefits payable	5,288,686	4,755,245
Accrued vacation pay	823,964	868,941
	$ 17,343,066	$ 12,501,842

NOTE 6 UNEARNED REVENUE

	June 30, 2022	June 30, 2021
Balance, beginning of year	$ 4,940,497	$ 3,327,542
Increase:		
Tuition fees collected	7,039,307	5,118,181
	7,039,307	5,118,181
Decrease:		
Tuition fees recognized	(6,637,196)	(3,505,226)
	(6,637,196)	(3,505,226)
Net change for the year	402,111	1,612,955
Balance, end of year	$ 5,342,608	$ 4,940,497

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, 2022	June 30, 2021
Balance, beginning of year	$ 1,358,545	$ 1,408,495
Increase:		
Provincial Grants - Ministry of Education and Child Care	20,649,732	22,328,793
Other revenue	3,375,948	1,998,242
Investment income	13,818	11,957
	24,039,498	24,338,992
Decrease:		
Transfers to revenue	(23,751,617)	(24,388,942)
Grants recovered	(20,406)	-
	(23,772,023)	(24,388,942)
Net change for the year	267,475	(49,950)
Balance, end of year	$ 1,626,020	$ 1,358,545

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, 2022	June 30, 2021
Deferred Capital Revenue Subject to Amortization		
Balance, beginning of year	$ 192,140,028	$ 171,528,750
Increases:		
Transfer from deferred capital revenue – capital additions	-	977,172
Transfer from deferred capital revenue – work in progress	2,320,615	27,611,630
	2,320,615	28,588,802
Decreases:		
Amortization of deferred capital revenue	(8,447,330)	(7,916,047)
Amortization of long term lease	(61,477)	(61,477)
	(8,508,807)	(7,977,524)
Net change for the year	(6,188,192)	20,611,278
Balance, end of year	$ 185,951,836	$ 192,140,028

	June 30, 2022	June 30, 2021
Deferred Capital Revenue - Work In Progress		
Balance, beginning of year	$ 21,595,619	$ 24,165,683
Increases:		
Transfer from deferred capital revenue - unspent	44,043,020	25,041,566
	44,043,020	25,041,566
Decreases:		
Transfer to deferred capital revenue subject to amortization	(2,320,615)	(27,611,630)
	(2,320,615)	(27,611,630)
Net change for the year	41,722,405	(2,570,064)
Balance, end of year	$ 63,318,024	$ 21,595,619

NOTE 8 DEFERRED CAPITAL REVENUE (*continued*)

	June 30, 2022	June 30, 2021
Deferred Capital Revenue - Unspent		
Balance, beginning of year	$ 2,241,195	$ 2,017,619
Increases:		
Provincial Grants - Ministry of Education and Child Care	44,617,191	30,874,648
Provincial Grants – Other	1,150,132	-
Other	1,938,639	1,495,652
Investment income	2,530	6,239
	47,708,492	32,376,539
Decreases:		
Transfer to deferred capital revenue – capital additions	-	(977,172)
Transfer to deferred capital revenue – work in progress	(44,043,020)	(25,041,566)
Transfer to revenue – site purchases	(367,285)	(4,983,532)
Transfer to revenue – expensed costs	(935,069)	(1,150,693)
	(45,345,374)	(32,152,963)
Net change for the year	2,363,118	223,576
Balance, end of year	$ 4,604,313	$ 2,241,195
Total Deferred Capital Revenue Balance, end of year	$ 253,874,173	$ 215,976,842

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.

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

	June 30, 2022	June 30, 2021
Discount rate - April 1	2.50%	2.25%
Discount rate - March 31	3.25%	2.50%
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 years	9.6 years

NOTE 9 EMPLOYEE FUTURE BENEFITS (*continued*)

	June 30, 2022	June 30, 2021
Reconciliation of Accrued Benefit Obligation		
Accrued benefit obligation - April 1	$ 5,329,627	$ 5,224,414
Service cost	503,896	505,381
Interest cost	139,605	124,055
Benefit payments	(360,208)	(282,372)
Increase (Decrease) in obligation due to Plan Amendment	8,844	-
Actuarial loss (gain)	802,758	(241,851)
Accrued benefit obligation - March 31	$ 6,424,522	$ 5,329,627
Reconciliation of Funded Status at End of Fiscal Year		
Accrued benefit obligation - March 31	$ 6,424,522	$ 5,329,627
Market value of Plan Assets - March 31	-	-
Funded Status - Deficit	(6,424,522)	(5,329,627)
Employer contributions after measurement date	82,234	53,302
Benefits expense after measurement date	(216,925)	(160,875)
Unamortized net actuarial loss	1,033,773	400,252
Accrued benefit liability - June 30	$ (5,525,440)	$ (5,036,948)
Reconciliation of Change in Accrued Benefit Liability		
Accrued benefit liability - July 1	$ 5,036,948	$ 4,513,102
Net expense for fiscal year	877,631	827,381
Employer contributions	(389,139)	(303,535)
Accrued benefit liability - June 30	$ 5,525,440	$ 5,036,948
Components of Net Benefit Expense		
Service cost	$ 540,297	$ 505,010
Interest cost	159,254	127,943
Immediate Recognition of Plan Amendment	8,844	-
Amortization of net actuarial loss	169,236	194,429
Net benefit expense for fiscal year	$ 877,631	$ 827,381

The impact of changes in assumptions between the March 31, 2022 measurement date and June 30, 2022 reporting date have been considered and are not considered to be material.

NOTE 10 TANGIBLE CAPITAL ASSETS

Net Book Value	June 30, 2022	June 30, 2021
Sites	$ 118,046,890	$ 117,679,605
Buildings	186,683,275	193,650,538
Buildings – WIP	62,253,615	21,398,399
Furniture & Equipment	10,047,251	9,217,619
Furniture & Equipment - WIP	1,064,409	197,221
Vehicles	2,796,606	3,226,615
Computer Software	-	-
Computer Hardware	65,918	68,887
Total	$ 380,957,964	$ 345,438,884

June 30, 2022

Cost:	Balance at July 1, 2021	Additions	Disposals	Transfers (WIP)	Balance at June 30, 2022
Sites	$ 117,679,605	$ 367,285	$ -	$ -	$ 118,046,980
Buildings	299,179,326	-	-	129,583	299,308,909
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	$ 44,830,659	$ (493,701)	$ -	$ 503,618,653

Accumulated Amortization:	Balance at July 1, 2021	Amortization	Disposals	Transfers (WIP)	Balance at June 30, 2022
Sites	$ -	$ -	$ -	$ -	$ -
Buildings	105,528,788	7,096,846	-	-	112,625,634
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	$ 9,311,579	$ (493,701)	$ -	$ 122,660,689

NOTE 10 TANGIBLE CAPITAL ASSETS (*continued*)

June 30, 2021

Cost:	Balance at July 1, 2020	Additions	Disposals	Transfers (WIP)	Balance at June 30, 2021
Sites	$ 112,696,073	$ 4,983,532	$ -	$ -	$ 117,679,605
Buildings	273,772,065	-	-	25,407,261	299,179,326
Buildings – WIP	23,761,543	23,044,117	-	(25,407,261)	21,398,399
Furniture & Equipment	12,154,403	-	(128,729)	2,933,600	14,959,274
Furniture – WIP	404,140	2,726,681	-	(2,933,600)	197,221
Vehicles	4,574,310	1,232,867	(197,124)	-	5,610,053
Computer Software	-	-	-	-	-
Computer Hardware	691,419	-	(433,602)	-	257,817
Computer Hardware - WIP	-	-	-	-	-
Total	$ 428,053,953	$ 31,987,197	$ (759,455)	$ -	$ 459,281,695

Accumulated Amortization:	Balance at July 1, 2020	Amortization	Disposals	Transfers (WIP)	Balance at June 30, 2021
Sites	$ -	$ -	$ -	$ -	$ -
Buildings	98,738,532	6,790,256	-	-	105,528,788
Furniture & Equipment	4,514,700	1,355,684	(128,729)	-	5,741,655
Vehicles	2,071,344	509,218	(197,124)	-	2,383,438
Computer Software	-	-	-	-	-
Computer Hardware	527,608	94,924	(433,602)	-	188,930
Total	$ 105,852,184	$ 8,750,082	$ (759,455)	$ -	$ 113,842,811

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).

NOTE 11 EMPLOYEE PENSION PLANS

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trusteed 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, 2021, the Teachers' Pension Plan has about 50,000 active members and approximately 40,000 retired members. As of December 31, 2021, the Municipal Pension Plan has about 227,000 active members, including approximately 29,000 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, 2018, indicated a $2,866 million funding surplus for basic pension benefits on a going concern basis.

The School District paid $11,110,448 for employer contributions to the plans for the year ended June 30, 2022 (2021: $10,478,086).

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, 2021, with results available in 2022.

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.

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 0.95%.

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

Name of Endowment	Balance July 1, 2021	Contributions	Balance June 30, 2022
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, 2022, 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, 2022	June 30, 2021
Deferred Salary Leave Plan	$ 286,370	$ 186,950
Teachers' Summer Savings Plan	1,753,966	1,556,852
Total	$ 2,040,336	$ 1,743,802

NOTE 14 INTERFUND TRANSFERS

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2022, were as follows:

- Transfer to the capital fund for tangible capital assets purchased from the operating fund $184,481
- Transfer to the capital fund for tangible capital assets work in progress from the operating fund $102,132
- Transfer to the capital fund for tangible capital assets work in progress from the special purpose fund $133,741

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.

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.

	2023	2024	2025	2026	2027	Thereafter
Premises leases	$ 28,386	$ -	$ -	$ -	$ -	$ -
Copier leases	127,731	102,518	65,690	50,832	45,649	-
Total	$ 156,117	$ 102,518	$ 65,690	$ 50,832	$ 45,649	$ -

The School District has entered into contracts related to capital projects with a remaining cost of approximately $14,277,011.

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.

	2023	2024	2025	2026	2027	Thereafter
Future lease/rental revenue	$123,710	$72,960	$72,960	$72,960	$72,960	$54,720
Total	$123,710	$72,960	$72,960	$72,960	$72,960	$54,720

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, 2022, 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.

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 22, 2022. The original budget was adopted on June 22, 2021. The original and amended budgets are presented below.

	2022 Amended Annual Budget $	2022 Annual Budget $
Revenues		
Provincial Grants		
Ministry of Education and Child Care	144,598,542	134,155,881
Tuition	6,712,900	5,356,782
Other Revenue	4,835,368	4,910,369
Rentals and Leases	388,500	388,500
Investment Income	378,090	363,875
Amortization of Deferred Capital Revenue	8,440,864	7,456,368
Amortization of Deferred Capital Revenue - for long term lease	61,477	61,477
Total Revenue	165,415,741	152,693,252
Expenses		
Instruction	135,346,792	124,959,277
District Administration	6,302,624	5,627,040
Operations and Maintenance	21,822,891	20,364,021
Transportation and Housing	3,316,396	3,193,109
Total Expense	166,788,703	154,143,447
Net Revenue (Expense)	(1,372,962)	(1,450,195)
Budgeted Allocation (Retirement) of Surplus (Deficit)	1,416,139	1,496,000
Budgeted Surplus (Deficit), for the year	43,177	45,805

NOTE 21 EXPENSE BY OBJECT

	June 30, 2022	June 30, 2021
Salaries and benefits	$ 135,058,442	$ 128,330,235
Services and supplies	19,766,894	17,107,129
Amortization	9,311,579	8,750,082
Total	$ 164,136,915	$ 154,187,446

NOTE 22 ACCUMULATED SURPLUS

	June 30, 2022	June 30, 2021
Total Internally Restricted Fund Balances	$ 5,576,128	$ 4,787,255
Special Purpose Fund – endowments	673,449	673,449
Invested in Tangible Capital Assets	133,722,074	133,798,684
Total Accumulated Surplus	$ 139,971,651	$ 139,259,388

The Internally Restricted Fund Balances are composed of an Internally Restricted Operating Fund balance and an Internally Restricted Capital Fund balance. The Internally Restricted Operating Fund balance represents the amount of funds committed for planned future years' operating activities. The Internally Restricted Capital Fund balance represents the balance from the Local Capital Reserve. The use of Local Capital is entirely at the discretion of the School District. Appropriations from Local Capital are made to finance projects as determined by the Board.

	June 30, 2022	June 30, 2021
Internally Restricted Surplus – Operating Fund		
Restricted Due to the Nature of Constraints on the Funds	$ 525,166	$ 2,249,153
Restricted for Operations Spanning Multiple School Years	1,742,922	844,986
Restricted for Anticipated Unusual Expenses Identified by the Board	3,308,040	1,693,116
Total Internally Restricted Surplus – Operating Fund	5,576,128	4,787,225
Internally Restricted Surplus – Capital Fund		
Local capital reserve	-	-
Total Internally Restricted Surplus – Capital Fund	-	-
Total Internally Restricted Surplus	$ 5,576,128	$ 4,787,255

NOTE 23 ECONOMIC DEPENDENCE

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

NOTE 24 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 borrower. 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.

i. Currency 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.

ii. Interest rate risk

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.

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 exposures from 2021 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, 2022

	Operating Fund	Special Purpose Fund	Capital Fund	2022 Actual	2021 Actual
	$	$	$	$	$
Accumulated Surplus (Deficit), beginning of year	4,787,255	673,449	133,798,684	**139,259,388**	136,530,601
Changes for the year					
Surplus (Deficit) for the year	1,075,486	133,741	(496,964)	**712,263**	2,728,787
Interfund Transfers					
Tangible Capital Assets Purchased	(184,481)		184,481	-	
Tangible Capital Assets - Work in Progress	(102,132)	(133,741)	235,873	-	
Net Changes for the year	**788,873**	**-**	**(76,610)**	**712,263**	**2,728,787**
Accumulated Surplus (Deficit), end of year - Statement 2	**5,576,128**	**673,449**	**133,722,074**	**139,971,651**	139,259,388

School District No. 62 (Sooke)

Schedule of Operating Operations

Year Ended June 30, 2022

	2022 Budget (Note 20)	**2022 Actual**	2021 Actual
	$	**$**	$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	121,975,601	**122,740,094**	113,365,893
Other		**730**	26,509
Tuition	6,712,900	**6,637,195**	3,505,226
Other Revenue	930,565	**1,273,555**	997,217
Rentals and Leases	388,500	**393,661**	230,065
Investment Income	353,875	**241,165**	290,632
Total Revenue	130,361,441	**131,286,400**	118,415,542
Expenses			
Instruction	111,108,643	**109,785,484**	101,010,417
District Administration	6,302,624	**5,841,891**	5,413,425
Operations and Maintenance	11,444,136	**11,488,295**	10,780,579
Transportation and Housing	2,750,872	**3,095,244**	3,097,339
Total Expense	131,606,275	**130,210,914**	120,301,760
Operating Surplus (Deficit) for the year	(1,244,834)	**1,075,486**	(1,886,218)
Budgeted Appropriation (Retirement) of Surplus (Deficit)	1,416,139		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(171,305)	**(184,481)**	(255,695)
Tangible Capital Assets - Work in Progress		**(102,132)**	(263,722)
Total Net Transfers	(171,305)	**(286,613)**	(519,417)
Total Operating Surplus (Deficit), for the year	-	**788,873**	(2,405,635)
Operating Surplus (Deficit), beginning of year		**4,787,255**	7,192,890
Operating Surplus (Deficit), end of year		**5,576,128**	4,787,255
Operating Surplus (Deficit), end of year			
Internally Restricted		**5,576,128**	4,787,255
Total Operating Surplus (Deficit), end of year		**5,576,128**	4,787,255

School District No. 62 (Sooke)

Schedule of Operating Revenue by Source

Year Ended June 30, 2022

	2022 Budget (Note 20)	**2022 Actual**	2021 Actual
	$	**$**	$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	120,951,499	**121,840,185**	109,163,647
ISC/LEA Recovery	(509,565)	**(515,866)**	(509,565)
Other Ministry of Education and Child Care Grants			
Pay Equity	931,052	**931,052**	931,052
Funding for Graduated Adults	40,000	**103,744**	163,544
Student Transportation Fund	358,365	**358,365**	358,365
Teachers' Labour Settlement Funding			3,007,718
Early Career Mentorship Funding			235,000
FSA Scorer Grant	12,000	**12,964**	12,964
Child Care Funding		**6,482**	
Early Learning Framework Implementation		**3,168**	3,168
Anticipated Enrolment Increase	192,250		
Total Provincial Grants - Ministry of Education and Child Care	121,975,601	**122,740,094**	113,365,893
Provincial Grants - Other		**730**	26,509
Tuition			
Continuing Education	110,000	**95,598**	93,874
International and Out of Province Students	6,602,900	**6,541,597**	3,411,352
Total Tuition	6,712,900	**6,637,195**	3,505,226
Other Revenues			
Funding from First Nations	509,565	**515,866**	509,565
Miscellaneous			
Grants for Crossing Guards	70,000	**106,000**	88,000
Miscellaneous	100,000	**122,573**	98,064
Rebates	51,000	**77,971**	44,847
Reclassified from SGF Discretionary	200,000	**174,691**	134,314
Careers Program		**189,904**	122,427
Transportation Safety Enhancement Fees		**86,550**	
Total Other Revenue	930,565	**1,273,555**	997,217
Rentals and Leases	388,500	**393,661**	230,065
Investment Income	353,875	**241,165**	290,632
Total Operating Revenue	130,361,441	**131,286,400**	118,415,542

School District No. 62 (Sooke)

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object

Year Ended June 30, 2022

	2022 Budget (Note 20)	**2022 Actual**	2021 Actual
	$	**$**	$
Salaries			
Teachers	50,731,418	**49,878,807**	48,393,009
Principals and Vice Principals	8,648,042	**8,513,507**	8,085,645
Educational Assistants	10,979,163	**11,477,073**	10,136,051
Support Staff	12,837,058	**12,454,246**	12,221,148
Other Professionals	4,726,417	**4,770,015**	4,226,866
Substitutes	5,626,091	**5,215,605**	3,808,405
Total Salaries	93,548,189	**92,309,253**	86,871,124
Employee Benefits	22,822,078	**22,819,832**	21,108,220
Total Salaries and Benefits	116,370,267	**115,129,085**	107,979,344
Services and Supplies			
Services	6,546,701	**6,604,171**	5,573,755
Professional Development and Travel	1,116,517	**934,188**	659,429
Rentals and Leases	355,391	**411,859**	379,508
Dues and Fees	214,991	**161,730**	192,150
Insurance	514,545	**429,514**	311,885
Supplies	4,768,219	**4,770,322**	3,601,625
Utilities	1,693,844	**1,770,045**	1,602,549
Bad Debt	25,800		1,515
Total Services and Supplies	15,236,008	**15,081,829**	12,322,416
Total Operating Expense	131,606,275	**130,210,914**	120,301,760

School District No. 62 (Sooke)

Operating Expense by Function, Program and Object

Year Ended June 30, 2022

	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	42,499,477	304,626	166,207	1,681,277	451,185	3,562,036	**48,664,808**
1.03 Career Programs	220,765			194,449		11,183	**426,397**
1.07 Library Services	1,371,683			240,343		71,583	**1,683,609**
1.08 Counselling	1,968,631					34,801	**2,003,432**
1.10 Special Education	1,241,314	256,748	10,998,337	96,302	1,122,419	668,699	**14,383,819**
1.30 English Language Learning	1,174,679			34,898		5,408	**1,214,985**
1.31 Indigenous Education	610,681	258,114	312,529	68,707		17,743	**1,267,774**
1.41 School Administration		7,274,453		2,308,387		241,324	**9,824,164**
1.61 Continuing Education				32,499			**32,499**
1.62 International and Out of Province Students	789,943	273,468		344,868		880	**1,409,159**
Total Function 1	**49,877,173**	**8,367,409**	**11,477,073**	**5,001,730**	**1,573,604**	**4,613,657**	**80,910,646**
4 District Administration							
4.11 Educational Administration		145,836			834,049	26,485	**1,006,370**
4.40 School District Governance					122,494		**122,494**
4.41 Business Administration	1,634	262		580,125	1,724,819	67,723	**2,374,563**
Total Function 4	**1,634**	**146,098**	**-**	**580,125**	**2,681,362**	**94,208**	**3,503,427**
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				116,317	137,883		**254,200**
5.50 Maintenance Operations				4,532,743	283,705	390,981	**5,207,429**
5.52 Maintenance of Grounds				544,237			**544,237**
5.56 Utilities							**-**
Total Function 5	**-**	**-**	**-**	**5,193,297**	**421,588**	**390,981**	**6,005,866**
7 Transportation and Housing							
7.41 Transportation and Housing Administration				123,256	93,461	304	**217,021**
7.70 Student Transportation				1,555,838		116,455	**1,672,293**
Total Function 7	**-**	**-**	**-**	**1,679,094**	**93,461**	**116,759**	**1,889,314**
9 Debt Services							
Total Function 9	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total Functions 1 - 9	**49,878,807**	**8,513,507**	**11,477,073**	**12,454,246**	**4,770,015**	**5,215,605**	**92,309,253**

School District No. 62 (Sooke)

Operating Expense by Function, Program and Object

Year Ended June 30, 2022

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2022 Actual	2022 Budget (Note 20)	2021 Actual
	$	$	$	$	$	$	$
1 Instruction							
1.02 Regular Instruction	**48,664,808**	12,615,510	**61,280,318**	3,383,703	**64,664,021**	65,807,898	59,095,256
1.03 Career Programs	**426,397**	103,448	**529,845**	424,466	**954,311**	850,568	857,444
1.07 Library Services	**1,683,609**	419,790	**2,103,399**	55,378	**2,158,777**	2,123,043	2,187,368
1.08 Counselling	**2,003,432**	486,657	**2,490,089**	4,716	**2,494,805**	2,499,222	2,495,964
1.10 Special Education	**14,383,819**	3,592,635	**17,976,454**	563,489	**18,539,943**	18,418,862	18,271,957
1.30 English Language Learning	**1,214,985**	299,010	**1,513,995**	33,847	**1,547,842**	1,571,272	1,475,236
1.31 Indigenous Education	**1,267,774**	310,000	**1,577,774**	347,332	**1,925,106**	1,995,865	1,863,360
1.41 School Administration	**9,824,164**	2,077,835	**11,901,999**	567,200	**12,469,199**	12,759,955	12,171,602
1.61 Continuing Education	**32,499**	2,288	**34,787**	86,280	**121,067**	91,555	75,124
1.62 International and Out of Province Students	**1,409,159**	336,499	**1,745,658**	3,164,755	**4,910,413**	4,990,403	2,517,106
Total Function 1	**80,910,646**	**20,243,672**	**101,154,318**	**8,631,166**	**109,785,484**	111,108,643	101,010,417
4 District Administration							
4.11 Educational Administration	**1,006,370**	184,692	**1,191,062**	569,914	**1,760,976**	1,826,046	1,425,168
4.40 School District Governance	**122,494**	6,245	**128,739**	117,499	**246,238**	254,088	256,331
4.41 Business Administration	**2,374,563**	501,049	**2,875,612**	959,065	**3,834,677**	4,222,490	3,731,926
Total Function 4	**3,503,427**	**691,986**	**4,195,413**	**1,646,478**	**5,841,891**	6,302,624	5,413,425
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	**254,200**	57,096	**311,296**	264,596	**575,892**	725,805	596,760
5.50 Maintenance Operations	**5,207,429**	1,236,218	**6,443,647**	1,657,917	**8,101,564**	8,029,036	7,059,706
5.52 Maintenance of Grounds	**544,237**	144,986	**689,223**	351,571	**1,040,794**	995,451	1,521,564
5.56 Utilities	**-**		**-**	1,770,045	**1,770,045**	1,693,844	1,602,549
Total Function 5	**6,005,866**	**1,438,300**	**7,444,166**	**4,044,129**	**11,488,295**	11,444,136	10,780,579
7 Transportation and Housing							
7.41 Transportation and Housing Administration	**217,021**	49,951	**266,972**	72,232	**339,204**	305,481	336,974
7.70 Student Transportation	**1,672,293**	395,923	**2,068,216**	687,824	**2,756,040**	2,445,391	2,760,365
Total Function 7	**1,889,314**	**445,874**	**2,335,188**	**760,056**	**3,095,244**	2,750,872	3,097,339
9 Debt Services							
Total Function 9	**-**	-	**-**	-	**-**	-	-
Total Functions 1 - 9	**92,309,253**	**22,819,832**	**115,129,085**	**15,081,829**	**130,210,914**	131,606,275	120,301,760

School District No. 62 (Sooke)

Schedule of Special Purpose Operations

Year Ended June 30, 2022

	2022 Budget (Note 20)	**2022 Actual**	2021 Actual
	$	**$**	$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	20,638,840	**20,419,963**	22,275,012
Other Revenue	3,904,803	**3,314,054**	2,095,681
Investment Income	24,215	**17,600**	18,249
Total Revenue	24,567,858	**23,751,617**	24,388,942
Expenses			
Instruction	24,238,149	**22,965,526**	22,650,013
District Administration			19,900
Operations and Maintenance	329,709	**652,350**	965,874
Transportation and Housing			287,645
Total Expense	24,567,858	**23,617,876**	23,923,432
Special Purpose Surplus (Deficit) for the year	-	**133,741**	465,510
Net Transfers (to) from other funds			
Tangible Capital Assets - Work in Progress		**(133,741)**	(465,510)
Total Net Transfers	-	**(133,741)**	(465,510)
Total Special Purpose Surplus (Deficit) for the year	-	**-**	-
Special Purpose Surplus (Deficit), beginning of year		**673,449**	673,449
Special Purpose Surplus (Deficit), end of year		**673,449**	673,449
Special Purpose Surplus (Deficit), end of year			
Endowment Contributions		**673,449**	673,449
Total Special Purpose Surplus (Deficit), end of year		**673,449**	673,449

School District No. 62 (Sooke)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2022

	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			14,215	710,044	4,130	32,265	24,249	81,413	
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	329,709	401,652			192,000	44,100	279,366	768,299	1,429,873
Other				2,331,709				31,936	
Investment Income			8,705		100	400		600	
	329,709	401,652	8,705	2,331,709	192,100	44,500	279,366	800,835	1,429,873
Less: Allocated to Revenue	329,709	401,652	17,600	2,337,129	176,453	42,380	194,540	852,582	1,429,873
Recovered							20,406		
Deferred Revenue, end of year	**-**	**-**	**5,320**	**704,624**	**19,777**	**34,385**	**88,669**	**29,666**	**-**
Revenues									
Provincial Grants - Ministry of Education and Child Care	329,709	401,652			176,453	42,380	194,540	820,646	1,429,873
Other Revenue				2,337,129				31,936	
Investment Income			17,600						
	329,709	401,652	17,600	2,337,129	176,453	42,380	194,540	852,582	1,429,873
Expenses									
Salaries									
Teachers							22,655		27,541
Principals and Vice Principals								43,138	
Educational Assistants		313,792							170,000
Support Staff				6,213	131,046	470	561	52,417	120,000
Other Professionals								159,904	
Substitutes				14,058		17,318	34,365	12,242	795,210
	-	313,792	-	20,271	131,046	17,788	57,581	267,701	1,112,751
Employee Benefits		87,860		578	39,399	3,381	13,110	58,180	246,022
Services and Supplies	329,709		17,600	2,316,280	6,008	21,211	123,849	526,701	71,100
	329,709	401,652	17,600	2,337,129	176,453	42,380	194,540	852,582	1,429,873
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, 2022

	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	Nature K
	$	$	$	$	$	$	$	$	$
Deferred Revenue, beginning of year	28,147	13,105	19,246	17,792					4,953
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	16,526,931	27,149	120,483	24,999	279,148	176,023	50,000		
Other								25,000	
Investment Income		200	600	200				100	
	16,526,931	27,349	121,083	25,199	279,148	176,023	50,000	25,100	-
Less: Allocated to Revenue	16,555,078	21,535	40,270	16,525	277,641	57,947	49,334	2,948	-
Recovered									
Deferred Revenue, end of year	**-**	**18,919**	**100,059**	**26,466**	**1,507**	**118,076**	**666**	**22,152**	**4,953**
Revenues									
Provincial Grants - Ministry of Education and Child Care	16,555,078	21,535	40,270	16,525	277,641	57,947	49,334		
Other Revenue								2,948	
Investment Income									
	16,555,078	21,535	40,270	16,525	277,641	57,947	49,334	2,948	-
Expenses									
Salaries									
Teachers	13,288,713								
Principals and Vice Principals									
Educational Assistants									
Support Staff					57,000	4,965	36,764		
Other Professionals									
Substitutes			8,863	2,901			705		
	13,288,713	-	8,863	2,901	57,000	4,965	37,469	-	-
Employee Benefits	3,266,365		1,634	646	16,148	1,136	6,682		
Services and Supplies		21,535	29,773	12,978	99,493	30,436	5,183	2,948	
	16,555,078	21,535	40,270	16,525	172,641	36,537	49,334	2,948	-
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	105,000	21,410	-	-	-
Interfund Transfers									
Tangible Capital Assets - Work in Progress					(105,000)	(21,410)			
	-	-	-	-	(105,000)	(21,410)	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2022

	ACE-IT	Academies	Art Starts	Donations	Theaters	Horner	SEY2K	Kidsport	BCSSA Island Chapter
	$	$	$	$	$	$	$	$	$
Deferred Revenue, beginning of year		279,698	6,642	59,418	42,194		6,380	14,654	
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care									
Other	37,500	867,417	7,600	39,363	969	6,273			28,181
Investment Income			100	1,513	1,200				100
	37,500	867,417	7,700	40,876	2,169	6,273	-	-	28,281
Less: Allocated to Revenue	37,500	826,778	10,677	39,687	916	3,115	6,380	13,215	10,153
Recovered									
Deferred Revenue, end of year	**-**	**320,337**	**3,665**	**60,607**	**43,447**	**3,158**	**-**	**1,439**	**18,128**
Revenues									
Provincial Grants - Ministry of Education and Child Care							6,380		
Other Revenue	37,500	826,778	10,677	39,687	916	3,115		13,215	10,153
Investment Income									
	37,500	826,778	10,677	39,687	916	3,115	6,380	13,215	10,153
Expenses									
Salaries									
Teachers	31,250	45,421							
Principals and Vice Principals		17,820							
Educational Assistants									
Support Staff		57,168			251		93		
Other Professionals									
Substitutes		2,136					5,192		
	31,250	122,545	-	-	251	-	5,285	-	-
Employee Benefits	6,250	32,630			2		998		
Services and Supplies		664,272	10,677	39,687	663	3,115	97	13,215	10,153
	37,500	819,447	10,677	39,687	916	3,115	6,380	13,215	10,153
Net Revenue (Expense) before Interfund Transfers	-	7,331	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets - Work in Progress		(7,331)							
	-	(7,331)	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2022

	TOTAL
	$
Deferred Revenue, beginning of year	1,358,545
Add: Restricted Grants	
Provincial Grants - Ministry of Education and Child Care	20,649,732
Other	3,375,948
Investment Income	13,818
	24,039,498
Less: Allocated to Revenue	23,751,617
Recovered	20,406
Deferred Revenue, end of year	**1,626,020**
Revenues	
Provincial Grants - Ministry of Education and Child Care	20,419,963
Other Revenue	3,314,054
Investment Income	17,600
	23,751,617
Expenses	
Salaries	
Teachers	13,415,580
Principals and Vice Principals	60,958
Educational Assistants	483,792
Support Staff	466,948
Other Professionals	159,904
Substitutes	892,990
	15,480,172
Employee Benefits	3,781,021
Services and Supplies	4,356,683
	23,617,876
Net Revenue (Expense) before Interfund Transfers	133,741
Interfund Transfers	
Tangible Capital Assets - Work in Progress	(133,741)
	(133,741)
Net Revenue (Expense)	-

School District No. 62 (Sooke)

Schedule of Capital Operations

Year Ended June 30, 2022

	2022 Budget (Note 20)	2022 Actual			2021 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	$	$	$	$	$
Revenues					
Provincial Grants					
Ministry of Education and Child Care	1,984,101	**1,302,354**		**1,302,354**	6,134,225
Amortization of Deferred Capital Revenue	8,440,864	**8,447,330**		**8,447,330**	7,916,047
Amortization of Deferred Capital Revenue - for lease	61,477	**61,477**		**61,477**	61,477
Total Revenue	10,486,442	**9,811,161**	-	**9,811,161**	14,111,749
Expenses					
Operations and Maintenance	1,319,392	**996,546**		**996,546**	1,212,172
Amortization of Tangible Capital Assets					
Operations and Maintenance	8,729,654	**8,746,388**		**8,746,388**	8,240,864
Transportation and Housing	565,524	**565,191**		**565,191**	509,218
Total Expense	10,614,570	**10,308,125**	-	**10,308,125**	9,962,254
Capital Surplus (Deficit) for the year	(128,128)	**(496,964)**	-	**(496,964)**	4,149,495
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	171,305	**184,481**		**184,481**	255,695
Tangible Capital Assets - Work in Progress		**235,873**		**235,873**	729,232
Total Net Transfers	171,305	**420,354**	-	**420,354**	984,927
Total Capital Surplus (Deficit) for the year	43,177	**(76,610)**	-	**(76,610)**	5,134,422
Capital Surplus (Deficit), beginning of year		**133,798,684**		**133,798,684**	128,664,262
Capital Surplus (Deficit), end of year		**133,722,074**	-	**133,722,074**	133,798,684

School District No. 62 (Sooke)

Tangible Capital Assets
Year Ended June 30, 2022

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	$	$	$	$	$	$	$
Cost, beginning of year	117,679,605	299,179,326	14,959,274	5,610,053		257,817	**437,686,075**
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw	367,285						**367,285**
Operating Fund				135,182		49,299	**184,481**
Transferred from Work in Progress		129,583	2,426,906				**2,556,489**
	367,285	129,583	2,426,906	135,182	-	49,299	**3,108,255**
Decrease:							
Deemed Disposals			399,968	51,476		42,257	**493,701**
	-	-	399,968	51,476	-	42,257	**493,701**
Cost, end of year	118,046,890	299,308,909	16,986,212	5,693,759	-	264,859	**440,300,629**
Work in Progress, end of year		62,253,615	1,064,409				**63,318,024**
Cost and Work in Progress, end of year	118,046,890	361,562,524	18,050,621	5,693,759	-	264,859	**503,618,653**
Accumulated Amortization, beginning of year		105,528,788	5,741,655	2,383,438		188,930	**113,842,811**
Changes for the Year							
Increase: Amortization for the Year		7,096,846	1,597,274	565,191		52,268	**9,311,579**
Decrease:							
Deemed Disposals			399,968	51,476		42,257	**493,701**
		-	399,968	51,476	-	42,257	**493,701**
Accumulated Amortization, end of year		112,625,634	6,938,961	2,897,153	-	198,941	**122,660,689**
Tangible Capital Assets - Net	**118,046,890**	**248,936,890**	**11,111,660**	**2,796,606**	**-**	**65,918**	**380,957,964**

School District No. 62 (Sooke)

Tangible Capital Assets - Work in Progress
Year Ended June 30, 2022

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	$	$	$	$	$
Work in Progress, beginning of year	21,398,399	197,221			**21,595,620**
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	40,984,799	2,445,868			**43,430,667**
Deferred Capital Revenue - Other		612,353			**612,353**
Operating Fund		102,132			**102,132**
Special Purpose Funds		133,741			**133,741**
	40,984,799	3,294,094	-	-	**44,278,893**
Decrease:					
Transferred to Tangible Capital Assets	129,583	2,426,906			**2,556,489**
	129,583	2,426,906	-	-	**2,556,489**
Net Changes for the Year	40,855,216	867,188	-	-	**41,722,404**
Work in Progress, end of year	**62,253,615**	**1,064,409**	**-**	**-**	**63,318,024**

School District No. 62 (Sooke)

Deferred Capital Revenue
Year Ended June 30, 2022

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	$	$	$	$
Deferred Capital Revenue, beginning of year	171,419,232	19,890,509	830,287	**192,140,028**
Changes for the Year				
Increase:				
Transferred from Work in Progress	2,288,262		32,353	**2,320,615**
	2,288,262	-	32,353	**2,320,615**
Decrease:				
Amortization of Deferred Capital Revenue	7,611,061	769,136	67,133	**8,447,330**
Amortization of Deferred Capital Revenue - for long term lease	61,477			**61,477**
	7,672,538	769,136	67,133	**8,508,807**
Net Changes for the Year	(5,384,276)	(769,136)	(34,780)	**(6,188,192)**
Deferred Capital Revenue, end of year	166,034,956	19,121,373	795,507	**185,951,836**
Work in Progress, beginning of year	21,595,619			**21,595,619**
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	43,430,667		612,353	**44,043,020**
	43,430,667	-	612,353	**44,043,020**
Decrease				
Transferred to Deferred Capital Revenue	2,288,262		32,353	**2,320,615**
	2,288,262	-	32,353	**2,320,615**
Net Changes for the Year	41,142,405	-	580,000	**41,722,405**
Work in Progress, end of year	62,738,024	-	580,000	**63,318,024**
Total Deferred Capital Revenue, end of year	**228,772,980**	**19,121,373**	**1,375,507**	**249,269,860**

School District No. 62 (Sooke)

Changes in Unspent Deferred Capital Revenue
Year Ended June 30, 2022

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	$	$	$	$	$	$
Balance, beginning of year	497,600	213,594	-	1,483,318	46,683	**2,241,195**
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	44,617,191					**44,617,191**
Provincial Grants - Other			1,150,132			**1,150,132**
Other				1,358,639	580,000	**1,938,639**
Investment Income		2,530				**2,530**
Transfer project surplus to MECC Restricted (from) Bylaw	(239,926)	239,926				**-**
	44,377,265	242,456	1,150,132	1,358,639	580,000	**47,708,492**
Decrease:						
Transferred to DCR - Work in Progress	43,430,667				612,353	**44,043,020**
Transferred to Revenue - Site Purchases	367,285					**367,285**
Transferred to Revenue - Expensed Costs	935,069					**935,069**
	44,733,021	-	-	-	612,353	**45,345,374**
Net Changes for the Year	(355,756)	242,456	1,150,132	1,358,639	(32,353)	**2,363,118**
Balance, end of year	**141,844**	**456,050**	**1,150,132**	**2,841,957**	**14,330**	**4,604,313**

2021/22

FINANCIAL STATEMENT DISCUSSION & ANALYSIS

SCHOOL DISTRICT NO. 62 (SOOKE)

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2022

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, 2022. The intent of the Financial Statement Discussion and Analysis (FSDA) is to look at the District's performance as a whole. 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 12,000 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.

Our Vision
We honour student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community.

Our Values
– Relationships – Choice – Respect – Integrity – Trust – Safety – Diversity – Equity

FINANCIAL HIGHLIGHTS

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

COVID-19
On March 11th of 2020 the World Health Organization declared the COVID-19 outbreak as a global pandemic. Since this time COVID-19 has had a significant financial, market, and social dislocating impact worldwide. However, 2021/22 saw a return to a sense of normalcy in the District as students received full-time in-class instruction throughout the year. As a result, domestic student enrolment increased by over 6% from the prior year and international student enrolment revenues returned to pre-pandemic levels.

Operating Fund

- For the fiscal year 2021/22, the District Operating Fund had a surplus of $788,873 ($131,286,400 in revenues and $130,497,527 in total expense and capital asset purchases). When added to the balance of $4,787,255 at the beginning of the year, the accumulated surplus in the Operating Fund ended the year with a balance of $5,576,128.
- This year-end balance is fully restricted for the following purposes:
    - Due to the nature of constraints on funds: $ 525,166
    - For operations spanning multiple school years: $ 1,742,922
    - For anticipated unusual expenses identified by the Board: $ 3,308,040
- The financial reserve of $2,508,040 that is restricted for anticipated unusual expenses is 1.8% of the $139,373,766 Operating Fund expenses budgeted for the year ending June 30, 2023. This balance is compliant with the one-time 3% financial reserve threshold established by the Board.

Special Purpose Funds

- Special Purpose Funds had $23,751,617 in total expenditures – a decrease of 3% ($637,000) from the prior year.

Capital Fund

- The District had $44,830,659 in tangible capital asset additions in the year – an increase of 40% ($12.8M) from the prior year.

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.

FINANCIAL POSITION	FY22 ACTUAL	FY21 ACTUAL	INCR / (DECR) FROM PRIOR YEAR	INCR / (DECR) %
(in $ thousands)	A	B	C = A-B	D = C/B
TOTAL FINANCIAL ASSETS	37,470	29,888	7,582	25%
TOTAL NON FINANCIAL ASSETS	386,235	349,235	37,000	11%
TOTAL ASSETS	423,705	379,123	44,582	12%
TOTAL LIABILITIES	283,734	239,864	43,870	18%
ACCUMULATED SURPLUS	139,971	139,259	712	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 $37.5M which is a 25% ($7.6M) increase from the $29.9M held the prior year. The increase is primarily due to Cash and Cash Equivalents ($9.1M) offset by a decrease in Due from Province – Ministry of Education and Childcare ($1.5M).

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 $386.2M which is a 11% ($37M) increase from the $349.2M held the prior year. The increase is due to $44.8M in capital additions offset by $9.3M in amortization for the year and an increase to both other assets ($1.2M) and prepaid expenses ($0.3M).

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 $283.7M which is an 18% ($43.9M) increase from the $239.9M held the prior year. The increase is primarily due to an increase in Deferred Capital Revenues ($37.9M) and accounts payable ($4.8M).

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

ACCUMULATED SURPLUS / (DEFICIT)	FY22 ACTUAL	FY21 ACTUAL	INCR / (DECR) FROM PRIOR YEAR	INCR / (DECR) %
(in $ thousands)	A	B	C = A-B	D = C/B
ENDOWMENTS	673	673	(0)	0%
INVESTED IN CAPITAL ASSETS	133,722	133,799	(77)	0%
LOCAL CAPITAL	-	-	-	100%
OPERATING - RESTRICTED	5,576	4,787	789	16%
TOTAL ACCUMULATED SURPLUS	139,971	139,259	712	1%

As at the statement date, the District had an accumulated surplus of $140M which is a 1% ($0.7M) increase from the $139.3M held the prior year. The increase is a result of the restricted operating surplus.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2022

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 1.38 as at June 30 2022, 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 (1.23) and SD63 (1.74) from 2020/21.

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 1.18 as at June 30, 2022, the same as the prior year. 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 (1.05) and SD63 (1.43) from 2020/21.

	STATEMENT OF FINANCIAL POSITION METRICS (in $ thousands)	FY22 ACTUAL	FY21 ACTUAL	INCR / (DECR) FROM PRIOR YEAR
	CURRENT ASSETS			
	CASH AND CASH EQUIVALENTS	$ 34,093	$ 24,982	$ 9,111
	ACCOUNTS RECEIVABLE	$ 3,377	$ 4,906	$ (1,529)
	PORTFOLIO INVESTMENTS	$ -	$ -	$ -
	PREPAID EXPENSES (excluding the prepaid lease)	$ 1,420	$ 1,027	$ 393
	OTHER ASSETS	$ 1,150	$ -	$ 1,150
A	**TOTAL CURRENT ASSETS**	**$ 40,040**	**$ 30,916**	**$ 9,124**
	CURRENT LIABILITIES			
	ACCOUNTS PAYABLE	$ 17,365	$ 12,551	$ 4,814
	UNEARNED REVENUE	$ 5,343	$ 4,940	$ 402
	DEFERRED REVENUE (SPF BALANCES)	$ 1,626	$ 1,359	$ 267
	DEFERRED CAPITAL REVENUE (UNSPENT)	$ 4,604	$ 2,241	$ 2,363
B	**TOTAL CURRENT LIABILITIES**	**$ 28,938**	**$ 21,091**	**$ 7,847**
	WORKING CAPITAL			
	LONG TERM LIABILITIES: EMPLOYEE FUTURE BENEFITS	$ 5,525	$ 5,037	$ 488
	ACCUMULATED SURPLUS - LOCAL CAPITAL	$ -	$ -	$ -
	ACCUMULATED SURPLUS - OPERATING FUND - RESTRICTED	$ 5,576	$ 4,787	$ 789
C = A-B	**TOTAL WORKING CAPITAL**	**$ 11,102**	**$ 9,824**	**$ 1,277**
D = A/B	**CURRENT RATIO = CURRENT ASSETS / CURRENT LIABILITIES**	**1.3836**	**1.4658**	**-0.08**
	CASH ASSET RATIO = CASH AND CASH EQUIVALENTS / CURRENT LIAB	**1.1781**	**1.1845**	**-0.01**

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.

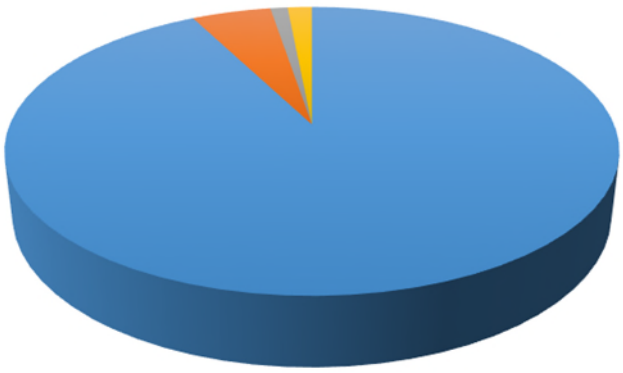
OPERATING FUND

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 (92.41%)
- OTHER PROVINCIAL FUNDING (1.08%)
- INTERNATIONAL TUITION (4.98%)
- OTHER (1.53%)

The District's operating revenues of $131.3M increased by 11% ($12.9M) over the prior year. Against a budget of $130.4M, the $131.3M in revenues resulted in savings of 1% ($0.9M).

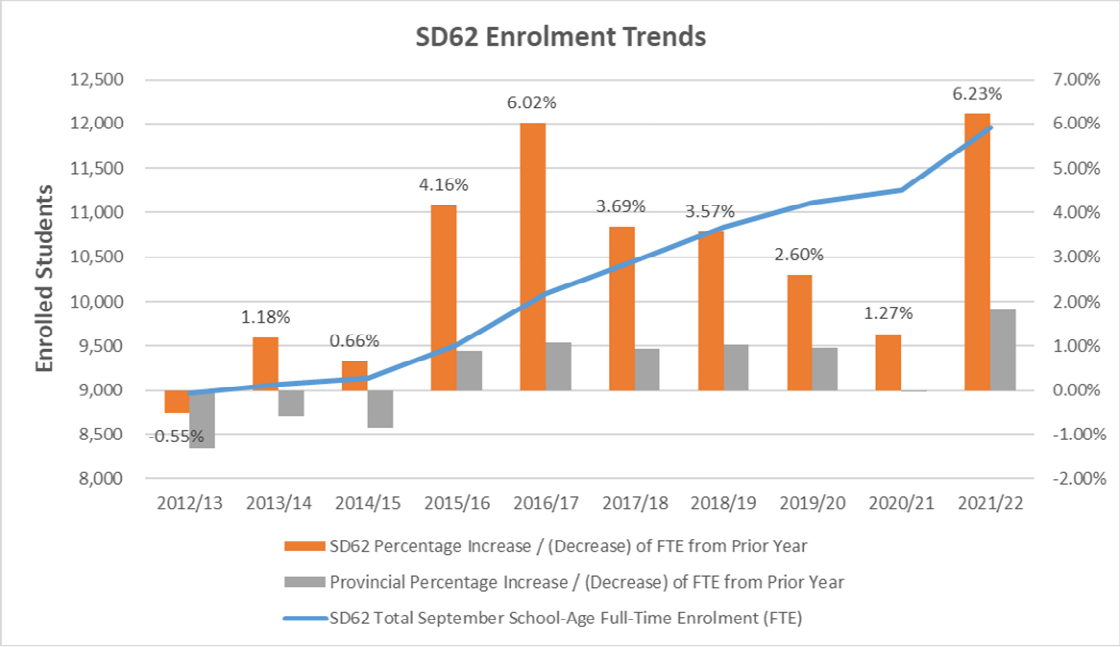
	BUDGET FY22	ACTUAL FY22	ACTUAL FY21	SAVINGS / (PRESSURE) FY22	SAVINGS / (PRESSURE) % FY22		INCR / (DECR) FROM PRIOR YEAR	INCR / (DECR) %
OPERATING REVENUES (in $ thousands)		B	C	D = A-B	E = D/A		F = B-C	G = F/C
PROVINCIAL OPERATING GRANT	120,441	121,324	108,654	883	1%		12,670	12%
OTHER PROVINCIAL FUNDING	1,535	1,416	4,738	(119)	(8%)		(3,322)	(70%)
FUNDING FROM FIRST NATIONS	510	516	510	6	-		6	-
CONTINUING ED TUITION	110	96	94	(14)	(13%)		2	2%
INTERNATIONAL TUITION	6,603	6,542	3,411	(61)	(1%)		3,131	92%
MISCELLANEOUS	421	758	488	337	80%		270	55%
RENTALS AND LEASES	388	393	230	5	1%		163	71%
INVESTMENT INCOME	353	241	291	(112)	(32%)		(50)	(17%)
TOTAL OPERATING REVENUES	130,361	131,286	118,416	925	1%		12,870	11%

The $0.9M in savings was largely from the Operating Grant ($0.9M) and Miscellaneous Revenue ($0.3M).

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 except one 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. At an average enrolment increase 3.47% over the past 5 years, the District's growth is significantly higher than the provincial average (0.94%) over the same time period.

The upward trajectory of student enrolment continued in the 2021/22 school year. As detailed in the table below, there was a 7.2% (1,017.06 FTE) increase in total enrolment from the prior year.

	BUDGET FY22	ACTUAL FY22	ACTUAL FY21	SAVINGS / (PRESSURE) FY22	SAVINGS / (PRESSURE) % FY22	INCR / (DECR) FROM PRIOR YEAR	INCR / (DECR) %
ENROLMENT (in FTE)	A	B	C	D = B-A	E = D/A	F = B-C	G = F/C
SEPTEMBER							
STANDARD (REGULAR) SCHOOLS	11,661.06	11,661.06	10,930.94	-	0.0%	730.13	6.7%
CONTINUING EDUCATION	2.00	2.00	15.13	-	0.0%	(13.13)	-86.8%
ALTERNATE SCHOOLS	201.00	201.00	210.00	-	0.0%	(9.00)	-4.3%
DISTRIBUTED LEARNING	92.25	92.25	98.69	-	0.0%	(6.44)	-6.5%
HOME SCHOOLING & COURSE CHALLENGES	22.00	22.00	24.00	-	0.0%	(2.00)	-8.3%
DESIGNATED STUDENTS	889.00	889.00	769.00	-	0.0%	120.00	15.6%
ENGLISH LANGUAGE LEARNING	792.00	792.00	626.00	-	0.0%	166.00	26.5%
INDIGENOUS EDUCATION	1,221.00	1,221.00	1,183.00	-	0.0%	38.00	3.2%
ADULT EDUCATION	14.44	14.44	14.06	(0.00)	0.0%	0.38	2.7%
TOTAL SEPTEMBER COUNT	14,894.75	14,894.75	13,870.81	(0.00)	0.0%	1,023.94	7.4%
FEBRUARY COUNT	177.00	265.88	254.94	88.88	50.2%	10.94	4.3%
MAY COUNT	31.00	54.63	72.44	23.63	76.2%	(17.81)	-24.6%
TOTAL ENROLMENT	15,102.75	15,215.25	14,198.19	112.50	0.7%	1,017.06	7.2%

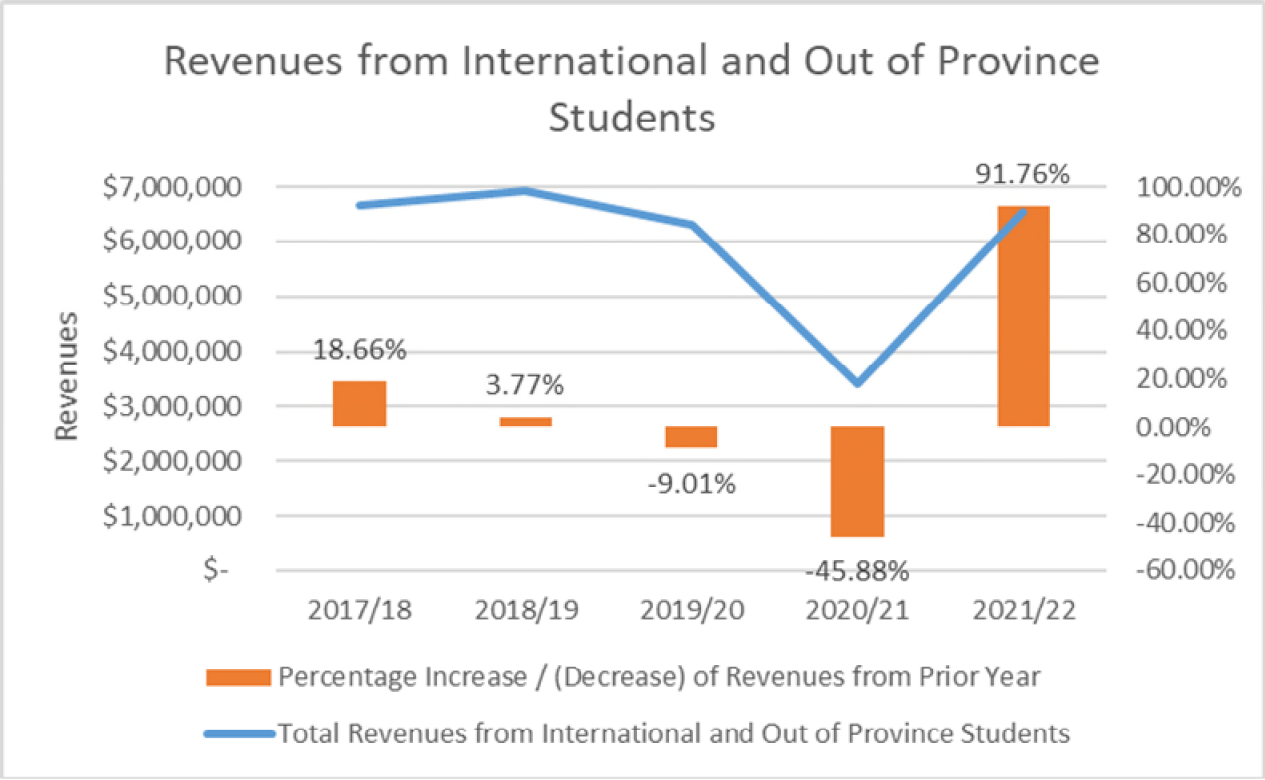
The increased enrolment along with funding level increases resulted in a 12% ($12.7M) increase in the operating grant from the prior year. There were savings of $0.9M due to the February and May counts being higher than budgeted.

Other Provincial Funding

There was a decrease of $3.3M in other Ministry of Education grants from the prior year largely due to the elimination of the Teachers' Labour Settlement funding ($3.0M) and Early Career Mentorship funding ($0.2M). The remainder of the variance was due to the decrease in Graduated Adult funding ($0.06M). Against a budget of $1.5M, the $1.42M in other provincial funding revenues was primarily on budget for the year.

International Tuition

The International Program experienced a significant increase in revenues over the prior year due to lifted travel restrictions. At $6.5M for 2021/22, revenues increased by $3.1M from the prior year due to increased enrollment.



The International Program cost $4.9M in expenses to generate the $6.5M in revenues – for net revenues of $1.6M in 2021/22. This is about $0.7M more than the $0.9M 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).

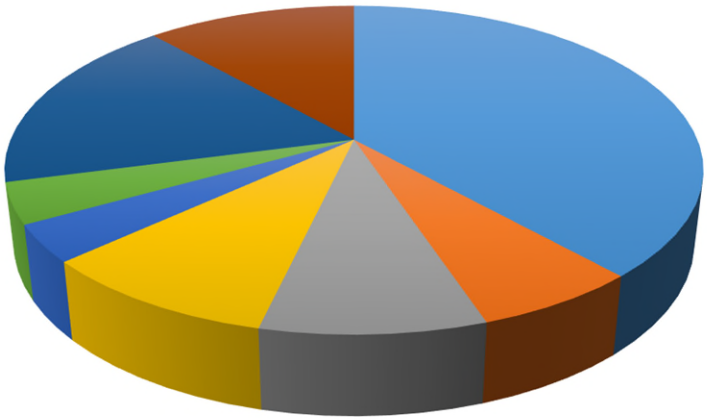
The provincial averages are taken from data available to the public on the Ministry of Education financial reporting website. At the time of issuance of this report, the provincial actuals for fiscal 2022 were not yet available, as such the provincial budgets for fiscal 2022 were used for comparative purposes.

Expenses by Type (Object)

The District's spending allocations by object were in line with provincial averages - with 88.4% of its expenses on salaries and benefits (Province = 88.6%) and 11.6% on services and supplies (Province = 11.4%).

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

FY22 EXPENSES BY OBJECT



- TEACHERS SALARIES (SD62=38.3%; Prov=42.3%)
- PVP SALARIES (SD62=6.5%; Prov=5.7%)
- EA SALARIES (SD62=8.8%; Prov=8.2%)
- SUPPORT STAFF SALARIES (SD62=9.6%; Prov=9.0%)
- OTHER PROF. SALARIES (SD62=3.7%; Prov=2.8%)
- SUBSTITUTE SALARIES (SD62=4.0%; Prov=3.4%)
- EMPLOYEE BENEFITS (SD62=17.5%; Prov=17.2%)
- TOTAL SERVICES AND SUPPLIES (SD62=11.6%; Prov=11.4%)

The District's operating expenditures of $130.2M increased by 8.2% ($9.9M) over the prior year. Against a budget of $131.6M, the $130.2M in expenditures resulted in savings of $1.4M (1.1%).

	BUDGET FY22	ACTUAL FY22	ACTUAL FY21	SAVINGS / (PRESSURE) FY22	SAVINGS / (PRESSURE) % FY22	INCR / (DECR) FROM PRIOR YEAR	INCR / (DECR) %
EXPENSES (in $ thousands)	A	B	C	D = A-B	E = D/A	F = B-C	G = F/C
TEACHERS SALARIES	50,731	49,879	48,393	852	1.7%	1,486	3.1%
PVP SALARIES	8,648	8,513	8,086	135	1.6%	427	5.3%
EA SALARIES	10,979	11,477	10,136	(498)	(4.5%)	1,341	13.2%
SUPPORT STAFF SALARIES	12,837	12,454	12,221	383	3.0%	233	1.9%
OTHER PROFESSIONAL SALARIES	4,727	4,770	4,227	(43)	(0.9%)	543	12.8%
SUBSTITUTES SALARIES	5,626	5,216	3,808	410	7.3%	1,408	37.0%
EMPLOYEE BENEFITS	22,822	22,820	21,108	2	0.0%	1,712	8.1%
TOTAL SERVICES AND SUPPLIES	15,236	15,082	12,322	154	1.0%	2,760	22.4%
TOTAL OPERATING EXPENSES	131,606	130,211	120,302	1,395	1.1%	9,909	8.2%

The $1.4M in savings was largely from teacher salaries ($0.9M), PVP salaries ($0.1M), support staff salaries ($0.4M), and substitutes salaries ($0.4M) offset by pressures in EA salaries ($0.4M).

The $0.9M teacher salaries savings is largely due to hiring lag and average salaries less than budgeted.

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

The $0.4M support staff salaries savings is largely due to staff turnover.

The $0.4M substitute salaries savings is largely due to lower teacher on call availability.

The $0.4M EA salaries pressure is largely due to additional staffing stemming from higher special needs enrolment than anticipated.

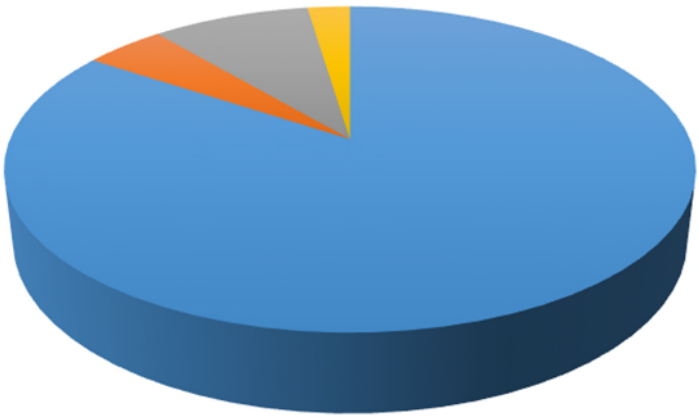
Expenses by Function

The Districts 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.

FY22 EXPENSES BY FUNCTION



INSTRUCTION
(SD62=84.3%; Prov=82.8%)

OPERATIONS AND MAINTENANCE
(SD62=8.8%; Prov=11.4%)

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

DISTRICT ADMINISTRATION
(SD62=4.5%; Prov=3.9%)

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

	BUDGET FY22	ACTUAL FY22	ACTUAL FY21	SAVINGS / (PRESSURE) FY22	SAVINGS / (PRESSURE) % FY22	INCR / (DECR) FROM PRIOR YEAR	INCR / (DECR) %
EXPENSES BY FUNCTION (in $ thousands)	A	B	C	D = A-B	E = D/A	F = B-C	G = F/C
INSTRUCTION	111,109	109,786	101,010	1,323	1%	8,776	9%
DISTRICT ADMINISTRATION	6,302	5,842	5,413	460	7%	429	8%
OPERATIONS AND MAINTENANCE	11,444	11,488	10,781	(44)	(0%)	707	7%
TRANSPORTATION	2,751	3,095	3,097	(344)	(13%)	(2)	(0%)
TOTAL OPERATING EXPENSES	131,606	130,211	120,302	1,395	1%	9,909	8%

Instruction

The District's $109.8M expenditures on Instruction for the year was an increase of $8.8M over the prior year. The $8.8M increase was largely from Regular Instruction ($5.6M – mostly teacher salaries and benefits), and International ($2.4M – mostly teacher salaries and benefits, and supplies).

Against a budget of $111.1M, the $109.8M expenditures resulted in savings of 1% ($1.3M). The savings were largely driven by salary and benefits ($1.1M).

District Administration

The District's $5.8M expenditures on District Administration for the year was an increase of 8% ($0.4M) over the prior year.

The increase is largely due to the addition of a District Principal ($0.2M) and increased Human Resources (HR) Department salaries, benefits and supplies ($0.2).

Against a budget of $6.3M, the $5.8M expenditures resulted in a savings of 7% ($0.5M). The savings was largely driven by SBO Business Administration services and supplies ($0.2M), and savings in the Finance Department ($0.2M) from position vacancies.

Operations and Maintenance

The District's $11.5M expenditures on Operations and Maintenance for the year increased of 7% ($0.7M) over the prior year. This was largely due to and an increase in Maintenance Operations ($1.0M – mostly support salaries and benefits) and utilities ($0.2M) offset by a decrease in services ($0.5M) as the sewage hookup projects from the prior year came to a close.

Against a budget of $11.4M, the $11.4M expenditures were primarily on budget for the year.

Transportation

The District's $3.1M expenditures on Transportation for the year was a marginal decrease over the prior year. Against a budget of $2.8M the $3.1M expenditures resulted in a pressure of 13% ($0.3M) due largely to increased fuel costs.

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 $286,613 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 is a nil unrestricted surplus.

OPERATING FUND SURPLUS		
FOR THE FISCAL YEAR ENDING JUNE 30 2022		
		FINAL AMOUNT
A	OPERATING SURPLUS, BEGINNING OF YEAR	$ 4,787,255
B	OPERATING SURPLUS / (DEFICIT), FOR THE YEAR 2021/22	$ 788,873
C = A+B	**OPERATING SURPLUS, END OF YEAR**	**$ 5,576,128**
	INTERNALLY RESTRICTED SURPLUS	
	Restricted Due to the Nature of Constraints on the Funds	
	Indigenous Education	$ 70,759
	Discretionary School Generated Funds	$ 197,999
	School budget balances	$ 44,325
	Transportation Safety Fees	$ 86,550
	Various unspent grants	$ 16,592
	BCTF Mentorship grant	$ 51,037
	2020/21 Holdback	$ 57,904
	Total - Restricted Due to the Nature of Constraints on the Funds	**$ 525,166**
	Restricted for Operations Spanning Multiple School Years	
	22/23 Budgeted Shortfall	$ 1,023,234
	IT Dept	$ 139,221
	Careers	$ 16,125
	Curriculum	$ 5,646
	Inclusive Education Services	$ 41,285
	Electric buses	$ 194,622
	Transportation	$ 100,000
	Program Review initiatives	$ 99,125
	Port Renfrew PDR update	$ 63,389
	Various projects	$ 60,275
	Total - Restricted for Operations Spanning Multiple School Years	**$ 1,742,922**
	Restricted for Anticipated Unusual Expenses Identified by the Board	
	Various Board Motions	$ 800,000
	Financial Reserve Policy	$ 2,508,040
	Total - Restricted for Anticipated Unusual Expenses Identified by the Board	**$ 3,308,040**
D	**TOTAL INTERNALLY RESTRICTED SURPLUS**	**$ 5,576,128**
E = C-D	**UNRESTRICTED SURPLUS**	**$ -**

The total Operating Fund financial reserve of $2,508,040 that is restricted for anticipated unusual expenses is 1.8% of the $139,373,766 Operating Fund expenses budgeted for the year ended June 30, 2023. This is compliant with the one-time 3% financial reserve threshold established by the Board.

SPECIAL PURPOSE FUNDS

All restricted contributions received, with the exception of 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.

	FY22 ACTUAL	FY21 ACTUAL	INCR / (DECR) FROM PRIOR YEAR	INCR / (DECR) %
SPECIAL PURPOSE FUNDS (in $ thousands)	A	B	C = A-B	D = C/B
ANNUAL FACILITIES GRANT	330	337	(7)	-2%
LEARNING IMPROVEMENT FUND	402	399	3	1%
SCHOOL GENERATED FUNDS	2,337	1,395	942	68%
STRONG START	176	200	(24)	-12%
OFFICIAL LANGUAGES IN EDUCATION PROTOCOL	195	308	(113)	-37%
COMMUNITY LINK	853	796	57	7%
ACADEMIES	819	524	295	56%
CLASSROOM ENHANCEMENT FUND	17,985	14,936	3,049	20%
SAFE RETURN TO SCHOOL GRANT	173	873	(700)	-80%
FEDERAL SAFE RETURN TO CLASS FUND	37	3,895	(3,858)	-99%
OTHER	311	262	49	19%
TOTAL SPECIAL PURPOSE FUNDS EXPENSES	23,618	23,923	(305)	-1%
CAPITAL PURCHASES	134	466	(332)	-71%
TOTAL SPECIAL PURPOSE FUNDS	23,752	24,389	(637)	-3%

The District's $23.8M expenditures on Special Purpose Funds for the year was a 3% ($0.6M) decrease over the prior year. There was an increase in Classroom Enhancement Fund expenditures of ($3.0M) and School Generated Funds ($1.0M). These increases were offset by a ($3.9M) decrease in Federal Safe Return to Class Fund and a ($0.7M) decrease in Safe Return to School Grant expenditures.

CAPITAL FUND

The District's tangible capital asset additions of $44,830,659 for the year was a 40% ($12.8M) increase from the prior year. The increase is largely due to the Expansion Program purchases.

CAPITAL ADDITIONS (in $ thousands)	FY22 ACTUAL A	FY21 ACTUAL B	INCR / (DECR) FROM PRIOR YEAR C = A-B	INCR / (DECR) % D = C/B
CAPITAL FUND				
EXPANSION PROGRAM	39,153	28,541	10,612	37%
SCHOOL ENHANCEMENT PROGRAM	2,284	1,142	1,142	100%
CARBON NEUTRAL CAPITAL PROGRAM	339	74	265	358%
BUILDING ENVELOPE PROGRAM	2,031	20	2,011	10,055%
BUS ACQUISITION PROGRAM	-	808	(808)	-100%
ANNUAL FACILITIES GRANT	406	121	285	236%
PLAYGROUNDS	165	-	165	100%
OTHER	32	295	(263)	-89%
OPERATING FUND	287	519	(232)	-45%
SPECIAL PURPOSE FUND	134	467	(333)	-71%
TOTAL CAPITAL ADDITIONS	44,831	31,987	12,844	40%

Some of the more significant capital projects include:

- **Expansion Program (EXP)** – In 2021/22, $38.4M was spent on the continuing site development and construction of the Pexsisen Elementary and Centre Mountain Lellum Middle School. In addition, $0.6M was spent on design development for the new South Langford Elementary school.
- **School Enhancement Program (SEP)** - $2.3M was spent on energy upgrade work at Hans Helgesen, Spencer, and Dunsmuir.
- **Carbon Neutral Capital Program (CNCP) -** $0.3M was spent on energy upgrade work at David Cameron.
- **Building Envelope Program (BEP) -** $2.0M was spent on building envelope upgrades at Hans Helgesen.
- **Annual Facilities Grant (AFG)** – $0.1M was spent on HVAC upgrades, and $0.3M on roofing upgrades.
- **Playgrounds -** $0.2M was spent on a playground at Colwood Elementary.
- **Operating Fund** – there were $0.3M in Operating Fund tangible capital asset purchases including electric charging stations for buses ($0.06M) and facilities vehicles ($0.13M) with the remainder on equipment ($0.1M).
- **Special Purpose Fund** - $0.02M of the Federal Safe Return to Class Fund was spent on HVAC upgrades, and $0.1M of the Safe Return to School/Restart was spent on HVAC, and custodial equipment.

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 2021/22, the District benefit rate increased by 0.42% from the prior year (2021/22 = 24.72%; 2020/21= 24.30%). A one per cent fluctuation in $92M in salaries amounts to $920,000.
- **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 differentia**l – 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 2021/22, the District received $473,504 more than the prior year (FY22=$2,074,890; FY21=$1,601,386).
- **COVID-19** - The ongoing impact of the pandemic presents uncertainty over future cash flows, may have a significant impact on future operations including decreases in revenue, impairment of receivables, reduction in investment income and delays in completing capital project work. Examples of the more significant operational impacts include the International Student Program, Academies Program, and Transportation Department. As the situation is dynamic and the ultimate duration and magnitude of the impact are not known, an estimate of the future financial effect on the District is not practicable at this time.

Committee Report of
Resources Committee Meeting via MS Teams
September 13, 2022

Present: Bob Beckett, Trustee (Committee Chair)
Wendy Hobbs, Trustee (Committee Member)
Bob Phillips, Trustee (Committee Member)
Scott Stinson, Superintendent & CEO
Harold Cull, Secretary-Treasurer
Ed Berlando, STA
Trudy Court, CUPE
Sandra Arnold, SPEAC

Staff: Mhairi Bennett, Manager, Minor Capital Construction
Randy Cobb, Manager, Transportation
Sue Grundy, Manager, Executive Operations
Nicole Gestwa, IT

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:02 pm by the Committee Chair, Bob Beckett acknowledging 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 14, 2022 at its Public Board Meeting dated June 28, 2022.

3. PRESENTATIONS

4. BUSINESS

4.1 23/24 Minor Capital Plan Submission – Mhairi Bennett

Mhairi Bennett provided an update on the 23/24 Minor Capital Plan Submission to the Committee. The Committee asked several questions regarding playground enhancements, outdoor learning spaces, and queried the difference between district wide projects and the minor capital plan which is funded by the Ministry of Education and the School District. The Committee supported the following motion going forward to the Board.

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the 23/24 Minor Capital Plan submission as presented to the Resources Committee on September 13, 2022.

4.2 Transportation Update – Randy Cobb

Randy Cobb provided a transportation update to the Committee including details regarding the beginning of the school year challenges and possible solutions. The Committee heard from our partner groups and discussed how these challenges can be addressed in the most efficient and effective way possible. Staff confirmed formal communication will be going out shortly to all families advising them of additional routes that will be added temporarily and that only registered riders will be provided transportation effective September 20.

4.3 Enrolment by School as at September 9, 2022 – Harold Cull

Harold Cull provided an update to the Committee on the enrolment estimates as of September 9, 2022, intending to give an initial assessment of the direction that enrolment is heading in with regards to budget. The Committee discussed the need to split out the enrolment numbers, for French immersion students, and discussed the timing of when the numbers will be final and when the amended budget process will begin.

4.4 District Planning Framework – Sue Grundy

Sue Grundy provided an update on the District's Planning Framework with a specific emphasis on tying the multiple planning pieces and asked for Committee feedback on the presentation. The Committee discussed the framework and the importance of the strong linkages throughout the framework, and the consistency with departments and school plans.

4.5 School Start Up – Scott Stinson

Scott Stinson provided an update on the opening of the school year and commented on how incredibility successful it has been so far. The Superintendent touched on the work of the School, District and City regarding traffic safety in and around PEXSISEN Elementary. He will follow up with the applicable organizations regarding issues discussed by the Committee.

5. ADJOURNMENT AND NEXT MEETING DATE: October 11, 2022

Board Info Note
Public Board Meeting
September 27, 2022
Agenda Item: 7.3 – Partnership Agreement in Principle

Background

- At their June 28, 2022 meeting, the Board of Education (BoE) directed staff through the following motion:

MOVED Dianna Seaton/Margot Swinburnson
That the Board of Education for School District 62 (Sooke) direct the Secretary-Treasurer to work with the Village Initiative to establish a strategic partnership as requested.
CARRIED

- This direction was based on the correspondence (attached) received by the Board at their meeting

Update

- Based on the direction provided, staff worked with the Village Initiative to inform the District's capital plan submission that was made to the Ministry of Education and Child Care

- The submission includes a shared contribution of funding and joint use of the facilities created by this funding in order to better serve the needs of the children, youth and families of our community

- The focus of this partnership was on the new elementary school request for South Colwood and the expansion of Ruth King Elementary as both these projects were high on the priority list

- This fledgling partnership was a direct result of the work coming from the Healthy Schools Healthy People (HSHP) table and staff are now looking to formalize this strategic partnership moving forward

Enhanced Partnerships = Enhanced Submission

- Another key partner at the HSHP table is the City of Colwood

- The District and City already have a memorandum of agreement in place to pursue partnership projects of common interest and one current project underway is the Dunsmuir multi-purpose court refresh

- It seems like a natural fit to partner with both the City and Village Initiative to enhance the South Colwood Elementary school site request

- Initial discussions at the staff level have occurred and have focused on investing together to create a vibrant hub of activity that will include education, social services and recreation opportunities for our community

- Staff involved feel that bringing multiple funding and service delivery partners into the submission will greatly enhance the project outcome and stretch the public funding contribution

- As a result, staff have drafted the attached Partnership Agreement in Principle document for the Board to review and consider

- If supported by the BoE, the next step would be to get the document in front of the City Council in November for their consideration

- If supported by Council and in anticipation of receiving Ministry project support, staff would then work together to define the project specifications that would be ready to submit to the Ministry if, and when project support is received

Recommendation

- Staff recommend that the BoE support the joint partnership (in principle) with the City of Colwood and the Village Initiative and that staff continue to work with the proposed partners to clearly define the project details prior to February 28, 2023

PARTNERSHIP AGREEMENT IN PRINCIPLE (DRAFT)

Between the
SCHOOL DISTRICT NO. 62 (SOOKE)
and the
CITY OF COLWOOD
and
THE VILLAGE INITIATIVE

WHEREAS:

1. The School District NO. 62 (Sooke) Board of Education (SD62) is the governing body responsible for operating the School District based on the educational aspirations of their local communities in accordance with legislation set by the Government of British Columbia.

2. The City of Colwood Is the governing body of a municipality provided the authority to make decisions and act for the municipality in accordance with legislation set by the Government of British Columbia.

3. The Village Initiative (TVI) is an interdisciplinary network of more than 40 organization sharing a commitment to the vision of healthy and thriving children, youth, and families from a regional perspective.

4. SD62, the City of Colwood and the TVI share common interests in the social, economic and environmental well-being of the communities they represent, and particularly in the importance of the public education, the well-being of children and families and those who reside in the School District, in addition to the community they serve.

5. SD62, the City of Colwood and the TVI have many shared interests that can be addressed through partnership investments in enhanced social planning to ensure our community needs are met.

THEREFORE:

This Protocol represents a commitment by SD62 the City of Colwood, and TVI to work together to achieve local and community benefits of collaboration through creating a community hub of services at the soon to be created South Colwood Elementary school site. Each party will supply their own sources of capital (funding and/or land) to be used in the creation of this multi-functional asset.

PRINCIPLES:

The following principles pertain to this Protocol and the actions arising from the Protocol:

Mutual respect for each parties' mandates, policies and areas of jurisdiction;

That the Protocol does not fetter the individual mandates of the parties

GENERAL OBJECTIVES:

SD62, the City of Colwood, and TVI have the following Mutual objectives:

1. To create a wide range of community services that better serve the needs of children, youth and families in our community.

IMPLEMENTATION:

SD62, the City of Colwood and TVI agree to establish an agreement in principle which will work towards mutual objectives to benefit children, families and community members specifically to jointly fund a community hub of services at the new South Colwood Elementary School site. This project will be a template for future capital partnerships with the goal to attract other partners to the table to further enhance the services to be provided.

TERM:

The Parties may agree to amend or terminate this Protocol at any time and the term of this Protocol shall be until the school and community hub is created. A subsequent operating agreement will be established to determine the service delivery mechanisms to be used at the location.

COMMITMENT:

In witness of this Agreement the parties have executed this Protocol on Cooperation and Partnerships at Location on:

SIGNED on Behalf of by:

_____	_____	_____
Board Chairperson	**Mayor, City of Colwood**	**The Village Initiative Representatives**

SD62 Board of Education
c/o Chairperson Ravi Parmar
3143 Jacklin Road
Victoria BC V9B 5R1

June 3, 2022

Dear Mr. Parmar

It is with enthusiasm that we submit this expression of interest towards inclusion in the 2023/2024 Sooke School District capital submission to the BC Ministry of Education and Child Care. The two agencies represented here have a collective experience of over 100 years of service across South Vancouver Island, in excess of $9M in capital assets, annual operating budgets of $9M and over 140 staff with a range of expertise in programs for children, youth and families.

Although the intent of this letter is from our two long standing community service organizations that are in a position to contribute capital dollars to this submission, we are part of the Village Initiative[i], a cross-sectoral network that includes over 20 social service agencies dedicated to serving children, youth and families in the Sooke and Western Communities. A recent survey of these service providers identified that space is the number one barrier to meeting community needs. A noteworthy finding from that survey indicated that today, with access to sufficient spaces, an additional 8,500 people could be served. All indications of future growth project an unprecedented population boom to the region. Creating a hub (or hubs) alongside schools provides a unique shared-space opportunity to proactively address the escalating needs of our fast-growing community by capitalizing on the collective service offerings of a broad network of partners. The solution to this challenge is our collective responsibility and can be achieved by working together.

This expression of interest sets the stage for an innovative approach to strategic partnerships between Sooke School District, THRIVE Social Services Society, BGC South Vancouver Island and the Village Initiative. It is feasible to imagine collaborative, long-term working relationships that include both capital and service contributions designed to leverage the Village Initiative's collective strengths to make best use of public spaces, places and dollars. The benefits of this relationship are many and include:

- ✓ Facility maximization – accessible, effective and efficient use of spaces connected to schools at all hours, year round
- ✓ Optimizing and enhanced coordination of services
- ✓ Greater access to low cost, no-cost social programs particularly for those marginalized
- ✓ Improved mental health and reduced demand for serious mental health services
- ✓ Reduced social isolation

- ✓ Newcomer and immigrant support
- ✓ Safer communities – reduced crime and vandalism
- ✓ Healthier child and youth outcomes

Schools are important hubs of the community, and the approach to expand these hubs to include community service providers will enable us to together better serve the needs of children, youth and families in our community. Appendix I on the following page provides additional details on the service-related space needs.

We are excited about the potential and look forward to next steps.

Sincerely,

Dalyce Dixon
Executive Director

Scott Bradford
Executive Director

Appendix I

Additional details related to space related needs

Sample program wrap-around services:

Spaces and Places:

Programs and direct service would be offered throughout the year to best utilize public places among which his the SD62 facilities. Our collective agencies indicate a need and an ability to provide additional services during the weekday, weekday evenings, weekends and during the summer months. Access to parking, proximity to bus routes and walkable access are priorities for our network of service providers. This could include purpose-built additional facilities or retro-fits to existing schools or within the school property footprint.

Services and Programs that could be offered:

As the region continues to experience rapid population growth, our network of agencies forecasted both a short-term and a longer-term expectation for services to help ensure that those living in our communities have the services they need to thrive. A sampling of these additional services includes:

For Children and their caregivers / families

- Services would include a mix of prevention programs as well as services to address emerging challenges children and their caregivers face (physical, mental and societal).
- Children - Play spaces suitable for children for “activity-based interventions” – inside and outside - green spaces / outside / covered spaces
- Moms and babies program space (during daytime)
- Robust before and after-school programs at low-cost, no-cost within a reasonable walking distance to home. Homework club, healthy nutrition, recreation, leadership, etc. help ensure that those critical after-school hours are addressed
- Child and Youth mental and emotional health support within communities is offered in a familiar and supportive environment with as few barriers as possible (daycare provided, quality food is available, etc.)
- Evening, weekend and summer programs close to home help ensure that marginalized children and youth have greater access to supportive programming

For Youth and their caregivers

- Youth spaces are key to ensure that we positively engage youth in pro-social activities such as sports and recreation, leadership, arts programming, etc.
- For older youth we focus on adult-transition support such as post-secondary planning, first jobs, budgeting, etc.
- Appropriate youth spaces – for afterschool programming, youth drop in space, for meeting with counsellors
- Individual counselling spaces that are youth friendly for our Child and Youth Mental Health team – both inside and green spaces / outside / covered spaces

- Suitable group program spaces for youth with support needs – both inside and green spaces / outside / covered spaces
- At-risk youth are also engaged through outreach or evening programs designed specifically for this group

For Parents and Families

- Family Groups are offered family friendly group program spaces (groups of 6-8 for family counselling)
- Spaces are designed to ensure a sense of support and safety
- Parents – group spaces for our parenting programs (daytime/evenings)
- Spaces for groups and families to inter-mingle and connect

For child, youth and adults with special needs

- Adaptable and accessible program spaces for those with Diverse Abilities and physical considerations
- Community style kitchen with hall / gym / group programming space for adults with diverse abilities programs

For service providers

- Shared office spaces for staff. Individual office spaces for managers/admin.
- Suitable meeting spaces for agency teams and inter-agency gatherings for shared training and professional development

Some shared features would include:

- Community style kitchen accessible year-round and off school hours
- Safe, supportive places (ample lighting, walkable areas, etc.)
- Both inside and green spaces / outside / covered spaces
- All depend on parking and access to transit

[i] Terms of Reference for the Village Initiative are online at this link. Current list of participating organizations is available here.

THE Village INITIATIVE

The Village Initiative (TVI) is an inter-disciplinary network of more than 35 organizations collectively responsible for delivering vital services to the children, youth, and families of the West Shore and Sooke.

TVI came together to champion shared solutions to the program delivery challenges faced by community organizations in one of BC's fastest growing regions.

With unprecedented development underway throughout the region, now is the time to create a legacy of community programs and services able to keep pace with such rapid population growth.

A Call to Action – It Takes a Village

TVI took root when the Sooke School District and Island Health started a conversation with community partners, recognizing that the health and wellbeing of children, youth, and families are best supported through an all-hands-on-deck approach – a Village. The urgency of our mission has only been underscored by the global pandemic and its impact on children, youth, and families.

The Village Initiative is dedicated to improving the capacity, coordination, organization, and infrastructure required to better serve the children, youth, and families of the West Shore and Sooke.

Our network sees the viability of collaborative, long-term working relationships. These include both capital and service contributions which leverage the team's collective strengths to make the best use of public spaces, places, and dollars to establish the West Shore and Sooke as a showcase community for rapid-growth regions.

TVI's integrated approach to service delivery has several strategic advantages in improving healthy outcomes for children, youth, and families:

- Maximize public space utilization
- Enhance the coordination of community services
- Improve access to low-cost and no-cost social programs, particularly for marginalized members of the community
- Improve community mental health, reducing demand for serious mental health services
- Reduce social isolation to improve individual and community health
- Improve access to support for newcomers and immigrants arriving in our community
- Improve access to local programs and opportunities for youth and young adults to assist in the prevention of crime and vandalism

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COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams
School Board Office
September 6, 2022 – 6:00 p.m.

Present: Allison Watson, Trustee (Committee Chair)
Margot Swinburnson, Trustee (Committee Member)
Dianna Seaton, Trustee (Committee Member)
Christina Kempenaar, STA
Lou Leslie, CUPE
Sandra Arnold, SPEAC
Shannon Miller, SPVPA
Scott Stinson, Superintendent/CEO
Monica Braniff, Associate Superintendent
Paul Block, Associate Superintendent
Dave Strange, Associate Superintendent

Guest: Farzaan Nusserwanji

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.

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

2. **COMMITTEE REPORT** of June 9, 2022 Education Standing Committee meeting.
The committee report for the June 9, 2022 Education-Policy Committee meeting was reviewed by the committee. No errors or omissions were noted.

3. **BAA COURSE PROPOSALS**
There were no BAA course proposals for this meeting.

4. **REVIEW OF POLICIES/REGULATIONS**
   a. Draft New Policy and Regulations F-325 - "Cyber Risk and Security" – Farzaan Nusserwanji
   A detailed overview of the draft policy and regulations was given by Farzaan Nusserwanji, Chief Information Officer and Executive Director of IT.

   Questions and discussion followed and included inquiries as to training of staff and students, reporting processes, privacy of staff and student personal devices used in school and work setting,

security screening, comparable policies from other school districts, implementation costs, visitor and PAC member access, etc. Feedback was given and recorded for possible revision and updates to the Policy and Regulations.

Recommendation
That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft new Policy and Regulations F-325 "Cyber Risk and Security" and that draft revisions come back to the Education Policy Committee prior to final ratification by the Board.

6. **NEW BUSINESS**

a. Outdoor Learning Update – Scott Stinson
The Superintendent provided an update on outdoor learning spaces, programs and initiatives in the district. Questions and discussion followed. A key point made was that while the district has many initiatives in this area, further clarity is needed relative to the original Board motion to "understand the resources required to support, develop and implement increased outdoor learning opportunities".

b. Ministry of Education – Student and Family Affordability Fund – Scott Stinson
The Superintendent provided information on the newly announced "Student and Family Affordability Fund" as well as an update on the initial action and planning being done in the district to utilize the funding. Associate Superintendent Dave Strange will be leading the work in this area and provided additional information. Questions and discussion followed.

7. **FOR INFORMATION**
a. Research Project Approval – no project approvals at this time.

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE**: October 4, 2022

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School District #62 (Sooke)

CYBER RISK AND SECURITY	No.: F-325
	Effective: Revised: Reviewed: Sept. 6/22

SCHOOL BOARD POLICY

The purpose of this policy is to protect the information and technology assets of School District 62 from all cyber risks, whether internal or external, deliberate, or accidental. It is the policy of School District 62 to provide secure access to information and technology for use by students, staff and other users in a manner that complies with related provincial, district, and school policies and guidelines.

Principles that guide the security of Information and Technology (Digital Assets) at SD62:

- The Board delegates responsibility for the Cyber Risk Assessment and Security of digital assets, digital initiatives, systems infrastructure, and information contained therein, user access controls and data recovery to the Chief Information Officer (CIO).
- The CIO shall develop the appropriate administrative regulations and standards consistent with this policy. The responsibility for implementing this policy, its regulations and associated standards are shared with the Accountable Executive for the systems within their Executive and departmental or site purview.
- Information systems, data, and technologies are defined and managed as digital assets by the School District and are understood, provided, maintained, and protected as such.
- Understanding that there is no such thing as absolute security – Cyber Risk protection is balanced with utility.
- The primary goal of cybersecurity is to maintain Confidentiality, Integrity, and Availability of information.
- The three types of security controls are Preventative, Detective, and Responsive.
- People, Processes, and Technology are all needed to adequately secure an information system or facility.
- Information is not disclosed to or modified by unauthorized persons through deliberate or careless action.
- The principle of least access privilege is applied. Availability of information is to authorized users only.
- Regulatory and legislative requirements (e.g. FOIPPA, *Statistics Act*) are met.
- Digital Governance practices are established and followed.
- Business continuity plans to respond to cyber security events are produced, maintained, and tested.
- Information security training is given to all employees.
- All breaches of information security and suspected weaknesses are reported and investigated.
- All exceptions to the policy require Executive approval.

All School District 62 staff and vendors employed under contract, who have any involvement with digital assets, are responsible for implementing this policy and shall have the support of the School District 62 Board of Education who have approved the policy. Failure to comply with this policy may result in breaches of security, leading to the exposure of data of a confidential or sensitive nature.

Definitions:

Accountable Executive/Program/Business Owner is the owner and/or sponsor of an SD62 digital initiative, software or 3rd party Cloud Service, e.g. a district department or representative.

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Availability - Information or information systems being accessible and usable on demand to support business functions.

Business Continuity Plans - contains the recovery procedures and strategies necessary to resume critical services and are activated when standard operational procedures and responses are overwhelmed by a disruptive event.

Confidentiality - Information is not made available or disclosed to unauthorized individuals, entities, or processes. Control - any policies, processes, practices, or other actions that may be used to modify or manage information security risk.

Cryptography - the discipline which embodies principles, means and methods for the transformation of data to hide its information content, and prevent its undetected modification or prevent its unauthorized use.

Cyber Risk is a negative event caused by a threat or opportunity to exploit a weakness in underlying technology resources, processes, or people.

Cyber Risk Assessment is a process that assesses the cyber risks for a digital initiative in which recommendations are provided to manage such risks. This process is defined through Digital Governance.

Information and Data include but is not limited to SD62 student records, employee records, confidential, personal, or professional information and communications, or any other electronically formatted information.

Device - An IT Resource that can connect (wired, wireless or cellular) to the government network, including but not limited to computers, laptops, tablets, smartphones, and cell phones.

Digital Asset includes software information systems, 3rd party cloud services, data, and hardware technologies including but is not limited to computers, phones, tablets, cellular/mobile technology, applications, emails, servers, networks, internet services, internet access, data, websites and any other electronic or communication technology provided by the Sooke School District or third party that exists today or may be developed in the future regardless of whether or not it may be used as a stand-alone device.

Digital Governance is a subset of board governance and has five primary objectives:

- Deliver value by ensuring quality IT (Information & Technology) services to facilitate innovation in delivering education and improving the efficiency of business processes.
- Create alignment with and support integration of business, educational and administrative outcomes.
- Ensure we are optimizing the use of digital resources and promoting digital literacy.
- Monitoring the performance and value derived from digital initiatives and investments.
- Mitigating IT risks.

Digital Initiative is any School District 62-sponsored project or initiative that involves the use of new (procured or developed) and/or enhancements to existing information and technology.

Information System - A system (including people, machines, methods of organization, and procedures) which provides input, storage, processing, communications, output, and control functions in relation to information and data. Normally used to describe computerized systems, including data processing facilities, database administration, hardware and software which contain machine-readable records. A collection of manual and automated components that manages a specific data set or information resource.

Integrity - the characteristic of information being accurate and complete and the preservation of accuracy and completeness by protecting the information from unauthorized, unanticipated, or unintentional modification.

Least Privilege - a principle requiring that each subject in a system be granted the most restrictive set of privileges (lowest clearance) needed to perform their employment duties. The application of this principle limits the damage that can result from accidents, errors, or unauthorized use.

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Need-to-know - a principle where access is restricted to authorized Employees that require it to carry out their work. Employees are not entitled to access merely because of status, rank, or office.

Security Screening - verification of facts about individuals related to their identity, professional credentials, previous employment, education, and skills.

Threat – a potential cause of an unwanted incident, which may result in harm to a system or organization.

User is any individual who accesses SD62 IT Resources through any electronic or communication activity with any device (whether such device is personally owned or provided by the district) and regardless of the user's physical location. Users include but are not limited to students, employees, contractors, trustees, parents, guardians, volunteers, and guests.

Vulnerability - weakness of an asset or control that can be exploited by one or more threats.

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Related Policies and References:

- Policy B-115 – Learning Resources
- Policy B-117 – Acceptable Use of Technology
- Policy F-200 – Purchasing
- FOIPPA – *Freedom of Information Privacy Protection Act*
- National Institute of Standards and Technology (NIST) – Cyber Security Framework
- Information Systems Audit and Control Association (ISACA) - COBIT Framework
- ISO 38500 / 27001
- BC Core Policy and Procedures Manual
- BC Government Office of CIO – Information Security Policy

School District #62 (Sooke)

CYBER RISK AND SECURITY	No.: F-325
	Effective: Revised: Reviewed: Sept. 6/22

ADMINISTRATIVE REGULATIONS

The following administrative regulations support and further define cyber risk and security in the Sooke School District and are provided within the Cyber Risk and Security Policy.

1. Application and Scope 2

2. Responsibilities 2

3. Asset Management 4

4. Human Resources Role in Information and Technology Security 5

5. Physical and Environmental Security 5

6. Network Security Controls 6

7. Bring Your Own Device (BYOD) 7

8. Business Information Systems 8

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11. Information Security and Privacy Breach Incident Management 9

12. Cyber Security Assessments and Vulnerability Scans 10

13. Data and Information Classification and Retention 10

14. Mobile Computing 11

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1. Application and Scope

These regulations apply to all SD62 staff, including consultants, contractors or other persons who wish to initiate a digital initiative whether hosted by SD62 or third party. These regulations also apply to all of the Board's digital initiatives and consumers of information, data and technology assets.

2. Responsibilities

Board of Education is responsible for:

- Board level Digital Governance: setting policy, ensure strategic alignment, value delivery, risk management, resource management, performance management.
- Provide oversight, guidance, and direction on digital initiatives.
- Providing support and funding for information and technology asset acquisition, currency, replacement, and operational support.

District Executive is responsible for:

- Providing support and funding for information and technology asset acquisition, currency, replacement, and operational support.
- Provide oversight, guidance, and direction on digital initiatives and priorities.
- Each Business or Educational Application, Information and Data system shall have an accountable executive that works with the CIO to ensure cybersecurity and risk management are assessed and implemented for the systems under their executive or departmental purview.

Chief Information Officer is responsible for:

- Providing strategic direction and recommendations related to district digital solutions, information services and technology to the Board and its committees.
- Managing information and technology legislation, including FOIPPA and the *Statistics Act*.
- Collaborating with District leadership to develop and set policies, standards, processes, procedures, and guidelines.
- Supporting district operations and assessing the implications of Cyber Risk and Security in strategic planning, staffing, budget, and risk management.
- Oversee and guide digital transformation initiatives across the district.
- Defining the privacy and security posture including operational responsibility for the FOIPPA office.
- Ensuring Disaster Recovery plans are updated to reflect changes in assets and configurations.

Human Resources along with Hiring Supervisors are responsible for:

- Prior to employment, employee security screening is completed, and employees are informed about information security policies and procedures, information security roles and responsibilities.
- Supporting management with determining the appropriate course of action, including disciplinary action in response to identified abuse of information and technology assets.
- Ensuring that a process is in place for the departure of employees, consultants, contractors, or temporary agency staff in relation to the retrieval of assets and reminding employees of their ongoing confidentiality responsibilities.
- If assets are not returned, follow up to attempt retrieval or seek additional remedies.
- Contractor responsibilities for information security are identified in contractual agreements.

Finance/Accounts Payable/Procurement is responsible for:

- Ensuring the Chief Information Officer has approved the procurement and receives reports of all hardware, software, and cloud-based services to assess compliance with this policy and its regulations.
- Ensure business requirements and associated risks related to external party access to information and information systems are assessed prior to accepting any acquisition of third-party software or cloud-based services.
- Ensure the risks of external party access to information and information systems are identified, assessed, mitigated and managed.
- Ensure security controls, service definitions, and delivery levels are identified and included in agreements with external parties prior to using external information and technology services.

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Director, Facilities is responsible for:

- Developing and implementing the Physical and Environmental Security Program in consultation with the Chief Information Officer.

Internal Audit is responsible for:

- Conducting periodic reviews of processes, controls, and compliance of this policy and its regulations.
- Monitoring resolution of issues.

Department/Site Leadership is responsible for:

- Managing use of the assets by employees at their site or within their site or department.
- Ensuring all staff in their area use IT assets responsibly.
- Monitoring compliance with this policy.
- Retrieving assets from departing employees, consultants, contractors, or temporary agency staff.
- Informing staff of their information security responsibilities and providing guidelines that clearly define how these security controls are managed.
- Notifying Information Technology of systems access requirements, changes to access requirements and removal of access when it is no longer required.
- Promoting a *culture* of security, creating an appropriate level of awareness of security controls among staff, relevant to their roles and responsibilities, and an appropriate level of skills to comply with these security controls.
- Creating awareness of new or updated security requirements and monitoring adherence to the security policies of the organization.
- Reporting and managing security incidents that affect their area of responsibility.

Staff are responsible for:

- Complying with School District 62 security policies, controls, standards, and procedures, as well as any business-specific security practices.
- Familiarizing themselves with security policies and reviewing them.
- Reporting real or suspected security incidents to their manager and the IT Service Desk.
- Returning technology assets when leaving the organization.
- Notifying the IT department of any loss or damage to assets.

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3. Asset Management

Information and information systems constitute valuable School District 62 resources. Asset management identifies the rules of acceptable use and the rules for protection: what assets to protect, who protects them, and how much protection is adequate.

Identification of assets

School District 62 departments and schools must identify and maintain an inventory of assets under their control including:

- Hardware.
- Software.
- Services including communications and cloud-based services.
- Digital information and data assets including student and staff records, database and data files, contracts and agreements, system documentation, research information, reports, user manuals, operational or support procedures, continuity plans and archived information.

Documenting and maintaining asset inventories

School District 62 will establish and maintain an IT Asset Management program, create and maintain an inventory of important assets associated with information systems, and establish asset currency and lifecycle plans. The loss, theft or misappropriation of assets must be reported immediately to the IT Service Desk. Where the loss, theft or misappropriation involves information the Incident Response Plan must be initiated.

The IT Asset Management program must include:

Hardware Assets

- Hardware components shall be subject to full lifecycle management from acquisition to disposal, including hardware acquired but not implemented, hardware in storage or retired hardware.
- All hardware, including servers and end user computing devices, must be refreshed with a currency cycle of no more than 4 years or the useful life of the device.
- All hardware items, excluding low value asset such as mouse devices, shall be uniquely named with an asset number and labelled. Vendor decals, stickers and other serial number identifiers should not be removed. Serial numbers and model numbers shall be recorded and tracked.
- IT Operations shall periodically confirm physical inventory via automated discovery tools and reconcile and document any discrepancies.
- All allocations, transfers, returns and disposals shall be tracked and documented with the exception of low value assets such as mouse devices.
- Lost assets shall be reported and investigated for potential data breach.
- Service Request processes shall be used for replacements and upgrades, where applicable.
- At end-of-life, hardware assets will be logged and disposed of in a secure manner to protect School District 62 information.
- All student devices must be maintained at a district specified ratio and be at a security patch levels that ensures adequate protection.
- All hardware assets, including operating system and installed software, must be patched and upgraded to no more than 2 patch levels behind the latest release.
- All critical production hardware assets shall be supported by warranty or other maintenance agreement and shall be replaced before expiry of support agreements.
- A process for recovery of hardware after notification of staff or contractor departures shall be in place.
- Hardware configurations shall be managed through configuration management processes and documented.
- Disaster Recovery plans shall be updated to reflect changes in assets and configurations.

Software Assets include digital communications and cloud-based services that are not hosted on premise

- Disaster Recovery plans shall be updated to reflect changes in assets and configurations.
- All software licensing agreements and compliance shall be actively managed.
- All software installed on School District 62 hardware is to be appropriately licensed.

- All educational software must be reviewed for conformance with curricular, inclusion and diversity objectives and protection of student privacy and information protection.
- All non-standard software implementations shall be managed and documented through an exception process.
- All software assets, including operating system and installed software, must be patched and upgraded to no more than 2 patch levels behind the latest release.
- Variations in versions of software shall be minimized.
- Installed software versions shall be supported by vendors with patches available to address vulnerabilities.
- All digital communications and cloud-based services will be governed by the third-party vendor management framework under IT oversight.

Information and Data Assets

- Data will be treated as an asset and protected as such.
- The goals of data security include purpose limitation, fairness, lawfulness, and transparency, data minimization, storage limitation, accuracy, confidentiality, integrity and accountability
- Data managed in the district will be accurate and, where necessary, kept up to date.
- Every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay.
- Data (student, staff, financial statements, contracts, etc.) will be protected from unauthorized access and modification.
- Data shall be backed up regularly and disaster preparedness and recovery plans will be developed to protect and recover data from outages due to system outages or security breaches such as ransomware.
- Data classification, data standards, and data definitions shall be established to ensure consistency of information being shared. (Refer to section: **Data and Information Classification and Retention**)
- Every data source or application system will have a defined responsible steward who will act to ensure data security, data quality, availability, and accuracy and transparency in accordance with the security policies, regulations and standards.
- Where possible, data integration and automation of data flows between different systems shall be securely implemented.

4. Human Resources role in Information and Technology Security

The role of Human Resources in information and Technology security is to ensure that employees, external consultants, and contractors accessing School District 62 information and information systems have been screened, understand, and accept their responsibilities for security, receive security training and that their access to information and systems is securely managed throughout the period of their affiliation with the School District.

These are the information security regulations that apply to employees, external consultants, and contractors that have an employment relationship with School District 62.

- Reference, credit, and criminal records checks must be completed prior to hire or engagement.
- Responsibilities for information and systems security documented in the Acceptable Use Policy must be signed off upon hire.
- Security breaches or policy violations must be reported and investigated, and appropriate disciplinary action taken where warranted.
- All School District 62 assets must be returned on termination of employment unless other arrangements are made in advance and all School District 62 information and documents have been removed.
- Access rights to information systems must be terminated on termination of employment.

5. Physical and Environmental Security

IT equipment must be protected to reduce the risks from unauthorized access, environmental threats, and hazards. Physical and environmental security ensures that School District 62 has a risk-based physical and environmental security framework to govern the design, implementation and management of facility security and access to sites and facilities.

Physical Security

Physical security refers to the measures designed to prevent unauthorized physical access to equipment, facilities, material, information, and documents, and to safeguard them against espionage, sabotage, damage, tampering, theft, and other covert or overt acts. SD62 will design, document and implement security controls for a facility based on an assessment of security risks to the facility and establish appropriate entry controls to restrict access to secure areas, and prevent unauthorized physical access to district information and devices.

Environmental Security

Environmental Security addresses the requirements to provide appropriate temperature and humidity controls, dust control, fire protection, power, and natural disaster protection necessary to ensure the continuity of operations for the School District's facilities and equipment.

6. Network Security Controls

A range of controls must be implemented to achieve and maintain security and reliable access and performance within School District 62 network.

Network infrastructure security controls and security management systems must be implemented for networks to ensure the protection of information and attached *information systems*.

School District 62 must consider network-related assets which require protection including:

- Information in transit.
- Stored information (e.g., cached content, temporary files).
- Network infrastructure.
- Network configuration information, including device configuration, access control definitions, routing information, passwords, and cryptographic keys.
- Network management information.
- Network pathways and routes.
- Network resources such as bandwidth.
- Network security boundaries and perimeters.
- Information system interfaces to networks.

Employees, contractors, and external consultants must not store School District 62 information on non-School District 62 owned and managed computing devices. Non-School District 62 owned computing devices must follow the BYOD expectations when connecting to the School District 62 network.

Inappropriate Use

Any device found to be in violation of this regulation or found to be causing problems that may impair or disable the network in any way, is subject to immediate disconnection from the network.

Attempting to circumvent security or administrative access controls for information resources is a violation of this regulation. Assisting someone else or requesting someone else to circumvent security or administrative access controls is also a violation of this regulation.

Network usage judged inappropriate includes, but is not limited to:

- Establishing unauthorized network devices, including a router, gateway, or remote access service such as wireless.
- Using network services or devices to conduct any unlawful activity.
- Using network services that, while legal, would reasonably be considered unacceptable to School District 62's practices.
- Engaging in network packet sniffing other than for network problem diagnosis.

Configuration control

To maintain the integrity of networks, changes to network device configuration must be managed and controlled such as configuration data, access control definitions, routing information and passwords.

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Network device configuration data must be protected from unauthorized access, modification, misuse, or loss using controls such as:

- Encryption.
- Access controls and multi-factor authentication.
- Monitoring of access.
- Configuration change logs.
- Configuration baselines protected by cryptographic checksums.
- Regular backups.

Firewall reviews must be performed at least annually and after any significant changes to ensure that configuration baselines reflect actual device configuration.

Secured path

Where required information must only be transmitted using a secured path.

Secured paths for information transmission must use controls such as:

- Data, message, or session encryption.
- Encrypted email, secure file transfer systems.
- Systems to detect tampering.

Wireless Local Area Networking

Wireless Local Area Networks must utilize the controls specified by the Information Security Officer and must include:

- Strong link layer encryption, such as Wi-Fi Protected Access.
- User and device network access controlled by School District 62 authentication services.
- The use of strong, frequently changed, automatically expiring encryption keys and passwords.
- Segregation of wireless networks from wired networks using filters, firewalls, or proxies.
- Port-based access control, for example use of 802.1x technology.

Management of Removable Media

All removable computer media must be managed with controls appropriate for the sensitivity of the data contained on the media.

Use of portable storage devices

The use of portable storage devices to store or transport information increases the risk of information compromise. Portable storage devices are typically small, portable and are easily lost, stolen or damaged, particularly when transported in public environments.

Employees using portable storage devices must protect the information and information technology assets in their custody or control by ensuring it is encrypted and physically secure

7. Bring Your Own Device (BYOD)

School District 62 recognizes that users may choose to access SD62 Information and Technology Resources utilizing a personal electronic device including but not limited to computers, phones, tablets, and cellular/mobile technology.

By connecting to or using the district's Information and Technology Resources (ex. Wi-Fi network) through a personally owned device, users accept a loss of personal privacy. District authorities reserve the right to inspect the device and its contents and monitor network usage to mitigate cyber risk and ensure compliance with school and school district codes of conduct, policies, and guidelines.

The use of personally owned devices will follow the regulations of Policy B-117 Acceptable Use of Technology.

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8. Business Information Systems

Security controls must be implemented to mitigate the business and security risks associated with the interconnection of business information systems (e.g. HR, Finance, Payroll, and Student Information systems).

System and Security management controls should be developed, documented, and implemented to ensure:

- Duties and areas of responsibility are segregated to reduce opportunities for unauthorized modification or misuse of information systems.
- Acceptance criteria for new information systems, upgrades and new versions are established and suitable tests of the system are carried out prior to acceptance.
- Security review and acceptance criteria are included as part of the information system development and software acquisition process.
- Security awareness, prevention and detection controls are utilized to protect information systems against malicious code.
- Records are maintained of changes to published information (audit and change logs).
- Maintain the integrity of published information.
- Prevent the inappropriate release of sensitive or personal information.
- Monitor for unauthorized changes.
- Prevent unauthorized access to networks and information systems.

Online transaction security

Information systems containing online transactions must have security controls commensurate with the value and classification of the information.

Security controls must be implemented to prevent incomplete transmission, miss-routing, unauthorized message alteration, unauthorized disclosure, unauthorized message duplication and replay. Security controls include:

- Validating and verifying user credentials.
- Using digital signatures.
- Multi-factor authentication.
- Using cryptography to protect data and information.
- Establishing secure communications protocols.
- Storing on-line transaction details on servers within the appropriate network security zone.

Publicly Available Information

Management must pre-authorize the publication of information on publicly available information systems and implement processes to prevent unauthorized modification.

Internet site security

The publication, modification, or removal of information on publicly available information systems must be approved by the appropriate website manager. Website managers are responsible for maintaining the accuracy and integrity of the published information.

Audit Logging

Audit logs recording user activities, exceptions and information security events must be produced and kept to assist in access control monitoring and future investigations.

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9. Access Control

Access restrictions protect organizations from security threats such as internal and external intrusions. The restrictions are guided by regulations that protects particular types of information (e.g., personal, sensitive, confidential) and FOIPPA requirements. Mechanisms for access control include password management, user authentication and user permissions.

Access Control

Access to information systems and services must be consistent with business needs and be based on security requirements.

Access control should:

- Consider both physical and logical access to assets.
- Apply the "*need to know*" and "*least privilege*" principles.
- Set default access privileges to "deny-all" prior to granting access.
- Require access by unique user identifiers or system process identifiers to ensure that all accesses are auditable.
- Have permissions assigned to roles rather than individual user identifiers.

Access Management

There must be a formal user registration and de-registration process for granting access to all information systems in use within School District 62. It is each department's responsibility to ensure that access controls are implemented for information systems within their management purview.

Password Management

The issuance of authentication credentials must be controlled through a formal management process.
Individuals must be formally designated to have the authority to issue and reset passwords.

Review of Access Rights / Privileges

User access rights must be reviewed at regular intervals. A formal process must be implemented for the regular review of access rights.

10. Cyber Risk Assessment

A cyber risk assessment will be performed at the start of all digital initiatives to ensure that cyber risk management controls are identified and considered at the start of the initiative and through the life cycle of service delivery.

The accountability to ensure the cyber risk assessment is performed remains with the program/business owner.

The program/business owner will own the risks identified in the cyber risk assessment, and its disposition, and agree to establish completion dates for cyber risk management controls that are identified (ex. Consent process for students) as part of the cyber risk assessment.

The CIO or IT department representative reserves the right to reject any digital initiative and notify the accountable executive if the risk is high, and/or if the program/business owner has not agreed to implement the appropriate cyber risk management controls within a reasonable timeframe.

11. Information Security and Privacy Breach Incident Management

School District 62 will establish procedures and processes so that employees, external consultants, and contractors understand their roles in reporting and mitigating security events.

Information security and privacy breach events and weaknesses must be immediately reported through appropriate management channels. Employees must immediately report all suspected or actual information security events to the IT Team and requirements for handling security events must be included in contracts and service agreements.

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Procedures to detect, respond and recover will be established to manage security incidents and breaches.

The types, volumes and costs of information security incidents must be quantified and monitored.

12. Cyber Security Assessments and Vulnerability Scans

To ensure that School District 62 security posture is continuously informed and updated, management shall conduct periodic cyber security assessments against other school districts and industry standards such as NIST or COBIT.

Management will conduct periodic vulnerability scans including "ethical hacking" to determine vulnerabilities in the information systems and physical networks.

While reviewing and accepting results from these scans, SD62 will find an optimum balance between improving IT Security opportunities and IT educational and administrative requirements within the financial and resource constraints of the district.

13. Data and Information Classification and Retention

School District 62 will establish a data classification system that identifies public, internal, and confidential information and will utilize appropriate access and transmission controls when sharing this data internally or externally. Techniques to secure data may include encrypted email and secure file transfer and storage protocols.

SD62 will establish clear data management, records management, retention, and storage policies in support of secured data access.

Records Management policies and retention schedules should cover school records, administrative records, human resources, and financial records.

Data and Information Classification Definitions

Classification	Definition
Public	• Any information that may or must be made available to the public, with no legal restriction on its access or use. • While little or no controls are required to protect the confidentiality of public data, basic security is required to ensure the integrity of district information.
Internal	• Any information that is produced only for use by members of the school district who have a legitimate purpose to access such data. • Internal data is designated by the data owner where appropriate. • Any information of a sensitive nature which is intended for limited internal use only (i.e. between specific individuals or groups of staff) • Access to limited data and information is provided by the owner(s) who created it. • Internal data is not intended to be shared with the public and should not be shared outside of the school district without the permission of the person or group that created the data. • Internal information requires a reasonable level of security controls with a varying degree of access control.
Confidential	• Any information is protected by government legislation or contract. Example: Freedom of Information and *Protection of Privacy Act* (FOIPPA). • Any other information that is considered by the district as appropriate for confidential treatment. • Any information that if made available to unauthorized parties may adversely affect individuals or the school district. • Confidential information requires the highest level of security controls with varying degrees of access control.

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	• Confidential data must be protected both when it is in use and when it is being stored or transported.

14. Mobile Computing

School District 62 will ensure appropriate controls are implemented to mitigate cyber risks associated with the use of portable devices including laptops, iPads, smartphones, etc.

Information protection

The use of portable devices must be managed and controlled to mitigate the inherent *risks* of portable devices using technologies such as Mobile Device Management and Encrypted Storage to ensure that SD62 administrators can monitor, track and erase data.

The use of devices such as laptops, mobile devices (smart phones) to access, store, or process information increases the risk of information being compromised.

Users of mobile computing services must ensure that information and information technology assets in their custody or control are protected.

DRAFT

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

September 27, 2022

Draft new Policy and Regulations F-325 ”Cyber Risk and Security” 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 F-325 “Cyber Risk and Security”.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Sept. 27, 2022

Draft revised Policy and Regulations D-121 "Animals on District Property and in Classrooms" are 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 the draft revised Policy and Regulations D-121 "Animals on District Property and in Classrooms".

School District #62 (Sooke)

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

SCHOOL BOARD POLICY

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

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

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

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

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

~~Prior to allowing animals in schools or classrooms, steps are to be taken to ensure that students and employees are not allergic to the presence of these animals, that the animals will present no physical danger to students or employees, and that the animals are free from any disease or parasites. Prior to introducing any animals into classrooms and using animals as part of the educational program, teachers shall make all efforts to ensure that students receive instruction in the proper care and handling of animals.~~

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

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

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Animals will be removed from the school or classroom:

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

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

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

DRAFT

School District #62 (Sooke)

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

ADMINISTRATIVE REGULATIONS

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

~~The intent of this policy is to be communicated by the Principal to all staff, students and parents in the month of September with the beginning of the new school year.~~

Requests for Service Animals:

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

The animals shall:

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

Principals shall:

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

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

- **Procedures on the safe handling and care of the animal are posted and reviewed with students which states that the animal is only handled by students when the following conditions are met:**
    - **it does not endanger or stress the animal and the handling of the animal is related to the curriculum being taught.**
    - **the handling of the animal is in accordance to species specific handling instructions and a student is directly supervised by the experienced caregiver or teacher.**
- **Procedures for the feeding of the animal and maintenance of any enclosure for hygienic purposes are established.**

DRAFT

- **Inform parents or guardians of the intent to keep a small classroom pet.**
- **Take responsibility for the care and welfare of any small classroom pet during weekends, holidays, and school breaks.**
- **Ensure that an animal is removed from the classroom if the animal may place the safety of children/or staff in jeopardy or is a health hazard for children/or staff, or is an impediment to learning.**
- **Be responsible for the removal of all refuse or waste pertaining to classroom animals and ensuring it is placed in the appropriate receptacle safely.**
- **In the event of the death of an animal it is disposed of in a manner that is safe and sensitive to student emotions.**

DRAFT

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Sept. 27, 2022

Draft revised Policy F-204 "Naming of Schools" is scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy F-204 "Naming of Schools".

School District #62 (Sooke)

NAMING OF SCHOOLS	No.: F-204
	Effective: Oct. 24/00 Revised: Reviewed: June 7/22; June 28/22; Sept. 27/22

SCHOOL BOARD POLICY

The Board believes that the naming of schools should be undertaken following consultation with affected constituents.

To this end, the Board will seek name suggestions from students, parents, staff, community and the **Indigenous Nations with whom the district partners: Scia'new Nation – Beecher Bay, T'Sou-ke Nation – Sooke and the Nuu-chah-nulth, Pacheedaht Nation** ~~**and** the community~~ within the school's ~~attendance~~ **catchment** area before making its final decision. Generally, a minimum of three names will be provided for the Board's decision.

The process for naming a new school will begin as soon as possible after the school site has been purchased and where construction is scheduled in the Board's current capital plan.

Except where otherwise determined by the Board, new schools will be named in reference to geographical characteristics**, local Indigenous culture and language** or historical names. If a school is to be named in honour of a person, consent of the individual will be obtained. In cases where a school is to be named after a deceased person, except one who was renowned, agreement from close surviving relatives will be sought.

Final choice for a school name rests with the Board.

DRAFT

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Sept. 27, 2022

Draft revised Policy and Regulations F-502 "School Catchment Areas and Student Placement" are 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 and Regulations F-502 "School Catchment Areas and Student Placement".

School District #62 (Sooke)

SCHOOL CATCHMENT AREAS AND STUDENT PLACEMENT	No.: F-502
	Effective: Oct. 13/81 Revised: June 9/87; Feb. 28/06; Reviewed: June 7/22; June 28/22; Sept. 27/22

SCHOOL BOARD POLICY

Recognizing the constraints of transportation, programs and facilities, the Board of ~~School Trustees~~ **Education** will establish school ~~attendance~~ **catchment** areas **for the purpose of student attendance**, and may adjust these from time to time as necessary. School ~~attendance~~ **catchment** areas are available from the district web site (www.sd62.bc.ca) ~~and in print at the Board office and schools~~.

The Board recognizes ~~however,~~ that special programs, family arrangements, course requirements, parent/student preference and perhaps other circumstances will lead to requests for some students to enroll in a school other than the one in whose ~~attendance~~ **catchment** area they reside. In general, and within the constraints noted above, the Board supports a "flexible boundary" system **reflective of student choice,** as far as it is ~~applicable~~ **practicable** in a rapidly expanding area. ~~and directs that, within the guidelines of policy and regulations, school change applications be approved where possible. The Superintendent of Schools and/or the principal of the school involved may make exceptions when the interests of students and/or the district are better served.~~

The Superintendent of Schools shall develop procedures for dealing with school change requests **(SCRs)**, and shall outline these procedures in Administrative Regulations. Approval of requests shall follow these guidelines.

A. Program Related Requests

If the district recommends that the student enroll in a program which is only available in another school, approval of the request shall be automatic. Family-initiated requests to change schools where the neighbourhood school does not offer that course or programme required by the student shall be approved if space is available.

B. General Requests

1. The receiving principal must be satisfied that there is adequate accommodation at the appropriate grade level in the requested school.
2. The parent/guardian assumes responsibility for transportation if the situation does not meet the requirements of Board policy on student transportation.
3. Efforts shall be made by the District office to resolve any difficulties between home and school which may have given rise to the school change request.

Statutory References:
British Columbia *School Act*: Sections 2, 3 and 74.1

District Policy:
Policy and Regulations F-100 – Transportation
Policy C-350 – Parent-Student Appeals

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School District #62 (Sooke)

SCHOOL CATCHMENT AREAS AND STUDENT PLACEMENT	No.: F-502
	Effective: Feb. 28/06 Revised: Sept. 24/13; Oct. 2/18; Reviewed: Oct. 2/18; June 7/22; June 28/22; Sept. 27/22

ADMINISTRATIVE REGULATIONS

Student Placement:

1. The Board will make available an educational program to all persons of school age in British Columbia who enroll in the district **in alignment with the *School Act***.
2. The Board may assign and reassign students to specific schools.
3. The Board may, in accordance with any terms and conditions specified by the Board, permit a person who is older than school age to attend an educational program or to enroll and receive instruction in an educational program sufficient to meet the general requirements for graduation.
4. For each school year, the Superintendent or designate may establish a date by which an application to enroll a person in an educational program must be received by the Superintendent or designate for the purposes of this policy. The Superintendent may establish different dates for different grades, educational programs, or schools, based on the categories of catchment area, non-catchment area and non-school district.
5. Parents requesting a change of school for their child will be required to complete a school change form **(SCR)** available from schools or from the District Web site (www.sd62.bc.ca.)
6. Prior to **confirming** ~~approving~~ school change requests, the receiving principal shall:
    a. consult with the principal of the ~~neighbourhood~~ school **being requested** ~~and, if it seems appropriate, refer the parent to the neighbourhood school principal for further discussion~~.
    b. be satisfied that the student can be properly accommodated in the grade and/or program.
    c. be satisfied that sufficient space will remain in the school to accept any new registrations from students' resident in the school's neighbourhood.
    d. **Consult with the Associate Superintendent for their Family of Schools to determine any district priorities and for final approval.**
7. If the Superintendent or designate determines that space and facilities are available at the school in which the educational program is made available, a person whose application was received by the Board by the date established is entitled to be considered for enrolment in that educational program in the following descending order of priority, as established by the *School Act*:
    a. A catchment area child who, in the previous school year, attended the school at which the educational program is made available.
    b. A catchment area child with siblings currently attending **the school**.
    c. A catchment area child.
    d. A non-catchment area child.

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i. with siblings previously registered in the school.

ii. who have Day Care arrangements in the ~~S~~**school** catchment area.

iii. any other requests.

e. A non-school district child.

8. If the Superintendent or designate determines that space and facilities are available at the school in which the educational program is made available, a ~~non-school district~~ child referred to in #~~9~~ **7** is entitled to enroll in an educational program in priority to **any other registering child** ~~a school district child~~ whose application was received by the Board after the date established for applications.

9. If two or more persons have the same priority category, the persons have, as between themselves, priority according to the date and time established under the above process. **The Board may choose to hold a "lottery" to determine registration for any priority category established in #7 so as to allow sufficient time for all children to be registered prior to the date set by the Board.**

10. For students accepted to a school outside their own catchment area parents/guardians are to assume full responsibility for the transportation of the student to and from school and any related extra supervision requirements.

11. Once a transfer is granted, the student may not be able to return to the catchment area school during that school year.

12. The Board shall incur no additional costs as a result of the approval of any transfer application.

School Catchment Areas:

13. Each school, with the exception of, Juan de Fuca Distributed Learning (JDFL), BYTE and District Academy Programs, shall have a designated catchment area. Additionally, each school offering French Immersion programing shall have defined catchment areas specific to the program. Schools with multiple programs may also have specific catchment areas.

14. Boundary areas for catchments will be reviewed by the Board as required. **The review process will include broad consultation with affected families and school communities.**

~~15. For each school year, the Superintendent or designate may establish a date by which an application to enroll a person in an educational program must be received by the Superintendent or designate for the purposes of this policy. The Superintendent may establish different dates for different grades, educational programs, or schools, based on the categories of catchment area, non-catchment area and non-school district.~~

~~16. Parents requesting a change of school for their child will be required to complete a school change form **(SCR)** available from schools or from the District Web site (www.sd62.bc.ca.)~~

~~17. Prior to **confirming** approving school change requests, the receiving principal shall:~~

~~a. consult with the principal of the neighbourhood school **being requested** and, if it seems appropriate, refer the parent to the neighbourhood school principal for further discussion.~~

~~b. be satisfied that the student can be properly accommodated in the grade and/or program.~~

c. be satisfied that sufficient space will remain in the school to accept any new registrations from students' resident in the school's neighbourhood.

d. **Consult with the Associate Superintendent for their Family of Schools to determine any district priorities and for final approval.**

18. If the Superintendent or designate determines that space and facilities are available at the school in which the educational program is made available, a person whose application was received by the Board by the date established is entitled to be considered for enrolment in that educational program in the following descending order of priority, as established by the *School Act*:

a. A catchment area child who, in the previous school year, attended the school at which the educational program is made available.

b. A catchment area child with siblings currently attending.

c. A catchment area child.

d. A non-catchment area child.

i. with siblings previously registered in the school

ii. who have Day Care arrangements in the **Sschool** catchment area

iii. any other requests

e. A non-school district child.

19. If the Superintendent or designate determines that space and facilities are available at the school in which the educational program is made available, a non-school district child referred to in #9 is entitled to enroll in an educational program in priority to **any other registering child** a school district child whose application was received by the Board after the date established for applications.

20. If two or more persons have the same priority category, the persons have, as between themselves, priority according to the date and time established under the above process. **The Board may choose to hold a "lottery" to determine registration priority for any priority category established in #9 so as to allow sufficient time for all children to be registered prior to the date set by the Board.**

21. For the purposes of this policy, a person's **catchment area is determined by their** residency is determined as of the date that application to enroll is submitted to the Superintendent or designate.

22. For students accepted to a school outside their own catchment area parents/guardians are to assume full responsibility for the transportation of the student to and from school and any related extra supervision requirements.

23. Once a transfer is granted, the student may not be able to return to the catchment area school during that school year.

24. The Board shall incur no additional costs as a result of the approval of any transfer application.

25. **Recommendations for catchment boundary changes will be brought forward to the Board for a final decision.**

26. Appeals of decisions made with regard to this policy are governed by Policy C-350 **Parent/Student Appeals**.

Board Info Note
Board of Education Meeting
September 27, 2022
Agenda Item: 9.1 – Student and Family Affordability Fund

Background:

- On Monday, August 29 the Minister of Education and Child Care, Jennifer Whiteside announced the introduction of the Student and Family Affordability Fund.
- The $60 million provincial fund is intended to support students and families who are struggling with rising costs due to global inflation.
- The fund is intended to:
    - Improve students' access to nutritional food / meals, before, during and after the school day.
    - Directly offset costs to parents, guardians, and students, such as school supplies or other cost pressures they are facing using existing mechanisms such as hardship policies
- will support school food program and the costs of school supplies as key areas of support.
- The funding is provided on a one-time basis for the 2022-2023 school year and is not intended be structural or carried over to subsequent school years.

Current Context:

- The district has received an allocation of $1,251,529.
- The fund requirements include:
    - consultation with local Indigenous rightsholders, to determine any unique needs for Indigenous learner, District Parent Advisory Councils (SPEAC), and "equity-deserving" communities to ensure the unique needs of all diverse student populations are met.
    - using the funds in as flexible, private and stigma free manner as possible.
- Spending descriptors include:
    - Spending on Food Security
        - Spending by the district on Food Security should be in addition to any planned or budgeted spending on food and meals programs.
        - Districts are encouraged to use healthy, local and/or B.C. food where possible and to utilize existing processes and providers (including not-for-profits).
        - Funding can be spent to: o Increase nutritional opportunities for students throughout the day
            - Provide nutritional food and meal support to additional students .
            - Provide additional food and meal supports to students with dependent children where appropriate Spending on Family Assistance.
    - Spending on Family Assistance
        - Spending by the district must directly offset costs for parents, guardians, and students and be additional to any planned or budgeted spending for hardship or family supports
        - Funding use includes, but is not limited to:
            - Providing basic school supplies that might otherwise be purchased by parents, guardians, and students (e.g., pens, paper)

- Waiving education-related fees (e.g., additional supplies for shop, culinary and craft classes, workbooks, camps, field trips, relevant cultural events, other student society meetings including those related to equity, diversity, and inclusion, and instrument and equipment fees or other fees charged by school districts).
- Supporting with clothing/footwear required for school sports and other school activities.

- Associate Superintendent Dave Strange is leading the consultation process and development of a plan to support students and families.
    - Dave will be supported by Vanessa White, District Principal for Safe and Healthy Schools.
    - The Village Initiative will also be utilized as a community serving agency to advise and assist as appropriate.

Draft Guiding Principles

Initial planning conversations have focused on the following guiding principles:

- Develop a multi-pronged approach based on an RTI model of strategies and resources that address the needs all, some and few.
- Develop a multi-pronged approach that is a blend of school based, district based and community partnership-based initiatives.
- Ensure consultation with stakeholders including but not limited to: Indigenous Rights Holders, SPEAC and School PACs, Intercultural Association and VIRCS, School and District Based PVP.
- Involvement of District Department leaders such as IES, NIE and International.
- Identify and action short term initiatives.
- Complete a year long, possibly multiyear plan by October 1, 2022.
- Coordinate efforts with our Communications staff to ensure clear and transparent communications.

Progress Update

- The District is actively seeking feedback from District Indigenous partners to inform its decision making and processes for use of the fund. Focus is on determining unique needs and overcoming stigma-based barriers. This work is being done by Associate Superintendent Paul Block, District Principal and Vice-Principal of Indigenous Education, Jon Carr and Marlys Denny.
- The District is actively consulting with community service partners including local food security agencies and other non-profits to explore partnerships aimed at maximizing the effectiveness of the funding. These agencies include the Food Share Network, Backpack Buddies, Local Food Banks, BC Agriculture in the Classroom Foundation and other local service agencies. Dave Strange, Vanessa White and Cindy Andrew are leading this process.
- District staff are engaging in consultation with school and department leaders.
- The District is connecting with neighboring Island Districts to explore their approach to fund utilization. Associate Superintendent Monica Braniff is leading this consultation.
- District staff are completing an inventory or current support programs at the district and school-based level to determine if existing programs and approaches can be expanded.
- Upon completion of consultation district staff will finalize the plan to action the new funding with the goal of an October 1, 2022 launch.

Preliminary Concepts

Consultations have surfaced several preliminary concepts for consideration. These include but are not limited to:

- Potential waving of fees that are universally applied at the Secondary level such as student activity fees.
- Potential waiving of universal fees such as ADST educational fees, lock fees etc.
- Provision of school based “grants” to allow schools to support students and families in ways that match their school community context. This will involve consultation with school PAC’s and Indigenous partners.
- Increase to existing school food program as well as the development of additional food programs in partnership with agencies such as the Food Share Network, Backpack Buddies, Local Food Banks, BC Agriculture in the Classroom Foundation.
- Provision of funding to our team of School Based Social Workers to support the most vulnerable students and families they work with.
- Planning that factors in higher periods of need such as the winter and spring breaks which create significant pressures on students and families.
- In communication to school communities include an invitation for those who can afford fees at this time, to pay in order to ensure fund dollars are allocated to those most in need
- Ensure that where possible, any approach is universal thus eliminating the potential for stigma and discrimination.
- Explore the possibility of purchasing musical instruments for long term use by vulnerable students and families to offset yearly rental fees moving forward.

SOOKE SCHOOLS 62
Shaping Tomorrow Today

Board Info Note
Public Board Meeting
September 27, 2022
Agenda Item: 9.2 – Enrolment Update

Enrolment Update - September 1701		2021/22 Sept. 1701	2022/23 Sept. 1701	Sept. 1701 Variance 21/22 to 22/23	2022/23 Budget	Variance Budget to 1701 22/23	International Students	Home School	22/23 Total Enrolment
Elementary	Colwood	202	188	-16	192	-6	0	0	186
Elementary	Crystal View	271	273	2	257	16	1	0	276
Elementary	David Cameron	405	398	-9	368	29	0	0	397
Elementary	Hans Helgesen	205	201	-4	208	-7	0	2	203
Elementary	Happy Valley	446	440	-6	446	-6	0	0	440
Elementary	John Muir	221	222	-1	223	-1	0	5	227
Elementary	John Stubbs Elementary	513	502	-11	527	-25	0	1	504
Elementary	Lakewood	457	455	2	458	-2	0	0	456
Elementary	Millstream (English)	202	280	-31	167	2	0	0	169
Elementary	Millstream (French Immersion)	103	28	36	144	-5	0	0	139
Elementary	Pexsisen	0	348	348	317	31	0	0	348
Elementary	Poirier (English)	168	404	8	181	-5	0	0	176
Elementary	Poirier (French Immersion)	236	0	-7	235	-6	0	0	229
Elementary	Port Renfrew	14	20	6	16	4	0	0	20
Elementary	Ruth King	369	385	17	375	13	1	0	389
Elementary	Sangster	247	246	-2	249	-3	0	1	247
Elementary	Saseenos	197	200	2	198	1	0	3	202

Elementary	Savory	234	248	13	240	7	0	0	247
Elementary	Sooke	278	319	38	311	8	0	2	321
Elementary	Willway	227	213	-14	213	0	0	2	215
Elementary	Wishart	457	455	-1	472	-17	0	3	458
Totals:		**5452**	**5825**	**370**	**5797**	**28**	**2**	**19**	**5849**
Middle	Centre Mountain Lellum	0	505	495	512	-17	2	1	496
Middle	Dunsmuir	923	711	-224	709	-10	2	3	702
Middle	John Stubbs Middle	310	310	0	310	1	0	3	314
Middle	Journey (English)	474	485	8	487	-10	1	3	480
Middle	Journey (French Immersion)	100	88	-19	85	0	0	0	85
Middle	Spencer	878	642	-237	631	-5	4	1	637
Totals:		**2685**	**2741**	**23**	**2734**	**-41**	**9**	**11**	**2714**
Secondary	Belmont (English)	1271	1390	136.94	1427	-85.06	93	4	1438.94
Secondary	Belmont (French Immersion)	176	69	-47	100	12	0	0	112
Secondary	Edward Milne	669	709	78.5625	668	40.5625	30.5	0	739.0625
Secondary	Royal Bay (English)	1319	1475	3.5	1240	57.5	83.5	0	1381
Secondary	Royal Bay (French Immersion)	89	0	73	140	22	0	0	162
Totals:		**3524**	**3643**	**245**	**3575**	**47.0025**	**207**	**4**	**3833.0025**
District Totals:		**11,661**	**12,209.000**	**638**	**12,106.000**	**34.0025**	**218**	**34**	**12,396.002**
Alternate	WestShore Secondary	210	197	-13	200	-3	0	0	197
Alternate	JDFDL	139.5625	79.3596	-60.2029	85	-5.6431	0	0	79.3596
Alternate	Westshore Continuing Education	15.375	15.5	0.125	5	0.125	0	0	15.5
Totals:		**364.9375**	**291.8596**	**-73.0779**	**290**	**-8.5181**	**218**	**0**	**291.8596**
District Totals:		**11,877.94**	**12,442.859**	**564.922**	**12,429.500**	**13**	**218**	**34**	**12,697.859**

School District Number Six Two (Sooke)
Summary of Enrolment By Level & School
As at September 23, 2022

Level	School	21/22	22/23 Budget	@ Sept 23	Variance from Budget
Elementary	Colwood	202	192		(192)
Elementary	Crystal View	271	257		(257)
Elementary	David Cameron	406	368		(368)
Elementary	Hans Helgesen	205	208		(208)
Elementary	Happy Valley	447	446		(446)
Elementary	John Muir	223	223		(223)
Elementary	John Stubbs Elementary	823	527		(527)
Elementary	Lakewood	457	458		(458)
Elementary	Millstream (English)	305	311		(311)
Elementary	Millstream (French Immersion)				0
Elementary	PEXSISEN		317		(317)
Elementary	Poirier (English)	404	416		(416)
Elementary	Poirier (French Immersion)				0
Elementary	Port Renfrew	14	16		(16)
Elementary	Ruth King	369	375		(375)
Elementary	Sangster	247	249		(249)
Elementary	Saseenos	197	198		(198)
Elementary	Savory	234	240		(240)
Elementary	Sooke	278	311		(311)
Elementary	Willway	227	213		(213)
Elementary	Wishart	457	472		(472)
Elementary Totals:		**5,766**	**5,797**	**0**	**(5,797)**
Middle	Dunsmuir	923	704		(704)
Middle	Centre Mountain Lellum		512		(512)
Middle	John Stubbs Middle		327		(327)
Middle	Journey (English)	574	580		(580)
Middle	Journey (French Immer)				0
Middle	Spencer	878	631		(631)
Middle Totals:		**2,375**	**2,754**	**0**	**(2,754)**
Secondary	Belmont (English)	1,447	1,527		(1,527)
Secondary	Belmont (French Immersion)				0
Secondary	Edward Milne	669	668		(668)
Secondary	Royal Bay (English)	1,407			0
Secondary	Royal Bay (French Immer)		1,360		(1,360)
Secondary Totals:		**3,523**	**3,555**	**0**	**-3,555**
K-12 Totals:		**11,664**	**12,106**	**0**	**-12,106**
			Increase from 21/22	**-11,664**	**-100.00%**

Annual Report 2021-22

SOOKE SCHOOLS 62
Shaping Tomorrow Today

STRATEGIC PLAN

2021-2025

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 Students, Families, Colleagues and Community Partners,

Just a year ago we approved the 2021-2025 Strategic Plan to guide our work over the next four years by focusing on three priorities: learning, engagement and growth. We are proud of what we have been able to accomplish over the last year and look forward to continuing the important work laid out in our strategic plan.

The 2021-22 school year was an exciting year for growth in the district. Our new schools – PEXSISEN Elementary and Centre Mountain Lellum Middle School are approaching completion and we received approval to build our new 480-seat Elementary School in South Langford. The Memorandum of Understanding between the school district and the municipalities of Sooke, Colwood and Langford continues to grow stronger. As a result, we have collaborated on a sports box in Sooke, a multi-sport court at Dunsmuir Middle School in Colwood and will be announcing a project in North Langford later this fall.

We were proud to play a role in welcoming displaced Ukrainian students impacted by the unjust war caused by Putin. Vice-Chair Bob Beckett travelled to the Ukraine in June on an aid mission in his capacity as a community volunteer and retired fire chief. While he was not in the Ukraine on behalf of the Board of Education, he was able to develop connections with four local school districts. We have begun communicating with those districts and will look to support them through educational collaboration opportunities in the coming years.

As our enrollment climbs and we build new schools and facilities, it is important for the organization to find new ways to deliver our vision for learning, engagement and growth. There is a need to move the operation of the school district into a more mature model that leverages digital transformation and sophisticated ways of achieving and tracking progress. This annual report with its extensive use of data and innovative reporting rubric, reflects this growing organizational maturity.

In the 2021-22 school year, Trustees were delighted to return to school events and celebrations after several years of events being postponed and cancelled due to the pandemic. It was great to meet and hear from students, their

families and SD62 staff at these events. Several gatherings were held to break bannock together and discuss the renewal of the Na'tsa'maht Enhancement Agreement with our Indigenous Rights Holders and community members.

Our first Trustee Student Forum on designing capital projects offered the opportunity to hear from our students on how we should build our schools, aligning strongly with the Board's passion for student voice and choice. Students shared their experiences of school design and how we can design better buildings that are welcoming, environmentally sustainable and that help to facilitate student learning. With feedback from the Forum, community partners and staff, the Board passed the Building Design Guidelines in June 2022.

In June, we were fortunate to have a planning session with the Executive Team (picture right), and a presentation from the former Minister of Education, Dr George Abbott, who reminded us that education can be a kind of magic.

We thank all the magicians in SD62 dedicated to honouring student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community.

Sincerely, on behalf of the Board of Education,

Photo: Attendees at the Board and Executive Planning Retreat [Back row: L-R] Farzaan Nusserwanji (Executive Team), Paul Block (Executive Team), Ravi Parmar (Chair of Board of Education), Dianna Season (Trustee), Scott Stinson (Superintendent/ CEO), George Abbott (Guest Speaker), Stephanie Hedley-Smith (Executive), Bob Beckett (Vice-Chair), David Strange (Executive). [Front Row] Harold Cull (Secretary-Treasurer), Allison Watson (Trustee), Dan Haley (Executive), Margot Swinburnson (Trustee).

Ravi Parmar, Chair

Trustees: Ravi Parmar, Bob Beckett, Wendy Hobbs, Bob Phillips, Dianna Seaton, Margot Swinburnson, Allison Watson

Message from the Superintendent

Dear Trustees, Colleagues and Community Stakeholders:

When I reflect on the 2021-22 school year, I am reminded of how much we accomplished together despite the ongoing challenges of the pandemic and continued rapid growth of our student population. To begin the school year with students back in their classrooms and the return of many of our events and celebrations later in the year reinforced the crucial role that schools play, not only for education but as a pillar in our communities. We witnessed the resilience of our students and staff, and I could not be prouder of what we were able to accomplish amidst circumstances of unknowns due to the on-going pandemic.

A year ago, the Sooke School District Board of Education launched a new Strategic Plan to drive the district vision forward and focus on three priority areas (Learning, Engagement and Growth) over the next four years. As we worked together to execute the first year of the plan, we were faced with shocking growth that doubled our enrollment projection of 400 new students to 827 new students. The funding announcement for the South Langford Elementary School build in June was a welcome relief for our growing West Shore community. While we are excited about our two new schools set to open for the 2022-23 school year, we expect them to be close to capacity within the next couple of years. Raising awareness of our growth and getting new schools built will continue 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:

- Beacon Community Services will offer childcare at PEXSISEN Elementary School beginning in September 2022.
- Hulitan Family & Community Services will build a childcare space on the grounds of Colwood Elementary in partnership with M'akola Development Services. The childcare programming will be focused on offering culturally grounded, trauma-informed, school readiness services to Indigenous families.
- An unprecedented collaboration with Royal Roads University, the University of Victoria, Camosun College and the Justice Institute of British Columbia to offer programming and pathways for students at a future West Shore campus location.
- The introduction of a Climbing Academy at Belmont Secondary School with the support of BoulderHouse and the City of Langford.

POINTS OF PRIDE

- Completion of in-depth and extensive program reviews of our district which resulted in 137 recommendations and flowed into decisions for the 2022-23 Budget.
- The 2022-2027 Na'tsa'maht Enhancement Agreement draft has been approved and will be formally adopted in a signing ceremony with the local Nations in September 2022.
- Creation of an Employment Equity Survey to be reviewed and implemented annually to hear from our staff on how we can create a more inclusive, flexible and respectful work environment.
- Our secondary students earned almost $1 million collectively in scholarship funding last year.
- A student and Trustee forum was held in March to hear from our students on how we approach designing future schools. Their feedback led to the development and creation of our Building Design Guidelines.
- Our Inclusive Education team developed a Communication Board to help students who are non-verbal or have limited language skills express themselves. The boards have been installed at all our elementary schools. The adoption of the boards has reached beyond our schools and we have partnered with stakeholders such as the City of Colwood to install them at community playgrounds.
- We facilitated a Trustee and staff gathering in April with a guest keynote who focused on the importance of sleep and how to set healthy boundaries between work and personal life.

I am privileged to do this work alongside colleagues and a Board of Education who continually focus on student success, the importance of creating a culture of belonging and who are brave enough to lean in and learn from mistakes.

As I prepare for the next school year, I am reminded of the words from Elder Shirley Alphonse "Together, working side by side, supporting each other, walking together for the good of our children." I look forward to walking with you next year.

Sincerely,

Scott Stinson

Superintendent/CEO

Executive Summary

The SD62 Annual Report 2021-22, looks at the progress that has been made to the three strategic priorities in the Strategic Plan 2021-25: Learning, Engagement and Growth. The Strategic Plan 2021-25 reflects the vision, mission, values and beliefs of the Board of Education. Operational Plans are developed each year by the Superintendent and the district Executive Team to detail what will be done that year to make progress towards the objectives outlined in the strategic plan.

The section in the report on Measuring Progress looks at the rubric that has been devised to monitor progress on the strategic objectives laid down in the Board of Education's Strategic Plan 2021-25. Developing the rubric has been an ambitious undertaking this year by the Executive and the District Principals. It works similarly to how student progress reports are undertaken to pinpoint where, on a 4-point continuum (Emerging, Developing, Proficient, Extending), progress has been made.

The overall goal rubric achievement for the 2021-22 school year has been determined as:

Learning – Proficient

Growth – Developing

Engagement – Developing

In the 2021-22 school year:

The Learning Goal was determined as proficient with regards to the rubric. This reflects:

- Students and staff are conscious of diversity and demonstrate understanding of diversity and inclusion.
  - E.g., 89% of students, all the time or many times, respect people who are different from them (for example think, act or look different).
- Most students have the skills to think creatively and critically
  - E.g., 79% of students agree that, sometimes, many times or all the time, they are learning ways to be a critical thinker (for example analyzing, making connections, asking questions, challenging assumptions).
- Most students, families and staff feel safe, that they belong, and are valued.
  - E.g., 78% of students agree that, all the time or many times, they feel safe at school.
- Enhanced pathways for student choice including more routes to graduation and greater opportunities for hands on learning.
  - E.g., 69% of students agree that, all the time, many times or sometimes, they get to provide input into what they learn and how they learn (such as suggesting topics that interest them and choosing their own projects).

The Engagement Goal was marked overall as Developing on the rubric. This reflects:

- Some opportunities for students, staff and other community partners to provide input.
    - E.g., There were 52 strategic engagement activities in 2021-22 including gatherings, surveys and use of the platform 'Thought Exchange' to gather views of students, staff and the wider community.
- Indigenous student graduation rates are approaching parity with non-Indigenous students.
    - There is still progress to be made on this item as the gap between indigenous and non-indigenous graduation rates is 20% - which means it is in the emerging category of the rubric.
- A basic communications plan.
    - E.g., The Communications Plan has been developed and extended (to a proficient level).
- Some systems are in place to inform the state of wellness of staff and students.
    - E.g., As well as multiple training offerings to staff, 48% of students agreed that they are learning how to care for their physical health at school.

The Growth Goal was rated as Developing on the rubric. This reflects:

- Some systems in place to support the growth of our facilities.
    - E.g., The Program Review of 2020-21 resulted in 137 recommendations to implement.
- Parts of the organization have defined practices in operation with regards to diversity, equity and inclusion (DEI)
    - E.g., The 2021-22 school year saw the creation and undertaking of the first SD62 Employment Equity Survey. Results will be used to create equity practices to remove barriers for hiring processes and support fair and equitable hiring.
- Some resources, policies, that directly support environmental sustainability.
    - E.g., While the number of students, staff, buildings and fleet vehicles have increased since 2010, our emissions have decreased by 27.5% for buildings and 13.3% for the fleet.

The report has a significant amount of information on achievements along with government data on the district. The data that provide support to the rubric are a work in progress and will be updated as data are publicly released. It is the first time we are undertaking this approach and, as such, it has set the district up to work towards planning and achieving strong outcomes across the system in the strategic plan. Along with numerical data, the report contains more contextual details of the success of work from the 2021-22 Operational Plan. Some of the data in the report will also be reported in the Framework for Enhancing Student Learning (FESL) which is the report on student educational performance that is provided, annually, to the provincial government.

The Appendices overview the rubric categories for each strategic objective: Learning, Engagement and Growth. Each goal has an appendix that overviews data and activities based on the 2021-22 Operational Plan. Later in the Appendices, there are sections on the SD62 students, SD62 staffing, and the budget. 2021-22 was a record year for new students with an additional 827 students enrolled in the district. We also began to welcome increased numbers of international students since the start of the pandemic.

Overview of the Strategic Plan

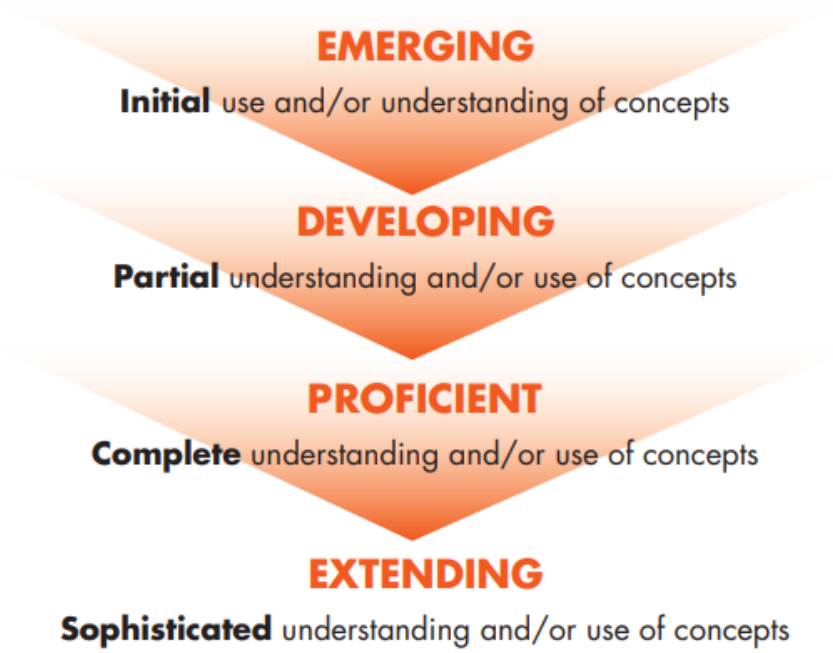
Our Strategic Priorities 2021-2025

	GOAL	Objective 1	Objective 2	Objective 3	Objective 4
Learning	**To develop and support adaptable learners who are creative, critical and social thinkers with capacity to be educated citizens.**	Provide opportunities for learners to understand, respect and appreciate diversity and inclusion.	Provide opportunities for learners to develop critical and creative thinking skills.	Ensure our learning environments are safe, accessible and welcoming.	Enhance student choice and voice.
Engagement	**To create a culture of belonging.**	Develop, expand and implement inclusive and collaborative practices and processes.	Further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit.'	Develop, expand and implement respectful, effective, clear and transparent communications.	Continue to develop, expand and implement a culture of wellness.
Growth	**To pursue organizational excellence to support a vibrant school district.**	Strengthen organizational practices to ensure equity, diversity and inclusion.	Build and maintain spaces and resources that support our creative and critical learning, and our culture of belonging.	Embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources.	Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment.

Measuring Progress

Understanding the SD62 Rubric

The district has developed a rubric to report on overall progress on the goals of the strategic plan. The rubric is organized into four categories: *Emerging*, *Developing*, *Proficient* and *Extending,* to help distinguish progress at various points over the next four years. These categories are those used to describe student learning under revised Ministry policy.



The rubric takes the three goals and twelve strategic plan objectives and details a description of what achievement of each level of the rubric would be. The emerging level is to have achieved some initial level of use or understanding. The developing level is to have achieved some partial use or understanding. The proficient level us to have achieved a complete understanding or use. The extending level would be to have achieved a sophisticated use of understanding of the strategic objective.

Creating the rubric was a powerful process as it describes the status of work across four proficiency levels articulating a target state for the objectives of the strategic plan. Outlining the different levels enables consideration of gaps in the current work being undertaken. This stage of developing the rubric provoked constructive discussions about what the district would be required to do to achieve a 'proficient' outcome by 2025.

A rubric uses evidence gathered from several sources to assist in determining the appropriate placement on the scale. Questions asked in the Student Learning Survey and the Equity in Action Survey are detailed in Appendix 5.

The Rubric enables us to plan future progress by focusing on where we are now. It helps determine what future actions are required for progress and thus what should be included in operations plans each year. The full rubric can be found in Appendix 4.

Below is a table of where the district believes it is currently placed on the continuum with regards to the rubric. The placement is based on available evidence (Appendices 1, 2, 3) to determine overall ratings.

Note:

- The rubric has been created by senior staff in SD62 and is not required reporting to the Ministry of Education and Child Care.
- The rubric cannot be used to compare SD62 to other districts.
- As this is the first time, we have developed a rubric for the strategic plan, there are measures still under development and not available for reporting.
- The survey data reflects the specific students who completed it. If the whole student body completed the surveys, there may be different results.
- The rubric category of proficient, is where at minimum, the district aims to get to with by June 2025 of the 2021-25 Strategic Plan.
- Some of the data collected in 2021-22 is still under analysis and has not been publicly released by the government. Therefore, placement on the rubric may reflect data collected in previous school years.

Overall Rubric Proficiency 2021-2022

			EMERGING	DEVELOPING	PROFICIENT	EXTENDING
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				
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 GOAL 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 GOAL 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				

Appendix 1 – Learning Goal Evidence

This section looks at information and data that supports the selected placement on the rubric.

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

Learning – Objective 1
Provide opportunities for learners to understand, respect and appreciate diversity and inclusion

Respect

Student Learning Survey:

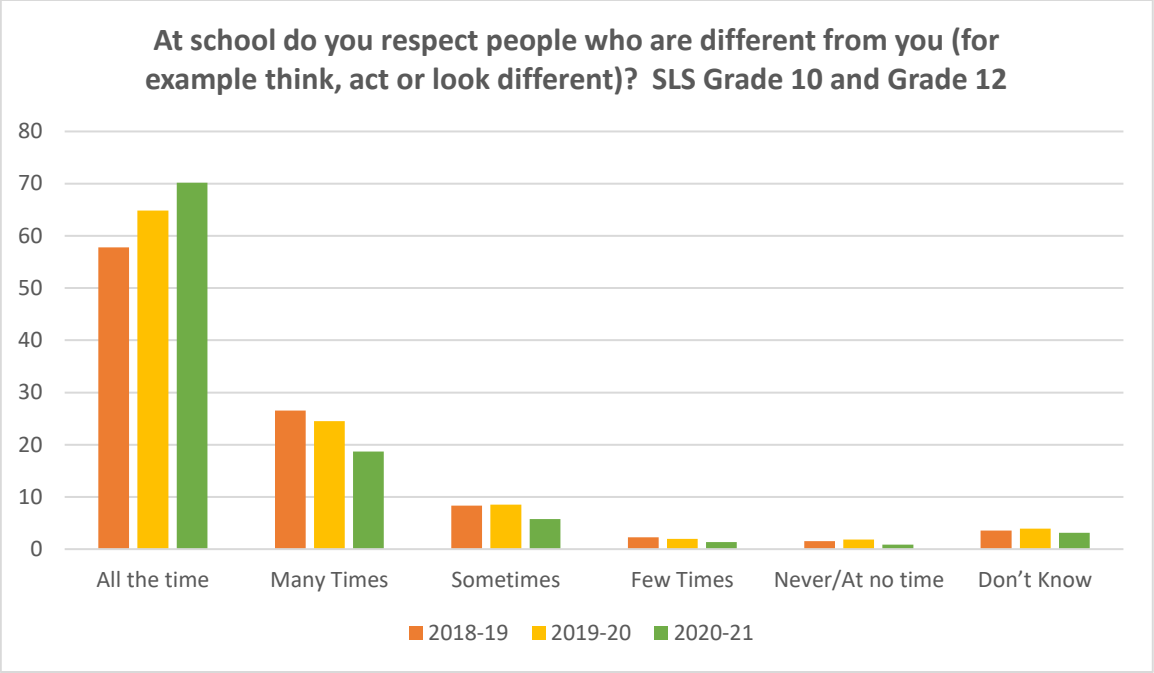
Data from the Student Learning Survey (SLS) is as follows:

- In 2020-21, 88.87% of students said that they respect people who are different than them.

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

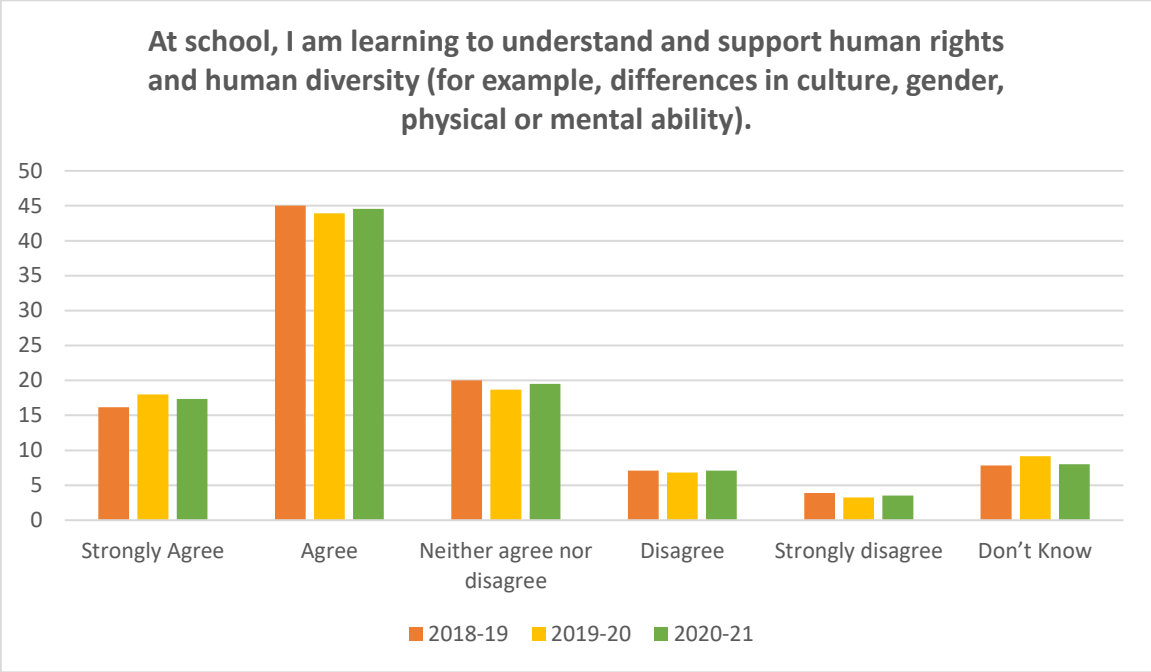
Question:	% of those selecting a response	2018-19		2019-20		2020-21	
At school do you respect people who are different from you (for example think, act or look different)? SLS Grade 10 and Grade 12	All the time	57.83	84.35%	64.83	89.38%	70.16	88.87%
	Many Times	26.52		24.55		18.71	
	Sometimes	8.32		8.51		5.79	
	Few Times	2.26		1.99		1.34	
	Never/At no time	1.55		1.83		0.89	
	Don't Know	3.53		3.94		3.12	

The **Student Learning Survey (SLS)** has been administered every year in B.C. public schools since 2001. Prior to 2016-17, it was known as the Student Satisfaction Survey. The SLS provides feedback on the implementation of the curriculum changes, learning environment, student wellness and satisfaction, student belonging and engagement, and career preparation. The SLS is the only source of province-wide information about students' learning experiences through the perspectives of students, parents, guardians/caregivers, and school staff. Schools and districts use the SLS to make informed decisions around long-term planning and goal setting, and in providing individual students personalized support. In 2021, the student survey underwent a review to accommodate an updated conceptual framework that align questions with the core competencies of the curriculum and the British Columbia's Policy for Student Success.



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). SLS Grades 7, 10 and Grade 12

Question:	% of those selecting a response	2018-19		2019-20		2020-21	
At school, I am learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability). SLS Grades 7, 10 and Grade 12	Strongly Agree	16.18	61.22%	18.01	61.95%%	17.34	61.90%
	Agree	45.04		43.94		44.56	
	Neither agree nor disagree	19.99		18.70		19.52	
	Disagree	7.08		6.83		7.08	
	Strongly disagree	3.88		3.26		3.50	
	Don't Know	7.83		9.16		8.01	



- 61.90% of students agreed that they are **learning to understand and support human rights and human diversity**.

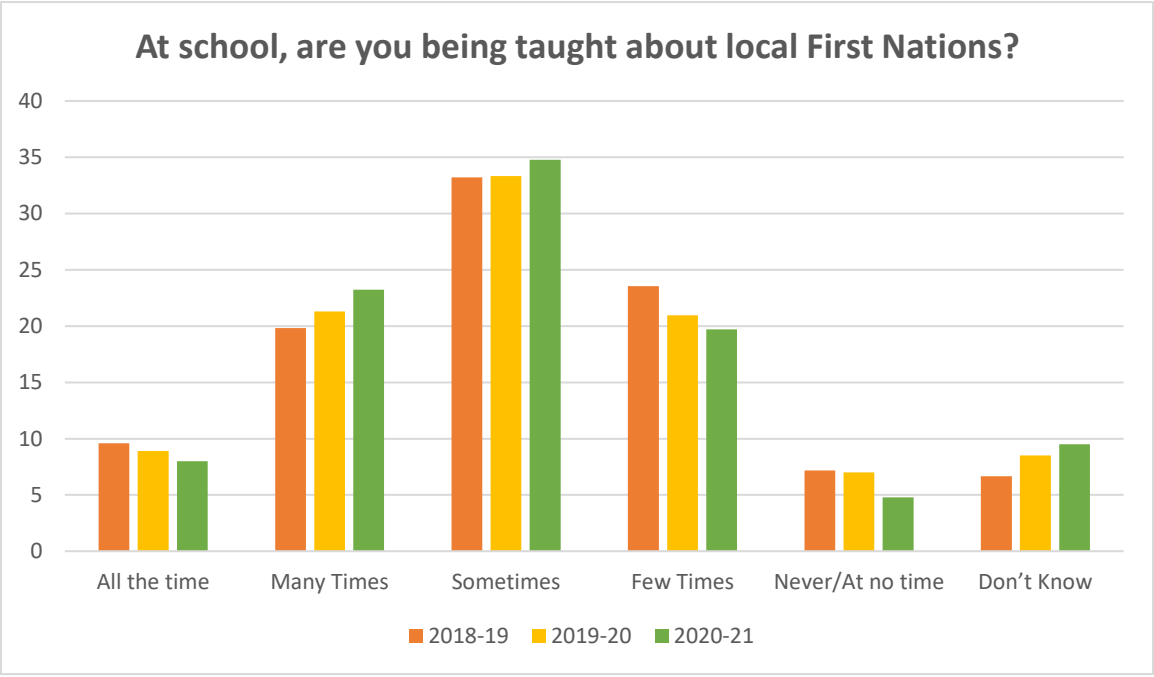
The following tables, illustrate that, of the Grade 4,7,10,12 students who responded to SLS questions in 2020-21:

- 66% said they sometimes, many times or all the time **were being taught about local First Nations**.
- 30.65% said they sometimes, many times or all the time **participated at school in any Indigenous programs or activities**.
- 19.35% said they sometimes, many times or all the time **were being taught a First Nation Language.**
- 11.47% said they sometimes, many times or all the time **participated at school in ongoing Indigenous programs or activities.**

Diversity – Indigenous

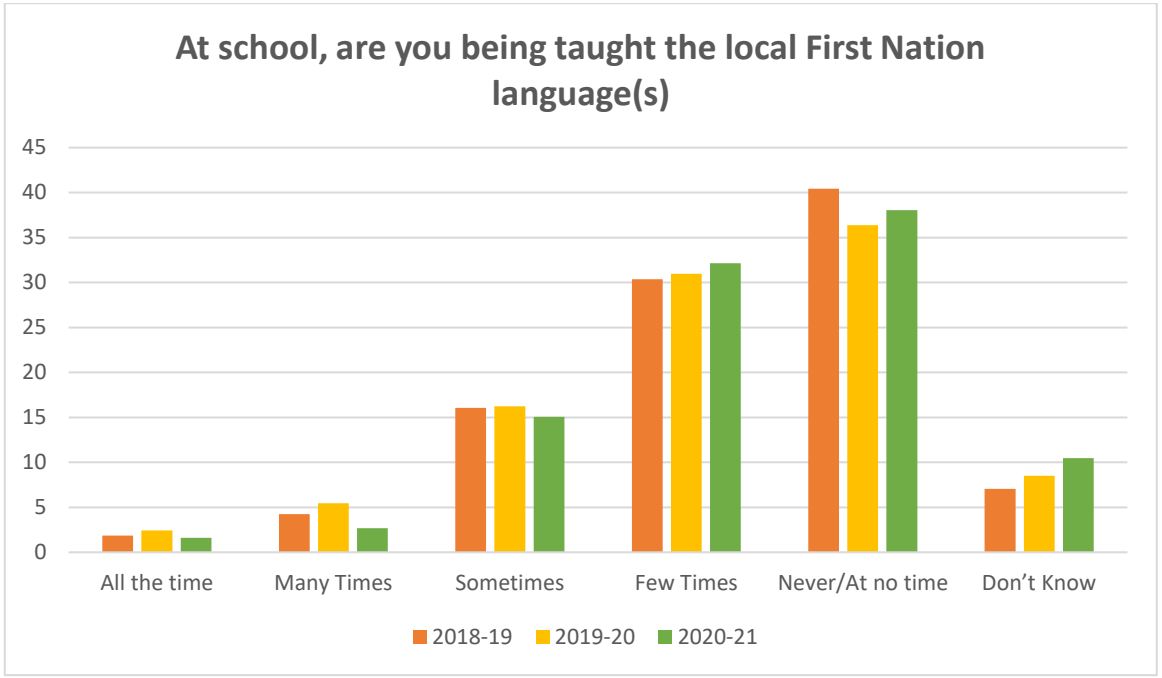
Question - At school, are you being taught about local First Nations? SLS Grades 4, 7, 10, 12

Question: **At school, are you being taught about local First Nations?** SLS Grades 4, 7, 10, 12	% of those selecting a response	2018-19		2019-20		2020-21	
	All the time	9.60	62.61%	8.92	63.55%	8.00	66.00%
	Many Times	19.81		21.30		23.23	
	Sometimes	33.20		33.33		34.77	
	Few Times	23.55		20.96		19.70	
	Never/At no time	7.18		6.99		4.78	
	Don't Know	6.67		8.50		9.51	



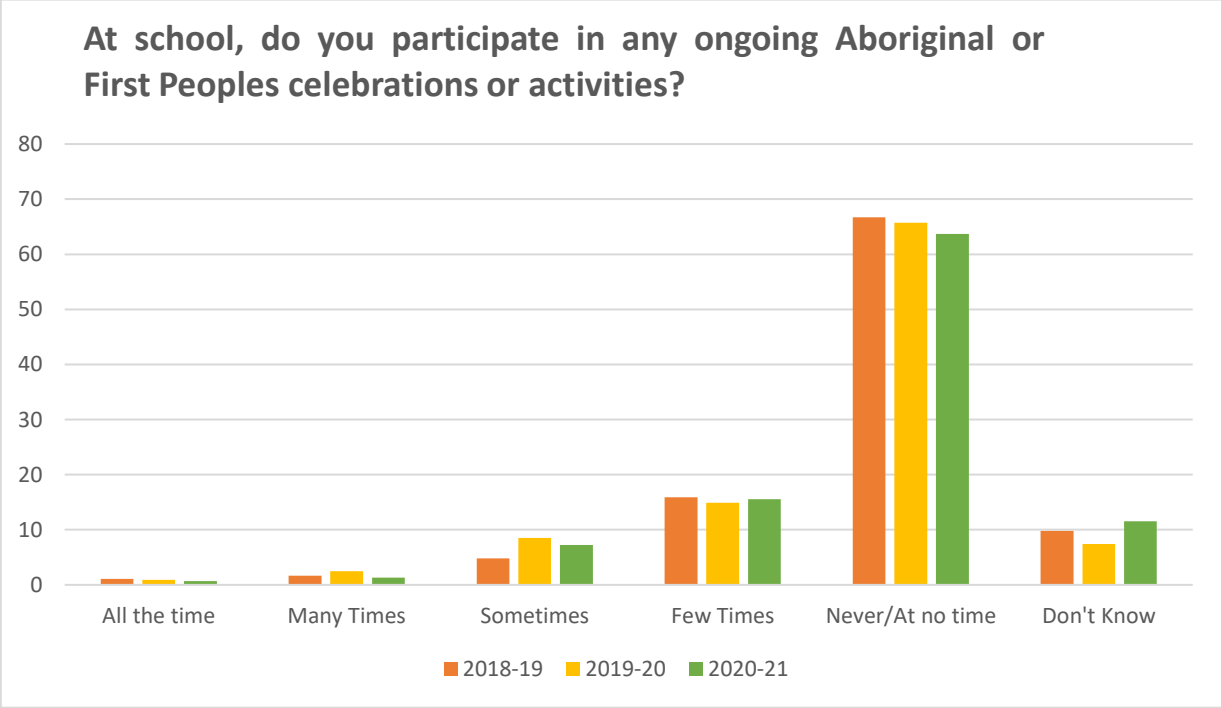
Question - Are you being taught the local First Nation language(s) SLS Grades 4, 7, 10, 12

Question:	% of those selecting a response	2018-19		2019-20		2020-21	
Are you being taught the local First Nation language(s) SLS Grades 4, 7, 10, 12	All the time	1.87	22.15%	2.44	24.16%	1.60	19.65%
	Many Times	4.24		5.47		2.69	
	Sometimes	16.04		16.25		15.06	
	Few Times	30.37		30.98		32.14	
	Never/At no time	40.42		36.36		38.04	
	Don't Know	7.06		8.50		10.46	



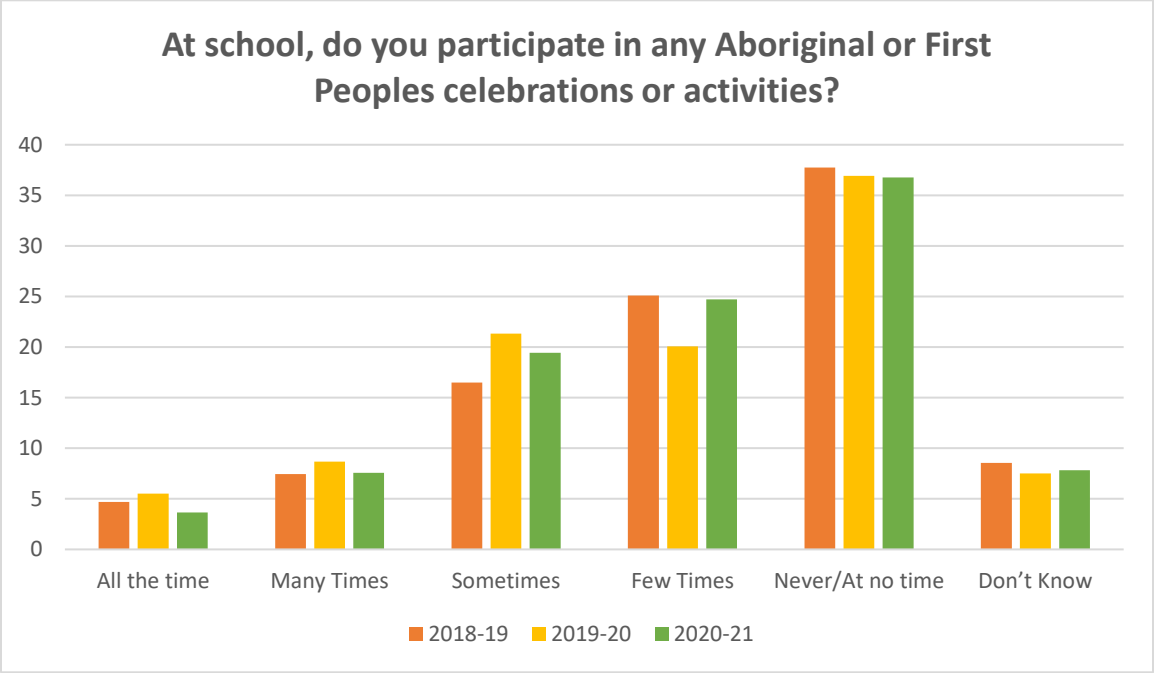
Question - At school, do you participate in any ongoing Aboriginal or First Peoples programs or activities? SLS

Question: **At school, do you participate in any ongoing Aboriginal or First Peoples celebrations or activities?** SLS Grades 7, 10, 12	% of those selecting a response	2018-19		2019-20		2020-21	
	All the time	1.10	7.61%	0.93	11.94%	0.69	9.24%
	Many Times	1.68		2.48		1.30	
	Sometimes	4.83		8.53		7.25	
	Few Times	15.87		14.88		15.56	
	Never/At no time	66.72		65.74		63.69	
	Don't Know	9.80		7.44		11.52	



Question: At school, do you participate in any Aboriginal or First Peoples celebrations or activities? SLS Grades 4, 7, 10, 12

Question:	% of those selecting a response	2018-19		2019-20		2020-21	
At school, do you participate in any Aboriginal or First Peoples celebrations or activities? SLS Grades 4, 7, 10, 12	All the time	4.68	28.61%	5.50	35.50%	3.64	30.65%
	Many Times	7.44		8.67		7.58	
	Sometimes	16.49		21.33		19.43	
	Few Times	25.09		20.08		24.73	
	Never/At no time	37.76		36.92		36.78	
	Don't Know	8.55		7.50		7.84	



Equity in Action Student Survey

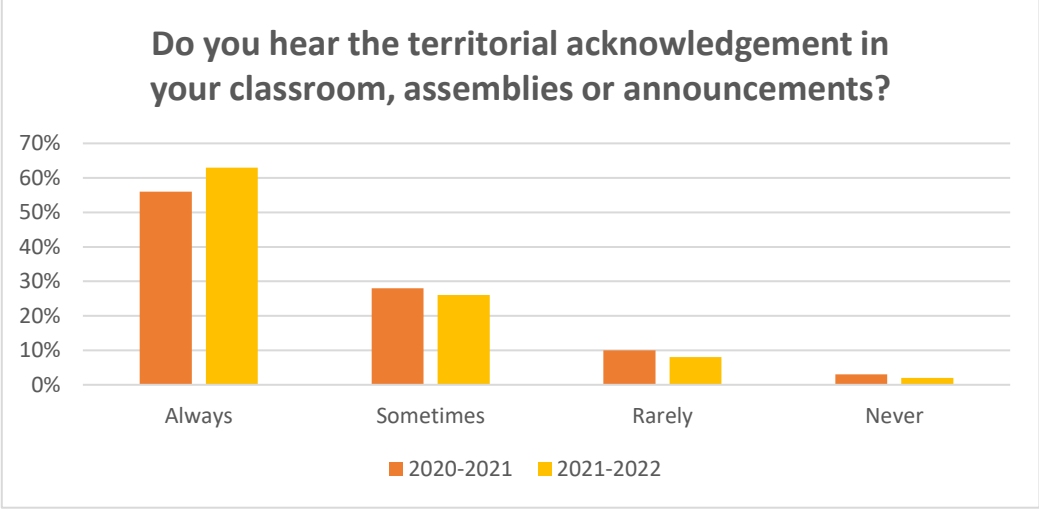
Question: Do you hear the territorial acknowledgement in your classroom, assemblies or announcements? (Equity Survey)

Of those students who responded to the Equity Survey, 89% reported always (63%) or sometimes (26%) hearing the **Territorial Acknowledgement** in classrooms, assemblies or announcements.

Equity in Action Student Survey

School District 62 is engaged in the BC Ministry of Education 'Equity in Action Project'. The Equity Scan defines a collective and collaborative decision-making process for school districts to enter genuine and meaningful self-assessment dialogue about the experience of education for Indigenous learners and to respond in strategic ways to create conditions for success for ALL students. The Equity in Action survey is an annual survey on what students think about the learning environment (educational approach, cultural context, or physical setting in which teaching, and learning occur) at school: what is going well and what can be improved.

Question: **Do you hear the territorial acknowledgement in your classroom, assemblies or announcements?**	**% of those selecting a response**	**2020-2021**	**2021-2022**
	Always	56%	63%
	Sometimes	28%	26%
	Rarely	10%	8%
	Never	3%	2%



Parent Survey - Student Learning Survey[1]

Parent responses:

- 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 (79%) and about human rights and human diversity (77%).
- Fewer parents (58%) believed that you could see diverse sexual orientations and gender identities represented in their children's school.

	Parent SLS 2021-22. **Those parents answering yes to the question**	Count	%
QUESIONS	Are you satisfied with the efforts at your child's school to teach students about Indigenous peoples in Canada?	208	72%
	At your child's school, are students being taught about local First Nations?	228	79%
	Is your child learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability)?	207	77%
	Is your child respectful of people who are different from them?	262	97%
	Do you see diverse sexual orientations and gender identities represented in your child's school?	155	58%

Equity in Action Student Survey:

Respondents to the Equity in Action Survey (Equity Survey) said that they:

- Sometimes (43%) or always (38%) had **role models or Elders visit their classroom** or school (Grades 3-12)
- Sometimes (37%) or always (29%) could see their **culture reflected in the classroom**. Fewer students reported rarely (19%) or never (16%) seeing their culture reflected in the classroom. (Grades 3-5)
- Rarely (21%) or never (62%) experienced **racism in school**.
- Rarely (21%) or never (49%) witnessed racist acts or remarks in school.

	% of those selecting a response	**2020-2021**	**2021-2022**
Question: Do Role Models or Elders visit your classroom or school? (Equity Survey)	Always	9%	12%
	Sometimes	41%	60%
	Rarely	33%	24%
	Never	17%	4%
Question: Do you see family and/or people from your community in your classroom? (Equity Survey)	Always	17%	36%
	Sometimes	46%	26%
	Rarely	18%	22%
	Never	18%	17%

[1] Data were drawn from an Interim Report to Parents available at https://www.awinfosys.com/SurveyFull1/central/main/results.asp

	% of those selecting a response	2020-2021	2021-2022
Question: Do you experience racism in your school? (Equity Survey)	Always	2%	7%
	Sometimes	8%	10%
	Rarely	18%	21%
	Never	71%	62%
Question: Do you witness racist remarks or acts of racism in your school? (Equity Survey)	Always	4%	11%
	Sometimes	14%	19%
	Rarely	20%	21%
	Never	62%	49%

District Communications:

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.
Our district social media accounts regularly share resources from Family Smart and Kelty Mental Health BC with information geared towards parents and guardians and how to support them. Below are examples of messaging that took place May 1 – June 1, 2022.

District Social Media Examples (May 2022)
"Pride month is a celebration of how far human rights and acceptance has come and a reminder of the work that needs to be done to create more equitable communities where everyone feels a sense of belonging. Be you + Be here + Belong = Be #SD62"
"HÍSWKE / Hych'ka Kleco / ʔekoo! Gilakas'la Marsee Thank you to our Elders, Role Models, and Knowledge Keepers who share their experiences and understandings of Indigenous histories, cultures and ways of being to support a culture of belonging at #SD62"
"Our online spaces will always be safe for all members of our communities, but especially our students. We all share a digital responsibility to engage and interact respectfully online."
"An end to Something Good Friday with an extra good one. Sooke Elementary welcomed 3 students from Ukraine this week. We'd be lying if we said there wasn't a few tears of joy and compassion shed. Welcome, you are home and part of our community"
"Role Model Ren Louie visited John Muir Elementary this morning and shared his new book "Drum from the Heart." In case you are unfamiliar with our Role Model program, it supports the integration of First Peoples' perspectives, worldviews and content throughout SD62."
"Millstream Kindness Ninjas are at it again spreading positive messages throughout our school. Bracelets with encouraging words are hanging from the fences for anyone to take and enjoy."

"Very cool news about Ecole Poirier Elementary, Students voted on a local animal to represent them. A local artist, Isabelle St. Pierre, from T'Souke Nation designed the new representation. Isabelle was a student of Poirier for Grades 1-3. Hello Poirier Black Bears!"
Have you ever seen a sensory room? Our very talented Education Assistant Megan Radatzke created one at Poirier Elementary this year. It is a space where students can visit if they need relaxation, stimulation or to reduce anxiety.
"We stand in solidarity with the 2SLGBTQ+ community. We all play a role in challenging stigmas, denouncing prejudice and condemning violence to build safer, more compassionate, inclusive communities that celebrate and see strength in diversity."
"Today is the #MooseHideCampaign day. Wearing the moose hide pin is a commitment to honour, respect and protect the women and children in your life, work to end gender-based violence and take action towards reconciliation with Indigenous peoples. https://moosehidecampaign.ca"
"Lakewood Elementary has a beautiful display of the Pexsisen moon created by Ms. Mauger's class on the top. Zayah, a Grade 5 student shared his knowledge of his Nation by creating a wonderful vignette on the bottom."
"A powerful event to mark #RedDressDay2022 at EMCS this morning. Thank you to all involved."
"Thank you to Trish McNabb, our Na'tsa'maht Classroom Program Assistant at Ruth King Elementary for taking the lead and inspiring the whole school to participate in creating a beautiful tribute to those lost and to bringing awareness to the Red Dress Campaign."
"Today is the National Day of Awareness for Missing and Murdered Indigenous Women, Girls, and Two-Spirit People. #RedDressDay"

The District Resource Centre also runs a Twitter account where they share resource packs for teachers – the resource packs are often curated with diversity and inclusion in mind. There are resources available for **staff in their work supporting diversity, inclusion and equity**.

Examples of **District Resource Centre (DRC) resources**

- 63 literature circle novel packs, 25 multi-book packs, 9 Language Art kits, 21 Social Studies kits (contain multiple titles – some upwards of 30+ books), 4 SOGI book packs, 53 individual books ordered – not yet put in the system – will probably make 6-8 more book packs. Indigenous Education kits/book packs/instruments/artifacts – we have 139 Indigenous Education items between this location & the Na'tsa'maht office.

Learning – Objective 2
Provide opportunities for learners to develop critical and creative thinking skills

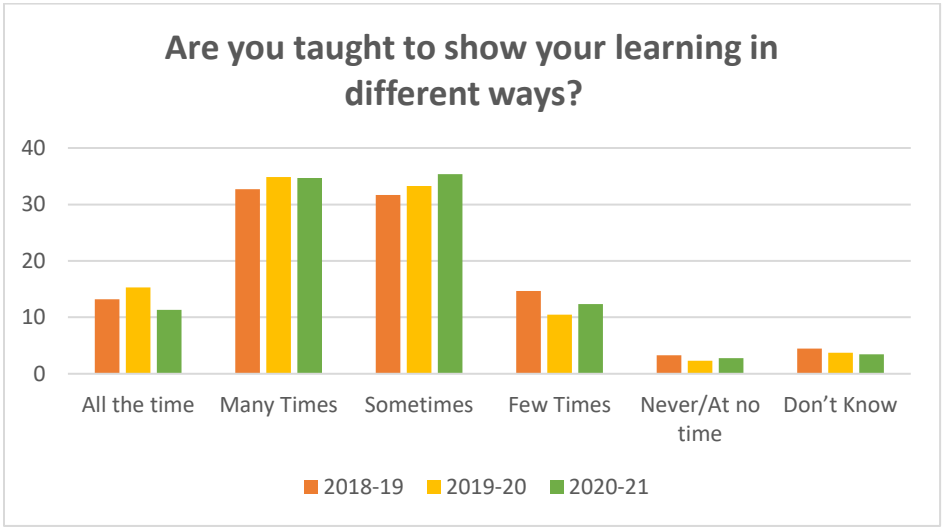
Critical and Creative Thinking Skills

Student Learning Survey:

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

- 81.42% said that they, sometimes, many times or all the time, were **taught to show their learning in different ways.**

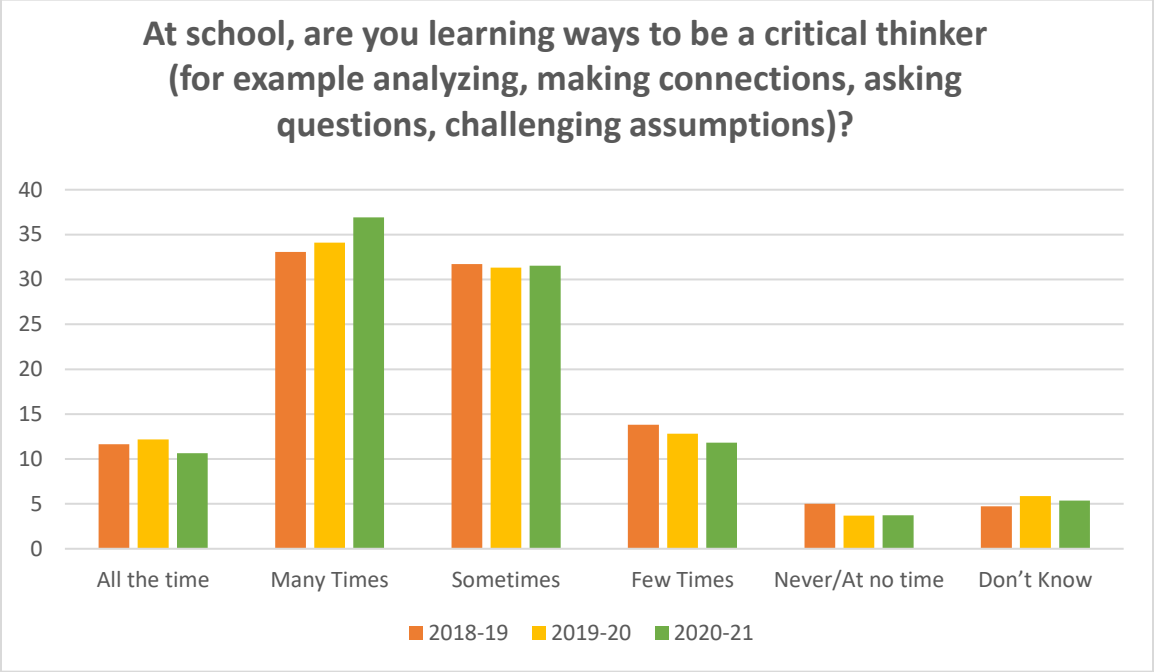
Question:	% of those selecting a response	2018-19		2019-20		2020-21	
Are you taught to show your learning in different ways? SLS#5 Gr 7/10/12	All the time	13.20	77.60%	15.31	83.43%	11.33	81.42%
	Many Times	32.72		34.84		34.70	
	Sometimes	31.68		33.28		35.39	
	Few Times		14.69		10.47		12.34
	Never/At no time		3.26		2.34		2.78
	Don't Know		4.45		3.75		3.47



Question At school, are you learning ways to be a critical thinker (for example analyzing, making connections, asking questions, challenging assumptions)?

- 79.10% 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.**

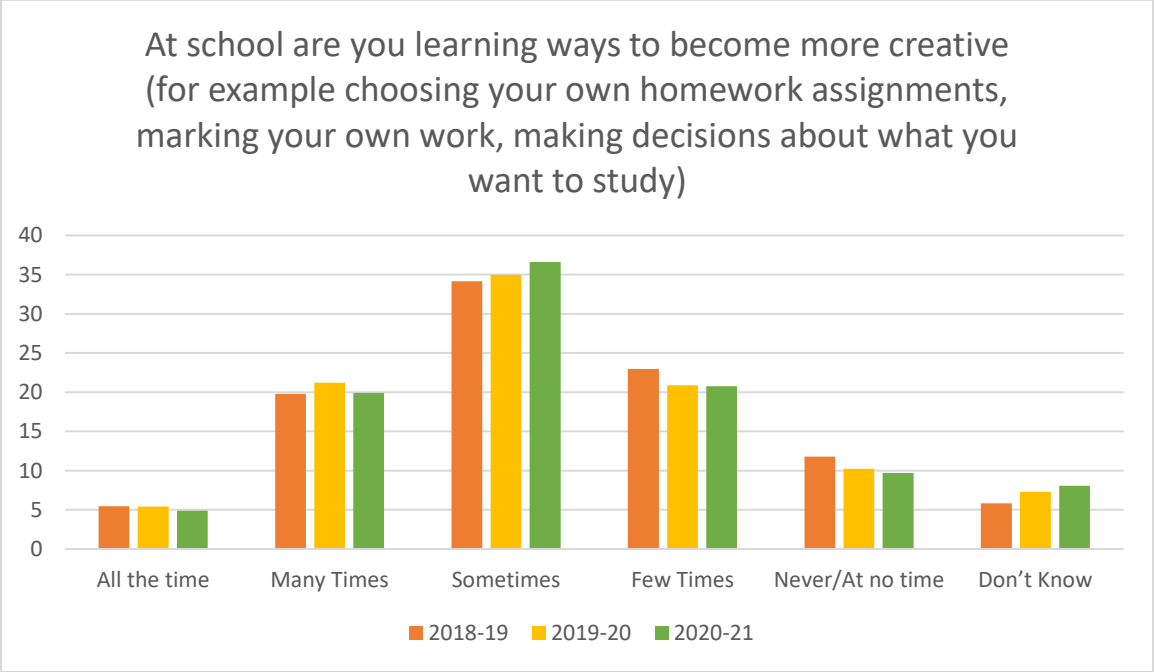
Question:	**% of those selecting a response**	2018-19		2019-20		2020-21	
At school, are you learning ways to be a critical thinker (for example analyzing, making connections, asking questions, challenging assumptions)? SLS Gr 7/10/12	All the time	11.65	76.42%	12.19	77.62%	10.64	79.10%
	Many Times	33.06		34.10		36.91	
	Sometimes	31.71		31.33		31.55	
	Few Times	13.82		12.81		11.81	
	Never/At no time	5.03		3.70		3.73	
	Don't Know	4.73		5.86		5.36	



Question At school are you learning ways to become more creative (for example choosing your own homework assignments, marking your own work, making decisions about what you want to study).

- 61.44% students who responded to this question reported that they sometimes, many times or all the time were **learning ways to become more creative at school** (for example choosing your own homework assignments, marking your own work, making decisions about what you want to study).

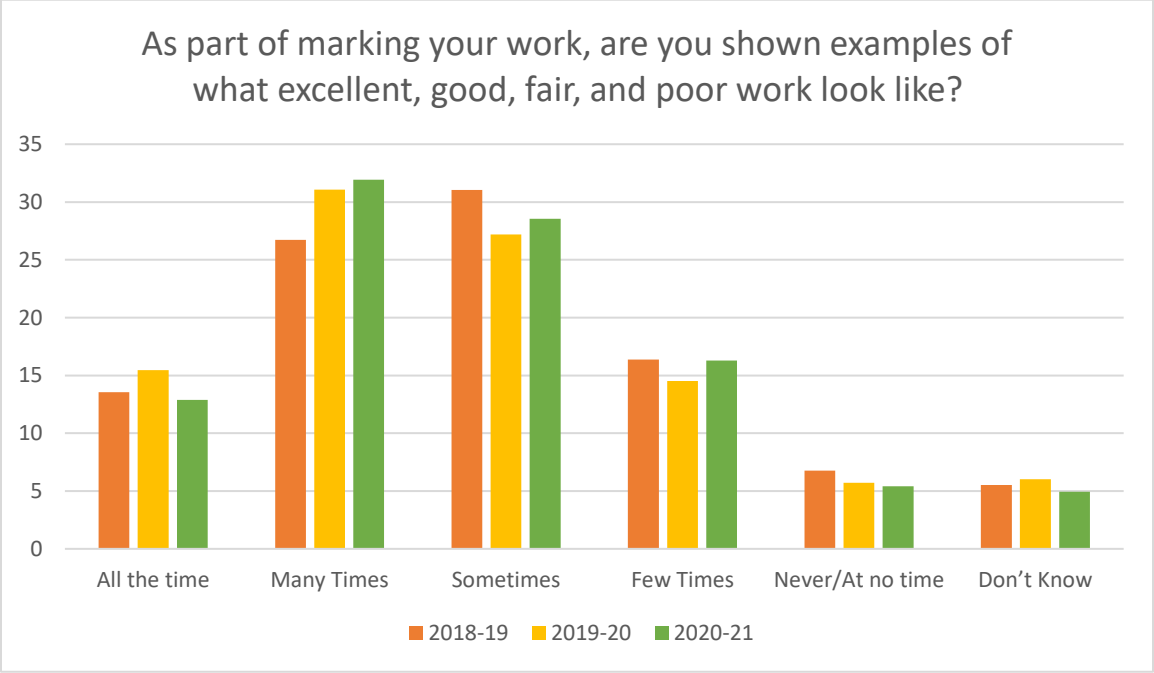
Question:	**% of those selecting a response**	2018-19		2019-20		2020-21	
At school are you learning ways to become more creative (for example choosing your own homework assignments, marking your own work, making decisions about what you want to study). SLS Gr 7/10/12	All the time	5.45	59.41%	5.42	61.61%	4.90	61.44%
	Many Times	19.78		21.21		19.91	
	Sometimes	34.18		34.98		36.63	
	Few Times	22.99		20.90		20.76	
	Never/At no time	11.79		10.22		9.72	
	Don't Know	5.82		7.28		8.09	



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

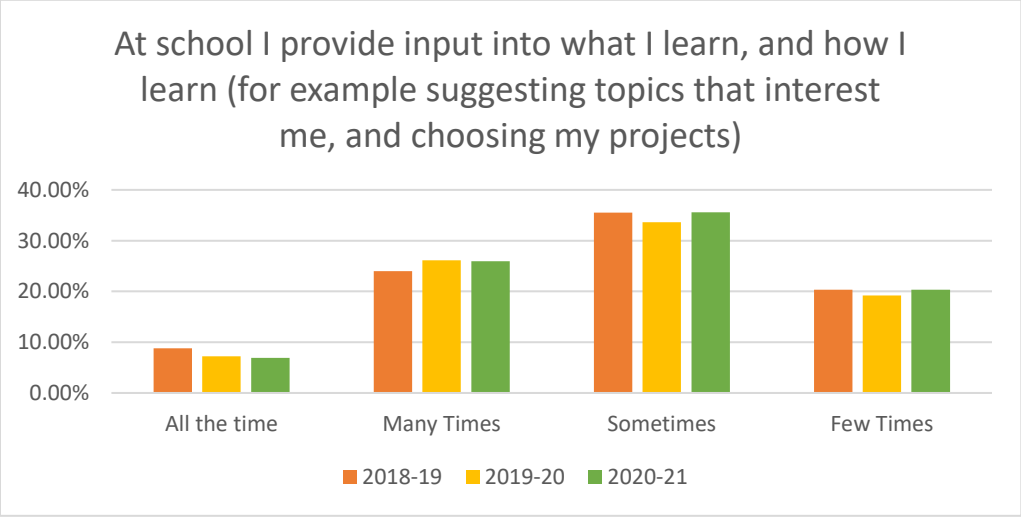
- 73.38% said that they sometimes, many times or all the time were show examples of what excellent through to poor work looked like.

Question:	% of those selecting a response	2018-19		2019-20		2020-21	
As part of marking your work, are you shown examples of what excellent, good, fair, and poor work look like? SLS Gr 7/10/12	All the time	13.55	71.33%	15.46	73.73%	12.89	73.38%
	Many Times	26.73		31.07		31.94	
	Sometimes	31.05		27.20		28.55	
	Few Times	16.38		14.53		16.28	
	Never/At no time	6.78		5.72		5.40	
	Don't Know	5.51		6.03		4.94	



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). SLS Grade 10 and Grade 12

Question:	% of those selecting a response	**2018-19**	**2019-20**	**2020-21**
At school I provide input into what I learn, and how I learn (for example suggesting topics that interest me, and choosing my projects). SLS Grade 10 and Grade 12	**All the time**	8.77%	7.23%	6.89%
	Many Times	23.96%	26.10%	25.93%
	Sometimes	35.52%	33.65%	35.56%
	Few Times	20.33%	19.18%	20.35%
	Never	6.41%	8.815	5.58%
	Don't Know	5.01%	5.03%	5.69%



Middle School Beliefs:

One of the items in the Operational Plan for 2021-22 was to complete a set of beliefs regarding Middle Schools. The Middle School Beliefs were developed by staff over an 18-month period and were informed by three Thought Exchanges (staff, student, parents). The Beliefs were adopted by the Board of Education in May 2022. The beliefs supply a set of guiding principles to support the specific development experienced by students in Grades 6-8 and will guide future decisions about district middle schools.

Parent Survey - Student Learning Survey:

Data show number and percentage of 'yes' responses

Parents agreed that:

- Their child was learning to become a critical thinker (70%) and
- That they believed their child was helped to understand how to improve their learning (61%).
- Over half of respondents said that their child was being helped to understand important ideas that are critical for understanding (58%) and learning to become more creative (51%).

Parent SLS 2021-22			Yes Responses	
			Count	Percent
QUESTIONS	Is your child:	helped to understand how they can improve their learning?	170	61%
		being helped to understand important ideas that are critical for understanding (e.g., scientific laws, big ideas)?	162	58%
		learning to become more creative (for example, creating things on-the-spot without preparation, reusing things for entirely new purposes, unstructured exploration)?	141	51%
		learning to become a critical thinker (for example, analyzing, making connections, asking questions, challenging assumptions)?	194	70%
		learning basic age-appropriate reasoning skills such as pattern recognition, rational argument, skepticism, critique, persuasion, deduction, inference?	188	68%
		learning basic life skills such as budgeting, independent living, skills for financial planning and taxes?	48	17%
		learning emotional self-regulation (how to express emotion, and deal with emotional problems through self-regulation, empathy, and compassion)?	169	61%

Foundation Skills Assessment (FSA) Grades 4 and 7, 2016/17 - 2020/21

The **Foundation Skills Assessment** (FSA) is an annual province-wide assessment of all B.C. students' academic skills in grades 4 and 7, and provides parents, teachers, schools, school districts and the ministry with important information on how well students are progressing in the foundation skills of Literacy and Numeracy.

The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths based. The levels are Emerging - On Track - Extending. Previous categorization was Not yet meeting - Meeting - Exceeding.

FSA grade 4 - Reading Comprehension- 24 participants identifying as Aboriginal (31%) with 79% on track/meeting compared to 224 non- Aboriginal with 71% on track/meeting	Students identifying as Aboriginal had **stronger** results than those not identifying as Aboriginal +8% difference for Aboriginal students
FSA grade 4 - Writing - 21 participants (27%) with 81% on track/meeting compared to 214 non- Aboriginal with 80% on track/meeting	Students identifying as Aboriginal had **similar results** to those not identifying as Aboriginal +1% difference for Aboriginal students
FSA grade 4 - Numeracy - 22 participants (29%) with 50% meeting compared to 222 non- Aboriginal with 72% on track/meeting	Students identifying as Aboriginal had **much lower** results than those not identifying as Aboriginal -22% difference for Aboriginal students
FSA grade 7 - Reading Comprehension - 27 participants (21%) with 59% on track/meeting compared to 188 non-Aboriginal with 63% on track/meeting	Students identifying as Aboriginal had **slightly lower** results than those not identifying as Aboriginal -4% difference for Aboriginal students
FSA grade 7 - Writing - 24 participants (19%) with 67% on track/meeting compared to 171 non- Aboriginal with 73% on track/meeting - Aboriginal lower	Students identifying as Aboriginal had **lower** results than those not identifying as Aboriginal -6% difference for Aboriginal students
FSA grade 7 - Numeracy - 25 participants (19%) with 56% meeting compared to 185 non- Aboriginal with 61% meeting- Aboriginal lower	Students identifying as Aboriginal had **lower** results than those not identifying as Aboriginal -5% difference for Aboriginal students

Letter Grade Data:

Students achieving 'letter grades at or above a C+ (Proficient) in the subject areas of Social Studies 10 (81%), Science 10 (63.4%) and New Media 10 (81.1%), which students identified as the disciplines that helped the most in completing the assessment provides a fulsome measure of achievement (this is a comparator to Grade 10 Literacy Assessment).

The percentage of SD62 students who are 'Proficient' or 'Extending' in the Grade 10 Numeracy assessment is 33.8% and below the provincial rate of 46.2%. However, there is a three-year trend of increasing proficiency from year over year. To supplement this data and lend a higher validity comparison of how our students are achieving in Numeracy relative to the Provincial Assessment, students achieving a letter grade of C+ or higher in aggregate achievement in Foundations 10, Pre-calculus 10 and Workplace Math 10 is 64.2%.

Academic achievement	**Data from 2019-2020**		**Data from 2020-21**		**Data from 2021-22**	
Percentage % of students enrolled received 'Proficient / Extending' or received 'A' or 'B' letter grades;			Science	77.5%		
			Social Studies	78.4%		
			English	63.0%		
			Math	68.0		
Percentage % of students 'On-track' or 'Extending'	Numeracy	52.6%	Numeracy	71.9%	Numeracy	57.5%
	Reading Comprehension	61.4%	Reading Comprehension	74.6%	Literacy	69.0%
	Writing	67.4%	Writing	79.7%		
Percentage % of students 'Proficient' or 'Extending'	Numeracy	32.6%	Numeracy	27.6%	Numeracy	34.1%
	Literacy	73.2%	Literacy	69.7%	Literacy	no data yet

Grade 7 MyEdBC English Language Arts Summative Reports

(English and French Immersion combined)

	2020-21			2021-22		
	Students	Proficient/ Extending #	PFT/ Extending %	Students	Proficient/ Extending #	PFT/ Extending %
ALL STUDENTS	973	681	70.0%	923	633	68.6%
Aboriginal	118	60	51.0%	86	41	47.7%
Special Needs	156	59	38.0%	178	66	37.1%

Grade 4 MyEdBC English Language Arts Summative Reports

(English and French Immersion combined)

	2020/21			2021-22		
	Students	Proficient/ Extending #	Proficient/ Extending %	Students	Proficient/ Extending #	Proficient/ Extending %
ALL STUDENTS	889	529	60.0%	809	487	61.0%
Aboriginal	74	36	49.0%	68	38	56.0%
Special Needs	97	25	26.0%	80	18	23.0%

Grade 4 Math MyEdBC Summative Reports

(English and French Immersion combined)

	2020/21			2021/22		
	Students	Proficient/ Extending #	Proficient/ Extending %	**Students**	Proficient/ Extending #	Proficient/ Extending %
ALL STUDENTS	698	482	69.1%	581	402	69.2%
Aboriginal	63	28	44.4%	46	27	58.0%
Special Needs	88	35	40%	77	26	34.0%

Grade 7 Math MyEdBC Summative Reports

(English and French Immersion combined)

	2020/21			2021/22		
	Students	Proficient/ Extending #	Proficient/ Extending %	**Students**	Proficient/ Extending #	Proficient/ Extending %
ALL STUDENTS	747	516	66.4%	808	529	65.5%
Aboriginal	118	63	53.4%	78	31	40.0%
Special Needs	146	53	36.3%	164	61	37.2%

Learning – Objective 3
Ensure our learning environments are safe, accessible and welcoming.

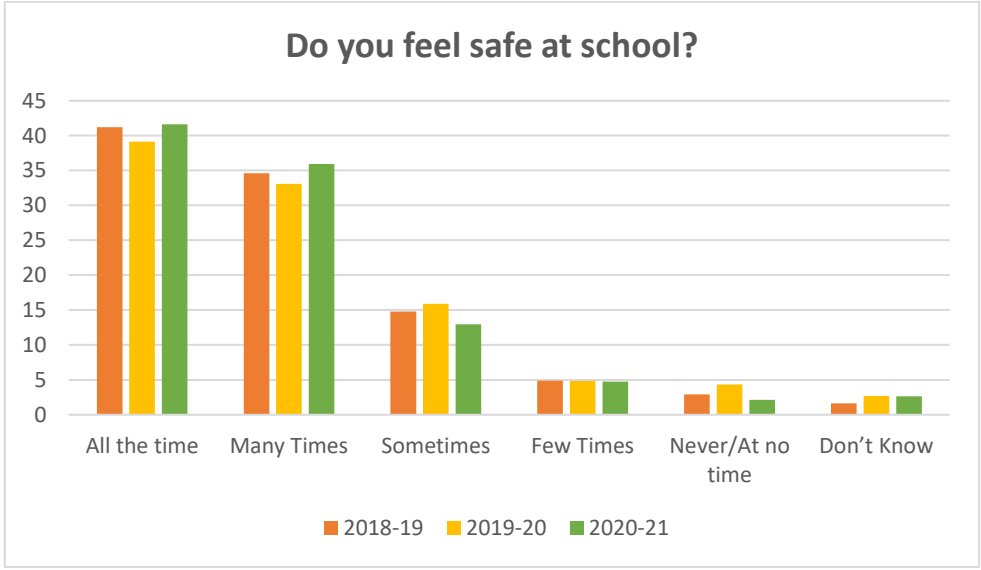
Safe

Student Learning Survey:

Question: Do you feel safe at school?

- 77.57% of students reported feeling safe at school either all the time or many times.
- While this data is for all the grades surveyed in the SLS, looking at the data by grade suggests that more students in the lower grades report feeling safe, than those in the higher grades.

	% of those selecting a response	2018-19		2019-20		2020-21	
Question:	All the time	41.19	75.79%	39.13	72.24%	41.62	77.57%
	Many Times	34.60		33.11		35.95	
Do you feel safe at school? SLS ANON Gr 3-4/7/10/12	Sometimes	14.78		15.89		12.94	
	Few Times	4.89		4.85		4.74	
	Never/At no time	2.90		4.35		2.12	
	Don't Know	1.65		2.68		2.63	



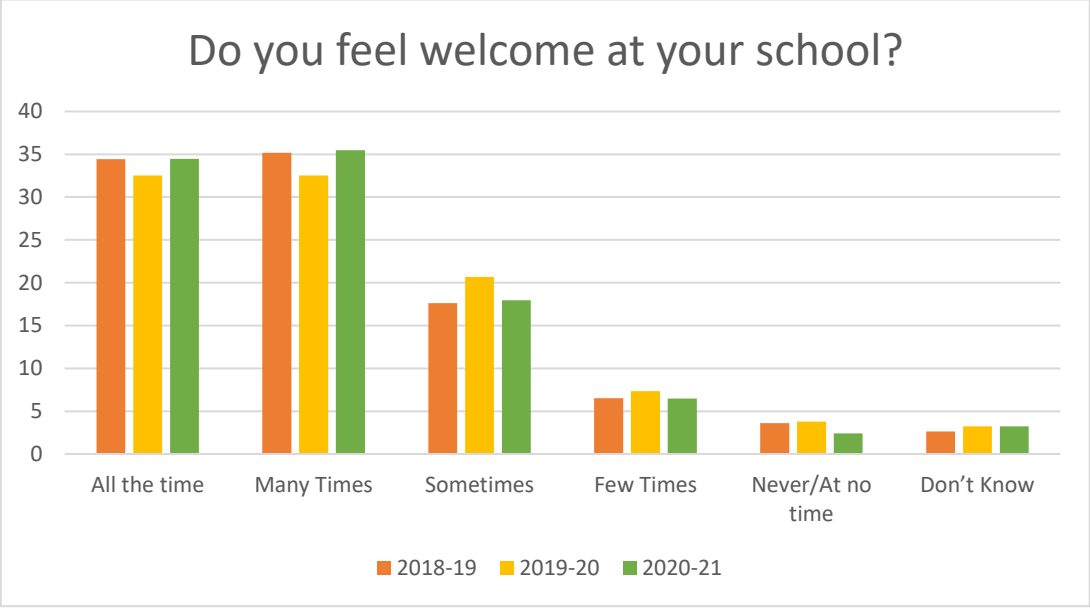
Welcoming

Student Learning Survey:

Question: QU – Do you feel welcome at your school?

- 70% of students responding to this question reporting feeling welcome at school.

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: **Do you feel welcome at your school?** SLS ANON Gr 3-4/7/10/12	All the time	34.44	69.63%	32.51	65.02%	34.48	69.94%
	Many Times	35.19		32.51		35.46	
	Sometimes	17.62		20.66		17.93	
	Few Times	6.52		7.33		6.47	
	Never/At no time	3.59		3.78		2.41	
	Don't Know	2.64		3.21		3.24	



Parent Survey - Student Learning Survey:

- The 2021-22 Parent Student Learning Survey found that 66% of parents felt welcome at their child's school. This figure will likely rise as we move away from pandemic protocols that limited access into school buildings.

	Yes Responses	
	Number	Percent
Question: Do you feel welcome at your child's school?	177	66%

Belonging

Student Learning Survey:

Question: Is school a place where you feel like you belong? SLS

- In the student learning survey, 77.02% of students who responded to the survey reported feeling a sense of belonging in school either all the time, many times or sometimes.

	% of those selecting a response			**2019-20**		**2020-21**	
Question: **Is school a place where you feel like you belong?**	**All the Time**	23.46	78.44%	21.87	75.55%	19.20	77.02%
	Many Times	31.17		26.51		29.74	
	Sometimes	23.81		27.17		28.08	
	Few Times	10.96		11.52		9.91	
	Never/At no time	7.37		8.12		8.00	
	Don't Know	3.25		4.81		5.06	

Middle Development Instrument (MDI)

In the MDI (Middle Years Development Instrument), students were asked to rate their agreement with a series of statements:

- 49% of students agreed or strongly agreed to the statement: "People care about each other in this school."
- 42% of students agreed or strongly agreed to the statement "I feel like I am important to this school."

The **Middle Years Development Instrument** (MDI) is a self-report questionnaire that asks children in Grades 4 through 8 about their thoughts, feelings and experiences in school and in the community.

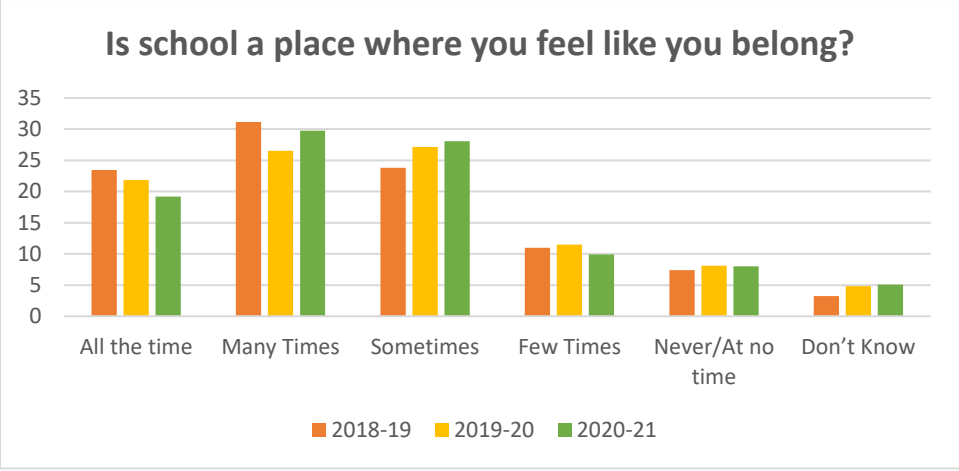
Equity in Action Student Survey

Student Responses

Question: Do you feel welcome at your school?

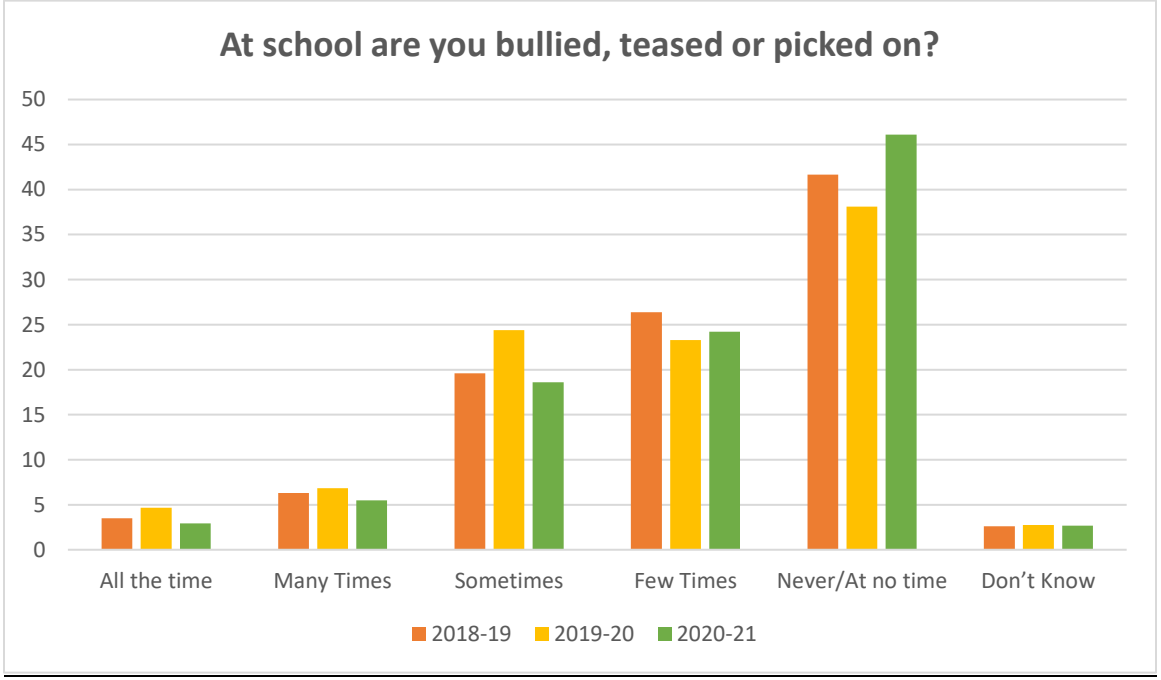
- Students reported feeling welcome at their school all the time or most of the time (70%) in the 2020-21 SLS.
- There are SOGI learning resources for staff, SOGI leads in all schools, school-based clubs, professional learning opportunities for staff.

	% of those selecting a response	2020-2021	2021-2022
Question: Are children in your classroom kind and caring? (EQS – 2021-22)	Always	15%	24%
	Sometimes	35%	45%
	Rarely	16%	13%
	Never	35%	18%
Question: Are there times when children in your classroom are unkind or hurt your feelings? (EQS – 2021-22)	Always	7%	11%
	Sometimes	28%	26%
	Rarely	27%	27%
	Never	38%	21%



Question: At school are you bullied, teased or picked on?

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: **At school are you bullied, teased or picked on?** SLS ANON Gr 3-4/7/10/12	All the time	3.50	9.29%	4.66	11.48%	2.94	8.41%
	Many Times	6.29		6.82		5.47	
	Sometimes	19.58		24.38		18.59	
	Few Times	26.37		23.29		24.21	
	Never/At no time	41.66		38.11		46.1	
	Don't Know	2.60		2.75		2.68	



Accessibility

- One of the items in the 2021-22 Operational Plan was, as per the goals of the Healthy Schools, Healthy People Growth Plan 2020-23, install Gender Neutral Washroom signage at all single stall washrooms throughout our schools and facilities sites. In addition, the Inclusive Washroom study has been completed and the draft proposals for retrofitting our existing middle and secondary schools has been shared with our Inclusive Washroom Committee.

Accessibility has been achieved throughout the district in the following areas:

- Gender Neutral Washrooms
- Specialized Equipment
- Communication Boards outside of schools and more planned for inside schools.
- Accessible Busing

Accessibility has been achieved in parts of the district:

- Schools are completely accessible
- Sensory/calm down spaces
- Accessible playgrounds
- Projects and work orders listed to be undertaken to improve accessibility.

The Inclusive Education (IES) department has allocated staffing in support of staff and students in the effort to fully enable our learners. We have invested in growing numbers in key positions while developing and investing in new positions to match student need. The following table highlights key staffing allocations.

Position	Number
IS/LA School Based Teachers	65.138 FTE
Education Assistants	326 staff
Communication Facilitators incl 2 transcribers & 2 braillists	9 staff
Student Engagement Facilitators	29 staff
Health Care Assistants	6 staff
Inclusion Coaches	6.4 FTE
Speech Language	7.8 FTE
School Psychologists	5.0 FTE
Other (OT/PT)	5.55 FTE
Middle SEL	1.4 FTE

The district is using technological resources to best support the 1898 students who currently have an Individual Education Plan. For instance:

- Technology from SETBC (17 current students supported with eye gaze systems, tactile symbol communication systems, iPads with communication apps and vision technologies

All schools now have Visual Communication boards in their outdoor areas. Work being done to install in the interior. Single use gender neutral washrooms are all properly signed. Many schools have Indigenous displays and signage.

Specialized Accessibility Supports

CBIEP Implementation (Competency Based Individual Education Plan)
Implementation Rate: As of June 2022, there were 1898 active IEPs and 566 of those are CBIEPs which is 29.8%. To support the transition to CBIEP's the department:

- Embedded a 0.2 FTE position in each school to support collaboration between case managers and classroom teachers to support inclusion, and competency-based learning
- Offered in school training and learning by the inclusion coaches. Specific data is not immediately available. In the future, the inclusion coaches can track this with their school visits. The direct mentoring model was highly appreciated and seemed most effective in capacity building for school-based teams and individual Inclusion Support Teachers (ISTs).

The goal in implementation year 2 is to reach a conversion rate of 60%, and full conversion to CBIEP's by end of year 3.

Accessible Technology - Specialized Resources and Supplies
This year a significant amount of funding was invested in a variety of resource and supply purchases, both at the district and school-based level. These purchases were aimed at supporting work in the areas of equity, diversity and inclusion. The following list highlights some key expenditures:

- UDL kits order in the amount of $5025.00
- Total amount spent on Supplies – Integration (renovations for room accommodations, communication boards, Compass chair etc.) is $14,997 with an additional $38, 835 estimated additional costs in progress as detailed in the attached spreadsheet for a total of $42,587.
- Total amount budgeted for schools to spend on Supplies-Integration such as WJ-IV assessment protocols, rings for visuals and various other items for inclusion support $140, 760.
- Total amount spent on Operating – Special Ed. Equipment such as Sound Field Systems, Rocker chairs, Custom chair for student = $27,877

Specialized Spaces and Programs

Investment has been made in many of schools to create sensory spaces, calming rooms, and dedicated bootcamp space. This work continues through access to available space is becoming increasingly challenging.

Inclusive Technology and Resources

The district has worked with our IT department, SET BC and department staff to purchase and provide technology supporting diversity, equity and inclusion. The following highlights some key initiatives:

- Inclusive Education has 621 Chromebooks and 132 iPads in our District Wide Inventory Report (responsibility based).
- Technology from SETBC (17 current students supported with eye gaze systems, tactile symbol communication systems, iPads with communication apps and vision technologies
- Multiple low-tech options for AAC such as, Go Talks and BIG Macs (battery powered speech generating devices), communication boards, environmental boards and choice boards.

Inclusive Education has 536 students, with assigned devices, that are supported using this technology. This includes:

- Technology from SETBC
- Personal devices with AAC apps. This does not include students that benefit from staff devices (assessment, trials, loans, etc.)

Learning – Objective 4
Enhance student choice and voice

The Learning #4 objective is to enhance student choice and voice.

One item in the 2021-22 Operational Plan was to develop recommendations regarding enhanced educational pathways for learning and graduation. (L4). Some recommendations relating to this item were developed during the program review. In addition, the Byte program renamed and brought into the Westshore Campus. The 'Take a Hike' Program was established earlier in the year and started in September 2022. Take a Hike is a full-time mental health and well-being program empowering vulnerable youth to unlock their full potential and achieve success. Take a Hike uses the outdoors and adventure to engage youth in experiential learning, intentional clinical counselling, and community.

Academies – The Board of Education passed the creating of a new climbing academy at Belmont High School for the 2022-23 school and student registration was full within days. Demand for all SD62 Academy Programs continues to grow.

With regards to enhancing student voice, the first Trustee Student Forum was held on March 11, 2022, at Belmont Learning Commons. Thirty-eight (38) students from SD62 Middle and Secondary schools around the district, attended and spoke with Trustees on issues related to designing new schools. Their thoughts helped developed design principles for the district. The most frequent feedback on the best thing about the Forum was that students liked being listened to and having their thoughts valued.

As a District with one of our stated values as *Choice*, we have many programs that provide opportunities for students and families. Examples of programs of choice are District Academy Programs (Middle/Secondary), French Immersion (K-12), Nature Kindergarten (Primary/Elementary) and Blended Learning (Middle). Approval was made to launch a new climbing academy in the 2022-23 school year – registration was at capacity within days.

We offer many curricular choices in our Middle (Applied Design, Skills and Technology – ADST & Band Programs) and Secondary schools (Elective & BAA courses). Opportunities for students & families to exercise choice in programming is considered a real strength for the district: and on its own an assessment of **Proficient**, with indications of leaning towards Extending is where the district falls on our rubric.

Although the Learning goal and the value of choice is being met via our programs of choice. It is important to note that this Objective has a dual focus, turning our attention to on the district's ability to engage and provide access for students, families, staff and our greater community to provide input and feedback on all aspects of the school district.

To determine the district's efficacy in working towards the Learning 4 goal, we have reviewed SD62 specific data collected in 2019-2020 and 2020-2021 school years from the Ministry of Education, Student Learning Survey and the District's own Equity in Action surveys.

In response to the SLS question: '**Do adults in the school treat all students fairly?'** 57.30% of those students who responded to the question in 2019/2020 indicated many times or all the time "that all students are treated fairly" and in 20/21 that increased to 61.74%. There is still work needed to increase a perceived fair treatment for all.

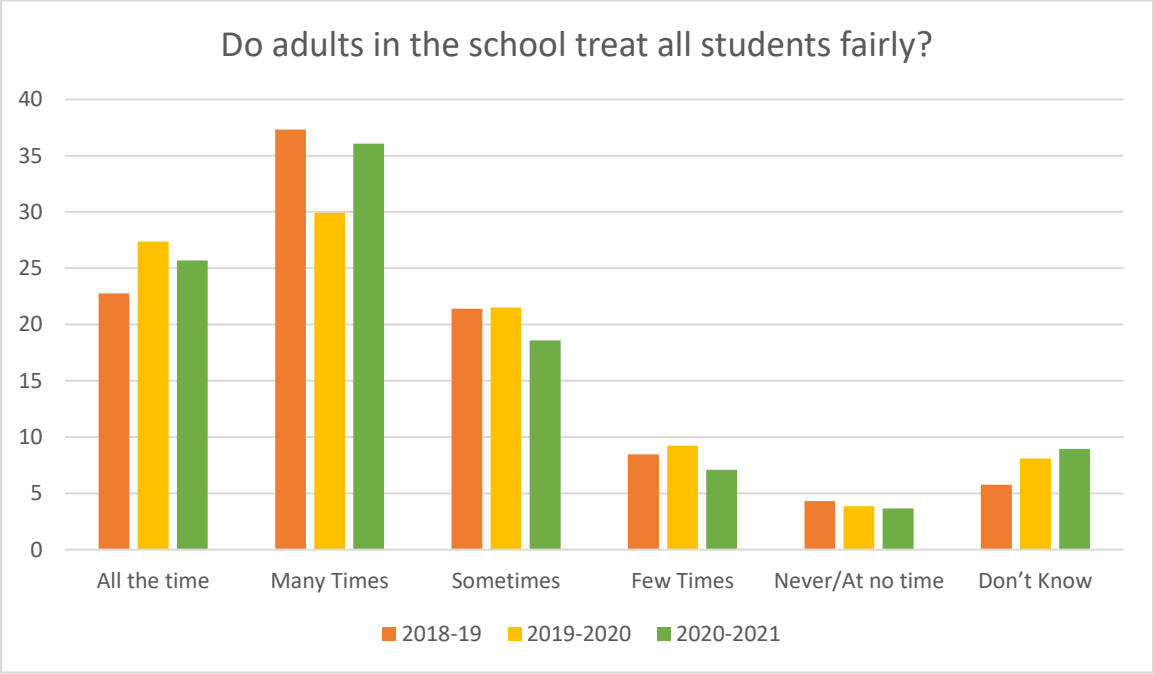
Other questions that illustrate choice and engagement in this is the competency of "provides input" speaking to **opportunity for a student to provide input on what they learn**. In 20/21, 68.54% of respondents agreed that this happens (Agree, all the time, many times, or sometimes). Similarly in terms of **working on topics they are interested in as part of course work**, 65.94% of respondents agreed that this happens (Agree, all the time, many times, or sometimes).

We reviewed additional data sets on the 'opportunity to provide input and engage' and a similar trend of modest improvement emerges. Although we are improving the indication is we have more work to do this with this focus area within this objective and in assessing this area, the district is **Developing**.

Student Learning Survey

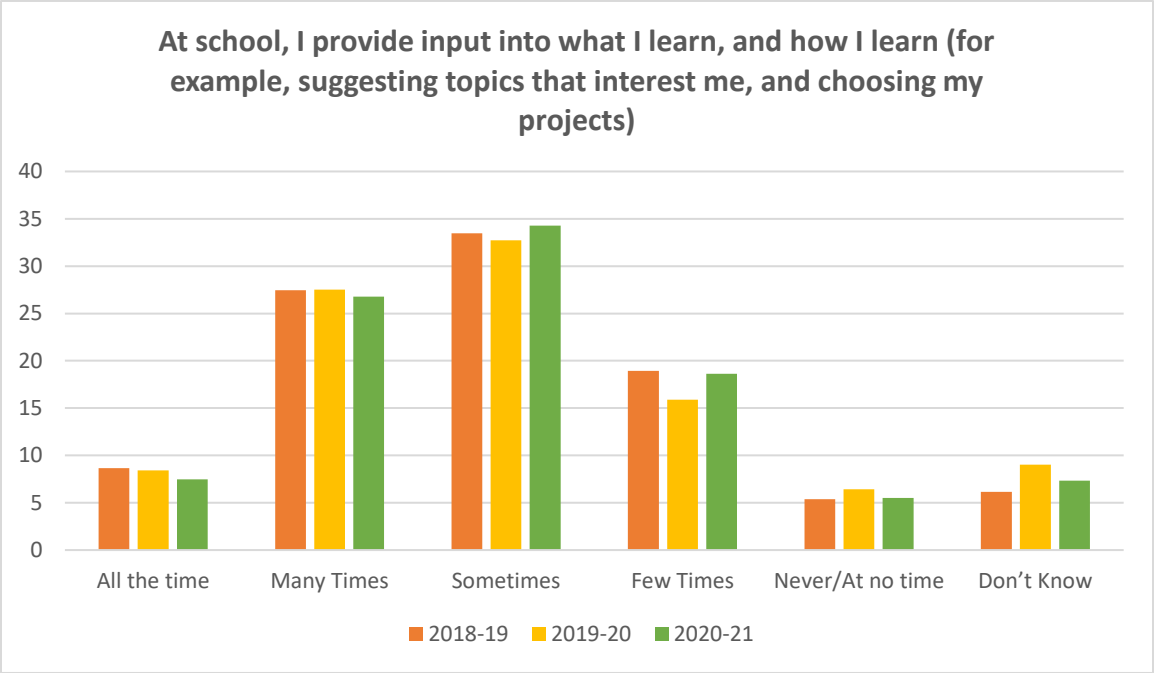
Question: Do adults in the school treat all students fairly?

	% of those selecting a response:	2018-19		2019-20		2020-21	
Question: **Do adults in the school treat all students fairly?**	All the time	22.75	60.06%	27.37	57.30%	25.68	61.74%
	Many Times	37.31		29.93		36.06	
	Sometimes	21.41		21.52		18.59	
	Few Times	8.47		9.23		7.09	
	Never/At no time	4.31		3.87		3.65	
	Don't Know	5.75		8.08		8.94	



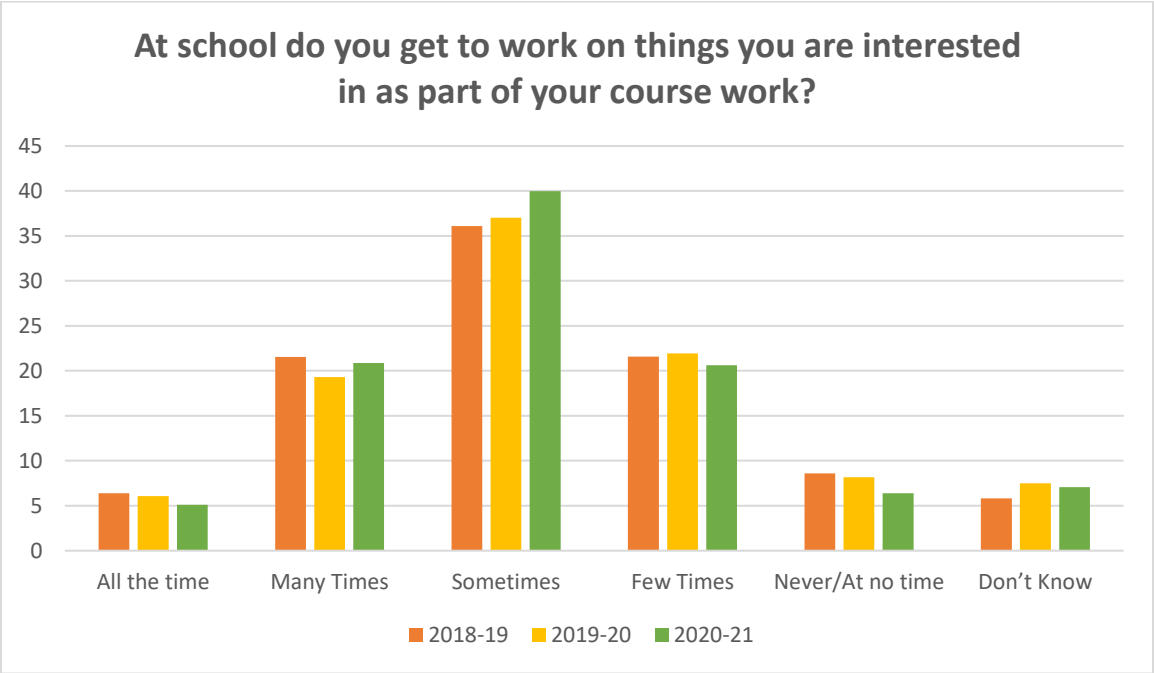
Question: At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects) SLS

	% of those selecting a response	2018-19		2019-20		2020-21	
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)** SLS	All the time	8.66	69.56%	8.41	68.63%	7.48	68.54%
	Many Times	27.44		27.52		26.79	
	Sometimes	33.46		32.72		34.27	
	Few Times	18.93		15.90		18.63	
	Never/At no time	5.36		6.42		5.50	
	Don't Know	6.16		9.02		7.33	



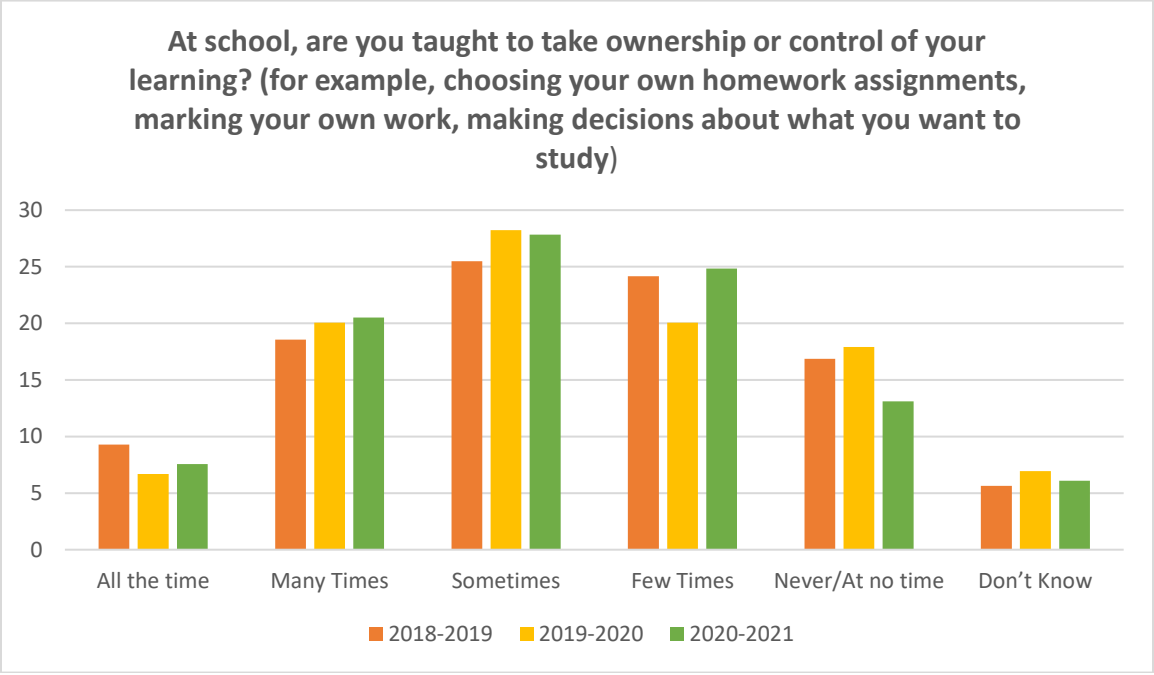
Question: At school do you get to work on things you are interested in as part of your course work? SLS Grade 3,4, 7, 10, 12

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: **At school do you get to work on things you are interested in as part of your course work?** SLS Grade 3,4, 7, 10, 12	All the time	6.37	64.01%	6.07	62.40%	5.09	65.94%
	Many Times	21.54		19.31		20.87	
	Sometimes	36.10		37.02		39.98	
	Few Times	21.59		21.92		20.61	
	Never/At no time	8.60		8.18		6.38	
	Don't Know	5.81		7.50		7.06	



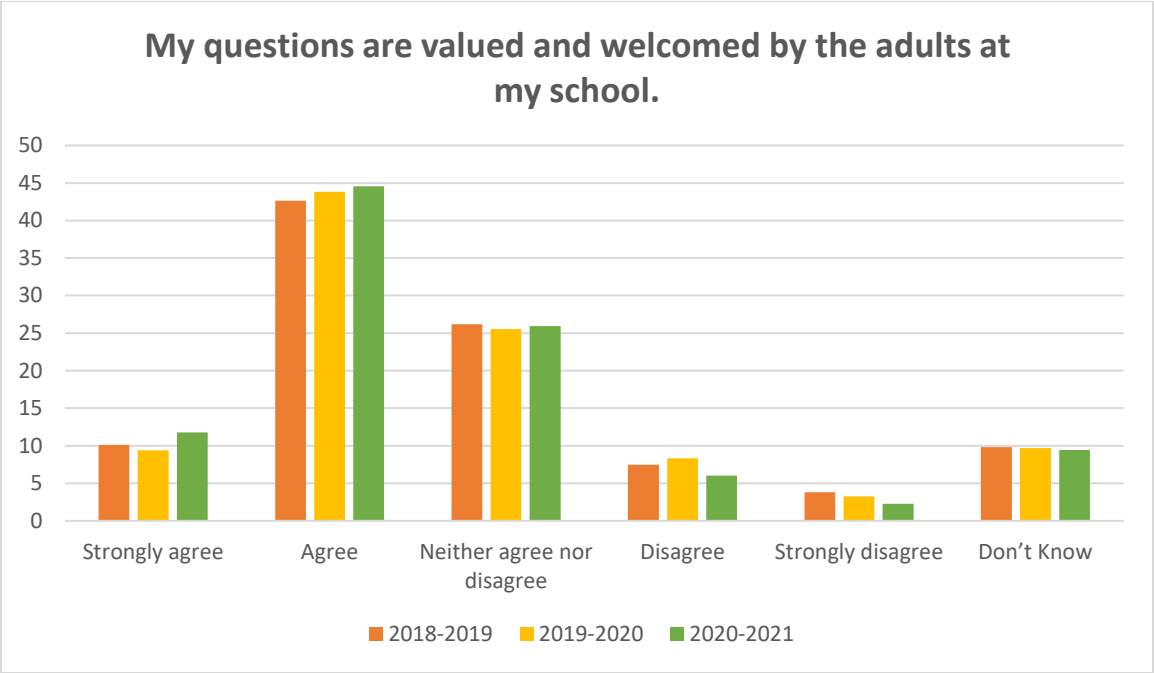
Question: At school, are you taught to take ownership or control of your learning? (for example, choosing your own homework assignments, marking your own work, making decisions about what you want to study) SLS Gr 7,10,12

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: **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)** SLS Gr 7,10,12	All the time	9.29	53.34%	6.70	55.00%	7.56	55.93%
	Many Times	18.57		20.06		20.52	
	Sometimes	25.48		28.24		27.85	
	Few Times	24.15		20.06		24.85	
	Never/At no time	16.86		17.90		13.12	
	Don't Know	5.65		6.94		6.10	



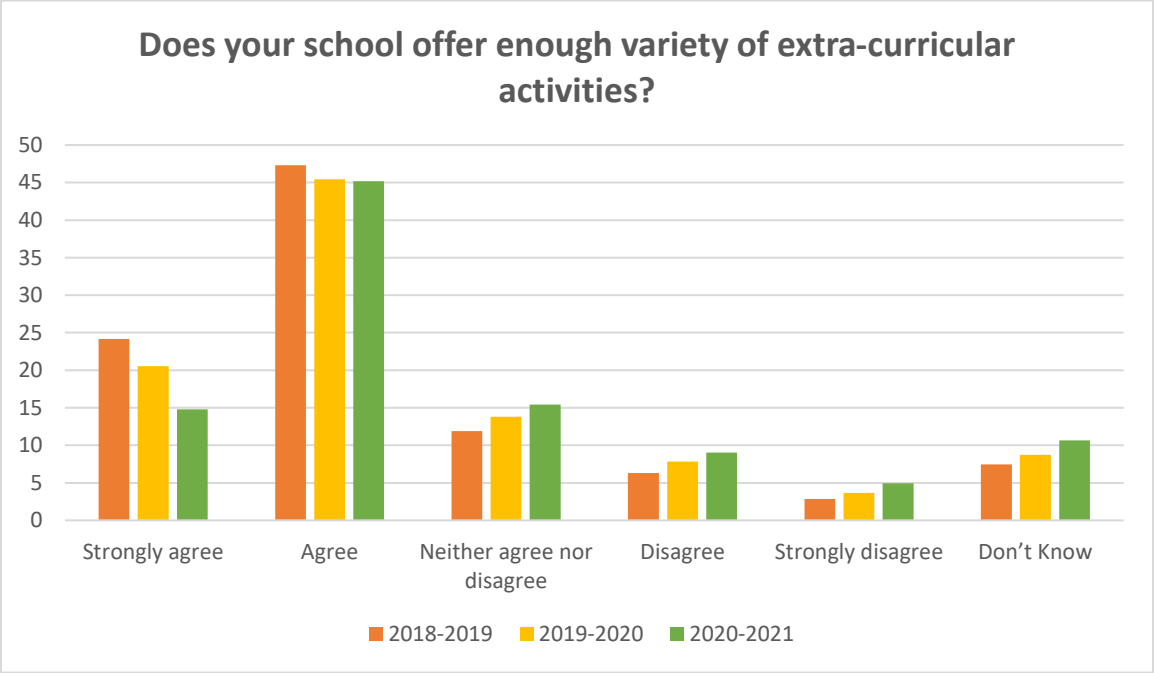
Question: My questions are valued and welcomed by the adults at my school. SLS

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: **My questions are valued and welcomed by the adults at my school.** SLS	Strongly agree	10.10	52.75%	9.38	53.23%	11.79	56.35%
	Agree	42.65		43.85		44.56	
	Neither agree nor disagree	26.19		25.54		25.93	
	Disagree	7.46		8.31		6.01	
	Strongly disagree	3.80		3.23		2.28	
	Don't Know	9.80		9.69		9.43	



Question: Extra-Curricular Choice - Does your school offer enough variety of extra-curricular activities? SLS Grades 4/7/10/12

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: **Extra-Curricular Choice - Does your school offer enough variety of extra-curricular activities?** SLS Grades 4/7/10/12	Strongly agree	24.18	71.49%	20.55	65.97%	14.77	59.94%
	Agree	47.31		45.42		45.17	
	Neither agree nor disagree	11.89		13.81		15.44	
	Disagree	6.32		7.82		9.03	
	Strongly disagree	2.84		3.66		4.95	
	Don't Know	7.46		8.74		10.64	



Appendix 2 - Engagement Goal Evidence

Engagement Goal
Create a culture of belonging

Engagement – Objective 1
Develop, expand and implement inclusive and collaborative practices and processes

Objective 1 of the engagement goal is to develop, expand and implement inclusive and collaborative practices and processes.

SD62 Staff Competencies

One items in the 2021-22 Operational Plan was to create an approach to performance management that enables talent development and management in pursuit of achieving strategic objectives (E1).

In October 2020, SD62 staff were asked their views on "what skills or abilities do we all need to have to work in SD62" through Thought Exchange. The thoughts were merged into draft competencies which were shared through another survey that was sent out in October 2021 asking all SD62 staff to supply their feedback on the proposed competencies to make sure we got them right. This further feedback was reviewed and incorporated to complete the SD62 competencies for both Staff and Leaders. These competencies define who we are as a District and who we want to attract to join the SD62 team. These competencies also align to **BC's Curriculum - Student Core Competencies** and encompass SD62 Values (Relationships, Choice, Respect, Integrity, Trust, Safety, Diversity, Equity).

Strategic Engagement Framework

This year, the Executive approved a Strategic Engagement Framework that will shape the development of SD62s engagements. The framework is intended to create a district process for undertaking engagement with the community to ensure there is thought and planning at a strategic level on the engagements that the district does. This is intended to move the organization away from departments creating their own unique engagements which sometimes are live at the same time and may ask similar questions. A webpage has been created to share information about current, future and previous engagements. Two staff are now trained with a Certificate in Public Participation with IAP2 (International Association of Public Participation) to advance district work on stakeholder engagement.

Engagement – Objective 2
Further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'

Objective 2 of the engagement goal is to further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit.'

In the 2021-22 Operation Plan an important item was to **Renew the Na'tsa'maht Agreement** and support schools to have plans in place. (E2)

> ***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 Shirley Alphonse*

- The Na'tsa'maht Enhancement Agreement Renewal (NEAR) Committee developed a Terms of Reference for the renewal process which included:
  - Revisiting the goals in the existing Enhancement Agreement, ensuring the goals continue to create equity and enhance opportunities for Indigenous students and families.
  - Ensuring that all partners and stakeholders understand the relationship between the Na'tsa'maht Enhancement Agreement and the Na'tsa'maht Indigenous Education Department's Operational Plan.
  - Ensuring that the Enhancement Agreement reflects the collective voice of all partners and stakeholders.

- As part of the original development of the Na'tsa'maht Enhancement Agreement, an Advisory Team consisting of representation from the T'Sou-ke Nation, Sc'ianew Nation, Pacheedaht Nation and the Métis Association of Greater Victoria was created. A new team consisting of some original members as well as new members was set up to oversee the renewal process. The committee implemented a consultation plan that mirrored the original plan implemented in 2016. This included:
  - Leadership Meeting Consultation Activity (April 5).
  - Surveys for all Partner Groups and the General Public: Surveys were open for three weeks (beginning April 4 and closing April 22).
  - Community Consultation Dinner Gatherings: Saseenos Elementary (April 11) and Ruth King Elementary (April 12).
  - Student Forums at all Middle and Secondary Schools in April and May.
  - Na'tsa'maht Indigenous Education Council Consultation Activity (April 20).
  - In consultation with SD62's Manager of Strategic Communications, regular communication will occur with families and communities to ensure everyone is aware of the opportunities for involvement.

- All survey and consultation data were reviewed by the NEAR Advisory Team and the team supplied regular input and feedback as the draft of the new Enhancement Agreement was created.

The official signing ceremony on September 29th was planned to coincide with the Truth and Reconciliation Day (Friday, September 30th).

- Data for the 6-year completion show that in the 2020/21 year, 71% of Indigenous students completed their BC Certificate of Graduation (Dogwood). The rate for non-Indigenous students was 91%.
- In 2020-21, 53% of elementary students identifying as Indigenous and 53 % of secondary students identifying as Indigenous who responded to the Student Satisfaction Survey felt welcome at school compared to 72% (Elem) and 67% (Sec) of all students.
- There is a 20% difference in 6-year completion rates between Indigenous students and non-Indigenous.
- Indigenous content, culture and pedagogy was reported as taught all the time, many times or sometimes (66%) in the 2020-21 Student Learning Survey. The subjects reported to have had indigenous content include Socials 35%; Language Arts 27%; Arts 18%, Careers 6%, Science 6%, Math 5%; PHE 3%.
- Indigenous language is part of SD62 classes (SLS). If we add the numbers of students who responded Sometimes or Always-Often to the question 'Are you being taught the local First Nation language(s)?', the percentage is 51%.

Dogwood Diploma
A B.C. Certificate of Graduation (Dogwood Diploma) is awarded to students upon completion of a minimum of 80 credits and writing the Graduation Numeracy Assessment (GNA) and the Graduation Literacy Assessment (GLA).

Student Learning Survey

Question: Are you being taught the local First Nation language(s)? SLS

	Don't Know	Rarely	Sometimes	Always Often	Total Students
Gr7	**11%**	**38%**	**47%**	**4.00%**	**100%**
Gr10	**8%**	**43%**	**46%**	**3%**	**100%**
Gr12	**Not Counted**	**46%**	**50%**	**4%**	**100%**
ALL	**7%**	**42%**	**47%**	**4%**	**100%**

Student and District Context (Kindergarten - Grade 12), 2016/17 - 2020/21

The number of students identifying as Aboriginal is 10.9% in 2020-21 (range from 10.6-12.2% since 2011-12); which is stable increasing on par with population growth within district – (For more information see the Government of British Columbia's 'How Are We Doing Report') (HAWD)

- We have significantly more students identifying as Aboriginal who live off-reserve than on-reserve (under 10% live on-reserve) (HAWD , p.5).
- The number of students identifying as Aboriginal who are in alternate programs, continues to decline, a pattern that has been ongoing for a number of years (32% in 2020-21 with a range of 35%, 35%, 39% and 40% in previous years) (HAWD , p. 7).
- The number of students identifying as Aboriginal with disabilities or diverse abilities continues to decline (20% in 2020-21with a range 22%, 23%, 23% and 24% in previous years) (HAWD , p.8).
- The number of students identifying as Aboriginal with learning disabilities represent close to the same percentage as non-Aboriginal students (29% vs 30% in 2020-21; 33% vs 31%; 34% vs 32%; 34% vs 34%; 31% vs 36% in previous years) (HAWD , p. 9).
- The number of students identifying as Aboriginal who have behaviour disabilities represent higher percentage than non-Aboriginal students (42% vs 32% in 2020-21; 38% vs 34%; 37% vs 33%; 37% vs 30%; 36% vs 30% in previous years) (HAWD , p. 9).

Students With Disabilities or Diverse Abilities

Groups: Sensory Disabilities includes categories E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Disabilities includes category Q (Learning Disability); Behaviour Disabilities includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness); and Gifted includes category P (Gifted).

			Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
School Year	Abor	Non-Abor	Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
	#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2018/19	317	1,077	Msk	Msk	15	1	107	34	346	32	117	37	358	33	Msk	Msk	47	4
2019/20	319	1,160	Msk	Msk	14	1	106	33	359	31	122	38	399	34	Msk	Msk	40	3
2020/21	307	1,216	Msk	Msk	16	1	89	29	370	30	129	42	394	32	Msk	Msk	37	3

Progress of Students Who Entered Grade 8 in September 2015

If we follow the progress of students Grade 8 Cohort in 2015/16, a decline in progress begins in grade 9 for students who identify as Indigenous; this decline continues each year through to grade 12 where there is a significant decline (99%, 98%, 96%, 89%). There was a 71% completion in 2020-21 of students with an Aboriginal background compared with those of students who don't identify as Aboriginal (91% - non-Aboriginal) The table below illustrates that progress for Aboriginal males declines at faster rate than Aboriginal females (HAWD, p. 34). For those students who do not identify as Indigenous, female students' progress declines earlier than their male counterparts.

		Aboriginal			Non-Aboriginal		
School year	year	All %	Female%	Male%	All%	Female%	Male%
2015/16	Grade 8	100	100	100	100	100	100
	Grade 9	99	100	98	100	100	100
	Grade 10	98	99	98	100	98	100
	Grade 11	96	98	94	100	99	100
	Grade 12	89	93	85	98	99	98
2020/21	Completion	71	80	61	91	92	90

Engagement – Objective 3
Develop, expand and implement respectful, effective, clear and transparent communications

Objective 3 of the engagement goal is to develop, expand and implement respectful, effective, clear and transparent communications.

Strategic Communications & Engagement

Great strides have been made by the district in 2021-22 to develop, expand and implement respectful, effective, clear and transparent communications.

Strategic Communications

- Utilizing the previously developed plan, our new Manager of Strategic Communications has been observing district actions and culture to assist in next steps and direction. The Communications Manager role was redefined to provide a strategic lens to district communications.
- Broad-based communications to district families and communities, using social media, direct email contact and website posting.
- Transition social media to one-way communication to track and respond to inquiries more effectively.
- Forming new relationships with local media. Arranging interviews, comments and connections for the media.
- A calendar of events, including national and international “day-of” entries to acknowledge and recognize the diversity in our district as well as key district events and initiatives.
- Draft Branding Guidelines, templates and style guide have been created and are currently being vetted.

Engagement Opportunities:

- Over the course of this school year several engagement activities have been offered, including staff gatherings, a Trustee Student Forum, Surveys and engagement through a platform called Thought Exchange.:

Engagement Activity	Survey Audience	Number
All Staff Gatherings	SD62 Staff	2
Student/Trustee Forum	Students	1
Surveys	Students	8
	Staff	21
	Parents	9
Thought Exchange	Students	3
	Staff	4
	Families/Wider Community	4
	Grand Total	**52**

Survey Audience	Number of survey respondents
Internal Staff	4,860
Students	3,347
Parents	2,743
Internal Staff and Parents	64
Grand Total	**11,014**

Thought Exchanges Undertaken in the 2021-22 School Year

Name	Audience	Date	Participants	Thoughts	Ratings
Strategic Plan Launch	Staff	Nov 3-Nov 19 2021	26	11	58
Health and Wellness Email protocol	Staff	Jan 7-Mar 18, 2022	177	142	2142
Middle School Philosophy Teachers	Middle School Teachers	Feb 25-March 15	27	21	136
Middle School Philosophy Parents	Parents of Middle School Students	Feb 25-March 15	194	238	3112
Middle School Philosophy Students	Middle School Students	Feb 25-March 15	69	104	1906
SD62 Transportation	Parents?	March 1-April 4	462	671	11296
Qualities of the teacher	Students?	March 16	8	9	64
SD62 Budget	Community wide	April 13-May 19	48	36	553
Leadership Team Feedback	Leadership Team Staff	May 3-May 5	21	12	32
Principles for Designing New Schools	Community wide	May 12-May 26	316	150	3987
Outdoor Learning Spaces	Students	May 4-June 20	92	41	472

Engagement – Objective 4
Continue to develop, expand and implement a culture of wellness

Objective 4 of the engagement goal is to continue to develop, expand and implement a culture of wellness

The 2021-22 Operational Plan included the item: Broaden the Wellness Plan and reflect a holistic approach to wellness (E4).

Student Wellness

Student Learning Survey:

In the Student learning Survey (2020-21) with Grade 10 and Grade 12 students:

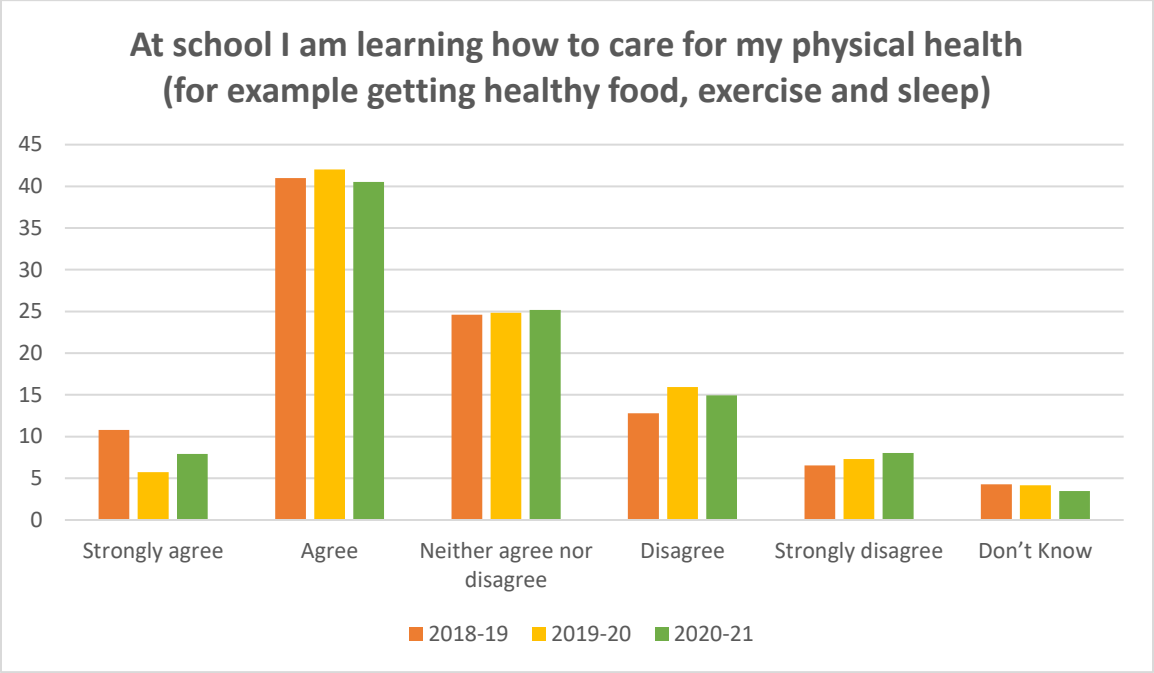
- 23.05% strongly agreed or agreed that, at school, they are learning to care for their mental health (for example, anxiety and stress management, anger management, relationship skills).
- 48.44% strongly agreed or agreed that, at school, they are learning to care for their physical health.

In the Student Learning Survey (2020-21) with Grade 3,4,7,10 and Grade 12 students:

- 37.60% of students responding to the survey reported that school made them feel stressed or anxious either all the time or many times. This figure rises to 67.36% when adding in students (29.76%) who sometimes felt stressed or anxious.

Question: At school I am learning how to care for my physical health (for example getting healthy food, exercise and sleep. SLS Grade 10 and Grade 12

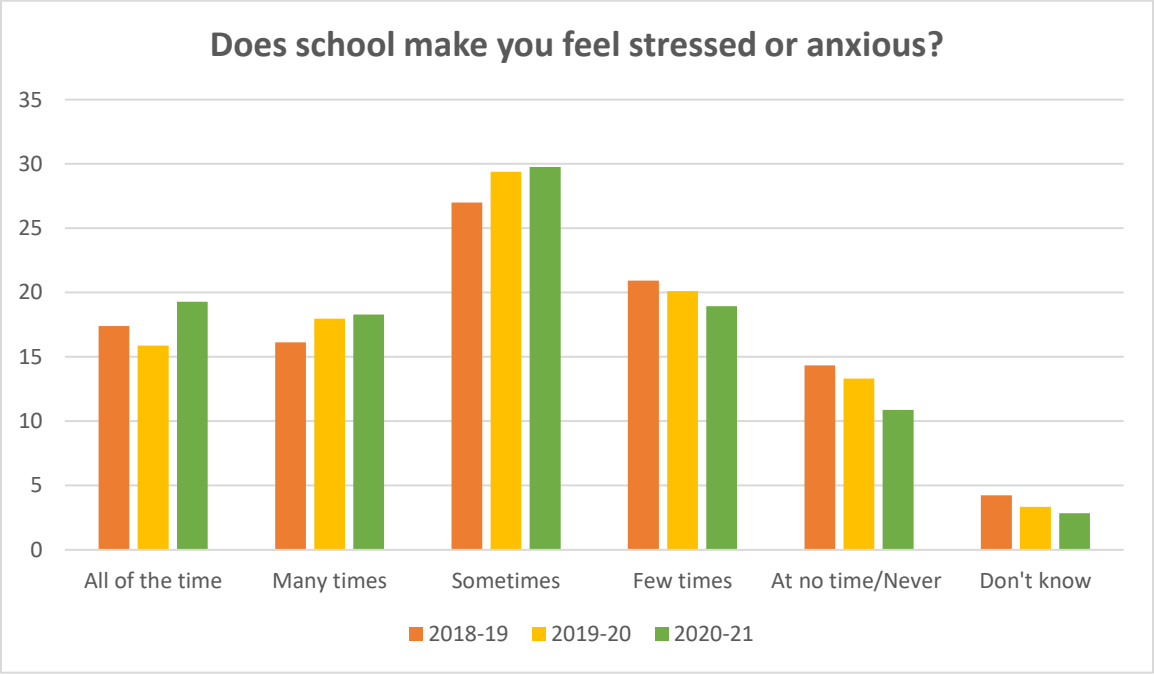
	% of those selecting a response	2018-19		2019-20		2020-21	
Question: **At school I am learning how to care for my physical health (for example getting healthy food, exercise and sleep)** SLS Grade 10 and Grade 12	**Strongly agree**	10.81	51.78%	5.73	47.77%	7.91	48.44%
	Agree	40.97		42.04		40.53	
	Neither agree nor disagree	24.61		24.84		25.17	
	Disagree	12.80		15.92		14.92	
	Strongly disagree	6.54		7.32		8.02	
	Don't Know	4.27		4.14		3.45	



Question: Does school make you feel stressed or anxious?

SLS ANON Grade 3,4, 7,10 and Grade 12

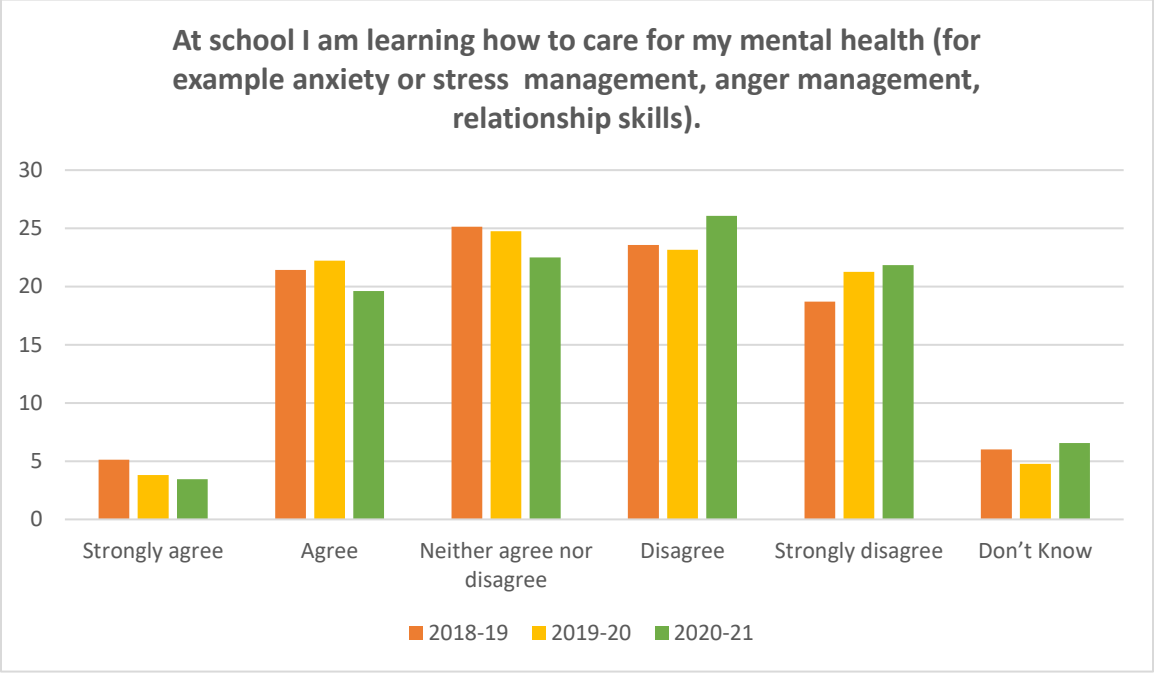
	% of those selecting a response	2018-19		2019-20		2020-21	
Question: **Does school make you feel stressed or anxious?** SLS ANON Grade 3,4, 7,10 and Grade 12	All the time	17.40	33.52%	15.89	33.85%	19.30	37.60%
	Many times	16.12		17.96		18.30	
	Sometimes	26.99		29.38		29.76	
	Few times	20.92		20.10		18.93	
	At no time/Never	14.34		13.32		10.88	
	Don't know	4.23		3.35		2.84	



Question: At school I am learning how to care for my mental health (for example anxiety or stress management, anger management, relationship skills).

SLS Grade 10 and Grade 12

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: **At school I am learning how to care for my mental health (for example anxiety or stress management, anger management, relationship skills).** SLS Grade 10 and Grade 12	Strongly agree	5.14	26.57%	3.81	26.03%	3.45	23.05%
	Agree	21.43		22.22		19.60	
	Neither agree nor disagree	25.14		24.76		22.49	
	Disagree	23.57		23.17		26.06	
	Strongly disagree	18.71		21.27		21.83	
	Don't Know	6.0		4.76		6.57	



Parent Survey - Student Learning Survey:

SD62 Parent Views on Student Learning About Student Health and Wellbeing

Most parents who responded to the SLS Parent Survey in 2021-22 believed that their child was learning emotional self regulation (61%) and to care for their physical health (65%). Some parents (45%) agreed that their child was learning how to care for their mental health. In the SLS itself, of the students in Grade 10 and 12 who undertook the survey, only 23% agreed or strongly agreed that they were learning how to care for their mental health at school. The numbers of students and parents undertaking SLS Surveys is extremely low, and it is not clear what the results would be if all students and parents in the district undertook their respective survey.

Parent Survey - Student Learning Survey:

Parent Responses 2021-22

	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)?	169	61%
Is your child learning how to care for their mental health (anxiety or stress management, conflict management, or relationships skills)?	126	46%
Is your child learning how to care for their physical health (for example, getting access to healthy food, adequate exercise and sleep)?	176	65%

Staff Wellness

Several initiatives have been undertaken in the 2021-22 school year, with the aim of enhancing staff wellness. One item in the 2021-22 Operational Plan was: Ensure the effective and impactful utilization of return-to-school provincial funding that supports mental wellness (L3/E4)

Safe and Healthy School's staff have continued to work to support efforts in mental wellness. Teachers Teaching on Call (TTOC) shortages impacted some of the planned projects and plans needed to be modified to offer programs and projects that were less dependent on release time.

Several important wellness activities and projects were offered and/or completed in the 2021-22 school year. These included:

- District Social and Emotional Learning (SEL) coaches have been collaborating with school-based staff to develop their awareness and capacity related to Social Emotional Literacy.
- District staff are collaborating closely with school staff co-planning and co-teaching students on topics related to Social and Emotional Learning (SEL).
- Professional Development sessions were offered at the April Collaborative Professional Development (Pro-D) day.
- Wellness Mini Grants: Funds ($27,900) released for school and worksite Wellness plans. Sites are actively planning and offering staff wellness opportunities. Grants range from $650-2500 depending on the size of the school.
- Staff Learning opportunities offered including Sleep (42 attendees), Grief and Loss (20 attendees), Mental Health Literacy (several full day or part day sessions at schools where all staff attended, 4 classes at RBSS), Trauma Informed Practice (85 attendees)
- Thought Exchange was used to seek staff input for new email communication guidelines.
- Safe and Healthy Schools’ staff supported development of the Staff Wellness Forum.
- The district continued its leadership role at the Healthy Schools Healthy People Community Table including a key rebranding of the table and working collaboratively with ministries, non-profits and municipalities to partner in space sharing and space development for service delivery.

Appendix 3 - Growth Goal Progress

Growth Goal
To pursue organizational excellence to support a vibrant school district

Growth – Objective 1
Strengthen organizational practices to ensure equity, diversity and inclusion

Employment Equity Diversity Survey

Staff have created a Diversity Equity and Inclusion Committee which has been meeting to discuss the scope of a survey for all staff that will focus on collecting and analyzing equity data towards ensuring we have an equitable workforce and to advance employment equity at SD62.
SD62 is committed to the practices of equity, diversity and inclusion in all aspects of employment. These resources will help remove barriers for hiring processes and support fair, equitable hiring. We hope to understand how bias affects decisions and produce self-start guides for hiring using an equity lens. We will create equity practices at different phases of the search process. The survey was undertaken in June 2022 with about a third of staff completing it. The data are being analysed and the findings will be used to develop relevant policy and practices in the 2022-23 and 2023-24 school years.

Student Success Dashboard Extension

Under the Provincial policy on the Framework for Enhancing Student Learning (FESL), SD62 is required to develop school plans that are aligned with the District Strategic Plan. In support of this, Information Technology (IT) in partnership with District Principals has developed a template and website for schools to enter their school plan information. IT has also developed dashboards per school related to Student Success. These dashboards contain enrolment and projections, school demographics, attendance, grade to grade transitions, equity scan, student learning survey, assessments, course marks, and other relevant metrics. Dashboards can be found under IT Services and Processes | Staff Intranet (sd62.bc.ca) via Student Success - School Plan Data | Staff Intranet (sd62.bc.ca).

Automation of Practices Occupational Health & Safety (OH&S)

OH&S, with the help of the IT department, bought an online tracking and forms software platform. It is designed to eliminate duplication and streamline reporting providing greater efficiency. There is less manual inputting and less chance for missing data as the function sends reminders and blocks moving forward without required fields populated. The platform supports easy access and faster response times.

Growth – Objective 2
Build and maintain spaces and resources that support our creative and critical learning and our culture of belonging.

SD62 Spaces and Resources

Objective 2 of the Growth goal of the strategic plan is to build and maintain spaces and resources that support our creative and critical learning and our culture of belonging.

In the 2021-22 Operational Plan items that fitted under Objective 2 of the Growth goal included:

Action	Outcome
Undertake a feasibility study for the renewal of the School Board Office (G2)	• Completed. Received June 2022 and under consideration for next steps which are Report will be reviewed by the Board of Education and a decision made.
Review of performance indicators as referenced in the Facilities Operations Plan (G2).	• Reviewed. • Next Steps - Measure performance against baseline • Guiding Principles creating through consultation with students, staff, partners and stakeholders. Next steps - Develop Facility Standards (capital, maintenance, space use, etc.,) that are in alignment with guiding principles and that support creative and critical learning. • Created the Minor Capital Committee to ensure fair and equitable access to funding that supports our creative and critical learners in a culture of belonging.
Complete a report with recommendations on how to manage community use bookings (G2).	• Completed • Beginning in September 2022, SD 62 will make its own bookings through the Book King Facility Scheduling Software. A few facilities will continue to have bookings made by WSPR and the City of Langford.
Creation of New Learning Spaces that allow for creative and critical learning (G2)	• Opened up PEXSISEN Elementary school and nearing completion of Centre Mountain Lellum Middle

Operational Capacity and Class Size

Our schools' capacity percentages are currently above the provincial average – a figure we aim to reduce through the District's Capital Plan submission. The district continues to grow exponentially and is the fastest growing district in B.C. The forecasted growth for 2021-22 was 206 FTEs (full time equivalents) but the actual growth was 735 FTEs and 22/23 is shaping up to be another huge year in growth. If forecasts are accurate, we will have increased by 2,000 students in 5 years and 3,300 by 2035. The district is forecast to be at 120.11% capacity by 2027.

Currently we have nine schools operating at between 5-19 percent over operational capacity. Seven schools are working at 20 per cent or more over operational capacity. Eleven schools are at standard operational capacity.

Year	School Maintenance and Upgrades
2021-22	Replaced chillers at Spencer with air source heat pumps
	Upgraded boilers at David Cameron
2020-21	Installed DDC system for furnaces at Millstream, Saseenos, Sangster, Port Renfrew Elementary School
	Installed CO2 sensor for better ventilation at various schools
	Completing ESP consulting and Mechanical auditing
2019-20	Upgraded Unit Ventilators at Dunsmuir Middle School - Phase 2
	Upgraded single-pane windows at Dunsmuir Middle School - Phase 2
	Installed DDC Fault Diagnostic Detection System
	Upgraded DDC controller at Dunsmuir Middle School

For Minor Capital (AFG) 2021-2022:

- We completed 70 projects
- Spent $300,000 on roof replacements
- Spent $100,000 on flooring replacements
- Installed 3 nature playgrounds with outdoor learning spaces

Growth – Objective 3
Embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources.

Strategic Use of Resources

The Growth 3 objective is to embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources.

In the 2021-22 Operational Plan, items that fitted under Objective 2 of the Growth goal included:

Action	Outcome

Undertake Program Reviews (G3)	• Extensive review of all SD62 programs completed. Outcome was 137 recommendations to aid Alignment, Coherence, Efficacy and Risk Management.
	• Of the recommendations:
	  • 38 were departmental with no cost.
	  • 10 were cross-departmental with no cost.
	  • 30 require further analysis
	  • 18 require one-time funding to implement
	  • 41 were multi-year items
	Next steps
	• Of the recommendations, three are areas that will be focussed on to aid strategic priorities.
	• Actioning the 'no-cost' recommendations.
	• Program Review (phase 2) – lead review from a more financial lens.

Develop a Budget 2022/23 using the insights from the Program Reviews (G3).	• 2022-23 Budget reflects the work identified through the Program Reviews. • Next steps - Implement internal no cost items cost. Research those items that needed more depth of understanding before being considered for implementation.
Continue onto the next phase of work from 2020-21 on the Student Success Dashboard Extension (G3).	• Under the Provincial policy on the Framework for Enhancing Student Learning (FESL), SD62 must develop school plans that align with the District Strategic Plan. In support of this, Information Technology (IT) in partnership with District Principals has developed a template and website for schools to enter their school plan information. IT has also developed dashboards per school related to Student Success. These dashboards hold enrolment and projections, school demographics, attendance, grade to grade transitions, equity scan, student learning survey, assessments, course marks, and other relevant metrics. • Dashboards can be found under IT Services and Processes | Staff Intranet (sd62.bc.ca) via Student Success - School Plan Data | Staff Intranet (sd62.bc.ca).

As a rapidly growing district, SD62 continues to heavily leverage digital technology to further its learning, engagement, innovation, resource management and process automation goals.

We have achieved our goal to establish a standard classroom package for all schools. Maintenance and currency of the technology is now the next challenge.

Schools use IT in the classroom for online learning, sharing lessons and math skills training, as well as computer programming, coding and design and other subject areas. IT also gives students quick access to the Internet for research. Teachers use IT to help design and deliver lessons, and for administrative tasks such as tracking attendance and grades. As data from the Student Learning Survey shows, Digital Literacy in our schools can be improved. Unlike other districts, currently, we have no Learning Technology department, and this work often falls through the cracks.

The pandemic demonstrated that the use of technology was critical in the continued operational capability of the district.

While we continue to automate processes and purchase software packages, these are being done in siloes and appear to be specific to each department or process. A catalogue of processes will help with this.

Our focus needs to shift to security, privacy and integration of data and user experience to fully leverage the power of automation.

Staff and student satisfaction with digital technologies and services continue to be high but we are stretched to maintain this level of service given rising expectations and growth.

Spending on IT continues to be disaggregated. Centralized IT spend is currently at1.7% whereas other districts devote up to 2.7%. Given inflationary pressures and increasing costs, we will be challenged to maintain equipment and services.

The establishment of the Digital Services TWG and the Digital Governance Working Group speaks to the recognition of the growing role of technology and information in supporting all aspects of district operations beyond classroom technology to include HR, Finance, Facilities, and other departments.

For 2022/23 we will be focused on refreshing the IT Operational Plan, building out Cyber Risk and Security Policy, Business Continuity Policy, and a Digital Governance Framework to inform Board decisions and obligations.

Evidence
Sources of Evidence:

- Established Classroom Standards and Refresh Cycle. # of Applications in Catalogue reviewed by IT+ # of Data Dashboards in use
- Create Staff Survey + Number of Interfaces that re-use or leverage existing data sources + IT Cust Satisfaction rating system

- Develop Catalogue of District Wide Processes & Capabilities
- HR/Finance/Facilities + Educ Department Specific /Unit Ops plans that identify processes and practices that will be digitized
- Review of Jira Tickets and SHS Cyber incidents + Curricular competencies + Blended Learning adoption + FOIPPA and Security Training
- Provide list of technical trainings offered to staff and how many attended/ Evaluation survey results?
- Staff satisfaction with IT + Dept Ops Plan. Board Policies in place. % of district budget spent on IT + list of IT projects

Digital Tools and Processes

Data Dashboards	18
Applications	66 approved applications, complete Inventory u
Classroom Package	
Number of classrooms with standard package	562
Projectors	572
Student Devices	
Number of iPads	994
Number of Chromebooks	5331
Staff Devices	
Number of laptops	1954
Wireless Access Points	906

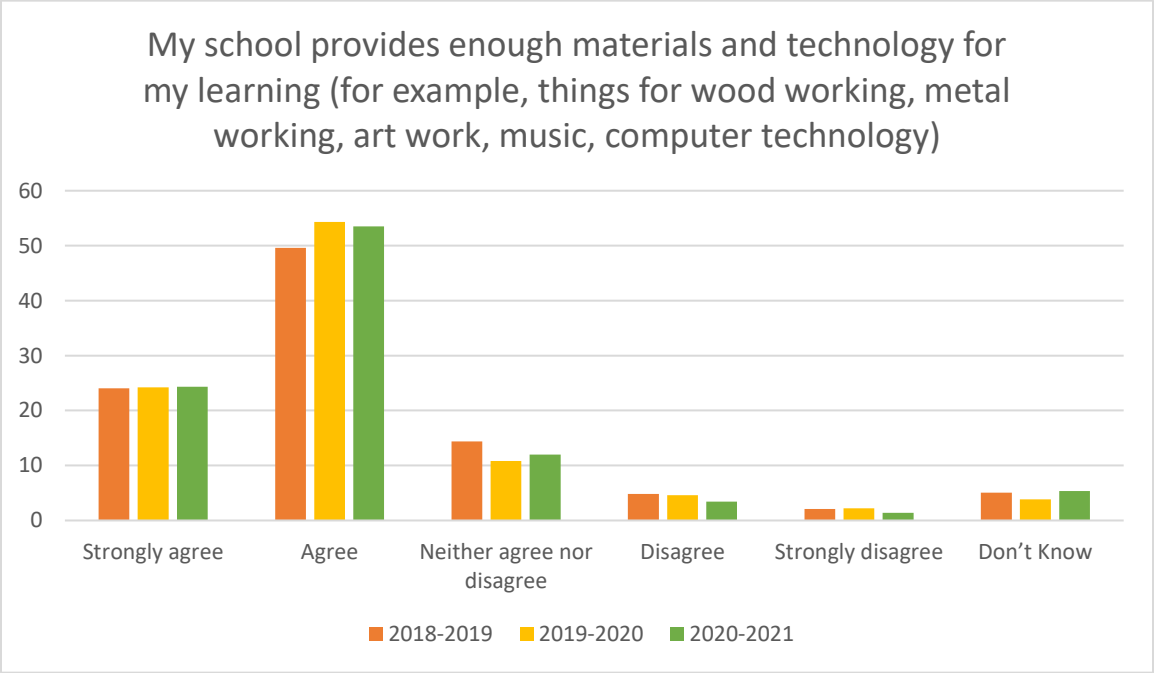
Catalogue of District-Wide Processes & Capabilities
Requires development.

Integrated User Experience
Jira Ticket Satisfaction: 4.9/5.0 with 1,556 satisfaction reports over the past 12 months.
Provision of Materials and Technology

Student Learning Survey:

Question: My school provides enough materials and technology for my learning (for example, things for wood working, metal working, art work, music, computer technology) SLS Grade 7,10,12

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: **My school provides enough materials and technology for my learning (for example, things for wood working, metal working, art work, music, computer technology)** SLS Grade 7,10,12	Strongly agree	24.06	73.68%	24.20	78.50%	24.32	77.84%
	Agree	49.62		54.30		53.52	
	Neither agree nor disagree	14.36		10.83		12.01	
	Disagree	4.81		4.62		3.41	
	Strongly disagree	2.11		2.23		1.39	
	Don't Know	5.04		3.82		5.34	



Digitalized processes and projects
Traversa, Prismatic, Surveys, Engagements, vaccination status collection, daily health check, vaccine mandate collection, school lockers.
Looking at additional modules from Atrieve, SAS Financial Controls, and Indigenous Information Management System, IES student files

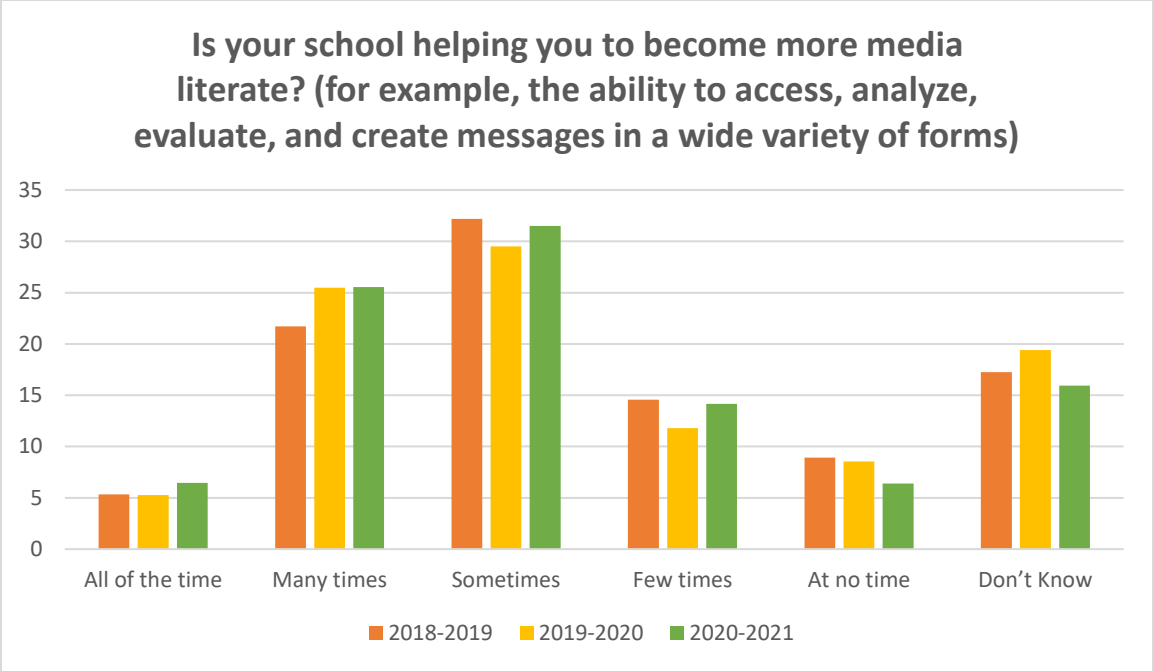
Documentation and Automation
SAS – automation of staffing allocation and associated strategic allocation of resources.
Enrolment Projections – Monthly enrolment projections for the upcoming academic year
1701 – data gathering and quality automation
Online Consent, Password reset. Family/Parent Portal in MyEdBC, Integration of data between MyEdBC, Atrieve and other systems (Traversa, Prismatic, G Suite for Education, Teams Classroom, etc.),

Digital Literacy – Students

Student Learning Survey:

Question: Is your school helping you to become more media literate? (for example, the ability to access, analyze, evaluate, and create messages in a wide variety of forms) SLS Grade 7,10,12

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: **Is your school helping you to become more media literate? (for example, the ability to access, analyze, evaluate, and create messages in a wide variety of forms)** SLS Grade 7,10,12	All the time	5.35	59.25%	5.28	60.25%	6.47	63.52%
	Many times	21.71		25.47		25.56	
	Sometimes	32.19		29.50		31.49	
	Few times	14.57		11.80		14.16	
	At no time	8.92		8.54		6.39	
	Don't Know	17.25		19.41		15.94	



Digital Literacy – Staff
Webinars – PVP, Teaching and District Staff (Google Classroom, G Suite for Education Apps, MS Teams, OneDrive, OneNote, Excel, MyEdBC Gradebook and Reporting, Digital Apps A-Z, LOFT Board, Screen casting and Video Editing)
Digital Literacy Lessons – Students (Digital Magazines, Digital Citizenship, Video Editing/Creation, G Suite Apps, Office 365)

Regular Formalized Training
Number of staff completed security and privacy awareness course: 1001 (70%)
Number of staff who have NOT completed security and privacy awareness course: 423 (30%)
Multiple training courses offered in MyEdBC, MS Office, Productivity and communication tools, Data analysis

Digital services are core to district strategy
Digital Governance Working Group
Information and Technology Security Policy
Digital Governance and Controls Framework

Student Success Dashboard Extension

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

Emissions Report

The district collects emissions data monthly and reports out on a calendar basis. The following table reflects these emissions for the 2021 year as compared to 2010 (base year) and from last year's performance. This table reflects, even though the number of students, staff, buildings and fleet vehicles have increased since 2010, our emissions have decreased by 27.5% for buildings and 13.3% for the fleet. Staff will break the total emissions down to a per building and fleet unit perspective to better reflect the actual reductions.

The Board has also made the commitment to buy only electric buses moving forward. To start the 22/23 school year, approximately 16% of the bus fleet is electric will more electric buses being requested through the capital plan submission.

School District #62 Summary of Energy Consumption, Cost and GHG Emissions

Fiscal 2017/18 to 2021/2022

Energy Consumption				
Utility	**2017/2018**	**2018/2019**	**2019/2020**	**2020/2021**
Electricity	25,112	24,622	23,941	25,940
Light Fuel Oil	507	428	389	414
Natural Gas	28,156	24,482	26,872	25,772
Propane Gas	783	666	732	784
Sum	**54,557**	**50,196**	**51,934**	**52,911**
Reduction in Energy Consumption using 17/18 as the base year		**-7.99%**	**-4.81%**	**-3.02%**
Energy Cost				
Utility	2017/2018	2018/2019	2019/2020	2020/2021
Electricity	$843,206	$833,808	$800,678	$843,551
Light Fuel Oil	$16,573	$14,458	$12,025	$12,967
Natural Gas	$224,518	$223,125	$270,551	$284,049
Propane Gas	$25,802	$23,604	$27,052	$29,490
Sum	**$1,110,099**	**$1,094,995**	**$1,110,306**	**$1,170,057**
GHG Emissions				Unit: tonne CO2 equivalent
Source	2017/2018	2018/2019	2019/2020	2020/2021
Electricity	198	227	266	289
Light Fuel Oil	35	29	27	28
Natural Gas	1,208	1,084	1,340	1,285
Propane Gas	48	41	45	48
Energy subtotal	*1,488*	*1,381*	*1,677*	*1,650*
Diesel-fleet	737	723	521	458
Gasoline-fleet	178	191	184	202
Paper	110	93	64	75
Sum	**2,513**	**2,387**	**2,447**	**2,385**
Reduction in GHG Emissions using 17/18 as the base year		**-5.01%**	**-2.65%**	**-5.10%**

Minor Capital Projects 2017/18 – 2020/21

2017/2018
- Installing condensing boiler at Poirier Elementary School
- Upgrading lighting with LED at Dunsmuir Middle School
- Operation optimization of HVACs

2018/2019
- Upgrading Unit Ventilators at Dunsmuir Middle School - Phase 1
- Upgrading single-pane windows at Dunsmuir Middle School - Phase 1
- Upgrading DDC controllers at Edward Milne Community School
- Upgrading DDC controls for hot water pump at Lakewood Elementary School
- Upgrading DDC network cables at Hans Helgesen Elementary School
- Upgrading DDC controllers at Spencer Middle School

2019/2020
- Upgrading Unit Ventilators at Dunsmuir Middle School - Phase 2
- Upgrading single-pane windows at Dunsmuir Middle School - Phase 2
- Installing DDC Fault Diagnostic Detection System
- Upgrading DDC controller at Dunsmuir Middle School

2020/2021
- Installing DDC system for furnaces at Millstream, Saseenos, Sangster, Port Renfrew Elementary School
- Installing CO2 sensor for better ventilation at various schools
- Completing ESP consulting and Mechanical auditing

2021/2022
- Replacing chillers at Spencer with air source heat pumps
- Upgrading boilers at David Cameron

Appendix 4 – Overall Rubric

Learning

Emerging	Developing	Proficient	Extending
LEARNING Goal Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens			
• Students and staff have limited awareness of diversity and inclusion. • Limited opportunities for students to demonstrate evidence of their skills and abilities in their schools. • Educators incorporate intermittent instruction of academic problem solving and critical thinking in learning tasks. • Few students, families and staff report feeling physically, culturally, emotionally, and technologically safe and welcomed in schools and worksites.	• Students and staff have some understanding of the concepts of diversity and inclusion. • Some opportunities for students to demonstrate evidence of their skills and abilities in their schools. • Educators incorporate some explicit instruction of academic problem solving and critical thinking in learning tasks. • Some students, families and staff report feeling physically, culturally, emotionally, and technologically safe and welcomed in schools and worksites. • Student's report being somewhat aware of and occasionally accessing different routes to graduation. • Some Programs of Choice available to support some interests or abilities.	• Students and staff are conscious of diversity and demonstrate understanding of diversity and inclusion. • Most students have the skills to think creatively and critically. • Most students, families and staff feel safe, that they belong, and are valued. • Enhanced pathways for student choice including more routes to graduation and greater opportunities for hands on learning.	• Students and staff demonstrate deep understanding of diversity and inclusion. • Students demonstrate a sophisticated level of creative and critical thinking. • Almost all students, families and staff feel safe, that they belong, and are valued. • Multiple additional pathways are used for student choice including routes to graduation and opportunities for hands on learning.
Learning 1 To provide opportunities for learners to understand, respect and appreciate **diversity and inclusion**			
• Few learning opportunities are evident district wide, school wide and classroom specific regarding racism, equity, disability, and diverse ability.	• Some learning opportunities are evident district wide, school wide and classroom specific regarding racism, equity, disability, and diverse ability.	• Multiple learning opportunities are evident district wide, school wide and classroom specific regarding racism, equity, disability, and diverse ability.	• Learning opportunities are common and embedded district wide, school wide and classroom specific regarding racism, equity, disability, and diverse ability.

• Minimal to no physical evidence, i.e., posters, messaging, and interactions that model inclusion and diversity are present. • A few classroom teachers are using resources that support immersing diversity and inclusion in their curriculum (international speakers, elders, authors, parents, diverse educational materials). • School and District social media rarely post inclusive and diverse messaging. • Students rarely speak out when educational practice is not inclusive. • Students and staff rarely model language that model diverse and inclusive practice. • Staff rarely engage and participate in learning opportunities that promote diversity, equity, and inclusion. • Learning Resources are not available and accessible at the district and school level • Very few physical spaces for learning are inclusive and accessible	• Some physical evidence, i.e., posters, messaging, and interactions that model inclusion and diversity are present. • Some classroom teachers are using resources that support immersing diversity and inclusion in their curriculum (international speakers, elders, authors, parents, diverse educational materials). • School and District social media occasionally post inclusive and diverse messaging. • Students sometimes speak out when educational practice is not inclusive. • Students and staff sometimes use language that models diverse and inclusive practice. • Staff occasionally engage and participate in learning opportunities that promote diversity, equity, and inclusion. • Learning Resources are somewhat available and accessible at the district and school level • Where possible, some physical spaces for learning are inclusive and accessible	• Strong evidence of positive communication, i.e., posters, messaging, and interactions that model inclusion and diversity are present. • Classroom teachers are using resources that support immersing diversity and inclusion in their curriculum (international speakers, elders, authors, parents, diverse educational materials). • School and District social media regularly and intentionally post inclusive and diverse messaging. • Students are speaking out when educational practice is not inclusive. • Students and all staff commonly use language that models diverse and inclusive practice. • Staff regularly engage and participate in learning opportunities that promote diversity, equity. • Learning Resources are available and accessible at the district and school level. • Where possible, most physical spaces for learning are inclusive and accessible	• Physical evidence, i.e., posters, messaging, and interactions that model inclusion and diversity are ubiquitous. • Classroom teachers consistently use resources that support immersing diversity and inclusion in their curriculum (international speakers, elders, authors, parents, diverse educational materials). • School and District social media often intentionally post inclusive and diverse messaging. • Students are empowered to speak out when educational practice is not inclusive and advocating for change. • Students and all staff consistently use language that models diverse and inclusive practice. • Staff eagerly engage and participate in learning opportunities that promote diversity, equity and inclusion. • Learning Resources are readily available and accessible at the district and school level. Where possible, all physical spaces for learning are inclusive and accessible
Learning 2 To provide opportunities for learners to develop critical and creative thinking skills			
• Limited opportunities for students to demonstrate evidence of their skills and abilities in their schools. Educators incorporate intermittent instruction of academic problem solving and critical thinking in learning tasks. Intermittent opportunities for students to engage in thinking tasks through	• Some opportunities for students to demonstrate evidence of their skills and abilities in their schools. Educators incorporate some explicit instruction of academic problem solving and critical thinking in most learning tasks. At times, learning opportunities allow for multiple access points, responses and approaches	• Students have multiple opportunities to demonstrate evidence of their creative and critical thinking skills and abilities across all grade levels through authentic learning tasks. • Educators incorporate explicit instruction and personalized descriptive feedback of creative and critical thinking in all relevant learning tasks.	• Students have multiple opportunities to demonstrate evidence of their skills and abilities across all grade levels and in most learning tasks. • Educators incorporate explicit instruction of academic problem solving and critical thinking in all relevant learning tasks across subject areas. Learning opportunities for all students allow for multiple

multiple access points and approaches.		• Learning opportunities allow for multiple access points, responses and approaches.	access points, responses and approaches across all subject areas from K-12
Learning 3 To ensure our learning environments are **safe, accessible and welcoming.**			
• **Safe** - Few students, families and staff report feeling physically, culturally, emotionally, and technologically safe in schools and worksites • Students, families and staff seldom speak up when they disagree with decisions or report when concerned about safety of self and others. Few pathways, both physical and virtual provide safe access to educational programming (e.g., Blended and virtual learning environments) • **Welcoming** – Students, families and staff rarely report a sense of belonging or report a sense of not belonging and may not see themselves reflected in schools and work sites. • **Accessible** – Multiple communication methods are not clearly evident throughout school buildings and district. • New buildings are constructed from a Universal Design approach with accessible and non-gendered spaces and few current buildings are updated to reflect a Universal Design approach.	• **Safe -** Some students, families and staff report feeling physically, culturally, emotionally, and technologically safe in schools and worksites. Students, families and staff sometimes speak up when they disagree with decisions or report when concerned about safety of self and others • Some pathways, both physical and virtual, provide safe access to educational programming (e.g., Blended and virtual learning environments) • **Welcoming** – Students, families and staff sometimes report a sense of belonging, and may see themselves reflected in schools and work sites. • **Accessible** – Some 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). • New buildings are constructed from a Universal Design approach with accessible and non-gendered space and some current buildings are updated to reflect a Universal Design approach with accessible and non-gendered spaces. .	• **Safe** - Majority of students, families and staff report feeling physically, culturally, emotionally, and technologically safe in schools and worksites. • Students, families and staff speak up when they disagree with decisions or report when concerned about safety of self and others, contributing to solutions • Multiple pathways, both physical and virtual, provide safe access to educational programming (e.g., Blended and virtual learning environments) • **Welcoming** – Students, families and staff report a sense of belonging, see themselves reflected in schools and work sites. • **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). • New buildings are constructed, and current buildings are being updated to reflect a Universal Design approach with accessible and **non-gendered spaces.**	• **Safe** - Majority of students, families and staff consistently report feeling physically, culturally, emotionally, and technologically safe in schools and worksites. • Students, families and staff consistently speak up when they disagree with decisions or report when concerned about safety of self and others, naturally contributing to solutions. Multiple pathways, both physical and virtual provide safe access to educational programming (e.g., Blended and virtual learning environments) and are consistently accessed by learners. • **Welcoming** – Students, families and staff consistently report a sense of belonging, seeing themselves reflected in schools and work sites. • **Accessible** – Multiple communication methods are universally used and incorporated throughout school buildings and district (e.g., Playground and indoor Communication Boards as well as Braille signs, sound field, systems and assistive technology). • New buildings are constructed, and existing buildings are updated to reflect a Universal Design approach with accessible and non-gendered spaces.
Learning 4 To enhance **student choice and voice**			
• Our district (schools) demonstrates an initial understanding of the necessity to	• Our district (schools) demonstrates a partial understanding of the necessity to	• Our district (schools) demonstrates a **solid understanding of the necessity to provide students and**	• Our district (schools) demonstrates a sophisticated understanding of the necessity to provide students and

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.). • **Voice** - Few opportunities for student input is represented in classroom, school, and district decisions. • **Choice** – Few options for student learning in programs of choice are available. (Percentage of students district wide vs total number of students district wide). • Few students & parents report an awareness of possible **alternate routes to graduation.**	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.). • **Voice** - Some opportunities for student input are represented in classroom, school, and district decisions. • **Choice** – Some options for student learning in programs of choice are available. (Percentage of students district wide vs total number of students district wide) • Students & parents report being somewhat aware of possible routes to graduation.	**families with a platform for feedback** (feedback via surveys, course selection, student forums, town hall, Thought Exchange, Board/Committee Meetings, SPEAC/PAC, etc.). • **Voice - Multiple opportunities for student input** is represented in classroom, school, and district decisions. Students, staff and families report feeling comfortable speaking up regarding decisions around their learning • **Choice – 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. • Multiple Programs of Choice exist to support a variety of student interests or abilities	families with a platform for feedback (feedback via surveys, course selection, student forums, town hall, Thought Exchange, Board/Committee Meetings, SPEAC/PAC, etc.). • **Voice** - Student input is expected, valued, and incorporated in classroom, school, and district decisions. Students, staff and families consistently contribute to decision making processes around learning • **Choice** – Multiple options for student learning are available. (Percentage of students district wide vs total number of students district wide). Students & parents are consistently accessing multiple routes to graduation (percentage of students accessing programs trending up from proficient). • Programs of Choice are intentionally built throughout the district – operational plan complete

Engagement

Emerging	Developing	Proficient	Extending
ENGAGEMENT Goal Create a culture of belonging			
• Few opportunities provided for students, staff and other community partners to provide input. • There is a significant gap between the non-Indigenous graduation rates and the Indigenous student graduation rates. • The district is creating a communications plan to develop and expand its communication processes. • Few systems are in place to inform the state of wellness of staff and students.	• Some opportunities for students, staff and other community partners to provide input. • Indigenous student graduation rates are approaching parity with non-Indigenous students. • Basic communications plan. • Some systems are in place to inform the state of wellness of staff and students.	• Specific practices and processes that enhance collab and inclusivity. • Indigenous student success. • Awareness and understanding of Indigenous cultures and ways of being. • Effective communication and engagement that follows a practice of transparent. • Holistic approach to wellness.	• Well thought out engagement. Capacity build with staff on how to engage. • Indigenous student graduation rates exceed parity with non-Indigenous students. • The district has implemented a robust communications plan that actively develops and expands clear communication processes. • Robust systems are in place to inform the state of wellness of staff and students.
Engagement 1 To develop, expand and implement, **inclusive and collaborative, practices and processes**			
• Few opportunities provided for students, staff and other community partners to provide input. • Engagement limited in scope and tools not part of a wider district process. • Engagement mostly about informing community. • Stakeholder engagement is rarely undertaken, poorly planned with few results shared. • Some inclusive engagement processes are used to allow more than one method for input.	• Some opportunities for students, staff and other community partners to provide input. • Engagements operated with District tools. • Engagement mostly about seeking community preferences. • Stakeholder engagement is occasionally undertaken, loosely planned with some results shared. • Several inclusive engagement processes are used with multiple methods for input. A clear plan for engaging with most school district stakeholders.	• Broad stakeholder engagement well planned and shared. Student forums, stakeholder outreach. • Clearly articulated plan for engaging with a broad rep of school district stakeholder. • Engagement mostly about collaborating with the community. • Consistent consideration and reflection of equitable representation amongst stakeholders. • Multiple inclusive engagement processes with a variety of input modalities available.	• Well thought out engagement. Capacity build with staff on how to engage. Streamlined engagement process with a continuous improvement loop. • Consistency in engagement across staff, students, parents, community. Integrated tools, practices and processes create and enhance shared culture across staff, student and parent community. Broad stakeholder engagement is always used, well planned with detailed results shared consistently. A wide range of inclusive engagement processes that allow for

• A loosely formulated plan for engaging with school district stakeholders. • Some consideration for equitable representation amongst stakeholders	• Regular consideration for equitable representation amongst stakeholders		multiple input modalities. Clearly articulated plan that is publicly shared with a strong focus on engaging with a broad representation of school district stakeholders. Equitable representation amongst stakeholders is always part of district engagement processes.
Engagement 2 To further the goals of the **Na'tsa'maht agreement** following the objectives of 'One Mind' and 'One Spirit"			
• Few of Indigenous students achieving a Dog Wood Certificate in six-years • Indigenous students rarely feel welcome at school. • There is a significant gap between Indigenous and non-Indigenous students' annual Six-Year Completion Rate. • Indigenous content, culture and pedagogy is rarely central, key and a regular part of some classes and school activities. • Indigenous language is rarely central, key and a regular part of some classes and school activities.	• Some Indigenous students achieve a Dog Wood Certificate in six-years. • Indigenous students sometimes feel welcome at school • There is a small gap between Indigenous achieving the Six-Year Completion Rate compared with the rate of non-Indigenous students. • Indigenous content, culture and pedagogy is sometimes central, key and regular part of classes and school activities. • Indigenous language is sometimes a central, key and regular part of classes and school activities.	• Most Indigenous students achieve a Dog Wood Certificate in six-years. • Indigenous students often feel welcome at school. • Indigenous student graduation rates are at parity with non-Indigenous students when looking at the six-year completion rate. • Indigenous content, culture and pedagogy is often central, key and a regular part of most classes and school activities. • Indigenous language is often central, key and a regular part of most classes and school activities.	• Nearly all Indigenous students achieve a Dog Wood Certificate in six-years. • Indigenous students always feel welcome at school. • Indigenous student graduation rates exceed parity with non-Indigenous students when looking at the six-year completion rate. • Indigenous content, culture and pedagogy is always central, key and a regular part of all classes and school activities. • Indigenous language is always central, key and a regular part of all classes and school activities.
Engagement 3 To develop, expand and implement **respectful, effective, clear and transparent communications**			
• Emerging Communications plan • Unclear or no process for communications • No organizational branding or identity • Little or no staff training in communications	• Developing communications plan that has elements of inclusion • Basic process for communications • Basic organizational branding and identity • Some basic staff training in communications	• 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 • Regular staff training in communications that enhance respectful, clear and transparent communication	• Sophisticated communications plan that is accessible, inclusive, multi-language and multi-platform processes • Consistent and integrated process for communications • Trusted brand, clearly identified by staff and students and the community • Tailored training available for staff alongside regular training
Engagement 4 To continue to develop, expand and implement **a culture of wellness**			

SYSTEMIC RESPONSIBILITY			
• **Few systems** are in place to inform the state of wellness of staff and students • Holistic benefits and support programs are not in place. • Few educational opportunities related to mental health and wellness are offered. • Limited staffing and resources are supplied to provide health and wellness activities. • A few policies, practices and processes are collaboratively developed and implemented that establish healthy work/school boundaries and wellness. • Wellness objectives are not incorporated in school and district operational plans	• **Some systems** are in place to inform the state of wellness of staff and students. • Some holistic benefits and support programs are in place. • Some educational opportunities related to mental health and wellness are offered. • 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	• **Many systems** are in place to inform the state of wellness of staff and students. • Many holistic benefits and support programs are in place. • Educational opportunities related to mental health and wellness are consistently offered • Significant levels of staffing and resources are supplied to provide effective health and wellness activities. • Many policies, practices and processes are collaboratively developed and implemented that establish healthy work/school boundaries and wellness. • Wellness objectives are incorporated in most school and district operational plans	• **Robust systems** are in place to inform the state of wellness of staff and students. • Sophisticated holistic and robust benefits and support programs are in place. • Educational opportunities related to mental health and wellness are embedded throughout the system. • Robust staffing and resources are supplied to provide system-wide health and wellness activities. • All policies, practices and processes are collaboratively developed and implemented that establish healthy work/school boundaries and wellness. • Wellness objectives are incorporated in all school and district operational plans
COLLECTIVE RESPONSIBILITY			
Few staff and students:	**Some staff and students**	**Many staff and students**	**All or most staff and students**
• Show compassion and awareness of others. • Are aware of available supports and can recommend resources to peers. • Are aware of and support each other in engaging in group educational and wellness activities. • Contribute to the collaborative development of policies, practices and processes that support health and wellness. • Encourage and respect healthy work/school boundaries with peers			
INDIVIDUAL RESPONSIBILITY			
• **Few staff and students**	**Some Staff and Students**	• **Many staff and students**	**All or most staff and students**
• Show self-compassion and self-awareness. • Access health and wellness support when needed. • Engage in educational opportunities related to health and wellness • Engage in holistic personal health and wellness practices. • Respect the policies, practices and processes related to healthy work/school boundaries.			

Growth

Emerging	Developing	Proficient	Extending
GROWTH Goal - Pursue organizational excellence to support a vibrant school district			
• Few systems are in place to support the growth of our facilities. • No support for schools that need repair. • Minimal access to funding for growth (resources, furniture) • There is initial work to define the district's organizational practices with regards to DEI	• Some systems in place to support the growth of our facilities. • Parts of the organization have defined practices in operation with regards to DEI • Some resources, policies, that directly support environmental sustainability.	• Practices and standards that support the diverse pop of the school district. • Physical assets, space and resources that support student success and the school community. • Utilizes data to support the organization increased productivity and adaptability • Enhanced service levels to student, staff and the community, • Decisions and actions are ethical and socially to positively impact society and the environment.	• Organizational DEI practices undergo continuous improvement and follow current best practice.
Growth 1 To strengthen **organizational practices to ensure diversity, equity and inclusion (DEI).**			
• There is initial work to define the district's organizational practices with regards to DEI. • Limited understanding of diversity in our workplaces and have • No or limited awareness of barriers. • No attention to diversity on hiring	• Parts of the organization have defined practices in operation with regards to DEI. • Partial understanding of diversity in our workplaces and have • Limited understanding of barriers and limited attempts to reduce • Some attempt to understand diversity needs when we hire	• The whole organization has defined practices in operation with regards to DEI Initiatives. • Full understanding of diversity in our workplaces and have • Barriers understood and reduced • Consciously seeking out hires in the areas to reflect our community.	• Organizational DEI practices undergo continuous improvement and follow current best practice • Sophisticated understanding of diversity in our workplaces and have • Sophisticated understanding of barriers and system wide reduction • Hires reflect our community
Growth 2 To **build and maintain spaces and resources** that support our creative and critical learning and our culture of belonging.			
• The need for capital, custodial, grounds and maintenance work to maintain our learning spaces.	• Capital, custodial, grounds and maintenance work sometimes enhances our learning spaces to become learning environments.	• The design and completion of capital, custodial, grounds and maintenance work often enhance our learning spaces to become	• The need for capital, custodial, grounds and maintenance work to enhance our learning spaces. • To become learning environments that are inclusive, diverse and equitable and

• Prepare a District-wide financial management process that includes budgeting, forecasting and reporting. • Identify the need for our financial, transportation and space resources to be linked to equity, diversity and inclusion	• The Annual Long-Range Facilities Plan identifies the need to enhance our spaces to become creative and critical learning environments. • Facilitate the financial management process to end the year in a positive financial position.	learning environments that are inclusive, diverse and equitable. • An annual and long-range capital plan is in place to create space that allows creative and critical thinking. • Proactive, responsive and resourced facilities plan that links maintenance & minor capital request to support our creative and critical learning and our culture of belonging. • The SD budget is aligned to the goals and outcomes of the strategic plan and student success. • Facilitate a transparent budget process and effective financial management and forecasting processes to end the year in a positive financial position while meeting the District's Strategic Plan goals.	create a sense of belonging for students and staff. • Develop and lead a transparent budget process and effective financial management and forecasting processes that are an example to other districts across the province. • School Plans include a capital/maintenance component to ensure spaces are directly supporting learning objectives and creating a sense of belonging. • Multi-year resource plan (human and $) that supports the timing of work over the life of the Strategic Plan
Growth 3 To embrace **digital technologies and manage increasing complexity** by leveraging the strategic use of resources			
• Working practices are mostly paper based or supported by analog processes. • Multiple and inconsistent user experience across functions. • Processes are ad hoc or undocumented. • Staff and Student have low levels of Digital competencies. • Training is ad hoc.	• Some information and services are available online. • Some integration of user experience but still disjointed and relies on legacy technologies. • Some processes are documented. • Digital use of resources is recognized. • Staff and students have basic level digital competencies. • Some formalized training.	• Digital tools and design led processes are being used to improve existing services, practices and ways of working and learning. • Integrated user experience. • Many processes have been documented and automated. • Projects and tasks are increasingly tracked using digital tools and reports • Staff and students have increased levels of digital competencies. • Regular role specific formalized training - e.g., Cybersecurity and Privacy, MyEdBC, Atrieve.	• Digital tools and processes are being used to deliver joined up end-to-end processes and user experience. • Shaping culture, processes and practices to anticipate and adapt to changing needs of staff, students and community in a digital world. • Staff, students and community are using best practices to deliver learning, engagement and effective organizational practices. • An integrated ecosystem of information and imagery that automatically synchronizes across staff, students and community.

		• Digital services are core to the district strategy and a well-defined digital operations plan exists with clear leadership.	
Growth 4 Expand our **culture of social responsibility** and implement long-term commitments that strive to support society and protect the environment			
• Identify the importance of being socially responsible as a public sector entity. • Identify areas to be pursued to ensure socially responsible behaviour.	• Implementation of policies and practices supporting social responsibility. • Reduction in carbon emissions of our buildings and fleet.	• Utilization of ethical decision-making framework for district (bias, reduction in systemic racism, environmental impacts) • Reduced environmental footprint for district operations.	• Meet annual targets ensuring the district meets the Clean BC standards. • Removal of any known or perceived barriers around equity, diversity and inclusion.

Appendix 5 – Survey Information and Questions

The **Student Learning Survey (SLS)** has been administered every year in B.C. public schools since 2001. Prior to 2016-17, it was known as the Student Satisfaction Survey. The SLS provides feedback on the implementation of the curriculum changes, learning environment, student wellness and satisfaction, student belonging and engagement, and career preparation. The SLS is the only source of province-wide information about students' learning experiences through the perspectives of students, parents, guardians/caregivers, and school staff. Schools and districts use the SLS to make informed decisions around long-term planning and goal setting, and in providing individual students personalized support. In 2021, the student survey underwent a review to accommodate an updated conceptual framework that align questions with the core competencies of the curriculum and the British Columbia's Policy for Student Success.

Data were drawn from the following survey questions contained in the Student Learning Survey and the Equity in Action Student Survey.

Student Learning Survey - Questions and Descriptions

QUESTION_LABEL	Grade 3/4 Question	Grade 7/10/12 Question
AB_ACTIV_PARTIC	Do you participate in any ongoing First Peoples activities outside	At school, do you participate in any ongoing Aboriginal or First Peoples programs or activities?
AB_CELEB_PARTIC	Do you participate in any First Peoples activities?	At school, do you participate in any Aboriginal or First Peoples celebrations or activities?
AB_CULT_LOCAL	Are you learning about local First Nations at school?	At school, are you being taught about local First Nations?
AB_LANG_LOCAL	Are you learning the local First Nations' language at school?	Are you being taught the local First Nation language(s)?
ADULTS_CARE	How many adults do you think care about you at your school?	How many adults at your school care about you?
AGENCY		I feel that I can make a difference in my community (for example, by volunteering with local organizations).
CLEAR_RULES	I know how my school expects me to behave.	At school, rules and expectations for behaviour are clear (for example, school rules or codes of conduct).
COMMUNIC_DEV		At school, I am learning to communicate effectively. (for example, listening fully, watching for visual cues, asking for clarity, considering your audience when speaking, summarizing clearly)
CONNECT_LEARN		My learning is connected to the local environment and community (for example, learning things in local parks or businesses).
CONSIDER_OTHERS	When you make a choice, do you think about how it might affect others?	When I am making a decision to do something, I stop to think about how it might affect other people.
CONTROL_LEARN		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)
CREATIVE_DEV	Are you learning ways to think of and explore new ideas?	At school, are you learning ways to become more creative? (for example, creating things on-the-spot without preparation, reusing things for entirely new purposes, unstructured exploration)
CRITICAL_DEV		At school, are you learning to be a critical thinker? (for example, analyzing, making connections, asking questions, challenging assumptions)
DIFF_SCHOOL	I am happy at my school.	I would like to go to a different school.
EMOTION_DEV		I am satisfied that in school I learn how to express emotion, and deal with emotional problems that I may face in the future. (for example, self-regulation, empathy, compassion)
EMPLOYMENT_PREP		Are you satisfied that school is preparing you for a job in the future?
ENV_HUMAN_ACT	Are you learning about how people change our environment?	At school, are you learning about how human activity affects our environment? (for example, the health of different plants and animals, climate change)
EVAL_EXEMPLAR	Are you shown different samples of what work looks like?	As part of marking your work, are you shown examples of what excellent, good, fair, and poor work look like?

EVAL_FORMATIVE	Do you know what things are considered when your work is	Do you know what things are considered when your work is marked?
EVAL_SELF	Do students share their work with others?	At school, do you get to discuss the quality of your work or other students' work?
EXERCISE_COUNT_HOURS	On a normal school day, how many hours do you exercise (can include recess, lunch, P.E. class)?	In the past week (seven days) how many hours did you exercise or do physical activities that made you sweat and breathe hard, such as soccer, running, dancing, swimming, bicycling or similar aerobic activities?
EXPLAIN_LEARN	Are you learning to explain the way you solve problems?	At school, are you taught to explain, as you work, the way that you solve problems? (for example, describing step by step how you figured something out)
EXTRACURRICULAR	Do you go to any clubs, dance, sports, or music classes outside of school time?	At school, do you participate in activities outside of class hours (for example, clubs, dance, sports teams, music)?
EXTRACURR_CHOICE	My school gives me choices of sports or other activities to do after school.	Does your school offer enough variety of extra-curricular activities? (for example, sports or other activities that you do after school)
EXTRACURR_MISSING		Have you ever not been able to take a course at your school? (for example, due to a lack of enough interested students, or qualified staff)
FAIR_TREATMENT	Do adults in the school treat all students fairly?	Do adults in the school treat all students fairly?
FEEL_WELCOME	Do you feel welcome at your school?	Do you feel welcome at your school?
GET_ADVICE	If you have a problem, can you get the help you need from adults at your school?	At school, are you able to get the information and advice that you need? (for example, from teachers or counsellors)
GIVE_INPUT	Do you feel you have choice about what you are learning?	At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects).
GOAL_PLANNING	Do you set a learning intention or goal when learning something	I plan my learning based on my goals.
HUM_RIGHTS		At school, I am learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability).
IMPROVE_LEARN	Are you helped to understand how you can improve your	At school, are you helped to understand how you can improve your learning?
INTEREST_STUDY	Do you get to work on things you are interested in as part of	At school, do you get to work on things you are interested in as part of your course work?
LEARN_IDEAS		At school, are you helped to understand important ideas? (for example, ideas that are critical for understanding – such as scientific laws)
LEARN_PIAGET	If you do not understand something at school, do you ask for	When you do not understand something at school, is it explained again in other ways?
LIFESKILLS_DEV		I am satisfied that in school I am learning basic life skills that I need for the future. (for example, skills for financial planning and taxes, budgeting, independent living)
LIKE_ACAD		I like the academic aspects of my school. (for example, subjects like mathematics or science)
LIKE_SCHOOL	Do you like school?	Do you like school?
LIKE_SOCIAL	I like making new friends and meeting people at school.	I like the social aspects of my school.
LIKE_SPORT	I like the gym and P.E. activities at my school.	I like the athletic aspects of my school. (for example, sports teams, physical education)
MATH_DEV	I feel I am getting better at math.	I continue to get better at mathematics (for example, even if my problem-solving is already good, there is something else that is continuing to improve).
MEDIA_LITERACY		Is your school helping you to become more media literate? (for example, the ability to access, analyze, evaluate and create messages in a wide variety of forms)
MENTAL_HLTH	Are you learning how to care for your mental health?	At school, I am learning how to care for my mental health. (for example, anxiety or stress management, anger management, relationship skills)
NUTRI_BREAKFAST	How many times a week do you eat breakfast?	How often do you usually eat breakfast?
NUTRI_VEG	How many times a week do you eat fresh vegetables?	How often do you usually eat fresh vegetables? (for example, in a salad, or fresh-cooked from raw)
OPP_LEARN		At school, are you told about possible learning experiences in your community?
PEACE_PROB_RES	Are you learning how to solve problems in peaceful ways?	At school, I am learning how to solve problems in peaceful ways.
PHYSICAL_HLTH	Are you learning how to care for your body?	At school, I am learning how to care for my physical health. (for example, getting healthy food, exercise and sleep)
PHYS_SLEEP	I feel like I participate in too many activities outside of school.	How often, usually, do you get a good night's sleep?
PSI_PREP		Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?
READ_DEV	I feel I am getting better at reading.	I continue to get better at reading (for example, even if my word knowledge is already good, there is something else that is continuing to improve).
REASON_DEV		I am satisfied that in school I am learning basic reasoning skills that I need for the future. (for example, pattern recognition, rational argument, skepticism, critique, persuasion, deduction, inference)

Equity in Action Student Survey

Questions
Academic Year
School
School Code
Grade
Aboriginal
Born in Canada
Born Elsewhere
Years Living in Canada
Do you see family and/or people from your community in your classroom?
Do you feel included in your classroom?
Does your classroom spend time outside learning?
Do you hear the territorial acknowledgment in your classroom, assemblies or announcements?
Are children in your classroom kind and caring?
Are there times when children in your classroom are unkind or hurt your feelings?
When you have a problem, are you comfortable seeking help from an adult?
Who do you talk to if you have a problem? Principal or Vice-Principal
Who do you talk to if you have a problem? Teacher
Who do you talk to if you have a problem? An Aboriginal Education Staff Member
Who do you talk to if you have a problem? Parent(s) / Guardian(s)
Who do you talk to if you have a problem? School Counselor
Who do you talk to if you have a problem? Secretary
Who do you talk to if you have a problem? No one
Do you feel like these problems get solved?
Does your classroom and school connect with members of your family and community?
Do you witness racist remarks or acts of racism in your school?
Do you experience racism in your school?
Do you feel supported and that your concerns are resolved?
You indicated that you witness or experience racism in your school. What does it look like?
Who would you talk to if you experienced or witnessed racism at school? Principal or Vice-Principal
Who would you talk to if you experienced or witnessed racism at school? Teacher
Who would you talk to if you experienced or witnessed racism at school? An Aboriginal Education Staff Member
Who would you talk to if you experienced or witnessed racism at school? Parent(s) / Caregiver(s)
Who would you talk to if you experienced or witnessed racism at school? School Counselor
Who would you talk to if you experienced or witnessed racism at school? Secretary
Who would you talk to if you experienced or witnessed racism at school? No one
When you make mistakes at school, who helps you learn from those mistakes? Principal or Vice-Principal

When you make mistakes at school, who helps you learn from those mistakes? Teacher
When you make mistakes at school, who helps you learn from those mistakes? An Aboriginal Education Staff Member
When you make mistakes at school, who helps you learn from those mistakes? School Counselor
When you make mistakes at school, who helps you learn from those mistakes? Secretary
When you make mistakes at school, who helps you learn from those mistakes? Other
Do you see meaning (relevance) in what you are learning at school?
Do you have choice in what you learn, how you learn, and how you share what you learn?
Does your learning at school connect you to the land, sea, and sky around you?
When studying Indigenous (Aboriginal, First Nation, Métis, Inuit) content, do you learn the source of the information (where the information comes from such as author, artist, traditional territory, or other)?
Do Role Models or Elders visit your classroom or school?
What subjects have included Indigenous content so far this year? English Language Arts
What subjects have included Indigenous content so far this year? Math
What subjects have included Indigenous content so far this year? Socials
What subjects have included Indigenous content so far this year? Science
What subjects have included Indigenous content so far this year? Arts
What subjects have included Indigenous content so far this year? Physical & Health Education
What subjects have included Indigenous content so far this year? Careers
Does your school offer English First Peoples?
Did you enroll in the English First Peoples course?
Did you enroll in the English First Peoples course? Why or Why not?
In my class, I have opportunities to: Understand and apply what I have learned
In my class, I have opportunities to: Take the time I need to learn, know and understand
In my class, I have opportunities to: Share my stories, thoughts, and questions with others
In my class, I have opportunities to: Hear the stories, thoughts, and questions of others
In my class, I have opportunities to: Collaborate and work cooperatively with others
In my class, I have opportunities to: Mentor other students with something I know and understand
In my class, I have opportunities to: Be mentored by other students
In my class, I have opportunities to: Participate in sharing circle / group discussions

Appendix 6 - SD62 Students

Enrolment

Student enrolment for 2021-22 in SD62 was 12,351 with 1385 of those students identifying as Indigenous. A number of our students (1689) have special needs. The headcount at school levels is 5534 domestic students at elementary school, 2701 domestic students at middle school, and 3255 domestic students at secondary school.

SD62 Enrollment 2021-22

All students	12,351
Students identifying as Indigenous	1385
Students with special needs	1689
Headcount – Elementary	5534
Headcount – Middle	2701
Headcount – Secondary	3255
International Students	315

Source: B.C. Education System Performance - Sooke School District: Contextual Information (gov.bc.ca)

Students with Indigenous ancestry

In the 2021-2022 school year, there were 1385 Indigenous students attending schools in SD62 and the majority received funded academic support and culture/language support from the Na'tsa'maht Indigenous Education Department. A minority of Indigenous students live on reserve. About a third of the students are of Métis ancestry. Many students are self-identified (status and/or non-status) First Nations, Métis and Inuit from regions across Canada. The district ensures Indigenous students receive a quality education that fosters a strong sense of pride, confidence and knowledge of their heritage.

In November 2021, the government released the Aboriginal Report 2016/17 – 2020/21 How Are We Doing? The report is district specific and built from data generated from 2016-17 to the 2020-21 school year with a focus on the most current year (2020-2021) which enables a comparison to previous year's trends.

International Student Program

In the 2021-2022 school year, 315 international students (264 FTE) were enrolled in the district. 73 of these students were returning to the district whereas 242 were new. Students predominantly came from Germany (24%), China (18%), Japan (12%). Mexico (9%), Italy (9%),

Spain (7%), and Korea (5%). Most of these students (57%) are visitors on a cultural immersion track, while the remainder (43%) are here to stay until they graduate. The last few years have been challenging with the pandemic, reducing the number of students able to travel. For those who have traveled, there have been additional pressures from being apart from family at a time of global insecurity, and additional travel challenges due to constantly changing travel protocols and requirements. Out of the pandemic, there is an ongoing shortage of host families in our school district and across the country.

English Language Learners (ELL)

There was significant growth of ELL students in the 2021-22 school year. Numbers jumped from 291 in 2020-2021 school year to 406 in September 2021 and up to 487 by February 2022. The major increase in ELL student numbers was impossible to anticipate as many students are here with parents who are on work or study permits or are newly landed families with refugee status. The growth in enrollment that occurs later in the school year (after the September funding deadline) is a financial challenge for the district to manage, as many of these students come with English Language Learning needs but do not receive additional ELL support funding.

SD62 class sizes are above the provincial average. As fast as new schools are built, they are full following the fast pace of residential building happening in the district, particularly on the Westshore.

Class Size

Grade	Average SD62 Class Sizes			Provincial Average
	2019	2020	2021	Sept 2021
Kindergarten	18.7	18.3	19.6	17.4
Grades 1-3	20.9	18.1	21.2	19.2
Grades 4-7	25.6	22.2	25.2	23.2
Grades 8-12	23.7	12.5[1]	23.7	21.4

Appendix 7 - SD62 Staffing

2021-22 was a busy year for SD62 hiring with 1674 postings, and 313 new hires. 143 staff exited their roles.

The district was able to hold a celebration to acknowledge the dedication of our retiring staff and those achieving long service in their role.

SD62 Staffing 2018-2022

Total Number of Employees

# of Employees	2018-2019	2020-2021	2021-2022
Total Employees	1606	1753	1896

Staff Hiring and Exits 2021-22

2021-22	CUPE	STA	Exempt	Total
Total Active Employees	752	1029	115	1896
	CUPE	STA	Exempt	Total
New Hires	148	157	8	313
	CUPE	STA	Exempt	Total
Staff Exits	81	11	51	143
	CUPE	STA	Exempt	Total
Postings	792	848	34	1674

Appendix 8 - SD62 Budget

Note 2021-22 figures are subject to audit confirmation.

	2018-2019	2019-2020	2020-2021	2021-2022
Revenues	110.231	116.724	118.416	131.286
Expenses	108.470	113.726	120.302	130.211
Net Revenues	1.761	2.998	(1.886)	1.075

Board Info Note
Public Board Meeting
September 27, 2022
Agenda Item 10.2: Framework for Enhancing 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.

RATIONALE

- This is the second 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 and Parent Satisfactions surveys. New this year, is the inclusion of data sets collected within district from our locally developed Equity Surveys and the incorporation of student report card and attendance data.

- The Executive team continues to build coherence and alignment between the District's Strategic Plan and the data generated for 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 2022 FESL Report informs the Ministry of Education and the public on our progress towards our Strategic goals and objectives.

SOOKE SCHOOLS 62
Shaping Tomorrow Today

FRAMEWORK FOR ENHANCED STUDENT LEARNING (FESL)

Report to Ministry of Education

SEPTEMBER 2022

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District Context

This FESL document follows the requirements of the Ministry of Education Enhancing Student Learning Reporting Order M302. The Order links to Ministry policy which determines that all BC school districts are to prepare and submit to the Minister between June 30 and September 30, a report that includes all district level data from provincial assessments and other indicators related to human, social and career development.

Included in these data are subsets of data for students of Indigenous ancestry (on reserve and off reserve), children in care and children with unique needs. Note that throughout the document results are masked for privacy reasons (per government policy) where there are 10 or fewer participants in the data set.

The data for this report were extracted from the Ministry of Education SharePoint site using data reports that were set up for this purpose. Information on these data is also available to the public via the Ministry of Education website, including the Foundation Skills Assessment (FSA) and the BC Student Learning Survey. Further, we have incorporated a variety of additional data sets to demonstrate our progress towards the goals as stated in our Strategic Plan 2021-2025.

Adjacent to Victoria on southern Vancouver Island, School District No. 62 (Sooke) is the fastest growing school district on Vancouver Island and one of the fastest growing districts in British Columbia. The District operates in five municipalities: Langford, Colwood, Metchosin, Sooke and the Highlands and employs approximately 1,700 educators and support staff. As of September 2021, the operating budget for the District is in excess of $120 million with a student population of over 12,000. The District has a new Strategic Plan for 2021-25 that contains priorities for our work and focuses on three main goals of learning, engagement and growth.

As a school district, Sooke is experiencing a tremendous enrolment growth of 4.5% growth annually, resulting in 300-400 new students per year or the addition of 1 elementary school a year. This “growth factor” places unique pressures on the district, for example, provincial resource allocation is challenged to flow to the District at the same pace as our growth. The district’s ability to respond and meet the public’s expectations of a modern public education system is a challenge that ultimately trickles down to the classroom. New students, staff, spaces and a community in constant transition, all create vulnerability within our student population and communities, stretching our resources and capacity, as we work to employ and on-board new staff, welcome, train and ultimately create “winning conditions” for our staff so they, in turn, can create the same positive environment for our students. No school year is the same in Sooke and the dynamic of growth presents challenges that ultimately have impacts on student learning.

The FESL report contains student achievement data derived from the Ministry of Educations’ Foundation Skills Assessment (FSA) tests administered in Grades 4 & 7. Historically, FSA participation rates in the Sooke School District have been low, both in reference to the total number of students in our district that write the assessments (32.5% of students participated in the FSA for 2019-20 for the District) and in comparison to other BC school districts. The consistently low FSA participation rates create a challenge as the statistical validity of the data is questionable due to the small sample size. In this report, the Sooke School District will acknowledge and respond to the data derived from FSA tests, addressing the trends by providing the district context and providing forward-looking commentary and actions.

In response to the data challenge presented by our local FSA process, the district has focused on collaborative conversations with staff and constituents to develop additional data sets to complement the FSA results. This developmental and foundational work has enhanced our overall “body of evidence” to support conclusions and build responses to the trends around student’s learning and perspectives that are emerging and substantiated by a growing body of data and analysis generated within district.

Current Strategic Plan Priorities

The 2021-22 Annual Report looks at progress to the three strategic priorities: Learning, Engagement, Growth of the Strategic Plan 2021-25. The Strategic Plan 2021-25 reflects the vision, mission, values and beliefs of the Board of Education. Operational Plans are developed each year by the Superintendent and the district Executive Team, to detail what will be done that year to make progress towards the objectives outlined in the strategic plan.

The overall goal rubric achievement for the 2021-22 school year was:

Learning – Proficient	Engagement – Developing	Growth – Developing

The Learning Goal was assessed as proficient with regards to the rubric. This reflects:

- Students and staff are conscious of diversity and demonstrate understanding of diversity and inclusion.
- E.g., 89% of students, all the time or many times, respect people who are different from them (for example think, act or look different)
- Most students have the skills to think creatively and critically
- E.g., 79% of students agree that sometimes, many times or all the time they are learning ways to be a critical thinker (for example analyzing, making connections, asking questions, challenging assumptions)
- Most students, families and staff feel safe, that they belong, and are valued.
- E.g., 78% of students agree that all of the time or many times they feel safe at school.
- Enhanced pathways for student choice including more routes to graduation and greater opportunities for hands on learning.
- E.g., 69% of students agree that all of the time, many times or sometimes, they get to provide input into what they learn and how they learn (such as suggesting topics that interest them and choosing their own projects).

The Engagement Goal was assessed overall as Developing on the rubric. This reflects:

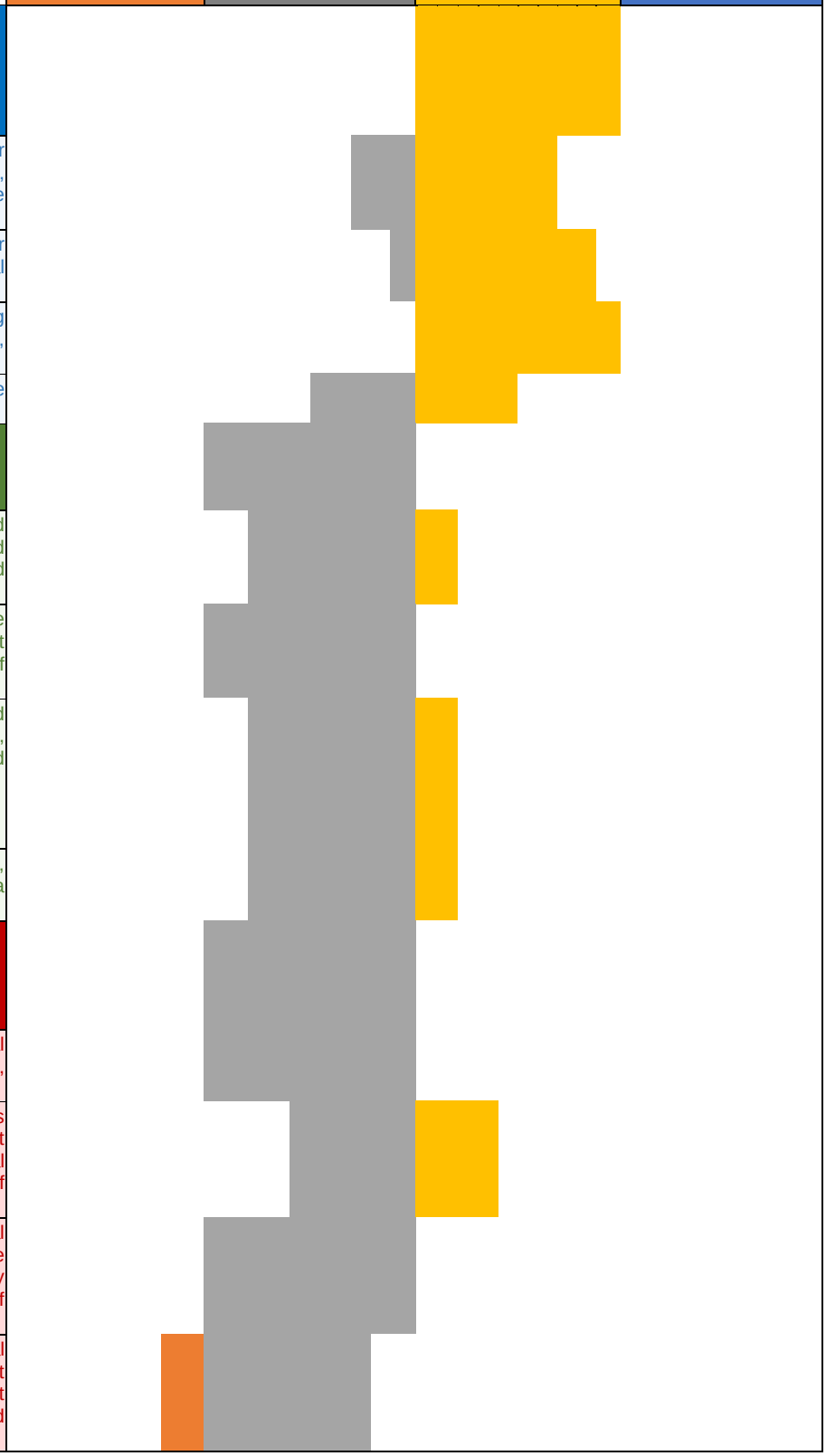
- Some opportunities for students, staff and other community partners to provide input.
- E.g., There were 52 strategic engagement activities in 2021-22 including gatherings, surveys and use of the platform 'Thought Exchange' to gather views of students, staff and the wider community.
- Indigenous student graduation rates are approaching parity with Non-Indigenous students.
- There is still progress to be made on this item as the gap between indigenous and non-indigenous graduation rates is 20% - which means it is in the emerging category of the rubric.
- A basic communications plan.
- E.g., The Communications Plan has been developed and extended (actually to proficient level).
- Some systems are in place to inform the state of wellness of staff and students.
- E.g., As well as multiple training offerings to staff, 48% of students agreed that they are learning how to care for their physical health at school.

The Growth Goal was assessed as Developing on the rubric. This reflects:

- Some systems in place to support the growth of our facilities.
- E.g. The Program Review of 2020-21 resulted in 137 recommendations to implement.
- Parts of the organization have defined practices in operation with regards to diversity, equity and inclusion (DEI)
- E.g., The creation and undertaking of the first Employment Equity Survey. Results will be used to create equity practices to remove barriers for hiring processes and support fair and equitable hiring.
- Some resources, policies, that directly support environmental sustainability
- E.g. While the number of students, staff, buildings and fleet vehicles have increased since 2010, our emissions have decreased by 27.5% for buildings and 13.3% for the fleet.

Overall Rubric Proficiency 2021-2022

			EMERGING	DEVELOPING	PROFICIENT	EXTENDING
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				
	2	To provide opportunities for learners to develop critical and creative thinking skills				
	3	To ensure our learning environments are safe, accessible and welcoming.				
	4	To enhance student choice and voice				
ENGAGEMENT GOAL **Create a culture of belonging**						
OBJECTIVE	**1**	To develop, expand and implement, inclusive and collaborative, practices and processes				
	2	To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit"				
	3	To develop, expand and implement respectful, effective, clear and transparent communications				
	4	To continue to develop, expand and implement a culture of wellness				
GROWTH GOAL **Pursue organizational excellence to support a vibrant school district**						
OBJECTIVE	**1**	To strengthen organizational practices to ensure diversity, equity and inclusion (DEI).				
	2	To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging.				
	3	To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources				
	4	Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment				



District Successes

A year ago, the Sooke School District Board of Education launched a new Strategic Plan to drive the district vision forward and focus on three priority areas (Learning, Engagement and Growth) over the next four years. As we worked together to execute the first year of the plan, we were faced with shocking growth that doubled our enrollment projection of 400 new students to 827 new students. The funding announcement for the South Langford Elementary School build in June was a welcome relief for our growing West Shore community. While we are excited about our two new schools set to open for the 2022-23 school year, we expect them to be close to capacity within the next couple of years. Raising awareness of our growth and getting new schools built will continue 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:

- Beacon Community Services will offer childcare at PEXSISEN Elementary School beginning in September 2022.
- Hulitan Family & Community Services will build a childcare space on the grounds of Colwood Elementary in partnership with M'akola Development Services. The childcare programming will be focused on offering culturally grounded, trauma-informed, school readiness services to Indigenous families.
- An unprecedented collaboration with Royal Roads University, the University of Victoria, Camosun College and the Justice Institute of British Columbia to offer programming and pathways for students at a future West Shore campus location.
- The introduction of a Climbing Academy at Belmont Secondary School with the support of BoulderHouse and the City of Langford.

POINTS OF PRIDE

- Completion of in-depth and extensive program reviews of our district which resulted in 137 recommendations and flowed into decisions for the 2022-23 Budget.
- The 2022-2027 Na'tsa'maht Enhancement Agreement draft has been approved and will be formally adopted in a signing ceremony with the local Nations in September 2022.
- Creation of an Employment Equity Survey to be reviewed and implemented annually to hear from our staff on how we can create a more inclusive, flexible and respectful work environment.
- Our secondary students earned almost $1 million collectively in scholarship funding last year.
- A student and Trustee forum was held in March to hear from our students on how we approach designing future schools. Their feedback led to the development and creation of our Building Design Guidelines.
- Our Inclusive Education team developed a Communication board to help students who are non-verbal or have limited language skills express themselves. The boards have been installed at all of our elementary schools. The adoption of the boards has reached beyond our schools and we have partnered with stakeholders such as the City of Colwood to install them at community playgrounds.
- We facilitated a Trustee and staff gathering in April with a guest keynote who focused on the importance of sleep and how to set healthy boundaries between work and personal life.

Strategic Engagement

We are committed to creating a culture of belonging. This means engaging with our whole community (staff, students, parents, and community members) as partners in student success. Public engagement is a critical part of the decision-making process.

Engagement is a priority in our Strategic Plan. Participating in engagement opportunities on our site is a convenient way to:

- Share your voice
- Contribute at a time and place that suits you
- Provide input on a range of issues and topics affecting SD62
- See what's up next or what we've already done

Past Engagements:

Equity in Action

We are always striving to improve education for our students. This survey helps us to self-assess and respond in strategic ways to create learning successes for all students, particularly on how to create learning opportunities for Indigenous and non-Indigenous learners. This survey closed on May 27, 2022.

Guiding Principles for Designing Future Capital Projects Trustee Student Forum on New School Design with Student Leaders

We gathered community-wide feedback through Thought Exchange about our proposed guiding design principles, that were developed in consultation with our staff, our partner groups and with student leaders who attended the Trustee Student Forum in March 2022. The proposed principles will guide future capital projects such as the design of new schools. The Thought Exchange closed on May 26, 2022.

SD62 Design Principles for Capital Projects

2022-23 Annual Budget

The Sooke School District is reviewing and preparing the 2022-23 budget to align with our Strategic Plan. We are projecting a shortfall of $3.085 million largely due to unfunded inflation costs and operational costs of opening two new schools. District staff proposed to address the projected shortfall through a combination of absorbing pressures through growth, delaying expenditures where possible and using the financial reserve. The survey closed on May 19, 2022. Members of the public were also invited to the Education Committee Meeting of the Whole on April 19 where the first draft of the budget was discussed.

Summary Budget Plan 2022-23

Budget Presentation - Resource Committee Meeting (April 12, 2022)

Na'tsa'maht Enhancement Agreement Renewal

As part of the renewal process for the Na'tsa'maht Enhancement Agreement, we sought public input with regards to our current goals and ways that we can further develop the agreement with our Indigenous partners. This survey closed April 22, 2022.

Student Transportation

The Sooke School District Board of Education had public feedback period for the proposed changes to the Transportation Policy and Regulation. This survey closed April 4, 2022.

Student Performance Data Analysis and 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)

	2019/20			2020/21			2021/22		
Label	**Writers**	**OT/E**	**OT/E %**	**Writers**	**OT/E**	**OT/E %**	**Writers**	**OT/E**	**OT/E %**
ALL STUDENTS	308	211	69%	248	198	80%	375	274	73%
Aboriginal	40	26	65%	24	19	79%	31	19	61%
Status-Off	38	23	61%	23	19	83%	28	17	61%
Status-On	5	4	80%	1	0	0%	3	2	67%
CYIC	1	0	0%	0	0	0%	#N/A	#N/A	#N/A
Special Needs	12	8	67%	15	10	67%	17	9	53%

1.1.3 GRADE 7 READING and LITERACY (FSA)

	2019/20			2020/21			2021/22		
Label	**Writers**	**OT/E**	**OT/E %**	**Writers**	**OT/E**	**OT/E %**	**Writers**	**OT/E**	**OT/E %**
ALL STUDENTS	262	157	60%	215	172	80%	258	188	73%
Aboriginal	39	14	36%	27	21	79%	37	23	61%
Status-Off	35	13	37%	26	22	83%	32	20	61%
Status-On	5	1	20%	2	0	0%	5	3	67%
CYIC	4	0	0%	3	0	0%	#N/A	#N/A	#N/A
Special Needs	30	10	33%	31	21	67%	44	23	53%

Comments on Grade 4 and 7 Literacy

Overall, of the 36.5% of students who wrote the FSAs in 2021-22, **73.0%** of students are 'On Track or Extending.' Comparatively, when considering the summative report cards, which captures the achievement of all of our students, **64.8%** of students achieved 'Proficient' or 'Extending', which is a valid measure of achievement.

It is the goal of Sooke to continue to increase literacy levels of all students with the implementation of the K-12 Literacy plan. Our goal ahead is to increase the percentage of students who are 'on-track and exceeding' by a minimum of 5.2% to achieve 70% of students who are Proficient or Extending over 4 years. The 2022-23 school year marks the implementation of a K-12 District Literacy plan comprising of targeted, job-embedded, research-based professional development in elementary and middle schools. This approach includes targeted intervention by specialist teachers based upon screenings to identify which foundational skills to explicitly teach as a part of a well-rounded literacy program.

Measure 1.2: Grade 10 Literacy Expectations

1.2.1 GRADE 10 READING (Provincial Assessment)

	2019/20			2020/21		
Label	**Writers**	**PT/E**	**PT/E %**	**Writers**	**PT/E**	**PT/E %**
ALL STUDENTS	272	199	73%	532	362	68%
Aboriginal	28	18	64%	57	28	49%
Status-Off	27	18	67%	52	27	52%
Status-On	1	0	0%	5	1	20%
CYIC	0	0	0%	4	1	25%
Special Needs	31	17	55%	81	36	44%

Comments on Grade 10 Literacy

Sooke's Grade 10 Literacy Provincial Assessment PT/E score of **68%** . As a more robust indicator, students achieving 'letter grades at or above a C+ in the subject areas of Social Studies 10 **(81%),** Science 10 **(63.4%)** and New Media 10 **(81.1%)**, which student's identified as the disciplines that helped the most in completing the assessment provides a fulsome measure of achievement. Students also identified Critical and Creative Thinking as competencies that they drew upon to successfully complete the assessment.[1] These competencies align with Sooke School District's Learning Goal in the Strategic Plan.

Our future oriented goal is to continue to provide opportunities for students to be equitably engaged in reading, writing and academic conversations across these disciplines. This goal is being actioned through targeted professional learning connected to the District's K-12 Literacy Plan.

[1] Cross Curricular Nature of the Grade 10 English and Francais langue premiere Graduation Literacy Assessments (November 2018, Ministry of Education).

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

2.1.1 GRADE 4 NUMERACY (FSA)

	2019/20			2020/21			2021/22		
Label	**Writers**	**OT/E**	**OT/E %**	**Writers**	**OT/E**	**OT/E %**	**Writers**	**OT/E**	**OT/E %**
ALL STUDENTS	312	194	62%	244	195	80%	374	228	61%
Aboriginal	43	17	42%	22	14	64%	29	14	48%
Status-Off	38	16	42%	21	14	67%	26	12	46%
Status-On	5	2	40%	1	0	0%	3	2	67%
CYIC	1	0	0%	0	0	0%	#N/A	#N/A	#N/A
Special Needs	16	6	38%	14	12	86%	16	6	38%

2.1.2 GRADE 7 NUMERACY (FSA)

	2019/20			2020/21			2021/22		
Label	**Writers**	**OT/E**	**OT/E %**	**Writers**	**OT/E**	**OT/E %**	**Writers**	**OT/E**	**OT/E %**
ALL STUDENTS	251	108	43%	210	134	64%	249	132	53%
Aboriginal	39	10	26%	25	14	56%	33	7	21%
Status-Off	34	10	29%	24	14	58%	30	7	23%
Status-On	5	0	0%	2	1	50%	3	0	0%
CYIC	4	0	0%	3	1	33%	#N/A	#N/A	#N/A
Special Needs	31	10	32%	32	15	47%	41	10	24%

Measure 2.1

Grade 4 Math MyEdBC Summative Reports ***English and French Immersion combined**

	2020/21			2021/22		
Label	**Students**	**Proficient/E**	**OT/E %**	**Students**	**Proficient/E**	**OT/E %**
ALL STUDENTS	698	482	69.1%	581	402	69.2%
Aboriginal	63	28	44.4%	46	27	58.0%
Special Needs	88	35	40%	77	26	34.0%

[1] Cross Curricular Nature of the Grade 10 English and Francais langue premiere Graduation Literacy Assessments (November 2018, Ministry of Education).

Grade 7 Math MyEdBC Summative Reports *English and French Immersion combined

	2020/21			2021/22		
Label	**Students**	**P/E**	**P/E %**	**Students**	**P/E**	**P/E %**
ALL STUDENTS	747	516	66.4%	808	529	65.5%
Aboriginal	118	63	53.4%	78	31	40.0%
Special Needs	146	53	36.3%	164	61	37.2%

Measure 2.1 - Comments on Grade 4 and Grade 7 Numeracy:

Of the 45% of all students who wrote the Numeracy FSA assessment, **57.8%** of students are 'On-track or Extending'. Comparatively, the rates of students achieving 'Proficient' or 'Extending' in MyEdBC Summative Reports offer a more accurate analysis of the numeracy levels in our schools at **67.0%.** These findings point to a need for our district to focus on increasing student numeracy proficiencies in the intermediate and middle years. Our goal ahead is to increase the percentage of students 'proficient and extending' by 3 % in Grade 4 and 5% in Grade 7 over 4 years. Strategies identified in the Sooke Curriculum Transformation Operational Plan are resourced and aligned with priorities identified in the Board of Education Strategic Plan. These strategies will increase opportunities to support educators with teaching resources, collaborative professional learning opportunities and conceptual understanding and critical thinking in numeracy. Culturally responsive assessment principles will inform and support students in their continued development.

Measure 2.2: Grade 10 Numeracy Expectations

2.2.1 GRADE 10 NUMERACY (Provincial Assessment)

	2018/19			2019/20			2020/21		
Label	**Writers**	**PT/E**	**PT/E %**	**Writers**	**PT/E**	**PT/E %**	**Writers**	**OT/E**	**OT/E %**
ALL STUDENTS	344	51	15%	307	100	33%	458	124	27%
Aboriginal	33	4	12%	35	7	23%	57	10	18%
Status-Off	32	4	13%	34	7	24%	53	10	19%
Status-On	1	0	0%	1	0	0%	4	0	0%
CYIC	1	0	0%	2	0	0%	4	1	25%
Special Needs	52	4	8%	47	10	21%	76	17	22%

Comments on Grade 10 Numeracy:

"While previous grade 10 Mathematics examinations focused only on the content knowledge within the Grade 10 Mathematics curriculum, the Grade 10 Graduation Numeracy Assessment emphasizes the application of sophisticated mathematical reasoning, understanding, and insight across areas of learning."[2] The percentage of SD62 students who are 'Proficient' or 'Extending' in the Grade 10 Numeracy assessment is **33.8%** . However, there is a three-year trend of increasing proficiency from year over year. To supplement this data and lend a higher validity comparison of how our students are achieving in Numeracy relative to the Provincial Assessment, students achieving a letter grade of C+ or higher in aggregate achievement in Foundations 10, Pre-calculus 10 and Workplace Math 10 is **64.2%.** Our goal moving forward is to continue to decrease the discrepancy between the district and provincial results on the Numeracy Graduation Assessment and increase the percentage of students achieving a letter grade of C+ or higher by 5% over 4 years. To reach this outcome, professional learning opportunities and resources will be available for educators.

[1] Grade 10 Graduation Numeracy Assessment Specifications, Ministry of Education 2019.

[2] Grade 10 Graduation Numeracy Assessment Specifications, Ministry of Education 2019.

Measure 2.3: Grade to Grade Transitions

2.3.1a Grade to Grade Transition Count

	2018/19		2019/20		2020/21	
Label	**10 to 11**	**11 to 12**	**10 to 11**	**11 to 12**	**10 to 11**	**11 to 12**
ALL STUDENTS	771	754	754	769	838	812
Aboriginal	108	119	104	93	113	105
Status-Off	98	108	97	85	104	99
Status-On	10	11	7	8	9	7
CYIC	8	14	11	12	10	9
Special Needs	150	141	147	152	151	162

2.3.1b Grade to Grade Transition Rate

	2018/19		2019/20		2020/21	
Label	**10 to 11**	**11 to 12**	**10 to 11**	**11 to 12**	**10 to 11**	**11 to 12**
ALL STUDENTS	95%	89%	96%	92%	98%	89%
Aboriginal	91%	82%	88%	87%	96%	89%
Status-Off	94%	82%	87%	87%	95%	88%
Status-On	60%	73%	100%	88%	100%	100%
CYIC	100%	57%	64%	92%	100%	78%
Special Needs	91%	84%	93%	86%	99%	93%

Comments on Grade to Grade Transitions:

The percentage of students transitioning from Grade 9 to Grade 10 is consistent as noted by slight decreases in the transition between Grade 10 and Grade 11. A factor to consider is the onset of graduation requirements and a reduction in "social promotion." The trend shows an improvement in rates in all groups in recent years. To be noted, Indigenous and Special Needs students have demonstrated consistent and improving rates of transition. Contextually our student population continues to increase annually which provides a more valid sample size to reflect upon. Another factor to consider is the incredible success rates for all student's post COVID in 20/21 in the 1/8th timetable/schedule. 19/20 was COVID interrupted, 20/21 was the 1/8th model, 21/22 semester. Future considerations for the district is reflecting on the student achievement data from EMCS ¼ vs RBSS/Belmont semester timetable structures and its relation to transitional data.

Human and Social Development

Educational Outcome 3: Students Feel Welcome, Safe, and Connected

Measure 3.1: Student Sense of Belonging

3.1.1 Feel Welcome

	2018/19			2019/20			2020/21		
Label	**Res**	**Pos Res**	**Pos Rate**	**Res**	**Pos Res**	**Pos Rate**	**Res**	**Pos Res**	**Pos Rate**
ALL STUDENTS	1756	1212	69%	1094	700	64%	1,598	1119	70%
Aboriginal	209	138	66%	136	67	49%	168	102	61%
Status-Off	191	124	65%	126	60	48%	162	100	62%
Status-On	19	14	74%	12	7	58%	9	3	33%
CYIC	7	3	43%	5	2	40%	12	7	58%
Special Needs	239	143	60%	130	69	53%	220	136	62%

Comments on Student Sense of Belonging:

Comparing the data between Aboriginal and all students responses to "Do you feel welcome at your school?" in the student learning survey, Aboriginal Elementary students responses "yes" at a 53% rate compared to all students 72%; at the secondary level it was 23% Aboriginal, 67% all students. A challenge presents itself in that 23% of secondary Aboriginal students felt welcome at their school.

In regards to the responses to the question, "At school are you being taught about Aboriginal/First peoples in Canada at school?". At the elementary level (Gr. 4) 41% of the Aboriginal students responded "all of the time" or "many times", compared to 34% of Non-Aboriginal students. SD62 is slightly above provincial average which is 35% for Aboriginal and 28% for non-Aboriginal.

At middle school (Gr. 7), 43% Aboriginal students responded "all of the time" or "many times" compared to 31% Non-Aboriginal students. The provincial average is 39% for both Aboriginal and Non-Aboriginal students. SD62 is above average with Aboriginal students, but 8% below average with Non-Aboriginal students at this grade. One conclusion of SD62 data is that elementary and middle years Aboriginal students may identify more, and notice, the Aboriginal content, than their non-Aboriginal peers. However, at the Secondary level, there is only a 3% difference in SD62 which is close to the provincial difference of 4%.

3.1.1 Feel a Sense of Belonging

	2018/19			2019/20			2020/21		
Label	**Res**	**Pos Res**	**Pos Rate**	**Res**	**Pos Res**	**Pos Rate**	**Res**	**Pos Res**	**Pos Rate**
ALL STUDENTS	1,756	966	55%	1,094	525	48%	1,598	783	49%
Aboriginal	209	100	48%	136	52	38%	168	77	46%
Status-Off	191	92	48%	126	49	39%	162	75	46%
Status-On	19	10	53%	12	4	33%	9	3	33%
CYIC	7	3	43%	5	1	20%	12	6	50%
Special Needs	239	100	42%	130	49	38%	220	86	39%

3.1.3 Feel Safe

	2018/19			2019/20			2020/21		
Label	**Res**	**Pos Res**	**Pos Rate**	**Res**	**Pos Res**	**Pos Rate**	**Res**	**Pos Res**	**Pos Rate**
ALL STUDENTS	1772	1309	74%	1086	757	70%	1,606	1221	76%

Comments on Student Sense of Belonging:

We have seen a marked increase in the number of students who feel both welcomed and experience a sense of belonging in our schools, with data points moving up significantly in all areas, except with our students who identify as Status On-Reserve. Given the very small number of students that identify in this category, while the percentage difference appears to be quite a drop, it is actually only the difference of one more student reporting negatively than from the year before, i.e. 5/12 reported negatively, while this year 6/9. Some factors that may be contributing to this increased sense of welcome and belonging is the increase in conversations and awareness across our system about Trauma Informed Practice and the value of creating schools as safe spaces for all students. We recognize that with our intense growth in population, the importance of focusing on positive transitions into our schools also grows. As such, we have concentrated in-service time on capacity-building activities related to Trauma Informed Practice and Mental Health Literacy.

Measure 3.2: Two or More Adults Who Care About Them

3.2.1 Adults Who Care

	2018/19			2019/20			2020/21		
Label	**Res**	**Pos Res**	**Pos Rate**	**Res**	**Pos Res**	**Pos Rate**	**Res**	**Pos Res**	**Pos Rate**
ALL STUDENTS	1,756	1212	69%	1,094	689	63%	1,598	991	62%
Aboriginal	209	140	67%	136	83	61%	168	97	58%
Status-Off	191	130	68%	126	77	61%	162	94	58%
Status-On	19	10	53%	12	7	58%	9	6	67%
CYIC	7	4	57%	5	2	40%	12	8	67%
Special Needs	239	160	67%	130	75	58%	220	150	68%

Comments on "Having Adults Who Care About Them":

Data in this area appears to be very stable from last year. While there were some increases, the small sample sizes of 9 and 12 students makes it difficult to reliably compare from year to year. More importantly, the data is pointing to the fact that overall, over a third of our students who answered the survey do not feel that they have 2 or more adults who care about them, which is concerning. This data is somewhat in line with our Grade 6 MDI survey, completed this past Spring, which showed that 52% of our Grade 6 students reported having 2 or more important adults at school. However, in general, only 9% of students in Grade 6 felt they did not have an adult at school who cared about them. So, while it would appear that many students did not feel they had two or more caring adults, the majority had at least one significant adult. A factor that we might want to consider here is the impact of covid and the restrictions that have been in place around extra-curricular and cross-classroom activities, which ordinarily would have created a sense of "school culture" but during the past years have been cancelled or minimized. This may have led to less opportunities for students to connect and get to know adults other than their key classroom teacher. In addition, with regards to the MDI data, this survey was done in the Jan/Feb. of the Grade 6 year, just 5 months after they transitioned into middle school so it would stand to reason that they may not have had many opportunities to consider many adults other than their classroom teacher a "significant adult".

In SD62, the overall 3-year trend for students who responded to "yes" to "Adults that Care" has dropped from 69% to 62%. Overall, Indigenous students has seen this drop from 67% to 58%; however, First Nation students with Status living on-reserve, the last 3 years show an increase from 53% to 67%. For Children/Youth in Care, it is up to 67% as well, and Special Needs is also up from 58 to 68%. Reflecting on last year's curiosity, a higher percentage of students with special needs are feeling like 2 or more adults care for them in school, with an increase of 10%.

For students who "feel safe" that data points ranged from 70-76%, with the highest being in 2020/21 for all students. Looking at Aboriginal vs. Non-Aboriginal students at Gr 4, 7 and 10 reveals we are slightly provincial rates in some areas. Retrieved from the HAWD Reports, Gr 4 in SD62 is 78% (A) vs. 83% (N-A); this is above the provincial average of 76% for Aboriginal students and 81% for non-Aboriginal students. Gr 7 in SD62 is 68% (A) vs. 69% (N-A); this is above the provincial averages of 63% for Aboriginal students. Gr 10 in SD62 is 63%(A) vs. 77% (N-A). The largest difference is in Grade 10 where there is a 14% difference. Provincially at Grade 10, it is 64%(A) vs. 75% (N-A), an 11% difference.

For students who "feel a sense of belonging in their school" the data has remained within 6% over the last 3 years, ranging from 49 to 56%, with the highest in 2020/21. For students who "feel welcome" at school, overall the rate is at its highest in 3 years, 70%. For Indigenous students, there was a drop in 2019/20 down to 49%, but that went back up to 61% in 2020/21. For First Nation students with Status living on-reserve, the last 3 years show a decrease from 74% to 33%. Looking ahead, with the renewal of the SD62 Na'tsa'maht Enhancement Agreement, SD62 will be committed to the success of Indigenous students. Through the Equity in Action project, school teams will deepen understanding and implementation of the Learning Environment and Pedagogical Core pillar, while beginning to focus on the Student Learning Profile.

Career Development

Educational Outcome 4: Students will graduate

Measure 4.1: Achieved Dogwood Within 5 Years

4.1.1 5-Year Dogwood Completion

	2018/19		2019/20		2020/21	
Label	**Count**	**Rate**	**Count**	**Rate**	**Count**	**Rate**
ALL STUDENTS	763	77%	791	80%	789	84%
Aboriginal	120	61%	114	65%	124	63%
Status-Off	109	64%	98	70%	114	64%
Status-On	11	40%	16	34%	10	56%
CYIC	16	38%	22	30%	21	26%
Special Needs	174	48%	184	61%	172	61%

Comments on Dogwood Completion Rates:

Referring to the "How Are We Doing" (HAWD) Report, the 6-year completion rate for Aboriginal students is 71% in SD62 which is similar but slightly lower compared to the provincial rate of 72%. Of note, there is difference of 20% between Aboriginal and Non-Aboriginal students in SD62, slightly better than the provincial difference of 21%. This reveals a gap between Aboriginal and Non-Aboriginal students completing their Dogwood. In SD62 Aboriginal females are graduating above provincial average (80% vs. 75%). Another observation is that the gender gap is greater in SD62 Aboriginal students than non-Aboriginal students, more significantly in males. For instance, 61% Aboriginal males compared to 80% Aboriginal females. That is a difference of 19% in SD62 compared to 5% provincially.

Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary

5.1.1 Transition to post-secondary within 1 year

	2017/18			2018/19			2019/20		
Label	**Cohort**	**Trans**	**Rate**	**Cohort**	**Trans**	**Rate**	**Cohort**	**Trans**	**Rate**
ALL STUDENTS	582	233	40%	629	258	41%	635	254	40%
Aboriginal	70	21	30%	76	27	36%	73	27	37%
Status-Off	66	20	30%	70	24	34%	67	26	39%
Status-On	4	1	25%	6	3	50%	6	1	17%
CYIC	6	4	67%	7	3	43%	6	3	50%
Special Needs	75	27	36%	95	40	42%	91	27	30%

5.1.2 Transition to post-secondary within 3 years

	2015/16			2016/17			2017/18		
Label	**Cohort**	**Trans**	**Rate**	**Cohort**	**Trans**	**Rate**	**Cohort**	**Trans**	**Rate**
ALL STUDENTS	509	336	66%	543	315	58%	582	355	61%
Aboriginal	65	43	66%	69	34	49%	70	31	44%
Status-Off	59	39	66%	60	31	52%	66	28	42%
Status-On	7	4	57%	9	3	33%	4	3	75%
CYIC	8	5	63%	5	4	80%	6	5	83%
Special Needs	65	41	63%	67	46	69%	75	43	57%

Comments on transition to post-secondary:

Dogwood completion is trending in a positive direction. Emerging out of COVID, all secondary schools adopted the 1/8th model. During this year, 84% of ALL STUDENTS graduated which was a three year high. Provincially, we have improved to near provincial average (-1%). Our Aboriginal 5-year grad rates exceed the provincial average although it continues to be inconsistent (+/- 4%).

The data for transition to post-secondary in the first year is out of date (3 years), however to note is that in comparison to our neighboring districts (61, 63, 79) as well as the provincial average, we continue to be below rates for immediate entrance into post-secondary schools. We need to consider the cost of post-secondary, proximity to post-secondary, and the nature of vocational options. With consideration to students with special needs, there was -12% decrease in transitioning to post-secondary which may have been affected by COVID mandates and the need for students with immune compromised health to remain isolated longer.

The metrics required for this process have not considered 6-year graduation rates, adult graduation rates or school leaving certificates. It also has not considered our English Language Learner population. A lens of diversity, equity and inclusion needs to take these alternative metrics in to account when painting a picture of student success.

Future Considerations:

While celebrating relative success of our indigenous students, we are mindful of being diligent in continuing to nurture an environment of *equity* and strive for further success. A question we are considering for students who have received ELL (English Language Learning) support throughout their education program in British Columbia is how does the graduation rate for students who have received ELL support compare to the rest of the student population? Additionally, are these graduation rates impacted by the entry point of the student into the BC Education System? A consideration is to include this population of students in the data collection.

A supposition to consider is the nature of employment for families in our district and the influence it may have on the choices of our students as shown in our strategic plan survey. When reflecting on the transition to post-secondary within 3 years, our students fare very well in comparison to the provincial average and neighboring districts. Reflecting on the 3-year transitional rate to post-secondary, we are significantly above the provincial average. These data reinforce the supposition.

Students enrolled in Career programs such as South Island Partnership offerings, Dual Credit opportunities, Trades (Trades Awareness Skills & Knowledge, TASK & ACE-IT), Work Experience, Youth Work in Trades, Youth Train in Trades, etc. should be included in data collection. The process and analytics for this data is under development. As we emerge from COVID restrictions, our schools will once again be gathering student reflections/data through the Capstone presentations.

Conclusion

SD62's Framework for Enhancing Student Learning continues to evolve in its depth of information and evidence that documents the strategies & actions undertaken in our district to improve the life outcomes of students and foster the growth and development of educated and fully capable citizens who are 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 is available at: (link will appear here after Board ratifies the Annual Report) in the SD62 Annual Report (2022) to the Board on the Strategic Plan 2021-2025.

2022/23 ANNUAL PLANNING CALENDAR

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
SEPT 2022	29	30 Leadership Team Board Mtg	31	1	2	5	6 Ed-Policy Mtg	7	8	9	12 Resources Mtg	13	14	15	16	19	20 Trustee Candidate Session	21	22	23	26	27 Na'tsa'maht Signing Board Mtg	28	29	30
OCT 2022	3	4 Ed-Policy Mtg	5 Leadership Team	6	7	10	11 Resources Mtg	12	13	14 BC Election Oct 15	17	18	19	20	21	24	25 Board Meeting	26	27 JCAM	**28**	31 New Board Orient				
NOV 2022		1 Inaugural Board Mtg	2 Leadership Team	3 BCSSA Fall Conf	4 BCSSA Fall Conf	7 BCPSEA Symposium	8 BCPSEA Symposium Ed-PolicyMtg	9	10	11	14	15 Resources Mtg	16	17	18	21 Board Learning Session	22 MOU Municipality Meetings	23	24	25	28	29 Board Meeting	30 BCSTA Academy		
DEC 2022				1 BCSTA Academy	2 BCSTA Academy	5	6 Ed-Policy Mtg	7 Leadership Team Resources Mtg	8	9	12 Board Learning Session	13 Board Meeting	14	15	16	19	20	21	22	**23**	26	27	28	29	**30**
JAN 2023	2	3 Ed-Policy Mtg	4 Leadership Team	5	6	9	10 Resources Mtg	11	12	13	16	17 Audit Committee	18	19	20	23 Board Learning Session	24 Board Meeting	25	26 BCPSEA AGM	27	30	31			
FEB 2023			1 Leadership Team	2	3 Board Planning Session	6	7 Ed-Policy Mtg	8	9 Partner Liaison Mtg	10	13	14 Resources Mtg	15	16	17	20	21	22	23	24	27	28 Board Meeting			
MAR 2023			1 Leadership Team	2	3	6	7 Ed-Policy Mtg	8 Resources Mtg	9	10	13 Board Learning Session	14 Board Mtg	15	16	17	20	21	22	23	24	27	28	29	30	31
APR 2023	3	4 Ed-Policy Mtg	5 Leadership Team	6	7	10	11 Resources Mtg MOU Municipality Meetings	12	13	14	17	18 Audit Committee	19	20	21	24 Board Learning Session	25 Board Meeting	26	27 BCSTA AGM	28					
MAY 2023	1	2 Ed-Policy Mtg	3 Leadership Team	4	5	8	9 Resources Mtg	10	11	12	15	16	17	18	19	22	23 Board Meeting	24	25	26	29	30	31		
JUNE 2023				1	2	5	6 Ed-Policy Mtg	7	8	9	12	13 Resources Mtg	14	15	16	19	20 Audit Committee	21	22	23	26	27 Board Meeting	28	29	30
JULY 2023	3	4	5 Leadership Team	6	7 Board Orient Session																				

WINTER BREAK – December 19, 2022-January 2, 2023

SPRING BREAK – MARCH 20-31

School Closure Stat & School Holidays Non-Instructional Day

SD62 Operational Plan 2022-23

	Strategic Objective	Objective
L1	To provide opportunities for learners to understand, respect and appreciate diversity and inclusion	Support the collaborative work of Inclusive Education Services (IES) with all District Principals (L1).
L1	To provide opportunities for learners to understand, respect and appreciate diversity and inclusion	Develop a Curriculum Operations Plan with a focus on: • K-12 Literacy. Including a focus on building and strengthening relationships across all levels (L1, L2). • Assessment, evaluation, and reporting policy (G3).
L2	To provide opportunities for learners to develop critical and creative thinking skills	Continue to build and expand ways to improve and measure students' creative, critical and social thinking (L2)
L2	To provide opportunities for learners to develop critical and creative thinking skills	Develop a learner profile tool for students with Indigenous ancestry to support their academic success (L2, E2).
L2	To provide opportunities for learners to develop critical and creative thinking skills	Develop training: for the Leadership Team that includes labour relations, collective agreements, conflict management; and for schools develop training in labour relations and human resource practices. Staff training in these areas will provide ongoing support for the work of the department (L2).
L2	To provide opportunities for learners to develop critical and creative thinking skills	Begin the implementation of the Middle School Philosophy including the development of consistent timetable principles across all middle schools (L1, L2, L3, L4).
L3	To ensure our learning environments are safe, accessible and welcoming.	Explore ways to provide blended learning at the elementary level and expand at the middle school level (L3 and L4).
L3	To ensure our learning environments are safe, accessible and welcoming.	Undertake a system scan of IES services, specifically as it relates to supporting students with challenging behaviours (L3).
L3	To ensure our learning environments are safe, accessible and welcoming.	Support our schools to be safe places by deepening system practices and processes to deal with the increased complexity of students and connecting schools to CIRT processes (L3).
L4	To enhance student choice and voice	Implement learning hubs at secondary schools to enhance online learning options (L4).
L4	To enhance student choice and voice	As part of the Alternate Education portfolio: o Implement and assess the "Take A Hike" program (L4). o Explore a revised vision for the Milnes Landing Alternative programming (L4). Develop a program vision for implementation at the Westshore Post-Secondary that compliments the direction of the facility (L4).
E1	To develop, expand and implement, inclusive and collaborative, practices and processes	Distribute the process of school staffing to create shared accountability amongst the Associate Superintendents (E1).

SD62 Operational Plan 2022-23

E2	To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit"	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 (E2).
E2	To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit"	Develop a process and implementation plan for performance management and growth in alignment with the HR Operations Plan (E1).
E2	To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit"	Develop Board Authorized courses for the Indigenous Graduation credit required for secondary graduation (L1, L2, L4 E2).
E2	To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit"	Extend and implement work on 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 (E2).
E3	To develop, expand and implement respectful, effective, clear and transparent communications	• Style Guide and Brand Guide • Communications Plan • Annual Event Plan and Targets • Clear delegation of Communication responsibilities (E3).
E4	To continue to develop, expand and implement a culture of wellness	Provide a system of attendance support, disability management which are supported through data on dashboards (E4).
E4	To continue to develop, expand and implement a culture of wellness	Explore and implement a revised Healthy Schools Healthy People framework (E4).
E4	To continue to develop, expand and implement a culture of wellness	Develop and implement a learning series for leadership on cultivating resilience (Onward) (E4).
E4	To continue to develop, expand and implement a culture of wellness	Strengthen District connections and presence in schools (E4).
G1	To strengthen organizational practices to ensure diversity, equity and inclusion (DEI).	Use the Employment Equity Survey results to develop an action plan connected to policy development and equity hiring practices and processes (G1).
G1	To strengthen organizational practices to ensure diversity, equity and inclusion (DEI).	Explore the focus of I.T. as it relates to digital literacy across educational departments (learning) (G3)
G2	To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging.	Develop policy related to Business Continuity Planning and Digital Governance (G2).

SD62 Operational Plan 2022-23

G2	To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging.	Use the 2022 Design Guidelines for Capital Construction to develop District Universal Standards that will be systematically applied to all building design and construction (G2).
G2	To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging.	Update the Long-Range Facilities Plan (LRFP) including enrolment forecasts (G2).
G3	To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources	Implement the Program Review recommendations specific to finance, facilities, and transportation (G3).
G3	To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources	Build a financial operating framework from an inflation-fighting financial review (G3)
G3	To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources	Establish a Cyber Risk and Security policy and begin implementation; (G3).
G3	To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources	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 Transformation Services (G3).
G3	To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources	Develop recommendations for digital integration through an agreed upon oversight process (governance) (L1, L2, E3, G1, G3).
G4	Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment	As part of transportation safety, implement enhanced safety recommendations (G4, L3).
G4	Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment	Develop a process to explore and act upon issues of diversity, equity, inclusion and anti-racism (G4).

Board Info Note
Public Board Meeting
September 27, 2022
Agenda Item 11.1: Superintendent's Update

School Start-Up

The start of the 22/23 school year has been a positive one. In my visits to schools this year there is an increased sense of optimism and energy for the academic year. Several school staffs gathered in late August to plan for the year and to welcome students back. During the first week of school, several events were held in our schools to welcome students and families back to the school year. These events included kindergarten orientation sessions with parents, student scavenger hunts to introduce them to their new school and to each other and all-school barbecues supported by PACs.

Included in our start-up was the opening of PEXSISEN Elementary school. Our new, 500 seat elementary school in West Langford was completed in time to host its first contingent of students. Thanks to principal DeCicco, vice-principal Deichmann and the entire school staff for their work in preparing classrooms and organizing the welcome of students and families.

Centre Mountain Lellum Middle School has unfortunately been delayed until November 10, 2022. In the interim, staff, students and families have been supportive of the alternative arrangements with grade six students at Spencer, Grade seven students at PEXSISEN and grade eight students at Dunsmuir. Thanks to Randy Cobb and the Transportation Department for arranging shuttle buses to transfer grade six and eight students to their temporary accommodations.

District Facilities staff, including custodians and grounds crews have done an amazing job in getting our schools ready for the year. Several minor capital projects have been completed to make sure that our existing schools are being well maintained and kept up to date. Custodians, as always, have done great work with their annual summer cleans to make schools shine. Our grounds crew has kept up with the busy summer demands to make sure that field, playgrounds and other outdoor spaces are prepared to welcome students back.

Thanks to all staff in the district for their commitment and energy to preparing schools and welcoming students and families back.

LEARNING

Strategic Planning

As we head into the second year of implementation for the Board's Strategic Plan, we are pleased to provide the year one annual report highlighting progress in relation to each of the three goals. The annual Framework for Enhancing

Student Learning (FESL) report is also presented this evening and is to be submitted to the Ministry of Education and Child Care by September 30 of each year. Finally, we have presented the Board with the 22/23 Operational Plan outlining the work that the executive team will be undertaking this year to move us closer to achieving the goals and objectives of the strategic plan.

The compilation of these reports has been a team effort with many staff across the district contributing their expertise and insight.

Additionally, all schools are required to have a school plan that aligns to the district Strategic Plan. The district introduced a template in the spring of 2022 to support the work of school teams. The district has additionally developed a web application to take the work of the schools and publish them to the school district website. School plans align to revised legislation connected to FESL.

Highlighted under a new tab on the district website, "Student Success", the FESL report, strategic planning and school plans are linked. Some of these pieces have moved from under the "Board of Education" section to the new Student Success section.

ENGAGEMENT

Trustee Candidates

In June, the Secretary-Treasurer and I, hosted an information session for prospective trustee candidates. Now that the declaration period has closed, declared candidates have been invited to another session to provide greater detail related to the operations of the school district and to provide answers to questions that candidates may have as they campaign over the next several weeks. The session was held on Monday, September 26 at the School Board Office.

GROWTH

Enrolment and Space

While final enrolment numbers are not confirmed until September 30, when they are submitted to the Ministry of Education and Child Care, our preliminary numbers are quite strong. With an initial estimate of growth in February 2022 at 365 Full Time Equivalent (FTE) (calculated from September 30, 2021, to now) subsequently extended in May of 2022 to 465 FTE, the district now is looking to be over 600 FTE higher than this time last year. The September 30, 2021, 1701 (Ministry reporting form) FTE count was 11,661 and is now estimated to be 12,241, showing growth of 580 FTE.