
Public Notice – Board of Education Public Meeting

A public meeting of the Board of Education for School District 62 (Sooke) will be held on
September 29, 2026 at 7:00 pm.

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

To encourage more public participation, the meeting will be **livestreamed** via Microsoft town hall.

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

- Anyone who has the link can attend the meeting online. Ensure you have the Microsoft Teams app downloaded on your device.
- Members of the public will have the opportunity to ask questions related to agenda items discussed at the meeting:
 - o Select the **Q&A**  function at the top of your Teams window.
 - o Type in the **Ask a question** text box at the top of the Q&A panel. When asking a question, please identify yourself. **Anonymous questions will not be responded to.**
 - o You will be notified that your question was received and will be published after a moderator approves it.
 - o Members of the media can direct their questions to the Communications Manager at School District 62 for a response following the meeting.

If you have questions regarding the meeting or how to access it, 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 Microsoft Townhall

September 29, 2026 – 7:00 p.m.

AGENDA

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

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

2. AGENDA (page 2)

2.1 Call for amendments and additional items

Recommended Motion: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of September 29, 2026, 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 corrections to minutes

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

5. EDUCATIONAL PRESENTATIONS

6. INDIGENOUS EDUCATION COUNCIL

6.1 Indigenous Education Council Update (page 14)

7. CORRESPONDENCE & DELEGATIONS

- 7.1 Correspondence – Amanda Dowhy (page 15)
 - 7.1a Email from Clyde D. Dated June 20 2026 RE ECEs
 - 7.1b Email from Janine S. Dated Jun 30 2026 RE ECEs
 - 7.1c Email from Derek Y. Dated June 26 2026 RE ECEs
 - 7.1d Email from Minister Beare Dated July 22, 2026 RE ARC Funding
 - 7.1e Email from Karmen M. Dated July 1, 2026 RE Theatre Rental
 - 7.1f Email from Karry B. Dated September 16, 2026 RE Erin's Law
- 7.2 Standing Delegations (CUPE, SPEAC, SPVPA, STA) – 5 minutes each
- 7.3 Other Delegations – 5 minutes each

8. FINANCE, FACILITIES AND SERVICES

- 8.1 Resources Committee Meeting September 22, 2026 – Christine Lervold (page 23)

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the 2027/28 Minor Capital Plan submission as presented to the Resources Committee on September 22, 2026.

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of September 22, 2026

- 8.2 2025/26 Financial Statements Approval – Christine Lervold (page 29)

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the 2025/26 financial statements as presented to, and recommended by, the Audit Committee at its meeting on September 23, 2026.

9. EDUCATION PROGRAM

- 9.1 Education-Policy Committee – Meeting of September 15, 2026 – Trudy Spiller (page 89)

Recommended Motion: That the Board of education of School District 62 (Sooke) receive the 2025/26 Operational Plan Final Report as presented at the Education-Policy Committee meeting of September 15, 2026.

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of September 15, 2026.

9.2 Early Learning Motion – Christine Lervold (page 120)

Recommended Motion: That the Board of Education of School District No. 62 (Sooke) direct staff to provide a report on the feasibility of a Board operated Early Learning program (Pre-K) to support opportunities for improved educational outcomes and strengthen transitions into the K-12 system.

10. STUDENTS

10.1 Superintendent's Report – Paul Block (page 122)

11. FOUNDATIONS AND GOVERNANCE

11.1 Trustee Liaison Reports – Board of Education

11.2 Enhancing Student Learning Report for 2025/26 – Monica Braniff (page 126)

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the September 2026 Enhancing Student Learning Report submission as presented to the Board of Education on September 29, 2026

11.3 Policy Adoption: A-6 “Board Committees” – Amanda Dowhy (page 185)

Recommended Motion: That the Board of Education of School District No. 62 (Sooke) adopt draft new Policy A-6 “Board Committees”, including its related appendices, Committee Terms of Reference and Appointment of External Committee Members as presented at the Governance Committee meeting of September 17, 2026.

Recommended Motion: That the Board of Education of School District No. 62 (Sooke) rescind Policy and Regulations A-340 “School Board Committees”.

Recommended Motion: That the Board of Education of School District No. 62 (Sooke) rescind Policy and Regulations F-335 “Audit Committee”.

12. ADMINISTRATION

12.1 Board of Education Work Plan for 2026/27 - Amanda Dowhy (page 221)

Recommended Motion: That the Board of Education of School District #62 (Sooke) adopt the 2026/2027 Board and Committee Meeting Schedule and the 2026/2027 Multi-Year Board of Education Work Plan as presented at its September 29, 2026 meeting.

13. PERSONNEL

14. UPCOMING EVENTS

- National Day for Truth & Reconciliation (schools closed) – September 30
- World Teachers' Day – October 5
- World Mental Health Day – October 10
- Thanksgiving (schools closed) – October 12
- SPEAC Monthly General Meeting – October 21
- Non-Instructional Day – October 23
- Next Public Board Meeting - October 27, 2026

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

June 23, 2026 – 7:00 p.m.

TRUSTEES: Amanda Dowhy, Board Chair
Cendra Beaton (online via MS Teams)
Trudy Spiller

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

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

SECRETARY: Jenny Seal

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

The meeting was called to order at 7:06 p.m. by the Board Chair who acknowledged the territories of the First Nations.

The Board Chair reviewed Robert's Rules of Order related to meeting decorum. Instructions were provided for those participating online.

2. **AGENDA**

2.1 Call for amendments and additional items

The Board Chair called for amendments to the agenda. None were brought forward.

127. **MOVED** Christine Lervold/Trudy Spiller

That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of June 23, 2026, as presented.

CARRIED

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

3.1 Call for corrections to minutes

The minutes of the Public Board meeting of May 26, 2026 were adopted by unanimous consent.

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

This year, 1,113 students graduated across the district, and we celebrate the first graduating class to have received 13 years of dedicated Indigenous instruction embedded in the curriculum. There were approximately 40 graduating students at EMCS that received the Principal's Honour Roll Award. Additionally, that cohort has earned over \$100,000 in scholarship awards. QELENSSEN Á, LEN celebrated its third graduating class.

The Board Chair acknowledged staff and Trustees for work done throughout the year and wished everyone a safe, happy, and restful summer vacation.

5. EDUCATIONAL PRESENTATIONS

5.1 Equity in Action 2025/26 Year End Report – Jon Carr/Connie Swan

The NA' TSA'MAHT Equity in Action (NEAR) report was presented. Equity in Action reflects a commitment to Indigenous learners to dismantle systemic barriers affecting Indigenous students' success. Work began in 2015 in response to the provincial sector-wide audit to address low graduation rates. Information gathered through surveys and student forums reinforces that system-wide transformation is essential and provides focus.

This last school year, the gap between Indigenous and non-indigenous learners in their 6-year completion rate was reduced from 24% to 14%, meeting the goal of the equity scan. Results are grounded in work with families, communities and local rights holders. Foundation Skills Assessment (FSA) participation has rebounded. Grade 4 literacy for example, jumped from 27% to 75% and numeracy from 25% to 73 %. Many schools and departments refine their goals each year in June based on survey results.

6. INDIGENOUS EDUCATION COUNCIL

6.1 Indigenous Education Council Update – No Report

7. CORRESPONDENCE & DELEGATIONS

7.1 Correspondence – Amanda Dowhy

1. Office of the Ombudsperson Quarterly Report January 1 to March 31, 2026
2. Letter from Pacheedaht First Nation Dated May 20, 2026 RE LEA Concern
3. Email from Chelsea R. Dated May 15, 2026 RE ECEs
4. Email from Emily R. Dated May 15, 2026 RE ECEs
5. Email from Claire B. Dated May 16 2026 RE ECEs

6. Email from Danielle H. Dated May 16, 2026 RE ECEs
7. Email from Esther S. Dated May 18, 2026 RE ECEs
8. Email from Isabelle D. Dated May 18, 2026 RE ECEs
9. Email from Janelle I. Dated May 18, 2026 RE ECEs
10. Email from Alexandra S. Dated May 19, 2026 RE ECEs
11. Email from Carolyn L. Dated May 19, 2026 RE ECEs
12. Email from Debbie F. Dated May 19, 2026 RE ECEs
13. Email from Danielle V. Dated May 19, 2026 RE ECEs
14. Email from Kristi L. Dated May 19 2026 RE ECEs
15. Email from Kerry C. Dated May 19 2026 RE ECEs
16. Email from Laura R. Dated May 19, 2026 RE ECEs
17. Email from Lisa M. Dated May May 19, 2026 RE ECEs
18. Email from Maegan C. Dated May 19, 2026 RE ECEs
19. Email from Melissa H. Dated May 19, 2026 RE ECEs
20. Email from Michelle C. Dated May 19, 2026 RE ECEs
21. Email from Nina B. Dated May 19, 202 RE ECEs
22. Email from Rachael S. Dated May 19, 2026 RE ECEs
23. Email from Sarah R. Dated May 19, 2026 RE ECEs
24. Email from Saza R. Dated May 19, 2026 RE ECEs
25. Email from Sophia S. Dated May 19, 2026 RE ECEs
26. Email from Tawnya D. Dated May 19, 2026 RE ECEs
27. Email from Tiffany D. Dated May 19, 2026 RE ECEs
28. Email from Erin V. Dated May 19, 2026 RE ECEs
29. Email from Cynthia H. Dated May 19, 2026 RE ECEs
30. Email from Jasmine M. Dated May 19, 2026 RE ECEs
31. Email from Rafaela R. Dated May 19, 2026 RE ECEs
32. Email from Quynne P. Dated May 19, 2026 RE ECEs
33. Email from Victor C. Dated May 19, 2026 RE ECEs
34. Email from Ola K. Dated May 19, 2026 RE ECEs
35. Email from Laurel K. Dated May 19, 2026 RE ECEs
36. Email from Jennifer K. Dated May 19, 2026 RE ECEs
37. Email from Kristi S. Dated May 19, 2026 RE ECEs
38. Email from Maria F. Dated May 20, 2026 RE ECEs
39. Email from Jennifer E. Dated May 20, 2026 RE ECEs
40. Email from Kay R. Dated May 20, 2026 RE ECEs
41. Email from Francisca T. Dated May 20, 2026 RE ECEs
42. Email from Samantha A. Dated May 20, 2026 RE ECEs
43. Email from Sue I (Emily M.). Dated May 20, 2026 RE ECEs
44. Email from Uelun T. Dated May 20, 2026 RE ECEs
45. Email from Esther S. Dated May 20, 2026 RE ECEs
46. Email from Suzanne M. Dated May 20, 2026 RE ECEs
47. Email from Enid E. Dated May 21, 2026 RE ECEs
48. Email from Renata R. Dated May 21, 2026 RE ECEs

- 49. Email from Michelle C. Dated May 21, 2026 RE ECEs
- 50. Email from Kendra U. & Tim S. Dated May 21, 2026 RE ECEs
- 51. Email from Beth B. Dated May 21, 2026 RE ECEs
- 52. Email from Amanda T. Dated May 23, 2026 RE ECEs
- 53. Email from Candace D. Dated May 25, 2026 RE ECEs
- 54. Email from Lana D. Dated May 25, 2026 RE ECEs
- 55. Email from Jeffrey Z. Dated May 26, 2026 RE ECEs
- 56. Email from Christy W. Dated May 26, 2026 RE ECEs
- 57. Email from Kendall C. Dated May 29, 2026 RE ECEs

Correspondence as listed in items 7.1.1-7.1.57 was received by the Board.

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

CUPE 459 – Amber Leonard (online)

The President of CUPE 459 began with an acknowledgement of First Nation territories and read Article 14 of United Nations Declaration on the Rights of Indigenous People (UNDRIP). The CUPE President acknowledged the passing of three CUPE members over the last few months. On behalf of CUPE 459, the CUPE President expressed disappointment over the proposed cuts CUPE members will experience if the budget is passed.

SPEAC – Tom Davis

The SPEAC President expressed gratitude for collaboration with partner groups over the year. SPEAC is looking forward to hearing ideas to address gaps, if ECE positions are cut. SPEAC hosted their annual summit to recognize over 80 dedicated volunteers. Looking ahead to September, Tom will be serving his third term as President. Parent info nights will resume with the IES-led parent info night. The parent handbook will be completed in the coming weeks. It will be available online and emailed to all parents in the District. SPEAC is working on an “All Candidates Forum” ahead of trustee elections.

STA - Rita Zeni:

The STA President thanked everyone for their dedicated and tireless work. The STA continues to support teachers in their growth of Indigenous learning and unlearning of our history and of local knowledge. The STA has a large supply of pro-d. resources available to teachers.

SPVPA – Jon Carr

Jon Carr presented in place of Ruchi McArthur and Jen Nixon who sent their regrets. Appreciation was expressed for the Board’s support of SPVPA and to the partner groups. Camille McFarlane and Mike Bobbitt are the incoming co-presidents for next year. Highlights were shared from events taking place across the district: National Indigenous Peoples Day, nature weaving, visits to Botanical Beach, Indigenous games

day and the opening of an outdoor learning space at École John Stubbs.

- 7.3 Other Delegations – 5 minutes each
There were no other delegations.

8. **FINANCE, FACILITIES AND SERVICES**

8.1 Resources Committee Meeting of June 9, 2026 – Christine Lervold

The Committee Chair summarized the meeting of June 9th. A low barrier means assessment form was presented to standardize the process for transportation fee waiver requests. Forms will be received and processed centrally, rather than at each school. Consultation occurred with other districts using a similar approach. This standardized and centralized process removes school administrators who are currently processing requests at the school level.

Discussion ensued on the motion which included views for and against a centralized approach.

128. MOVED Christine Lervold/Russ Chipps

That the Board of Education of School District 62 (Sooke) support implementation of the low barrier means assessment for transportation fee waiver eligibility as presented at the June 9, 2026 Resources Committee meeting.

CARRIED with one vote OPPOSED

129. MOVED Christine Lervold/Trudy Spiller

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of June 9, 2026.

CARRIED

8.2 2026/27 Annual Budget Bylaw - Christine Lervold

The Board is required to submit a balanced budget by June 30th. A timeline of work and engagement to produce this budget was reviewed. The roles of ECEs and EAs were discussed. EAs are intended to support students with designations and specific targeted needs in all grades, throughout the system. EAs implement the IEP and are funded through supplemental grants from the Ministry.

Currently there is ECE staffing in 30% of Kindergarten classrooms and 70% remain without. There is no possibility of scaling up due to no targeted funding. Teachers are well versed in early learning framework. Early learning programs and Nature K programs will continue to be offered in the District. The Board's job is to look at sustainability throughout the system as a whole. Advocacy will continue for increased early learning funding.

130. **MOVED Christine Lervold/Trudy Spiller**
That the Board of Education of School District 62 (Sooke) give third reading to the 2026/27 Annual Budget Bylaw specifying a total of \$245,935,907.
CARRIED with one vote OPPOSED.

The meeting was recessed at 9:36 p.m. and reconvened at 9:42 p.m.

- 8.3 **Amended Capital Plan Bylaw 2026/27 – Brian Jonker**
Funding approval was received in response to the application submitted to the Ministry of Infrastructure minor capital child care program.

131. **MOVED Christine Lervold/Russ Chipps**
That the Board of Education of School District 62 (Sooke) allow all three readings of the Amended Capital Plan Bylaw 2026/27-CPSD62-02 at its meeting of June 23, 2026.
CARRIED unanimously

132. **MOVED Christine Lervold/Trudy Spiller**
That the Board of Education of School District 62 (Sooke) give first, second and third readings to the Amended Capital Plan Bylaw 2026/27-CPSD62-02.
CARRIED

9. EDUCATION PROGRAM

- 9.1 Education-Policy Committee – Meeting of June 2, 2026 – Trudy Spiller
The Committee Chair provided an overview of items discussed at the meeting.

133. **MOVED Trudy Spiller/Christine Lervold**
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of June 2, 2026.
CARRIED

10. STUDENTS

- 10.1 Superintendent's Report – Paul Block
The Superintendent acknowledged the school year as one of change, challenge, and growth. Highlights from the report were presented by staff.

11. FOUNDATIONS AND GOVERNANCE

- 11.1 Trustee Liaison Reports – Board of Education
There were no reports.
- 11.2 Governance Committee Meeting of May 21, 2026 – Amanda Dowhy
Supported by the ongoing work done with the BCSTA, BCSSA, BCASBO and FNEC, three new policies have been developed outlining and solidifying the roles of the Board and the Superintendent and the delegation of authority. Rationale was provided for

rescission of three policies.

134. MOVED Christine Lervold/Trudy Spiller

That the Board of Education of School District No. 62 (Sooke) Adopt the draft new policy A-2, “Role of the Board” as recommended by the Governance Committee at its May 21, 2026 meeting.

CARRIED

135. MOVED Trudy Spiller/Russ Chipps

That the Board of Education of School District No. 62 (Sooke) adopt the draft new policy A-11, “Role of the Superintendent” as recommended by the Governance Committee at its May 21, 2026 meeting.

CARRIED

136. MOVED Trudy Spiller/Russ Chipps

That the Board of Education of School District No. 62 (Sooke) adopt the draft new policy A-10, “Delegation of Authority”, as recommended by the Governance Committee at its May 21, 2026 meeting.

CARRIED

137. MOVED Trudy Spiller/Russ Chipps

That the Board of Education of School District 62 (Sooke) rescind the following governance documents: Policy A-100, “Statement of Philosophy”; Policy A-110, “Board-Staff Communications”; Policy A-310 “Board of Education – Composition & Purpose”, as recommended by the Governance Committee at its May 21, 2026 meeting.

CARRIED

11.3 August 2026 Board Meeting – Brian Jonker

Inconsistencies have been discovered in District policies related to the requirement of holding an August Board meeting. The *School Act* states that a board must meet regularly with no more than 2 consecutive months without a meeting. Historically the District has seen significant enrolment growth over the summer that is not being seen this year. Because of the inconsistencies, the decision is being brought to the Board about whether to hold an August Board meeting. The Board maintains the capacity to call a meeting at any time to address emergent issues.

138. MOVED Christine Lervold/Trudy Spiller

That the Board of Education of School District 62 (Sooke) aligned to the requirements outlined in the *School Act* 67(3), hereby confirm the date of the next regular meeting of the Board of Education to be held on Tuesday, September 29, 2026.

CARRIED with one OPPOSED

12. ADMINISTRATION

12.1 Board of Education Work Plan – Amanda Dowhy

The Board Chair highlighted the Trustee information sessions being held for prospective new trustee candidates. The sessions are not intended for current trustees who may be running for re-election.

13. PERSONNEL

There were no items discussed.

14. UPCOMING EVENTS

- Last day of school – June 25
- Year-end Administrative Day – June 26
- School Trustee Candidate Information Session – July 2
- Greater Victoria Pride Parade – July 12
- School Board Office closure – July 13 to August 21
- School Trustee Candidate Information Session – August 31
- Labour Day – September 7
- First Day of School September 8
- Next Public Board Meeting - September 29

15. RISE AND REPORT

16. QUESTION PERIOD

Members of the public had the opportunity to ask questions related to agenda items discussed at tonight's meeting. There were no questions online.

One member of the public identified herself and asked the following question: What data will you consider sufficient to put ECE supports back? The question was referred to staff for follow-up.

17. ADJOURNMENT

The meeting was adjourned at 10:52 p.m. The next meeting is September 29, 2026.

Certified Correct:

Chairperson of the Board

Secretary Treasurer



Board Information Note Public Board Meeting

September 29, 2026

Agenda Item 6.1 – IEC Update

ISSUE: Indigenous Education Council (IEC) Report

BACKGROUND / FACTS:

The Indigenous Education Council (IEC) met on September 16, 2026 for the first time this school year.

ANALYSIS:

- 1. Appointments, Membership & Electing Co-Chairs for the 2026-2027 school year.**
 - a. Michelle Thut accepted to serve as Chair
 - b. The election of the Co-Chair will be deferred until the next IEC meeting, October 6, 2026.
 - c. Lorraine Velie was appointed as Secretariat
- 2. Review of grants related to Indigenous learnings**
 - a. Approved *Indigenous Education Year-End Financial Report* for 2025-2026.
- 3. SD62 Indigenous Learning Day, September 21, 2026**
 - a. Members received an overview of the September 21, 2026 Indigenous Learning Day, and were invited to attend the day.

Prepared by:

Marlys Denny, Acting District Principal, NA'TSA'MAHT Indigenous Education

Connie Swan, District Vice Principal, NA'TSA'MAHT Indigenous Education

Jenny Seal

From: Clyde D [REDACTED]
Sent: June 20, 2026 9:26 PM
To: Trustees
Subject: Budget decisions and ECE positions

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 the Sooke School District,

As a concerned grandparent of students in this district, I am writing to express my deep concern regarding the proposed cuts to Early Childhood Educator (ECE) positions in our kindergarten classrooms. I urge you to reconsider this decision, as the presence of ECEs is not a luxury- it is a foundational component of early learning, prevention, and long-term student success.

ECE work is rooted in early intervention and whole-class developmental support. They help identify emerging needs before they become significant challenges, build social-emotional skills, and create the conditions for safe, regulated, and inclusive learning environments. This proactive approach reduces the need for more intensive and costly interventions later in a child's school journey.

Removing ECEs from kindergarten undermines the very early-learning principles the district has long committed to. It places additional strain on teachers, reduces the quality of classroom support, and ultimately impacts every child, not just those with identified needs.

Investing in early intervention is one of the most effective and evidence-based decisions a district can make. Cutting these positions would move us in the opposite direction. Please reconsider your budget decisions.

I respectfully ask that you protect ECE roles in kindergarten and continue to prioritize early learning, prevention, and the well-being of our youngest learners. We should be expanding this program.

Thank you for your time and your commitment to our community.

Sincerely,

Clyde D [REDACTED]

Jenny Seal

From: Janine S [REDACTED]
Sent: June 30, 2026 1:52 PM
To: Trustees
Subject: Re: ECE removal from Kindergarten classes in district

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 SD62 Board of Trustees,

My [REDACTED] recently finished [REDACTED] at [REDACTED] Elementary, and we were incredibly fortunate to have an amazing Early Childhood Educator (ECE) working directly in [REDACTED] classroom.

Before starting school, my [REDACTED] attended a small home daycare from the age of 24 months. While [REDACTED] was exceptionally well taken care of there, transitioning from a small, intimate daycare to a large elementary school was an adjustment for our entire family. We initially worried that [REDACTED] might feel like "just a number" in a big school system. Instead, we were blessed to have a deeply caring teacher and ECE guiding [REDACTED]. Our ECE taught [REDACTED] invaluable lessons about emotional regulation, trusting grown-ups in the community, and understanding bodily autonomy. She acted as the perfect, necessary bridge between a daycare setting and a large school environment.

I want to share a specific story that illustrates just how deeply her influence affected my [REDACTED].

[REDACTED] recently underwent eye surgery, which required general anesthetic. I was permitted to go into the operating room to stay by [REDACTED] side while the medical staff started [REDACTED] IV. [REDACTED] was understandably nervous. While the team held [REDACTED] arm down to insert the needle, [REDACTED] suddenly said, "wiggle my toes, wiggle my toes," and began humming to [REDACTED]. The operating room staff was absolutely amazed at how well a five-year-old could handle a difficult, painful procedure in such a terrifying environment. Once [REDACTED] was out of recovery, I asked [REDACTED] where he had learned that coping mechanism. [REDACTED] told me that his ECE had taught his class that when things are scary, they can wiggle their toes to get through it.

These emotional regulation tools—and the many others taught throughout the year—are completely invaluable for young children. Many adults still struggle to cope with difficult circumstances, yet our ECE successfully equipped five-year-olds with lifelong resilience. ECEs possess specialized training that makes them uniquely suited to help children navigate this developmental stage and transition into the public school system. The life skills this educator provided directly helped my child face a scary medical situation with bravery. This is exactly the kind of support we should encourage and protect for future students.

I know that a single voice may not shift a budget decision on its own, but I want to ensure you hear firsthand how much these educators truly matter. Eliminating this program strips our classrooms of a vital layer of care and expertise.

Thank you for your time, your consideration of our family's experience, and your service to our community.

Sincerely,

Janine W



Jenny Seal

From: Derek Y [REDACTED]
Sent: June 26, 2026 8:30 PM
To: Trustees; Cendra Beaton (Trustee); Amanda Dowhy (Trustee); Trudy Spiller (Trustee)
Subject: ECE Program Cut

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 just wanted to share my absolute astonishment that the board decided to cut the Kindergarten ECE to program with such little discussion. This is an extremely important program that helps set kids up for success. There should have been much more open dialogue on this important topic.

You probably will give little thought to this email but everyone who voted for this should be ashamed and ousted this fall election.

Derek (a disappointed father of a child [REDACTED], who needs extra support)

Jenny Seal

From: Karmen M [REDACTED]
Sent: July 1, 2026 10:03 PM
To: Trustees; Amanda Dowhy (Trustee); Cendra Beaton (Trustee); Christine Lervold (Trustee); A. Russell Chipps (Trustee); Trudy Spiller (Trustee); Paul Block
Subject: Belmont Secondary / Theatre Venue Revenues

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,

My name is Karmen M [REDACTED] I direct theatre productions in the Greater Victoria area, and I'm writing because **I don't think the board is aware of a decision that's costing the district real money** and costing the West Shore its only usable performance venue.

The CRD has been explicit about this gap. Their Corporate Plan and the new Performing Arts Facilities Service both name the absence of a regional theatre in the rapidly growing West Shore as a known problem, one serious enough that a separate community group is now trying to raise \$40 million to build one from scratch.

Belmont already solved a piece of that problem, at a fraction of the cost, and the district is walking away from it.

Over the last two and a half years, Belmont invested roughly \$40,000 in theatre technology, plus another \$5,000 in the last two years from musical program funds, to build a usable performance space. That investment has started generating real revenue. Two rentals alone this spring, Theatre al Dente and Apex, brought in roughly \$20,000 combined, on top of several smaller bookings. This is one of the few pieces of the school **actively making money for the district.**

The person who has made this work, a teacher at Belmont, [REDACTED], has been booking, supervising, and managing every one of these rentals **without any compensation or dedicated time.** She's doing this off the side of her desk, on top of a full teaching load. The district has not given her a theatre management block, has not contributed to upkeep or repairs, and has kept all of the rental revenue rather than returning any portion of it to the school that generated it, even though the school paid for the space upfront.

This is unusual compared with other schools. Royal Bay, within SD62, already has a paid theatre management block for a teacher doing this same work. Oak Bay and Esquimalt, in SD61, do the same. Belmont is the outlier, not the model.

Because the district would not commit any support, or even direct some of the generated funds back to the school, Belmont will no longer be accepting external rentals.

This includes a planned production of "Narnia" scheduled for December, that I am directing, and that will now have to find a new venue.

That means the West Shore is losing a functioning, revenue generating performance venue that took two years to build, several months ahead of the October general local election where this board's decisions will be part of what voters are weighing.

I'm asking the board to look at this directly.

Specifically: will the district allow a portion of the rental revenue Belmont generates to flow back to the school, and will it compensate Nette for the work she is currently doing on a volunteer basis?

Other schools in the district already operate this way. Belmont should not be penalized for building something that works.

I'm happy to provide more detail or speak to this directly if it would help.

Sincerely,

Karmen M [REDACTED]

I acknowledge and respect the lək'wəŋən peoples on whose traditional territory I live, work and play, and the Songhees, Xw̓sepsəm and W̓SÁNEĆ peoples whose historical relationships with the land continue to this day.

Karry B [REDACTED]
[REDACTED]
[REDACTED]

Sooke School Division
British Columbia
Attention: Paul Block
pblock@sd62.bc.ca

September 16, 2026

ATTN: Sooke School Board

I am an author and advocate in Saskatchewan working to prevent childhood sexual abuse (CSA). I'm reaching out to you to urge you to bring Erin's Law into effect in your province.

I am calling on the Government to pass an amendment to the Education Act, 1996, to establish a statutory, school-board-level duty to provide annual child sexual abuse prevention and reporting education. This is modelled after how Ontario passed Erin's Law by mandating that school boards have the duty to support child sexual abuse prevention and reporting through school staff, parents and guardians, and pupils.

This amendment would mandate the use of training from a third party, such as the Canadian Centre for Child Protection, drawing on existing curriculum-aligned resources it already provides.

- Childhood sexual abuse (CSA) is highly underreported
- Experiencing CSA can lead to long-lasting traumatic stress that continues well into adulthood.
- Most victims of CSA know their abuser, including family members
- This is not part of sexual education. It's simply teaching children boundaries and providing them a space to disclose the abuse
- Erin's Law has prompted countless children to come forward and disclose that they were being sexually abused
- Many children are not aware that what is happening to them is wrong, and teaching them safe touch/safe secrets would address that
- Many parents do not have conversations with their children about boundaries, because they don't know how to speak with them in an age-appropriate manner
- Since this is a taboo subject, many parents don't know the signs of abuse or know how to handle disclosures

I have attached a YouTube video where I was interviewed on CTV with Elizabeth [REDACTED], the Director of Education with the Canadian Centre for Child Protection. I sincerely hope that you take the time to

watch it. I work under the pen name of Alice [REDACTED] which is in honour of my late grandmother, who was a teacher. I urge you to reach out to our Minister of Education and demand that Erin's Law come into effect. If you are already doing safe secrets/safe touch lessons to children, please be mindful that not every school in this province is. Passing Erin's Law would rectify that. If you agree that Erin's Law should come into effect, please contact your Minister of Education.

If you would like to discuss this further, please don't hesitate to reach out to me.

Sincerely,

Karry B [REDACTED]
(A.K.A. Alice Falling)

RESOURCES COMMITTEE MEETING REPORT

September 22, 2026 – 6:00 p.m.

Present: Christine Lervold, Trustee (Committee Chair)
Cendra Beaton, Trustee (Committee Member)
Russ Chipps, Trustee (Committee Member)
Trudy Spiller, Trustee (Online via MS Teams)
Caitlin Adsett, STA
Ceilidh Deichmann, SPVPA
Melissa DeSilva, SPEAC
Trudy Court, CUPE
Paul Block, Superintendent (Online via MS Teams)
Monica Braniff, Deputy Superintendent
Brian Jonker, Secretary Treasurer
David Lee-Bonar – Assistant Secretary Treasurer
Mhairi Bennett, Director of Facilities
Randy Cobb, Manager, Transportation
Nicole Gestwa, Network Analyst, IT Department

Regrets:

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 the traditional territories of the First Nations. The Chair provided virtual participation instructions to Trustees and attendees joining online.

The Chair welcomed the committee back to 2026/2027 school year and acknowledged the efforts of staff over the summer break, ensuring schools were ready to welcome students and families back to school. The chair introduced the committee members and welcomed the new committee members from SPEAC and STA.

2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated June 9, 2026, at its Public Board Meeting of June 23, 2026.

3. PRESENTATIONS

There were no presentations.

4. BUSINESS

4.1 Minor Capital Plan Submission – Mhairi Bennett

The Director of Facilities presented the minor capital submission priorities to the committee. The committee asked questions and received answers regarding the minor capital plan submission presented.

The committee supported the following motion to be considered by the Board of Education at its September 29, 2026 meeting.

Recommended Motion: That the Board of Education of School District #62 (Sooke) approve the 2027/28 Minor Capital Plan submission as presented to the Resources Committee on September 22, 2026.

4.2 Minor Capital – Summer Work Update – Mhairi Bennett

The Director of Facilities provided an update on the work complete over the summer highlighting projects completed under SEP, CNCP, FIP, PEN, BEP and AFG.

The committee asked questions and received answers regarding the summer work presented.

4.3 Transportation Update – Randy Cobb

The Director of Transportation provided a point in time transportation update.

The committee asked questions and received answers regarding the transportation update presented.

4.4 Initial Enrolment Update – Monica Braniff

The Deputy Superintendent provided a point in time enrolment update for 2026/27.

The committee asked questions and received answers regarding the enrolment update presented.

4.5 General Ledger Account Structure Update – David Lee-Bonar

The Assistant Secretary Treasurer provided an update to the general ledger account structure.

4.6 Resources Committee Annual Work Plan – Christine Lervold

The Committee Chair commented on the workplan for committee reference.

5. ADJOURNMENT

The meeting was adjourned at 7:45 p.m. The next meeting is scheduled for October 13, 2026.



Committee Information Note Resources Committee Meeting

September 22, 2026

Agenda Item 4.1 – 2027/28 Minor Capital Submission

TOPIC: The 2027/28 Minor Capital Submission for Board approval.

BACKGROUND / FACTS:

- The District is required to submit a Board approved minor capital plan to the Ministry by September 30th.
- For the School Enhancement Program (SEP) and Carbon Neutral Capital Program (CNCP), the District uses an evidence-based approach that calibrates data inputs based on building systems and structures and their maintenance and replacement history, producing a Facilities Condition Index (FCI).
 - o The VFA is an industry standard tool and process for large organizations with multiple buildings and is also used by the Provincial Government, Health Sector and Post-Secondary institutions to manage their built infrastructure.

ANALYSIS:

- The minor capital submission includes the following programs:

Program	Description
School Enhancement Program (SEP)	Intended to help school districts extend the life of their facilities through a wide range of improvement projects
Carbon Neutral Capital Program (CNCP)	Provides specific funding to energy-efficiency projects that lower the school districts carbon emissions
Bus Acquisition Program (BUS)	Provides specific funding for new buses (growth) and replacement buses (end of life)
Playground Equipment Program (PEP)	Provides specific funding to purchase and install new or replacement playground equipment that is universal in design
Food Infrastructure Program (FIP)	Provides specific funding to support minor upgrades to support the delivery of prepared meals from centralized kitchen facilities to schools
Childcare Conversion/Minor (CC Minor/Equipment)	Provides dedicated funding to support small-scale projects to convert (renovate) an existing K-12 space to create childcare spaces as well as the purchase and installation of fixtures, furniture and equipment required to obtain a license

- Attachment 1 provides project recommendations for each program listed above, combined making up the District's 2027/28 minor capital submission.

NEXT STEPS:

- The committee recommend the following motion for Board consideration at is September 29, 2026 meeting.

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the 2027/28 Minor Capital Plan submission as presented to the Resources Committee on September 22, 2026.

Prepared by: Mhairi Bennett, Director of Facilities

Attachments:

1. 2027/28 Minor Capital Submission and 3-year outlook (September 2026)

Ministry of Infrastructure - Minor Capital Program
School District 62 Minor Capital Submissions Three Year Proposal
September 2026

Program	Abbr.	2026/2027				2027/2028		2028/2029		2029/2030	
		Location/Project	Budget	Supported	Status	Location/Project	Budget	Location/Project	Budget	Location/Project	Budget
Playground Equipment Program	PEP	Sangster Elementary	\$ 200,000	Yes	Complete	David Cameron Elementary	\$ 200,000	Willway Elementary	\$ 200,000	Happy Valley Elem.	\$ 200,000
Carbon Neutral Capital Program	CNCP	Sangster HVAC Upgrades	\$ 500,000	Yes	Complete	Willway Mech Upgrade Phase 3	\$ 500,000	John Stubbs Mech/DDC	\$ 500,000	Edward Milne Mech	\$ 500,000
						Crystal View - DDC/Lighting Upgrade	\$ 200,000	Colwood - DDC/Lighting Upgrade	\$ 200,000	Spencer - DDC/Lighting Upgrade	\$ 200,000
School Enhancement Program	SEP	John Muir HVAC Upgrade Final Phase (5)	\$ 1,200,000	Yes	Complete	EMCS Building Condition Phase 1	\$ 1,100,000	EMCS Building Condition Phase 2	\$ 1,100,000	EMCS Building Condition Phase 3	\$ 1,100,000
		Willway Mech Upgrade Phase 2	\$ 500,000	Yes	Complete	Willway Ph.3 Mech Upgrade	\$ 500,000	Saseenos Roof Replacement	\$ 500,000	John Muir Roofing	\$ 500,000
		Subtotal	\$ 1,700,000	n/a	n/a	Subtotal	\$ 1,600,000	Subtotal	\$ 1,600,000	Subtotal	\$ 1,600,000
Food Infrastructure Program	FIP	John Muir/Dunsmuir Kitchens	\$ 125,000	Yes	In Progress	Sangster Elementary	\$ 125,000	Hans Helgesen Elementary	\$ 125,000	Spencer Middle	\$ 125,000
Building Envelope Program	BEP	Willway Envelope Remediation Planning	\$ 71,500	Yes	Planning Complete	Edward Milne Phase 1	\$ 500,000	Edward Milne Phase 2	\$ 500,000	Edward Milne Phase 3	\$ 500,000
						David Cameron Elementary	\$ 300,000	Millstream Elementary	\$ 300,000	TBD	
Bus Acquisition Program	BUS	1 New EV Access. Bus 1 Replacement Diesel to EV	n/a	Yes	In Progress	1 New Diesel 1 Replacement Diesel to EV 1-2 New Micro Bird Type A "Gas/Accessible"	n/a	1 Diesel Replacement	n/a	2 Diesel Replacements	n/a

Motion relates only to projects outlined in yellow box for 27/28 Minor Capital Year



Board Information Note Public Board Meeting

September 29, 2026

Agenda Item 8.2 - 2025/26 Audited Financial Statements

TOPIC:

BACKGROUND / FACTS:

- The *School Act* requires audited financial statements to be submitted the Ministry of Education and Child Care by September 30th, annually.

ANALYSIS:

- The financial statements have been audited by KPMG and were presented to the Audit Committee at their meeting on September 23, 2026.
 - o KPMG has provided a clean audit opinion commending staff on their collaboration and responsiveness through the process.
- At the Audit Committee meeting, staff made a presentation on the highlights of the financial statements as well as an overview of the Financial Statement Discussion and Analysis document
 - o The Financial Statement Discussion and Analysis (FSDA) provides an overall narrative review of the District's financial activities for the year and its intent is to simplify the details contained in the financial statements.
- At their meeting, the Audit Committee recommended that the financial statements be adopted by the Board at its next meeting on September 29, 2026.

NEXT STEPS:

- The Board of Education consider the following motion recommended by the Audit Committee:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the 2025/26 financial statements as presented to, and recommended by, the Audit Committee at its meeting on September 23, 2026.

- If approved, staff will submit the 2025/26 audited financial statements to the Ministry of Education and Child Care.

Prepared by: Brian Jonker, Secretary Treasurer

Attachment(s):

1. 2025/26 Financial Statement Discussion and Analysis (FSDA)
2. 2025/26 Audited Financial Statements



FINANCIAL STATEMENT DISCUSSION & ANALYSIS

2025/26

Year Ended June 30, 2026



SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2026

The discussion and analysis of School District 62's financial performance provides an overall narrative review of the School District's financial activities for the year ended June 30, 2026. The intent of the Financial Statement Discussion and Analysis (FSDA) is to look at the District's performance. The FSDA should be read in conjunction with the financial statements and note disclosures to enhance the overall understanding of School District 62's financial picture for the year.

THE SCHOOL DISTRICT

The District has over 14,000 students and serves the communities of Sooke, Port Renfrew, Metchosin, Highlands, Langford and Colwood. Surrounded by forests, ocean, mountains and lakes, we are located a short distance from Victoria, the capital city of the province of British Columbia. The District is one of the fastest growing school districts in the province.

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

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

FINANCIAL HIGHLIGHTS

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

Operating Fund

- For the fiscal year 2025/26, the District Operating Fund had a surplus of \$3,273,555 (\$192,427,171 in revenues and \$189,152,914 in total expense and capital asset purchases). When added to the balance of \$7,637,049 at the beginning of the year, the accumulated surplus in the Operating Fund ended the year with a balance of \$10,910,604.
- This year-end balance is restricted for the following purposes:

o Due to the nature of constraints on funds:	\$ 359,931
o For operations spanning multiple school years:	\$ 4,934,399
o For anticipated unusual expenses identified by the Board:	\$ 1,786,929
- The unrestricted accumulated operating surplus is \$3,829,345. This balance is 2% of the \$190,840,472 Operating Fund expenses budgeted for the year ending June 30, 2027.

Special Purpose Funds

- Special Purpose Funds had \$41,106,390 in total revenue and expenditures – an increase of 6% (\$2.3M) from the prior year.

Capital Fund

- The District had \$17,099,580 in tangible capital asset additions in the year – a decrease of 75% (\$50.2M) from the prior year.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2026

OVERVIEW OF FINANCIAL STATEMENTS

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

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

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

STATEMENT OF FINANCIAL POSITION

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

	FY26	FY25	INCR / (DECR)	INCR /
	ACTUAL	ACTUAL	FROM	(DECR)
FINANCIAL POSITION			PRIOR YEAR	%
(in \$ thousands)	A	B	C = A - B	D = C / B
TOTAL FINANCIAL ASSETS	46,540	46,827	(288)	-1%
TOTAL NON FINANCIAL ASSETS	486,256	482,863	3,393	1%
TOTAL ASSETS	532,795	529,690	3,105	1%
TOTAL LIABILITIES	361,910	363,983	(2,073)	
ACCUMULATED SURPLUS	170,885	165,707	5,179	

The **financial assets** are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations (such as inventory). As at the statement date, the District had financial assets of \$46.5M which is a 1% (\$0.3M) decrease from the \$46.8M held the prior year. The decrease is primarily due to less (0.2M) accounts receivable from the prior year.

The **non-financial assets** of the District are assets that are, by nature, normally for use in service provision and include purchased, constructed, contributed, developed or leased capital assets, and prepaid expenses. As at the statement date, the District had non-financial assets of \$486.3M which is a 1% (\$3.4M) increase from the \$482.9M held the prior year. The increase is due mainly to \$17.1M in tangible capital asset additions offset by \$14.2M in amortization for the year.

The **liabilities** are present obligations of the District to others arising from past transactions or events, the settlement of which is expected to result in the future sacrifice of economic benefits.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2026

As at the statement date, the District had liabilities of \$361.9M which is a 1% (\$2.1M) decrease from the \$364.0M held the prior year. The decrease is primarily due to a decrease in deferred capital revenues (\$1.3M) and accounts payable (\$1.4M).

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

	FY26	FY25	INCR / (DECR)	INCR /
	ACTUAL	ACTUAL	FROM	(DECR)
ACCUMULATED SURPLUS / (DEFICIT)			PRIOR YEAR	%
(in \$ thousands)	A	B	C = A-B	D = C/B
ENDOWMENTS	673	673	-	0%
INVESTED IN CAPITAL ASSETS	159,301	157,396	1,904	1%
LOCAL CAPITAL	-	-	-	100%
OPERATING	10,911	7,637	3,274	43%
TOTAL ACCUMULATED SURPLUS	170,885	165,707	5,178	3%

As at the statement date, the District had an accumulated surplus of \$170.9M which is a 3% (\$5.2M) increase from the \$165.7M held the prior year.

STATEMENT OF FINANCIAL POSITION METRICS

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

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

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

The District had a ratio of 1.56 as at June 30, 2026, which is consistent with the prior year and with neighbouring districts SD61 (1.1) and SD63 (1.62) from 2024/25.

Cash asset ratio is a measure of the District's ability to pay its short-term obligations. The ratio is calculated as cash and cash equivalents divided by total current liabilities. The District had a ratio of 1.41 as at June 30, 2026, a slight increase from the prior year (1.22). The District's ratio is within the Office of the Comptroller General of BC suggested ratio of greater than 1.0 and is consistent with neighbouring districts SD61 (1.05) and SD63 (1.14) from 2024/25.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2026

		FY26	FY25	INCR / (DECR)
		ACTUAL	ACTUAL	FROM
	STATEMENT OF FINANCIAL POSITION METRICS (in \$ thousands)			PRIOR YEAR
	CURRENT ASSETS			
	CASH AND CASH EQUIVALENTS	\$ 43,016	\$ 41,786	\$ 1,229
	ACCOUNTS RECEIVABLE	\$ 3,482	\$ 5,041	\$ (1,558)
	PORTFOLIO INVESTMENTS	\$ 41	\$ -	\$ 41
	PREPAID EXPENSES (excluding the prepaid lease)	\$ 2,040	\$ 1,253	\$ 787
	OTHER ASSETS	\$ -	\$ 600	\$ (600)
A	TOTAL CURRENT ASSETS	\$ 48,580	\$ 48,680	\$ (101)
	CURRENT LIABILITIES			
	ACCOUNTS PAYABLE	\$ 14,665	\$ 16,087	\$ (1,423)
	UNEARNED REVENUE	\$ 6,427	\$ 6,383	\$ 43
	DEFERRED REVENUE (SPF BALANCES)	\$ 2,975	\$ 2,695	\$ 280
	DEFERRED CAPITAL REVENUE (UNSPENT)	\$ 6,501	\$ 9,116	\$ (2,615)
				\$ -
B	TOTAL CURRENT LIABILITIES	\$ 30,568	\$ 34,282	\$ (3,714)
	WORKING CAPITAL			
	LONG TERM LIABILITIES: EMPLOYEE FUTURE BENEFITS	\$ 7,100	\$ 6,761	\$ 339
	ACCUMULATED SURPLUS - LOCAL CAPITAL	\$ -	\$ -	\$ -
	ACCUMULATED SURPLUS - OPERATING FUND - RESTRICTED	\$ 10,911	\$ 7,637	\$ 3,274
C = A-B	TOTAL WORKING CAPITAL	\$ 18,011	\$ 14,398	\$ 3,613
D = A/B	CURRENT RATIO = CURRENT ASSETS / CURRENT LIABILITIES	1.5892	1.4200	0.17
	CASH ASSET RATIO = CASH AND CASH EQUIVALENTS / CURRENT LIAB	1.4072	1.2189	0.19

STATEMENT OF OPERATIONS

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

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

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

OPERATING FUND

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

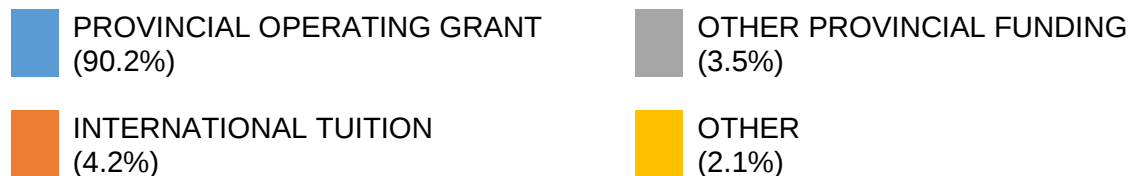
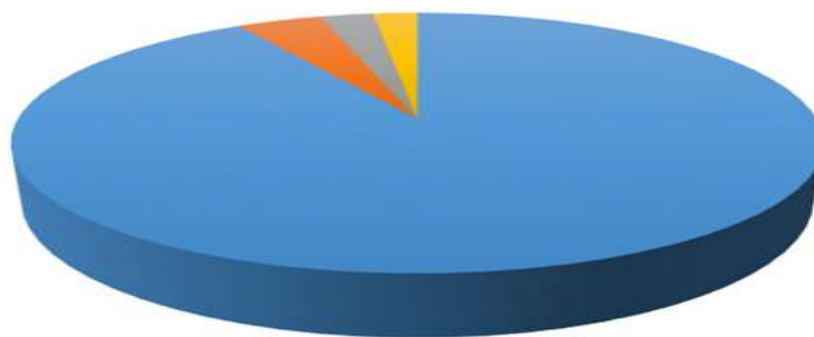
SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2026

REVENUES

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

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

OPERATING REVENUE ALLOCATION



The District's operating revenues of \$192.43M increased by 7% (\$12.78M) over the prior year. Against a budget of \$187.08M, the \$192.43M in revenues resulted in a favourable revenue variance of 3% (\$5.35M) above budget.

	BUDGET	ACTUAL	ACTUAL	SAVINGS /	SAVINGS /	INCR / (DECR)	INCR /
	FY26	FY26	FY25	(PRESSURE)	(PRESSURE) %	FROM	(DECR)
						PRIOR YEAR	%
OPERATING REVENUES (in \$ thousands)	A	B	C	D = A-B	E = D/A	F = B-C	G = F/C
PROVINCIAL OPERATING GRANT	173,331	173,489	164,691	158	0%	8,798	5%
OTHER PROVINCIAL FUNDING	1,915	6,777	3,358	4,862	254%	3,419	102%
FUNDING FROM FIRST NATIONS	631	753	613	122	19%	140	23%
CONTINUING ED TUITION	90	73	125	(17)	(19%)	(52)	(42%)
INTERNATIONAL TUITION	8,187	8,028	7,715	(159)	(2%)	313	4%
MISCELLANEOUS	1,485	1,672	1,437	187	13%	235	16%
RENTALS AND LEASES	589	768	610	179	30%	158	26%
INVESTMENT INCOME	854	867	1,093	13	2%	(226)	(21%)
TOTAL OPERATING REVENUES	187,081	192,427	179,643	5,346	3%	12,784	7%

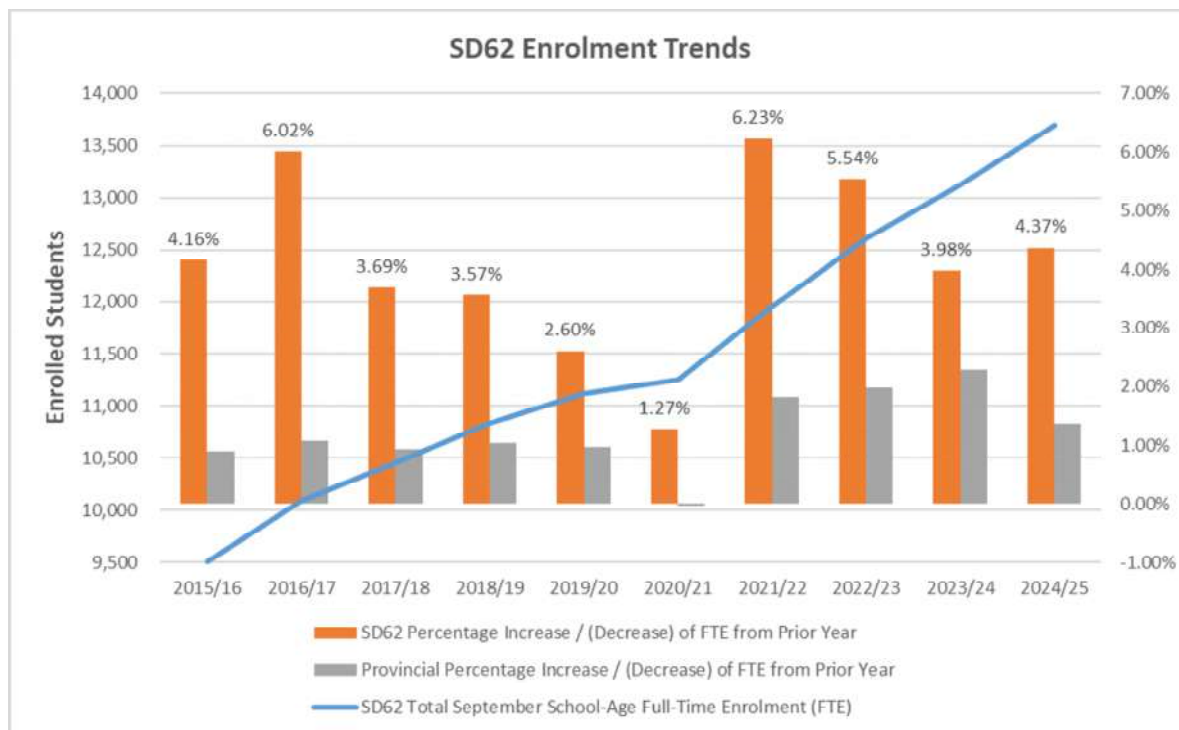
SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2026

The \$5.3M in additional revenues was largely from \$4.9M in Other Provincial Funding related to labour settlement funding announced after the budget was finalized.

Operating Grant

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

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



Prior to 2021/22 the enrolment growth had slowed from 3.69% in 2017/18 to 1.27% in 2020/21. In 2021/22 the district experienced a significant increase in enrolment growth (6.23%) over the prior year. However, that growth rate is declining. The growth rate was 4.37% in 2024/25 and in 2025/26 was 2.67%. The 2.67% growth in the District is in stark contrast to a 0.45% decline in enrolment provincially in 2025/26. Additionally, at an average enrolment increase of 4.56% over the past 5 years, the District's growth is significantly higher than the provincial average (1.39%) over the same time period.

As detailed in the table below, there was a 2.9% (534.13 FTE) increase in total enrolment from the prior year across all categories and supplements.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2026

	BUDGET FY26	ACTUAL FY26	ACTUAL FY25	SAVINGS / (PRESSURE) FY26	SAVINGS / (PRESSURE) % FY26	INCR / (DECR) FROM PRIOR YEAR	INCR / (DECR) %
ENROLMENT (in FTE)	A	B	C	D = B-A	E = D/A	F = B-C	G = F/C
SEPTEMBER							
STANDARD (REGULAR) SCHOOLS	13,654.00	13,654.00	13,296.81	-	0.0%	357.19	2.7%
CONTINUING EDUCATION	52.75	52.75	33.06	-	0.0%	19.69	59.5%
ALTERNATE SCHOOLS	212.00	212.00	233.00	-	0.0%	(21.00)	(9.0%)
DISTRIBUTED LEARNING	141.38	141.38	131.31	-	0.0%	10.06	7.7%
HOME SCHOOLING & COURSE CHALLENGES	50.00	50.00	46.00	-	0.0%	4.00	8.7%
DESIGNATED STUDENTS	1,580.00	1,580.00	1,461.00	-	0.0%	119.00	8.1%
ENGLISH LANGUAGE LEARNING	1,489.00	1,489.00	1,480.00	-	0.0%	9.00	0.6%
INDIGENOUS EDUCATION	1,302.00	1,302.00	1,286.00	-	0.0%	16.00	1.2%
ADULT EDUCATION	12.63	12.63	9.19	-	0.0%	3.44	37.4%
TOTAL SEPTEMBER COUNT	18,493.75	18,493.75	17,976.38	-	0.0%	517.38	2.9%
FEBRUARY COUNT	202.00	280.56	238.44	78.56	38.9%	42.13	17.7%
MAY COUNT	52.00	63.00	88.38	11.00	21.2%	(25.38)	(28.7%)
TOTAL ENROLMENT	18,747.75	18,837.31	18,303.19	89.56	0.5%	534.13	2.9%

The increased enrolment along with funding level increases resulted in a 5% (\$8.8M) increase in the operating grant from the prior year.

Other Provincial Funding

There was a \$3.42M increase in other Ministry of Education and Child Care grants compared to the prior year, primarily due to a \$3.08M increase in Labour Settlement Funding. Other provincial funding revenues totaled \$6.78M for the year, which was \$4.9M more than budgeted due to labour settlement funding announced after the budget was finalized.

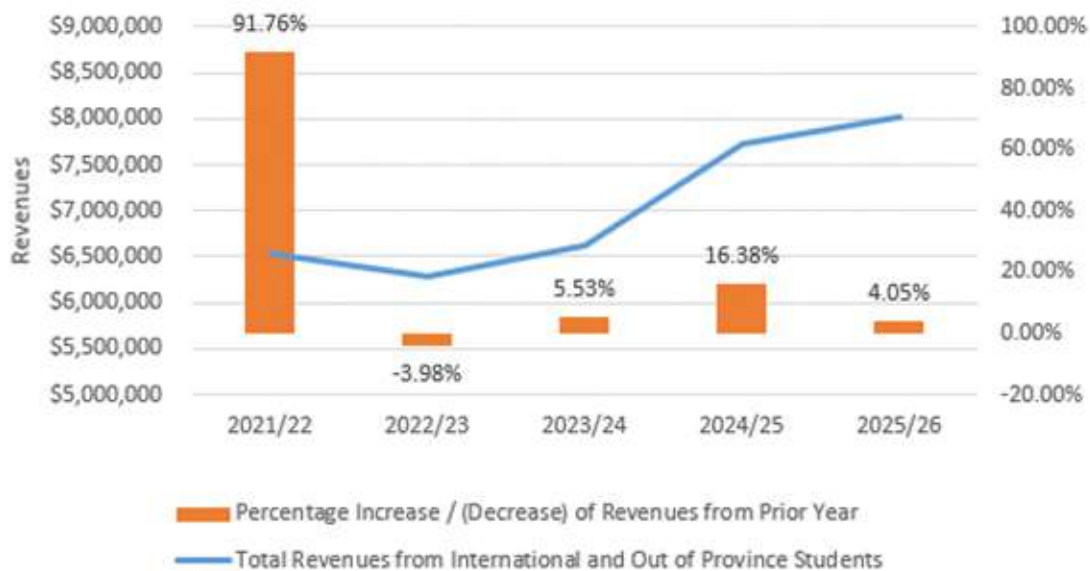
International Tuition

The International Program has stabilized following a sharp revenue increase in 2021/22 after travel restrictions were lifted following the pandemic. For 2025/26, revenues rose by \$0.33M from the previous year, reaching \$8.03M.

The International Program incurred \$6.37M in expenses to generate \$8.03M in revenue, resulting in net revenues of \$1.66M for 2025/26—consistent with the prior year. These net revenues help fund discretionary programs across the District.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2026

Revenues from International and Out of Province Students



EXPENSES

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

The provincial averages are taken from data available to the public on the Ministry of Education financial reporting website. At the time of issuance of this report, the provincial actuals for fiscal 2026 were not yet available, as such the provincial budgets for fiscal 2026 were used for comparative purposes.

Expenses by Type (Object)

The District's spending allocations by object were in line with provincial averages - with 89.9% of its expenses on salaries and benefits (Province = 89.0%) and 10.1% on services and supplies (Province = 11.0%).

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

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2026

FY26 EXPENSES BY OBJECT



TEACHERS SALARIES (SD62=36.3%; Prov=40.4%)	PVP SALARIES (SD62=6.0%; Prov=5.5%)
EA SALARIES (SD62=12.1%; Prov=9.0%)	SUPPORT STAFF SALARIES (SD62=9.1%; Prov=8.6%)
OTHER PROF. SALARIES (SD62=3.5%; Prov=3.0%)	SUBSTITUTES SALARIES (SD62=4.3%; Prov=4.0%)
EMPLOYEE BENEFITS (SD62=18.6%; Prov=18.6%)	TOTAL SERVICES AND SUPPLIES (SD62=10.1%; Prov=11.0%)

The District's operating expenditures of \$186.77M increased by 6.7% (\$11.75M) over the prior year. Against a budget of \$187.64M, the \$186.77M in expenditures resulted in savings of \$0.88M (0.5%).

	BUDGET FY26	ACTUAL FY26	ACTUAL FY25	SAVINGS / (PRESSURE) FY26	SAVINGS / (PRESSURE) % FY26	INCR / (DECR) FROM PRIOR YEAR	INCR / (DECR) %
EXPENSES (in \$ thousands)	A	B	C	D = A-B	E = D/A	F = B-C	G = F/C
TEACHERS SALARIES	67,198	67,819	63,672	(621)	(0.9%)	4,146	6.5%
PVP SALARIES	11,511	11,209	10,529	302	2.6%	680	6.5%
EA SALARIES	21,984	22,598	19,927	(614)	(2.8%)	2,671	13.4%
SUPPORT STAFF SALARIES	16,791	16,904	16,228	(112)	(0.7%)	676	4.2%
OTHER PROFESSIONAL SALARIES	6,927	6,547	6,251	380	5.5%	296	4.7%
SUBSTITUTES SALARIES	7,213	8,081	7,569	(868)	(12.0%)	511	6.8%
EMPLOYEE BENEFITS	35,640	34,830	32,197	810	2.3%	2,633	8.2%
TOTAL SERVICES AND SUPPLIES	20,380	18,779	18,643	1,600	7.9%	137	0.7%
TOTAL OPERATING EXPENSES	187,643	186,766	175,016	877	0.5%	11,750	6.7%

The \$0.88M in savings was largely due to total services and supplies (\$1.60M) and employee benefits (\$0.81M) offset by salary pressures driven from labour settlement increases that were approved after the budget was finalized.

The \$0.62M teacher salaries pressure is largely due to labour settlement increases that were approved after the budget was finalized offset by savings due to post and fill processes for positions. The \$0.87M pressure in substitutes salaries is largely driven by teachers-on-call needed to support classroom continuity.

The \$0.30M in principal and vice principal (PVP) salary savings and \$0.38M in other professional salary savings are largely attributable to vacancies that occurred during the year.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2026

The \$0.81 million in employee benefit savings is the result of a combination of factors, including staff turnover, a lower-than-anticipated utilization of benefits, and updated projections based on actuarial analysis.

The \$0.61 million pressure on EA salaries is primarily driven from labour settlement increases that were approved after the budget was finalized.

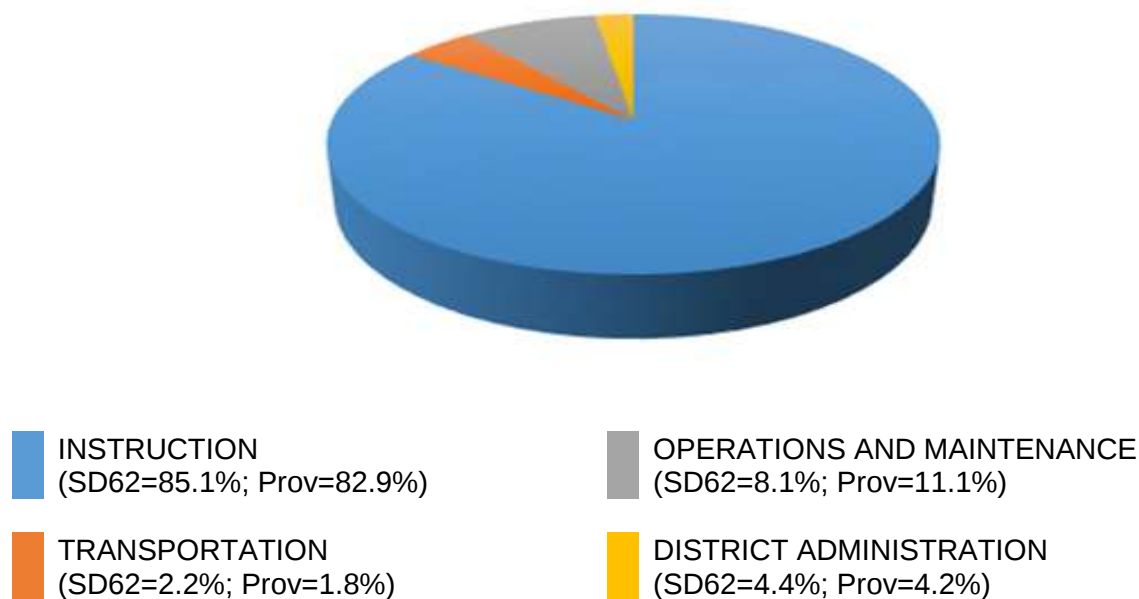
Expenses by Function

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

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

Over 85% of the District's expenses are categorized under the Instruction function.

FY26 EXPENSES BY FUNCTION



SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2026

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

	BUDGET	ACTUAL	ACTUAL	SAVINGS /	SAVINGS /	INCR / (DECR)	INCR /
	FY26	FY26	FY25	(PRESSURE)	(PRESSURE) %	FROM	(DECR)
				FY26	FY26	PRIOR YEAR	%
EXPENSES BY FUNCTION (in \$ thousands)	A	B	C	D = A-B	E = D/A	F = B-C	G = F/C
INSTRUCTION	159,659	159,022	148,985	638	0%	10,037	7%
DISTRICT ADMINISTRATION	8,705	8,255	7,629	450	5%	626	8%
OPERATIONS AND MAINTENANCE	15,258	15,175	14,463	83	1%	712	5%
TRANSPORTATION	4,021	4,315	3,939	(294)	(7%)	376	10%
TOTAL OPERATING EXPENSES	187,643	186,766	175,016	877	0%	11,750	7%

Instruction

The District's Instruction expenses totaled \$159.02M for the year, reflecting a \$10.04M increase over the prior year. The \$10.04M increase was largely from Regular Instruction (\$4.89M – mainly teacher salaries and benefits), and Inclusive Education (\$3.64M – largely EA salaries and benefits).

Against a budget of \$159.66M, the \$159.02M expenditures resulted in savings of 0.4% (\$0.64M). The savings was largely due to savings in Regular Instruction (\$0.37M), School Administration (\$0.81M), and International Student Program (\$0.55M) offset by a pressure in Inclusive Education (\$0.70M).

District Administration

The District's District Administration expenses totaled \$8.26M for the year, an 8% (\$0.63M) increase over the prior year.

The increase was mainly driven by higher costs in Educational Administration (\$0.36M) stemming from the District's Indigenous Learning Day, along with an increase in Early Learning & Child Care (\$0.23M).

Against a budget of \$8.71M, the \$8.26M expenditures were under budget by \$0.45M largely attributable to vacancies that occurred during the year.

Operations and Maintenance

The District's Operations and Maintenance expenditures totaled \$15.18M for the year, representing a 5% (\$0.71M) increase over the prior year. This increase was primarily driven by higher costs in Maintenance Operations (\$0.87M - mainly support staff salaries and benefits) and Utilities (\$0.1M) offset by a reduction in administration (\$0.24M).

Against a budget of \$15.26M, the \$15.18M expenditures were primarily on budget for the year.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2026

Transportation

The District's Transportation expenditures totaled \$4.32M for the year, a 10% (\$0.38M) increase from the prior year. This was primarily due to an increase in salaries and benefits (\$0.32M).

Against a budget of \$4.02M, the \$4.32M in expenditures resulted in a 7% pressure (\$0.29M), mainly from higher bus driver salaries and benefits.

TANGIBLE CAPITAL ASSETS PURCHASED AND WORK IN PROGRESS

The amount of tangible capital assets purchased and tangible capital assets that are a work in progress can be found in Schedule 2 – the Schedule of Operating Operations in the financial statements. The District spent \$2.38M on tangible capital assets \$1.06M for portables and \$0.77M on electric bus charging infrastructure.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2026

ACCUMULATED SURPLUS (DEFICIT)

Pursuant to *Section 156(12)* of the *School Act*, school districts must obtain prior approval from the Minister before incurring deficits in the operating fund. The District's year end position as reflected in the table below shows an accumulated operating surplus of \$10,910,604 of which \$7,081,259 is internally restricted and \$3,829,345 is unrestricted/contingency.

OPERATING FUND SURPLUS		
FOR THE FISCAL YEAR ENDING JUNE 30 2026		
		AMOUNT
A	OPERATING SURPLUS, BEGINNING OF YEAR	\$ 7,637,049
B	OPERATING SURPLUS / (DEFICIT), FOR THE YEAR 2025/26	\$ 3,273,555
C = A+B	OPERATING SURPLUS, END OF YEAR	\$ 10,910,604
INTERNALLY RESTRICTED SURPLUS		
Restricted Due to the Nature of Constraints on the Funds		
	Discretionary School Generated Funds	\$ 292,335
	Transportation Safety Fees	\$ 47,430
	Various unspent grants	\$ 20,166
	Total - Restricted Due to the Nature of Constraints on the Funds	\$ 359,931
Restricted for Operations Spanning Multiple School Years		
	District Stabilization	\$ 596,474
	Departmental Operations	\$ 448,755
	Saseenos Field Remediation	\$ 689,170
	Deferred Maintenance	\$ 500,000
	ERP Transition	\$ 1,150,000
	FY27 Space Mitigation	\$ 1,300,000
	E-Bus Infrastructure	\$ 250,000
	Total - Restricted for Operations Spanning Multiple School Years	\$ 4,934,399
Restricted for Anticipated Unusual Expenses Identified by the Board		
	26/27 Budgeted One-Time Reserve Draw	\$ 236,929
	School Major Equipment Replacement and Upgrades	\$ 1,400,000
	2026 Trustee Election	\$ 150,000
	Total - Restricted for Anticipated Unusual Expenses Identified by the Board	\$ 1,786,929
D	TOTAL INTERNALLY RESTRICTED SURPLUS	\$ 7,081,259
E = C-D	UNRESTRICTED SURPLUS	\$ 3,829,345

The unrestricted accumulated operating surplus of \$3,829,345 is 2% of the \$190,840,472 Operating Fund expenses currently budgeted for the year ended June 30, 2027.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2026

SPECIAL PURPOSE FUNDS

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

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

	FY26	FY25	INCR / (DECR)	INCR /
	ACTUAL	ACTUAL	FROM	(DECR)
			PRIOR YEAR	%
SPECIAL PURPOSE FUNDS (in \$ thousands)	A	B	C = A-B	D = C/B
ANNUAL FACILITIES GRANT	337	337	-	0%
LEARNING IMPROVEMENT FUND	624	571	53	9%
SCHOOL GENERATED FUNDS	4,190	4,062	128	3%
STRONG START	204	196	8	4%
READY, SET, LEARN	49	51	(2)	(4%)
OFFICIAL LANGUAGES IN EDUCATION PROTOCOL	307	305	2	0%
COMMUNITY LINK	759	807	(47)	(6%)
CLASSROOM ENHANCEMENT FUND	30,775	28,579	2,197	8%
FIRST NATION STUDENT TRANSPORTATION	27	32	(6)	(18%)
MENTAL HEALTH IN SCHOOLS	51	60	(9)	(16%)
SEAMLESS DAY KINDERGARTEN	84	27	58	217%
EARLY CARE AND LEARNING	38	195	(157)	(80%)
STUDENT AND FAMILY AFFORDABILITY FUND	0	354	(354)	(100%)
FEEDING FUTURES FUND	1,905	1,686	219	13%
PROFESSIONAL LEARNING GRANT	65	-	65	100%
NATIONAL SCHOOL FOOD PROGRAM	31	-	31	100%
FRENCH IMMERSION NUMERACY	86	-	86	100%
ACADEMIES	1,369	1,309	60	5%
OTHER	93	203	(110)	(54%)
TOTAL SPECIAL PURPOSE FUNDS EXPENSES	40,996	38,773	2,222	6%
CAPITAL PURCHASES	111	-	111	100%
TOTAL SPECIAL PURPOSE FUNDS	41,106	38,773	2,333	6%

The District's \$41.11M expenditures on Special Purpose Funds for the year was a 6% (\$2.33M) increase over the prior year. The majority of the increase was due to increased expenditures in the Classroom Enhancement Fund (\$2.20M), Feeding Futures Fund (\$0.22M) and School Generated Funds (\$0.13M).

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2026

CAPITAL FUND

The District's tangible capital asset additions of \$17,099,580 for the year were a 75% (\$50.18M) decrease from the prior year. The decrease is largely due to a decrease in expenditures in the Expansion Program (\$55.22M), offset by an increase in the Child Care Capital Funding Program (\$3.1M), and portables funded from operating (\$1.0M).

	FY26 ACTUAL	FY25 ACTUAL	INCR / (DECR) FROM PRIOR YEAR	INCR / (DECR) %
CAPITAL ADDITIONS (in \$ thousands)	A	B	C = A-B	D = C/B
CAPITAL FUND				
EXPANSION PROGRAM	4,410	59,633	(55,223)	(93%)
SCHOOL ENHANCEMENT PROGRAM	1,453	1,214	238	20%
SEISMIC MITIGATION PROGRAM	1	316	(315)	(100%)
CARBON NEUTRAL CAPITAL PROGRAM	735	987	(252)	(25%)
BUS ACQUISITION PROGRAM	760	1,809	(1,049)	(58%)
ANNUAL FACILITIES GRANT	1,667	314	1,354	432%
PLAYGROUNDS	-	195	(195)	(100%)
FOOD INFRASTRUCTURE PROGRAM	183	55	129	236%
CHILD CARE CAPITAL FUNDING PROGRAM	4,384	1,261	3,123	248%
LOCAL CAPITAL	-	300	(300)	(100%)
ZERO EMISSION TRANSIT FUND (ZETF)	914	762	151	20%
OTHER	104	-	104	100%
OPERATING FUND				
PORTABLES	1,058	43	1,015	2,339%
ELECTRIC BUS CHARGING INFRASTRUCTURE	770	81	689	849%
SASEENOS FIELD REMEDIATION	61	-	61	100%
OTHER	490	312	177	57%
SPECIAL PURPOSE FUND				
SPECIAL PURPOSE FUND	111	-	111	100%
TOTAL CAPITAL ADDITIONS	17,100	67,282	(50,182)	(75%)

Some of the more significant capital projects include:

- **Expansion Program** – In 2025/26, an additional \$3.60M was invested in the ongoing construction of SCIANEW STELITKE Elementary, along with \$0.2M for the continued construction of prefabricated modulars at David Cameron Elementary schools. Additionally, \$0.58M was expended on the construction of the secondary school in North Langford.
- **School Enhancement Program** - \$0.73M was invested in energy upgrade projects at Belmont, Willway, and John Muir. Also, \$0.72M was spent on interior construction at EMCS.
- **Bus Acquisition Program** - \$0.76M was spent on the purchase of 2 electric school buses.
- **Child Care Capital Funding Program** – \$4.38M was spent on Childcare New Spaces at Hans Helgesen Elementary School.
- **ZETF** - \$0.91M was spent on electric bus charging infrastructure funded by the Zero Emission Transit Fund.
- **Operating Fund** – there were \$2.38M in Operating Fund tangible capital asset purchases including \$1.06M for portables and \$0.77M on electric bus charging infrastructure.

SCHOOL DISTRICT NO. 62 (SOOKE)
FINANCIAL STATEMENT DISCUSSION AND ANALYSIS (FSDA)
YEAR ENDED JUNE 30, 2026

RISKS AND UNCERTAINTIES

The District's financial results and future financial position are affected by several factors that are subject to uncertainty. Management monitors these matters through enrolment forecasting, budget monitoring, workforce planning, capital-project oversight, and regular financial reporting.

- **Enrolment growth, funding, and capacity** – Actual enrolment may differ from the forecasts used to establish operating budgets, staffing plans, and capital priorities. Continued growth may also create school-capacity pressures before permanent space is available, resulting in costs for portables, transportation, site servicing, relocations, and other interim arrangements.
- **Funding adequacy and operating cost escalation** – Provincial funding increases may not fully align with changes in the District's operating costs, including employee benefits, utilities, insurance, technology, maintenance, contracted services, and supplies. Because much of the District's expenditure base is committed through staffing, legislation, collective agreements, and targeted programs, its ability to absorb unfunded cost increases is limited.
- **Workforce availability and employee costs** – Recruitment and retention challenges, vacancies, substitute usage, leave utilization, employee benefit rates, and changes in the District's workforce composition may cause salary and benefit costs to differ from budget. Staffing requirements may also change in response to enrolment growth, student needs, and collective agreement obligations.
- **Salary differential funding** – The District receives a Salary Differential Supplement as part of the provincial funding formula. The supplement is sensitive to changes in the District's average teacher salary relative to the provincial average and can fluctuate materially from year to year due to factors such as retirements, employee turnover, recruitment patterns, and provincial compensation trends. Changes in this supplement may result in operating revenues differing from budget assumptions. Over the past decade, annual funding under this supplement has ranged from approximately \$1.2 million to \$2.6 million.
- **Inclusive education and student support needs** - Changes in the number and complexity of students requiring additional supports may result in staffing and service requirements that differ from funding or budget assumptions.
- **International education** – International student enrolment and related net revenue may be affected by global economic conditions, federal immigration and study-permit policies, exchange rates, geopolitical events, and competition from other jurisdictions. A material change in net revenue could affect programs supported from this source.
- **Capital project delivery** – Capital projects are subject to construction-cost escalation, contractor and material availability, procurement outcomes, project scheduling, and changes in project requirements. These factors may affect project timing or create funding pressures to the extent they are not addressed through approved project budgets, contingencies, or additional funding.
- **Business interruption and external events** – Cybersecurity incidents, system failures, extreme weather, natural disasters, and other unexpected events may disrupt operations or result in emergency response, recovery, insurance, or facilities costs that cannot be predicted with certainty.

Audited Financial Statements of

School District No. 62 (Sooke)

And Independent Auditors' Report thereon

June 30, 2026

School District No. 62 (Sooke)

June 30, 2026

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School District No. 62 (Sooke)

MANAGEMENT REPORT

Version: 7313-6567-4585

Management's Responsibility for the Financial Statements.

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

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

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

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

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

On behalf of School District No. 62 (Sooke)

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 62 (Sooke)**Statement 1**

Statement of Financial Position

As at June 30, 2026

	2026 Actual	2025 Actual
	\$	\$
Financial Assets		
Cash and Cash Equivalents	43,015,629	41,786,398
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	2,339,467	3,720,656
Due from Province - Other	41,480	66,709
Due from First Nations	418,699	361,295
Other (Note 3)	682,085	892,142
Portfolio Investments (Note 4)	41,484	
Total Financial Assets	46,538,844	46,827,200
Liabilities		
Accounts Payable and Accrued Liabilities		
Due to Province - Other	25,438	24,587
Other (Note 6)	14,639,073	16,062,493
Unearned Revenue (Note 7)	6,426,825	6,383,350
Deferred Revenue (Note 8)	2,975,156	2,695,446
Deferred Capital Revenue (Note 9)	326,093,207	327,396,799
Employee Future Benefits (Note 10)	7,100,105	6,761,135
Asset Retirement Obligation (Note 21)	4,650,192	4,659,561
Total Liabilities	361,909,996	363,983,371
Net Debt	(315,371,152)	(317,156,171)
Non-Financial Assets		
Tangible Capital Assets (Note 11)	481,435,462	478,486,834
Restricted Assets (Endowments) (Note 13)	673,449	673,449
Prepaid Expenses (Note 5)	3,827,913	3,102,525
Other Assets	319,000	600,000
Total Non-Financial Assets	486,255,824	482,862,808
Accumulated Surplus (Deficit) (Note 23)	170,884,672	165,706,637
Contractual Obligations (Note 17)		
Contractual Rights (Note 18)		
Contingent Liabilities (Note 19)		

Approved by the Board

Signature of the Chairperson of the Board of Education	Date Signed
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Signature of the Superintendent	Date Signed
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Signature of the Secretary Treasurer	Date Signed
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School District No. 62 (Sooke)**Statement 2**

Statement of Operations

Year Ended June 30, 2026

	2026 Budget (Note 20)	2026 Actual	2025 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	211,815,053	216,424,587	223,219,550
Other	169,121	143,913	4,694,500
Federal Grants			49,393
Tuition	8,276,500	8,100,623	7,840,268
Other Revenue	9,109,878	8,033,248	7,486,825
Rentals and Leases	589,114	767,855	610,131
Investment Income	933,246	906,566	1,134,609
Gain (Loss) on Disposal of Tangible Capital Assets		318,752	
Amortization of Deferred Capital Revenue	13,109,632	13,050,264	12,050,098
Amortization of Deferred Capital Revenue - for lease	61,477	61,477	61,477
Total Revenue	<u>244,064,021</u>	<u>247,807,285</u>	<u>257,146,851</u>
Expenses (Note 22)			
Instruction	201,862,620	199,653,793	187,271,635
District Administration	8,704,798	8,254,847	7,629,301
Operations and Maintenance	29,806,567	29,208,673	28,175,925
Transportation and Housing	5,180,175	5,511,937	4,989,969
Asset Retirement Obligation Revaluation			(2,216,446)
Total Expense	<u>245,554,160</u>	<u>242,629,250</u>	<u>225,850,384</u>
Surplus (Deficit) for the year	<u>(1,490,139)</u>	<u>5,178,035</u>	<u>31,296,467</u>
Accumulated Surplus (Deficit) from Operations, beginning of year		165,706,637	134,410,170
Accumulated Surplus (Deficit) from Operations, end of year		<u>170,884,672</u>	<u>165,706,637</u>

School District No. 62 (Sooke)

Statement 4

Statement of Changes in Net Debt

Year Ended June 30, 2026

	2026 Budget (Note 20)	2026 Actual	2025 Actual
	\$	\$	\$
Surplus (Deficit) for the year	(1,490,139)	5,178,035	31,296,467
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(12,129,976)	(17,099,580)	(67,281,938)
Amortization of Tangible Capital Assets	14,038,430	14,150,704	13,039,868
Net carrying value of Tangible Capital Assets disposed of		248	
Asset Retirement Obligation Revaluation			6,989
Total Effect of change in Tangible Capital Assets	1,908,454	(2,948,628)	(54,235,081)
Acquisition of Prepaid Expenses		(2,039,958)	(1,253,093)
Use of Prepaid Expenses		1,314,570	899,560
Acquisition of Other Assets		(319,000)	(1,860,258)
Use of Other Assets		600,000	1,510,258
Total Effect of change in Other Non-Financial Assets	-	(444,388)	(703,533)
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	418,315	1,785,019	(23,642,147)
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		1,785,019	(23,642,147)
Net Debt, beginning of year		(317,156,171)	(293,514,024)
Net Debt, end of year		(315,371,152)	(317,156,171)

School District No. 62 (Sooke)

Statement 5

Statement of Cash Flows

Year Ended June 30, 2026

	2026 Actual	2025 Actual
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	5,178,035	31,296,467
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	1,559,071	(966,229)
Prepaid Expenses	(725,388)	(353,533)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	(1,422,569)	(934,667)
Unearned Revenue	43,475	335,759
Deferred Revenue	279,710	126,320
Employee Future Benefits	338,970	352,772
Asset Retirement Obligations	(9,369)	(2,216,446)
Loss (Gain) on Disposal of Tangible Capital Assets	248	
Amortization of Tangible Capital Assets	14,150,704	13,039,868
Amortization of Deferred Capital Revenue	(13,050,264)	(12,050,098)
Recognition of Deferred Capital Revenue Spent on Sites	(187,805)	(25,442,816)
Deferred Capital Revenue Transferred to Revenue	(655,427)	(1,175,716)
Amortization of Deferred Capital Revenue - for lease	(61,477)	(61,477)
Total Operating Transactions	5,437,914	1,950,204
Capital Transactions		
Tangible Capital Assets Purchased	(1,546,441)	(28,197,666)
Tangible Capital Assets -WIP Purchased	(15,553,139)	(39,084,272)
Use (Acquisition) of Other Assets	281,000	(350,000)
Total Capital Transactions	(16,818,580)	(67,631,938)
Financing Transactions		
Capital Revenue Received	12,651,381	66,815,586
Total Financing Transactions	12,651,381	66,815,586
Investing Transactions		
Investments in Portfolio Investments	(41,484)	
Total Investing Transactions	(41,484)	-
Net Increase (Decrease) in Cash and Cash Equivalents	1,229,231	1,133,852
Cash and Cash Equivalents, beginning of year	41,786,398	40,652,546
Cash and Cash Equivalents, end of year	43,015,629	41,786,398
Cash and Cash Equivalents, end of year, is made up of:		
Cash	29,536,053	28,617,422
Cash Equivalents	13,479,576	13,168,976
	43,015,629	41,786,398

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2026

NOTE 1 AUTHORITY AND PURPOSE

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

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

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

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

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

b) Basis of Consolidation

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

The School District has entered into trust activities with some employees; these are described in Note 14.

c) Cash and Cash Equivalents

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

d) Accounts Receivable

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

e) Portfolio Investments

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

SCHOOL DISTRICT NO. 62 (SOOKE)**NOTES TO FINANCIAL STATEMENTS**

YEAR ENDED JUNE 30, 2026

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

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

g) Deferred Revenue and Deferred Capital Revenue

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

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

h) Employee Future Benefits

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

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

The most recent valuation of the obligation was performed at March 31, 2025 and projected to March 31, 2028. The next valuation will be performed at March 31, 2028 for use at June 30, 2028. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

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

SCHOOL DISTRICT NO. 62 (SOOKE)**NOTES TO FINANCIAL STATEMENTS****YEAR ENDED JUNE 30, 2026****NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)****i) Asset Retirement Obligations**

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

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

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

j) Liability for Contaminated Sites

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

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

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

SCHOOL DISTRICT NO. 62 (SOOKE)**NOTES TO FINANCIAL STATEMENTS**

YEAR ENDED JUNE 30, 2026

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

The following criteria apply:

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

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

l) Capital Leases

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

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

m) Prepaid Expenses

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

n) Funds and Reserves

Certain amounts, as approved by the Board are set aside in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are an adjustment to the respective fund when approved (see Note 15 – Interfund Transfers and Note 23 – Accumulated Surplus).

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2026

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

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

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

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

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

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

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

Revenue from transactions with performance obligations is recognized when (or as) the performance obligation is satisfied (by providing the promised goods or services to a payor).

Revenue from transactions with no performance obligations is recognized when the School District:

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

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

SCHOOL DISTRICT NO. 62 (SOOKE)**NOTES TO FINANCIAL STATEMENTS**

YEAR ENDED JUNE 30, 2026

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

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

Categories of Salaries

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

Allocation of Costs

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

q) Endowment Contributions

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

SCHOOL DISTRICT NO. 62 (SOOKE)**NOTES TO FINANCIAL STATEMENTS**

YEAR ENDED JUNE 30, 2026

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

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

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

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

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

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

s) Measurement Uncertainty

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

NOTE 3 ACCOUNTS RECEIVABLE – OTHER RECEIVABLES

	June 30, 2026	June 30, 2025
Due from Federal Government	\$ -	\$ 192,486
Payroll accounts receivable	1,218	-
School site acquisition charges receivable	59,899	86,396
Other accounts receivable	620,968	613,260
	<u>\$ 682,085</u>	<u>\$ 892,142</u>

SCHOOL DISTRICT NO. 62 (SOOKE)**NOTES TO FINANCIAL STATEMENTS****YEAR ENDED JUNE 30, 2026****NOTE 4 PORTFOLIO INVESTMENTS**

	June 30, 2026	June 30, 2025
Investments in the cost and amortized cost category: GIC's	\$ 41,484	\$ -
	\$ 41,484	\$ -

NOTE 5 PREPAID LEASE

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

The unamortized balance of the lease represents \$1,787,952 (2025: \$1,849,432) of the prepaid expenses.

NOTE 6 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	June 30, 2026	June 30, 2025
Trade payables	\$ 4,204,352	\$ 8,065,144
Salaries and benefits payable	9,706,192	7,174,211
Accrued vacation pay	728,529	823,138
	\$ 14,639,073	\$ 16,062,493

NOTE 7 UNEARNED REVENUE

	June 30, 2026	June 30, 2025
Balance, beginning of year	\$ 6,383,350	\$ 6,047,591
Increase:		
Tuition fees collected	8,144,098	8,176,027
Transportation safety enhancement fees collected	55,010	59,216
Bus fees collected	576,771	628,420
	8,775,879	8,863,663
Decrease:		
Tuition fees recognized	(8,100,623)	(7,840,268)
Transportation safety enhancement fees recognized	(55,010)	(59,216)
Bus fees recognized	(576,771)	(628,420)
	(8,732,404)	(8,527,904)
Net change for the year	43,475	335,759
Balance, end of year	\$ 6,426,825	\$ 6,383,350

SCHOOL DISTRICT NO. 62 (SOOKE)**NOTES TO FINANCIAL STATEMENTS****YEAR ENDED JUNE 30, 2026****NOTE 8 DEFERRED REVENUE**

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

	June 30, 2026	June 30, 2025
Balance, beginning of year	\$ 2,695,446	\$ 2,569,126
Increase:		
Provincial Grants - Ministry of Education and Child Care	35,844,212	33,206,298
Provincial Grants - Other	11,111	-
Federal Grants	-	21,398
Other revenue	5,598,599	5,628,814
Investment income	39,142	43,319
	<u>41,493,064</u>	<u>38,899,829</u>
Decrease:		
Transfers to revenue	(41,106,390)	(38,773,409)
Grants recovered	(106,964)	(100)
	<u>(41,213,354)</u>	<u>(38,773,509)</u>
Net change for the year	279,710	126,320
Balance, end of year	\$ 2,975,156	\$ 2,695,446

NOTE 9 DEFERRED CAPITAL REVENUE

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

	June 30, 2026	June 30, 2025
Deferred Capital Revenue Subject to Amortization		
Balance, beginning of year	\$ 275,746,887	\$ 254,468,488
Increases:		
Transfer from deferred capital revenue – capital additions	1,049,728	2,482,811
Transfer from deferred capital revenue – work in progress	49,338,909	30,907,163
	<u>50,388,637</u>	<u>33,389,974</u>
Decreases:		
Amortization of deferred capital revenue	(13,050,264)	(12,050,098)
Amortization of long term lease	(61,477)	(61,477)
	<u>(13,111,741)</u>	<u>(12,111,575)</u>
Net change for the year	37,276,896	(21,278,399)
Balance, end of year	\$ 313,023,783	\$ 275,746,887

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2026

NOTE 9 DEFERRED CAPITAL REVENUE (continued)

	June 30, 2026	June 30, 2025
Deferred Capital Revenue - Work In Progress		
Balance, beginning of year	\$ 42,533,786	\$ 34,821,387
Increases:		
Transfer from deferred capital revenue - unspent	13,373,052	38,619,562
	<u>13,373,052</u>	<u>38,619,562</u>
Decreases:		
Transfer to deferred capital revenue subject to amortization	(49,338,909)	(30,907,163)
	<u>(49,338,909)</u>	<u>(30,907,163)</u>
Net change for the year	(35,965,857)	7,712,399
Balance, end of year	<u>\$ 6,567,929</u>	<u>\$ 42,533,786</u>
	June 30, 2026	June 30, 2025
Deferred Capital Revenue - Unspent		
Balance, beginning of year	\$ 9,116,126	\$ 10,021,445
Increases:		
Provincial Grants - Ministry of Education and Child Care	9,859,573	56,944,685
Provincial Grants – Other	837,318	7,188,978
Other	1,940,981	2,663,310
Investment income	13,509	18,613
	<u>12,651,381</u>	<u>66,815,586</u>
Decreases:		
Transfer to deferred capital revenue – capital additions	(1,049,728)	(2,482,811)
Transfer to deferred capital revenue – work in progress	(13,373,052)	(38,619,562)
Transfer to revenue – site purchases	(187,805)	(25,442,816)
Transfer to revenue – expensed costs	(655,427)	(1,175,716)
	<u>(15,266,012)</u>	<u>(67,720,905)</u>
Net change for the year	(2,614,631)	(905,319)
Balance, end of year	<u>\$ 6,501,495</u>	<u>\$ 9,116,126</u>
Total Deferred Capital Revenue Balance, end of year	<u>\$ 326,093,207</u>	<u>\$ 327,396,799</u>

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2026

NOTE 10 EMPLOYEE FUTURE BENEFITS

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

	June 30, 2026	June 30, 2025
Reconciliation of Accrued Benefit Obligation		
Accrued benefit obligation - April 1	\$ 6,679,235	\$ 5,852,596
Service cost	743,699	560,204
Interest cost	282,371	260,682
Benefit payments	(744,082)	(514,811)
Actuarial loss (gain)	(250,402)	520,564
Accrued benefit obligation - March 31	\$ 6,710,821	\$ 6,679,235
Reconciliation of Funded Status at End of Fiscal Year		
Accrued benefit obligation - March 31	\$ 6,710,821	\$ 6,679,235
Market value of Plan Assets - March 31	-	-
Funded Status - Deficit	(6,710,821)	(6,679,235)
Employer contributions after measurement date	36,354	73,766
Benefits expense after measurement date	(257,918)	(256,518)
Unamortized net actuarial loss	(167,720)	100,852
Accrued benefit liability - June 30	\$ (7,100,105)	\$ (6,761,135)
Reconciliation of Change in Accrued Benefit Liability		
Accrued benefit liability - July 1	\$ 6,761,135	\$ 6,408,363
Net expense for fiscal year	1,045,640	907,915
Employer contributions	(706,670)	(555,143)
Accrued benefit liability - June 30	\$ 7,100,105	\$ 6,761,135
Components of Net Benefit Expense		
Service cost	\$ 735,095	\$ 606,078
Interest cost	292,375	266,104
Amortization of net actuarial loss	18,170	35,733
Net benefit expense for fiscal year	\$ 1,045,640	\$ 907,915
	2026	2025

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

Discount Rate – April 1	4.00%	4.25%
Discount Rate – March 31	4.50%	4.00%
Long Term Salary Growth – April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth – March 31	2.50% + seniority	2.50% + seniority
EARSL – March 31	12.5	12.5

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2026

NOTE 11 TANGIBLE CAPITAL ASSETS

Net Book Value	June 30, 2026	June 30, 2025
Sites	\$ 145,935,293	\$ 145,686,906
Buildings	305,192,164	267,194,611
Buildings – WIP	6,130,899	43,134,497
Furniture & Equipment	15,691,617	14,117,583
Furniture – WIP	437,030	399,288
Vehicles	7,960,233	7,853,666
Computer Software	-	-
Computer Hardware	88,226	100,283
Total	\$ 481,435,462	\$ 478,486,834

June 30, 2026

Cost:	Balance at July 1, 2025	Additions	Disposals / Revaluation	Transfers (WIP)	Balance at June 30, 2026
Sites	\$ 145,686,906	\$ 248,635	\$ (248)	\$ -	\$ 145,935,293
Buildings	410,921,948	-	-	48,329,663	459,251,611
Buildings – WIP	43,134,497	11,326,065	-	(48,329,663)	6,130,899
Furniture & Equipment	27,235,140	-	(6,353,656)	4,189,332	25,070,816
Furniture – WIP	399,288	4,227,074	-	(4,189,332)	437,030
Vehicles	11,409,918	1,277,214	(684,101)	-	12,003,031
Computer Software	-	-	-	-	-
Computer Hardware	152,948	20,592	-	-	173,540
Computer Hardware - WIP	-	-	-	-	-
Total	\$ 638,940,645	\$ 17,099,580	\$ (7,038,005)	\$ -	\$ 649,002,220

Accumulated Amortization:	Balance at July 1, 2025	Amortization	Disposals / Revaluation	Balance at June 30, 2026
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	143,727,337	10,332,110	-	154,059,447
Furniture & Equipment	13,117,557	2,615,298	(6,353,656)	9,379,199
Vehicles	3,556,252	1,170,647	(684,101)	4,042,798
Computer software	-	-	-	-
Computer hardware	52,665	32,649	-	85,314
Total	\$ 160,453,811	\$ 14,150,704	\$ (7,037,757)	\$ 167,566,758

SCHOOL DISTRICT NO. 62 (SOOKE)

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2026

NOTE 11**TANGIBLE CAPITAL ASSETS (continued)****June 30, 2025**

Cost:	Balance at July 1, 2024	Additions	Disposals / Revaluation	Transfers (WIP)	Balance at June 30, 2025
Sites	\$ 120,244,090	\$ 25,442,816	\$ -	\$ -	\$ 145,686,906
Buildings	384,925,412	-	(2,223,435)	28,219,971	410,921,948
Buildings – WIP	35,371,653	35,982,815	-	(28,219,971)	43,134,497
Furniture & Equipment	24,425,710	-	(42,472)	2,851,902	27,235,140
Furniture – WIP	149,733	3,101,457	-	(2,851,902)	399,288
Vehicles	9,613,820	2,668,463	(872,365)	-	11,409,918
Computer Software	-	-	-	-	-
Computer Hardware	66,561	86,387	-	-	152,948
Computer Hardware - WIP	-	-	-	-	-
Total	\$ 574,796,979	\$ 67,281,938	\$ (3,138,272)	\$ -	\$ 638,940,645

Accumulated Amortization:	Balance at July 1, 2024	Amortization	Disposals / Revaluation	Balance at June 30, 2025
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	136,560,095	9,383,688	(2,216,446)	143,727,337
Furniture & Equipment	10,576,987	2,583,042	(42,472)	13,117,557
Vehicles	3,377,430	1,051,187	(872,365)	3,556,252
Computer Software	-	-	-	-
Computer Hardware	30,714	21,951	-	52,665
Total	\$ 150,545,226	\$ 13,039,868	\$ (3,131,283)	\$ 160,453,811

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

Contributed tangible capital assets

Contributed capital assets are recognized at fair market value at the date of contribution. The value of contributed assets received during the year is \$0 (2025 - \$0).

SCHOOL DISTRICT NO. 62 (SOOKE)**NOTES TO FINANCIAL STATEMENTS**

YEAR ENDED JUNE 30, 2026

NOTE 12 EMPLOYEE PENSION PLANS

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at December 31, 2024, the Teachers' Pension Plan has about 51,000 active members and approximately 42,000 retired members. As of December 31, 2024, the Municipal Pension Plan has about 256,000 active members, including approximately 31,000 from school districts.

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

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2023, indicated a \$4,572 million surplus for basic pension benefits on a going concern basis.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2024, indicated a \$2,675 million funding surplus for basic pension benefits on a going concern basis.

The school district paid \$15,733,497 for employer contributions to the plans for the year ended June 30, 2026 (2025: \$14,683,540).

The next valuation for the Teachers' Pension Plan will be as at December 31, 2026. The next valuation for the Municipal Pension Plan will be as at December 31, 2027.

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

SCHOOL DISTRICT NO. 62 (SOOKE)**NOTES TO FINANCIAL STATEMENTS****YEAR ENDED JUNE 30, 2026****NOTE 13 RESTRICTED ASSETS - ENDOWMENT FUNDS**

Donors have provided endowment contributions with a restriction that the original contribution should not be spent. These endowments have been invested in high interest savings accounts bearing interest at 3.70%.

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

Name of Endowment	Balance July 1, 2025	Contributions	Balance June 30, 2026
Cal Meyer	\$ 609,285	\$ -	\$ 609,285
Sooke Women's Institute	17,554	-	17,554
Derochie	10,000	-	10,000
STARR	6,000	-	6,000
Victor Chen Memorial	30,610	-	30,610
Total	\$ 673,449	\$ -	\$ 673,449

NOTE 14 TRUSTS UNDER ADMINISTRATION

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

As at June 30, 2026, the District held the following funds in place, as directed by agreement with the employees. These amounts have not been included in the cash or accounts payable balances in the financial statements:

	June 30, 2026	June 30, 2025
Deferred Salary Leave Plan	\$ 300,213	\$ 277,431
Teachers' Summer Savings Plan	3,131,908	2,911,232
Total	\$ 3,432,121	\$ 3,188,663

NOTE 15 INTERFUND TRANSFERS

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2026, were as follows:

- Transfer to the capital fund for tangible capital assets purchased from the operating fund \$308,908
- Transfer to the capital fund for tangible capital assets work in progress from the operating fund \$2,069,248
- Transfer to the capital fund for settlement of asset retirement obligation from the operating fund \$9,369
- Transfer to the capital fund for tangible capital assets work in progress from the special purpose fund \$110,839

NOTE 16 RELATED PARTY TRANSACTIONS

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

SCHOOL DISTRICT NO. 62 (SOOKE)**NOTES TO FINANCIAL STATEMENTS**

YEAR ENDED JUNE 30, 2026

NOTE 17 CONTRACTUAL OBLIGATIONS

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

	2027	2028	2029	2030	2031	Thereafter
Premises leases	\$ 160,543	\$ 94,584	\$ 7,908	\$ -	\$ -	\$ -
Copier leases	149,344	121,792	84,248	47,659	2,279	-
Total	\$ 309,888	\$ 216,375	\$ 92,156	\$ 47,659	\$ 2,279	\$ -

The School District has entered into contracts related to capital projects with a remaining cost of approximately \$7,222,192.

NOTE 18 CONTRACTUAL RIGHTS

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

	2027	2028	2029	2030	2031	Thereafter
Future lease/rental revenue	\$ 325,596	\$ 185,084	\$ 185,084	\$ 161,260	\$ 22,906	\$ -
Total	\$ 325,596	\$ 185,084	\$ 185,084	\$ 161,260	\$ 22,906	\$ -

NOTE 19 CONTINGENT LIABILITIES

The nature of the School District's activities is such that there is usually litigation pending or in process at any time. With respect to unsettled claims at June 30, 2026, management believes the School District has valid defenses and appropriate insurance coverage in place. In the event any claims are successful, management believes that such claims are not expected to have a material effect on the School District's financial position.

SCHOOL DISTRICT NO. 62 (SOOKE)**NOTES TO FINANCIAL STATEMENTS**

YEAR ENDED JUNE 30, 2026

NOTE 20 BUDGET FIGURES

Budget figures included in the financial statements were approved by the Board through the adoption of an amended annual budget bylaw on February 24, 2026. The original budget was adopted on June 24, 2025. The original and amended budgets are presented below.

	2026 Amended Annual Budget \$	2026 Annual Budget \$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	211,815,053	210,198,320
Other	169,121	218,485
Tuition	8,276,500	8,159,500
Other Revenue	9,109,878	6,501,329
Rentals and Leases	589,114	589,114
Investment Income	933,246	893,875
Amortization of Deferred Capital Revenue	13,109,632	12,917,831
Amortization of Deferred Capital Revenue - for long term lease	61,477	61,477
Total Revenue	244,064,021	239,539,931
Expenses		
Instruction	201,862,620	196,620,396
District Administration	8,704,798	8,521,639
Operations and Maintenance	29,806,567	29,225,222
Transportation and Housing	5,180,175	4,990,504
Total Expense	245,554,160	239,357,761
Net Revenue (Expense)	(1,490,139)	182,170
Budgeted Allocation of Surplus	3,907,014	-
Budgeted Surplus (Deficit), for the year	2,416,875	182,170

NOTE 21 ASSET RETIREMENT OBLIGATION

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

	2026	2025
Asset Retirement Obligation, beginning of year	\$ 4,659,561	\$ 6,882,996
Settlements during the year	(9,369)	-
Revaluations during the year	-	(2,223,435)
Asset Retirement Obligation, end of year	\$ 4,650,192	\$ 4,659,561

SCHOOL DISTRICT NO. 62 (SOOKE)**NOTES TO FINANCIAL STATEMENTS****YEAR ENDED JUNE 30, 2026****NOTE 22 EXPENSE BY OBJECT**

	June 30, 2026	June 30, 2025
Salaries and benefits	\$ 201,543,767	\$ 187,400,937
Services and supplies	26,934,779	27,626,025
Amortization	14,150,704	10,823,422
Total	\$ 242,629,250	\$ 225,850,384

NOTE 23 ACCUMULATED SURPLUS

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

	June 30, 2026	June 30, 2025
Operating surplus	\$ 10,910,604	\$ 7,637,049
Special Purpose Fund – endowments	673,449	673,449
Invested in Tangible Capital Assets	159,300,619	157,396,139
Total Accumulated Surplus	\$ 170,884,672	\$ 165,706,637

The operating surplus is categorized as follows:

	June 30, 2026
Internally Restricted Operating Surplus	
Restricted due to the nature of constraints on the funds	\$ 359,931
Restricted for operations spanning multiple school years	4,934,399
Restricted for anticipated unusual expenses identified by the Board	1,786,929
Subtotal Internally Restricted Operating Surplus	7,081,259
Unrestricted Operating Surplus - Contingency	3,829,345
Total Operating Surplus	\$ 10,910,604

NOTE 24 ECONOMIC DEPENDENCE

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

SCHOOL DISTRICT NO. 62 (SOOKE)**NOTES TO FINANCIAL STATEMENTS**

YEAR ENDED JUNE 30, 2026

NOTE 25 RISK MANAGEMENT

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

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

a) Credit risk:

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

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

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

b) Market risk:

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

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

The imposition of U.S. tariffs on cross-border trade will result in increased costs for goods and services procured from U.S. suppliers, impacting operations and infrastructure projects. While the long-term impact remains uncertain, management is actively working to monitor and mitigate the risks and impacts of the tariffs.

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

c) Liquidity risk

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

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

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2025 related to credit, market or liquidity risks.

School District No. 62 (Sooke)

Schedule 1 (Unaudited)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund
 Year Ended June 30, 2026

	Operating Fund	Special Purpose Fund	Capital Fund	2026 Actual	2025 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	7,637,049	673,449	157,396,139	165,706,637	134,410,170
Changes for the year					
Surplus (Deficit) for the year	5,661,080	110,839	(593,884)	5,178,035	31,296,467
Interfund Transfers					
Tangible Capital Assets Purchased	(308,908)		308,908	-	
Tangible Capital Assets - Work in Progress	(2,069,248)	(110,839)	2,180,087	-	
Other	(9,369)		9,369	-	
Net Changes for the year	3,273,555	-	1,904,480	5,178,035	31,296,467
Accumulated Surplus (Deficit), end of year - Statement 2	10,910,604	673,449	159,300,619	170,884,672	165,706,637

School District No. 62 (Sooke)**Schedule 2 (Unaudited)**

Schedule of Operating Operations

Year Ended June 30, 2026

	2026 Budget (Note 20)	2026 Actual	2025 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	175,076,663	180,124,013	167,904,326
Other	169,121	142,050	145,071
Tuition	8,276,500	8,100,623	7,840,268
Other Revenue	2,116,219	2,425,341	2,050,040
Rentals and Leases	589,114	767,855	610,131
Investment Income	853,875	867,289	1,093,499
Total Revenue	<u>187,081,492</u>	<u>192,427,171</u>	<u>179,643,335</u>
Expenses			
Instruction	159,659,348	159,021,748	148,985,103
District Administration	8,704,798	8,254,847	7,629,301
Operations and Maintenance	15,257,785	15,174,835	14,463,174
Transportation and Housing	4,020,902	4,314,661	3,938,782
Total Expense	<u>187,642,833</u>	<u>186,766,091</u>	<u>175,016,360</u>
Operating Surplus (Deficit) for the year	<u>(561,341)</u>	<u>5,661,080</u>	<u>4,626,975</u>
Budgeted Appropriation (Retirement) of Surplus (Deficit)	<u>3,907,014</u>		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(2,328,094)	(308,908)	(272,039)
Tangible Capital Assets - Work in Progress		(2,069,248)	(164,710)
Local Capital			(300,000)
Other		(9,369)	
Total Net Transfers	<u>(2,328,094)</u>	<u>(2,387,525)</u>	<u>(736,749)</u>
Total Operating Surplus (Deficit), for the year	<u>1,017,579</u>	<u>3,273,555</u>	<u>3,890,226</u>
Operating Surplus (Deficit), beginning of year		7,637,049	3,746,823
Operating Surplus (Deficit), end of year		<u>10,910,604</u>	<u>7,637,049</u>
Operating Surplus (Deficit), end of year			
Internally Restricted		7,081,259	3,907,014
Unrestricted		3,829,345	3,730,035
Total Operating Surplus (Deficit), end of year		<u>10,910,604</u>	<u>7,637,049</u>

School District No. 62 (Sooke)

Schedule of Operating Revenue by Source

Year Ended June 30, 2026

	2026 Budget (Note 20)	2026 Actual	2025 Actual
	\$	\$	\$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	173,961,744	174,096,222	165,322,347
ISC/LEA Recovery	(631,134)	(607,448)	(631,134)
Other Ministry of Education and Child Care Grants			
Pay Equity	931,052	931,052	931,052
Funding for Graduated Adults	40,000	53,903	33,252
Student Transportation Fund	358,365	358,365	358,365
Foundation Skills Assessment (FSA) Scorer Grant	12,000	15,214	12,964
Child Care Funding	294,314	399,049	92,513
Labour Settlement Funding		4,767,334	1,686,418
Indigenous Education Councils (IEC) Funding	110,322	110,322	98,549
Total Provincial Grants - Ministry of Education and Child Care	175,076,663	180,124,013	167,904,326
Provincial Grants - Other	169,121	142,050	145,071
Tuition			
Continuing Education	90,000	72,934	125,397
International and Out of Province Students	8,186,500	8,027,689	7,714,871
Total Tuition	8,276,500	8,100,623	7,840,268
Other Revenues			
Funding from First Nations	631,134	752,867	613,024
Miscellaneous			
Grants for Crossing Guards	156,000	186,000	156,000
Miscellaneous	111,920	58,978	156,491
Rebates	51,000	67,420	64,031
Reclassified from SGF Discretionary	200,000	377,897	341,073
Child Care Fees	285,800	303,265	
Transportation Safety Enhancement Fees	80,000	55,010	59,216
Bus Fees	600,365	576,771	628,420
Careers Program		47,133	31,785
Total Other Revenue	2,116,219	2,425,341	2,050,040
Rentals and Leases	589,114	767,855	610,131
Investment Income	853,875	867,289	1,093,499
Total Operating Revenue	187,081,492	192,427,171	179,643,335

School District No. 62 (Sooke)

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

	2026 Budget (Note 20)	2026 Actual	2025 Actual
	\$	\$	\$
Salaries			
Teachers	67,197,647	67,818,911	63,672,448
Principals and Vice Principals	11,510,769	11,208,636	10,528,971
Educational Assistants	21,984,311	22,598,003	19,926,893
Support Staff	16,791,318	16,903,788	16,228,256
Other Professionals	6,926,937	6,546,901	6,251,259
Substitutes	7,212,657	8,080,514	7,569,033
Total Salaries	131,623,639	133,156,753	124,176,860
Employee Benefits	35,639,587	34,829,911	32,196,907
Total Salaries and Benefits	167,263,226	167,986,664	156,373,767
Services and Supplies			
Services	9,650,459	8,632,861	8,379,961
Professional Development and Travel	1,270,035	1,144,170	1,316,892
Rentals and Leases	394,114	522,578	486,248
Dues and Fees	188,596	205,817	198,420
Insurance	740,451	591,078	557,648
Supplies	5,763,808	5,554,630	5,649,412
Utilities	2,346,344	2,128,293	2,038,580
Bad Debt	25,800		15,432
Total Services and Supplies	20,379,607	18,779,427	18,642,593
Total Operating Expense	187,642,833	186,766,091	175,016,360

School District No. 62 (Sooke)

Schedule 2C (Unaudited)

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	56,885,301	290,808	224,106	2,269,489	593,074	5,253,952	65,516,730
1.03 Career Programs	496,411			203,881		28,317	728,609
1.07 Library Services	565,244			324,594		92,237	982,075
1.08 Counselling	2,291,087					33,753	2,324,840
1.10 Inclusive Education	4,906,481	456,532	21,440,338	174,326	1,550,506	1,566,635	30,094,818
1.20 Early Learning and Child Care			265,635	3,554		10,116	279,305
1.30 English Language Learning	850,050			154,879		104,927	1,109,856
1.31 Indigenous Education	689,536	264,508	572,724	104,586		65,555	1,696,909
1.41 School Administration		9,561,629		3,222,500		207,264	12,991,393
1.61 Continuing Education							-
1.62 International and Out of Province Students	1,120,234	319,982		414,670		778	1,855,664
Total Function 1	67,804,344	10,893,459	22,502,803	6,872,479	2,143,580	7,363,534	117,580,199
4 District Administration							
4.11 Educational Administration	14,567	166,907	95,200	8,926	1,064,522	2,008	1,352,130
4.20 Early Learning and Child Care		124,270		4,477	53,331		182,078
4.40 School District Governance		24,000		27,516	153,401		204,917
4.41 Business Administration				733,753	2,343,783	34,638	3,112,174
Total Function 4	14,567	315,177	95,200	774,672	3,615,037	36,646	4,851,299
5 Operations and Maintenance							
5.20 Early Learning and Child Care				33,600			33,600
5.41 Operations and Maintenance Administration				152,716	149,205		301,921
5.50 Maintenance Operations				6,146,068	424,682	474,645	7,045,395
5.52 Maintenance of Grounds				697,490			697,490
5.56 Utilities							-
Total Function 5	-	-	-	7,029,874	573,887	474,645	8,078,406
7 Transportation and Housing							
7.41 Transportation and Housing Administration				149,772	214,397		364,169
7.70 Student Transportation				2,076,991		205,689	2,282,680
Total Function 7	-	-	-	2,226,763	214,397	205,689	2,646,849
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	67,818,911	11,208,636	22,598,003	16,903,788	6,546,901	8,080,514	133,156,753

School District No. 62 (Sooke)**Schedule 2C (Unaudited)**

Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2026 Actual	2026 Budget (Note 20)	2025 Actual
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	65,516,730	17,686,546	83,203,276	3,739,676	86,942,952	87,308,426	82,057,972
1.03 Career Programs	728,609	204,140	932,749	630,004	1,562,753	1,512,961	1,200,207
1.07 Library Services	982,075	274,080	1,256,155	36,505	1,292,660	1,130,223	1,224,457
1.08 Counselling	2,324,840	617,368	2,942,208	6,924	2,949,132	2,917,503	2,666,797
1.10 Inclusive Education	30,094,818	8,169,959	38,264,777	851,371	39,116,148	38,418,440	35,477,612
1.20 Early Learning and Child Care	279,305	70,990	350,295	12,792	363,087	414,856	70,229
1.30 English Language Learning	1,109,856	289,066	1,398,922	45,152	1,444,074	1,362,906	1,461,799
1.31 Indigenous Education	1,696,909	400,889	2,097,798	295,710	2,393,508	2,330,580	2,354,455
1.41 School Administration	12,991,393	2,826,367	15,817,760	676,256	16,494,016	17,303,121	16,243,071
1.61 Continuing Education	-	-	-	96,362	96,362	40,405	113,401
1.62 International and Out of Province Students	1,855,664	489,521	2,345,185	4,021,871	6,367,056	6,919,927	6,115,103
Total Function 1	117,580,199	31,028,926	148,609,125	10,412,623	159,021,748	159,659,348	148,985,103
4 District Administration							
4.11 Educational Administration	1,352,130	264,951	1,617,081	726,056	2,343,137	2,397,903	1,979,964
4.20 Early Learning and Child Care	182,078	47,954	230,032	4,094	234,126	165,258	
4.40 School District Governance	204,917	23,117	228,034	216,048	444,082	472,755	475,052
4.41 Business Administration	3,112,174	695,239	3,807,413	1,426,089	5,233,502	5,668,882	5,174,285
Total Function 4	4,851,299	1,031,261	5,882,560	2,372,287	8,254,847	8,704,798	7,629,301
5 Operations and Maintenance							
5.20 Early Learning and Child Care	33,600	8,400	42,000		42,000		
5.41 Operations and Maintenance Administration	301,921	73,272	375,193	412,018	787,211	890,698	1,031,057
5.50 Maintenance Operations	7,045,395	1,808,345	8,853,740	2,119,746	10,973,486	10,602,654	10,108,931
5.52 Maintenance of Grounds	697,490	201,238	898,728	331,172	1,229,900	1,418,089	1,273,807
5.56 Utilities	-	-	-	2,142,238	2,142,238	2,346,344	2,049,379
Total Function 5	8,078,406	2,091,255	10,169,661	5,005,174	15,174,835	15,257,785	14,463,174
7 Transportation and Housing							
7.41 Transportation and Housing Administration	364,169	84,018	448,187	115,697	563,884	504,849	398,082
7.70 Student Transportation	2,282,680	594,451	2,877,131	873,646	3,750,777	3,516,053	3,540,700
Total Function 7	2,646,849	678,469	3,325,318	989,343	4,314,661	4,020,902	3,938,782
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	133,156,753	34,829,911	167,986,664	18,779,427	186,766,091	187,642,833	175,016,360

School District No. 62 (Sooke)**Schedule 3 (Unaudited)**

Schedule of Special Purpose Operations

Year Ended June 30, 2026

	2026 Budget (Note 20)	2026 Actual	2025 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	35,467,119	35,457,343	33,220,692
Other		1,863	25,429
Federal Grants			49,393
Other Revenue	6,993,659	5,607,907	5,436,785
Investment Income	79,371	39,277	41,110
Total Revenue	42,540,149	41,106,390	38,773,409
Expenses			
Instruction	42,203,272	40,632,045	38,286,532
Operations and Maintenance	336,877	336,877	486,877
Transportation and Housing		26,629	
Total Expense	42,540,149	40,995,551	38,773,409
Special Purpose Surplus (Deficit) for the year	-	110,839	-
Net Transfers (to) from other funds			
Tangible Capital Assets - Work in Progress		(110,839)	
Total Net Transfers	-	(110,839)	-
Total Special Purpose Surplus (Deficit) for the year	-	-	-
Special Purpose Surplus (Deficit), beginning of year		673,449	673,449
Special Purpose Surplus (Deficit), end of year		673,449	673,449
Special Purpose Surplus (Deficit), end of year			
Endowment Contributions		673,449	673,449
Total Special Purpose Surplus (Deficit), end of year		673,449	673,449

School District No. 62 (Sooke)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2026

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			39,371	886,019		27,414		109,416	
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	336,877	623,971			204,000	48,999	306,705	808,140	1,679,910
Provincial Grants - Other				4,201,687					
Other			17,760					3,699	
Investment Income	336,877	623,971		4,201,687	204,000	48,999	306,705	811,839	1,679,910
Less: Allocated to Revenue	336,877	623,971	25,443	4,190,337	204,000	48,842	306,705	759,210	1,679,910
Recovered									
Deferred Revenue, end of year	-	-	31,688	897,369	-	27,571	-	162,045	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	336,877	623,971			204,000	48,842	306,705	759,210	1,679,910
Provincial Grants - Other				4,190,337					
Other Revenue			25,443						
Investment Income	336,877	623,971	25,443	4,190,337	204,000	48,842	306,705	759,210	1,679,910
Expenses									
Salaries									
Teachers							87,734	118,365	
Principals and Vice Principals								51,375	
Educational Assistants		498,501		41					
Support Staff				14,067	154,524	1,049		4,281	
Other Professionals								258,610	
Substitutes				44,671		21,680	41,827	51,802	1,399,925
Employee Benefits	-	498,501	-	58,779	154,524	22,729	129,561	484,433	1,399,925
Services and Supplies	336,877	125,470		715	46,171	4,855	29,879	117,633	279,985
	336,877	623,971	25,443	4,130,843	3,305	21,258	147,265	157,144	
	336,877	623,971	25,443	4,190,337	204,000	48,842	306,705	759,210	1,679,910
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets - Work in Progress	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Schedule 3A (Unaudited)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2026

	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children (CR4YC)	Seamless Day Kindergarten	Early Childhood Education (ECE) Dual Credit Program	Student & Family Affordability (SFAF)	Strengthening Early Years to Kindergarten (SEY2KT)	Early Care & Learning (ECL)
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	106,964	13,360	28,640	11,439	28,853	9,026	15,505	2,021	9,384
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	29,127,597	17,640	51,000		55,400				578,019
Provincial Grants - Other									
Other									
Investment Income									7,700
	29,127,597	17,640	51,000	-	55,400	-	-	-	585,719
Less: Allocated to Revenue	29,095,422	26,629	50,756	11,439	84,253	3,801	436	1,672	38,190
Recovered	106,964								
Deferred Revenue, end of year	32,175	4,371	28,884	-	-	5,225	15,069	349	556,913
Revenues									
Provincial Grants - Ministry of Education and Child Care	29,095,422	26,629	50,756	11,439	84,253		436	1,672	38,190
Provincial Grants - Other									
Other Revenue						3,801			
Investment Income									
	29,095,422	26,629	50,756	11,439	84,253	3,801	436	1,672	38,190
Expenses									
Salaries									
Teachers	22,930,968								67
Principals and Vice Principals									29,644
Educational Assistants					63,812				
Support Staff					964				
Other Professionals									
Substitutes			6,734	7,662	39	245		1,113	
	22,930,968	-	6,734	7,662	64,815	245	-	1,113	29,711
Employee Benefits	6,164,454		1,322	1,588	18,405	55		240	8,479
Services and Supplies		26,629	42,700	2,189	1,033	3,501	436	319	
	29,095,422	26,629	50,756	11,439	84,253	3,801	436	1,672	38,190
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets - Work in Progress	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2026

Schedule 3A (Unaudited)

	Feeding Futures Fund	Health Career Grants	Professional Learning Grant	National School Food Program	French Immersion Numeracy	Nature K	Academies	Art Starts	Donations
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	348,780	2,938	221,496	141,640		4,953	540,381	6,436	59,252
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	1,661,694			253,010	91,250				
Provincial Grants - Other							1,347,431		44,448
Other									4,783
Investment Income			5,200						4,783
	1,661,694	-	5,200	253,010	91,250	-	1,347,431	-	49,231
Less: Allocated to Revenue	1,905,355	1,799	65,497	136,031	85,549	156	1,375,268	3,807	29,322
Recovered									
Deferred Revenue, end of year	105,119	1,139	161,199	258,619	5,701	4,797	512,544	2,629	79,161
Revenues									
Provincial Grants - Ministry of Education and Child Care	1,905,355	1,799	60,297	136,031	85,549				
Provincial Grants - Other									
Other Revenue						156	1,375,268	3,807	27,925
Investment Income			5,200						1,397
	1,905,355	1,799	65,497	136,031	85,549	156	1,375,268	3,807	29,322
Expenses									
Salaries									
Teachers							133,627		
Principals and Vice Principals							27,784		
Educational Assistants									
Support Staff	224,943						45,854		
Other Professionals									
Substitutes			28,808		32,005		12,988		
	224,943	-	28,808	-	32,005	-	220,253	-	-
Employee Benefits	50,627		5,965		6,656		61,391		
Services and Supplies	1,629,785	1,799	30,724	31,452	46,888	156	1,087,364	3,807	29,322
	1,905,355	1,799	65,497	31,452	85,549	156	1,369,008	3,807	29,322
Net Revenue (Expense) before Interfund Transfers	-	-	-	104,579	-	-	6,260	-	-
Interfund Transfers									
Tangible Capital Assets - Work in Progress				(104,579)			(6,260)		
	-	-	-	(104,579)	-	-	(6,260)	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2026

	Theaters	Mentorship Grant	Here 4 Peers	TDHH Grant	TOTAL
	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	11,618	68,727	1,813		2,695,446
Add: Restricted Grants					
Provincial Grants - Ministry of Education and Child Care					35,844,212
Provincial Grants - Other				11,111	11,111
Other	5,033				5,598,599
Investment Income					39,142
	5,033	-	-	11,111	41,493,064
Less: Allocated to Revenue	6,613	7,287	1,813	-	41,106,390
Recovered					106,964
Deferred Revenue, end of year	10,038	61,440	-	11,111	2,975,156
Revenues					
Provincial Grants - Ministry of Education and Child Care					35,457,343
Provincial Grants - Other		50	1,813		1,863
Other Revenue	6,613				5,607,907
Investment Income		7,237			39,277
	6,613	7,287	1,813	-	41,106,390
Expenses					
Salaries					
Teachers					23,270,761
Principals and Vice Principals					108,803
Educational Assistants					562,354
Support Staff	974				446,656
Other Professionals					258,610
Substitutes					1,649,499
	974	-	-	-	26,296,683
Employee Benefits	86				6,923,976
Services and Supplies	5,553	7,287	1,813		7,774,892
	6,613	7,287	1,813	-	40,995,551
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	110,839
Interfund Transfers					
Tangible Capital Assets - Work in Progress					(110,839)
	-	-	-	-	(110,839)
Net Revenue (Expense)	-	-	-	-	-

School District No. 62 (Sooke)

Schedule 4 (Unaudited)

Schedule of Capital Operations

Year Ended June 30, 2026

	2026 Budget (Note 20)	2026 Actual			2025 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
Revenues					
Provincial Grants					
Ministry of Education and Child Care	1,271,271	843,231		843,231	22,094,532
Other				-	4,524,000
Gain (Loss) on Disposal of Tangible Capital Assets		318,752		318,752	
Amortization of Deferred Capital Revenue	13,109,632	13,050,264		13,050,264	12,050,098
Amortization of Deferred Capital Revenue - for lease	61,477	61,477		61,477	61,477
Total Revenue	14,442,380	14,273,724	-	14,273,724	38,730,107
Expenses					
Operations and Maintenance	1,332,748	716,904		716,904	1,237,193
Amortization of Tangible Capital Assets					
Operations and Maintenance	12,879,157	12,980,057		12,980,057	11,988,681
Transportation and Housing	1,159,273	1,170,647		1,170,647	1,051,187
Asset Retirement Obligation Revaluation				-	(2,216,446)
Total Expense	15,371,178	14,867,608	-	14,867,608	12,060,615
Capital Surplus (Deficit) for the year	(928,798)	(593,884)	-	(593,884)	26,669,492
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	2,328,094	308,908		308,908	272,039
Tangible Capital Assets - Work in Progress		2,180,087		2,180,087	164,710
Local Capital				-	300,000
Settlement of Asset Retirement Obligation		9,369		9,369	
Total Net Transfers	2,328,094	2,498,364	-	2,498,364	736,749
Total Capital Surplus (Deficit) for the year	1,399,296	1,904,480	-	1,904,480	27,406,241
Capital Surplus (Deficit), beginning of year		157,396,139		157,396,139	129,989,898
Capital Surplus (Deficit), end of year		159,300,619	-	159,300,619	157,396,139

School District No. 62 (Sooke)

Tangible Capital Assets
Year Ended June 30, 2026

Schedule 4A (Unaudited)

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	145,686,906	410,921,948	27,235,140	11,409,918		152,948	595,406,860
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw	92,567			759,748			852,315
Deferred Capital Revenue - Other	95,238			289,980			385,218
Operating Fund	60,830			227,486		20,592	308,908
Transferred from Work in Progress		48,329,663	4,189,332				52,518,995
	248,635	48,329,663	4,189,332	1,277,214	-	20,592	54,065,436
Decrease:							
Disposed of	248						248
Deemed Disposals			6,353,656	684,101			7,037,757
	248	-	6,353,656	684,101	-	-	7,038,005
Cost, end of year	145,935,293	459,251,611	25,070,816	12,003,031	-	173,540	642,434,291
Work in Progress, end of year		6,130,899	437,030				6,567,929
Cost and Work in Progress, end of year	145,935,293	465,382,510	25,507,846	12,003,031	-	173,540	649,002,220
Accumulated Amortization, beginning of year		143,727,337	13,117,557	3,556,252		52,665	160,453,811
Changes for the Year							
Increase:							
Amortization for the Year		10,332,110	2,615,298	1,170,647		32,649	14,150,704
		10,332,110	2,615,298	1,170,647	-	32,649	14,150,704
Decrease:							
Deemed Disposals			6,353,656	684,101			7,037,757
		-	6,353,656	684,101	-	-	7,037,757
Accumulated Amortization, end of year		154,059,447	9,379,199	4,042,798	-	85,314	167,566,758
Tangible Capital Assets - Net	145,935,293	311,323,063	16,128,647	7,960,233	-	88,226	481,435,462

School District No. 62 (Sooke)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2026

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	43,134,497	399,288			43,533,785
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	5,829,887	2,529,393			8,359,280
Deferred Capital Revenue - Other	4,377,363	636,409			5,013,772
Operating Fund	1,118,815	950,433			2,069,248
Special Purpose Funds		110,839			110,839
	11,326,065	4,227,074	-	-	15,553,139
Decrease:					
Transferred to Tangible Capital Assets	48,329,663	4,189,332			52,518,995
	48,329,663	4,189,332	-	-	52,518,995
Net Changes for the Year	(37,003,598)	37,742	-	-	(36,965,856)
Work in Progress, end of year	6,130,899	437,030	-	-	6,567,929

School District No. 62 (Sooke)

Deferred Capital Revenue

Year Ended June 30, 2026

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	247,575,612	22,492,442	5,678,833	275,746,887
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	759,748		289,980	1,049,728
Transferred from Work in Progress	48,708,731		630,178	49,338,909
	49,468,479	-	920,158	50,388,637
Decrease:				
Amortization of Deferred Capital Revenue	11,579,870	866,229	604,165	13,050,264
Amortization of Deferred Capital Revenue - for long term lease	61,477			61,477
	11,641,347	866,229	604,165	13,111,741
Net Changes for the Year	37,827,132	(866,229)	315,993	37,276,896
Deferred Capital Revenue, end of year	285,402,744	21,626,213	5,994,826	313,023,783
Work in Progress, beginning of year	41,783,407	750,379		42,533,786
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	8,359,280	4,383,594	630,178	13,373,052
	8,359,280	4,383,594	630,178	13,373,052
Decrease				
Transferred to Deferred Capital Revenue	48,708,731		630,178	49,338,909
	48,708,731	-	630,178	49,338,909
Net Changes for the Year	(40,349,451)	4,383,594	-	(35,965,857)
Work in Progress, end of year	1,433,956	5,133,973	-	6,567,929
Total Deferred Capital Revenue, end of year	286,836,700	26,760,186	5,994,826	319,591,712

School District No. 62 (Sooke)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2026

Schedule 4D (Unaudited)

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
Balance, beginning of year	122,719	530,012	5,928,341	2,535,054		9,116,126
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	9,859,573					9,859,573
Provincial Grants - Other			837,318			837,318
Other				1,020,823	920,158	1,940,981
Investment Income		13,509				13,509
Transfer project surplus to MECC Restricted (from) Bylaw	(20,796)	20,796				-
	<u>9,838,777</u>	<u>34,305</u>	<u>837,318</u>	<u>1,020,823</u>	<u>920,158</u>	<u>12,651,381</u>
Decrease:						
Transferred to DCR - Capital Additions	759,748				289,980	1,049,728
Transferred to DCR - Work in Progress	8,359,280		4,383,594		630,178	13,373,052
Transferred to Revenue - Site Purchases	92,567		95,238			187,805
Transferred to Revenue - Expensed Costs	655,427					655,427
	<u>9,867,022</u>	<u>-</u>	<u>4,478,832</u>	<u>-</u>	<u>920,158</u>	<u>15,266,012</u>
Net Changes for the Year	<u>(28,245)</u>	<u>34,305</u>	<u>(3,641,514)</u>	<u>1,020,823</u>	<u>-</u>	<u>(2,614,631)</u>
Balance, end of year	<u>94,474</u>	<u>564,317</u>	<u>2,286,827</u>	<u>3,555,877</u>	<u>-</u>	<u>6,501,495</u>

**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
September 15, 2026 – 6:00 p.m.**

Present: Trudy Spiller, Trustee (Chair)
Cendra Beaton, Trustee (Committee member)
Russ Chipps, Trustee (Committee member)
Amanda Dowhy, Board Chair (Ex-Officio)
Dana Savage, CUPE
Amanda Culver, STA
Mike Huck, SPVPA
Ash Seneni, SPEAC
Paul Block Superintendent/CEO
D'Arcy Deacon, Associate Superintendent
Lisa Leclerc, Associate Superintendent

Guests: Cam Smith
Hazel Harris
Alice Boltsmith

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

With gratitude and respect, we acknowledge that we live, learn, and work on the traditional territories of the Coast Salish: T'Sou-ke Nation, SĆÍÁNEW (Beecher Bay) Nation, and the Nuu-chah-nulth: Paaʔčiidʔath (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEL (Malahat) Nation, and the Ləkʷəŋən peoples of Songhees and Esquimalt Nations.

2. Opening Remarks from Chair

Committee Chair Trudy Spiller expressed appreciation to district and school-based staff who contributed throughout the summer to ensure a successful start to the school year. She shared observations from school visits conducted with MLA Ravi Parmar, noting that schools were clean, well-organized, and welcoming for students, staff, and families.

Chair Spiller acknowledged Trustees' participation in numerous community events and celebrations over the summer and early fall. She also recognized the strong sense of community engagement and the positive connections being fostered across the district.

3. COMMITTEE REPORT of June 2, 2026 Education-Policy Committee meeting

The committee report for the June 2, 2026 Education-Policy Committee meeting was received by the committee.

4. BAA COURSE PROPOSALS

There were no BAA course proposals for this meeting.

5. NEW BUSINESS

a. Committee Terms of Reference Update – Paul Block

Superintendent Paul Block said the Board is currently revising Policy A-340, and the updated Terms of Reference will form part of those revisions. Review of the new Terms of Reference will be deferred until the October meeting, following the Board's approval.

b. Presentation – Student Voice - Equity Retreat – Cam Smith, Hazel Harris & Alice Boltsmith

Vice-Principal Cam Smith introduced students Hazel and Alice, who shared their experiences of belonging, culture, and learning at Belmont Secondary. They emphasized the importance of authentic student engagement, Indigenous language learning, experiential and outdoor learning, culturally connected programming, and opportunities to share knowledge and strengths developed at home. The presentation also outlined Belmont's annual Equity Retreat model, established in 2022-2023 to support student-led dialogue about equity, inclusion, and belonging.

Committee members thanked the students for their perspectives and discussed expanding authentic student voice opportunities across grades and schools. The students highlighted positive changes in school culture and encouraged trustees to participate in future Equity Retreats and student-led discussions.

c. Student Voice Engagement Plan 2026 – 27 – D'Arcy Deacon

Associate Superintendent Deacon presented the 2026-27 Student Voice Engagement Plan, developed through a review of district practices and aligned with the Strategic Plan. Progress will be monitored through district reporting, including FESL measures.

Committee members supported the plan and discussed how student feedback informs school and district planning, Board decisions, budgeting, and resource allocation. Discussion emphasized providing varied, safe, and meaningful opportunities for students to exercise voice and agency from an early age.

d. District Operational Plan 2025 – 26 – Final Report – Paul Block

Superintendent Block presented the 2025-26 Annual Operational Plan Progress Report, describing how strategic priorities were translated into district action. Committee members supported the report and recognized progress in literacy screening, numeracy planning, and student attendance. Superintendent Block credited teachers and staff for advancing the district's literacy framework and continuous improvement work.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the 2025/26 Operational Plan Final Report as presented at the Education-Policy Committee meeting of September 15, 2026.

6. REVIEW OF POLICIES/REGULATIONS

There were no Policies/Regulations for this meeting.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** The meeting adjourned at 7:53 p.m. Next meeting - Oct. 6, 2026

DRAFT

2025-26 Year-End Operational Plan Final Report

At a Glance

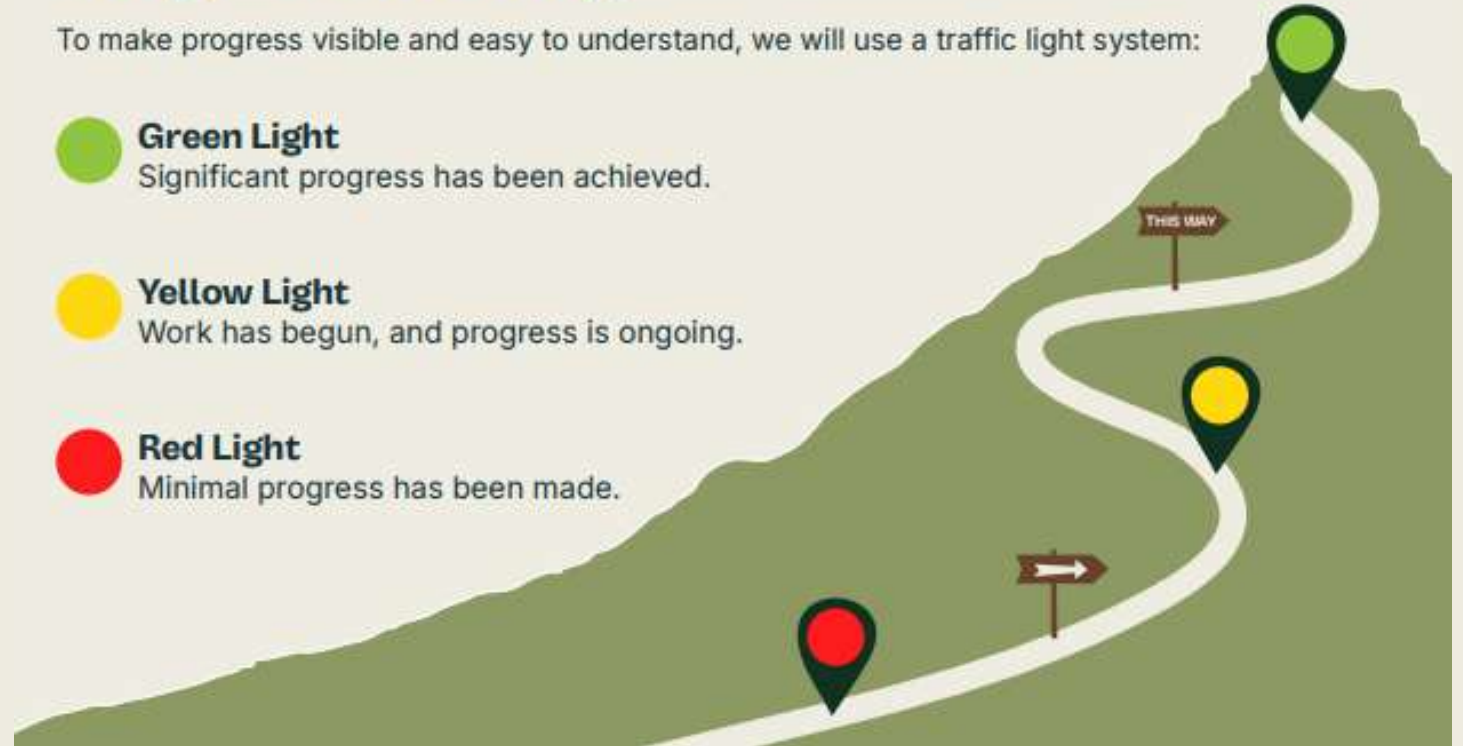


Measuring Progress

Progress Tracking

To make progress visible and easy to understand, we will use a traffic light system:

-  **Green Light**
Significant progress has been achieved.
-  **Yellow Light**
Work has begun, and progress is ongoing.
-  **Red Light**
Minimal progress has been made.



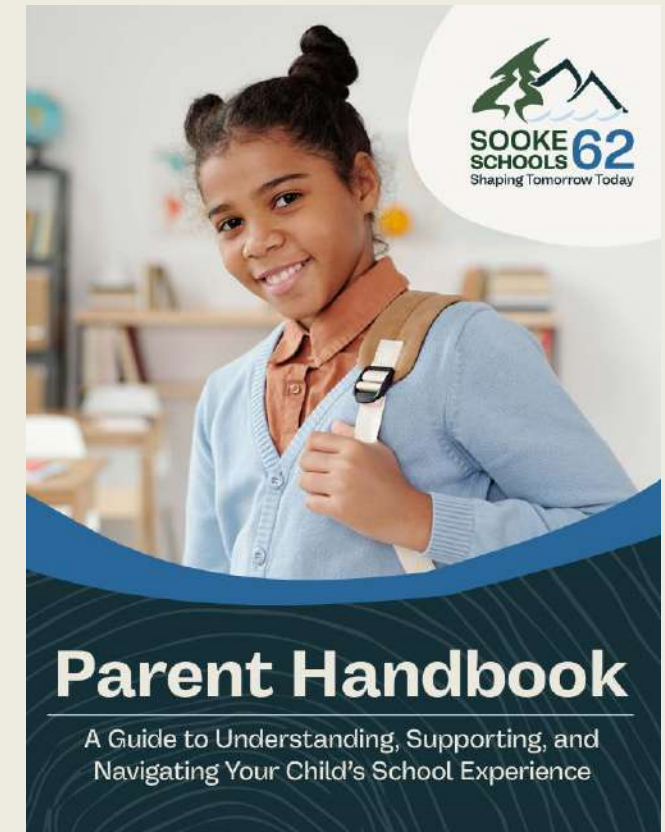
Learning

- Continuous Improvement Framework completed
- Literacy screening expanded (K-8)
- Establishing foundation for K-12 Numeracy Plan
- Data-informed instructional planning
- Alignment of school plans with strategic priorities
- Curriculum, Inclusive Education, Indigenous Education, Safe Schools, Careers, Early Learning, and other departments worked together to better support priority learners
- Examples include literacy initiatives, newcomer family supports, social-emotional learning, work experience opportunities, and expanded family engagement



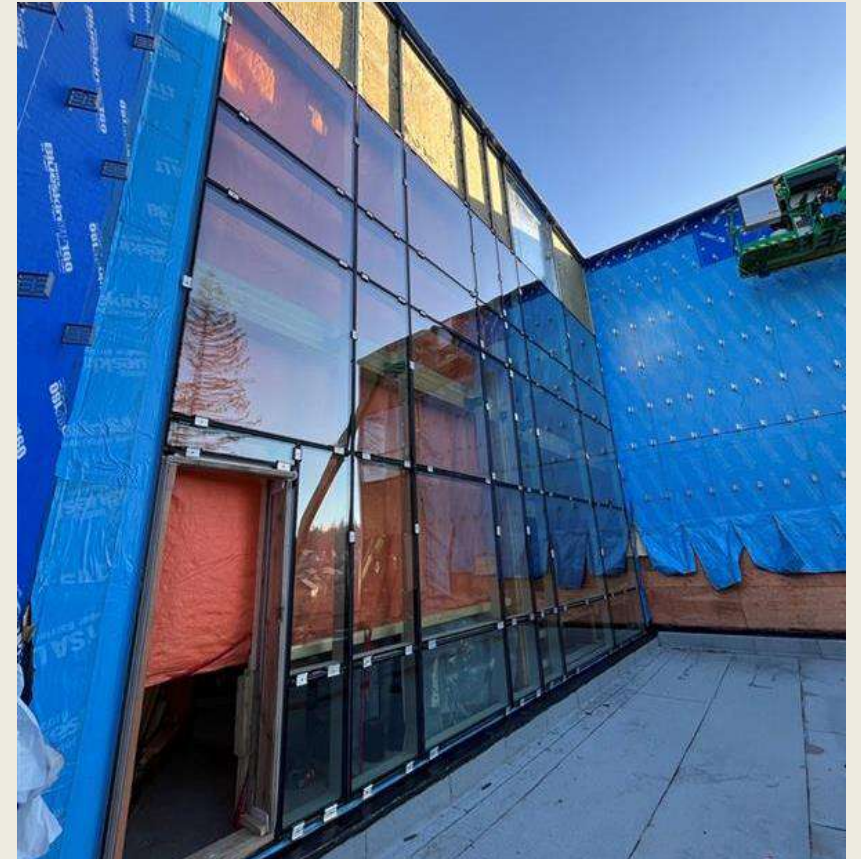
Engagement

- Published the District's first Digital Parent Handbook
- Improved communication and attendance practices
- Expanded Student Voice and Student Advocate initiatives
- Strengthened belonging, accessibility, and equity
- Embedded a collaboration-forward practice with the Indigenous Education Council



Growth

- **Strengthened leadership capacity across the district**
- **Improved technology and operational efficiency**
- **Advanced sustainability initiatives and climate goals as noted by being one of the lowest greenhouse gas emitters among districts in BC**
- **Enhanced financial stewardship and risk management**
- **Continued strategic capital planning with a slowing growth enrolment**



Building on Momentum

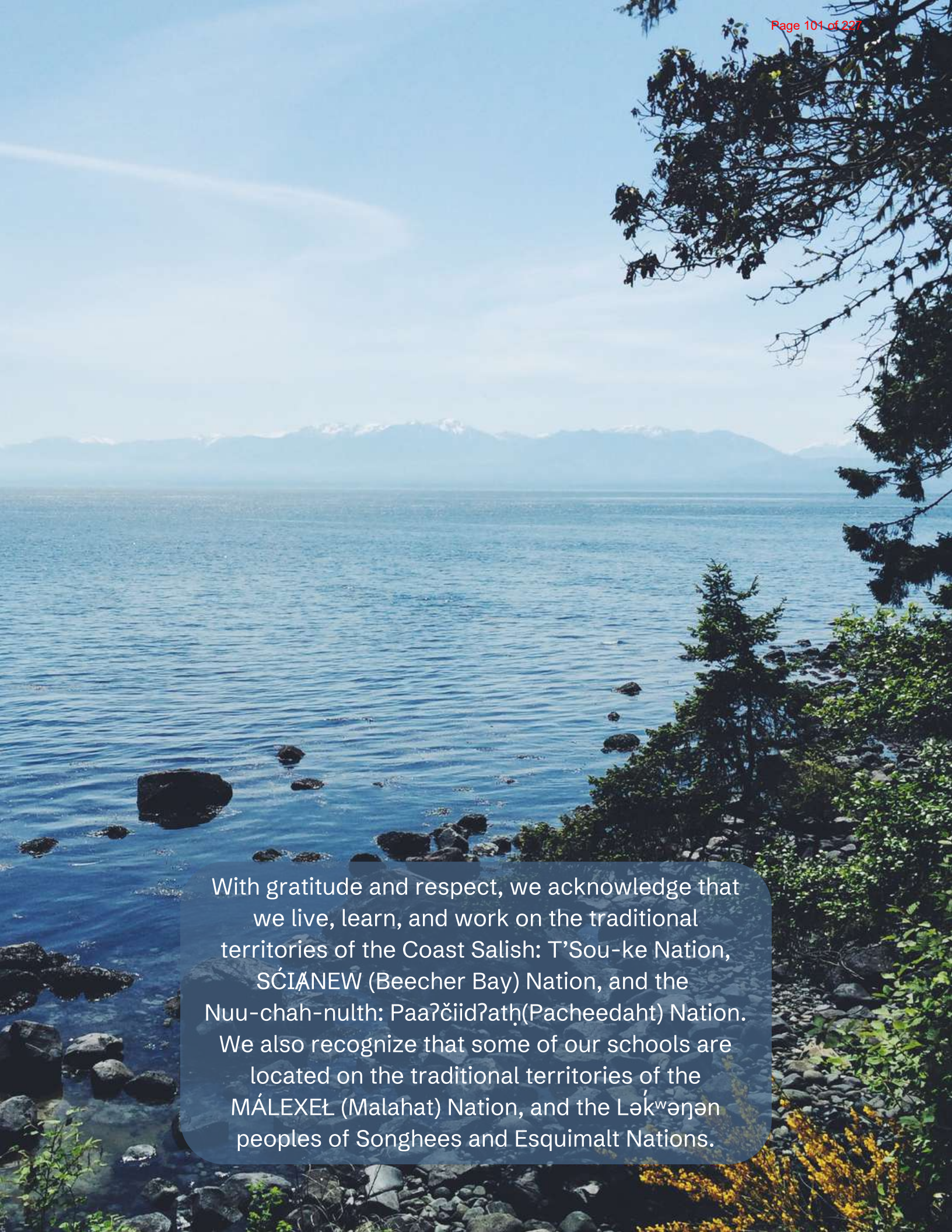
- As we head into the 2026-27 school year, we will be building on the strong foundation we established this year:
- The work in literacy and numeracy will continue, particularly the creation of the K-12 Numeracy Plan
- The focus will continue preparing students and promoting pathways to post-secondary or entry into the workforce
- We will continue to work with staff to effectively communicate with families including modern, cloud-based websites for our schools
- Continued focus on student attendance and student voice
- A program review will take place to build capacity and support our resiliency in the context of slowing enrolment growth



Thank You!

Operational Plan Final Report

2025-26



With gratitude and respect, we acknowledge that we live, learn, and work on the traditional territories of the Coast Salish: T'Sou-ke Nation, SĆIANEW (Beecher Bay) Nation, and the Nuu-chah-nulth: Paaʔčiidʔath(Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEŁ (Malahat) Nation, and the Lək'wəŋən peoples of Songhees and Esquimalt Nations.

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INTRODUCTION

The 2025-26 school year marked the first full year of implementation of the District's 2025-29 Strategic Plan. Throughout the year, staff across all departments worked collaboratively to advance Operational Plan priorities, with a continued focus on student learning, strengthening relationships with families and communities, and building organizational capacity to support the needs of a growing district.

Significant progress was achieved through cross-department collaboration, expanded partnerships, and increased use of evidence to guide decision-making. District initiatives emphasized continuous improvement, equitable access to learning opportunity, responsive service and responsible stewardship of resources while maintaining a commitment to student success and well-being.

This Year-End Report highlights the progress made toward each Operational Plan goal across the Learning, Engagement, and Growth priority areas. The report summarizes key accomplishments, evidence of implementation, and organizational outcomes that collectively strengthen our capacity to achieve the long-term vision outlined in the Strategic Plan.

MEASURING PROGRESS

To provide a clear and accessible view of progress toward the twelve strategic objectives, the district has adopted a traffic light system. This visual framework offers a simple way to monitor the status of initiatives and outcomes across the Strategic Plan:

- Green Light indicates that significant progress has been achieved.
- Yellow Light signals that work is underway and progress is ongoing.
- Red Light reflects that minimal progress has been made to date.

By using this approach, the report communicates progress in a consistent and transparent manner, allowing readers to quickly identify areas of strength as well as those requiring further attention and investment.





Learning

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



Year-End Progress Summary

The District established a sustainable continuous improvement cycle across schools, departments, and executive leadership, strengthening collaboration, shared accountability, and alignment with Strategic Plan priorities. Communities of practice at the school, district, and executive levels supported evidence-informed planning and organizational learning, while the completion of the District Continuous Improvement Framework provided a consistent approach to improvement across the system.

Supporting resources, communications materials, and implementation guides were developed to build staff understanding of the framework. Year-end reflections demonstrated increased educator ownership of the continuous improvement cycle, confirming continued alignment between School Plans and the Strategic Plan and strengthening the District's capacity for evidence-informed decision-making and continuous learning.

Evidence of Progress

- Communities of Practice at the school, district, and executive levels completed the annual continuous improvement cycle.
- The District Continuous Improvement Framework, branding, and implementation resources were completed.
- School reflection processes confirmed alignment between school plans and the Strategic Plan priorities.
- Literacy screening practices expanded across K–8 schools to strengthen instructional planning.
- Student achievement data informed instructional decisions, targeted interventions, and resource allocation.
- Year-end FESL data collection supported ongoing provincial reporting.
- Development of public-facing Student Success resources and annual communications materials are planned for 2026-27.



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



Year-End Progress Summary

Throughout the year, the District expanded opportunities that prepare students for successful transition beyond graduation by strengthening partnerships, enhancing career education, and improving access to post-secondary pathways. Revised policy, collaborative planning, and increased professional learning supported greater consistency in pathway programming across secondary schools while reinforcing equitable access for priority learners.

Significant progress was made in developing sustainable partnerships with post-secondary institutions and expanding specialized pathway opportunities. Systems were established to monitor participation by priority learner groups across dual credit, work experience, Youth Work in Trades, and alternative education programs, improving the District's ability to evaluate participation and remove barriers to access. Career educators also benefited from collaborative learning opportunities that enhanced program quality and consistency throughout the District.

Collectively, these initiatives have positioned the District to continue expanding career education opportunities while ensuring students are increasingly supported in pursuing meaningful post-secondary, skilled trades, and employment pathways.

Evidence of Progress

- Revised Career Education Policy implemented.
- Handbook of procedures developed for Work Experience and Youth Work in Trades programs.
- Career educator professional learning improved through collaborative audit sessions.
- Priority learner participating tracking established across pathway programs.
- Royal Roads University Dual Credit agreement completed.
- TASK program confirmed for John Horgan Campus.
- Annual placement processes strengthened for students participating in pathway programs.

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



Year-End Progress Summary

The District made substantial progress establishing the foundation for a comprehensive K–12 Numeracy Plan through collaborative assessment development, educator engagement, and evidence-informed planning. Building upon professional learning initiated earlier in the year, educators worked together to develop locally created numeracy proficiency assessments that provide consistent evidence of student learning across elementary schools.

Pilot implementation of these assessments generated valuable baseline data while providing opportunities for educator feedback to refine future practice. Secondary mathematics teachers also participated in collaborative discussions that identified strengths, challenges, and opportunities to improve alignment across grade levels. The implementation of the full Numeracy Plan will continue into 2026-27.

Evidence of Progress

- District-developed K-8 numeracy proficiency assessments created.
- Assessment pilots completed across participating schools.
- Baseline system data collected to inform future planning.
- Secondary mathematics educators engaged in district-wide consultation.
- Shared ownership of the K–12 Numeracy Plan established through collaborative development.
- Priorities identified for future framework development, instructional resources, and professional learning.

4.) Strengthen cross-department collaboration and team cohesion to enhance student success, with a focus on priority learners.



Year-End Progress Summary

Cross-department collaboration strengthened throughout the year through aligned priorities, shared resources, and coordinated initiatives to improve outcomes for students, particularly priority learners. Regular District leadership meetings supported collaborative planning and evidence-informed decision-making.

Numerous collaborative initiatives demonstrated the value of integrated service delivery. Curriculum, NA'TSA'MAHT Indigenous Education, Inclusive Education, Safe Schools, Careers, and Early Learning and Child Care teams worked together to support literacy interventions, social-emotional learning, newcomer family engagement, work experience opportunities, and early childhood transitions.

These efforts have strengthened the District's ability to respond to complex student needs while reinforcing a culture of shared responsibility, continuous improvement, and coordinated service delivery.

Evidence of Progress

- Department plans demonstrated increased alignment with school and district priorities.
- Cross-department planning strengthened support for priority learners.
- Literacy screening resources developed collaboratively for students with diverse abilities.
- Social-emotional learning initiatives expanded through Curriculum and Safe Schools partnership.
- Agriculture work experience opportunities established through Inclusive Education and Careers.
- Childhood Experiences Questionnaire (CHEQ) data informed successful grant funding to support newcomer families.
- Come Play in SD62 calendar completed through collaborative planning.
- Child care handbooks published in partnership with schools, Facilities, and third-party providers.
- Family engagement strengthened through participation in NA'STA'MAHT Indigenous Education community events.





Engagement

1.) Develop decision-making flowcharts, tools, and training modules to support staff in effective communications with families and clients.



Year-End Progress Summary

Throughout the 2025-26 school year, the District strengthened its approach to communication by developing practical tools, templates, and processes that promote consistency, clarity, and timely responses to families. Engagement with parents, school leaders, and support staff informed the refinement of communication resources and decision-making processes, ensuring they reflected the needs of both schools and families.

The District also enhanced organizational capacity through professional learning focused on communication during challenging situations and emergency response. Building a stronger foundation for consistent, transparent, and responsive communication will continue into the 2026-27 school year.

Evidence of Progress

- Continued consultation with school leaders, clerical staff, and families to identify common communication needs and inquiries.
- Updated the District's Resolving Concerns process and supporting website resources to improve understanding.
- Developed standardized communication templates to support consistent district-wide practices.
- Executive review completed for standardized templates prior to implementation.
- Leadership participated in Critical Incident Response and Management training to strengthen coordinated emergency communications.

2.) Collaborate with SPEAC to develop a Digital District Handbook to enhance accessibility and system navigation for families.



Year-End Progress Summary

Working in partnership with SPEAC, the District successfully developed and published its first Digital Parent Handbook. Throughout the year, feedback from parents, school administrators, and district staff informed the content of the resource to ensure it addressed common questions and improved access to important district information.

The completed handbook provides families with a centralized, accessible resource that supports navigation of district programs, services, and processes while strengthening communication and family engagement.

Evidence of Progress

- <https://www.sd62.bc.ca/resources/parent-handbook>

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



Year-End Progress Summary

The District made significant progress in improving student- and family-centred practices by developing consistent attendance protocols, expanding student supports, and increasing opportunities for student engagement. District-wide collaboration supported a common approach to attendance while ensuring interventions remained responsive to the diverse needs of learners.

Expanded Student Advocate services and the continued development of student voice initiatives contributed to improved student engagement and successful school re-engagement for many learners. These initiatives provide a strong foundation for continued work to improve attendance, belonging, and student success.

Evidence of Progress

- Final District attendance protocols completed.
- Supporting attendance implementation document initiated for 2026-27 school year.
- Attendance pilot projects reviewed to inform future planning.
- Communications plan promoting attendance and engagement continued in development.
- Fast Forward to Graduation program successfully celebrated 17 graduates.
- Student Advocates successfully closed 78 support files, with students graduating, re-engaging in school, or transitioning to appropriate supports.
- Secondary Student Equity Retreat held in May 2026.
- Student Voice engagement plan updated for implementation in the 2026-27 school year.

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



Year-End Progress Summary

The District continued to improve its inclusive practices by embedding belonging, accessibility, and equity into organizational planning, professional learning, and operational decision-making. Cross-department collaboration supported the identification and removal of barriers while increasing staff capacity to create welcoming learning and working environments.

The completion of district training modules and ongoing work of the Accessibility Committee have established sustainable structures that will continue to support equitable access and inclusive practice across the district.

Evidence of Progress

- Accessibility Committee continued to regularly meet to review and address barriers identified through the District Accessibility Feedback Tool.
- Committee consultation informed accessibility considerations in capital planning and new school construction.
- Belonging, Accessibility and Equity training delivered to school-based representatives.
- District-wide CUPE professional learning focused on belonging, accessibility, and equity.
- Training modules completed for ongoing staff learning beginning in the 2026-27 school year.

5.) Collaborate with the Indigenous Education Council to strengthen governance connections and formalize resource allocation processes in alignment with Bill 40.



Year-End Progress Summary

The District deepened its relationship with the Indigenous Education Council (IEC) by expanding opportunities for shared governance and collaborative decision-making. Throughout the year, the IEC played an increasingly significant role in district planning, including budget discussions, Indigenous education priorities, leadership processes, and the implementation of Bill 40.

The District successfully achieved its objective of strengthening governance connections with the Indigenous Education Council through the establishment of collaborative decision-making processes aligned with Bill 40. These practices are now embedded within district operations and will continue to guide ongoing collaboration, resource allocation, and shared governance between the District and the Indigenous Education Council.

Evidence of Progress

- Indigenous Education Council meetings held with consistent participation from all partner Nations.
- IEC representatives presented regularly to the Board of Education.
- IEC consulted on Indigenous Learning Day planning and implementation.
- Collaboration continued regarding Indigenous Education staffing and budget priorities.
- Ongoing implementation of governance processes aligned with Bill 40.



Growth

1.) Execute HR actions that support Indigenous Education Council priorities and Local Education Agreements to enhance Indigenous student success.



Year-End Progress Summary

During the 2025–26 school year, Human Resources strengthened its partnership with the Indigenous Education Council by advancing recruitment practices, professional learning, and engagement to support Indigenous representation within the District workforce. Consultation with Indigenous partners informed recruitment, cultural learning opportunities, and workforce planning.

The collaborative relationships and practices established this year have strengthened alignment between Human Resources, the Indigenous Education Council and Local Education Agreements.

Evidence of Progress

- HR staff participated in Indigenous Education Council meetings throughout the year.
- Draft Special Program application advanced to support recruitment from Indigenous communities.
- Indigenous partners participated in recruitment discussions and planning.
- Indigenous history and cultural awareness learning continued to be developed for new employees.
- HR staff attended Indigenous community events and open houses, including new engagement with Esquimalt Nation.
- CUPE professional learning opportunities continued to include Indigenous cultural learning experiences.

2.) Build leadership capacity to enhance labour relations, communications, and financial literacy.



Year-End Progress Summary

Leadership capacity was strengthened through professional learning programming focused on labour relations, communications, financial stewardship and organizational governance. Learning opportunities throughout the year increased leaders' understanding of complex operational responsibilities while promoting greater consistency in decision-making across the organization.

Evidence of Progress

- Labour relations learning series expanded to include workplace investigations, management rights, provincial trends, and collective agreement implementation.
- Leadership learning included communications, records management, and financial stewardship.
- Budget planning and financial literacy sessions enhanced understanding of resource management, spending controls, and standardized financial processes.
- Leadership learning calendar expanded to support ongoing organizational capacity.

3.) Continue to leverage technologies to enhance operational efficiency and support growing community needs.



Year-End Progress Summary

The District continued to modernize technology systems that improve operational efficiency, strengthen information security, and enhance service delivery. New digital tools and automated processes streamlined Human Resources, Facilities, and operational workflows while reducing administrative burden and improving responsiveness across departments.

Technology investments completed during the year have established more efficient and secure organizational systems that will continue to support staff, students, and the District's growing communities as part of regular operations.

Evidence of Progress

- Workboard successfully implemented to improve daily teacher dispatch.
- Electronic forms expanded to automate Human Resources processes.
- Online transportation fee waiver process approved for implementation.
- eBase implementation expanded to support maintenance requests and CUPE Professional Development registrations.
- Multi-Factor Authentication implemented district-wide.
- Provincial Support Staff Education Committee (SSEC) funding fully implemented.

4.) Advance initiatives to meet 2030 CleanBC climate targets and implement sustainability best practices.



Year-End Progress Summary

The District advanced sustainability through energy efficiency projects, greenhouse gas reductions, and environmentally responsible operations. Capital improvements and fleet renewal supported measurable environmental benefits and progress toward provincial climate targets.

Evidence of Progress

- Energy-efficient HVAC upgrades completed at John Muir Elementary School.
- LED lighting retrofits completed at John Muir and Saseenos Elementary Schools.
- Air-source heat pump replaced at Belmont Secondary School.
- Three zero-emission vehicles added to the District fleet.
- Continued use of 100% recycled paper products and paper reduction initiatives.
- Climate Change Accountability Report confirmed SD62 remains among the lowest greenhouse gas emitters in British Columbia despite continued growth.

5.) Develop an Information Technology Roadmap to support reliable and resilient services.



Year-End Progress Summary

The District made significant progress toward establishing a long-term vision for information technology by building organizational capacity and laying the groundwork for future investments. Organizational reviews, cybersecurity recommendations, and enterprise risk management informed the development of a comprehensive Information Technology Roadmap that will guide future priorities.

While the roadmap will be finalized in 2026–27, the planning completed this year has positioned the District to make strategic, evidence-informed technology investments that support reliable and secure digital services.

Evidence of Progress

- IT Director recruited and appointed.
- Organizational review completed to inform future technology planning.
- Information Technology Roadmap commissioned.
- Cybersecurity audit recommendations integrated into future planning.
- Enterprise Risk Management findings incorporated into roadmap development.
- Backup systems enhanced to strengthen business continuity.

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



Year-End Progress Summary

The District advanced financial governance by implementing stronger internal controls and improving financial oversight across the organization. The completion of the Enterprise Risk Management Assessment, together with ongoing refinements to financial policies and procedures, strengthened consistency, transparency, and accountability in financial decision-making.

This work provides a sustainable framework for continued organizational improvement and responsible stewardship of public resources.

Evidence of Progress

- Enterprise Risk Management Assessment completed and presented to the Board.
- School Generated Funds chart of accounts further standardized.
- Draft core operating policies and procedures developed for executive review.
- Internal review processes strengthened to support financial accountability.

7.) Advance development and implementation of a program and services review framework to support resiliency and sustainability.



Year-End Progress Summary

The District advanced program and service review by developing processes that support evidence-informed decision-making and long-term operational sustainability. Improvements to financial analysis, program evaluation, and organizational reporting enhanced the District's ability to assess programs, allocate resources strategically, and inform future planning.

This work established a sustainable framework for ongoing program review as the District continues to grow.

Evidence of Progress

- Financial review of Academies and Child Care programs completed.
- Operational sustainability models developed for Academies and Child Care.
- Internal reporting structures strengthened to support future program reviews.
- Financial analysis completed to support evidence-informed decision-making.

8.) Advance major and minor capital projects to support district growth and effective asset management.



Year-End Progress Summary

The District made significant progress in strategic capital planning by advancing infrastructure improvements, expanding childcare spaces, and preparing for future school development. These investments support safe, inclusive learning environments while positioning the District to meet continued enrolment growth.

The work completed this year strengthens the District's capacity to deliver future capital projects and responsibly manage its facilities.

Evidence of Progress

- Board approval received for Minor Capital and Annual Facilities Grant projects.
- HVAC upgrades approved for multiple schools.
- Deferred maintenance projects approved across district facilities.
- Child care expansion projects approved at Sooke and Ruth King Elementary Schools.
- Design services awarded for the North Langford Secondary School project.
- Capital planning continued to prioritize safe, accessible, and sustainable learning environments.

YEAR-END SUMMARY

The 2025–26 school year represents the successful completion of the first year of the District's 2025–29 Strategic Plan. Throughout the year, the District advanced all Operational Plan priorities while strengthening the systems, relationships, and practices that support student success and organizational excellence. Many initiatives that began as areas of focused development have now become embedded practices, providing a strong foundation for future continuous improvement.

Across the organization, staff worked collaboratively to strengthen instructional practice, improve student pathways, increase family engagement, build stronger relationships with Indigenous partners, and enhance the systems that support schools. The year saw the completion of the District's Continuous Improvement Framework, expanded literacy and numeracy work, purposeful cross-department collaboration, and new opportunities that support students in preparing for post-secondary education and the workforce. These accomplishments reflect a collective commitment to improving outcomes for all learners, with particular attention to priority learners and equitable access to opportunities.

The District also strengthened how it serves students, families, and communities. New communication resources, the publication of the District Parent Handbook, expanded attendance and student engagement initiatives, and continued collaboration with the Indigenous Education Council have strengthened relationships, improved accessibility, and reinforced shared decision-making. These initiatives have become important components of the District's ongoing work and reflect the value of listening, partnership, and continuous learning.

Growth throughout the year extended beyond programs and services to include the systems that support the organization as a whole. Investments in leadership learning, technology, sustainability, financial stewardship, risk management, and capital planning have improved the District's capacity to respond to continued enrolment growth while responsibly managing public resources. At the same time, significant progress on capital projects, environmental initiatives, and organizational planning has positioned the District well for the years ahead.

Looking back on the year, there is much to celebrate. The progress reflected throughout this report is the result of the dedication, expertise, and collaboration of staff across the organization, together with the ongoing support of students, families, Indigenous partners, employee groups, and the Board of Education. While continuous improvement remains an ongoing commitment, the work completed this year has established a strong foundation for the next phase of the Strategic Plan and reinforces the District's shared purpose of ensuring every learner has the opportunity to thrive.

*Appendices are provided via external links due to file size and format.
Please select the appendix title below to access the material.*

Appendices

Framework for Enhancing Student Learning Report

A

Operational Plans

B

School Plans

C

Motion: That the Board of Education of School District No. 62 (Sooke) direct staff to provide a report on the feasibility of a Board operated Early Learning program (Pre-K) to support opportunities for improved educational outcomes and strengthen transitions into the K-12 system.

Rationale:

On September 1, 2024, the [Early Learning and Child Care Act](#) came into force; subsequently, [Bill 19](#) (School Amendment Act) brought forward provisional changes that expanded the capacity and authority for Boards of Education to provide child care on school grounds while outlining grounds for “reasonable” cost recovery through fees for service. This legislation enabled school districts to operate child care programs on public school grounds for all ages, including infants and toddlers.

Recognizing the importance access to high quality early learning programming and childcare to help reduce inequalities, and improve educational outcomes, the Sooke School District has invested in a variety of early learning programs and strategies over many years. Some examples include Strong Start, Ready Set Learn, SEY2K (Strengthening Early Years to Kindergarten Transitions) for future students as well as Nature Kindergarten and an ECE Pilot program within the K-12 space. In addition, the district continues to invest in Board operated before and after school care and third-party provider partnerships to offer child care and pre-school aged programming and aligned to Bill 19. As of September 2026, the Sooke School District now offers 7 Board-operated child care programs and 13 third-party operated child care sites located on school grounds. 5 of the third-party operated child care sites currently offer programming for ages 0-5 years.

The benefits of high-quality early childhood education are well documented in research and evidenced-based data that has been collected locally and provincially over many years. Specifically, research has shown that access to high-quality early childhood education promotes development of language, literacy and numeracy skills and supports transition to Kindergarten. Furthermore, Pre-K (or preschool) programming rooted in play-based learning provides increased opportunities for early screening and intervention for many areas including vision, hearing, speech, and motor skills. The Sooke School District maintains an active and robust partnership with the [Human Early Learning Partnership](#) to examine and action data provided by the [Early Learning Development Instrument \(EDI\)](#) as one of the many datasets used to gauge student success and outcomes.

In a report commissioned in January 2025; by the [OECD: Reducing Inequalities by Investing in Early Childhood Education and Care](#), it was noted that *“fragmented early years services complicate access for families.”* Investing in early learning was also acknowledged as a *“cost-effective way to significantly enhance children’s cognitive, social and emotional growth, prepare children for their educational journey and maximise the impact of later educational investments”* and that *“these positive effects are particularly strong for vulnerable children.”*

Amendments to the *School Act* through Bill 19 and the inclusion of child care into the Ministry of Education’s mandate, provides an opportunity for the Sooke School district to consider innovative and cost-effective approaches to delivering early learning programming for ages 3-5, that would support improved educational outcomes and Kindergarten readiness. However, with consideration

for current and previous early years programs, programming must be developed and implemented in a manner that is sustainable, measurable and adaptable over time.

This motion is intended to provide an opportunity for staff to explore the feasibility and an opportunity to complement existing programming, leveraging staff, skills and community partnerships to develop and implement programming for children aged 3-5, aligned to B.C.'s Child Care legislation, B.C.'s Provincial curriculum, and the [Early Years Provincial Framework](#).

Submitted by Christine Lervold

BOARD INFORMATION NOTE

Public Board Meeting

September 29, 2026

Agenda Item: Superintendent's Report



Learning

Curriculum Transformation

September is a busy month, and our Curriculum Transformation Department is making sure teachers have access to a wide range of professional learning opportunities, workshops, and resources. The department is launching several initiatives to support teachers this year, including a comprehensive K–8 Physical Literacy Teaching Resource Package and the First 15 Lessons. The First 15 is a series of lessons taught at the beginning of the school year to help lay the foundation for academic growth and social-emotional learning. Participating teachers will gain the knowledge, resources, and strategies they need to implement these lessons in their own classrooms.

Other professional learning opportunities include Vaping and Tobacco workshops, offered in collaboration with Island Health; MyEd Basics for new teachers; and same-grade conversations focused on sharing ideas, resources, and effective practices. Teachers are also exploring numeracy formative assessments, year-long planning, and practical resources and ideas to support student learning throughout the year. Resources have also been shared with schools to support learning and activities related to the National Day for Truth and Reconciliation and Student Vote. A big shout-out to Denise Wehner and her team, who are off to a very busy start supporting our teachers and schools. Thank you for all you do to create meaningful learning opportunities and provide our educators with the tools and resources they need to support students!

Indigenous Learning Day

Monday, September 21, marked our district-wide Indigenous Learning Day, bringing together more than 2,400 staff members for a shared day of professional learning. This year's focus was Indigenous Brilliance Through Story and Language, providing an important opportunity for staff to deepen their learning and understanding.

The day began with district-wide keynote presentations from Ricky-Lee Watts, followed by a student voice panel of former Indigenous Graduation Valedictorians moderated by Ricky-Lee Watts with all staff participating in the shared learning. In the afternoon, staff continued their learning at their individual school sites, with sessions focused on Indigenous stories, language, and brilliance and opportunities to explore how this learning can inform their work with students.

I would like to extend my sincere thanks to Deputy Superintendent Monica Braniff and the Indigenous Learning Day District Committee who dedicated months of planning and preparation to making this day possible: Ceilidh Deichmann, Melissa Horner, Katie Gaetz, Stephanie Cave, Denise Wehner, Jon Carr, Connie Swan, Paul Block and our IT team, including Steve Tonnesen. Coordinating meaningful professional learning for more than 2,400 staff members across the district is no small undertaking. Thank you to everyone involved for the tremendous work behind the scenes and for creating an opportunity for our entire organization to learn together.

BOARD INFORMATION NOTE

Public Board Meeting

September 29, 2026

Agenda Item: Superintendent's Report

**Foundation Skills Assessment – Grades 4 & 7**

From September 28 to November 6, students in Grades 4 and 7 across the district will participate in B.C.'s annual Foundation Skills Assessment (FSA). The FSA provides a snapshot of student learning in literacy and numeracy and helps parents and caregivers, teachers, schools, the district, and the Ministry of Education and Child Care understand how students are progressing in these foundational areas.

The information gathered through the FSA helps identify areas of strength and areas where students may benefit from additional support. At the school, district, and provincial levels, results also contribute to planning, resource allocation, and decisions about how best to support student learning.

It is important for families and students to know that the FSA is not a high-stakes assessment. It is not intended to rank students, teachers, or schools, and results do not affect students' marks or report cards. The assessment is designed to provide another source of information about learning alongside the much broader evidence teachers gather through everyday classroom instruction and assessment. Students do not need to study or prepare specifically for the FSA. We encourage students to approach it as an opportunity to demonstrate what they know and can do in literacy and numeracy.

Engagement

Community Youth Officer in Sooke

We are pleased to welcome Cst. Robert Quarshie to our schools and the Sooke community as the Sooke RCMP's newly appointed Community Youth Officer.

While the dedicated position is new, RCMP involvement in school activities is not. For more than two decades, Sooke RCMP officers have supported and participated in our schools in a variety of capacities, including school events, educational activities, safety initiatives, community engagement, and relationship building with students. Historically, this work has been carried out by regular-duty officers alongside their broader policing responsibilities.

What has changed is how the Sooke RCMP is resourcing that longstanding work. The RCMP has now dedicated an officer specifically to youth-focused community engagement, allowing Cst. Quarshie to provide greater continuity to work that regular-duty officers have supported for many years. His role extends beyond schools and includes connecting with young people throughout the broader Sooke community.

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This approach also complements the longstanding relationship-based work of the West Shore RCMP, where community officers connect with students through activities such as breakfast programs, school events, sports and initiatives that promote safety in and around schools.

He has already participated in a couple of events, including welcome-back BBQs and the Terry Fox Run.

New School Websites & District Mobile App

This year, all K–12 schools, along with SD62 Online and Continuing Education, have launched new websites with a consistent look and experience across the district. The move to the cloud-based SchoolBundle platform modernizes our technology infrastructure, strengthens cybersecurity, and builds greater capacity across IT, Communications, school administration, and clerical teams to manage and maintain our websites.

The new platform also responds to feedback from families about the volume of information and the use of different apps across schools. Families can now use one district app and follow the schools relevant to their children, making it easier to access information and receive updates. We encourage families to download the app, as it will be a primary channel for urgent district and school communications, alongside email. With call filtering making telephone notifications increasingly unreliable, urgent messages will be delivered through the app and by email to help ensure families receive important information quickly.

Safer Schools Together Programming for Families

In partnership with the Ministry of Education and Child Care, Safer Schools Together is offering two free online sessions for families this school year:

1. Establishing Safe, Caring, & Respectful Digital Communities
2. Establishing Family Practices for Safeguarding Against Cyberbullying and Sextortion

These sessions provide families with valuable information from experts who have a strong understanding of the online environments young people are accessing today. They address emerging online challenges and risks, as well as the potentially serious consequences associated with some online activities and provide practical strategies to help families support their children in navigating digital spaces safely and responsibly.

We strongly encourage families whose children have access to mobile devices to participate. The issues covered in these sessions are very real, and they can affect children and families in every community.

One of the most important things we can do to help children and youth navigate the digital world is to stay informed and involved ourselves. By understanding the risks, potential harms, and

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consequences young people may encounter online, we are better equipped to have meaningful conversations, recognize concerns, and provide the guidance and support they need.

Our children are growing up in a digital environment that continues to change quickly. Staying engaged in that world alongside them is an important part of helping them navigate it safely and responsibly.

Indigo Love of Reading Foundation Adopt a School Fundraiser for David Cameron Elementary

David Cameron Elementary has been selected to participate in the Indigo Love of Reading Foundation's annual Adopt a School fundraiser. From September 4 to October 4, every dollar raised at Coles Loughheed in Burnaby will go directly to the school to purchase new books and strengthen its library collection. Community members can also contribute directly to the fundraiser. Information on how to donate is available on the David Cameron Elementary School website.

Welcome Back BBQs & Events

As we begin a new school year, I want to recognize and thank our school staff and PACs for the many ways they have welcomed students and families back to school. Almost every school has hosted some form of welcome-back event—from BBQs and gatherings to other opportunities for families, students, and staff to reconnect.

It is important to acknowledge that these events are something extra. They are not expected or required of staff. They happen because staff choose to give additional time, often staying later in the day to connect with families, and because PACs contribute significant time and energy to organizing and supporting these gatherings. They also rely on families showing up and participating. That collective effort is what makes these events possible.

One theme you will hear from me throughout this year is community. I want us to intentionally recognize the people and efforts that create a strong sense of belonging in our schools. Many of these special events sit outside regular funding formulas and day-to-day school operations. They are shaped by the individual character of each school community and by people choosing to contribute something extra.

As we enjoy these opportunities to come together, I hope we also take a moment to acknowledge the staff, PAC members, volunteers, and families whose time and participation make them possible. These efforts matter, and they are an important part of building strong, connected school communities.



Information Note Public Board Meeting

September 29, 2026

Agenda Item 11.2– Enhancing Student Learning Report 2025/26

ISSUE: The Framework for Enhancing Student Learning (FESL) is a Ministry policy that formalizes the province’s commitment to continuous improvement in BC’s public education. The Enhancing Student Learning Reporting Order (ESLR) requires each district to report annually on student learning outcomes and publicly provide evidence and analysis on strategies that enhance student learning and success.

BACKGROUND / FACTS:

- FESL is a K-12 focus, with specific attention on equity and parity goals for Indigenous learners, students with disabilities or diverse abilities, and Children and Youth in Care.
- The ESLR is organized around the three pillars of the Educated Citizen—Intellectual Development, Human and Social Development, and Career Development. Using local and provincial data, districts review evidence and respond to results, adjusting and aligning strategies to improve student outcomes.
- Each district completes the ESLR on a three-year cycle: year one is the full report, followed by year two and three which require interim reports.
- SD62’s ESLR for 2025-2026 is the full report, and year one of our three-year cycle.

Statutory Requirements:

Framework for Enhancing Student Learning Policy (provincial):

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/framework>

Enhancing Student Learning Reporting Order (provincial):

<https://www2.gov.bc.ca/assets/download/FA247BBA2CB24ED0BDDFE343E488C2D6>

ANALYSIS:

- The Enhancing Student Learning Report reflects Ministry provided data sets, primarily the Foundation Skills Assessments (FSA) and Student Learning Survey. We have also referenced local data through Summary of Learning Updates (Report Cards) and the Equity Scan Survey, Childhood Experiences Questionnaire, and Middle Years Development Instrument. Having multiple data sets provides a substantive and authentic understanding of student achievement in the Sooke School District.
- This report reflects the data and evidence from year one of the District Strategic Plan 2025-

2029. The Strategic Plan anchors the district's focus on Intellectual Development, Human and Social Development, and Career Development, and supports building alignment and coherence throughout the system.

- We support our commitment to removing barriers and building equity and parity for all learners with a strategic and intentional review of data associated with priority populations.

NEXT STEPS:

- After securing Board approval, the ESLR 2026 report will be submitted to the Ministry of Education and Child Care on or before October 1, 2026 as per FESL Policy.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) approve the September 2026 Enhancing Student Learning Report submission as presented to the Board of Education on September 29, 2026.

Prepared by: Monica Braniff, Deputy Superintendent

ENHANCING STUDENT LEARNING REPORT

2025-2026



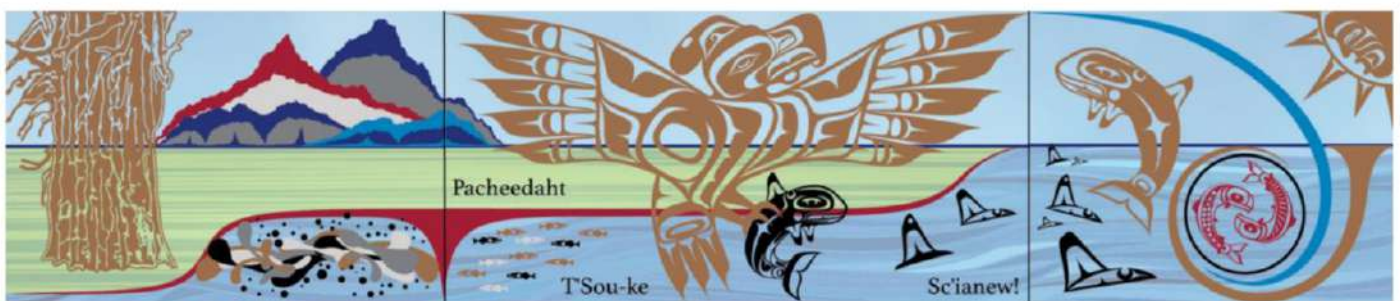
Sooke
SD62

Enhancing Student Learning Report

September 2026

In Review of Year #1 of Strategic Plan, 2025-2029

Presented to the Board on September 29, 2026



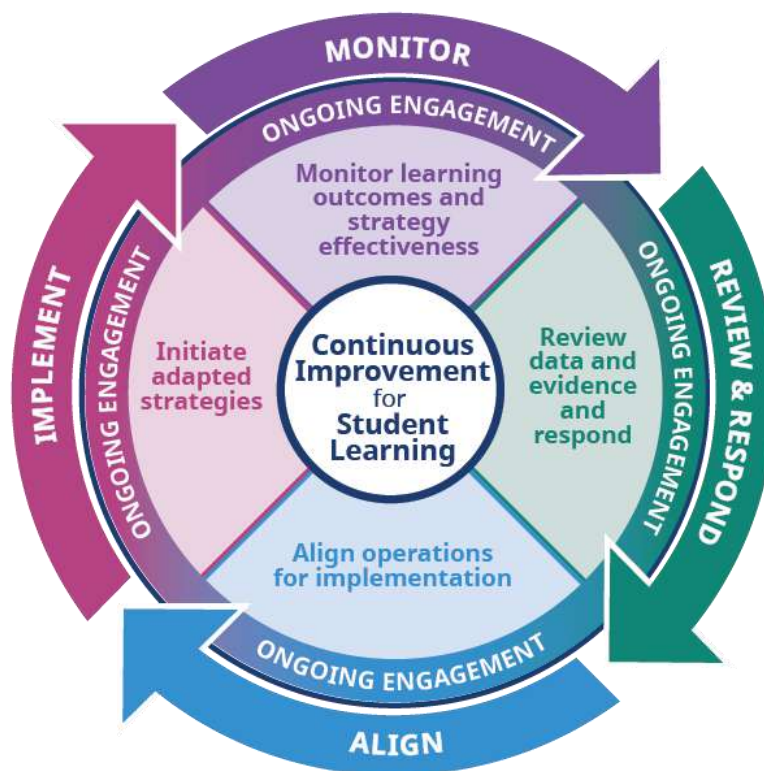
Visual Territory Acknowledgement Connie Watts

Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

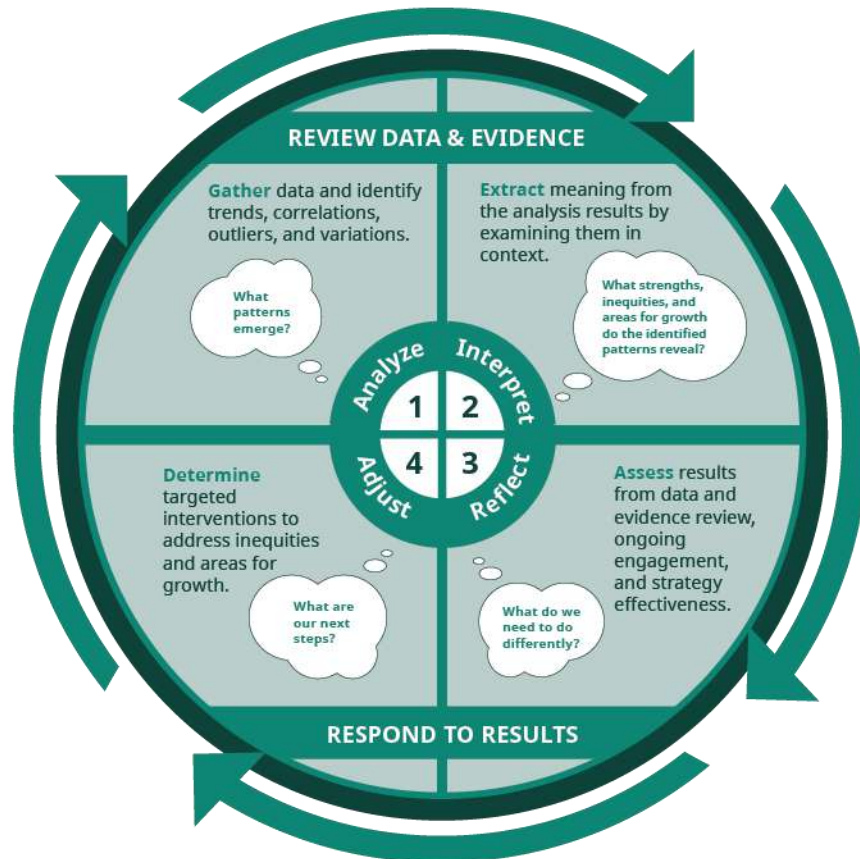
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

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Review Data and Evidence



Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
 1. **Analysis** (What patterns emerge?)
 2. **Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

A note on provincial data provided in this document:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Data that is not displayed as per the above policy is **masked data**.

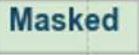
A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? report [here](#).

Interpreting the provincial data graphs

	This marker indicates that the data is masked according to the above policy to protect student privacy.
	This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

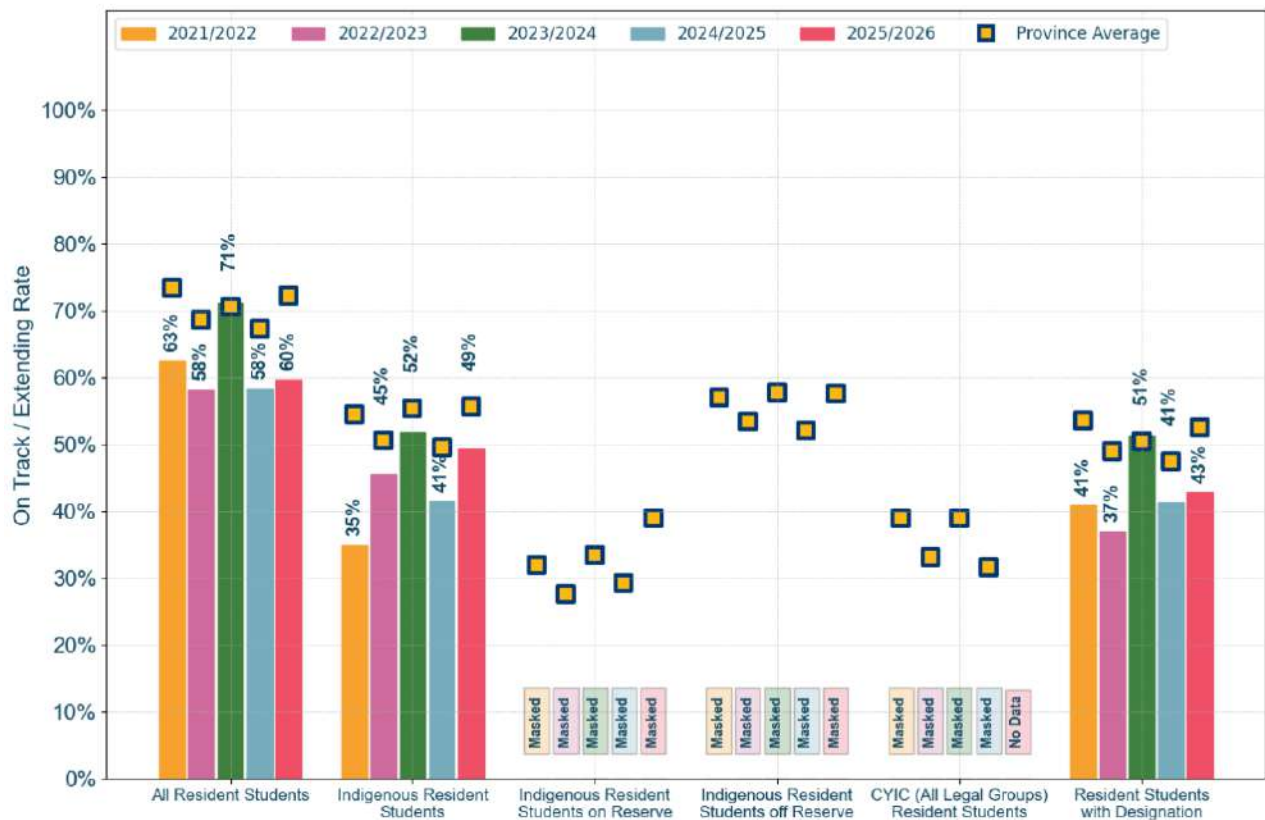
	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	930 40%	967 58%	963 67%	1044 79%	1090 78%
Indigenous Resident Students	113 38%	122 52%	109 64%	110 75%	88 75%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	102 17%	117 35%	128 39%	145 50%	193 50%

Grade 4 FSA Literacy - On Track / Extending Rate Sooke



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	873 30%	965 49%	895 69%	1010 79%	1048 80%
Indigenous Resident Students	114 38%	146 38%	102 55%	113 73%	118 72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	174 25%	169 32%	167 46%	233 64%	249 62%

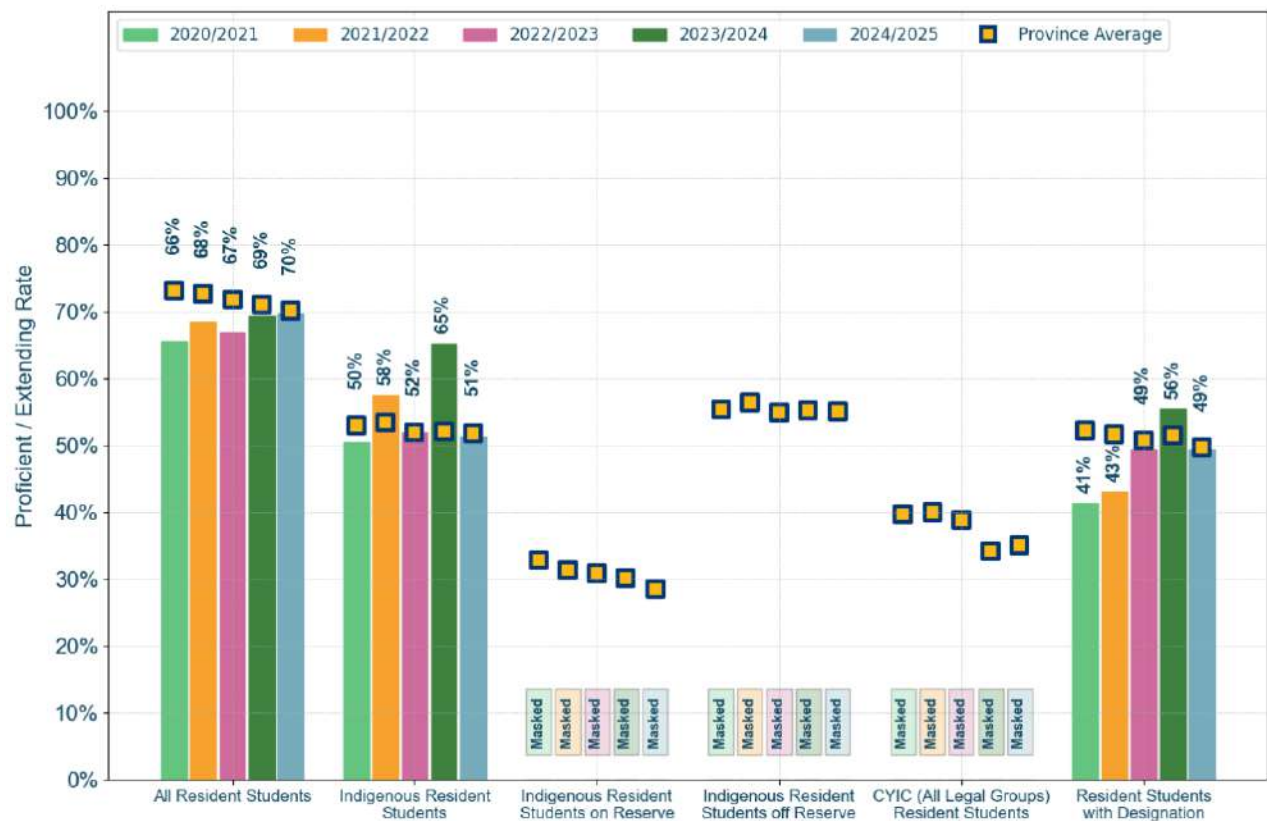
Grade 7 FSA Literacy - On Track / Extending Rate
Sooke

Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	860 62%	878 81%	962 85%	995 88%	1014 86%
Indigenous Resident Students	129 47%	130 59%	139 69%	150 83%	129 75%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	161 50%	178 64%	196 71%	219 74%	249 78%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Sooke



Analysis and Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

1. Key context:

- FSA participation rates improved across grades, strengthening confidence in recent data; however, Indigenous participation rates remained lower than All Resident participation and CYIC results were masked, making year-to-year trends less stable.
- Significant overlap exists among priority populations. Many CYIC students also have designations and/or identify as Indigenous, suggesting that literacy outcomes should be interpreted through an intersectional lens.
- Literacy results reflect a developmental pathway from elementary through secondary. FSA Cohort analysis indicates a decline between Grades 4 and 7, followed by improvement between Grades 7 and 10, suggesting transition points are important contributors to student outcomes.
- The gap between local (Summary of Learning Updates) and provincial measures suggests that achievement be best understood through triangulation of classroom evidence, literacy screening, and provincial assessments.

2. What new information emerged when comparing the provincial data with relevant local data (Appendix A)?

- Local literacy achievement was consistently higher than provincial assessment results across Grades 4, 7, and 10. Local results remained strong (approximately 84-93%), while district FSA results ranged from 59-71%, highlighting the importance of examining multiple data sources.
- Similar patterns were observed for Indigenous learners and students with disabilities/diverse abilities, where local achievement substantially exceeded provincial results in each grade.
- While cohort analysis showed that provincial assessment results declined between Grades 4 and 7 for the same students but improved substantially between Grades 7 and 10, local assessment remained consistently high and stable.
- The gap between local and provincial measures, particularly in grade 4 and 7, highlight inconsistencies in assessment results that warrant further district investigation.

3. What strengths were identified?

- Literacy achievement improved across the system as students progressed through grade levels, suggesting many learners continue to strengthen literacy proficiency through secondary school.
- Grade 7 Indigenous learners demonstrated one of the strongest long-term improvement trends, increasing from approximately 35% to 49% over five years, while Grade 10 Indigenous learners showed substantial cohort growth from 35% to 51% between Grades 7 and 10.
- Students with disabilities or diverse abilities demonstrated evidence of improvement across grades. Grade 4 results rebounded by nearly 16 percentage points from their low point, Grade 7 ended above baseline despite fluctuations, and Grade 10 showed the greatest long-term gain.

- Local district results consistently and substantially exceeded provincial results for all students and priority populations, suggesting effective instructional and support practices that can be further examined and scaled.

4. What areas for growth were identified:

- **For all students?**

- Literacy achievement is not yet consistently improving across the K-12 system. Declining Grade 4 results, reduced achievement in Grade 7 compared to earlier cohorts, and only modest gains by Grade 10 suggest a need for stronger, more coordinated literacy supports across key transition points.

- **For Indigenous learners?**

- While improvements are emerging in Grades 7 and 10, persistent achievement gaps with all students and declining Grade 4 outcomes indicate a need to strengthen early literacy, attendance, belonging, culturally responsive practices, and supports that sustain progress through transitions.

- **For children and youth in care?**

- An internal review of unmasked data shows that literacy outcomes remain below provincial benchmarks and participation rates are inconsistent. Targeted, cross-departmental interventions and improved assessment participation are needed to better support and monitor this vulnerable learner group.

- **For students with disabilities or diverse abilities?**

- Although achievement has improved over time, results remain variable across grades and assessment measures. Continued focus on evidence-based literacy instruction, consistent accommodations, and sustaining the conditions associated with stronger achievement years is needed.

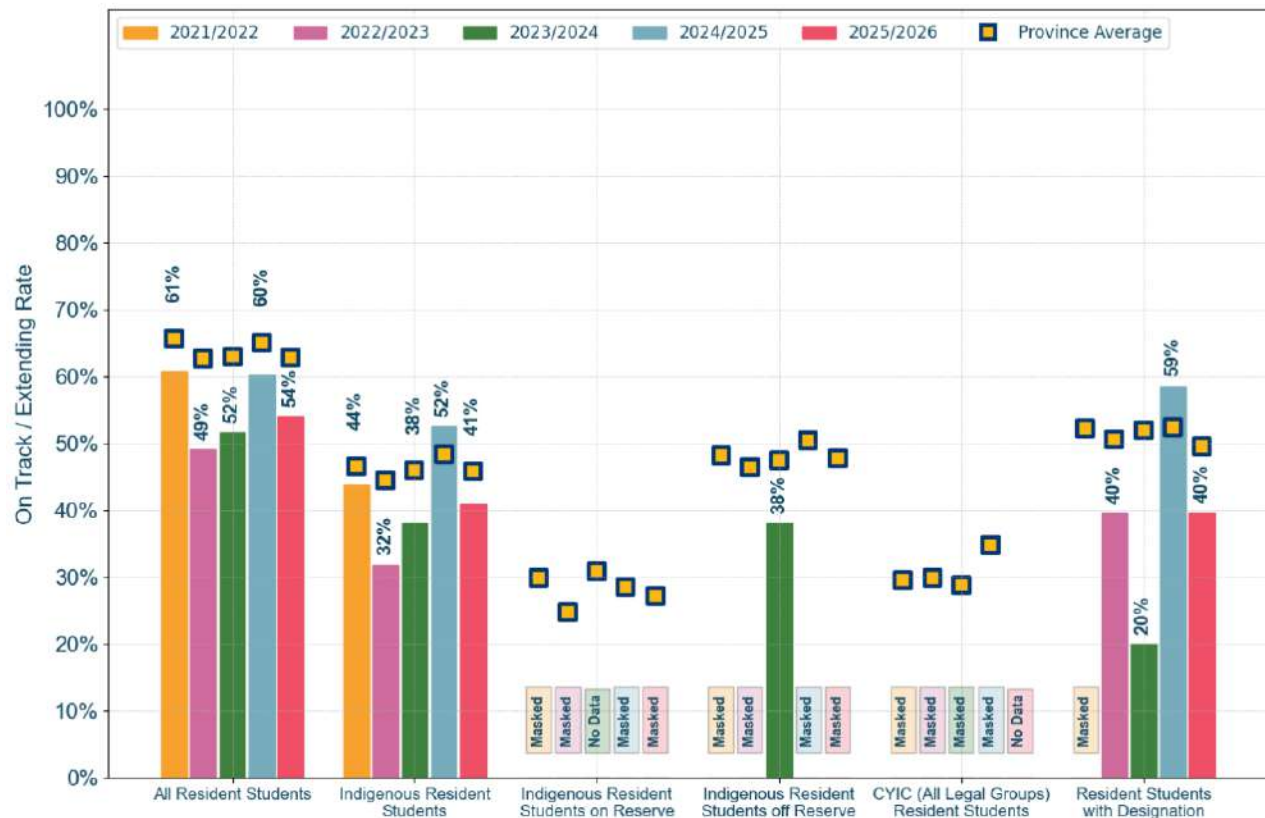
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

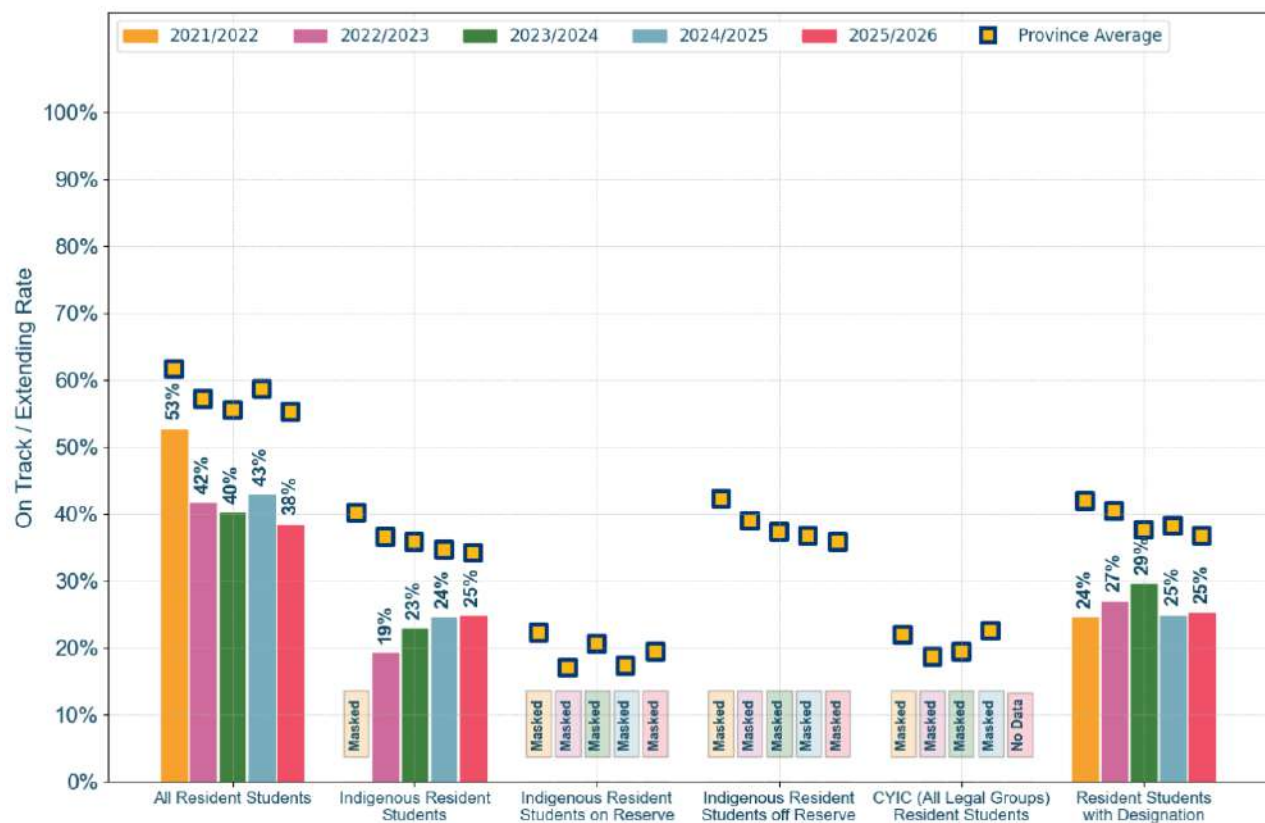
	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	930 40%	967 57%	963 68%	1044 78%	1090 77%
Indigenous Resident Students	113 36%	122 54%	109 65%	110 73%	88 75%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	102 16%	117 37%	128 43%	145 48%	193 50%

Grade 4 FSA Numeracy - On Track / Extending Rate Sooke



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	873 29%	965 47%	895 69%	1010 77%	1048 80%
Indigenous Resident Students	114 32%	146 36%	102 56%	113 73%	118 72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	174 24%	169 31%	167 47%	233 61%	249 61%

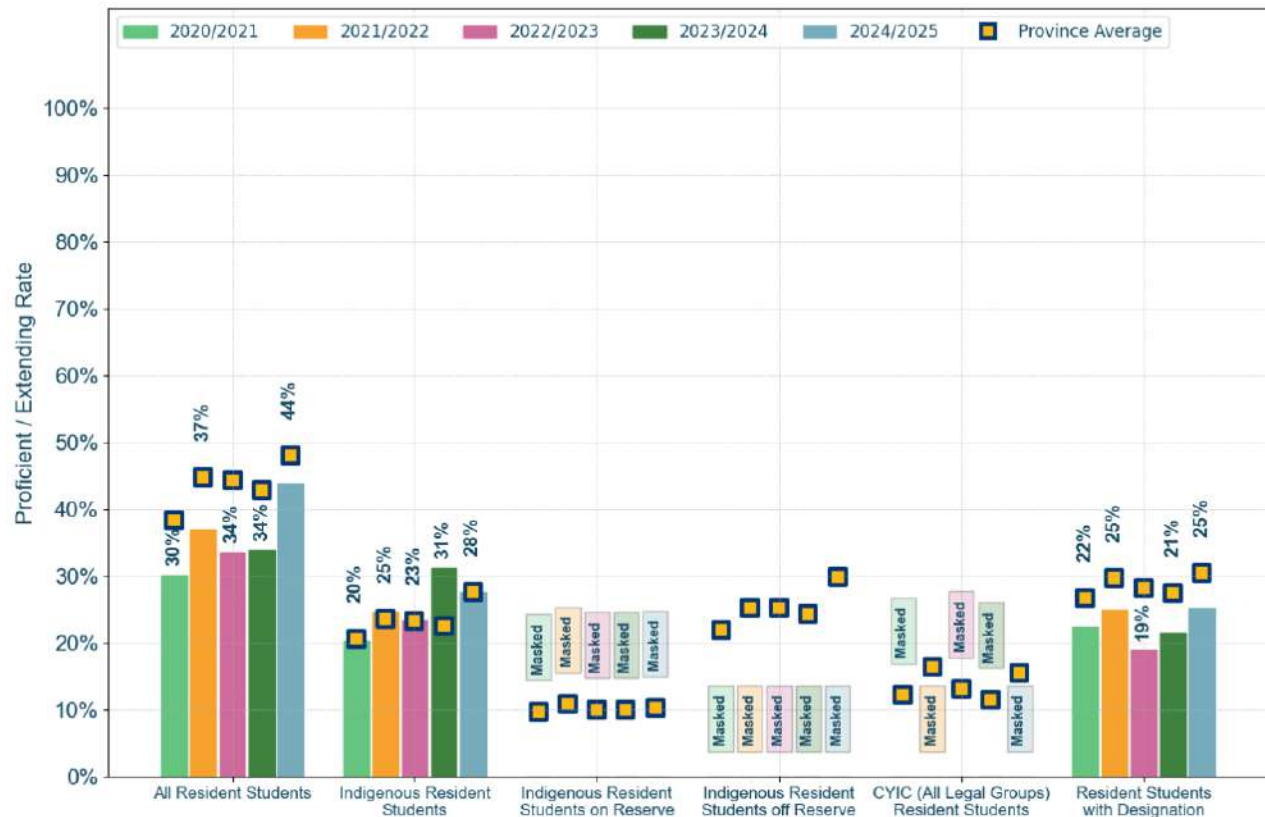
Grade 7 FSA Numeracy - On Track / Extending Rate
Sooke

Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	863 54%	874 77%	952 83%	987 87%	1015 84%
Indigenous Resident Students	134 48%	130 60%	138 65%	150 78%	131 66%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	160 50%	177 55%	193 65%	217 75%	249 72%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Sooke

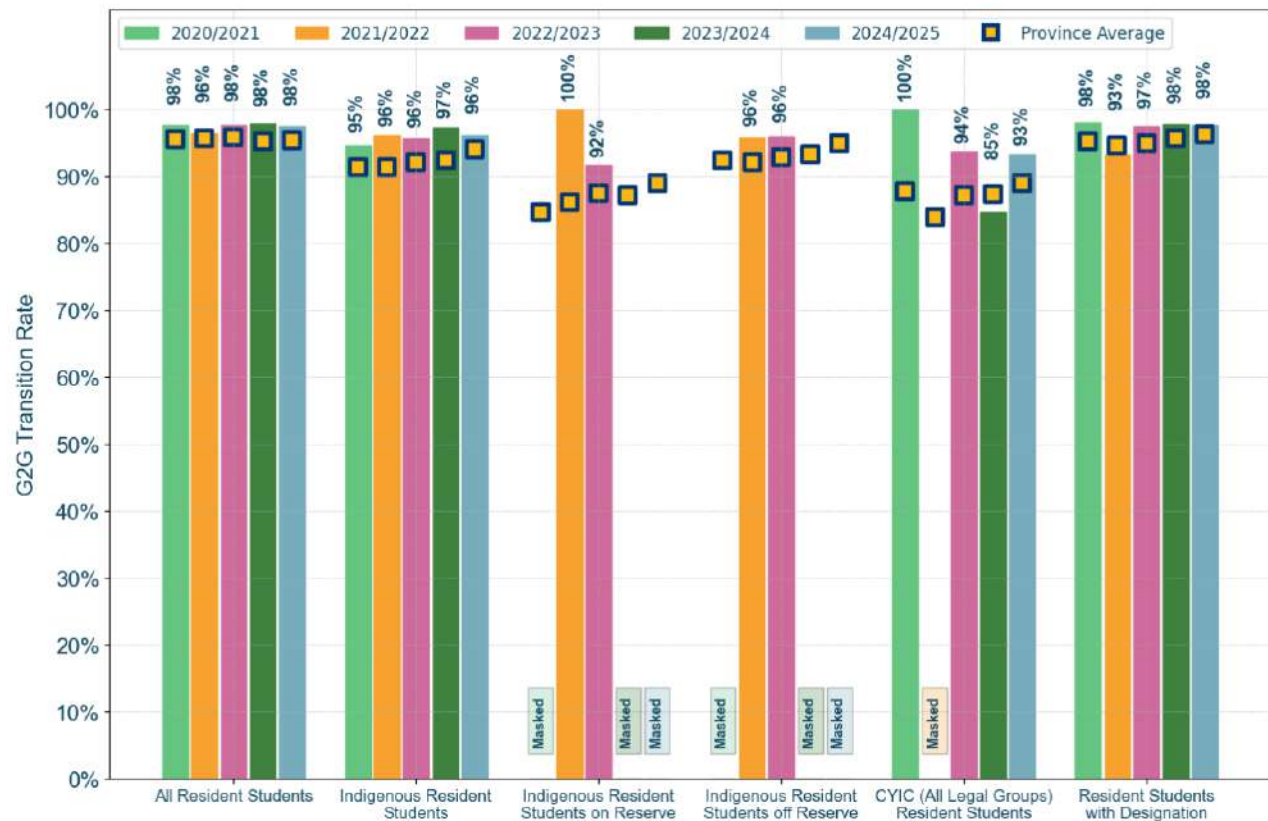


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

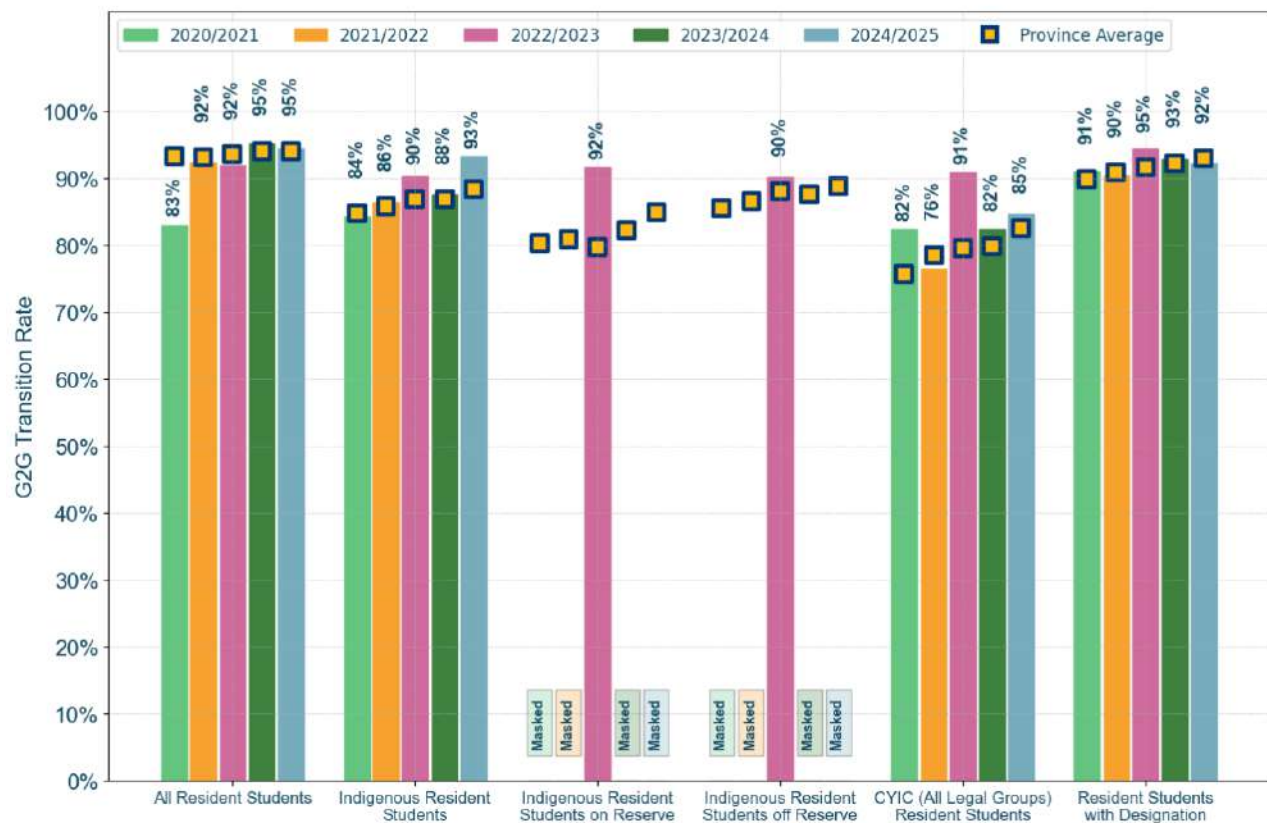
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	857	877	959	997	1021
Indigenous Resident Students	130	131	139	153	130
Indigenous Resident Students on Reserve	Masked	11	12	Masked	Masked
Indigenous Resident Students off Reserve	Masked	120	127	Masked	Masked
CYIC (All Legal Groups) Resident Students	16	Masked	16	13	15
Resident Students with Designation	160	178	196	219	250

Grade 10 to 11 Transition Rate Sooke



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	915	927	965	970	1041
Indigenous Resident Students	121	148	135	129	149
Indigenous Resident Students on Reserve	Masked	Masked	12	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	123	Masked	Masked
CYIC (All Legal Groups) Resident Students	17	17	11	17	13
Resident Students with Designation	178	179	202	208	258

Grade 11 to 12 Transition Rate
Sooke

Analysis and Interpretation:

Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

1. Key context:

- FSA Participation rates improved substantially across the reporting period, particularly for Indigenous learners. Indigenous participation increased from approximately 36% to 75% in Grade 4 and from 32% to 72% in Grade 7, resulting in more representative achievement data.
- Significant demographic overlap exists among priority populations. Many CYIC students also have Ministry designations and/or identify as Indigenous, suggesting that achievement results should be considered through an intersectional lens.
- Numeracy results for CYIC and students living on or off reserve should be interpreted with caution due to masked data and small cohort sizes within these priority populations. A small number of students significantly affects year-to-year results and trend analysis.
- The gap between local and provincial achievement results suggests that data be best considered through triangulation of classroom evidence, literacy screening, and provincial assessments.

2. What new information emerged when comparing the provincial data with relevant local data (Appendix A)?

- Local numeracy results consistently exceeded the district's provincial assessment results across Grades 4, 7, and 10. In 2025/2026, Grade 4 local achievement was 94% compared with 54% on provincial assessments and Grade 7 was 91% compared with 38%. In 2024/2025, the latest available data for Grade 10, local rates were 69% compared to the 44% in provincial results.
- Similar patterns were observed for Indigenous students and students with disabilities or diverse abilities, with local achievement substantially outperforming provincial assessment results across all grade levels.
- Cohort analysis provides additional evidence beyond annual assessment snapshots. Students showed a decline in numeracy achievement between Grades 4 and 7, while secondary results showed only modest recovery, suggesting that classroom performance and provincial assessment results tell different parts of the achievement story.
- Although transition, cohort, participation, local assessment, and provincial assessment data collectively indicate that students continue progressing through school successfully, numeracy proficiency remains an area requiring focused attention.

3. What strengths were identified?

- Local district numeracy results consistently exceeded provincial district results across Grades 4, 7, and 10 and across priority populations. In the latest available data, district local achievement exceeded provincial achievement by 40 percentage points in Grade 4, 53 points in Grade 7, and 25 points in Grade 10.
- Indigenous learner participation improved significantly over multiple years, strengthening the reliability of achievement data and reflecting increased engagement in provincial assessments. Indigenous numeracy achievement also improved over time in Grades 7 and 10.
- Grade 10 numeracy demonstrated the strongest long-term provincial achievement trend, improving from approximately 30% in 2020/2021 to 44% in 2024/2025, representing the highest achievement level in the reporting period.
- Transition outcomes are a significant strength. Grade 10-11 transition rates remained between 96% and 98% for all students, while Grade 11-12 transition rates increased from 83% to 95%. An internal review of masked and unmasked data also indicates strong transition outcomes for Indigenous students, CYIC, and Students with Designations.

4. What areas for growth were identified:

- **For all students?**
 - Numeracy achievement remains a persistent K-12 challenge. Declining Grade 4 and Grade 7 results, combined with only modest improvement by Grade 10, indicate a need for earlier intervention, stronger instructional coherence, and sustained numeracy support across transition points.
- **For Indigenous learners?**
 - Although participation and achievement improved in several grades, Indigenous learners continue to achieve below non-Indigenous peers and below desired outcomes. Achievement gains have not been consistently sustained across grades, indicating a need for continued culturally responsive numeracy instruction, attendance supports, and targeted interventions.
- **For children and youth in care?**
 - CYIC students continue to experience the greatest barriers to numeracy success, with achievement well below district and provincial expectations. Small cohort sizes, overlapping vulnerabilities, and masked data continue to limit progress monitoring and indicate a need for intensive, coordinated supports.
- **For students with disabilities or diverse abilities?**
 - Numeracy achievement remains inconsistent and below overall student results across grades and cohorts, suggesting a need for more consistent intervention, instructional supports, and assessment practices to improve achievement and sustain growth over time.

Human and Social Development

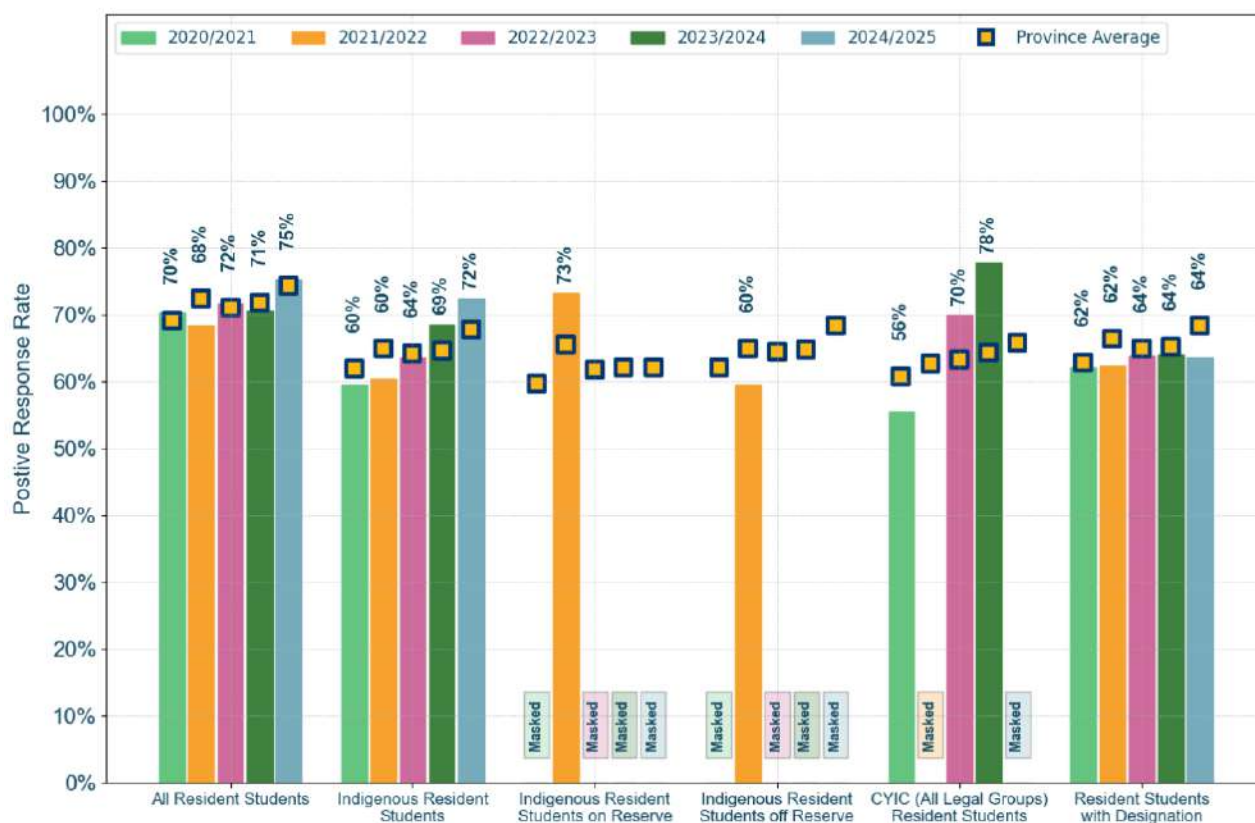
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

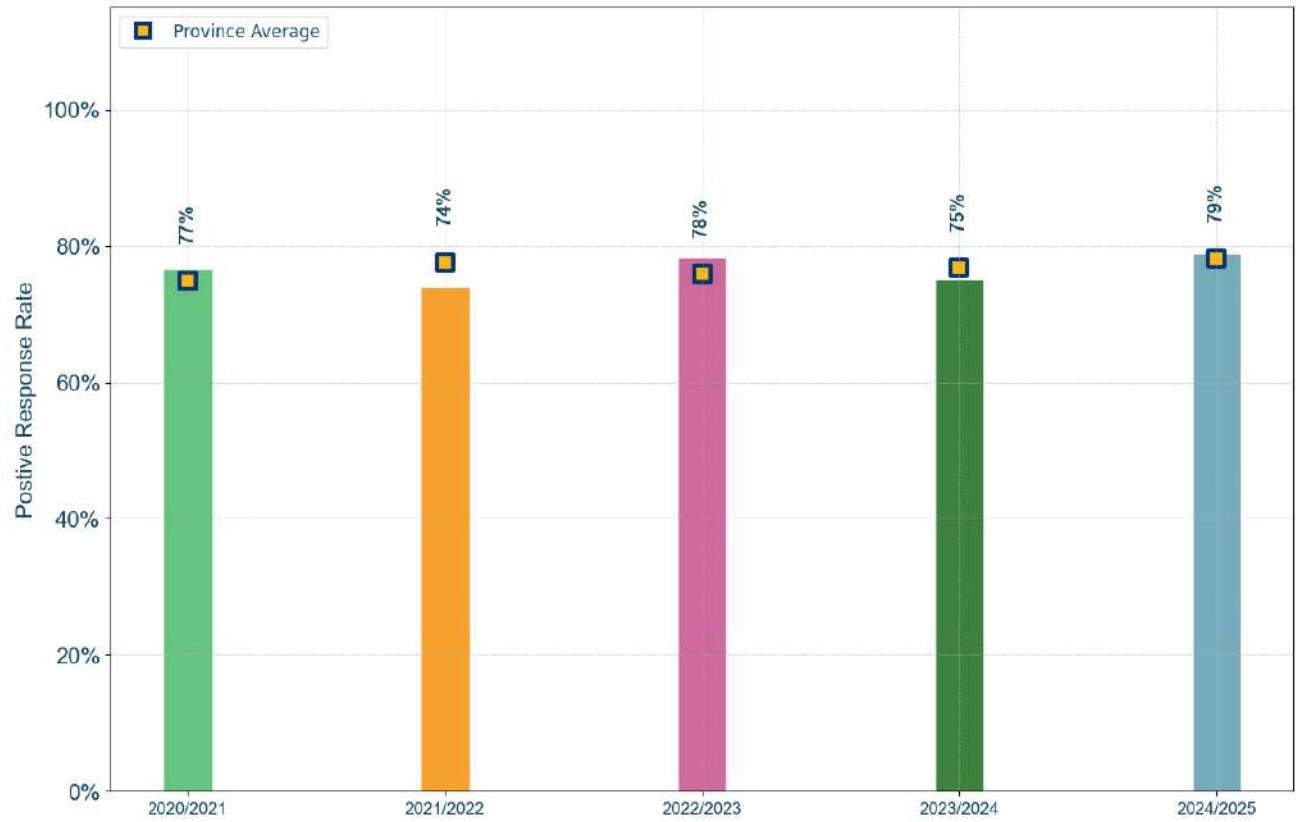
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	2510 64%	2664 71%	2863 69%	2854 64%	3073 79%
Indigenous Resident Students	369 52%	358 61%	405 56%	364 54%	353 71%
Indigenous Resident Students on Reserve	Masked	27 56%	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	331 61%	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	37 49%	30 40%	37 57%	31 58%	26 46%
Resident Students with Designation	398 50%	454 62%	482 53%	514 51%	627 69%

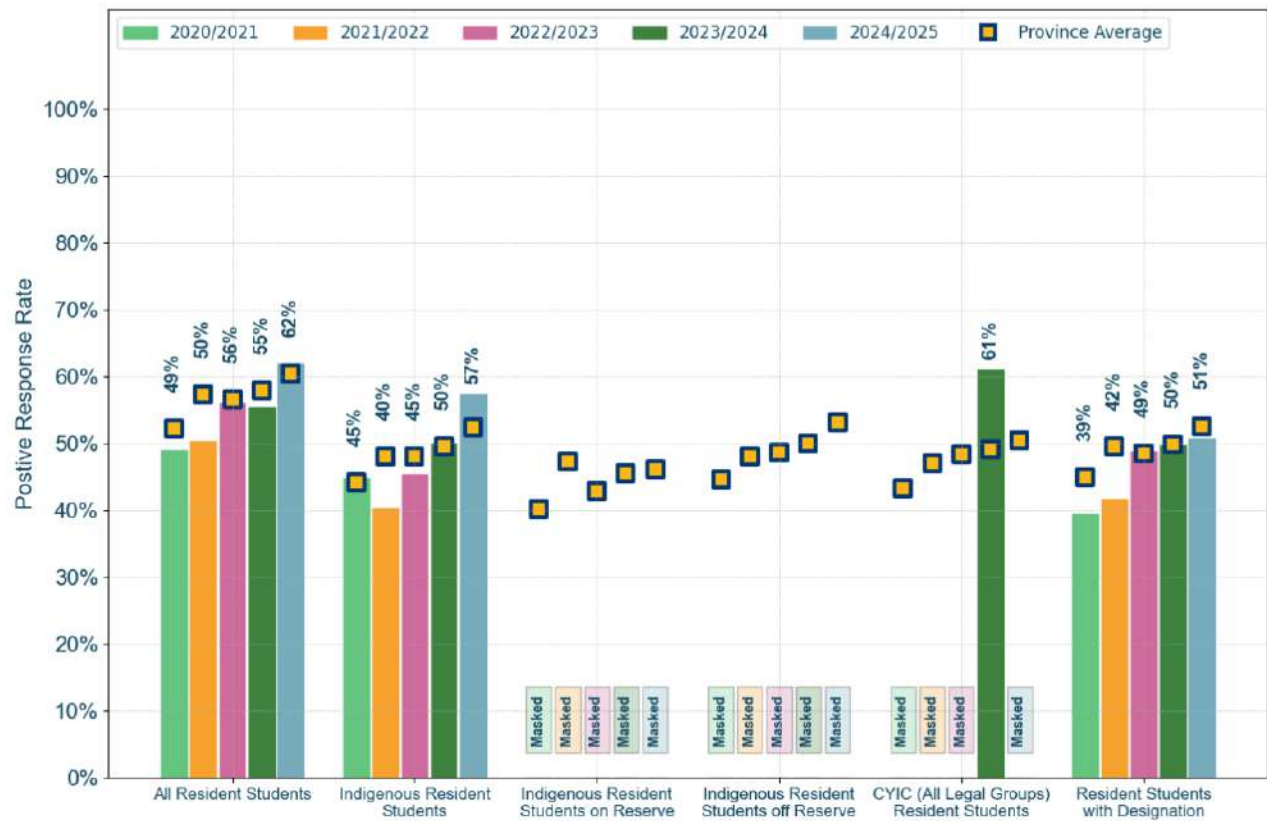
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Sooke



Feel Safe - Positive Response Rate for Grades 4, 7, and 10 Sooke

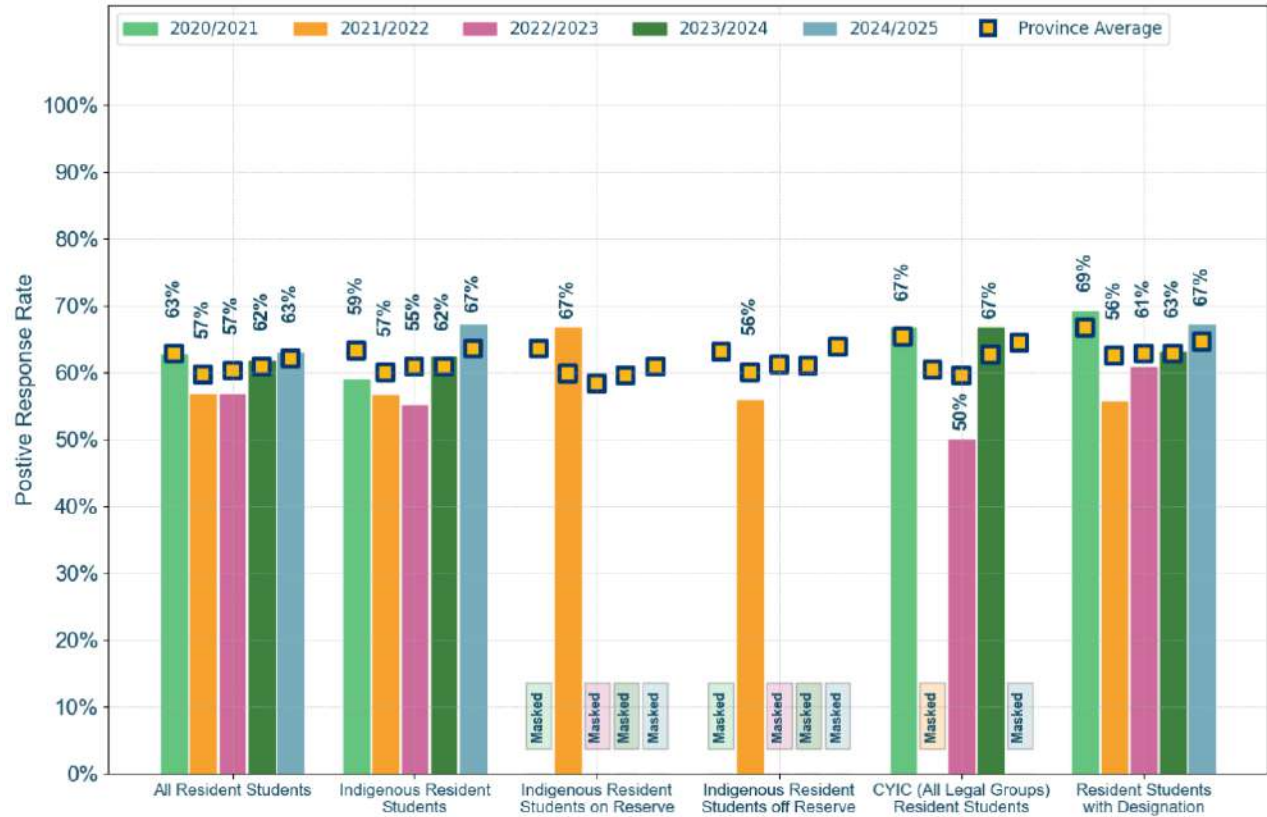


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Sooke



Measure 3.2: Students Feel that Adults Care About Them at School

2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10
Sooke



Analysis and Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

1. Key context:

- Analysis and Interpretation of data for Feel Welcome, Safe, and Connected is drawn provincially from the Student Learning Survey (SLS). Results for Children and Youth in Care and Indigenous students living on or off reserve should be interpreted cautiously because small cohort sizes result in masked or volatile data.
- Participation rates in SLS have generally improved over time, particularly among Indigenous learners and Students with Designations, providing greater confidence in recent results.
- Significant overlap exists among priority populations. Many CYIC students also have designations and/or identify as Indigenous, making intersectional analysis important when interpreting trends and outcomes.
- Local data from How Are We Doing (HAWD) reports and local equity surveys supplement the SLS provincial picture and provide a rich context inclusive of multiple sources of evidence.

2. What new information emerged when comparing the provincial data with relevant local data (Appendix A)?

- Local data consistently exceeded the district's provincial results by 10-15 percentage points; however, the gap narrowed slightly in 2024/2025 as outcomes on provincial assessments improved across all Human and Social Development domains.
- Similar patterns were observed for Indigenous learners, where local results were consistently higher, by approximately 10 percentage points, than provincial results.
- Multiple sources of local evidence—HAWD surveys, local equity surveys, role-model and elder engagement data, and transition data—support provincial SLS results and demonstrate sustained achievement and consistency in this benchmark.
- Cohort and grade-level comparisons in local data indicate that students often report stronger experiences in elementary school than in secondary school, reinforcing trends observed across multiple data sources.

3. What strengths were identified?

- Student perceptions of feeling welcome, safe, and connected have generally improved over the past five years as reflected in provincial data. Feel Welcome increased from 70% to 75%, Feel Safe reached 79%, and Sense of Belonging increased from 49% to 62%. These results consistently met or exceeded provincial averages.
- Indigenous learners demonstrated notable improvement across all Human and Social Development domains over multiple years. Feel Welcome increased from 60% to 72%, Sense of Belonging increased from 45% to 57%, and Adults that Care increased from approximately 59% to 67%, indicating positive long-term trends.
- Students with disabilities or diverse abilities demonstrated meaningful improvement in several areas, including Sense of Belonging (39% to 51%) and Adults that Care (56% to 67%), suggesting that targeted supports may be contributing to stronger student experiences.
- Strong adult-student relationships represent significant district strengths. Students consistently reported positive responses in local data that assessed feeling welcome, safe, and a sense of belonging, supporting the provincial Student Learning Survey results.

4. What areas for growth were identified:

- **For all students?**
 - While students report feeling more welcome, connected, and supported than provincial averages or in previous years, there remains a significant number of students, approximately 30%, who do not report positively, highlighting a need for a coordinated approach to student well-being, engagement, and belonging.
- **For Indigenous learners?**
 - Results for Indigenous learners have demonstrated positive growth across all indicators and over time; however, local data shows that gaps remain in secondary school experiences of safety, belonging, and inclusion. Continued emphasis on culturally responsive practices, belonging, attendance, and Indigenous-specific supports is needed to sustain gains.
- **For children and youth in care?**
 - Results for CYIC students continue to experience the greatest variability in outcomes related to belonging, feeling welcome, and connection to caring adults. Small cohort sizes and masked data make trends difficult to monitor, reinforcing the need for targeted interventions, strong adult advocacy, and coordinated wraparound supports.
- **For students with disabilities or diverse abilities?**
 - Although improvements are evident in belonging and adult connections, designated students continue to report less positive response rates than their peers. Strengthening inclusive practices, accessibility, relationship-based supports, and consistent monitoring of student well-being will be important to reducing disparities and sustaining growth.

Career Development

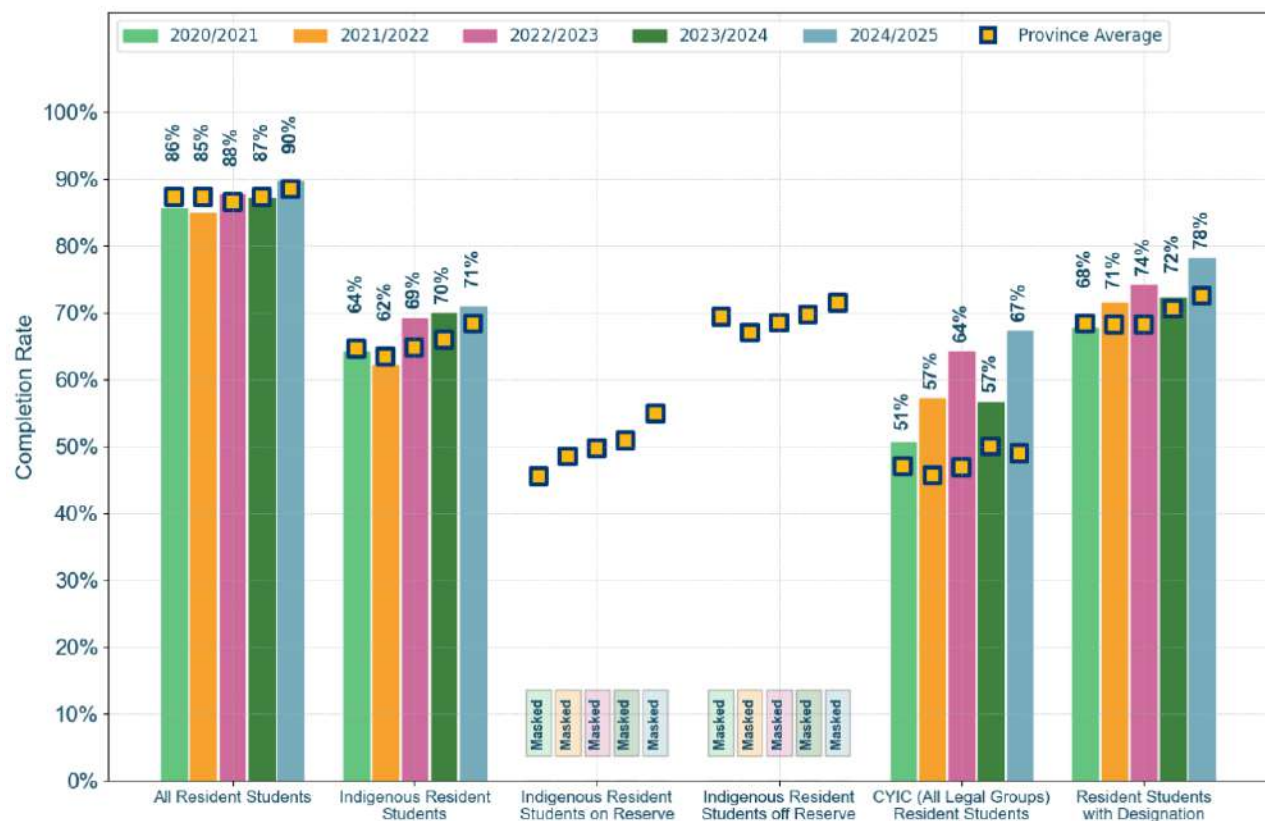
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

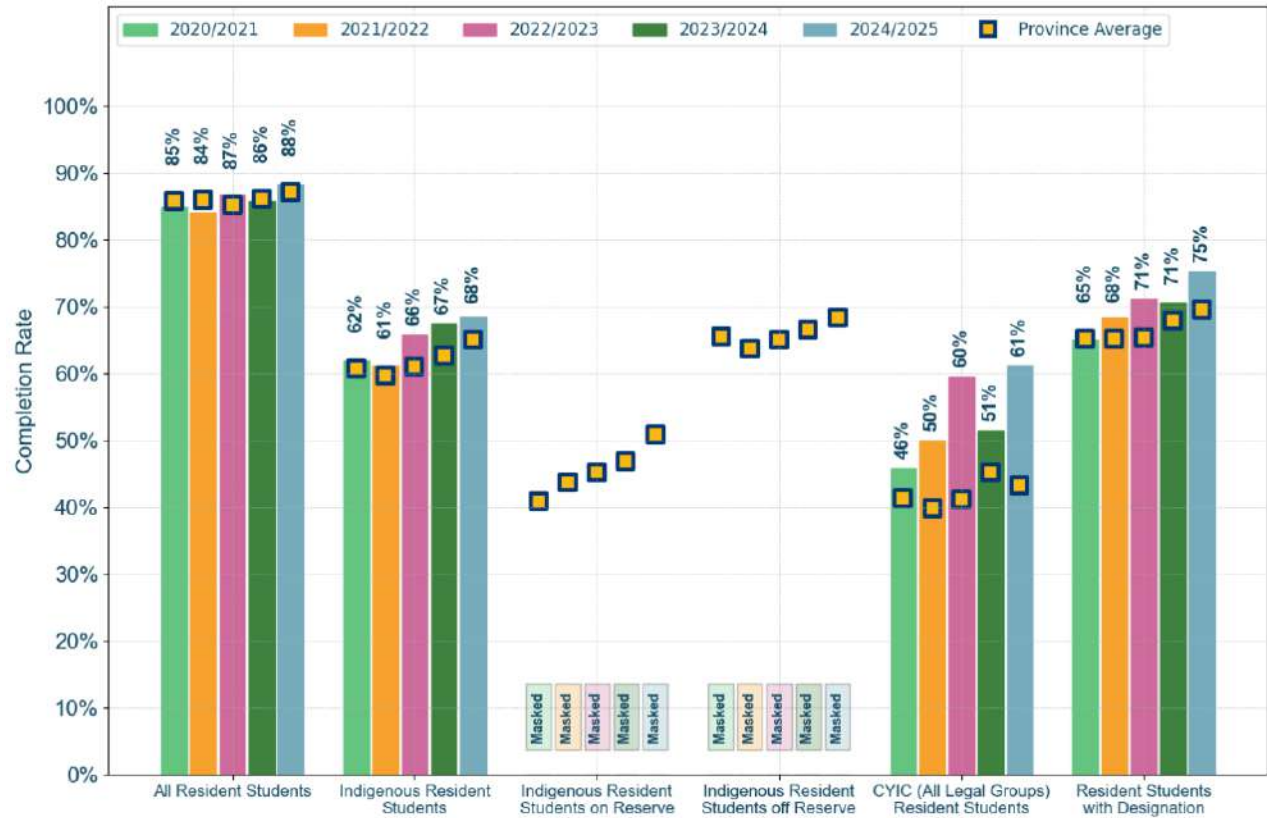
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	832 64	839 76	945 88	957 92	1031 102
Indigenous Resident Students	103 8	120 11	129 12	129 12	137 13
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	45 4	46 4	48 4	43 4	36 3
Resident Students with Designation	198 15	209 19	217 20	264 25	256 25

5-Year Completion Rate - Dogwood + Adult Dogwood
Sooke



5-Year Completion Rate - Dogwood Sooke



Analysis and Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

1. Key context:

- Graduation cohorts are tracked longitudinally, allowing local analysis of student outcomes over five and six years rather than a single-year snapshot of the 5-Year completion data. This provides a more comprehensive picture of completion patterns and student choice.
- An internal review of the masked data for on and off reserve students reflects a significant disparity for those students living on reserve. Although masked data is volatile and should be viewed cautiously, these results mirror the provincial outcomes and are an area of focus for the district.
- Significant overlap exists among priority populations. Many CYIC students also have designations and/or identify as Indigenous, which influences interpretation of completion rates for priority learners.

2. What new information emerged when comparing the provincial data with relevant local data (Appendix A)?

- Ministry and local district graduation data show consistent trends, providing confidence in the reliability of reported outcomes. Both data sources demonstrate improving completion rates for all students and priority populations over the past five years.
- Five-year completion rates that include Adult Dogwood pathways align closely with Dogwood-only completion rates, supporting local data in indicating that graduation improvements are occurring across multiple pathways rather than being driven solely by Adult Dogwood completion.
- Gains for all priority populations are evident in both Dogwood-only and Adult Dogwood inclusive measures, reinforcing local observations that improvements are not attributable to a single intervention or pathway.

3. What strengths were identified?

- Five-year completion rates reached their highest level in the reporting period. Dogwood and Adult Dogwood completion increased from 86% in 2020/2021 to 90% in 2024/2025 for all students, demonstrating sustained improvement over five years.
- Dogwood-only graduation rates improved across all student groups, confirming that gains are occurring within traditional graduation pathways as well as through Adult Dogwood completion. Within Dogwood only rates, Indigenous students improved from 62% to 68%, students with disabilities or diverse abilities improved from 65% to 75%, and CYIC students improved from 46% to 61%.
- Priority populations showed meaningful graduation gains over five years, with Indigenous students exceeding 70% completion in Dogwood and Adult Dogwood for the first time, and students with disabilities or diverse abilities improving by 10 percentage points.

- CYIC students demonstrated the largest improvement of any reported group, increasing from 52% to 67% over five years, suggesting meaningful progress despite the challenges associated with variable cohort numbers.

4. What areas for growth were identified:

- **For all students?**

- Graduation rates have improved steadily and reached 90% in the latest reporting year; however, approximately one in ten students still do not complete within five years. Continued focus on attendance, credit accumulation, early intervention, and pathway planning is needed to sustain gains and further improve completion outcomes.

- **For Indigenous learners?**

- Indigenous graduation rates have increased significantly over the past five years, surpassing 70% for the first time. Despite this progress, a substantial completion gap remains between Indigenous (71%) and non-Indigenous students (90%), indicating the need for continued culturally responsive supports, belonging initiatives, and graduation pathway planning.

- **For children and youth in care?**

- CYIC students demonstrated the largest improvement in graduation outcomes (+16 percentage points), yet completion rates remain below overall district results and continue to fluctuate due to small cohort sizes. Sustained wraparound supports, graduation monitoring, and coordinated interventions remain critical to improving long-term success.

- **For students with disabilities or diverse abilities?**

- Graduation rates have improved substantially, reflecting the positive impact of targeted supports and individualized planning. However, designated students continue to graduate at lower rates than the overall student population (78% vs 90%), highlighting the need to strengthen inclusive practices, accommodations, and transition planning to further reduce achievement gaps.

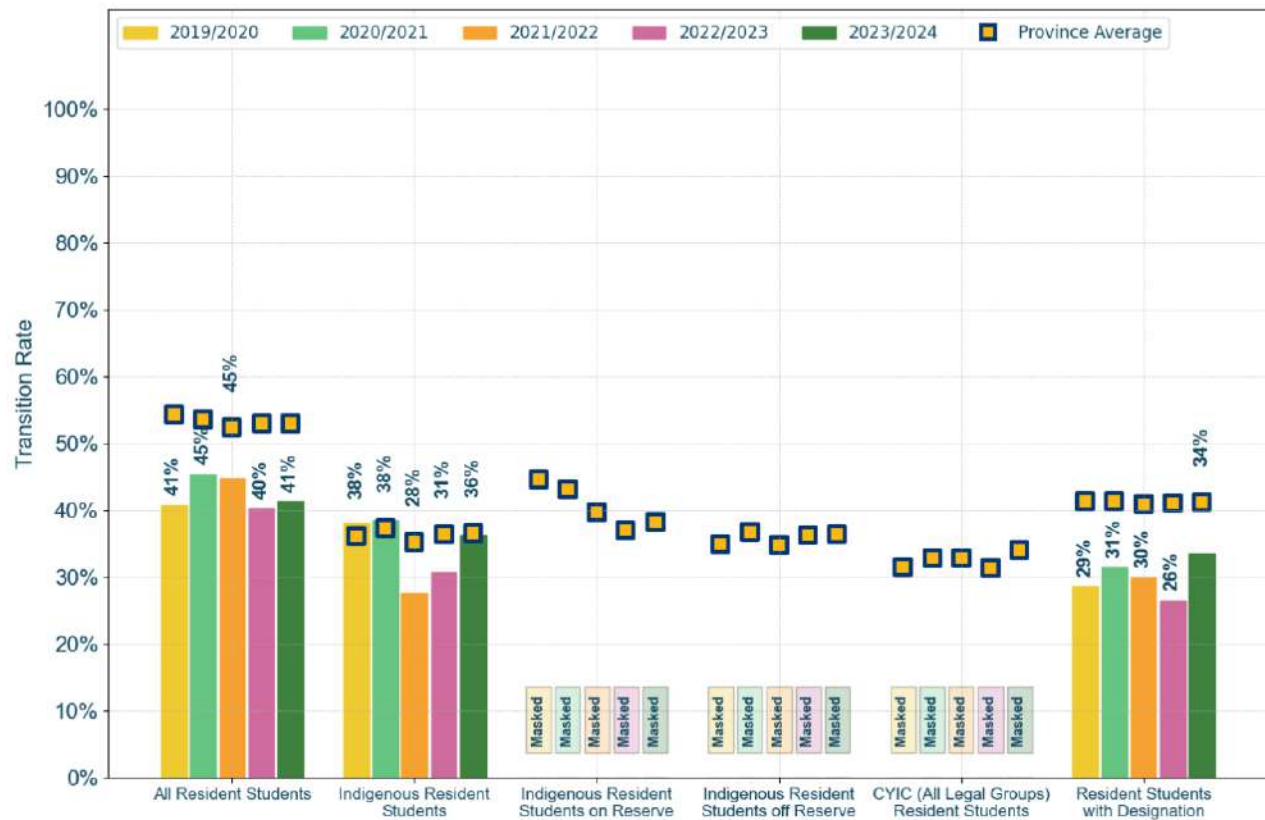
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

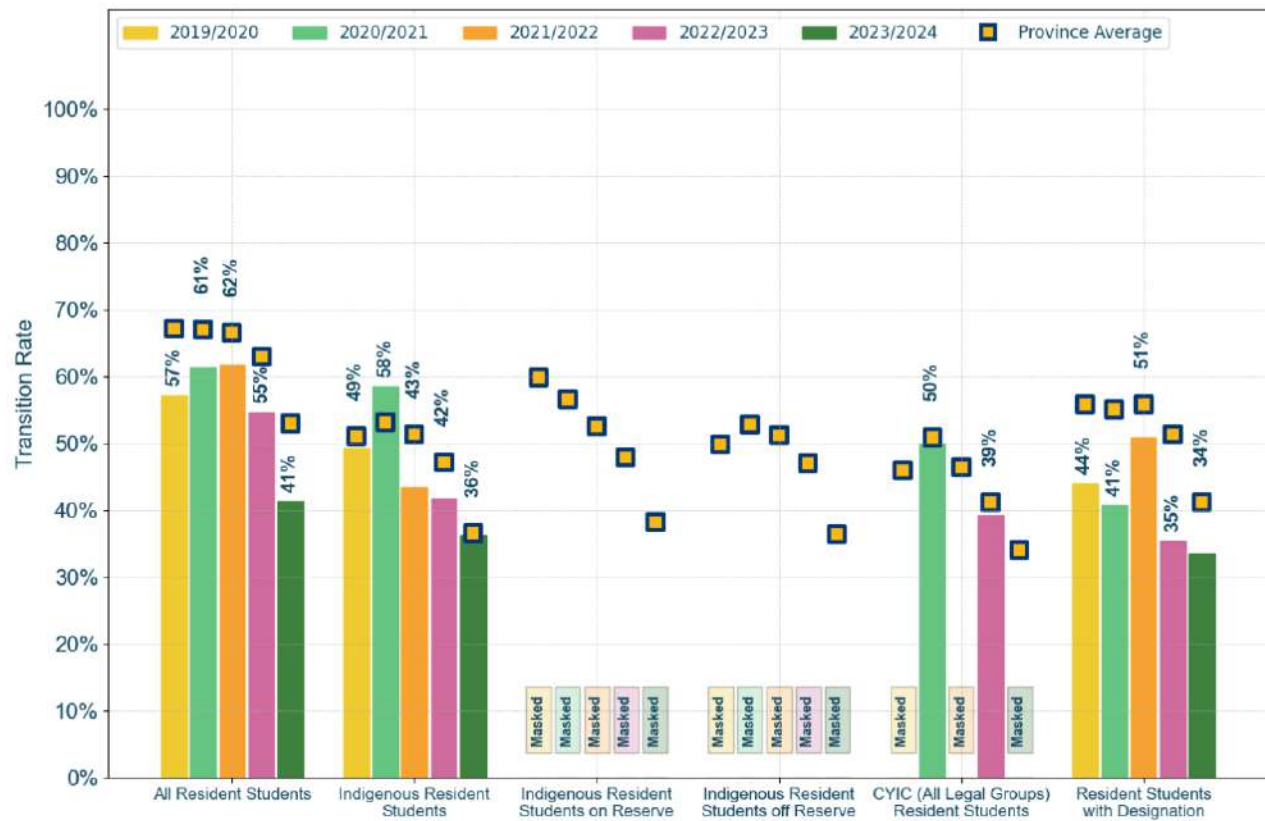
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	625	665	656	764	755
Indigenous Resident Students	71	65	69	91	80
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	91	108	120	136	164

Immediate Transition to Post-Secondary Sooke



Within 3 Years Transition to Post-Secondary Sooke



Analysis and Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

1. Key context:

- Post-secondary transition data measure the percentage of graduates who enroll in a BC public post-secondary institution either immediately after graduation or within three years. These measures do not capture students entering private institutions, apprenticeships, employment, military service, gap years, or out-of-province post-secondary programs, and therefore represent only one pathway after graduation.
- Results for Children and Youth in Care (CYIC) and Indigenous students living on or off reserve should be interpreted cautiously because small cohort sizes result in masked data and significant year-to-year variability.
- There is considerable overlap among priority populations, particularly CYIC students who may also have designations and/or identify as Indigenous, making subgroup trends more volatile and difficult to interpret.
- Immediate transition rates and three-year transition rates tell different parts of the story. Immediate rates capture direct entry after graduation, while three-year rates provide insight into delayed entry pathways and longer-term post-secondary participation.

2. What new information emerged when comparing the provincial data with relevant local data (Appendix A)?

- Both immediate and three-year post-secondary transition rates show similar patterns, indicating that district graduates are accessing BC public post-secondary institutions at lower rates than in previous years.
- Provincial comparison data indicate that the district's immediate and three-year transition rates remain below provincial averages. In 2023/2024, the district's immediate transition rate was 41% compared with a provincial rate of approximately 51%. A similar discrepancy is found in the 3-years rates.
- While immediate and 3-year transition rates for Indigenous students were at provincial averages, they continued to fall below district rates for all students.
- Graduation data provide important context when interpreting transition results. While graduation rates improved significantly over the same period, post-secondary transition rates declined, suggesting that successful completion of Grade 12 is not consistently translating into participation in BC public post-secondary education.

3. What strengths were identified?

- Immediate post-secondary transition rates remained relatively stable over the five-year period, generally remaining within the 40-45% range despite declines in the district's 3-years transition rates.
- Indigenous students demonstrated improvement from previous lows in immediate post-secondary transitions, increasing from 28% to 36% between 2021/2022 and 2023/2024.
- Students with disabilities or diverse abilities achieved their highest immediate transition rate during the reporting period (34%) in 2023/2024, demonstrating positive outcomes through targeted supports and pathway planning.
- Three-year transition data suggest that some students successfully access post-secondary education through delayed-entry pathways, indicating that non-linear pathways continue to be important for many learners.

4. What areas for growth were identified:

- **For all students?**
 - While graduation rates have increased, fewer students are transitioning to BC public post-secondary institutions. The gap between all students and priority cohorts narrowed, but largely because overall transition rates declined, not because priority cohorts substantially improved. The lower transition rate indicates a need for continued focus on career development, post-secondary planning, and career pathway exploration.
- **For Indigenous learners?**
 - Indigenous student transition rates have shown some recovery in immediate transition rates, but participation in post-secondary education remains below both overall student rates. Continued focus on culturally responsive pathway planning, mentorship, financial supports, and post-secondary navigation is needed to improve access and participation.
- **For children and youth in care?**
 - CYIC transition data remain limited because of small cohort sizes and masked results. Available data, including provincial trends, suggest significant variability and continued barriers to post-secondary participation, highlighting the importance of individualized transition planning, wraparound supports, and connections to financial, educational, and community resources.
- **For students with disabilities or diverse abilities?**
 - Immediate post-secondary transition rates for designated students have moderately increased, yet they remain below overall student outcomes. Enhanced career exploration, transition planning, accommodation supports, and partnerships with post-secondary institutions are needed to help more students successfully move into further education and training.

Respond to Results

Continuous Improvement



Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence** to complete **Respond to Results**.

Respond to Results Provides:

- **Continuous improvement information.** As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board's approach to continuous improvement of student achievement and equity of outcomes for all learners.

District Context

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

Adjacent to Victoria on southern Vancouver Island, Sooke School District is a growing school district on Vancouver Island. With a commitment to transformational growth and operational excellence, our vibrant workplace culture reflects the dynamic communities where we live, work, and play. SD62 serves five municipalities: Langford, Colwood, Metchosin, Sooke and the Highlands and is on the traditional territories of the T'Sou-ke Nation, SĆIÅNEW (Beecher Bay) Nation, and the Nuuchahnulth: Paaʔčiidʔath (Pacheedaht) Nation. Some of our schools are located on the traditional territory of the MÁLEXEŁ (Malahat) Nation, and the Ləkʷəŋən peoples of Songhees and Esquimalt Nations.

The Sooke School District includes 5 secondary schools, 5 middle schools, and 20 elementary schools. Our largest schools accommodate over 1,800 students, while our smallest school serves just 20. Additionally, the district offers online and continuing education programs, as well as a robust international school program. A future secondary school for 2000 seats is presently in the design phase, and multiple additional capital projects are in their respective planning stages. Our schools and programs serve over 14,000 students and reflect a diverse community of learners, each bringing unique strengths, identities, experiences, and areas of need that together inform our district's responsive planning and support.

Sooke School District's [2025-2029 Strategic Plan](#) is centered on three key priorities: **Learning, Engagement, and Growth**. We are committed to creating meaningful and inclusive learning opportunities that support literacy and numeracy, encourage student voice and choice, and help every student develop the skills and confidence they need for their future. We strengthen engagement by building positive relationships with students, families, staff, Indigenous partners, and our broader community, while ensuring our communication and services are accessible, respectful, and responsive. As one of B.C.'s growing school districts, we also plan thoughtfully for growth by investing in our people, facilities, and infrastructure, using resources responsibly, and creating sustainable learning environments. Together, these priorities guide how we support student success, strengthen school communities, and continue to evolve to meet the needs of the students and families we serve.

Reflect and Adjust



The Reflect and Adjust section allows district teams to reflect on strategies and identify adjustments to these strategies to improve student learning outcomes. This section highlights key district strategies that address the areas for growth identified in the data and evidence review. It allows district teams to demonstrate how their existing strategies are working to achieve the district's Strategic Plan objectives and priorities that specifically focus on improving student learning outcomes. With this focus of enhancing student learning, this section will not include every strategy implemented within the district.

Strategic Plan Priority: Learning—Develop and support adaptable learners who are creative, critical, and social thinkers with the capacity to be educated citizens.				
Operational Plan Objective: Advance the annual continuous improvement cycle to create experiences and opportunities that support students' intellectual growth and academic achievement.				
Area for Growth	Strategy	Targeted Learners	Strategy Impact (Pre-Existing Strategies Only)	Adjustments and Adaptions (Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? - All learners - Indigenous - CYIC - Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy: Continue 
The Data and Evidence Review identified inconsistent literacy and numeracy outcomes, persistent gaps for priority learner groups, and differences between local and provincial measures, highlighting a need to strengthen the district's capacity to use evidence collaboratively to identify student learning needs, monitor progress, and inform continuous improvement.	STRATEGY 1: Communities of Practice established at the school, department, and executive levels support collaborative inquiry, evidence-informed decision-making, and the implementation of high-impact practices. This approach strengthens organizational coherence through the alignment of strategic, operational, and school goals, enabling a coordinated response to identified needs and improved outcomes for all learners.	STRATEGY 1: All learners	STRATEGY 1: School, department, and executive Communities of Practice completed the annual continuous improvement cycle. All schools completed annual reflections, evidence review, and planning processes aligned with Strategic Plan priorities. Communities of Practice supported evidence-informed planning, organizational learning, and collaboration. Increased alignment processes strengthened the district's capacity to identify student learning needs and improvement priorities and support evidence-informed planning.	STRATEGY 1: - Expand Communities of Practice across school, department, and executive levels to advance continuous improvement and organizational coherence. - Review local and provincial student achievement data annually to guide planning, resource allocation, and instructional priorities. - Leverage effective school structures to increase consistency in continuous improvement. - Embed student participation, feedback, and reflection in school goals, monitoring, and review. - Engage Indigenous students, students with disabilities/diverse abilities, LGBTQ2S+ students, multilingual learners, and children and youth in care in improvement planning and decision-making.

What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? • All learners • Indigenous • CYIC • Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy: Continue 
The Data and Evidence Review identified inconsistent literacy and numeracy outcomes, persistent gaps for priority learner groups, and differences between local and provincial measures, highlighting a need for a more consistent district-wide approach to monitoring progress, evaluating impact, and using evidence to inform continuous improvement.	STRATEGY 2: An established Continuous Improvement Framework provides a shared approach to triangulating data, monitoring progress, evaluating impact, and adjusting practices. Supported by a communication plan that builds system-wide understanding and engagement, this approach strengthens the consistent use of evidence to inform decision-making and improve achievement, well-being, and equity outcomes for all learners.	STRATEGY 2: All learners	STRATEGY 2: The Continuous Improvement Framework, branding, and implementation resources were completed, creating a consistent district-wide approach to continuous improvement. Framework development included consultation through a working group comprised of school and district leadership, resulting in an implementation resource to support district-wide use. Framework development, consultation, and communication processes established a shared foundation for continuous improvement and supported a more consistent district-wide approach to evidence-informed planning, monitoring, and reflection.	STRATEGY 2: • Begin phased implementation of the District Continuous Improvement Framework across schools, departments, and executive leadership. • Enact a communication plan to strengthen shared understanding of continuous improvement and student achievement. • Develop public-facing Student Success resources and annual communications materials to communicate district and school improvement efforts. • Refine school goals and plans to strengthen alignment with Strategic Plan priorities and intellectual development outcomes. • Build on educator ownership of the continuous improvement cycle through ongoing evidence-informed planning, monitoring, and reflection.

Strategic Plan Priority: Learning—Develop and support adaptable learners who are creative, critical, and social thinkers with the capacity to be educated citizens.				
Operational Plan Objective: Strengthen system capacity to prepare students and promote pathways to post-secondary education or entry into the workforce.				
Area for Growth	Strategy	Targeted Learners	Strategy Impact (Pre-Existing Strategies Only)	Adjustments and Adaptions (Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? - All learners - Indigenous - CYIC - Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy? Continue
Graduation rates have increased while post-secondary transition rates have declined, highlighting a need to strengthen career development, pathway planning, and transition supports, particularly for priority learners.	Enhanced post-secondary pathways prioritize access and participation for priority learner groups through expanded dual credit, work experience, and post-secondary partnership opportunities. This approach strengthens readiness for post-secondary education, employment, and adult life through authentic learning experiences and targeted transition supports.	Primary: - Indigenous Learners - CYIC - Students with disabilities and diverse abilities Secondary: All learners	Participation tracking was established across Dual Credit, Work Experience, Youth Work in Trades, Train in Trades, and TASK programs, with systems established to monitor priority learner participation. Data showed that 238 Indigenous students, 21 CYIC, and 360 students with designations participated across the pathway programs. Participation tracking and pathway monitoring strengthened the district's ability to identify participation patterns and barriers to access for priority learner groups and established a stronger foundation for supporting post-secondary and workforce transitions.	- Refine school-based implementation processes to strengthen consistency in pathway planning and transition supports. - Strengthen pathway conversations and resource mapping to support student and family understanding of career education and post-secondary options. - Continue expanding Dual Credit, Work Experience, Youth Work in Trades, and Train in Trades, with a focus on priority learner groups. - Strengthen targeted outreach, advising, and transition planning for Indigenous students, children and youth in care, and students with disabilities and diverse abilities. - Monitor pathway participation, placement, and transition data to identify barriers, inform planning, and improve access to post-secondary and workforce.



Strategic Plan Priority: Learning—Develop and support adaptable learners who are creative, critical, and social thinkers with the capacity to be educated citizens.				
Operational Plan Objective: Finalize implementation of a literacy screening and framework to strengthen literacy skills within the curriculum, empowering students to comprehend, analyze, and create texts while effectively expressing ideas across diverse formats and purposes.				
Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? - All learners - Indigenous - CYIC - Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy:  Continue
The Data and Evidence Review identified inconsistent literacy outcomes across the K-12 system, including declining Grade 4 to 7 cohort achievement, persistent gaps for priority learner groups, and differences between local and provincial measures, highlighting a need for more coordinated literacy practices and evidence-informed monitoring of student achievement.	STRATEGY 1: Implementation of universal literacy screening and progress monitoring in Kindergarten to Grade 3 supports early identification and timely intervention. Building on this foundation, implementation of universal literacy screening and progress monitoring in Grades 4 to 8 supports evidence-informed instruction, targeted intervention, and ongoing monitoring of student progress.	STRATEGY 1: All learners	STRATEGY 1: Universal literacy screening was expanded across K–8 schools to support common assessment practices, and local student achievement data were used to inform instructional planning, targeted supports, and resource allocation. Universal literacy screening was implemented across all K-3, with 30% of elementary schools extending this to grades 4/5. Common assessment practices strengthened consistency in the collection and use of data, supporting evidence-informed instructional planning and targeted responses to identified student learning needs.	STRATEGY 1: - Continue universal literacy screening and progress monitoring in Kindergarten to Grade 3. - Continue implementation of screening and progress monitoring across Grades 4 to 8. - Expand common assessment practices to support evidence-aligned Tier 1 literacy instruction. - Continue Communities of Practice and expand secondary literacy professional learning. - Examine differences between local and provincial assessment results to inform inclusive and culturally responsive literacy practices.

What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? • All learners • Indigenous • CYIC • Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy: Continue 
The Data and Evidence Review identified a need for more consistent approaches to identifying literacy strengths and needs, monitoring progress, and providing targeted intervention for students with disabilities and diverse abilities.	STRATEGY 2: Creation of an Inclusive Literacy Assessment Framework strengthens consistent identification of literacy strengths and needs, responsive assessment practices, and targeted intervention for students with disabilities and diverse abilities. This approach supports more consistent and evidence-informed literacy assessment and intervention across schools.	STRATEGY 2: Primary: Students with Disabilities and Diverse Abilities Secondary: All priority learner groups	STRATEGY 2: An Inclusive Literacy Assessment Framework, including screening resources for students with disabilities and diverse abilities, was developed through collaboration between Curriculum and Inclusive Education departments. The Inclusive Literacy Assessment Framework established a more consistent approach to identifying literacy strengths and needs for students with disabilities and diverse abilities. Collaboration between Curriculum and Inclusive Education supported the development of shared assessment resources and practices to inform literacy planning and intervention.	STRATEGY 2: • Begin implementing the Inclusive Literacy Assessment Framework for students with disabilities and diverse abilities. • Refine the framework using educator feedback and implementation evidence. • Support greater consistency in inclusive literacy screening, assessment, and instructional responses. • Expand access to Tier 2 intervention resources and related professional learning. • Continue collaboration between Curriculum and Inclusive Education to align assessment, planning, and intervention practices.

Strategic Plan Priority: Learning—Develop and support adaptable learners who are creative, critical, and social thinkers with the capacity to be educated citizens.

Operational Plan Objective: Develop and implement a comprehensive K-12 numeracy plan to enhance students' ability to interpret information, deepen mathematical understanding, solve complex problems, and effectively analyze and communicate solutions.

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? - All learners - Indigenous - CYIC - Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy:  Continue
The Data and Evidence Review identified inconsistent numeracy outcomes across the K-12 system, including declining Grade 4 to 7 cohort achievement, persistent gaps for priority learner groups, and differences between local and provincial measures. Numeracy remains a persistent K-12 challenge, highlighting a need for more coordinated numeracy practices and evidence-informed monitoring of student achievement.	STRATEGY 1: Implementation of a District Numeracy Plan for Kindergarten to Grade 8 supports evidence-informed instruction, targeted intervention, and ongoing monitoring of student progress. A District Numeracy Framework strengthens numeracy proficiency through high-quality instructional resources and a district-wide focus on mathematical thinking, problem-solving, and inquiry across grades.	STRATEGY 1: Primary: Students with Disabilities and Diverse Abilities Secondary: All priority learner groups	STRATEGY 1: District-developed K–8 numeracy proficiency screening and assessment tools were created, and baseline system data was collected to inform future planning and implementation. Collaborative development of the District Numeracy Plan and assessment tools supported district-wide planning for numeracy improvement. Baseline assessment data and educator feedback informed future implementation and established a foundation for monitoring student learning across the district.	STRATEGY 1: - Continue implementation of the K–8 Numeracy Plan and development of the District Numeracy Framework. - Refine district-developed numeracy proficiency assessments using data and educator feedback. - Expand professional learning and instructional resources focused on number sense, operations, and computational fluency. - Develop curriculum-aligned learning progressions to support consistent assessment and instructional planning across grades. - Continue monitoring student learning data and strengthening culturally responsive, school- and Nation-connected numeracy supports.

What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? • All learners • Indigenous • CYIC • Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy: Continue 
The Data and Evidence Review identified a need to strengthen consistency in Tier 2 numeracy intervention, assessment, and progress monitoring for students requiring additional support, including priority learner groups.	STRATEGY 2: Learning Support Teacher Communities of Practice strengthen Tier 2 numeracy intervention and targeted support for students with disabilities and diverse abilities. Through collaboration between Curriculum and Inclusive Education, this approach supports consistent, evidence-informed numeracy assessment, intervention, and progress monitoring.	STRATEGY 2: Primary: Students with Disabilities and Diverse Abilities Secondary: All priority learner groups	STRATEGY 2: A Community of Practice was initiated at the department level to explore Tier 2 numeracy intervention practices. Initial collaboration between Curriculum and Inclusive Education began to explore how to further support numeracy assessment and intervention for students with disabilities and diverse abilities. Early collaboration supported shared understanding of Tier 2 numeracy intervention approaches and identified opportunities to strengthen assessment, intervention, and progress-monitoring practices. This work established an initial foundation for supporting students requiring additional numeracy intervention.	STRATEGY 2: • Continue developing Communities of Practice to support Tier 2 numeracy interventions for priority learners. • Refine and implement the coordinated support model to strengthen targeted numeracy supports for students requiring additional intervention. • Expand targeted numeracy intervention opportunities for students with diverse learning needs. • Continue collaboration among Curriculum and Inclusive Education to support consistent assessment, intervention, and progress monitoring. • Continue student-by-student monitoring and transition planning for priority learners, while ensuring secondary contexts and diverse learner needs are reflected in numeracy supports.

Strategic Plan Priority: Learning—Develop and support adaptable learners who are creative, critical, and social thinkers with the capacity to be educated citizens.				
Operational Plan Objective: Strengthen cross-department collaboration and team cohesion to enhance student success, using data-driven strategies to support student outcomes with a focused commitment to priority learners.				
Area for Growth	Strategy	Targeted Learners	Strategy Impact (Pre-Existing Strategies Only)	Adjustments and Adaptions (Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? - All learners - Indigenous - CYIC - Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy:  Continue
The Data and Evidence Review identified persistent outcome gaps for priority learner groups across achievement, well-being, graduation, and post-secondary transitions, highlighting a need for more coordinated and data-informed approaches to planning, monitoring, and support.	Cross-department collaboration strengthens alignment among department, operational, and school goals to support a coordinated, data-informed approach to planning, monitoring, and support. This approach increases organizational coherence, strengthens the use of evidence to inform decision-making, and improves support for priority learners across the district.	All learners	Cross-department planning occurred through District PVP meetings and shared initiatives. Department plans demonstrated increased alignment with school, operational, and district priorities and identified coordinated supports for priority learner groups. Increased alignment among school, department, and operational plans strengthened opportunities for coordinated planning and the use of evidence to inform decision-making. Cross-department planning processes supported a more consistent approach to identifying priorities and coordinating supports for learners.	- Strengthen cross-department planning to support aligned priorities and coordinated supports for priority learner groups. - Review local and provincial data collection practices to improve alignment, consistency, and use across departments. - Refine data analysis and integration processes to support evidence-informed decision-making. - Strengthen alignment among school, department, operational, and Strategic Plan priorities. - Identify and scale effective cross-department practices that support student learning, well-being, and engagement.

Strategic Plan Priority: Engagement—Foster a strong sense of community and belonging among students, families, staff, and the wider community, encouraging a shared responsibility for education.

Operational Plan Objective: Establish supports and processes to improve student attendance, empowering staff to foster respectful, well-being-focused interactions with students and families.

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? - All learners - Indigenous - CYIC - Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy:  Continue
The Data and Evidence Review identified that approximately 30% of students do not report positive experiences of belonging, connection, and support at school, and persistent outcome gaps remain for priority learner groups, highlighting a need to strengthen attendance and student connection to school.	Attendance supports and intervention protocols strengthen early identification, monitoring, and support for students experiencing attendance challenges, particularly priority learner groups. Through student and family engagement, flexible learning options, and coordinated community supports, this approach strengthens attendance, belonging, and access to learning.	Primary: Students with Disabilities and Diverse Abilities. Secondary: All priority learner groups	District attendance protocols were developed to support a more consistent approach to identifying, monitoring, and supporting students experiencing attendance challenges. Student attendance and engagement supports included 4.8 FTE Student Advocates and 1.0 FTE District Social Worker; 78 of their student files were closed, including 10 graduates and 37 students re-engaged in school, while 91 of 140 active files demonstrated positive traction. Family engagement opportunities, Student Advocate services, and student voice initiatives strengthened structures intended to support student engagement, belonging, school connection.	- Implement district attendance protocols and engagement guide to support consistent attendance practices across schools. - Use attendance, engagement, and belonging data to identify priority areas and inform supports and interventions. - Strengthen culturally responsive attendance conversations and communication with students and families. - Expand targeted attendance supports, including middle school interventions, Student Advocate services, and vertical service models. - Strengthen partnerships with families, youth services, and community agencies to support student engagement, belonging, and attendance.

Strategic Plan Priority: Engagement—Foster a strong sense of community and belonging among students, families, staff, and the wider community, encouraging a shared responsibility for education.				
Operational Plan Objective: Advance initiatives in belonging, access and equity (BAE) to cultivate a welcoming and inclusive community.				
Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustments and Adaptions
			(Pre-Existing Strategies Only)	(Pre-Existing Strategies Only)
What gap or problem of practice identified in the Data and Evidence Review does this strategy aim to address?	What targeted action is being taken? Why was this particular strategy chosen?	Which cohort(s) of learners does this strategy target? - All learners - Indigenous - CYIC - Students with disabilities & diverse abilities	How effectively has this strategy addressed the identified gap or problem of practice to impact student learning?	Based on the impact, how will the district team move forward with this strategy:  Continue
The Data and Evidence Review identified persistent disparities in outcomes for priority learner groups across achievement, well-being, graduation, and post-secondary transitions, highlighting a need to strengthen equitable access, inclusive practices, and opportunities for success for all learners.	Accessibility initiatives, culturally responsive practices, and equity-focused professional learning strengthen inclusive and accessible learning environments across schools and departments. Through cross-department collaboration and the integration of equity and accessibility into planning, policies, and decision-making, this approach supports welcoming learning environments for all learners.	All Learners	Completed Belonging, Access and Equity (BAE) training modules. Targeted BAE training was delivered to school-based and CUPE staff with representation from all school sites. In parallel, the Accessibility Committee reviewed identified barriers and informed accessibility considerations in capital planning and new school construction. BAE professional learning, accessibility planning, and community engagement activities strengthened district capacity to support more accessible and inclusive learning environments. These actions established structures and processes intended to support belonging, participation, and access to learning for all students	- Begin phased implementation of BAE training modules across educational and operational staff groups. - Continue Accessibility Committee review of identified barriers to inform accessibility planning and decision-making. - Further integrate equity, accessibility, and cultural responsiveness into district planning, policies, programs, and practices. - Expand student, family, and community voice, with increased attention to belonging and safety in secondary schools. - Use accessibility feedback, equity data, and partner input to inform supports for priority learners, including wraparound planning for children and youth in care.

District Continuous Improvement Overview



The Sooke School District uses an integrated continuous improvement cycle to monitor progress, evaluate the effectiveness of strategies, and adapt its actions in response to evidence. This cycle connects school plans, department operational plans, the District Operational Plan, the District Strategic Plan, and associated budget, staffing, assessment, and resource-allocation processes.

Monitoring occurs at multiple levels throughout the year. School leadership engages in continuous improvement sessions with their associate superintendent to review school goals, evidence of progress, and emerging priorities. School plan progress is also monitored through monthly staff meetings and levelled leadership meetings, where principals share implementation updates and identify areas requiring additional support. Department plans are reviewed quarterly with district-based principals, while progress on the District Operational Plan is reviewed quarterly with the Superintendent and executive team. Together, these structures support regular reflection, shared accountability, and alignment among school, department, operational, and strategic priorities.

The district uses a range of quantitative and qualitative evidence, including student achievement data, Foundation Skills Assessment results, literacy and numeracy screening information, school plan evidence, departmental measures, and feedback from students, staff, families, educators, and community partners. Schools and departments rely on this information to identify trends, evaluate the impact of current strategies, and determine next steps. Implementation is intentionally connected across school plan goals and aligned to strengthen vertical coherence between department, operational, and strategic goals, with dedicated operational funding supporting key priorities.

At the same time, the district recognizes opportunities to strengthen the continuous improvement process. Data use continues to reside primarily within individual schools, departments, and roles, and vertical analysis is often concentrated at the end of the school year. Ministry reporting timelines do not always align with the school-year planning cycle, and differences between local evidence and Ministry data can make timely interpretation challenging. In addition, the timing of budget development, Operational Plan approval, and year-end review can impact the extent to which evidence from implemented strategies informs subsequent planning and resource decisions.

Through its revised Continuous Improvement Framework, the district will strengthen a more coherent, evidence-based culture in which data are examined collaboratively across organizational levels and throughout the year (Appendix B). Each phase emphasizes student and adult collaboration, and in doing so, creates a pathway of shared understanding to action, reflection, and renewal. Strengthening connections among evidence review, strategic and operational planning, budgeting, implementation, and evaluation support more timely adjustments, reduce departmental silos, and ensure that district resources and strategies remain responsive to identified student learning and well-being priorities.

Ongoing Strategic Engagement



Ongoing and strategic engagement is essential to the cycle of continuous improvement—it includes the consultation, collaboration, and communication efforts that move our district towards greater student success. Our norms - *“the way we do things around here”* - are shaped by the initiatives that develop because of meaningful engagement. The Sooke School District has an annual engagement cycle that seeks feedback from internal and external partner groups on a variety of topics from budget consultation to curriculum implementation to child care and early learning. In 2025-2026, several engagement sessions were held with community and students regarding the implementation of Year 1 of the Strategic Plan. Leadership Advisory Groups were also brought together for system engagement on Belonging, Access, and Equity, attendance, and collaborative continuous improvement.

Engagement sessions that include the voices of partner groups occur specific to district processes, cycles, and events. Education and community partners are invited to provide feedback through surveys and in person sessions to inform processes in areas that impact on student learning. Of note are the strategic engagement sessions that focus on priority populations.

The **Indigenous Education Council** (IEC) meets regularly throughout the school year, using its Terms of Reference to support and guide the education of Indigenous learners in the district. Staff are invited to be non-voting members of the committee, as is a representative of the Metis Nations. The IEC’s role in Sooke’s educational community is well respected as evidenced through its inclusion as a standing report on the monthly public Board meetings.

In addition to the IEC, The Elder’s Circle gathers throughout the year to review consultation requests from schools and departments that are integrating local **First Nations** culture into the school or workplace. Indigenous art, language and protocols are first reviewed by the Elder’s Circle prior to being actioned. Engagement is also highlighted at the family and student level with gatherings such as Community Dinners honouring a distinctions-based approach to cultural activities and food.

Education partners and community members representing **Children and Youth in Care** are supported through engagement with agencies such as the BC Children’s Hospital, student wellness events highlighting authentic student voice, and the strategic staffing of a district-based social worker. The district-based social worker engages with community, school staff, and families in system navigation and bridging support between home and school.

The district’s strategic engagement cycle begins with an annual district parent session for families and caregivers of **students with disabilities or diverse abilities**. In addition to this fall information session, there are many engagement points throughout the year: kindergarten orientation, transition planning, and ongoing district parent collaboration. Through fostering these working relationships, the district successfully developed and published its first Digital Parent Handbook, an accessible resource that supports navigation of district programs, services, and processes while strengthening communication and family engagement.

Create Alignment to Enhancing Student Learning



The district aligns school plans, department operational plans, the district operational plan, and the Strategic Plan through a shared continuous improvement process focused on evidence-informed decision-making and improved outcomes for students. Schools identify learning goals connected to the Strategic Plan based on student achievement data, assessment evidence, and local context, while district departments provide the structures, resources, professional learning, and monitoring processes necessary to support implementation. This integrated approach ensures that school-based priorities contribute directly to district strategic priorities and that operational plan adjustments are translated into meaningful actions at the school level.

School plans (Appendix C) are intentionally connected to the Strategic Plan through a consistent cycle of implement, monitor, review and respond, and align. All schools maintain growth plans that are reviewed and updated annually, and all schools are required to include goals focused on intellectual development, specifically literacy and numeracy. School plans are reviewed annually by Associate Superintendents who provide formal feedback regarding progress, strengths, opportunities for growth, and recommendations for future planning. Throughout the year, school leadership teams participate in scheduled continuous improvement meetings and formal progress monitoring that supports accountability, reflection, and responsive decision-making. These structures ensure that school priorities remain connected to district priorities while allowing schools to respond to their unique contexts and student needs.

The district also ensures that school plans support the successful implementation of operational plan adjustments. District departments provide coordinated professional learning, instructional resources, assessment tools, technology supports, and responsive intervention strategies that help schools translate operational priorities into practice. Department leaders monitor progress through regular review processes and report on continuous improvement goals through quarterly meetings. Department plans are developed with explicit attention to school priorities and operational objectives, creating clear connections between district direction, departmental actions, and school implementation. Evidence from school plans, school team conversations, student feedback, and student achievement information is used to monitor implementation and identify areas where additional support or adjustment is required.

Cross-departmental collaboration is a key feature of this alignment, made visible through unified priorities, shared resources, and coordinated initiatives that strengthen outcomes for students, particularly priority learners. Numerous collaborative initiatives demonstrate the value of integrated service delivery. Curriculum, NA'TSA'MAHT Indigenous Education, Inclusive Education, Safe Schools, Careers, and Early Learning and Child Care teams worked together to support learning interventions, student and family engagement, and key transition plans. The district has identified sustained cross-departmental collaboration as a key operational goal, with successful implementation evident in initiatives such as: literacy screening resources collaboratively developed for students with diverse

abilities; social-emotional learning initiatives expanded through Curriculum and Safe Schools partnership; agriculture work experience opportunities established through Inclusive Education and Careers; and Childhood Experiences Questionnaire (CHEQ) data informing successful grant funding to support newcomer families. Efforts such as these have strengthened the district's ability to respond to complex student needs while reinforcing a culture of shared responsibility, continuous improvement, and aligned strategic priorities.

Operational plans are similarly aligned to support the successful implementation of new and adapted strategies across the district. While the Strategic Plan establishes the district's overall direction, the District Operational Plan identifies the specific actions, strategies, and resource commitments required to achieve those priorities. The operational plan is reviewed quarterly in conjunction with the budget development processes, ensuring that resources are allocated to the areas of highest priority and impact. The development of the operational plan, which includes Information Technology, Human Resource, and Finance departments, is rooted in collaboration, purpose and transparency. It ensures that the priorities of the Strategic Plan are fully supported by the resources required to bring them to life and invites meaningful engagement through communication and consultation with partners and the public, while reinforcing trust by reporting decisions back to the community.

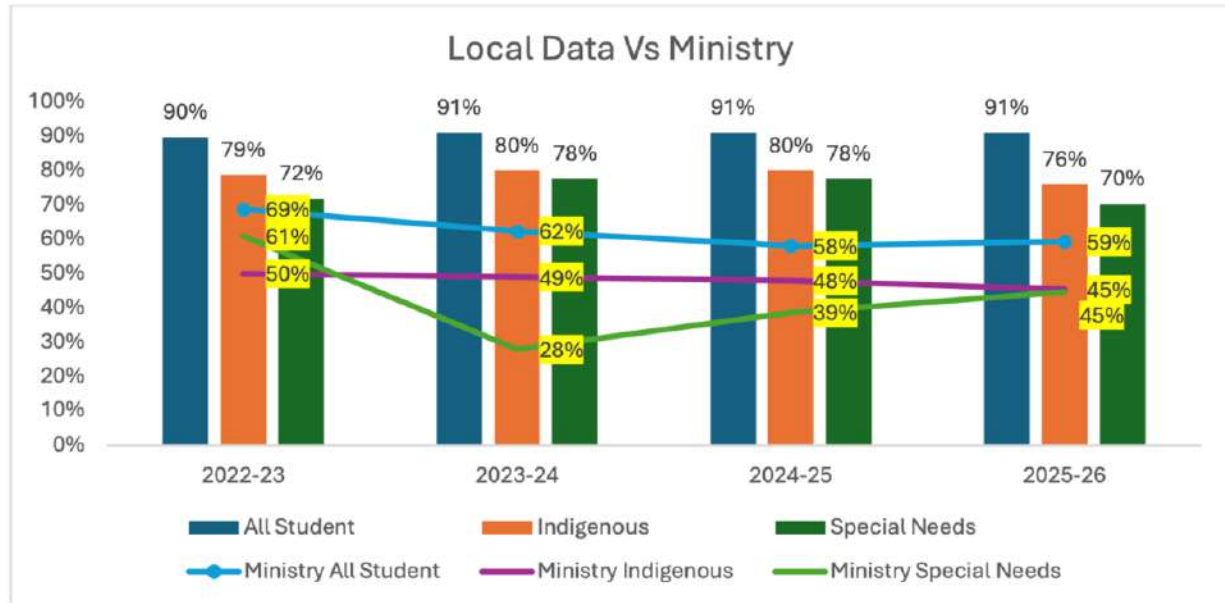
The operational plan's annual report highlights progress made toward each goal and summarizes key accomplishments, evidence of implementation, and organizational outcomes. A visual framework of a traffic light system is used to offer a clear view of progress across the Strategic Plan: Green Light indicates that significant progress has been achieved; Yellow Light signals that work is underway and progress is ongoing; Red Light reflects that minimal progress has been made to date. By using this approach, the report communicates progress in a consistent and transparent manner, collectively strengthening our capacity to achieve the long-term vision outlined in the Strategic Plan.

At both the district and department levels, strategies are monitored through quarterly reviews, formal feedback processes, annual planning cycles, and regular reporting structures. Departments examine measurable outcomes, student achievement information, engagement data, and partner group feedback to determine effectiveness and identify opportunities for refinement. This ongoing monitoring supports timely adjustments and ensures that plans remain responsive to changing student demographics, emerging needs, and district priorities.

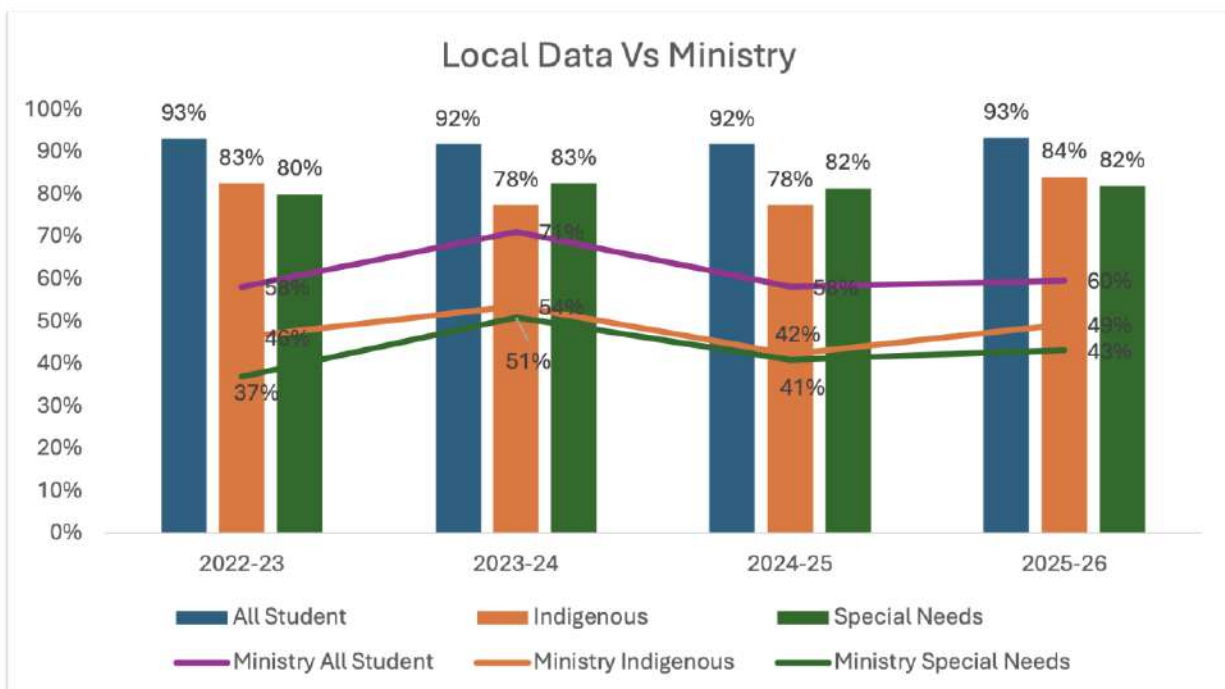
Together, school plans, department operational plans, the district operational plan, and the Strategic Plan form an interconnected system of continuous improvement. Through shared priorities, aligned resources, common frameworks, cross-departmental collaboration, evidence-informed decision-making, and ongoing monitoring, the district ensures that strategic priorities are reflected in both operational planning and school implementation. This alignment creates coherence across the organization, supports the successful implementation of new and adapted strategies, and strengthens the district's collective ability to improve outcomes for all learners.

Appendix A: Local Data

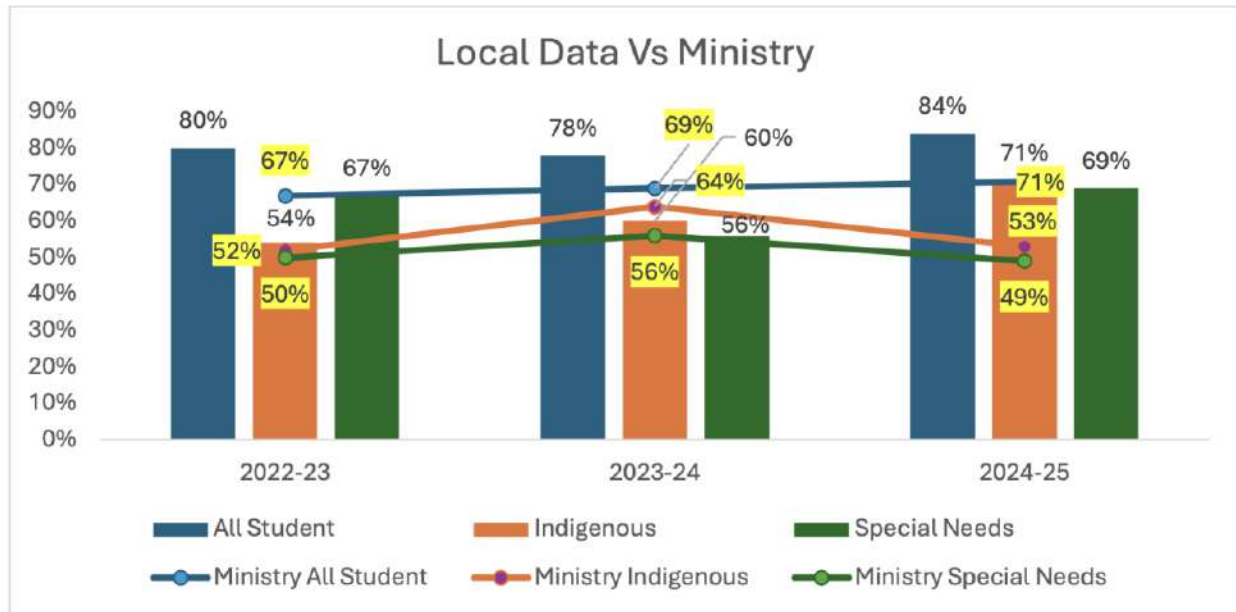
Grade 4 Literacy—local data from Learning Updates



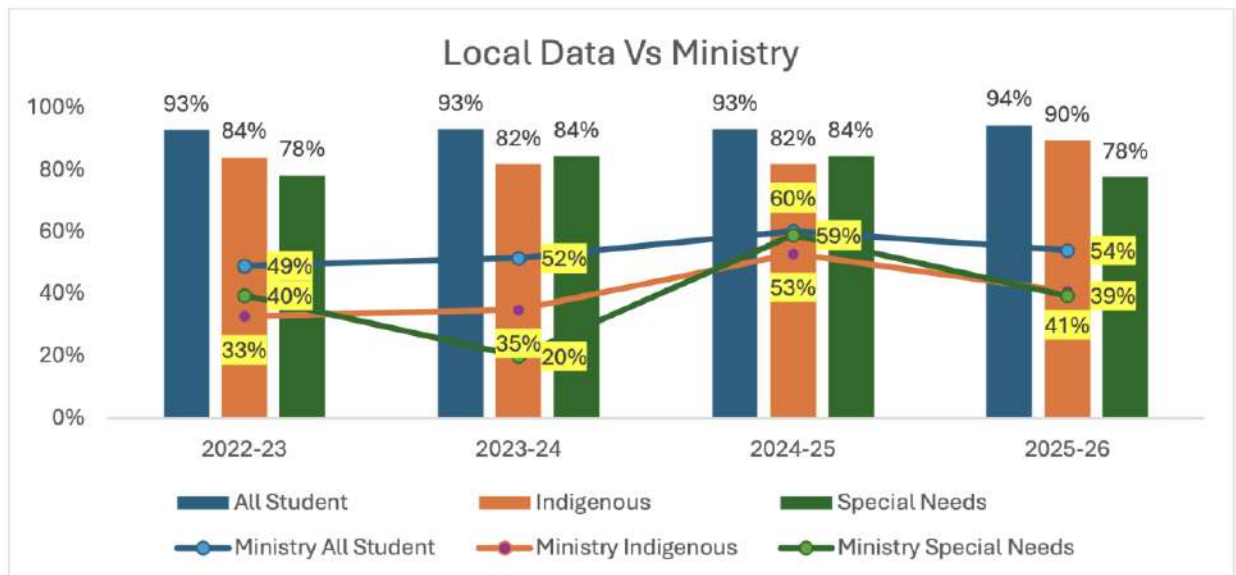
Grade 7 Literacy—local data from Learning Updates



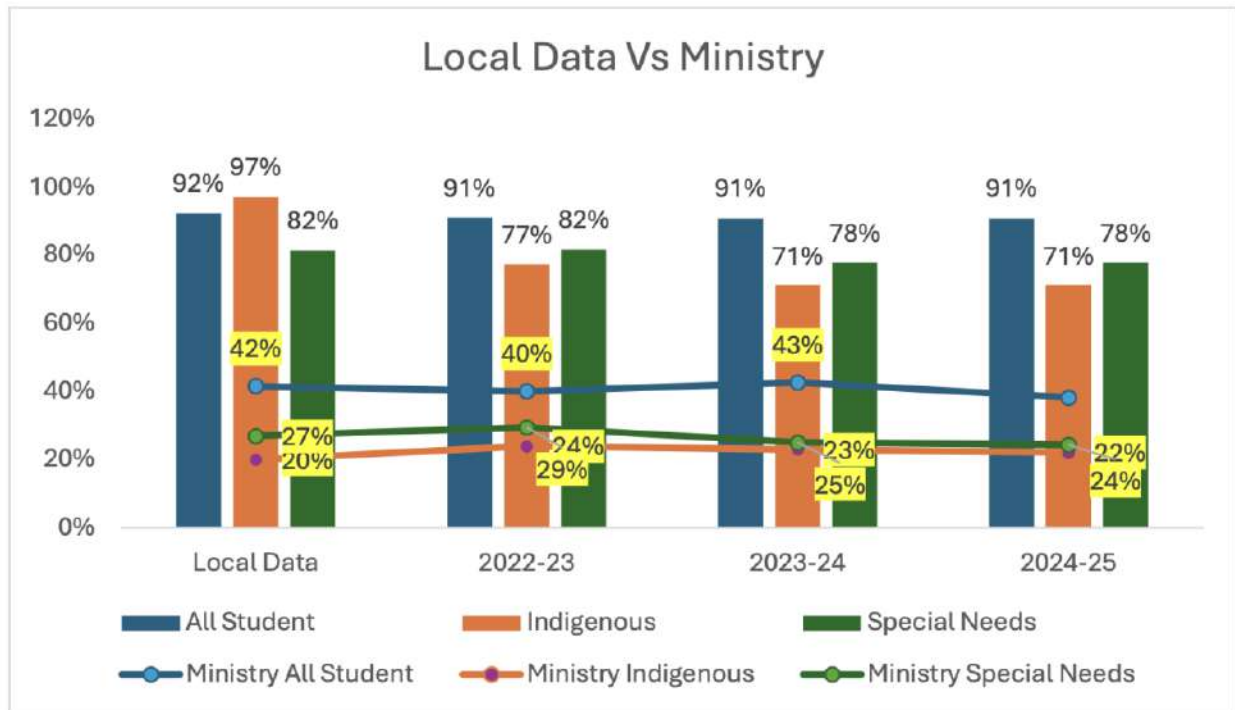
Grade 10 Literacy—local data from Learning Updates



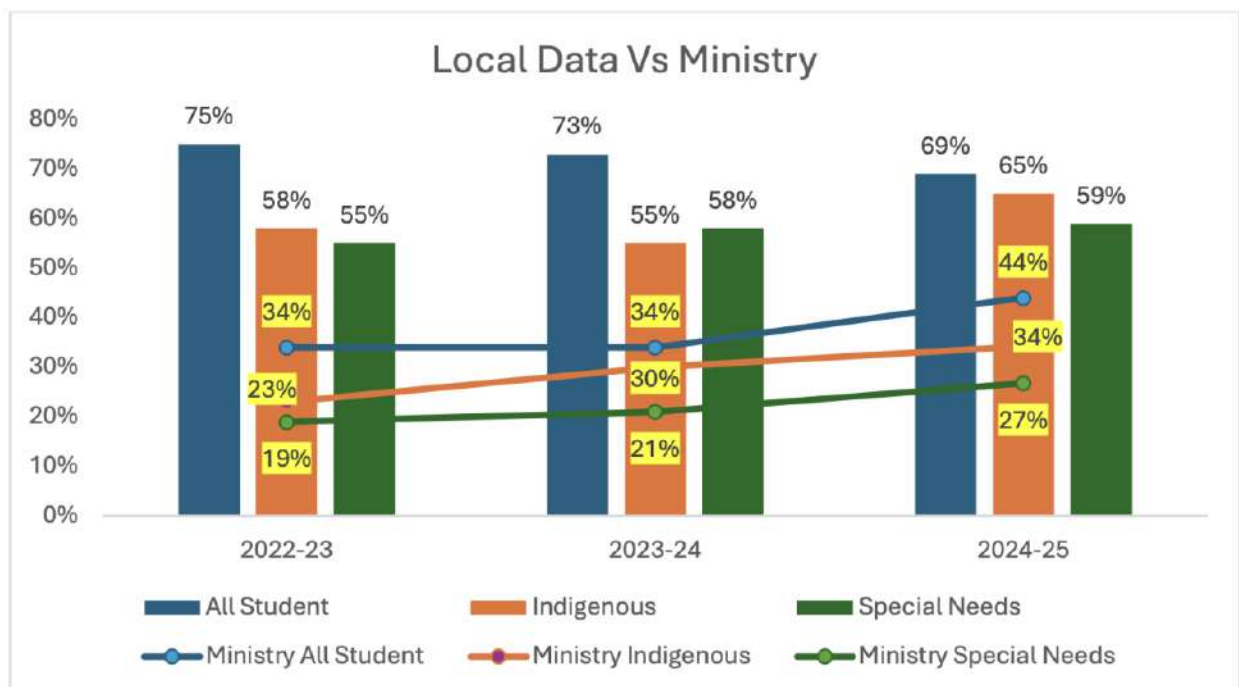
Grade 4 Numeracy—local data from Learning Updates



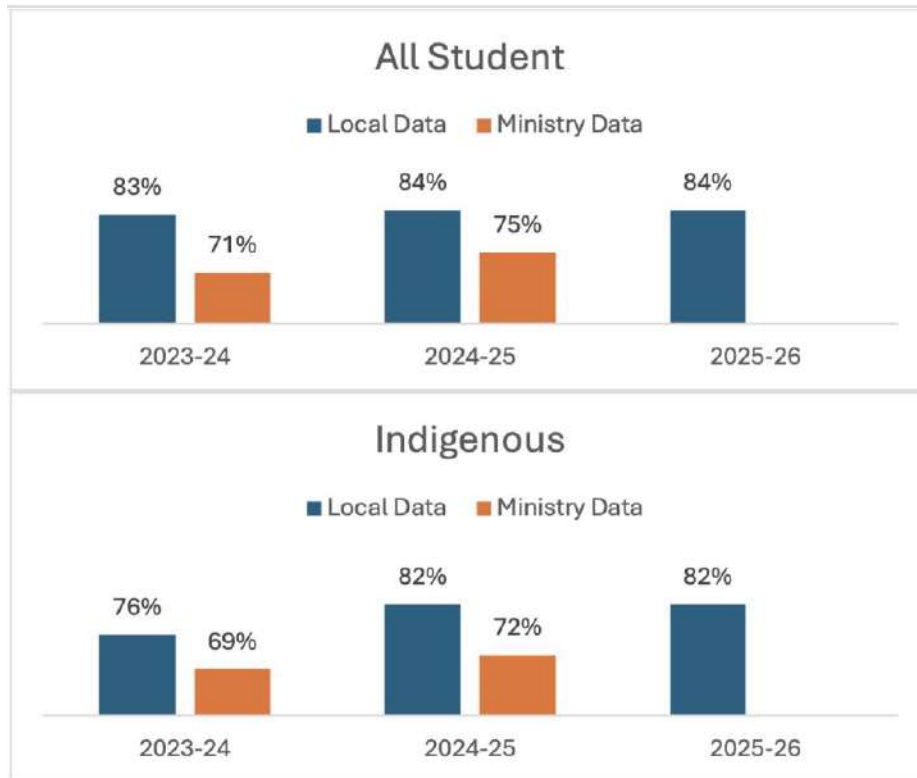
Grade 7 Numeracy—local data from Learning Updates



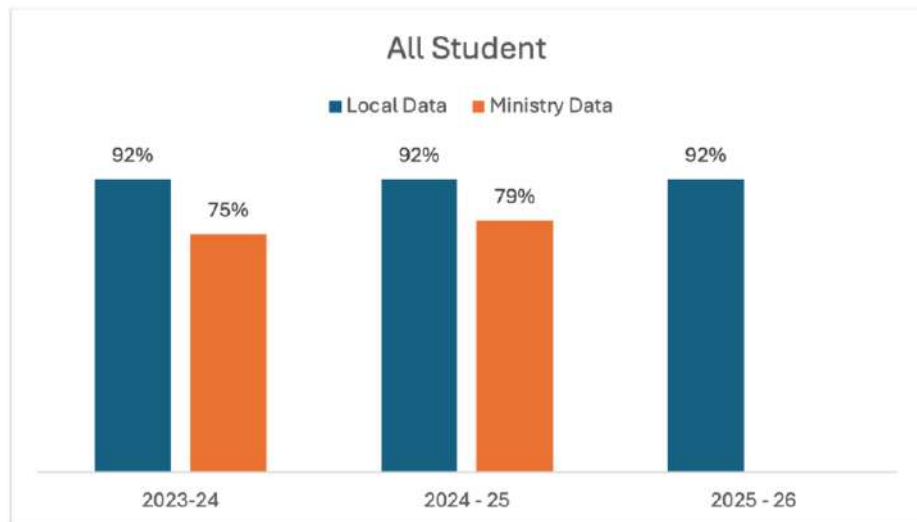
Grade 10 Numeracy—local data from Learning Updates



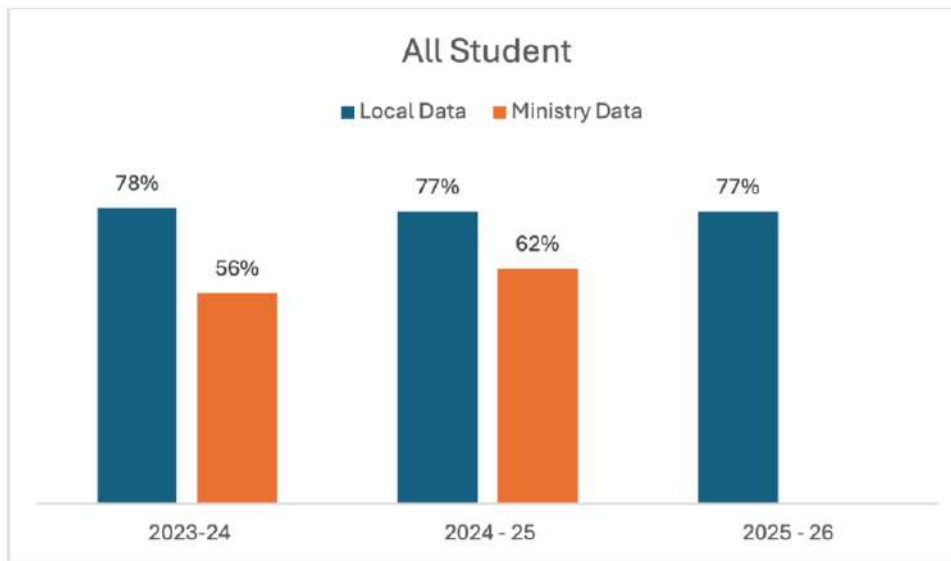
Feel Welcome—local data from Equity Survey



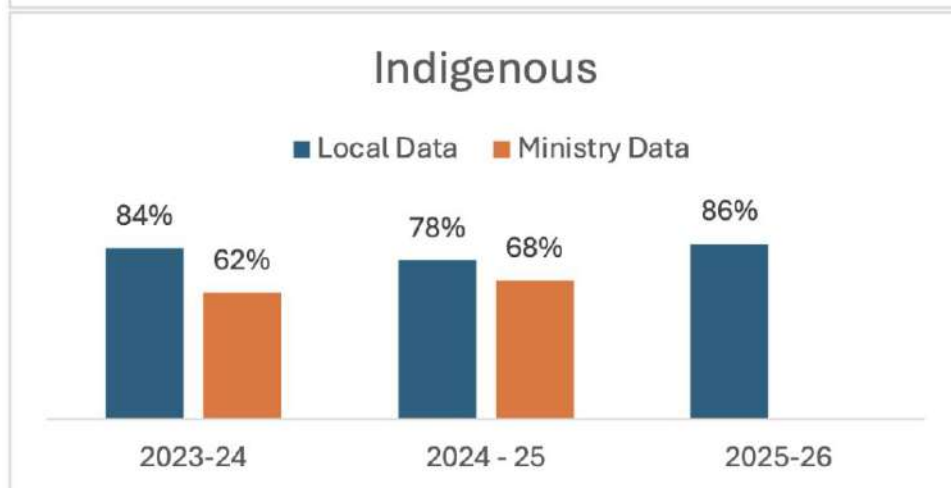
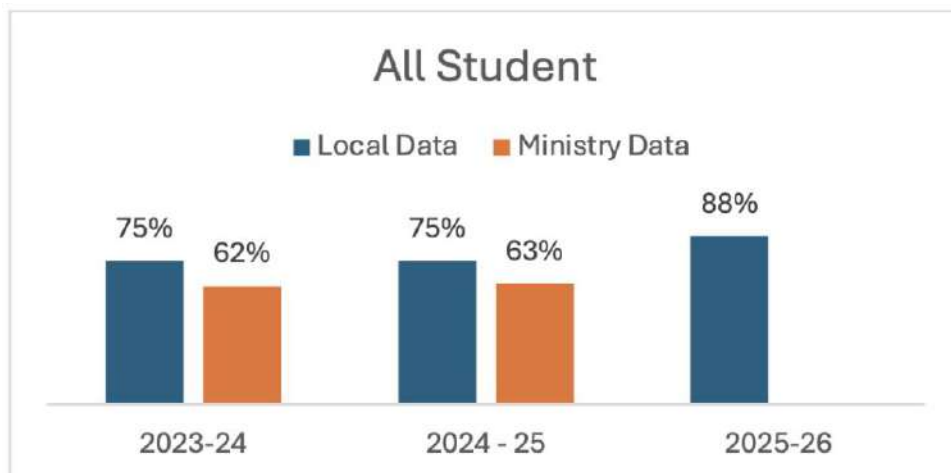
Feel Safe—local data from Equity Survey



Sense of Belonging—local data from Equity Survey

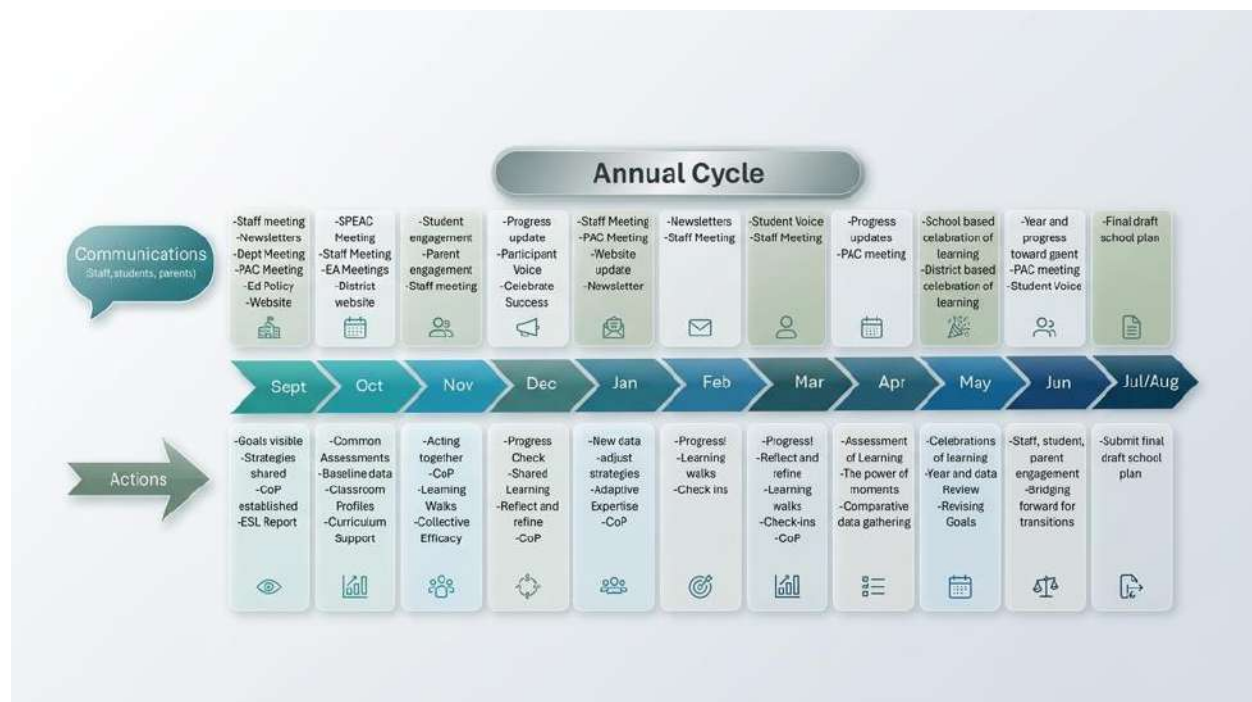


Adults that Care—local data from Equity Survey



Appendix B: Continuous Improvement Cycle

Continuous Improvement Framework and Timeline



Appendix C: District Links

The Sooke School District continues to evolve the structures and processes involved in its Continuous Improvement Framework. Further evidence of the district's ongoing commitment to improving student learning outcomes can be found at the following links:

- ◇ [Sooke School District Strategic Plan 2025-2029](#)
- ◇ [Annual Report to the Board of Education 2025-2026](#)
- ◇ [Operational Plan 2025-2026](#)
- ◇ [Operational Plan 2026-2027](#)
- ◇ [School Plans](#)
- ◇ [paa?čiid?atx \(Pacheedaht\) LEA](#)
- ◇ [T'SOU-KE LEA](#)
- ◇ [NA'TSA'MAHT Enhancement Agreement 2022-2027](#)
- ◇ [NA'TSA'MAHT Enhancement Agreement Report](#)
- ◇ [Equity in Action Report June 2026](#)
- ◇ [Sooke School District 2026-2029 Financial Plan](#)



BOARD COMMITTEES	A-6
	Adopted:

School District #62 (Sooke) Policy

The Board may establish and use standing and ad hoc committees to review issues and present information, findings and recommendations for action to the Board.

Committee Authority and Responsibilities

1. Committees (standing or ad-hoc) have no authority to make decisions on behalf of the Board.
 - i. Committee recommendations are not decisions of the Board unless adopted by resolution at a duly constituted meeting of the Board.
 - ii. Committee Terms of Reference established by the Board determine the scope of each committee's mandate, duties and responsibilities. A committee may only act within its mandate.
 - iii. Committees must review their respective terms of reference each September.
 - iv. By April of each year, committees may refer proposed amendments to their terms of reference to the Governance Committee for consideration and recommendation to the Board.

Quorum

2. Quorum for a committee meeting is two (2) trustees.

Committee Appointments

3. The Chair of the Board of Education shall make all appointments of trustees to committees.
4. The Chair shall designate a chairperson of each standing committee.
5. The Chair of the Board of Education shall be an *ex officio* member of all board committees unless specifically identified as one of the appointed members of a committee.
6. The Chair of the Board of Education shall determine the membership of each committee annually in September except in general school election years in which case the Chair shall establish membership of standing committees after the inaugural meeting of the Board following the election.
7. The Chair of the Board of Education may not be the chair of any standing committee or of the Committee of the Whole, but may be an appointed member of any such committee.
8. The Chair of the Board of Education may be the chair of an ad-hoc committee.
9. If an appointed trustee is absent from a standing committee meeting, the Chair of the Board may appoint another trustee to fill the vacancy, including themselves as needed.
10. The absence of a committee chair does not permit the Chair of the Board of Education to act as the committee chair unless:
 - i. no other appointed committee member is available to act as chair of the meeting;
 - ii. no non-appointed trustee is available to act as chair of the meeting; and
 - iii. circumstances do not permit the rescheduling of the meeting so that the committee chair, another appointed trustee, or a non-appointed trustee is available to perform the function of chair within a time sufficient to allow the committee to carry out its duties and report to the Board.
11. The Chair of the Board of Education may add or remove members of a committee at any time.
12. In the event of a trustee resignation or leave of absence from the Board, the Chair of the Board of Education shall review the committee's membership and make any appointments that in their discretion they determine to be appropriate.



BOARD COMMITTEES	A-6
	Adopted:

School District #62 (Sooke) Policy

13. The Chair of the Board of Education may appoint individuals who are not current trustees as advisory, non-voting external participants in meetings of a standing or ad hoc committee and to otherwise assist the committee if, in the opinion of the chair, such individual may assist the committee in its work. The process for such appointments shall be as set out in Appendix B of this policy.

Standing Committees

14. Standing committees provide an opportunity to deliberate on issues of ongoing importance to the district in an open and inclusive manner aligned with the committee's terms of reference.
15. The primary purpose of standing committees is to receive input from appointed trustees, representative designates and the public in relation to agenda items within the scope of the committee's terms of reference and to provide recommendations or advice to the Board if appropriate.
16. Membership shall be a minimum of three trustees appointed by the Chair of the Board, plus the Chair of the Board as an ex officio member, unless otherwise stated in the committee terms of reference.
17. Written notice of public standing committee meetings and agendas shall be available for all trustees, representative designates and the public at least three (3) days prior to committee meeting dates.
18. The committee chair, in consultation and with the agreement of the chair of the Board, may cancel a regularly scheduled standing committee meeting if at least 5 days' notice of cancelation is provided.
19. No more than 2 consecutive regularly scheduled standing committee meetings may be cancelled between September and June each year.

Special/Ad Hoc Committees

20. Special or ad hoc committees may be established by the Board of Education and shall be provided specific terms of reference to gather information and provide advice or recommendations to the Board with respect to a specific matter referred to the committee.
21. Membership of a special or ad hoc committee shall be a minimum of two trustees appointed by the chair of the Board of Education plus the chair of the Board of Education as an *ex officio* member.
22. Dates, times and places for meetings will be determined by the appointed committee chair.
23. Notice of meeting and the agenda will be given to members at least (2) two days prior to the meeting.

Rules Applicable to All Committees

24. Matters may be referred to a committee of the Board by:
- Formal motion of the Board, or
 - A request from a trustee, executive staff, partner representative or member of the public that the committee chair add an item to the agenda after consultation with the superintendent or secretary-treasurer and the committee chair agreeing to include such item on the agenda, provided the subject matter of such request falls within the terms of reference of the committee.



BOARD COMMITTEES	A-6
	Adopted:

School District #62 (Sooke) Policy

25. The committee chair shall determine the agenda for each committee meeting in consultation with assigned district staff
 - i. The agenda may be amended by majority vote of the committee members present at the meeting, provided quorum is maintained.
26. Committee business shall be conducted by consensus of appointed trustees wherever possible.
27. Absent consensus, decisions of the committee shall be determined by majority vote of trustee members, unless specified otherwise in the respective committee terms of reference.
28. Where no majority decision is achieved, a summary of matters considered by the committee will be provided to the Board, noting that no consensus or majority recommendation was reached on those matters.
29. Trustees not appointed to the committee but attending as a guest shall not be included in quorum or entitled to vote on matters before the committee.
30. Any trustee may attend any standing committee meeting as a guest. However, the committee chair shall provide appointed committee members, partner group designates and the public priority for discussion of agenda items.

Committee Meetings

31. Meetings may be held in public or where the nature of the material being considered or the public interest so requires, *in-camera*.
 - i. Where there are public sessions of a standing committee, a representative of the following groups, where established, may be invited to participate in the meeting and provide input in relation to the subject matter being considered by the standing committee:
 - a. Sooke Teachers' Association (STA);
 - b. CUPE Local 459;
 - c. Sooke Principals and Vice-Principals Association (SPVPA);
 - d. Sooke Parent Education Advisory Council (SPEAC); and
 - e. Student representatives.
 - f. Indigenous Education Advisory Council (IEC)*

*The IEC may self-determine a format and process for engagement either within or outside of the Committee structures.
 - ii. *In-camera* sessions of a standing committee may only be attended by members of the standing committee, other trustees, district staff and others formally invited to attend.
 - iii. Matters related to personnel, real property, individual students, parents and/or guardians, legal opinions, accident claims and other matters of Board liability or matters where the committee chair determines it is in the public interest to do so, will be dealt with in a closed (in camera) meeting.

Committee Reports

32. The chair of each committee, or designate, will report to the Board verbally on the business of the committee at the first regularly scheduled Board meeting, *in-camera* or public as applicable, following the committee meeting, supported by staff assigned to the committee.
33. Committee recommendations for Board consideration shall be written in the form of Board motions for debate. Each recommendation will be dealt with individually.



BOARD COMMITTEES	A-6
	Adopted:

School District #62 (Sooke) Policy

34. Committee reports of a public session will be available online after the subsequent Board meeting for 12 months.
 - i. The report shall be retained by the Board in accordance with its normal document retention practices.
35. Committee reports of *in-camera* sessions will be available to the Board as part of the subsequent *in-camera* Board meeting materials and will be retained according to the district's normal records retention practices.
36. Motions before the Board to "receive" or "accept" a committee report are out of order and shall not be made.

Committee Resources

37. The superintendent or secretary-treasurer may appoint resource personnel to work with committees, and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Code of Conduct

38. All trustee committee members must comply with the Trustee Code of Conduct and their oath of office in relation to Board committees.
39. Actions or inactions that intentionally impede or frustrate the operation or actions of a committee may constitute a breach of the Trustee Code of Conduct and be dealt with accordingly.
40. Where a trustee member of a committee reasonably believes that another member of the committee is acting in a manner that is impeding or frustrating the work of the committee or is not compliant with the Trustee Code of Conduct and/or the Oath of Office in relation to the work of the committee, the trustee member of the committee will document the issue(s) and report the matter to the chair of the Board of Education.
41. The Chair of the Board of Education, on receipt of the report, must review the issue together with the Committee Chair and the trustee member of the committee allegedly in non-compliance to seek resolution.
42. Where resolution is not reached the Chair of the Board of Education may bring the matter before the full Board in a special closed meeting for consideration as soon as reasonably practical.
43. The trustee allegedly in breach shall be accorded procedural fairness by the Board in consideration of the alleged breach.
44. The Board of Education may take such remedial action as it considers appropriate.
45. The Board of Education shall report on the nature of the matters discussed and the general nature of the decisions reached at the meeting at the next public meeting of the Board of Education and a record of such shall be made available to the public as required by the *School Act*.



BOARD COMMITTEES	A-6
	Adopted:

School District #62 (Sooke) Policy

Appendix A – Board Committees and Terms of Reference

Standing Committees:

1. Audit (Financial Statements Review Committee)

Executives assigned: Secretary-Treasurer, Superintendent

2. Education Committee

Executive assigned: Superintendent

3. Resources Committee

Executives assigned: Secretary-Treasurer, Superintendent

Ad-Hoc Committees:

1. Committee of the Whole (COW)

Executives assigned: Secretary-Treasurer, Superintendent

2. Governance Committee

Executives assigned: Superintendent, Secretary-Treasurer

3. Personnel Committee

Executive assigned: Superintendent, Secretary-Treasurer

4. School Board Office Renewal

Executives assigned: Superintendent, Secretary-Treasurer

Committee Terms of Reference**Audit Committee (Standing)****Purpose**

The Audit Committee assists the Board in fulfilling its governance and oversight responsibilities pertaining to financial reporting, internal controls, risk management, external audit and internal audit.

The Audit Committee ensures compliance with the financial provisions of the *School Act* and related Orders, Regulations or policy and provides independent oversight to the Board in the areas of financial reporting, external audit, internal controls, internal audit, risk management, compliance matters and other responsibilities that are delegated to the Audit Committee by the Board.

Procedures

The Audit Committee is intended to be a less formal structure to allow for full participation by appointed members. As such, Roberts Rules will not be enforced unless the Committee Chair determines so needed. Where consensus of appointed trustees is not reached, the Committee Chair is entitled to cast a second vote.

NATURE OF COMMITTEE	Standing Committee of the Board
MEMBERSHIP	• Committee Chairperson • Trustee Member #1 • External Member (non-voting)
EXECUTIVE ASSIGNED (Non-Voting)	Secretary Treasurer or designate, Superintendent
CHAIRPERSON	Trustee designated by the Chair of the Board of Education
APPOINTMENT	Trustees are appointed by the Chair of the Board of Education.
BUDGET	As necessary to meet the Boards requirements and legislated obligations as they relate to internal audit, audited financial statements and enterprise risk management funded through the Board Governance budget allocation annually.
SECRETARIAT	Secretary Treasurer or Designate
MEETINGS	Meetings will be scheduled quarterly with ad-hoc meetings as required. A minimum of three meetings a year must be held. Agendas with supporting materials will be circulated to the committee a minimum of three (3) days in advance of each meeting.
QUORUM	A minimum of two trustees
EXTERNAL PARTICIPANT	Yes
EXTERNAL PARTICIPANT CRITERIA:	Has accounting, financial management or other relevant business experience that would enable them to understand the accounting and auditing standards applicable to the Board.



Board of Education

Committee Terms of Reference

1. Powers of the Audit Committee

In carrying out its functions and duties, the Audit Committee has the power to:

- i. With the prior approval of the Board, retain counsel, accountants or other professionals to advise or assist the Audit Committee.
- ii. Meet with or require the attendance of Management, internal or external auditor or legal counsel or representatives from a reporting entity of the Board at meetings of the Audit Committee, and require such persons or entities to provide any information and explanation that may be requested.
- iii. Where the Audit Committee determines it is appropriate, meet with the Board's external or internal auditor, counsel, accountants or other professionals, without the presence of staff.
- iv. Require the Board's internal or external auditor to provide reports to the Audit Committee.
- v. Have access to all records of the Board in relation to its purpose.

Deliverables

2. Risk management

- i. To ask the Board's Superintendent, Secretary Treasurer, Internal Auditor and external auditor about significant risks, to review the Board's policies for risk assessment and risk management and to assess the steps the superintendent and secretary treasurer have taken to manage such risks.
- ii. To perform other activities related to the oversight of the Board's risk management issues or financial matters, as requested by the Board.
- iii. To initiate and oversee investigations into auditing matters, internal financial controls and allegations of inappropriate or illegal financial dealing.

3. Compliance matters

- i. To review the effectiveness of the Board's system for monitoring compliance with legislative requirements and with the Board's policies and procedures, and where there have been instances of non-compliance, to review any investigation or action taken by the superintendent and secretary treasurer or other persons employed in management positions to address the non-compliance.
- ii. To review any significant findings of regulatory entities and any observations of the internal or external auditor related to those findings.
- iii. To obtain regular updates from management and legal counsel regarding compliance matters.

4. Financial reporting process

- i. To review the Board's financial statements, including:
 - a. Relevant accounting and reporting practices and issues.
 - b. Complex or unusual financial and commercial transactions.
 - c. Material judgments and accounting estimates.
 - d. Any departures from accounting principles that are applicable to the Board.
- ii. To review, before the results of an annual external audit are submitted to the Board:
 - a. The results of the annual external audit.

Committee Terms of Reference

- b. Any difficulties encountered during the external auditor's work, including any restrictions or limitations on the scope of the external auditor's work or on the external auditor's access to required information.
- c. Any significant changes the external auditor made to the audit plan in response to issues that were identified during the audit.
- d. Any significant disagreements between the external auditor and the superintendent and/or secretary treasurer and how those disagreements were resolved.
- iii. To review the Board's annual financial statements and consider whether they are complete, are consistent with any information known to the Audit Committee members and reflect accounting principles applicable to the Board.
- iv. To recommend, if the Audit Committee considers it appropriate to do so, that the Board approve the annual audited financial statements.
- v. To review all matters that the external auditor is required to communicate to the Audit Committee under generally accepted auditing standards.
- vi. To review with the external auditor material written communications between the external auditor and the superintendent or secretary-treasurer.
- vii. To ask the external auditor about whether the financial statements of the Board's reporting entities, if any, have been consolidated with the Board's financial statements.
- viii. To ask the external auditor about any other relevant issues.

5. Internal Controls

- i. To review the scope of the internal and external auditor's reviews of the Board's internal controls, any significant findings and recommendations by the internal and external auditors and the responses of the Board's staff to those findings and recommendations.
- ii. To discuss with the Board's senior management the Board's significant financial risks and the measures management have taken to monitor and manage these risks.

6. Internal Audit

- i. To review the internal auditor's mandate, activities, staffing and organizational structure
- ii. To make recommendations to the Board on the content of annual or multi-year internal audit plans and on all proposed major changes to plans.
- iii. To ensure there are no unjustified restrictions or limitations on the scope of the annual internal audit.
- iv. To review at least once in each fiscal year the performance of the internal auditor and provide the Board with comments regarding his or her performance.
- v. To review the effectiveness of the internal auditor, including the internal auditor's compliance with standards for internal auditing.
- vi. To meet on a regular basis with the internal auditor to discuss any matters that the Audit Committee or internal auditor believes should be discussed.
- vii. To review with the superintendent and secretary-treasurer and the internal auditor:
 - a. Significant findings and recommendations by the internal auditor during the fiscal year and the responses of the management to those findings and recommendations.
 - b. Any difficulties encountered during the internal auditor's work, including any restrictions or limitations on the scope of the internal auditor's work or on the internal auditor's access to required information.



Board of Education

Committee Terms of Reference

- c. Any significant changes the internal auditor made to the audit plan in response to issues that were identified during the audit.

7. External Auditor

- i. To review at least once in each fiscal year the performance of the external auditor and make recommendations to the Board on the appointment, replacement or dismissal of the external auditor and on the fee and fee adjustment for the external auditor.
- ii. To review the external auditor's audit plan, including:
 - a. The external auditor's engagement letter.
 - b. How work will be coordinated with the internal auditor to ensure complete coverage, the reduction of redundant efforts and the effective use of auditing resources.
 - c. The use of independent public accountants other than the external auditor of the Board.
- iii. To make recommendations to the Board on the content of the external auditor's audit plan and on all proposed major changes to the plan.
- iv. To review and confirm the independence of the external auditor.
- v. To meet on a regular basis with the external auditor to discuss any matters that the Audit Committee or the external auditor believes should be discussed.
- vi. To attempt to resolve any disagreements between the superintendent and/or secretary treasurer and the external auditor about financial reporting.
- vii. To recommend to the Board a policy designating services that the external auditor may perform for the Board and, if the Board adopts the policy, to oversee its implementation.

8. Reporting

- i. The Audit Committee will report to the Board annually in June, or at any other time that the Board may require, or the Audit Committee may consider appropriate, on the Audit Committee's performance of its duties. The report will include:
 - a. A summary of the work performed by the Audit Committee since the last report.
 - b. The results of any review conducted by the Audit Committee and any findings and recommendations of the Audit Committee to the Board.
 - c. An assessment by the Audit Committee of the Board's progress in addressing any findings and recommendations that have been made by the internal or external auditor.
 - d. A summary of the matters addressed by the Audit Committee at its meetings.
 - e. The attendance record of members of the Audit Committee.
 - f. Any other matter that the Audit Committee considers relevant.
- ii. In addition to 8(i) above, reporting will align with requirements in section 32-36 of the Board Committee Policy-A6, a report of all meetings will be provided to the Board. Recommendations of the Committee will not take effect unless resolved at a duly constituted meeting of the Board of Education.

Policy Reference

- A6 – Board Committees
- F333 – Accumulated Operating Surplus
- F334 – Financial Planning and Reporting

Committee Terms of Reference**Education Committee (Standing)****Purpose**

The Education Committee meets to carry out duties assigned to it by the Board and makes recommendations for Board consideration, without exercising the powers of the Board.

Procedures

The Committee is intended to be a less formal structure to allow for full participation by trustees, partners and representative groups. As such, Roberts Rules will not be enforced unless the Committee Chair determines so needed.

NATURE OF COMMITTEE	Standing Committee of the Board
MEMBERSHIP	• Committee Chairperson • Trustee Member #1 • Trustee Member #2
EXECUTIVE ASSIGNED (Non-Voting)	• Superintendent or designate
CHAIRPERSON	Trustee designated by the Chair of the Board of Education
PARTNER AND REPRESENTATIVE GROUPS	Delegations from representative group designates, where established (non-voting): • Canadian Union of Public Employees Local 459 • Sooke Parents Education Advisory Council (SPEAC) • Sooke Principals' and Vice-Principals' Association (SPVPA) • Sooke Teachers' Association (STA) • Students • Indigenous Education Advisory Council (IEC)* *IEC may self-determine a format and process for engagement either within or outside of the Education Committee structure
APPOINTMENT	Trustees are appointed by the Chair of the Board of Education aligned to Board Committee Policy – A6
BUDGET	None, unless otherwise assigned by the Board
SECRETARIAT	Secretary-Treasurer or designate
MEETINGS	Meetings will be scheduled monthly, on the first Tuesday of the month between September and June, unless otherwise notified. Agendas with supporting materials will be circulated to the committee three (3) days in advance of each meeting.
EXTERNAL PARTICIPANT	No
QUORUM	A minimum of 2 trustees



Board of Education

Committee Terms of Reference

Deliverables

The Education Committee supports Board governance, when needed with:

- Educational policy review and development.
- Review and make recommendations to the Board regarding matters related to the development and implementation of the Strategic & District Operational Plans.
- Review and make recommendations to the Board regarding student achievement and well-being.
- Review and make recommendations to the Board regarding proposed Board Authority Authorized Courses.
- Review and make recommendations regarding the implementation and cessation of District programs.
- Receive information and updates regarding annual school learning plans.
- Review and make recommendations to the Board regarding school calendars.
- Review and make recommendations to the Board regarding school catchment.
- Other matters referred to it by the Board by resolution.
- Any items recommended by the committee which have financial implications will be referred to the Resources Committee for recommendation prior to being presented to the Board for consideration.

Reporting

- Aligned with reporting requirements in section 32-36 of the Board Committee Policy-A6, a report of all meetings will be provided to the Board. Recommendations of the Committee will not take effect unless resolved at a duly constituted meeting of the Board of Education.

Policy Reference:

A6 – Board Committees

Committee Terms of Reference**Resources Committee (Standing)****Purpose**

The Resources Committee assists the Board in fulfilling its governance and oversight responsibilities pertaining to the budget, capital and corporate services (the business functions of the District).

Procedures

The Resources Committee is intended to be a less formal structure to allow for full participation by trustees, partners and representative groups. As such, Roberts Rules will not be enforced unless the Committee Chair determines so needed.

NATURE OF COMMITTEE	Standing Committee of the Board
MEMBERSHIP	• Committee Chairperson • Trustee Member #1 • Trustee Member #2
EXECUTIVE ASSIGNED (Non-Voting)	Secretary-Treasurer or designate, Superintendent
CHAIRPERSON	Trustee designated by the Chair of the Board of Education
PARTNER AND REPRESENTATIVE GROUPS	Delegations from representative group designates, where established (non-voting): • Canadian Union of Public Employees Local 459 • Sooke Parents Education Advisory Council (SPEAC) • Sooke Principals' and Vice-Principals' Association (SPVPA) • Sooke Teachers' Association (STA) • Students • Indigenous Education Advisory Council (IEC)* *IEC may self-determine a format and process for engagement either within or outside of the Resources Committee structure.
APPOINTMENT	Trustees are appointed by the Chair of the Board of Education aligned to Board Committee Policy – A6
BUDGET	None, unless otherwise assigned by the Board.
SECRETARIAT	Secretary-Treasurer or designate
MEETINGS	Meetings will be scheduled monthly, on the second Tuesday of the month between September and June unless otherwise notified. Agendas with supporting materials will be circulated to the committee a minimum of three (3) days in advance of each meeting.
EXTERNAL PARTICIPANT	No
QUORUM	A minimum of 2 trustees



Board of Education

Committee Terms of Reference

Deliverables

The Resources Committee supports Board governance to consider and make recommendations on:

- Long-range facilities planning for accommodating enrolment projections.
- Annual Capital Plan submission to the Ministry of Education and Child Care and/or Ministry of Infrastructure (or other Ministry designated for this purpose by the Province).
- District operating, special purpose and capital budgets.
- Aspects of corporate services which are defined as all items that are not directly related to educational programs. (i.e. major/minor capital, maintenance & facilities, transportation, custodial, Information Management and Technology, Finance, Human Resources as appropriate and Child Care etc.)
- Other matters referred to it by the Board by resolution or another standing committee as it relates to financial resources implications and availability or policy implementation.
- Any items recommended by the committee which have education program implications will be referred to the Education Committee for recommendation prior to being presented to the Board for consideration.

Reporting Mechanism

- Aligned with reporting requirements in section 32-36 of the Board Committee Policy-A6, a report of all meetings will be provided to the Board. Recommendations of the Committee will not take effect unless resolved at a duly constituted meeting of the Board of Education.

Policy Reference

- A6 – Board Committees

Committee Terms of Reference**Committee of the Whole (Ad-Hoc)****Purpose**

The Committee of the Whole (COW) provides an opportunity for all Trustees to engage with partners and the public on a topic(s) referred to it by the Board through motion. In general, the Board refers a matter to Committee of the Whole when it feels there is benefit to having a less structured and more participatory and inclusive discussion regarding a topic(s) prior to considering a recommendation at a duly constituted meeting of the Board of Education.

Procedures

The COW is intended to be a less formal structure to allow for full participation by trustees, partners and representative groups. As such, Roberts Rules will not be enforced unless the Committee Chair determines so needed.

MEMBERSHIP	All School District No. 62 trustees (7)
EXECUTIVE ASSIGNED (Non-Voting)	• Superintendent, Secretary Treasurer
CHAIRPERSON	The Vice-Chair of the Board of Education will serve as Committee Chair
PARTNER AND REPRESENTATIVE GROUPS	Delegations from representative group designates, where established (non-voting): • Canadian Union of Public Employees Local (CUPE) 459 • Sooke Parents Education Advisory Council (SPEAC) • Sooke Principals' and Vice-Principals' Association (SPVPA) • Sooke Teachers' Association (STA) • Students • Indigenous Education Advisory Council (IEC)* *IEC may self-determine a format and process for engagement either within or outside of the COW structure.
PUBLIC	Delegations from members of the public regarding the agenda
APPOINTMENT	All trustees are members (no appointment required)
BUDGET	None, unless otherwise assigned by the Board
SECRETARIAT	Secretary Treasurer or designate
MEETINGS	Agendas with supporting materials will be public and circulated to the committee and partner/representative groups, five (5) days in advance of each meeting.
EXTERNAL PARTICIPANT	No
QUORUM	A minimum of 2 trustees



Board of Education

Committee Terms of Reference

Deliverables

The Committee of the Whole supports Board governance with matter referred to it by the Board through resolution. Examples may include:

- Budget development feedback
- Strategic planning
- Other matters referred to it by the Board by resolution.

Reporting Mechanism

- Aligned with reporting requirements in section 32-36 of the Board Committee Policy-A6, a report of all meetings will be provided to the Board. Recommendations of the Committee will not take effect unless resolved at a duly constituted meeting of the Board of Education.

Policy Reference

- A6 – Board Committees



Board of Education

Committee Terms of Reference

Governance Committee (Ad-Hoc)

Purpose

The Governance Committee meets to carry out duties aligned with the deliverables as set out in these terms of reference or assigned to it by the Board by resolution and makes recommendations for Board consideration, without exercising the powers of the Board.

Procedures

The Governance Committee will conduct its assigned business using less formal structures than a meeting of the Board and as such Roberts Rules will not be enforced unless the Committee Chair determines so needed.

NATURE OF COMMITTEE	Ad-Hoc Committee of the Board
MEMBERSHIP	• Committee Chairperson • Trustee Member #1 • Trustee Member #2
EXECUTIVE ASSIGNED (Non-Voting)	Superintendent, Secretary Treasurer
CHAIRPERSON	The Chair of the Committee is the Chair of the Board of Education, or their designate.
APPOINTMENT	Trustees are appointed by the Chair of the Board of Education aligned to Board Committee Policy – A6
BUDGET	None, unless otherwise assigned by the Board.
SECRETARIAT	Secretary Treasurer or designate
MEETINGS	Meetings are called by the Committee Chair and will be scheduled at a minimum of one time per year. Agendas with supporting materials will be circulated to the committee a minimum of two (2) days in advance of each meeting.
EXTERNAL PARTICIPANT:	No
QUORUM	A minimum of two trustees



Board of Education

Committee Terms of Reference

Deliverables

The Governance Committee supports the Board with:

- Governance policy review and development aligned with policy A500 – Policy Development.
- Governance related by-law development and review as required (i.e. Elections by-law).
- Develop policy and/or review matters referred to it by the Board by resolution or matters referred to it through one or more other committees of the Board.

Reporting Mechanism

- Aligned with reporting requirements in section 32-36 of the Board Committee Policy-A6, a report of all meetings will be provided to the Board. Recommendations of the Committee will not take effect unless resolved at a duly constituted meeting of the Board of Education.

Policy Reference

- A-6 - Board Committees
- A-500 – Policy Development



Board of Education

Committee Terms of Reference

Personnel Committee (Ad-Hoc)

Purpose

The Personnel Committee meets to carry out duties aligned with the deliverables as set out in this terms of reference or assigned to it by the Board by resolution and makes recommendations for Board consideration, without exercising the powers of the Board.

Procedures

The Personnel Committee will conduct its assigned business using less formal structures than a meeting of the Board and as such Roberts Rules will not be enforced unless the Committee Chair determines so needed.

NATURE OF COMMITTEE	Ad-Hoc Committee of the Board
MEMBERSHIP	• Committee Chairperson • Trustee Member #1 • Trustee Member #2
EXECUTIVE ASSIGNED (Non-Voting)	• Superintendent and/or designate • Executive Director of Human Resources • Secretary Treasurer
CHAIRPERSON	The Chair of the Committee is the Chair of the Board of Education, or their designate.
APPOINTMENT	Trustees are appointed by the Chair of the Board of Education aligned to Board Committee Policy – A6
BUDGET	None, unless otherwise assigned by the Board.
SECRETARIAT	Secretary Treasurer or designate
MEETINGS	Meetings are called by the Committee Chair and will be scheduled at a minimum of one time per year. Agendas with supporting materials will be circulated to the committee a minimum of two (2) days in advance of each meeting.
EXTERNAL PARTICIPANT:	No
QUORUM	A minimum of two trustees



Board of Education

Committee Terms of Reference

Deliverables

The Personnel Committee supports the Board with:

- Reviewing and making recommendations to the Board regarding the Superintendent's contract, aligned to its terms and conditions, including but not limited to:
 - o Contract terms
 - o Salary
 - o Other compensation (i.e. vacation, vehicle allowance, long service etc.)
 - o Non-monetary provisions (i.e. indemnification, terminations provisions etc.)
- When required, review Executive position job descriptions and recruitment criteria and providing recommendations to the Superintendent.
- Receiving updates and making recommendations regarding sensitive staffing issues within the district.
- Other matters referred to it by the Board by resolution.

Reporting Mechanism

- Aligned with reporting requirements in section 32-36 of the Board Committee Policy-A6, a report of all meetings will be provided to the Board in-camera. Recommendations of the Committee will not take effect unless resolved at a duly constituted meeting of the Board of Education.

Policy Reference

- A6 – Board Committees

E-205 - Recruitment and Selection of Administrative Personnel



Board of Education

Committee Terms of Reference

School Board Office (SBO) Renewal Committee (Ad-Hoc)

PURPOSE

The SBO Renewal Committee meets to carry out duties aligned with this terms of reference or as assigned to it by the Board and makes recommendations for Board consideration, without exercising the powers of the Board.

PROCEDURES

The SBO Committee will conduct its assigned business using less formal structures than a meeting of the Board and as such Roberts Rules will not be enforced unless the Committee Chair determines so needed.

NATURE OF COMMITTEE	Ad-Hoc Committee of the Board
MEMBERSHIP	• Committee Chairperson • Trustee Member #1
EXECUTIVE ASSIGNED (Non-Voting)	• Superintendent or designate, Secretary Treasurer
CHAIRPERSON	The Chair of the Committee is the Chair of the Board of Education, or their designate.
APPOINTMENT	Trustees are appointed by the Chair of the Board of Education aligned to Board Committee Policy – A6
BUDGET	None, unless otherwise assigned by the Board.
SECRETARIAT	Secretary Treasurer
MEETINGS	Meetings are called by the Committee Chair and will be scheduled at a minimum of one time per year. Agendas with supporting materials will be circulated to the committee a minimum of two (2) days in advance of each meeting.
EXTERNAL PARTICIPANT:	No
QUORUM	A minimum of two trustees



Board of Education

Committee Terms of Reference

DELIVERABLES

The SBO Committee supports the Board with:

- Ensuring current (not less than 2 years old) valuations of existing SBO sites including SBO Corporate, Facilities and Transportation.
- Conducting feasibility studies related to SBO space needs
- Reviewing opportunities for SBO renewal including partnerships and associated business case(s)
- Concept planning and business case development.
- Other matters referred to it by the Board by resolution.

REPORTING MECHANISM

- Aligned with reporting requirements in section 32-36 of the Board Committee Policy-A6, a report of all meetings will be provided to the Board in-camera. Recommendations of the Committee will not take effect unless resolved at a duly constituted meeting of the Board of Education.

Policy Reference:

A-6 Board Committees

Committee Terms of Reference**Appendix B: Appointment of External Participants in Committee Meetings**

The process for appointing external participants to work with Board committees is set out below.

1. Eligibility for Participation by Persons who are not Trustees of the Board

- i. A person who is not a trustee of the Board may be appointed to and serve as an advisory non-voting external participant in meetings of committees of the Board if they possess relevant expertise, education, credentials and/or experience applicable to the committee mandate and the Board of Education has determined by motion or in the committee's terms of reference to provide for the appointment of an external participant.
- ii. Prior to appointment as an external participant in meetings of a committee and serving in an advisory role, the person must have been identified by the Selection Committee and approved by the Board Governance Committee.

2. Selection Committee

- i. A selection committee (the "**Selection Committee**") will identify persons who are not trustees of the Board as potential candidates for appointment as an external participant on a committee.
- ii. The Selection Committee shall be composed of:
 - a. The superintendent or designate.
 - b. A second member of senior management.
 - c. The chair of the Board or a trustee of the Board designated by the chair.
- iii. The recommendations from the Selection Committee shall be considered by the Board Governance Committee.
- iv. The chair of the Board of Education may appoint an external participant to a Board committee from amongst those persons approved by the Board Governance Committee.

3. Term of Appointment

- i. A person shall not be appointed as an external participant on a committee for a term longer than three years, unless reappointed by the Board chair on the recommendation of the applicable Committee.

4. Conflict of Interest

- i. External participants on committees must disclose any actual or perceived conflict of interest and not participate in any discussion or meeting in which they have such an interest.
- ii. A conflict of interest exists when:
 - a. An external participant uses their position with the committee to advance their personal interests, or interests of their family or close associates; or
 - b. An external participant accepts, directly or indirectly, any compensation, gratuity, gift, reward or benefit from an organization or individual that has dealing with the Board if a reasonable person would perceive this as influencing the external participants performance of their duties with the committee.
 - c. An external participant has a pecuniary interest in a matter under consideration could reasonably result in a direct or indirect financial benefit or detriment to the participant, their spouse, family member, business associate, employer, or an organization in which they hold a significant financial interest.



Board of Education

Committee Terms of Reference

- iii. When an external participant becomes aware that they have an actual or perceived conflict of interest with respect to the matter coming before the committee, the external participant must:
 - a. Disclose that they have an interest in the matter,
 - b. State the general nature of the interest,
 - c. Not take part in any discussion of the matter,
 - d. Not attempt in any way to influence the voting on any question in respect of the matter before, during or after the meeting, and,
 - e. If the meeting is held *in-camera*, leave the meeting until the matter has been addressed.
- iv. External participants on committees will, when they are appointed for the first time and at the first meeting in each fiscal year, submit a written declaration to the chair of the committee declaring whether he or she has a conflict of interest.
- v. External participants on committees who become aware after their appointment that they have a conflict of interest will immediately disclose the conflict in writing to the members of the committee.

5. Codes of Conduct

- i. Any code of conduct of the Board also applies to external participants in relation to their functions, powers and duties as external participants on a Board committee.

6. Remuneration and Compensation

- i. A person shall not receive any remuneration for serving as an external participant on a committee.

7. Orientation and Education

- i. External participants of a committee will be provided with an orientation to the committee's duties and functions upon appointment.

School District #62 (Sooke)

SCHOOL BOARD COMMITTEES	No.: A-340
	Effective: Jan. 13/81 Revised: Apr. 26/83; Dec. 8/98; Apr. 24/18 Reviewed: Dec. 8/14; Jan. 9/18; Mar. 12/18; Mar. 13/18; Dec. 10/19

SCHOOL BOARD POLICY

The Board may use standing and ad hoc committees to review relevant issues and present findings to the whole Board in the form of additional information or recommendations for Board action.

The Board understands the effectiveness and efficiency of conducting at least some of its business through the operation of standing and ad hoc committees. The availability of desired expertise on given issues through the committee consultative process is valued.

1. A committee has no authority, except that which it is given, in terms of reference. The recommendation(s) of a committee must be ratified or sanctioned by the Board before the Board can be bound by them.
2. Ad hoc committees are established to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established at the time of formation.
3. All appointments of trustees to committees will be made by the Chairperson.
4. All committees will function at the direction of the Board. Meetings are facilitated by consensus. The Chair of each committee will report to the Board on the business of the committee at the first regularly scheduled Board meeting following the committee meeting.
5. The Superintendent or Secretary-Treasurer may appoint resource personnel to work with committees, and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Matters related to personnel, real property, individual students, parents and/or guardians, legal opinions respecting the liability or interest of the Board, accident claims and other matters of Board liability will generally be dealt with in a closed (in camera) Committee meeting.

Policy References:

Bylaw 1: Board Governance Bylaw
A-340: School Board Committees
F-335: Audit Committee

School District #62 (Sooke)

SCHOOL BOARD COMMITTEES	No.: A-340
	Effective: Jan. 13/81 Revised: 26/04/83; 13/12/85; 24/03/87; 24/11/92; 23/05/95; 13/05/97; 08/12/98; Jan. 19/15; Apr. 24/18; Dec. 10/19 Reviewed: Dec. 8/14; Jan. 19/15; Jan. 9/18; Mar. 12/18; Mar. 13/18; Dec. 10/19

ADMINISTRATIVE REGULATIONS**1. General**

- 1.1 The Board may establish such committees as it considers desirable.
- 1.2 Standing Committees exist to provide an opportunity to deliberate on issues of ongoing importance to the District in an open and inclusive manner.
- 1.3 Meetings may be in public, or where warranted in-camera.
- 1.4 A standing committee will consider matters referred to it by the Board, and may consider items suggested by staff, trustees, committee representatives or members of the community.

1.5 Standing Committees:

The Board will establish the following standing committees to conduct its business:

1.5.1 Audit (Financial Statements Review Committee)

Mandate: The Audit Committee will assist the Board in fulfilling its governance and oversight responsibilities and may consider matters pertaining to:

- Financial reporting;
- Internal control, information systems and risk management;
- External audit; and
- Internal audit.

1.5.1.1 **Contact:** Secretary-Treasurer

1.5.1.2 **Operations:**

- The Audit Committee shall be chaired by a trustee.
- The committee will meet as necessary during the school year.
- Reports and recommendations from this committee shall be prepared for the subsequent regular meeting of the Board of Education.

1.5.2 Education – Policy Committee

Mandate: To meet with the Superintendent, other appropriate staff, and district partner groups to review and recommend to the Board direction and actions pertaining to:

- Provision of educational programs for students, including curriculum, instruction and assessment;
- Student learning, including student support services;
- Learning resources;
- Research on teaching and learning;
- Showcase district programs and effective teaching practices;

- achievement accountability;
- periodically and systematically review Board policies with the intent of ensuring that policies remain useful, current and understandable;
- Present recommendations for new and revised policy for Board approval; and,
- other matters referred to it by the Board.

1.5.2.1 **Contact:** Superintendent.

1.5.2.2 **Operations**

- The Education-Policy committee shall be chaired by a trustee.
- It will ordinarily meet on the first Tuesday of every month from September to June.
- Reports and recommendations from this committee shall be prepared for the subsequent regular meeting of the Board of Education.

1.5.3 **Resources Committee**

Mandate: To meet with the Secretary-Treasurer, other appropriate staff, and district partner groups to review and recommend to the Board direction and actions pertaining to:

- Building construction, maintenance and district facilities, transportation and custodial services;
- Develop and recommend to the Board long range planning for accommodating the District's needs related to sites and buildings;
- Make recommendations to the Board regarding the annual Capital Budget submission to the Ministry of Education;
- Consider and make recommendations to the Board on the District's operating, special purpose and capital budgets;
- Consider and recommend to the Board new or adjusted bylaws;
- Consider and make recommendations to the Board on the District's business and accounting services;
- Consider, recommend and provide advice and information to the Board related to human resources; and,
- other matters referred by the Board.

1.5.3.1 **Contact:** Secretary-Treasurer.

1.5.3.2 **Operations:**

- The Resources committee shall be chaired by a trustee.
- It will ordinarily meet on the second Tuesday of every month from September to June.
- Reports and recommendations from this committee shall be prepared for the subsequent regular meeting of the Board of Education.

1.6 **Membership:**

1.6.1 In December of each year, the Chairperson of the Board shall appoint three Trustees to the Education-Policy committee, three trustees to the Resources committee, and two trustees to the Audit committee, after consultation with Trustees. If an appointed Trustee is absent from a committee meeting, the Board Chairperson may act as an alternate committee member or appoint another trustee.

- 1.6.2 The Chairperson of the Board shall also designate the Chairperson of each standing committee.
- 1.6.2.1 In addition to ensuring the proper functioning of committee meetings, the Committee Chair shall also be responsible for setting the committee agenda, in collaboration with the Board Chair and designated staff contact, and reporting the proceedings of the committee meeting back to the Board of Education.
- 1.6.3 The Superintendent or designate and the Chairperson of the Board shall be ex officio members of all standing committees. In addition, members of the district's staff may be invited to assist a committee with its business.
- 1.6.4 The Chairperson of the Board may be named as a regular member of any standing committee, but shall not serve as Chairperson of the standing committee.
- 1.6.5 Any trustee not assigned as a committee member may attend any committee meeting as a guest in order to participate in discussion or debate, but may not vote.
- 1.6.6 Only Trustees, District Staff and invitees may attend in-camera sessions.
- 1.6.7 Where there are public sessions of a standing committee, the following groups will be invited to appoint a representative:
- Sooke Teachers' Association (STA);
 - CUPE Local 459;
 - Sooke Principals and Vice-Principals Association (SPVPA);
 - Sooke Parent Education Advisory Council (SPEAC); and
 - Student representatives.
- 1.7 **Committee Procedures:**
- 1.7.1 No committee shall make recommendations when fewer than two appointed Trustee committee members are present.
- 1.7.2 All committee members and attendees (including members of the public) are able to participate fully in discussion, however, only Trustees appointed to the committee will vote on recommendations to the Board.
- 1.7.3 Standing committees will function in a formal manner under Robert's Rules of Order, permitting the kind of free-flowing discussion anticipated for committee of the whole work.
- 1.7.4 Written notice of committee meetings and agendas shall be available for all Trustees, representative members, and the public at least three days prior to committee meeting dates.
- 1.7.5 Agenda preparation:
- 1.7.5.1 Agenda preparation shall be the responsibility of the committee's Chairperson, supported by staff assigned to assist that committee.
- 1.7.5.2 Preference on the agenda will be items referred by the Board through formal motion.
- 1.7.5.3 District staff may bring items forward to standing committee meetings for consideration and recommendation to the Board of Education.
- 1.7.5.4 Individual trustees may advance an item to a Board Standing Committee through:
- 1.7.5.4.1 Formal motion of the Board, or
- 1.7.5.4.2 Individual trustees may request that the Committee Chair add the item to the agenda after first discussing the item with the Superintendent or Secretary-Treasurer.

1.7.6 Committee Reports:

- 1.7.6.1 Committee reports shall be the responsibility of the committee's chairperson, supported by staff assigned to assist that committee.
- 1.7.6.2 Standing committees shall report on the activities and recommendations of the committee at subsequent regular Board of Education meetings.
- 1.7.6.3 Committee recommendations for Board consideration shall be written in the form of Board motions for debate. Each recommendation will be dealt with individually.
- 1.7.6.4 Each committee chairperson, at the completion of their report, will move that the report be accepted by the Board.
- 1.7.7 Any matters considered by a committee of the Board which have financial implications are to be referred to the Resources Committee for comment before the originating committee brings the matter to the Board.
- 1.7.8 District staff will support the committee chairperson by acting as secretary in order to complete committee reports for the committee chairperson's approval.

1.8 **Special or Ad Hoc Committees:**

- 1.8.1 The Board may establish special or ad hoc committees to study, investigate or report on specific matters.
- 1.8.2 The Board shall determine a period within which a special committee shall present a report to the Board.
- 1.8.3 The purpose and terms of reference of a special or ad hoc committee shall be defined in writing and approved by the Board before members of the committee are named, except when the Board asks the committee to recommend its own terms of reference for Board approval. The recommendations of a special or ad hoc committee shall be confined to its terms of reference.
- 1.8.4 Membership on a special or ad hoc committee shall be limited in number to a minority of Trustees holding office at the time of the committee's appointment, and to members of the Board's staff appointed to the committee by the chairperson of the Board, in consultation with the Superintendent. In addition, the Board may appoint members of the community who, in the Board's judgement, may assist the committee in its work.
- 1.8.5 The Chairperson of the Board shall name the chairperson of the special or ad hoc committee. The committee chairperson shall preside at all special or ad hoc committee meetings.
- 1.8.6 Dates, times and places for meetings will be determined by members of the committee. Notice of meeting and agenda will be given to members at least three days prior to the meeting.
- 1.8.7 A report of the items discussed and recommendations made by the committee will be kept and will be made available to committee members and to the Board.

School District #62 (Sooke)

AUDIT COMMITTEE	No.: F-335
	Effective: May 22/18 Revised: Reviewed: Apr. 24/18

SCHOOL BOARD POLICY

The Audit Committee (the “Audit Committee”) is a Committee of the Board of Education (the “Board”). The purpose of the Audit Committee is to ensure compliance with the financial provisions of the *School Act* and Regulations and provide independent oversight to the Board in the areas of financial reporting, external audit, internal controls, internal audit, risk management, compliance matters and other responsibilities that are delegated to the Audit Committee by the Board.

1. Risk Management

The Audit Committee has the following duties related to the Board’s risk management:

1. To ask the Board’s Superintendent, Secretary Treasurer, Internal Auditor and external auditor about significant risks, to review the Board’s policies for risk assessment and risk management and to assess the steps the superintendent and secretary treasurer have taken to manage such risks.
2. To perform other activities related to the oversight of the Board’s risk management issues or financial matters, as requested by the Board.
3. To initiate and oversee investigations into auditing matters, internal financial controls and allegations of inappropriate or illegal financial dealing.

2. Compliance Matters

The Audit Committee has the following duties related to the Board’s compliance matters:

1. To review the effectiveness of the Board’s system for monitoring compliance with legislative requirements and with the Board’s policies and procedures, and where there have been instances of non-compliance, to review any investigation or action taken by the superintendent and secretary treasurer or other persons employed in management positions to address the non-compliance.
2. To review any significant findings of regulatory entities and any observations of the internal or external auditor related to those findings.
3. To obtain regular updates from management and legal counsel regarding compliance matters.

School District #62 (Sooke)

AUDIT COMMITTEE	No.: F-335
	Effective: May 22/18 Revised: Oct 12/21; Nov. 2/21 Reviewed: Apr. 24/18; Nov. 2/21

ADMINISTRATIVE REGULATIONS**AUDIT COMMITTEE POWERS, STRUCTURE AND OPERATIONS****1. Powers of the Audit Committee**

In carrying out its functions and duties, the Audit Committee has the power to:

- (a) With the prior approval of the Board, retain counsel, accountants or other professionals to advise or assist the Audit Committee.
- (b) Meet with or require the attendance of Management, internal or external auditor or legal counsel or representatives from a reporting entity of the Board at meetings of the Audit Committee, and require such persons or entities to provide any information and explanation that may be requested.
- (c) Where the Audit Committee determines it is appropriate, meet with the Board's external or internal auditor, counsel, accountants or other professionals, without the presence of staff.
- (d) Require the Board's internal or external auditor to provide reports to the Audit Committee.
- (e) Have access to all records of the Board.

2. Composition of the Audit Committee

The Audit Committee will be comprised of three members, including two trustees of the Board as appointed by the Board and one external community member appointed by the Board, who may be as recommended by the Selection Committee.

The majority of Audit Committee members will be trustees of the Board.

3. Eligibility for Appointment of Persons who are not Trustees of the Board

A person who is not a trustee of the Board member may be appointed to and serve on the Board's Audit Committee only if he or she:

- (a) Is a Canadian citizen who is 18 years of age or older and a resident of British Columbia.

- (b) Has accounting, financial management or other relevant business experience that would enable him or her to understand the accounting and auditing standards applicable to the Board.
- (c) Is not an employee or officer of the Board at the time of appointment.
- (d) Does not have a conflict of interest at the time of appointment.
- (e) Is not an undischarged bankrupt or a person who would be disqualified under the *School Act* or any other enactment from being nominated for, being elected to or holding office as a trustee of the Board.
- (f) Was identified by a trustee of the Board or by the Selection Committee as a potential candidate for appointment to the Audit Committee.

A person has a conflict of interest if his or her parent, child or spouse is employed by or an officer of the Board.

4. Selection Committee

A selection committee (the “**Selection Committee**”) will identify persons who are not trustees of the Board as potential candidates for appointment to the Audit Committee by the Board.

The Selection Committee shall be composed of:

- (a) The superintendent.
- (b) A member of senior management.
- (c) The chair of the Board or a trustee of the Board designated by the chair.

5. Chair of the Audit Committee

The Chairperson of the Board will designate the Chairperson of the Audit Committee.

If at any meeting of the Audit Committee the chair is not present, the members present may elect a chair for that meeting.

6. Term of Appointment

The term of office of each member of the Audit Committee shall be determined by the Board Chair upon appointment of the member. The term of office of a member of the Audit Committee who is a trustee of the Board will not exceed four years or the trustee’s term of office as a trustee of the Board. The term of office of a member of the Audit Committee who is not a trustee of the Board will not exceed three years.

A member of the Audit Committee may be reappointed for subsequent terms.

An individual who is not a trustee of the Board may not be appointed to the Audit Committee more than twice unless:

- (a) The position has been advertised for at least 30 days.
- (b) After the 30 days, the Selection Committee did not identify any potential candidates.

When the term of a member of the Audit Committee expires, the member may continue as a member until a successor is appointed or the member is reappointed.

7. Meetings

The Audit Committee will meet at least three times in each fiscal year at the call of the chair of the Audit Committee, and at such other times as the chair considers advisable.

Each member of the Audit Committee who is a trustee of the Board shall have one vote. A member of the Audit Committee who is not a trustee of the Board shall be a non-voting member. The Audit Committee will make decisions by resolution. In the event of a tie vote, the chair is entitled to cast a second vote.

A majority of the members of the Audit Committee constitutes a quorum for meetings of the Audit Committee.

The chair of the Audit Committee will ensure that minutes are taken at each meeting and provided to the members of the Audit Committee before the next meeting.

8. Codes of Conduct

Any code of conduct of the Board that applies to trustees of the Board also applies to members of the Audit Committee who are not trustees of the Board in relation to their functions, powers and duties as members of the Audit Committee.

9. Remuneration and Compensation

A person shall not receive any remuneration for serving as a member of the Audit Committee. The Board will establish policies respecting the reimbursement of members of its Audit Committee for expenses incurred as members of the Audit Committee.

10. Declaration of Conflicts

Every member of the Audit Committee will, when he or she is appointed to the Audit Committee for the first time and at the first meeting of the Audit Committee in each fiscal year, submit a written declaration to the chair of the Audit Committee declaring whether he or she has a conflict of interest.

A member of the Audit Committee who becomes aware after his or her appointment that he or she has a conflict of interest will immediately disclose the conflict in writing to the other members of the Audit Committee.

If a member or his or her parent, child or spouse could derive any financial benefit relating to an item on the agenda for a meeting, the member will declare the potential benefit at the start of the meeting and withdraw from the meeting during the discussion of the matter and shall not vote on the matter.

If no quorum exists for the purpose of voting on a matter only because a member is not permitted to be present at the meeting because of the conflict, then the remaining members will be deemed to constitute a quorum for the purposes of the vote.

If a potential benefit is declared, a detailed description of the potential benefit declared will be recorded in the minutes of the meeting.

11. Reporting

The Audit Committee will report to the Board annually, and at any other time that the Board may require, or the Audit Committee may consider appropriate, on the Audit Committee's performance of its duties. The report will include:

- (a) A summary of the work performed by the Audit Committee since the last report.
- (b) The results of any review conducted by the Audit Committee and any findings and recommendations of the Audit Committee to the Board.
- (c) An assessment by the Audit Committee of the Board's progress in addressing any findings and recommendations that have been made by the internal or external auditor.
- (d) A summary of the matters addressed by the Audit Committee at its meetings.
- (e) The attendance record of members of the Audit Committee.
- (f) A written report evaluating the Audit Committee's performance.
- (g) Any other matter that the Audit Committee considers relevant.

12. Minutes

The minutes of the Audit Committee meetings will accurately record each decision reached by the Audit Committee. The secretary treasurer, or such other person as may be designated by the Audit Committee will keep the minutes of the proceedings of all meetings of the Audit Committee. The minutes will be distributed to the Audit Committee members with copies to the superintendent, the external auditor and others as directed by the Audit Committee.

13. Audit Committee Performance

On an annual basis, the Audit Committee will assess its performance in fulfilling the duties and responsibilities set out in this Terms of Reference. The assessment will review the performance of the Audit Committee, as well as the contribution and participation of the individuals that comprise the Audit Committee. The evaluation may be a self-assessment or may involve facilitation or review by an external party.

14. Orientation and Education

All members of the Audit Committee will be provided with an orientation to the Audit Committee's duties and functions upon appointment and be offered financial literacy training.

DUTIES OF THE AUDIT COMMITTEE

15. Financial Reporting Processes

The Audit Committee has the following duties related to the Board's financial reporting process:

- 1. To review the Board's financial statements, including:
 - a. Relevant accounting and reporting practices and issues.

- b. Complex or unusual financial and commercial transactions.
 - c. Material judgments and accounting estimates.
 - d. Any departures from accounting principles that are applicable to the Board.
2. To review, before the results of an annual external audit are submitted to the Board:
- a. The results of the annual external audit.
 - b. Any difficulties encountered during the external auditor's work, including any restrictions or limitations on the scope of the external auditor's work or on the external auditor's access to required information.
 - c. Any significant changes the external auditor made to the audit plan in response to issues that were identified during the audit.
 - d. Any significant disagreements between the external auditor and the superintendent and/or secretary treasurer and how those disagreements were resolved.
3. To review the Board's annual financial statements and consider whether they are complete, are consistent with any information known to the Audit Committee members and reflect accounting principles applicable to the Board.
4. To recommend, if the Audit Committee considers it appropriate to do so, that the Board approve the annual audited financial statements.
5. To review all matters that the external auditor is required to communicate to the Audit Committee under generally accepted auditing standards.
6. To review with the external auditor material written communications between the external auditor and the superintendent or secretary-treasurer.
7. To ask the external auditor about whether the financial statements of the Board's reporting entities, if any, have been consolidated with the Board's financial statements.
8. To ask the external auditor about any other relevant issues.

16. Internal Controls

The Audit Committee has the following duties related to the Board's internal controls:

- 1. To review the overall effectiveness of the Board's internal controls.
- 2. To review the scope of the internal and external auditor's reviews of the Board's internal controls, any significant findings and recommendations by the internal and external auditors and the responses of the Board's staff to those findings and recommendations.
- 3. To discuss with the Board's senior management the Board's significant financial risks and the measures management have taken to monitor and manage these risks.

17. Internal Audit

The Audit Committee has the following duties related to the Board's internal auditor:

1. To review the internal auditor's mandate, activities, staffing and organizational structure
2. To make recommendations to the Board on the content of annual or multi-year internal audit plans and on all proposed major changes to plans.
3. To ensure there are no unjustified restrictions or limitations on the scope of the annual internal audit.
4. To review at least once in each fiscal year the performance of the internal auditor and provide the Board with comments regarding his or her performance.
5. To review the effectiveness of the internal auditor, including the internal auditor's compliance with standards for internal auditing.
6. To meet on a regular basis with the internal auditor to discuss any matters that the Audit Committee or internal auditor believes should be discussed.
7. To review with the superintendent and secretary-treasurer and the internal auditor:
 - a. Significant findings and recommendations by the internal auditor during the fiscal year and the responses of the management to those findings and recommendations.
 - b. Any difficulties encountered during the internal auditor's work, including any restrictions or limitations on the scope of the internal auditor's work or on the internal auditor's access to required information.
 - c. Any significant changes the internal auditor made to the audit plan in response to issues that were identified during the audit.

18. External Auditor

The Audit Committee has the following duties related to the Board's external auditor:

1. To review at least once in each fiscal year the performance of the external auditor and make recommendations to the Board on the appointment, replacement or dismissal of the external auditor and on the fee and fee adjustment for the external auditor.
2. To review the external auditor's audit plan, including:
 - a. The external auditor's engagement letter.
 - b. How work will be coordinated with the internal auditor to ensure complete coverage, the reduction of redundant efforts and the effective use of auditing resources.
 - c. The use of independent public accountants other than the external auditor of the Board.
3. To make recommendations to the Board on the content of the external auditor's audit plan and on all proposed major changes to the plan.
4. To review and confirm the independence of the external auditor.
5. To meet on a regular basis with the external auditor to discuss any matters that the Audit Committee or the external auditor believes should be discussed.

6. To attempt to resolve any disagreements between the superintendent and/or secretary treasurer and the external auditor about financial reporting.
7. To recommend to the Board a policy designating services that the external auditor may perform for the Board and, if the Board adopts the policy, to oversee its implementation.

TO BE
RESCINDED



Board Information Note Public Board Meeting

September 29, 2026

Agenda Item 12.1 - Board of Education Annual Work Plan

TOPIC: Board of Education Annual Work Plan

BACKGROUND:

- Each year, the Board of Education develops a work plan to guide its governance, engagement, and key considerations for the upcoming school year.
- As part of this process, the Board also establishes its calendar of Board and Standing Committee meetings.
- The work plan reflects the Board's regular annual workflow, including key milestones, governance responsibilities, and planned engagement opportunities.

ANALYSIS:

- The Board Work Plan is a living document that is updated as needed and reviewed monthly by trustees.
- The plan will continue to be adjusted throughout the year as priorities evolve and emergent matters arise.

NEXT STEPS:

- The Board of Education consider the following motion:

Recommended Motion: That the Board of Education of School District #62 (Sooke) adopt the 2026/2027 Board and Committee Meeting Schedule and the 2026/2027 Multi-Year Board of Education Work Plan as presented at its September 29, 2026 meeting.

Prepared by: Paul Block, Superintendent / CEO

School District 62 (Sooke)
Board of Education - Multi-Year Work Plan Summary
Key Considerations

School Year	2026/27	2027/28	2028/29	2029/30
Approve	- District catchment review - Statutory Requirements: - o Budget - o Capital - o Learning - o Reporting	- Monitor - Statutory Requirements: - o Budget - o Capital - o Learning - o Reporting	- 2030-2035 Strategic Plan Development - School Name for the North Langford Secondary project - Statutory Requirements: - o Budget - o Capital - o Learning - o Reporting	- 2030-2035 Strategic Plan Development/ Finalization/Launch - Statutory Requirements: - o Budget - o Capital - o Learning - o Reporting
Monitor	- Issues as required - Progress on approved capital projects - Progress towards strategic plan outcomes - Student achievement reporting and trends	- Issues as required - Progress on approved capital projects - School naming process for North Langford Secondary project - Implementation of catchment review decisions - Student achievement reporting and trends	- Issues as required - Progress on approved capital projects - Student achievement reporting and trends	- Issues as required - Progress on approved capital projects - Student achievement reporting and trends
Celebrate	– Breaking Ground North Langford Secondary project – Halfway point of the current Strategic Plan (end of school year) – Student transitions	- Student transitions	- Celebrate the accomplishments of the 2025-2029 Strategic Plan - Student transitions	- Student transitions
Engage	- Board advocacy to Provincial Government and relevant ministries for Capital Project support. - New Provincial Cabinet Minister(s) and MLA(s) serving within the school district boundaries.	- Advocacy as determined by the Board	- Support for establishing Parent Advisory Council for the North Langford Secondary project (in collaboration with SPEAC) - Advocacy as determined by the Board	- Advocacy as determined by the Board

Please note: The multi-year view is a projected perspective based on the information that we have available at the time, thus the multi-view is a living document that is subject to change.



BOARD MONTHLY WORK PLAN

2026-2027 School Year

AUGUST/SEPTEMBER

Meetings/Events:

- Governance Committee (TBD)
- Labour Day (Sept. 7 – Stat)
- School year start-up events (TBD)
- Personnel Committee (Sept.10)
- SPEAC Monthly Meeting (Sept.16)
- Ed Policy Committee (Sept.15)
- Non-Instructional Day – District Wide Indigenous Learning Day (Sept. 21)
- Resources Committee (Sept.22)
- Audit Committee (Sept.23)
- September Board Meeting (Sept. 29)
- National Day of Truth & Reconciliation (Sept.30 – Stat)

Considerations:

- Annual Board Work Plan - including schedule of Board/committee meetings, partner meetings, and related functions
- District Operational (Strat) Plan 2025/26 Annual Report
- Board committee recommendations as required

Statutory Obligations

- Approve Audit Committee 2025/26 Financial Statements and Internal Auditor
- Approve Education Committee Enhancing Student Learning report
- Approve Resources Committee Minor Capital Plan Submission

OCTOBER

Meetings:

- Recognize World Teachers' Day (Oct. 5)
- Thanksgiving (Oct. 12 – Stat)
- SPEAC Monthly Meeting (Oct.21)
- Non-Instructional Day – Provincial Pro-D (Oct.23)
- October Board Meeting (Oct. 27)

Considerations:

- Board committee recommendations as required

Statutory Obligations

- Executive compensation disclosure report

NOVEMBER

Meetings/Events:

- Inaugural Board Meeting (Nov. 3) (Oath of Office for Trustees/Chair & Vice Chair & elected representative positions only)
- Board Learning Session #1 (Nov.10)
- Remembrance Day (Nov 11 – Stat)
- Resources Committee (Nov. 17)
- Education-Policy Committee (Nov 19)
- SPEAC Monthly Meeting (Nov.18)
- BCSTA Trustee Academy – Vancouver (Nov. 26-28) (VISTA Meeting/Board Chairs Meeting/Provincial Council)
- Non-Instructional Day – Pro-D local includes CUPE (Nov. 27)
- BCPSEA Symposium (Board Representative - Vancouver) (Nov. 30/Dec.1)
- Board Chair makes Board Committees and External Liaison Appointments

Considerations:

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Statutory Obligations

- Submit Pay Transparency Report
- Approve quarterly financial report

DECEMBER

Meetings/Events:

- Ed Policy Committee (Dec.1)
- Resources Committee (Dec.8)
- Board Learning Session #2 (Dec.9)
- Municipal Partner Meetings – CAO/ST/Mayor/Chair/Supt - Colwood (Dec 10), Langford (Dec 10 lunch mtg), Sooke (Dec 14)
- December Board Meeting (Dec.15)
- Participate in SBO Winter Luncheon (Chili Cook-off) (Dec. 18)
- Attend school functions as invited
- Send cards on behalf of the BoE
- Winter Break (Dec. 21 – Jan. 1)

Considerations:

- Board committee recommendations as required

Statutory Obligations

- Submit Quarterly Financial Report
- Submit Statement of Financial Information Report 2025/26

JANUARY

Meetings/Events:

- Schools Re-open (Jan. 4)
- Ed Policy Committee (Jan. 5)
- Resources Committee (Jan. 12)
- Audit Committee (Jan.13)
- Board Learning Session #3 (Jan.19)
- SPEAC Monthly Meeting (Jan.20)
- January Board Meeting (Jan. 26)
- Governance Committee (TBD)
- Board/MLA’s Meeting (TBD)
- Municipal Partner Meeting - Board/Council – Colwood (Jan 18)

Considerations:

- Board committee recommendations as required
- Review policy positions for submission to BCSTA AGM

Statutory Obligations

- Submit written Financial Disclosure Statements

FEBRUARY

Meetings/Events:

- Ed Policy Committee (Feb. 2)
- Municipal Partner Meeting – Board/Council - Sooke (Feb. 4)
- BCPSEA AGM (online) – Trustee Representative (Feb. 5)
- Resources Committee (Feb. 9)
- Non-Instructional Day – Tri-District (Feb. 12)
- Family Day (Feb. 15 – Stat)
- District Partners Budget Presentations (Feb. 16)
- SPEAC Monthly Meeting (Feb.17)
- Board Learning Session #4 (Feb. 18)
- BCSTA Provincial Council meeting (Feb. 18-19 TBD)
- February Board Meeting (Feb. 23)

Considerations:

- Board committee recommendations as required
- Approve Amended Budget for current fiscal year (2026/27)
- Receive 2027/28 Budget Development updates, refer budget 2027/28 to Committee of the Whole

Statutory Obligations

- Submit 3 Year Enrolment Estimates
- Approve 2026/27 Amended Budget Bylaw

MARCH

Meetings/Events:

- Ed Policy Committee (Mar. 2)
- Municipal Partner Meeting - Board/Council – Langford (Mar 8)
- Resources Committee (Mar. 9)
- Committee of the Whole (COW) (Mar. 11)
- Spring Break (Mar. 15-30)
- Municipal Partner Meetings – Board/Council – Langford (TBD)
- Good Friday (Mar. 26 – Stat)
- Ministry of Education preliminary per pupil funding rates published (2027/28) (timing likely later given provincial election)

Considerations:

- Board committee recommendations as required
- Nominate candidates for Premier’s Award for Innovation & Excellence and BCSTA Innovation Award

Statutory Obligations

- Approve school calendar

APRIL

Meetings/Events:

- Ed Policy Committee (Apr. 6)
- Resources Committee (Apr. 13)
- Audit Committee (Apr. 14)
- Attend and participate in BCSTA AGM (Apr. 9-11)
- Non-Instructional Day – local (Apr. 19)
- Board Learning Session #5 (Apr. 20)
- SPEAC Monthly Meeting (Apr. 21)
- Personnel Committee (TBD)
- Board Meeting (Apr 27)

Considerations:

- Board committee recommendations as required
- First reading 2027/28 Operating Budget Bylaw (if available)
- Approve Capital Plan Bylaw

Statutory Obligations

- Approve quarterly Financial Report

MAY

Meetings/Events:

- Ed Policy Committee (May 4)
- Resources Committee (May 11)
- Non-Instructional Day – local, includes CUPE (May 17)
- SPEAC Monthly Meeting (May 19)
- May Board Meeting (May 18)
- Host Retirement/Long Service Recognition Event (TBD)
- Municipal Partner Meetings – All – CAO/ST/Mayor/Chair/Supt (Dates TBD)
- Governance Committee (TBD)

Considerations:

- Board committee recommendations as required
- Approve 2027/28 preliminary budget for upcoming budget year (2nd & 3rd readings)
- Approve 5-year Capital Plan for submission to BC Ministry of Infrastructure
- Receive fiscal monitoring report (Q3 financial forecast)
- Approve 2027/28 School Codes of Conduct
- Board Annual Self-Reflection
- Sign BCTEA First Nation Transportation Report

Statutory Obligations

- Approve Five-Year Capital Plan Submission

JUNE

Meetings/Events:

- Ed Policy Committee (Jun. 1)
- Resources Committee (Jun. 8)
- Audit Committee (Jun. 9)
- SPEAC Monthly Meeting (June 16)
- National Indigenous Peoples Day (Jun. 21event @ Royal Roads University)
- June Board Meeting (Jun. 22)
- SBO YEAR END BBQ (Jun. 29)
- Last day of School (Jun. 29)
- Non-Instructional Day – Year End Administrative Day (Jun. 30)
- Personnel Committee (TBD)

Considerations:

- Receive and review fiscal monitoring report (year-end estimates)
- Written acknowledgement to outgoing partner group executives
- Provide letters of recognition to graduates and valedictorians
- Attend graduations and school year-end celebrations
- Receive Na’tsa’maht Enhancement Agreement Annual Report

Statutory Obligations

- Approve Annual Budget Bylaw (3 readings required)
- Approve Five-Year Capital Plan Submission 2026/27 Major Capital Programs

ONGOING

Examples:

- Hear Section 11 appeals as needed
- Review and approve policy changes
- Review Long-Range Facilities Plan
- Approve disposition/acquisition of real property (lands and buildings)
- Ratify memoranda of agreement with bargaining units
- Receive Superintendent Growth Plan Update
- Support the contractual obligations of the Superintendent’s contract
- Review Trustee Weekly Bulletin
- Attend trustee development/planning sessions
- Engage in self-directed pro-d and learning opportunities
- Attend school functions & community engagements (as invited)
- Recognize school and community highlights
- Nominate staff for awards and other recognition for their contributions
- Attend Board Liaison meetings as outlined in the Trustee calendar
- Advance Board positions through BCSTA
- Represent Board at BCSTA Branch meeting (VISTA)

BOARD MEETING CALENDAR

PROPOSED

2026/2027 CALENDAR

JULY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- Instructional
- Non-Instructional
- School Calendar Closure
- Statutory Holiday
- BOARD
- BOARD AGENDA SETTING
- EDUCATION COMMITTEE
- EDUCATION COMMITTEE AGENDA SETTING
- RESOURCES COMMITTEE
- RESOURCES AGENDA SETTING
- AUDIT COMMITTEE
- GOVERNANCE (AD HOC)
- PERSONNEL (AD HOC)
- ECOW
- PARTNER BUDGET PRESENTATIONS
- MUNICIPALITY/BOARD MEETING
- BOARD LEARNING SESSION
- TRUSTEE CANDIDATE INFO SESSION

BCSTA/BCPSEA EVENT:

- Nov 26-28 - BCSTA Academy incl Provincial Council
- Nov 30-Dec 1 - BCPSEA Symposium
- Feb 5 - BCPSEA Additional General Mtg (online)
- Feb 19 - BCSTA Provincial Council (online)
- Apr 2-4 - VISTA Spring Gathering Gulf Islands
- Apr 15-17 - BCSTA AGM

- Budget Survey released (target Feb 1)
- 1st reading of budget (target Apr 27)
- 2nd & 3rd reading of budget (target May 18)

Instructional
 Non-Instructional
 Vacation Period
 Statutory Holiday