

Public Notice – Board of Education Online Public Meeting

A public meeting of the Board of Education for School District 62 (Sooke) will be held on **June 24, 2025 at 7:00 pm.**

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

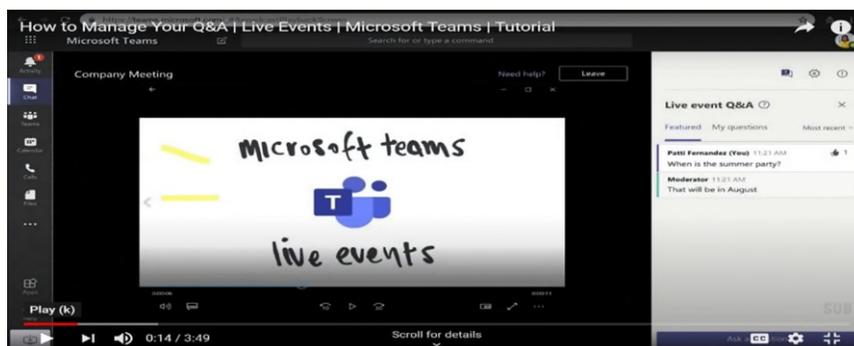
Furthermore, the meeting will be livestreamed via MS teams, to encourage more public participation.

To join the meeting please click here: [Follow Link](#)

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

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

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



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



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
June 24, 2025 – 7:00 p.m.**

AGENDA

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

With gratitude and respect, we acknowledge that we live, learn, and work on the traditional territories of the Coast Salish: T'Sou-ke Nation, SCÍΛNEW (Beecher Bay) Nation, and the Nuuchah-nulth: Paaʔčiidʔath (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEŁ (Malahat) Nation, and the Ləkʷəŋən peoples of Songhees and Esquimalt Nations. (Words gifted by the Nations SD62 works with)

2. AGENDA (page 2)

2.1 Call for amendments and additional items

Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of June 24, 2025, as presented (or as amended).

2.2 Report on In Camera Meeting – Amanda Dowhy

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

3. MINUTES (page 6)

3.1 Call for amendments to minutes

Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the May 27, 2025, as presented (or as amended).

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

5. EDUCATIONAL PRESENTATIONS – no presentations

6. INDIGENOUS EDUCATION COUNCIL

6.1 Indigenous Education Council Update – no update



7. CORRESPONDENCE & DELEGATIONS

- 7.1 Correspondence – none received
- 7.2 Standing Delegations (STA, CUPE, PVP, SPEAC) – 5 minutes each
- 7.3 Other Delegations – 5 minutes each

8. FINANCE, FACILITIES AND SERVICES

- 8.1 Resources Committee – Meeting of June 10, 2025 – Christine Lervold (page 13)

Motion Requested That the Board of Education of School District 62 (Sooke) allow all three readings of the Amended Capital Plan Bylaw 2025/26-CPSD62-02 at its meeting of June 24, 2025.

Motion Requested: That the Board of Education of School District 62 (Sooke) give first, second and third readings of the Amended Capital Plan Bylaw 2025/26-CPSD62-02.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of June 10, 2025.

- 8.2 Annual Budget Bylaw – Brian Jonker (page 16)

Motion Requested: That the Board of Education of School District 62 (Sooke) give second and third readings to the 2025/26 Annual Budget Bylaw, specifying a total of \$239,357,761.

- 8.3 Idlemore Intersection – Brian Jonker (page 74)

Motion Requested: That the Board of Education of School District 62 (Sooke) allow all three readings of the *Disposal of Real Property Bylaw No. 2025-01*.

Motion Requested: That the Board of Education of School District 62 (Sooke) give first, second and third reading to Disposal of Real Property Bylaw No. 2025-01 in order to authorize the transfer of a 0.498 acre section of the west field of the Saseenos Elementary property located at 6066 Sooke Road to the Ministry of Transportation and Transit to construct a signalized intersection at Idlemore Road and that staff proceed to satisfy the requirements of *the Disposal of Land or Improvements Order (M193/08)*.



- 8.4 Invitation to the Indigenous Education Council to Participate in Budget and Committees going forward – Allison Watson (page 79)

Motion Requested: That the Board of Education of School District No. 62 (Sooke) write a letter to the Indigenous Education Council (IEC), inviting them to participate in the 2026/27 budget deliberation process, and in subsequent years thereafter. This invitation includes the opportunity for the IEC to engage directly with the Board on budgetary matters that support students and advance the work of the IEC, in a manner and format that the IEC determines is appropriate.

Motion Requested: That the Board of Education of School District No. 62 (Sooke) write a letter extending an open invitation to the Indigenous Education Council (IEC) to explore and define how they may wish to expand their advocacy and collaboration with the Board, including the option to appoint a representative to participate on the Education Policy Committee and the Resources Committee, should they see this as a meaningful avenue for engagement.

9. EDUCATION PROGRAM

- 9.1 Education-Policy Committee – Meeting of June 3, 2025 – Christine Lervold (page 81)

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the 2025-26 Operational Plan.

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-111 “International Education and Non-Resident Students”.

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-112 “Ordinarily Resident”.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education Policy Committee meeting of June 3, 2025.

10. STUDENTS

- 10.1 Report on Cross Border Safety (motion #96) – D’Arcy Deacon (page 111)

11. FOUNDATIONS AND GOVERNANCE

- 11.1 Trustee Liaison Reports – Board of Education
11.2 Report on BCSTA Trustee Leadership Program (per motion #79) – Paul Block (page 115)



Motion Requested: That the Board of Education of School District 62 (Sooke) schedule the BCSTA to deliver the pilot learning module(s) on board governance no later than October 31, 2025 with an approved budget of \$2,500 to support travel and per diem costs of the facilitators.

12. ADMINISTRATION

12.1 Board of Education 90 Day Work Plan – Amanda Dowhy (page 117)

13. PERSONNEL

13.1 Superintendent's Report – Paul Block (page 118)

14. UPCOMING EVENTS

- June is National Indigenous History Month, Portuguese, Filipino and Italian Heritage Month, and Pride month.
- Saint-Jean-Baptiste Day – June 24
- Last day of school – June 26
- Canadian Multiculturalism Day – June 27
- SD62 Participates in Pride Parade – July 6
- Public Board Meeting – August 26
- First Day of School – September 2
- Public Board Meeting – September 23

15. RISE AND REPORT

16. QUESTION PERIOD

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

17. ADJOURNMENT



**MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
May 27, 2025 – 7:00 p.m.**

TRUSTEES: Amanda Dowhy, Board Chair
Cendra Beaton
Ebony Logins
Allison Watson

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

STAFF: Paul Block, Superintendent
Brian Jonker, Secretary-Treasurer
Monica Braniff, Deputy Superintendent
D'Arcy Deacon, Associate Superintendent
David Lee-Bonar, Assistant Secretary Treasurer
Dave Strange, Associate Superintendent
Fred Hibbs, Executive Director, Human Resources
Steve Tonnesen, Manager, Digital Solutions - Operations

SECRETARY: Jenny Seal

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:07 p.m. by the Board Chair who provided a territorial acknowledgment.

2. AGENDA

2.1 Call for amendments and additional items

82. MOVED Christine Lervold/Trudy Spiller
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of May 27, 2025, as presented.
CARRIED

2.2 Report on In Camera Meeting – Amanda Dowhy

The Board Chair informed the public that prior to this meeting an “in-camera” meeting of the Board was held where issues of legal, land and personnel were discussed. The Chair



reminded trustees that the agenda includes the first reading of the budget by-law and as such, any trustee with a conflict relating to budget, should declare.

Trustee Chipps declared a conflict of interest relating to CUPE for budget.
Trustee Lervold declared a conflict of interest relating to local bargaining.

3. MINUTES

3.1 Call for amendments to minutes

83. MOVED Trudy Spiller/Christine Lervold
That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of April 22, 2025, as presented.
CARRIED

4. INFORMATION ITEMS AND ANNOUCEMENTS

4.1 Board Chair Update – Amanda Dowhy

The Board Chair spoke about the conclusion of the federal election and congratulated the newly declared successful candidates. Both STA and SPEAC held their annual general meetings. Congratulations to both Rita Zeni and Tom Davis for being re-elected as Presidents. It is a busy time in the District with many graduation and year-end celebrations happening now to the end of June. In closing, the Board Chair expressed congratulations to all graduating students.

5. EDUCATIONAL PRESENTATIONS

5.1 NA'TSA'MAHT Enhancement Agreement Report 2024-25 – Jon Carr/Marlys Denny

Jon Carr and Marlys Denny presented the NA'TSA'MAHT Enhancement Agreement Report.

6. INDIGENOUS EDUCATION COUNCIL – no report

7. CORRESPONDENCE & DELEGATIONS

7.1 Correspondence

- a. Email from Parent dated April 24, 2025 RE Out of School Suspension
- b. Letter from Parent dated May 2, 2025 RE Establishment of PAC at SCÍANEW STĒLITKĒL Elementary.
- c. Email from Abortion Rights Coalition of Canada dated May 11, 2025 RE Safeguarding Sexual Education.

84. MOVED Cendra Beaton/Christine Lervold
That the Board of Education of School District 62 (Sooke) receive the above noted



correspondence as outlined in items 7.1 a., b., and c.
CARRIED

85. **MOVED** Cendra Beaton/Ebony Logins
That the Board of Education of School District 62 (Sooke) express its support for the establishment of a Parent Advisory Council (PAC) at SCIANEW STELITKEŁ Elementary School, in accordance with Section 8(1) of the British Columbia School Act and SD62 Policy and Regulation D-201 – *Parent Advisory Councils*; and further, that the Board direct the Board Chair to respond to the correspondence received regarding this request, including Principal Camille McFarlane in the response, to acknowledge and encourage the initiative taken by parents in forming the PAC.
CARRIED
86. **MOVED** Allison Watson/Cendra Beaton
That the Board of Education of the Sooke School District 62, direct the Chair to respond to public correspondence within 2 to 3 business days, and to forward the response to all trustees immediately thereafter.
CARRIED with 5 votes FOR and 2 OPPOSED.

Trustee Beaton raised a point of order related to the Superintendent requesting to speak during discussion of a motion. No further action was taken.

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

STA – Rita Zeni

The STA President presented a monthly update.

SPEAC – Tom Davis

The President of SPEAC presented a monthly update.

SPVPA – Kendra Laidlaw

The Principal of Happy Valley Elementary presented slides highlighting events going on in schools.

CUPE – Tim Hamblin

The CUPE Vice President presented a monthly update.

7.3 **Other Delegations – 5 minutes each**

No other delegations presented.



The meeting was recessed at 8:27 p.m. and reconvened at 8:35 p.m.

8. FINANCE, FACILITIES AND SERVICES

8.1 Education Committee of the Whole - Meeting April 29, 2025 – Amanda Dowhy

The Board Chair recounted the ECOW meeting in which the budget presentation was provided to the Board in its entirety. Delegations and partner groups were given the opportunity to offer input.

87. MOVED Amanda Dowhy/Cendra Beaton

That the Board of Education of School District 62 (Sooke) receive the report from the Education Committee of the Whole (ECOW) meeting on April 29, 2025.
CARRIED

8.2 Resources Committee – Meeting of May 13, 2025 – Christine Lervold

The Committee Chair provided an overview of the meeting and topics discussed.

88. MOVED Christine Lervold/Allison Watson

That the Board of Education of School District 62 (Sooke) approve 2026/27 Capital Plan submission as presented to the Resources Committee on May 13, 2025.
CARRIED

89. MOVED Christine Lervold/Allison Watson

That the Board of Education of School District 62 (Sooke) give first reading to the 2025/26 Annual Budget Bylaw, specifying a total of \$239,357,761.
CARRIED with 6 votes FOR and 1 abstention due to conflict.

90. MOVED Christine Lervold/Trudy Spiller

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of May 13, 2025.
CARRIED

9. EDUCATION PROGRAM

9.1 Education-Policy Committee Meeting of May 6, 2025 – Amanda Dowhy

The Acting Committee Chair provided an overview of the Education-Policy Committee meeting and topics discussed.

91. MOVED Cendra Beaton/Ebony Logins

That the Board of Education of School District 62 (Sooke), in accordance with the BC School Act, Board Policy and Regulation A-340 (School Board Committees), and



the Board's bylaws and procedures, direct the Board Chair to formally appoint a trustee to fill the current vacancy in the role of Chair of the Education-Policy Committee by no later than May 31, 2025 and prior to the next Education Policy Committee Meeting. This appointment shall be made following consultation with all trustees.

DEFEATED with 3 votes FOR and 4 votes OPPOSED.

During discussion on the motion, the following points of order occurred:

Trustee Lervold raised a point of order regarding comments made about policy being disregarded. No further action was taken.

A point of order was raised by Chair Dowhy regarding discourteous comments made by members. No appeal was made.

A point of order was raised by Trustee Beaton to confine remarks to the merits of the question. The Chair ruled the point of order not well taken.

A point of order was raised by Trustee Lervold regarding a trustee's comments about lack of leadership. No further action was taken.

The meeting was recessed at 9:15 p.m. and reconvened at 9:21 p.m.

92. MOVED Amanda Dowhy/Cendra Beaton
That the Board of Education of School District 62 (Sooke) receive the Quarter 3 Operational Report as presented at the Education-Policy Committee meeting of May 6, 2025.
CARRIED

93. MOVED Amanda Dowhy/Trudy Spiller
That the Board of Education of School District 62 (Sooke) receive the report from the Education Policy Committee meeting of May 6, 2025.
CARRIED

9.2 Rescind Policy and Regulations C-310 – Paul Block

The Superintendent provided the rationale for rescinding C-310 "Student Behaviour".

94. MOVED Cendra Beaton/Allison Watson
That the Board of Education of School District 62 (Sooke) give Notice of Motion to **RESCIND** Policy and Regulations C-310 "Student Behaviour".
CARRIED



9.3 Adoption of District Policies and Regulations – Paul Block

The Superintendent thanked those that provided feedback on the revised policy and regulations below.

95. MOVED Cendra Beaton/Christine Lervold
Given that the required period for Notice of Motion has passed, that the Board of Education of School District 62 (Sooke) adopt:

Draft revised Policy C-313 “Willful Damage and Theft of School Property”

Draft revised Policy and Regulations C-316 “Safe Schools”

Draft new Policy and Regulations C-318 “Sexual Misconduct”

CARRIED

10. **STUDENTS**

10.1 Report on Cross Border Safety – Allison Watson

Trustee Watson provided rationale for the motion.

96. MOVED Allison Watson/Cendra Beaton
That the Board of Education of School District 62 (Sooke) direct the Superintendent to provide a report at the June 2025 Board meeting outlining:
1. How the District and Superintendent is responding to recent developments at the U.S. border that may impact the safety and dignity of students, staff and families;
 2. What measures are in place to reduce risk and ensure the emotional and physical well-being of students **during** international travel;
 3. How the District is addressing potential harm caused when non-binary students are asked or required to use legal names or identities that do not reflect who they are.
- CARRIED

11. **FOUNDATIONS AND GOVERNANCE**

11.1 Trustee Liaison Reports – Board of Education

- BCSTA AGM – Christine Lervold

Trustee Lervold provided an overview of the BCSTA AGM and some of the themes presented.

12. **ADMINISTRATION**

12.1 Board of Education 90 Day Work Plan – Amanda Dowhy

The Board Chair provided an overview of the 90 Day Work Plan.



13. PERSONNEL

13.1 Superintendent's Report – Paul Block

The Superintendent introduced each topic in the report and called on Deputy Superintendent Monica Braniff and Associate Superintendents D'Arcy Deacon and Dave Strange to elaborate on the areas within their portfolios.

14. UPCOMING EVENTS

- District Long Service & Retirement Recognition – May 29
- Anti-Racism Awareness Week – May 26 to June 1
- June is Deafblind Awareness month and Brain Injury month
- Education-Policy Meeting – June 3
- Resources Committee Meeting – June 10
- National Indigenous Peoples Day Celebration at Royal Roads – June 20
- National Indigenous Peoples Day – June 21
- Saint Jean Baptiste Day - June 24
- Public Board Meeting – June 24
- Last day of school – June 27

15. RISE AND REPORT

16. QUESTION PERIOD

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

There were no questions from the public.

17. ADJOURNMENT

The meeting was adjourned at 10:14 p.m.

Certified Correct on June 24, 2025:

Chairperson of the Board

Secretary-Treasurer



Resources Committee Meeting Report

June 10, 2025

School Board Office

Present: Christine Lervold, Trustee (Committee Chair)
 Russ Chipps, Trustee (Committee Member) Online via MS Teams – Joined at 6:11
 Trudy Spiller, Trustee, Online via MS Teams
 Paul Block, Superintendent
 Brian Jonker, Secretary-Treasurer
 Monica Braniff, Deputy Superintendent
 Ed Berlando, STA
 Trudy Court, CUPE
 Tom Davis, SPEAC
 Corinne Kosik, SPVPA
 Mhairi Bennett, Director, Facilities
 Randy Cobb, Manager, Transportation
 Nicole Gestwa, Network Analyst, Digital Solutions

Regrets: Allison Watson, Trustee (Committee Member)

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

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

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

The Chair recognized that this is the last meeting of the school year and acknowledged the partner groups for their work and participation as part of the committee process.

2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated May 13, 2025, at its Public Board Meeting dated May 27, 2025.



3. **PRESENTATIONS – no presentations**

4. **BUSINESS**

4.1 Capital Plan Bylaw 2025/26-CPSD62-02 – Brian Jonker

The Secretary-Treasurer shared that the Ministry of Education and Child Care amended their response to the 2025/26 Capital Plan submission to approve the purchase of two electric busses. To take advantage of this opportunity the amended capital plan bylaw must be approved.

The committee supported the following motions going forward to the Board:

Recommended Motion: That the Board of Education of School District 62 (Sooke) allow all three readings of the Amended Capital Plan Bylaw 2025/26-CPSD62-02 at its meeting of June 24, 2025.

Recommended Motion: That the Board of Education of School District 62 (Sooke) give first, second and third readings of the Amended Capital Plan Bylaw 2025/26-CPSD62-02.

4.2 Energy Management Update – Climate Change Accountability Report – Mhairi Bennett

The Director of Facilities presented the Climate Change Accountability Report to the committee and noted that the 2030 target is baselined to 2010 and does not account for the growth in facilities and student population since that time. In addition, staff are working towards leveraging grants to support an energy specialist to be onboarded and further maximize our use.

4.3 Transportation Update – School Bus Registration 2025/26 – Randy Cobb

The Manager of Transportation provided an update on bus registrations and next steps and continued exploration of alternative systems for registration and payments. Questions were addressed related to the drop in early registrations compared to last year, appreciation for the shared communication with SPEAC and an update on implementation of the student bus card, which has supported ridership as well as parent communication. Implementation of the parent app associated with the cards is being tested for future implementation once all the testing is completed.

5. **ADJOURNMENT AND NEXT MEETING DATE:** September 16, 2025

The meeting was adjourned at 6:51 p.m.



**CAPITAL BYLAW NO. 2025/26 – CPSD62-02
AMENDED CAPITAL PLAN 2025/26**

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

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2025/2026 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated May 15, 2025, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District 62 (Sooke) Capital Bylaw No. 2025/26 – CPSD62-02.

READ A FIRST TIME THE 24th DAY OF June 2025;
READ A SECOND TIME THE 24th DAY OF June 2025;
READ A THIRD TIME, PASSED THE 24th DAY OF June 2025.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District 62 (Sooke) Capital Bylaw No. 2025/26 – CPSD62-02 adopted by the Board the 24th day of June 2025.

Secretary-Treasurer

Annual Budget

School District No. 62 (Sooke)

June 30, 2026

School District No. 62 (Sooke)

June 30, 2026

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 62 (SOOKE) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2025/2026 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 62 (Sooke) Annual Budget Bylaw for fiscal year 2025/2026.
3. The attached Statement 2 showing the estimated revenue and expense for the 2025/2026 fiscal year and the total budget bylaw amount of \$239,357,761 for the 2025/2026 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2025/2026.

READ A FIRST TIME THE 27th DAY OF MAY, 2025;

READ A SECOND TIME THE 24th DAY OF JUNE, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE 24th DAY OF JUNE, 2025;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 62 (Sooke) Annual Budget Bylaw 2025/2026, adopted by the Board the 24th DAY OF JUNE, 2025.

Secretary Treasurer

School District No. 62 (Sooke)

Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	14,232,375	13,846,563
Adult	33,000	19,188
Total Ministry Operating Grant Funded FTE's	14,265,375	13,865,751
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	210,198,320	227,630,702
Other	218,485	311,654
Federal Grants		27,995
Tuition	8,159,500	7,672,500
Other Revenue	6,501,329	7,808,804
Rentals and Leases	589,114	589,114
Investment Income	893,875	1,181,241
Amortization of Deferred Capital Revenue	12,917,831	12,025,057
Amortization of Deferred Capital Revenue - For Lease	61,477	61,477
Total Revenue	239,539,931	257,308,544
Expenses		
Instruction	196,620,396	191,246,288
District Administration	8,521,639	7,701,986
Operations and Maintenance	29,225,222	27,701,594
Transportation and Housing	4,990,504	5,129,698
Total Expense	239,357,761	231,779,566
Net Revenue (Expense)	182,170	25,528,978
Budgeted Allocation (Retirement) of Surplus (Deficit)		442,805
Budgeted Surplus (Deficit), for the year	182,170	25,971,783
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)	1,142,561	
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(960,391)	25,971,783
Budgeted Surplus (Deficit), for the year	182,170	25,971,783

School District No. 62 (Sooke)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2026

	2026	2025 Amended
	Annual Budget	Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	186,501,757	177,512,209
Operating - Tangible Capital Assets Purchased		1,230,000
Special Purpose Funds - Total Expense	37,700,034	40,139,889
Capital Fund - Total Expense	15,155,970	14,127,468
Capital Fund - Tangible Capital Assets Purchased from Local Capital		300,000
Total Budget Bylaw Amount	239,357,761	233,309,566

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)

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	182,170	25,528,978
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds		(1,230,000)
From Local Capital		(300,000)
From Deferred Capital Revenue	(8,410,400)	(80,520,460)
Total Acquisition of Tangible Capital Assets	(8,410,400)	(82,050,460)
Amortization of Tangible Capital Assets	13,878,222	12,990,298
Total Effect of change in Tangible Capital Assets	5,467,822	(69,060,162)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	5,649,992	(43,531,184)

School District No. 62 (Sooke)
Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	176,009,615	167,207,895
Other	218,485	218,485
Tuition	8,159,500	7,672,500
Other Revenue	1,813,729	1,813,729
Rentals and Leases	589,114	589,114
Investment Income	853,875	1,097,681
Total Revenue	187,644,318	178,599,404
Expenses		
Instruction	159,257,239	151,443,276
District Administration	8,521,639	7,701,986
Operations and Maintenance	14,820,596	14,245,475
Transportation and Housing	3,902,283	4,121,472
Total Expense	186,501,757	177,512,209
Net Revenue (Expense)	1,142,561	1,087,195
Budgeted Prior Year Surplus Appropriation		442,805
Net Transfers (to) from other funds		
Tangible Capital Assets - Work in Progress		(1,230,000)
Local Capital		(300,000)
Total Net Transfers	-	(1,530,000)
Budgeted Surplus (Deficit), for the year	1,142,561	-

School District No. 62 (Sooke)

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	175,246,642	164,843,629
ISC/LEA Recovery	(578,444)	(578,444)
Other Ministry of Education and Child Care Grants		
Pay Equity	931,052	931,052
Funding for Graduated Adults	40,000	40,000
Student Transportation Fund	358,365	358,365
FSA Scorer Grant	12,000	12,000
Labour Settlement Funding		1,601,293
Total Provincial Grants - Ministry of Education and Child Care	176,009,615	167,207,895
Provincial Grants - Other	218,485	218,485
Tuition		
Continuing Education	90,000	90,000
International and Out of Province Students	8,069,500	7,582,500
Total Tuition	8,159,500	7,672,500
Other Revenues		
Funding from First Nations	578,444	578,444
Miscellaneous		
Grants for Crossing Guards	156,000	156,000
Rebates	51,000	51,000
SGF Discretionary	200,000	200,000
Transportation Safety Fees	80,000	80,000
Miscellaneous	147,920	147,920
Bus Fees	600,365	600,365
Total Other Revenue	1,813,729	1,813,729
Rentals and Leases	589,114	589,114
Investment Income	853,875	1,097,681
Total Operating Revenue	187,644,318	178,599,404

School District No. 62 (Sooke)

Annual Budget - Schedule of Operating Expense by Object

Year Ended June 30, 2026

	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$
Salaries		
Teachers	67,273,679	65,620,546
Principals and Vice Principals	11,450,704	10,417,139
Educational Assistants	22,874,563	19,583,196
Support Staff	17,023,014	16,733,336
Other Professionals	6,669,961	6,355,498
Substitutes	6,771,089	6,573,121
Total Salaries	132,063,010	125,282,836
Employee Benefits	35,892,906	33,274,750
Total Salaries and Benefits	167,955,916	158,557,586
Services and Supplies		
Services	8,786,891	8,487,051
Professional Development and Travel	1,274,515	1,303,836
Rentals and Leases	397,976	367,976
Dues and Fees	178,596	178,673
Insurance	668,451	694,451
Supplies	4,867,268	5,896,974
Utilities	2,346,344	1,999,862
Bad Debt	25,800	25,800
Total Services and Supplies	18,545,841	18,954,623
Total Operating Expense	186,501,757	177,512,209

School District No. 62 (Sooke)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	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	56,546,725	287,428	209,470	2,558,751	580,000	4,834,608	65,016,982
1.03 Career Programs	431,529			189,260		28,600	649,389
1.07 Library Services	577,570			283,243		6,699	867,512
1.08 Counselling	2,192,913						2,192,913
1.10 Inclusive Education	5,060,908	457,567	22,106,150	169,037	1,423,685	957,638	30,174,985
1.20 Early Learning and Child Care			46,326			1,728	48,054
1.30 English Language Learning	784,727			246,483		32,960	1,064,170
1.31 Indigenous Education	754,168	313,044	512,617	94,069		19,000	1,692,898
1.41 School Administration		9,904,743		3,119,998		256,443	13,281,184
1.61 Continuing Education							-
1.62 International and Out of Province Students	913,590	321,200		393,370			1,628,160
Total Function 1	67,262,130	11,283,982	22,874,563	7,054,211	2,003,685	6,137,676	116,616,247
4 District Administration							
4.11 Educational Administration		166,722		235,000	1,047,339		1,449,061
4.40 School District Governance					162,655		162,655
4.41 Business Administration	11,549			720,992	2,625,561	78,596	3,436,698
Total Function 4	11,549	166,722	-	955,992	3,835,555	78,596	5,048,414
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				136,297	167,065		303,362
5.50 Maintenance Operations				5,941,750	438,708	405,514	6,785,972
5.52 Maintenance of Grounds				845,000			845,000
5.56 Utilities							-
Total Function 5	-	-	-	6,923,047	605,773	405,514	7,934,334
7 Transportation and Housing							
7.41 Transportation and Housing Administration				132,909	224,948		357,857
7.70 Student Transportation				1,956,855		149,303	2,106,158
Total Function 7	-	-	-	2,089,764	224,948	149,303	2,464,015
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	67,273,679	11,450,704	22,874,563	17,023,014	6,669,961	6,771,089	132,063,010

School District No. 62 (Sooke)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2026 Annual Budget	2025 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	65,016,982	18,313,786	83,330,768	3,495,979	86,826,747	84,895,349
1.03 Career Programs	649,389	187,613	837,002	556,736	1,393,738	1,099,896
1.07 Library Services	867,512	238,624	1,106,136	31,450	1,137,586	1,084,676
1.08 Counselling	2,192,913	594,922	2,787,835	7,694	2,795,529	2,762,221
1.10 Inclusive Education	30,174,985	8,291,494	38,466,479	753,672	39,220,151	35,046,131
1.20 Early Learning and Child Care	48,054	13,066	61,120	10,294	71,414	71,414
1.30 English Language Learning	1,064,170	266,736	1,330,906	82,431	1,413,337	1,431,224
1.31 Indigenous Education	1,692,898	417,900	2,110,798	126,702	2,237,500	2,344,514
1.41 School Administration	13,281,184	3,253,663	16,534,847	749,918	17,284,765	16,295,916
1.61 Continuing Education	-	-	-	73,545	73,545	73,545
1.62 International and Out of Province Students	1,628,160	399,055	2,027,215	4,775,712	6,802,927	6,338,390
Total Function 1	116,616,247	31,976,859	148,593,106	10,664,133	159,257,239	151,443,276
4 District Administration						
4.11 Educational Administration	1,449,061	302,826	1,751,887	733,630	2,485,517	2,023,742
4.40 School District Governance	162,655	10,260	172,915	242,410	415,325	403,552
4.41 Business Administration	3,436,698	838,202	4,274,900	1,345,897	5,620,797	5,274,692
Total Function 4	5,048,414	1,151,288	6,199,702	2,321,937	8,521,639	7,701,986
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	303,362	75,536	378,898	445,861	824,759	833,732
5.50 Maintenance Operations	6,785,972	1,831,312	8,617,284	1,614,120	10,231,404	9,995,792
5.52 Maintenance of Grounds	845,000	226,000	1,071,000	347,089	1,418,089	1,416,089
5.56 Utilities	-	-	-	2,346,344	2,346,344	1,999,862
Total Function 5	7,934,334	2,132,848	10,067,182	4,753,414	14,820,596	14,245,475
7 Transportation and Housing						
7.41 Transportation and Housing Administration	357,857	92,001	449,858	54,991	504,849	368,064
7.70 Student Transportation	2,106,158	539,910	2,646,068	751,366	3,397,434	3,753,408
Total Function 7	2,464,015	631,911	3,095,926	806,357	3,902,283	4,121,472
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	132,063,010	35,892,906	167,955,916	18,545,841	186,501,757	177,512,209

School District No. 62 (Sooke)

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2026

	2026	2025 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	32,972,434	33,940,090
Other		93,169
Federal Grants		27,995
Other Revenue	4,687,600	5,995,075
Investment Income	40,000	83,560
Total Revenue	37,700,034	40,139,889
Expenses		
Instruction	37,363,157	39,803,012
Operations and Maintenance	336,877	336,877
Total Expense	37,700,034	40,139,889
Budgeted Surplus (Deficit), for the year	-	-

School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

	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	-	-	-	-	-	-	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	336,877	605,797			192,000	46,550	305,205	800,343	1,630,981
Other				3,500,000				35,000	
Investment Income			40,000						
	336,877	605,797	40,000	3,500,000	192,000	46,550	305,205	835,343	1,630,981
Less: Allocated to Revenue	336,877	605,797	40,000	3,500,000	192,000	46,550	305,205	835,343	1,630,981
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	336,877	605,797			192,000	46,550	305,205	800,343	1,630,981
Other Revenue				3,500,000				35,000	
Investment Income			40,000						
	336,877	605,797	40,000	3,500,000	192,000	46,550	305,205	835,343	1,630,981
Expenses									
Salaries									
Teachers							70,000	80,000	30,000
Principals and Vice Principals								50,000	
Educational Assistants		473,279							170,000
Support Staff					145,000			50,000	120,000
Other Professionals								180,000	
Substitutes				25,000		25,000	100,000	15,000	1,000,000
	-	473,279	-	25,000	145,000	25,000	170,000	375,000	1,320,000
Employee Benefits		132,518		5,000	45,000	5,000	42,000	100,000	290,000
Services and Supplies	336,877		40,000	3,470,000	2,000	16,550	93,205	360,343	20,981
	336,877	605,797	40,000	3,500,000	192,000	46,550	305,205	835,343	1,630,981
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	Feeding Futures Fund	Academies
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	-	-	-	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	27,054,682	31,155	51,000	6,750	55,400	19,000	175,000	1,661,694	
Other									1,100,000
Investment Income									
	27,054,682	31,155	51,000	6,750	55,400	19,000	175,000	1,661,694	1,100,000
Less: Allocated to Revenue	27,054,682	31,155	51,000	6,750	55,400	19,000	175,000	1,661,694	1,100,000
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	27,054,682	31,155	51,000	6,750	55,400	19,000	175,000	1,661,694	
Other Revenue									1,100,000
Investment Income									
	27,054,682	31,155	51,000	6,750	55,400	19,000	175,000	1,661,694	1,100,000
Expenses									
Salaries									
Teachers	21,370,207								160,000
Principals and Vice Principals							140,000		
Educational Assistants									
Support Staff					42,000			140,000	50,000
Other Professionals									
Substitutes			40,000	5,000		5,000			10,000
	21,370,207	-	40,000	5,000	42,000	5,000	140,000	140,000	220,000
Employee Benefits	5,684,475		10,000	1,000	12,000	1,000	35,000	35,000	55,000
Services and Supplies		31,155	1,000	750	1,400	13,000		1,486,694	825,000
	27,054,682	31,155	51,000	6,750	55,400	19,000	175,000	1,661,694	1,100,000
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2026

	Art Starts	Donations	Theatres	TOTAL
	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	-
Add: Restricted Grants				
Provincial Grants - Ministry of Education and Child Care				32,972,434
Other	7,600	40,000	5,000	4,687,600
Investment Income				40,000
	7,600	40,000	5,000	37,700,034
Less: Allocated to Revenue	7,600	40,000	5,000	37,700,034
Deferred Revenue, end of year	-	-	-	-
Revenues				
Provincial Grants - Ministry of Education and Child Care				32,972,434
Other Revenue	7,600	40,000	5,000	4,687,600
Investment Income				40,000
	7,600	40,000	5,000	37,700,034
Expenses				
Salaries				
Teachers				21,710,207
Principals and Vice Principals				190,000
Educational Assistants				643,279
Support Staff				547,000
Other Professionals				180,000
Substitutes				1,225,000
	-	-	-	24,495,486
Employee Benefits				6,452,993
Services and Supplies	7,600	40,000	5,000	6,751,555
	7,600	40,000	5,000	37,700,034
Net Revenue (Expense)	-	-	-	-

School District No. 62 (Sooke)

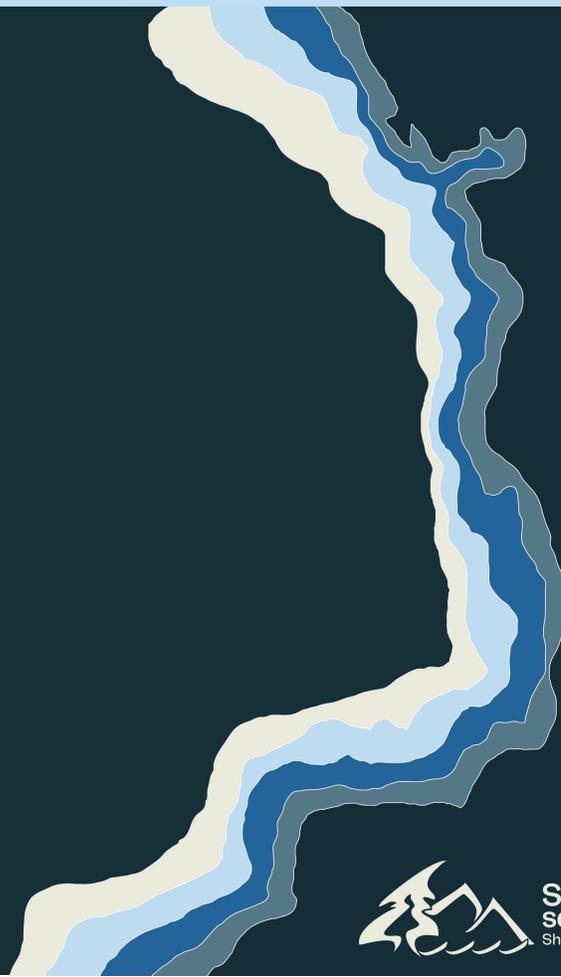
Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2026

	2026 Annual Budget			2025 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education and Child Care	1,216,271		1,216,271	26,482,717
Amortization of Deferred Capital Revenue	12,917,831		12,917,831	12,025,057
Amortization of Deferred Capital Revenue - For Lease	61,477		61,477	61,477
Total Revenue	14,195,579	-	14,195,579	38,569,251
Expenses				
Operations and Maintenance	1,277,748		1,277,748	1,137,170
Amortization of Tangible Capital Assets				
Operations and Maintenance	12,790,001		12,790,001	11,982,072
Transportation and Housing	1,088,221		1,088,221	1,008,226
Total Expense	15,155,970	-	15,155,970	14,127,468
Net Revenue (Expense)	(960,391)	-	(960,391)	24,441,783
Net Transfers (to) from other funds				
Tangible Capital Assets - Work in Progress			-	1,230,000
Local Capital			-	300,000
Total Net Transfers	-	-	-	1,530,000
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	(960,391)	-	(960,391)	25,971,783



Sooke School District 2025-2028 Financial Plan





TERRITORIAL ACKNOWLEDGEMENT

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

EXECUTIVE SUMMARY

The Sooke School District Board of Education is pleased to present this Financial Plan identifying the resources required to deliver on our Strategic Plan 2025-2029. This plan offers a multi-year perspective on our financial framework, projecting revenues and expenditures over the next three fiscal years (2025 to 2028).

As we work to meet the operational and educational needs of our school district, we continue to face significant challenges, including inflation and increasing capital demands. These pressures may intensify over the course of our fiscal plan due to the current geopolitical environment. In this context, it is essential that we plan with foresight and stability in mind.

The Board of Education has identified three key priorities in our Strategic Plan (2025–2029):

- Learning
- Engagement
- Growth

As one of the fastest-growing school districts in the province, our financial plan is designed to address the complex and evolving needs of an organization that serves over 14,000 students and employs more than 2,000 staff.

This plan reflects our commitment to responsibly managing limited resources while remaining responsive to the voices of our community. It is grounded in the priorities set out in our Strategic Plan and guided by a long-term vision for student success.

To learn more about the Sooke School District—including information on the Board of Education, our Strategic Plan, and the traditional territories on which we live, learn, and work—please visit www.sd62.bc.ca.



HOW DOES THE BOARD CREATE THE BUDGET?

The Board has established a comprehensive budget process that ensures:

- The priorities of the Strategic Plan are properly funded;
- A transparent process that includes partner and public input through communication and consultation;
- Decisions are reported back to the public and partner groups; and
- Compliance with the *School Act*, collective agreements, Board policy, and other regulatory requirements.

BUDGET TIMELINES

As per the *School Act*, the Board must adopt an annual budget on or before June 30 of each year for the next fiscal year. The District starts the budget process in early January with the first reading of the budget planned for May. Through the Resources Committee, a special Committee of the Whole meeting in April, public Board Meetings, and communication through the District website and social media, the process is transparent and provides multiple consultation opportunities for partner and public input.

Month	Executive	Resource Committee	Board Meetings
February	Highlight the 24/25 operating grant recalculation details	Feb 11 – review the 24/25 recalculated operating grant	Feb 18 – Partner Presentations Feb 25 - review the 24/25 recalculated operating grant
March	Draft Budget based on Priorities	Mar 5 – Review and input on budget development update	Mar 11 – Review and input on budget development update
April	Draft Budget based on Priorities	Apr 8 – Review and input on budget development update	Apr 22 - Review and input on budget development update Apr 29 – Committee of the Whole
May	Finalize Budget for presentation	May 13 – Review and input on draft Budget	May 27 – 1 st reading of the Budget
June	Tweak Budget (if applicable)	Jun 10 – Review and input on revised Budget (if applicable)	Jun 24 – 2 nd and 3 rd readings of the Budget

BUDGETING STRATEGIC PRIORITIES

Guided by our Strategic Plan, we launched a comprehensive consultation process that engaged both district partners and the wider community. These conversations helped identify a number of key priorities. As we continue to advance the strategic initiatives outlined in our plan, we want to highlight the top three priorities that emerged through this process:

PRIORITY	ACTION
Learning	Develop and support adaptable learners who are creative, critical, and social thinkers with the capacity to be educated citizens.
Engagement	Foster a strong sense of community and belonging among students, families, staff, and the wider community, encouraging a shared responsibility for education.
Growth	Strive for operational excellence by using sustainable practices and constantly improving our ability to meet the needs of our growing community.



BUDGET FUND TYPES

The District’s Budget is comprised of three separate Funds: Operating Fund, Special Purpose Fund, and Capital Fund. The District’s total budget bylaw amount includes expenses and asset purchases from all funds. The Operating Fund is where the majority of the District’s expenses are reported and is driven by domestic and international student enrolment.

OPERATING FUND	SPECIAL PURPOSE FUND	CAPITAL FUND
<p>Revenue</p> <ul style="list-style-type: none"> • Operating Grant Revenue • International Revenue • Other Revenue <p>Expenditures</p> <ul style="list-style-type: none"> • Instruction • District Administration • Operations and Maintenance • Transportation 	<ul style="list-style-type: none"> • Classroom Enhancement Fund (CEF) • Annual Facilities Grant (AFG) • Feeding Futures Fund • Community Link • Academies • School Generated Funds 	<ul style="list-style-type: none"> • New Schools • School Enhancement Programs (HVAC, Roofing Upgrades) • Seismic Mitigation Projects • Bus Purchases • Playgrounds • Land Purchases

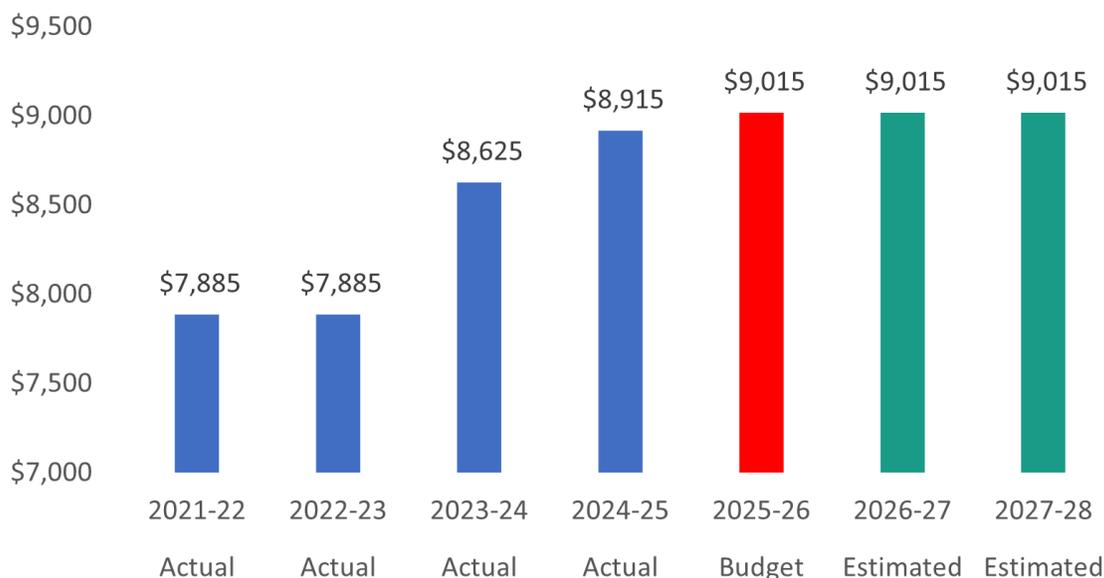




OPERATING GRANT ALLOCATION

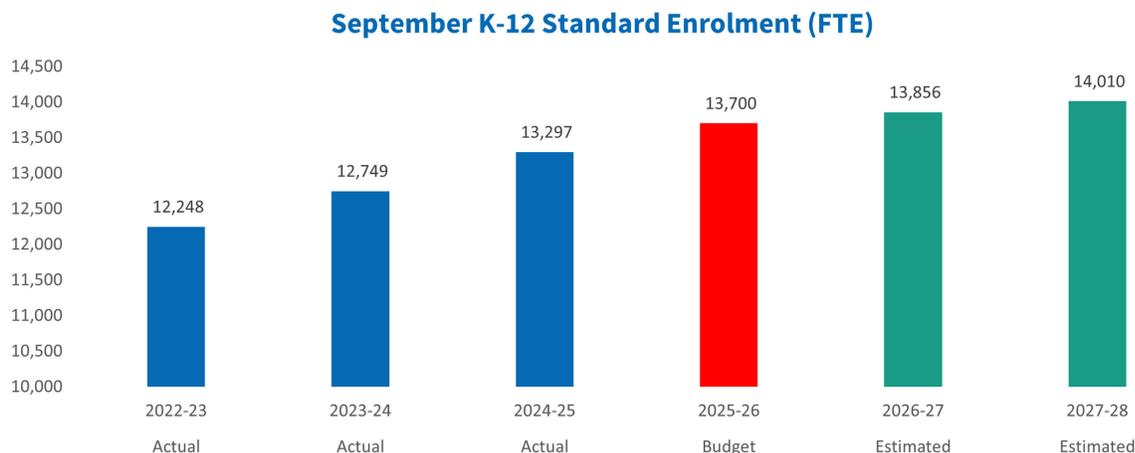
In March 2025, the Ministry announced a 1.1% increase to the basic per-student Operating Grant, raising the standard full-time equivalent (FTE) allocation from \$8,915 to \$9,015. This adjustment reflects the integration of 2024/25 labour settlement funding into the 2025/26 operating grant rates. As current collective agreements expire on June 30, 2025, and future labour cost increases remain unknown, no additional funding increases have been projected for 2025/26 and beyond.

Per Student Allocation - Standard (Regular) FTE



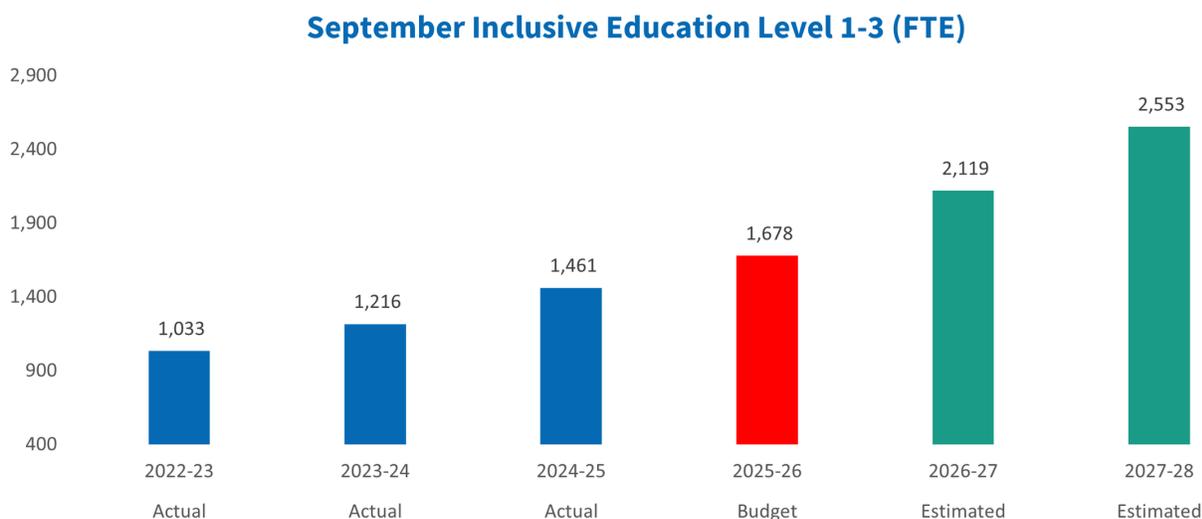
SEPTEMBER K-12 STANDARD ENROLMENT

The chart below shows 3 years of historical September K-12 Standard Enrolment, and the projected enrolment for the next 3 years. At 13,700 FTE in 2025/26, enrolment is expected to increase by 403 FTE over the prior year which is 27% of the anticipated total 1,511 FTE enrolment growth across the province. Based on Ministry projections, enrolment growth is expected to slow with an increase of 156 FTE in 2026/27 and an increase of 154 FTE in 2027/28.



SEPTEMBER INCLUSIVE EDUCATION ENROLMENT

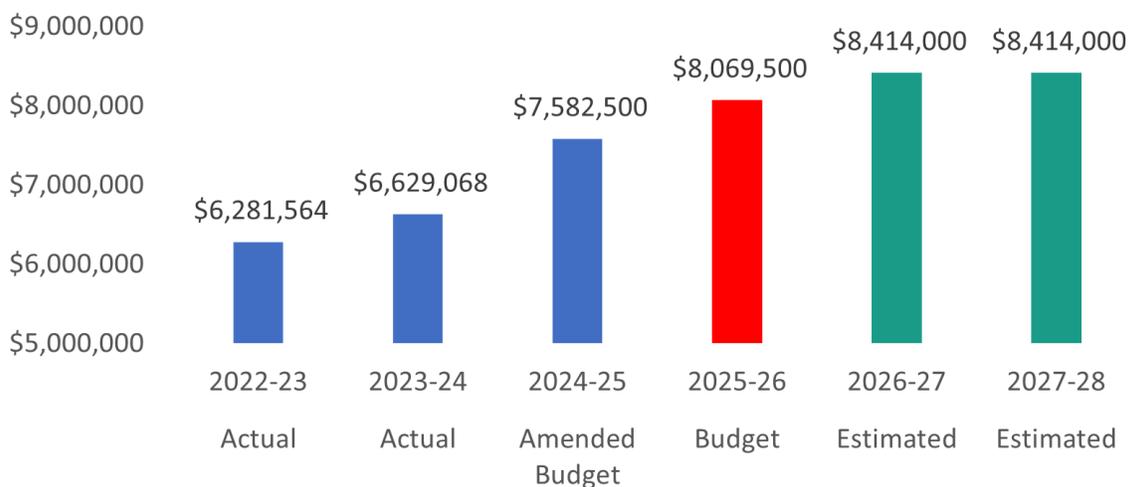
School districts receive supplemental Operating Grant funding to support students with disabilities or diverse abilities, based on enrolment counts in September and February. For 2025/26, the projected enrolment is 1,678 FTE—an increase of 217 FTE (15%) over the previous year. Ministry projections anticipate further increases of 441 FTE in 2026/27 and 434 FTE in 2027/28.



INTERNATIONAL STUDENT PROGRAM

The International Student Program generates additional tuition revenue separate from the Operating Grant and helps fund existing infrastructure and services elsewhere in the District. Due to post-pandemic impacts, the market has become increasingly competitive as school districts across the country struggle to maintain International Student Program enrolment. As a result, the projected enrolment is estimated to remain static at 260 FTE in 2025/26 and for the subsequent two years. Additionally, to pay for program cost increases, the ISP fees are increasing by \$850 per FTE to \$30,325 in 2025-26, and another \$1,325 to \$31,650 in 2026-27. As the tuition rates have yet to be set for 2027-28, they are estimated to remain the same as the prior year.

International Student Program Revenues



OPERATING FUND EXPENSES

Staffing levels take various factors into consideration including student and educational needs, funding availability, enrolment growth, and organizational capacity. As student enrolment is projected to increase so will staffing levels. For the 2026/27 to 2027/28 years, teacher staffing increases assume additions at a 1 to 24 teacher to student ratio. Staffing for educational assistants are still to be determined (TBD) as plans on how to utilize the operating grant's inclusive education funding for 2025/26 and subsequent years are still being finalized.

Staffing Chart – Total FTE – Operating

	Actual 2022-23	Actual 2023-24	Amended Budget 2024-25	Budget 2025-26	Estimated 2026-27	Estimated 2027-28
Teachers*	617	658	669	682	689	695
Principals and Vice Principals	71	72	71	75	75	75
Educational Assistants	392	452	516	TBD	TBD	TBD
Support Staff	273	297	292	295	295	295
Other Professionals	49	51	51	54	54	54
Total	1,402	1,530	1,598	1,106	1,113	1,119

*Total teachers (including CEF) for Budget 2025-26 is 893 FTE

Staffing Chart – Year over Year Changes in Total FTE – Operating

	Actual 2023-24	Amended Budget 2024-25	Budget 2025-26	Estimated 2026-27	Estimated 2027-28
Teachers*	41	11	14	7	6
Principals and Vice Principals	1	(1)	4	-	-
Educational Assistants	60	64	TBD	TBD	TBD
Support Staff	24	(5)	3	-	-
Other Professionals	2	-	3	-	-
Total	128	68	24	7	6

*Total teachers (including CEF) year over year increase for Budget 2025-26 is approximately 20 FTE

All labour settlement impacts known as of March 2025 and released through the Operating Grant have been incorporated into the 2025/26 Budget.

INTERFUND TRANSFERS AND CAPITAL PLANNING

When capital assets are purchased with operating funds, they must be transferred from the Operating Fund to the Capital Fund in order to be properly capitalized and amortized (expensed) over the life of the asset. This transfer is reflected as an inter-fund transfer.

The District is not anticipating any inter-fund transfers for 2025/26.

The response from the Ministry to the District’s 2025-26 Annual Five-Year Capital Plan submission did not include support for any new expansion program capital projects. Despite the additions of the new SCIANEW STELITKEL Elementary School and 18 prefabricated classrooms at David Cameron Elementary and Ruth King Elementary, the District is anticipating continued space challenges in the future as a result of the estimated future growth.

Head Count vs Seats



ACCUMULATED OPERATING SURPLUS

The use of the operating surplus enables the Board to engage in long-term planning, mitigate financial risk and support consistent services. The Board believes that the maintenance of a strong financial position is fundamental to the District's overall fiscal strategy, and as such, an appropriate level of contingency funds should be established to enable stability over the fiscal plan. The Board has a policy to build and maintain a contingency of 2% of operating expenses.



MULTI-YEAR OPERATING FUND FINANCIAL PLAN SUMMARY

The following table is a detailed financial plan summary for the Operating Fund. It considers the projected enrolment and related effects on staffing and expenditures, interfund transfers, and the Accumulated Operating Surplus.

	Actual 2023/2024	Amended 2024/2025	Budget 2025/2026	Estimated 2026/2027	Estimated 2027/2028
Revenues					
Provincial Grants					
Ministry of Education and Child Care	154,087,831	167,207,895	176,009,615	184,544,616	194,529,745
Other	145,429	218,485	218,485	218,485	218,485
Tuition	6,703,049	7,672,500	8,159,500	8,504,000	8,504,000
Other Revenue	1,556,148	1,813,729	1,813,729	1,813,729	1,813,729
Rentals and Leases	575,987	589,114	589,114	589,114	589,114
Investment Income	1,582,398	1,097,681	853,875	853,875	853,875
Total Operating Revenue	164,650,842	178,599,404	187,644,318	196,523,819	206,508,948
Salaries					
Teachers	61,916,080	65,620,546	67,273,679	68,877,680	70,469,220
Principals and Vice Principals	10,219,279	10,417,139	11,450,704	11,450,704	11,450,704
Educational Assistants	16,848,573	19,583,196	22,874,563	28,476,888	35,239,849
Support Staff	15,416,654	16,733,336	17,023,014	17,023,014	17,023,014
Other Professionals	6,007,319	6,355,498	6,669,961	6,669,961	6,669,961
Substitutes	7,007,262	6,573,121	6,771,089	6,802,889	6,834,089
Total Salaries	117,415,167	125,282,836	132,063,010	139,301,136	147,686,837
Employee Benefits	29,886,020	33,274,750	35,892,906	38,555,472	41,530,020
Employee Benefit Rate (as a % of Total Salaries)	25.45%	26.56%	27.18%	27.68%	28.12%
Services and Supplies					
Services	7,710,975	8,487,051	8,786,891	9,206,773	9,282,040
Professional Development and Travel	1,109,582	1,303,836	1,274,515	1,274,515	1,274,515
Rentals and Leases	388,336	367,976	397,976	397,976	397,976
Dues and Fees	128,655	178,673	178,596	178,596	178,596
Insurance	492,943	694,451	668,451	668,451	668,451
Supplies	5,354,223	5,896,974	4,867,268	4,887,206	4,906,776
Utilities	1,950,385	1,999,862	2,346,344	2,346,344	2,346,344
Bad Debt	4,555	25,800	25,800	25,800	25,800
Total Services and Supplies	17,139,654	18,954,623	18,545,841	18,985,661	19,080,498
Total Operating Expense	164,440,841	177,512,209	186,501,757	196,842,269	208,297,355
Net Revenue (Expense)	210,001	1,087,195	1,142,561	(318,450)	(1,788,408)
Interfund Transfers					
Tangible Capital Assets Purchased and Work in Progre	(1,342,027)	(1,230,000)	-	-	-
Local Capital	(350,000)	(300,000)	-	-	-
Total Interfund Transfers	(1,692,027)	(1,530,000)	-	-	-
Total Operating Surplus (Deficit), for the year	(1,482,026)	(442,805)	1,142,561	(318,450)	(1,788,408)
Operating Surplus, beginning of year	5,228,849	3,746,823	3,304,018	4,446,579	4,128,129
Total Operating Surplus (Deficit), for the year	(1,482,026)	(442,805)	1,142,561	(318,450)	(1,788,408)
Operating Surplus, end of year	3,746,823	3,304,018	4,446,579	4,128,129	2,339,722
Operating Surplus, end of year					
Restricted for future capital cost-sharing	-	-	-	-	-
Internally Restricted Operating Surplus	814,932	-	892,561	324,411	-
Unrestricted Operating Surplus (Contingency)	2,931,891	3,304,018	3,554,018	3,804,018	2,339,722
Total Operating Surplus, end of year	3,746,823	3,304,018	4,446,579	4,128,429	2,339,722
Contingency as % of Operating Expense	1.78%	1.86%	1.91%	1.93%	1.12%



Image From: The Saanich Year
Author: Earl Claxton
Author/Illustrator: Earl Claxton

SPECIAL PURPOSE FUNDS

Contributions restricted from an external party are reported as Special Purpose Funds (SPF). The annual funding received varies from year to year and the funding is not always confirmed at the time that the budget is prepared. The more significant SPF of the District include the Classroom Enhancement Fund (CEF), Learning Improvement Fund (LIF), Community LINK, Official Languages in Education French Programs (OLEP), Strong Start, Academies, School Generated Funds, and the Feeding Futures Fund.

CAPITAL FUNDS

The Capital Fund covers expenditures for land, buildings, buses, and other tangible capital assets. These are funded through Ministry capital grants, local capital, the Operating Fund, and Special Purpose Funds.

For 2025/26, the budget includes \$8.4 million in planned capital additions, which will be amortized over the useful life of each asset.

Key capital projects include:

- Expansion Program (EXP): \$2.0 million for continued construction of SĆIĄNEW STĘLITKĘŁ Elementary.
- School Enhancement Program (SEP): \$0.5 million for HVAC upgrades at Belmont Secondary and \$0.75 million for interior construction at Edward Milne Community School.
- Carbon Neutral Capital Program (CNCP): \$0.75 million for energy efficiency upgrades at multiple schools.
- Food Infrastructure Program (FIP): \$0.125 million for kitchen renovations and equipment upgrades across schools.
- The child care centre at Hans Helgesen Elementary is scheduled for completion in fall 2026, with an estimated project cost of \$3.7 million allocated for the fiscal year.



SUMMARY OF BUDGET BYLAW CHANGES

Summary of Budget Bylaw Changes 24-25 Amended Budget to 25-26 Budget (in \$ millions)

Type	Strat Plan Link	FTEs	Operating	SPF	Capital	Total
24/25 Amended Budget (net of carry overs)			177.470	37.571	14.427	229.468
Inflation and Growth						
Targeted:						
Inclusive Education Services	Learning	TBD	4.201			4.201
Na'tsa'maht Indigenous Education	Learning		-0.038			-0.038
Indigenous Education Councils	Engagement		0.012			0.012
International Student Program	Learning		0.465			0.465
Staffing:						
Teachers	Learning	19.93	1.717			1.717
Westshore Secondary Vice Principal	Learning	1.00	0.153			0.153
Inclusive Education Services Vice Principal	Learning	1.00	0.178			0.178
Other pressures:						
SĆIΛNEW STĒLIT̓KĒL Elementary & Westshore Post-S	Growth	5.00	0.819			0.819
Increments	Learning		0.695			0.695
Capital Contribution	Growth		-0.350			-0.350
Employee Benefits	LEG		0.722			0.722
Utilities	Growth		-0.069			-0.069
Ratios - enrolment driven services and supplies	Growth		0.180			0.180
Other:						
Feeding Future Fund SPF	Learning			0.095		0.095
Learning Improvement Fund SPF	Learning			0.034		0.034
Amortization Expense	Growth				0.729	0.729
Strategic Plan Implementation						
Services and Supplies Reallocation	LEG		-0.793			-0.793
School Plans	Engagement		0.100			0.100
Strategic Plan Implementation	LEG		1.040			1.040
25/26 Budget			186.502	37.700	15.156	239.358

2025/26 Budget

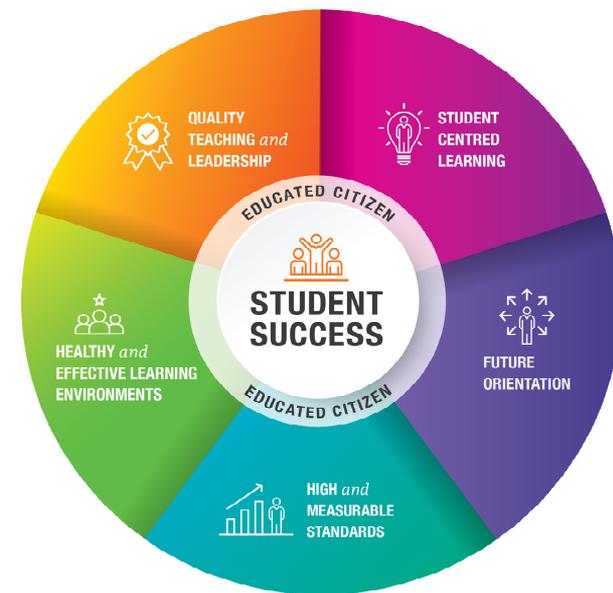
Board of Education – Education Committee of the Whole

April 29, 2025



Tonight's Agenda

- 1) Budget Development Context
- 2) Enrolment Forecast Shifts
- 3) 2025/26 Budget - Highlights
- 4) Risks & Reserve
- 5) Next Steps



Budget Development Context

Process, Principles/Assumptions, Bylaw



Budget Principles & Assertions - Summary



Principles

1. Budget decisions will be based on the refreshed Strategic Plan for 2025-2029;
2. Input from the District partners, Rightsholders and Leadership Team will help shape
3. The annual budget process will be informed by the multi-year budget estimates

Assertions

1. The provincial funding formula will remain the same and be based on per FTE funding;
2. Domestic enrolment will continue to grow;
3. Staff will create multiple data points to consider when developing the domestic enrolment estimates to strengthen the process; and
4. All negotiated/approved salary increases will be funded.



Strategic Plan 2025-2029

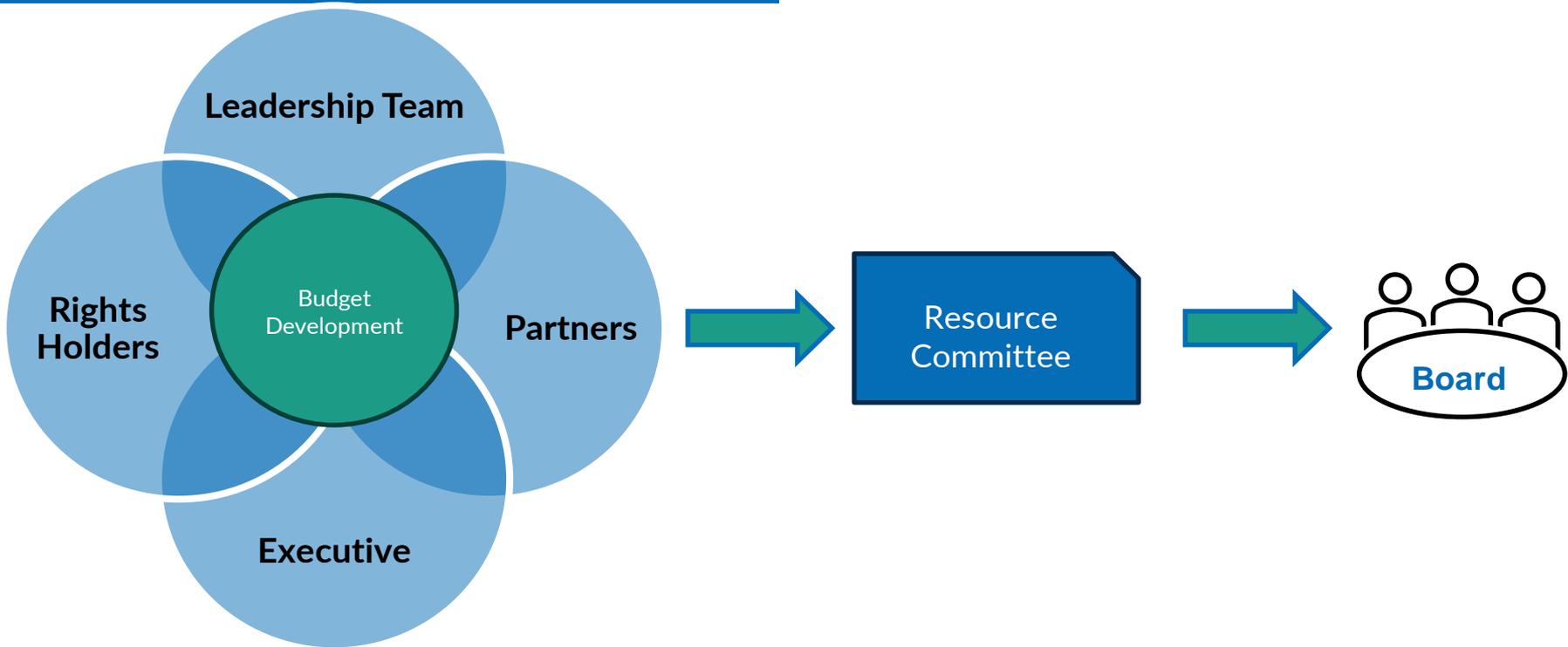
Approved by the Board in February 2025.

- The budget is being developed in alignment with the Strategic Plan goals of Learning, Engagement, and Growth
- Investment is guided by where they will have the greatest impact in advancing strategic priorities across the system.
- The Strategic Plan ensures the budget supports both immediate needs and long-term outcomes for students and our system.
- Using the Strategic Plan as a framework ensures transparency and accountability in how funds are allocated.





Our Process & Flow





Partner Budget Input



equipment replacement

technology

school safety

numeracy

strategic plan

literacy

promotion

inclusion support

training for trades

counsellor ratios

mental wellness

classroom resources

learning assistance

custodial

retention

additional positions

violence in classrooms



Leadership Budget Working Group

- 12-member group comprised of:
 - PVP from each of elementary, middle and secondary
 - District Principals
 - Managers from school board office departments
- **Result:**
 - Combined, the LBWG and Executive identified \$.793 million to be reallocated in support of strategic plan implementation



2025/26 Budget

The positives of our budget:

- ✓ Annual operating budget of \$186.5 million (+\$9.03M)
- ✓ Support over 13,700 students and employ over 2,370 staff (as at March 31, 2025)
- ✓ Opening of SĆIΛNEW STĒŁITĶEŁ Elementary
- ✓ Implementation of the new Strategic Plan



Budget Bylaw

What makes up the Annual Budget Bylaw?

- 1) Operating Fund – funds required for operations (\$186.5M)
- 2) Capital Fund – amortization costs of capital assets purchased/created (\$15.16M)
- 3) Special Purpose Fund – targeted and must be used for designated special purposes only (\$37.7M)

Total 2025/26 Budget: \$239.36M

Section 113 of the School Act

Enrolment Forecast Shifts



2025/26 Budget – Enrolment Forecast





2025/26 Budget – Enrolment Forecast

How do we forecast the enrolment?





2025/26 Budget – Enrolment by the numbers

Enrolment Forecast Trend Analysis (FTE)

	Actual				Forecast			
Year	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Enrolment	11,661	12,248	12,749	13,297	13,700	13,856	14,010	14, 164
Variance (y/y)	730	587	501	548	+ 403	+156	+154	+154

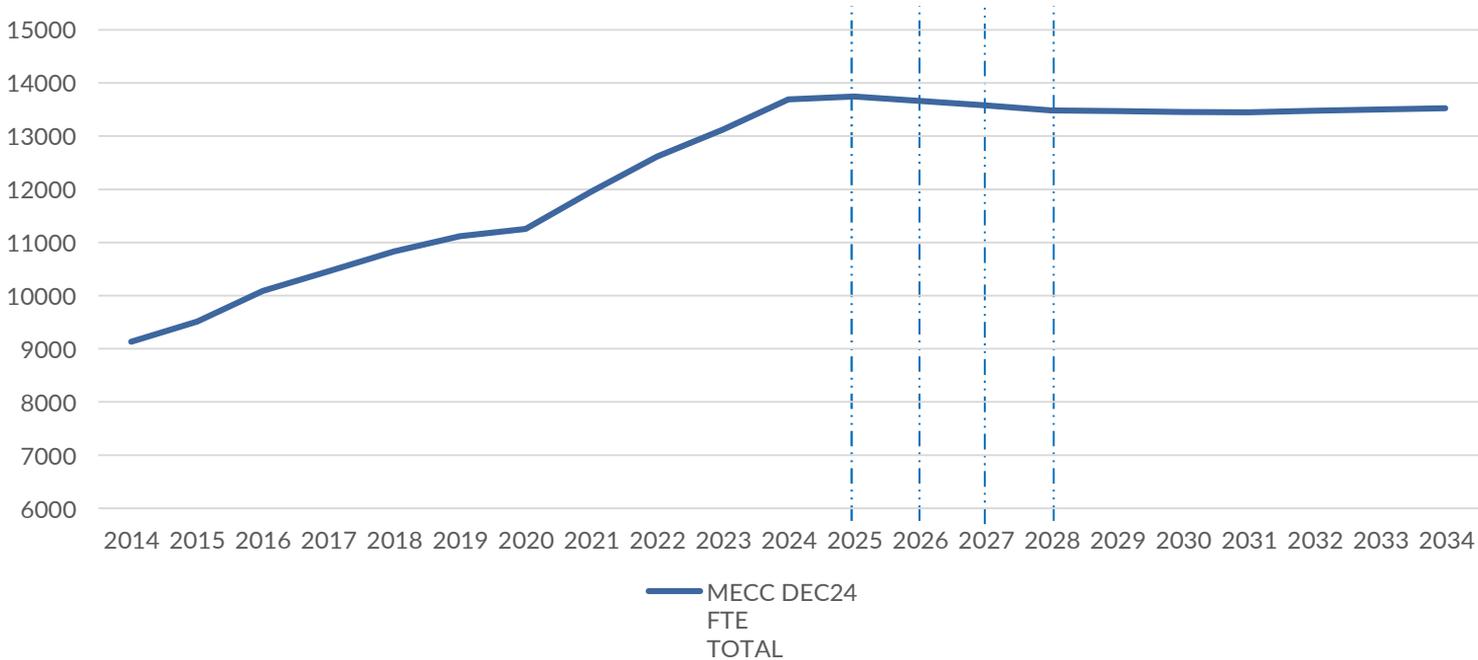
*Standard School, September 30 FTE, actuals to 2024/25, forecast beyond



Ministry SD62 Forecast – September 30 data



Enrolment Forecast for SD62 (Sooke)



2025/26 Budget – Highlights



2025/26 Budget – Highlights



- 1. Reallocation and investment in alignment with Strategic Plan 2025 – 2029.**
- 2. Responding to current growth and future forecast.**
- 3. Recalibrating to reinvest into student learning and achievement.**
- 4. Strengthen reserve balance.**



2025/26 Budget - Learning Highlights



(\$ millions)

- \$4.201 increase for inclusive education
- \$1.717 in additional teacher staffing (+19.93 FTE)
- \$.695 in funding for salary increments
- \$.178 for additional VP for inclusive education (ELL)
- \$.153 for Westshore Secondary VP (restore from 2023/24)
- \$.050 to strengthen literacy and numeracy skills including building capacity aligned with the strategic plan



4. 2025/26 Budget – Engagement Highlights

(\$ millions)

- **\$.340** to support the district wide Indigenous Learning Day.
 - **\$.300** million to ensure all CUPE members can participate
- **\$.105** to support school planning and student-and family centered services.
- **\$.012** million increase for the Indigenous Education Council



Engagement
Together We Are Better

Our shared success is rooted in our ability to connect with, include, serve and support our community. By building meaningful relationships, we can create a strong and collaborative environment where everyone thrives.

Since 1988, we have been striving to create a community of excellence and belonging, serving students, families, staff, and the wider community, recognizing a shared responsibility for success.

Objectives:

- Help families get involved in their child's learning by providing communication, understanding and resources about district operations and the focus on skills and achievement in the classroom.
- Create and support a strong culture of care, positive and accessible communication for students, staff, families and the community.
- Encourage and set expectations for all staff to provide student- and family-centered service, ensuring interactions with students, families, colleagues and the community are respectful, meaningful and focused on well-being.

The experience of students, staff and community:

- Strong relationships and partnerships with unions, families, and-based partners, urban Indigenous peoples, and the community are key to support student success.
- Encourage practices that build trust, transparency and understanding.
- Involve students in decision-making at the school, district, and community levels, giving them the opportunity to shape the culture and environment of their shared spaces.
- Staff deliver services with care and compassion, fostering positive experiences for students, families, and the community.

4. 2025/26 Budget – Growth Highlights

(\$ millions)

- \$.819 for opening of 'SĆIΛNEW SṪEŁIṲKEŁ Elementary & the Westshore Post-Secondary Program
- \$.722 for employee benefits
- \$.465 for corporate services and infrastructure
- \$.180 for growth driven (ratio) fixed expenses
- \$.180 for capacity building, improve efficiencies and addressing information technology needs.



Growth

Investing in Tomorrow

Growth is essential to meeting the evolving needs of our students, families, and community. As our district and communities change, we must adapt and expand to provide the resources, support and opportunities that help everyone succeed and flourish.

Goal: Strive for operational excellence by using sustainable practices and constantly improving our ability to meet the needs of our growing community.

Objectives:

- Identify critical asset practices to effectively address for and ensure the sustainability of our infrastructure.
- Maximize the use of public dollars through partnerships that align with the district's vision and needs.
- Prioritize the quality of educational care through maintenance and upgrades, ensuring the health, safety, and functionality of schools, buildings and sites.
- Build staff capacity by offering training and professional learning to support student learning and success.
- Continue investing in solutions that provide environmental, economic, and social sustainable conditions for future generations.

The experience of students, staff and community:

- Take action to address the challenges of growing economies, ensuring that all students have access to suitable and effective learning environments.
- Hire and empower entrepreneurial employees that foster resilient, innovative learning experiences and meet the evolving needs of the community.
- Encourage a culture of lifelong learning among staff, supporting ongoing professional development and the ability to adapt to new challenges in education.

Risks & Reserve

7. Risks and Mitigation

Risk	Likelihood	Impact	Consequence	Mitigation
Actual enrolment in September	M	H	Budget assumes 3% growth, or an increase of 403 FTE.	Structural holdback
Supplemental Funding	H	H	Budget assumes unique geographic funding at 2024/25 levels.	Structural holdback
Province fully funding collective agreement increases	L	H	Budget assumes the Province fully funds collective agreement requirements	Reserve increase
Geopolitical Risks (Tariff and Inflation)	H	H	Budget assumes operating costs remain relatively stable	Reserve increase
Capital Contribution and Temporary Accommodation	H	H	Unknown requirements of contribution to capital projects or temporary accommodation requirements	Reserve increase

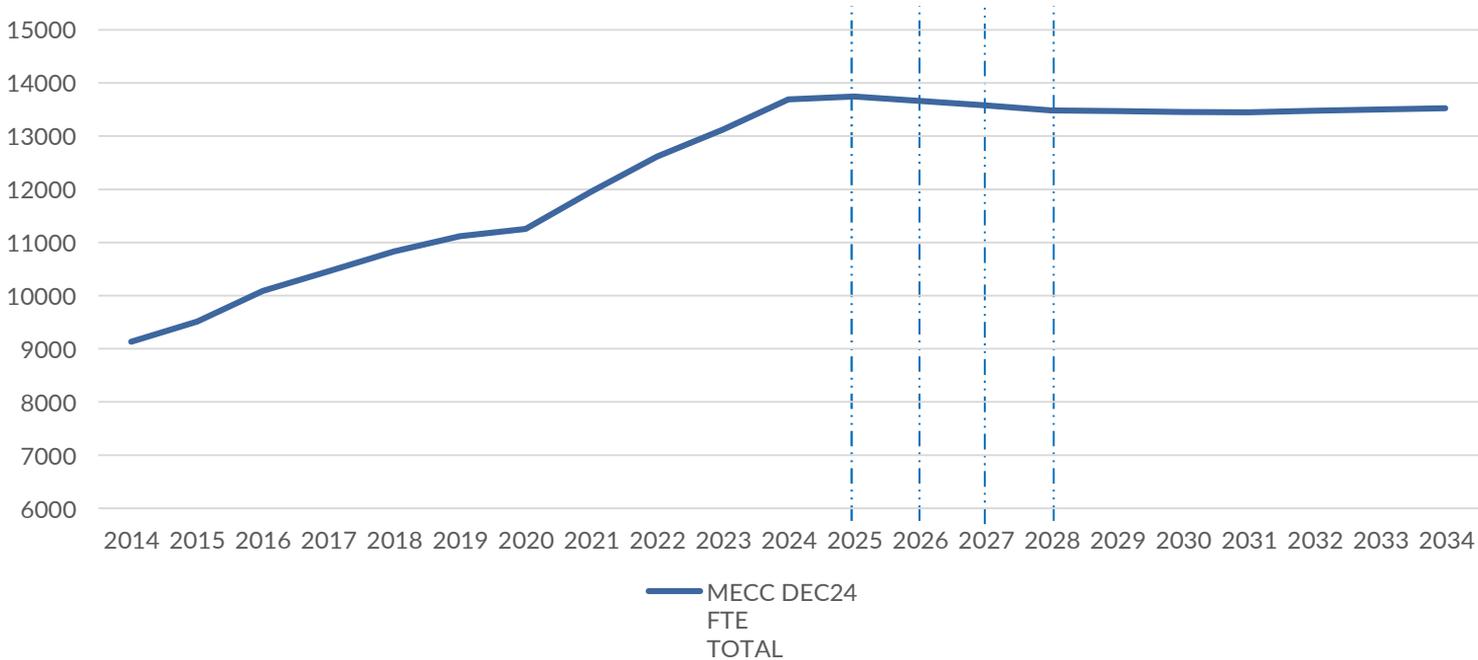
H – High, M – Medium, L – Low



Ministry SD62 Forecast – September 30 data



Enrolment Forecast for SD62 (Sooke)





4. 2025/26 Budget - Summary

	Budget 2025/2026	Estimated 2026/2027	Estimated 2027/2028	Estimated 2028/2029
Total Operating Revenue	187,644,318	196,523,819	206,508,948	207,893,037
Total Operating Expense	186,501,757	196,842,269	208,297,355	211,076,135
Total Operating Surplus (Deficit), for the year	1,142,561	(318,450)	(1,788,408)	(3,183,098)
Operating Surplus, beginning of year	3,304,018	4,446,579	4,128,129	2,339,722
Total Operating Surplus (Deficit), for the year	1,142,561	(318,450)	(1,788,408)	(3,183,098)
Operating Surplus, end of year	4,446,579	4,128,129	2,339,722	(843,377)
Operating Surplus, end of year				
Restricted for future capital cost-sharing	-	-	-	-
Internally Restricted Operating Surplus	892,561	324,411	-	-
Unrestricted Operating Surplus (Contingency)	3,554,018	3,804,018	2,339,722	(843,377)
Total Operating Surplus, end of year	4,446,579	4,128,429	2,339,722	(843,377)
Contingency as % of Operating Expense	1.91%	1.93%	1.12%	-0.40%

Board regulation F-333 (Accumulated Operating Surplus) states the District shall build and maintain an accumulated contingency of 2% of operating expenses. The Board would need to consider an amendment to regulation F-333 from 2% to 3% for staff to implement the budget plan.



4. 2025/26 Budget Summary

Risk Mitigation (\$ millions)

- **\$.496 in structural holdback for in-year risk**
- **\$.397 in structural holdback earmarked for reserve contribution**

Sub-Total - \$.893 contribution to internally restricted reserve

- **\$.250 in unrestricted reserve contribution per Board policy**

Total \$1.143

Fiscal Plan Outlook

- **Risk profile has increased**
- **A need to support stability over the strategic plan period**



7. Timelines/Next Steps

Inputs	Partner Budget Presentations	Complete
	Preliminary Operating Grant Released	Complete
	Enrolment Forecast 2025/26	Complete
	Budget Survey	Open until May 6
	Education Committee of the Whole	Today
	Operational Plan Development	May 2
Approval*	Resource Committee Reviews Budget Plan	May 13
	Board review, debates and 1 st reading of Budget	May 27
	Board reviews, debates and 2 nd /3 rd reading of Budget*	June 24

*Approved budgets are required to be submitted to the MoECC by June 30, 2025

Discussion & Questions

Board Information Note

Public Board Meeting

June 24, 2025

Agenda Item 8.3 – Disposal of Real Property Bylaw No. 2025-01 (A Section of Land at Saseenos Elementary School)

BACKGROUND:

- The Ministry of Transportation and Transit (MoTT) is wanting to undertake improvements to Sooke Road (Hwy 14) at the Idlemore intersection adjacent to Saseenos Elementary School.
- The project aims to improve safety and traffic flow, enhance pedestrian infrastructure and add vehicle access to the community north of Saseenos Elementary School
- To achieve requested access, a portion of the Saseenos Elementary School site totalling .489 acres (.198 hectares) would need to be disposed to MoTT to build highway infrastructure.
- The Ministry of Transportation and Transit project will include making significant improvements to parking and school site access supporting enhanced safety for the school community.
- Ministerial order M193_08 and Board Policy and Regulation F-223 apply.

ANALYSIS:

- The Ministry of Transportation and Transit held a project information session on June 23, 2025 to engage the community. The Secretary Treasurer attended the meeting at the request of the Ministry.
- Board policy F-223 – Disposal of Land or Improvement, Leases and Rights of Way and Easements includes the following statement *“The authorization for disposal of land or improvements must include consideration of the future educational needs of the District, disposition through a public process, and disposition at fair market value.”*
 - Consideration of future educational needs: Negotiation with the Ministry of Transportation and Transit has included the future needs of the District and more importantly the students and school community. The safety of students, families and staff is greatly enhanced through the proposed project.
 - Disposition through a public process: The Ministry of Transportation and Transit held its community engagement session last night (June 23, 2025) and the disposal by-law is being considered at the Board’s public meeting today. Staff have engaged with the Ministry of Infrastructure who have confirmed that these two activities meet the test of a public process.
 - Disposition at Fair Market Value: The assessed value of the .498 acres that the Ministry of Transportation and Transit requires is \$319,000. The value of the improvements on the school site is \$700,000. This means that the district is receiving \$381,000 in value above the fair market price.
 - In addition to the parking lot, traffic flow and safety improvements, the Ministry of Transportation and Transit has agreed to provide the district \$100,000 to support remediation of the rear field at the school.

RECOMMENDATION:

The recommendation is for the Board to engage in the disposition of land, which requires passing a land disposition bylaw. Allowing all three readings of the land disposition bylaw at the June 24, 2024 board meeting will allow for work to commence and be undertaken during the summer break to minimize disruption at the school.

Motion Requested: That the Board of Education of School District 62 (Sooke) allow all three readings of the Disposal of Real Property Bylaw No. 2025-01.

Motion Requested: That the Board of Education of School District 62 (Sooke) give first, second and third reading to Disposal of Real Property Bylaw No. 2025-01 in order to authorize the transfer of a 0.489 acre section of the west field of the Saseenos Elementary property located at 6066 Sooke Road to the Ministry of Transportation and Transit to construct a signalized intersection at Idlemore Road and that staff proceed to satisfy the requirements of *the* Disposal of Land or Improvements Order (M193/08).

ATTACHMENT(S):

Appendix A: Real Property Disposal By-Law

Appendix B: Concept image of improvements

Appendix C: Technical construction drawing - draft

Submitted by: *Brian Jonker, Secretary Treasurer*

Appendix A: Real Property Disposal By-Law 2025-01

A BYLAW BY THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 62 (SOOKE) (hereinafter called the "Board") to adopt a Disposal of Real Property Bylaw.

WHEREAS section 65 (5) of the *School Act* provides that a board of education may exercise a power with respect to the acquisition or disposal of property owned or administered by the board only by bylaw;

AND WHEREAS pursuant to Section 96 (1) of the *School Act*, "land" includes any interest in land, including any right, title or estate in it of any tenure;

AND WHEREAS Section 96 (3) of the *School Act* provides that a board of education may dispose of land or improvements, or both, subject to the orders of the minister;

AND WHEREAS Section 3 of the *Disposal of Land or Improvements Order* provides that boards must not dispose of land or improvements by sale and transfer in fee simple or by way of lease of 10 years or more unless such disposal is to another board or an independent school for educational purposes or is approved by the Minister in accordance with section 5 of the *Disposal of Land or Improvements Order*;

AND WHEREAS Section 5 of the *Disposal of Land or Improvements Order* provides that the Minister may approve, with any terms and conditions, a disposition of land or improvements;

NOW THEREFORE be it resolved that the Board of Education of School District No. 62 (Sooke) hereby authorizes the disposal of 0.498 acres of the west field of the Saseenos Elementary property, located at 6066 Sooke, Road, legally described as:

LOT 1 BLOCK 6 PLAN VIP2434 SECTION 7 SOOKE
EXC PT SHOWN OUTLINED IN RED ON PLAN 461 RW, SASEENOS ELEMENTARY SCHOOL

The Board of Education confirms that the property is being released to the Ministry of Transportation and Transit for the purposes of constructing a signalized intersection at Idlemore Road and as part of that project the Ministry of Transportation and Transit will make parking lot, traffic flow and safety improvements on the school site.

This bylaw may be cited as School District No. 62 (Sooke) Disposal of Real Property Bylaw No. 2025-01.

READ A FIRST TIME, THIS 24th DAY OF JUNE, 2025
READ A SECOND TIME, THIS 24th DAY OF JUNE, 2025
READ A THIRD TIME, THIS 24th DAY OF JUNE, 25

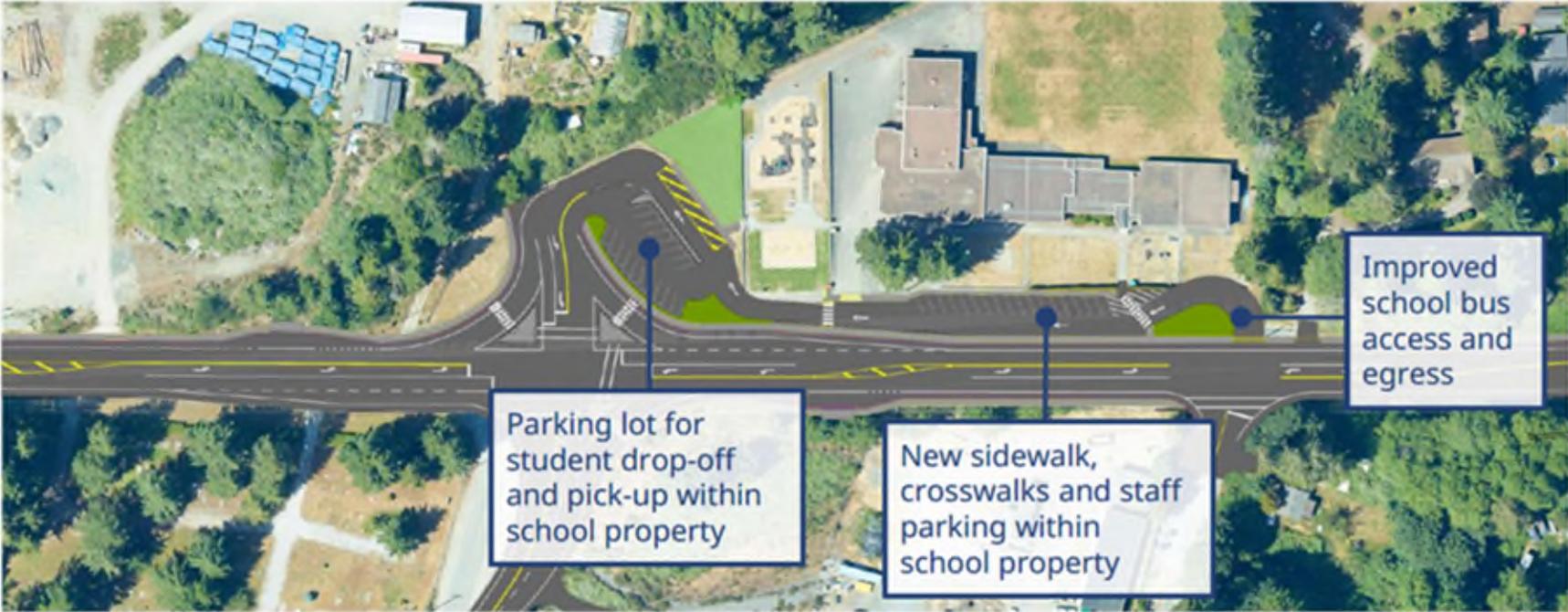
Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 62 (Sooke) Disposal of Real Property Bylaw No. 2025-01 adopted by the Board of Education this 24th day of June, 2025.

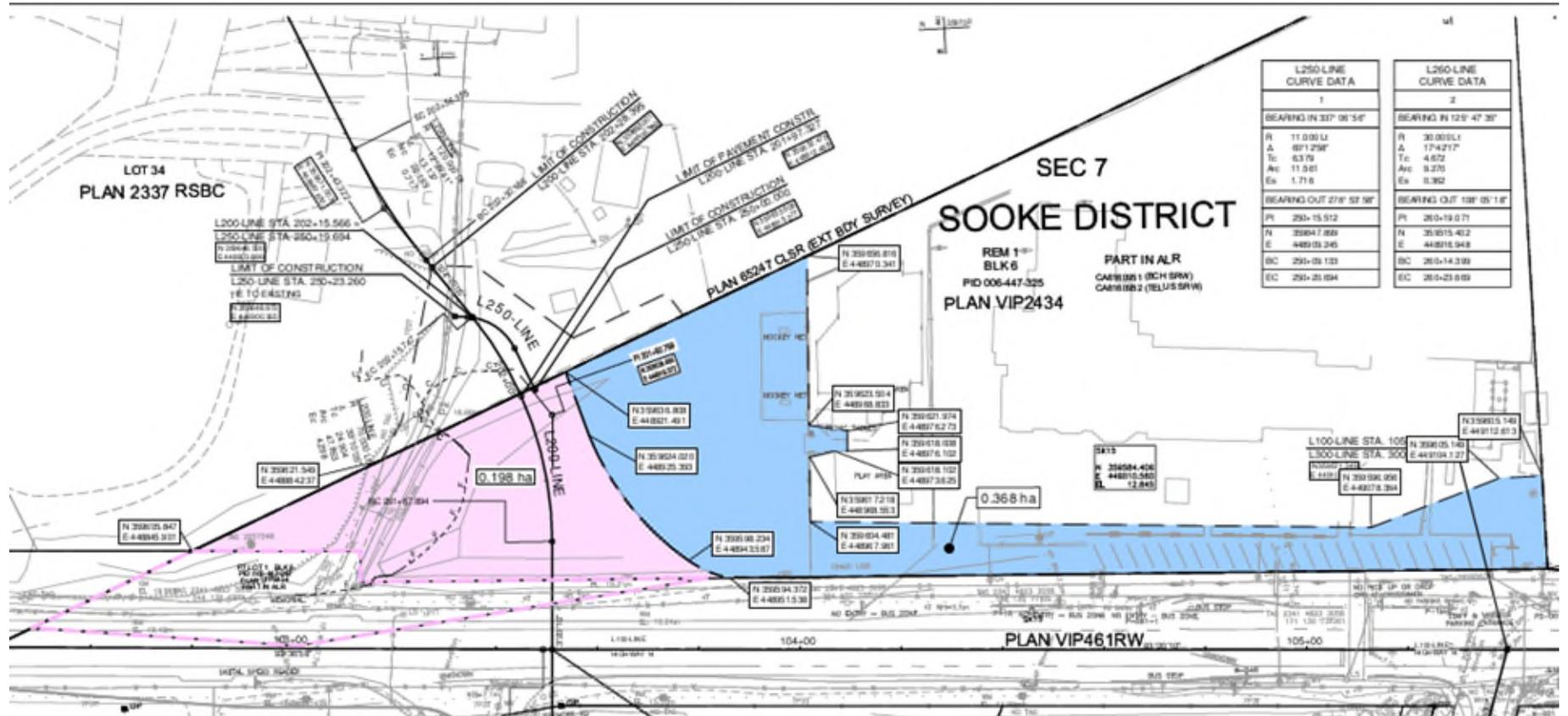
Secretary-Treasurer

Appendix B: Concept image of improvements



Appendix C: Technical construction drawing - draft

Pink Shading: Land to be disposed to Ministry of Transportation and Transit
Blue Shading: Improvement area on school site





BOARD MEETING AGENDA PLANNING

Trustee Agenda Item Request

Board Meeting Date: Public, May 27, 2025

Trustee Submitting: Allison Watson

Item Title: **Invitation to Indigenous Education Council to Participate in Budget Deliberations**

Recommended Motion:

That the Board of Education of School District No. 62 (Sooke) write a letter to the Indigenous Education Council (IEC), inviting them to participate as a valued partner group in the 2026/27 budget deliberation process, and in subsequent years thereafter. This invitation includes the opportunity for the IEC to engage directly with the Board on budgetary matters that support students and advance the work of the IEC, in a manner and format that the IEC determines is appropriate.

Rationale:

***** This motion is not intended to prescribe how the IEC should participate, nor does it reflect a top-down approach. Rather, it is a respectful and open invitation for dialogue, one that affirms the Board's commitment to strengthening relationships and improving student outcomes. The IEC may determine that their current role is sufficient, and that decision would be fully respected and supported. What matters most is that the Board ensures space is created for these conversations, should the IEC wish to explore deeper collaboration or advocacy in the future. This gesture reflects the Board's dedication to reconciliation and its responsibility to foster equitable and inclusive education for all learners.**

This invitation is not in lieu of the current targeted funding the IEC receives for Indigenous students, but rather to offer an opportunity for the IEC to interact directly with the Board on broader, district-wide budget matters that impact all students.

The Sooke School District's budget consultation process is currently facilitated through the Superintendent and the Secretary-Treasurer, who oversee the implementation of the district's annual financial planning framework. This process includes formal opportunities for recognized partner groups, such as employee groups and parent advisory councils, to present directly to the Board of Education during public budget deliberations. However, the IEC is not currently included in this direct engagement process with the Board.

While budget consultations with IEC are currently taking place through staff, it is important that the IEC be invited to present directly to the Board, just as all other partner groups do. This direct engagement allows the IEC to provide firsthand input on budget decisions, ensuring that the unique needs of Indigenous students are fully considered in all areas of the education system, not just those related to targeted Indigenous programs. Inviting the IEC to participate in the budget deliberation process ensures that their perspectives are heard and integrated, contributing to more inclusive and equitable decisions for all students. It is recognized that the IEC is able to attend public meetings related to the budget such as ECOW and Resource Committee meetings, the Board should recognize that these opportunities could be viewed as colonial structures and may not be safe or welcoming

spaces for the IEC and as such intentional effort should be made to work with the IEC to develop an approach that works for them, with them.

The importance of involving the IEC in the Sooke School District's broader budget deliberations is reinforced by multiple legislative and policy frameworks. **Bill 40** and the **Tripartite Education Framework Agreement (TEFA)** collectively emphasize Indigenous rights to participate in education decision-making and to shape programming and funding that support student success. These agreements call for collaborative governance, equitable funding, and Indigenous control over education, all of which support extending IEC's role beyond targeted funds to full participation in the district's annual budget deliberation process.

BOARD MEETING AGENDA PLANNING

Trustee Agenda Item Request

Board Meeting Date: Public, May 27, 2025

Trustee Submitting: Allison Watson

Item Title: **Invitation to Indigenous Education Council to Participate in Education Policy and Resources Committees**

Recommended Motion:

That the Board of Education of School District No. 62 (Sooke) write a letter extending an open invitation to the Indigenous Education Council (IEC) to explore and define how they may wish to expand their advocacy and collaboration with the Board, including the option to appoint a representative to participate on the Education Policy Committee and the Resources Committee, should they see this as a meaningful avenue for engagement.

Rationale:

Currently, the Education Policy and Resources Committees include representatives from partner groups such as employee unions and the parent advisory council. These committees play a key role in shaping district policy and resource allocation, areas that directly impact the learning conditions and experiences of all students, including Indigenous learners.

Should the Indigenous Education Council (IEC) wish to engage in these committees, their presence would bring a vital and necessary Indigenous perspective to these discussions. The ability to influence policy and resources budgeting decisions through an Indigenous lens is profoundly important in the broader goal of reconciliation and in ensuring that Indigenous students are supported in meaningful and effective ways.

***** This motion is not intended to prescribe how the IEC should participate, nor does it reflect a top-down approach. Rather, it is a respectful and open invitation for dialogue, one that affirms the Board's commitment to strengthening relationships and improving student outcomes. The IEC may determine that their current role is sufficient, and that decision would be fully respected and supported. What matters most is that the Board ensures space is created for these conversations, should the IEC wish to explore deeper collaboration or advocacy in the future. This gesture reflects the Board's dedication to reconciliation and its responsibility to foster equitable and inclusive education for all learners.**



COMMITTEE REPORT OF THE EDUCATION-POLICY COMMITTEE

**School Board Office
June 3, 2025 – 6:00 p.m.**

Present: Christine Lervold, Trustee (Acting Chair)
Cendra Beaton, Trustee (Committee member)
Trudy Spiller, Trustee (Committee member)
Tim Hamblin, CUPE
Amanda Culver, STA
Tom Davis, SPEAC
Paul Block, Superintendent/CEO
Dave Strange, Associate Superintendent
D'Arcy Deacon, Associate Superintendent
Beth Kim, Digital Asset Management Analyst

Regrets: Melissa Horner, SPVPA

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. **Opening Remarks from Acting Chair, Christine Lervold**

The Chair shared words of appreciation for the contributions of the committee members this past year and extended wishes for a safe and restful summer break.

3. **COMMITTEE REPORT** of May 6, 2025 Education-Policy Committee meeting

The committee report for the May 6, 2025 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

5. **NEW BUSINESS** (attached)

a. SD62 Operational Plan 2025-26 – Paul Block

Superintendent Paul Block introduced to the committee the 2025-26 District Operational Plan. The presentation included an overview of key parts of the new Strategic Plan that inform next year's Operational Plan. The presentation was well received and viewed as an indicator of the planning maturity of the district and the commitment to organizational excellence. The presentation was

followed with discussion, questions and feedback. Specific inquiries arose about school counselling, strategies related to climate goals, etc. Appreciation was shared for the continued consultation with the local First Nations as part of the development of the Strategic Plan and the proposed 2025-26 Operational Plan.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) receive the 2025 – 26 Operational Plan.

6. **REVIEW OF POLICIES/REGULATIONS**

- a. Draft Revised Policy and Regulations C-111 “International Education and Non-Resident Students
– Paul Block

Superintendent Paul Block presented to the committee the draft revised policy and regulations. The presentation was well received and was followed with discussion, questions and feedback. Feedback in the meeting was recorded and will be added to all feedback that comes forward during the Notice of Motion period.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-111 “International Education and Non-Resident Students”.

- b. Draft Revised Policy and Regulations C-112 “Ordinarily Resident” – Paul Block

Superintendent Paul Block presented to the committee the draft revised policy and regulations. The presentation was well received and was followed with discussion, questions and feedback. Feedback in the meeting was recorded and will be added to all feedback that comes forward during the Notice of Motion period.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-112 “Ordinarily Resident”.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE: Sept. 9, 2025**



EDUCATION POLICY COMMITTEE

Information Note

June 3, 2025

Agenda Item 5a: SD62 2025-2026 Operational Plan

PURPOSE

- This information note provides details of the 2025-2026 Operational Plan.

BACKGROUND

- The SD62 Operational Plan works, each year, to make progress on the Strategic Plan 2025-2029 priorities of: Learning, Engagement, and Growth.

Developing the Operational Plan

- The development of the 2025-2026 Operational Plan reflects the growing maturity of the organization:
 - The plan was developed following the Board of Education's approval of the new 2025-2029 Strategic Plan and was an instrumental tool as part of the budget development cycle. This has strengthened the process by adding several layers of partner and community engagement to the plan and directly connecting Operational Plan goals and objectives with resources through an aligned budget planning cycle.
 - Given budget pressures projected for the 2025-26 school year and in successive years of the 2025-2029 Strategic Plan, operational plan items requiring discretionary funding received internally targeted resources as part of the development of the 2025-26 Budget. Through a resources reallocation strategy employed in the 2025-26 budget development cycle, we were able to achieve the target of a full reserve fund in the years 2025/26 and 2026/27 of the Strategic Plan. Further annual structural holdbacks within the 2025 -2029 annual budget cycles will allow for Operational Plan items requiring structural financial support (such as additional staffing) to be supported through the duration of the new Strategic plan from an internally reflective and sustainably designed funding model.

The 2025-2026 Operational Plan

- The 2025-2026 Operational Plan is the first year of the annual operational planning cycle that works to make progress towards the goals of the 2025-2029 Strategic Plan.
 - **The plan contains 17 goals:**
 - 4 goals under the Learning.
 - 5 items under the Engagement.
 - 8 items under the Growth goal.
- Operational Plan items of note include:

- **Learning goals that align resources and actions to the Ministry of Education and Child Care’s vision of the Educated Citizen.**
 - For instance, the work focuses on literacy, numeracy and career development that will be actively monitored and measured through an annual continuous improvement cycle.

- **Items that reflect the changing demographic of the school district.**
 - For instance, “Develop decision-making flowcharts, tools and training modules to **support staff in effective communication with families and clients.**”

 - For instance, “Continue to leverage technologies to enhance operational efficiency, streamline processes, and **support the District’s ability to meet the evolving needs of its growing communities.**”

- **Items that will help the organization plan long-term resources.**
 - For instance: “**Develop an information technology road map** to support reliable and resilient services and technology deployment.

 - For instance: “Advance development and implementation of a **program and services review framework to support resiliency and sustainability in context of continued growth.**”

 - For instance: “Advance initiatives to **meet CleanBC climate targets and implement sustainability best practices.**”

Next Steps

- The Executive is actively working now with District departments and schools to discuss the new operational plan and ensure alignment and coherence of their plans with the Strategic and Operational plans are occurring.

- For accountability and transparency, the Superintendent will provide members of the Executive Team individual mandate letters for the 2025-2026 school year.

- Executive leaders will collaborate with their staff to get each project underway and ensure effective progress metrics are being collected and reported.

Recommended Motion:

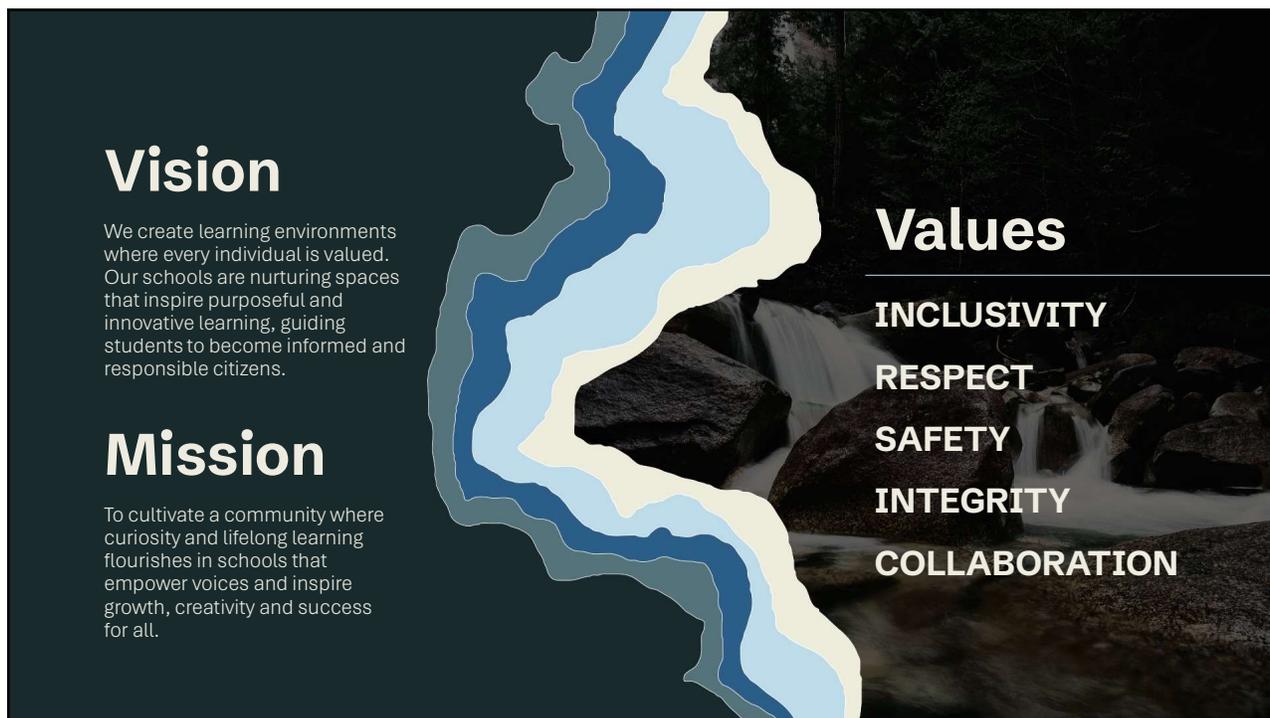
That the Board of Education of the Sooke School District receive the 2025-2026 Operational Plan.

Respectfully submitted,

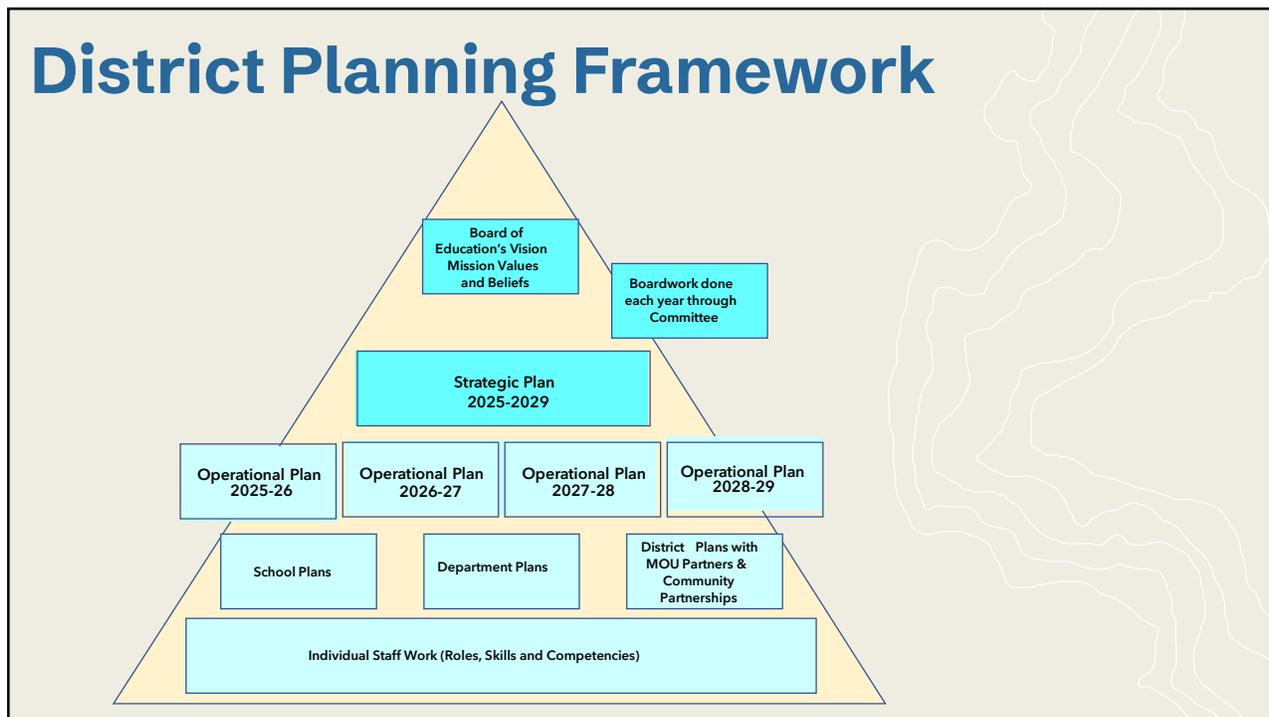
Paul Block
Superintendent/CEO



1



2



3



4

LEARNING GOAL – Strategic Plan

Develop and Support Adaptable Learners

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

OBJECTIVES

1. Focus on student curricular skills and competencies in Literacy

2. Focus on student curricular skills and competencies in Numeracy

3. Create ways for students to share their voice, contribute their ideas, and actively participate in decisions about their learning, their school, and the district

4. Support students in building social responsibility, exploring career paths, and preparing for post-secondary education or entry into the workforce

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LEARNING GOAL 2025 Operational Plan



Objective One

Advance the annual continuous improvement cycle to create experiences and opportunities that support students' intellectual growth and academic achievement

Objective Two

Strengthen system capacity to prepare students and promote pathways to post secondary education or entry into the workforce

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LEARNING GOAL 2025 Operational Plan



Objective Three

Develop and implement a comprehensive K-12 Numeracy plan to enhance students' ability to interpret information . Deepen mathematical understanding, solve complex problems, and effectively analyze and communicate solutions

Objective Four

Strengthen cross-department collaboration and team cohesion to enhance student success, using data-driven strategies to support student outcomes with a focused commitment to priority learners

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ENGAGEMENT GOAL – Strategic Plan

Together We Are Better

Goal: Foster a strong sense of community and belonging among students, families, staff, and the wider community, encouraging a shared responsibility for education.

OBJECTIVES

1. Help families get involved in their child's learning by providing communication, understanding and resources about student assessment and the focus on skills and competencies in the curriculum

2. Create and support a district culture of clear, positive and accessible communication for students, staff, families and the community

3. Encourage and set expectations for all staff to provide student- and family-centered service, ensuring interactions with students, families, colleagues and the community are supportive, respectful and focused on well-being

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ENGAGEMENT 2025 Operational Plan



Objective One

Develop decision-making flowcharts, tools, and training modules to support staff in effective communication with families and clients

Objective Two

Collaborate with SPEAC to develop a digital District Handbook, enhancing accessibility to general information and system navigation for families

Objective Three

Establish Supports and processes that empower all staff to deliver student sn family-centred service, fostering respectful, supportive, and well-being focused interactions with students, families, colleagues, and the community.

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ENGAGEMENT 2025 Operational Plan



Objective Four

Advance initiatives in belonging, equity, and accessibility to cultivate a welcoming and inclusive community

Objective Five

Collaborate with the membership of the Indigenous Education Council (IEC) to build governance connections between the Board of Education and the IEC and by extension, district staff collaborate with the IEC to formalize processes to allocate targeted resources for the NA'TSA'MAHT Indigenous Education Department as per Bill 40.

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GROWTH GOAL – Strategic Plan

Investing in Tomorrow

Goal: Strive for operational excellence by using sustainable practices and constantly improving our ability to meet the needs of our growing community.

OBJECTIVES

1. Enhance evidence-based practices to effectively advocate for and ensure the sustainability of our infrastructure.

2. Maximize the use of public dollars through partnerships that align with the district's values and needs

3. Prioritize the longevity of infrastructure through maintenance and upgrades, ensuring the quality, safety, and functionality of schools, buildings and sites.

4. Build staff capacity by offering training and professional learning to support student learning and success

5. Continue investing in initiatives that promote environmental stewardship, and model sustainable practices for future generations

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GROWTH 2025 Operational Plan



Objective One

Execute HR actions that support Indigenous Education Council priorities and local education agreements to enhance Indigenous student success and strengthen relationships with Indigenous communities.

Objective Two

Build leadership capacity to enhance labour relations, communications and financial literacy, strengthening organizational operations and supporting system-wide success.

Objective Three

Continue to leverage technologies to enhance operational efficiency, streamline processes, and support the district's ability to meet the evolving needs of its growing communities.

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GROWTH 2025 Operational Plan



Objective Four

Strengthen cross-department collaboration and team cohesion to enhance student success, using data-driven strategies to support student outcomes with a focused commitment to priority learners.

Objective Five

Develop an information technology road map to support reliable and resilient services and technology deployment.

Objective Six

Enhance financial controls and risk management through the review and revision of policies, procedures and practice.

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GROWTH 2025 Operational Plan



Objective Seven

Advance development and implementation of a program and services review framework to support resiliency and sustain ability in the context of continued growth

Objective Eight

Advance major and minor capital projects to support district growth and effective asset management , rehabilitation and maintenance

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Next Steps

- The Executive is actively working now with District departments and schools to discuss the new operational plan and ensure alignment and coherence of their plans with the Strategic and Operational plans are occurring.
- For accountability and transparency, the Superintendent will provide members of the Executive Team individual mandate letters for the 2025-2026 school year.
- Executive leaders will collaborate with their staff to get each project underway and ensure effective progress metrics are being collected and reported.



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2025-26 Operational Plan

OPERATIONAL PLAN 2025-2026 DELIVERABLES AND METRICS: LEARNING

STAFF WILL	STUDENTS WILL	MEASURES	PROGRESS & EVIDENCE
GOAL: ADVANCE THE ANNUAL CONTINUOUS IMPROVEMENT CYCLE TO CREATE EXPERIENCES AND OPPORTUNITIES THAT SUPPORT STUDENTS' INTELLECTUAL GROWTH AND ACADEMIC ACHIEVEMENT. L1-2 (DD, DS, MB)			
Staff Will: <ul style="list-style-type: none"> Establish communities of practice to support continuous improvement at the school (micro), department (meso), and executive (macro) levels. Develop a communication plan to enhance system-wide awareness and understanding of continuous improvement for student achievement. Align school goals and plans with the strategic plan's focus on intellectual development. Annually review student achievement data (local and provincial) to guide decision-making and resource allocation. 	Students will: <ul style="list-style-type: none"> Participate in the development of school goals and strategies to achieve them. Understand how school goals connect to the learning they are doing in the classroom. Experience increased focus on literacy and numeracy achievement outcomes. Experience visible, schoolwide efforts to monitor, evaluate, and celebrate progress toward school goals. 	The Organization will show progress by: <ul style="list-style-type: none"> Demonstrating organizational coherence through aligned strategic plan goals, operational plan goals, and school goals. Leveraging an effective communications plan to support broader understanding and engagement of continuous improvement for student success. Improving literacy and numeracy outcomes. Leveraging local and provincial data to guide decision making and resource allocation. 	The Organization has demonstrated progress by: <ul style="list-style-type: none"> Continuous improvement community of practice, 3 meetings a year, with 2 representatives from each level.
GOAL: STRENGTHEN SYSTEM CAPACITY TO PREPARE STUDENTS AND PROMOTE PATHWAYS TO POST-SECONDARY EDUCATION OR ENTRY INTO THE WORKFORCE. L4 (DD)			
Staff Will: <ul style="list-style-type: none"> Review and update policy to support clarity of roles and responsibilities in promoting pathways to post-secondary transitions. Introduce career course offerings earlier in secondary programming. Support secondary school career educators with in-service training and awareness. Explore increased dual credit, co-op, and work experience program offerings. Develop new post-secondary partnerships to support increased program offerings. Pursue opportunities to secure increased post-secondary youth train in trades seats. Review student placement in post-secondary transition programs with a focus on priority learner groups (Indigenous, CYIC, diverse abilities). 	Students will: <ul style="list-style-type: none"> Engage in high-quality career education opportunities that build clear pathways to post-secondary education, supporting successful transitions to post-secondary institutions. Experience increased dual credit, co-op, and work experience opportunities. Experienced increased access to post-secondary institutions through partnership with SD62. Experience equity in access and participation in careers related cohort programs. 	The Organization will show progress by: <ul style="list-style-type: none"> Implementing revised and updated policy to support increased engagement with post-secondary transition pathways. Increasing dual credit, co-op, and work experience opportunities. Developing processes for placement of priority learners (Indigenous, CYIC, diverse abilities) in programs to support post-secondary transitions. Increasing student post-secondary institution transition rates. 	The Organization has demonstrated progress by: <ul style="list-style-type: none"> In-service for secondary school staff supporting student pathways and transitions.
GOAL: DEVELOP AND IMPLEMENT A COMPREHENSIVE K-12 NUMERACY PLAN TO ENHANCE STUDENTS' ABILITY TO INTERPRET INFORMATION, DEEPEN MATHEMATICAL UNDERSTANDING, SOLVE COMPLEX PROBLEMS, AND EFFECTIVELY ANALYZE AND COMMUNICATE SOLUTIONS. L2 (DS)			
Staff Will: <ul style="list-style-type: none"> Develop a District Numeracy Plan for K- 8 Explore high quality numeracy classroom and intervention resources. Develop communities of practice to engage in collaborative job-embedded professional learning. Develop communities of practice with LSTs to develop intervention practices as Tier 2 support. Provide quality resources to support instruction and intervention. 	Students will: <ul style="list-style-type: none"> Engage in high-quality inclusive numeracy learning experiences which spans subject areas. Develop increased conceptual understanding and procedural fluency in math. Demonstrate increased confidence and competency in applying math reasoning to real world applications. 	The Organization will show progress by: <ul style="list-style-type: none"> Increasing % of students 'on-track' or extending' on Provincial FSA literacy assessments. Increasing % of students Proficient or Extending on Written Learning Updates and Summary of Learning. More effectively aligning staff learning opportunities with instructional and intervention focus areas. 	The Organization has demonstrated progress by: <ul style="list-style-type: none">

GOAL: STRENGTHEN CROSS-DEPARTMENT COLLABORATION AND TEAM COHESION TO ENHANCE STUDENT SUCCESS, USING DATA-DRIVEN STRATEGIES TO SUPPORT STUDENT OUTCOMES WITH A FOCUSED COMMITMENT TO PRIORITY LEARNERS. L1, 2, 3 (MB, DD, DS, BJ)			
Staff Will: <ul style="list-style-type: none"> Facilitate district PVP meetings that prioritize cohesion, data-informed decision-making, and targeted support for priority learners. Align budgets and resource allocation to ensure cross-departmental initiatives effectively support student success. Leverage data strategically by assessing its use in decision-making and identifying opportunities for improved utilization. Conduct a comprehensive review of local and provincial data collection practices across departments to enhance alignment and effectiveness. 	Students will: <ul style="list-style-type: none"> Experience more coordinated and targeted support that enhances their learning and well-being, as departments work together using data-driven strategies to address their needs, with a focus on priority learners. 	The Organization will show progress by: <ul style="list-style-type: none"> Demonstrating cross-departmental alignment in department goals, illustrating shared priorities and collaboration. Conducting a system-wide scan to assess horizontal coherence between departments, ensuring collaboration is evident in leadership teams, PVP meetings, and DP meetings. Aligning school plans with departmental goals and operational priorities to create a cohesive, system-wide approach. Investing resources collaboratively to support shared goals and maximize impact across departments. Ensuring department plans transparently prioritize and target support for priority learners. 	The Organization has demonstrated progress by: <ul style="list-style-type: none">

OPERATIONAL PLAN 2025-2026 DELIVERABLES AND METRICS: ENGAGEMENT

STAFF WILL	INTEREST HOLDERS WILL	MEASURES	PROGRESS & EVIDENCE
GOAL: DEVELOP DECISION-MAKING FLOWCHARTS, TOOLS, AND TRAINING MODULES TO SUPPORT STAFF IN EFFECTIVE COMMUNICATION WITH FAMILIES AND CLIENTS. E2-3 (PB)			
Staff Will: <ul style="list-style-type: none"> Develop decision-making flowcharts to guide effective communication with parents and clients. Create tools and resources to support clear, consistent messaging. Design training modules to enhance staff communication skills. Implement professional development opportunities focused on effective communication. 	Families/clients will: <ul style="list-style-type: none"> Experience clearer and more consistent and timely communication from staff. Benefit from improved coordination between staff, families, and support services. Feel more informed and engaged in their educational experience. 	The Organization will show progress by: <ul style="list-style-type: none"> Ensuring clearer and more consistent communication from staff. Improving response times and support for students' needs and concerns. Strengthening coordination between staff, parents, and support services. 	The Organization has demonstrated progress by: <ul style="list-style-type: none">
GOAL: COLLABORATE WITH SPEAC TO DEVELOP A DIGITAL DISTRICT HANDBOOK, ENHANCING ACCESSIBILITY TO GENERAL INFORMATION AND SYSTEM NAVIGATION FOR FAMILIES. E1-2 (PB)			
Staff Will: <ul style="list-style-type: none"> Work with SPEAC to identify key information for the District Parent Handbook. Develop clear, user-friendly content to enhance accessibility and navigation. Design and structure the handbook to align with district communication standards. Ensure the handbook provides guidance on accessing district resources and services. 	Families will: <ul style="list-style-type: none"> Have easy access to a comprehensive digital District Parent Handbook. Find clear and user-friendly information to navigate district resources and services. Receive guidance on key processes and supports available within the district. Feel more informed and empowered to engage with their child's education. 	The Organization will show progress by: <ul style="list-style-type: none"> Providing families with a clear, accessible digital District Parent Handbook. Improving access to essential district information and resources. Enhancing family engagement through better guidance and communication. 	The Organization has demonstrated progress by: <ul style="list-style-type: none">
GOAL: ESTABLISH SUPPORTS AND PROCESSES THAT EMPOWER ALL STAFF TO DELIVER STUDENT AND FAMILY-CENTERED SERVICE, FOSTERING RESPECTFUL, SUPPORTIVE, AND WELL-BEING-FOCUSED INTERACTIONS WITH STUDENTS, FAMILIES, COLLEAGUES, AND THE COMMUNITY. E3 (DD, PB)			
Staff Will: <ul style="list-style-type: none"> Analyze attendance data to identify priority areas. Engage students and families in ongoing conversations about improving attendance. Develop protocols to support improved attendance across all schools. Expand secondary program supports such as the grade 9 cohort model. Implement secondary blended learning models that foster belonging, voice, and choice. 	Students will: <ul style="list-style-type: none"> Feel welcomed and supported through school efforts to encourage attendance. Develop a stronger sense of belonging. Attend class more consistently. Experience smoother grade-to-grade transitions and greater academic success. 	The Organization will show progress by: <ul style="list-style-type: none"> Improving attendance, with a focus on priority learner groups. Improving a sense of belonging as reflected student learning survey data. Expanding blended learning programming options for students in secondary schools. 	The Organization has demonstrated progress by: <ul style="list-style-type: none">
GOAL: ADVANCE INITIATIVES IN BELONGING, EQUITY AND ACCESSIBILITY TO CULTIVATE A WELCOMING AND INCLUSIVE COMMUNITY. E2-3 (MB, DD)			
Staff Will:	Students will:	The Organization will show progress by:	The Organization has demonstrated progress by:

<ul style="list-style-type: none"> • Foster inclusive practices that create a sense of belonging for all students and colleagues. • Engage in professional learning to deepen understanding of equity, accessibility, and cultural responsiveness. • Identify and address barriers to participation and success for students and staff. • Collaborate across departments to embed equity and accessibility into policies, programs, and daily practices. 	<ul style="list-style-type: none"> • Feel valued, seen, and supported in a school community that prioritizes belonging and inclusivity. • Experience equitable access to opportunities, resources, and learning environments that meet diverse needs. • Develop respect and understanding for diverse perspectives through an inclusive school culture. 	<ul style="list-style-type: none"> • Embedding equity and accessibility into strategic planning, policies, and decision-making. • Tracking and addressing barriers to participation, engagement, and success for all students and staff. • Providing targeted training and resources to build staff capacity in inclusive practices. • Enhancing representation and voice by engaging diverse perspectives in decision-making. • Creating welcoming environments through inclusive design, accessible resources, and culturally responsive initiatives. 	<ul style="list-style-type: none"> •
<p>GOAL: COLLABORATE WITH THE MEMBERSHIP OF THE INDIGENOUS EDUCATION COUNCIL (IEC) TO BUILD GOVERNANCE CONNECTIONS BETWEEN THE BOARD OF EDUCATION AND THE IEC AND BY EXTENSION, DISTRICT STAFF COLLABORATE WITH THE IEC TO FORMALIZE PROCESSES TO ALLOCATE TARGETED RESOURCES FOR THE NA'TSA'MAHT INDIGENOUS EDUCATION DEPARTMENT AS PER BILL 40. E2-3 (PB, MB)</p>			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Support the land-based nations with decision-making in relation to: <ul style="list-style-type: none"> ○ School of Choice ○ Model the Learning Enhancement Agreement ○ Support the land-based Nations in establishing governance structures within the IEC • Develop formal processes for the review and formal approval of Special Purpose Funds (SPF) targeted dollars for Indigenous Education. • Develop a formal process for the IEC's involvement in the decision-making for Leadership positions for the Na'tsa'maht Indigenous Education Department. 	<p>Students will:</p> <ul style="list-style-type: none"> • Experience a district with a significant commitment to honouring and respecting Indigenous cultures, histories, and worldviews. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Evidence of collaboration with the Nations. • Identify the school of choice for Sc'ianew Nation, T'Sou-ke Nation, Pacheedaht Nation. • Identify & Review the Sc'ianew Nation, T'Sou-ke Nation, Pacheedaht Nations Individual LEAs as desired by each Nation. • The IEC annually reviews and refines a Terms of Reference in alignment with Bill 40 legislation including structures that address local matters and context. • Improved District-level consultation processes with the Nations. • Consult & co-create district-wide Indigenous Learning Day program and learning intentions. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> •

OPERATIONAL PLAN 2025-2026 DELIVERABLES AND METRICS: GROWTH

STAFF WILL	STUDENTS WILL	MEASURES	PROGRESS & EVIDENCE
<p>GOAL: EXECUTE HR ACTIONS THAT SUPPORT INDIGENOUS EDUCATION COUNCIL PRIORITIES AND LOCAL EDUCATION AGREEMENTS (LEAS) TO ENHANCE INDIGENOUS STUDENT SUCCESS AND STRENGTHEN RELATIONSHIPS WITH INDIGENOUS COMMUNITIES. G2, G4 (FH)</p>			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Prioritize recruitment, hiring, and retention strategies that support Indigenous representation in the workforce. • Engage in professional learning to deepen understanding of Indigenous Education Council priorities and Local Education Agreements. • Foster collaborative partnerships with Indigenous communities to ensure HR practices align with their priorities. • Ensure equitable access to opportunities for Indigenous staff and students through intentional HR policies and practices. • Complete and submit a Special Program application to the BCOHRC. 	<p>Students will:</p> <ul style="list-style-type: none"> • Benefit from a more inclusive and representative learning environment, supported by staff who understand and respect Indigenous perspectives. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Increasing Indigenous representation in staffing at all levels. • Aligning HR policies and practices with Indigenous Education Council priorities and LEAs. • Tracking and reporting on HR actions that support Indigenous recruitment, retention, and professional development. • Strengthening partnerships with Indigenous communities through ongoing engagement and collaboration. • Securing an approved Special Program. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> •
<p>GOAL: BUILD LEADERSHIP CAPACITY TO ENHANCE LABOUR RELATIONS, COMMUNICATIONS, AND FINANCIAL LITERACY, STRENGTHENING ORGANIZATIONAL OPERATIONS AND SUPPORTING SYSTEM-WIDE SUCCESS. G4 (PB, FH, BJ)</p>			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Develop leadership and strategy skills in labour relations, communications, and financial literacy to enhance decision-making and operational effectiveness. • Foster collaboration across departments to improve transparency, efficiency, and alignment with system-wide goals. 	<p>Students will:</p> <ul style="list-style-type: none"> • Benefit from a more predictable, well-managed system, where strong leadership supports effective resource allocation and student-centered decision-making. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Increasing leadership capacity in key operational areas, demonstrated through improved decision-making and problem-solving. • Enhancing financial accountability and strategic resource management to support system priorities. • Improving communication and transparency, fostering stronger relationships across departments and audiences. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> •

<ul style="list-style-type: none"> Apply financial literacy skills to ensure responsible resource management and long-term sustainability. Strengthen communication strategies to build trust and clarity within the organization and with partners. 		<ul style="list-style-type: none"> Strengthening labour relations, creating a more collaborative and productive work environment. Developing a structured training calendar that incorporates diverse learning methodologies to engage leaders in meaningful and effective ways. 	
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GOAL: CONTINUE TO LEVERAGE TECHNOLOGIES TO ENHANCE OPERATIONAL EFFICIENCY, STREAMLINE PROCESSES, AND SUPPORT THE DISTRICT’S ABILITY TO MEET THE EVOLVING NEEDS OF ITS GROWING COMMUNITIES. G1-3 (FH, BJ)

<p>Staff Will:</p> <ul style="list-style-type: none"> Adopt and utilize technologies to improve efficiency in recruitment, onboarding, and workforce management. Engage in training and professional development to effectively use new digital HR/Finance systems and tools. Leverage data-driven insights to support workforce planning and decision-making. Enhance communication and accessibility of HR/Finance services through digital solutions. 	<p>Students will:</p> <ul style="list-style-type: none"> Benefit from a more responsive and well-supported workforce, ensuring continuity and quality of services. Experience improved hiring and staffing processes, leading to greater consistency in classroom instruction and support services. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Implementing and optimizing HR/Finance technologies to streamline administrative processes and enhance service delivery. Improving workforce planning and resource allocation through real-time data and analytics. Enhancing user experience for employees with more efficient, accessible HR/Finance systems. Reducing administrative burden on staff by automating repetitive tasks and improving workflow integration. Providing ongoing training and support to ensure staff can fully utilize HR/Finance technologies effectively. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none">
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GOAL: ADVANCE INITIATIVES TO MEET 2030 CLEANBC CLIMATE TARGETS AND IMPLEMENT SUSTAINABILITY BEST PRACTICES. G1, 5 (BJ, DS)

<p>Staff Will:</p> <ul style="list-style-type: none"> Recruit and onboard an energy manager in alignment with policy F-201 (Energy Management) (\$). Develop an internal energy management practice to optimize energy usage in buildings and by their systems. Review and analyze data to inform and develop options and recommendations for future enhancement of energy savings and greenhouse gas emissions reductions. Maintain best practices for sustainable waste management. Develop a strategy and implementation plan for white fleet renewal, targeting 20% of the fleet being electric or PHEV by 2035. Provide recommendations for the district to become its own fuel supplier and transition to B100 fuel for buses, including exploring fuel supply and refueling with partners. 	<p>Students will:</p> <ul style="list-style-type: none"> Engage in sustainability initiatives and energy conservation practices in schools. Participate in waste reduction programs such as recycling, composting, and responsible consumption. Contribute to school-based sustainability teams and leadership initiatives that promote environmental stewardship. Support active and sustainable transportation options such as walking, biking, or carpooling. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Tracking and reporting energy consumption reductions and efficiency improvements across district facilities. Implementing and monitoring sustainability best practices in waste management and emissions reductions. Evaluating and adjusting policies and programs based on data analysis and energy performance reviews. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none">
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GOAL: DEVELOP AN INFORMATION TECHNOLOGY ROAD MAP TO SUPPORT RELIABLE AND RESILIENT SERVICES AND TECHNOLOGY DEPLOYMENT. G2-4 (BJ, FH)

<p>Staff Will:</p> <ul style="list-style-type: none"> Review infrastructure and digital services to develop strategies to support reliability and eliminate redundancy. Develop a plan for centralized lifecycle management of all district and school-based digital devices, including procurement, deployment, and retirement. Develop a technology and digital solutions multi-year investment plan that smooths investments over time. Ensure cybersecurity measures are integrated to protect district assets and information, including recommendations from the 2025 cybersecurity audit. 	<p>Students will:</p> <ul style="list-style-type: none"> Utilize district-provided digital tools and platforms responsibly to enhance learning and collaboration. Engage in opportunities to provide feedback on digital services and technology enhancements that support student learning. Follow cybersecurity best practices when accessing digital resources, including safeguarding personal information and recognizing online threats. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Establishing and maintaining a centralized inventory and lifecycle management system for all district and school-based devices. Enhancing system reliability and redundancy through infrastructure upgrades and digital service improvements. Strengthening cybersecurity through policy updates, security audits, and implementation of best practices. Demonstrating measurable improvements in cybersecurity awareness and compliance through mandatory staff training. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none">
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GOAL: ENHANCE FINANCIAL CONTROLS AND RISK MANAGEMENT THROUGH THE REVIEW AND REVISION OF POLICIES, PROCEDURES AND PRACTICE. G2 (BJ, FH)

<p>Staff Will:</p> <ul style="list-style-type: none"> Onboard permanent human resource capacity to advance internal review requirements as per board policy F-331 (Internal Audit). Develop and implement an internal controls risk analysis and review with recommendations on areas of focus. 	<p>Students will:</p> <ul style="list-style-type: none"> Contribute to school-based initiatives that emphasize financial responsibility and ethical decision-making in resource allocation. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Strengthening financial governance through the implementation of revised policies, procedures, and best practices. Enhancing risk management capabilities through an internal controls risk analysis and targeted action plans. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none">
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<ul style="list-style-type: none"> Recommend amendments to policy, procedures, and practices for executive and board approval where appropriate. 		<ul style="list-style-type: none"> Demonstrating improved financial controls and risk mitigation strategies through measurable outcomes and board-approved recommendations. 	
GOAL: ADVANCE DEVELOPMENT AND IMPLEMENTATION OF A PROGRAM AND SERVICES REVIEW FRAMEWORK TO SUPPORT RESILIENCY AND SUSTAINABILITY IN THE CONTEXT OF CONTINUED GROWTH. G1-5 (BJ)			
<p>Staff Will:</p> <ul style="list-style-type: none"> Develop the program review process for implementation and identify priority areas of focus. Launch the program review implementation plan, including scope and sequence over the four-year term of the strategic plan. Conduct a jurisdictional scan and develop recommendations for digital tools to improve services, maximize efficiency, and modernize reporting. 	<p>Students will:</p> <ul style="list-style-type: none"> Provide input on programs and services to ensure they align with student needs and enhance learning experiences. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Establishing and executing a structured program review framework with clearly defined priority areas. Implementing a phased program review plan aligned with the four-year strategic plan timeline. 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none">
GOAL: ADVANCE MAJOR AND MINOR CAPITAL PROJECTS TO SUPPORT DISTRICT GROWTH AND EFFECTIVE ASSET MANAGEMENT, REHABILITATION AND MAINTENANCE. G1-3, 5 (BJ)			
<p>Staff Will:</p> <ul style="list-style-type: none"> Design efficient and inclusive new schools prioritizing function while meeting Ministry Area Standards and Simplified Design Guidelines. Develop standardized spaces and maximize prefabricated components within renovations, expansions, and new builds. Use data and the VFA tool to prioritize investments based on the facility condition index and manage buildings and their systems proactively. Execute required certificates of approvals and obtain Board approval for necessary capital by-laws. Explore and leverage partnerships to support and/or augment capital projects where possible. 	<p>Students Will:</p> <ul style="list-style-type: none"> Learn in well-designed, inclusive, and functional learning environments that support accessibility and diverse learning needs. Provide feedback on school spaces and facilities through student engagement opportunities. Experience minimal disruptions to learning due to proactive facility maintenance and improvements. 	<p>The Organization Will Show Progress By:</p> <ul style="list-style-type: none"> Designing and constructing schools that align with Ministry standards while prioritizing functionality and inclusivity. Implementing standardized and cost-effective renovations, expansions, and new builds using prefabricated components where feasible. Utilizing data-driven decision-making through the VFA tool to allocate resources effectively and maintain facilities proactively. Securing necessary approvals and funding for capital projects to ensure timely execution. Building strategic partnerships to enhance capital projects and maximize resources. Demonstrating measurable improvements in facility conditions, functionality, and capacity to support district growth. 	<p>The Organization Has Demonstrated Progress By:</p> <ul style="list-style-type: none">

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

June 24, 2025

Draft revised Policy and Regulations C-111 "International Education and Non-Resident Students" are now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-111 "International Education and Non-Resident Students".

School District #62 (Sooke)

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

SCHOOL BOARD POLICY

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

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

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

Statutory Reference:

British Columbia *School Act*, Sections 74 and 82

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

Policy Reference:

C-112 "Ordinarily Resident"

School District #62 (Sooke)

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

ADMINISTRATIVE REGULATIONS

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

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

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

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

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

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

1. Foreign Students

~~1.1 The Board will normally enroll in district schools those foreign students whose parents possess the right to enter and remain in Canada on a work permit or temporary visa, pursuant to the provisions of the *Immigration and Refugee Protection Act*.~~

~~1.2 In the case of an acceptable student application, the Superintendent of Schools or designate will provide the necessary documentation requested by Citizenship and Immigration Canada to enable a foreign student to obtain a study permit.~~

~~1.3 Non-resident foreign students or their parents/guardians requesting letters of admission to school from a school principal shall be advised of Board policy and referred to the Superintendent of Schools or designate. The Superintendent or designate has the sole authority to authorize the acceptance and registration of non-resident Canadian students living outside Canada and non-Canadian students. Only after meeting the necessary requirements, including a letter of acceptance or permit by Citizenship and Immigration Canada (CIC), may Principals enroll such students.~~

1. International Students

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

2. Non-Resident Canadian Students

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

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

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

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

4. Age Qualification

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

5. Placement Conditions

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

6. **Host Families**

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

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

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

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

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

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

7.1 The number of International students in the District will not exceed 5% of the total student population.

~~7.2 The number of International students in the District's elementary schools will not exceed 1% of the total elementary school population.~~

~~7.3 The maximum number of International students who require ELL support should not exceed 2 per class for elementary schools.~~

~~7.4 Students will be individually assessed for ELL support. Support provided will be appropriate to student need.~~

8 **Fees**

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

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

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

Fees include:

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

9 **Refunds:**

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

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

- ~~9.2 If a student cancels before the program begins, two thirds of the student's School Fee is refundable.~~
- ~~9.3 If a student leaves the program within the first calendar month of beginning, half of the student's School Fee is refundable.~~
- ~~9.4 After the first calendar month OR in the event of being required to leave the program because of faulty documents, failure to obey program rules, or being charged with a criminal act in Canada, no refund is provided. No refund of the homestay fee for the current month is made if the student is dismissed from or chooses to leave the program.~~
- ~~9.5 The Sooke School District is not liable for losses/expenses that may incur as a result of the District being unable to provide education owing to labour disputes, inclement weather conditions or causes beyond its control. If the student's educational needs are greater than disclosed in the application, the District reserves the right to charge for extra support if such support is available. Any inaccuracy in the application submission is grounds for the District to terminate the agreement and send the student home without refund and at the parent's own expense.~~

10. **Violation of Program Rules**

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

11. Short Term Programs

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

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

12. Custodianship

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

13. Medical Insurance

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

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

June 24, 2025

Draft revised Policy and Regulations C-112 "Ordinarily Resident" are now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-112 "Ordinarily Resident".

School District #62 (Sooke)

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

SCHOOL BOARD POLICY

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

Statutory Reference:

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

Policy Reference:

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

School District #62 (Sooke)

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

ADMINISTRATIVE REGULATIONSDefinitions:

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

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

Requirements:

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

Documentation:

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

2. Valid Passport

b. Residency:

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

c. Guardianship:

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

d. Citizenship or Immigration Status:

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



Board Information Note

Public Board Meeting

June 24, 2025

Agenda Item 10.1 – Cross Border Safety

Background

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

Board Motion

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

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

Response

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

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



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

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

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

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

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

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

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



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

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

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

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

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



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

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

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

Respectfully Submitted by:

D'Arcy Deacon
Associate Superintendent

References:

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

Public Board Meeting

June 24, 2025

Agenda Item 11.2 – BCSTA Trustee Leadership Program

Background

At the April 22, 2025, board meeting, the following motion was CARRIED:

MOVED Cendra Beaton/Ebony Logins

That the Board of Education of School District 62 (Sooke) direct staff to investigate the cost and schedule of the BCSTA Trustee Leadership Program for all trustees to participate in, which is designed to enhance the governance skills of trustees through a focus on good governance, theory, and practices, and report back to the Board.

In consultation with BCSTA CEO Trevor Davies, it was confirmed that the initial BCSTA Trustee Leadership courses on governance were under development with an anticipated completion for June. The courses were being developed as 2, 90-minute modules that could be delivered in a single day in an AM/PM format or separately on different days. Considering the Board's June calendar, BCSTA was requested to provide options in August that could align with the Board's planned August Retreat.

A Doodle Poll was sent on June 9th and closed June 17th asking Trustees to indicate their availability for a session on August 27th or 28th reflecting the dates of BCSTA facilitator(s) availability in August. The poll received 3 responses. Trustees have since requested additional dates for consideration in September.

The BCSTA facilitators have now provided their availability for September, the evenings of September 4, 8, 9, 10, 11 or 15. A doodle poll will be sent in the coming week to determine whether one of the dates will work for all interested trustees. Should none of the September dates work, staff will request October dates from BCSTA.

Facilitator time for the session is covered by BCSTA with the District required to pay for travel and per diem costs. These costs are estimated to be no more than \$2,500 and include ferry, hotel (2 nights), per diem and mileage for two facilitators and assume the facilitators travel separately to ensure we account for the maximum financial commitment to the session.

It should be noted that this session is being organized in advance of Trustees completing a survey identifying professional learning priorities based on recommendations from the Holloway Group's "Board of Education – School District 62 (Sooke) Assessment Final Report – Findings and



Recommendations". The proposed session will be integrated into the professional learning plan for the Board that staff will develop as directed via motion at the closed special meeting of June 17, 2025.

Next Steps

Motion Requested: That the Board of Education of School District 62 (Sooke) schedule the BCSTA to deliver the pilot learning module(s) on board governance no later than October 31, 2025, with an approved budget of \$2,500 to support travel and per diem costs of the facilitators.

Respectfully Submitted by: Paul Block, Superintendent/CEO



Font Colour Legend:

Blue – Education Policy

Green – Resources

Red – Ad Hoc/District Partners

Black – Board of Education

Board of Education 2024-25

90 Day Work Plan Summary

July-September 2025

Action	July	August	September
Approve	- Board office closed Jul 14-Aug 18	- Board Office opens Aug 18	- <i>Annual Reports (for approval):</i> <ul style="list-style-type: none"> - Enhancing Student Learning Report - Audit Committee Report - Financial Statements - Annual BoE Work Plan & Board/Committee meetings calendar
Review		- Estimated Enrolment Update	- <i>Annual Reports (for review):</i> <ul style="list-style-type: none"> - Strategic Plan - Exec Compensation Disclosure - District Operations Report - Enrolment Update report - Minor & Major Capital Summer Work - Annual District Communications Plan Superintendent Growth Plan
Scheduled		- Board Meeting Aug 26	
Engage		- MLAs Visits (they initiate at their discretion) - Board Learning Series	- Welcome back Message to the system Chair to families on behalf of the Board (1 st day of school). - Municipal Partner Meetings for ST/CAO of Colwood/Langford/Sooke, TBD) - Board Learning Series

Board Information Note Public Board Meeting June 24, 2025

Agenda Item 13.1: Superintendent's Update

LEARNING

Athletic Achievement Round-Up

Belmont Secondary captured the title of Boys Provincial Champions in Rugby 7s held in Abbotsford. The team demonstrated athleticism, teamwork, and determination throughout the season, earning top honours in the Province. This achievement is a testament to the hard work of the players, coaches, and the entire Belmont rugby program.

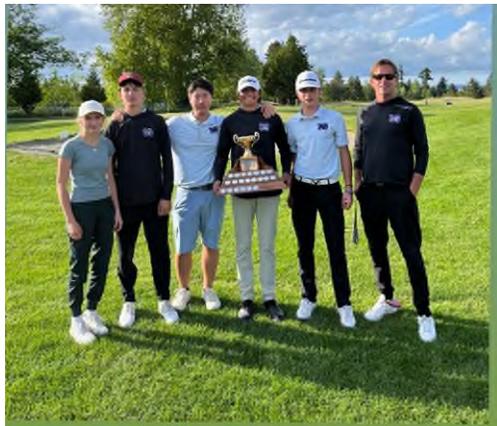


The Centre Mountain Lellum Middle School Girls Rugby team won the City Championships for the 2nd year in a row.





The Royal Bay Golf Academy team won the Vancouver Island Golf Championships in Parksville last month, earning them a spot in Provincials. In the BC High School Provincials, the team placed 7th overall, an impressive finish for an academy that continues to grow in popularity.



Ava, a Grade 12 student at EMCS, represented her school in the javelin event at Provincials. With an outstanding throw of 40.74 metres, she earned a silver medal. Ava entered the competition ranked third in Canada—an incredible achievement and a testament to her talent and hard work.



Scholarship Estimates for Graduating Students

While many scholarships are not formally announced until final grades are submitted or post-secondary entrance awards are confirmed, we are pleased to share that, to date, our graduating students have already been awarded more than \$550,000 in scholarships and bursaries.

Estimated Totals (as of now):



- Edward Milne Community School: \$117,000
- Belmont Secondary: \$130,000
- Westshore Secondary: \$3,000
- District-Administered Awards: \$145,002
- Royal Bay Secondary: \$155,975

We extend our congratulations to all students for their hard work and achievements.

Spencer Middle Students Lead Local Ecosystem Restoration



In partnership with the Peninsula Streams Society and the City of Langford, students from Spencer Middle School have been actively restoring the forested area adjacent to their school. Through the removal of invasive species and hands-on learning about local ecosystems, students are developing a deeper understanding of environmental stewardship. This work was made possible through a grant from the Our Canada Society.

In addition to the physical restoration efforts, students collaborated with the Curriculum Transformation Department and math consultant Nikki Lineham to co-develop culturally responsive mathematics lessons. These lessons integrate the First Peoples Principles of Learning and restoration-based themes, creating meaningful cross-curricular connections.

Led by educators Camilla Birtwistle, Gina Capretta, and Anna Serdyukov, this project strengthens students' relationships with the land and culture, while actively supporting the work of Truth and Reconciliation.



Field Trip Season: A Collective Effort Worth Celebrating

This is an incredibly busy time of year for students, staff, and families—especially when it comes to field trips. Throughout June, students are on the move across Vancouver Island and the mainland, taking part in a wide range of year-end experiences.

I want to take a moment to acknowledge the tremendous effort of staff who organize and supervise these trips, as well as the vital support of school PACs, many of whom help fund or offset the costs. A special thank you also goes to our Transportation Department and bus drivers, who take on the increased demand with professionalism and care.

To give you a sense of the scale: over 200 field trips took place last Tuesday and Wednesday alone. Hats off to everyone who helps make these adventures safe, meaningful, and memorable for our students.

ENGAGEMENT

Lemon-Aid Stand Returns to École Millstream



For the second year in a row, students and staff at École Millstream organized their annual Lemon-Aid Stand fundraiser—combining community spirit, student leadership, and civic engagement.

The event raised \$1100 for wildfire prevention and recovery efforts, supporting the Canadian Wildfire Fund through the Red Cross, the BC Firefighters' Burn Fund, and, new this year, United Way British Columbia. Proceeds help support those impacted by wildfires and contribute to broader emergency preparedness initiatives.



Langford Fire Rescue and FireSmart BC were on site to share wildfire prevention education, and students and families enjoyed tours of fire trucks as part of the interactive learning experience.

Thank you to the community for coming out to support our students and for encouraging their growing sense of advocacy and civic responsibility.

Local Education Agreement Signed with Pacheedaht First Nation



I'm pleased to share that the Sooke School District and Pacheedaht First Nation have officially signed a Local Education Agreement (LEA) this month in Pacheedaht territory. A Local Education Agreement is a formal partnership between a First Nation and a school district that outlines shared commitments, responsibilities, and funding arrangements for the education of First Nation students.

This agreement is an important step forward in ensuring that Pacheedaht First Nation has a strong and meaningful voice in shaping the educational experiences of their children. It reflects our shared commitment to student success and our responsibility to work in partnership to support culturally responsive, inclusive, and high-quality education for all students.

Tour of SĆIΛNEW STEŁIT̓KEŁ Elementary School with Local MLAs

Later this week, the Board, along with Secretary-Treasurer Brian Jonker and myself, will be touring SĆIΛNEW STEŁIT̓KEŁ Elementary School with MLA Ravi Parmar (Langford–Juan de Fuca) and MLA Darlene Rotchford (Esquimalt–Colwood). This will be MLA Rotchford's first opportunity to see the project, and MLA Parmar's third visit—though much progress has been made since his last tour. We're excited to showcase the final touches as the school nears completion.



FLOURISH! School Food Society Summer Markets for Families

The importance of our schools as social supports for families cannot be understated. As families continue to grapple with affordability, we know that food security support offered at school is vital. We are incredibly grateful to the Ministry of Education and Child Care for funding to help us take care of families, in addition to the incredible support we receive from our partners like the Mustard Seed, Soap for Hope, Flourish! School Food Society, Backpack Buddies, Breakfast Club of Canada, Kids Klub, the Sooke Food Bank

Over the summer months, Flourish! will be hosting family food markets, fresh food offerings for families to take home and enjoy, no questions asked, no qualifications required, all for free. With support from the Food Share Network and generous community donors, these markets will have foods like carrots, lettuce, potatoes, bread, berries and more.

Edward Milne Community School

Mondays from 11-2

July - 7, 14, 21, 28

August - 11, 18

Royal Bay Secondary School

Tuesdays from 11-2

July - 2, 8, 15, 22, 29

August - 5, 12, 19

Belmont Secondary School

Wednesdays from 11-2

July - 9, 16, 23, 30

August - 6, 13, 20

Savory Elementary School

Thursdays from 11-2

July - 3, 10, 17, 24, 31

August - 7, 14, 21



EQUITY IN ACTION YEAR END REPORT 2024/25 School Year

The *Equity in Action Project* represents the Ministry of Education and school districts' enduring commitment to dismantling systemic barriers that impact Indigenous student success. Grounded in principles of equity of opportunity and a co-constructive approach, this initiative encourages a comprehensive review of educational practices and policies that may hinder the progress of Indigenous learners within British Columbia's public education system.

Now in its seventh year, the *Equity in Action* journey in the Sooke School District continues to evolve. Staff across schools and departments have reflected on the educational experiences of Indigenous learners, developing and implementing strategic, actionable goals to create the conditions for student success.

During the 2024–25 school year, school teams revisited and refined their goals and actions related to the Learning Environment, Pedagogical Core, and Learning Profile. In doing so, they explored how a distinctions-based approach and participation in *Pathway to Graduation Circles* can further support and celebrate individual learners. At the District Office, efforts have focused on honoring the implementation of Bill 40 by establishing the Indigenous Education Council, strengthening relationships with local rightsholders, and advancing initiatives aligned with the Policy & Governance pillar.

The *Equity in Action 2024–25 Report* compiles celebrations, insights and goals from schools and departments across the district. It highlights key initiatives, shares promising practices, and provides thoughtful considerations to guide the next phase of this important work in the 2025–26 school year.

We extend our sincere gratitude to members of the Elder Advisory Consultation Circle, whose guidance has been instrumental in shaping school and district initiatives. Their voices ensure authenticity and alignment with the perspectives of local First Nation rightsholders.

A link to the full report: [Equity in Action - 2024/2025](#)

GROWTH

Major Capital Updates

The final version of the business case for North Langford Secondary has been submitted to the Ministry of Infrastructure for review and consideration.



Work is underway at Hans Helgesen Elementary, with the playground and septic tank relocation project now in progress. The construction tender for the new child care centre closes on July 2, and we look forward to seeing that project take shape over the summer months.

Planning is underway for the 2025 summer portable moves in response to anticipated enrolment growth—particularly at the secondary level. As part of this plan, three portables will be relocated from Wishart Elementary to Royal Bay Secondary to help address ongoing capacity pressures. The recent catchment boundary changes, along with the opening of SCIANEW STELITKEŁ Elementary in September, have provided an opportunity to redistribute enrolment more effectively and better accommodate growth across our communities.

The Facilities Department has a number of asset rehabilitation projects planned for the summer and into the fall to support the upkeep and improvement of our schools and facilities. In addition to the routine maintenance that takes place over the summer months, the following projects are scheduled:

- Roofing project at Saseenos Elementary
- Parking lot upgrades at John Muir Elementary
- Exterior painting at École Poirier
- Interior painting at Savory Elementary
- Electrical and HVAC upgrades at John Muir Elementary
- Washroom renovations at Edward Milne Community School (EMCS)
- Installation of electric charging infrastructure at the Amy Road Depot
- HVAC upgrades at Belmont Secondary

These projects are part of our continued efforts to provide safe, functional, and welcoming learning environments across the district.