

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 **May 27, 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
May 27, 2025 – 7:00 p.m.**

AGENDA

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

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

2. AGENDA (page 2)

2.1 Call for amendments and additional items

Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of May 27, 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 April 22, 2025, as presented (or as amended).

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

5. EDUCATIONAL PRESENTATIONS

5.1 NA'TSA'MAHT Enhancement Agreement Report 2024-25 – Jon Carr/Marlys Denny (page 17)

6. INDIGENOUS EDUCATION COUNCIL – no report



7. CORRESPONDENCE & DELEGATIONS (page 38)

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 SCIANEW STELITKE Elementary.
- c. Email from Abortion Rights Coalition of Canada dated May 11, 2025 RE Safeguarding Sexual Education.

Motion Requested: 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.

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 Education Committee of the Whole - Meeting April 29, 2025 – Amanda Dowhy (page 42)

Motion Requested: 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.

8.2 Resources Committee – Meeting of May 13, 2025 – Christine Lervold (page 45)

Motion Requested: 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.

Motion Requested: 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.

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

9. EDUCATION PROGRAM

9.1 Education-Policy Committee – Meeting of May 6, 2025 – Amanda Dowhy (page 118)



Motion Requested: 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.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education Policy Committee meeting of May 6, 2025.

9.2 Rescind Policy and Regulations C-310 – Paul Block (page 164)

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to **RESCIND** Policy and Regulations C-310 “Student Behaviour”.

9.3 Adoption of District Policies and Regulations – Paul Block (page 169)

Motion Requested: 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”

10. STUDENTS

10.1 Report on Cross Border Safety – Allison Watson (page 190)

Motion Requested: 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.

11. FOUNDATIONS AND GOVERNANCE

- 11.1 Trustee Liaison Reports – Board of Education
- BCSTA AGM – Christine Lervold

12. ADMINISTRATION

12.1 Board of Education 90 Day Work Plan – Amanda Dowhy (page 192)



13. PERSONNEL

13.1 Superintendent's Report – Paul Block ([page 193](#))

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
- 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, Communications for response following the meeting.

17. ADJOURNMENT



**MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
April 22, 2025 – 7:00 p.m.**

TRUSTEES: Amanda Dowhy, Board Chair
Cendra Beaton
Christine Lervold
Trudy Spiller
Vacant, Vice Chair
Russ Chipps (online via MS Teams)
Ebony Logins (online via MS Teams)

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

REGRETS: Allison Watson, Trustee

SECRETARY: Jenny Seal

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

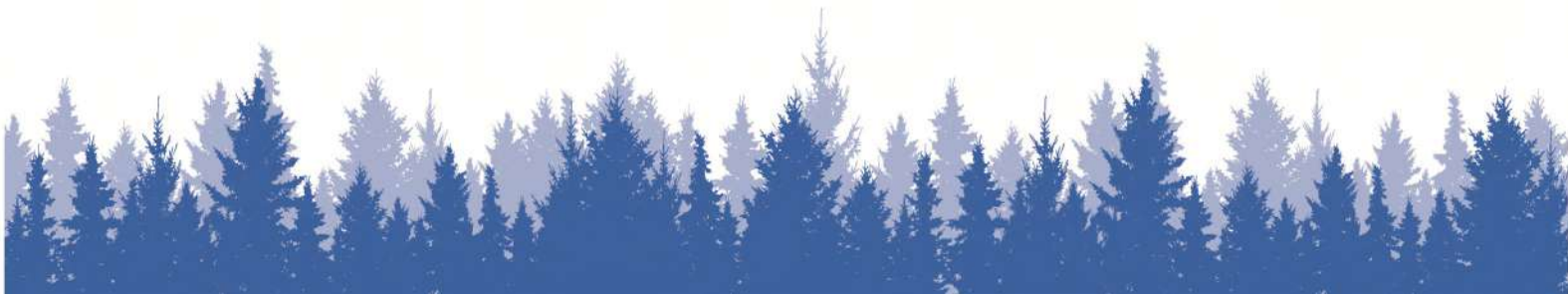
The meeting was called to order at 7:01 p.m. by the Board Chair who provided a territorial acknowledgment.

2. AGENDA

2.1 Call for amendments and additional items

66. MOVED Trudy Spiller/Christine Lervold
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of April 22, 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.

3. MINUTES

3.1 Call for amendments to minutes

67. MOVED Christine Lervold/Trudy Spiller
That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of March 11, 2025, as presented.
CARRIED

4. INFORMATION ITEMS AND ANNOUCEMENTS

4.1 Board Chair Update – Amanda Dowhy

The Board Chair wished the Victoria Grizzlies luck in game 3 of the playoffs.

On April 1st the Board met with Minister Beare, along with MLAs Ravi Parmar and Dana Lajeunesse. The meeting provided an opportunity for open dialogue to highlight challenges within the District.

The British Columbia School Trustees Association (BCSTA) Annual General Meeting (AGM) is this weekend with four trustees participating, along with the Superintendent and Secretary-Treasurer.

The Education Committee of the Whole meeting takes place April 29th providing opportunities for input towards the 2025/26 budget.

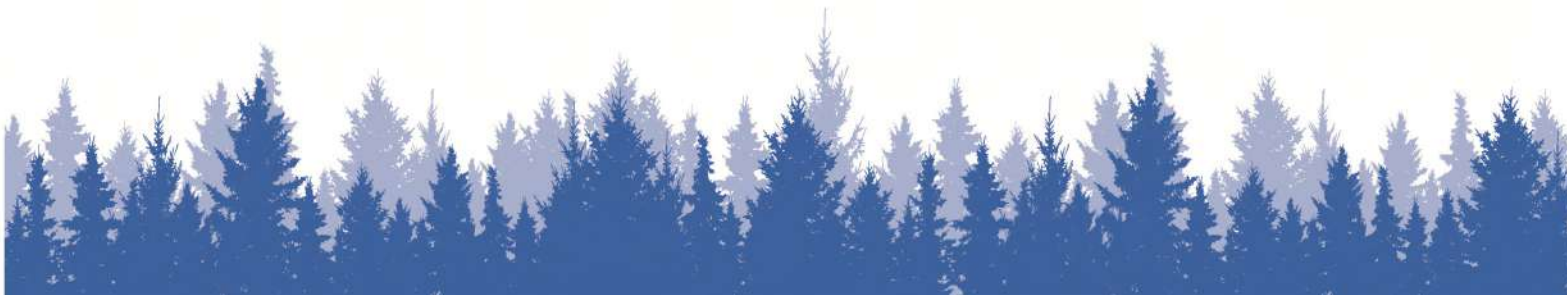
The Federal Election Day is April 28th from 7:00 am to 7:00 pm. It is disappointing to see continued division within our communities and an increase in racist actions. The Board Chair encouraged everyone to stand up for acceptance and inclusion, promoting a safe environment in our schools.

5. EDUCATIONAL PRESENTATIONS – no presentations

6. INDIGENOUS EDUCATION COUNCIL – no report

7. CORRESPONDENCE & DELEGATIONS

7.1 Correspondence



- a. Email from B. Sweezey dated March 11, 2025 RE Preventing Child Maltreatment
- b. Letter from Minister Beare dated March 26, 2025 RE Cybersecurity

68. MOVED Trudy Spiller/Russ Chipps
That the Board of Education of School District 62 (Sooke) receive the above noted correspondence as outlined in items 7.1a, and 7.1b.
CARRIED

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

SPEAC – Tom Davis

The SPEAC President listed upcoming events and highlighted the SPEAC Summit happening on May 12th to recognize school PACS. The final parent information night of the year is coming up on May 22nd. The topic is Lockdown and Hold & Secure. A delegation from the Board and Executive team will be going to the SPEAC AGM in May. Nominations are currently open for anyone wanting to join the SPEAC executive.

The Board expressed appreciation for the student presentations at French SPEAC and offered congratulations for the great job done by SPEAC on the parent information sessions offered throughout the year.

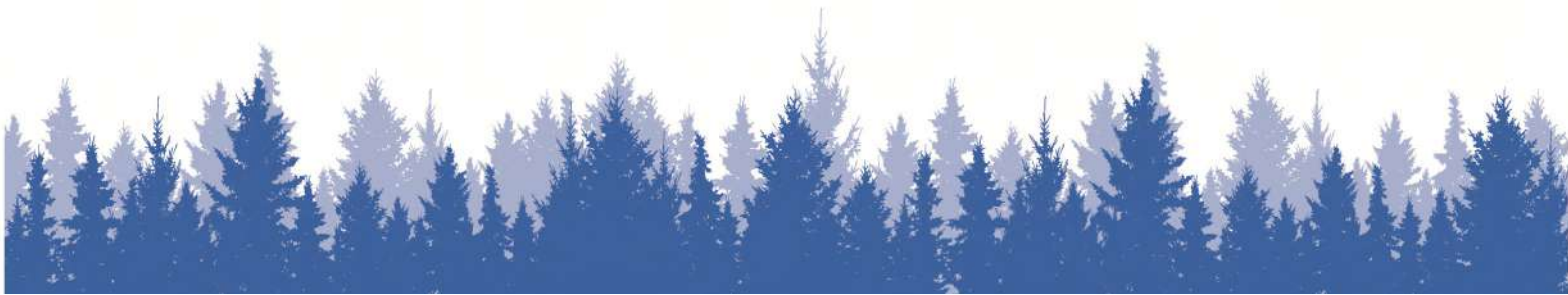
STA – Amanda Culver

The 2nd Vice-President of the STA shared information on professional development for STA members. The STA organizes three conferences each year. A variety of sessions are offered; recently a fossil hunt, Math Anxiety, By-stander Intervention Training, Tough Conversations, Social-emotional learning session through yoga, How to Teach Cricket, ADHD, Financial Literacy and Book Binding, to name a few. Positive feedback was received on the collaboration with Indigenous Elders during the April professional development session. Teachers dedicate their evenings and weekends to ensure they continue to learn.

A social justice themed book club has begun and has 20+ teachers participating.

Local bargaining wrapped up prior to March break and now provincial bargaining is underway. Fourteen teachers travelled to Vancouver for the BCTF AGM.

Spring staffing is underway and there is a sense of anxiety for teachers due to the higher layoff line and increased movement that comes with the opening of a new school.





The Board expressed appreciation for the great work being done by the STA and to Amanda Culver, for coming to present.

SPVPA – Lisa LeClerc

Lisa LeClerc shared a presentation with the theme of celebrating transitions and achievements. Some events included a Read and Ride event at Millstream attended by 29 families! Transition to middle and high school events are underway with middle school teams visiting elementary schools, concerts held to showcase band opportunities, and a course selection seminar, enabling students to teach their parents the process.

Congratulations to District finalists from Centre Mountain Lellum and Dunsmuir Middle Schools who participated in the Provincial Skills Canada Competition April 15th-16th on the mainland. The Spaghetti Bridge team placed 4th and Wind Turbines team placed 4th and 5th provincially!

Dunsmuir had two teams participating in the WSÁNEĆ Leadership Secondary Lahal invitational. Both teams made it to the finals with Team 1 taking home 3rd place!

Royal Bay Secondary Band is preparing to perform on an Alaskan Cruise, as one of the onboard entertainment options. Their Dry Grad Carnival is May 3rd, and the Golf Team is on track to be Provincial Champs.

Millstream's Spring Elementary concert is on Wednesday and Thursday evening this week.

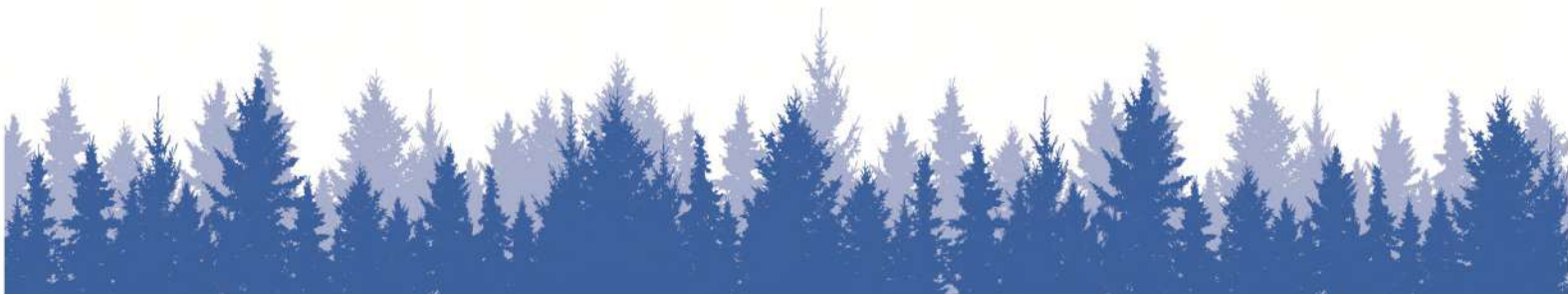
The Board expressed appreciation for the report and for the opportunities available through the Indigenous drumming group.

CUPE 459 – Amber Leonard

Amber Leonard read call to Action #50 – Equity for Aboriginal people in the legal system.

The CUPE President spoke of the employer's obligation to provide time for employees to cast their vote on election day. Women in Canada were denied the right to vote in parts of Canada as recent as 1951.

There is large growth in the District and that growth includes newcomers to Canada. CUPE is assisting with removing language barriers and encourages the District to continue to look at



ways of providing translation services.

The Board expressed appreciation for CUPE offering translation services and for reminding us of Call to Action #50. The recent passing of Pope Francis has resulted in renewed media coverage of the apology offered to Indigenous people for abuse suffered in residential schools. It was noted that reconciliation did not begin until the 1980's, which is why it is still ongoing today.

The Board acknowledged all the partner groups present. As leaders, each came to speak about resilience, inclusion, and perseverance, in an unprecedented time of multiple pressures.

7.3 Other Delegations – no reports

8. FINANCE, FACILITIES AND SERVICES

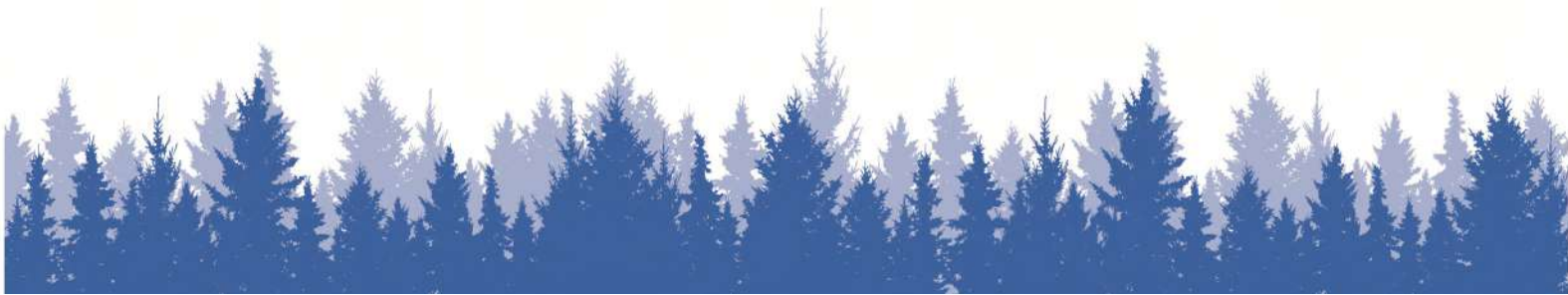
8.1 Resources Committee Meeting of April 8, 2025 – Christine Lervold

Amanda Dowhy sat as Acting Chair this month. Trustee Lervold provided an overview of the Resources Committee meeting. Discussion included the impact of tariffs on the budget.

- 69. MOVED Christine Lervold/Trudy Spiller
That the Board of Education of School District 62 (Sooke) allow all three readings of the Capital Plan Bylaw 2025/26-CPSD62-01 at its meeting of April 22, 2025.
CARRIED UNANIMOUSLY
- 70. MOVED Christine Lervold/Trudy Spiller
That the Board of Education of School District 62 (Sooke) give first, second and third readings of the Capital Plan Bylaw 2025/26-CPSD62-01.
CARRIED
- 71. MOVED Christine Lervold/Trudy Spiller
That the Board of Education of School District 62 (Sooke)
receive the report from the Resources Committee Meeting of April 8, 2025.
CARRIED

9. EDUCATION PROGRAM

- 9.1 Education-Policy Committee Meeting of April 1, 2025 – Amanda Dowhy
The Board Chair provided an overview of the Education-Policy meeting.



72. MOVED Amanda Dowhy/Christine Lervold
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy C-313 “Willful Damage and Theft of School Property”.
CARRIED

73. MOVED Amanda Dowhy/Trudy Spiller
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulation C-314 “Substance Use Prevention and Intervention”.
CARRIED

74. 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 April 1, 2025.
CARRIED

9.2 Adoption of Draft Revised Policy and Regulations C-309 and C-311 – Paul Block
The Superintendent summarized the level of feedback received on these policy revisions.

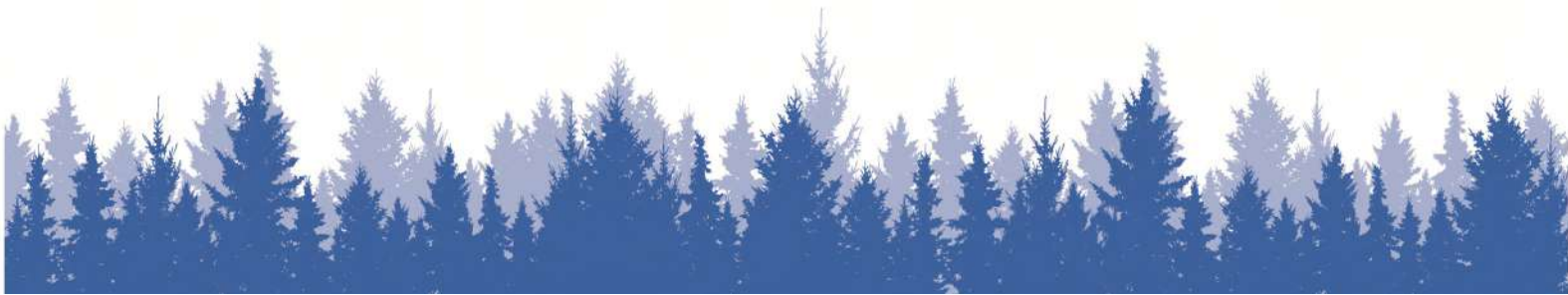
75. MOVED Christine Lervold/Trudy Spiller
Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt draft revised Policy and Regulations C-309 “District and School Codes of Conduct”.
CARRIED

76. MOVED Trudy Spiller/Russ Chipps
Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt draft revised Policy and Regulations C-311 “Student Attendance”.
CARRIED

10. STUDENTS

10.1 Pathway Change for David Cameron to Spencer – Paul Block

This process has been underway since June 2024. Centre Mountain Lellum has been overcapacity since its 2nd year of opening. Consequently, the District revised the pathway of students from David Cameron to Spencer. Communications and engagements with the





community around this change were listed. Parents are encouraged to email catch62@sd62.bc.ca with any questions. Catchment change formally takes place for 2025/26 school year.

11. FOUNDATIONS AND GOVERNANCE

11.1 Trustee Liaison Reports – Board of Education

- BCSTA Update – Christine Lervold

Trustee Lervold provided details about the upcoming BCSTA AGM happening this weekend.

77. MOVED Cendra Beaton/Ebony Logins

That the Board of Education of School District 62 (Sooke) mandates the chair to directly inform the BCSTA that the Board of Education requires the weighted ballot votes to be equally distributed among the following SD62 Trustees attending the 2025 BCSTA AGM: Allison Watson, Christine Lervold, Trudy Spiller, and Cendra Beaton.

CARRIED

Discussion on the above motion included rationale for the procedure above, rationale for use of the form created to collect responses, and how the voting was done at past AGMs.

11.2 Strategic Plan, Engagement Plan – Paul Block

In February, the Board passed the 2025-2029 Strategic plan. This motion addresses how the plan is to be communicated out. The Superintendent provided details of the proposed plan and the associated timeline which runs from May to late September, 2025.

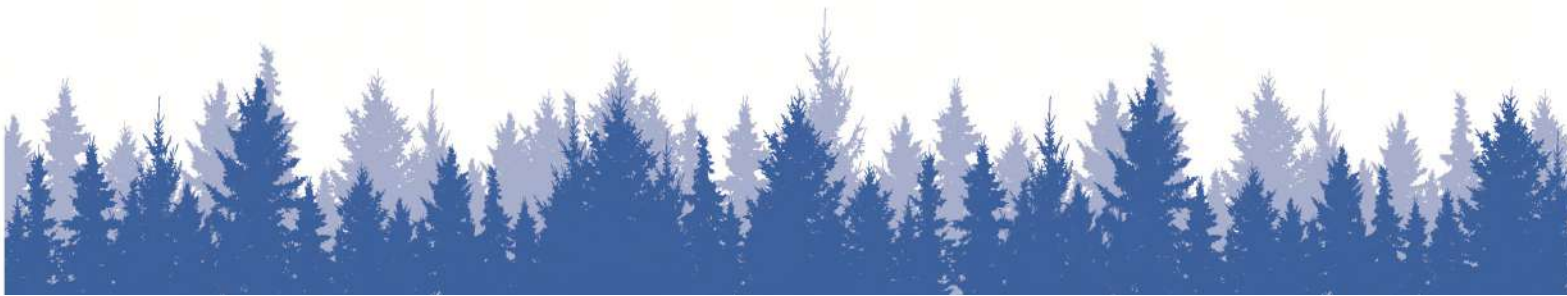
78. MOVED Christine Lervold/Trudy Spiller

That the Board of Education for School District 62 (Sooke) approve the District's 2025-2029 Strategic Plan, Engagement Plan as presented at the April 22nd, 2025 Board Meeting.

CARRIED

11.3 Trustee Enrolment in the BCSTA Leadership Program

Trustee Beaton highlighted the merits of the BCSTA Leadership Program. After discussion about the budget available for this program, the anticipated timeline and delivery method, the following amended motion was put forward.



79. **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.
CARRIED

The meeting was recessed at 9:02 and reconvened at 9:09 pm.

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

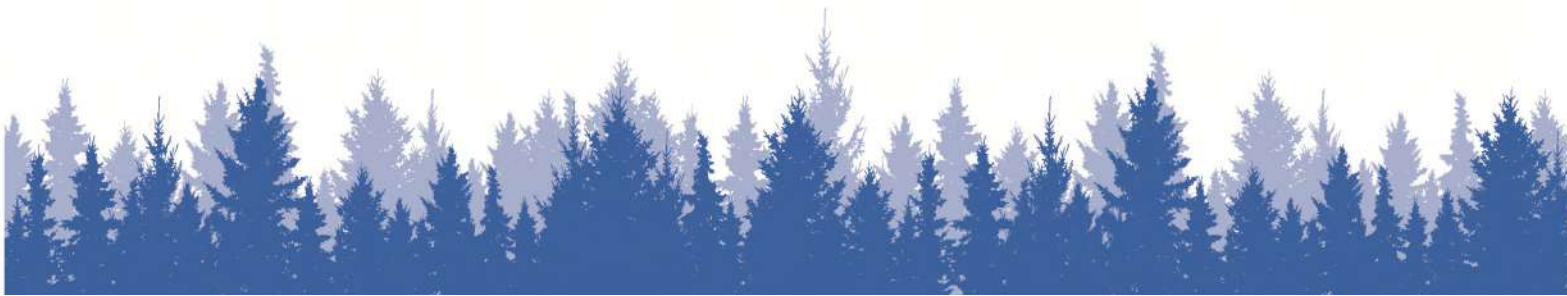
- 13.1 Superintendent's Report – Paul Block
The Superintendent congratulated the Dunsmuir Girls Volleyball team on their win at the City Championships in March.

Associate Superintendent D'Arcy Deacon spoke about the good leadership of Bruce Salinger and Brittany Simms throughout the Skills Canada Competition. Congratulations to all the students taking part in the Regionals. Three SD62 students will be heading to the Provincials next month, observed by a crowd of 5000 or more.

Associate Superintendent Dave Strange spoke to the work being done to get the District to a state of readiness in emergency release planning and gave a shout-out to Administrative Assistants in schools for their work keeping student contact information up-to-date.

Associate Superintendent D'Arcy Deacon attended the Empowering Women in STEM event on April 7th. The event was well attended and ran over the two hours of time allotted.

The Superintendent participated in Literacy Week at Wishart and commented on the tremendous job staff did in organizing this event.





Deputy Superintendent Monica Braniff attended an open house at PEXSISEN Elementary. Several community agencies attended and Flourish! Food program provided food tastings for everyone. The collaboration to put on this event was commended and a special shout-out went to Makayla Miller for putting together the detailed and inspiring art gallery.

The Deputy Superintendent attended the launch of the “Kiss and Go” parking lot at Ruth King. The drop off area increases the safety and flow of traffic. Thank you to the PAC for supporting the event and helping to cement awareness in the school community.

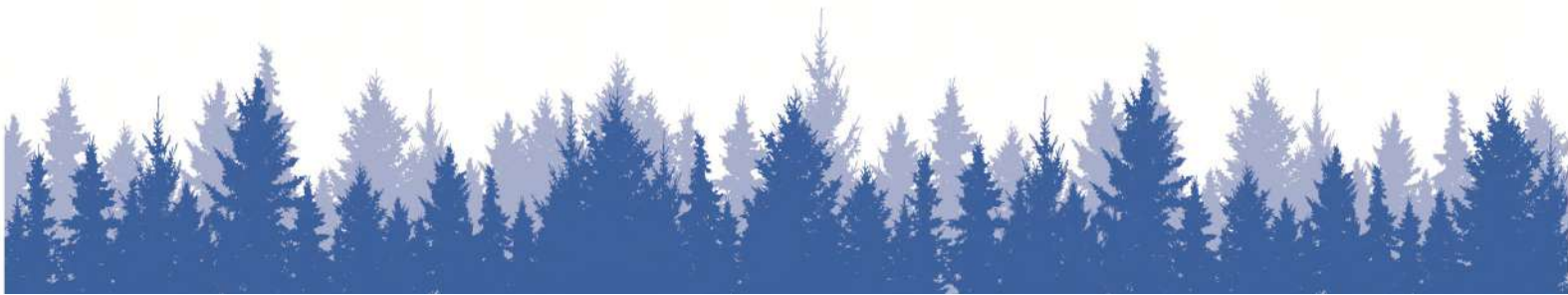
The Superintendent listed some productions in progress throughout the District and highlighted areas of growth, specifically around teacher staffing.

The Board expressed appreciation for the updates and all of the work done to provide these opportunities to support students in the District.

In response to a question from the Board, Associate Superintendent Dave Strange shared that work is being done towards holding a Re-unification District-wide drill. While a regional drill would be valuable, there is no plan for such.

14. UPCOMING EVENTS

- April is Autism Awareness Month, Sikh Heritage Month & Sri Lankan Heritage Month
- Spanish Language Day – April 23
- Administrative Professionals Day – April 23
- Education Day – April 25
- Education Committee of the Whole (ECOW) – April 29
- Education-Policy Committee – May 6
- Non-instructional Day – May 12
- SPEAC Summit – May 12
- Resources Committee Meeting – May 13
- Victoria Day – May 19
- SPEAC AGM – May 21
- SPEAC Lockdown & Hold & Secure parent info session – May 22
- BCCPAC AGM – May 22
- Indigenous Education Graduation Ceremony – May 26
- Public Board Meeting – May 27



15. RISE AND REPORT

15.1 Trustee Election for Board Vice-Chair – Brian Jonker

The Secretary Treasurer requested a motion to assume the role of chair for the purposes of conducting the election.

Procedure of the election for Vice Chair was discussed.

80. MOVED Trudy Spiller/Russ Chipps

That the Board of Education of School District 62 (Sooke) direct the Secretary-Treasurer to assume the role of Chair for the purposes of conducting the election of Vice Chair.

CARRIED

The Secretary-Treasurer and the Board Chair switched seats. The Secretary-Treasurer stated that the election procedure will follow Board By-law 1-20, section 1.6 which requires the nomination and election processes to be conducted by secret ballot. Associate Superintendent D'Arcy Deacon was appointed scrutineer for trustees in the room and Deputy Superintendent Monica Braniff was appointed scrutineer for trustees online. Instructions were provided to Trustees. Trustees online confirmed they received the Deputy Superintendent's number to text with their vote. The Scrutineers distributed, collected and reported the tally of the 1st call for nominations to the Secretary-Treasurer who reported:

- Trustee Lervold is nominated for Vice-Chair.

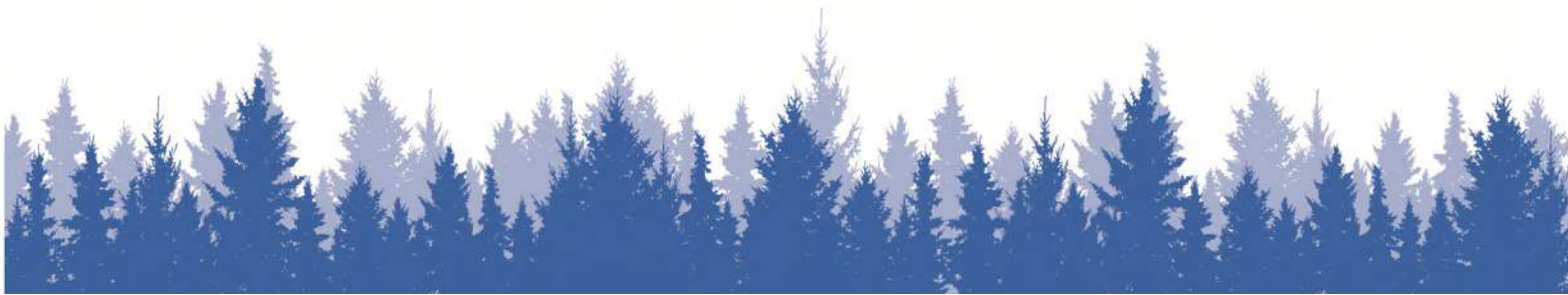
The Secretary-Treasurer asked Trustee Lervold if she accepts the nomination for the position of Vice Chair. Trustee Lervold accepted.

The Secretary-Treasurer made the 2nd and 3rd call for nomination for the position of Vice Chair. Since no further nominations were received, the Secretary-Treasurer declared Trustee Lervold elected by acclamation and requested a motion to destroy the ballots.

81. MOVED Amanda Dowhy/Trudy Spiller

That the Board of Education of School District 62 direct the Secretary-Treasurer to destroy the ballots from the election of Vice Chair.

CARRIED



The Secretary-Treasurer and Board Chair exchanged seats, and the Board Chair continued the meeting.

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.

Jennifer Anderson, a teacher at Royal Bay Secondary, introduced herself and explained that 17 staff from RBSS attended the Public meeting to support the following question but had to leave due to the late hour. Prefacing the question with accolades for RBSS and its administration, it was asked, what was the process behind the decision to have two of the four administrators leave the largest school in the district at the same time? Preference would be to have one of those two administrators remain, to assist with transition.

The Superintendent provided the background and factors that led up to the staffing change, expressing confidence in the administrators who will not be leaving Royal Bay, to handle the transition. It is strongly felt that the team at RBSS are capable of doing the job. The Superintendent praised the community of RBSS for being very strong and committed and encouraged communication to continue, should concerns not resolve.

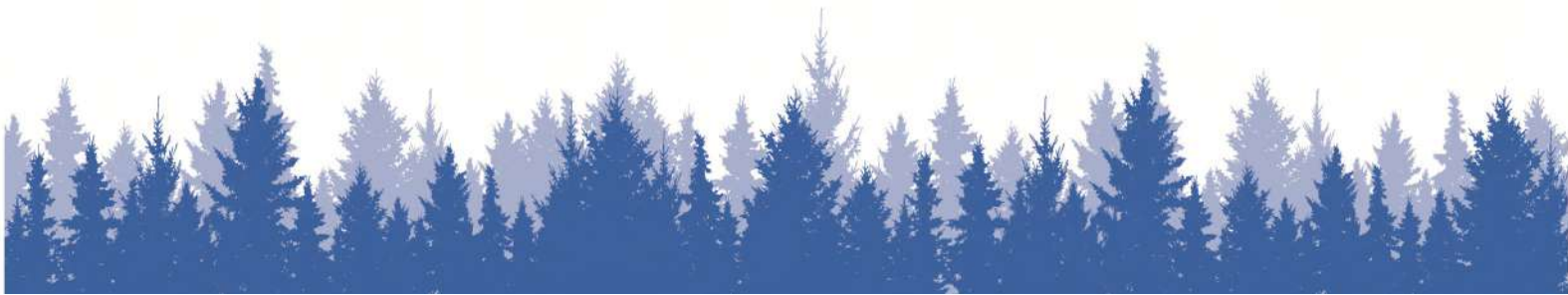
17. ADJOURNMENT

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

Certified Correct:

Chairperson of the Board

Secretary-Treasurer





Board Information Note Public Board Meeting

May 27, 2025

Agenda Item 5.1 – NA'TSA'MAHT Enhancement Agreement

Background:

- The NA'TSA'MAHT Enhancement Agreement is a five-year working agreement developed by our school District, all local Indigenous communities and partners, and the Ministry of Education. The goal of the agreement is to maintain and enhance our collective ownership to improve the success of Indigenous students, create safe, welcoming and inclusive learning environments, and provide learning opportunities based on the First Peoples Principles of Learning for all students, staff, and communities. There are two goals:
- **One Mind Goal:** To progress individual Indigenous student success K to 12, leading to a Dogwood diploma and supporting pathways to employment beyond graduation that reflect student choice and voice.
- **One Spirit Goal:** To build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming and inclusive learning environments K to 12.
- The Indigenous Education Council provided input on April 8th, 2025 in reviewing the data from the How Are We Doing Report – 2023/24.
- Format of the Report will be aligned with the Ministry of Education & Child Care's 3 Pillars of the Education Citizen: Intellectual Development; Human and Social Development; Career Development.

Current Context:

Are we meeting the goals?

One Mind Goal: In Progress / Partially Met

To progress individual Indigenous student success K to 12, leading to a Dogwood diploma and supporting pathways to employment beyond graduation that reflect student choice and voice

Strengths:

- Literacy & Numeracy (Gr. 4 & 10):
 - Grade 4 Indigenous students show higher proficiency than non-Indigenous peers in both literacy and numeracy “On Track” categories (65% vs 52% literacy; 65% vs 52% numeracy).
 - Grade 10 proficiency gaps are closing in both areas. Literacy (62% Indigenous vs. 64% non-Indigenous), numeracy slightly exceeds non-Indigenous rates.
 - Completion Rates:
 - 5-year completion rate increased from 62% to 69%, the largest 1-year gain to date.
-



- 6-year completion rate for Indigenous students reached 78%, a significant improvement from a 5-year low of 70% the year before.
- The rate for Children/Youth in Care (CYIC) also reached its highest point at 57.3%, indicating improvement for this priority learner group.
- Well-Being Indicators (Gr. 10):
 - Equity gaps in belonging and adult care were closed or reversed. Indigenous students reported more support than their peers in some indicators.

Stretches:

- Middle Years Lag (Gr. 7):
 - Literacy and numeracy rates remain low (24% On Track for literacy, 76% in Emerging for numeracy), and no Grade 7 Indigenous student has reached “Extending” in literacy in five years.
- Post-Secondary Transition:
 - Immediate post-secondary transition rates have declined (16.2% in 2021/22) with a growing gap compared to non-Indigenous students (24.5%).
 - Only 38% of Grade 12 Indigenous students felt school prepared them for post-secondary, mirroring non-Indigenous rates, but indicating general unpreparedness.
- Adult Dogwood Adjustment:
 - When removed, the adjusted grad rate drops by 10 points (from 78% to 68%), suggesting many students graduate on this pathway rather than the standard Dogwood: a curiosity to explore at this point as last year this was only a 1% difference

One Spirit Goal: **In Progress / Partially Met**

To build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming, and inclusive learning environments K to 12.

Strengths:

- Indigenous Content Across Grades:
 - Indigenous students now report more frequent learning about Indigenous Peoples than non-Indigenous peers at all levels.
 - Grade 12 saw the highest jump (70% report frequent Indigenous learning). This reverses the historical equity gap and reflects curriculum alignment (e.g., new Indigenous-focused grad requirements).
- Cultural Visibility in Classrooms:
 - 69% of students see their family/cultural background in class “Always” or “Sometimes.”
 - 72% feel their culture is reflected — a strong foundation for inclusive environments.
- Well-Being Gains:
 - Grade 7 & 10 students report improving belonging and care.
 - Grade 10 students exceeded their peers in perceived adult support and belonging.

Stretches:

- Belonging & Safety Drop (Gr. 12):
 - Belonging dropped from 54% to 37% in 2023/24.
 - Safety also declined (from 89% to 73%).



- Indicates possible disengagement nearing graduation.
- Disproportionate Representation in Alternate & Designated Programs:
 - Indigenous students are overrepresented in alternate programs (40.2% of enrolment but only 11% of District population).
 - They also comprise 29–32% of behaviour/mental health designations in Grades 4–10.
- Access to Support:
 - Only 44% of Indigenous students (Gr. 6–12) feel they “Always” or “Sometimes” have what they need to be successful in school.
 - Over 56% did not express agreement, pointing to barriers in access to resources, guidance, or culturally aligned supports.

Respectfully submitted on behalf of the Indigenous Education Council (I.E.C.):

- Co-Chair (First Nation Community) Tara Jensen, T’Sou-ke First Nation Representative
- Co-Chair (District Representative) Jon Carr, District Principal – NA’TSA’MAHT Indigenous Education Department
- Marlys Denny, District Vice-Principal – NA’TSA’MAHT Indigenous Education Department

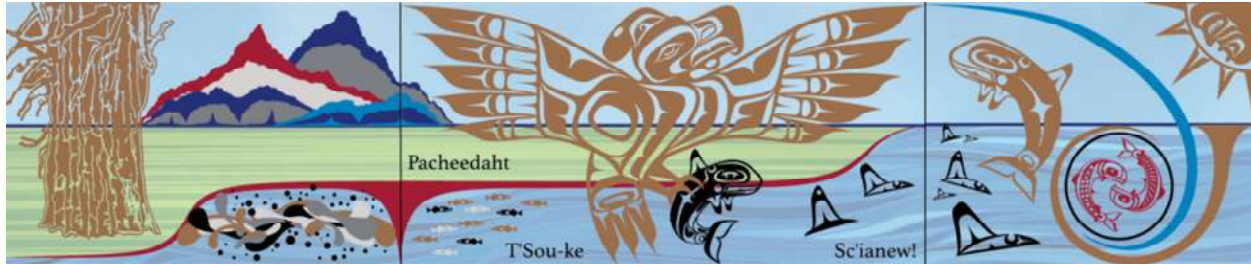
NA'TSA'MAHT Enhancement Agreement Report on the 2023/24 School Year

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Territory Acknowledgement



Sooke School District acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and SC'IANEW (Beecher Bay) Nation and Nuu-chah-nulth: paaʔčiidʔatx (Pacheedaht) Nation. We also recognize some of our schools reside on the traditional territory of Esquimalt Nation and Songhees Nation.



Background of the NA'TSA'MAHT Enhancement Agreement

NA'TSA'MAHT is a five-year working agreement developed by our school district, all local Indigenous communities and partners, and the Ministry of Education. The goal of the agreement is to maintain and enhance our collective ownership in order to improve the success of Indigenous students, create safe, welcoming and inclusive learning environments, and provide learning opportunities based on the First Peoples Principles of Learning for all students, staff, and communities.

Photos of the Signing Celebration: September 2022, Pacheedaht First Nation



Goals & Objectives

Our third NA'TSA'MAHT Enhancement Agreement is in place until 2027. The agreement was developed by the school district in consultation with local First Nations rightsholders: SC'IANEW (Beecher Bay) Nation, T'Sou-ke and paa?čiid?atx (Pacheedaht) Nation, as well as Métis, Inuit and other Indigenous partners that reside in Coast Salish and Nuuchah-nulth territories.

The agreement consists of two goals:

One Mind Goal

To progress individual indigenous student success K to 12, leading to a Dogwood diploma and supporting pathways to employment beyond graduation that reflect student choice and voice

One Spirit Goal

To build understanding of indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming and Inclusive learning environments K to 12

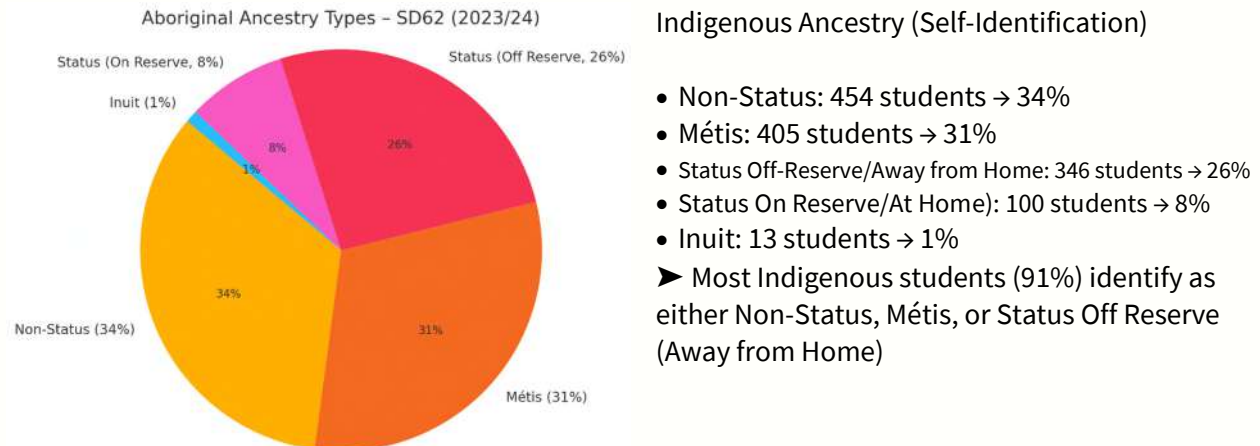
"NA'TSA'MAHT: being of one mind, one spirit. Together, working side by side, supporting each other, walking together. Good mind, good spirit for the good of our children, for the good of Mother Earth sustaining us."

– Elder Shirley Alphonse



Sooke School District's Indigenous Student Lellum (House)

Enrollment & Demographics (2023/24)



Total Number of Indigenous Students Over Time

- 13% decrease in the number of Indigenous students from 2019/20 to 2023/24.
- Decrease in the percentage of Indigenous students relative to the total district population.

Indigenous Students with Disabilities or Diverse Abilities

- Indigenous students consistently represent ~20–23% of all students with disabilities/diverse abilities.
- In 2023/24: 436 of 2,187 or 20% of students with designations were Indigenous
- Although overall numbers are growing (344 → 436 from 2019 to 2023), the Indigenous proportion is slightly declining (from 23% to 20%).
- Indigenous students are overrepresented in early and middle grades for behaviour/mental health designations:
 - 2023/24: 29% of these designations in Grades 4–7; 32% in Grades 8–10.
 - Significantly higher than non-Indigenous counterparts in some categories.

Indigenous Students in Alternate Programs

- District: 40.2% of students in alternate programs are Indigenous
- Province: 42.1% of students in alternate programs are Indigenous

This shows an overrepresentation of Indigenous students in alternate programs compared to their overall enrolment proportion in the district (11%) and province (approx. 10%).



Report Format:

This data in this report is aligned with the Three Pillars of the Educated Citizen in BC Education:

1. Intellectual Development

- to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge;
- to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

2. Human and Social Development

- to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage;
- to develop an understanding of the importance of physical health and well-being;
- to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others

3. Career Development

- to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace

For more information, visit the Ministry of Education & Child Care Policy for Student Success View the policy for Student Success:

- [Presentation on understanding the Policy for Student Success \(PDF\)](#)
- [Understanding the B.C. Policy for Student Success \(PDF\)](#)

A quote when reading the data

“To close the gaps means to achieve education outcomes for (Indigenous) students that are the same outcomes for non-Indigenous students. This language does not imply any failure by Indigenous student, but rather, a failure of the education system to meet their needs.” Audit of Education of Indigenous Students in the Public School System (2015)



Section 1: Intellectual Development

1.1 Literacy

Data Sources:

- Foundation Skills Assessments & Literacy Assessments: British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., pp. 11, 13, 15–16).

Summary:

- Grade 4 Indigenous students are not only participating more, but are now leading non-Indigenous students in “On Track” proficiency
- Proficiency gaps are closing in Grade 10; 62% of Indigenous students were Proficient
- Although access is improving, Indigenous students are showing lower levels of literacy proficiency during middle years. No Grade 7 Indigenous students reached “Extending” for five consecutive years.
- Literacy 12 Assessment: Proficiency is stable at 52– 58% Proficient (2021/22 to 2023/24), for Indigenous students who participate, but fewer are writing the assessment and a 24-point participation gap exists between Indigenous and Non-Indigenous students

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> • Gr 4: On Track performance remained consistent, around 65% in 2023/24, up from 52% in 2020/21. • Participation rates in FSA increased from 32% (2019/20) to 65% (2023/24) → 33% increase in 5 years • Gr 7: On Track performance decreased from 42% (2019/20) to 38% (2023/24) • Participation rates grew from 30% (2019/20) to 70% (2023/24) → 40% increase in 5 years 	<ul style="list-style-type: none"> • Gr 4: In 2023/24, Indigenous students had a higher On Track rate than Non-Indigenous peers (65% vs 52%) • Gr 7: In 2023/24, Non-Indigenous students had a higher On Track Rate than Indigenous students (38% vs 24%) • Gr 10: Achievement Gap Narrows at Proficiency Level: Non-Indigenous students had 64% Proficient in 2023/24, which is only 2 percentage points higher than Indigenous peers.



<ul style="list-style-type: none"> • Gr 10: Most reach Proficiency. In 2023/24, 62% of Indigenous students were Proficient. • Gr 12: Steady Proficiency Rates: From 2021/22 to 2023/24, around 52–58% of Indigenous students consistently scored “Proficient”, which mirrors Grade 10 trends 	<ul style="list-style-type: none"> • Gr 12: 24% Participation Gap: In 2023/24, 82% of Non-Indigenous students participated versus 58% of Indigenous students.
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1.2 Numeracy

Data Sources:

- Foundation Skills Assessments & Numeracy Assessments - British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., pp. 12, 14, 15, 18).

Summary:

- Elementary years (Gr 4) show consistent proficiency in foundational numeracy and are performing better than non-Indigenous learners.
- Middle Years (Gr 7) remain a critical intervention point, most students are “Emerging” with some widening achievement gaps with non-Indigenous learners.
- Secondary Years (Gr 9-12) show that student proficiency has improved to 40% and is now slightly ahead of non-Indigenous peers in recent years, a positive reversal compared to earlier years (2019/20).

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> • Gr 4: Performance consistently clusters in the "On Track" range. 65% of Indigenous students were “On Track in 23/24 • Gr 7: Most Indigenous students (76%) remain “Emerging” in proficinecy • Despite a peak at 57% in 2020/21, results have remained low in the last three years (20–24%) • Gr 10: Indigenous students consistently hover around the 40–49% Proficient range, showing stable but moderate achievement over five years 	<ul style="list-style-type: none"> • Gr 4: Indigenous students had higher proficiency than their non-Indigenous peers by 13 percentage points at the “On Track” level. (65% vs 52%) • Gr 7: While both groups are experiencing declines, Indigenous students consistently remain 14–18% behind in “On Track” performance • Gr 10: Indigenous student proficiency has improved and is now slightly ahead of non-Indigenous peers in recent years, a positive reversal compared to earlier years (2019/20)



Section 2: Human & Social Development

2.1 Indigenous Student Well-Being

Data Sources:

- Student Learning Survey - British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., , pp. 50, 52, 54, 55, 57, and 58).
- Equity in Action Survey – Indigenous Student Responses (2023/24) Sooke School District

Summary of Grade 4, 7, 10 and 12: Sense of Belonging, Feeling Safe, and Believe Adults Who Care at School (Well-being Indicators)

- While Grade 4 Indigenous students report relatively strong feelings of safety at school, they continue to report lower sense of belonging and adult connection than their peers, with all three indicators showing a persistent equity gap.
- Grade 7 Indigenous students are showing steady improvement in sense of belonging and stronger perceived adult care, even surpassing peers in 2023/24. However, a gap in feeling safe at school remains.
- Grade 10 Indigenous students reported increases in all well-being indicators, closing or even reversing equity gaps in sense of belonging and adults who care. This reflects a turnaround in how Indigenous students are experiencing their school environment.
- Grade 12 Indigenous students have strong adult relationships. However, there is a drop in sense of belonging and safety among Indigenous Grade 12 students. This may reflect disengagement near graduation.

Grade 4:

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> • Belonging: Increased from 42% (2019/20) to 53% (2023/24); a small but positive increase. • Safety: Generally high and stable, hovering around 73% in 2023/24. 	<ul style="list-style-type: none"> • Belonging: Indigenous 53% Non-Indigenous 64% → -11% • Safety: Indigenous 73% Non-Indigenous 80% → -7%



<ul style="list-style-type: none"> Adults Who Care: Slight decline from 66% (2019/20) to 60% (2023/24). 	<ul style="list-style-type: none"> Adults Who Care: Indigenous 60% Non-Indigenous 68% → -8%
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Grade 7:

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> Belonging: Gradual increase from 40% to 46% (2023/24) Safety: Slight decrease to 62% in 2023/24 from 69% in 2022/23 Adults Who Care: Rebounded to 60% after a decrease in 2022/23 	<ul style="list-style-type: none"> Belonging: Indigenous 46% Non-Indigenous 52% → -6% Safety: Indigenous 62% Non-Indigenous 72% → -10% Care: Indigenous 60% Non-Indigenous 55% → +5% (Note: Indigenous students exceeded non-Indigenous peers here)

Grade 10:

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> Belonging: Increase from 32% (2021/22) to 52% (2023/24) Safety: Also improved from 56% to 70% Adults Who Care: Increased from 47% (2021/22) to 66% (2023/24) 	<ul style="list-style-type: none"> Belonging: Indigenous 52% Non-Indigenous 50% → +2% Safety: Indigenous 70% Non-Indigenous 73% → -3% Care: Indigenous 66% Non-Indigenous 61% → +5%

Grade 12:

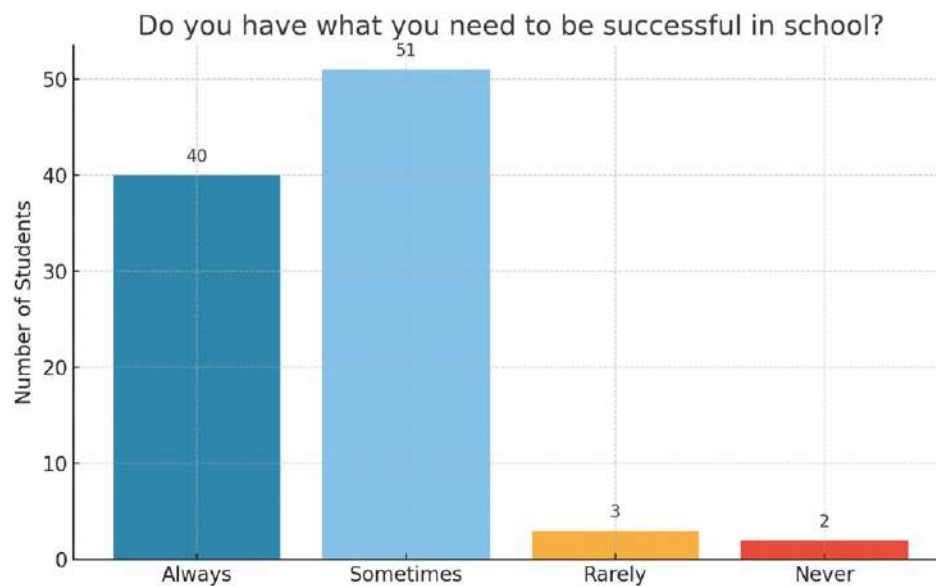
Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> Belonging: decreased from 54% (2022/23) to 37% in 2023/24 	<ul style="list-style-type: none"> Belonging: Indigenous 37% Non-Indigenous 51% → -14%



- | | |
|---|---|
| <ul style="list-style-type: none"> • Safety: decreased from 89% to 73% • Adults Who Care: remained stable at 70%, matching previous years | <ul style="list-style-type: none"> • Safety: Indigenous 73% Non-Indigenous 80% → -7% • Adults Who Care: Indigenous 70% Non-Indigenous 71% → -1% |
|---|---|

Equity in Action Indigenous Student Responses (Gr 6-12)

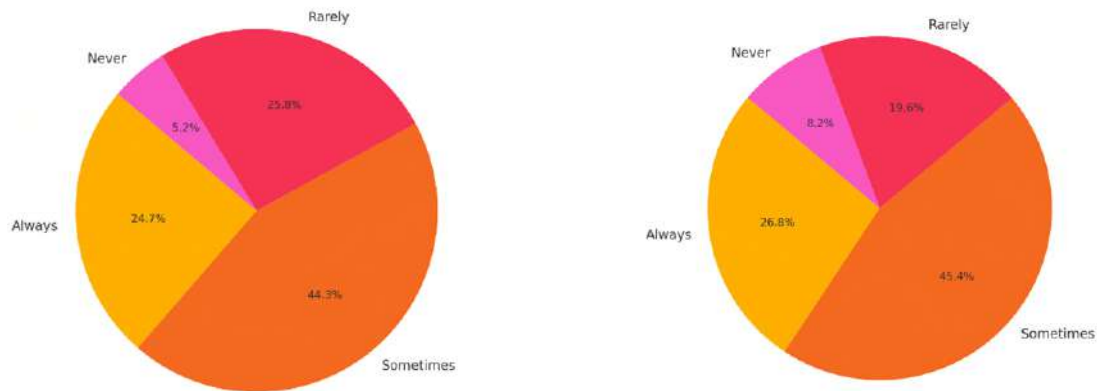
- When Indigenous students were asked “Do you have what you need to be successful in school” A combined 43.7% of students responded “Always” or “Sometimes”, indicating that fewer than half of students consistently feel they have the supports they need to succeed. The low percentages for “Rarely” and “Never” are encouraging, but the majority of students (over 56%) did not indicate full or partial agreement, suggesting ongoing gaps in perceived access to resources



When Indigenous students (Gr 3-12) were asked “If they see their family or cultural background in the classroom”: 69% of Indigenous students responded with Always or Sometimes to seeing their family or cultural background in the classroom; and 72% of Indigenous students responded with Always or Sometimes seeing their culture reflected in the classroom. These results show that a majority of



Seeing Family or Cultural Background in Classroom (Excludes No Response) Seeing Culture Reflected in Classroom (Excludes No Response)



Indigenous students see their cultural representation at least sometimes, with room to improve frequency and consistency.

2.2 Indigenous Content in Learning Environments

Data Sources:

- Student Learning Survey - British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., , pp. 49, 51, 53, 56).

Summary of Grade 4, 7, 10 and 12 Respond to “Are You Being Taught About Indigenous Peoples?”:

- Indigenous students consistently report more frequent learning about Indigenous Peoples at all grade levels.
- The equity gap has reversed from earlier years. Indigenous students now experience higher reported engagement with Indigenous content than non-Indigenous students.
- Grade 12 shows the most progress, reflecting efforts to embed Indigenous learning across the curriculum and the requirement to complete at least 4 credits in Indigenous-focused coursework to graduate



Grade 4:

Trends (2019/20 to 2023/24)	Equity Gap 2023/24
<ul style="list-style-type: none"> Indigenous students reporting “All or many times” increased significantly from 38% (2019/20) to 58% (2023/24). Non-Indigenous students also showed improvement from 39% to 48% over the same period. 2023/24 marks the highest rate recorded for both groups. 	<ul style="list-style-type: none"> Indigenous: 58% Non-Indigenous: 48% → +10 percentage points Indigenous students now report more frequent learning about Indigenous Peoples than their non-Indigenous peers, reversing earlier parity.

Grade 7:

<ul style="list-style-type: none"> Indigenous student rates have fluctuated, rising slightly from 38% to 43%, but generally hovering in the low 30s to low 40s. Non-Indigenous students have remained largely flat around 33–36%, ending at 34% in 2023/24. 	<ul style="list-style-type: none"> Indigenous: 43% Non-Indigenous: 34% → +9 percentage points A slight but growing equity lead in perception of Indigenous learning for Indigenous students.
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Grade 10:

<ul style="list-style-type: none"> Indigenous students’ responses have increased consistently, from 35% (2020/21) to 49% (2023/24). Non-Indigenous student responses have plateaued, slightly decreasing from 42% (2022/23) to 37% (2023/24). 	<ul style="list-style-type: none"> Indigenous: 49% Non-Indigenous: 37% → +12 percentage points Indigenous students report significantly more frequent exposure to Indigenous content than their peers, the largest equity gap at this level to date.
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Grade 12:

<ul style="list-style-type: none"> Indigenous student responses increased sharply, from 33% (2020/21) to 70% (2023/24). Non-Indigenous students also improved from 36% to 62% in the same timeframe. Both groups showed the largest year-over-year growth between 2022/23 and 2023/24. 	<ul style="list-style-type: none"> Indigenous: 70% Non-Indigenous: 62% → +8 percentage points Indigenous students are 8% more than Non-Indigenous, and overall engagement with Indigenous content has improved dramatically in Grade 12 for all learners.
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Section 3: Career Development

3.1: Completion Rates

Data Source:

- British Columbia Ministry of Education and Child Care. (2024). Indigenous student outcomes dashboard: School District 62 – Sooke [Power BI dashboard]. Internal report, retrieved via BC Ministry of Education secure portal.

Summary:

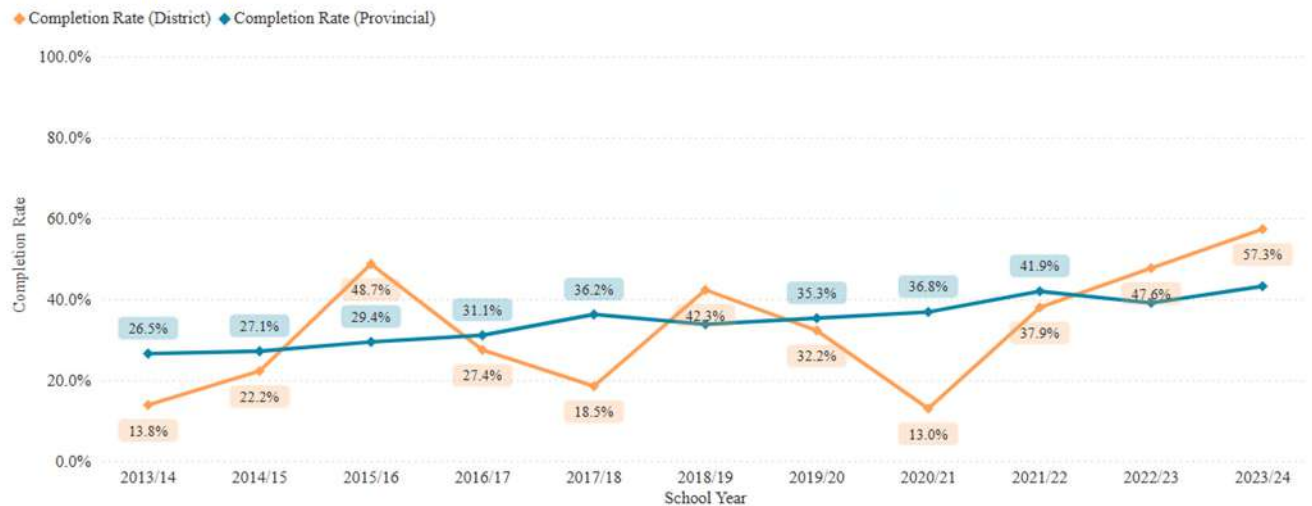
- The 5-year Indigenous student completion rate increased from 62% to 69%, the largest single-year improvement over the last 5 years, with a narrowing equity gap from 25–27% in previous years to 22% (69% vs. 91%)
- The 5-year Indigenous completion rate for CYIC (Child or Youth In Care) increased to 57.3% in 2023/24, the highest in the ten year period, reversing previous declines
- The 6-year completion rate for Indigenous students reached 78%, marking a strong recovery from a 5-year low of 70% in 2022/23
- Adult Dogwood Adjusted Rate: the adjusted rate drops to 68% when Adult Dogwood recipients are removed, which is a 10 percentage point difference, the largest gap in the last 5 years. This suggests that an increased proportion of Indigenous graduates completed the Adult Dogwood pathway last year.

5-year Completion Rate for Indigenous Students – District & Provincial (last 10 years)



5 Year Completion Rate for Indigenous Students who were ever a Child/Youth In Care (CYIC) – District & Provincial

5 Year - Completion Rate



3.2 Transition to Post-Secondary

Sources:

- Student Learning Survey - British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., , pp. 54, 57).
- Equity in Action Survey – Indigenous Student Responses (2023/24) Sooke School District

Summary:

- In 2021/22, 16.2% of Indigenous Grade 12 graduates transitioned immediately to community college, down from 32.3% in 2020/21. This marks the lowest immediate transition rate in the last 4 years.
- Equity Gap: 24.5% of Non-Indigenous students made the same transition in 2021/22, which highlights a growing gap in immediate post-secondary access.
- In the most recent year (2021/22), no data is available for Indigenous students entering post-secondary institutions with transition values masked or unreported across all years.
- Indigenous Grade 10 students: 36% reported feeling that school is preparing them for post-secondary “all of the time or many times,” a drop from a high of 51% in 2022/23.

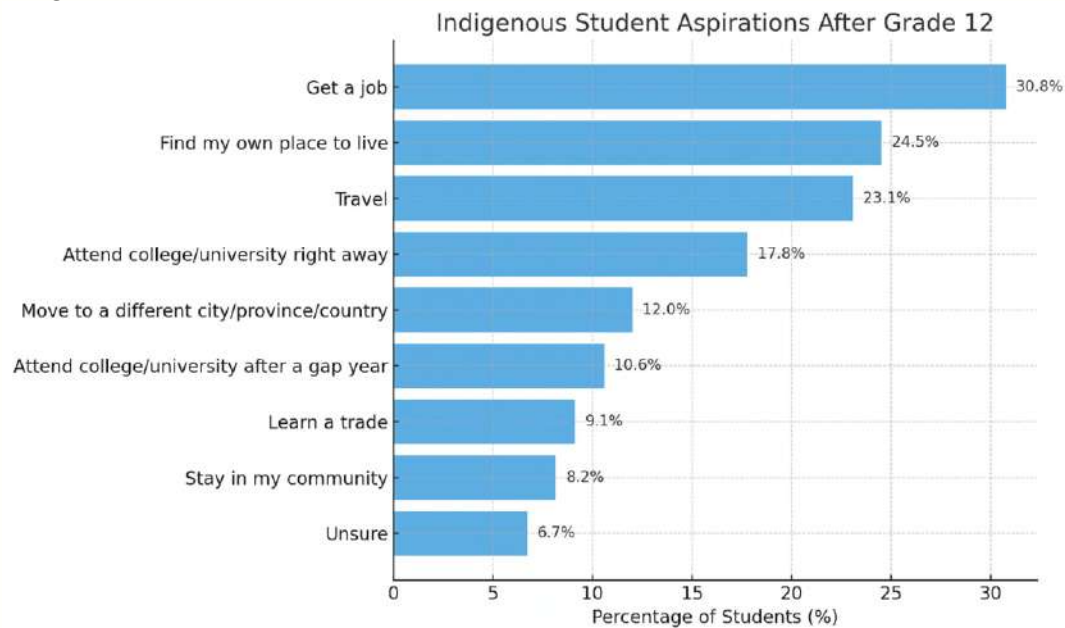


While this is still above the earlier rates of 34% (2020/21) and 37% (2021/22), there is a notable decline

- Indigenous Grade 12 students: 38% reported they felt school prepared them for post-secondary “all or most of the time” in 2023/24. This was the same for Non-Indigenous students (38%)
- When Indigenous students were asked what they hoped to do after Grade 12, most focused on immediate independence and employment, with interest in travel and post-secondary education. Fewer students intend to stay in their community or pursue trades, and a small but meaningful portion remain unsure about their path.

Equity in Action Survey Data:

Indigenous students were asked “After Grade 12, I hope to”



Conclusion: Are we meeting the goals?

One Mind Goal: In Progress / Partially Met

To progress individual Indigenous student success K to 12, leading to a Dogwood diploma and supporting pathways to employment beyond graduation that reflect student choice and voice

Strengths:

- Literacy & Numeracy (Gr. 4 & 10):
 - Grade 4 Indigenous students show high proficiency than non-Indigenous peers in both literacy and numeracy “On Track” categories (65% vs 52% literacy; 65% vs 52% numeracy).
 - Grade 10 proficiency gaps are closing in both areas. Literacy (62% Indigenous vs. 64% non-Indigenous), numeracy slightly exceeds non-Indigenous rates.
- Completion Rates:
 - 5-year completion rate rose from 62% to 69%, the largest 1-year gain to date.
 - 6-year completion rate for Indigenous students reached 78%, a significant improvement from a 5 year low of 70% the year before.
 - The rate for Children/Youth in Care (CYIC) also reached its highest point at 57.3%, indicating improvement for a this priority learner group.
- Well-Being Indicators (Gr. 10):
 - Equity gaps in belonging and adult care were closed or reversed. Indigenous students reported more support than their peers in some indicators.

Stretches:

- Middle Years Lag (Gr. 7):
 - Literacy and numeracy rates remain low (24% On Track for literacy, 76% in Emerging for numeracy), and no Grade 7 Indigenous student has reached “Extending” in literacy in five years.
- Post-Secondary Transition:
 - Immediate post-secondary transition rates have declined (16.2% in 2021/22) with a growing gap compared to non-Indigenous students (24.5%).
 - Only 38% of Grade 12 Indigenous students felt school prepared them for post-secondary, mirroring non-Indigenous rates, but indicating general unpreparedness.
- Adult Dogwood Adjustment:
 - When removed, the adjusted grad rate drops by 10 points (from 78% to 68%), suggesting many students graduate on this pathway rather than the standard Dogwood.



One Spirit Goal: In Progress / Partially Met

To build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming, and inclusive learning environments K to 12.

Strengths:

- Indigenous Content Across Grades:
 - Indigenous students now report more frequent learning about Indigenous Peoples than non-Indigenous peers at all levels.
 - Grade 12 saw the highest jump (70% report frequent Indigenous learning).
 - This reverses the historical equity gap and reflects curriculum alignment (e.g., new Indigenous-focused grad requirements).
- Cultural Visibility in Classrooms:
 - 69% of students see their family/cultural background in class “Always” or “Sometimes.”
 - 72% feel their culture is reflected — a strong foundation for inclusive environments.
- Well-Being Gains:
 - Grade 7 & 10 students report improving belonging and care.
 - Grade 10 students exceeded their peers in perceived adult support and belonging.

Stretches:

- Belonging & Safety Drop (Gr. 12):
 - Belonging dropped from 54% to 37% in 2023/24.
 - Safety also declined (from 89% to 73%).
 - Indicates possible disengagement nearing graduation.
- Disproportionate Representation in Alternate & Designated Programs:
 - Indigenous students are overrepresented in alternate programs (40.2% of enrolment but only 11% of district population).
 - They also comprise 29–32% of behaviour/mental health designations in Grades 4–10.
- Access to Support:
 - Only 44% of Indigenous students (Gr. 6–12) feel they “Always” or “Sometimes” have what they need to be successful in school.
 - Over 56% did not express agreement, pointing to barriers in access to resources, guidance, or culturally aligned supports.



Jenny Seal

From: [REDACTED]
Sent: April 24, 2025 8:18 AM
To: Trustees
Cc: [REDACTED]
Subject: Out of school suspension

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

I am writing to express my deep concern as a parent, regarding the continued use of out-of-school suspension (OSS) as a disciplinary measure in our schools. While I understand the importance of addressing student behavior, I believe OSS is a harmful and ineffective practice that disproportionately impacts vulnerable students and does little to resolve the underlying issues that lead to the behavior in the first place.

Suspending a student from school removes them from their education and disconnects them from the very supports that could help them succeed. For many children, especially those experiencing trauma, learning difficulties, or challenges at home, OSS only exacerbates feelings of isolation and alienation. It punishes students without offering a meaningful path toward accountability, learning, or growth.

In my view, we must move toward restorative and inclusive practices that address behavior through understanding, support, and proactive intervention. This includes models that keep students in school, help them reflect on their actions, and engage families and staff in building relationships and repairing harm. Programs rooted in restorative justice, trauma-informed approaches, and mental health supports are far more effective in building safe and inclusive school environments.

I urge the Board to consider a review of current disciplinary policies and to prioritize alternatives to out-of-school suspension.

My [REDACTED] attends [REDACTED] School and continues to experience feelings of exclusion and isolation from his peers. This ongoing social disconnect is significantly impacting his educational engagement, peer relationships, mental health, and self-esteem. Despite the supports he receives outside of school, the effects of exclusion within the school environment continue to undermine the progress he is making.

Let us work together to ensure that students—especially those who need the most support—remain connected to their school community and given every opportunity to thrive.

Thank you for your support

[REDACTED]

Get [Outlook for Android](#)

Caitlin [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

May 2, 2025

Chairperson and Trustees

Sooke School District Board of Education
3143 Jacklin Road
Langford, BC V9B 5R1

Subject: Request for the Establishment of a Parent Advisory Council at SĆIΛNEW STEŁITKEL Elementary School

Dear Chairperson and Trustees,

I am writing as a parent of a student who is enrolled at SĆIΛNEW STEŁITKEL Elementary School, which is scheduled to open to students for the first time in September 2025. As the school prepares to welcome its inaugural cohort of students, I believe that now is the ideal time to begin the process of establishing a Parent Advisory Council (PAC).

A PAC at SĆIΛNEW STEŁITKEL Elementary will provide an essential platform for parents and guardians to engage with school leadership, contribute to the school community and contribute to students' educational experience in a meaningful way. Through engagement with the SĆIΛNEW STEŁITKEL Principal Camille McFarlane, we have gathered interest from other parents of students at SĆIΛNEW STEŁITKEL Elementary School to help begin the process of establishing the SĆIΛNEW STEŁITKEL Parent Advisory Council.

I respectfully request that the Sooke School District Board of Education support the establishment of a PAC at this school as outlined in Section 8 (1) of the *British Columbia School Act*.

Thank you for your attention and support. I look forward to your response and the opportunity to collaborate in building a strong and supportive school community at SĆIΛNEW STEŁITKEL Elementary School.

Sincerely,

[REDACTED]
Caitlin [REDACTED]

Parent at SĆIΛNEW STEŁITKEL Elementary School

Jenny Seal

From: Jenny Seal <jseal@sd62.bc.ca>
Sent: May 15, 2025 8:18 AM
To: Jenny Seal
Subject: Please safeguard the quality of sexual health education in BC

From: [REDACTED]
Date: May 11, 2025 at 10:46:06 AM PDT
Subject: Please safeguard the quality of sexual health education in BC

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

Dear Trustees of School District No. 62 (Sooke), and Superintendent Paul Block,

We are a national reproductive rights group based in Vancouver. We are writing to you as concerned advocates for the integrity and inclusivity of sexual health education in our BC schools. We want to alert you to the activities of anti-abortion “crisis pregnancy centres” (CPCs), some of which are offering free sex education to public schools. While these presentations may appear to meet BC curriculum requirements, it is critical to recognize the potential risks they pose to students' right to unbiased, accurate, and inclusive information.

The **Abortion Rights Coalition of Canada (ARCC)** is dedicated to protecting reproductive rights and promoting evidence-based education. We have brought attention to the troubling practices of CPCs, including in our [March 2023](#) study. These organizations often present themselves as professional educators while hiding their religious and anti-choice agendas. They exploit gaps in school funding and teacher training, offering seemingly polished and curriculum-aligned presentations that in reality, are biased, sex-negative, and exclusionary. Please see our [compiled evidence](#) of CPCs with sex-ed programs offered to BC’s public schools.

The Problem: A Gap in Professional Support

In British Columbia, sex education is mandatory but underfunded. Teachers often lack the training to confidently deliver the curriculum and may seek free resources to supplement their teaching. CPCs exploit this gap by offering free services that superficially align with the curriculum but deliver content rooted in outdated, heteronormative, and fear-based ideologies. These presentations often discourage contraception, fail to mention consent, and ignore the needs of 2S/LGBTQI+ students.

The Risks

Because the curriculum allows leeway in how content is delivered, teachers may inadvertently invite CPC presenters without realizing their bias. These presenters often

mask their affiliations and lack appropriate qualifications, leaving students without the factual, inclusive, and supportive education they deserve.

Recommendations for Action

To address these issues and safeguard the quality of sexual health education, I respectfully urge the School Board to consider the following:

1. **Frame Sex Education as a Human Right:** Students have a right to accurate, unbiased, and comprehensive information. Sex education is not only mandatory but essential for their health and well-being.
2. **Implement Policy for Presenter Standards**
Adopt a comprehensive policy requiring all third-party presenters and materials to meet criteria for being professional, unbiased, factual, inclusive, ethical, respectful, and positive. The Vancouver School Board's sexual health education policy and the Nanaimo-Ladysmith district's detailed curriculum are excellent models for this purpose, as are SIECCAN's helpful resources.
3. **Secure Dedicated Funding for Sex Education:** Adequate funding would ensure schools can access qualified professionals, such as those from Options for Sexual Health, rather than relying on free, unverified resources.
4. **Provide Teacher Training for Sex Education:** This will empower teachers to confidently deliver the curriculum and distinguish professional, unbiased materials from religiously-based alternatives.

The ARCC has previously engaged with the Minister of Education but was redirected to local school districts as they have jurisdiction over this issue. This makes your role critical to implementing policies that ensure every student receives the high-quality sexual health education they are entitled to. ARCC would be happy to support you in crafting and implementing these policies.

Thank you for your attention to this important matter. We look forward to your response and the opportunity to work together in strengthening the foundation of sexual health education in BC schools.

Yours sincerely,

Dana [REDACTED]
Project Coordinator
Abortion Rights Coalition of Canada (ARCC)

[REDACTED]
www.arcc-cdac.ca





COMMITTEE REPORT
EDUCATION COMMITTEE OF THE WHOLE
PUBLIC MEETING
April 29, 2025 – 6:00 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
 Fred Hibbs, Executive Director, Human Resources
 David Lee Bonar, Assistant Secretary-Treasurer
 Steve Tonnesen, Manager, Digital Solutions Operations

RECORDING: Jenny Seal

1. CALL TO ORDER

The meeting was called to order at 6:03 p.m. by the Board Chair. Amanda Dowhy acknowledged the traditional territories of the First Nations. The Board Chair acknowledged stakeholders and members of the public participating in the meeting and reminded media to direct their questions to the Manager of Communications.

The Board Chair provided a broad overview of the purpose of the Education Committee of the Whole (ECOW) meeting and turned to the Superintendent for opening remarks. This proposed budget is an intentional alignment of resources with the goals and objectives in the 2025-2029 Strategic Plan.

2. COMMITTEE REPORT

No Committee Report.

3. PRESENTATIONS

Standing Delegations (SPEAC, SPVP, CUPE 459, STA)

Member groups were given an opportunity to speak to the proposed budget.

CUPE 459 -Trudy Court

The CUPE 459 2nd Vice President spoke about the strain on CUPE members due to workload and high turnover. Over time, worker morale has been eroding. CUPE members request clear direction and direct communication. Trudy Court acknowledged The National Day of Mourning that took place yesterday, April 28th and in closing posed the question, how can this budget support workers' sense of value and their ability to pay for day-to-day basic expenses?

Sooke Principals and Vice Principals (SPVP)-Jen Nixon & Ruchi McArthur

Representatives from SPVP acknowledged the traditional territories of the First Nations. They spoke to the work being done to support students by Trustees and Executives, Teachers & CUPE members and the fact that it is a collaborative effort across all parties, that requires ongoing change and adaptation. The SPVP representative advocated for continued and increased literacy and numeracy supports by increasing positions that provide focussed support for grades K through 8.

STA-Rita Zeni

President Rita Zeni referenced their presentation from the partner group meeting held February 25th, 2025 in which the STA advocated for increased teacher-counsellor time. Based on the enrolment numbers provided in the meeting documentation next year should see an increase of 4.3 FTE in teacher-counsellor time. Evidence shows that early intervention is vital for better mental health incomes for students. In the February budget presentations, the STA also stressed the impact that behaviours in the classroom are having on staff and students. There needs to be targeted funding to address this. Referencing page 11 of the meeting materials that shows support staff in a reduced position. The STA emphasized the need for the whole team of support staff.

SPEAC-Tom Davis

The SPEAC President acknowledged the territories of the First Nations. Tom Davis acknowledged the value of ongoing relationships with other partner groups, trustees, PACS, teachers, executives, and others. SPEAC is happy to hear base funding by the Province has increased and is happy there are no reductions in the proposed budget. It is disappointing the capital funding request was not supported and in closing, SPEAC echoed the STA's call for increased teacher-counsellor positions.

Delegations (Members of the Public)

Members of the Public were given an opportunity to speak, and the Board of Education received multiple questions via MS Teams. The comments have been summarized in the following groups:

Tim Hamblin Vice president of CUPE 459

Respectful, effective, and meaningful communication is needed at Facilities. The CUPE 459 Vice President articulated needs of the Facilities Department from CUPE's perspective, including looking at restoring positions and including staff in discussions and planning of projects.

4. BUSINESS

25/26 Budget Plan – Brian Jonker

The Secretary Treasurer presented the factors and processes that led to the development of the proposed budget for 2025/26, as outlined in detail in the meeting materials.

Following the presentation, the Board Chair opened the floor to questions and clarifications.

A question was asked about planning for expenses relating to Bill 40. There is \$12,000 increase allocated to the Indigenous Education Council. The Council will make recommendations on how these funds are to be spent and present to the Board in May.

The Superintendent provided details about the program being offered at the Westshore Post-Secondary program. The program is about increasing opportunities for adult education for those aged 19-65. Adults attend classes during the day to work towards their Adult Dogwood and it is fully funded. SD62 online programs will also be offered at Westshore Post-Secondary. Within the current Westshore building is the Newcomer welcome

centre. English Language Learning levels 1-7 will be offered at this location. If all levels are completed, adults can then enrol in the Adult Dogwood program. In future, a global citizenship program will be offered to grade 12 students as a dual credit course, allowing students to transfer directly into the Global Citizenship 4-year program at Royal Roads University.

Clarity was requested about the expected counsellor-teacher to student ration expected for next year. Deputy Superintendent Monica Braniff explained that the district ratio is 7.29 which is above the provincial standard of 1-693. Next year the ratio will be 7.29 which is also above the collective agreement ratio.

Associate Superintendent Dave Strange articulated what is coming next year in curriculum supports for literacy and numeracy: tremendous work in the district and schools is being done. The last number of years have focussed on the primary levels and is now expanding to middle school years. Building upon the good work done this year, we need to look at the current model with literacy and apply it to numeracy with increased release time to develop strategies and engage in collaborative professional conversations to support their focus on numeracy.

5. ADJOURNMENT

The chair asked for final concerns regarding the budget bylaw and reminded everyone about the budget survey being open until May 6th. Hearing no concerns, the meeting was adjourned at 8:06 p.m.

Resources Committee Meeting Report

May 13, 2025

School Board Office

Present: Christine Lervold, Trustee (Committee Chair)
 Russ Chipps, Trustee (Committee Member) Online via MS Teams
 Allison Watson, Trustee (Committee Member)
 Trudy Spiller, Trustee
 Paul Block, Superintendent
 Brian Jonker, Secretary-Treasurer
 Monica Braniff, Deputy Superintendent
 Corinne Kosik, SPVPA
 Ed Berlando, STA
 Tom Davis, SPEAC
 Trudy Court, CUPE
 David Lee-Bonar, Assistant Secretary-Treasurer
 Mhairi Bennett, Director, Facilities
 Nicole Gestwa, Network Analyst, Digital Solutions

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:00 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 instruction to Trustees and attendees joining virtually on how to participate.

Trustee Lervold acknowledged SPEAC for the wonderful parent appreciation event held last night and Tom Davis for his leadership.

2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated April 8, 2025, at its Public Board Meeting dated April 22, 2025.



3. PRESENTATIONS – no presentations

4. BUSINESS

4.1 2024/25 Q3 Forecast – David Lee-Bonar

The Assistant Secretary Treasurer outlined the assumptions made in the financial forecast for the third quarter. The changes since the second quarter were listed in Appendix A and enrollment numbers were listed in Appendix B. Questions were addressed about benefits usage and premiums.

4.2 2026/27 Capital Plan Submission – Mhairi Bennett

The Director of Facilities reviewed the Capital Plan Submission. Discussion ensued related to the capital plan and clarifications on opportunities with the Province to gain support. Options for the EMCS building envelope work were highlighted.

The Committee supported the following motion, going forward to the Board for consideration at its May 27, 2025 meeting:

Recommended Motion: 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.

4.3 2025/26 Budget Survey Summary and By-Law – Brian Jonker

The Secretary Treasurer provided an overview of the results of the Budget Survey that closed on May 6, 2025. Concerns were expressed about participants being identified and the low level of engagement.

The Committee supported the following motion going forward to the Board for consideration at its May 27, 2025 meeting:

Recommended Motion: 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.

5. ADJOURNMENT AND NEXT MEETING DATE: June 10, 2025

The meeting was adjourned at 7.31 p.m.





Committee Info Note

Resources Committee Meeting

May 13, 2025

Agenda Item 4.1: 2024/25 Quarter 3 Financial Forecast

Background

- The actual financial information (revenues and expenditures) as at March 31st, 2025 (Q3) have been used in the preparation of this forecast estimating the year-end financial position of the District.
- There are still unknowns that have resulted in several assumptions in the forecast:
 - School Supply Budgets - assumed spend to budget
 - Employee Future Benefits - forecasted to budget
 - Operating Grant May Enrolment Counts - forecasted to budget
 - Classroom Enhancement Fund – assumed District will receive full funding
 - Electric Bus Infrastructure project – assumed project cost in line with tender results
 - SCIANEW STEELTKE capital project – assumption that there are no budget pressures
- Due to these assumptions and other factors, the Q3 forecast may overstate the actual year end accumulated operating surplus.
- The following is the District's point-in-time estimate of where we expect to end the year.

Q3 Update

- Staff have prepared a summary of the changes since the Q2 forecast for review (**Appendix A**).
- Based on the assumptions, there is forecasted savings of \$1,103,034 from budget at this time which would result in a \$4.407M or 2.51% unrestricted operating surplus as at June 30, 2025.
- Aligned with Budget 2025/26 planning, staff intend to restrict any unrestricted surplus above 2% to further protect funding for out-year risks that materialize, future capital contributions, space mitigation measures and/or to provide stability for our staff and students.
- Staff have updated the draft multi-year financial plan with the 2024/25 Q3 forecast (**Appendix B**).

**Next Steps**

- Staff will continue to monitor the financials until the end of the fiscal year to confirm the actual amount of the unrestricted operating surplus

Prepared By: David Lee-Bonar, Assistant Secretary-Treasurer

Attached:
Appendix A – Forecast Changes Summary
Appendix B – Updated Multi-Year Financial Plan

APPENDIX A

2024-25 Q3 FORECAST CHANGE SUMMARY

		BUDGETED RESERVE AS AT JUNE 30 2025	FORECASTED RESERVE AS AT JUNE 30 2025	FORECASTED RESERVE % FORECASTED EXPENSES
A	Q2 - FORECASTED PRESSURE FROM BUDGET	\$ (723,900)	\$ 3,304,018	\$ 2,580,118 1.46%
ADDITIONAL SAVINGS/(PRESSURES) SINCE Q2				
	UTILITIES	\$ (67,187)		
	TEACHER/TOC SALARY AND BENEFITS	\$ 1,281,320		
	BENEFIT SURPLUS	\$ 467,639		
	OPERATING GRANT - FEB	\$ 91,131		
	INTERNATIONAL	\$ 72,847		
	VARIOUS OTHER	\$ (18,816)		
B	SUBTOTAL OF CHANGES SINCE Q2	\$ 1,826,934		
C = A+B	Q3 FORECASTED SAVINGS	\$ 1,103,034	\$ 3,304,018	\$ 4,407,052 2.51%

APPENDIX B

SD62 MULTI-YEAR FINANCIAL PLAN

		2025/2026	2026/2027	2027/2028	2028/2029
Total Estimated Standard Enrolment Growth (FTE) from Prior YR		403	156	154	154
	Q3 Forecast	Budget	Estimated	Estimated	Estimated
	2024/2025	2025/2026	2026/2027	2027/2028	2028/2029
Total Operating Revenue	179,132,451	187,644,318	196,523,819	206,508,948	207,893,037
Total Operating Expenditures*	178,472,222	186,501,757	196,842,269	208,297,355	211,076,135
Total Operating Surplus (Deficit), for the year	660,229	1,142,561	(318,450)	(1,788,408)	(3,183,098)
Operating Surplus, beginning of year	3,746,823	4,407,052	5,549,613	5,231,163	3,442,755
Total Operating Surplus (Deficit), for the year	660,229	1,142,561	(318,450)	(1,788,408)	(3,183,098)
Operating Surplus, end of year	4,407,052	5,549,613	5,231,163	3,442,755	259,657
Operating Surplus, end of year					
Restricted for future capital cost-sharing	-	-	-	-	-
Internally Restricted Operating Surplus	837,608	1,819,578	1,294,318	-	-
Unrestricted Operating Surplus (Contingency)	3,569,444	3,730,035	3,936,845	3,442,755	259,657
Total Operating Surplus, end of year	4,407,052	5,549,613	5,231,163	3,442,755	259,657
Contingency as % of Operating Expenditures	2.00%	2.00%	2.00%	1.65%	0.12%

* Total Operating Expenditures include both expenses and tangible capital asset purchases.



Committee Info Note Resources Committee Meeting

May 13, 2025

Agenda Item: 4.2 – 2026/27 Capital Plan Submission

Background

- The District is required to submit a 5-year Capital Plan to the Ministry as approved by the Board.
- The requirement is that the plan is submitted by June 30th for Major Capital and September 30th for Minor Capital.
- Staff are preparing a plan for the Board's consideration at their May 27th, 2025 meeting.
- The District's Capital Plan submission is broken down into two groupings with associated sub-programs, please see Appendix A for major capital program descriptions:

Major Capital	Minor Capital
1) Seismic Mitigation Program (SMP) 2) School Expansion Program (EXP) (New schools, Additions and Site Acquisitions) 3) School Replacement Program (REP) 4) Building Envelope Program (BEP)* <i>submitted with Minor</i>	1) School Enhancement Program (SEP) 2) Carbon Neutral Program (CNCP) 3) Bus Acquisition Program (BUS) 4) Playground Equipment Program (PEP) 5) Food Infrastructure Program (FIP)** 6) Minor Capital Child Care (CC)** 7) Annual Facility Grant (AFG) <i>* Submitted with Minor Capital in the fall</i> <i>** New funding streams</i>

Analysis

- Responsibility for capital project approvals has transitioned from the Ministry of Education to the Ministry of Infrastructure, signaling a broader, province-wide alignment in capital planning priorities and processes.
- There is a clear directive to prioritize faster and more cost-effective project delivery, with a strong preference for prefabricated and modular construction methods and bundled procurement.
- The new approach favors repeatable, standardized designs that can be adapted across multiple sites to achieve economies of scale and streamline delivery timelines.
- Our proposed capital plan has evolved to align with these new expectations, incorporating modular options and scalable designs, while continuing to meet the unique needs of our communities.



MAJOR CAPITAL PROGRAM

The following is a list of the identified priorities for the District based on enrolment projections and existing capacity for each capital program category:

Capital Program	2026/2027	2027/2028	2028/2029	2029/2030	2030/2031
Site Acquisition	East Langford (Speedway Site)				
New School	North Langford Elementary			South Colwood Elementary (Core)	Sooke River Elementary
	North Langford Middle				
Addition/Expansion	South Colwood E/S Pre-Fab	Dunsmuir Middle Pre-Fab (Colwood)			
	Spencer Middle Conversion (Langford)	Willway Elementary Pre- Fab (Langford)			
	Sooke Elementary	EMCS Pre-Fab (Sooke)			
Seismic	Sooke Elementary	John Muir Elementary (Sooke)	Millstream Elementary (Langford)	Savory Elementary (Langford)	
Replacement	Sooke Elementary		Millstream Elementary (Langford)	Sangster Elementary (Colwood)	

Long-Range Enrolment Data

- In order to develop the major capital plan, district staff have incorporated enrolment projections from the long-range facilities plan with municipal, Baragar and local school input to update the enrolment forecast.

Recommended Motion: 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.

Prepared By: Mhairi Bennett, Director, Facilities



Appendix A: Major Capital Program Descriptions

SMP – the Seismic Program is largely based on the assessment of current seismic risk. A structural engineer has reviewed our District’s buildings and staff have prioritize the seismic projects based on this assessment.

EXP – due to the accelerated and substantial growth of the District, the Expansion Program is a key part of the Capital Plan submission and will be the focus of the discussions. The acquisition of land and the construction of schools has now been separated for submission purposes. As land issues are dealt by the Board in camera, the public dialogue will be centered around construction.

REP – the Replacement Program includes full and partial school replacement. Historically, staff have prioritized replacement projects by the Facility Condition Index (FCI). The list of projects has been fairly consistent from year to year and the expectation is that replacing schools in our District has a low probability given the large number of new spaces required.

BEP – the Building Envelope Program is funding for remediation to address known building envelope issues. Schools such as Edward Milne, Willway and David Cameron have been on the list in previous years.



Board Information Note

Resources Committee Meeting

May 13, 2025

Agenda Item 4.3 – 2025/26 Budget Survey Summary and Budget By-Law

Background

- As part of ongoing engagement in the development of Budget 2025/26, the district launched a public survey that was open from April 22 to May 6, 2025.
- The survey was designed to take approximately 10 minutes to complete and included questions on respondent demographics and key priorities related to Learning, Engagement, and Growth. It also featured an open-ended section where participants could share additional ideas or feedback.
 - A technical issue on May 6 resulted in the premature closure of the survey. In response, the survey was reopened from 12:00 p.m. on May 8 to 12:00 p.m. on May 9 to support maximum participation. Notification of the extended access period was communicated through official district social media channels and directly to staff on May 8. 279 responses were received during this period.
- An overview of the proposed 2025/26 budget was presented at the April 29, 2025, Education Committee of the Whole (ECOW), providing an opportunity for public engagement. To support transparency, the proposed budget by-law was included on the ECOW agenda. ECOW materials are included in **Appendices A–C** for reference.
- Survey responses and subsequent analysis indicate alignment with the proposed budget and are summarized below alongside the 2025/26 Annual Budget By-Law, recommended for first reading at the May 27, 2025, Board Meeting.

Analysis

- Analysis of the survey results indicates support for the 2025/26 budget as developed and presented at the April 29, 2025, Education Committee of the Whole meeting.
- A total of 2,022 individuals initiated the survey, with 859 completing all questions and 1,163 submitting partial or incomplete responses.
- Survey results show, not surprisingly, that continued investment in learning should be the top priority.



- An interesting divergence arose when reviewing responses to the two questions targeted at understanding where the district should invest using two different question types.

Ranking question	How to spend \$100 question
<ul style="list-style-type: none"> ○ 1st: Learning – 43.69% ○ 2nd: Engagement – 29.39% ○ 3rd: Growth – 26.92% 	<ul style="list-style-type: none"> ○ Learning: \$51.50 ○ Growth: \$25.50 ○ Engagement: \$23.00

- The 2025/26 Budget contains an operating increase of just over \$9.0 million with the following approximate allocations.
 - Learning: 81%
 - Growth: 15%
 - Engagement: 4%

Conclusion

- Budget 2025/26 supports implementation of the 2025-2029 strategic plan. The strategic plan development process included robust engagement with the community, partners and stakeholders.
- Survey feedback validates the direction of the proposed budget and reflects strong community alignment with district goals as outlined in the strategic plan with a focus on Learning and support for both engagement and growth.
- Continued engagement will inform future budget cycles to ensure responsiveness to system needs and strategic plan implementation progress.

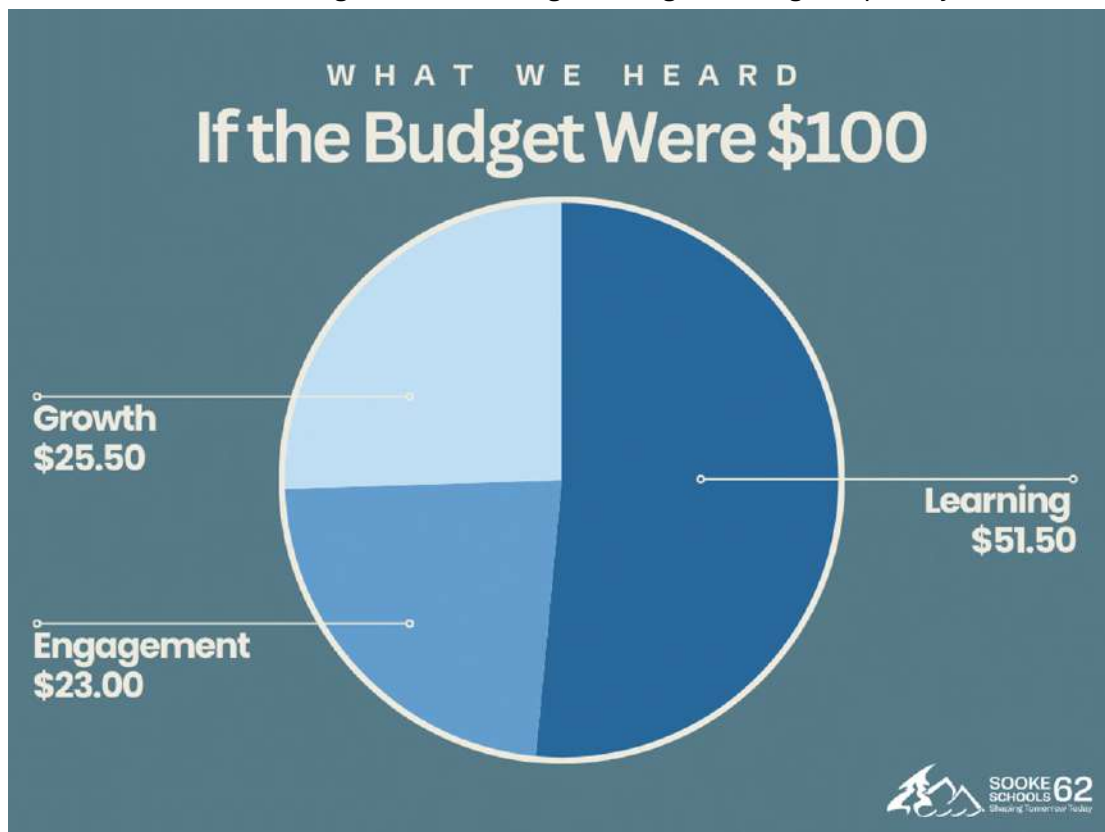
Recommended Motion: That the Board of Education of School District 62 (Sooke) give first reading to the 2025/26 Annual Budget Bylaw, specifying a total of \$239,357,761.

Respectfully Submitted by: Brian Jonker, Secretary Treasurer



Appendix A: Detailed Results and Analysis

- Respondent breakdown:
 - Parents/Guardians: 589
 - Staff: 221
 - Students: 3
 - Community Members: 8
 - The remainder did not complete or disclose.
- Strategic Area Prioritization
 - Respondents ranked where the district should focus its investment:
 - 1st: Learning – 43.69%
 - 2nd: Engagement – 29.39%
 - 3rd: Growth – 26.92%
 - When asked to allocate a hypothetical \$100 across the three areas, results were consistent with the ranking data, reinforcing Learning as the highest priority.





- **Learning Priorities** (number of selections)
 - **Literacy Support: 587**
 - Numeracy Support: 517**
 - Mental Health and Social-Emotional Learning: 502**
 - Career & Post-Secondary Preparation: 359
 - Technology & Digital Tools: 275
 - Student Voice in Learning Design: 189
- **Engagement Priorities**
 - Who to prioritize:
 - **Students: 26.65%**
 - Staff: 21.18%**
 - Parents/Guardians: 20.211%**
 - Extended families, community partners and community members made up the rest of the data in descending priority.
 - How to engage:
 - **Clear, consistent communication: 31.75%**
 - Assessment and curriculum clarity for families: 23.69%**
 - Staff training in family-centered services: 20.38%**
 - Community and cultural partnerships: 14.99%
 - Not completed: 57.52%
- **Growth Priorities** (number of selections)
 - **Maintaining and upgrading existing schools: 659**
 - Training and professional learning for staff: 423**
 - Acquiring land/building new schools: 406**
 - Scaling corporate services: 354
 - Technology upgrades: 330
 - Environmental sustainability initiatives: 212



- **Themes of Open-Ended Responses**

- The following key themes emerged from the qualitative responses. Staff commentary has been included for select items (in blue font) for information as respondents may not be fully aware of system-level factors such as funding structures, collective agreements, or jurisdictional responsibilities.

1. Infrastructure & Facilities

- Calls for new schools in high-growth areas and equitable upgrades for aging buildings
- Desire for improved accessibility and purpose-built spaces for music, libraries, and counselling

Infrastructure planning currently aligns with our Ministry capital requests; accessibility is addressed through formal reporting channels and prioritization. The Ministry does not fund purpose-built spaces for music programming or counselling; those are configured based on the footprint of the building and available space not being used by general classroom space.

2. Staffing & Support

- Increased support for EAs, counsellors, SLPs, librarians, and mental health professionals
- Requests for enhanced wages and staffing allocations

Staffing is based on enrolment and collective agreements; counsellor ratios currently exceed requirements. Wages are also part of the collective agreement.

3. Learning & Curriculum

- Continued investment in literacy, numeracy, STEM, and trades
- Interest in tools that support equitable access (e.g., decodable readers, digital devices)

4. Transportation

- Advocacy for free or reduced-cost transportation and improved safety

Transportation is not Ministry-funded; SD62 subsidizes approximately 60% of costs out of its operating grant. Financial hardship waivers are available.



5. Student Services & Inclusion

- Expanded support for neurodiverse and at-risk students, including sensory rooms and inclusive practices

The Inclusive Education Services (IES) department maintains the largest operating budget among student-facing departments.

6. Engagement

- Increased emphasis on after-school care, and funding for extracurriculars

After-school care is not funded by the district. Extracurricular activities are determined and supported at the school level by site-based administration.

8. Budget Equity

- Feedback emphasized protecting student-facing roles and investing in growth planning

Budget development prioritizes maintaining direct classroom supports and aligns with strategic growth planning.

Attached:
 2025-28 Financial Plan
 2025-26 Annual Budget
 ECOW Budget Presentation



DRAFT

Sooke School District 2025-2028 Financial Plan



SOOKE 62
SCHOOLS
Shaping Tomorrow Today



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.

DRAFT

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



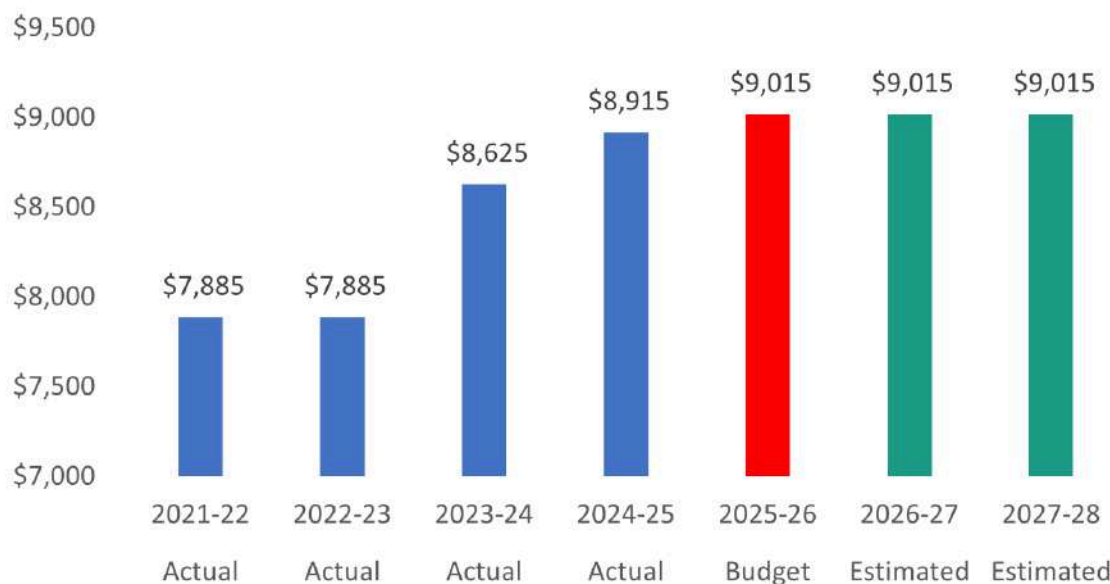


OPERATING GRANT ALLOCATION

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.

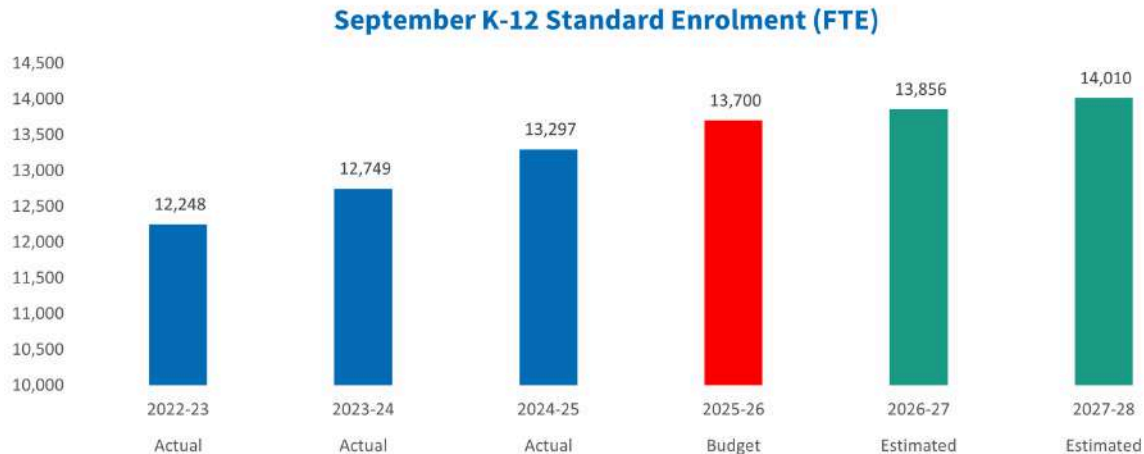
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Per Student Allocation - Standard (Regular) FTE



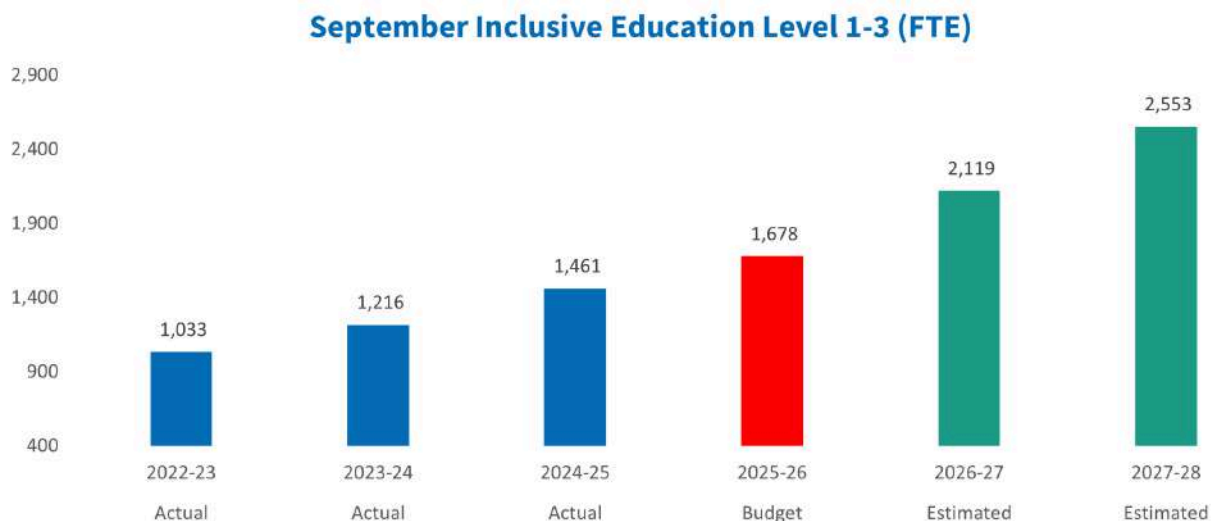
SEPTEMBER K-12 STANDARD ENROLMENT

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

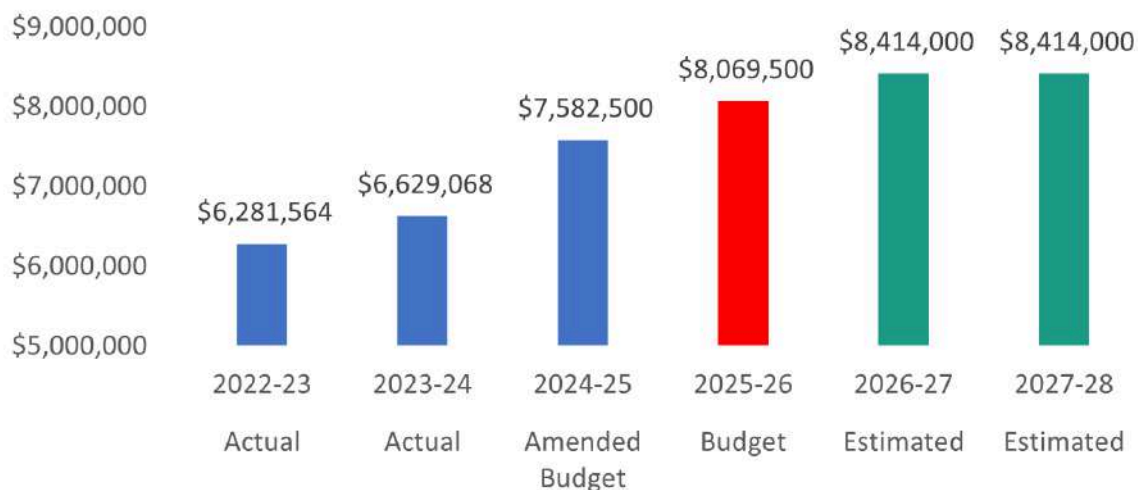
School districts receive supplemental Operating Grant funding to support students with disabilities or diverse abilities, based on enrolment counts in September and February. For 2025/26, the projected enrolment is 1,678 FTE—an increase of 217 FTE (15%) over the previous year. Ministry projections anticipate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

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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

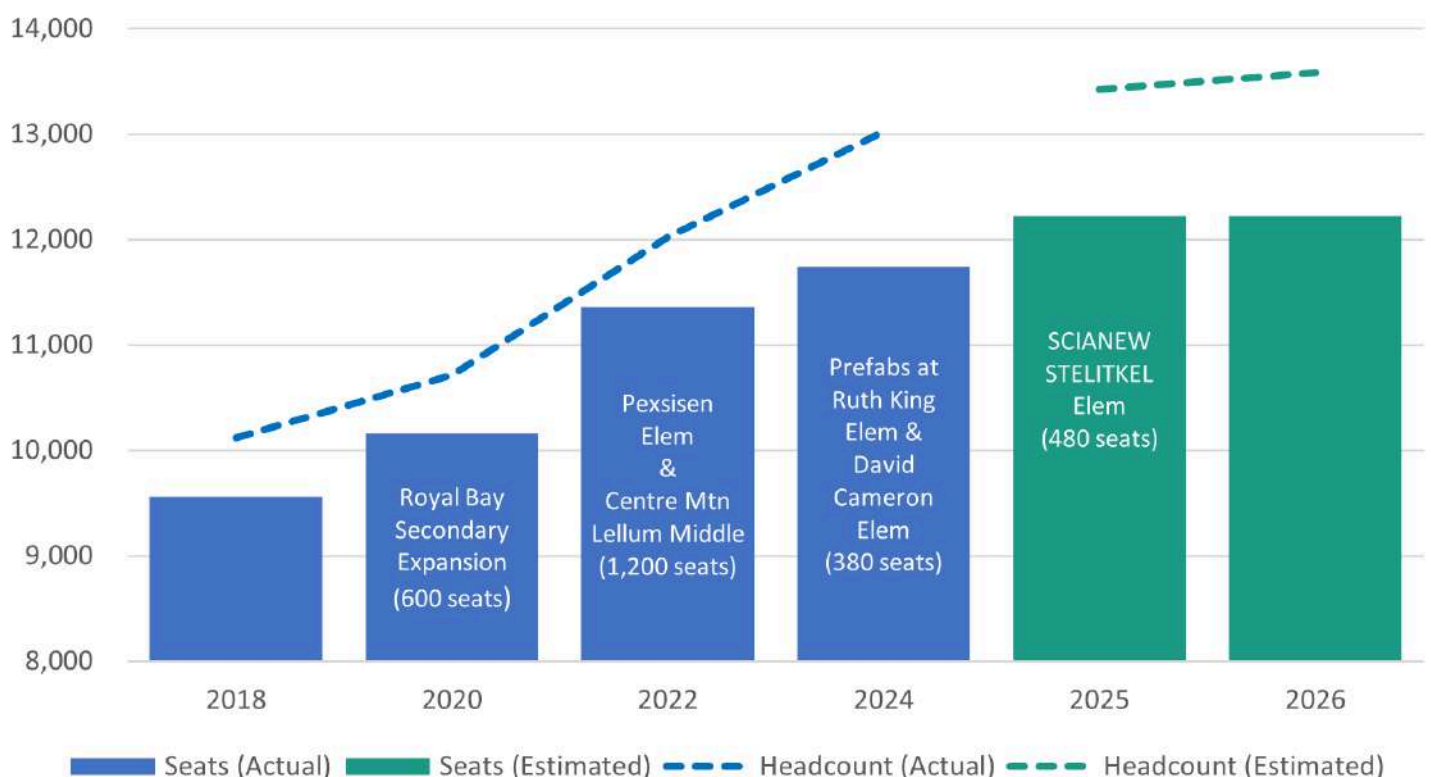
When capital assets are purchased with operating funds, they must be transferred from the Operating Fund to the Capital Fund in order to be properly capitalized and amortized (expensed) over the life of the asset. This transfer is reflected as an inter-fund transfer.

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.

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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.

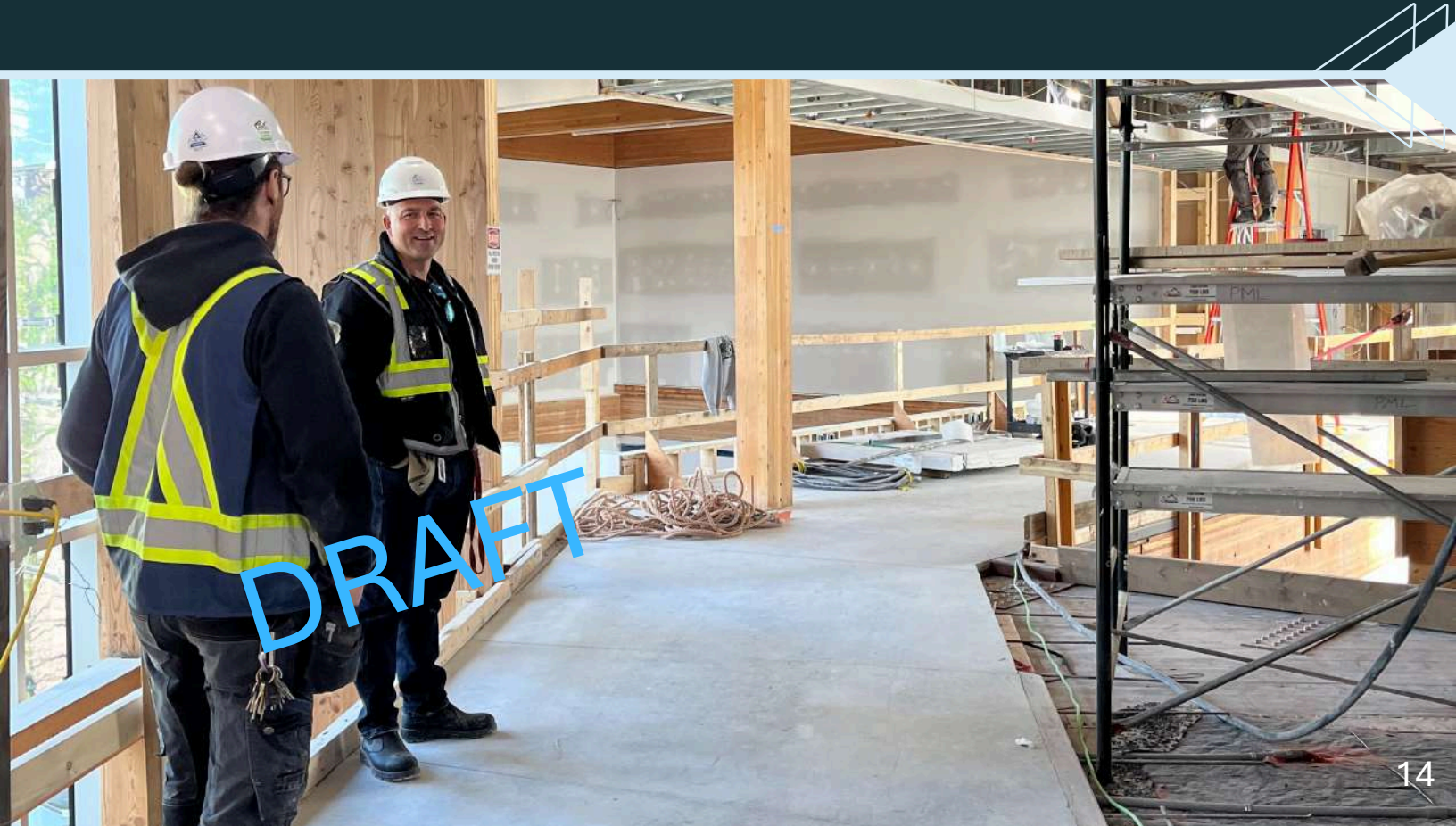
CAPITAL FUNDS

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 SCIANEW STEELKEE 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:						
SĆIAŃEW STĒLITĒŁ 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

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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;

(Corporate Seal)

Chairperson of the Board

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)**Statement 2**

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		
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 Annual Budget	2025 Amended 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

DRAFT**DRAFT - Not Finalized**

April 25, 2025 11:57

School District No. 62 (Sooke)**Statement 4**

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)

Schedule 2A

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)**Schedule 2B**

Annual Budget - Schedule of Operating Expense by Object
 Year Ended June 30, 2026

	2026	2025 Amended
	Annual Budget	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)

Schedule 2C

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)**Schedule 3**

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

Schedule 3A

	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)

Schedule 3A

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)**Schedule 4**

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

2025/26 Budget

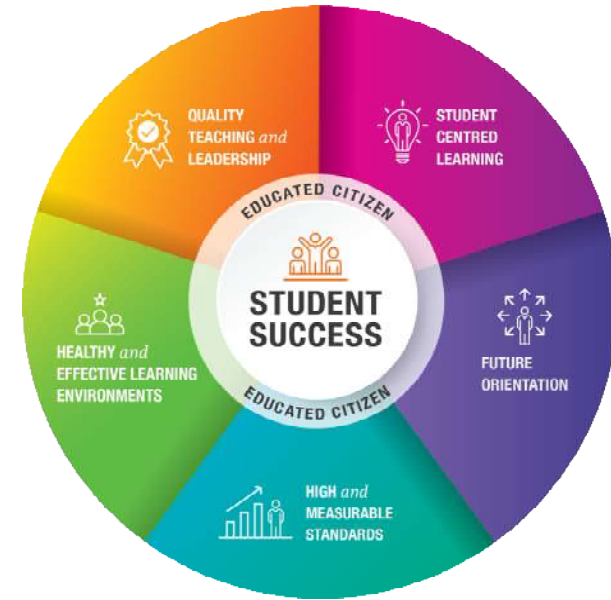
Board of Education – Education Committee of the Whole

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

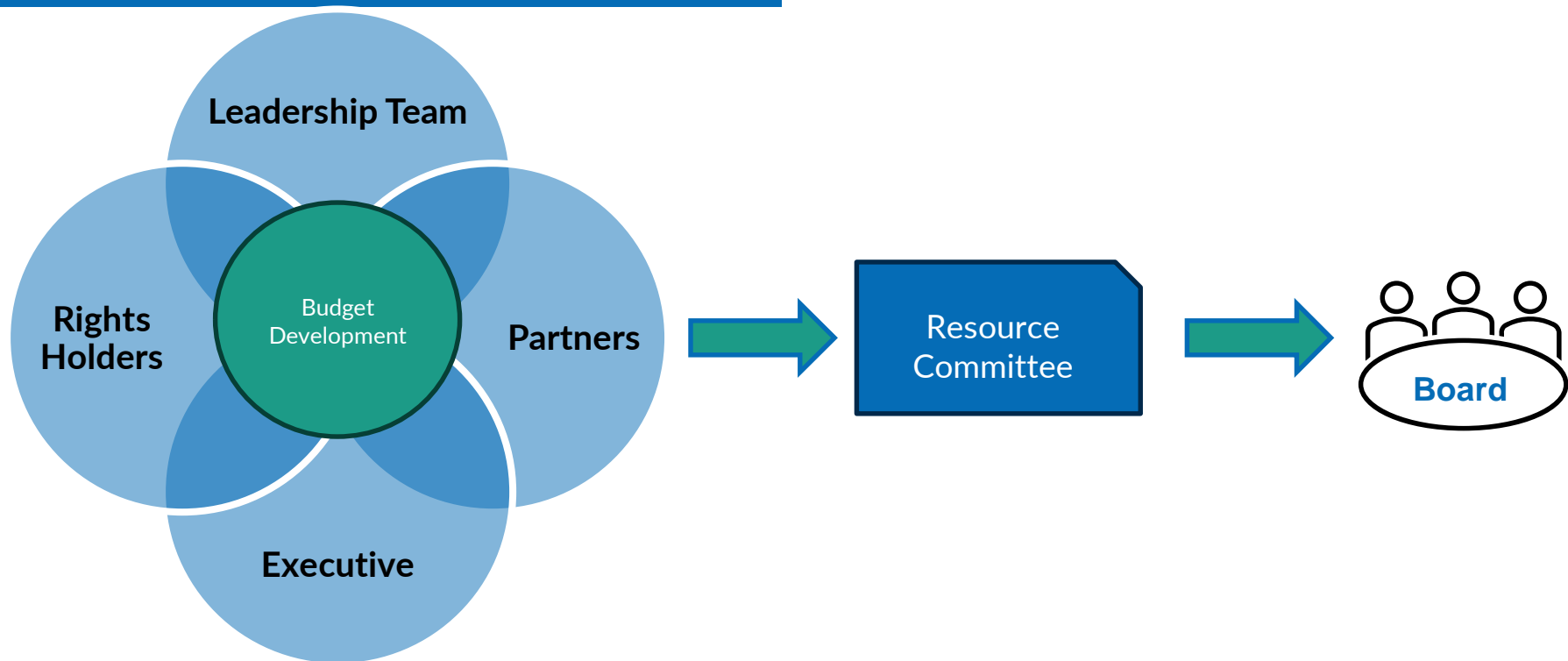
Approved by the Board in February 2025.

- 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



Sooke
Teachers'
Association





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 STĒLIT̓KĒL 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

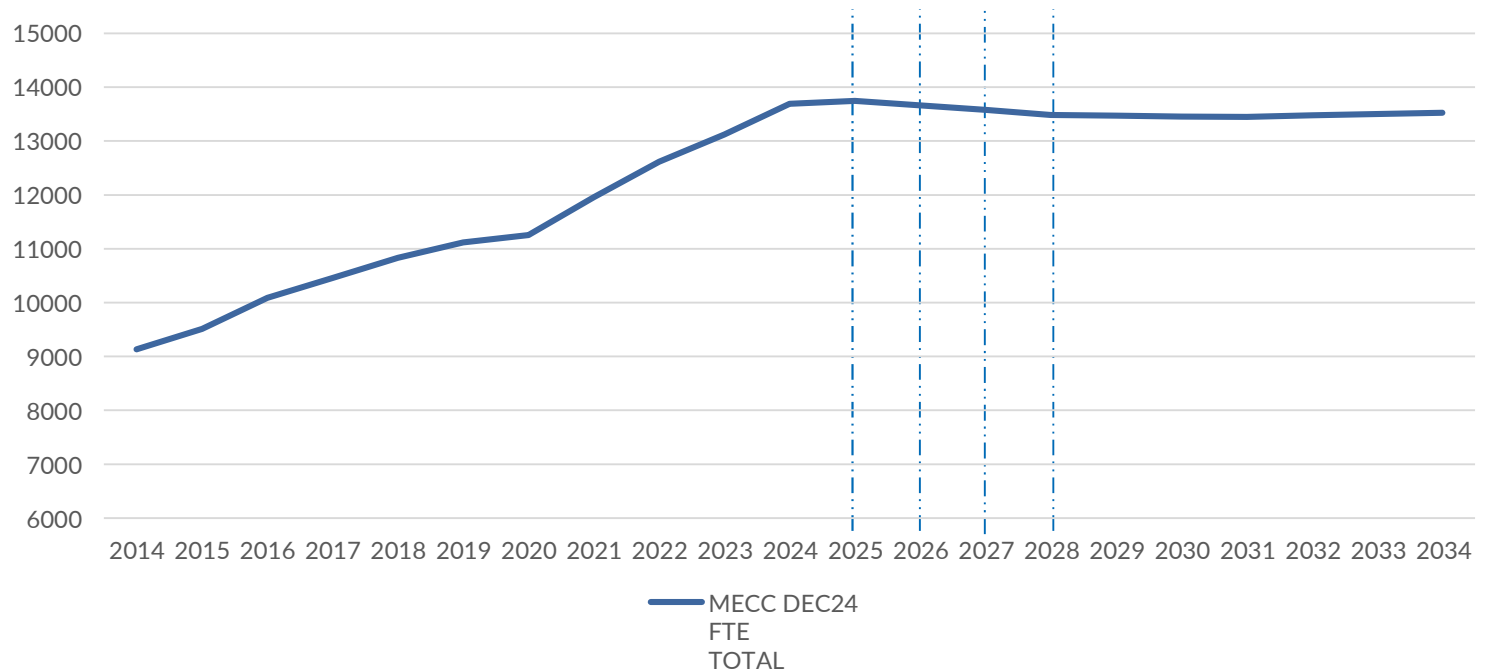
*Standard School, September 30 FTE, actuals to 2024/25, forecast beyond



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)

- **\$0.340** to support the district wide Indigenous Learning Day.
 - **\$0.300** million to ensure all CUPE members can participate
- **\$0.105** to support school planning and student-and family centered services.
- **\$0.012** million increase for the Indigenous Education Council





4. 2025/26 Budget – Growth Highlights



(\$ millions)

- \$.819 for opening of 'SĆIΛNEW STEŁITKEŁ 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.

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

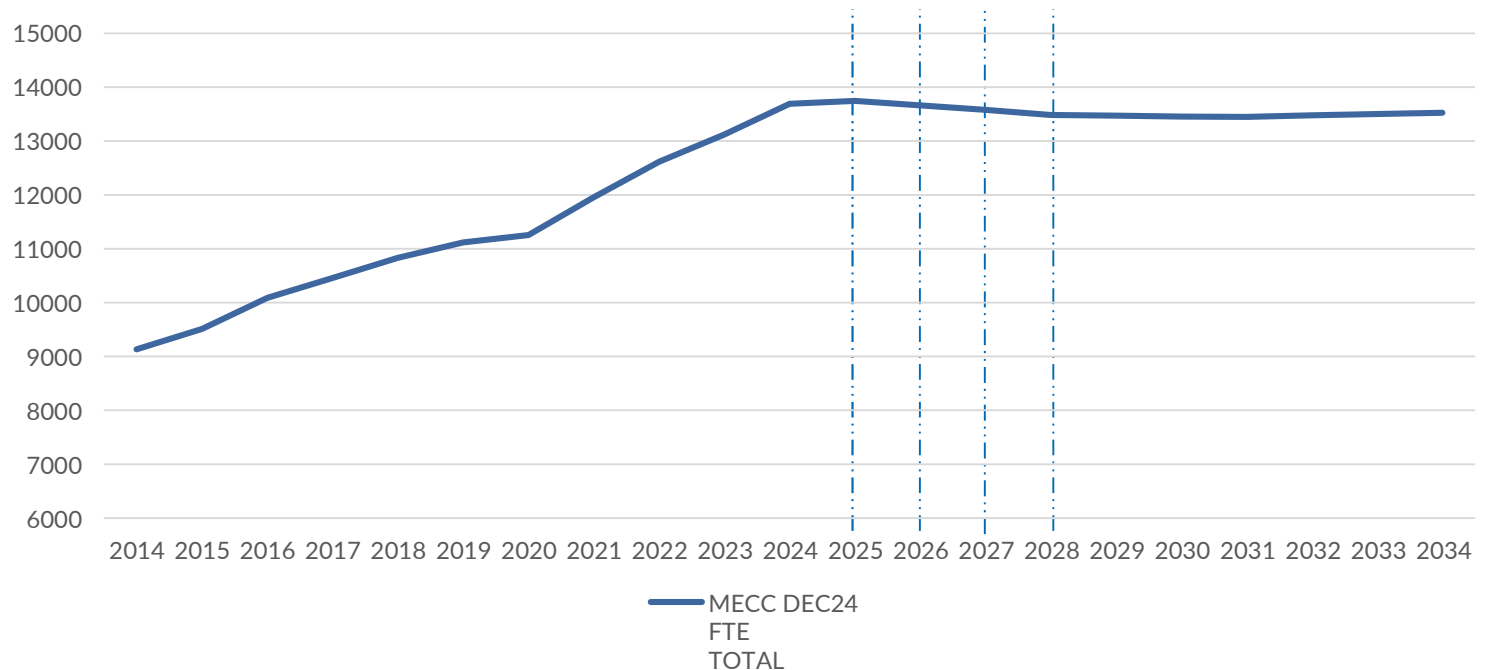
H – High, M – Medium, L – Low



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



COMMITTEE REPORT OF THE EDUCATION-POLICY COMMITTEE

School Board Office
May 6, 2025 – 6:00 p.m.

Present: Amanda Dowhy, Trustee (Acting Chair)
Cendra Beaton, Trustee (Committee member)
Trudy Spiller, Trustee (Committee member)
Dana Savage, CUPE
Melissa Horner, SPVPA
Monica Braniff, Deputy Superintendent
Dave Strange, Associate Superintendent
D'Arcy Deacon, Associate Superintendent
Beth Kim, Digital Asset Management Analyst

Regrets: Paul Block, Superintendent/CEO, Sandra Arnold – SPEAC rep.

Guests: Jon Carr, District Principal – NIE, Marlys Denny – District Vice Principal NIE

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 Chair**

The Chair invited the committee to take a moment to reflect on the recent tragedy at the Vancouver Lapu Lapu festival offered condolences to the families and broader community affected by this tragic event. Additionally, the Chair highlighted this being Mental Health Awareness week and the work being done in community and the Sooke School District to support students, staff and families. Finally, the Chair recognized a variety of events held across the district this week including Music Monday and Red Dress Day events.

3. **COMMITTEE REPORT** of April 1, 2025 Education-Policy Committee meeting

The committee report for the April 1, 2025 Education-Policy Committee meeting was received by the committee. One omission was noted from the report. In the regrets section there were omissions - Trustee Logins had sent regrets and this was not recorded.

4. **BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

5. **NEW BUSINESS**

a. Na'tsa'maht Enhancement Agreement Mid-Year Report – Jon Carr

Mr. Carr and Ms. Denny presented the Na'tsa'maht Enhancement Agreement Mid-Year Report. The presentation was well received and was followed with discussion, questions and feedback. The committee expressed gratitude for the work being done in support of Indigenous students in our district and the commitment to continuing the work to improve Indigenous student success from K through to Grade 12.

At one point clarification was sought on the difference between an Enhancement Agreement and a Local Education Agreement. Additionally, concerns were expressed as to the work that remains to be done along with a strong expression of hope that we continue to take significant steps to improve success rates.

b. Quarter 3 Operational Plan Report – Monica Braniff

Deputy Superintendent Braniff presented the Quarter 3 Operational Plan Report. Associate Superintendents Deacon and Strange were invited to speak to specific sections in the report. The presentation was well received and was followed with discussion, questions and feedback. Appreciation was shared for updates and changes to the Q2 report. Additionally, committee members expressed hope that the district would be moving forward on several key items including gendered language in policy and SOGI work.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the Quarter 3 Report as presented at the Education-Policy Committee meeting of May 6, 2025.

6. **REVIEW OF POLICIES/REGULATIONS**

There were no policies or regulations for review at this meeting.

7. **FOR INFORMATION**

a. Research Project Approval – “Considering Classroom Management Through a Lens of Coloniality” – Dr. Lyndze Harvey, UVic

The proposal was spoken to by the Deputy Superintendent. Support for the project was expressed by the committee with a hope that findings would be reported back at a later date.

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** June 3, 2025



Committee Info Note
Education-Policy Committee Meeting
May 6, 2025

Agenda Item 5a: NA'TSA'MAHT Enhancement Agreement Report on the 2023/24 School Year

Background:

- The NA'TSA'MAHT Enhancement Agreement is a five-year working agreement developed by our school district, all local Indigenous communities and partners, and the Ministry of Education. The goal of the agreement is to maintain and enhance our collective ownership to improve the success of Indigenous students, create safe, welcoming and inclusive learning environments, and provide learning opportunities based on the First Peoples Principles of Learning for all students, staff, and communities. There are two goals:
- One Mind Goal: To build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming and inclusive learning environments K to 12
- One Spirit Goal: To build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming and inclusive learning environments K to 12
- The Indigenous Education Council provided input on April 8th, 2025 in reviewing the data from the How Are We Doing Report – 2023/24.
- Format of the Report will be aligned with the Ministry of Education & Child Care's 3 Pillars of the Education Citizen: Intellectual Development; Human and Social Development; Career Development.

Current Context:

Are we meeting the goals?

One Mind Goal: In Progress / Partially Met

To progress individual Indigenous student success K to 12, leading to a Dogwood diploma and supporting pathways to employment beyond graduation that reflect student choice and voice.

Strengths:

- Literacy & Numeracy (Gr. 4 & 10):
 - Grade 4 Indigenous students show higher proficiency than non-Indigenous peers in both literacy and numeracy “On Track” categories (65% vs 52% literacy; 65% vs 52% numeracy).
 - Grade 10 proficiency gaps are closing in both areas. Literacy (62% Indigenous vs. 64% non-Indigenous), numeracy slightly exceeds non-Indigenous rates.
- Completion Rates:
 - 5-year completion rate rose from 62% to 69%, the largest 1-year gain to date.
 - 6-year completion rate for Indigenous students reached 78%, a significant improvement from a 5 year low of 70% the year before.
 - The rate for Children/Youth in Care (CYIC) also reached its highest point at 57.3%, indicating improvement for this priority learner group.
- Well-Being Indicators (Gr. 10):
 - Equity gaps in belonging and adult care were closed or reversed. Indigenous students reported more support than their peers in some indicators.

Stretches:

- Middle Years Lag (Gr. 7):
 - Literacy and numeracy rates remain low (24% On Track for literacy, 76% in Emerging for numeracy), and no Grade 7 Indigenous student has reached “Extending” in literacy in five years.
- Post-Secondary Transition:
 - Immediate post-secondary transition rates have declined (16.2% in 2021/22) with a growing gap compared to non-Indigenous students (24.5%).
 - Only 38% of Grade 12 Indigenous students felt school prepared them for post-secondary, mirroring non-Indigenous rates, but indicating general unpreparedness.
- Adult Dogwood Adjustment:
 - When removed, the adjusted grad rate drops by 10 points (from 78% to 68%), suggesting many students graduate on this pathway rather than the standard Dogwood.

One Spirit Goal: In Progress / Partially Met

To build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming, and inclusive learning environments K to 12.

Strengths:

- Indigenous Content Across Grades:
 - Indigenous students now report more frequent learning about Indigenous Peoples than non-Indigenous peers at all levels.
 - Grade 12 saw the highest jump (70% report frequent Indigenous learning).
 - This reverses the historical equity gap and reflects curriculum alignment (e.g., new Indigenous-focused grad requirements).
- Cultural Visibility in Classrooms:
 - 69% of students see their family/cultural background in class “Always” or “Sometimes.”
 - 72% feel their culture is reflected — a strong foundation for inclusive environments.
- Well-Being Gains:
 - Grade 7 & 10 students report improving belonging and care.
 - Grade 10 students exceeded their peers in perceived adult support and belonging.

Stretches:

- Belonging & Safety Drop (Gr. 12):
 - Belonging dropped from 54% to 37% in 2023/24.
 - Safety also declined (from 89% to 73%).
 - Indicates possible disengagement nearing graduation.
- Disproportionate Representation in Alternate & Designated Programs:
 - Indigenous students are overrepresented in alternate programs (40.2% of enrolment but only 11% of district population).
 - They also comprise 29–32% of behaviour/mental health designations in Grades 4–10.
- Access to Support:
 - Only 44% of Indigenous students (Gr. 6–12) feel they “Always” or “Sometimes” have what they need to be successful in school.
 - Over 56% did not express agreement, pointing to barriers in access to resources, guidance, or culturally aligned supports.

Respectfully submitted on behalf of the Indigenous Education Council (I.E.C.):

- Co-Chair (First Nation Community) Tara Jensen, T’Sou-ke First Nation Representative
- Co-Chair (District Representative) Jon Carr, District Principal – NA’TSA’MAHT Indigenous Education Department
- Marlys Denny, District Vice-Principal – NA’TSA’MAHT Indigenous Education Department

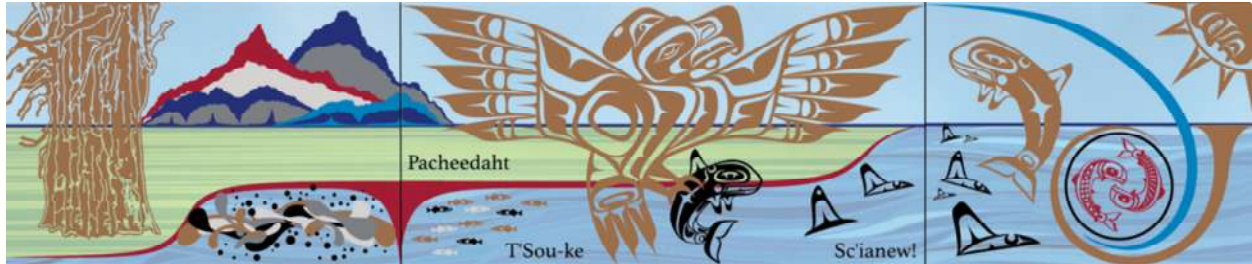
NA'TSA'MAHT Enhancement Agreement Report on the 2023/24 School Year

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Territory Acknowledgement



Sooke School District acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and SC'IANEW (Beecher Bay) Nation and Nuu-chah-nulth: paaʔčiidʔatx (Pacheedaht) Nation. We also recognize some of our schools reside on the traditional territory of Esquimalt Nation and Songhees Nation.



Background of the NA'TSA'MAHT Enhancement Agreement

NA'TSA'MAHT is a five-year working agreement developed by our school district, all local Indigenous communities and partners, and the Ministry of Education. The goal of the agreement is to maintain and enhance our collective ownership in order to improve the success of Indigenous students, create safe, welcoming and inclusive learning environments, and provide learning opportunities based on the First Peoples Principles of Learning for all students, staff, and communities.

Photos of the Signing Celebration: September 2022, Pacheedaht First Nation



Goals & Objectives

Our third NA'TSA'MAHT Enhancement Agreement is in place until 2027. The agreement was developed by the school district in consultation with local First Nations rightsholders: SC'IANEW (Beecher Bay) Nation, T'Sou-ke and paa?čiid?atx (Pacheedaht) Nation, as well as Métis, Inuit and other Indigenous partners that reside in Coast Salish and Nuuchah-nulth territories.

The agreement consists of two goals:

One Mind Goal

To progress individual indigenous student success K to 12, leading to a Dogwood diploma and supporting pathways to employment beyond graduation that reflect student choice and voice

One Spirit Goal

To build understanding of indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming and Inclusive learning environments K to 12

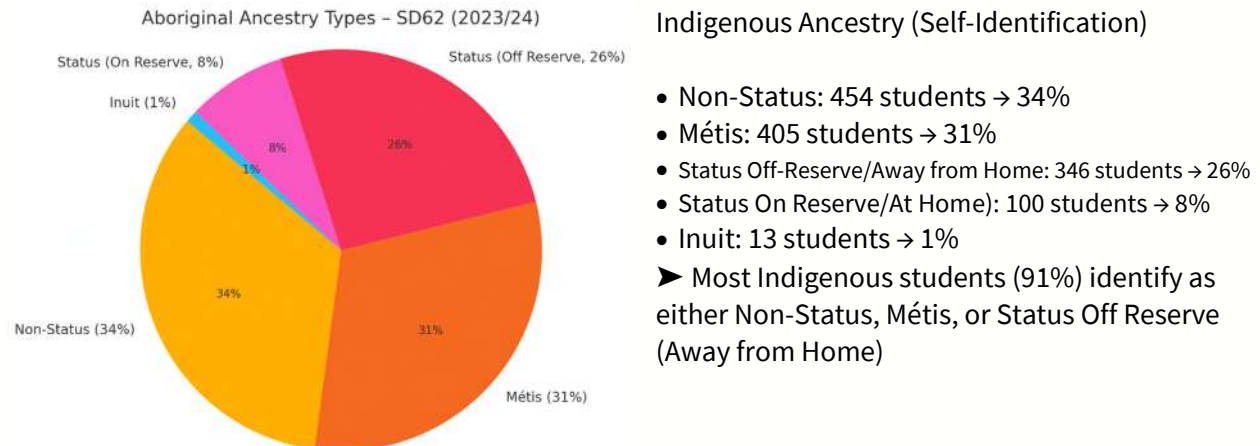
"NA'TSA'MAHT: being of one mind, one spirit. Together, working side by side, supporting each other, walking together. Good mind, good spirit for the good of our children, for the good of Mother Earth sustaining us."

– Elder Shirley Alphonse



Sooke School District's Indigenous Student Lellum (House)

Enrollment & Demographics (2023/24)



Total Number of Indigenous Students Over Time

- 13% decrease in the number of Indigenous students from 2019/20 to 2023/24.
- Decrease in the percentage of Indigenous students relative to the total district population.

Indigenous Students with Disabilities or Diverse Abilities

- Indigenous students consistently represent ~20–23% of all students with disabilities/diverse abilities.
- In 2023/24: 436 of 2,187 or 20% of students with designations were Indigenous
- Although overall numbers are growing (344 → 436 from 2019 to 2023), the Indigenous proportion is slightly declining (from 23% to 20%).
- Indigenous students are overrepresented in early and middle grades for behaviour/mental health designations:
 - 2023/24: 29% of these designations in Grades 4–7; 32% in Grades 8–10.
 - Significantly higher than non-Indigenous counterparts in some categories.

Indigenous Students in Alternate Programs

- District: 40.2% of students in alternate programs are Indigenous
- Province: 42.1% of students in alternate programs are Indigenous

This shows an overrepresentation of Indigenous students in alternate programs compared to their overall enrolment proportion in the district (11%) and province (approx. 10%).



Report Format:

This data in this report is aligned with the Three Pillars of the Educated Citizen in BC Education:

1. Intellectual Development

- to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge;
- to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

2. Human and Social Development

- to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage;
- to develop an understanding of the importance of physical health and well-being;
- to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others

3. Career Development

- to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace

For more information, visit the Ministry of Education & Child Care Policy for Student Success
View the policy for Student Success:

- [Presentation on understanding the Policy for Student Success \(PDF\)](#)
- [Understanding the B.C. Policy for Student Success \(PDF\)](#)

A quote when reading the data

“To close the gaps means to achieve education outcomes for (Indigenous) students that are the same outcomes for non-Indigenous students. This language does not imply any failure by Indigenous student, but rather, a failure of the education system to meet their needs.” Audit of Education of Indigenous Students in the Public School System (2015)



Section 1: Intellectual Development

1.1 Literacy

Data Sources:

- Foundation Skills Assessments & Literacy Assessments: British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., pp. 11, 13, 15–16).

Summary:

- Grade 4 Indigenous students are not only participating more, but are now leading non-Indigenous students in “On Track” proficiency
- Proficiency gaps are closing in Grade 10; 62% of Indigenous students were Proficient
- Although access is improving, Indigenous students are showing lower levels of literacy proficiency during middle years. No Grade 7 Indigenous students reached “Extending” for five consecutive years.
- Literacy 12 Assessment: Proficiency is stable at 52– 58% Proficient (2021/22 to 2023/24), for Indigenous students who participate, but fewer are writing the assessment and a 24-point participation gap exists between Indigenous and Non-Indigenous students

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> • Gr 4: On Track performance remained consistent, around 65% in 2023/24, up from 52% in 2020/21. • Participation rates in FSA increased from 32% (2019/20) to 65% (2023/24) → 33% increase in 5 years • Gr 7: On Track performance decreased from 42% (2019/20) to 38% (2023/24) • Participation rates grew from 30% (2019/20) to 70% (2023/24) → 40% increase in 5 years 	<ul style="list-style-type: none"> • Gr 4: In 2023/24, Indigenous students had a higher On Track rate than Non-Indigenous peers (65% vs 52%) • Gr 7: In 2023/24, Non-Indigenous students had a higher On Track Rate than Indigenous students (38% vs 24%) • Gr 10: Achievement Gap Narrows at Proficiency Level: Non-Indigenous students had 64% Proficient in 2023/24, which is only 2 percentage points higher than Indigenous peers.



<ul style="list-style-type: none"> • Gr 10: Most reach Proficiency. In 2023/24, 62% of Indigenous students were Proficient. • Gr 12: Steady Proficiency Rates: From 2021/22 to 2023/24, around 52–58% of Indigenous students consistently scored “Proficient”, which mirrors Grade 10 trends 	<ul style="list-style-type: none"> • Gr 12: 24% Participation Gap: In 2023/24, 82% of Non-Indigenous students participated versus 58% of Indigenous students.
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1.2 Numeracy

Data Sources:

- Foundation Skills Assessments & Numeracy Assessments - British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., pp. 12, 14, 15, 18).

Summary:

- Elementary years (Gr 4) show consistent proficiency in foundational numeracy and are performing better than non-Indigenous learners.
- Middle Years (Gr 7) remain a critical intervention point, most students are “Emerging” with some widening achievement gaps with non-Indigenous learners.
- Secondary Years (Gr 9-12) show that student proficiency has improved to 40% and is now slightly ahead of non-Indigenous peers in recent years, a positive reversal compared to earlier years (2019/20).

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> • Gr 4: Performance consistently clusters in the "On Track" range. 65% of Indigenous students were “On Track in 23/24 • Gr 7: Most Indigenous students (76%) remain “Emerging” in proficinecy • Despite a peak at 57% in 2020/21, results have remained low in the last three years (20–24%) • Gr 10: Indigenous students consistently hover around the 40–49% Proficient range, showing stable but moderate achievement over five years 	<ul style="list-style-type: none"> • Gr 4: Indigenous students had higher proficiency than their non-Indigenous peers by 13 percentage points at the “On Track” level. (65% vs 52%) • Gr 7: While both groups are experiencing declines, Indigenous students consistently remain 14–18% behind in “On Track” performance • Gr 10: Indigenous student proficiency has improved and is now slightly ahead of non-Indigenous peers in recent years, a positive reversal compared to earlier years (2019/20)



Section 2: Human & Social Development

2.1 Indigenous Student Well-Being

Data Sources:

- Student Learning Survey - British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., , pp. 50, 52, 54, 55, 57, and 58).
- Equity in Action Survey – Indigenous Student Responses (2023/24) Sooke School District

Summary of Grade 4, 7, 10 and 12: Sense of Belonging, Feeling Safe, and Believe Adults Who Care at School (Well-being Indicators)

- While Grade 4 Indigenous students report relatively strong feelings of safety at school, they continue to report lower sense of belonging and adult connection than their peers, with all three indicators showing a persistent equity gap.
- Grade 7 Indigenous students are showing steady improvement in sense of belonging and stronger perceived adult care, even surpassing peers in 2023/24. However, a gap in feeling safe at school remains.
- Grade 10 Indigenous students reported increases in all well-being indicators, closing or even reversing equity gaps in sense of belonging and adults who care. This reflects a turnaround in how Indigenous students are experiencing their school environment.
- Grade 12 Indigenous students have strong adult relationships. However, there is a drop in sense of belonging and safety among Indigenous Grade 12 students. This may reflect disengagement near graduation.

Grade 4:

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> • Belonging: Increased from 42% (2019/20) to 53% (2023/24); a small but positive increase. • Safety: Generally high and stable, hovering around 73% in 2023/24. 	<ul style="list-style-type: none"> • Belonging: Indigenous 53% Non-Indigenous 64% → -11% • Safety: Indigenous 73% Non-Indigenous 80% → -7%



<ul style="list-style-type: none"> Adults Who Care: Slight decline from 66% (2019/20) to 60% (2023/24). 	<ul style="list-style-type: none"> Adults Who Care: Indigenous 60% Non-Indigenous 68% → -8%
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Grade 7:

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> Belonging: Gradual increase from 40% to 46% (2023/24) Safety: Slight decrease to 62% in 2023/24 from 69% in 2022/23 Adults Who Care: Rebounded to 60% after a decrease in 2022/23 	<ul style="list-style-type: none"> Belonging: Indigenous 46% Non-Indigenous 52% → -6% Safety: Indigenous 62% Non-Indigenous 72% → -10% Care: Indigenous 60% Non-Indigenous 55% → +5% (Note: Indigenous students exceeded non-Indigenous peers here)

Grade 10:

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> Belonging: Increase from 32% (2021/22) to 52% (2023/24) Safety: Also improved from 56% to 70% Adults Who Care: Increased from 47% (2021/22) to 66% (2023/24) 	<ul style="list-style-type: none"> Belonging: Indigenous 52% Non-Indigenous 50% → +2% Safety: Indigenous 70% Non-Indigenous 73% → -3% Care: Indigenous 66% Non-Indigenous 61% → +5%

Grade 12:

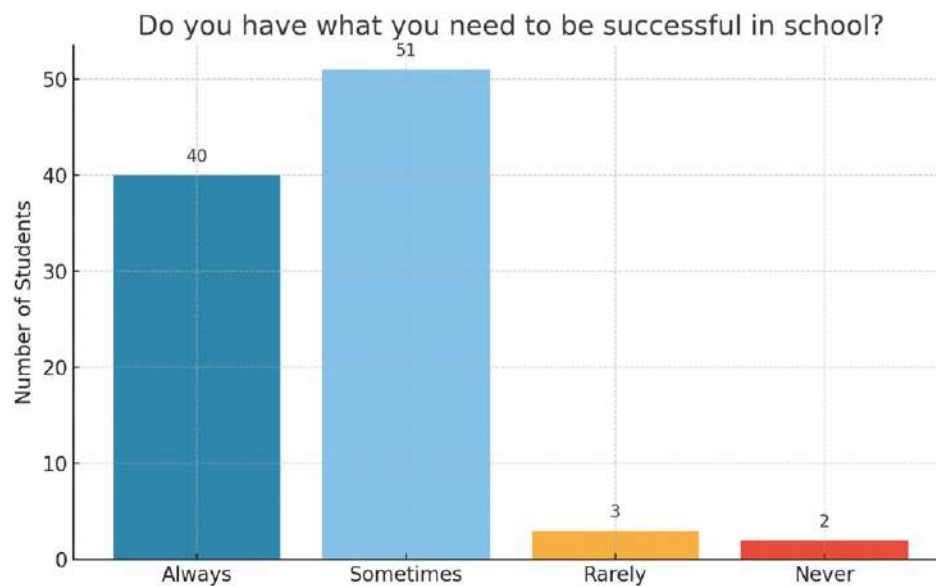
Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> Belonging: decreased from 54% (2022/23) to 37% in 2023/24 	<ul style="list-style-type: none"> Belonging: Indigenous 37% Non-Indigenous 51% → -14%



- | | |
|---|---|
| <ul style="list-style-type: none"> • Safety: decreased from 89% to 73% • Adults Who Care: remained stable at 70%, matching previous years | <ul style="list-style-type: none"> • Safety: Indigenous 73% Non-Indigenous 80% → -7% • Adults Who Care: Indigenous 70% Non-Indigenous 71% → -1% |
|---|---|

Equity in Action Indigenous Student Responses (Gr 6-12)

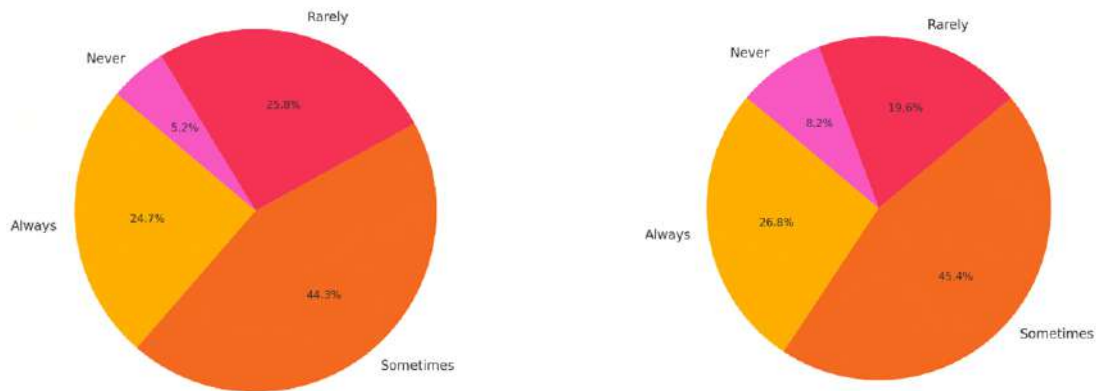
- When Indigenous students were asked “Do you have what you need to be successful in school” A combined 43.7% of students responded “Always” or “Sometimes”, indicating that fewer than half of students consistently feel they have the supports they need to succeed. The low percentages for “Rarely” and “Never” are encouraging, but the majority of students (over 56%) did not indicate full or partial agreement, suggesting ongoing gaps in perceived access to resources



When Indigenous students (Gr 3-12) were asked “If they see their family or cultural background in the classroom”: 69% of Indigenous students responded with Always or Sometimes to seeing their family or cultural background in the classroom; and 72% of Indigenous students responded with Always or Sometimes seeing their culture reflected in the classroom. These results show that a majority of



Seeing Family or Cultural Background in Classroom (Excludes No Response) Seeing Culture Reflected in Classroom (Excludes No Response)



Indigenous students see their cultural representation at least sometimes, with room to improve frequency and consistency.

2.2 Indigenous Content in Learning Environments

Data Sources:

- Student Learning Survey - British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., , pp. 49, 51, 53, 56).

Summary of Grade 4, 7, 10 and 12 Respond to “Are You Being Taught About Indigenous Peoples?”:

- Indigenous students consistently report more frequent learning about Indigenous Peoples at all grade levels.
- The equity gap has reversed from earlier years. Indigenous students now experience higher reported engagement with Indigenous content than non-Indigenous students.
- Grade 12 shows the most progress, reflecting efforts to embed Indigenous learning across the curriculum and the requirement to complete at least 4 credits in Indigenous-focused coursework to graduate



Grade 4:

Trends (2019/20 to 2023/24)	Equity Gap 2023/24
<ul style="list-style-type: none"> Indigenous students reporting “All or many times” increased significantly from 38% (2019/20) to 58% (2023/24). Non-Indigenous students also showed improvement from 39% to 48% over the same period. 2023/24 marks the highest rate recorded for both groups. 	<ul style="list-style-type: none"> Indigenous: 58% Non-Indigenous: 48% → +10 percentage points Indigenous students now report more frequent learning about Indigenous Peoples than their non-Indigenous peers, reversing earlier parity.

Grade 7:

<ul style="list-style-type: none"> Indigenous student rates have fluctuated, rising slightly from 38% to 43%, but generally hovering in the low 30s to low 40s. Non-Indigenous students have remained largely flat around 33–36%, ending at 34% in 2023/24. 	<ul style="list-style-type: none"> Indigenous: 43% Non-Indigenous: 34% → +9 percentage points A slight but growing equity lead in perception of Indigenous learning for Indigenous students.
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Grade 10:

<ul style="list-style-type: none"> Indigenous students’ responses have increased consistently, from 35% (2020/21) to 49% (2023/24). Non-Indigenous student responses have plateaued, slightly decreasing from 42% (2022/23) to 37% (2023/24). 	<ul style="list-style-type: none"> Indigenous: 49% Non-Indigenous: 37% → +12 percentage points Indigenous students report significantly more frequent exposure to Indigenous content than their peers, the largest equity gap at this level to date.
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Grade 12:

<ul style="list-style-type: none"> Indigenous student responses increased sharply, from 33% (2020/21) to 70% (2023/24). Non-Indigenous students also improved from 36% to 62% in the same timeframe. Both groups showed the largest year-over-year growth between 2022/23 and 2023/24. 	<ul style="list-style-type: none"> Indigenous: 70% Non-Indigenous: 62% → +8 percentage points Indigenous students are 8% more than Non-Indigenous, and overall engagement with Indigenous content has improved dramatically in Grade 12 for all learners.
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Section 3: Career Development

3.1: Completion Rates

Data Source:

- British Columbia Ministry of Education and Child Care. (2024). Indigenous student outcomes dashboard: School District 62 – Sooke [Power BI dashboard]. Internal report, retrieved via BC Ministry of Education secure portal.

Summary:

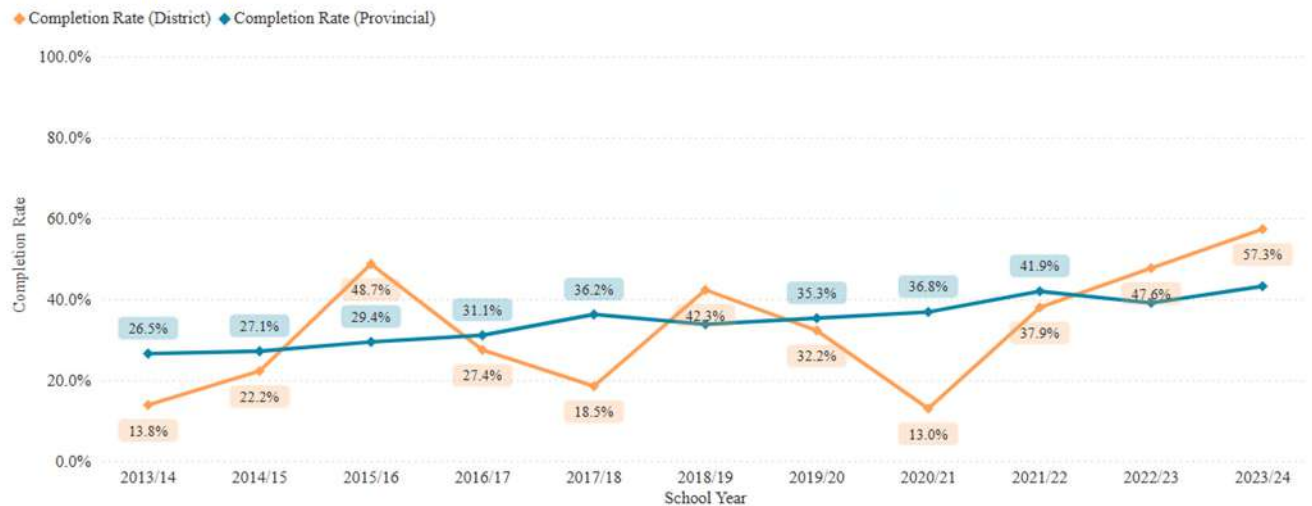
- The 5-year Indigenous student completion rate increased from 62% to 69%, the largest single-year improvement over the last 5 years, with a narrowing equity gap from 25–27% in previous years to 22% (69% vs. 91%)
- The 5-year Indigenous completion rate for CYIC (Child or Youth In Care) increased to 57.3% in 2023/24, the highest in the ten year period, reversing previous declines
- The 6-year completion rate for Indigenous students reached 78%, marking a strong recovery from a 5-year low of 70% in 2022/23
- Adult Dogwood Adjusted Rate: the adjusted rate drops to 68% when Adult Dogwood recipients are removed, which is a 10 percentage point difference, the largest gap in the last 5 years. This suggests that an increased proportion of Indigenous graduates completed the Adult Dogwood pathway last year.

5-year Completion Rate for Indigenous Students – District & Provincial (last 10 years)



5 Year Completion Rate for Indigenous Students who were ever a Child/Youth In Care (CYIC) – District & Provincial

5 Year - Completion Rate



3.2 Transition to Post-Secondary

Sources:

- Student Learning Survey - British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., , pp. 54, 57).
- Equity in Action Survey – Indigenous Student Responses (2023/24) Sooke School District

Summary:

- In 2021/22, 16.2% of Indigenous Grade 12 graduates transitioned immediately to community college, down from 32.3% in 2020/21. This marks the lowest immediate transition rate in the last 4 years.
- Equity Gap: 24.5% of Non-Indigenous students made the same transition in 2021/22, which highlights a growing gap in immediate post-secondary access.
- In the most recent year (2021/22), no data is available for Indigenous students entering post-secondary institutions with transition values masked or unreported across all years.
- Indigenous Grade 10 students: 36% reported feeling that school is preparing them for post-secondary “all of the time or many times,” a drop from a high of 51% in 2022/23.

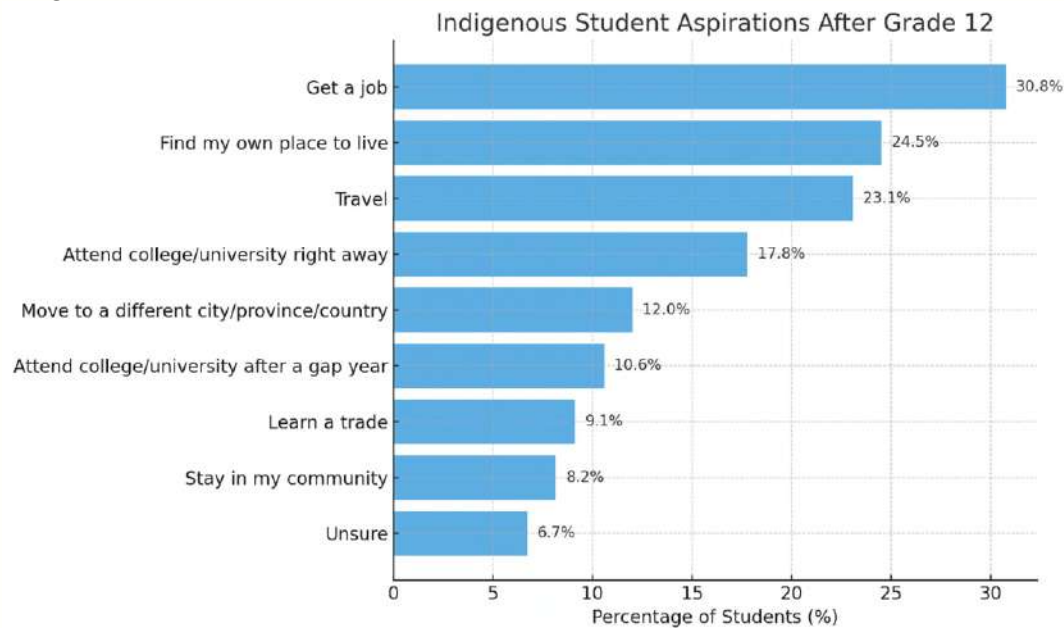


While this is still above the earlier rates of 34% (2020/21) and 37% (2021/22), there is a notable decline

- Indigenous Grade 12 students: 38% reported they felt school prepared them for post-secondary “all or most of the time” in 2023/24. This was the same for Non-Indigenous students (38%)
- When Indigenous students were asked what they hoped to do after Grade 12, most focused on immediate independence and employment, with interest in travel and post-secondary education. Fewer students intend to stay in their community or pursue trades, and a small but meaningful portion remain unsure about their path.

Equity in Action Survey Data:

Indigenous students were asked “After Grade 12, I hope to”



Conclusion: Are we meeting the goals?

One Mind Goal: In Progress / Partially Met

To progress individual Indigenous student success K to 12, leading to a Dogwood diploma and supporting pathways to employment beyond graduation that reflect student choice and voice

Strengths:

- Literacy & Numeracy (Gr. 4 & 10):
 - Grade 4 Indigenous students show high proficiency than non-Indigenous peers in both literacy and numeracy “On Track” categories (65% vs 52% literacy; 65% vs 52% numeracy).
 - Grade 10 proficiency gaps are closing in both areas. Literacy (62% Indigenous vs. 64% non-Indigenous), numeracy slightly exceeds non-Indigenous rates.
- Completion Rates:
 - 5-year completion rate rose from 62% to 69%, the largest 1-year gain to date.
 - 6-year completion rate for Indigenous students reached 78%, a significant improvement from a 5 year low of 70% the year before.
 - The rate for Children/Youth in Care (CYIC) also reached its highest point at 57.3%, indicating improvement for a this priority learner group.
- Well-Being Indicators (Gr. 10):
 - Equity gaps in belonging and adult care were closed or reversed. Indigenous students reported more support than their peers in some indicators.

Stretches:

- Middle Years Lag (Gr. 7):
 - Literacy and numeracy rates remain low (24% On Track for literacy, 76% in Emerging for numeracy), and no Grade 7 Indigenous student has reached “Extending” in literacy in five years.
- Post-Secondary Transition:
 - Immediate post-secondary transition rates have declined (16.2% in 2021/22) with a growing gap compared to non-Indigenous students (24.5%).
 - Only 38% of Grade 12 Indigenous students felt school prepared them for post-secondary, mirroring non-Indigenous rates, but indicating general unpreparedness.
- Adult Dogwood Adjustment:
 - When removed, the adjusted grad rate drops by 10 points (from 78% to 68%), suggesting many students graduate on this pathway rather than the standard Dogwood.



One Spirit Goal: In Progress / Partially Met

To build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming, and inclusive learning environments K to 12.

Strengths:

- Indigenous Content Across Grades:
 - Indigenous students now report more frequent learning about Indigenous Peoples than non-Indigenous peers at all levels.
 - Grade 12 saw the highest jump (70% report frequent Indigenous learning).
 - This reverses the historical equity gap and reflects curriculum alignment (e.g., new Indigenous-focused grad requirements).
- Cultural Visibility in Classrooms:
 - 69% of students see their family/cultural background in class “Always” or “Sometimes.”
 - 72% feel their culture is reflected — a strong foundation for inclusive environments.
- Well-Being Gains:
 - Grade 7 & 10 students report improving belonging and care.
 - Grade 10 students exceeded their peers in perceived adult support and belonging.

Stretches:

- Belonging & Safety Drop (Gr. 12):
 - Belonging dropped from 54% to 37% in 2023/24.
 - Safety also declined (from 89% to 73%).
 - Indicates possible disengagement nearing graduation.
- Disproportionate Representation in Alternate & Designated Programs:
 - Indigenous students are overrepresented in alternate programs (40.2% of enrolment but only 11% of district population).
 - They also comprise 29–32% of behaviour/mental health designations in Grades 4–10.
- Access to Support:
 - Only 44% of Indigenous students (Gr. 6–12) feel they “Always” or “Sometimes” have what they need to be successful in school.
 - Over 56% did not express agreement, pointing to barriers in access to resources, guidance, or culturally aligned supports.





Information Note
Education-Policy Committee Meeting
May 7, 2025
Agenda Item: 5b. – Q3 Strategic Plan Quarterly Report

Background:

- The Board of Education, through motion, has directed staff to bring forward for information, quarterly reports on progress towards the Strategic Plan and student outcomes:
 - Quarterly (Q) reports are tabled at meetings in November (Quarter 1: July - September), February (Quarter 2: October - December), May (Quarter 3: January - March) and September (Annual Report that includes Quarter 4 work: April - June).
- Under the district's [Strategic Plan 2021-2025](#), we have developed a comprehensive process of charting accountability that links Strategic Plan outcomes, operational plans and the Ministry of Education's student success metric report: the Framework for Enhancing Student Learning (FESL).
- Annually, the district takes the direction of the Board through the Strategic Plan and develops an operational plan to assist in achieving the goals and objectives of the Strategic Plan. The [Operational Plan 2024-2025](#) builds on the [Operational Plan 2023-2024](#).
- The [Enhancing Student Learning Report](#) is submitted to the Ministry of Education annually on September 30th. The report features data on SD62 (School District 62) student success. When newly released data becomes available, the Quarterly Reports will feature it. The Enhancing Student Learning Report covers:
 - Reading, writing and numeracy.
 - Grade-to-grade transitions.
 - Graduation assessments.
 - Six-year and eight-year completion rates.
 - Early development.
 - Student satisfaction, including postsecondary and career preparation.
 - Success metrics for all students, including those with unique needs, such as Indigenous ancestry, English Language Learners.

Quarter 3 Progress on the 2024-25 Operational Plan

- The Quarter 3 Report contains updates for work undertaken between January – March 30, 2025. It details each item contained in the 2024-25 Operational Plan and is reported under the headings of Learning (blue), Engagement (green) and Growth (red).
- The report is structured with four columns:
 - **“Staff Will”**: describes the actions with target completion date that the executive will undertake to meet the operational goal.
 - **“Students Will”**: describes the connection and outcomes for students that will be achieved through the project, initiative, or action.

- **“Measures”**: specific outcomes with target completion date that the executive will use to document progress towards a project, initiative, or action.
- **“Progress & Evidence”**: describes the actions taken within Q2 in support of the Operational goal.
- Progress Summary Q3 Report: 39 projects, initiatives or actions were planned for completion over Q3-Q4:
 - 30 projects, initiatives or actions are complete.
 - 6 projects, initiatives or actions are in progress.
 - 3 projects have been delayed as per plan.

Recommended Motion:

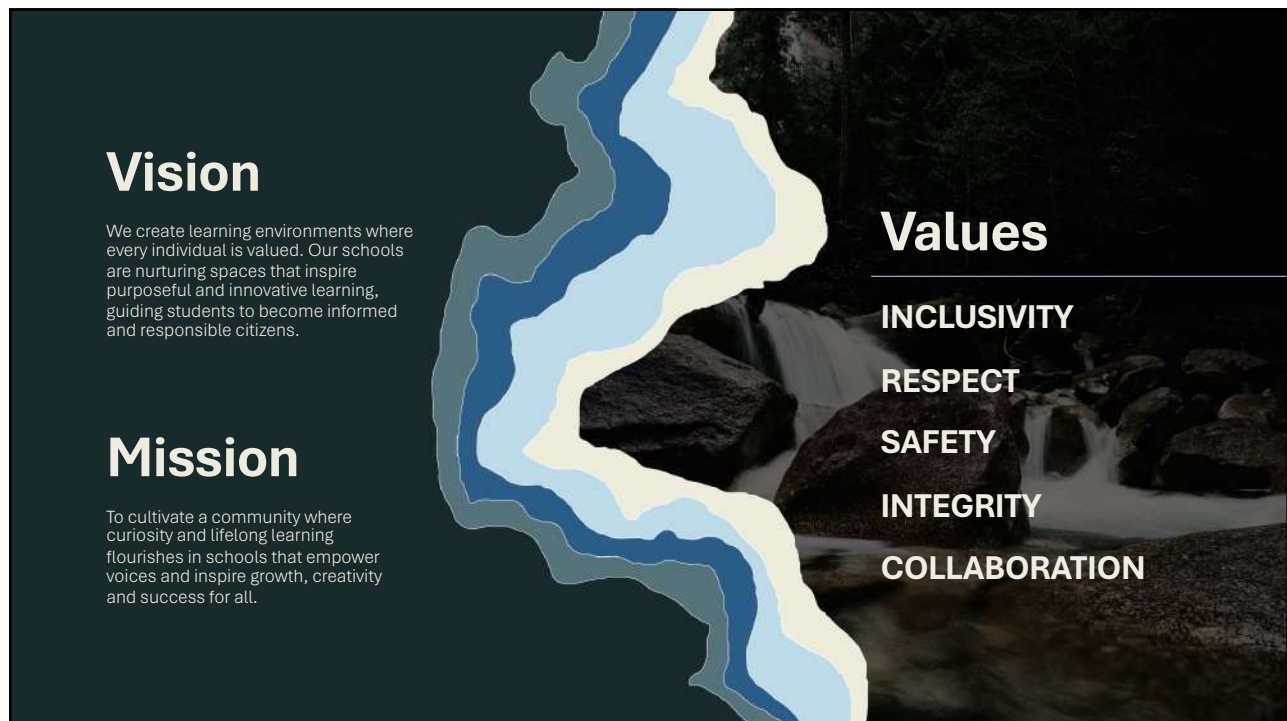
“That the Board of Education of School District 62 (Sooke) receive the Quarter 3 Report as presented at the Education-Policy Committee meeting of May 7, 2025.”

Respectfully submitted,

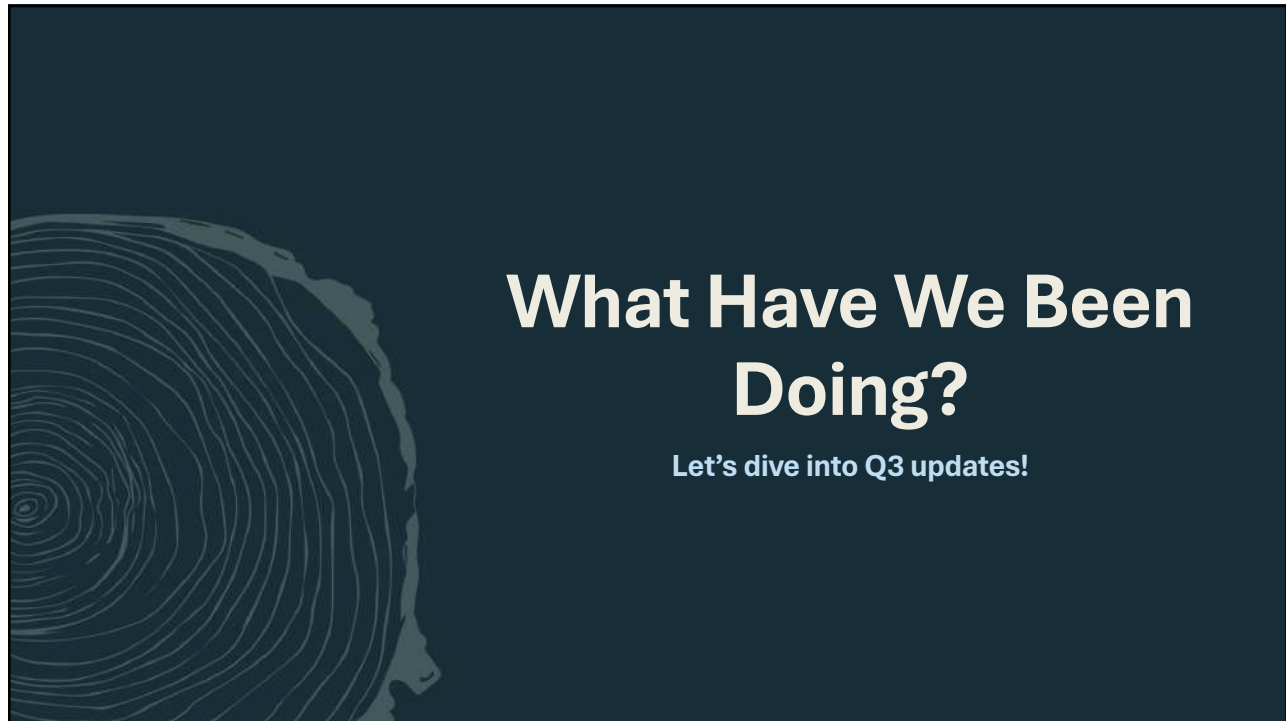
Paul Block, Superintendent/CEO



1




2



3

Implement Diversity, Equity & Inclusion Review to Enhance Student Learning

- A consultant has been contracted to establish Terms of Reference and develop a multi-year plan to support Belonging, Access and Equity (BAE) throughout the district.
- A review of published documents for language and inclusivity is underway.
- A provincial Anti-Racism network has been established, PVP representatives are part of this network and have been attending regional meetings.
- Committee and Leadership have received a document from the Ministry, "Anti-Racism in Education: A Guide for Teachers" with plans to distribute to staff in the fall of 2025.



4

Implementing the Middle/Secondary Components of the K-12 Literacy Plan



- Expanded implementation of the Middle School components of K-12 Literacy Plan
- Goal of expanding literacy instruction and intervention grounded in universal screening, diagnostics and progress monitoring
- Full project pilots at two middle schools (Centre Mountain Lellum and Spencer Middle Schools) with outreach involvement at other middle school sites
- Involves Inclusion Support Teachers, Learning Support Teachers and Classroom teachers
- Complements additional pilots at the intermediate level (Gr. 4-5)
- Currently 114 teachers involved in literacy focused instruction/intervention (Grades 4-8 across 4 middle schools and 4 elementary schools)

5

Grade 9 Cohort Program

- Recognizing the challenges of transitioning from grade 8 to 9, particularly for students who did not attend a middle school, EMCS took a proactive approach.
- Each student and their family met with staff to understand their needs and barriers to attendance.
- In response, a specialized program was designed for 25 students to address their needs and foster a strong sense of community and belonging.
- Increase in student attendance and engagement and a closing of learning gaps through targeted interventions.



Who was involved?

- IES Teacher
- Career Teacher
- Counsellors
- School-based Social Worker

6

Restructuring IES to include ELL for 2025-26

- A transition timeline has been completed.
- Consultation meetings were held with staff to review and discuss questions/concerns.
- Restructured roles and responsibilities were finalized and shared with the department.
- Determined leadership roles and personnel for restructured department. System announcements have been made.
- Will continue to communicate and consult with impacted departments and key leaders.



7

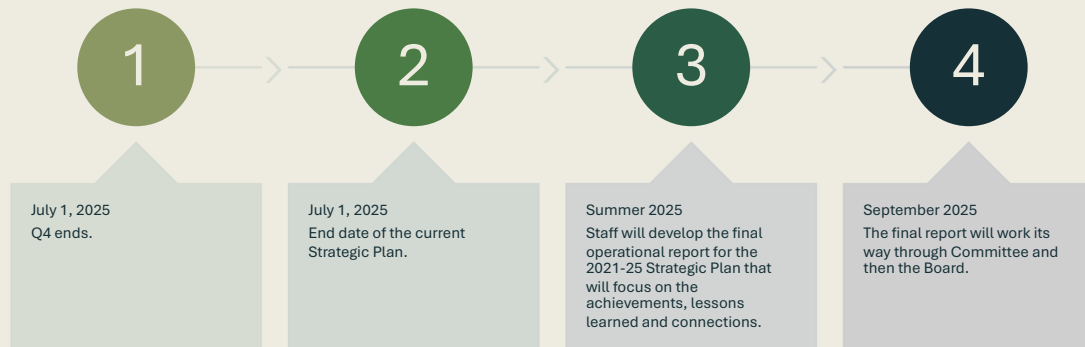
Formalize a Digital Asset Management Plan



- In collaboration with the Student Technology Working Group, a draft five-year Student Technology Refresh & Replacement Plan has been developed.
- 350 new Chromebooks have been delivered to replace expired devices across elementary schools, with replacement work scheduled for Q4.
- The Virtual Library Learning Commons is in beta testing, with staff from Curriculum and Digital Solutions refining the platform.
- A Software Intake Process is being developed in partnership with the Curriculum team and Student Technology Working Group to streamline software adoption and integration.

8

Next Steps



9

Thank You!

10



SOOKE
SCHOOLS 62
Shaping Tomorrow Today



**2024-25 Operational Plan
Quarter 3 Report**

Operational Plan 2024-2025 Deliverables and Metrics: Learning

QUARTER 3 REPORT

Staff Will		Students Will	Measures	Progress & Evidence
Implement recommendations outlined in the diversity, equity, and inclusion (DEI) review to enhance student learning (L1) (MB/DD).				
Staff Will: <ul style="list-style-type: none">Develop a Racism Response guidelines document (Q1-Q2).Publish and share a Terms of Reference for the District Committee (Q1-Q2).Establish a District Committee for DEI (Q2).Develop inclusive language guidelines (Q2).Undertake a Policy Review to ensure policies reflect the district approach to DEI (Q3).Create an opportunity for student voice in District DEI work (Q2-4).Develop a DEI Action Plan to align with the 2025-2029 Strategic Plan (Q4).Update student codes of conduct to include a deeper understanding of diversity, equity and inclusion (Q4).	Students will: <ul style="list-style-type: none">Have enhanced learning that reflects inclusive language.Understand DEI concepts and be able to discuss how the concepts apply to their school.See their codes of conduct with more depth on diversity, equity and inclusion.Feel valued and appreciated for their unique backgrounds and views.Be given clear pathways to provide their voice to the district regarding DEI topics.	The Organization will show progress by: <ul style="list-style-type: none">District DEI Committee Established (Q1).Racism Response guidelines document complete (Q1).Policy review is completed and provides recommendations and/or updated policies (Q3).The Inclusive Language Guideline document is completed & shared with district leadership (Q3).Student codes of conduct contain a common language that demonstrates a deeper understanding of diversity, equity and inclusion (Q4).Students will have participated in student voice and engagement in DEI activities (Q4).Inclusive language is used in the classroom (Q4).DEI strategy to align with 2025-2029 Strategic Plan (Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">District DEI Committee Established (Q1-Q2)<ul style="list-style-type: none">This has been delayed. Aiming for TOR to be completed Q1 and committee established and meeting in Q2.DEI update and presentation was made to the board.RFP completed, seeking a consultant to finalize TOR and establish committee.Racism Response guidelines document complete (Q1-Q2)<ul style="list-style-type: none">Document is drafted, consultation will continue through Q2 with distribution to follow. Q3 Progress Report <ul style="list-style-type: none">DEI advisory group meets regularly with consultant to establish Terms of Reference and develop a multi-year plan to support Belonging, Access and Equity (BAE) throughout the district.Consultant is beginning to review published policies for language and inclusivity of BAE.Anti-Racism network in province is established, Sooke has joined this and attended regional meetings through PVP representation.Ministry document, “Anti-Racism in Education: A Guide for Teachers” shared with committee and leadership.Internal documents will remain draft until committee able to review and revise (either Q4 or Q1 of next year).	
Implement the Middle/Secondary components of the K-12 Literacy Plan (L2) (DS/DD).				
Staff Will: <ul style="list-style-type: none">Establish a K-12 District Literacy Stewardship Team with school and district-level representation (Q1-2).Develop a collaborative cross-department K-12 literacy strategy (primary, intermediate, middle and secondary) (Q2-Q3).Pilot at Intermediate, Middle, and Secondary levels, a common district screening and assessment framework (Q2-Q4).Finalize a common district screening and assessment framework at each level (Q2-Q3).Establish a continuous data reporting structure (frequency and content) for the K-12 Literacy Plan (Q2-Q3).Review and refine professional learning and In-Service Models relative to Tier 1 and Tier 2/3 Instruction (Q2-Q4).	Students will: <ul style="list-style-type: none">Students in elementary, middle and secondary will have improved levels of literacy.Students in elementary, middle and secondary will have access to high-quality literacy classroom instruction.Students in elementary, middle and secondary will have access to interventions as needed to achieve literacy levels expected at their grade level.	The Organization will show progress by: <ul style="list-style-type: none">K-12 Assessment and Progress Monitoring systems will have been established and implemented (Q1-Q4).Staff engagement (participation rates) in district professional learning activities (Q2-Q4).Completion of Intermediate, Middle, and Secondary levels pilots (Q2-Q4).Completed collaborative staffing, resource and training requirements for the K-12 Literacy Plan (Q4).K-12 Annual Literacy Report (Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">K-12 Assessment and Progress Monitoring systems will have been established and implemented (Q1-Q4)<ul style="list-style-type: none">K- 3 Literacy Intervention is fully implemented and ongoing in all elementary schools.District Literacy Stewardship Team in its initial form completed a review of K-12 Literacy data practices and developed several recommendations for the 2024-25 school year.Composition of the District Literacy Stewardship team is being revisited with thoughts to including teacher representation (Dist/STA/Admin) under development.Literacy Intervention model being expanded to intermediate (gr. 4-5) at two schools and at one middle school gr 6-8. Similar staged rollout as was followed with the K-3 plan.Annual schedule mapped out.Initial planning meeting to align Literacy Stewardship Team around continuous improvement cycles.Data templates (literacy/numeracy) for Middle/Sec PVP use in development.Literacy intervention assessment tool developed and active fully at K-3 and being piloted 4/5 and 6/8. (Q2)Literacy Intervention Model is currently up and active at the intermediate and middle school level. Rollout	

			<div>has been successful, and pilot will inform requirements for system wide implementation. (Q2)</div> <div><div><div>○ District Numeracy Assessment drafted with suggested assessments and timelines. (Q3)</div><div>○ Work progressing on development of suite of system assessment tools. (Q3)</div><div>○ Literacy Intervention Handbook. Draft developed and nearing completion. (Q3)</div><div>○ Winter Screening completed. Schools using comparative data from the fall to determine student progress and inform instructional approaches and interventions. (Q3-4)</div></div></div>
Identify the metrics and processes necessary to establish a continuous improvement cycle for the Framework for Enhancing Student Learning (FESL) and student achievement (L2) (DD).			
<div>Staff Will:</div> <div><div>• Identify and prioritize key processes for sharing student achievement data as part of the continuous improvement cycle (Q1-Q4).</div><div>• Identify all local data sources to inform the 2024-2025 FESL Report (Q1-Q4).</div><div>• Submit, where appropriate, questions for the Student Learning Survey to provide data to support the 2024-2025 FESL Report (Q1-Q2).</div><div>• Reflect on MoECC feedback on the SD62 2023-2024 FESL Report (Q2).</div><div>• Improve participation rates in the Student Learning Survey (Q2).</div><div>• Design a plan to adjust and revise the 2024-2025 report based on the feedback (Q2).</div><div>• Identify key staff to support the draft and final report of FESL 2024-2025 (Q2).</div><div>• Develop an annual calendar for continuous improvement (Q3).</div></div>	<div>Students will:</div> <div><div>• Make progress on student success indicators in 2024-2025.</div><div>• Improved course completion rates in 2024-2025.</div></div>	<div>The Organization will show progress by:</div> <div><div>• Providing evidence of:<div><div>○ Annual schedule for school data review of progress toward identified goals (Q1).</div><div>○ Annual data gathering and sharing schedule for continuous improvement (Q2).</div><div>○ Course completion rates in 2024-2025 with analysis to explain results (Q4).</div><div>○ 6-year graduation rates in 2024-2025 with analysis to explain results (Q4).</div><div>○ Numeracy and literacy scores in 2024-2025 with analysis to explain results (Q4).</div><div>○ SLS 2024-2025 with analysis to explain results (Q4).</div></div></div><div>• Report on FESL 2024-2025 team and intended process and outcomes (Q2).</div></div>	<div>The Organization has demonstrated progress by:</div> <div><div>• Identify and prioritize key processes for sharing student achievement data as part of the continuous improvement cycle (Q1-Q4)<div><div>○ Annual schedule for school data review of progress toward identified goals. (Q1)</div><div>○ Individualized School data sets shared at level meetings and with all schools. (Q2)</div><div>○ School feedback generated to support refining of data sets. (Q2)</div><div>○ School and cohort data sets refined and in use at schools. (Q3)</div><div>○ Comparative data sharing with ministry Dashboards to ensure accuracy. (Q3)</div><div>○ Annual spring continuous improvement engagement sessions in schools underway. (Q3)</div></div></div><div>• Identify and prioritize key processes for sharing student achievement data as part of the continuous improvement cycle (Q1-Q4)<div><div>○ School continuous improvement engagement schedule mapped out.</div><div>○ Engagement communicated to system and processes</div><div>○ Ongoing continuous improvement engagement sessions with all schools. (Q1-Q3)</div></div></div><div>• Identify all local data sources to inform the 2024-2025 FESL Report (Q1)<div><div>○ Provincial/Local data templates for Associate/PVP use (FESL driven) in development.</div><div>○ Data team is populating the 1-page summary templates with Student Success Measures for Elementary/ Middle/ Secondary.</div><div>○ Additional local data gathering/application (macro, meso, micro) exploration in progress.</div><div>○ Provincial/local data sets developed and in use at schools. (Q2)</div><div>○ Schools using comparative data sets to review practice and engage whole school discussions.</div><div>○ Focus on literacy and numeracy local data (report cards) at the middle and elementary levels. (Q3)</div><div>○ Secondary focus on graduation rates and course to course transitions (challenge breaking out local data by school) Ministry contacted. (Q3)</div></div></div></div>

		<ul style="list-style-type: none">• Submit, where appropriate, questions for the Student Learning Survey to provide data to support the 2024-2025 FESL Report (Q1-Q2)<ul style="list-style-type: none">○ FESL based SLS additional questions under review.○ No additional questions submitted. (Q2)• Reflect on MoECC feedback on the 2023-2024 FESL Report (Q2)<ul style="list-style-type: none">○ 2023-24 MOECC FESL report feedback was not received in time for Q2.○ 2023-24 MOECC FESL report feedback received. (Q3)○ District moved into proficient level of performance. (Q3)○ District recognized for strong practice in supporting Indigenous learners – presenting at FESL COP. (Q3)• Improve participation rates in the Student Learning Survey (Q2)<ul style="list-style-type: none">○ Draft participation improvement plan in development. (Q2)○ Current SLS questions undergoing feedback process with schools. (Q2)○ 2024-25 SLS scheduled for spring 2025. (Q3)○ 2024-25 SLS currently underway in schools○ Regular publication reminders in Wednesday bulletins ongoing. (Q3)○ Monthly agenda item at leveled meetings. (Q3)○ Ongoing monitoring of school progress through Ministry participation rate dashboard. (Q3)• Design a plan to adjust and revise the 2024-2025 report based on the feedback (Q2)<ul style="list-style-type: none">○ Draft FESL adjustment and revision plan developed. (Q2)○ Awaiting MoECC FESL 2023-24 feedback to finalize plan. (Q2)○ Plan to be reviewed by associates. (Q2)○ Maintained focus on literacy and numeracy success for all students K-12 specific lens on Ind, CYIC, diverse abilities (Q3)○ Feedback focused on next steps building connections between operational plan and school plans. (Q3)• Identify key staff to support the draft and final report of FESL 2024-2025 (Q2)<ul style="list-style-type: none">○ Key staff identified in Draft FESL adjustment and revision plan. (Q2)○ District Principals and exec educators reviewing 2023-24 ESL report in preparation for 2024-25 ESL report. (Q3)○ Final plan to be drafted by Exec educators and completed by Deputy Superintendent.○ Develop an annual calendar for continuous improvement. (Q3)○ Completed in (Q1)- to be revised annually.○ Annual continuous improvement calendar scheduled for review at leveled and district principal meetings. (Q3)
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Review the current strategies and responses for supporting the needs of newcomer families, including language assistance, fostering a sense of belonging, and addressing cultural needs (L3) (MB).			
Staff Will: <ul style="list-style-type: none">Review and develop recommendations regarding current newcomer supports, needs, and resources (Q1-Q2).Collaborate with the Associate Superintendent and the Principal of Continuing Education to develop Foundational English Language Acquisition Programming for Adults of Newcomer Families (Q3).Develop a long-range plan to support newcomers informed by the review (Q4).	Students will: <ul style="list-style-type: none">If they are new to Canada,<ul style="list-style-type: none">Experience newcomer supports that enhance their academic performance and provide enhanced social and emotional well-being.Adult learners, experience foundational English Language Programming to improve their quality of life and career and occupational options.Experience opportunities to develop a sense of belonging to SD62 and the local community.	The Organization will show progress by: <ul style="list-style-type: none">Creating a Review and Recommendations summary document that is shared with the Executive Team and the Board of Education (Q2).Reporting to the Executive Team on the long-range plan (Q4).Ensuring that the Foundational English Language Programming for adults is scheduled, advertised and enrolment is open for September 2025 at the Westshore Post Secondary Campus (Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">Review and develop recommendations regarding current newcomer supports, needs, and resources (Q1-Q2)<ul style="list-style-type: none">Meetings set with key district partners to review process; consultation will continue in Q2.ELCC and ELL departments partnered to pilot the CHEQ with kindergarten students of newcomer families (Q2). Q3 Progress Report <ul style="list-style-type: none">Data analyzed for sharing at the school level. District trends and themes informed action plans to support newcomer students and their families. (Q3)Review and Recommendation summary document delayed until Q4. Changes in federal programs has impacted community supports, subsequently impacting on supports at the district/school level. These changes will be reviewed for actioning support in Q4 and 25/26.Considerations for Foundational English Language Acquisition for adults (in 25/26) included in staffing process in Q3.
Promote and action Sexual Orientation and Gender Identity (SOGI)-related initiatives, including reviewing policies and retrofitting gender-neutral spaces (L3) (DS).			
Staff Will: <ul style="list-style-type: none">Review and revise policy to address gendered language (Q1-Q2).Develop inclusive language guidelines in partnership with the DEI District Committee (Q1-Q2).Develop a staff guidebook for SOGI-related conversations and events (Q2-Q3).Develop grade-level appropriate educational resources for SOGI (Q2-Q3).Develop an online place to house the staff guidebook and educational resources (Q2-Q3).Secure funding for one-bathroom retrofit for 2025-2026 (Q4).	Students will: <ul style="list-style-type: none">Experience greater SOGI supports in schools.Have awareness of SOGI activities and supports in schools.Be aware of SOGI champions in their school.Be aware of how to share concerns or positive feedback of SOGI-related issues in their schools.	The Organization will show progress by: <ul style="list-style-type: none">Completed policy to address gendered language (Q1-Q2).Completed inclusive language guidelines (Q1-Q2).Completed staff guidebook for SOGI-related and events conversations (Q2-Q3).Completed grade-level appropriate educational resources for SOGI (Q2-Q3).Completion of an online space to house the staff guidebook and educational resources (Q2-Q3).The feedback mechanism process has been communicated with students and staff (Q2-Q4).Funding secured for one-bathroom retrofit for 2025-2026 (Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">Review and revise policy to address gendered language (Q1-Q2)<ul style="list-style-type: none">Completed policy to address gendered language. (Q1-Q2)Work group near finalization. Work plan developed and ready to be implemented. Focus will initially be on policy and regulations beginning with the district Sexual Orientation and Gender Identity policy and regs. (Q2)Develop inclusive language guidelines in partnership with the DEI District Committee (Q1-Q2)<ul style="list-style-type: none">Work in progress. Materials gathered from other school districts to be reviewed (Q1-Q2)Develop an online place to house the staff guidebook and educational resources (Q2-Q3).SOGI Policy to be Reviewed and Updated by Working Group (Q2)<ul style="list-style-type: none">SOGI School Lead team created on MS Teams. Site hosts policy, ministry guides, tools to fight mis and disinformation, as well as educational resources and links to supportive sites and educational materials.All school and departments leads as well as all PVP are listed as members and have access to all materials.
Prioritize enhancing student voice and engagement across all K-12 departments (L4) (DD/DS).			
Staff Will: <ul style="list-style-type: none">Environmental scan for current practices in student voice and engagement experience (Q1-Q2).Develop an annual student voice engagement plan (Q1-2).Develop, with the involvement of students, an annual student engagement plan (Q2-Q3).	Students will: <ul style="list-style-type: none">Have clear ways to provide their voices to the school district.Be listened to by staff in a way that addresses their concerns.Help to plan engagement which includes their voices.	The Organization will show progress by: <ul style="list-style-type: none">Completing an environmental scan of student voice and engagement experience (Q1-Q2).Consistent student engagement established and aligned with the student engagement plan (Q2-Q4).Evidence of student involvement in all aspects of the deliverable (Q2-Q4).Annual student voice engagement plan (Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">Completing an environmental scan of student voice and engagement experience (Q1-Q2).<ul style="list-style-type: none">Student voice and engagement surveys in draft form. To be reviewed through consult and administered early Q2.Student voice engagement surveys administered with schools and district PVP. (Q1-Q2)Survey data compiled and analyzed for planning purposes. (Q1)Compiled survey data presented to leadership and at Ed policy meeting for progress to date. (Q3)Develop an annual student voice engagement plan (Q1-2)

			<ul style="list-style-type: none">○ Plan to be developed utilizing environmental scan data in late Q2 early Q3.○ School/department survey data compiled into draft annual student voice engagement outline. (Q2)○ Draft plan utilizing current practices from environmental scan developed. (Q3)● Develop, with the involvement of students, an annual student engagement plan (Q2-Q3).<ul style="list-style-type: none">○ Student survey, feedback engagement sessions currently being scheduled at individual school sites. (Q2)○ Student survey questions and engagement session planning in development. (Q2-Q3)○ Student feedback sessions underway in schools. (Q3)
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Operational Plan 2024-2025 Deliverables and Metrics: Engagement

Staff Will		Students Will	Measures	Progress & Evidence
Develop and implement a comprehensive engagement strategy for the new strategic plan (E1) (PB).				
Staff Will: <ul style="list-style-type: none">Create a comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q1-Q2).Implement the plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q2-Q4).	Students will: <ul style="list-style-type: none">Be asked about their views on the new strategic plan giving them a sense of ownership and agency in shaping their educational experience.	The Organization will show progress by: <ul style="list-style-type: none">A comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q1-Q2).Evidence of student engagement in developing the new strategic plan (Q4).Evidence of district partner engagement (Q4).Completing the 2025-2029 Strategic Plan with consideration of what was heard during the engagement (Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">Create a comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q1-Q2).<ul style="list-style-type: none">All Strategic Plan engagement sessions were facilitated by Mike McKay, each spanning three hours. These sessions focused on the district's three key priorities: Learning, Engagement, and Growth. Participants reviewed data and engaged in facilitated discussions, with District leadership staff meticulously recording insights at each table.The feedback gathered during these sessions was synthesized in Q2 and used to inform the development of a public survey. This survey provided all stakeholders with the opportunity to share their perspectives on the goals and objectives for the new Strategic Plan, building on the valuable insights gathered from students, parents, leadership, and district partners during the feedback sessions. (Complete)Summary of Q2 Engagement Sessions:<ul style="list-style-type: none">Students – October 15<ul style="list-style-type: none">Attendees: 40Schools represented: Belmont, Centre Mountain Lellum, Dunsmuir, Edward Milne, John Stubbs, Journey, Qelensen A Len, Royal Bay, Spencer, Westshore SecondaryTrustees – October 15<ul style="list-style-type: none">All Trustees participated.Leadership Team – November 6<ul style="list-style-type: none">The leadership team, comprising Principals, Vice Principals, Directors, and Managers, participated in the session.DPAC (SPEAC) – November 13<ul style="list-style-type: none">Attendees: 22Schools represented: Belmont, Centre Mountain Lellum, David Cameron, John	

			<div>Stubbs, Lakewood, Millstream, Royal Bay, Ruth King, Sangster, Spencer</div> <div><div><div>○ District Partners – November 25</div><div><div>▪ Attendees: 20</div><div>▪ Partners represented: CUPE 459, STA, SPVPA, Indigenous Education Council, SPEAC, SD62 Executive</div></div></div></div> <div><div>○ Public Survey – December 2-16</div><div><div>▪ As this survey was held in late Q2, further information about the public survey will be shared in Q3.</div><div>▪ The public survey results for Q3 are available in the Teams file for Board Members to review.</div></div></div>
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● Preparation to Launch Strategic Plan

○ A draft Engagement Plan for the 2025-2029 Strategic Plan has been prepared and is ready for review by the Board and Executive. (Q3)

○ A branding refresh is underway to align with the new Strategic Plan. (Q3)

			<p>are informed and aware of the school district’s legislative responsibility with school of choice requests. (Complete)</p> <ul style="list-style-type: none">• IEC & Connections to Schools/Departments<ul style="list-style-type: none">○ IEC representatives participate in School Student Success Circles, providing advice on programs and services for Indigenous students and ensuring the appropriate integration of Indigenous worldviews and perspectives. (Q1–Q4, ongoing)○ Local Education Agreement (LEA) meeting cycles continue with schools, aligning with T’Sou-ke and Pacheedaht reporting requirements. (Q1–Q4, ongoing)○ A Pacheedaht Student & Family Forum Lunch was held in January, bringing together school and district staff to gather feedback from the community on improving student achievement. (Complete)• IEC Cultural Consultation & Advisory<ul style="list-style-type: none">○ The Elder’s Advisory Circle met in March to discuss the integration of local cultural content, protocols, and language through a co-developed consultation process established with the IEC. (Ongoing)○ IEC representatives serve as advisors on School District Interview Panels in accordance with the Ministerial Order. (Q2, Q3, ongoing)○ The IEC is actively involved in planning District Indigenous Events. (Ongoing into Q4)• Additional Initiatives<ul style="list-style-type: none">○ The IEC participated in Strategic Planning discussions and was consulted on the 2025–26 Budget Development. (Q3)○ The IEC will take part in the planning committee for the Indigenous-Focused Learning Day on September 22, 2025. (Q4?)○ At the next meeting, the IEC will review the Indigenous Education Targeted Funds Budget for the next school year and assess IEC membership for 2025–26. (Q4)
Create targeted communication strategies to facilitate the active sharing of achievements and successes by the school community throughout the year (E3) (PB).			
<p>Staff Will:</p> <ul style="list-style-type: none">• Develop a Communications Plan for the active sharing of achievements and successes (Q1).• Further the “Together We Are Better” recognition portion of District leadership Meetings<ul style="list-style-type: none">○ Recognition is based on evidence of collaboration that is across departmental/school and yields demonstrable evidence of product or initiative (Q1-Q4).• Develop a template (electronic fillable) for all schools and departments to access and share examples of “Together We Are Better” (Q1).• Develop a process (for instance template that is electronically fillable) for students/staff or community members to nominate/report on students or staff deserving of recognition of a special accomplishment/ achievement or initiative in schools or community (Q1-Q2).	<p>Students will:</p> <ul style="list-style-type: none">• Have an avenue to share positive news about their school.• See achievements and successes shared by their school.• Will experience a staff that feels valued, heard and seen.	<p>The Organization will show progress by:</p> <ul style="list-style-type: none">• # of examples shared of collaboration that is across departmental/school and yields demonstrable evidence of product or initiative (Q1-Q4).• # of examples of gratitude expressed or awareness of said examples from staff (Q1-Q4).• Templates complete for “Together We Are Better” (Q1).• Examples of submissions Q1-Q4).• # of submissions (Q1-Q4).	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none">• Develop a Communications Plan for the active sharing of achievements and successes (Q1)<ul style="list-style-type: none">○ The 2024-2025 Strategic Communications Plan has been finalized. This plan outlines our key communication strategies and protocols for the year ahead, ensuring clear and effective communication across the district. For more information, staff and Trustees can access the plan via the following link: Communication Plans and Protocols.• Together We are Better Reporting (Q2)<ul style="list-style-type: none">○ E-template developed for staff to submit and recognize collaborative efforts across schools, departments and the district.○ Multiple examples were submitted over Q2. The following are some brief examples and highlights:<ul style="list-style-type: none">• Submission: Intermediate Literacy Intervention - Curriculum Department<ul style="list-style-type: none">○ Collaborators: Happy Valley IS/LS team, intermediate teachers and admin○ Summary: This is to support our school literacy goal of gathering base literacy assessments on all students K-5 to inform our literacy supports and programming at Happy Valley. PVP met with

			<div>Shelby Pollitt to discuss what would be the best way to support our intermediate students struggling with reading and writing. Then our team was invited to participate in the district’s intermediate literacy pilot project. Our LS team worked with Shelby to learn how to assess every student and then our teachers and LS team are receiving in-service on how to best support literacy in grades 3-5. It is still in progress, but we now have baseline assessment information on all students in the school and are using this to plan interventions both in small groups and classroom settings. We are feeling positive about this collaboration and are hopeful it will help us support our HV learners more efficiently.</div> <div><div>○ Submitters: Kendra Laidlaw and Kristin Holland</div><div>Submission: Link2Practice</div><div><div>○ Collaborators: A School District collaboration with the University of Victoria, Curriculum and Na'tsa'maht departments</div><div>○ Summary: An afternoon of learning for preservice and current teachers in K-12 to deepen collective understanding of Indigenous Worldviews, Bishops 6, and First Peoples' Principles of Learning. Educators in the Faculty of Education, Sooke School District's Curriculum Transformation Department and Na'tsa'maht Department collectively strategize on contemporary topics for learning for both pre-service and current educators. We raise our hands to Erin Russell and Katie Gaetz for planning and delivering together. The afternoon of learning happened on October 23, and we heard overwhelming gratitude from many in the room for the new teachings and to engagement in these pedagogies in an accessible way.</div><div>○ Submitter: Denise Wehner</div><div>○ Early Learning and Child Care - EDI Session – HELP UBC / School Based & District Based Staff, The Village Initiative was held in Q2.</div></div><div><div>• Together We are Better Reporting Q3</div><div>Submission: Learning Together</div><div><div>○ Collaborators: NIE, Curriculum, EAs, Teachers, PVP</div><div>○ Summary: The Equity Team is composed of CUPE staff (Education Assistants and NCPA), teachers, and principals/vice principals (PVP). Together, we engage in Season 2: Four Seasons of Outdoor Learning through Reconciliation Education, with a focus on equity, inclusion, and belonging. Additionally, more than half of our classroom teachers, Inclusive Education teachers, and PVP are collaborating as part of the Literacy Project, supported by Denise Wehner and the Curriculum Transformation team. The hope is for greater understanding of Reconciliation Education and to continue supporting priority literacy learners.</div><div>○ Submitter: Jen Nixon</div></div></div></div>
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Conduct a thorough review of the Employee & Family Assistance Program (EFAP) and explore potential options and services to enhance its effectiveness (E4) (FH).			
Staff Will: <ul style="list-style-type: none">Review of EFAP (Q1).Develop a list of options and services to enhance the effectiveness of the program (Q2).Complete the RFP process to review potential service providers and select the best option for the employees and their families (Q2).	Students will: <ul style="list-style-type: none">Benefit because addressing staff issues such as mental health challenges, family conflicts, or financial stress through EFAP support services reduces distractions and promotes a positive learning environment. This support helps teachers manage stress and personal challenges, leading to improved teaching quality and better academic outcomes for students. When staff feel valued and supported, they foster a compassionate school climate, providing students with a sense of belonging, safety, and emotional support, ultimately enhancing the student experience.	The Organization will show progress by: <ul style="list-style-type: none">Signed contract with EFAP provider for the 2025/26 school year (Q4).Monitoring and tracking of key metrics post-implementation to measure the impact of changes on utilization rates, and overall program effectiveness (Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">Sign contract with EFAP provider for the 2025/26 school year (Q4). <u>Q2 Progress Report</u><ul style="list-style-type: none">RFP was issued on BC Bid – closed on Oct. 4th.Seven (7) proponents responded. Following the detailed list of requirements outlined in the RFP, the Evaluation Committee reviewed several hundred pages of submitted material to choose a shortlist of three (3) proponents.The shortlisted proponents continued to the final stage of the selection process, i.e. proponent presentations.The Evaluation Committee (aided by an Advisory Committee made up of representatives from the STA, CUPE, SPVPA and Excluded employee groups) completed the proponent presentations on November 15th.The Evaluation Committee then determined the highest scoring proponent.Ahead of schedule - contract negotiations are expected to be complete prior to Winter Break.<u>Q3 Progress Report</u><ul style="list-style-type: none">Contract signed with new EFAP provider, Walmsley EFAP Inc., on December 9, 2024.Created/deployed a robust internal communications plan to ensure that stakeholders were aware of program changes. Communication highlights include:<ul style="list-style-type: none">Distributed posters and wallet cards to all facilities2 emails to all-staff.Wednesday Bulletin announcements.Walmsley video shown at all January staff meetings.Walmsley in-person presentations to key stakeholders.EFAP launch date was February 1, 2025.Project completed ahead of schedule.Monitoring and tracking of key metrics post-implementation to measure the impact of changes on utilization rates, and overall program effectiveness (Q4) <u>Q2 Progress Report:</u><ul style="list-style-type: none">EFAP Service Agreement contains a detailed section regarding the proponent’s reporting requirements regarding EFAP usage and trends.Regular meetings will be held with proponent representatives to review EFAP statistics and adjust EFAP offerings and professional development opportunities based on the data.<u>Q3 Progress Report:</u><ul style="list-style-type: none">Conducted post-launch meeting on Feb 19th with senior Walmsley representatives to review launch status.34 employees/family members reached-out to Walmsley for service within the first 18 days of program operations – a very robust start.Established format for regular quarterly reporting re. EFAP usage.Quarterly meetings scheduled with Walmsley representatives to review each report and discuss deployment of additional supports based on the data. First meeting – May 20, 2025.Protocol established for quarterly invoicing.

Initiate the implementation of the Employee Attendance Support and Wellness Program (EASWP), incorporating stakeholder feedback to optimize program design and delivery (E4) (FH).			
Staff Will: <ul style="list-style-type: none">Build a detailed plan to guide the full implementation of the Employee Attendance Support & Wellness Program (Q1).Work with local Union representatives to share the proposed plan (Q1-Q2).Deploy a communications plan to ensure comprehension of EASWP among all staff and leaders (Q1-Q2).	Students will: <ul style="list-style-type: none">Benefit because a well-designed Employee Attendance and Wellness Program promotes regular staff attendance, creating a stable learning environment with consistent instruction and support for students. Prioritizing staff wellness reduces stress, burnout, and absenteeism, enabling educators to better meet student needs. This focus on staff well-being fosters stronger teacher-student connections, positively impacting student engagement, behavior, and academic achievement, and ultimately enhances the overall student experience through a positive school culture.	The Organization will show progress by: <ul style="list-style-type: none">Engage support for employees who are struggling with attendance (Q1-Q4).For each employee group measure and track the average absences per employee per year (Q4).Completed Communications plan activities (Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">Engage support for employees who are struggling with attendance (Q1-Q4) Q2 Progress Report<ul style="list-style-type: none">Continue to refine PVP/Manager processes to follow-up with employees who are experiencing absenteeism.Employee Attendance & Wellness Coordinator continues to refine internal processes for maintaining regular contact with ill/injured employees to ensure connectivity to SD62 is maintained, thus facilitating a safe and early return to work.Completed an immunization program for employees in October. A total of 423 employees received an Influenza vaccine. 352 employees also received the latest version of a COVID vaccine. The district invested \$13,600 into the delivery of the vaccines, plus the cost of replacement staff, where applicable.For each group measure and track the average absences per employee per year (Q4) Q2 Progress Report<ul style="list-style-type: none">Created reports for tracking the timeliness of absence reporting. Historic data suggests that late reporting of absences is running at approximately 15%.Continuing employee communications to improve this metric.Timely absence reporting is a critical determining factor regarding the district’s ability to secure replacement staff, if required.Completed Communications plan activities (Q4) Q2 Progress Report<ul style="list-style-type: none">Continue to collaborate with internal stakeholders to refine employee communications related to program activities. Q3 Progress Report<ul style="list-style-type: none">Continue “soft start” activities with district’s Attendance Support & Wellness Coordinator supporting district leaders to address individual absenteeism concerns.District is taking a measured approach to EASWP program launch to mitigate adverse labour relations implications during a collective bargaining year.

Operational Plan 2024-2025 Deliverables and Metrics: Growth

Staff Will	Students Will	Measures	Progress & Evidence
Execute the Special Programs Hiring Process and establish continuous support to foster a more diverse workforce, including cultural holidays, learning opportunities, training, and accommodations for varying abilities (G1) (FH).			
Staff Will: <ul style="list-style-type: none">Develop a plan to implement special hiring in 2024-2025 (Q1-Q3).Special Programs Hiring Process Documentation:<ul style="list-style-type: none">Development of a comprehensive hiring process tailored for special programs (Q1-Q2).Creation of job descriptions, screening criteria, and interview guidelines specific to special program positions (Q1-2).Diverse Workforce Support Initiatives:	Students will: <ul style="list-style-type: none">Benefit from a diverse staff who serve as role models with similar backgrounds and experiences. Educators knowledgeable about different cultures create inclusive learning environments where all students feel respected and valued, promoting cross-cultural understanding and preparing students for a diverse society. Accommodations for varying abilities ensure full participation in professional development, allowing educators to contribute	The Organization will show progress by: <ul style="list-style-type: none">Process documentation to hire for special programs completed and launched (Q1-Q2).Diversity in Hiring:<ul style="list-style-type: none">(1) Percentage increase in the representation of underrepresented groups in special programs hires(2) Comparison of the demographic composition of new hires to the overall workforce demographic (Q3-Q4).Progress Tracking: Timeliness and completion of deliverables related to the implementation of the special programs hiring process and support initiatives (Q1-Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">Process documentation to hire for special programs completed and launched (Q1-Q2). Q2 Progress Report<ul style="list-style-type: none">As planned, activities on this project are paused to allow for the completion of 2024/25 collective bargaining with union partners. Q3 Progress Report<ul style="list-style-type: none">With the recent conclusion of STA collective bargaining, talks have recommenced regarding the special program.

<ul style="list-style-type: none">○ Establishment of cultural holiday observance policies and practices (Q1-Q3).• Recruitment Strategies:<ul style="list-style-type: none">○ Identification of target demographics for special programs recruitment efforts (Q1-Q3).○ Development of outreach strategies to attract diverse candidates (Q1-Q3).	their unique talents. Supported and included educators are more engaged, leading to improved outcomes for students.	<ul style="list-style-type: none">• Number of engagements in our - Recruitment efforts specific to the target group (Q3-Q4).	<ul style="list-style-type: none">○ STA continues to request more internal supports for individuals from historically marginalized communities, before proceeding with a special program.○ Discussed the possibility of a special program to target hiring from Indigenous Communities as a starting point. This approach would be in-line with provincial LOU #4, as signed by the BCTF in October 2022.• Diversity in Hiring:<ul style="list-style-type: none">○ (1) Percentage increase in the representation of underrepresented groups in special programs hires.○ (2) Comparison of the demographic composition of new hires to the overall workforce demographic (Q3-Q4).• Timeliness and completion of deliverables related to the implementation of the special programs hiring process and support initiatives (Q1-Q4).• Number of engagements in our recruitment efforts specific to target groups (Q3-Q4).
Restructure Inclusive Education Services (IES) to include English Language Learners (ELL) in preparation for the 2025-2026 school year (G1) (MB).			
Staff Will: <ul style="list-style-type: none">• Develop a clear communication and consultation process for impacted departments (Q1).• Develop timelines to complete a restructure of departments by September 2025 (Q2).• Review the two portfolios and consider where there is overlap or where a holistic approach to support can be taken (Q2-Q3).• Develop a description of the restructured department composition and roles (Q3).• Undertake a team-building session to work with key staff from both areas (Q4).• Develop a 2025-2026 IES/ELL department plan (Q4).• Create a plan to let the system know of the restructured department (Q4).	Students will: <ul style="list-style-type: none">• Experience stronger and more dynamic learning supports.• Have consistent models of support across the district.• Experience continued supports with little to no interruptions during the restructuring of the departments.	The Organization will show progress by: <ul style="list-style-type: none">• Completed timeline to restructure the departments (Q1-Q2).• Completed Roles and Responsibilities document for the restructured department (Q3).• Complete an inventory of potential financial, human resource and student outcome efficiencies because of the restructuring (Q4).• Completed IES/ELL department 2025/26 plan (Q4).• Completed communication plan to inform the system of the restructured departments (Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">• Completed timeline to restructure the departments (Q1-Q2).<ul style="list-style-type: none">○ Transition timeline completed, will be shared at the start of Q3. (Complete)• Develop a clear communication and consultation process for impacted departments (Q1).<ul style="list-style-type: none">○ Meetings set with key district partners to review process; consultation will continue in Q2 with timeline confirmation to follow.○ Meetings completed with ELL/IES leadership—reviewed and documented the key areas of consideration for the transition.○ Meetings held with full department to hear concerns/questions and build relationships, open communication.○ Reviewed leadership needs for a restructured IES department, will action in Q3. Q3 Progress Report <ul style="list-style-type: none">○ Restructured Roles and Responsibilities document finalized and shared with department.○ Determined leadership roles and personnel for restructured department. System announcements made.○ Continuing to communicate and consult with impacted departments and key leaders.○ Beginning to develop inventory of potential efficiencies because of restructuring, will finalize in Q4.
Develop an Asset Management Plan (G2) (BJ).			
Staff Will: <ul style="list-style-type: none">• To create a Capital Asset Management Plan that includes:<ul style="list-style-type: none">○ List of applicable assets (Q1-Q2).○ Assess the current state/useful life of assets (Q2).○ Develop a replacement/sustainability schedule including funding needs (Q2).	Students will: <ul style="list-style-type: none">• Benefit from having buildings and equipment that are in good working order as district assets will be managed to ensure planned end-of-life replacement and ongoing timed maintenance.	The Organization will show progress by: <ul style="list-style-type: none">• Completion of Capital Asset Management Plan:<ul style="list-style-type: none">○ completion of asset list (Q2).○ completion of assessment (Q2).○ completion of schedule (Q2).	The Organization has demonstrated progress by: <ul style="list-style-type: none">• Completion of Capital Asset Management Plan (Q1-Q2)<ul style="list-style-type: none">○ Full list of capital assets, by school, and their replacement dates and costs identified based on information in MoECC’s Capital Asset Management System.○ Estimate to replace all identified assets required in next 5 years is ~\$55m○ Staff need to determine priorities and/or process to follow that better align with budget realities.○ Existing process is to use MoECC’s prioritized list and the Clean BC 2030 targets to create the annual Minor Capital Program submission.

			<ul style="list-style-type: none">Other assets are replaced using year end funding (non-structural) (Complete)Initiate the development of a decision-making framework to make strategic decisions around asset management. (Q3)
Conduct a review of departmental budgets (G2) (BJ).			
Staff Will: <ul style="list-style-type: none">Conduct a review of existing departmental budgets to inform the 25/26 budget development process by analyzing:<ul style="list-style-type: none">Service & Supply budgets (Q1).Staffing levels (Q2).Efficacy (Q4).Connection to Strategic Plan objective (Q2).	Students will: <ul style="list-style-type: none">Benefit from having effective departmental budgets that ensure funding is provided to areas focused on student learning and supports.	The Organization will show progress by: <ul style="list-style-type: none">Departmental budgets have been reviewed including:<ul style="list-style-type: none">Review of service & supply budgets (Q1).Review of staffing levels (Q2).Review of connection to Strat Plan and efficacy (Q2).Review of connection to Strat Plan and efficacy (Q2).Provide a full report and recommendations (Q2).	The Organization has demonstrated progress by: <ul style="list-style-type: none">Conduct a review of existing departmental budgets to inform the 25/26 budget development process by analyzing: Service & Supply budgets (Q1).<ul style="list-style-type: none">Discussion and decision at Nov 12th Exec Meeting:Review to focus on services & supplies only for the last few years.Trends to be identified and actual financial results to be compared to operational performance.Use trends identified to inform the 25/26 budget process with a focus on resourcing the new Strat Plan.Initial trend analysis to be completed by January 31/25. (Complete)LBWG convened to aid in 2025/26 budget development process by reviewing the TOC and Services and Supplies budget items and tasked with identifying funds to be reallocated to strategic plan goals and objectives. (Q3)LBWG reviewed 3-year trends for each of the TTOC and Services and Supply budgets to inform their recommendations for budget 2025/36 reallocation. (Q3)LBWG to present recommendations to Executive on April 1. (Q3)
Enhance staff development, professional capacity and onboarding processes (G3) (FH/DS).			
Staff Will: <ul style="list-style-type: none">Establish a staff training online portal to operationalize HR and other departments hosting courses and modules to address onboarding, staff development and capacity building (Q1-Q2). FNDevelop an implementation plan with timelines that includes: (Q1-Q2) FN/FH/DS:<ul style="list-style-type: none">A list of courses or modules for professional learning and training (Q1-Q2).Blended learning modules incorporating both online and in-person components (Q2-Q4).Collaboration with SD62 online and SD36 utilizing shared and unique courses on Brightspace (Q4).Be able to utilize micro-credentialing for professional learning and to demonstrate career growth (Q4). FH/DS	Students will: <ul style="list-style-type: none">Be more prepared for the future: from having utilized.Improve their Academic and Social-Emotional growth by accessing enhanced learning experiences.Have improved access and equity by working with staff who possess digital literacy skills.	The Organization will show progress by: <ul style="list-style-type: none">Implementation Plan is developed (Q2). FN/FHList of courses that are needed based on employee role and tenure in the role (new learning and/or re-certification) (Q4). FH/DSNumber of courses available on Brightspace or Moodle with the current baseline being zero (Q4). FNPercentage of staff members participating in courses (Q4). FN/FHPercentage of courses started and completed by staff (Q4). FN/FH	The Organization has demonstrated progress by: <ul style="list-style-type: none">Implementation Plan is developed (Q2).<ul style="list-style-type: none">Engaged a larger team, from a variety of functional areas to further define organizational and employee needs for a new LMS system.Working towards developing a proposal that will help inform 2025/26 budget process.Work continued to define scope to support a potential Brightspace licence for all employees. (Q3)Looking to incorporate licencing into 2025/26 budget request. (Q3)
Initiate the operationalization of the records management policy and regulations (G3) (PB).			
Staff Will: <ul style="list-style-type: none">Assign the role of a Records Officer (Q1).Review Electronic Records Management systems (Q2).Review and then select an Electronic Records Management system or create an in-house using tools such as SharePoint/One Drive (Q1-Q3).Provide training for staff on records management (Q2-Q3).Pilot implementation - Focus on up to 3 departments and 3 schools (1 per level) (Q3-Q4).	Students will: <ul style="list-style-type: none">Benefit from safe and effective handling of records, which protects their own and the district’s information, enhancing operational efficiency and allowing staff to focus on educational tasks. Accurate and accessible student records enable better tracking of academic progress, facilitating timely interventions and tailored support. Compliance with provincial and federal regulations regarding student data ensures transparency, protects	The Organization will show progress by: <ul style="list-style-type: none"># of staff trained in Records Management (Q2-Q4).Records Management System created/selected (Q3).Report on the pilot implementation of the system (Q4).Metrics on the implementation pilot study (up to 3 departments and up to 3 schools (1 per level) (Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">Assign the role of a Records Officer (Q1).<ul style="list-style-type: none">Work is underway to finalize a records retention schedule draft to send off for legal review.Meetings with schools and departments have been completed to gain knowledge and input for the retention schedule.The pilot departments and school have been selected, and an implementation plan is being developed.Records Management Operationalization (Q3)<ul style="list-style-type: none">Three departments and four schools have completed consultations with Hooper Consulting, gathering

	privacy, and helps the district avoid legal penalties, further benefiting students.		comprehensive information on their records management practices. <ul style="list-style-type: none">Engaged with Spot Solutions, the selected vendor for implementing the records management system. They will develop dedicated sites for each department to host and manage their records retention schedules efficiently.
Formalize a Digital Asset Management Plan (G3) (BJ).			
Staff Will: <ul style="list-style-type: none">Proactively manage risk and complexity, protect the district’s reputation, and ensure investment value by developing processes related to active management of digital assets including:<ul style="list-style-type: none">Simple and Complex Software Intake process (Q2-Q3).Hardware Catalogue (Q3).Data Catalogue (Q3)Software Catalogue/ Virtual Library Learning Commons (VLLC)(Q3).Reporting (Q4).	Students will: <ul style="list-style-type: none">Enhance their learning experience by having access to quality Software and Hardware that has been vetted.Benefit indirectly when the district allocates resources optimally as investments in technology and educational tools directly impact the learning experience.Have a secure environment where their personal data and academic records are safeguarded and analyzed to identify opportunities to enhance student learning. This fosters trust and confidence in the district.	The Organization will show progress by: <ul style="list-style-type: none">Engagement of Leadership via working groups (Q1-Q4).Processes documented and published (Q3).Digital Governance Procedure defined as appropriate (Q3).Digital Asset (Hardware/Software/Data) Catalogue published (Q4).Regular reporting to the Executive and Board via appropriate committee (Q4).	The Organization has demonstrated progress by <ul style="list-style-type: none">Engagement of Leadership via working groups (Q1-Q4).<ul style="list-style-type: none">Student Technology Working Group with School based and District PVP – monthlyIdentified expired Digital Assets and working on a school-by-school replacement plan<ul style="list-style-type: none">Engagement of Leadership has continued via the Student Technology Working Group.Student device refresh project - Expired elementary school Chromebooks have been targeted to be refreshed. 100 devices have been refreshed, 350 additional have been purchased and will be replaced next quarter.Virtual Library Learning Commons (Software Catalogue) has moved from planning to active development by vendor partner.Software intake process beginning to develop through engagement with Student Technology Working Group. Digital Asset Management Plan Development (G3) <ul style="list-style-type: none">In collaboration with the Student Technology Working Group, a draft five-year Student Technology Refresh & Replacement Plan has been developed. The final scope will be determined based on available funding.350 new Chromebooks have been delivered to replace expired devices across elementary schools, with replacement work scheduled to begin in Q4.The Virtual Library Learning Commons (Software Catalogue) is in beta testing, with staff from Curriculum & Digital Solutions actively refining the platform.A Software Intake process is being developed in partnership with the Curriculum team and the Student Technology Working Group to streamline software adoption and integration.
Continue to raise awareness, provide training and implement cyber security policy and regulations (G3) (PB/BJ).			
Staff Will: <ul style="list-style-type: none">Continue to progress the implementation of security initiatives including:<ul style="list-style-type: none">Security and Privacy Training (Q1-Q4).Server Vulnerability Management (Q1).Password Complexity (Q2).Encrypted Secure Email (Q2).Multi-factor Authentication (MFA) for staff (Q1-Q4).Privileged Identity Management (Q3).	Students will: <ul style="list-style-type: none">Benefit from having a safer technology environment that protects the privacy and security of their personal and confidential information.Have greater trust in the school’s use of digital resources, fostering more engagement.Gain confidence in using technology.	The Organization will show progress by: <ul style="list-style-type: none">Metrics on the number of staff who have been trained (Q1-Q4).Number of vulnerabilities remediated/patched (Q1-Q4).Rollout of encrypted email for staff (Q2).Metrics on the number of staff using Multi-Factor Authentication (MFA) (Q3).Confirmation of privileged identities being actively managed (Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">Continue to progress the implementation of security initiatives including:<ul style="list-style-type: none">Security and Privacy Training (Q1-Q4).Server Vulnerability Management (Q1).Multi-factor Authentication (MFA) for staff (Q1-Q4).Acquired cybersecurity awareness training materials and draft plan to integrate with employee onboarding established.Updated privacy awareness training module drafted and will be combined with new cybersecurity training for onboarding.5-week information campaign during October, Cybersecurity Awareness Month, was completed.Encrypted e-mail is now available for all staff to utilize. Messaging about usage was communicated to the system during Cybersecurity Awareness Month.DS continues to work with Leadership to support staff conversations and supporting new cybersecurity tools.Multi-factor Authentication school pilots established and scheduled for early 2025 in collaboration with district

			<p>departments and schools at all levels. Currently 318 users registered for MFA. ~15% of employees.</p> <ul style="list-style-type: none">○ Communicating and collaborating with union leadership on how best to support their members through technology and cybersecurity changes ongoing.○ Server vulnerability management continues with work to reduce number of legacy systems for support.○ Password complexity changes will be coming with a focus to ensure change management processes and technical support considerations are in place to support other ongoing initiatives (MFA, onboarding training, encrypted email.○ Multi-factor authentication (MFA) school pilots are underway and have been successfully implemented to enhance security. (Q3)○ The Digital Services (DS) team continues to collaborate with Leadership to ensure staff receive the necessary support for adapting to evolving technologies and cybersecurity measures. (Q3)○ Initial engagements have begun with Focused Education to establish a Cybersecurity Incident Response Retainer, strengthening our ability to respond to potential threats. (Q3)○ DS is actively procuring a disaster recovery solution to safeguard core IT infrastructure and ensure operational resilience. (Q3)
Implement the SD62 Ethical Framework to guide decision-making at the Board level (G4) (BJ).			
<p>Staff Will:</p> <ul style="list-style-type: none">• Develop new templates for Board and Committee meeting packages that include headings to provide information about the ethical implications of the item (Q1).• Overview templates with the Board of Education and the Executive Team (Q1-Q2).• Develop an easy-to-read visually appealing graphic of the SD62 Ethical Framework (Q1).• Attend to any updates required and the process to amend following possible revision of the Values (Q1).• Monitor the use of the framework and review any aspects that need adjustment (Q1-Q4).	<p>Students will:</p> <ul style="list-style-type: none">• Benefit from the leadership and direction of a District whose Board of Education considers the ethical impacts of their decisions.	<p>The Organization will show progress by:</p> <ul style="list-style-type: none">• Monitor the use of the framework to provide reporting on when it was used, and which ethical aspects were detailed as impacted (Q2-Q4).	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none">• Develop new templates for Board and Committee meeting packages that include headings to provide information about the ethical implications of the item (Q1).• Overview templates with the Board of Education and the Executive Team (Q1-Q2).<ul style="list-style-type: none">○ In review yielded no need to update as IN should not include a decision (Decision Note).○ A Decision Note format will be introduced for Executive based off our Ethical Decision Making Framework.• Develop an easy-to-read visually appealing graphic of the SD62 Ethical Framework (Q1).<ul style="list-style-type: none">○ Initial draft of EDF graphic ready for review and consideration. (Q2)• Attend to any updates required and the process to amend following possible revision of the SD62 Values (Q1).<ul style="list-style-type: none">○ Graphic does not need to be updated as values change.○ A Decision Note format will be introduced for Executive based off our Ethical Decision Making Framework. (Q2)
Make progress towards the Clean BC 2030 Reduction Targets (G4) (BJ).			
<p>Staff Will:</p> <ul style="list-style-type: none">• Make progress towards the Clean BC 2030 reduction targets (Q4).• Identify minor and major capital projects on a priority basis, for Board consideration, that reduce carbon emissions to achieve the Clean BC reduction targets (Q1-Q4).	<p>Students will:</p> <ul style="list-style-type: none">• Benefit from going to school where actions are being taken to reduce emissions and provide cleaner air.	<p>The Organization will show progress by:</p> <ul style="list-style-type: none">• Achieving reductions as outlined in the performance goals (Q4).:<ul style="list-style-type: none">○ 2025 Less than 2114 tCO₂e (2024 rate was 2114 tCO₂e)• Details of work undertaken to reduce emissions (Q4).	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none">• Make progress towards the Clean BC 2030 reduction targets (Q4).• Identify minor and major capital projects on a priority basis, for Board consideration, that reduce carbon emissions to achieve the Clean BC reduction targets (Q1-Q4).<ul style="list-style-type: none">○ Progress continues on 24/25 MiCap projects noted above.○ Emission reduction strategies in the forefront of business case development for NLSS.○ Planning to start in Q3 for 25/26 MiCap projects required to allow the SD to meet 2030 standards.○ Staff met with Thinkspace Architects to discuss carbon emissions on capital projects and discovered that 90% of

			<div>building emissions occur during construction and 10% during operations (outside of 2030 standards).</div> <div><div></div><div>This discovery will help inform construction methods of future capital projects.</div></div> <div><div></div><div>Integrate CleanBC 2030 priorities into the district’s decision-making framework.</div></div> <div><div></div><div>Recruit and onboard a dedicated Energy Lead to support sustainability initiatives. (Q3-Q4)</div></div> <div><div></div><div>Install EV charging stations for students and staff at Dunsmuir, Spencer, and Journey middle schools (Q3–Q4).</div></div> <div><div></div><div>Awaiting a funding decision for additional electric school buses, with an update expected in Q4.</div></div> <div><div></div><div>Tender issued for the construction of electric bus charging infrastructure, including underground conduit for 36 charging stations and installation of 18 chargers to meet current demand.</div></div>
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Committee Info Note
Education-Policy Committee Meeting
February 4, 2025
Agenda Item 6a: Rescinding Policy and Regulations C-310
“Student Behaviour”

Background:

In response to student, parent and community concerns surrounding student behaviors, conduct and expectations and a desire for clarifications on how staff respond to concerns regarding safety in schools, the Superintendent began a policy revision and review process in the Spring of 2024. After consultation with students, staff and parents, a decision was made to pursue a blend of rescinding past policies and re-writing policies in an effort to revise and make current existing policies clear, responsive and effective. A clear need and desire for policy and regulations that established a process related to claims of sexual misconduct against students was also considered and has been completed in this effort to address policies and regulations that relate to student behaviour.

The following list of policies have been reviewed and either revised or will be rescinded in addition to new policy and regulations will be introduced in the coming months with planned implementation by end of June 2025:

- o C-309, District and School Codes of Conduct
- o C-310, Student Behaviour
- o C-311, Student Attendance
- o C-313, Willful damage and Theft of School Property
- o C-314, Alcohol and other drugs – Possession, Exchange and Non-Medical Use
- o C-316, Breaches of Peace and Order
- o C-318, Sexual Misconduct (new to be introduced in March 2025)
- o C-319, Student Suspension Process

Current Context:

- C-310, Student Behaviour
 - o Policy:
 - With revisions made to policy C-309, District and School Codes of Conduct, this policy is redundant.
 - In order to ensure intent and content are not lost through the potential rescinding of policy C-310, some language has been embedded in C-309. Specifically, a statement about disciplinary action from the Board as well as referral to relevant authorities for criminal investigations has been taken from C-310 and added to C-309.
 - o Administrative Regulations:
 - The information provided in the administrative regulations is consistent in content and intent of C-309. All students are expected to comply with the school and district code of conduct while on the school premises, in going to and returning from school, and at all school functions whenever and wherever held.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to **RESCIND** Policy and Regulations C-310 "Student Behaviour".

Respectfully submitted,

Paul Block
Superintendent/CEO

POLICY AND REGULATIONS

School District #62 (Sooke)

May 27, 2025

That the Board of Education of School District 62 (Sooke) **RESCIND** Policy and Regulations C-310 "Student Behaviour" and remove them from the District's Policy Manual.

School District #62 (Sooke)

STUDENT BEHAVIOUR	No.: C-310
	Effective: May 12/81 Revised: Apr. 10/90; Apr. 12/94 Reviewed: Feb. 4/25; Feb. 25/25; May 27/25 Rescinded:

SCHOOL BOARD POLICY

In matters related to student behaviour, the Board of School Trustees recognizes that there are socially acceptable standards of behaviour and accepts its responsibility to promote and to maintain these standards. Further, the Board recognizes that an individual student has a responsibility to act in a manner consistent with those standards while on the school premises, in going to and returning from school, and at all school functions whenever and wherever held.

The Board expects that students will take full advantage of the learning opportunities offered by the school and that, by their behaviour, they will permit others to do the same. Therefore, the Board expects that students will show respect for themselves and for the persons, rights and property of others, and that they will show acceptable self-direction and control of their own behaviour.

The Board believes that the actions of each individual carry with them certain logical consequences. The student whose behaviour, in addition to being unacceptable to the Board is also unlawful, must realize that action taken by school district personnel may include referral of the matter to appropriate authorities as well as disciplinary action at the school and/or District level.

School District #62 (Sooke)

STUDENT BEHAVIOUR	No.: C-310
	Effective: May 12/81 Revised: Apr. 10/90 Apr. 12/94 Reviewed: Feb. 4/25; Feb. 25/25; May 27/25 Rescinded:

ADMINISTRATIVE REGULATIONS

The Board requires that students shall:

1. Attend school regularly and promptly;
2. Comply with school rules, Code of Conduct, and relevant Board policy while on the school premises, in going to and returning from school, and at all school functions whenever and wherever held;
3. Conduct themselves in a manner compatible with the expectations of the school;
4. Avoid abusive, threatening or disrespectful language and harmful behaviour towards other students, school district personnel and members of the public;
5. Respect the property of others, including the facilities, equipment and materials provided by the school district;
6. Avoid unlawful behaviour including the use of alcohol or other drugs.



Board Information Note

Public Board Meeting

May 27, 2025

Agenda Item 9.3 - Adoption of District Policies & Regulations

Background

The following policies and regulations were introduced through the Education Policy Committee and recommended to the Board by the Trustees on the committee. As part of the committee process, feedback and suggested revisions were received and discussed at the committee table. The policies and regulations were then approved for the Notice of Motion at a Board of Education meeting. Now having been available for review for the required period of thirty days and then extended to ensure opportunity for further consultation, they are returning to the board table for final consideration and approval by the Board.

Update

No further substantial feedback was received during the extended Notice of Motion period regarding:

1. Policy C-313 “Willful Damage and Theft of School Property”
2. Policy and Regulations C-316 “Safe Schools”
3. Policy and Regulations C-318 “Sexual Misconduct”

Next Steps

The following motion is recommended by staff to the Board for approval:

Motion Requested: 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”

Respectfully submitted by Paul Block, Superintendent of Schools

Attached:

Draft revised Policy C-313

Draft revised Policy and Regulations C-316

Draft new Policy and Regulations C-318

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

May 27, 2025

Draft revised Policy C-313 "Willful Damage and Theft of School Property" is scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy C-313 "Willful Damage and Theft of School Property".

School District #62 (Sooke)

WILFUL DAMAGE AND THEFT OF SCHOOL PROPERTY	No.: C-313
	Effective: May 12/81 Revised: Reviewed: Apr. 1/25; Apr. 22/25; May 27/25

SCHOOL BOARD POLICY

~~Where any student wilfully or carelessly mutilates, destroys or removes without permission or authority, any school property, parents or guardians of such students shall be held liable for damage jointly with the students.~~

Where any property of the board is destroyed, damaged, lost or converted by the intentional or negligent act of a student, that student and that student's parents/guardians will be held jointly and severally liable to the board in respect of the act of that student.

Cases of damage or removal which may require action by an outside agency or assistance from the school district shall be reported by the Principal to the Secretary-Treasurer. All reasonable steps to recover costs of damage or removal will be taken by the school district.

References:**Statutory**

- *BC School Act, sect 10*

Policy

- C-309 "District and School Codes of Conduct"

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

May 27, 2025

Draft revised Policy and Regulations C-316 "Safe Schools" are scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy and Regulations C-316 "Safe Schools".

School District #62 (Sooke)

BREACHES OF PEACE AND ORDER SAFE SCHOOLS	No.: C-316
	Effective: May 26/98 Revised: Dec. 14/99; Reviewed: Mar. 1/22; Mar. 4/25; Mar. 11/25; May 27/25

SCHOOL BOARD POLICY

The Board of School Trustees **Education** recognizes its responsibility to provide **create and maintain** an **school** environments for **where** students, and staff, **parents and others feel safe.** ~~in which they will be safe from violence and aggression.~~ **To that end, the Board shall consider any act of violence, threat or intimidation that impacts a school's ability to function safely to be a serious risk to the school environment and the safety of both students and staff.** In addressing this responsibility, the Board:

1. Requires that schools conform to the Board's Learning Resources Policy with respect to the portrayal of violence in learning resources and other materials.
2. Supports the use of proactive programs to resolve conflict, to provide peaceful role models, and to promote a peaceful, harmonious human environment.
3. ~~Considers any act of violence or aggression as a violation of the security of the school environment and of the safety of both students and staff. In these matters, the Board, or the Board's delegate,~~ **Will** take appropriate disciplinary action which may include seeking legal redress through the police authorities.
4. Defines aggression as a wide range of hostile or coercive behaviour including but not restricted to harassment, intimidation, abuse, bullying, assault, violence and the use of weapons. **Will use the Behavioural and Digital Threat Assessment (BDTA) Violence Threat Risk Assessment (VTRA) protocol to ensure that potentially high-risk behaviour is properly assessed and supportive interventions put in place.**

References:**Statutory:**

- BC School Act
- Legislation on safe spaces around schools

Policies:

- C-309, District and School Codes of Conduct
- C-319, Student Suspension
- C-432, Maintenance of Order
- B-115, Learning Resources

School District #62 (Sooke)

BREACHES OF PEACE AND ORDER	No. C-316
SAFE SCHOOLS	Effective: May 26/98 Revised: Dec. 14/99; Reviewed: Mar. 1/22; Mar. 4/25; Mar. 11/25; May 27/25

ADMINISTRATIVE REGULATIONS

1. Definitions:

Threat: is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the internet, or made by gesture.

Intimidation: is a form of aggression which involves deterring or coercing an individual by threat of violence, where one or more individuals subject a victim to fear, bullying, or harassment of a physical or psychological nature.

Violence: means the attempted or actual exercise by a person of any physical force so as to cause injury, including any threatening statement or behaviour which gives reasonable cause to believe there is a risk of injury.

Bullying: is a pattern of repeated, aggressive behaviour with negative intent, directed from one student to another where there is a power imbalance. Bullying is a pattern of persistent, unwelcome, or aggressive behaviour intended to make others uncomfortable, scared or hurt.

Behavioural and Digital Threat Assessment (BDTA) ~~Violence Threat Risk Assessment (VTRA)~~: is the process of determining if an individual is on the pathway to engage in serious violence and/or cause harm to self or others.

2. Procedures:

2.1 The Board expects that:

- a. Students will adhere to provisions of the Board's and School's policy on Codes of Conduct.
- b. Schools will include a statement on weapons, violence, bullying and intimidation in their Codes of Conduct.
- c. Fair Notice: Students, parents/caregivers and staff will be made aware that the district and its schools use a threat assessment process to reduce the risk of violence in the school.
- d. Police will be called immediately whenever there is a threat of death or bodily injury.
- e. Staff will conform to the Board's Learning Resources Policy (B-115) with respect to the portrayal of violence in learning resources and other materials.

2.2 Principals will:

- a. **Distribute a SPEAC approved Parent Appeal Process pamphlet to all parents early in each school year.**
- b. **At the beginning of each school year Principals are expected to give students, parent/caregivers, and staff "Fair Notice" that the school will use a process to collect and assess information about threat of violence including:**
 - **Notice that violence and threat of violence will not be tolerated;**
 - **General information about the BDTA ~~VTRA~~ process, and**
 - **Notice that the BDTA ~~VTRA~~ process is used provincially.**
- c. **Make all reasonable attempts, including securing the school environment to minimize risk of injury and/or death to any member of the school community when they reasonably believe that an act by a student is violent or intimidating. This may include procedures to limit student involvement and access of others to the school.**
- d. **In the case of a staff member subjected to threats, violence, or intimidation, offer immediate support in a manner that will empower, rather than remove, the person's own ability to deal with the situation. In the case of a student subjected to threats, violence, or intimidation, provide support in a manner that will ensure the safety and security of the student.**
- e. **Investigation:**
 - i. **Investigate and document all incidents of threats, violence or intimidation using the district Behavioural and Digital Threat Assessment (BDTA) ~~Violence-Threat Risk Assessment (VTRA)~~ protocol.**
 - ii. **Upon determining the initial level of risk, involve district staff, police and other related agencies as necessary to determine and mitigate any risk to the school community.**
 - iii. **In the case of threats involving death or serious bodily injury, the police must be notified.**
 - iv. **When the level of risk determined through the BDTA ~~VTRA~~ process is two or higher, the district BDTA ~~VTRA~~ team must be consulted.**
- f. **Reporting:**
 - i. **Make an oral report to the Superintendent or designate when suspending a student for an act of violence, threat, or intimidation when the Principal/Vice-Principal considers the offence to be severely threatening to the safety of students and/or staff.**
 - ii. **If a student is suspended for greater than five days, the student must be referred to the District Student Review Committee.**
 - iii. **Inform the parents/caregivers of the student(s) involved in the incident.**
 - iv. **Consult with the district Safe Schools team regarding possible communications to the school community.**
- g. **Intervention and Consequences:**
 - i. **Once the initial threat has been reduced, the Principal will follow direction outlined in policy C-309 "Codes of Conduct" and C-319 "Student Suspension" to determine appropriate consequences.**
 - ii. **While suspension is typically warranted in cases of threat, violence, or intimidation, it should be done in a way that takes into account increased justification for the perpetrator as well as diverse learning needs and cultural bias.**
 - iii. **Where the level of risk is significant, consultation with the district's Safe Schools team, policy and/or other agencies is necessary before determining consequences for the behaviour.**

2.3 Duty to Report:

- a. In order to keep school communities safe and caring, staff, parents/care givers, students and community members must report all threat-related behaviours to the school Principal.

2.4 Students With Diverse Needs:

- a. Safe School teams should utilize information related to baseline behaviours of students with diverse needs in assessing the level of risk posed. The same dynamics that can increase the risk of violence in the general student population can also contribute to the violence potential of students with diverse needs, independent of their diagnosis.

2.5 Cultural Bias:

- a. Safe School team members should be aware that some cultural groups may experience multiple stressors such as poverty, racism, discrimination, and language barriers. These factors, along with possible distrust for authority figures, may increase the level of perceived or actual risk. Every effort should be made to take into consideration the ethnic or cultural identity of the student.

1.——Board Expectations

The Board expects that:

- Schools will adhere to provisions of the Board's policy on Codes of Conduct.
- Administrators will distribute a SPEAC approved Parent Appeal Process pamphlet to all parents early in each school year.
- Parents will follow steps outlined in the SPEAC approved Parent Appeal Process pamphlet in order to resolve any disagreement.
- The District Violent Incident Report Form will be completed and sent to the appropriate authorities when serious incidents of aggression occur.
- Police will be called immediately whenever there is a threat of death or bodily injury.

2.——Level 1 Aggression

Level 1 aggression means personal harassment involving verbal abuse (such as name calling, racial or ethnic epithets, taunting), personal character attack, persistent loud accusations, or threats to do something one is entitled to do, such as "go to the press about this". This level includes phrases such as "you are a . . .", "you haven't heard the last of . . .", "you deserve to be . . .".

Supervisory Responsibilities

- Investigate each reported incident and report to persons with a need to know in a timely manner.

Personal Responsibilities

- Behave in a manner which encourages the person to calm down.
- Get help or support if needed.
- Request that any accusation be put in writing.

- Refer to the school's Code of Conduct and seek agreement to resolve the conflict within the behaviours affirmed by the code.
- In the case of a second or escalated incident, talk only in the presence of a third party.
- In the case of a second or escalated incident, seek advice from a union representative or other supportive person.
- Notify supervisor/administrator of the incident as soon as possible.
- Record the incident in personal or school records.

3. Level 2 Aggression

Level 2 aggression means intimidation or threats that involve potential risk to person or property.

These may include phrases such as "I'm going to get . . .", "I'll be sure that . . .", "If you don't . . . then I will . . .".

Supervisory Responsibilities

- In the case of a staff member subjected to aggression, offer immediate support in a manner that will empower, rather than remove the person's own ability to deal with the situation. In the case of a student subjected to aggression, provide support in a manner that will ensure the safety and security of the student.
- After the incident, consult with the victim.
- Ensure that the Violent Incident Report Form is completed and filed. (NOTE: This must NOT be put into a student's file, but rather in a confidential file kept secure by the supervisor or administrator.)
- Send a letter to the offending person indicating that the incident has been documented for the School board, and sent to the RCMP if appropriate.
- In the case of threats involving death or serious bodily injury, the police must be notified.
- When the aggressor is a member of the public, consider use of the School Act Section 177 to assist in removing the aggressor from the school.
- When the aggressor is under the school district jurisdiction as an employee or student, follow appropriate disciplinary measures including notification of a student aggressor's parents/care givers.

Personal Responsibility

- Be aware of laws and policies that protect people from aggression.
- Be calm. Refer to the school's Code of Conduct and seek agreement to resolve the conflict within the behaviours affirmed by the code.
- Point out channels whereby the person could redirect her or his hostility.
- Get help or support if needed.
- Tell the aggressor that this incident will be recorded and reported to a supervisor/administrator.
- Remove oneself from the situation as soon as possible.
- Fill out the Violent Incident Report Form and file it with supervisor.

4. Level 3 Aggression

Level 3 aggression means hostile physical contact (including pushing, shoving, slapping, punching), or menacing gestures that clearly imply hostile physical action. It includes any use of a weapon (anything used or intended for use in causing death or injury to persons whether designed for that purpose or not, or anything used or intended for use in threatening, endangering or intimidating any

persons. Possession of "toy guns", "replicas", laser pointing devices, ammunition, explosives and noxious substances will be dealt with under the provisions of this policy as weapons.

Supervisory Responsibilities

- If a weapon is involved, minimize risk or injury to all persons.
- Intervene as appropriate to reduce or remove the threat.
- Notify police **(911)** if not already done.
- If a weapon is found, secure it, and keep it available for police.
- Consult with the staff member or student. Consider critical incident stress debriefing. Discuss Employee Assistance Plan options if appropriate.
- Notify the Superintendent of Schools.
- Ensure that the Violent Incident Report Form is completed and filed. (NOTE: This must NOT be put into a student's file, but rather in a confidential file kept secure by the supervisor or administrator.)
- When the aggressor is a member of the public, send a Registered Letter to the aggressor banning him or her from school district property until the issue has been resolved and he or she is notified in writing that permission to return has been granted. Utilize School Act Section 177 in the letter. State that the incident has been documented for the School Board, and a report made to the police.
- When the aggressor is under school district jurisdiction, appropriate disciplinary measures will be followed including notification of a student aggressor's parents/care givers.
- Encourage police to pursue the incident through the courts and support their efforts to do so.

Personal Responsibility

- If a weapon is involved, minimize risk or injury to students and adults.
- Remove oneself from the situation as soon as possible
- Call for help as vigorously as possible.
- **Call 911** if possible.
- Report incident to a supervisor/administrator immediately.
- Fill out the Violent Incident Report Form.
- Take time to debrief and regain calm.
- Cooperate in legal proceedings initiated by the police.

5. Students as Aggressors

If the aggressor is a student of the school district, the student shall be subject to action which could include, as appropriate, any combination of the following:

- school-based corrective action.
- participation in short term or extended counselling.
- suspension from school for up to ten days.
- suspension from school for an indefinite period and appearance before the District's Disciplinary Committee.
- expulsion from school.
- criminal charges being laid by the Crown.

6. Students as Victims

~~When a student has been the victim of violence or aggression, the district will provide support and assistance for the victim.~~

DRAFT

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

May 27, 2025

Draft new Policy and Regulations C-318 "Sexual Misconduct" are scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft new Policy and Regulations C-318 "Sexual Misconduct".

School District #62 (Sooke)

SEXUAL MISCONDUCT	No.: C-318
	Effective: Revised: Reviewed: Mar. 4/25; Mar. 11/25; May 27/25

PURPOSE:

The purpose of this policy is to clearly state the commitment of School District #62 (Sooke) to addressing Sexual Misconduct involving students, through:

- facilitating a safe and secure learning environment that is free from Sexual Misconduct;
- defining the roles and responsibilities of individuals in implementing and carrying out programs and practices in the prevention of, and response to, Sexual Misconduct;
- assisting those who have experienced Sexual Misconduct by providing information and support, including provision of and/or referral to counselling, academic and/or other accommodation;
- using clear, appropriate, and fair process for handling complaints of Sexual Misconduct.

DEFINITIONS:

Complainant – An individual who files a Complaint. In some instances, the district may act as a Complainant where it becomes aware of allegations of Sexual Misconduct that, if true violate this policy but no person comes forward with a Complaint, or where an investigation is required by law.

Complaint – A statement that situation is unsatisfactory or unacceptable. For the purpose of this policy, a Complaint is a written statement of facts that alleges Sexual Misconduct involving a student, including a record of the dates, times, nature of any incidents and names of witnesses. The Complaint must contain sufficient detail to allow district staff to assess the Complaint and conduct an investigation, if required. A complaint can be made by a person who has experienced Sexual Misconduct or who has been a witness to Sexual Misconduct.

Disclosure – The communication to a district employee of an experience of Sexual Misconduct. Disclosure on its own does not initiate an investigation, except where required by policy. Disclosure can be verbal and/or written.

Educational Accommodation – A change or alteration in the physical environment, or an adaptation of teaching, assessment, or evaluation procedures.

Immunity – Protection or exemption from additional penalty or disciplinary action.

Investigator – A person appointed by the district to investigate a complaint. When criminal allegations are made against a student, the district will not investigate the circumstances until specific directions are received from the investigating agency (e.g. police or a social worker).

District-Related Activity – Any activity while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment, including online behaviours created outside of the school setting.

Respondent – An individual who is alleged to have engaged in conduct that violates this policy.

Victim/Survivor -For some, the use of 'victim' terminology implies passivity, whereas, the of 'survivor' language suggests action. For many individuals either term may be appropriate at different times.

Sexual Misconduct – This term is used a broad sense and includes any unwanted act – physical or psychological – carried out through sexual means or by targeting sexuality. It can include a wide range of acts, including the attempt or threat to act of a sexual nature, specifically:

- sexual assault,
- sexual exploitation,
- sexual harassment
- indecent exposure,
- voyeurism, and
- distribution of sexually explicit photographs or video.

Student – As defined under Section 1 of the *School Act*, means a person enrolled in an educational program provided by the board.

SCHOOL BOARD POLICY

The Board of Education for School District #62 (Sooke) is committed to providing a safe, nurturing, and positive learning environment, free from sexual misconduct. The Board will not tolerate, condone or ignore sexual misconduct in the district.

The policy is aligned with governing legislation, including but not limited to, the *Criminal Code of Canada*, the *BC School Act*, the *Child, Youth, and Family Service Act*, the *Police Act*, and the *Freedom of Information and Protection of Privacy Act*.

This policy is consistent with other district policies and procedures, including C-309, District and School Codes of Conduct, related to the reporting, investigating and dealing with abuse, neglect, exploitation, sexual harassment and misconduct within the district.

All persons who disclose or file a complaint regarding an experience of Sexual Misconduct can expect from the district:

- to be treated with compassion, dignity, and respect;
- to be respected in their choice as to whether or when they wish to Disclose or file a Complaint regarding their experience;
- timely assistance with safety planning;
- timely information about available support services and resources;
- discussion of appropriate educational or other accommodations;
- to have all information related to the incident of Sexual Misconduct treated with the utmost confidentiality associated with each option, unless the complaint or disclosure indicates others may be in danger of imminent harm or the student is a minor under the *Child, Family, and Community Services Act*;
- if they decide to file a complaint, a clear explanation of the investigation and decision process, a procedurally fair and unbiased process, and regular updates on the status of the process; and
- be granted immunity from disciplinary actions for minor infractions that may have been disclosed during the reporting process, such as alcohol or drug use, which may be considered violations of district policy. This immunity does not extend to criminal activities or actions that pose

significant harm to others. Any major infractions or violations unrelated to the Sexual Misconduct incident shall be addressed separately and in accordance with district policy and procedures.

All persons who are alleged to have violated this policy can expect the following from the district:

- to be treated with compassion, dignity, and respect;
- timely information about available support services and resources;
- to be advised of the options available to them; and
- if a Complaint is filed, a clear explanation of the investigation and decision process, a procedurally fair and unbiased process, and updates, as appropriate, on the status of the process.

SCOPE:

This policy applies to Sexual Misconduct involving students at all district schools and sites, as well as Sexual Misconduct that takes place at any school-related activity or in other circumstances where engaging in the activity will have a negative impact on the school environment, including online behaviours created outside of the school setting.

This policy may not apply to disclosures and complaints of Sexual Misconduct where legislation requires that another process be followed instead of the procedure described in this policy. This policy is not intended to supersede or interfere with prevailing laws. Anyone who has experienced Sexual Misconduct has the right to pursue criminal or civil legal avenues whether or not they choose to proceed under this policy.

The district reserves the right to initiate an investigation and/or inform police without the consent of the person disclosing or filing a complaint regarding Sexual Misconduct, and/or take any other action it feels reasonable and appropriate, if the district has a reasonable belief that the safety of a student in the district and/or broader community is at risk.

References:

Legislation

- *British Columbia School Act*
- *Criminal Code of Canada*
- *Child, Family, and Community Services Act*
- *Freedom of Information and Protection of Privacy Act*
- *Police Act*

Policy

- C-309 District and School Codes of Conduct
- C-310 Student Behaviour
- C-314 Alcohol and other drugs – Possession, Exchange and Non-Medical Use
- C-316 Breaches of Peace and Order
- C-319 Student Suspension

School District #62 (Sooke)

SEXUAL MISCONDUCT	No.: C-318
	Effective: Revised: Reviewed: Mar. 4/25; Mar. 11/25; May 27/25

ADMINISTRATIVE REGULATIONS**Guiding Principles:**

- Recognize there are reasons people choose not to report. The district is committed to supporting students and encourages those experiencing or witnessing sexual misconduct to make a complaint.
- Timelines shouldn't be a hindrance to reporting sexual misconduct. Victim/survivor experiences are influenced by many factors that may intersect and overlap. SD62 staff will take into account the various reasons why a student may not immediately choose to make a report.
- Recognize the serious potential impact on an individual being accused. SD62 is committed to procedural fairness and will respond to address and investigate complaints in a fair, unbiased, and timely manner.
- Where the district learns of an incident of sexual misconduct involving a student by a means other than a disclosure or complaint, the district will respond, address, and investigate in a fair, unbiased and timely manner and may take any action it feels reasonable and appropriate to:
 - mitigate harm or disruption to the school and/or district, students, and other members of the school community; or
 - protect the safety of students or any member of the school community.

Procedure:**1. Sexual Misconduct by a Student 12 Years of Age and Over****a. Process Options:**

Anyone who experiences or witnesses sexual misconduct involving a student, or has reason to believe that sexual misconduct involving a student has occurred or may occur, may pursue any of the following options (or pursue more than one option simultaneously):

- make a disclosure (without a complaint) to the district;
- make a formal complaint to the district; or
- make a report to the police.

b. Reporting:**i. Initial Response:**

1. When any person (including a student) reports to an employee sexual misconduct allegedly perpetrated by a student 12 years of age and over, the employee shall inform the principal or designate immediately.
2. Do not investigate the disclosure/complaint. Once a disclosure or complaint has been made, a disclosing student will not be questioned by any other school staff, nor shall any other students or staff be spoken to until specific directions are received from designated district staff or investigating police (if reported to).
3. The principal shall report an allegation to the Associate Superintendent responsible for Safe and Healthy Schools, who will assist the principal to determine the appropriate response, which may include:

- When and how to communicate with the appropriate police unit and determine if MCFD should be contacted.
 - The appropriate intervention strategy with the respondent.
 - Support to victims/survivors.
 - Notification to the District Principal, Safe and Healthy Schools.
4. Where it is determined by school district staff, police or MCFD that the respondent may pose additional threat to the victim/survivor or the educational environment, the principal may direct that person to not attend school during the course of the investigation.

ii. Notifying Parent/Guardians:

1. Notification of parents/guardians of victims/survivors should be completed as soon as possible where a principal believes a student has been physically or emotionally harmed by the sexual misconduct. Such notice **shall not be given** if, in the opinion of the principal, to do so would put the victim/survivor at risk of harm from the parent/guardian.
2. When notifying the parent/guardian the principal shall disclose the nature of the activity that resulted in harm, the nature of the harm and steps taken to protect the victim/survivor's safety.

iii. Reporting to Police

1. If, in the opinion of the principal and/or associate superintendent, the disclosure/complaint appears to be sexual assault, or the person reporting the sexual misconduct also chooses to report to police, the principal or designate must call the police.
2. Appropriate support for the victim/survivor shall be provided during the reporting process, which may include a:
 - social worker,
 - teacher-counsellor, or
 - staff member chosen by the victim/survivor and who agrees to participate.
3. The manner and timing of contacting the parents/guardians of the victim/survivor and the respondent will be done in consultation with the police.

Note: The *Youth Criminal Justice Act* prohibits disclosure of the identity of the respondent if under the age of 18.

4. Principal's Duties While Reporting to Police:

- a. Ensure that the associate superintendent and police are aware of the timelines (e.g. when the victim/survivor or respondent is expected at home) in order to prioritize the response accordingly. The police may also require time to make arrangements for an investigation.
- b. Inform the police of circumstances which may help in the investigation.
- c. The principal should ask the following questions when reporting to police:
 - Name and badge number of responding police officer(s).
 - How and when the parents of the respondent should be contacted?
 - Will the victim/survivor and/or perpetrator be interviewed by police?
 - Do investigators plan to come to the school or home? When?
 - Are there any directions to the school regarding the victim/survivor and/or perpetrator leaving school?

- If the victim/survivor is a child that is scheduled for child care can they be released to the child care provider? What information can be shared with the child care provider, if any?
 - What should the principal do if the parent of the victim/survivor and/or perpetrator arrives at school?
 - What information can be shared with the victim/survivor and/or perpetrator and their parent/guardian(s) if the interview has not yet taken place?
- d. If it is not apparent that an investigation has commenced within 24 hours or no assistance has been provided for the victim/survivor and/or perpetrator, it is the responsibility of the principal or designated to contact police and ascertain the status of the case.

iv. Informing the Ministry of Children and Family Development (MCFD):

1. In the event that the respondent is under 16 years of age or is a sibling of the victim/survivor who is under 16 years of age or has siblings under the age of 16 at home or is a babysitter or is in any other way in a position of authority over the victim/survivor or other children, MCFD must be contacted.
2. Document the incident(s) in accordance with policy C-410, Child Abuse, including:
 - the name, age, grade, address, and telephone number of the child;
 - the names of the parents/guardians;
 - the reasons for concern and any relevant statements made by the child;
 - the name of the employee making the call;
 - the name of the intake social worker receiving the information; and
 - time and date the call was made,

c. Investigation:

- i. Police investigation concluded or not started:
If the police investigation has concluded or was not initiated, the principal and/or associate superintendent will determine if a district investigation shall occur.
- ii. Assigning a school district investigator:
The school, in consultation with the associate superintendent, will assign a trained investigator or another qualified staff member, to conduct a thorough and impartial investigation.
- iii. Gathering Evidence:
 1. The school district investigator will interview the complainant, victim/survivor (if different from the complainant), the respondent, and any witnesses.
 2. All relevant documents will be collected, such as text messages, emails, or social media interactions and any available surveillance video will be reviewed.
- iv. Documentation:
A detailed record of all interviews, evidence, and investigative steps will be maintained.

d. Determination:

- i. Evaluation:
 1. The police will assess and evaluate evidence in alignment with all statutory and legislated requirements, the results of which shall be shared with the school district as permitted.
 2. The school district investigator will evaluate all evidence using a "preponderance of evidence" standard (i.e. whether it is more likely than not that the misconduct occurred).

ii. Report:

The school district investigator will compile a report detailing the findings and submit it to the principal and associate superintendent for review.

iii. Decision:

The principal and/or associate superintendent will determine whether the allegations are substantiated (either by police, the school district investigator or both), and decide on appropriate disciplinary action in alignment with progressive discipline as described in policy C-309, District and School Code of Conduct. Disciplinary action from the district may be in addition to any consequences imposed through the legal system.

1. Student Charged: Where a student has been charged with a sexual offense involving another student, the charged student shall not attend school pending a decision of the board's Student Review Committee under policy C-319, Student Suspension.
2. Student Not Charged: Where a student has been investigated by the police for a sexual offense involving another student, and the respondent has not been charged with an offense, the principal, associate superintendent, and District Principal, Safe and Healthy Schools shall determine if the student's conduct warrants consequences, referral to the board's Student Review Committee, or further investigation from the school district.

e. Notification of Outcomes:

- i. Notify both the complainant and the respondent, and their parent/guardians, of the investigation's outcome and any disciplinary action taken in alignment with principles of confidentiality.
- ii. If suspension for greater than five days is contemplated, action in alignment with policy C-319, Student Suspension must be carried out.
- iii. Provide information on the right to appeal as outlined in By-law 1-08, Parent/Student Appeals and policy C-350, Appeals.

f. Support for Student, Parents and Staff

In the case of criminal charges being laid, as outlined above, the Board may, under the co-ordination of the associate superintendent, provide appropriate support to the affected student(s) and/or school community. A critical incident response team may meet with the staff of the school as soon as possible to advise of the charges and describe a plan of action for supporting students and the school community.

2. Sexual Misconduct by a Student Under 12 Years of Age

Sexually acting-out behaviour by children under the age of 12 years is a serious problem for which there are limited outside resources and legal guidelines. It is expected that these behaviours will be addressed through the support of school/district staff, social workers, and parents/guardians.

It is not necessary to call police.

A student perpetrator under the age of 12 is under the age of criminal responsibility. Describing the sexual misconduct or misbehaviour of a child under 12 as "sexual assault" is inaccurate. Police may be consulted but the police do not have authority to lay criminal charges. Parents/Guardians may elect to call police and if they do so, the principal will cooperate fully with police.

a. Reporting:i. Inform the Principal

1. When a staff member witnesses or receives a report of concern about sexual behaviours exhibited by a student under the age of 12, staff should inform the principal or vice-principal immediately.
2. The principal/vice-principal will determine whether the behaviour falls into the category of inappropriate, problematic, or sexually intrusive and will consult with other district staff based on that determination.
 - a. If the behaviour is sexually intrusive or there is reason to believe that abuse has occurred, consult with the Associate Superintendent, Safe and Healthy Schools.
 - b. The associate superintendent will notify the District Principal, Safe and Healthy Schools.

ii. Notify Parent/Guardians:

1. Notification of parents/guardians of victims/survivors is required, in all cases of sexualized behaviour.
2. Such notice shall not be given if in the opinion of the principal to do so would put the victim/survivor at risk of harm from the parent/guardian.

b. Investigation:

- i. The principal will investigate the allegations and determine the nature of the incident as follows:

- ***Inappropriate sexual behaviour:***

- Provides no harm to self or others, is self-focused, may be spontaneous and may include sexual language or re-enactment.
- It does not require notification of any person or agency although resources may be used at the principal's discretion. The parent(s)/guardian(s) of the student(s) involved shall be contacted.

- ***Problematic sexual behaviour:***

- May cause harm to self or others, uses sexually explicit language or re-enactment, one or more incidents, usually includes touching, involves younger or same age children in sex games or aggressive sexuality, involve compulsive talking about sex or sexual activity.
- Requires consultation with the associate superintendent to determine which agency (resource person), if any, will do further investigation. The parent/guardians of any party should not be contacted until consultation with a resource person has occurred.

- ***Sexually intrusive behaviour:***

- Causes harm, is interpersonal, uses explicit sexual language or re-enactment, may spontaneous or planned, usually involves manipulation, coercion or force, touching behaviours, and compulsive talking about sex and sexual acts even after intervention.
- requires consultation with the Associate Superintendent, Safe and Healthy Schools. The acting-out student may be refused admittance to school while the investigation takes place.

ii. Procedures if the Ministry of Children and Family Development (MCFD) is involved:

MCFD must always be called if there are reasonable grounds to suspect that any child has been abused or in need of protection. If MCFD is to be called, do not contact parent/guardians of any of the parties until MCFD has been consulted.

iii. Document the Incident

1. A detailed record of all interviews, evidence, and investigative steps will be maintained.

2. Documentation of sexual behaviour problems where MCFD is involved and the children are under 12, should be prepared and maintained in accordance with Policy C-410, Child Abuse.

c. Determination:

i. Evaluation:

1. The principal/vice-principal will assess and evaluate evidence in alignment with district policies and procedures.
2. The principal may consult with the Associate Superintendent, Safe and Healthy schools and other district staff as appropriate.

ii. Decision:

The principal/vice-principal will determine whether the allegations are substantiated and decide on appropriate disciplinary action in alignment with progressive discipline as described in policy C-309, District and School Code of Conduct.

d. **Notification of Outcomes:**

- i. Notify both the complainant and the respondent, and their parent(s)/guardian(s), of the investigation's outcome and any disciplinary action taken. Any information sharing is to be done in alignment with principles of confidentiality.
- ii. If suspension for greater than five days is contemplated, action in alignment with policy C-319, Student Suspension must be carried out.
 - If it is determined that the student's continued presence in the school would be detrimental to other students, the student shall be referred to the board's Student Review Committee to determine appropriate educational programming.
- iii. Provide information on the right to appeal in alignment with By-law 1-08, Parent/Student Appeals and policy C-350, Appeals.

e. ***Safety Plan and Assessment/Treatment Agreement***

- i. In the case of either sexually problematic or sexually intrusive behaviour, the principal will meet with the parents of the acting-out student to discuss consequences and supports for changing the behaviour.
- ii. Where the behaviour is sexually intrusive the principal shall, with the assistance of a social worker or the Associate Superintendent, Safe and Healthy Schools or designate, establish a behaviour plan to support changing the student's behaviour.
- iii. The principal/vice-principal will provide information regarding available resources for both the victim/survivor and perpetrator.



BOARD MEETING AGENDA PLANNING

Trustee Agenda Item Request

Board Meeting Date: Public, May 27, 2025

Trustee Submitting: Allison Watson

Item Title: **Superintendent Report on Cross-Border Travel and Student Safety**

Recommended Motion or Action:

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 our 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.

Background:

Student travel to the United States remains a regular part of educational experiences in SD62. However, recent social and legal developments in the U.S. have increased risks for travelers from marginalized communities, including those who are LGBTQ2S+, racialized, or otherwise underrepresented. Cross-border scrutiny, discriminatory policies, and incidents of detainment or mistreatment have raised concerns about safety and emotional well-being during school trips. Some Canadian school districts have led by example and taken proactive steps to address these concerns.

Rationale:

There is growing public evidence of unsafe or discriminatory experiences at U.S. border crossings for Canadian travelers, including youth. These include:

- Detainment of Canadian citizens without clear justification.
- Legal hostility toward LGBTQ+ individuals in several U.S. states, with legislation restricting expression and rights.
- Discrimination based on language or ethnicity at U.S. borders, including unlawful detentions and questioning.

Currently, non-binary students are often being advised to travel under their legal name or sex designation (including X designation on passports), particularly if it differs from their lived identity, this can cause significant psychological harm, isolation, and fear. The district must ensure that its practices do not perpetuate or worsen these harms.

Given the time-sensitive nature of upcoming travel and the responsibility we bear as a public education system, this report is necessary to evaluate risks, affirm our values (indicated in our strategic plan), and ensure consistent support across all schools and programs.

Please complete and give to Board Chair or Vice-Chair

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

June - August 2025

Action	June	July	August
Approve	<ul style="list-style-type: none"> - Final readings of Budget Bylaw Annual Plan Package: <ul style="list-style-type: none"> - FESL targets - Strategic plan targets - NA'TSA'MAHT Annual Report 	<ul style="list-style-type: none"> - Board office closed Jul 14-Aug 18 	<ul style="list-style-type: none"> - Board Office opens Aug 18
Review	<ul style="list-style-type: none"> - District Operations Plan for 2024-25 - Superintendent Growth Plan Review 		<ul style="list-style-type: none"> - Estimated Enrolment Update
Complete (Scheduled)	<ul style="list-style-type: none"> - MoU signings TBD 		<ul style="list-style-type: none"> - BoE/Executive Planning Retreat (possible dates TBD)
Engage	<ul style="list-style-type: none"> - District Graduation Celebrations - Acknowledgement Letters to Partner Groups - National Indigenous Peoples Day (Jun 21) - Municipal Partner Meetings (Chair/Super/S-T & CAO/Mayor) – Sooke & Metchosin (TBD) - SBO Year-End BBQ (Jun 26) 		<ul style="list-style-type: none"> - MLAs Visits

Board Information Note

Public Board Meeting

May 27, 2025

Agenda Item 13.1: Superintendent's Update

LEARNING

Spencer Middle School Hosts District's First-Ever Cricket Fest

On April 25, Spencer Middle School proudly hosted the Sooke School District's first-ever *Cricket Fest*. The event brought together six teams—each with 20–25 players—from schools across the District and at all grade levels to celebrate and compete in this growing sport.

Earlier in the month, during the April Professional Development Day, educators had the opportunity to participate in a cricket session designed to build their knowledge of the game and explore ways to integrate it into future programming.

A special thank-you goes to teacher James Roy, whose passion and leadership have been instrumental in bringing cricket to Spencer. His efforts have inspired both students and staff to discover and enjoy the sport.

Students Experience Democracy in Action

Elections — whether municipal, provincial, or federal — provide students with real-life examples of democracy in action and illustrate how the voting system operates at all levels of government in Canada. Last month, many students from elementary, middle, and secondary schools across the District participated in mock voting activities.



Pictured above is the Student Vote at EMCS.



At Royal Bay Secondary, teacher-librarians Tiffany Campbell and Sheila Martin led the Student Vote initiative. Royal Bay was one of over 2,000 schools across the country participating in the Student Vote on Thursday, April 24. Elections Canada supplied schools with authentic materials to create a realistic voting experience. The learning commons was transformed into a polling station, and 646 students cast their votes with the support of seventy student volunteers who helped run the election throughout the day.

Multicultural Week at Belmont

Belmont Secondary celebrated *Multicultural Week* from April 28 to May 2—an annual event that highlights and honours the rich cultural diversity within the school community. Throughout the week, students and staff participated in activities that promoted cultural pride, learning, and connection. On Monday, students and staff were invited to express their culture through clothing and classroom activities. From Tuesday to Friday, lunchtime events highlighted diverse cultural groups each day, with student-led booths sharing food, music, traditions, and interactive displays. Cultures represented included countries from Asia, Europe, Africa, and the Americas. A heartfelt thank you goes out to the students, staff, and especially the families and guardians whose support made this vibrant celebration possible.

2025 Skills Canada Regional Competition

At the 2025 Skills Canada BC Regional Competition hosted by Camosun College, Edward Milne Community School Grade 11 student Natalie Alexa proudly represented our District in the Welding category. Natalie's journey into the trades began through the TASK (Trades Awareness Skills & Knowledge) program, where she discovered her passion for welding with support from dedicated teachers. Her story highlights the value of early exposure to skilled trades and the transformative impact of hands-on programs like TASK and Skills Canada, which help students gain confidence, build skills, and envision rewarding career pathways.





Youth Work in Trades Program

I would like to acknowledge the outstanding work of the SD62 Career Education Department in supporting students to envision themselves in the skilled trades and guiding them over time to achieve their goal of becoming certified tradespeople. This month, we celebrated the accomplishments of 39 students who received the Youth Work in Trades Award—an honour granted to those who have completed a minimum of 900 apprenticeship hours with a certified tradesperson while maintaining at least a C+ average in their Grade 12 courses.

We were also pleased to welcome Danny Tones, Director of Career and Skill Development with the Ministry of Education and Child Care, who joined us for the ceremony. He noted that the Sooke School District presents this award at a rate three times higher than any other district in the province—a remarkable achievement that reflects the strength of our partnerships with students, staff, families, and local employers.





French Literacy Instruction

Our District *French Immersion Curriculum Coordinator*, Stephanie Cave presented Sooke's literacy approach at the BC Language Coordinators' Association (BCLCA) conference, emphasizing impactful, sequential, evidence-based professional learning tailored to immersion teachers. With a collaborative approach, Sooke Immersion teachers developed a K–8 French Immersion Literacy Scope and Sequence to align the curriculum with current research. To support this, classrooms are being enhanced with decodable texts and diagnostic tools to better support student learning and instruction.



Literacy

The Provincial Outreach Program for Autism and Related Disorders (POPARD) has been filming Sooke School District teachers and students highlighting how universal screening and inclusive classroom literacy practices support all students. This video project highlights the excellent work happening in the Sooke School District with regards to inclusive literacy structures and will be shared provincially in the 2025-26 school year as a model to emulate.





Royal Bay Senior Girls Soccer!!!

Congratulations to the RBSS Senior Girls Soccer team on winning the City Championship on May 8. They're now headed to the Island Championships. Many of these talented athletes were also part of last year's AAA Provincial Championship team. A special thank you to Coach Angus—a dedicated parent and community member—whose leadership has been instrumental in the continued success of the Senior Girls program at Royal Bay. The team will be at the Island Championships May 29-31 at UVIC's Centennial Stadium! Let's go Ravens!



ENGAGEMENT

2025-26 Budget Development

Public engagement for the 2025–26 budget began with a survey available from April 22 to May 6. In addition to the survey, members of the public were invited to attend the Education Committee of the Whole meeting on April 29, where a public presentation of the draft budget was shared.



Savory Family Dinner

Last month Savory Elementary and the NA'TSA'MAHT Indigenous Education Department held a family dinner to celebrate urban Indigenous families. Elders welcomed families before a seafood dinner was served. Entertainment was provided by the Hulitan Thunder dance group. A special part of the evening was the blanketing ceremony of Marlys Denny to celebrate her many years of service in the NA'TSA'MAHT Indigenous Education Department. Marlys will be transitioning to a District Vice Principal position in Inclusive Education in September.



SĆIANEW STĒLITĶĒL Elementary School: Supporting Families Transitioning to a New School Community



We understand that transitioning to a new school—especially due to catchment boundary changes—can bring mixed emotions for families. In response to this, the District hosted an open house at PEXSISEN Elementary on the evening of April 23 to help families feel welcomed, informed, and supported.

The event was attended by incoming Principal Camille McFarlane and Vice Principal Kristin Holland, along with District staff from key departments that support students, including Curriculum, Inclusive



Education, Safe Schools, Early Learning and Child Care, Transportation, and NA'TSA'MAHT Indigenous Education. The City of Langford's Engineering team was also present to share information about active travel routes to the school. Additionally, the incoming child care provider, BGC SVI, attended to answer questions about child care programming.

The open house was incredibly well attended, and the feedback was overwhelmingly positive. Families appreciated the opportunity to connect with school and District staff, learn more about what to expect, and begin forming connections with one another. It was inspiring to witness a school community beginning to take shape—with families meeting, students discovering classmates, and a genuine sense of belonging starting to grow.

This successful event is one we plan to replicate for future school builds to begin laying the foundation for strong, connected school communities. Thank you to all school and District staff who generously gave their time after hours to make this event a success.

GROWTH

Asset Rehabilitation

Our Facilities team remains committed to the ongoing maintenance and enhancement of our schools and support sites. Their work ensures our facilities remain safe, functional, energy-efficient, and aligned with the long-term needs of our growing District.

Recent Activity: Eight major projects have recently gone to public tender:

- John Muir Elementary – Parking lot expansion and site enhancements
- Sangster Elementary – Sewer connection upgrade
- Belmont Secondary – Air handling unit replacement
- John Muir Elementary – Electrical power upgrade
- Saseenos Elementary – Final phase of roof replacement
- Transportation (Amy Rd Depot) – Power upgrade and installation of EV chargers
- Millstream Elementary – Site upgrades (Phase 1)

In Progress:

- Edward Milne Community School (EMCS) – Design work is underway for both the inclusive washroom project and Food Infrastructure Program kitchen renovations and equipment. These projects are expected to go to tender this month.
- EMCS LED Lighting Upgrades – In the design and tender queue
- EV Chargers for Middle School Sites – In the queue for tender



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.

The child care centre at Hans Helgesen Elementary is scheduled to go to tender this month, with construction anticipated to begin this summer.

We are in the middle of planning 2025 summer portable moves in anticipated growth, particularly for Royal Bay Secondary.