



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
September 28, 2021 – 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 (page 2)**
 - 2.1 Call for amendments and additional items
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of September 28, 2021, as presented (or as amended).
3. **MINUTES (page 5)**
 - 3.1 Call for amendments to minutes
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the June 22, 2021, 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 2018-21 Strategic Plan Final Report – Scott Stinson (page 12)
Motion Recommended: That the Board of Education of School District 62 (Sooke) receive the 2018-21 Strategic Plan Final Report.
 - 5.2 2021-25 Strategic Plan Accountability – Scott Stinson/Paul Block (page 32)
 - 5.2.1 Strategic Plan
 - 5.2.2 Program Review
 - 5.2.3 Framework for Enhancing Student Learning Report (page 56)
Motion Recommended: That the Board of Education of School District 62 (Sooke) receive the Framework for Enhancing Student Learning Report and submit to the Ministry of Education.

6. CORRESPONDENCE & DELEGATIONS

- 6.1 Correspondence (page 67)
- a. Letter from Minister of Education RE: Funding for SD 62, dated July 19, 2021
 - b. Email from Erin Letourneau RE: Reconsider Decision SD62 Bussing, dated September 2, 2021
 - c. Letter from the Honourable Katrina Chen, Minister of State for Child Care RE: Childcare BC, dated September 14, 2021
- 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF, Students) – 5 minutes each

7. FINANCE, FACILITIES AND SERVICES

- 7.1 Audit Committee – Meeting of September 21, 2021 – Wendy Hobbs (page 73)
Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 20/21 financial statements as presented at the Audit Committee Meeting of September 21, 2021.
- 7.2 Resources Committee – Meeting of September 14, 2021 – Bob Beckett (page 137)
Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of September 14, 2021.
- 7.3 Learning Impact/Restart Funding – Harold Cull (page 139)
- 7.4 District Wide Enrolment & Budget Update – Paul Block/Harold Cull (page 145)

8. EDUCATION PROGRAM

- 8.1 Education-Policy Committee – Meeting of September 7, 2021 – Allison Watson (page 149)
Motion Requested: That the Board of Education of School District 62 (Sooke) endorse the district's participation in the Ministry of Education Seamless Day child care pilot at an SD 62 Elementary School.
- Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of September 7, 2021.
- 8.2 Adoption of Policy and Regulations – Scott Stinson (page 151)
- 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 draft Policy A-350 "Trustee Professional Development".
- 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 draft Policy and Regulations C-200 "Services to Students with Disabilities or Diverse Abilities".
- 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 draft Policy E-221 "Evaluation of Teachers and Report Writing".
- 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 draft Policy F-302 "Use of School Facilities for Child Care Programs".

9. STUDENTS

9.1 Roles and Responsibilities of School Counsellors – Dave Strange (page 166)

10. FOUNDATIONS & GOVERNANCE

10.1 Board Work Plan - 2021/22 – Ravi Parmar (page 169)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 2021/22 Board of Education Work Plan as presented at the September 28, 2021 Public Board Meeting.

11. ADMINISTRATION

11.1 Superintendent’s Report – Scott Stinson (page 174)

12. PERSONNEL

13. UPCOMING EVENTS

National Day of Truth and Reconciliation- September 30, 2021

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 22, 2021 – 7:00 p.m.**

TRUSTEES: Ravi Parmar, Board Chair Bob Beckett, Vice-Chair
 Bob Phillips Margot Swinburnson
 Allison Watson Dianna Seaton
 Wendy Hobbs

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

REGRETS: Dave Strange, Associate Superintendent

SECRETARY: Kristina Ross

1. CALL TO ORDER

The meeting was called to order at 7:02 p.m. by the Board Chair and he acknowledged the traditional territories of the First Nations. The meeting was briefly paused at 9:10 p.m. for a health break and reconvened at 9:15 p.m.

2. AGENDA

2.1 Call for amendments and additional items

104. MOVED Margot Swinburnson/Allison Watson
 That the Board of Education of School District 62 (Sooke) adopt the agenda of June 22, 2021 as presented.
 CARRIED

3. MINUTES

3.1 Call for amendments to minutes

105. MOVED Bob Beckett/Allison Watson
 That the Board of Education of School District 62 (Sooke) adopt the minutes of the May 25, 2021 and June 15, 2021 meetings as presented.

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Ravi Parmar

No delegation.

4.2 COVID-19 Update – Scott Stinson

The BC Ministry of Education released the guide for its K-12 Education Recovery Plan. The plan lays out broad guidelines for districts to deliver programs and supports in the 2021/22 school year. In addition to releasing the plan, the Ministry also announced \$43.6 million in funding specifically dedicated to health and safety efforts, including cleaning supplies and mental health supports. SD 62 will receive approximately \$400,000. The School District remains in Stage 2 of the K-12 Education Restart Plan.

5. EDUCATIONAL PRESENTATIONS

5.1 National Indigenous Peoples Day – Ravi Parmar

Board Chair, Ravi Parmar, recognized June 21, 2021 as National Indigenous Peoples Day, and the month of June 2021 as National Indigenous History Month, and as an opportunity to recognize and celebrate the unique and diverse contributions of First Nations, Inuit and Metis peoples.

Guest of honour, Chief Russell Chipps of Sci'aneew First Nation, addressed the Board of Education and spoke of the close family relationship SD62 has with members of the First Nations in Metchosin, Langford and Colwood. He encouraged members to stand beside one another, and move forward together holding hands; he spoke of the importance of gathering our youth and educating them on the philosophy of one heart, one mind, one people. Paul Block thanked Chief Chipps for his words and spoke of the district's work towards Truth and Reconciliation and student equity in schools. The Board previewed Video 3 – Equity in Schools, a series of local Coast Salish and Nuu-Chah-Nulth voices which feature a variety of reflections on education in the past, present, and future.

Upon completion, Paul Block and Chief Russell Chipps thanked Kathleen King, the District Principal of Na'tsa'maht Indigenous Education, for her immense contributions to the District, and her career defining achievements as she retires on July 31, 2021.

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence:

a. Letter from STA, dated June 2, 2021 RE: Secondary Timetable

106. MOVED Margot Swinburnson/ Bob Phillips

That the Board of Education of School District 62 (Sooke) receive the Letter from STA, dated June 2, 2021 RE: Secondary Timetable.

CARRIED

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

STA – Jennifer Anderson

Jennifer Anderson thanked the STA membership for their dedication and hard work during the pandemic, she indicated that her members are exhausted and looking forward to their summer break. Further, she discussed the recent decision concerning the secondary school configuration 2021, teacher staffing, the upcoming budget, and the STA's continued work towards Truth and Reconciliation.

CUPE – Amber Leonard

Amber Leonard acknowledged CUPE membership and thanked them for their continued reliance and hard work this year. She referenced two documents, the Trades and Labour Congress of Canada Charter signed August 21,

1951, and the Canadian Union of Public Employees Charter signed September 24, 1963 and spoke of the long service relationship its members have with its employers.

PVP – Cory Meausette

Cory Meausette briefed the Board of Education on the recent events in the School District. Ruth King Elementary School was recently awarded an Indigo Love of Reading Grant in the amount of \$40,000 which will be spent over the next three years. Happy Valley Elementary School PAC recently sponsored an all day socially distanced walk-a-thon which raised nearly \$20,000 towards school equipment and school activities. Belmont Secondary School hosted naloxone training for 133 youth in the community, with over 70 students receiving free kits from VIHA. This opportunity was likely the first of its kind offered in a public school in BC and across Canada.

SPEAC – Melissa Da Silva

Melissa Da Silva indicated that parent engagement and participation at monthly SPEAC meetings had increased to significant levels this past school year. She spoke of several successful events hosted by the SPEAC Executive, and noted that SPEAC will continue to recognize its parent volunteers and further advocate for students mental health and wellbeing. She thanked the Board of Education for its continued support and looks forward to the next school year.

Canadian Parents for French – Billie-Jo Cavanaugh

No delegation.

Students

No delegation.

7. FINANCE, FACILITIES AND SERVICES

7.1 Report on the Resources Committee – Meeting held on June 8, 2021

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

107. MOVED Bob Beckett/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) approve the concept of using the Capital Regional District's Ready, Step, Roll, Initiative as the starting point in developing safer routes to the District's schools for transportation planning purposes.

CARRIED

108. MOVED Bob Beckett/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) approve the 5-year Capital Plan submission as presented to the Resources Committee on June 8, 2021.

CARRIED

109. MOVED Bob Beckett/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) direct staff to create an engagement process to develop guiding principles reflective of the voices of our students, partners, Indigenous nations, and community, to support future direction on capital projects.

CARRIED

110. MOVED Bob Beckett/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of June 8, 2021.

CARRIED

7.2 2021/22 Annual Budget Bylaw – Harold Cull

111. MOVED Bob Phillips/Bob Beckett
That the Board of Education of School District 62 (Sooke) give second and third reading to the 2021/22 Annual Budget Bylaw, specifying a total budget of \$154,143,447.
CARRIED (1 Opposed WH)

7.3 2021/22 Capital Bylaw – Harold Cull

112. MOVED Bob Beckett/Dianna Seaton
That the Board of Education of School District 62 (Sooke) give second and third reading to the Capital Plan Bylaw 2021/22 CPSD62-01.
CARRIED

7.4 Pesticide Use on SD 62 Properties – Margot Swinburnson

Trustee Swinburnson provided an overview of the use of pesticides on SD 62 properties.

113. MOVED Margot Swinburnson/Bob Phillips
That the Board of Education of School District 62 (Sooke) direct staff to bring forward a revised Policy and Regulation F-228 Pest Management to reflect the banning of the use of glyphosates (Round-Up) on school grounds.
CARRIED

8. EDUCATION PROGRAM**8.1 Report on the Education-Policy Committee – Meeting held on June 1, 2021**

Trustee Watson provided the Board of Education with an overview of the Education-Policy Committee Meeting.

114. MOVED Allison Watson/Dianna Seaton
That the Board of Education of School District 62 (Sooke) approve BAA course Class Design 10.
CARRIED
115. MOVED Allison Watson/Dianna Seaton
That the Board of Education of School District 62 (Sooke) approve BAA course Class Design 11.
CARRIED
116. MOVED Allison Watson/Bob Phillips
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy E-221 “Evaluation of Teachers and Report Writing”.
CARRIED
117. MOVED Allison Watson/Dianna Seaton
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-200 “Services to Student, with Disabilities or Diverse Abilities”.
CARRIED

118. MOVED Allison Watson/Bob Phillips
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy F-302 "Use of School Facilities for Child Care Programs".
CARRIED

119. MOVED Allison Watson/Dianna Seaton
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of June 1, 2021.
CARRIED

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

10.1 Education Committee of the Whole (ECOW) – Meeting held on June 15, 2021

Trustee Parmar provided an overview of the ECOW Meeting.

120. MOVED Allison Watson/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) receive the report from the Education Committee of the Whole Meeting of June 15, 2021.
CARRIED

10.2 SD 62 Strategic Priorities, Goals, Objectives and Outcomes 2021-2025 – Scott Stinson

Scott Stinson provided an overview of the SD Strategic Plan.

121. MOVED Dianna Seaton/Allison Watson
That the Board of Education for School District 62 (Sooke) adopt the strategic priority of Learning its goal, objectives and outcomes as amended:

Add the words: "accessible and welcoming" to objective 3

Add the words "and voice" to objective 4

CARRIED

122. MOVED Bob Beckett/Margot Swinburnson
That the Board of Education for School District 62 (Sooke) adopt the strategic priority of Engagement its goal, objectives and outcomes as presented.
CARRIED

123. MOVED Allison Watson/Bob Beckett
That the Board of Education for School District 62 (Sooke) adopt the strategic priority of Growth its goal, objectives and outcomes as amended:

Replace objective 4 with the following: "To expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment."

CARRIED

124. MOVED Ravi Parmar/Bob Beckett
That the Board of Education for School District 62 (Sooke) adopt the Accountability Framework as an appendix to the Strategic Plan as amended:

Timelines	Framework for Enhancing Student Learning (FESL)	Strategic Plan	Financial Reporting
June	Define Targets based on FESL's measures	Determine multiple data points to measure, assess and understand progress on the strategic priorities/goals/objectives	Approve annual budget
Nov, Feb and May	Quarterly Updates	Quarterly Updates	Quarterly Forecasts
September	Annual FESL Report	Annual Strategic Plan Report	Year End Financial Statements

CARRIED

125. MOVED Ravi Parmar/Allison Watson
That the Board of Education direct staff to provide multiple data points on a quarterly and annual basis to be used in the Accountability Framework for the Board to assess, understand and measure the success and impact of the Strategic Plan on the Sooke School District.
CARRIED
126. MOVED Bob Phillips/Dianna Seaton
That the Board of Education for School District 62 (Sooke) adopt the vision, mission, values, belief statements, strategic priorities, goals, objectives and outcomes, for the school years 2021-2025 to serve as the Board of Education's Strategic Plan – as amended at the June 22, 2021 Board meeting.
CARRIED
127. MOVED Ravi Parmar/Dianna Seaton
That the Board of Education for School District 62 (Sooke) direct staff to develop a communications strategy to support the Board of Education in informing and educating students, staff, the School District Community, educational partners, external stakeholders, Indigenous rights holders and other interested parties in the Board's new Strategic Plan.
CARRIED
128. MOVED Ravi Parmar/Allison Watson
That the Board of Education for School District 62 (Sooke) direct the Board Chair to work with the Superintendent to acknowledge and send letters of thanks to all those who participated in the process of developing a new strategic plan.
CARRIED

10.3 Governance Committee Update – Dianna Seaton

Trustee Seaton provided an overview of Policy A-350 "Trustee Professional Development".

129. MOVED Dianna Seaton/Bob Beckett
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy A-350 "Trustee Professional Development".
CARRIED

10.4 In-School Counsellors – Margot Swinburnson

Trustee Swinburnson provided an overview of the request regarding School Counsellors.

130. MOVED Margot Swinburnson/Bob Phillips

That the Board of Education of School District 62 (Sooke) direct staff to report back to the Board in September on the role and responsibilities of School Counsellors to form potential policy considerations. The Board would also request information on the scope of the role and what measures are in place to ensure best practice, professional counselling standards, supervision and support.

CARRIED

10.5 Ministry of Health, Ministry of Education – Services at the BCSCMHC – Margot Swinburnson

Trustee Swinburnson provided an update to the Board of Education on several government initiatives and possible funding streams for integrated ministerial supports, additional Child and Youth Clinical Counsellors and mental health and wellbeing.

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 spoke of his visits to the schools and the incredible expressions of learning going on in the district. 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, EMCS students received over \$380,000 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, Communications for follow-up and response.

16. ADJOURNMENT

The meeting was adjourned at 10:12 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer

SD62 Strategic Plan Summary Report 2018-2021



STRATEGIC PLAN

2018-2021



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Introduction from the Superintendent

Despite the 2019/20 and 2020/21 school years being interrupted by the COVID-19 pandemic, the Sooke School District (SD62) has been able to continue its work on the Strategic Plan. District staff, partner groups, students and community members have engaged in work to support our progress – finishing with a new strategic plan for the start of the 2021/22 school year.

Sooke School District continues to be a dynamic and growing community of learners. To ensure a strong focus on educational outcomes, connectedness to our core work and managing facility space now and into the future, three goal areas were selected when the strategic plan was developed. The areas of Learning, Engagement and Growth formed the foundation of the District's Strategic Plan 2018-21 and continue to do so in the new Strategic Plan 2021-25.

In every department and across every aspect of our school district, we have invested time and energy to ensure positive outcomes for students. Key accomplishments this past year for our strategic plan include:

- + Established a clear vision and direction for the Curriculum Transformation department in consultation and collaboration with the District Principal and other partners.
- + Developed a data dashboard that provides key data for evidence of progress to schools and Principals/Vice Principals (PVP).
- + Digitized the K-12 student reporting process in MyEdBC.
- + In consultation with partner groups, reviewed French Immersion programs, particularly as they relate to school location and program alignment.
- + Completed a review of Safe Schools staffing and service delivery to SD62 schools in partnership with the District Principal of Safe and Health Schools
- + Established district-wide expectations for emergency preparedness and response, in partnership with SPEAC.
- + In consultation with partner groups, completed the review of transportation processes and policy related to, but not limited to, walk limits, transportation safety fees and courtesy riders.
- + Developed and implemented a three-year financial planning framework that will be reviewed annually.

More information can be found on our website www.sd62.bc.ca including the new Strategic Plan.

Sincerely



Scott Stinson

Learning

Goal: To develop adaptable learners who are creative, critical and social thinkers with capacity to be global citizens.

Objectives:

- + **To enhance student engagement and success at school**
- + **To create and support innovative learning environments**
- + **To help develop programs of choice that are responsive to student and community voice**
- + **To develop capacity, innovation, engagement with educational and personal technology that fosters digital literacy, citizenship, rights and responsibilities**

ACTION HIGHLIGHTS FOR 2018-2019

Developed inventory of (1) existing programs of choice; (2) existing natural learning spaces; (3) existing programs or initiatives to support student to adult connections that foster resiliency in SD62 schools

Created a partnership with PISE (Pacific Institute for Sport Excellence) to explore and expand physical literacy within our elementary schools.

Participated in the Ministry of Education's Aboriginal Equity Scan to build understanding of different worldviews and perspectives through an equity lens.

Created a long-term Information Technology (IT) Plan, allocated increased funding to support it and began work on implementation.

Participated in the Ministry of Education Reporting Policy review process by examining alternate ways of communicating student learning.

A Manager of Analytics position was created to assist with effective and efficient use of data to enable schools and the district to be able to do evidence-based decision making.

ACTION HIGHLIGHTS FOR 2019-2020

Created stronger connections and processes for gathering, accessing and using data to assist in decision making.

Implemented the Student and Parent Portals, as a component of the student information system, MyEducationBC. This has allowed the district to distribute report cards to middle and secondary parents and to students online.

Developed a refined and localized enrolment projection process.

The district has continued work and development on the Graduation Program Implementation. Examples include an increased use of Graduate Capstone interviews, as well as the continued development of programs to support trades and careers.

Continued focus on curriculum and assessment transformation for this school year. Specific examples include:

- + Redesigned the District Principal role with a focus on curriculum transformation.
- + Prepared district staff for a transition to the Ministry of Education Schedule A reporting options

Continued our valued role as part of the South Island Partnership with Camosun College.

130 Grade 12 students took part in dual credit courses leading to college/university-transfer credits. 18 students district-wide pursued first-year Red Seal course work.

Worked on the development of early interventions to support students in a strong and positive start to their public education. An example is the Early Childhood Educators (ECE) project that pairs an experienced ECE with a Kindergarten classroom teacher.

The district funded and supported mentorship programs for new principals and vice principals as well as new-to-career teachers through the Activ8 series.

Built progressive assessment & evaluation strategies that value students' strengths and self-assessment.

ACTION HIGHLIGHTS FOR 2020-2021

Developed a "data dashboard" that allows consolidated access to key evidence points regarding student, school and district data

Established and began a process of review for the delivery of inclusive education services within the school district, including: a) school counsellors, and "family of schools" model for inclusion coaches.

Created the role of I.T Mentors

Established a clear vision and direction for the Curriculum Transformation department in consultation and collaboration with the District Principal and other partners.

Digitized the K-12 student reporting process in MyEdBC.

Established a process to review and make recommendations related to middle school philosophy (vision) and program direction within the school district.

Reviewed policy B-349 - Specialty Academies to determine need for change and adjustment, included in the policy review should be reflections on a) middle school academies, b) data on student retention rates in programs, and c) student achievement.

The District's Catchment Review Process group led discussions, community engagement and made recommendations to the Board of Education related to French Immersion program realignment to balance student enrolment

Established a collaborative process for increased technology access within the school district in service to district goals and student need.

Created a new District Principal role to support students who may prefer to learn in alternative environments other than traditional secondary schools, such as distributed learning, alternative education programs, as well as creating options for students to successfully transition from public education to post-secondary or work.

Learning	2017/18	2018/19	2019/20	2020/21
% of Students satisfied with post-secondary readiness	91%	90%	87%	92%
% of Students satisfied with job readiness	81%	79%	78%	81%
% of students not meeting expectations*	*	*	*	*
6 Year Completion Rates	80%	85%	84%	**
Grade to Grade Transition Rates		94%	93%	92%
% of students who agree they are taught to show their learning in different ways	97%	97%	96%	96%
% of students who agree they are helped to understand how you can improve your learning	95%	95%	95%	96%
% of students who agree they are learning to communicate effectively at school	86%	84%	84%	85%

*Analysis not possible.

** Data not available.

Engagement

Goal: To foster a collaborative and healthy environment through effective engagement and communication.

Objectives:

- + Create a healthy environment that promotes wellness
- + Promote greater sense of community through engagement with all stakeholders.
- + Create a safe, flexible and culturally responsive environment that meets the needs of all, particularly the Aboriginal communities we work with.
- + Promote a greater degree of employee satisfaction and morale.
- + Invest in widespread employee learning opportunities that respond to employee and system needs.

ACTION HIGHLIGHTS FOR 2018-2019

Created and distributed monthly *"Healthy Schools, Healthy People"* newsletters.

Secured \$150 000 in wellness focused grants in collaboration with community partners at our Healthy Schools Healthy People Community Table.

Partnered with PISE, UVIC and community recreation partners to offer Physical Literacy mentoring for elementary teachers and before and after school programming focused on play and physical literacy.

Created opportunities for staff wellness activities, such Mindfulness training, "Wednesday Walks", Stretch and Strengthen staff fitness classes, and after-school yoga programs.

Established school-based staff Health Champs to move the staff wellness agenda forward.

Established a Lead Principal for SEL/CSH for the 2019-20 school year.

Created a Communications Plan to support stakeholder engagement with the district and for sharing/communicating key district initiatives.

Completed a comprehensive staff engagement survey through Stats BC that established baseline data showing strengths and areas of growth.

Explored additional electronic tools and processes to support stakeholder engagement.

Expanded the district budget development process to ensure broader consultation and input.

On-going work related to enhancing the Na'tsa'maht Agreement, including strengthening ties with local First Nations and Métis partners. Developing Local Education Agreements (LEAs) where necessary and implementing the new BC Tri-partite Education Agreement.

Increased opportunities for engagement and communication between the Board, Executive, schools and the broader school community including labour leaders and parent organizations (SPEAC).

ACTION HIGHLIGHTS FOR 2019-2020

The second year of our BC Stats Employee Engagement Survey shows a higher return rate of 63% over 56% last year.

Increased collaboration across all employee groups, with parents and with local governments was evident, especially during the spring as the district dealt with COVID-19.

The use of Thought Exchange in partner and community engagement proved successful during consultations such as school naming, catchment review, COVID-19 response, and budget planning.

New processes for developing, reviewing and communicating worker safety plans.

Created structures to support positive working relationships across partner groups and with stakeholders.

A revamped district website for public communication was completed as was the creation of an internal website, Engage.

Staff training and development in support of employee growth continued through in-person and online, self-directed learning platforms.

Redevelopment and enhancement of talent acquisition processes continued.

Completion of the research and planning phase of the Strategic Workforce Plan (SWP).

Successful negotiations of the local union agreements with the STA and CUPE 459 were completed.

Focus group consultations with SD62 staff were held in the spring. Results used to support the development of a Staff Wellness Framework.

The Healthy Schools, Healthy People Framework was drafted with goals for 2020-2023.

The position of District Principal of Safe and Healthy Schools was established to lead future work in the area of staff and student health and safety.

ACTION HIGHLIGHTS FOR 2020-2021

Finalized the District Wellness Framework, in collaboration with participating district partner groups, that provides direction and action related to (A) Social and emotional learning (B) mental health literacy (C) trauma-informed care (D) physical health for students and staff.

Reviewed Engagement Survey Data to determine areas of focus and complete research to implement strategies that support a strong "sense of community".

Completed a review of Safe Schools staffing and service delivery to SD62 schools in partnership with the District Principal of Safe and Health Schools.

Began implementing the findings and direction recommended through the Equity scan.

Reviewed resource and support processes for supporting students with challenging behaviours in order to make recommendations for future approaches.

Established district-wide expectations for emergency preparedness and response, in partnership with SPEAC.

Worked with partner groups to develop appropriate and sustainable mechanisms for recognizing and celebrating the work of individual employees and groups of employees.

Completed a review of practices and supports for staff in all facets of district work to successfully transition into new roles.

Developed, introduced and promoted structures to create collaboration and interdependence on key district issues amongst senior district staff (principals and vice-principals) and their departments.

Identified and implemented key recommendations articulated in the Internal Audit of Organizational Capacity, Facilities and IT Security completed by MNP.

Built trust in IT and delivered all projects that were funded as part of the 3-year Operational Plan.

Engagement	2017/18	2018/19	2019/20	2020/21
Staff Engagement Rate		74%		79%
Stakeholder Satisfaction Rate*	*	*	*	*
Staff Attendance Levels	94%	93%	94%	93%
# of Schools implementing annual Na'tsa'maht Agreement goals	All	All	All	All
Employee Turnover Rates – Permanent Employees	5%	4%	4%	5%

*Analysis not possible at this time.

GROWTH

Goal: To accommodate growth and changing demographics by creating safe and respectful environments that inspire learning.

Objectives:

- + To maintain and plan for required resources and infrastructure.
- + To provide leadership in educational stewardship and environmental practices.
- + To maximize the capacity of the existing schools and services while protecting space and sense of community.
- + To secure appropriate land in areas of projected growth and to maintain and develop organizational capacity around that growth.

ACTION HIGHLIGHTS FOR 2018-2019

Created a district Human Resources (HR) Plan that focussed on succession planning, recruitment and retention.

Created a district Facilities Plan focused on regular maintenance opportunities, enhancements and accommodating short-term space needs.

Introduced a comprehensive and consistent recycling program across the district, including revised waste management contracts to reflect this.

Established a process for catchment boundary reviews to accommodate current space needs and school expansions through the addition of new school facilities.

Engaged in public consultation to ensure future capital planning is reflective of the growth needs of the district and input from stakeholders.

Completed an enterprise-wide risk management assessment, from which a mitigation plan will be developed.

ACTION HIGHLIGHTS FOR 2019-2020

Expanded the district Human Resources (HR) Plan that focussed on succession planning, recruitment and retention.

Expanded the district Facilities Plan focused on regular maintenance opportunities, enhancements and accommodating short-term space needs.

Successfully worked through the expansion of Royal Bay Secondary despite challenges related to the pandemic. Completed the design (90% drawings) and tendering for the new middle and elementary schools in West Langford.

The district added more property for the building of future schools.

Created Operational Plans identified as strategies in the Strategic Plan for Information Technology, Communications, and Human Resources and have begun implementation.

The budget this year has focused on setting priorities related to the delivery of outcomes of the Strategic Plan. The process called for the setting of priorities related to work yet to be completed. The process became slightly altered as a result of the pandemic and the need for a conservative, carry forward budget. Despite this, specific funds have still been targeted to address strategic plan goals.

A stronger data connection to funding, allocation and full-time equivalency calculations has strengthened the staffing process. Also, a new process was created with the Sooke Teachers' Association to clarify processes and practices related to spring staffing.

The creation of a District Principal position focused on capital projects, along with a capital steering committee structure has allowed greater tracking of progress and oversight for capital projects.

The District successfully created and put in place a Pandemic Response Plan as directed by the Ministry of Education for different phases of remote and in-class learning opportunities.

The District created an internal audit function to provide the Board and Management a critical look at our internal systems and processes in order to improve efficiency and effectiveness.

A set of guiding principles was created and adopted by the Board to be used in the catchment review.

Upgraded learning spaces with a standard technology package.

Automated processes for community and district-wide communications via Engage and our external websites, MyEdBC parent portal, Strong Start bookings, Catchment review and Bus registration, Special Ed student tracking.

Established baseline plans for Security & Privacy, Business Continuity Planning, Student Success Metrics, Staff Training Platform.

ACTION HIGHLIGHTS FOR 2020-2021

Prioritized data and business process improvements that significantly decreased the number of manual processes in favour of automated efficiencies.

Implemented the district's Facilities Operational Plan in partnership with the Director of Facilities. This plan includes district standards related to new school builds, nature play instructional areas and a clear process for tracking and responding to maintenance requests.

Implemented key aspects of the Human Resources Operational Plan, particularly in the areas of: a) performance management, b) attendance management, and c) workforce planning (attraction, recruitment and retention).

Established a process for review of district-wide procedures and policy related to information security and privacy. Determine significant areas of risk as they relate to a district Business Continuity Plan. Further, to act upon and implement risk mitigation strategies for the most significant areas of concern.

Completed a review of transportation processes and policy related to, but not limited to, walk limits, safety fees and courtesy riders in partnership with the Manager of Transportation and in consultation with partner groups.

Developed and implemented a three-year financial planning framework reviewed annually for each of a) operating budget, b) major capital budget, including capital asset replacement, c) minor capital (AFG) requests, and temporary accommodations.

Created and implemented a Sustainable Energy Plan to assist the district meeting the Clean BC Standard

Completed a review of catchment boundaries with recommendations for adjustments in partnership with the District Principal of Capital Planning.

Introduced and established a project management framework that creates a clear and consistent process for the introduction, planning and evaluation of district initiatives.

Started building two new schools: Pexsisen Elementary and Centre Mountain Lellum Middle School, both of which are set to open to students in September 2022.

Provided tools, training and support to allow the district to pivot to online in response to COVID-19 (classroom teachers, business operations, board meetings, graduations, etc).

Established Business Intelligence and enhanced reporting for Staffing Allocation, FESL reporting, COVID notifications and health check tracking, and 1701 reporting.

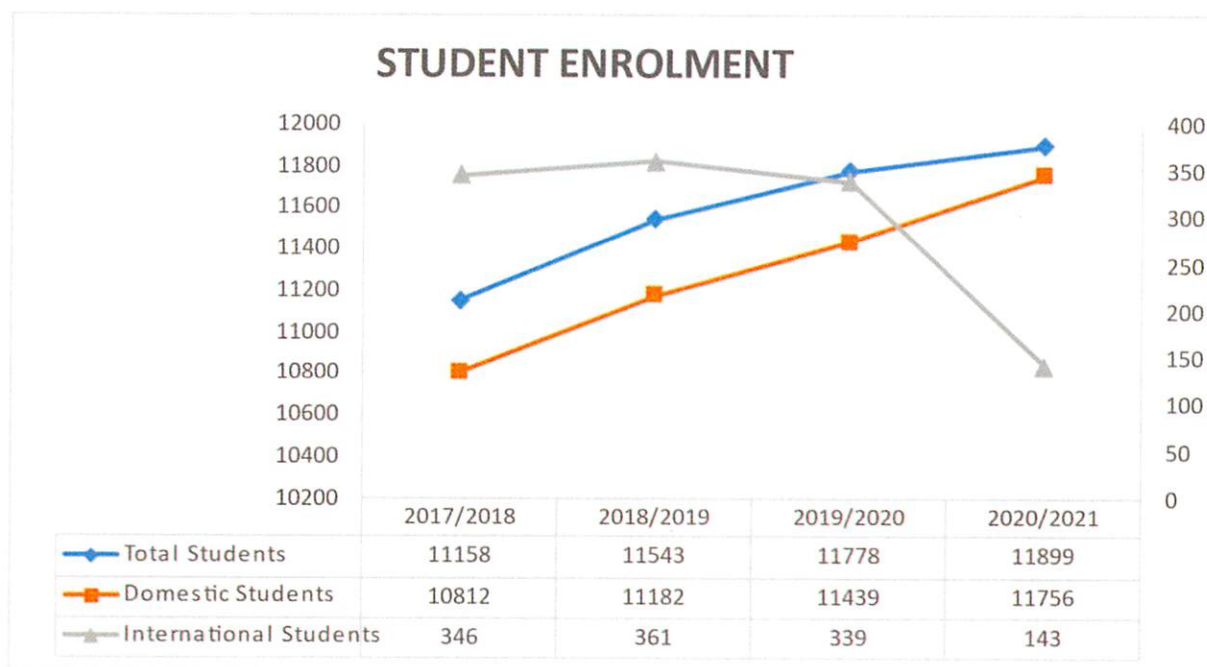
Growth	2017/18	2018/19	2019/20	2020/21
Satisfaction Rate with IT services			4.9/5	4.9/5
Satisfaction Rate with Facilities services*	*	*	*	*
Completion of Catchment Review				Completed
Completion of Risk Management Plan	Completed			Updated
Reduction in Photocopies*	*	*	*	*
Use of Paper	110	93	64	
Use of Electricity Unit: giga-joule	25,112	24,622	23,941	25,940
Use of Natural Gas Unit: giga-joule	28,156	24,482	26,872	25,772
Use of Light Fuel Oil Unit: giga-joule	507	428	389	414
Use of Propane Gas Unit: giga-joule	783	666	732	784
Reduction in Energy Consumption**		-7.99%	-4.81%	-3.02%
Reduction in GHG Emissions**		-5.01%	-2.65%	-5.10%

*Data not available. ** using 2017/2018 as the base year

SD62 Students

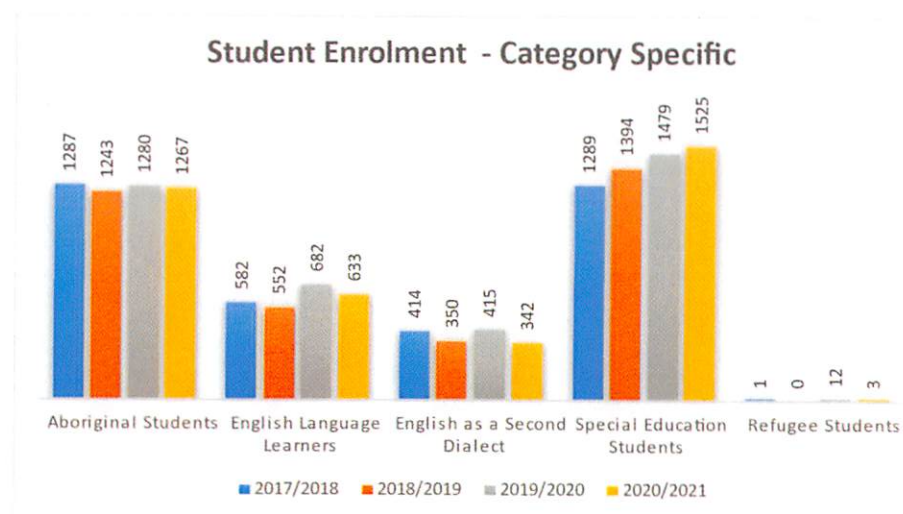
Student Enrolment

Student Group	2017/2018	2018/2019	2019/2020	2020/2021
Total Students	11158	11543	11778	11899
Domestic Students	10812	11182	11439	11756
International Students	346	361	339	143



Student Enrolment – Specific Categories

Student Group	2017/2018	2018/2019	2019/2020	2020/2021
Aboriginal Students	1287	1243	1280	1267
English Language Learners	582	552	682	633
English as a Second Dialect	414	350	415	342
Special Education Students	1289	1394	1479	1525
Refugee Students	1	0	12	3



SD62 Staff

# of Employees	2017-2018	2018-2019	2019-2020	2020-2021
Total Employees	1577	1606	1694	1753
SD62 Engagement Report	2017-2018	2018-2019	2019-2020	2020-2021
Completed Surveys		935		1111
Total Employees		1606		1753
Response Rate %		58%		63%

SD62 Engagement Report - The 2020 Results:

The SD62 Engagement survey was sent out to 1,753 employees and 1,111 employees completed the survey for a 63% response rate. This response rate was 5% higher than 2018. We were also pleased to see an Engagement Score of 79 for the 2020 Engagement Survey. This is 4 points higher than the 2018 score of 74. Here is a snap shot of our results:

What we can celebrate:

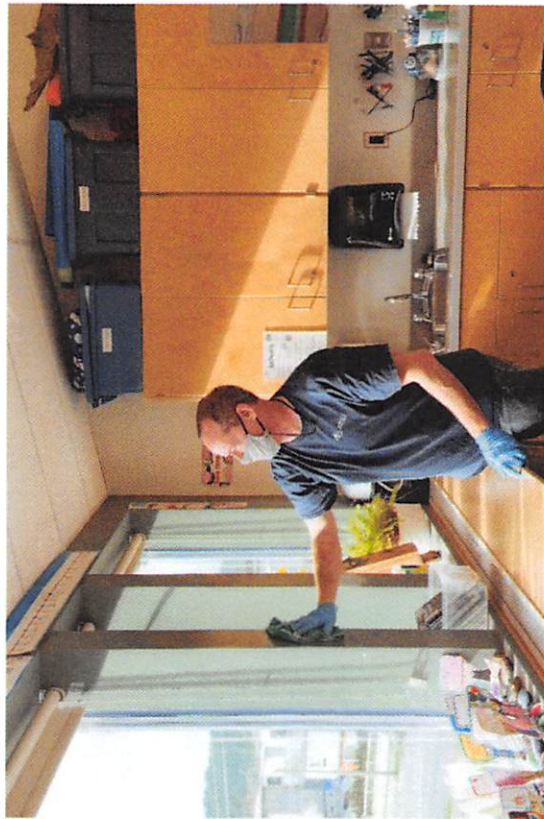
- + My work is meaningful (Score 90/100)
- + My work unit values diversity in people and backgrounds (Score 85/100)
- + When needed, members of my work unit help me get the job done (Score 83/100)



Where we can improve:

- + I am fairly paid for the work I do (Score 59/100)
- + My work-related stress is manageable (Score 63/100)
- + I have opportunities for career growth with the Sooke School District (Score 63/100)

Our Employees, Staff Engagement Report, 2019-2020
79% Satisfied
95.4% Attendance Rate
5.5% Turnover



SD62 Budget

School District Six Two (Sooke)

Financial Summary of Operating Revenue and Expenses from Fiscals 17/18 to 20/21

as at September 2021

Type	2017/18	2018/19	2019/20	2020/21
Revenues	\$103.366	\$110.231	\$116.724	\$118.416
Expenses	\$98.738	\$108.470	\$113.726	\$120.302
Net Revenues	\$4.628	\$1.761	\$2.998	\$(1.886)



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.

Hych'ka

Kleco Kleco or ʔekoo ʔekoo

Marsee or Miigwich

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Learning
Engagement
Growth



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





SD62 is committed to the collective goals set out in the [NATSA'MAHT Aboriginal Enhancement Agreement](#).

BOARD OF EDUCATION

The Sooke School District Board of Education is pleased to present the Strategic Plan 2021-2025 to our learning community. This plan guides the work that will be undertaken over the next four years by our Board and school district.

Right on the heels of our last strategic plan, we introduce this plan as we wrap up a year like no other. The COVID-19 pandemic challenged us and forced us to adapt, change practices and reassess. The strategic priorities of Learning, Engagement and Growth continue to be at the forefront in this new plan, though further expanded to ensure that our students and staff can be themselves, feel they belong and are supported and uplifted to be their very best.

We created the Strategic Plan 2021-2025 by listening to the SD62 community – through such engagement strategies as a strategic plan survey, many targeted conversations at meetings such as with the district student council, Na'tsa'maht Indigenous Education Council and Sooke Parents' Education Advisory Council. We would like to thank all those who participated for providing their thoughts on what they believe is important to have in this plan.

To go along with this strategic plan, we share with you the words "Be you + Be here + Belong = Be SD62". Simply put, these words remind us that despite the curveballs and a pandemic, SD62 embraces the differences in people, cares for the cultural roots of the land on which we reside, and supports students and staff to be the best they can be.

Participation can be practiced everyday in our classrooms, schools, departments and governance. Whether it's by joining a school's parent advisory council, attending a board meeting or being an active participant in the day-to-day learning of children, as a Board, we invite everyone to join us as we work together to achieve our mission and goals, while driving the values and beliefs that make us proud to be SD62. One of the great strengths of public education is that there is space for everyone to be involved and this is something for which we can all be proud.

Join us on our journey as we continue along a strategic path of equity, inclusion and progress for everyone.

**BE YOU + BE HERE +
BELONG = BE SD62**

TRUSTEES



Ravi Parmar
BOARD CHAIR



Bob Beckett
VICE CHAIR



Wendy Hobbs



Bob Phillips



Dianna Seaton



Margot Swinburnson



Allison Watson

SOOKE SCHOOLS 62 Our **VISION** for **Powerful learning**

WE BELIEVE

- STUDENTS are at the **CENTRE** of LEARNING and ENGAGEMENT. THEY are **self-aware**. CURIOSITY FURTHERS COMPETENCE.
- the STUDENT-TEACHER **RELATIONSHIP** fuels the passion FOR LEARNING and TEACHING
- the FOUNDATION of ALL RELATIONSHIPS is **MUTUAL RESPECT**
- IN CREATING **CHOICE** **DIVERSITY**

EDUCATION INVOLVES ACCESS to **DIFFERENT LEARNING ENVIRONMENTS** IN ORDER to **inspire** and **engage** ALL LEARNERS

OPEN SPACES • NATURE • EXPERTISE • COMMUNITY RESOURCES

Our VISION
WE HONOUR **STUDENT VOICE** AND **CHOICE** THROUGH **ENGAGING, PURPOSEFUL AND EXPERIENTIAL LEARNING** IN A **SAFE AND RESPECTFUL COMMUNITY**

"VISION WITHOUT ACTION IS MERELY A DREAM. ACTION WITHOUT VISION JUST PASSES THE TIME. VISION WITH ACTION CAN *Jump the World*" - JIM A. MOORE

Our VALUES • RELATIONSHIPS • CHOICE • RESPECT • INTEGRITY • TRUST • SAFETY • DIVERSITY • EQUITY

BELIEFS

WE BELIEVE:

- The **quality of experience** for students and staff should be engaging, purposeful and reflective of voice and choice.
- All education partners, staff and citizens in the communities we serve, have a role in **supporting student learning**, each with distinct responsibilities.
- In the **commitment of fostering diversity** and actively pursuing **equity** by understanding the complexities that affect achievement.
- In fostering a district-wide focus on learning and ensuring an equitable approach to enable **everyone to have the opportunity to achieve their potential**.
- In **continuous improvement** through decision-making, informed by gathering evidence that is strength and results based.
- We are growing at an unparalleled pace and it is necessary to **manage this growth appropriately** to ensure that the District continues to deliver successful education programs.
- That the shifting landscape due to the COVID-19 pandemic has reinforced the **importance of public education in our community** and has provided the unique position to learn from its challenges and work with our partner groups to leverage the opportunities discovered.





VISION

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

MISSION

Our mission is to help develop informed, literate, and resilient citizens through engagement in a safe, respectful, inclusive and responsive SD62 learning community.

VALUES

Relationships

Choice

Respect

Integrity

Trust

Safety

Diversity

Equity



OUR STRATEG

LEARNING

ENG



STRATEGIC PRIORITIES

MANAGEMENT

GROWTH



LEARNING



Given the speed of social, economic and environmental change, students need to have essential skills, be adaptable, resilient and have competencies that will serve them globally.

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

Objectives

1. Provide opportunities for learners to understand, respect and appreciate diversity and inclusion.
2. Provide opportunities for learners to develop critical and creative thinking skills.
3. Ensure our learning environments are safe, accessible and welcoming.
4. Enhance student choice and voice.

Outcomes

1. Students and staff are conscious of variances in diversity and understand inclusion.
2. Students and staff have the skills to think critically and creatively.
3. Students, families and staff feel safe (intellectually, physically, emotionally), that they belong and are valued.
4. Enhanced pathways provide students with more choices of how, when and where their learning takes place. There are more routes to graduation and greater opportunities for hands-on learning.

ENGAGEMENT



SD62 is an expanding and diversifying community. Indigenous students in the District self-identify as First Nations, Métis and Inuit from many regions across Canada.

A culture of belonging in SD62 will foster meaningful, committed relationships that welcome the whole community (staff, students, parents, community members) as partners in student success. Staff and students feel a sense of belonging, regardless of their cultural, linguistic or other diverse backgrounds.

Goal: Create a culture of belonging.

Objectives

1. Develop, expand and implement inclusive and collaborative practices and processes.
2. Further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'.
3. Develop, expand and implement respectful, effective, clear and transparent communications.
4. Continue to develop, expand and implement a culture of wellness.

Outcomes

1. The District operates with specific practices and processes that enhance collaboration and inclusivity.
2. The District works to progress Indigenous student success (One Mind) as well as awareness and understanding of Indigenous histories, cultures and ways of being (One Spirit).
3. The District follows a process that seeks to provide effective communication and engagement and follows a practice of transparency.
4. The District prioritizes a holistic approach to wellness.

GROWTH



As one of the most rapidly growing school districts in BC, SD62 requires ongoing development to meet the increasing number of students and to manage the increasing complexity in the school system.

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

Objectives

1. Strengthen organizational practices to ensure equity, diversity and inclusion.
2. Build and maintain spaces and resources that support our creative and critical learning, and our culture of belonging.
3. 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.

Outcomes

1. The District has practices and standards that support the diverse population that it serves.
2. The District has physical assets, space and resources that support student success and the school community.
3. The District has data-driven organizational capacity, increased productivity and adaptability to provide enhanced service levels to students, staff and the community.
4. The District operates within an ethical framework to ensure decisions and actions have a positive impact on society and the environment. This would include breaking down systemic racism and addressing the Truth and Reconciliation Commission's Calls to Action.

MEASURING PROGRESS



The Board of Education is accountable for the goals and objectives of the three strategic priorities. Multiple data points will be used to measure, assess and understand progress. Measurements will be taken from the results of the activities detailed in SD62's annual Operations Plan.

EMERGING

Initial use and/or understanding of concepts

DEVELOPING

Partial understanding and/or use of concepts

PROFICIENT

Complete understanding and/or use of concepts

EXTENDING

Sophisticated understanding and/or use of concepts

In addition to the strategic plan measures for progress, the District reports annually to the Ministry of Education on standard measures of success in their Framework for Enhancing Student Learning (FESL) including:

- » Reading, writing and numeracy
- » Grade-to-grade transitions
- » Graduation assessments
- » Six-year and eight-year completion rates
- » Early development
- » Student satisfaction, including post-secondary and career preparation
- » Success metrics for all students, including those with unique needs, Indigenous ancestry, English Language Learners and more.

To learn more about the accountability framework, evidence and operational plans, [click here](#)

Learning Engagement Growth



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sd62.bc.ca



Board Info Note
Public Board Meeting
September 28, 2021
Agenda Item 5.2.3: Framework for Enhancing Learning Report

- The Framework for Enhancing Student Learning (FESL) formalizes the planning and reporting expectations for school districts 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 outcomes.
- As this is the first time the district was required to complete the FESL report, we have chosen 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 Satisfaction surveys.
- In the coming year, we will move forward with our new Strategic Plan, our team of Senior educators in collaboration with our school leaders will build out additional data sets that will begin to further define what the Sooke School District values as indicators of student success in addition to the Ministry’s data sources.
- The Senior team will continue to build coherence and alignment between the District’s Strategic Plan and generating evidence (data) that speaks to meeting our goals and objectives. The FESL report meets the accountability required by the Ministry, and is one of the tools we will use to be accountable to our community specific to student learning and achievement.

School District 62 (Sooke)
Ministry of Education Report
Framework for Enhancing Student Learning (FESL)

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.

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 more than \$120 million with a student population of over 12,000. The District has a new Strategic Plan for 2020-25 that contains priorities for our work and focuses on three main goals of learning, engagement and growth.

Sooke is experiencing tremendous enrolment growth at approximately 4.5% annually, resulting in 300-400 new students per year, roughly the equivalent of one new elementary school per 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 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.

Growth creates a tremendous amount of transition in the system. Historically, our communities reflected a resource-based economy (fisheries & logging) that sustained an economy that was primarily based in the red-seal trades & associated sub-trades that enjoyed the rural and urban aspects of the district. As such, the priorities of our community led to a focus on trades training, social-emotional learning and academics. As our community transitions, as does the diversity of our local economy, with a variety of occupations and people moving into our communities, a new energy and expectation is emerging. Our community looks to the District to continue to provide quality service in our areas of strength and to provide student choice in terms of unique programming (Academies / French Immersion, Nature K) and an enhanced focus on academics with a lens on increasing student post-secondary transitions.

The FESL report contains student achievement data derived from the Ministry of Education’s 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 continually low FSA participation rates create a challenge for the district 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, forward-looking commentary and actions to generating locally developed data sets to provide additional evidence of student success in the district.

Summary - Link to Ongoing Planning for Enhancing Student Learning

Our [previous](#) (2018-21) and [current](#) (2021-25) strategic plans work to enhance student success through specific objectives. Our operational plans set out the work required to help us achieve our strategic goals:

- To 'enhance student engagement and success' we have been working to create data dashboards to consolidate key evidence points regarding student, school and district data to determine the strength and success in academic, social-emotional, physical and creative domains.
- To 'create supportive and innovative teaching and learning environments,' we have established a clear vision and direction for the curriculum transformation department and collaborative partnerships across the district. We have determined a district standard for outdoor learning spaces.
- To help 'develop programs of choice that are responsive to student and community voice' we have reviewed our Academy programs, reviewed our French Immersions programs. We are currently undertaking a program review of all district programs for efficacy, coherence, effectiveness and alignment to our strategic plan.
- To 'develop capacity, innovation and engagement with educational and personal technology that fosters digital literacy, citizenship, rights and responsibilities' we are building a stronger district connection to digital literacy through understanding, professional development, student instruction and outcomes through establishing a collaborative process for increased technology access within the school district in service to district goals and student need.
- We are creating 'a safe, flexible and culturally responsive environment that meets the needs of all, particularly Aboriginal communities we work with. This is being undertaken with our equity scan work and our [Na'tsa'maht agreement](#). An additional strand of this work is to review, resource and support processes for supporting students with challenging behaviours to make recommendations for future approaches.

Our Curriculum Transformation Department has set operational goals for 2021-25 to (1) To enhance and develop students' literacy competencies (2) To enhance and develop students' numeracy competencies. (3) To support inclusive, meaningful learning experiences aligned with the BC K-12 Curriculum. (4) To support and enrich French Immersion programs. (5) To promote high quality and equitable early years learning opportunities and to ensure supportive transitions for children and families to kindergarten. (6) To develop and utilize technology as a purposeful tool for quality learning experiences.

Some of our key learning programs and initiatives include: (1) Reading Recovery is a short-term early intervention for Grade 1 students who are struggling to read and write. SD62 has Reading Recovery at every school. Reading Recovery Teachers attend regular training and support sessions for ongoing professional learning. (2) Activ8 Learning is a yearlong learning series for early career teachers, K-7, focusing on Literacy, Numeracy, Classroom Community, Routines and Procedures, and Classroom Arrangement. (3) SD62 is a Networks of Inquiry and Indigenous Education (NOIE) district and is committed to on-going collaboration that focuses on deep student learning tied to the BC Curriculum redesign, with a focus on Literacy, Numeracy, or Inquiry. The Curriculum and Learning Team facilitates School Based Inquiry with whole schools or teams of teachers in the district exploring the big questions: What's going on for our learners? How do we know? Why does this matter? (4) SD62 educators and the University of Victoria Teacher Education faculty partner for the Link2Practice/TruVic program which immerses K-12 Teacher Candidates into school life.

The Na'tsa'maht Indigenous Education Aboriginal Education Department includes District Principal of Na'tsa'maht Indigenous Education, District Secretary, Na'tsa'maht Classroom Program Assistants, Na'tsa'maht Education Teachers and Curriculum Coordinator, Elder Language Awareness programs, and Elder in Residence Days. Na'tsa'maht Indigenous Education Support is inclusive and provided in-class. Department staff members strive to ensure students of Aboriginal ancestry receive a quality education that fosters a strong sense of pride, confidence, and knowledge of their heritage. They work to bring authentic Aboriginal perspectives and culture to the learning environment.

Our Equity in Action series of videos feature local Coast Salish and Nuu-Chah-Nulth voices and features a variety of reflections on education in the past, present, and future. All voices shared 'unscripted' comments for authentic perspectives. The three videos are: [One Mind, One Spirit – Equity in Action for ALL students](#), [Equity in Action](#), and [Equity in Schools](#).

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Intellectual Development

Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level.

Measure 1.1: Current year and 3-year trend for the number and percentage of students in Grades 4 and 7 on-track (OT) or extending (E) literacy expectations as specified in provincial assessments.

1.1.1 GRADE 4 READING (FSA)

Label	2017/18			2018/19			2019/20		
	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	322	229	71%	325	237	73%	308	211	69%
Aboriginal	61	34	56%	23	14	61%	40	26	65%
Status-Off	53	31	58%	26	18	69%	38	23	61%
Status-On	9	4	44%	1	0	0%	5	4	80%
CYIC	4	1	25%	1	0	0%	1	0	0%
Special Needs	26	15	58%	18	11	61%	12	8	67%

1.1.2 GRADE 4 WRITING (FSA)

Label	2017/18			2018/19			2019/20		
	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	271	137	51%	295	256	87%	283	178	63%
Aboriginal	52	26	50%	20	19	95%	37	18	49%
Status-Off	45	23	51%	24	23	96%	35	18	51%
Status-On	8	3	38%	0	0	0%	5	1	20%
CYIC	3	1	33%	0	0	0%	1	0	0%
Special Needs	23	8	35%	16	11	69%	12	6	50%

1.1.3 GRADE 7 READING (FSA)

Label	2017/18			2018/19			2019/20		
	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	225	147	65%	233	164	70%	262	157	60%
Aboriginal	26	16	62%	37	25	68%	39	14	36%
Status-Off	22	14	64%	34	26	76%	35	13	37%
Status-On	4	2	50%	4	0	0%	5	1	20%
CYIC	2	2	100%	3	1	33%	4	0	0%
Special Needs	28	12	43%	32	15	47%	30	10	33%

1.1.4 GRADE 7 WRITING (FSA)

Label	2017/18			2018/19			2019/20		
	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	190	135	71%	184	141	77%	207	149	72%
Aboriginal	18	14	78%	29	17	59%	29	19	66%
Status-Off	14	11	79%	26	17	65%	25	17	68%
Status-On	4	3	75%	4	1	25%	4	2	50%
CYIC	2	2	100%	2	0	0%	2	0	0%
Special Needs	21	9	43%	24	11	46%	22	13	59%

Comments on Grade 4 and 7 Literacy

The 2019/20 Reading and Writing FSA participation rate was 71% across the Province, compared with Sooke's participation rate of 32.5%. Historical data show that Sooke District participation is consistently 30-40% below the provincial average. This may be related to the change in time of year for administration of the assessment from winter administration to the beginning of the school year. In addition, the influence of the bargaining unit has resulted in significantly lower participation rates in the District.

It is the goal of Sooke to continue to increase literacy levels of all students. Our goal ahead is to increase the percentage of students who are 'on-track and exceeding' by a minimum of 5% over 3 years through targeted, job-embedded, research-based professional development in elementary and middle schools. In addition, in coming year, we will develop a consistent approach in elementary schools by introducing, preparing and administering the assessments similar to how the Grade 10 numeracy and literacy assessments are approached.

Measure 1.2: Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessment.

1.2.1 GRADE 10 READING (Provincial Assessment)

Label	2019/20		
	Writers	PT/E	PT/E %
ALL STUDENTS	272	199	73%
Aboriginal	28	18	64%
Status-Off	27	18	67%
Status-On	1	0	0%
CYIC	0	0	0%
Special Needs	31	17	55%

Comments on Grade 10 Literacy

The participation rate for Grade 10 Literacy Provincial Assessment is consistent with the provincial rate. This provides a stronger validity when comparing Sooke and Provincial Grade 10 Literacy achievement. Sooke has the same percentage (73%) of students achieving 'Proficient' or 'Extending' in the Grade 10 Literacy assessment as the province. There is an absence of historical data to identify trends. These data demonstrate that Sooke students are at par with their peers provincially in their literacy skills. Our future oriented goal is to continue to provide opportunities for students to be equitably engaged in reading, writing and academic conversations across subject areas. This can be achieved through targeted professional learning and gathering of data on peer to peer academic conversations structured into learning activities and monitoring the extent that students provide written evidence of academic language use and structures to support thinking and self-reflection in their learning.

Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level.

Measure 2.1: Current year and 3-year trend for the number and percentage of students in Grades 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments.

2.1.1 GRADE 4 NUMERACY (FSA)

Label	2017/18			2018/19			2019/20		
	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	319	196	61%	314	190	61%	312	194	62%
Aboriginal	60	27	45%	20	12	60%	40	17	43%
Status-Off	51	25	49%	24	15	63%	38	16	42%
Status-On	10	3	30%	0	0	0%	5	2	40%
CYIC	4	0	0%	0	0	0%	1	0	0%
Special Needs	27	12	44%	17	6	35%	16	6	38%

2.1.2 GRADE 7 NUMERACY (FSA)

Label	2017/18			2018/19			2019/20		
	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %	Writers	OT/E	OT/E %
ALL STUDENTS	211	117	55%	217	116	53%	251	108	43%
Aboriginal	25	9	36%	34	12	35%	38	10	26%
Status-Off	21	8	38%	31	12	39%	33	10	30%
Status-On	4	1	25%	4	0	0%	5	0	0%
CYIC	2	1	50%	3	0	0%	4	0	0%
Special Needs	23	8	35%	30	6	20%	31	10	32%

Measure 2.2: Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessment.

2.2.1 GRADE 10 NUMERACY (Provincial Assessment)

Label	2017/18			2018/19			2019/20		
	Writers	PT/E	PT/E %	Writers	PT/E	PT/E %	Writers	PT/E	PT/E %
ALL STUDENTS	7	1	14%	344	51	15%	307	100	33%
Aboriginal	0	0	0%	33	4	12%	33	7	21%
Status-Off	0	0	0%	32	4	13%	32	7	22%
Status-On	0	0	0%	1	0	0%	1	0	0%
CYIC	0	0	0%	1	0	0%	2	0	0%
Special Needs	0	0	0%	52	4	8%	47	10	21%

Measure 2.3: Number and percentage of students who are completing grade to grade transitions on time.

2.3.1a Grade to Grade Transition Count

Label	2017/18			2018/19			2019/20		
	9	10	11	9	10	11	9	10	11
ALL STUDENTS	719	693	679	698	735	671	789	724	706
Aboriginal	100	103	96	102	98	97	101	88	81
Status-Off	91	95	87	95	92	89	92	81	74
Status-On	9	8	9	7	6	8	9	7	7
CYIC	11	5	7	7	8	6	12	6	9
Special Needs	126	116	116	123	137	118	131	136	131

2.3.1b Grade to Grade Transition Rate

Label	2017/18			2018/19			2019/20		
	9	10	11	9	10	11	9	10	11
ALL STUDENTS	98%	97%	90%	97%	95%	89%	97%	96%	92%
Aboriginal	97%	92%	85%	95%	91%	82%	94%	87%	87%
Status-Off	97%	93%	86%	95%	94%	82%	93%	86%	87%
Status-On	100%	80%	75%	100%	60%	73%	100%	100%	88%
CYIC	100%	100%	50%	100%	89%	55%	92%	60%	82%
Special Needs	98%	94%	86%	94%	91%	84%	96%	93%	86%

School District 62 (Sooke)

Comments on Grade 4 and Grade 7 numeracy:

The Numeracy FSA participation rate in Sooke is 38.6% below the provincial level across both Grades 4 and 7. Thus results may not accurately reflect the numeracy proficiency levels of Sooke students in these grades. The historical data show a slight downward trend over three years for Grade 7 students' numeracy (on-track or extending) achieved in the FSA from 55% to 43% of students whose numeracy skills as measured in the FSA assessment. The rate is consistent in Grade 4 assessment performance at 61% and 62% over the same period. Although limited in representation of all Sooke students, the findings point to a need for Sooke 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 5 % in Grade 4 and 8 % in Grade 7 over 3 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 collaborative professional learning opportunities and grounded in conceptual understanding and critical thinking in numeracy. Effective assessment principles will inform and support students in their continued development.

Comments on Grade 10 Numeracy:

The participation rate in the provincial Numeracy 10 Assessment is 7% below the provincial rate at 40.3% versus 46.9% provincially. This lends to a higher validity comparison of how our students are achieving in numeracy relative to the FSA data. The percentage of SD62 students who are 'Proficient' or 'Extending' in the Grade 10 Numeracy assessment is 32.6% and below the province rate of 40.1%. Historically there is an increasing participation rate in the provincial assessments and increased proficiency scores year to year. However, when considering the FSA results there is a consistent downward trend in the higher grades.

These data demonstrate a need for increased opportunities for student success with numeracy skills at all levels. Our goal moving forward is to continue to decrease the discrepancy between the district and provincial results and increase the percentage of 'proficient or extending' by 8 % over 3 years. To reach this outcome opportunities will be provided for educators to explore "Thinking Classrooms" as a research-based, culturally responsive approach to learning and thinking.

Comments on Grade to Grade Transition:

The percentage of students transitioning from Grade 9 to Grade 10 is fairly consistent, with slight decreases in the transition between Grade 10 and Grade 11 by 2 students. The trend shows an improvement in rates in all groups in recent years. Indigenous and Special Needs students are consistently below the district average.

Human and Social Development

Educational Outcome 3: Students will feel welcome, safe and connected to their school.

Measure 3.1: Number and percentage of students in Grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.

3.1.1 Feel Welcome

Label	2017/18			2018/19			2019/20		
	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate
ALL STUDENTS	1630	1141	70%	1756	1217	69%	1094	703	64%
Aboriginal	226	157	69%	204	135	66%	130	64	49%
Status-Off	200	138	69%	191	125	65%	122	59	48%
Status-On	27	19	70%	18	13	72%	12	7	58%
CYIC	13	11	85%	6	3	50%	5	2	40%
Special Needs	198	129	65%	239	144	60%	130	69	53%

3.1.1 Feel a Sense of Belonging

Label	2017/18			2018/19			2019/20		
	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate
ALL STUDENTS	1630	872	53%	1756	958	55%	1094	529	48%
Aboriginal	226	121	54%	204	98	48%	130	50	38%
Status-Off	200	109	55%	191	91	48%	122	48	39%
Status-On	27	13	48%	18	9	50%	12	4	33%
CYIC	13	9	69%	6	3	50%	5	1	20%
Special Needs	198	78	39%	239	101	42%	130	49	38%

3.1.3 Feel Safe

Label	2017/18			2018/19			2019/20		
	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate
ALL STUDENTS	1650	1249	76%	1772	1309	74%	1086	757	70%

Measure 3.2: Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

3.2.1 Adults Who Care

Label	2017/18			2018/19			2019/20		
	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate	Res	Pos Res	Pos Rate
ALL STUDENTS	1630	1106	68%	1756	1206	69%	1094	694	63%
Aboriginal	226	159	70%	204	135	66%	130	77	59%
Status-Off	200	143	72%	191	130	68%	122	74	61%
Status-On	27	17	63%	18	9	50%	12	7	58%
CYIC	13	10	77%	6	3	50%	5	2	40%
Special Needs	198	133	67%	239	159	67%	130	76	58%

Comments on Feeling Welcome, Safe and Sense of Belonging:

The trend over time for student “yes” responses to “Adults that Care” has been close to the provincial average, with a dip in 2019, ranging from 63%-70%. For students who “feel safe”, the data points ranged from 69.7%-75.7% with the lowest year being 2019. This is within a few data points of the provincial average. For students who “feel welcome”, we have consistently been a few data points above provincial average with the exception of 2019 and there was a range of 64.3% to 70.1%. Students “feel a sense of belonging to their school”, the data is similar and close to the provincial average and range from 48.4%-56.3% with 2019 being the lowest year. There is a significant difference in the scores when we look at the population in special needs who feel they have a caring adult (58.5% compared to the provincial average of 67.5%). This is a curiosity given the fact that many of these students would have EA support and a lot of adult intervention in school.

Prior to a few years ago we were not necessarily having conversations with students about Core Competencies and how they feel about their learning. Students are becoming more self-aware about their learning and their connection to the school and are perhaps becoming more critical thinkers about their school experience.

We’d like to explore the sense of belonging as it applies to our student population that is new to Canada, and/or receiving English Language support. As our school district experiences population growth, we are also experiencing growth in the number of newcomer students who have arrived from different countries, but without a distinct data set to look at this subset of the population, it is not clear to what extent these students feel safe, welcome, or a sense of belonging in their schools.

Career Development

Educational Outcome 4: Students will graduate

Measure 4.1: Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting grade 8.

4.1.1 5-Year Dogwood Completion

Label	2017/18		2018/19		2019/20	
	Count	Rate	Count	Rate	Count	Rate
ALL STUDENTS	763	73%	763	77%	791	80%
Aboriginal	124	58%	120	61%	114	65%
Status-Off	106	62%	109	64%	98	70%
Status-On	18	37%	11	40%	16	34%
CYIC	42	21%	17	38%	22	30%
Special Needs	165	52%	174	48%	184	61%

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals.

Measure 5.1: Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years

5.1.1 Transition to post-secondary within 1 year

Label	2016/17			2017/18			2018/19		
	Cohort	Trans	Rate	Cohort	Trans	Rate	Cohort	Trans	Rate
ALL STUDENTS	514	217	42%	552	220	40%	603	201	32%
Aboriginal	62	23	35%	63	20	32%	72	19	26%
Status-Off	54	22	39%	60	20	34%	66	18	27%
Status-On	8	1	7%	3	0	0%	6	1	11%
CYIC	4	3	67%	4	2	33%	6	2	28%
Special Needs	66	34	50%	67	24	36%	87	24	28%

5.1.2 Transition to post-secondary within 3 years

Label	2014/15			2015/16			2016/17		
	Cohort	Trans	Rate	Cohort	Trans	Rate	Cohort	Trans	Rate
ALL STUDENTS	479	309	60%	475	316	65%	514	296	57%
Aboriginal	64	32	50%	63	41	68%	62	28	44%
Status-Off	62	32	52%	58	38	67%	54	27	49%
Status-On	2	0	0%	6	3	63%	8	1	7%
CYIC	3	1	33%	5	3	58%	4	4	100%
Special Needs	70	43	58%	62	40	66%	66	45	68%

Comments on transition to post-secondary:

Dogwood completion is trending in a positive direction. Provincially, we are below 5-year graduation (grad) rates by 5% for all students. Our Aboriginal 5-year grad rates exceed the provincial average. For our 5-year completion rate, we have seen an increase of close to 7%.

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 (SD 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.

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 fair 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. We are discussing how we can collect data through Career Life Connections 12 and Capstone presentation exit surveys.



July 19, 2021

Ref: 247566

Ravi Parmar, Chair
Board of Education
School District No. 62 (Sooke)
Email: rparmar@sd62.bc.ca

Dear Mr. Parmar:

Thank you for your letter of May 18, 2021, regarding funding for School District No. 62 (Sooke). I commend you, the Board, the administration, and staff of the District for your commitment to providing quality education to your students. This past year has been a challenging one for all.

I know school districts may be facing challenges as they build their 2021/22 school year budgets. The current funding model is primarily based on enrolment figures submitted to the Ministry of Education by school districts several times throughout the year. Labour settlement funding from previous years, along with the upcoming year, has been integrated into the funding rates, as per the practice for the last ten years and the advice of the Technical Review Committee.

The recently announced [2021/22 Estimated Operating Grants](#) include an approximate 4.3 percent increase to most funding rates. In addition, the Ministry also released the update to the current school year operating grants due to updated funding claims, which has provided an additional \$20.6 million to school districts as well as \$5.9 million from unallocated funds to address learning loss due to the pandemic. Further updates are expected as final funding claims for the current school year are processed and remaining operating grants are allocated.

Executive and excluded compensation is set by policy through the Public Sector Employers' Council Secretariat and the BC Public School Employers' Association.

Again, thank you for writing.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jennifer Whiteside".

Jennifer Whiteside
Minister

Kristina Ross

From: Ravi Parmar <rparmar@sd62.bc.ca>
Sent: Thursday, September 2, 2021 7:29 PM
To: Kristina Ross
Cc: Scott Stinson; Harold Cull
Subject: Fwd: Bus situation

Correspondence public meeting.

R

Ravi Parmar
 Chairperson, Board of Education
 School District No. 62 (Sooke)

From: Erin Letourneau <erinletourneau@shaw.ca>
Sent: Thursday, September 2, 2021 3:38:39 PM
To: Ravi Parmar <rparmar@sd62.bc.ca>; Wendy Hobbs <whobbs@sd62.bc.ca>; msinburnson@sd62.bc.ca <msinburnson@sd62.bc.ca>; Allison Watson <awatson@sd62.bc.ca>; Dianna Seaton <dseaton@sd62.bc.ca>; Bob Phillips <bphillips@sd62.bc.ca>
Subject: Fwd: Bus situation

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

Good afternoon,

I'm writing to you as trustees to strongly consider relooking at your spring decision to change the sd62 bus system. This decision has impacted an incredible # of families including my own. Your decision was incredibly nearsighted and your approach to gather info about how this would effect families was pretty much non existent. Parents have not received an email stating that most routes are full or near capacity one week before school starts.

For a district that has supported learners and academies, you've now made a change with zero consideration of how this impacts those students. I'm hearing parents where previous routes were completely cancelled where kids are attending overflow schools because most schools in sd62 are at capacity. This is absolutely unacceptable.

My son who was an academy student when he attended Spencer middle school at one point and he is set to attend his first year of high school at Belmont in one week and we just found out he may be waitlisted for a bus. This is the first time in his 9 years of education he might not be able to get to and from school because at one point we chose an academy for him and he's no longer pursuing the academy but now has close peer relationships which is why he would attend the high school Spencer would funnel in to. This would mean he would be an out of catchment student. There is no consideration regarding youth and their mental health and relationships are supposed to be supported for youth. After everything kids and youth have been through in the past two years I can't believe your district would make this decision. My son is heartbroken he may have to change high schools suddenly because both his parents work. This is unbelievable what you've decided.

There has been no process at all to consider grandfathering certain children in who meet certain criteria or consideration on a case by case basis.

Not only the above but you took a "registration fee" from numerous parents, which my assumption was to fund the app and now these parents can't even get on a bus if they are out of catchment. If you already knew that most out of catchment kids wouldn't be able to offer a spot on the bus this is an absolute disturbing approach.

At one point years ago parents were charged 200\$ for the bus, parents would be happy to pay a fee so that buses and routes could be supplemented for families that actually require it.

Out of catchment parents are hearing nothing back other than you'll be triaged and will hear eventually from the transportation department. I've heard nothing. I've emailed one month ago abs twice this week. I completely understand that the transportation department is "sorting out" hundreds of registrations but this is the first year this has happened and there is very little communication or plan to sort this out other than leaving parents scrambling or high and dry until maybe October when we might hear kids will be waitlisted.

This all stems from a decision your school board made. I'm desperately asking you, on behalf of many other parents to go back to the drawing board and figure this out for students and their families. I'm saddened for the children and youth this impacts which is certainly not in their best interests socially or emotionally.

Please, on behalf of parents in this district I advocate for you to bring this back to the table and figure it out to support the many students affected by this in your district.

This situation has already been brought to the attention of the media but parents aren't sure what else will make this situation better.

Sincerely,

Erin

Concerned SD62 parent of two children

From: Erin Letourneau <erinletourneau@shaw.ca>
Date: September 1, 2021 at 4:42:08 PM PDT
To: sstinson@sd62.bc.ca, SD62 Bussing <bussing@sd62.bc.ca>
Subject: Bus situation

Good afternoon,

I understand that the school board and/or trustees in the spring made a decision to change the process of the sd62 bus transportation, a decision that for many parents is frustrating and nearsighted.

I received an email a few weeks ago advising that out of catchment students would be last priority to determine if there was space on a bus for them and we would know by October.

I've not received an email yesterday, one week before school starts that states most bus routes are nearing capacity, with some already at capacity and out of catchment students will be placed on a waitlist if the route is full.

When this decision was made in the spring I can't imagine the last thing you considered was the impact to parents and their families, specifically youth. The last two years has been an absolute nightmare for families and youth impacted by covid and my son who is entering his first year at Belmont may suddenly have to change schools to Royal Bay where zero of his peers will be attending. This is not in his best interests nor his emotional well-being.

There has been zero consideration on behalf of parents or a system in place to maneuver through this. There has been zero consideration on the impact to kids, other than "sorry for the inconvenience and for your understanding". There has been no thought to whether certain children should be

grandfathered in or exceptions to be made based on individual scenarios.

Our son was in an academy for a year at Spencer, this is why he attended Spencer which was out of catchment. He went to crystal view from k-5 and his catchment school would have been Dunsmuir. He started catching the bus to attend his academy program and stuck with Spencer where he has formed many friendships. All of his peers are headed to Belmont and at this point he may have to choose to attend Royal Bay because all of a sudden buses aren't supported for out of catchment students unless at the last minute there is room. He has been a bus student for his entire education and upon grade 9 is out of luck because he won't be attending an academy at Belmont. I'm begging you to consider an alternative in supporting my son to get on the bus. As two working parents we don't have the option to pick him up and we love too far away to bus or walk.

This is a time that youth should be supported in their learning and relationships should be supported. These things impact youth and their mental health in amazing ways.

I'm certainly not the only parent who is suddenly impacted by this decision. Parental feedback on the site on the fall certainly didn't advocate for all of a sudden excluding a significant pool of children.

SD62 supports children and their learning and offers a great deal of academy programming. Had we known that the bus wouldn't be an option for him we would have made different decisions for him a very long time ago, before his relationships were established. With mental health issues on the rise for youth, this is an incredibly short sighted decision. How can your district support academies to enrichment students learning when this is what happens in the end.

I can't wait to hear whether my son will have a spot on a bus or whether he will be waitlisted in October. I can't imagine how you are leaving parents hanging to see if they even are placed on a waitlist. How do you decide which kids go on the waitlist and who is pulled first off the list. This needs to be sorted out. As a parent who has had a child in this district for 9 years I'm blown away at this decision. Parents have been emailing the transportation with no response...other than a email saying incoming emails will be triaged (basically stating last priority children will be last to respond to). Please don't do this to families and youth, they have been through far too much and we want our son to have an amazing experience transitioning to his high school year.

Thanks for your consideration in reviewing whether my son may be able to catch his bus to and from school.

Sincerely,
Erin

Kristina Ross

From: Ravi Parmar <rparmar@sd62.bc.ca>
Sent: Tuesday, September 14, 2021 6:10 PM
To: Kristina Ross
Cc: Scott Stinson; Harold Cull
Subject: Fwd: E-mail from the Honourable Katrina Chen, Minister of State for Child Care

Public Agenda - Correspondence

R

Ravi Parmar
Chairperson, Board of Education

School District No. 62 (Sooke)

Begin forwarded message:

From: "MCF Info MCF:EX" <MCF.Info@gov.bc.ca>
Date: September 14, 2021 at 11:35:32 AM PDT
To: Ravi Parmar <rparmar@sd62.bc.ca>
Subject: E-mail from the Honourable Katrina Chen, Minister of State for Child Care

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

VIA E-MAIL
Ref: 263194

Ravi Parmar
Board Chairperson
E-mail: rparmar@sd62.bc.ca

Dear Board Chairperson Parmar:

Families throughout British Columbia are looking for access to inclusive, affordable, quality child care. As leaders, I know you are acutely aware of the needs in your community and share our government's concerns and ambitions of providing access to an inclusive universal system of care. Although we have made significant progress over the last three years with nearly 26,000 new licensed child care spaces approved for funding across Childcare BC's space-creation initiatives, too many families still struggle to find the care they need in their local communities. With this in mind, I am emailing today to ensure you have received information about the opening of the [Childcare BC New Spaces Fund](#), our province's largest child care space creation initiative.

In the 2021/22 intake for the New Space Fund program, we are focusing our efforts on expanding quality, inclusive, community-based child care in areas with the greatest need in

alignment with provincial priorities and commitments under the [Canada Wide Early Learning and Child Care Agreement](#). This means that only School Districts, Indigenous and local governments, not-for-profit organizations, and Indigenous not-for-profit organizations are eligible to apply for up to \$3 million in grant funding per project.

As an eligible organization, I encourage you to visit [Childcare BC](#) to review the New Spaces Fund program guidelines, FAQ, application form, and other resources. Further, I encourage you to seize this opportunity to partner with the Province to help address your community needs and serve families in your community with more affordable, quality child care.

Note that the deadline to apply is November 16th, 2021 at 4:30 p.m. PST.

Please do not hesitate to contact our Capital Funding program staff at MCF.CCCF@gov.bc.ca or 1 888 338-6622 (option 5) for any additional questions you may have.

Thank you for the work you do for families in your community.

Sincerely,

Katrina Chen
Minister of State for Child Care

Sent on behalf of the Minister of State by:



This communication and any accompanying document is confidential and is intended solely for the addressed recipient(s). If you received this e-mail message in error, please delete the e-mail and any attachments and contact the Client Relations Branch, Ministry of Children and Family Development at: MCF.Info@gov.bc.ca.

Board Info Note
Board Meeting
September 28, 2021
Agenda Item: 7.1 – Financial Statements & Analysis Document

Background

- As in previous years, the District’s financial statements have been prepared by staff and will be presented formally to the Board for approval
- These statements have been reviewed by the Audit Committee at their meeting on September 21, 2021 and the Committee supports the following motion:

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 20/21 financial statements as presented at the Audit Committee meeting of September 21, 2021.

- The School Act states:

157 Financial statements

- (1) The board must cause to be prepared each fiscal year by the secretary treasurer or other person authorized by it, financial statements of the school district respecting the preceding fiscal year.
- (2) The financial statements required under subsection (1) must be prepared on or before September 15 of each year, in accordance with
 - (a) subject to paragraph (b), generally accepted accounting principles, and
 - (b) the directions of the minister.
- (3) The financial statements may include separate statements of special activities of the board so long as the items of account of a controlling nature appear in the statements referred to in subsection (2).
- (4) The financial statements referred to in subsection (2) must be signed by the chair of the board and the secretary treasurer, and must be published for distribution to the public before December 31 together with the auditor's report submitted to the board under section 161 (1) (d).
- (5) The secretary treasurer must, not later than September 30 in each year, forward to the minister a copy of the financial statements together with the auditor's report.

- The annual financial statements for the year ended June 30, 2021 have been included in tonight’s package for the Board’s review and consideration
- As usual, it is a detailed package with a number of statements and schedules supported by the notes to the financial statements
- Staff have also prepared a Financial Statements Discussion and Analysis (FSDA) document to simplify the information on the financial statements
- Staff have used the Operating Surplus (financial reserve) as the target measurement as we have managed the financial impacts of the pandemic over the last 18+ months
- The following table (from the financial statements) reflects the impact the 20/21 fiscal year had on the financial reserve

A	OPERATING SURPLUS, BEGINNING OF YEAR	\$	7,192,890
B	OPERATING SURPLUS / (DEFICIT), FOR THE YEAR 2020/21	\$	(2,405,635)
C = A+B	OPERATING SURPLUS, END OF YEAR	\$	4,787,255
	INTERNALLY RESTRICTED SURPLUS		
	Total - Due to nature of constraints on funds	\$	2,249,153
	Total - Due to operations spanning the school year	\$	844,986
	Total - Due to unanticipated unusual expenses	\$	1,693,116
D	TOTAL INTERNALLY RESTRICTED SURPLUS	\$	4,787,255
E = C-D	UNRESTRICTED SURPLUS	\$	(0)
	2020/21 UNRESTRICTED FINANCIAL RESERVE - ACTUAL	\$	1,693,116
	2021-22 BUDGETED SHORTFALL	\$	1,496,000
F	2020/21 FINANCIAL RESERVE AVAILABLE FOR 2021/22 PURPOSES	\$	3,189,116
G	TOTAL 2020/21 OPERATING FUND EXPENSES - ACTUAL	\$	120,821,177
H = F/G	FINANCIAL RESERVE % 2020/21 OPERATING FUND EXPENSES		2.64%
J	TOTAL 2021/22 FINANCIAL RESERVE	\$	1,693,116
K	TOTAL 2021/22 OPERATING FUND EXPENSES - PRELIMINARY BUDGET	\$	125,092,177
L =J/K	FINANCIAL RESERVE % OF 2021/22 OPERATING FUND EXPENSES		1.35%

- To summarize, the District had an operating deficit for the year of \$2,405,635 leaving a remaining reserve of \$1,693,116 or 1.35% of the operating fund (policy states up to 2%)

Audited Financial Statements of

School District No. 62 (Sooke)

And Independent Auditors' Report thereon

June 30, 2021

School District No. 62 (Sooke)

June 30, 2021

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School District No. 62 (Sooke)

MANAGEMENT REPORT

Version: 6667-5921-3939

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, 2021

	2021 Actual	2020 Actual
	\$	\$
Financial Assets		
Cash and Cash Equivalents	24,981,797	26,020,112
Accounts Receivable		
Due from Province - Ministry of Education	3,661,057	4,372,504
Due from Province - Other	-	22,773
Due from First Nations	761,005	528,739
Other (Note 3)	484,221	533,215
Inventories for Resale	-	-
Total Financial Assets	29,888,080	31,477,343
Liabilities		
Accounts Payable and Accrued Liabilities		
Due to Province - Other	49,189	21,793
Other (Note 5)	12,501,842	14,597,575
Unearned Revenue (Note 6)	4,940,497	3,327,542
Deferred Revenue (Note 7)	1,358,545	1,408,495
Deferred Capital Revenue (Note 8)	215,976,842	197,712,052
Employee Future Benefits (Note 9)	5,036,948	4,513,103
Total Liabilities	239,863,863	221,580,560
Net Debt	(209,975,783)	(190,103,217)
Non-Financial Assets		
Tangible Capital Assets (Note 10)	345,438,884	322,201,769
Restricted Assets (Endowments) (Note 12)	673,449	673,449
Prepaid Expenses (Note 4)	3,122,838	3,758,600
Total Non-Financial Assets	349,235,171	326,633,818
Accumulated Surplus (Deficit) (Note 22)	139,259,388	136,530,601
Contractual Obligations (Note 16)		
Contractual Rights (Note 17)		
Contingent Assets (Note 18)		
Contingent Liabilities (Note 19)		
Approved by the Board		
_____ Signature of the Chairperson of the Board of Education		Date Signed
_____ Signature of the Superintendent		Date Signed
_____ Signature of the Secretary Treasurer		Date Signed

School District No. 62 (Sooke)

Statement of Operations
Year Ended June 30, 2021

	2021 Budget (Note 20)	2021 Actual	2020 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education	142,134,815	141,775,130	150,729,507
Other		26,509	9,000
Municipal Grants Spent on Sites			1,242,000
Tuition	3,094,900	3,505,226	6,413,919
Other Revenue	6,129,683	3,092,898	4,164,566
Rentals and Leases	268,500	230,065	358,415
Investment Income	284,508	308,881	434,036
Amortization of Deferred Capital Revenue	7,874,834	7,916,047	7,456,218
Amortization of Deferred Capital Revenue - for lease	61,477	61,477	61,477
Total Revenue	159,848,717	156,916,233	170,869,138
Expenses (Note 21)			
Instruction	127,709,283	123,660,430	115,785,537
District Administration	5,763,248	5,433,325	4,623,740
Operations and Maintenance	22,309,676	21,199,489	19,920,711
Transportation and Housing	3,545,011	3,894,202	3,047,928
Total Expense	159,327,218	154,187,446	143,377,916
Surplus (Deficit) for the year, before endowment contributions	521,499	2,728,787	27,491,222
Endowment Contributions			30,610
Surplus (Deficit) for the year	521,499	2,728,787	27,521,832
Accumulated Surplus (Deficit) from Operations, beginning of year		136,530,601	109,008,769
Accumulated Surplus (Deficit) from Operations, end of year		139,259,388	136,530,601

School District No. 62 (Sooke)

Statement of Changes in Net Debt

Year Ended June 30, 2021

	2021 Budget (Note 20) \$	2021 Actual \$	2020 Actual \$
Surplus (Deficit) for the year	521,499	2,728,787	27,521,832
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(43,956,508)	(31,987,197)	(45,915,188)
Amortization of Tangible Capital Assets	8,646,076	8,750,082	8,253,530
Total Effect of change in Tangible Capital Assets	(35,310,432)	(23,237,115)	(37,661,658)
Acquisition of Prepaid Expenses		(1,027,498)	(1,601,783)
Use of Prepaid Expenses		1,663,260	756,330
Use of Other Assets			100,000
Endowment Contributions			(30,610)
Total Effect of change in Other Non-Financial Assets	-	635,762	(776,063)
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	(34,788,933)	(19,872,566)	(10,915,889)
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		(19,872,566)	(10,915,889)
Net Debt, beginning of year		(190,103,217)	(179,187,328)
Net Debt, end of year		(209,975,783)	(190,103,217)

School District No. 62 (Sooke)

Statement of Cash Flows
Year Ended June 30, 2021

	2021 Actual	2020 Actual
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	2,728,787	27,521,832
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	550,947	(3,117,898)
Prepaid Expenses	635,762	(745,453)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	(2,068,336)	5,922,720
Unearned Revenue	1,612,955	(990,337)
Deferred Revenue	(49,950)	27,936
Employee Future Benefits	523,845	566,169
Amortization of Tangible Capital Assets	8,750,082	8,253,530
Amortization of Deferred Capital Revenue	(7,916,047)	(7,456,218)
Recognition of Deferred Capital Revenue Spent on Sites	(4,983,532)	(25,285,205)
Deferred Capital Revenue Transferred to Revenue	(1,150,693)	(1,029,310)
Amortization of Deferred Capital Revenue - for lease	(61,477)	(61,477)
Total Operating Transactions	(1,427,657)	3,606,289
Capital Transactions		
Tangible Capital Assets Purchased	(6,216,399)	(25,635,105)
Tangible Capital Assets -WIP Purchased	(25,770,798)	(20,280,083)
Total Capital Transactions	(31,987,197)	(45,915,188)
Financing Transactions		
Capital Revenue Received	32,376,539	44,830,397
Endowment Contributions	-	(30,610)
Total Financing Transactions	32,376,539	44,799,787
Investing Transactions		
Investments in Portfolio Investments	-	133,447
Total Investing Transactions	-	133,447
Net Increase (Decrease) in Cash and Cash Equivalents	(1,038,315)	2,624,335
Cash and Cash Equivalents, beginning of year	26,020,112	23,395,777
Cash and Cash Equivalents, end of year	24,981,797	26,020,112
Cash and Cash Equivalents, end of year, is made up of:		
Cash	6,644,585	9,879,298
Cash Equivalents	18,337,212	16,140,814
	24,981,797	26,020,112

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

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. School District No. 62 (Sooke) is exempt from federal and provincial corporate income taxes.

The COVID 19 outbreak was declared a pandemic by the World Health Organization in March 2020 and has had a significant financial, market and social dislocating impact worldwide. Under direction of the Provincial Health Officer, all schools suspended in-class instruction in March 2020 and the District remained open to continue to support students and families in a variety of ways. Parents were given the choice to send their children back to school on a gradual and part-time basis beginning June 1, 2020 and full-time beginning September 1, 2020 with new health and safety guidelines. 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. 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.

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.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

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.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

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 (EARSLS) of active employees covered under the plan.

The most recent valuation of the obligation was performed at March 31, 2019 and projected to March 31, 2022. The next valuation will be performed at March 31, 2022 for use at June 30, 2022. 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.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

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.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

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.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

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.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

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(a) 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. Significant 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.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

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, 2021	June 30, 2020
Due from Federal Government	\$ 126,816	\$ 211,051
Payroll accounts receivable	40,964	7,496
School site acquisition charges receivable	95,694	109,190
Other accounts receivable	220,747	205,477
	\$ 484,221	\$ 533,215

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

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 \$2,095,340 (2020: \$2,156,817) of the prepaid expenses.

NOTE 5 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	June 30, 2021	June 30, 2020
Trade payables	\$ 6,877,656	\$ 8,757,292
Salaries and benefits payable	4,755,245	4,983,382
Accrued vacation pay	868,941	856,901
	<u>\$ 12,501,842</u>	<u>\$ 14,597,575</u>

NOTE 6 UNEARNED REVENUE

	June 30, 2021	June 30, 2020
Balance, beginning of year	\$ 3,327,542	\$ 4,317,878
Increase:		
Tuition fees collected	5,118,181	5,423,583
	<u>5,118,181</u>	<u>5,423,583</u>
Decrease:		
Tuition fees recognized	(3,505,226)	(6,413,919)
	<u>(3,505,226)</u>	<u>(6,413,919)</u>
Net change for the year	1,612,955	(990,336)
Balance, end of year	<u>\$ 4,940,497</u>	<u>\$ 3,327,542</u>

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

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, 2021	June 30, 2020
Balance, beginning of year	\$ 1,408,495	\$ 1,380,559
Increase:		
Provincial Grants - Ministry of Education	22,328,793	16,952,943
Other revenue	1,998,242	3,359,261
Investment income	11,957	23,580
	<u>24,338,992</u>	<u>20,335,784</u>
Decrease:		
Transfers to revenue	<u>(24,388,942)</u>	<u>(20,307,848)</u>
	<u>(24,388,942)</u>	<u>(20,307,848)</u>
Net change for the year	(49,950)	27,936
Balance, end of year	<u>\$ 1,358,545</u>	<u>\$ 1,408,495</u>

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

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, 2021	June 30, 2020
Deferred Capital Revenue Subject to Amortization		
Balance, beginning of year	\$ 171,528,750	\$ 176,954,600
Increases:		
Transfer from deferred capital revenue – capital additions	977,172	349,900
Transfer from deferred capital revenue – work in progress	27,611,630	1,741,945
	<u>28,588,802</u>	<u>2,091,845</u>
Decreases:		
Amortization of deferred capital revenue	(7,916,047)	(7,456,218)
Amortization of long term lease	(61,477)	(61,477)
	<u>(7,977,524)</u>	<u>(7,517,695)</u>
Net change for the year	20,611,278	(5,425,850)
Balance, end of year	\$ 192,140,028	\$ 171,528,750
Deferred Capital Revenue - Work In Progress		
Balance, beginning of year	\$ 24,165,683	\$ 7,233,345
Increases:		
Transfer from deferred capital revenue - unspent	25,041,566	18,674,283
	<u>25,041,566</u>	<u>18,674,283</u>
Decreases:		
Transfer to deferred capital revenue subject to amortization	(27,611,630)	(1,741,945)
	<u>(27,611,630)</u>	<u>(1,741,945)</u>
Net change for the year	(2,570,064)	16,932,338
Balance, end of year	\$ 21,595,619	\$ 24,165,683

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

NOTE 8 DEFERRED CAPITAL REVENUE (continued)

	June 30, 2021	June 30, 2020
Deferred Capital Revenue - Unspent		
Balance, beginning of year	\$ 2,017,619	\$ 2,525,920
Increases:		
Provincial Grants - Ministry of Education	30,874,648	43,665,985
Provincial Grants – Other	-	-
Other	1,495,652	1,118,167
Investment income	6,239	46,245
	<u>32,376,539</u>	<u>44,830,837</u>
Decreases:		
Transfer to deferred capital revenue – capital additions	(977,172)	(349,900)
Transfer to deferred capital revenue – work in progress	(25,041,566)	(18,674,283)
Transfer to revenue – site purchases	(4,983,532)	(25,285,205)
Transfer to revenue – expensed costs	(1,150,693)	(1,029,310)
	<u>(32,152,963)</u>	<u>(45,338,698)</u>
Net change for the year	223,576	(508,301)
Balance, end of year	<u>\$ 2,241,195</u>	<u>\$ 2,017,619</u>
Total Deferred Capital Revenue Balance, end of year	<u>\$ 215,976,842</u>	<u>\$ 197,712,052</u>

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, 2021	June 30, 2020
Discount rate - April 1	2.25%	2.50%
Discount rate - March 31	2.50%	2.25%
Long-term salary growth - April 1	2.50% + seniority	2.50% + seniority
Long-term salary growth - March 31	2.50% + seniority	2.50% + seniority
EARSL - March 31	9.6 years	9.6 years

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

NOTE 9 EMPLOYEE FUTURE BENEFITS (continued)

	June 30, 2021	June 30, 2020
Reconciliation of Accrued Benefit Obligation		
Accrued benefit obligation - April 1	\$ 5,224,414	\$ 5,027,590
Service cost	505,381	479,614
Interest cost	124,055	131,388
Benefit payments	(282,372)	(276,496)
Actuarial loss (gain)	(241,851)	(137,683)
Accrued benefit obligation - March 31	\$ 5,329,627	\$ 5,224,414
Reconciliation of Funded Status at End of Fiscal Year		
Accrued benefit obligation - March 31	\$ 5,329,627	\$ 5,224,414
Market value of Plan Assets - March 31	-	-
Funded Status - Deficit	(5,329,627)	(5,224,414)
Employer contributions after measurement date	53,302	32,139
Benefits expense after measurement date	(160,875)	(157,359)
Unamortized net actuarial loss	400,252	836,531
Accrued benefit liability - June 30	\$ (5,036,948)	\$ (4,513,103)
Reconciliation of Change in Accrued Benefit Liability		
Accrued benefit liability - July 1	\$ 4,513,102	\$ 3,946,934
Net expense for fiscal year	827,381	824,381
Employer contributions	(303,535)	(258,212)
Accrued benefit liability - June 30	\$ 5,036,948	\$ 4,513,103
Components of Net Benefit Expense		
Service cost	\$ 505,010	\$ 486,056
Interest cost	127,943	129,555
Amortization of net actuarial loss	194,429	208,770
Net benefit expense for fiscal year	\$ 827,381	\$ 824,381

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

NOTE 10 TANGIBLE CAPITAL ASSETS

Net Book Value	June 30, 2021	June 30, 2020
Sites	\$ 117,679,605	\$ 112,696,073
Buildings	193,650,538	175,033,534
Buildings – WIP	21,398,399	23,761,543
Furniture & Equipment	9,217,619	7,639,702
Furniture & Equipment - WIP	197,221	404,140
Vehicles	3,226,615	2,502,966
Computer Software	-	-
Computer Hardware	68,887	163,811
Total	\$ 345,438,884	\$ 322,201,769

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

NOTE 10 TANGIBLE CAPITAL ASSETS (continued)**June 30, 2020**

Cost:	Balance at July 1, 2019	Additions	Disposals	Transfers (WIP)	Balance at June 30, 2020
Sites	\$ 87,410,868	\$ 25,285,205	\$ -	\$ -	\$ 112,696,073
Buildings	271,707,168	-	-	2,064,898	273,772,066
Buildings – WIP	7,184,008	18,642,433	-	(2,064,898)	23,761,543
Furniture & Equipment	11,056,714	-	(284,531)	1,382,219	12,154,402
Furniture – WIP	148,709	1,637,650	-	(1,382,219)	404,140
Vehicles	4,778,816	349,900	(554,406)	-	4,574,310
Computer Software	-	-	-	-	-
Computer Hardware	967,023	-	(275,604)	-	691,419
Computer Hardware - WIP	-	-	-	-	-
Total	\$ 383,253,306	\$ 45,915,188	\$ (1,114,541)	\$ -	\$ 428,053,953

Accumulated Amortization:	Balance at July 1, 2019	Amortization	Disposals	Transfers (WIP)	Balance at June 30, 2020
Sites	\$ -	\$ -	\$ -	\$ -	\$ -
Buildings	92,279,058	6,459,474	-	-	98,738,532
Furniture & Equipment	3,638,675	1,160,556	(284,531)	-	4,514,700
Vehicles	2,158,094	467,656	(554,406)	-	2,071,344
Computer Software	-	-	-	-	-
Computer Hardware	637,368	165,844	(275,604)	-	527,608
Total	\$ 98,713,195	\$ 8,253,530	\$ (1,114,541)	\$ -	\$ 105,852,184

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 (2020 - \$0).

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

NOTE 11 EMPLOYEE PENSION PLANS

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at December 31, 2020, the Teachers' Pension Plan has about 49,000 active members and approximately 40,000 retired members. As of December 31, 2020, the Municipal Pension Plan has about 220,000 active members, including approximately 28,000 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, 2017, indicated a \$1,656 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 \$10,478,086 for employer contributions to the plans for the year ended June 30, 2021 (2020: \$9,670,510).

The next valuation for the Teachers' Pension Plan will be as at December 31, 2020, with results available in the last quarter of 2021. 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.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

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 1.45%.

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, 2020	Contributions	Balance June 30, 2021
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, 2021, 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, 2021	June 30, 2020
Deferred Salary Leave Plan	\$ 186,950	\$ 88,954
Teachers' Summer Savings Plan	1,556,852	1,235,602
Total	\$ 1,743,802	\$ 1,324,556

NOTE 14 INTERFUND TRANSFERS

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2021, were as follows:

- Transfer to the capital fund for tangible capital assets purchased from the operating fund \$255,695
- Transfer to the capital fund for tangible capital assets work in progress from the operating fund \$263,722
- Transfer to the capital fund for tangible capital assets work in progress from the special purpose fund \$465,510

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

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.

	2022	2023	2024	2025	2026	Thereafter
Premises leases	\$ 238,593	\$ 28,386	\$ -	\$ -	\$ -	\$ -
Copier leases	119,676	80,850	55,637	35,762	4,344	-
Total	\$ 358,269	\$ 109,236	\$ 55,637	\$ 35,762	\$ 4,344	\$ -

The School District has entered into contracts related to capital projects with a remaining cost of approximately \$46,911,892.

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.

	2022	2023	2024	2025	2026	Thereafter
Future lease/rental revenue	\$71,063	\$68,400	\$68,400	\$68,400	\$68,400	\$136,800
Total	\$71,063	\$68,400	\$68,400	\$68,400	\$68,400	\$136,800

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.

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

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, 2021, 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 23, 2021. The original budget was adopted on June 23, 2020. The original and amended budgets are presented below.

	2021 Amended Annual Budget \$	2021 Annual Budget \$
Revenues		
Provincial Grants		
Ministry of Education	142,134,815	139,092,529
Tuition	3,094,900	1,583,000
Other Revenue	6,129,683	4,782,485
Rentals and Leases	268,500	388,500
Investment Income	284,508	263,875
Amortization of Deferred Capital Revenue	7,874,834	7,718,490
Amortization of Deferred Capital Revenue - for long term lease	61,477	61,477
Total Revenue	<u>159,848,717</u>	<u>153,890,356</u>
Expenses		
Instruction	127,709,283	119,832,222
District Administration	5,763,248	5,647,275
Operations and Maintenance	22,309,676	20,371,413
Transportation and Housing	3,545,011	3,156,649
Total Expense	<u>159,327,218</u>	<u>149,007,559</u>
Net Revenue (Expense)	<u>521,499</u>	<u>4,882,797</u>
Budgeted Allocation (Retirement) of Surplus (Deficit)	5,578,039	2,194,758
Budgeted Surplus (Deficit), for the year	<u>6,099,538</u>	<u>7,077,555</u>

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

NOTE 21 EXPENSE BY OBJECT

	June 30, 2021	June 30, 2020
Salaries and benefits	\$ 128,330,235	\$ 117,260,286
Services and supplies	17,107,129	17,864,100
Amortization	8,750,082	8,253,530
Total	\$ 154,187,446	\$ 143,377,916

NOTE 22 ACCUMULATED SURPLUS

	June 30, 2021	June 30, 2020
Total Internally Restricted Fund Balances	\$ 4,787,255	\$ 7,192,890
Special Purpose Fund – endowments	673,449	673,449
Invested in Tangible Capital Assets	133,798,684	128,664,262
Total Accumulated Surplus	\$ 139,259,388	\$ 136,530,601

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, 2021	June 30, 2020
Internally Restricted – Operating Fund		
Due to nature of constraints on funds	\$ 2,249,153	\$ 2,674,114
Due to operations spanning the school year	844,986	1,917,197
Due to unanticipated unusual expenses	1,693,116	2,601,579
Total Internally Restricted – Operating Fund	4,787,225	7,192,890
Internally Restricted – Capital Fund		
Local capital reserve	-	-
Total Internally Restricted – Capital Fund	-	-
Total Internally Restricted Fund Balances	\$ 4,787,225	\$ 7,192,890

NOTE 23 ECONOMIC DEPENDENCE

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

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2021

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 2020 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, 2021

	Operating Fund	Special Purpose Fund	Capital Fund	2021 Actual	2020 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	7,192,890	673,449	128,664,262	136,530,601	109,008,769
Changes for the year					
Surplus (Deficit) for the year	(1,886,218)	465,510	4,149,495	2,728,787	27,521,832
Interfund Transfers					
Tangible Capital Assets Purchased	(255,695)		255,695	-	
Tangible Capital Assets - Work in Progress	(263,722)	(465,510)	729,232	-	
Net Changes for the year	(2,405,635)	-	5,134,422	2,728,787	27,521,832
Accumulated Surplus (Deficit), end of year - Statement 2	4,787,255	673,449	133,798,684	139,259,388	136,530,601

School District No. 62 (Sooke)

Schedule of Operating Operations

Year Ended June 30, 2021

	2021 Budget (Note 20) \$	2021 Actual \$	2020 Actual \$
Revenues			
Provincial Grants			
Ministry of Education	112,005,203	113,365,893	108,492,677
Other		26,509	9,000
Tuition	3,094,900	3,505,226	6,413,919
Other Revenue	903,169	997,217	1,040,633
Rentals and Leases	268,500	230,065	358,415
Investment Income	253,875	290,632	409,583
Total Revenue	116,525,647	118,415,542	116,724,227
Expenses			
Instruction	102,041,996	101,010,417	95,814,503
District Administration	5,721,248	5,413,425	4,623,740
Operations and Maintenance	11,288,351	10,780,579	10,707,236
Transportation and Housing	2,757,014	3,097,339	2,580,272
Total Expense	121,808,609	120,301,760	113,725,751
Operating Surplus (Deficit) for the year	(5,282,962)	(1,886,218)	2,998,476
Budgeted Appropriation (Retirement) of Surplus (Deficit)	5,578,039		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(295,077)	(255,695)	
Tangible Capital Assets - Work in Progress		(263,722)	(521,201)
Total Net Transfers	(295,077)	(519,417)	(521,201)
Total Operating Surplus (Deficit), for the year	-	(2,405,635)	2,477,275
Operating Surplus (Deficit), beginning of year		7,192,890	4,715,615
Operating Surplus (Deficit), end of year		4,787,255	7,192,890
Operating Surplus (Deficit), end of year			
Internally Restricted		4,787,255	7,192,890
Total Operating Surplus (Deficit), end of year		4,787,255	7,192,890

School District No. 62 (Sooke)

Schedule of Operating Revenue by Source

Year Ended June 30, 2021

	2021 Budget (Note 20)	2021 Actual	2020 Actual
	\$	\$	\$
Provincial Grants - Ministry of Education			
Operating Grant, Ministry of Education	107,833,359	109,163,647	104,954,991
ISC/LEA Recovery	(482,169)	(509,565)	(482,169)
Other Ministry of Education Grants			
Pay Equity	931,052	931,052	931,052
Funding for Graduated Adults	109,878	163,544	123,206
Student Transportation Fund	358,365	358,365	358,365
Carbon Tax Grant			74,695
Employer Health Tax Grant			837,538
Support Staff Wage Increase Funding			435,009
Teachers' Labour Settlement Funding	3,007,718	3,007,718	1,241,858
Early Career Mentorship Funding	235,000	235,000	
FSA Scorer Grant	12,000	12,964	12,964
Equity Scan			2,000
Early Learning Framework Implementation		3,168	3,168
Total Provincial Grants - Ministry of Education	112,005,203	113,365,893	108,492,677
Provincial Grants - Other		26,509	9,000
Tuition			
Continuing Education	110,000	93,874	110,568
International and Out of Province Students	2,984,900	3,411,352	6,303,351
Total Tuition	3,094,900	3,505,226	6,413,919
Other Revenues			
Funding from First Nations	482,169	509,565	482,169
Miscellaneous			
Grants for Crossing Guards	70,000	88,000	70,000
Miscellaneous	100,000	98,064	179,482
Rebates	51,000	44,847	43,364
Reclassified from SGF Discretionary	200,000	134,314	133,934
Careers Program		122,427	131,684
Total Other Revenue	903,169	997,217	1,040,633
Rentals and Leases	268,500	230,065	358,415
Investment Income	253,875	290,632	409,583
Total Operating Revenue	116,525,647	118,415,542	116,724,227

School District No. 62 (Sooke)

Schedule of Operating Expense by Object

Year Ended June 30, 2021

	2021 Budget (Note 20)	2021 Actual	2020 Actual
	\$	\$	\$
Salaries			
Teachers	47,695,163	48,393,009	45,374,538
Principals and Vice Principals	8,112,910	8,085,645	7,555,210
Educational Assistants	9,844,006	10,136,051	9,249,358
Support Staff	12,409,434	12,221,148	11,949,830
Other Professionals	4,103,536	4,226,866	3,871,161
Substitutes	4,275,360	3,808,405	3,227,960
Total Salaries	86,440,409	86,871,124	81,228,057
Employee Benefits	21,633,314	21,108,220	19,106,794
Total Salaries and Benefits	108,073,723	107,979,344	100,334,851
Services and Supplies			
Services	5,598,654	5,573,755	6,144,288
Professional Development and Travel	994,371	659,429	1,023,952
Rentals and Leases	306,249	379,508	304,088
Dues and Fees	197,274	192,150	176,797
Insurance	403,265	311,885	338,254
Supplies	4,390,429	3,601,625	3,903,490
Utilities	1,793,844	1,602,549	1,490,826
Bad Debt	50,800	1,515	9,205
Total Services and Supplies	13,734,886	12,322,416	13,390,900
Total Operating Expense	121,808,609	120,301,760	113,725,751

School District No. 62 (Sooke)

Operating Expense by Function, Program and Object

Year Ended June 30, 2021

	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	39,934,511	229,992	155,461	1,753,969	418,166	2,251,051	44,743,150
1.03 Career Programs	221,255			171,325		15,683	408,263
1.07 Library Services	1,379,790			270,224		58,816	1,708,830
1.08 Counselling	1,985,396					22,956	2,008,352
1.10 Special Education	2,768,576	257,123	9,600,098	80,651	853,121	707,865	14,267,434
1.30 English Language Learning	1,129,455			34,155		3,175	1,166,785
1.31 Indigenous Education	703,191	257,625	380,492	59,926		5,189	1,406,423
1.41 School Administration		7,074,341		2,322,583		191,882	9,588,806
1.61 Continuing Education				30,754			30,754
1.62 International and Out of Province Students	268,277	266,191		268,795			803,263
Total Function 1	48,390,451	8,085,272	10,136,051	4,992,382	1,271,287	3,256,617	76,132,060
4 District Administration							
4.11 Educational Administration					821,075		821,075
4.40 School District Governance					120,250		120,250
4.41 Business Administration	2,558	373		584,571	1,665,019	50,473	2,302,994
Total Function 4	2,558	373	-	584,571	2,606,344	50,473	3,244,319
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				122,169	138,468		260,637
5.50 Maintenance Operations				4,215,745	110,314	335,043	4,661,102
5.52 Maintenance of Grounds				584,233			584,233
5.56 Utilities							-
Total Function 5	-	-	-	4,922,147	248,782	335,043	5,505,972
7 Transportation and Housing							
7.41 Transportation and Housing Administration				129,264	100,453	1,647	231,364
7.70 Student Transportation				1,592,784		164,625	1,757,409
Total Function 7	-	-	-	1,722,048	100,453	166,272	1,988,773
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	48,393,009	8,085,645	10,136,051	12,221,148	4,226,866	3,808,405	86,871,124

School District No. 62 (Sooke)

Operating Expense by Function, Program and Object

Year Ended June 30, 2021

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2021 Actual	2021 Budget (Note 20)	2020 Actual
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	44,743,150	11,412,861	56,156,011	2,939,245	59,095,256	60,192,830	54,335,343
1.03 Career Programs	408,263	104,861	513,124	344,320	857,444	897,295	798,392
1.07 Library Services	1,708,830	420,246	2,129,076	58,292	2,187,368	2,075,246	2,067,265
1.08 Counselling	2,008,352	483,971	2,492,323	3,641	2,495,964	2,421,431	2,554,921
1.10 Special Education	14,267,434	3,529,260	17,796,694	475,263	18,271,957	18,019,689	17,053,568
1.30 English Language Learning	1,166,785	284,819	1,451,604	23,632	1,475,236	1,455,593	1,378,410
1.31 Indigenous Education	1,406,423	337,738	1,744,161	119,199	1,863,360	1,820,471	1,701,279
1.41 School Administration	9,588,806	2,007,988	11,596,794	574,808	12,171,602	12,513,376	11,385,604
1.61 Continuing Education	30,754	2,187	32,941	42,183	75,124	91,066	89,012
1.62 International and Out of Province Students	803,263	186,665	989,928	1,527,178	2,517,106	2,554,999	4,450,709
Total Function 1	76,132,060	18,770,596	94,902,656	6,107,761	101,010,417	102,041,996	95,814,503
4 District Administration							
4.11 Educational Administration	821,075	146,186	967,261	457,907	1,425,168	1,525,547	1,045,124
4.40 School District Governance	120,250	5,999	126,249	130,082	256,331	279,088	290,549
4.41 Business Administration	2,302,994	480,568	2,783,562	948,364	3,731,926	3,916,613	3,288,067
Total Function 4	3,244,319	632,753	3,877,072	1,536,353	5,413,425	5,721,248	4,623,740
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	260,637	58,007	318,644	278,116	596,760	648,595	623,746
5.50 Maintenance Operations	4,661,102	1,088,913	5,750,015	1,309,691	7,059,706	7,437,404	7,402,999
5.52 Maintenance of Grounds	584,233	132,448	716,681	804,883	1,521,564	1,408,508	934,053
5.56 Utilities	-	-	-	1,602,549	1,602,549	1,793,844	1,746,438
Total Function 5	5,505,972	1,279,368	6,785,340	3,995,239	10,780,579	11,288,351	10,707,236
7 Transportation and Housing							
7.41 Transportation and Housing Administration	231,364	58,955	290,319	46,655	336,974	299,600	309,224
7.70 Student Transportation	1,757,409	366,548	2,123,957	636,408	2,760,365	2,457,414	2,271,048
Total Function 7	1,988,773	425,503	2,414,276	683,063	3,097,339	2,757,014	2,580,272
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	86,871,124	21,108,220	107,979,344	12,322,416	120,301,760	121,808,609	113,725,751

School District No. 62 (Sooke)

Schedule of Special Purpose Operations

Year Ended June 30, 2021

	2021 Budget (Note 20) \$	2021 Actual \$	2020 Actual \$
Revenues			
Provincial Grants			
Ministry of Education	22,366,954	22,275,012	17,164,315
Other Revenue	5,226,514	2,095,681	3,123,933
Investment Income	30,633	18,249	19,600
Total Revenue	<u>27,624,101</u>	<u>24,388,942</u>	<u>20,307,848</u>
Expenses			
Instruction	25,667,287	22,650,013	19,971,034
District Administration	42,000	19,900	
Operations and Maintenance	1,614,814	965,874	336,814
Transportation and Housing	300,000	287,645	
Total Expense	<u>27,624,101</u>	<u>23,923,432</u>	<u>20,307,848</u>
Special Purpose Surplus (Deficit) for the year, before endowment contributions	<u>-</u>	<u>465,510</u>	<u>-</u>
Endowment Contributions			30,610
Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>465,510</u>	<u>30,610</u>
Net Transfers (to) from other funds			
Tangible Capital Assets - Work in Progress		(465,510)	
Total Net Transfers	<u>-</u>	<u>(465,510)</u>	<u>-</u>
Total Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>-</u>	<u>30,610</u>
Special Purpose Surplus (Deficit), beginning of year		673,449	642,839
Special Purpose Surplus (Deficit), end of year		<u>673,449</u>	<u>673,449</u>
Special Purpose Surplus (Deficit), end of year			
Endowment Contributions		673,449	673,449
Total Special Purpose Surplus (Deficit), end of year		<u>673,449</u>	<u>673,449</u>

School District No. 62 (Sooke)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2021

	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	-	-	20,633	775,551	11,775	5,337		87,025	26,251
Add: Restricted Grants									
Provincial Grants - Ministry of Education	336,814	399,366			192,000	44,100	332,566	763,767	1,403,622
Other				1,329,191				26,480	
Investment Income			11,082						
	336,814	399,366	11,082	1,329,191	192,000	44,100	332,566	790,247	1,403,622
Less: Allocated to Revenue	336,814	399,366	17,500	1,394,698	199,645	17,172	308,317	795,859	1,429,873
Deferred Revenue, end of year	-	-	14,215	710,044	4,130	32,265	24,249	81,413	-
Revenues									
Provincial Grants - Ministry of Education	336,814	399,366			199,645	17,172	308,317	769,379	1,429,873
Other Revenue				1,394,698				26,480	
Investment Income			17,500						
	336,814	399,366	17,500	1,394,698	199,645	17,172	308,317	795,859	1,429,873
Expenses									
Salaries									
Teachers							52,352		27,541
Principals and Vice Principals								41,066	
Educational Assistants		312,006							170,000
Support Staff				3,180	152,385	1,024	549	47,005	120,000
Other Professionals								160,562	
Substitutes				4,364		1,974	12,547	23,924	797,187
	-	312,006	-	7,544	152,385	2,998	65,448	272,557	1,114,728
Employee Benefits		87,360		1,570	41,403	587	14,909	58,695	247,545
Services and Supplies	336,814		17,500	1,385,584	5,857	13,587	227,960	464,607	67,600
	336,814	399,366	17,500	1,394,698	199,645	17,172	308,317	795,859	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)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2021

	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Safe Return to School Grant	Federal Safe Return to Class Fund	Quality Teaching	Nature K	ACE-IT
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year		9,080		6,529			130	5,214	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education	13,533,824	13,105	51,000	25,000	872,605	4,360,024			
Other									30,000
Investment Income									
	13,533,824	13,105	51,000	25,000	872,605	4,360,024	-	-	30,000
Less: Allocated to Revenue	13,505,677	9,080	31,754	13,737	872,605	4,360,024	130	261	30,000
Deferred Revenue, end of year	28,147	13,105	19,246	17,792	-	-	-	4,953	-
Revenues									
Provincial Grants - Ministry of Education	13,505,677	9,080	31,754	13,737	872,605	4,360,024	130		
Other Revenue								147	30,000
Investment Income								114	
	13,505,677	9,080	31,754	13,737	872,605	4,360,024	130	261	30,000
Expenses									
Salaries									
Teachers	10,857,713					1,623,546			25,000
Principals and Vice Principals						64,435			
Educational Assistants						153,925			
Support Staff					345,665	475,039			
Other Professionals						63,173			
Substitutes			16,780	11,610	34,567	145,286	103		
	10,857,713	-	16,780	11,610	380,232	2,525,404	103	-	25,000
Employee Benefits	2,647,964		2,792	2,099	91,602	578,895	27		5,000
Services and Supplies		9,080	12,182	28	400,771	790,215		261	
	13,505,677	9,080	31,754	13,737	872,605	3,894,514	130	261	30,000
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	465,510	-	-	-
Interfund Transfers									
Tangible Capital Assets - Work in Progress						(465,510)			
	-	-	-	-	-	(465,510)	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2021

	Academies	Ab Ed Commercial Fishing	Art Starts	Donations	Theatres	Horner	GISP	SEY2K	Kidsport
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	287,790	11,975	5,788	72,138	45,545	10,915	4,268	22,551	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education							1,000		
Other	515,881		7,600	44,697		19,893			24,500
Investment Income				875					
	515,881	-	7,600	45,572	-	19,893	1,000	-	24,500
Less: Allocated to Revenue	523,973	11,975	6,746	58,292	3,351	30,808	5,268	16,171	9,846
Deferred Revenue, end of year	279,698	-	6,642	59,418	42,194	-	-	6,380	14,654
Revenues									
Provincial Grants - Ministry of Education							5,268	16,171	
Other Revenue	523,973	11,975	6,746	58,292	2,716	30,808			9,846
Investment Income					635				
	523,973	11,975	6,746	58,292	3,351	30,808	5,268	16,171	9,846
Expenses									
Salaries									
Teachers	54,721								
Principals and Vice Principals	15,498								
Educational Assistants									
Support Staff	44,563							73	
Other Professionals									
Substitutes	585							3,429	
	115,367	-	-	-	-	-	-	3,502	-
Employee Benefits	22,284							705	
Services and Supplies	386,322	11,975	6,746	58,292	3,351	30,808	5,268	11,964	9,846
	523,973	11,975	6,746	58,292	3,351	30,808	5,268	16,171	9,846
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, 2021

	<u>TOTAL</u>
	\$
Deferred Revenue, beginning of year	1,408,495
Add: Restricted Grants	
Provincial Grants - Ministry of Education	22,328,793
Other	1,998,242
Investment Income	11,957
	<u>24,338,992</u>
Less: Allocated to Revenue	24,388,942
Deferred Revenue, end of year	<u><u>1,358,545</u></u>
Revenues	
Provincial Grants - Ministry of Education	22,275,012
Other Revenue	2,095,681
Investment Income	18,249
	<u>24,388,942</u>
Expenses	
Salaries	
Teachers	12,640,873
Principals and Vice Principals	120,999
Educational Assistants	635,931
Support Staff	1,189,483
Other Professionals	223,735
Substitutes	1,052,356
	<u>15,863,377</u>
Employee Benefits	3,803,437
Services and Supplies	4,256,618
	<u>23,923,432</u>
Net Revenue (Expense) before Interfund Transfers	<u>465,510</u>
Interfund Transfers	
Tangible Capital Assets - Work in Progress	(465,510)
	<u>(465,510)</u>
Net Revenue (Expense)	<u><u>-</u></u>

School District No. 62 (Sooke)

Schedule of Capital Operations

Year Ended June 30, 2021

	2021	2021 Actual			2020
	Budget (Note 20)	Invested in Tangible Capital Assets	Local Capital	Fund Balance	Actual
	\$	\$	\$	\$	\$
Revenues					
Provincial Grants					
Ministry of Education	7,762,658	6,134,225		6,134,225	25,072,515
Municipal Grants Spent on Sites				-	1,242,000
Investment Income				-	4,853
Amortization of Deferred Capital Revenue	7,874,834	7,916,047		7,916,047	7,456,218
Amortization of Deferred Capital Revenue - for lease	61,477	61,477		61,477	61,477
Total Revenue	<u>15,698,969</u>	<u>14,111,749</u>	-	<u>14,111,749</u>	33,837,063
Expenses					
Operations and Maintenance	1,248,432	1,212,172		1,212,172	1,090,787
Amortization of Tangible Capital Assets					
Operations and Maintenance	8,158,079	8,240,864		8,240,864	7,785,874
Transportation and Housing	487,997	509,218		509,218	467,656
Total Expense	<u>9,894,508</u>	<u>9,962,254</u>	-	<u>9,962,254</u>	9,344,317
Capital Surplus (Deficit) for the year	<u>5,804,461</u>	<u>4,149,495</u>	-	<u>4,149,495</u>	24,492,746
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	295,077	255,695		255,695	
Tangible Capital Assets - Work in Progress		729,232		729,232	521,201
Total Net Transfers	<u>295,077</u>	<u>984,927</u>	-	<u>984,927</u>	521,201
Total Capital Surplus (Deficit) for the year	<u>6,099,538</u>	<u>5,134,422</u>	-	<u>5,134,422</u>	25,013,947
Capital Surplus (Deficit), beginning of year		<u>128,664,262</u>	-	<u>128,664,262</u>	103,650,315
Capital Surplus (Deficit), end of year		<u>133,798,684</u>	-	<u>133,798,684</u>	128,664,262

School District No. 62 (Sooke)

Schedule 4A (Unaudited)

Tangible Capital Assets
Year Ended June 30, 2021

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	112,696,073	273,772,065	12,154,403	4,574,310		691,419	403,888,270
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw	4,983,532			808,448			5,791,980
Deferred Capital Revenue - Other				168,724			168,724
Operating Fund				255,695			255,695
Transferred from Work in Progress		25,407,261	2,933,600				28,340,861
	4,983,532	25,407,261	2,933,600	1,232,867	-	-	34,557,260
Decrease:							
Deemed Disposals			128,729	197,124		433,602	759,455
	-	-	128,729	197,124	-	433,602	759,455
Cost, end of year	117,679,605	299,179,326	14,959,274	5,610,053	-	257,817	437,686,075
Work in Progress, end of year		21,398,399	197,221				21,595,620
Cost and Work in Progress, end of year	117,679,605	320,577,725	15,156,495	5,610,053	-	257,817	459,281,695
Accumulated Amortization, beginning of year		98,738,532	4,514,700	2,071,344	-	527,608	105,852,184
Changes for the Year							
Increase: Amortization for the Year		6,790,256	1,355,684	509,218		94,924	8,750,082
Decrease:							
Deemed Disposals			128,729	197,124		433,602	759,455
			128,729	197,124	-	433,602	759,455
Accumulated Amortization, end of year		105,528,788	5,741,655	2,383,438	-	188,930	113,842,811
Tangible Capital Assets - Net	117,679,605	215,048,937	9,414,840	3,226,615	-	68,887	345,438,884

School District No. 62 (Sooke)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2021

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	23,761,543	404,140	-	-	24,165,683
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	21,563,967	1,871,132			23,435,099
Deferred Capital Revenue - Other	1,480,150	126,317			1,606,467
Operating Fund		263,722			263,722
Special Purpose Funds		465,510			465,510
	<u>23,044,117</u>	<u>2,726,681</u>	<u>-</u>	<u>-</u>	<u>25,770,798</u>
Decrease:					
Transferred to Tangible Capital Assets	25,407,261	2,933,600			28,340,861
	<u>25,407,261</u>	<u>2,933,600</u>	<u>-</u>	<u>-</u>	<u>28,340,861</u>
Net Changes for the Year	<u>(2,363,144)</u>	<u>(206,919)</u>	<u>-</u>	<u>-</u>	<u>(2,570,063)</u>
Work in Progress, end of year	<u>21,398,399</u>	<u>197,221</u>	<u>-</u>	<u>-</u>	<u>21,595,620</u>

School District No. 62 (Sooke)

Deferred Capital Revenue

Year Ended June 30, 2021

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	151,792,598	19,147,454	588,698	171,528,750
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	808,448		168,724	977,172
Transferred from Work in Progress	26,005,163	1,480,150	126,317	27,611,630
	<u>26,813,611</u>	<u>1,480,150</u>	<u>295,041</u>	<u>28,588,802</u>
Decrease:				
Amortization of Deferred Capital Revenue	7,125,500	737,095	53,452	7,916,047
Amortization of Deferred Capital Revenue - for long term lease	61,477			61,477
	<u>7,186,977</u>	<u>737,095</u>	<u>53,452</u>	<u>7,977,524</u>
Net Changes for the Year	<u>19,626,634</u>	<u>743,055</u>	<u>241,589</u>	<u>20,611,278</u>
Deferred Capital Revenue, end of year	<u>171,419,232</u>	<u>19,890,509</u>	<u>830,287</u>	<u>192,140,028</u>
Work in Progress, beginning of year	24,165,683	-	-	24,165,683
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	23,435,099	1,480,150	126,317	25,041,566
	<u>23,435,099</u>	<u>1,480,150</u>	<u>126,317</u>	<u>25,041,566</u>
Decrease				
Transferred to Deferred Capital Revenue	26,005,163	1,480,150	126,317	27,611,630
	<u>26,005,163</u>	<u>1,480,150</u>	<u>126,317</u>	<u>27,611,630</u>
Net Changes for the Year	<u>(2,570,064)</u>	<u>-</u>	<u>-</u>	<u>(2,570,064)</u>
Work in Progress, end of year	<u>21,595,619</u>	<u>-</u>	<u>-</u>	<u>21,595,619</u>
Total Deferred Capital Revenue, end of year	<u>193,014,851</u>	<u>19,890,509</u>	<u>830,287</u>	<u>213,735,647</u>

School District No. 62 (Sooke)

Changes in Unspent Deferred Capital Revenue
Year Ended June 30, 2021

	Bylaw Capital	MEd Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
Balance, beginning of year	724	1,687,505	-	256,390	73,000	2,017,619
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education	30,874,648					30,874,648
Other				1,226,928	268,724	1,495,652
Investment Income		6,239				6,239
	<u>30,874,648</u>	<u>6,239</u>	<u>-</u>	<u>1,226,928</u>	<u>268,724</u>	<u>32,376,539</u>
Decrease:						
Transferred to DCR - Capital Additions	808,448				168,724	977,172
Transferred to DCR - Work in Progress	23,435,099	1,480,150			126,317	25,041,566
Transferred to Revenue - Site Purchases	4,983,532					4,983,532
Transferred to Revenue - Expensed Costs	1,150,693					1,150,693
	<u>30,377,772</u>	<u>1,480,150</u>	<u>-</u>	<u>-</u>	<u>295,041</u>	<u>32,152,963</u>
Net Changes for the Year	<u>496,876</u>	<u>(1,473,911)</u>	<u>-</u>	<u>1,226,928</u>	<u>(26,317)</u>	<u>223,576</u>
Balance, end of year	<u>497,600</u>	<u>213,594</u>	<u>-</u>	<u>1,483,318</u>	<u>46,683</u>	<u>2,241,195</u>



2020/21

FINANCIAL STATEMENT DISCUSSION & ANALYSIS



SCHOOL DISTRICT NO. 62 (SOOKE)

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, 2021. 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 11,000 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

The COVID-19 outbreak was declared a pandemic by the World Health Organization in March 2020 and has had a significant financial, market and social dislocating impact worldwide. Under direction of the Provincial Health Officer, all schools suspended in-class instruction in March 2020 and the District remained open to continue to support students and families in a variety of ways. Parents were given the choice to send their children back to school on a gradual and part-time basis beginning June 1, 2020 and full-time (either face-to-face or remote learning) beginning September 1, 2020 with new health and safety guidelines.

Although the uncertain nature of the pandemic made it extremely difficult to project what the financial and operational impacts on the District would be, it became increasingly likely that the pandemic would impact the finances and operations of the District in 2020/21. To maintain existing infrastructure and program services for fiscal 2020/21, the Board approved a one-time reserve threshold of 4% of operating expenses - an increase from the reserve threshold of 2% of operating expenses stated in the reserve policy.

Staff developed a financial plan that relied on the District's financial reserve to address short-term revenue shortfalls in enrolment due to the pandemic. This strategy has worked well and the District, for the most part and with support from the federal and provincial governments, has weathered the financial storm of the pandemic.

Operating Fund

- For the fiscal year 2020/21, the District Operating Fund had a deficit of \$2,405,635 (\$118,415,542 in revenues and \$120,821,177 in total expense and capital asset purchases). When subtracted from the balance of \$7,192,890 at the beginning of the year, the accumulated surplus in the Operating Fund ended the year with a balance of \$4,787,255.
- This year-end balance is fully restricted for the following purposes:
 - Due to the nature of constraints on funds: \$ 2,249,153
 - Due to operations spanning the school year: \$ 844,986
 - Due to unanticipated unusual expenses: \$ 1,693,116
- The year-end balance of \$4,787,255 is 3.96% of the \$120,821,177 total Operating expenses and capital asset purchases for the year. This year-end balance is within the one-time reserve threshold of 4% that the Board approved for the year.

Special Purpose Funds

- Special Purpose Funds had \$24,388,942 in total expenditures – an increase of 20% (\$4.1M) from the prior year.

Capital Fund

- The District had \$31,987,197 in tangible capital asset additions in the year – a decrease of 30% (\$13.9M) 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.

	FY21	FY20	INCR / (DECR)	INCR /
FINANCIAL POSITION	ACTUAL	ACTUAL	FROM	(DECR)
(in \$ thousands)	A	B	C = A-B	D = C/B
TOTAL FINANCIAL ASSETS	29,888	31,477	(1,589)	-5%
TOTAL NON FINANCIAL ASSETS	349,235	326,634	22,601	7%
TOTAL ASSETS	379,123	358,111	21,012	6%
TOTAL LIABILITIES	239,864	221,581	18,283	8%
ACCUMULATED SURPLUS	139,259	136,531	2,729	2%

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 \$29.9M which is a 5% (\$1.6M) decrease from the \$31.5M held the prior year. The decrease is primarily due to the Operating Deficit for the year of \$2.4M.

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 \$349.2M which is a 7% (\$22.6M) increase from the \$326.6M held the prior year. The increase is due to \$32.0M in capital additions offset by \$8.8M in amortization for the year and a reduction in prepaid expenses (\$0.6M).

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 \$239.9M which is an 8% (\$18.3M) increase from the \$221.6M held the prior year. The increase is primarily due to an increase in Deferred Capital Revenues (\$18.0M).

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.

	FY21	FY20	INCR / (DECR)	INCR /
ACCUMULATED SURPLUS / (DEFICIT)	ACTUAL	ACTUAL	FROM	(DECR)
(in \$ thousands)	A	B	C = A-B	D = C/B
			PRIOR YEAR	%
ENDOWMENTS	673	673	-	0%
INVESTED IN CAPITAL ASSETS	133,799	128,664	5,134	4%
LOCAL CAPITAL	-	-	-	100%
OPERATING - RESTRICTED	4,787	7,193	(2,406)	-33%
TOTAL ACCUMULATED SURPLUS	139,259	136,531	2,729	2%

As at the statement date, the District had an accumulated surplus of \$139.3M which is a 2% (\$2.7M) increase from the \$136.5M held the prior year. The increase largely is a result of the site development costs for the Pexsisen Elementary and Centre Mountain Lellum Middle School.

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 1.47 as at June 30 2021, 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 (1.38) and SD63 (1.67) from 2019/20.

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 2021 which is a slight decrease over the 1.22 ratio from 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 (1.18) and SD63 (1.40) from 2019/20.

	FY21	FY20	INCR / (DECR)
STATEMENT OF FINANCIAL POSITION METRICS (in \$ thousands)	ACTUAL	ACTUAL	FROM PRIOR YEAR
CURRENT ASSETS			
CASH AND CASH EQUIVALENTS	\$ 24,982	\$ 26,020	\$ (1,038)
ACCOUNTS RECEIVABLE	\$ 4,906	\$ 5,457	\$ (551)
PORTFOLIO INVESTMENTS	\$ -	\$ -	\$ -
PREPAID EXPENSES (excluding the prepaid lease)	\$ 1,027	\$ 1,602	\$ (574)
OTHER ASSETS	\$ -	\$ -	\$ -
A TOTAL CURRENT ASSETS	\$ 30,916	\$ 33,079	\$ (2,164)
CURRENT LIABILITIES			
ACCOUNTS PAYABLE	\$ 12,551	\$ 14,619	\$ (2,068)
UNEARNED REVENUE	\$ 4,940	\$ 3,328	\$ 1,613
DEFERRED REVENUE (SPF BALANCES)	\$ 1,359	\$ 1,408	\$ (50)
DEFERRED CAPITAL REVENUE (UNSPENT)	\$ 2,241	\$ 2,018	\$ 224
B TOTAL CURRENT LIABILITIES	\$ 21,091	\$ 21,373	\$ (282)
WORKING CAPITAL			
LONG TERM LIABILITIES: EMPLOYEE FUTURE BENEFITS	\$ 5,037	\$ 4,513	\$ 524
ACCUMULATED SURPLUS - LOCAL CAPITAL	\$ -	\$ -	\$ -
ACCUMULATED SURPLUS - OPERATING FUND - RESTRICTED	\$ 4,787	\$ 7,193	\$ (2,406)
C = A-B TOTAL WORKING CAPITAL	\$ 9,824	\$ 11,706	\$ (1,882)
D = A/B CURRENT RATIO = CURRENT ASSETS / CURRENT LIABILITIES	1.4658	1.5477	-0.08
CASH ASSET RATIO = CASH AND CASH EQUIVALENTS / CURRENT LIAB	1.1845	1.2174	-0.03

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.

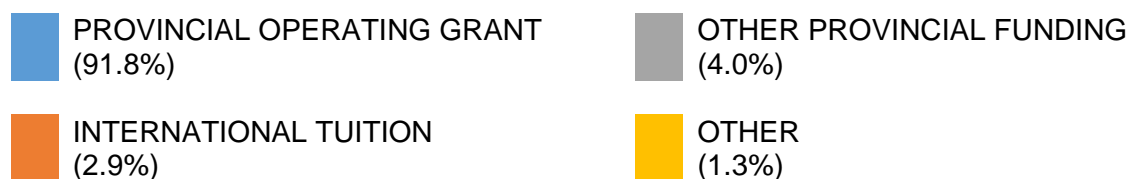
REVENUES

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



The District's operating revenues of \$118.4M increased by 1% (\$1.7M) over the prior year. Against a budget of \$116.5M, the \$118.4M in revenues resulted in savings of 2% (\$1.9M).

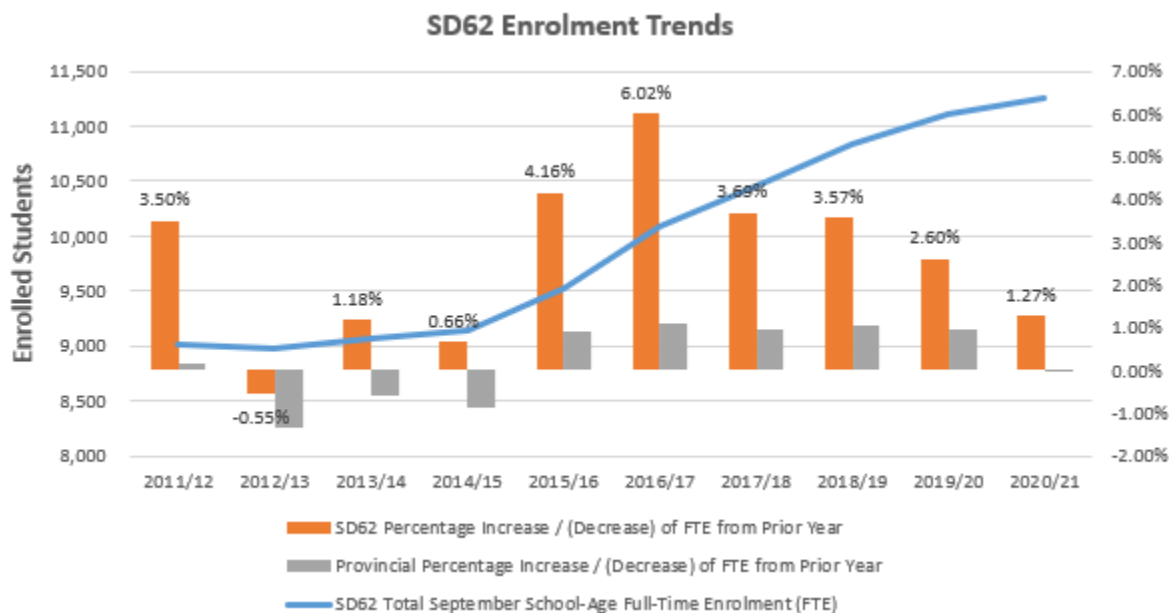
	BUDGET	ACTUAL	ACTUAL	SAVINGS /	SAVINGS /	INCR / (DECR)	INCR /
	FY21	FY21	FY20	(PRESSURE)	(PRESSURE) %	FROM	(DECR)
	A	B	C	D = A-B	E = D/A	F = B-C	G = F/C
				FY21	FY21	PRIOR YEAR	%
OPERATING REVENUES (in \$ thousands)	A	B	C	D = A-B	E = D/A	F = B-C	G = F/C
PROVINCIAL OPERATING GRANT	107,351	108,654	104,473	1,303	1%	4,181	4%
OTHER PROVINCIAL FUNDING	4,654	4,738	4,029	84	2%	709	18%
FUNDING FROM FIRST NATIONS	482	510	482	27	-	27	-
CONTINUING ED TUITION	110	94	111	(16)	(15%)	(17)	(15%)
INTERNATIONAL TUITION	2,985	3,411	6,303	426	14%	(2,892)	(46%)
MISCELLANEOUS	421	488	558	67	16%	(71)	(13%)
RENTALS AND LEASES	269	230	358	(38)	(14%)	(128)	(36%)
INVESTMENT INCOME	254	291	410	37	14%	(119)	(29%)
TOTAL OPERATING REVENUES	116,526	118,416	116,724	1,890	2%	1,691	1%

The \$1.9M in savings was largely from the Operating Grant (\$1.3M) and International Tuition (\$0.4M).

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.



For the past four years, the enrolment growth has slowed from 3.69% in 2017/18 to 1.27% in 2020/21. However, at an average enrolment increase of 2.78% over the past four years, the District's growth is significantly higher than the provincial average (0.72%) over the same time period and is expected to increase beyond the 2.78% in the foreseeable future.

The upward trajectory of student enrolment continued in the 2020/21 school year. As detailed in the table below, there was a 1.4% (196.25 FTE) increase in total enrolment from the prior year.

	BUDGET	ACTUAL	ACTUAL	SAVINGS /	SAVINGS /	INCR / (DECR)	INCR /
	FY21	FY21	FY20	(PRESSURE)	(PRESSURE) %	FROM	(DECR)
	A	B	C	D = B-A	E = D/A	F = B-C	G = F/C
ENROLMENT (in FTE)							
SEPTEMBER							
STANDARD (REGULAR) SCHOOLS	10,930.94	10,930.94	10,700.81	-	0.0%	230.13	2.2%
CONTINUING EDUCATION	15.13	15.13	17.81	-	0.0%	(2.69)	-15.1%
ALTERNATE SCHOOLS	210.00	210.00	258.00	-	0.0%	(48.00)	-18.6%
DISTRIBUTED LEARNING	98.69	98.69	137.00	-	0.0%	(38.31)	-28.0%
HOME SCHOOLING & COURSE CHALLENGES	24.00	24.00	6.00	-	0.0%	18.00	300.0%
DESIGNATED STUDENTS	769.00	769.00	727.00	-	0.0%	42.00	5.8%
ENGLISH LANGUAGE LEARNING	626.00	626.00	681.00	-	0.0%	(55.00)	-8.1%
ABORIGINAL EDUCATION	1,183.00	1,183.00	1,205.00	-	0.0%	(22.00)	-1.8%
ADULT EDUCATION	14.06	14.06	11.81	-	0.0%	2.25	19.0%
TOTAL SEPTEMBER COUNT	13,870.81	13,870.81	13,744.44	-	0.0%	126.38	0.9%
FEBRUARY COUNT	132.00	254.94	211.50	122.94	93.1%	43.44	20.5%
MAY COUNT	51.00	72.44	46.00	21.44	42.0%	26.44	57.5%
TOTAL ENROLMENT	14,053.81	14,198.19	14,001.94	144.38	1.0%	196.25	1.4%

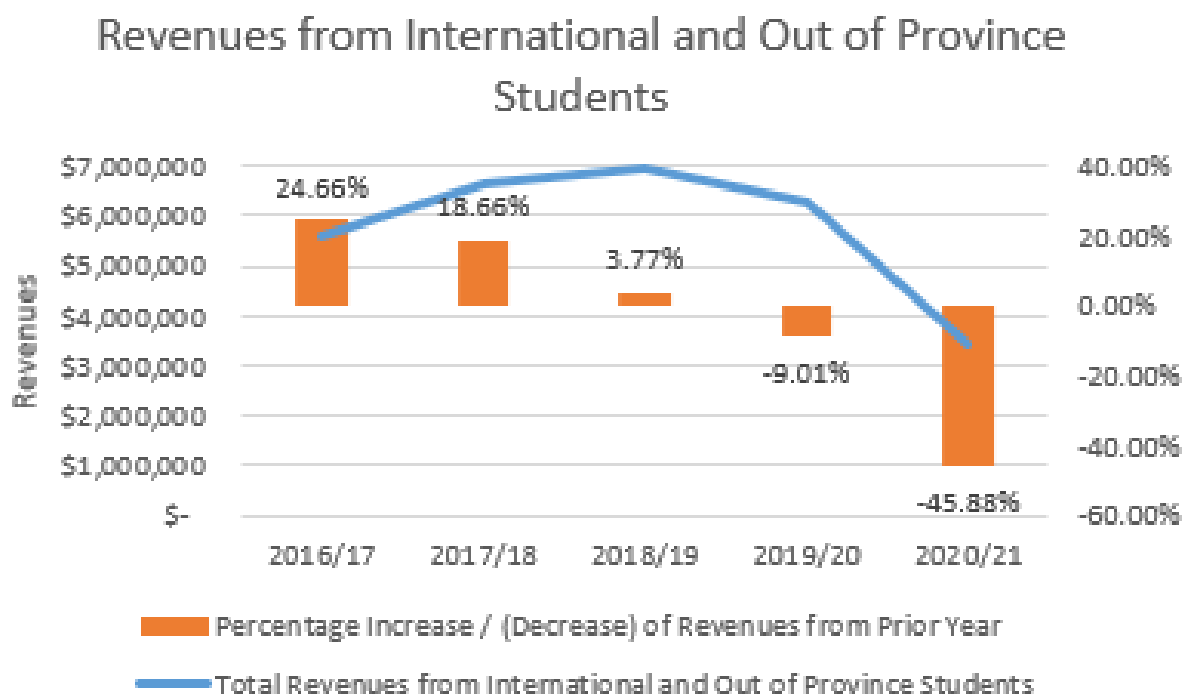
The increased enrolment along with funding level increases resulted in a 4% (\$4.2M) increase in the operating grant from the prior year. There were savings of \$1.3M due to the February and May counts being higher than budgeted (\$1.0M) and the District received \$0.3M in holdbacks that weren't anticipated.

Other Provincial Funding

There was an increase of \$0.7M in other Ministry of Education grants from the prior year largely due to an increase in the Teachers' Labour Settlement funding (\$1.8M) and a new Early Career Mentorship funding (\$0.2). These increases were offset by the elimination of the Employer Health Tax Grant (\$0.8M) and the Support Staff Wage Increase funding (\$0.4M). Against a budget of \$4.7M, the \$4.7M in other provincial funding revenues was primarily on budget for the year.

International Tuition

The International Program experienced a significant decline in revenues from the prior year due to the travel restrictions and concerns from the COVID-19 pandemic. At \$3.4M for 2020/21, revenues decreased by 45.9% (\$2.9M) from the prior year.



The International Program cost \$2.5M in expenses to generate the \$3.4M in revenues – for net revenues of \$0.9M in 2020/21. This is about \$1.0M less than the \$1.9M in net revenues generated in the prior year. The funds generated from the International Program go to support discretionary programs in the District. Due to the reduction in net revenues due to the pandemic, the District relied on the financial reserve to maintain existing infrastructure and program services.

At a budget of \$3.0M, the reduction in revenues was anticipated. However, with actual revenues of \$3.4M there were savings of \$0.4M due to higher international student enrolment in the latter half of the fiscal year.

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).

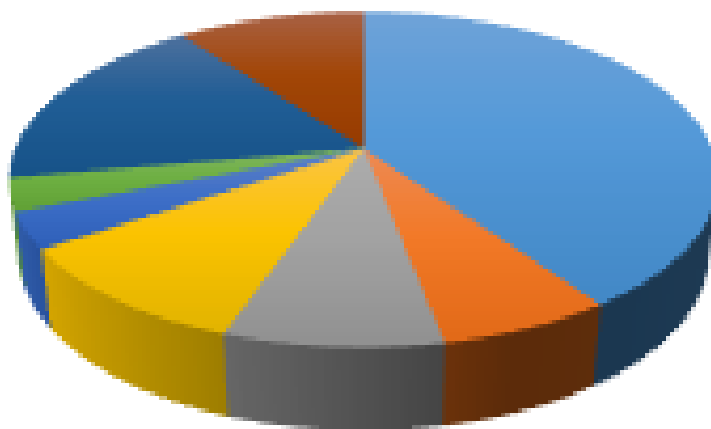
The provincial averages are taken from data available to the public on the Ministry of Education financial reporting website. At the time of issuance of this report, the provincial actuals for fiscal 2021 were not yet available, as such the provincial budgets for fiscal 2021 were used for comparative purposes.

Expenses by Type (Object)

The District's spending allocations by object were in line with provincial averages - with 89.8% of its expenses on salaries and benefits (Province = 88.8%) and 10.2% on services and supplies (Province = 11.2%).

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

FY21 EXPENSES BY OBJECT



■ TEACHER SALARIES (SD62=40.2%; Prov=42.7%)	■ PVP SALARIES (SD62=6.7%; Prov=5.8%)
■ EA SALARIES (SD62=8.4%; Prov=8.0%)	■ SUPPORT STAFF SALARIES (SD62=10.2%; Prov=9.1%)
■ OTHER PROF. SALARIES (SD62=3.5%; Prov=2.8%)	■ SUBSTITUTE SALARIES (SD62=3.2%; Prov=3.2%)
■ EMPLOYEE BENEFITS (SD62=17.6%; Prov=17.3%)	■ TOTAL SERVICES AND SUPPLIES (SD62=10.2%; Prov=11.2%)

The District's operating expenditures of \$120.3M increased by 5.8% (\$6.6M) over the prior year. Against a budget of \$121.8M, the \$120.3M in expenditures resulted in savings of 1.2% (\$1.5M).

	BUDGET	ACTUAL	ACTUAL	SAVINGS /	SAVINGS /	INCR / (DECR)	INCR /
	FY21	FY21	FY20	(PRESSURE)	(PRESSURE) %	FROM	(DECR)
	A	B	C	D = A-B	E = D/A	F = B-C	G = F/C
EXPENSES (in \$ thousands)							
TEACHERS SALARIES	47,695	48,393	45,375	(698)	(1.5%)	3,018	6.7%
PVP SALARIES	8,113	8,086	7,555	27	0.3%	530	7.0%
EA SALARIES	9,844	10,136	9,249	(292)	(3.0%)	887	9.6%
SUPPORT STAFF SALARIES	12,409	12,221	11,950	188	1.5%	271	2.3%
OTHER PROFESSIONAL SALARIES	4,104	4,227	3,871	(123)	(3.0%)	356	9.2%
SUBSTITUTES SALARIES	4,275	3,808	3,228	467	10.9%	580	18.0%
EMPLOYEE BENEFITS	21,633	21,108	19,107	525	2.4%	2,001	10.5%
TOTAL SERVICES AND SUPPLIES	13,735	12,322	13,391	1,412	10.3%	(1,068)	(8.0%)
TOTAL OPERATING EXPENSES	121,809	120,302	113,726	1,507	1.2%	6,576	5.8%

The \$1.5M in savings was largely from services and supplies (\$1.4M), employee benefits (\$0.5M), and substitutes salaries (\$0.5M) offset by pressures in teacher salaries (\$0.7M) and EA salaries (\$0.3M).

The \$0.7M teacher salaries pressure is largely due to the teachers funded by the Classroom Enhancement Fund (CEF) special purpose fund being less than anticipated.

The \$0.3M EA salaries pressure is largely due to additional staffing stemming from higher special needs enrolment than anticipated.

The \$1.4M savings from services and supplies is largely from school supply budgets (\$0.2M), utilities (\$0.2M), IT Department (\$0.3M), SBO Business Administration (\$0.1M), Digital Services (\$0.1M).

The \$0.5M savings from benefits is due to the District average employee benefit rate (24.3%) being lower than anticipated (25.0%).

The \$0.5M savings from substitutes salaries is largely due to lower general teacher on call usage than anticipated (\$0.2M) and unspent BCTF Mentorship funds (\$0.1M).

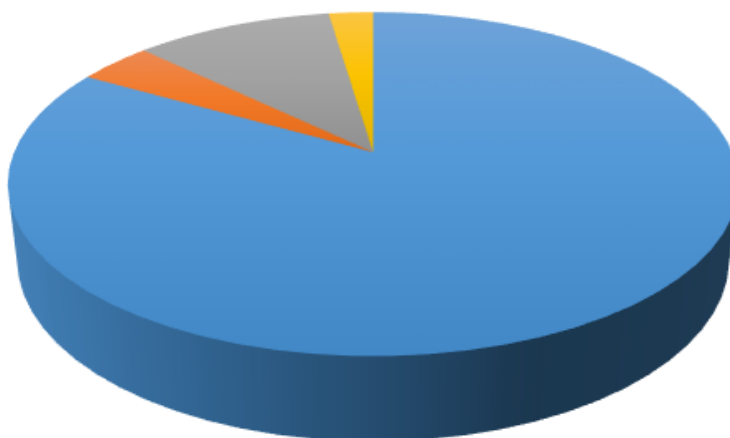
Expenses by Function

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

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

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

FY21 EXPENSES BY FUNCTION



INSTRUCTION
(SD62=84%; Prov=83%)

OPERATIONS AND MAINTENANCE
(SD62=9%; Prov=11%)

TRANSPORTATION
(SD62=3%; Prov=2%)

DISTRICT ADMINISTRATION
(SD62=4%; Prov=4%)

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

	BUDGET	ACTUAL	ACTUAL	SAVINGS /	SAVINGS /	INCR / (DECR)	INCR /
	FY21	FY21	FY20	(PRESSURE)	(PRESSURE) %	FROM	(DECR)
				FY21	FY21	PRIOR YEAR	%
EXPENSES BY FUNCTION (in \$ thousands)	A	B	C	D = A-B	E = D/A	F = B-C	G = F/C
INSTRUCTION	102,042	101,010	95,815	1,032	1%	5,196	5%
DISTRICT ADMINISTRATION	5,721	5,413	4,624	308	5%	790	17%
OPERATIONS AND MAINTENANCE	11,288	10,781	10,707	508	4%	73	1%
TRANSPORTATION	2,757	3,097	2,580	(340)	(12%)	517	20%
TOTAL OPERATING EXPENSES	121,809	120,302	113,726	1,507	1%	6,576	6%

Instruction

The District's \$101.0M expenditures on Instruction for the year was an increase of \$5.2M over the prior year. The \$5.2M increase was largely from Regular Instruction (\$4.8M – mostly teacher salaries and benefits), and Special Education (\$1.2M – mostly education assistant salaries and benefits), offset by a reduction in International of \$1.9M.

Against a budget of \$102.0M, the \$101.0M expenditures resulted in savings of 1% (\$1.0M). The savings were largely driven by services and supplies (\$1.0M).

District Administration

The District's \$5.4M expenditures on District Administration for the year was an increase of 17% (\$0.8M) over the prior year. The increase is largely due to the former MYEDBC and Next Generation Network (NGN) expenditures being combined into a new Digital Services expenditure (\$0.4M) and charged here. There were also increases in legal expenses (\$0.1M) and Human Resources (HR) Department salaries and benefits (\$0.3M) over the prior year. The increase in HR staffing costs is largely due to two positions formerly funded out of Special Purpose Funds now funded out of Operating.

Against a budget of \$5.7M, the \$5.4M expenditures resulted in a savings of 5% (\$0.3M). The savings was largely driven by SBO Business Administration services and supplies (\$0.1M), Digital Services (\$0.1M) and savings in the Finance Department (\$0.1M).

Operations and Maintenance

The District's \$10.8M expenditures on Operations and Maintenance for the year was a marginal increase of 1% (\$0.1M) over the prior year. This was largely due to the sewage upgrades (\$0.5M) and an increase in utilities (\$0.1M) offset by a decrease in NGN expenses (\$0.3M) as it was combined with the MYEDBC expenses and moved to District Administration. Against a budget of \$11.3M, the \$10.8M expenditures resulted in a savings of 4% (\$0.5M) due to savings in Maintenance Operations (\$0.4M) and utilities (\$0.1M).

Transportation

The District's \$3.1M expenditures on Transportation for the year was an increase of 20% (\$0.5M) over the prior year. This was largely due to additional bus routes to accommodate the pandemic-driven schedule changes. Against a budget of \$2.8M the \$3.1M expenditures resulted in a pressure of 12% (\$0.3M) due to higher transportation costs stemming from the pandemic.

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 \$519,417 on tangible capital assets including electric buses (\$0.2M) and theatre seats at EMCS (\$0.1M).

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 2021		FINAL AMOUNT
A	OPERATING SURPLUS, BEGINNING OF YEAR	\$ 7,192,890
B	OPERATING SURPLUS / (DEFICIT), FOR THE YEAR 2020/21	\$ (2,405,635)
C = A+B	OPERATING SURPLUS, END OF YEAR	\$ 4,787,255
INTERNALLY RESTRICTED SURPLUS		
Due to nature of constraints on funds		
	Discretionary School Generated Funds	\$ 147,205
	School budget balances	\$ 69,486
	Various unspent grants	\$ 20,805
	BCTF Mentorship grant	\$ 161,088
	2020/21 Holdback	\$ 354,569
	Budgeted 2021-22 shortfall	\$ 1,496,000
	Total - Due to nature of constraints on funds	\$ 2,249,153
Due to operations spanning the school year		
	IT Dept	\$ 130,000
	Careers	\$ 4,321
	Curriculum	\$ 109,685
	Various maintenance projects	\$ 196,389
	Transportation Safety Committee	\$ 9,884
	Electric buses	\$ 150,000
	Custodial	\$ 97,000
	WS Langford	\$ 22,708
	Feasibility study	\$ 50,000
	Program Review	\$ 75,000
	Total - Due to operations spanning the school year	\$ 844,986
Due to unanticipated unusual expenses		
	Total accumulated financial reserves remaining	\$ 1,693,116
	Total - Due to unanticipated unusual expenses	\$ 1,693,116
D	TOTAL INTERNALLY RESTRICTED SURPLUS	\$ 4,787,255
E = C-D	UNRESTRICTED SURPLUS	\$ (0)

The total Operating Fund financial reserve of \$1,693,116 that is restricted for unanticipated unusual expenses is 1.35% of the \$125,092,177 Operating Fund expenses currently budgeted for the year ended June 30 2022. This is compliant with the 2% 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.

	FY21	FY20	INCR / (DECR)	INCR /
	ACTUAL	ACTUAL	FROM	(DECR)
			PRIOR YEAR	%
SPECIAL PURPOSE FUNDS (in \$ thousands)	A	B	C = A-B	D = C/B
ANNUAL FACILITIES GRANT	337	337	-	0%
LEARNING IMPROVEMENT FUND	399	391	8	2%
SCHOOL GENERATED FUNDS	1,395	2,173	(779)	-36%
STRONG START	200	230	(31)	-13%
OFFICIAL LANGUAGES IN EDUCATION PROTOCOL	308	223	86	39%
COMMUNITY LINK	796	775	21	3%
ACADEMIES	524	826	(302)	-37%
CLASSROOM ENHANCEMENT FUND	14,936	14,904	31	0%
RURAL EDUCATION ENHANCEMENT FUND	-	242	(242)	-100%
SAFE RETURN TO SCHOOL GRANT	873	-	873	100%
FEDERAL SAFE RETURN TO CLASS FUND	3,895	-	3,895	100%
OTHER	262	207	56	27%
TOTAL SPECIAL PURPOSE FUNDS EXPENSES	23,923	20,308	3,616	18%
CAPITAL PURCHASES	466	-	466	100%
TOTAL SPECIAL PURPOSE FUNDS	24,389	20,308	4,081	20%

The District's \$24.4M expenditures on Special Purpose Funds for the year was a 20% (\$4.1M) increase over the prior year. Including the capital purchases (\$0.5M) out of the fund, there was a \$4.4M new Federal Safe Return to Class Fund and \$0.9M Safe Return to School Grant to help the District address pressures due to COVID-19. These increases were offset by a \$0.8M decrease in School Generated Funds expenditures and \$0.3M decrease in Academies expenditures as a result of the impact of COVID-19. Additionally, the Rural Education Enhancement Fund was discontinued in 2020/21.

CAPITAL FUND

The District's tangible capital asset additions of \$31,987,196 for the year was a 30% (\$13.9M) decrease from the prior year. The decrease is largely due to a decrease in Expansion Program purchases from the prior year.

	FY21 ACTUAL	FY20 ACTUAL	INCR / (DECR) FROM PRIOR YEAR	INCR / (DECR) %
	A	B	C = A-B	D = C/B
CAPITAL ADDITIONS (in \$ thousands)				
CAPITAL FUND				
EXPANSION PROGRAM	28,541	42,336	(13,795)	-33%
SCHOOL ENHANCEMENT PROGRAM	1,142	1,040	101	10%
CARBON NEUTRAL CAPITAL PROGRAM	74	36	39	109%
BUILDING ENVELOPE PROGRAM	20	-	20	100%
BUS ACQUISITION PROGRAM	808	352	457	130%
ANNUAL FACILITIES GRANT	121	382	(261)	-68%
PLAYGROUNDS	0	97	(97)	-100%
LOCAL CAPITAL	-	1,085	(1,085)	-100%
OTHER	295	66	229	349%
OPERATING FUND	519	521	(2)	0%
SPECIAL PURPOSE FUND	466	-	466	100%
TOTAL CAPITAL ADDITIONS	31,987	45,915	(13,928)	-30%

Some of the more significant capital projects include:

- **Expansion Program (EXP)** – In 2020/21, \$5.3M was spent finishing the Royal Bay Secondary expansion project and \$23.2M was spent on continuing site development and construction of the Pexsisen Elementary and Centre Mountain Lellum Middle School. The \$13.8M decrease is largely due to a decrease in land acquisitions from the prior year. In 2020/21 other than continuing site work on the Pexsisen Elementary and Centre Mountain Lellum Middle School projects, there were no site acquisitions. In 2019/20 the District acquired two elementary school sites with a total cost of \$17.5M: one in south Langford and the other in Royal Bay.
- **School Enhancement Program (SEP)** - \$1.0M was spent on energy upgrade work at Dunsmuir Middle.
- **Bus Acquisition Program (BUS)** - \$0.8M was spent on five new buses in the District.
- **Annual Facilities Grant (AFG)** – \$0.1M was spent on HVAC upgrades.
- **Local Capital** – there were no capital purchases from Local Capital in FY21. In FY20 the remaining \$1.1M of Local Capital was spent on the procurement and preparation of additional portables in the District.
- **Operating Fund** – there were \$0.5M in Operating Fund tangible capital asset purchases including electric buses (\$0.2M) and theatre seats at EMCS (\$0.1M).
- **Special Purpose Fund** - \$0.5M of the Federal Safe Return to Class Fund was spent on HVAC upgrades.

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.
- **Staff benefit rates** – Benefit rates fluctuate from year to year dependent on staff usage so are difficult to accurately predict. In 2020/21, the District benefit rate increased by 0.78% from the prior year (2020/21= 24.30%; 2019/20= 23.52%). A one per cent fluctuation in \$86M in salaries amounts to \$860,000.
- **Utilities** – Expenditures on utilities fluctuate based on usage, and usage typically depends on the weather which, even for the Farmers' Almanac, is impossible to predict.
- **Leave liability** – Leave balances (such as unused vacation balances) are recorded in the year they are earned. The larger the balance, the larger the expense. It is difficult to predict with accuracy across the District exactly how many vacation days staff plan on using in any given year.
- **Salary differential** – A component of the Operating Grant is the supplement for salary differential which provides additional funding to districts with average teacher salaries higher than the provincial average. In 2020/21, the District received \$299,172 less than the prior year (FY21=\$1,601,386; FY20=\$1,900,558).
- **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 Live and via MS Teams September 14, 2021

Present: Bob Beckett, Trustee (Committee Chair)
Wendy Hobbs, Trustee (Committee Member)
Margot Swinburnson, Trustee (Committee Member)
Ravi Parmar, Trustee
Scott Stinson, Superintendent & CEO
Harold Cull, Secretary-Treasurer
Krista Leakey, SPVPA
Amber Leonard, CUPE
Michelle Mackintosh, SPEAC
Ed Berlando, STA
Nicole Gestwa, IT

Guests: Pete Godau, Director of Facilities
Alex Samosevitch, Manager, Major Capital Construction
Mhairi Nicolson, Manager Minor Capital Construction
Tyson Sauser, Grounds Foreperson

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:00 pm by the Committee Chair, Bob Beckett acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Sc'ianew 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 8, 2021 at its Public Board Meeting dated June 22, 2021.

3. PRESENTATIONS

Committee Chair Bob Beckett welcomed the Committee back and asked our employee groups how the school year start-up has been from a personal and professional perspective.

4. BUSINESS

4.1 Ventilation in Schools and Buildings – Harold Cull

Staff presented to the Committee the approach taken by the District to improve the ventilation in our buildings as a result of the pandemic. As with most Districts, we have chosen to increase the amount of air exchanges in order to continue to keep our staff and students safe during and after the pandemic.

The Committee also discussed the following items:

- There are 6 air exchanges every hour in our buildings;
- We have over 100 systems in 28 schools;
- The District's HVAC systems were audited and created a baseline from which the improvements have been made from;
- Some of our older buildings have manual levers to exchange the air in rooms and most of these levers were upgraded to automatic systems that could be centrally controlled;
- Our portables have manual air exchange controls (opening windows) as well as furnaces to regulate the timing of the exchange
- The District will be completing the Ministry's Ventilation System Overview document and will providing copies to the local Joint Occupational Health and Safety (JOHS) Committees for discussion as the school/building level.

4.2 Minor & Major Capital Update – Mhairi Nicolson/Alex Samousevitch

Staff presented a series of pictures of the minor capital work completed in the District between April and the end of June 2021. Staff discussed the challenges it faces, including supply chain delays and product/material inflation. Future reports to the Committee will profile the work being considered in-house rather than contracting out to external parties.

The new school builds for Pexsisen Elementary and Centre Mountain Lellum Middle School were highlighted with a number of pictures to reflect the current work to date. The Committee also discussed ensuring the successful proponents on future projects have our current and former students work on these projects.

4.3 Pest Management Policy and Regulations F 228 – Pete Gadau

At the June 22, 2021 Public Board Meeting, the Board of Education directed staff to bring forward a revised Policy and Regulation F-228 Pest Management to reflect the banning of the use of glyphosates (Round-Up) on school grounds. The Committee discussed the current use of glyphosates (Round-Up) on SD 62 property; invasive species on school property; and alternative methods of control if Round-Up was barred.

The Committee also discussed rodent control and whether this should be included in Policy F 228. The Committee recommended that staff should bring the information presented to the Committee (including estimated costs to switch to another option) to the Board of Education at its Public Board Meeting scheduled for September 28, 2021 before revising the policy.

4.4 Guiding Principles to School Construction – Harold Cull

At the June 22, 2021 Public Board Meeting, the Board of Education directed staff to create an engagement process to develop guiding principles reflective of the voices of our students, partners, Indigenous nations, and community, to support future direction on capital projects.

The Committee suggested that the District reach out to local municipalities, to ensure their feedback is included in the guiding principles. Furthermore, it was recognized that SD 62 staff know their communities best and have great ideas. It was recommended that the District should solicit feedback from its staff prior to engaging the communities. The Committee agreed that conducting face to face discussions was key for success in this process; feedback will be reflected in the guiding principles which will be provided to the Board of Education for consideration.

5. **ADJOURNMENT AND NEXT MEETING DATE:** October 12, 2021



Board Info Note
Public Board Meeting
September 28, 2021
Agenda Item 7.3: Learning Loss/Pandemic Funding for 21-22

Background

- The provincial government has provided Districts funding for Learning Loss and to address the remaining impacts of the pandemic
- This funding is outside of the operating grant and was not known at the time the Board passed the 21/22 budget last spring
- Total funding is in the amount of \$703,199

Holdback Funding from the 20/21 fiscal year in the amount of \$354,569

- This funding was identified as holdback funding from the 20/21 school year and the District has received and it is to be used for estimated learning loss as a result of the pandemic in the following areas:
 - First Nations students on and off reserve
 - Métis students
 - Children and Youth in Care
 - Students with Diverse Abilities
 - Students with an absence of 10% or higher
- Staff are the process of determining how to best utilize this funding

Pandemic Funding – Provincial Restart Grant of \$25.6 million

- The Restart Grant can be summarized as follows:
 - ✓ \$14.4 million for health and safety, cleaning and supplies – SD 62's share is \$279,148
 - ✓ \$5 million to support First Nations students and build capacity within First Nations Education Steering Committee and Métis Nation BC
 - ✓ \$5 million for mental health services – SD 62's share is \$69,482
 - ✓ \$1.2 million for independent schools

- The District is developing a plan of the funding of \$279,148 broken down into the following categories:
 - \$41,000 additional masks
 - \$65,000 additional ventilation work at John Muir and non-opening windows
 - \$174,000 for custodial staffing, supplies and equipment

- The District will be looking at how to best utilize the \$69,482 for mental health services

TABLE E
RESTART FUNDING, 2021/22

Updated August 2021

School District	Mental Health Allocation	Health & Safety Allocation*	Total 2021/22 Restart Funding
5 Southeast Kootenay	70,845	156,258	227,103
6 Rocky Mountain	74,932	98,967	173,899
8 Kootenay Lake	74,932	136,601	211,533
10 Arrow Lakes	77,657	21,886	99,543
19 Revelstoke	77,657	30,270	107,927
20 Kootenay-Columbia	74,932	101,217	176,149
22 Vernon	70,845	216,486	287,331
23 Central Okanagan	65,395	557,683	623,078
27 Cariboo-Chilcotin	74,932	132,871	207,803
28 Quesnel	74,932	84,978	159,910
33 Chilliwack	69,482	348,673	418,155
34 Abbotsford	65,395	465,644	531,039
35 Langley	65,395	496,728	562,123
36 Surrey	64,033	1,759,233	1,823,266
37 Delta	69,482	373,236	442,718
38 Richmond	65,395	465,970	531,365
39 Vancouver	64,033	1,163,879	1,227,912
40 New Westminster	70,845	163,577	234,422
41 Burnaby	65,395	556,278	621,673
42 Maple Ridge-Pitt Meadows	69,482	370,460	439,942
43 Coquitlam	64,033	733,663	797,696
44 North Vancouver	69,482	351,621	421,103
45 West Vancouver	70,845	158,491	229,336
46 Sunshine Coast	74,932	99,288	174,220
47 Powell River	74,932	78,706	153,638
48 Sea to Sky	70,845	132,762	203,607
49 Central Coast	77,657	16,815	94,472
50 Haida Gwaii	77,657	25,758	103,415
51 Boundary	77,657	44,322	121,979
52 Prince Rupert	77,657	60,801	138,458
53 Okanagan Similkameen	74,932	73,157	148,089
54 Bulkley Valley	77,657	56,230	133,887
57 Prince George	69,482	341,931	411,413
58 Nicola-Similkameen	74,932	60,333	135,265
59 Peace River South	74,932	109,006	183,938
60 Peace River North	70,845	167,886	238,731
61 Greater Victoria	65,395	456,742	522,137
62 Sooke	69,482	279,148	348,630
63 Saanich	70,845	181,289	252,134
64 Gulf Islands	77,657	51,457	129,114
67 Okanagan Skaha	70,845	142,366	213,211
68 Nanaimo-Ladysmith	69,482	338,553	408,035
69 Qualicum	74,932	111,745	186,677
70 Pacific Rim	74,932	99,238	174,170
71 Comox Valley	69,482	227,515	296,997
72 Campbell River	70,845	143,038	213,883
73 Kamloops-Thompson	69,482	389,629	459,111
74 Gold Trail	77,657	47,889	125,546
75 Mission	70,845	161,019	231,864
78 Fraser-Cascade	77,657	53,295	130,952
79 Cowichan Valley	70,845	204,329	275,174
81 Fort Nelson	77,657	23,416	101,073
82 Coast Mountains	74,932	121,915	196,847
83 North Okanagan-Shuswap	70,845	183,168	254,013
84 Vancouver Island West	77,657	22,385	100,042
85 Vancouver Island North	77,657	46,534	124,191
87 Stikine	77,657	14,279	91,936
91 Nechako Lakes	74,932	127,440	202,372
92 Nisga'a	77,657	20,720	98,377
93 Conseil scolaire francophone	70,845	241,226	312,071
Provincial Total	4,344,695	13,900,000	18,244,695

*Health and Safety allocation also includes an additional \$500,000 to Rapid Response Teams

- Skip to main content
- Skip to footer

British Columbia News

Recovery Plan investment supports safe K-12 return

<https://news.gov.bc.ca/24712>

Thursday, June 17, 2021 9:45 AM

VIEW TRANSLATIONS

Victoria - Students, families, teachers and staff should plan for a near-normal return to school in September.

The Province is providing \$43.6 million to support ongoing health and safety measures, First Nations and Métis students, mental health services, rapid response teams and to address learning impacts to students.

“B.C. is one of the few jurisdictions that has kept schools open all year despite the pandemic, thanks to the enormous collective efforts of everyone in the K-12 education system, and I extend my heartfelt thanks to them all,” said Jennifer Whiteside, Minister of Education. “We will continue to work with the experts in the provincial health office and our provincial K-12 education steering committee throughout the summer to finalize plans and guidelines to ensure students and staff are safe for the next school year.”

Throughout the 2020-21 school year, educators, staff and administrators have worked tirelessly to adapt to the challenges of the pandemic and support the health, well-being and learning of students, while parents and families have been flexible and adaptable to meet the needs of their children.

As part of the return to school in September 2021, students can expect to learn in classrooms full time. Similar to any other school year, online learning programs will remain available for students.

Of the \$43.6 million, there are \$25.6 million in new one-time, pandemic-specific funding to support necessary cleaning and disinfecting, hand hygiene for students and staff, improve ventilation and restock supplies of personal protection equipment (PPE). This funding will also strengthen the commitments to First Nations and Métis students and provide more mental health supports for students and staff.

Plus, money will be available to address learning impacts from the pandemic. Earlier this year, the ministry advised school districts that \$5.9 million was available to be allocated to address learning impacts. Today, an additional \$12.1 million are provided from the remaining 2020-21 school year operating grant.

Breakdown of the \$25.6 million in new one-time funding:

- \$14.4 million for health and safety, cleaning and supplies
- \$5 million to support First Nations students and build capacity within First Nations Education Steering Committee and Métis Nation BC
- \$5 million for mental health services
- \$1.2 million for independent schools

Based on guidance from the Office of the Provincial Health Officer, students will no longer be grouped into cohorts this September. Research has shown schools were not significant sources of COVID-19 transmission, and with high vaccination rates throughout B.C., these measures will no longer be necessary. This will allow normal timetabling. Should the current encouraging progress continue, it is anticipated the restrictions on gatherings, extracurricular activities and sports will no longer be required when the new school year begins.

Guidance on wearing masks in school settings will be confirmed later this summer and in alignment with broader provincial direction for the fall and winter. Students will continue to be required to complete daily health checks, stay home when feeling sick and practise diligent hand hygiene. Public health teams and school health officers will continue to closely monitor cases of COVID-19 in schools and the community, and will continue to provide

support and guidance as schools return in the fall.

“This was a very different school year for everyone, and school communities have done an exemplary job adapting to the challenges we all faced,” said Dr. Bonnie Henry, B.C.’s provincial health officer. “Now, as we transition to a new phase and continue with immunizations throughout the province, students and educators can look forward to returning to a school environment that will be much closer to what they are accustomed to.”

The Province expects all eligible British Columbians will have been offered both vaccination doses by September, pending vaccine availability. More than 50% of kids aged 12 to 17 years old in B.C. have received their first vaccine dose.

Rapid response teams, which have been in place since February in each of the five health authority regions, will continue in the fall. The teams will focus on supporting recovery efforts in schools through a focus on academic, socio-emotional and mental health. They will also continue to provide streamlined communications at the local level to share information, support consistent practice of, and update where necessary, the K-12 health and safety guidelines.

“Boards of education across the province have worked hard in every community over the past year to ensure students were able to spend as much time as possible in school. We are thankful that the Province chose to prioritize the well-being of our children and youth by keeping B.C. schools open for in-person learning,” said Stephanie Higginson, president, BC School Trustees Association. “The funding announced today will help districts make sure our learners can continue to access the educational programs and services families and communities expect from our public school system. We look forward to starting a new school year in September with renewed hope and optimism.”

The provincial K-12 education steering committee – made up of educators, parents, support workers, school leaders, trustees, representatives from the First Nations Education Steering Committee (FNESC) and Métis Nation BC, and public health experts – will continue to work with the ministry and the BC Centre for Disease Control (BCCDC) in the summer to review and finalize school safety plans for the fall. It is expected the current guidelines used in schools over the past year will be replaced by updated guidelines in August 2021.

“Today’s announcement is an important step in recognizing the fundamental role of First Nations in supporting the educational success of First Nations students,” said Tyrone McNeil, president, FNESC. “This funding will assist First Nations in addressing the impacts of the pandemic experienced by First Nations learners. We appreciate the ministry’s commitment to working with FNESC and B.C. First Nations as we recover from these challenging circumstances.”

Andrea Sinclair, president, BC Confederation of Parent Advisory Councils, said: “This school year has been challenging for us all. We relied on evidence and health and safety plans and together we kept schools open. We have represented parents and families on the K-12 steering and restart committees and influenced decisions and policies. I am impressed at how hard parents, educators, support staff and health-care professionals worked as teams to ensure schools remained open and safe. Our education partners have shown tremendous knowledge and dedication to overcoming adversity, and I am confident that our school system can overcome any future challenges while meeting the educational needs of our children.”

Quick Facts:

- There are approximately 1,900 K-12 schools in B.C. To date, 40 schools have closed temporarily for a short period of time during this school year, which has resulted in schools being open and safe 99.998% of total school days.
- Two studies conducted by health authorities during the 2020-21 school year found:
 - in Vancouver Coastal Health, 92% of school-associated cases of COVID-19 were acquired from outside of the school environment; and
 - in Fraser Health, 87% of school-associated cases were acquired through community/household

Learn More:

B.C. COVID-19 Safe Schools website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-safe-schools>
(<https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-safe-schools>)

Good News in Education stories from the K-12 system:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-safe-schools/good-news>
(<https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-safe-schools>)

BCCDC Outlook for September: http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Schools_Outlook.pdf (http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Schools_Outlook.pdf)

Ministry of Education

Government Communications and Public Engagement
250 356-5963

Translations

- [BTS_Arabic.pdf](https://bcgovnews.azureedge.net/translations/releases/2021EDUC0044-001180/BTS_Arabic.pdf) (https://bcgovnews.azureedge.net/translations/releases/2021EDUC0044-001180/BTS_Arabic.pdf)
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- [BTS_Chinese\(traditional\).pdf](https://bcgovnews.azureedge.net/translations/releases/2021EDUC0044-001180/BTS_Chinese(traditional).pdf) ([https://bcgovnews.azureedge.net/translations/releases/2021EDUC0044-001180/BTS_Chinese\(traditional\).pdf](https://bcgovnews.azureedge.net/translations/releases/2021EDUC0044-001180/BTS_Chinese(traditional).pdf))
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- [BTS_Vietnamese.pdf](https://bcgovnews.azureedge.net/translations/releases/2021EDUC0044-001180/BTS_Vietnamese.pdf) (https://bcgovnews.azureedge.net/translations/releases/2021EDUC0044-001180/BTS_Vietnamese.pdf)

Board Info Note
Board Meeting
September 28, 2021
Agenda Item: 7.4 – District Wide Enrolment & Budget Update

Background

- Staff are in the process of rolling up the actual enrolment numbers at the District level for submission to the Ministry in October
- The Board may recall that the 21/22 budget has been initially built on the enrolment estimates created in February 2021
- This estimate is then reconciled to the actual September enrolment and any changes to the budget are adjusted through the amending budget process
- Attached for the Board’s information, is the summary of actual enrolment, as at September 23rd, at the District level broken down into the following categories:
 - Standard (Regular) schools
 - Continuing Education
 - Alternate Schools
 - Distributed Learning
 - Level 1 Special Needs
 - Level 2 Special Needs
 - Level 3 Special Needs
- The amounts may change slightly as we continue the process and prior to submitting to the Ministry next month but the current estimates will provide a strong indication of where we expect to end in terms of enrolment
- Actual submitted amounts, with the K-12 numbers broken down by school, will be provided to the Board at their October meeting

Additional Context

- The screening process for students with special needs is continuing and therefore staff have used the February estimates at this point until the actual amounts can be confirmed in October

- It is expected the special needs' numbers are also trending upwards as the District's overall student population grows
- Staff are estimating that K-12 enrolment is growing by 582 students from last year (11,513 from 10,931)
- The breakdown of this increase can be summarized by:

Level	20/21	21/22	Increase	
			#	%
Elementary	5,182	5,455	273	5.26%
Middle	2,521	2,680	159	6.31%
Secondary	3,228	3,378	150	4.65%
Total	10,931	11,513	582	5.32%

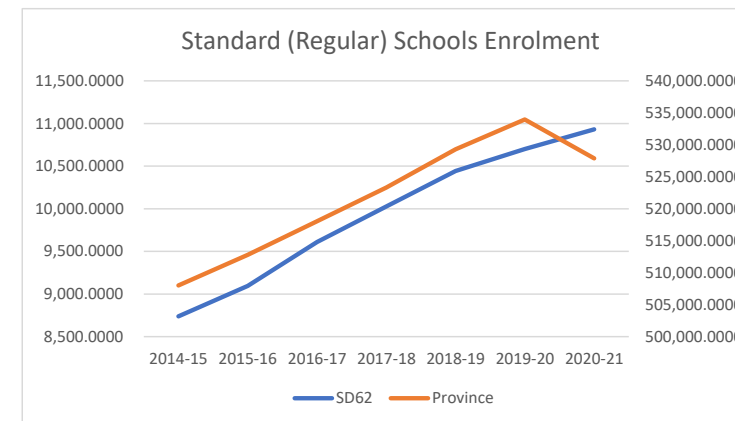
- Below is a table reflecting the changes in K-12 enrolment over the last 21 school years
- The projected growth of 582 FTEs is the greatest **amount** during that time period and only surpassed by the growth in 16/17 as a **percentage** (5.66% compared to 5.32%)
- The District will have to grow by 620 students this year to have the record amount and percentage

School District Six Too											
Summary of Changes of K-12 Enrolment											
	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
K-12 Enrolment	8,681	8,657	8,650	8,625	8,501	8,323	8,272	7,811	7,956	8,251	8,574
Change #		-24	-7	-25	-124	-178	-51	-461	145	295	323
Change %		-0.28%	-0.08%	-0.29%	-1.44%	-2.09%	-0.61%	-5.57%	1.86%	3.71%	3.91%
	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23
K-12 Enrolment	8,503	8,572	8,738	9,094	9,609	10,026	10,444	10,701	10,931	11,513	
Change #	71	69	166	356	515	417	418	257	230	582	
Change %	0.83%	0.81%	1.94%	4.07%	5.66%	4.34%	4.17%	2.46%	2.15%	5.32%	

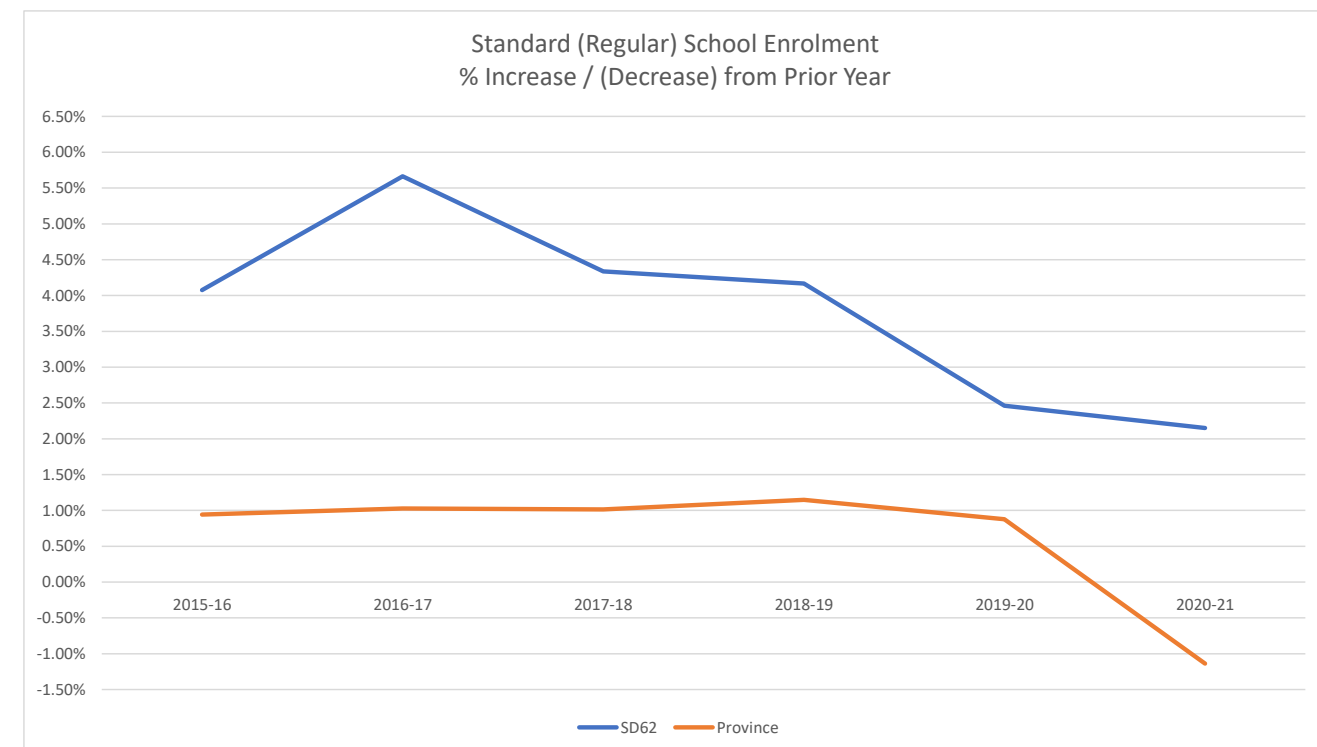
- Based on the current enrolment estimate, the District can expect to receive an additional \$2.867 m of **gross** grant revenue from the budget recalculation process
- From this estimated revenue increase, additional direct staffing costs (enrolling and non-enrolling teachers, clerical, supervision and other ratio driven positions) will be incurred and a **net** revenue amount will be calculated
- This net revenue amount will be provided to the Board at the October meeting once the actual enrolment amounts are confirmed and additional direct staffing costs are identified
- These revenue and expenditure changes will drive the amended budget process that the Board will review and consider in February

Description	FTE	FTE	FTE	FTE	FTE	FTE	FTE	A	B	C = B-A	D = C*E	E
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	FTE	FTE	FTE	\$	FUNDING
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	BUDGET	AS AT SEPT 23	VARIANCE	VARIANCE	LEVEL
								2021-22	2021-22	2021-22	2021-22	2021-22
Standard (Regular) Schools	8,738.1250	9,094.2500	9,609.3125	10,026.0000	10,443.6250	10,700.8125	10,930.9375	11,136.3646	11,507.0000	370.6354	\$ 2,922,460	\$ 7,885
Continuing Education	6.2500	4.2500	25.5000	26.1250	21.0000	17.8125	15.1250	5.0000	5.0000	- \$	-	\$ 7,885
Alternate Schools	264.0000	264.1250	246.3750	242.3750	243.0000	258.0000	210.0000	210.0000	197.0000	(13.0000)	\$ (102,505)	\$ 7,885
Distributed Learning	126.4375	152.3125	206.1250	164.7500	124.6875	137.0000	98.6875	120.0000	120.0000	- \$	-	\$ 6,360
Level 1 Special Needs	15.0000	11.0000	9.0000	10.0000	10.0000	12.0000	14.0000	14.0000	14.0000	- \$	-	\$ 44,850
Level 2 Special Needs	283.0000	289.0000	305.0000	353.0000	385.0000	418.0000	463.0000	519.0000	519.0000	- \$	-	\$ 21,280
Level 3 Special Needs	158.0000	192.0000	195.0000	201.0000	260.0000	297.0000	292.0000	292.0000	292.0000	- \$	-	\$ 10,750
Subtotal - September	9,590.8125	10,006.9375	10,596.3125	11,023.2500	11,487.3125	11,840.6250	12,023.7500	12,296.3646	12,654.0000	357.6354	\$ 2,819,955	

Description	FTE	FTE	FTE	FTE	FTE	FTE	FTE
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
SD62	8,738.1250	9,094.2500	9,609.3125	10,026.0000	10,443.6250	10,700.8125	10,930.9375
Province	508,007.4769	512,790.2626	518,053.1356	523,304.6061	529,310.8723	533,955.6101	527,879.7032



Description	FTE	FTE	FTE	FTE	FTE	FTE
	INCR/(DECR) FROM	INCR/(DECR) FROM	INCR/(DECR) FROM	INCR/(DECR) FROM	INCR/(DECR) FROM	INCR/(DECR) FROM
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
SD62	4.08%	5.66%	4.34%	4.17%	2.46%	2.15%
Province	0.94%	1.03%	1.01%	1.15%	0.88%	-1.14%





**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams Live
September 7, 2021 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
 Bob Phillips, Trustee (Committee Member)
 Dianna Seaton, Trustee (Committee Member)
 Ravi Parmar (Board Chair)
 Christina Kempenaar, STA
 Betty-Lou Leslie, CUPE
 Sandra Arnold, SPEAC
 Georgette Walker, SPVPA
 Scott Stinson, Superintendent/CEO
 Stephanie Hedley-Smith, Associate Superintendent
 Paul Block, Associate Superintendent
 David Strange, Associate Superintendent

Guests: Vanessa White, Amanda Culver, Missy Haynes, Denise Wehner

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. Opening Remarks from Chair, Allison Watson

a. Return to School – Scott Stinson

Superintendent Stinson provided a summary of the K-12 CDC Return to School Communicable Disease Plan and its implementation in the District. A parent version of the handbook is available on the District web page. A staff version of the handbook is available on Engage (staff intranet). The Superintendent focused his report on highlighting the differences and similarities to the previous year's COVID-19 Return to School plan providing rationale for the direction of the plan this year.

3. COMMITTEE REPORT of June 1, 2021 Education Standing Committee meeting (attached)

The committee report for the June 1, 2021 Education-Policy Committee meeting was reviewed by the committee members

A question came up regarding the revision and approval of the Class Design 10 - 12 BAA courses. It was clarified that consultation took place on the courses with the author (teacher) and the courses were adopted by the Board at the May and June Board meetings.

4. BAA COURSE PROPOSALS

There were no BAA course proposals for this meeting.

5. **REVIEW OF POLICIES/REGULATIONS**

- a. Draft Revised Regulations C-329 “Field Trips” – Stephanie Hedley-Smith
Associate Superintendent Stephanie Hedley-Smith framed the work completed to date including recent revisions. She sought feedback on the current proposed Regulations in order to finalize the draft prior to asking the Board to consider a Notice of Motion.

6. **NEW BUSINESS**

- a. Presentation – SOGI Update – Vanessa White, Amanda Culver, Missy Haynes
The team provided a summary of the District team’s actions from last school year and shared their experiences from an annual summit attended by this group of educators. The team presented a vision for the coming year and presented calls to action surrounding SOGI issues in our district.
- b. Seamless Day Pilot Project – Stephanie Hedley-Smith, Denise Wehner
Denise Wehner, District Principal – Curriculum Transformation, provided a summary of the purpose, critical elements and positive benefits of the Seamless Day Project and how they align with the District’s core values, mission and vision for student and child development. Questions and discussion ensued from committee members to better understand the tenets of the program.

Recommendation:

That the committee forward the following motion to the next Board meeting for consideration:

“That the Board of Education endorse the district’s participation in the Ministry of Education Seamless Day child care pilot at a SD62 Elementary School.”

7. **FOR INFORMATION** (attached)

- a. Research Project Approval – Nikki Lineham/Dr. Jennifer Thom – “Spatial Reasoning and Projective Geometry in the Primary Years and Investigating Deaf and Hard of Hearing Students in Mathematics in Mainstream Classrooms” – Scott Stinson
- b. Research Project Approval – Shelby Pollitt – “Advancing Learner-Informed Practices in Early Reading: A Collaborative Response to Intervention (RTI) Partnership” – Scott Stinson

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** Oct. 5, 2021

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Sept. 28, 2021

Draft revised Policy A-350 "Trustee Professional Development" is scheduled for approval.

RECOMMENDATION

That draft revised Policy A-350 "Trustee Professional Development" be approved and included within the District Policy Manual.

School District #62 (Sooke)

TRUSTEE PROFESSIONAL DEVELOPMENT	No.: A-350
	Effective: Jan. 25/00 Revised: Feb. 24/15 Reviewed: Jan. 19/15; June 22/21

SCHOOL BOARD POLICY

Trustees are encouraged to participate in conferences, ~~conventions~~, workshops and seminars related to effective trusteeship **governance**, leadership, education and learning.

Accordingly, trustees attending appropriate meetings **activities** shall ~~have all related expenses paid by the school district consistent~~ **be reimbursed for professional development event costs and related expenses consistent with Policy A-349 and** with budgeted funds.

For the purposes of this policy, the following guidelines are provided:

1. The trustee travel and professional development budget will be established through the budget process **and reviewed annually by the Board of Education.**
2. Attendance at appropriate meetings **activities** is subject to Board approval within the budget established for such travel.
3. Subscriptions and publications deemed appropriate for Board use shall be approved by the Chair of the Board and become the property of the School District.
4. Reimbursement of costs involved in attendance at appropriate meetings **activities** shall be consistent with mileage and per diem expenses as established by Policy No. F-261 **and Policy A-349.**
5. ~~Travel within the district shall be at the established rate, and minor travel costs are deemed to be covered by the tax-free portion of the trustees' indemnity.~~

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Sept. 28, 2021

Draft revised Policy and Regulations C-200 "Services to Students With Disabilities or Diverse Abilities" are scheduled for approval.

RECOMMENDATION

That draft revised Policy and Regulations C-200 "Services to Students With Disabilities or Diverse Abilities" be approved and included within the District Policy Manual.

School District #62 (Sooke)

SERVICES TO STUDENTS WITH SPECIAL NEEDS DISABILITIES OR DIVERSE ABILITIES	No.: C-200
	Effective: Mar. 8/83 Revised: May 23/89; Reviewed: June 1/21; June 22/21

SCHOOL BOARD POLICY**Belief Statements**

- **Everyone can learn; each student needs to feel like they belong, are valued, and have a contribution to make.**
- **Learning is an individual and social process; each student benefits from learning with their peers.**
- **Learning requires active participation; each student needs purposeful roles and responsibilities.**
- **Learning occurs in a variety of ways and at different rates; each student is unique in their abilities and needs.**

The Board of Education recognizes a responsibility, shared with the Ministry of Education and carried out with the support of other agencies, to provide or obtain an appropriate instructional program for each student.

~~The district will attempt to identify, as early as possible, those children who may have specialized educational needs. Also, the district will develop appropriate educational programs and services that are supportive and are an integral part of regular education and will provide such programs and services in the most enabling environment. Wherever possible, the School District will provide an integrated, rather than segregated, teaching/learning environment and will make, after consulting with all affected parties, every attempt to maintain the child within his/her school attendance area and his/her community.~~

The District will provide an inclusive and responsive education system and recognizes the value of diversity and will provide equity of access, opportunity and achievement for each learner.

A "student with disabilities or diverse abilities" is defined as a school-age student who has an impairment of an intellectual, neurodevelopmental, psychological, physical, physiological, sensory, social/emotional, or behavioural nature, or has exceptional gifts or talents.

School District #62 (Sooke)

SERVICES TO STUDENTS WITH SPECIAL NEEDS DISABILITIES OR DIVERSE ABILITIES	No.: C-200
	Effective: Mar. 8/83 Revised: Mar. 24/87; May 23/89; Reviewed: June 1/21; June 22/21

ADMINISTRATIVE REGULATIONSA. Definition of Students With Special Needs **Disabilities or Diverse Abilities**

A student with special needs deviates from the average or normal child in mental, physical, social or emotional characteristics to such an extent that he/she requires a modification of school practices in order to develop his/her maximum potential. **A "student with disabilities or diverse abilities" is defined as a school-age student who has an impairment of an intellectual, neurodevelopmental, psychological, physical, physiological, sensory, social/emotional, or behavioural nature, or has exceptional gifts or talents.**

B. Special Programs **Continuum of Assessment and Planning for the Diversity of Student Population**

All special education programs in School District No. 62 will meet the Ministry of Education guidelines found in the publication "Special Programs: A Manual of Policy, Procedures and Guidelines".

The process of understanding student strengths and needs to effectively plan for and support student learning exists in a variety of forms: observation, reviewing historical data, interviewing, consulting family and informal and formal testing and extended assessments. A variety of assessment methods should be used to inform the development of appropriate IEP goals and planning of supports and services. Assessment not only considers a student's current level of performance and learning style but also methods of instruction being used, characteristics of the learning environment, and the ways students demonstrate their learning.

- **Reviewing**
 - **Understanding a student's needs can be informed by reading various records with both current and historical information.**
- **Interviewing**
 - **Valuable insight can be gained from talking to a variety of people, including parents and guardians, current and past teachers, other relevant service providers and students themselves.**
- **Observing**
 - **Watching, listening, and examining student work and monitoring responses to instruction are all important sources of assessment information. Various tools can be used to document observations.**
- **Informal Assessment**
 - **Informal assessments are an important part of the assessment process and may include a variety of quizzes, probes, and diagnostic skill inventories. Assessment methods are chosen based on a variety of factors, such as specific**

skills being assessed, practicality for the classroom environment, available materials, and learning styles of the student.

~~C. School-Based Team~~

~~Each school shall have a school-based team. The composition of the team may vary from time to time, but will normally consist of an administrator, the Learning Assistance teacher and a school counsellor. The school nurse, the referring teacher and other appropriate resource personnel will be included as necessary.~~

• **Extended Assessment**

- **School-Based Team (SBT) is a collaborative problem-solving team that meets on a regular basis and works with classroom teachers to develop educational programs for students who may or may not currently have an Individual Education Plan.** ~~Each school shall have a school-based team. The composition of the team may vary from time to time, but will normally consist of an administrator, the Learning Assistance teacher and a school counsellor. The school nurse,~~ **a principal/vice-principal, inclusion support teacher, school counsellor,** the referring teacher and other appropriate school and resource **district** personnel will be included as necessary. Those students for whom services cannot be provided using school-based resources shall then be referred to district-level Special Services personnel (**Occupational therapy, Physiotherapy, Speech Language Pathologist, District Psychologist, etc.**) after informed parental consent has been received.

~~Students who appear to require special services and who have not been previously diagnosed, shall be referred to the school-based team~~

The district ensures that:

- **specialists are sensitive to cultural, linguistic and experiential factors when selecting assessment procedures and interpreting assessment results;**
- **information gained is readily usable for purposes of planning, and easily integrated into the student's Individual Education Plan;**
- **specialists communicate and interpret assessment findings to the parents/guardians, the student and staff; and**
- **the written report of the assessment is made available to the parents/guardians, the staff and, when appropriate, the student, in accordance with the provisions of the *Freedom of Information and Protection of Privacy Act*.**

~~D. Referral Process for Identifying Special Needs Children~~

~~Students who appear to require special services and who have not been previously diagnosed, shall be referred to the school-based team. Those students for whom services cannot be provided using school-based resources shall then be referred to district-level Special Services personnel after parental consent has been received.~~

C. Student Support

Based on the findings of all assessment information, schools may develop an Individual Education Plan. An Individual Education Plan (IEP) is a formal document outlining a plan of supports based on identified strengths and stretches, including goals, and strategies created through on-going collaboration between parents/guardians, school-based teams, district staff, relevant agencies, and students.

D. Parent/Guardian Engagement

Throughout the continuum of assessment and student support, the school-based team works to collaborate with parents/guardians on the learning of their student with disabilities or diverse abilities.

E. Appeal Process

Refer to Policy C-350 regarding the appeal process. [Appeals | Sooke School District \(sd62.bc.ca\)](#)

~~E. Assessment of Special Needs Children~~

~~— District level Special Services personnel will respond to a completed referral by making an appointment to consult with school staff members and to observe and/or test the referred student.~~

~~F. Reporting to Parents/Guardians~~

~~— Results must be interpreted to the parents as soon as possible. Written results and recommendations shall be made available. Refer to Policy C-220 for details.~~

~~G. Parental Conference~~

~~— A conference to discuss the results of the assessment shall be arranged by the principal or designate and shall involve the appropriate referring personnel. Program planning, placement or follow-up procedures will be the result of this meeting.~~

Services to Students With Special Needs

~~H. Placement of Special Needs Children~~

~~— (a) — The placement of each student shall be based on the entry/exit criteria for the recommended program. Teachers concerned shall be advised as early as possible when special needs students are identified so that the teacher may be involved in the consultation prior to placement. Such consultation will address class size and/or composition, resource requirements, provision of aide time and in-service training/professional development.~~

~~— (b) — Transportation will be provided for students who can not attend their regular home school.~~

~~— Where special programs are located in regular school buildings, students in those programs should have access, to the facilities and the services available in that building.~~

~~I. Appeal Process~~

~~— Any dispute over the placement of special needs students or over the appropriateness of the child's program shall be resolved in the following manner:~~

~~— Step 1~~

~~— At the classroom level involving the parents and the classroom teacher.~~

~~— Step 2~~

~~— At the school level involving parents, classroom teacher and the school based team.~~

~~— Step 3~~

~~— At the district level involving parents, classroom teacher, school principal, appropriate district resource personnel and the Director of Special Education.~~

~~— Step 4~~

~~— By a committee established by the Board of School Trustees.~~

~~— Step 5~~

~~— By the full Board of School Trustees.~~

Statutory Reference:

Freedom of Information and Protection of Privacy Act

Policy Reference:

Policy C-350 Parent/Student Appeals

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Sept. 28, 2021

Draft revised Policy E-221 "Evaluation of Teachers and Report Writing" is scheduled for approval.

RECOMMENDATION

That draft revised Policy E-221 "Evaluation of Teachers and Report Writing" be approved and included within the District Policy Manual.

School District #62 (Sooke)

EVALUATION OF TEACHERS AND REPORT WRITING	No.: E-221
	Effective: Oct. 10/89 Revised: Reviewed: June 1/21; June 22/21

SCHOOL BOARD POLICY

The Board believes that the primary purpose for evaluating teachers is to promote the development and maintenance of excellence in the quality of instruction.

~~Ideally,~~ The summative **evaluation** report on the work of a teacher comes at the end of an evaluation process which has as its goal the assurance that the teacher performs ~~his or her~~ **their** duties in an effective and professional manner. In School District No. 62, summative **evaluation** reports on teachers shall be based upon standard criteria **following the procedures outlined in the STA/SD62 Collective Agreement, Article E.14 "Evaluation Procedures" and the Letter of Understanding No. 1** ~~written in a form described in the "Confirmatory Report on the Work of Teachers".~~

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Sept. 28, 2021

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

RECOMMENDATION

That draft revised Policy F-302 "Use of School Facilities for Child Care Programs" be approved and included within the District Policy Manual.

School District #62 (Sooke)

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

SCHOOL BOARD POLICY

Consistent with sections 85.1, 85.2, 85.3 and 85.4 of the *School Act*, this policy provides guidance with respect to how the Board will promote the use of Board property for the provision of child care programs, between the hours of 7 a.m. and 6 p.m. on business days, by either the Board or third-party licensees.

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

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

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

References:

Board Policy:

- Policy F-222 – Management of School District Property
- F-300 – Use of School Facilities

School Act:

- Section 85.1 - Policies respecting child care programs
- Section 85.2 - Boards may provide child care programs
- Section 85.3 - Child care programs provided by others
- Section 85.4 – Use of Board property for child care programs

1. Definitions:

- 1.1. In this Policy, the terms "Board property," "business day," "child care program," "educational activities" and "licensee" have the meanings given to those terms in the *School Act*.
- 1.2. "Direct and indirect costs" include:
 - 1.2.1. Utilities;
 - 1.2.2. Maintenance and repair;
 - 1.2.3. A reasonable allowance for the cost of providing custodial services;
 - 1.2.4. A reasonable allowance for the time that school district administrators and other staff spend on matters relating to the use of board property by licensed child care providers.

2. Procedures:

- 2.1. The Board will, on an ongoing basis, assess community need for child care programs on Board property, through a process of engagement with employee groups (Sooke Teachers' Association [STA], Canadian Union of Public Employees #459 [CUPE]), parents and guardians (Sooke Parent Education Advisory Council [SPEAC]), Indigenous community representatives, Indigenous rightsholders, Indigenous service providers (Aboriginal Education Council), and existing child care operators. The process for engagement will be reviewed on an ongoing basis.
- 2.2. If child care programs are to be provided on Board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.
- 2.3. Child care programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the child care program.
- 2.4. Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program. All child care contracts must bear all costs associated with the delivery of the program. The School District will not subsidize any community use of the facility or sites from instructional resources.
- 2.5. If child care programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this Policy.
- 2.6. In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals to: (a) provide inclusive child care; and, (b) foster Indigenous reconciliation in child care.
- 2.7. If the board decides to operate a child care program, the board will ensure that it is operated in a manner that:

- 2.7.1. fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia *Declaration on the Rights of Indigenous Peoples Act*:
 - i. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and
 - ii. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education; and
 - 2.7.2. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia *Human Rights Code*.
- 2.8. Any contract with a licensee other than the Board, to provide a child care program on Board property, must be in writing and subject to review annually (no less than every one (1) year). The contract must contain:
- 2.8.1. a description of the direct and indirect costs for which the licensee is responsible;
 - 2.8.2. an agreement by the licensee to comply with this policy and all other applicable policies including adherence to schools' Code of Conduct and school rules;
 - 2.8.3. a provision describing how the agreement can be terminated by the Board or the licensee;
 - 2.8.4. a provision describing how the program will serve students of the school;
 - 2.8.5. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;
 - 2.8.6. a statement that the agreement can only be amended in writing, signed by the Board and the licensee;
 - 2.8.7. a requirement for the licensee to maintain appropriate standards of performance; and
 - 2.8.8. a requirement that the licensee must at all times maintain the required license to operate a child care facility.
- 2.9. The Secretary-Treasurer or designate shall have the authority to evaluate and make decisions with respect to applications to provide child care on Board property in a manner that is consistent with Board policy.
- 2.10. Prior to entering into or renewing a contract with a licensee, other than the Board, to provide a child care program on Board property, the Board will consider:
- a. whether it is preferable for the Board to become a licensee and operate a child care program directly;
 - b. the availability of school district staff to provide before and after school care;
 - c. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the Board, in respect of providing an

inclusive child care program and one that promotes Indigenous reconciliation in child care.

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



Board Info Note
Public Board Meeting
September 28, 2021
Agenda Item 9.1: Roles of a Student Counsellor

PURPOSE

To respond to the following Board motion of June 22, 2021:

MOVED Margot Swinburnson/Bob Phillips

That the Board of Education of School District 62 (Sooke) direct staff to report back to the Board in September on the role and responsibilities of School Counsellors to form potential policy considerations. The Board would also request information on the scope of the role and what measures are in place to ensure best practice, professional counselling standards, supervision and support.

BACKGROUND

In response to a motion from the Board, the following information is intended to provide a clear understanding of the roles and responsibilities of the teacher counsellors, as well as information on the scope of the role and what measures are in place to ensure best practice, professional counselling standards, supervision, and support.

- This is particularly significant as mental health supports and social emotional learning are at the forefront of Education as we transition back to full-time in-person learning in the context of COVID-19. The pandemic has, understandably, increased stress levels for many members of our community, exacerbating pre-existing issues and concerns for some students and their families and creating new stressors for others. This has led to a strain on resources in numerous areas, most specifically our Health and Social Services agencies, limiting some people's ability to access necessary health and social services in the community due to increased waitlists and reduction of staff. This has subsequently increased the demand for services and support within our school settings.
- While Education can provide many supports and services to help with mental distress and problems, it is important to be clear on the roles and responsibilities of the staff within our setting and to understand the parameters of their work in the area of social emotional support and mental health. Traditionally, the role of Education has been one of prevention and health promotion, with a focus on intervention when necessary, but typically interventions have involved connecting a student with appropriate external, clinical supports. As the Board will see, from the Roles and Responsibilities section of this Info Note, ongoing clinical intervention with a student in a 1:1 setting would be difficult to provide amidst the wide breadth of duties expected of a teacher- counsellor.

ROLES AND RESPONSIBILITIES (*The following definition of the School Counsellor Role is based on the Special Education Services Manual of Policies, Procedures and Guideline, BC Ministry of Education, 2016.*)

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

School counselling includes individual, group, and class work to meet both the *intervention* and *prevention*

Counsels:

- Promotes emotional and social development appropriate to the developmental stages;
- Counsels students, their families and the community to foster growth in the students' self-esteem, individual responsibility, and in skills such as decision-making and social skills;
- Ameliorates factors which may precipitate problems for students;
- Enhances students' academic achievement through goal-setting, assisting with the development of IEPs and activities such as the promotion of effective work and study habits; and
- Provides appropriate interventions and referrals to assist students with school-related problems and/or social-emotional issues

Collaborates:

- Consults and plans collaboratively with students, other educators, the school-based team (SBT), parents, community agency personnel in planning goals and strategies to promote the development of students

Coordinates:

- Through SBT, assists in the access to and coordination of school, district, and other community services for students;
- This may include: information gathering, case management, referral, and liaison among home, school and community
- Facilitates transitions between schools (new students, departing students, and students moving on to middle school)

Educates:

- Provides direct instruction in areas such as social emotional learning, peer helping, conflict resolution, social skills, and life skills as needed;
- Provides support to other educators in implementing the health curriculum and promoting healthy school environments

What this looks like in a school:

Tier 1 services:

- Social Emotional Learning delivery/co-delivery of programs like MindUP, Second Step, Kids in the Know, etc.
- Sexual Health and Personal Safety education support (co-teaching, resource gathering, being present for lessons or organizing a speaker/liasing with Island Sexual Health)
- At the secondary level, Tier 1 support is focused more on career/life support with course selection and academic guidance

Tier 2 services:

- Small group work (i.e. friendship circles, anxiety prevention groups, etc.)
- Ongoing check-ins and follow up support for students who may have had intensive external supports and are now transitioned back to school supports
- SBT involvement, referrals for specialized supports
- 1:1 session to address social emotional concerns, solution-focused, person-centered

- Organize support from Boys & Girls Club Community Intervention Coordinator (at middle school) Tier 3 services:
- Crisis intervention (i.e. suicide risk assessments, self-harm intervention, VTRA involvement, child protection situations)
- Referral and coordination of intensive external supports (i.e. liaise with clinics, hospitals, MCFD, CYMH, High-Risk Team, etc.)
- Assist in District CIRT response (if part of the trained District team)

FURTHER INFORMATION

- Although many of our school counsellors have the professional education and background to provide clinical intervention, the scope of the job in a school setting does not necessarily make it feasible.
- Currently, our job postings for Teacher Counsellor positions require a Master's Degree in Counselling (i.e. School Counselling, Counselling Psychology). All new hires are required to have this educational level but there are some positions that have been "grand parented" in.
- In BC, the practice of counselling is currently unregulated, but this is shifting quite rapidly. The BC Association of Clinical Counsellors (BCACC) has been working to move this forward. Membership in the BCACC is voluntary at this time. Some of our counsellors have membership and others do not. School District 62 (along with many other districts) does not require certification with BCACC to become a school counsellor, but expected qualifications may change in the future to meet new requirements. Part of the rationale for not requiring BCACC membership is the understanding that it would significantly decrease the number of applicants we would receive in an area that is already difficult to hire and, given the nature of the job (health promotion, prevention and coordination of external clinical counselling) it is not necessarily needed for the work they do.
- There are many ways that school counsellors can access ongoing opportunities for professional skill development, both through STA funds for areas of personal interest (i.e. specialized workshops in play therapy, sand therapy, specific topics of mental illness, etc.) and through management-funded opportunities (i.e. CIRT training, Trauma-informed practice training through VTRA, Grief and Loss, etc.)
- We have been working on providing increased support and supervision through Safe and Healthy Schools, providing release time monthly for counsellors to collaborate, learn and debrief. This was already an established practice amongst the District Elementary group and we are expanding the opportunity for middle and secondary to have that important peer collaboration time on a regular basis as well.

NEXT STEPS

- Create a calendar of learning opportunities for the year
 - Grief and Loss, Sleep Hygiene and Depression were topics chosen by counsellors
- Create a schedule of collaboration opportunities for the year
 - Using a Family of Schools model, bring together School Based Social Workers, Inclusion Coaches, SEF's and Counsellors a few times a year
- Build on Elementary Counselling manual as a potential starting point for Middle/Secondary
- Increase social emotional learning coaching in elementary and middle schools (.4FTE position)
- Build on District Wellness framework in order to build capacity across our system – building resilience in students and staff
- Implement plan for Mental Health grants from Ministry (both Early Action Initiative grant and COVID impact grant) that incorporates professional learning about mental health, increased connection and belonging



Board Info Note
Public Board Meeting
September 28, 2021
Agenda Item 10.1 Board of Education Work Plan 2021/22

PURPOSE

- To provide an overview of the Board of Education Work Plan 2021/22.

BACKGROUND

- Essential for good governance, the annual work plan maps out the board's priorities for the coming year. It is an essential tool for agenda planning, committee work and ensuring that the board makes time for strategic and other significant items of a Board of Education's mandate.
- The attached plan was developed based on last year's initial work plan and through consultation with the Trustees at the Board Planning Session on August 30.
- The Work Plan, is a multi-year plan which has three layers corresponding to:
 - The monthly calendar which overviews the meeting and activities each week that the board undertakes along with the secretary-treasurer and other Executive, where relevant.
 - The Year at a Glance calendar which overviews the 2021-22 school year.
 - A Multi-year view which spans course of the new strategic plan (2021-25).
- The intent of the plan is to enable effective planning of Board work; timely preparation for meetings, and a clear sight over the years ahead of key activities that the Board and Executive will be involved in.
- The operational purpose of the monthly calendar is to focus attention on the days that actions are required each week of the month in order for the regular monthly committee meetings to go ahead smoothly and for all executive and Trustees to be cognizant of the upcoming activities needing attention.
- The Year at a Glance calendar outlines the work in the year ahead and overviews when activities will take place. The sections are divided between items that the Board will need to Approve, Review, Complete or Engage in.
- The Multi-Year view provides an overview of key work that will involve the Board from the 2021/22 school year to 2025/6.
- Sharing the calendar with the Board and Executive will provide a clear sense to all involved of the work ahead.

School District 62 (Sooke)

Board of Education Annual Work Plan Summary

Monthly Calendar

WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	- Trustee Weekly Update	- Resources Agenda & Material submission - Education Policy Committee Meeting	- Resources Agenda Setting - Planning & Priorities Committee	- Meeting material deadline	- Resources Meeting Materials released
2	- Trustee Weekly Update	- Resources Committee Meeting	- Planning & Priorities Committee - Governance Agenda Setting	- Meeting material deadline	- Governance Meeting Materials released
3	- Governance Committee Meeting - Trustee Weekly Update	- Audit Committee (Quarterly) - Board Meeting Agenda & Material submissions	- BoE Meeting Agenda Setting - Planning & Priorities Committee - SPEAC Meeting -	- Meeting material deadline	- BoE Meeting Materials released
4	- Trustee Weekly Update	- BoE Meeting - Education Committee Agenda item submission	- Planning & Priorities Committee - Education Policy Agenda Setting	- Meeting material deadline	- Education Policy Materials released

KEY

Education Policy Committee

Resources Committee

Audit Committee

School District 62 (Sooke)
 Board of Education Annual Work Plan Summary
 A Year at a Glance

Action	January	February	March	April	May	June
Approve	<ul style="list-style-type: none"> - Budget Principles & Assertions - Budget Plan & Timelines 	<ul style="list-style-type: none"> - Amended Budget - School Fees 	<ul style="list-style-type: none"> - School Calendar - Annual Facilities Grant Plan 	<ul style="list-style-type: none"> - 1st reading of Initial Budget Bylaw - 1st reading of Capital Plan Bylaw 	<ul style="list-style-type: none"> - Final readings of Initial Budget Bylaw - Final readings of Capital Plan Bylaw - Auditor engagement/plan 	Annual Plan Package: <ul style="list-style-type: none"> - FESL targets - Strategic plan targets - 5 Year Capital Plan - Superintendent Growth Report
Review		<i>2nd Quarter Report Package:</i> <ul style="list-style-type: none"> - Strategic Plan - FESL (if applicable) - Na'tsa'maht agreement - Financial forecast - Enrolment report - Minor & Major Capital Work 	<ul style="list-style-type: none"> - Estimated Enrolment Update - Budget Instructions 		<i>3rd Quarter Report Package:</i> <ul style="list-style-type: none"> - Strategic Plan - FESL (if applicable) - Na'tsa'maht agreement - Financial forecast - Enrolment report - Minor & Major Capital Work 	<ul style="list-style-type: none"> - District Operations Plan - Review all Board Motions for the year
Complete	<ul style="list-style-type: none"> - BCSTA Policy/Motions for AGM - BCPSEA Annual General Meeting - Municipal Partner Meetings (BoE) 	<ul style="list-style-type: none"> - Partner Budget Presentations - BCSTA Provincial Council - Board Planning Session 	<ul style="list-style-type: none"> - Municipal Partner Meetings (Chair & CEO) 	<ul style="list-style-type: none"> - BCSTA Annual General Meeting 		
Engage		<ul style="list-style-type: none"> - Host Leadership Team Event 	<ul style="list-style-type: none"> - Host Virtual All Staff Meeting 	<ul style="list-style-type: none"> - Host Student Event 	<ul style="list-style-type: none"> - Host Partner Event 	<ul style="list-style-type: none"> - Grad/Year End Ceremonies

KEY

Education Policy Committee

Resources Committee

Audit Committee

School District 62 (Sooke)

Board of Education Annual Work Plan Summary

A Year at a Glance

Action	July	August	September	October	November	December
Approve		<ul style="list-style-type: none"> - Annual BoE Work Plan - Annual BoE Communications Plan 	<i>Annual Report Package:</i> <ul style="list-style-type: none"> - Strategic Plan - FESL (where applicable) - Na'tsa'maht agreement - Financial Statements - Enrolment report - Minor & Major Capital Work - Superintendent Growth Plan 			
Review		<ul style="list-style-type: none"> - Estimated Enrolment Update 	<ul style="list-style-type: none"> - Exec Compensation Report - District Operations Report 	<ul style="list-style-type: none"> - Initial enrolment & school organization report 	<i>1st Quarter Report Package:</i> <ul style="list-style-type: none"> - Strategic Plan - FESL (where applicable) - Na'tsa'maht agreement - Financial Forecast - Enrolment report - Minor & Major Capital Work 	<ul style="list-style-type: none"> - Annual Budget Recalculation
Complete		<ul style="list-style-type: none"> - BoE/Executive Planning Retreat 	<ul style="list-style-type: none"> - Audit Committee appointments - Municipal Partner Meetings (Chair & CEO) 	<ul style="list-style-type: none"> - BCSTA Provincial Council - BCPSEA Symposium 	<ul style="list-style-type: none"> - BCSTA Academy - BoE Planning session 	<ul style="list-style-type: none"> - Board Elections - BoE Committee Assignments
Engage		<ul style="list-style-type: none"> - Host Leadership Team Event 	<ul style="list-style-type: none"> - Host Virtual All Staff Meeting - Host SPEAC/PAC rep welcoming event - Welcome back Message to the system 	<ul style="list-style-type: none"> - Host Student Event 	<ul style="list-style-type: none"> - Host Partner Event - BoE Professional Development Session 	

KEY

Education Policy Committee

Resources Committee

Audit Committee

School District 62 (Sooke)

Board of Education Annual Work Plan Summary

Multi-Year View over the course of the Strategic Plan

Action	2021/22	2022/23	2024/25	2025/26
Approve	- Three Year School Calendar	Catchment Review - South Langford	- Strategic Plan - Catchment Review - North Langford - Catchment Review - South Colwood - Superintendent Performance Review	- Catchment Review - North Langford - Strategic Plan -26/27 to 29/30
Review	- District Program Review Findings	- Issue Based Reviews - TBD	- Issue Based Reviews – TBD	- Issue Based Reviews - TBD
Complete		- Trustee Election - BoE Orientation - Open Pexsisen & Centre Mtn. Lellum	- Open South Langford Elementary	- Open North Langford Elementary - Open South Colwood Elementary
Engage			- Strategic Plan Consultation	



Board Info Note

Public Board Meeting

Sept 28, 2021

Agenda Item 11.1: Superintendent's Update

2021-2022 Start-up

- We are off and running with the start of another school year. While things are still not back to “normal” and may never be, our district has done a fantastic job in preparing for the school year. We recognize that there are still some concerns and worry that staff, students, and families have related to COVID-19. We continue to do everything we are directed to by the Provincial Health Officer and the Ministry of Education to ensure health and safety practices are in place. A big shoutout to SD62's OH&S Manager Christine Merner. Christine has done an excellent job throughout the pandemic to review all of the documentation and ensure that district practices are in alignment.
- Also, to our twelve-month staff that worked over the summer to ensure our schools and district sites were in great shape to open in September – thank you. From there, our education staff have done a brilliant job of welcoming our 12,000(ish) students back into classrooms. The ability of teachers, support staff and school-based PVP to create dynamic and engaging classrooms is appreciated and continues to set Sooke Schools at forefront in the Province.

Learning

National Day for Truth and Reconciliation – September 30

- Over the course of this week (Sept. 27 to Oct.1) schools are engaged in a variety of activities to build understanding and show support for Truth and Reconciliation. With the addition of the Nation Day for Truth and Reconciliation, along with our annual work related to Orange Shirt Day, schools continue to support understanding and respect for what has happened and continues to impact communities related residential schools.
- Our Na'tsa'maht Indigenous Education Department has provided a number of resources and opportunities for schools. In addition, they arranged for author Teoni Spathelfer to provide a virtual book talk and reading for elementary students on her books White Raven and Little Wolf.
- In addition, the staff and students at Edward Milne Community School will be doing a walk and fundraiser for the Chanie Wenjak Foundation. In recognition of the 600 km walk that Chanie attempted to get home from a residential school, each of the 600 students at EMCS will walk one kilometer. They will each receive an orange ribbon at the start of the walk and will then tie them to a fence at the end of the walk, in recognition of Truth and Reconciliation.

Strategic Plan Town Hall for Staff

- On Tuesday, September 21, the District hosted a Virtual Town Hall Meeting to share the new Strategic Plan 2021-25 with Staff, Chair Parmar and Superintendent Stinson laid out the vision and direction of the Board as described in the Strategic Plan. Executive staff were on-hand to assist in answering questions from staff.
- There are plans to share the new Strategic Plan in our schools and worksites and to have more conversations directly with staff. In addition, a Community Town Hall is also in the works to be able to share the plan more broadly with the whole community that makes up SD62.

Growth

Facilities Update:

- Ongoing discussions with Pacheedaht re: school replacement
 - Staff continue to work in partnership with Pacheedaht Nation to ensure that we are meeting the needs of the Nation and the community of Port Renfrew through the school programs and building safety issues. The District continues to work with the Ministry of Education to determine a mechanism to assist the Nation in their desire to offer a more robust educational program, strongly connected to the culture of the Nation. This would include the ultimate replacement of the elementary school along with a grade 6-12 band operated school.
- Latoria School Site discussions with the Ministry of Education
 - The District continues to advocate with the Ministry of Education for the building of an additional elementary school on property purchased by the District last year. As a component of the land purchase deal, civil work has been completed on the property to create a two-elevation building site. We are hopeful to receive word from the Ministry in the coming months allowing us to move forward with this project.