



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
June 23, 2020 – 7:00 p.m.**

A G E N D A

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. AGENDA

2.1 Call for amendments and additional items

Motion Requested: That the Board of Education adopt the public meeting agenda of June 23, 2020, as presented (or as amended).

3. MINUTES

3.1 Call for amendments to minutes

Motion Requested: That the minutes of the May 26, and June 16, 2020 meeting be adopted as presented (or as amended).

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 National Virtual French Competition - School District 62 Finalists

4.2 British Columbia Association of Math Teachers Award for Outstanding Middle School Teacher for 2020– Danita Stewart, Dunsmuir Middle School

4.3 Maxwell A. Cameron Award -Elementary – Cole Spittle, Spencer Middle School

5. EDUCATIONAL PRESENTATIONS

5.1 Year End Strategic Plan Feedback – Scott Stinson

5.2 Equity Scan Report – Paul Block

5.3 COVID Update – Scott Stinson

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence:

a. BC Music Programs– CMEBC President

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

7. FINANCE, FACILITIES AND SERVICES

7.1 Report on the Audit Committee – Meeting of June, 9, 2020 – Bob Phillips

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report

from the Audit Committee meeting on June 9, 2020.

7.2 Report on the Resources Committee – Meeting of June 9, 2020 – Bob Beckett

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 5-year Capital Plan submission as presented to the Resources Committee on June 9, 2020.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of June 9, 2020.

7.3 20/21 Annual Budget Bylaw – Harold Cull

Motion Requested: That the Board of Education of School District 62 (Sooke) give second and third reading to the 2020/21 Annual Budget Bylaw, specifying a total budget of \$149,007,559.

7.4 20/21 Capital Plan Bylaw – Harold Cull

Motion Requested: That the Board of Education of School District 62 (Sooke) approve all three readings of the Capital Plan Bylaw 2020/21-CPSD62-01 at its meeting of June 23, 2020.

Motion Requested: That the Board of Education of School District 62 (Sooke) give first, second and third readings to Capital Plan Bylaw 2020/21-CPSD62-01.

8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of June 2, 2020 – Bob Phillips

Motion Requested: That the Board of Education of School District 62 (Sooke) approve BAA Course Golf Skills 12 A.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve BAA Course Golf Skills 12 B.

Motion Requested: That the Board of Education of School District 62 (Sooke) direct staff to develop as policy recommendations related to “International Educational Trips” and “International Exchanges” for Board consideration.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee meeting of June 2, 2020.

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

11. ADMINISTRATION

11.1 Superintendent’s Report – Scott Stinson

12. PERSONNEL

12.1 Employee Engagement Survey Results – Harold Cull

13. UPCOMING EVENTS

14. FUTURE ITEMS

15. QUESTION PERIOD

Members of the public have the opportunity to ask questions related to agenda items discussed at tonight's meeting. Questions will be brief and directed to the Chair. All media questions can be directed to the Manager, Communications for follow up and response.

16. ADJOURNMENT



**MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
LIVE MS Teams Event
May 26, 2020 – 7:00 p.m.**

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

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

REGRETS:

SECRETARY: Kristina Ross

1. CALL TO ORDER

The meeting was called to order at 7:11 p.m. by the Board Chair. Ravi Parmar acknowledged the traditional territories of the First Nations.

2. AGENDA

2.1 Call for amendments and additional items:

59. MOVED Dianna Seaton/Allison Watson
 That the Board of Education of School District 62 (Sooke) adopt the agenda of
 May 26, 2020 as presented.
 CARRIED

3. MINUTES

3.1 Call for amendments to minutes:

60. MOVED Dianna Seaton/Margot Swinburnson
 That the Board of Education of School District 62 (Sooke) adopt the minutes of
 the April 28, 2020 meeting as presented.
 CARRIED

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

5. EDUCATIONAL PRESENTATIONS

5.1 Return to in-Class Instruction Plan – Scott Stinson

Scott Stinson provided the Board of Education with an update regarding the Return to In-Class Instruction Plan which outlines guidelines involving the part-time voluntary returning to in-class instruction for students in K-5 and grades 6-12 on June 1, 2020. The District expects less than 50% of its elementary school students, and less than 20% of its middle and secondary students to return to in-class instruction, and will address any school density target issues as they arise.

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence:

a. Letter from BCEdAccess – Learning Supports/Care

61. MOVED Dianna Seaton/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) receive the letter from BCEdAccess – Learning Support/Care and refer it to the Superintendent.

CARRIED

b. Email from Juan de Fuca Performing Arts Centre Society – Request for Letter of Support

62. MOVED Margot Swinburnson/Dianna Seaton

That the Board of Education of School District 62 (Sooke) receive the communication from the President of Juan de Fuca Performing Arts Centre Society and provide a letter of support on the topic of arts and culture for the students of SD 62.

CARRIED

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

STA – Jennifer Anderson

Jennifer Anderson provided an update to the Board of Education on the challenge's educators face concerning the change to in-class instruction June 1, 2020.

SPEAC – Cendra Beaton

Cendra Beaton introduced the newly elected executive team to the Board of Education and thanked the District for its ongoing communication to parents.

CUPE – Amber Leonard

Amber Leonard spoke to the Board of Education on the accomplishments of its CUPE members who work on the front lines, to ensure our schools and properties are maintained in a safe and healthy way.

PVP – Kendra Laidlaw

Kendra Laidlaw indicated to the Board of Education how appreciative members are for the leadership from the Superintendent and the Executive Team, in addition to those members working at the ESW sites.

Canadian Parents for French – Amanda Culver

Amanda Culver provided an update to the Board of Education on those spring events which were postponed or alternatively arranged during COVID-19; furthermore, the AGM will occur in the Fall 2020.

Students

No delegation.

7. FINANCE, FACILITIES AND SERVICES

7.1 Report on the Audit Committee – Meeting held on May 12, 2020

Trustee Hobbs provided the Board of Education with an overview of the Audit Committee Meeting.

63. MOVED Wendy Hobbs/Bob Phillips
That the Board of Education of School District 62 (Sooke) approve the External Audit Plan for the 2019/2020 fiscal year as presented by KPMG at the May 12, 2020 meeting.
CARRIED
64. MOVED Wendy Hobbs/Bob Phillips
That the Board of Education of School District 62 (Sooke) receive the report from the Audit Committee Meeting of May 12, 2020 as amended.
CARRIED

7.2 Report on the Resources Committee – Meeting held on May 12, 2020

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

65. MOVED Bob Beckett/Allison Watson
That the Board of Education of School District 62 (Sooke) revisit the subject of a transportation administration fee, including the full public consultation process, in the Fall of 2020 leading into the budget process during the Winter of 2020.
CARRIED
66. MOVED Bob Beckett/Allison Watson
That the Board of Education of School District 62 (Sooke) direct staff to add specific clauses that promote the employment opportunities of SD62 students as well as the prioritization of contractors being chosen from the South Island for the construction of the new Centre Mountain Lellum Middle and Pexsisen Elementary Schools.
CARRIED
67. MOVED Bob Beckett/Allison Watson
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of May 12, 2020.
CARRIED

8. EDUCATION PROGRAM

8.1 Report on the Education Policy Committee – Meeting held May 13, 2020

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

68. MOVED Bob Phillips/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) approve the BAA Course Percussion Ensemble 11 B.
CARRIED
69. MOVED Bob Phillips/Dianna Seaton
That the Board of Education direct staff to develop policy and regulations with regard to the recent amendments to the *School Act* on a Board of Education's abilities to offer childcare on School District properties.
CARRIED

70. MOVED Bob Phillips/Dianna Seaton
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of May 13, 2020.
CARRIED

8.2 Supervision of Students on School Buses Policy and Regulations

71. MOVED Bob Phillips/Margot Swinburnson
That given the required notice of motion has been served, the Board of Education of School District 62 (Sooke) approve draft revised Policy and Regulations C-320 "Supervision of Students on School Buses".
CARRIED

9. STUDENTS

- 9.1 No students items were discussed.

10. FOUNDATIONS & GOVERNANCE

- 10.1 Report on the Aboriginal Education Council – No meeting in May 2020

11. ADMINISTRATION

- 11.1 Superintendent's Report – Scott Stinson
Scott Stinson provided the Board of Education an update relating to the District's Strategic Plan.

12. PERSONNEL

No personnel matters were discussed.

13. UPCOMING EVENTS

- 13.1 All Staff Event – May 27, 2020
13.2 Education-Policy Committee Meeting – June 2, 2020
13.3 Resources Committee Meeting – June 9, 2020
13.4 Special Public Board Meeting (for first reading of budget) – June 16, 2020
13.5 Public Board Meeting (will include second and third reading of budget) – June 23, 2020

14. FUTURE ITEMS

15. QUESTION PERIOD

Questions were asked of the Board of Education by parents and members of the public.

16. ADJOURNMENT

The meeting was adjourned at 8:37 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer



MINUTES
BOARD OF EDUCATION
SPECIAL PUBLIC MEETING
LIVE MS Teams Event
June 16, 2020 – 7:00 p.m.

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

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

REGRETS:

SECRETARY: Kristina Ross

1. CALL TO ORDER

The meeting was called to order at 7:10 p.m. by the Board Chair. Ravi Parmar acknowledged the traditional territories of the First Nations.

2. AGENDA

2.1 Call for amendments and additional items:

72. MOVED Dianna Seaton/Margot Swinburnson
 That the Board of Education of School District 62 (Sooke) adopt the agenda of
 June 16, 2020 as presented.
 CARRIED

6. CORRESPONDENCE & DELEGATIONS

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

CUPE- Amber Leonard

Amber Leonard spoke to the Board of Education on its members work load, mental health, and the September 2020 return to schools.

STA- Jennifer Anderson

Jennifer Anderson spoke to the Board of Education on the end of the current school year and teacher mental

health entering into the summer period, the September 2020 return to schools, and the forthcoming 20/21 Annual budget.

SPEAC- Cendra Beaton

Cendra Beaton spoke to the Board of Education on the mental health and wellbeing of students, and the disconnect they may be feeling as school ends. A virtual SPEAC Board Retreat will occur in the coming months.

PVP- Karen DeCicco

Karen DeCicco thanked members of the Executive Team, Leadership Team and Ministry of Education for the collaboration and direction they provided to the District over the last several months. PVP is looking forward the the next school year and the growth of its members, students and community.

Canadian Parents for French- Amanda Culver

No delegation.

7. FINANCE, FACILITIES AND SERVICES

7.1 20/21 Budget Development Update – Harold Cull

An overview of the 20/21 annual budget bylaw, the proposed annual budget and narrative was presented.

The Board of Education requested clarification on several items relating to the budget presentation during the debate period and staff were able to provide additional details.

73. **MOVED** Bob Beckett/Dianna Seaton

That the Board of Education of School District 62 (Sooke) give first reading to the 2020/21 Annual Budget Bylaw, specifying a total budget of \$149,007,559.

CARRIED

The Board of Education requested clarification on several items relating to the budget presentation during the debate period; staff were able to provide additional details.

13. UPCOMING EVENTS

13.1 Public Board Meeting-June 23, 2020.

15. QUESTION PERIOD

Questions were asked of the Board of Education by members of the public.

16. ADJOURNMENT

The meeting was adjourned at 8:37 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer

Kristina Ross

From: SD62 Information
Sent: Friday, June 12, 2020 7:55 AM
To: Stephanie Hedley-Smith; Scott Stinson
Cc: Kristina Ross
Subject: SD62 National Finalists in Virtual Competition

Importance: High

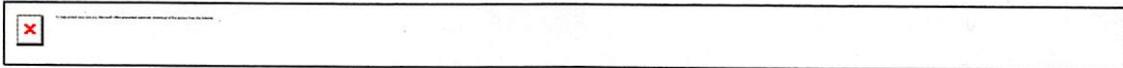
Hi,

Should this be on the Board agenda?

Janice

From: CPF Sooke District Chapter [mailto:CPFSooke@hotmail.com]
Sent: Thursday, June 11, 2020 7:37 PM
To: SD62 Information <info@sd62.bc.ca>
Subject: SD62 National Finalists in Virtual Competition

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.



National Virtual French Competition was a Big Success for SD62 Students!



MEDIA RELEASE:

A Virtual French Competition, called "Esemble À Distance", took the place of our traditional Annual Concours d'art oratoire, a public speaking competition only in French. Students from across the country were asked to submit a video expressing their experience at home due to Covid-19. The competition was hosted by Canadian Parents for French.

Students from Kindergarten to grade 5 whom participated automatically dispensed a 10\$ donation to Food Bank Canada. While students in grades 6-12 had monetary prizes up for grabs, with their winnings matched as a donation to the charity of their choice.

Two Sooke School District Students came on top of the competition, as National Winners. Quite an accomplishment for doing something most of us aren't that fond of doing even in English!

Please join us in congratulating our two local #SD62 #National #Finalist.

Juliana Kudinda, won 1st place in the Grade 9a French Immersion category.

Ariana Beaton, won 2nd place in the grade 6b French Immersion category.

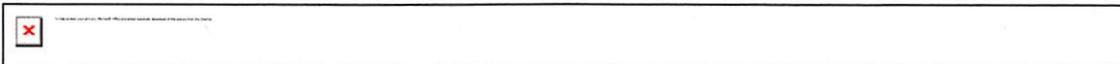
We are so proud of these two and of all the students that took part in this competition. What a great way to practice your french outside of school and to show off your amazing journey in learning a second language.

Bravo to all involved!

Sincerely,

Amanda Culver

President, CPF Sooke District Chapter



To view Juliana's winning video, click here: <https://youtu.be/SeDukprgj7s>





June 22, 2020

Dear Trustees and District and School Administrators,

As the school year comes to a close and planning for next year is in full swing, we wanted to reach out to you about your district's music programs. We recognize that COVID-19 has created many challenges for our education system and we know that you are hard at work planning the most successful way forward for your students, teachers, and communities.

It is so important that we all work together to protect our school music programs during this time. Because music classes often meet in large groups and frequently involve playing instruments or singing, there are inherent challenges. With collaborative planning, creative thinking, and a commitment to the hard work of music students and teachers, it is absolutely possible to keep music programs running and thriving, even if they look different than what we are used to. Just because we cannot meet in large groups or play instruments or sing in the same way right now, does not mean that music classes cannot be adaptable for the time being.

We have been working in close partnership with the British Columbia Music Educators Association, the Ministry of Education, and many passionate and informed music teachers who are committed to charting a safe and effective course forward. A **"Framework for Music Classes in British Columbia During COVID-19"** is currently being created and will be distributed later this week. Additionally, we will be holding a series of Town Hall meetings for music teachers to share ideas and strategies.

We ask that you, as educational leaders in your school districts, ensure that music classes are offered to all students who would normally have access in a typical school year. We ask that you work closely with the music educators in your schools to find those creative solutions, and to develop a proactive plan that allows for continued access to music and fine arts courses as mandated in the BC curriculum. Failure to act now can lead to irreversible damage to music programs that are such valuable assets in our communities and an essential part of every child's education.

On the CMEBC [website](#), you can find a list of resources, strategies, and potential solutions to consider for your school's music programs. Please reach out to us anytime if you have questions or need support. **Finally, we request that you take a moment to complete this very short survey (no longer than 2 minutes) to help us gain information on how plans for music classes are evolving in BC and what types of support are needed:** <https://forms.gle/1igprzGyPen6ekeR9>.

Sending you wishes for good health and thanks for all you do to support students and teachers!

Christin Reardon MacLellan,
on behalf of the CMEBC Board of Directors

Committee Report of Audit Committee Meeting via MS Teams June 9, 2020

Present: Wendy Hobbs, Trustee (Committee Chair)
Bob Phillips, Trustee (Committee Member)
Joan Axford, External Community Rep (Committee Member)
Scott Stinson, Superintendent & CEO
Harold Cull, Secretary Treasurer

Guests: Lenora Lee, Partner, KPMG
Adam Taylor, Partner, MNP
Alan Cosgrave, Partner, MNP
David Lee Bonar, Manager, Financial Planning & Analysis

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 5:30 pm by the Committee Chair. Wendy Hobbs acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. COMMITTEE REPORT

The Committee Report for the May 12, 2020 Audit Committee Meeting was reviewed by the committee members.

3. PRESENTATIONS

There were no presentations.

4. NEW BUSINESS

4.1 In-camera meeting with Committee Members - KPMG

- Staff had not yet joined the meeting in order for the Committee to meet in-camera with the external auditor from KPMG

4.2 20/21 Internal Audit Plan

- As this agenda item deals with personnel related matters, the content of the report will form part of the Board's in-camera discussions

4.3 Organizational Capacity Assessment Report

- As this agenda item deals with personnel related matters, the content of the report will form part of the Board's in-camera discussions

4.4 In-camera meeting with the Internal Auditors

- Staff were excused from the meeting and the Committee met in-camera with internal auditors from MNP

5. ADJOURNMENT AND NEXT MEETING DATE: September 15, 2020



AUDIT COMMITTEE
School Board Office – Conference Room
3143 Jacklin Road
June 9, 2020 – 5:30 p.m.

A G E N D A

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. REPORT

3. PRESENTATIONS

4. NEW BUSINESS

- 4.1 In camera meeting with Committee Members – KPMG
- 4.2 20/21 Internal Audit Plan – MNP (5:45)
- 4.3 Organizational Capacity Assessment Report – MNP
- 4.4 In camera meeting with Committee Members – MNP

5. AJOURNMENT

6. NEXT MEETING DATE: September 15, 2020

Committee Report of Audit Committee Meeting via MS Teams May 12, 2020

Present: Wendy Hobbs, Trustee (Committee Chair)
Bob Phillips, Trustee (Committee Member)
Joan Axford, External Community Rep (Committee Member)
Scott Stinson, Superintendent & CEO
Harold Cull, Secretary Treasurer

Guests: Lenora Lee, Partner, KPMG
Adam Taylor, Partner, MNP
Alan Cosgrave, Partner, MNP
David Lee Bonar, Manager, Financial Planning & Analysis

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 5:30 pm by the Committee Chair. Wendy Hobbs acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. COMMITTEE REPORT

The Committee Report for the February 18, 2020 Audit Committee Meeting was reviewed by the committee members.

3. PRESENTATIONS

There were no presentations.

4. NEW BUSINESS

4.1 Government Reporting Entity (GRE) Financial Statements

- Staff presented the March 31, 2020 GRE financial statements
- The Statements of Operations and Financial Position were reviewed and compared to:
 - March 31, 2019 statements
 - December 31, 2019 statements
- An additional account description was added to the statements for ease of reading and understanding of the formal GRE accounts
- Committee members asked a number of questions and appreciated the in-depth answers provided by staff

- Lenora Lee reviewed the Audit Planning Report for the year ending June 30, 2019
- Committee members discussed the highlights of the proposed plan

Recommended Motion for the Board of Education:

“That the Board of Education of School District #62 (Sooke) approve the Audit Planning Report as provided by KPMG at the May 12, 2020 Audit Committee meeting”.

4.3 Organizational Capacity Assessment

- MNP presented an initial draft of the organizational capacity assessment report and the committee asked questions of clarification and that, once it is final, the committee will review again prior to being discussed by the full Board at a future in-camera Board meeting
- As this report deals with personnel related matters, the content of the report will form part of the Board’s in-camera discussions

4.4 In-camera meeting with the Internal Auditors

- Staff were excused from the meeting and the Committee met in-camera with internal auditors from MNP

4.5 In-camera meeting with the External Auditors

- Staff were excused from the meeting and the Committee met in-camera with external auditor from KPMG

5. ADJOURNMENT AND NEXT MEETING DATE: June 9, 2020



Committee Report of Resources Committee Meeting via MS Teams June 9, 2020

Present: Bob Beckett, Trustee (Committee Chair)
 Wendy Hobbs, Trustee (Committee Member)
 Allison Watson, Trustee (Committee Member)
 Ravi Parmar, Trustee
 Krista Leakey, SPVPA
 Ed Berlando, STA
 Bruce Woodcock, CUPE
 Amanda Dowhy, SPEAC
 Scott Stinson, Superintendent & CEO
 Harold Cull, Secretary Treasurer

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:00 pm by the Committee Chair, Bob Beckett acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. COMMITTEE REPORT

The Committee Report for the May 12, 2020 Resources Committee Meeting was reviewed by the committee members.

3. PRESENTATIONS

There were no presentations.

4. NEW BUSINESS

4.1 Return to School

- Trustee Beckett recognized the great work of the District's staff during the pandemic while our schools were closed and also for the work involved with the re-opening of our schools and offices

4.2 2020 Workplace Engagement Survey (WES) Update

- Staff provided the Committee with an update on the WES survey in terms of the response rate (63%) and the number of total responses (1,111) received
- It is expected that the initial results, at the District level, will be shared with the Board at their June 23rd Board meeting

4.3 20/21 Budget Narrative and Details

- Staff provided a summary presentation to the Committee outlining the highlights of the 20/21 proposed budget that will be presented to the Board for their consideration at the Special Public Budget meeting of June 16, 2020
- The presentation was provided to complement the detailed Budget Narrative and Template that was included as part of the Committee package
- The Committee discussed a number of the budget components and the stakeholders were provided an opportunity to voice any last concerns with the budget plan prior to it being debated by the Board
- The Committee was supportive of the proposed budget being presented to the Board on June 16

4.4 21/22 Capital Plan Submission

- Staff provided a detailed presentation of the 21/22 Capital Plan projects to be considered by the Board on June 23rd
- The Committee's discussion was focused on the balance between the different regions of the District as well as combining phases of the different projects as a strategy to build and open schools through a streamlined approach
- The Committee asked a number of questions regarding the proposed plan and were supportive of the plan being presented to the Board

Recommended Motion for the Board of Education:

“That the Board of Education of School District 62 (Sooke) approve the 5-year Capital Plan submission as presented to the Resources Committee on June 9, 2020”.

5. ADJOURNMENT AND NEXT MEETING DATE: September 15, 2020



RESOURCES COMMITTEE
School Board Office
Via MS Teams
June 9, 2020 – 7:00 p.m.

A G E N D A

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. REPORT

3. PRESENTATIONS (10 min.)

4. NEW BUSINESS

- 4.1 Return to School
- 4.2 2020 Workplace Engagement Survey Update
- 4.3 20/21 Budget Narrative and Details
- 4.4 21/22 Capital Plan Submission

5. ADJOURNMENT

6. NEXT MEETING DATE: September 15, 2020



Committee Report of Resources Committee Meeting via MS Teams May 12, 2020

Present: Bob Beckett, Trustee (Committee Chair)
 Wendy Hobbs, Trustee (Committee Member)
 Allison Watson, Trustee (Committee Member)
 Ravi Parmar, Trustee
 Krista Leakey, SPVPA
 Ed Berlando, STA
 Bruce Woodcock, CUPE
 Amanda Dowhy, SPEAC
 Scott Stinson, Superintendent & CEO
 Harold Cull, Secretary Treasurer

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:00 pm by the Committee Chair. Bob Beckett acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. COMMITTEE REPORT

The Committee Report for the March 4, 2020 Resources Committee Meeting was reviewed by the committee members.

3. PRESENTATIONS

There were no presentations.

4. NEW BUSINESS

4.1 Transportation Administration Fee

- Harold Cull presented an information note outlining the transportation administration fee issue and the process conducted to date
- The Committee supported the recommended motion going forward to the Board with an amendment to include that the full consultation process will be included as the process recommences in the fall of 2020

Recommended Motion for the Board of Education:

“That the Board of Education of School District 62 (Sooke) revisit the subject of a transportation administration fee, including the full public consultation process, in the Fall of 2020 leading into the budget process during the Winter of 2020”.

4.2 19/20 Q3 Financial Forecast

- Harold Cull provided an update on the Quarter 3 (March 31) financial forecast for the District
- The forecast was based on the assumption that school would not be returning by the end of the year and based on this assumption, staff estimated the District would end the year with an excess of \$1.294 m
- Staff also created a revised forecast assuming some form of in-class instruction would start prior to the end of the year and as a result, the excess could be as low as \$.700 m
- The actual amount of the year end excess will be determined by a number of variables including the K-12 Restart Plan to be created by the District

4.3 20/21 Budget Update

- Staff provided a presentation to the Committee outlining the latest steps conducted in the budget development process for next fiscal year
- It was re-iterated that staff will be presenting largely as status quo budget for the Board to consider in June
- Staff will be required to reconcile the existing (status quo) budget with the priorities identified during the development process to ensure the priorities of the District are continued to be met
- The latest enrolment forecast for the International Program is 60 FTEs which is down from the current year enrolment of 280 FTEs – this shortfall will be funded from the District’s reserve
- Staff will be recommending that the Board consider re-instating the \$100,000 reduction made to the Curriculum budget in the current year by delaying the hiring of the Purchasing/Office Manager position
- The Committee was advised that the anticipated reserve amount as at June 30, 2021 will be between 1.16% and 1.65% of the total operating expenditures

4.4 21/22 Capital Plan Submission

- The capital plan components were reviewed with the Committee
- Staff feel that the long range enrolment estimates will plateau near 2030 at a total enrolment of approximately 14,000 students
- The approach to the capital plan will be to build to this amount in order not to over build
- A gap analysis will be conducted to determine how many schools and when, these schools will be required
- Staff will bring a proposed plan to the June Resources Committee meeting for review and input

4.5 2020 Employee Engagement Survey

- The Committee was advised that the 2020 Employment Engagement survey has been released and that it is expected that BC Stats will be able to provide an initial report at the June Board meeting
- The Committee requested that the survey questions be included with the meeting's report going to the Board

4.6 Social Procurement

- Based on the direction received at the March 10th Board meeting, staff looked into the feasibility of adding social procurement language into the upcoming construction tenders for the District
- Staff reviewed the work to date and the Committee supported the following motion going to the Board for review and consideration

Recommended Motion for the Board of Education:

“That the Board of Education of School District 62 (Sooke) direct staff to add specific clauses that promote the employment opportunities of SD62 students as well as the prioritization of contractors being chosen from the South Island for the construction of the new Centre Mountain Lellum Middle and Pexsisen Elementary Schools”.

5. ADJOURNMENT AND NEXT MEETING DATE: June 9, 2020



Committee Info Note Resource Committee Meeting

June 9, 2020

Agenda Item: 4.2 – 2020 Workplace Engagement Survey

Background

- The District has recently conducted a Workplace Engagement Survey (WES) to measure the engagement levels of our employees
- The District's Engagement goal states:

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

- The survey ended on June 3rd (opened on May 7th) and it is expected that the initial results of the survey will be shared with the Board at their June 23rd meeting

2020 Survey Response Rate

- Overall, the District had a response rate of 63% which is up from the 58% rate realized in 2018
- Attached is a summary of the 2020 response rate by work unit (school and/or department)

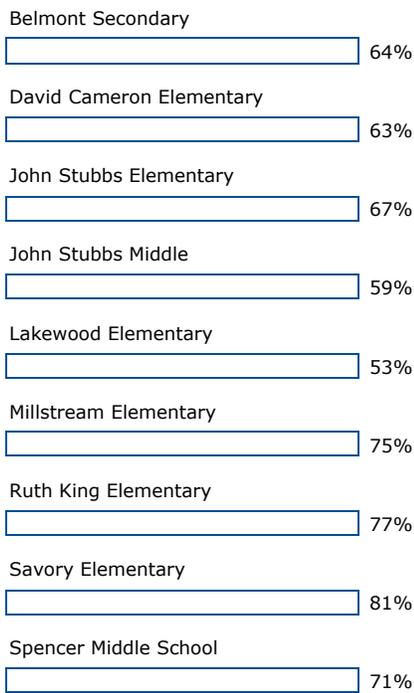


Sooke School District (SD62)

Overall Completions



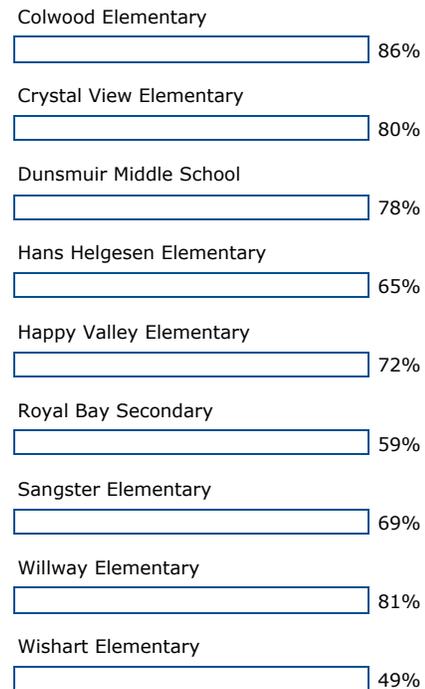
Belmont Family



On Call



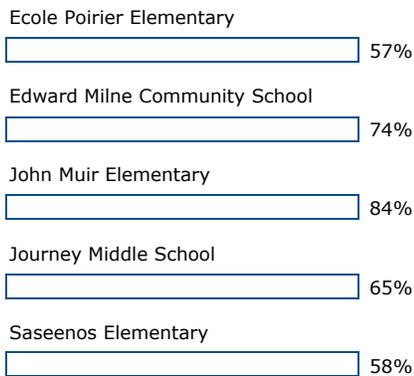
Royal Bay Family



Board Office



Edward Milne Family



Transportation



Westshore Centre for Learning



Sooke Elementary 75%



Facilities



Committee Info Note Resource Committee Meeting June 9, 2020

Agenda Item: 4.3 – 20/21 Budget Narrative and Details

Background

- The District has been working through the 20/21 Budget Development process since the middle of February and staff have now drafted a recommended plan for the Board to consider at the June 23rd Board meeting
- Due to growth, the development process started out with the notion of having upwards of \$1.000 m available for discretionary expenditures
- Once the pandemic hit and the financial impacts started to become known, the Board gave staff the direction to focus on core service and to create a reserve of up to 4% to absorb any revenue shortfalls next fiscal year
- Staff are now looking for the Committee's final input and/or support of the attached budget plan prior to taking it to the Board at the end of this month for approval

Budget Approach

- Staff are proposing a status quo or roll over budget for the 20/21 school year
- The only exceptions to to this are:
 - Additional teachers (22) due to the growth of approximately 411 FTEs
 - Re-instating \$.100 m to Curriculum that was reduced for the current year
 - Funding inflationary pressures in salaries, benefits and contracts
- The District is expecting an International Student Program (ISP) of 60 FTEs which will result in a net decrease of \$2.319 m
- To absorb this shortfall, the financial reserve will be built up to \$4.198 m (3.50%) at the end of the current fiscal year and is expected to be \$2.003 m or 1.67% at the end of 20/21

Next Steps

- Based on input received from the Committee, staff will make any necessary changes to the proposed plan prior to presenting to the Board at the budget meeting on June 16th
- A full presentation will be provided at the June 16th meeting prior to the Board considering and debating the budget
- If 1st reading is passed on June 16th, staff will look for the 2nd and 3rd readings to be made at the regular June 23rd Board meeting in order to make the June 30th deadline
- As the Committee will not report out to the Board until after the proposed 1st reading, Committee members will ask the Secretary Treasurer to take note of any proposed changes identified by our stakeholders at the Committee meeting
- If these changes are supported by the Committee members, the changes will be incorporated into the recommended plan submitted to the Board for consideration on June 16th



2020/21 ANNUAL BUDGET NARRATIVE

June 2020



This budget narrative document for School District #62 (Sooke) is meant to provide a high-level overview of the financial plan required to deliver on the goals and objectives of the District's Strategic Plan. The Board of Education has defined the strategic direction for the District and also has the responsibility to resource the work required to meet the desired outcomes found in the Strategic Plan. This document reflects the necessary revenue required to fund the District's operations and how the expenditures are expected to be made.

THE SCHOOL DISTRICT

The District has approximately 11,400 students and serves the communities of Sooke, Port Renfrew, Metchosin, Highlands, Langford and Colwood. Surrounded by forests, ocean, mountains and lakes, we are located a short distance from Victoria, the capital city of the province of British Columbia. The District is one of the fastest growing school districts in the province.

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

Our Vision

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

Our Values

– Relationships – Choice – Respect – Integrity – Trust – Safety

EXECUTIVE SUMMARY

The budget development process for the 20/21 school year has been anything but normal. The process started in February as planned and took a detour as the world wide pandemic hit. During these uncertain times, the Board provided direction to focus on core services and to utilize the financial reserve to absorb anticipated revenue shortfalls or expenditure pressures in the upcoming year. Staff have developed a plan that will see the financial reserve be increased for the 19/20 year-end in order to prepare for significant pressures in the following year.

The District's enrolment continues to grow and staff feel using the financial reserve is the most prudent approach in dealing with the short to medium term challenges posed by the pandemic. The District will be able to re-assess the financial situation during the 21/22 budget development process and will make any necessary structural decisions at that time.

BUDGET DEVELOPMENT PROCESS

School Boards are required by the School Act to adopt two budgets each fiscal year:

- A preliminary or "annual" budget is adopted by June 30th for the subsequent fiscal year based on forecasted enrolment and revenues; and
- An amended budget is adopted by the end of February within the fiscal year reflecting actual fall enrolment and funding.

Similar to prior years, the District started the annual budget development process in mid-February when enrolment projections for the coming fall are due to the Ministry. Staff consulted with the District's stakeholders and developed a list of priorities that could be addressed with any discretionary funding creating by growth. The process focused on increasing the stakeholder touch points on the budget with the strategic plan as the guiding document. Those plans changed as the pandemic hit and the District was forced to use the financial reserve in order to maintain a status quo budget.

When reviewing the District's risk management plan, it was determined that additional risk mitigation strategies were required to managed the risks of the pandemic to tolerable levels. As a result, both the budget development process and approach were modified in order to address the identified risks. This included:

- Delaying the budget approval process to June to understand the impacts of the pandemic more thoroughly;
- Restricting non-essential expenditures for the remainder of the 2019/20 school year to build up the reserve; and
- Recommending a status quo budget to the Board and utilizing the built-up reserve to manage the 2020/21 impacts of the pandemic.

COVID Impact

As COVID-19 was declared a global pandemic in mid-March and travel restrictions were being implemented by governments around the world, it became increasingly likely that the pandemic would impact the finances and operations of the District in 2020/21.

The uncertain nature of the pandemic makes it extremely difficult to project what those financial and operational impacts on the District will be. However, the provincial government and the District continues to plan for a modified return to in-class instruction in September. That said, the most significant budget implication at this time is the potential impact on international student enrolment.

In 2019/20 there were approximately 280 full-time equivalent (FTE) international students enrolled in the District. The associated tuition fees from those students provided about \$1.9 million in net revenues that supported other programs throughout the District.

Given the current restrictions on travel and the significant level of uncertainty of the impact on the international program even when travel restrictions are lifted, the District is projecting enrolment of 60 FTE – a decrease of 220 FTE from 2019/20. The decrease of 220 FTE, along with the anticipated elimination of net revenues from the international summer program, results in a reduction of net revenues of approximately \$2 million that otherwise would have supported other programs throughout the District.

	A	B	C = A-B
	ANNUAL	AMENDED	INCREASE /
	BUDGET	BUDGET	(DECREASE)
	FY21	FY20	FY21
INTERNATIONAL TUITION REVENUES	\$ 1,473,000	\$ 6,860,260	\$ (5,387,260)
INTERNATIONAL PROGRAM EXPENSES	\$ 1,897,265	\$ 4,965,912	\$ (3,068,647)
NET REVENUE / (EXPENSE)	\$ (424,265)	\$ 1,894,348	\$ (2,318,613)

Also, given the uncertainty as to when the international program may return to a sense of normalcy, the District's plan is not only with consideration of the coming fiscal year but over the next several years. The budgeted expenditures assume that if not in 2020/21, a sense of normalcy for the program may return in 2021/22. As such, it is important that the infrastructure of the program is maintained to support the program should that normalcy return in the near future.

To maintain existing infrastructure and program services elsewhere in the District, the District will use the financial reserve to accommodate the anticipated loss in net revenues from the international program. The Board has approved a one-time reserve threshold of 4% of operating expenses - an increase from the reserve threshold of 2% of operating expenses stated in the reserve policy. To build up the reserve available for 2020/21, the District is focusing on core services and is now restricting non-essential expenditures for the remainder of the 2019/20 school year.

Budget Assumptions

As noted, the provincial government and the District continues to plan for a modified return to in-class instruction in September. Accordingly, the following associated assumptions are reflected in the budget at this time:

- Domestic enrolment in 2020/21 will not be significantly impacted by the pandemic;
- Staffing levels, including replacement staff, will be consistent with 2019/20; and
- Custodial and cleaning supply costs will be consistent with 2019/20.

In other words, other than the international program accommodations noted above, the budget for 2020/21 is a status quo budget in the sense that it assumes a general sense of normalcy.

Strategic Plan

As we approach the final year of the current 3-year strategic plan for the District, there is an opportunity to reflect and ask: What do we need to do in 2020-21 to meet the goals of learning, engagement, and growth as stated in the strategic plan?

Through consultation with the various stakeholder groups, the following areas were identified as priority focus areas for 2020/21:

PRIORITY	RESOURCES ADDED	
Inclusive Education Services	\$1,314,000	Due to growth
Curriculum	\$100,000	Re-instate from 19/20
Early Learning & Intervention		Status Quo
Safe and Healthy Schools		Status Quo
Employee Safety		Status Quo
Wellness		Status Quo
Training		Status Quo
Facilities	\$154,232	Inflationary pressures
Communication		Status Quo

STATEMENT OF OPERATIONS AND BUDGET BYLAW

The total budget bylaw amount is presented at the end of the Statement of Operations (Statement 2).

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 Districts 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 prior year surplus appropriation. The summary schedule for the Operating Fund can be found in Schedule 2.

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.

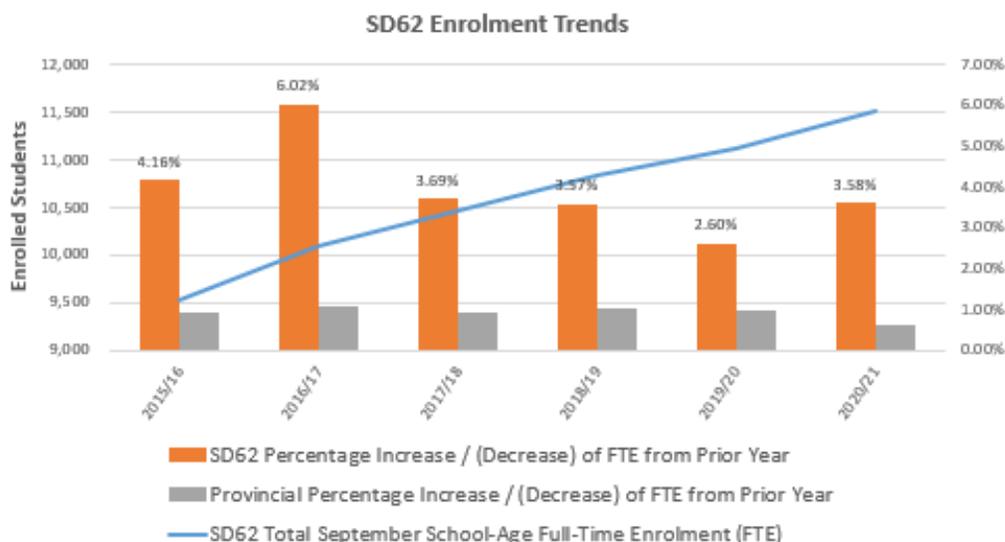
	ANNUAL BUDGET FY21	AMENDED BUDGET FY20	INCREASE / (DECREASE) FY21	INCREASE / (DECREASE) % FY21
	A	B	C = A-B	D = C/B
OPERATING REVENUES (in \$ thousands)				
MOE OPERATING GRANTS	110,740	104,465	6,275	6%
OTHER PROVINCIAL FUNDING	4,349	2,224	2,125	96%
NET LEA FUNDING	-	-	-	-
CONTINUING ED TUITION	110	110	-	-
INTERNATIONAL TUITION	1,473	6,860	(5,387)	(79%)
MISCELLANEOUS	421	571	(150)	(26%)
RENTALS AND LEASES	389	389	-	-
INVESTMENT INCOME	254	354	(100)	(28%)
TOTAL OPERATING REVENUES	117,736	114,973	2,763	2%

Budgeted operating revenues are increasing by \$2.763 million largely due to a \$6.275 million increase in the operating grant and a \$2.125 million increase in other provincial grants offset by a \$5.387 million decrease in international tuition revenues.

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, the District has seen an average annual enrolment increase of 4.0% for the past five years. The District is projecting a 3.58% increase in 2020/21 from 2019/20.



The Ministry of Education announced funding rates for 2020/21 on March 13th. Since the ratification of the teachers' collective agreement did not come until after the funding rate announcement, funding for the associated costs to implement the new terms of the agreement will be received via a separate grant, not through the operating grant. What is included in the operating grant, however, are funds for CUPE wage increases and funding for employer health tax costs amongst other things. The only Funding Model Review change within the operating grant is the introduction of a new Equity of Opportunity Supplement. Consistent with previous years, the funding rate increases and the new supplement do not reflect all of the inflationary pressures facing the District.

Also, the District is anticipating an additional \$183,000 from September distributed learning (DL) enrolment and \$200,000 from additional salary differential above the amounts noted in the operating grant for the District. The operating grant provides funding for 125 DL FTE whereas the District is projecting DL enrolment to be consistent with the average of the past 5 years: 155 FTE.

When combined with the anticipated increases in September DL enrolment and salary differential, the operating grant is budgeted to increase \$6.275 million over 2019/20.

Other Provincial Funding

Budgeted revenues from other provincial grants is anticipated to increase by \$2.125 million due to a new grant (\$3.0 million) to cover the teacher labour settlement costs which is offset by a decrease in the employer health tax grant (\$0.8 million) now being included in the operating grant.

International Tuition

As previously noted, the budgeted decrease of \$5.387 million in international tuition revenues is due to the anticipated impact from the pandemic. Given the current restrictions on travel and the significant level of uncertainty of the impact on the international program even when travel restrictions are lifted, the District is projecting enrolment of 60 FTE – a decrease of 220 FTE from 2019/20 - along with no revenues from the international summer program.

EXPENDITURES

The summary schedule for the District operating expenditures (both expenses and tangible capital assets purchased) can be found in Schedule 2. The total operating expenditures budgeted for 2020/21 is an increase of \$2.896 million over 2019/20.

	ANNUAL BUDGET FY21	AMENDED BUDGET FY20	INCREASE / (DECREASE) FY21	INCREASE / (DECREASE) % FY21
	A	B	C = A-B	D = C/B
OPERATING EXPENDITURES (in \$ thousands)				
TOTAL EXPENSE	119,930	116,109	3,822	3%
TANGIBLE CAPITAL ASSETS PURCHASED	-	925	(925)	(100%)
TOTAL OPERATING EXPENDITURES	119,930	117,034	2,896	2%

The \$2.896 million increase is due to \$4.24 million for growth initiatives including additional teacher staffing, \$4.08 million for collective agreement increases, offset by a \$3.07 million decrease in international program expenses (such as homestay expenses) and a \$2.061 million decrease in expenses and tangible capital asset purchases (such as portables) for projects that were started in 2018/19 and completed 2019/20.

	EXPENSES	TANGIBLE CAP ASSETS PURCHASED	TOTAL OPER FUND EXPENDITURES
in \$ thousands			
AMENDED BUDGET 2019/20	116,109	925	117,034
FY19 CARRY FORWARD	(1,186)	(875)	(2,061)
FY21 GROWTH - ADD'L TEACHERS & INCREMENTS	2,866	-	2,866
FY21 GROWTH - INCLUSIVE EDUCATION	1,314	-	1,314
FY21 GROWTH - INDIGENOUS EDUCATION	60	-	60
FY21 COLLECTIVE AGREEMENT INCREASES	4,080	-	4,080
FY21 INT'L PROGRAM COVID IMPACT	(3,069)	-	(3,069)
FY21 ANNUAL RESERVE CONTRIBUTION	(250)	-	(250)
FY21 OTHER ADJUSTMENTS	6	(50)	(44)
ANNUAL BUDGET 2020/21	119,930	-	119,930

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 budgets for fiscal 2020/21 were not yet available, as such the amended provincial budgets for fiscal 2019/2020 were used for comparative purposes.

Expenses by Type (Object)

The District's spending allocations by object are in line with provincial averages - with 89.9% of its expenses on salaries and benefits and 10.1% on services and supplies.

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

2020/21 EXPENSES BY OBJECT



■ TEACHER SALARIES (SD62=39.5%; Prov=42.1%)	■ PVP SALARIES (SD62=6.5%; Prov=5.7%)
■ EA SALARIES (SD62=8.4%; Prov=8.0%)	■ SUPPORT STAFF SALARIES (SD62=10.4%; Prov=9.1%)
■ OTHER PROF. SALARIES (SD62=3.3%; Prov=2.7%)	■ SUBSTITUTE SALARIES (SD62=3.6%; Prov=3.2%)
■ EMPLOYEE BENEFITS (SD62=18.2%; Prov=17.3%)	■ TOTAL SERVICES AND SUPPLIES (SD62=10.1%; Prov=11.9%)

	ANNUAL BUDGET FY21	AMENDED BUDGET FY20	INCREASE / (DECREASE) FY21	INCREASE / (DECREASE) % FY21
EXPENSES BY OBJECT (in \$ thousands)	A	B	C = A-B	D = C/B
SALARIES				
TEACHERS	47,360	43,822	3,538	8%
PRINCIPALS AND VICE PRINCIPALS	7,796	7,592	205	3%
EDUCATIONAL ASSISTANTS	10,120	8,719	1,400	16%
SUPPORT STAFF	12,509	11,793	715	6%
OTHER PROFESSIONALS	3,946	3,897	49	1%
SUBSTITUTES	4,295	3,820	475	12%
TOTAL SALARIES	86,025	79,643	6,382	8%
EMPLOYEE BENEFITS	21,830	20,797	1,033	5%
SERVICES AND SUPPLIES	12,075	15,668	(3,593)	(23%)
TOTAL OPERATING EXPENSES	119,930	116,109	3,822	3%
TANGIBLE CAPITAL ASSET PURCHASES	-	925	(925)	(100%)
TOTAL OPERATING BUDGETED EXPENDITURES	119,930	117,034	2,896	2%

As noted above, the \$7.415 million increase in salaries and benefits is due to collective agreement increases, more teacher staffing to accommodate the anticipated enrolment growth, and more educational assistants to accommodate the anticipated enrolment growth of students with special needs. The \$4.519 decrease in service and supplies, and tangible capital asset purchases is largely due to the completion of the carry over projects (one-time projects started in 2018/19 that were completed in 2019/20) and a reduction in international program services.

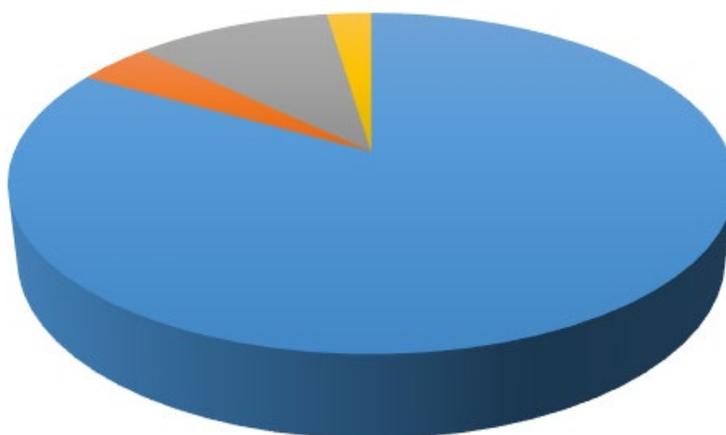
Expenses by Function

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

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

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

2020/21 EXPENSES BY FUNCTION



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

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

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

DISTRICT ADMINISTRATION
(SD62=5%; Prov=4%)

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

	ANNUAL BUDGET FY21	AMENDED BUDGET FY20	INCREASE / (DECREASE) FY21	INCREASE / (DECREASE) % FY21
EXPENSES BY FUNCTION (in \$ thousands)	A	B	C = A-B	D = C/B
INSTRUCTION	100,779	97,891	2,888	3%
DISTRICT ADMINISTRATION	5,647	4,951	696	14%
OPERATIONS AND MAINTENANCE	10,800	10,646	154	1%
TRANSPORTATION	2,704	2,620	84	3%
TOTAL OPERATING EXPENSES	119,930	116,109	3,822	3%

The \$2.888 million increase in **Instruction** is due to collective agreement increases, more teacher staffing to accommodate the anticipated enrolment growth, more educational assistants to accommodate the anticipated enrolment growth of students with special needs, along with a reduction in international program services.

The \$0.696 million increase in **District Administration** is due to a reclassification of the District's contribution to the province for MYEDBC and Next Generation Network (NGN). Instead of separate fees for each, in 2020/21 the District will be paying the province a single 'digital services' fee which is to be reported in the District Administration function. Both MYEDBC and NGN are reported in the Instruction and Operations and Maintenance functions in 2019/20.

The \$0.154 million increase in **Operations and Maintenance** and \$0.084 million increase in **Transportation** are largely due to collective agreement increases.

Tangible Capital Assets Purchased

The 2019/20 Amended Budget has \$0.925 million in one-time funds carried over from 2018/19 for the completion of capital projects (EG portables) that began in 2018/19. Those projects are expected to be completed in 2019/20 and no additional capital projects are budgeted for in 2020/21.

ACCUMULATED SURPLUS / RESERVE

In 2018 the Board established a financial reserve policy of building and maintaining an accumulated reserve to ensure the necessary resources are available when required. Given the uncertainty as to when the international program may return to a sense of normalcy, the District will use the financial reserve to accommodate the anticipated loss in net revenues from the international program.

	A		B		C = A+B	D	E	F = C+D+E
	AMENDED BUDGET FY20	FY19 CARRY FWD	ANNUAL CHANGES FY21	TOTAL CHANGES FY21	ANNUAL BUDGET FY21	FY20 RESERVE ANNUAL	FY20 Q3 FORECASTED EXCESS	Q3 FORECAST BUDGET FY21
ACCUMULATED SURPLUS (in \$ thousands)								
OPERATING SURPLUS, BEG OF YEAR	4,716	(2,061)	-	(2,061)	2,654	250	1,294	4,198
REVENUES	114,973	-	2,763	2,763	117,736	-	-	117,736
EXPENSES	116,109	(1,186)	5,008	3,822	119,930	-	-	119,930
TANGIBLE CAPITAL ASSETS PURCHASED	925	(875)	(50)	(925)	-	-	-	-
SURPLUS (DEFICIT) FOR THE YEAR	(2,061)	2,061	(2,195)	(133)	(2,195)	-	-	(2,195)
OPERATING SURPLUS, END OF YEAR	2,654	-	(2,195)	(2,195)	459	250	1,294	2,003
OPERATING SURPLUS AS % OF EXPENSES					0.38%			1.67%

The 2020/21 Budget leaves an operating reserve of \$459,360 or 0.38% of budgeted expenses. However, to build up the aforementioned 4% reserve available for 2020/21, the District is now restricting non-essential expenditures for the remainder of the 2019/20 school year.

SPECIAL PURPOSE FUNDS

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

The following table compares the most material special purpose funds (SPF) expense budgets for 2020/21 to the prior year.

	ANNUAL BUDGET FY21	AMENDED BUDGET FY20	INCREASE / (DECREASE) FY21	INCREASE / (DECREASE) % FY21
SPECIAL PURPOSE FUNDS (in \$ thousands)	A	B	C = A-B	D = C/B
ANNUAL FACILITIES GRANT	337	337	-	0%
LEARNING IMPROVEMENT FUND	399	391	8	2%
SCHOOL GENERATED FUNDS	3,200	3,845	(645)	-17%
STRONG START	192	241	(49)	-20%
OFFICIAL LANGUAGES IN EDUCATION PROTOCOL	182	182	-	0%
COMMUNITY LINK	784	859	(76)	-9%
ACADEMIES	730	730	-	0%
CLASSROOM ENHANCEMENT FUND - STAFFING	11,994	13,327	(1,333)	-10%
CLASSROOM ENHANCEMENT FUND - OVERHEAD	1,430	1,604	(174)	-11%
RURAL EDUCATION ENHANCEMENT FUND	-	230	(230)	-100%
OTHER	142	334	(192)	-58%
TOTAL SPECIAL PURPOSE FUNDS EXPENSES	19,390	22,079	(2,690)	-12%

Most SPF allow a carryover of unspent funds to the subsequent year which is why the budget for school generated funds (SGF) is \$0.645 million less than 2019/20. When the 2019/20 financial statements are completed and the carry over amount becomes known, the 2020/21 SPF budgets will likely increase. Also, the classroom enhancement fund (CEF) staffing budget of \$11.994 million is reflective of the amount notionally approved by the Ministry at this time. Adjustments to the District's allocation may be made once final Fall 2020 staffing is known.

Two changes that have been finalized by the Ministry is the elimination of the \$0.230 million rural education enhancement fund (REEF) grant and a \$0.174 reduction in the CEF overhead allocation.

STATEMENT OF CHANGES IN NET FINANCIAL ASSETS

The Statement of Changes in Net Financial Assets (Statement 4) presents the surplus for the year plus the changes in non-financial assets including tangible capital asset acquisitions.

The 2020/21 budget includes \$40.028 million in anticipated total capital additions.

	ANNUAL BUDGET FY21
CAPITAL ADDITIONS (in \$ thousands)	A
CAPITAL FUND	
EXPANSION PROGRAM	37,588
SCHOOL ENHANCEMENT PROGRAM	1,500
BUS ACQUISITION PROGRAM	808
ANNUAL FACILITIES GRANT	132
OPERATING FUND	-
SPECIAL PURPOSE FUND	-
TOTAL CAPITAL ADDITIONS	40,028



Some of the more significant capital projects include:

- **Expansion Program (EXP)** – \$30.831 million for the commencement of building construction and continued site development of Pexsisen Elementary & Centre Mountain Lellum Middle Schools; and \$6.756 million for completion of the Royal Bay Secondary School Expansion.
- **School Enhancement Program (SEP)** - \$1.5 million for window and mechanical upgrades at Dunsmuir Middle School.
- **Bus Acquisition Program (BUS)** – \$0.808 million in capital funding from the Ministry for 2 electric buses and 3 propane buses.

RISKS AND UNCERTAINTIES

The 2020/21 budget is predicated on the general assumption that, other than a reduction to 60 FTE enrolled in the international program, the financial and operational impact of the pandemic will be minimal and a general sense of normalcy will return.

The uncertain nature of the pandemic makes it extremely difficult to project what the financial and operational impacts on the District will be. Accordingly, in addition to the annual risks that exist every year, there are also significant COVID-related risks to the budget.

COVID Risks

The provincial government and the District continue to plan for a modified return to in-class instruction in September. Details of the plan for the fall are in development at this time, but if certain safe work procedures are implemented in 2020/21, they could cause significant pressure on the financials of the District:

- **Replacement staff costs** – as the flu season returns in the fall, if staff that are ill are required to stay home for an extended period, there will be a significant increase in replacement staff costs.
- **Custodial and cleaning supply costs** – if enhanced cleaning procedures and additional custodial staff are required, this may have a significant cost.
- **Social distancing implementation** – if capital projects, furniture and equipment and other measures are required to implement social distancing, this may have a significant cost.

Annual Risks

The following list are some of the significant annual financial risks (risks that are present every year) that the District is aware of that could negatively affect operations:

- **Enrolment** – enrolment drives the District's revenues and an inaccurate estimation of future enrolment could result in either an over or under deployment of resources.
- **Staff benefit rates** – benefit rates fluctuate from year to year dependent on staff usage so are difficult to accurately predict.
- **Utilities** – expenditures on utilities fluctuate based on usage so is difficult to predict.
- **Leave liability** – leave balances (such as unused vacation balances) are recorded in the year they are earned. The larger the balance, the larger the expense. It is difficult to predict with accuracy across the District exactly how many vacation days staff plan on using in any given year.
- **Salary differential** – a component of the Operating Grant is the supplement for salary differential which provides additional funding to districts with average teacher salaries higher than the provincial average. Since it is difficult to predict whether the district's average teacher salary is higher or lower than the provincial average, this could reduce the amount of the Operating Grant the district receives.

NEXT STEPS

As we approach the fall, the 2020/21 fiscal climate will become clearer. The 2019/20 financials will be completed and the total reserve available for 2020/21 will be known. As the amended budget is adopted by the end of February 2021, there will be an opportunity for the District to reassess the risks and adjust the strategic approach accordingly.

Annual Budget

School District No. 62 (Sooke)

June 30, 2021

School District No. 62 (Sooke)

June 30, 2021

Table of Contents

Bylaw	1
Annual Budget - Revenue and Expense - Statement 2	2
Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4	4
Annual Budget - Operating Revenue and Expense - Schedule 2	5
Schedule 2A - Annual Budget - Schedule of Operating Revenue by Source	6
Schedule 2B - Annual Budget - Schedule of Operating Expense by Object	7
Schedule 2C - Annual Budget - Operating Expense by Function, Program and Object	8
Annual Budget - Special Purpose Revenue and Expense - Schedule 3	10
Schedule 3A - Annual Budget - Changes in Special Purpose Funds	11
Annual Budget - Capital Revenue and Expense - Schedule 4	13

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 62 (Sooke) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2020/2021 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 62 (Sooke) Annual Budget Bylaw for fiscal year 2020/2021.
3. The attached Statement 2 showing the estimated revenue and expense for the 2020/2021 fiscal year and the total budget bylaw amount of \$149,007,559 for the 2020/2021 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2020/2021.

READ A FIRST TIME THE 16th DAY OF JUNE, 2020;

READ A SECOND TIME THE 23rd DAY OF JUNE, 2020;

READ A THIRD TIME, PASSED AND ADOPTED THE 23rd DAY OF JUNE, 2020;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 62 (Sooke) Annual Budget Bylaw 2020/2021, adopted by the Board the 23rd DAY OF JUNE, 2020.

Secretary Treasurer

School District No. 62 (Sooke)

Annual Budget - Revenue and Expense

Year Ended June 30, 2021

	2021 Annual Budget	2020 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	11,644,000	11,248,625
Adult	63,000	58,813
Total Ministry Operating Grant Funded FTE's	11,707,000	11,307,438
Revenues	\$	\$
Provincial Grants		
Ministry of Education	139,092,529	139,882,030
Municipal Grants Spent on Sites		582,000
Tuition	1,583,000	6,970,260
Other Revenue	4,782,485	5,666,841
Rentals and Leases	388,500	388,500
Investment Income	263,875	386,992
Amortization of Deferred Capital Revenue	7,718,490	7,369,239
Amortization of Deferred Capital Revenue - for lease	61,477	61,477
Total Revenue	153,890,356	161,307,339
Expenses		
Instruction	119,832,222	119,633,827
District Administration	5,647,275	4,951,476
Operations and Maintenance	20,371,413	19,922,284
Transportation and Housing	3,156,649	3,069,966
Total Expense	149,007,559	147,577,553
Net Revenue (Expense)	4,882,797	13,729,786
Budgeted Allocation (Retirement) of Surplus (Deficit)	2,194,758	2,061,497
Budgeted Surplus (Deficit), for the year	7,077,555	15,791,283
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	7,077,555	15,791,283
Budgeted Surplus (Deficit), for the year	7,077,555	15,791,283

School District No. 62 (Sooke)

Annual Budget - Revenue and Expense

Year Ended June 30, 2021

	2021	2020 Amended
	Annual Budget	Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	119,930,423	116,108,634
Operating - Tangible Capital Assets Purchased		925,420
Special Purpose Funds - Total Expense	19,389,848	22,079,374
Capital Fund - Total Expense	9,687,288	9,389,545
Capital Fund - Tangible Capital Assets Purchased from Local Capital		1,084,597
Total Budget Bylaw Amount	149,007,559	149,587,570

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 62 (Sooke)
 Annual Budget - Changes in Net Financial Assets (Debt)
 Year Ended June 30, 2021

	2021	2020 Amended
	Annual Budget	Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>4,882,797</u>	13,729,786
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds		(925,420)
From Local Capital		(1,084,597)
From Deferred Capital Revenue	<u>(40,027,868)</u>	
Total Acquisition of Tangible Capital Assets	<u>(40,027,868)</u>	(2,010,017)
Amortization of Tangible Capital Assets	<u>8,438,856</u>	8,141,113
Total Effect of change in Tangible Capital Assets	<u>(31,589,012)</u>	6,131,096
	<u>-</u>	-
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>(26,706,215)</u></u>	<u>19,860,882</u>

School District No. 62 (Sooke)
 Annual Budget - Operating Revenue and Expense
 Year Ended June 30, 2021

	2021 Annual Budget	2020 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	114,765,405	106,364,727
Tuition	1,583,000	6,970,260
Other Revenue	744,885	895,195
Rentals and Leases	388,500	388,500
Investment Income	253,875	353,875
Total Revenue	117,735,665	114,972,557
Expenses		
Instruction	100,779,188	97,891,267
District Administration	5,647,275	4,951,476
Operations and Maintenance	10,800,318	10,646,086
Transportation and Housing	2,703,642	2,619,805
Total Expense	119,930,423	116,108,634
Net Revenue (Expense)	(2,194,758)	(1,136,077)
Budgeted Prior Year Surplus Appropriation	2,194,758	2,061,497
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased		(925,420)
Total Net Transfers	-	(925,420)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 62 (Sooke)

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2021

	2021 Annual Budget	2020 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	110,357,155	104,464,657
ISC/LEA Recovery	(323,885)	(323,885)
Other Ministry of Education Grants		
Pay Equity	931,052	931,052
Funding for Graduated Adults	40,000	40,000
Transportation Supplement	358,365	358,365
Carbon Tax Grant		45,000
Employer Health Tax Grant		837,538
FSA and Monitored Marking	12,000	12,000
Labour Settlement	3,007,718	
Anticipated Enrolment Increase	183,000	
Anticipated Salary Differential Increase	200,000	
Total Provincial Grants - Ministry of Education	114,765,405	106,364,727
Tuition		
Continuing Education	110,000	110,000
International and Out of Province Students	1,473,000	6,860,260
Total Tuition	1,583,000	6,970,260
Other Revenues		
Funding from First Nations	323,885	323,885
Miscellaneous		
Grants for Crossing Guards	70,000	80,000
Rebates	51,000	91,000
SGF Discretionary	200,000	261,360
Miscellaneous	100,000	138,950
Total Other Revenue	744,885	895,195
Rentals and Leases	388,500	388,500
Investment Income	253,875	353,875
Total Operating Revenue	117,735,665	114,972,557

School District No. 62 (Sooke)

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2021

	2021 Annual Budget	2020 Amended Annual Budget
	\$	\$
Salaries		
Teachers	47,359,788	43,821,569
Principals and Vice Principals	7,796,276	7,591,659
Educational Assistants	10,119,944	8,719,485
Support Staff	12,508,690	11,793,322
Other Professionals	3,945,908	3,897,096
Substitutes	4,294,731	3,820,202
Total Salaries	86,025,337	79,643,333
Employee Benefits	21,829,922	20,796,833
Total Salaries and Benefits	107,855,259	100,440,166
Services and Supplies		
Services	4,244,670	6,222,772
Professional Development and Travel	1,156,941	1,642,837
Rentals and Leases	298,349	268,349
Dues and Fees	204,342	197,842
Insurance	287,180	339,580
Supplies	4,039,038	5,172,244
Utilities	1,793,844	1,774,044
Bad Debt	50,800	50,800
Total Services and Supplies	12,075,164	15,668,468
Total Operating Expense	119,930,423	116,108,634

School District No. 62 (Sooke)

Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2021

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	39,346,044	225,391	141,855	1,846,252	340,970	2,697,458	44,597,970
1.03 Career Programs	216,685			168,603		22,355	407,643
1.07 Library Services	1,351,290			257,086		5,761	1,614,137
1.08 Counselling	1,944,387						1,944,387
1.10 Special Education	2,537,247	254,340	9,616,089	92,596	891,159	836,380	14,227,811
1.30 English Language Learning	1,106,126			40,000			1,146,126
1.31 Indigenous Education	600,500	136,000	362,000	89,350	30,000	17,000	1,234,850
1.41 School Administration		6,924,822		2,317,931		216,887	9,459,640
1.61 Continuing Education				22,889			22,889
1.62 International and Out of Province Students	247,640	255,723		361,316			864,679
Total Function 1	47,349,919	7,796,276	10,119,944	5,196,023	1,262,129	3,795,841	75,520,132
4 District Administration							
4.11 Educational Administration					773,628		773,628
4.40 School District Governance					120,500		120,500
4.41 Business Administration	9,869			588,838	1,459,631	107,206	2,165,544
Total Function 4	9,869	-	-	588,838	2,353,759	107,206	3,059,672
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				117,201	137,100		254,301
5.50 Maintenance Operations				4,487,178	97,311	314,284	4,898,773
5.52 Maintenance of Grounds				532,778			532,778
5.56 Utilities							-
Total Function 5	-	-	-	5,137,157	234,411	314,284	5,685,852
7 Transportation and Housing							
7.41 Transportation and Housing Administration				114,288	95,609	610	210,507
7.70 Student Transportation				1,472,384		76,790	1,549,174
Total Function 7	-	-	-	1,586,672	95,609	77,400	1,759,681
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	47,359,788	7,796,276	10,119,944	12,508,690	3,945,908	4,294,731	86,025,337

School District No. 62 (Sooke)

Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2021

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2021 Annual Budget	2020 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	44,597,970	11,795,367	56,393,337	3,303,252	59,696,589	55,969,142
1.03 Career Programs	407,643	107,614	515,257	298,930	814,187	800,686
1.07 Library Services	1,614,137	395,978	2,010,115	65,162	2,075,277	1,943,470
1.08 Counselling	1,944,387	469,557	2,413,944	7,487	2,421,431	2,278,860
1.10 Special Education	14,227,811	3,411,931	17,639,742	608,385	18,248,127	16,538,054
1.30 English Language Learning	1,146,126	277,759	1,423,885	30,000	1,453,885	1,147,135
1.31 Indigenous Education	1,234,850	325,090	1,559,940	247,560	1,807,500	1,747,250
1.41 School Administration	9,459,640	2,201,517	11,661,157	647,704	12,308,861	12,445,624
1.61 Continuing Education	22,889	1,565	24,454	31,612	56,066	55,134
1.62 International and Out of Province Students	864,679	200,486	1,065,165	832,100	1,897,265	4,965,912
Total Function 1	75,520,132	19,186,864	94,706,996	6,072,192	100,779,188	97,891,267
4 District Administration						
4.11 Educational Administration	773,628	166,690	940,318	552,256	1,492,574	995,792
4.40 School District Governance	120,500	6,500	127,000	152,088	279,088	262,088
4.41 Business Administration	2,165,544	538,455	2,703,999	1,171,614	3,875,613	3,693,596
Total Function 4	3,059,672	711,645	3,771,317	1,875,958	5,647,275	4,951,476
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	254,301	63,588	317,889	346,972	664,861	654,433
5.50 Maintenance Operations	4,898,773	1,323,723	6,222,496	1,288,652	7,511,148	7,090,352
5.52 Maintenance of Grounds	532,778	130,956	663,734	166,731	830,465	798,182
5.56 Utilities	-	-	-	1,793,844	1,793,844	2,103,119
Total Function 5	5,685,852	1,518,267	7,204,119	3,596,199	10,800,318	10,646,086
7 Transportation and Housing						
7.41 Transportation and Housing Administration	210,507	51,913	262,420	21,268	283,688	278,862
7.70 Student Transportation	1,549,174	361,233	1,910,407	509,547	2,419,954	2,340,943
Total Function 7	1,759,681	413,146	2,172,827	530,815	2,703,642	2,619,805
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	86,025,337	21,829,922	107,855,259	12,075,164	119,930,423	116,108,634

School District No. 62 (Sooke)
 Annual Budget - Special Purpose Revenue and Expense
 Year Ended June 30, 2021

	2021	2020 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	15,342,248	17,279,462
Other Revenue	4,037,600	4,771,646
Investment Income	10,000	28,266
Total Revenue	19,389,848	22,079,374
Expenses		
Instruction	19,053,034	21,742,560
Operations and Maintenance	336,814	336,814
Total Expense	19,389,848	22,079,374
Budgeted Surplus (Deficit), for the year	-	-

School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2021

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	-	-	-	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education	336,814	399,366			192,000	44,100	182,420	763,767	1,429,873
Other				3,200,000				20,000	
Investment Income			10,000						
	336,814	399,366	10,000	3,200,000	192,000	44,100	182,420	783,767	1,429,873
Less: Allocated to Revenue	336,814	399,366	10,000	3,200,000	192,000	44,100	182,420	783,767	1,429,873
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	336,814	399,366			192,000	44,100	182,420	763,767	1,429,873
Other Revenue				3,200,000				20,000	
Investment Income			10,000						
	336,814	399,366	10,000	3,200,000	192,000	44,100	182,420	783,767	1,429,873
Expenses									
Salaries									
Teachers							36,000		27,541
Principals and Vice Principals								33,000	
Educational Assistants		312,005							170,000
Support Staff				10,000	125,000			103,500	140,000
Other Professionals								157,000	
Substitutes				20,000	10,000	19,500		15,000	795,210
	-	312,005	-	30,000	135,000	19,500	36,000	308,500	1,132,751
Employee Benefits		87,361		12,000	33,000	2,000	9,000	73,350	257,462
Services and Supplies	336,814		10,000	3,158,000	24,000	22,600	137,420	401,917	39,660
	336,814	399,366	10,000	3,200,000	192,000	44,100	182,420	783,767	1,429,873
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2021

	Classroom Enhancement Fund - Staffing	ACE-IT	Academies	Art Starts	Donations	Theatres	TOTAL
	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	-	-	-	-
Add: Restricted Grants							
Provincial Grants - Ministry of Education	11,993,908						15,342,248
Other		30,000	730,000	7,600	20,000	30,000	4,037,600
Investment Income							10,000
	11,993,908	30,000	730,000	7,600	20,000	30,000	19,389,848
Less: Allocated to Revenue	11,993,908	30,000	730,000	7,600	20,000	30,000	19,389,848
Deferred Revenue, end of year	-	-	-	-	-	-	-
Revenues							
Provincial Grants - Ministry of Education	11,993,908						15,342,248
Other Revenue		30,000	730,000	7,600	20,000	30,000	4,037,600
Investment Income							10,000
	11,993,908	30,000	730,000	7,600	20,000	30,000	19,389,848
Expenses							
Salaries							
Teachers	9,556,899	25,000	55,000				9,700,440
Principals and Vice Principals			50,000				83,000
Educational Assistants							482,005
Support Staff			50,000				428,500
Other Professionals							157,000
Substitutes			7,600				867,310
	9,556,899	25,000	162,600	-	-	-	11,718,255
Employee Benefits	2,437,009	5,000	35,000				2,951,182
Services and Supplies			532,400	7,600	20,000	30,000	4,720,411
	11,993,908	30,000	730,000	7,600	20,000	30,000	19,389,848
Net Revenue (Expense)	-	-	-	-	-	-	-

School District No. 62 (Sooke)
 Annual Budget - Capital Revenue and Expense
 Year Ended June 30, 2021

	2021 Annual Budget			2020 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education	8,984,876		8,984,876	16,237,841
Municipal Grants Spent on Sites			-	582,000
Investment Income			-	4,851
Amortization of Deferred Capital Revenue	7,718,490		7,718,490	7,369,239
Amortization of Deferred Capital Revenue - for lease	61,477		61,477	61,477
Total Revenue	16,764,843	-	16,764,843	24,255,408
Expenses				
Operations and Maintenance	1,248,432		1,248,432	1,248,432
Amortization of Tangible Capital Assets				
Operations and Maintenance	7,985,849		7,985,849	7,690,952
Transportation and Housing	453,007		453,007	450,161
Total Expense	9,687,288	-	9,687,288	9,389,545
Net Revenue (Expense)	7,077,555	-	7,077,555	14,865,863
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased			-	925,420
Total Net Transfers	-	-	-	925,420
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	7,077,555	-	7,077,555	15,791,283

Committee Info Note

Resources Committee Meeting

June 9, 2020

Agenda Item: 4.4 21/22 Capital Plan Submission

Background

- The District is required to submit a 5-year Capital Plan to the Ministry as approved by the Board
- The normal requirement is that the plan is submitted by June 30th – with the current pandemic, this deadline has been delayed to July 31st
- As the last scheduled Board meeting is set for June 23rd, staff are preparing a plan for the Board's consideration at their June meeting
- Staff would like the input and support of the Resources Committee prior to making a recommendation to the Board

Capital Plan Components

- the District's Capital Plan submission is broken down into a number of programs:

Major Capital

- 1) Seismic Mitigation Program (SMP)
- 2) Expansion Program (EXP)
- 3) Replacement Program (REP)
- 4) Rural Districts Program (RDP)

Minor Capital

- 5) School Enhancement Program (SEP)
- 6) Carbon Neutral Program (CNCP)
- 7) Bus Acquisition Program (BUS)
- 8) Playground Equipment Program (PEP)
- 9) Building Envelope Program (BEP)

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

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

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

RDP – the Rural Districts Program allows for projects to assist those school districts with schools in rural communities. The RDP will provide funding for the full or partial demolition of board-owned buildings, for capital projects, such as renovations associated with the consolidation of under-utilized schools and in some cases additions or replacements of small facilities with projects limited to a maximum of \$5 million.

SEP – the School Enhancement Program is part of the minor capital program and is intended to improve the safety, facility condition, efficiency and functionality of existing buildings.

CNCP – the Carbon Neutral Capital Program is designed specifically for energy efficiency projects. The District's Energy Specialist will review the list of potential projects and provide a recommendation to the Committee/Board for consideration.

BUS – Bus Acquisition Program has allowed the District to acquire new buses and reduce the average age of the fleet. The Transportation Department will review mileage and age of our vehicles and will submit a list based on MoE's criteria.

PEP – the Playground Equipment Program is specific funding to purchase and install new or replacement playground equipment. Funding has been provided for playgrounds at Poirier (18/19) and Savory (19/20).

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

MAJOR CAPITAL PROGRAM

Seismic Mitigation Program

- Based on the engineering reports, the top projects for the District are:
 - 1) Port Renfrew Elementary – Year 1
 - 2) Sooke Elementary – Year 2
 - 3) John Muir Elementary – Year 3
 - 4) Saseenos Elementary – Year 4

- 5) Willway Elementary – Year 4
- 6) Millstream Elementary – Year 5
- 7) Savory Elementary – Year 5

Expansion Program & Long Range Enrolment Data

- In order to develop the capital plan expansion priorities, staff have updated the long range enrolment forecast initially created for the 2018 Long Range Facilities Plan
- Staff have taken the initial estimates and have revised them based on the rolling average growth rate over the last 5 years (with greater emphasis on the recent years)
- This approach was tested against the actual enrolment over the last 10 years and has proven to have a strong correlation to the actual results over those 10 years
- Staff are estimating that the past growth of the District will be reflective of the anticipated future growth of the District
- The District has been advised that building permit applications over the last few months remain extremely strong and that the pandemic has not impacted construction in our communities
- The long range estimates have been provided to the Committee at the:
 - a) District level by school; and
 - b) School area based on the land purchased or to be purchased
- Given the District has received approval to build Pexsisen and Lellum, these schools have been included in the analysis
- **For planning purposes**, the catchment impacts of these new schools coming on line have also been included in the analysis – any changes will be considered and approved by the Board in the fall after public consultation
- Based on the attached enrolment analysis, staff are recommending the following expansion priorities:

Priority #	Project	21/22	22/23	23/24	24/25	25/26	Open	# of seats
1	South Langford Elem	X	X	X			Sept '23	400
2	North Langford Elem			X	X	X	Sept '25	400
3	Royal Bay Elem				X	X	Sept '27	480
4	Sooke River Elem				X	X	Sept '27	480
5	New Secondary					X	Sept '28	800

Replacement Program

- Based on a combination of the Facility Condition Indexes (FCI) and enrolment growth, the top projects for the District are:
 - 1) Millstream Elementary (.72) – Year 1
 - 2) Sooke Elementary (.61) – Year 2
 - 3) Willway Elementary (.63) – Year 3
 - 4) Spencer Middle (.58) – Year 5

Rural Districts Program

The only eligible District school would be Port Renfrew.

Land Acquisition

No additional land is required at this time.

MINOR CAPITAL PROGRAM

School Enhancement Program

- 1) Spencer Middle HVAC Replacement (roof units)
- 2) Willway HVAC Replacement (roof units)
- 3) EMCS Energy Upgrade

Carbon Neutral Capital Program (same as last year)

- 1) David Cameron Elementary Boiler Replacement
- 2) Willway Elementary Boiler Replacement
- 3) Savory Elementary Boiler Replacement
- 4) Millstream HVAC Upgrade

Playground Program (same as last year)

- 1) Colwood Elementary
- 2) Sangster Elementary

- 1) Hans Helgesen Elementary
- 2) Willway Elementary
- 3) EMCS

Bus Replacement Program

Staff have identified the need for 2 buses to be replaced and one added for growth.

Next Steps

- Now that the priorities have been drafted, staff would like feedback from the Committee on the proposed priorities prior to going to the Board for approval

Proposed Motion:

That the Board of Education of School District 62 (Sooke) approve the 5-year Capital Plan submission as presented to the Resources Committee on June 9, 2020.

Major Capital

Capital Requirement	Project Details		Funding Requirements				
	Descriptor	Location	21/22	22/23	23/24	24/25	25/26
Expansion	New Elementary School	South Langford	\$	\$	\$		
	New Elementary School	North Langford			\$	\$	\$
	New Elementary School	South Colwood				\$	\$
	New Elementary School	Sooke				\$	\$
	New Secondary School	North Langford					\$
Seismic	Port Renfrew Elementary	Sooke	\$	\$			
	Sooke Elementary	Sooke		\$	\$		
	John Muir Elementary	Sooke			\$	\$	
	Saseenos Elementary	Sooke				\$	\$
	Willway Elementary	Langford				\$	\$
	Millstream Elementary	Langford					\$
	Savory Elementary	Langford					\$
Replacement	Millstream Elementary	Langford	\$	\$	\$		
	Sooke Elementary	Sooke		\$	\$	\$	
	Willway Elementary	Langford			\$	\$	\$
	Spencer Middle	Langford					\$
Rural	Port Renfrew Elementary	Sooke			TBD		

Minor Capital

Capital Requirement	Project Details		Funding Requirements				
	Descriptor	Location	21/22	22/23	23/24	24/25	25/26
School Enhancement	Spencer HVAC Replacement - roof	Langford	\$				
	Willway HVAC Replacement - roof	Langford	\$				
	EMCS Energy Upgrade	Sooke	\$				
CNCP	David Cameron Boilers	Colwood	\$				
	Willway Boilers	Langford	\$				
	Savory Boilers	Langford	\$				
	Millstream HVAC Upgrade	Langford	\$				
Playgrounds	Colwood Elementary	Colwood	\$				
	Sangster Elementary	Colwood	\$				
Bus Replacement	3 new buses in total	District Wide	\$				
Building Envelope	Hans Helgesen Elementary	Metchosin	\$	\$			
	Willway Elementary	Langford		\$	\$		
	Edward Milne Secondary	Sooke			\$	\$	

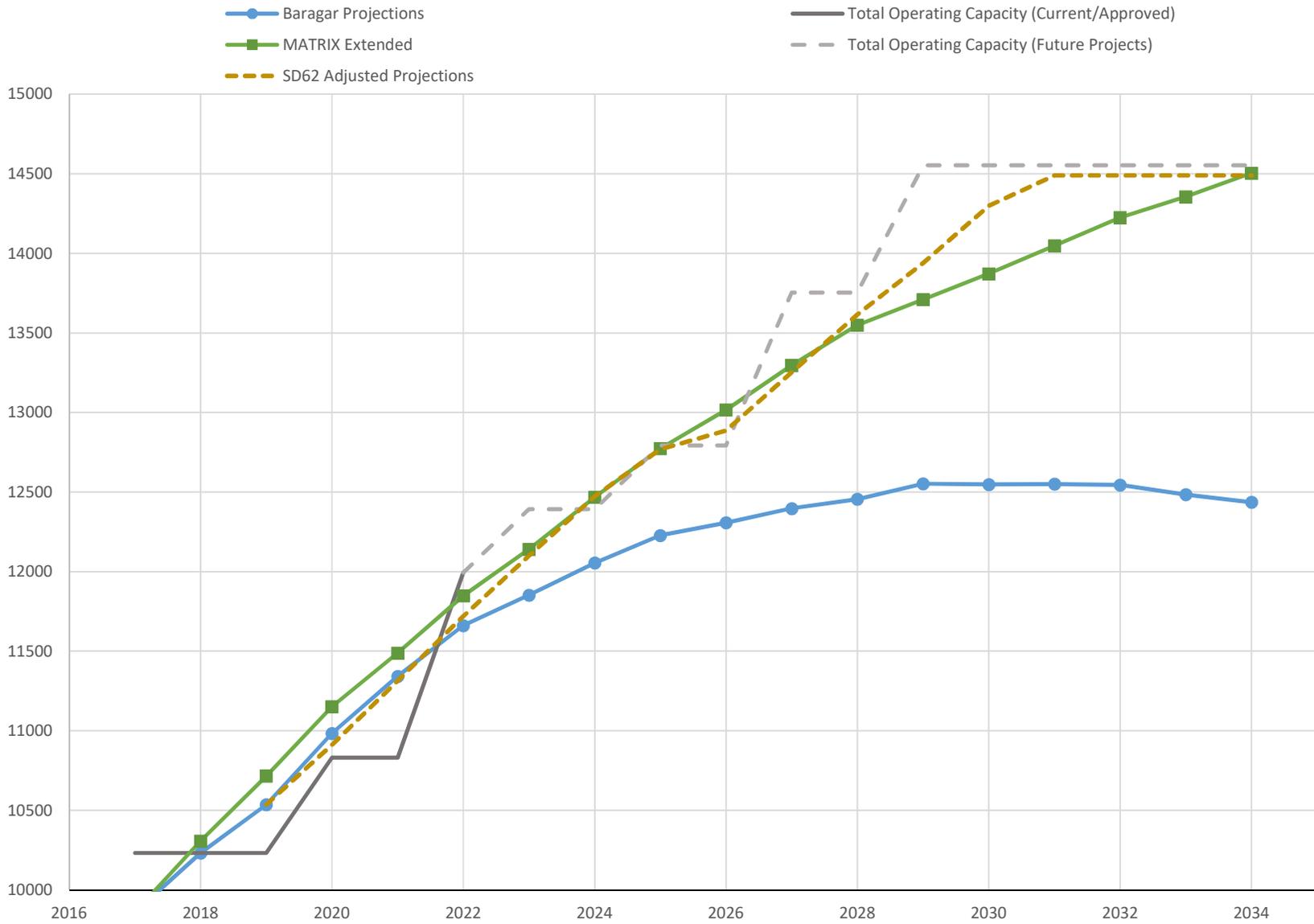
Notes:

The Capital Plan submission represents the District's estimated needs and requires government approval prior to implementation
The plan is based on the estimated speed of growth in the District, as identified in the Long Range Facilities Plan, and actual enrolment will vary

SD62 Long Range Enrolment Forecast as at June 2020

Schools	Actual			Projected														
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Belmont Secondary	1,235	1,250	1,265	1,288	1,311	1,467	1,410	1,333	1,421	1,413	1,420	1,439	1,438	1,458	1,471	1,494	1,515	1,534
Centre Mountain Lellum Middle School			-	-	-	565	593	623	639	657	662	668	674	681	680	680	680	680
Colwood Elementary	187	183	195	196	203	237	244	250	256	262	268	274	279	285	290	295	299	304
Crystal View Elementary	245	235	252	239	235	397	403	409	405	400	395	392	392	389	386	384	383	382
David Cameron Elementary	353	385	371	389	405	365	377	387	397	407	418	427	436	445	454	463	472	480
Dunsmuir Middle	745	784	848	877	912	637	664	692	718	744	769	794	819	843	866	889	911	933
Edward Milne Secondary	593	584	579	571	563	555	549	545	539	534	529	525	521	517	513	509	506	503
Hans Helegsen Elementary	192	204	198	207	218	228	234	241	250	258	266	273	280	287	294	301	307	313
Happy Valley Elementary	418	445	422	435	448	424	432	438	445	451	458	464	470	476	481	487	492	496
John Muir Elementary	192	215	212	214	215	217	222	224	226	228	230	232	234	236	238	240	242	244
John Stubbs Elementary-Middle	724	783	787	849	904	899	947	996	1,055	1,112	1,169	1,224	1,281	1,339	1,397	1,454	1,511	1,568
Journey Middle	516	540	517	526	536	535	539	543	548	552	555	559	563	566	569	572	575	578
Lakewood Elementary	439	467	462	478	491	505	517	527	539	550	561	571	581	591	600	609	618	626
Millstream Elementary	253	254	285	305	324	168	177	192	214	238	262	284	305	327	349	370	391	412
Pexsisen Elementary			-	-	-	273	284	298	306	314	317	320	323	326	326	325	325	325
Poirier Elementary	379	402	384	375	369	363	361	357	352	348	345	342	339	336	333	331	329	327
Port Renfrew Elementary	11	12	20	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Royal Bay Secondary	979	1,054	1,076	1,131	1,213	1,107	1,241	1,387	1,300	1,377	1,439	1,486	1,551	1,595	1,645	1,684	1,723	1,762
Ruth King Elementary	277	283	310	318	328	305	315	327	337	347	357	367	377	387	396	405	414	423
Sangster Elementary	239	245	239	257	270	274	280	286	296	303	309	316	323	330	336	342	348	354
Saseenos Elementary	128	135	161	171	187	207	224	237	254	272	290	307	324	342	360	378	396	414
Savory Elementary	193	200	209	225	238	249	260	274	287	299	311	323	335	347	359	371	382	393
Sooke Elementary	306	335	311	325	329	334	339	342	348	352	356	360	364	368	372	376	380	384
Spencer Middle	752	792	832	883	935	669	706	744	782	822	860	898	936	974	1,011	1,048	1,084	1,120
Willway Elementary	179	192	192	198	203	199	205	212	217	223	229	235	241	247	253	258	264	270
Wishart Elementary	326	329	409	429	452	486	520	557	587	620	655	690	725	759	794	829	863	897
TOTAL	9,861	10,308	10,536	10,911	11,314	11,689	12,070	12,446	12,744	13,109	13,456	13,796	14,136	14,474	14,798	15,119	15,436	15,748
Change per Year		4.3%	2.2%	3.4%	3.6%	3.2%	3.2%	3.0%	2.3%	2.8%	2.6%	2.5%	2.4%	2.3%	2.2%	2.1%	2.0%	2.0%

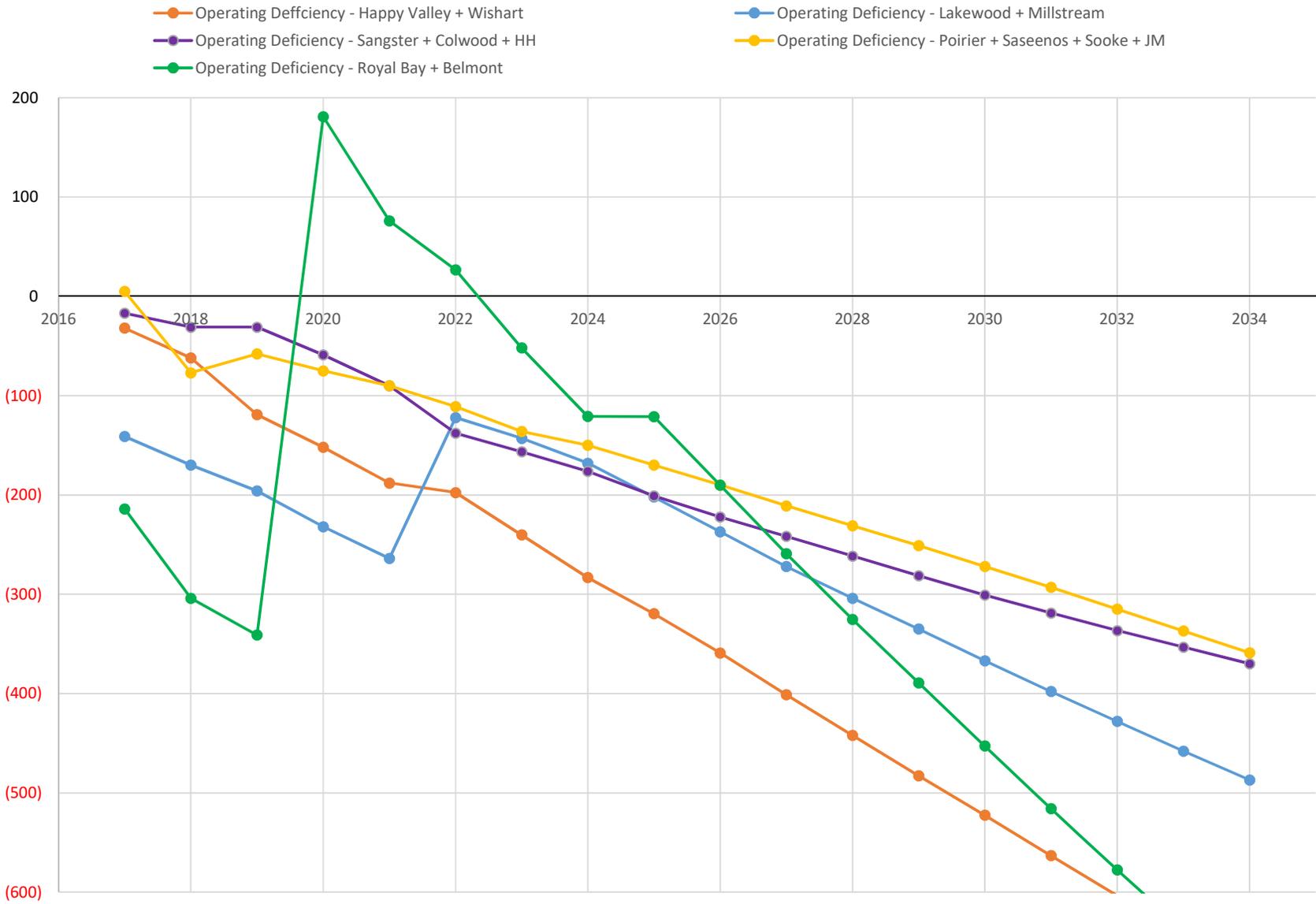
SD62 Enrolment Projections and Operating Capacity



SD62 Long Range Enrolment Forecast as at June 2020 by School Area

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
South Langford Elementary																		
Happy Valley + Wishart	744	774	831	864	900	910	952	995	1,032	1,071	1,113	1,154	1,195	1,235	1,275	1,316	1,355	1,393
Nominal Capacity	770	770	770	770	770	770	770	770	770	770	770	770	770	770	770	770	770	770
Operating Capacity	712	712	712	712	712	712	712	712	712	712	712	712	712	712	712	712	712	712
Operating With Portables (at 25 each)	762	787	837	887	887	887	887	887	887	887	887	887	887	887	887	887	887	887
Nominal Defficiency - Happy Valley + Wishart	26	(4)	(61)	(94)	(130)	(140)	(182)	(225)	(262)	(301)	(343)	(384)	(425)	(465)	(505)	(546)	(585)	(623)
Operating Defficiency - Happy Valley + Wishart	(32)	(62)	(119)	(152)	(188)	(198)	(240)	(283)	(320)	(359)	(401)	(442)	(483)	(523)	(563)	(604)	(643)	(681)
Operating Defficiency - Happy Valley + Wishart with Portables	18	13	6	23	(13)	(23)	(65)	(108)	(145)	(184)	(226)	(267)	(308)	(348)	(388)	(429)	(468)	(506)
North Langford Elementary																		
Lakewood + Millstream	692	721	747	783	815	673	694	719	753	788	823	855	886	918	949	979	1,009	1,038
Nominal Capacity	595	595	595	595	595	595	595	595	595	595	595	595	595	595	595	595	595	595
Operating Capacity	551	551	551	551	551	551	551	551	551	551	551	551	551	551	551	551	551	551
Operating Capacity with Portables (at 25 each)	676	676	701	726	726	726	726	726	726	726	726	726	726	726	726	726	726	726
Nominal Deficiency - Lakewood + Millstream	(97)	(126)	(152)	(188)	(220)	(78)	(99)	(124)	(158)	(193)	(228)	(260)	(291)	(323)	(354)	(384)	(414)	(443)
Operating Deficiency - Lakewood + Millstream	(141)	(170)	(196)	(232)	(264)	(122)	(143)	(168)	(202)	(237)	(272)	(304)	(335)	(367)	(398)	(428)	(458)	(487)
Operating Deficiency - Lakewood + Millstream with Portables	(16)	(45)	(46)	(57)	(89)	53	32	7	(27)	(62)	(97)	(129)	(160)	(192)	(223)	(253)	(283)	(312)
Royal Bay Elementary																		
Sangster + Colwood + HH	618	632	632	660	691	739	758	777	802	823	843	863	882	902	920	938	954	971
Nominal Capacity	650	650	650	650	650	650	650	650	650	650	650	650	650	650	650	650	650	650
Operating Capacity	601	601	601	601	601	601	601	601	601	601	601	601	601	601	601	601	601	601
Nominal Deficiency - Sangster + Colwood + HH	32	18	18	(10)	(41)	(89)	(108)	(127)	(152)	(173)	(193)	(213)	(232)	(252)	(270)	(288)	(304)	(321)
Operating Deficiency - Sangster + Colwood + HH	(17)	(31)	(31)	(59)	(90)	(138)	(157)	(176)	(201)	(222)	(242)	(262)	(281)	(301)	(319)	(337)	(353)	(370)
Sooke River Elementary																		
Poirier + Saseenos + Sooke + JM	1,005	1,087	1,068	1,085	1,100	1,121	1,146	1,160	1,180	1,200	1,221	1,241	1,261	1,282	1,303	1,325	1,347	1,369
Nominal Capacity	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110
Operating Capacity	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010
Operating Capacity with Portables (at 25 each)	1,085	1,085	1,085	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110	1,110
Nominal Deficiency - Poirier + Saseenos + Sooke + JM	105	23	42	25	10	(11)	(36)	(50)	(70)	(90)	(111)	(131)	(151)	(172)	(193)	(215)	(237)	(259)
Operating Deficiency - Poirier + Saseenos + Sooke + JM	5	(77)	(58)	(75)	(90)	(111)	(136)	(150)	(170)	(190)	(211)	(231)	(251)	(272)	(293)	(315)	(337)	(359)
Operating Deficiency - Poirier + Saseenos + Sooke + JM with Portables	80	(2)	17	25	10	(11)	(36)	(50)	(70)	(90)	(111)	(131)	(151)	(172)	(193)	(215)	(237)	(259)
North Langford Secondary																		
Royal Bay + Belmont	2,214	2,304	2,341	2,419	2,524	2,573	2,652	2,721	2,721	2,790	2,859	2,925	2,989	3,053	3,116	3,178	3,237	3,296
Nominal Capacity	2,000	2,000	2,000	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600
Operating Capacity	2,000	2,000	2,000	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600
Operating Capacity with Portables (at 25 each)	2,250	2,300	2,325	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700
Nominal Deficiency - Royal Bay + Belmont	(214)	(304)	(341)	181	76	27	(52)	(121)	(121)	(190)	(259)	(325)	(389)	(453)	(516)	(578)	(637)	(696)
Operating Deficiency - Royal Bay + Belmont	(214)	(304)	(341)	181	76	27	(52)	(121)	(121)	(190)	(259)	(325)	(389)	(453)	(516)	(578)	(637)	(696)
Operating Deficiency - Royal Bay + Belmont with Portables	36	(4)	(16)	281	176	127	48	(21)	(21)	(90)	(159)	(225)	(289)	(353)	(416)	(478)	(537)	(596)
Central Langford Elementary																		
David Cameron + Savory + Willway + Crystal View + Ruth King	1,247	1,295	1,334	1,369	1,409	1,515	1,561	1,608	1,644	1,676	1,710	1,745	1,781	1,815	1,848	1,883	1,916	1,948
Nominal Capacity	1,470	1,470	1,470	1,470	1,470	1,970	1,970	1,970	1,970	1,970	1,970	1,970	1,970	1,970	1,970	1,970	1,970	1,970
Operating Capacity	1,359	1,359	1,359	1,359	1,359	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820	1,820
Operating Capacity with Portables (at 25 each)	1,409	1,434	1,434	1,509	1,509	1,970	1,970	1,970	1,970	1,970	1,970	1,970	1,970	1,970	1,970	1,970	1,970	1,970
Nominal Deficiency - DC + Savory + Willway + CV + RK	223	175	136	101	61	455	409	362	326	294	260	225	189	155	122	87	54	22
Operating Deficiency - DC + Savory + Willway + CV + RK	112	64	25	(10)	(50)	305	259	212	176	144	110	75	39	5	(28)	(63)	(96)	(128)
Operating Deficiency - DC + Savory + Willway + CV + RK with Portables	162	139	100	140	100	455	409	362	326	294	260	225	189	155	122	87	54	22
Inner Zone Elementary Defficiency Summary																		
Inner Zone - Operating Deficiency Summary	(78)	(199)	(321)	(453)	(592)	(152)	(281)	(415)	(546)	(675)	(805)	(933)	(1,060)	(1,185)	(1,308)	(1,431)	(1,550)	(1,666)
Inner Zone - Operating Deficiency Summary - With Portables	147	76	29	47	(92)	348	219	85	(46)	(175)	(305)	(433)	(560)	(685)	(808)	(931)	(1,050)	(1,166)

SD62 Seat Defficiency Projections vs Operating Capacity



**Board Info Note
Public Board Meeting
June 23, 2020**

Agenda Item: 7.3 – 20/21 Budget Narrative and Details

Background

- Staff made a full presentation to the Board on June 16th regarding the 20/21 annual budget
- The Board asked a number of questions that staff responded to prior to the Board passing the 1st reading of the annual budget bylaw

Outstanding Questions

Was the elimination of the Rural Education Enhancement Fund (REEF) province wide?

- Yes, the fund was eliminated for all Districts

What is the Equity of Opportunity supplement intended for and what will the District use it for?

- The supplement provides funding to districts to support additional services to students by recognizing children and youth in care, children and youth receiving non-clinical mental supports and low income families in the school district. The supplement replaces the Supplement for Vulnerable Students and a portion of the Curriculum and Learning Support Fund.

This is funding is provided to the Inclusive Education Services department and will be used as part of their overall budget in support of providing services to the District's most vulnerable students.

Next Steps

- If there are any further questions, the Board can continue their debate and can consider passing the 2nd and 3rd readings of the annual budget bylaw at their June 23rd meeting



2020/21 ANNUAL BUDGET NARRATIVE

June 2020



This budget narrative document for School District #62 (Sooke) is meant to provide a high-level overview of the financial plan required to deliver on the goals and objectives of the District's Strategic Plan. The Board of Education has defined the strategic direction for the District and also has the responsibility to resource the work required to meet the desired outcomes found in the Strategic Plan. This document reflects the necessary revenue required to fund the District's operations and how the expenditures are expected to be made.

THE SCHOOL DISTRICT

The District has approximately 11,200 students and serves the communities of Sooke, Port Renfrew, Metchosin, Highlands, Langford and Colwood. Surrounded by forests, ocean, mountains and lakes, we are located a short distance from Victoria, the capital city of the province of British Columbia. The District is one of the fastest growing school districts in the province.

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

Our Vision

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

Our Values

– Relationships – Choice – Respect – Integrity – Trust – Safety

EXECUTIVE SUMMARY

The budget development process for the 20/21 school year has been anything but normal. The process started in February as planned and took a detour as the worldwide pandemic hit. During these uncertain times, the Board provided direction to focus on core services and to utilize the financial reserve to absorb anticipated revenue shortfalls or expenditure pressures in the upcoming year. Staff have developed a plan that will see the financial reserve be increased for the 19/20 year-end in order to prepare for significant pressures in the following year.

The District's enrolment continues to grow and staff feel using the financial reserve is the most prudent approach in dealing with the short to medium term challenges posed by the pandemic. The District will be able to reassess the financial situation during the 21/22 budget development process and will make any necessary structural decisions at that time.

BUDGET DEVELOPMENT PROCESS

School Boards are required by the School Act to adopt two budgets each fiscal year:

- A preliminary or “annual” budget is adopted by June 30th for the subsequent fiscal year based on forecasted enrolment and revenues; and
- An amended budget is adopted by the end of February within the fiscal year reflecting actual fall enrolment and funding.

Similar to prior years, the District started the annual budget development process in mid-February when enrolment projections for the coming fall are due to the Ministry. Staff consulted with the District’s stakeholders and developed a list of priorities that could be addressed with any discretionary funding created by growth. The process focused on increasing the stakeholder touch points on the budget with the strategic plan as the guiding document. Those plans changed as the pandemic hit and the District was forced to use the financial reserve in order to maintain a status quo budget.

When reviewing the District’s risk management plan, it was determined that additional risk mitigation strategies were required to manage the risks of the pandemic to tolerable levels. As a result, both the budget development process and approach were modified in order to address the identified risks. This included:

- Delaying the budget approval process to June to understand the impacts of the pandemic more thoroughly;
- Restricting non-essential expenditures for the remainder of the 2019/20 school year to build up the reserve; and
- Recommending a status quo budget to the Board and utilizing the built-up reserve to manage the 2020/21 impacts of the pandemic.

COVID Impact

As COVID-19 was declared a global pandemic in mid-March and travel restrictions were being implemented by governments around the world, it became increasingly likely that the pandemic would impact the finances and operations of the District in 2020/21.

The uncertain nature of the pandemic makes it extremely difficult to project what those financial and operational impacts on the District will be. However, the provincial government and the District continues to plan for a modified return to in-class instruction in September. That said, the most significant budget implication at this time is the potential impact on international student enrolment.

In 2019/20 there were approximately 280 full-time equivalent (FTE) international students enrolled in the District. The associated tuition fees from those students provided about \$1.9 million in net revenues that supported other programs throughout the District.

Given the current restrictions on travel and the significant level of uncertainty of the impact on the international program even when travel restrictions are lifted, the District is projecting enrolment of 60 FTE – a decrease of 220 FTE from 2019/20. The decrease of 220 FTE, along with the anticipated elimination of net revenues from the international summer program, results in a reduction of net revenues of approximately \$2.319 million that otherwise would have supported other programs throughout the District.

	A	B	C = A-B
	ANNUAL	AMENDED	INCREASE /
	BUDGET	BUDGET	(DECREASE)
	FY21	FY20	FY21
INTERNATIONAL TUITION REVENUES	\$ 1,473,000	\$ 6,860,260	\$ (5,387,260)
INTERNATIONAL PROGRAM EXPENSES	\$ 1,897,265	\$ 4,965,912	\$ (3,068,647)
NET REVENUE / (EXPENSE)	\$ (424,265)	\$ 1,894,348	\$ (2,318,613)

Also, given the uncertainty as to when the international program may return to a sense of normalcy, the District's plan is not only with consideration of the coming fiscal year but over the next several years. The budgeted expenditures assume that if not in 2020/21, a sense of normalcy for the program may return in 2021/22. As such, it is important that the infrastructure of the program is maintained to support the program should that normalcy return in the near future.

To maintain existing infrastructure and program services elsewhere in the District, the District will use the financial reserve to accommodate the anticipated loss in net revenues from the international program. The Board has approved a one-time reserve threshold of 4% of operating expenses - an increase from the reserve threshold of 2% of operating expenses stated in the reserve policy. To build up the reserve available for 2020/21, the District is focusing on core services and is now restricting non-essential expenditures for the remainder of the 2019/20 school year.

Budget Assumptions

As noted, the provincial government and the District continues to plan for a modified return to in-class instruction in September. As per the table below, the District is assuming a return to stage 1 instruction other than the international program.

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
SCHOOL DENSITY TARGETS 100%	SCHOOL DENSITY TARGETS K-7: 100% Grade 8-12: 40%	SCHOOL DENSITY TARGETS K-5: 50% Gr. 6-12: 20%	SCHOOL DENSITY TARGETS K-12: 20%	SCHOOL DENSITY TARGETS K-12: 0%
In-class instruction: K-12: 5 day per week	In-class instruction: K-7: 5 days per week Grade 8-12: 2 days per week 5 days per week available for: ✓ Children of essential service workers ✓ Students with disabilities/ diverse abilities ✓ Students who require additional supports Remote/online instruction: Balance of learning	In-class instruction: K-5: 2 to 3 days per week Gr. 6-7: 1 day per week Gr 8-12: 1 day per week 5 days per week available for: ✓ Children of essential service workers ✓ Students with disabilities/ diverse abilities ✓ Students who require additional supports Remote/online instruction: Parent/Guardian choice to return to in-class instruction optional Balance of learning	In-class instruction: K-12: Limited 5 days per week available for: ✓ Children of essential service workers ✓ Students with disabilities/ diverse abilities ✓ Students who require additional supports Remote/online instruction: K-12: Majority of all students	In-class instruction: K-12: None Suspend all in-class instruction for all grades and students Remote/online instruction: K-12: All Students

Accordingly, the following associated assumptions are reflected in the budget at this time:

- Domestic enrolment in 2020/21 will not be significantly impacted by the pandemic;
- Staffing levels, including replacement staff, will be consistent with 2019/20;
- Rental income will be consistent with 2019/20;
- Social/physical distancing implementation costs, if any, will be minimal; and
- Custodial and cleaning supply costs will be consistent with 2019/20.

Strategic Plan

As we approach the final year of the current 3-year strategic plan for the District, there is an opportunity to reflect and ask: What do we need to do in 2020-21 to meet the goals of learning, engagement, and growth as stated in the strategic plan?

Through consultation with the various stakeholder groups, the following areas were identified as priority focus areas for 2020/21:

PRIORITY	RESOURCES ADDED	
Inclusive Education Services	\$1,314,000	Due to growth
Curriculum	\$100,000	Re-instate from 19/20
Early Learning & Intervention		Status Quo
Safe and Healthy Schools		Status Quo
Employee Safety		Status Quo
Wellness		Status Quo
Training		Status Quo
Facilities	\$154,232	Inflationary pressures
Communication		Status Quo

STATEMENT OF OPERATIONS AND BUDGET BYLAW

The total budget bylaw amount is presented at the end of the Statement of Operations (Statement 2).

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 Districts 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 prior year surplus appropriation. The summary schedule for the Operating Fund can be found in Schedule 2.

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.

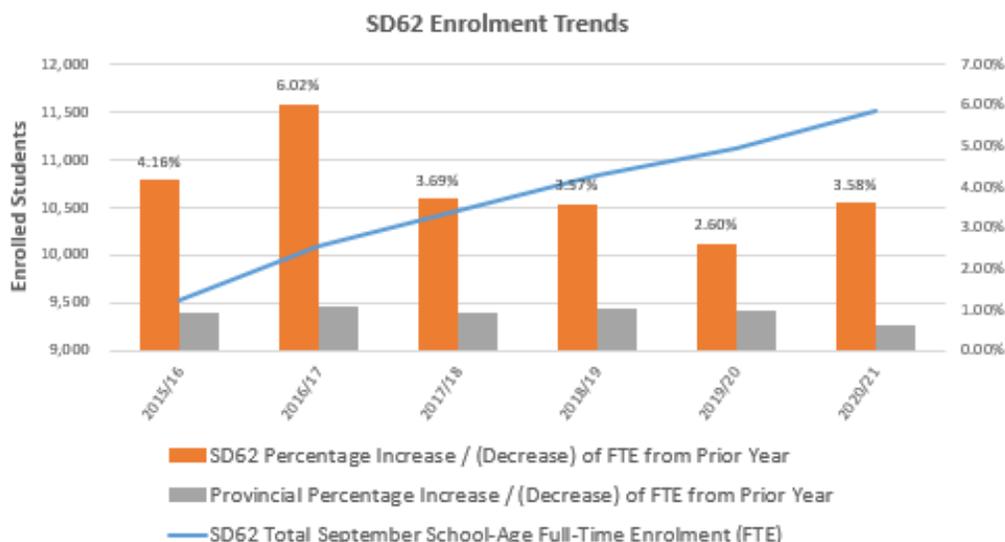
	ANNUAL BUDGET FY21	AMENDED BUDGET FY20	INCREASE / (DECREASE) FY21	INCREASE / (DECREASE) % FY21
	A	B	C = A-B	D = C/B
OPERATING REVENUES (in \$ thousands)				
MOE OPERATING GRANTS	110,740	104,465	6,275	6%
OTHER PROVINCIAL FUNDING	4,349	2,224	2,125	96%
NET LEA FUNDING	-	-	-	-
CONTINUING ED TUITION	110	110	-	-
INTERNATIONAL TUITION	1,473	6,860	(5,387)	(79%)
MISCELLANEOUS	421	571	(150)	(26%)
RENTALS AND LEASES	389	389	-	-
INVESTMENT INCOME	254	354	(100)	(28%)
TOTAL OPERATING REVENUES	117,736	114,973	2,763	2%

Budgeted operating revenues are increasing by \$2.763 million largely due to a \$6.275 million increase in the operating grant and a \$2.125 million increase in other provincial grants offset by a \$5.387 million decrease in international tuition revenues.

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, the District has seen an average annual enrolment increase of 4.0% for the past five years. The District is projecting a 3.58% increase in 2020/21 from 2019/20.



The Ministry of Education announced funding rates for 2020/21 on March 13th. Since the ratification of the teachers' collective agreement did not come until after the funding rate announcement, funding for the associated costs to implement the new terms of the agreement will be received via a separate grant, not through the operating grant. What is included in the operating grant, however, are funds for CUPE wage increases and funding for employer health tax costs amongst other things. The only Funding Model Review change within the operating grant is the introduction of a new Equity of Opportunity Supplement. Consistent with previous years, the funding rate increases and the new supplement do not reflect all of the inflationary pressures facing the District.

Also, the District is anticipating an additional \$183,000 from September distributed learning (DL) enrolment and \$200,000 from additional salary differential above the amounts noted in the operating grant for the District. The operating grant provides funding for 125 DL FTE whereas the District is projecting DL enrolment to be consistent with the average of the past 5 years: 155 FTE.

When combined with the anticipated increases in September DL enrolment and salary differential, the operating grant is budgeted to increase \$6.275 million over 2019/20.

Other Provincial Funding

Budgeted revenues from other provincial grants is anticipated to increase by \$2.125 million due to a new grant (\$3.0 million) to cover the teacher labour settlement costs which is offset by a decrease in the employer health tax grant (\$0.8 million) now being included in the operating grant.

International Tuition

As previously noted, the budgeted decrease of \$5.387 million in international tuition revenues is due to the anticipated impact from the pandemic. Given the current restrictions on travel and the significant level of uncertainty of the impact on the international program even when travel restrictions are lifted, the District is projecting enrolment of 60 FTE – a decrease of 220 FTE from 2019/20 - along with no revenues from the international summer program.

EXPENDITURES

The summary schedule for the District operating expenditures (both expenses and tangible capital assets purchased) can be found in Schedule 2. The total operating expenditures budgeted for 2020/21 is an increase of \$2.896 million over 2019/20.

	ANNUAL BUDGET FY21	AMENDED BUDGET FY20	INCREASE / (DECREASE) FY21	INCREASE / (DECREASE) % FY21
	A	B	C = A-B	D = C/B
OPERATING EXPENDITURES (in \$ thousands)				
TOTAL EXPENSE	119,930	116,109	3,822	3%
TANGIBLE CAPITAL ASSETS PURCHASED	-	925	(925)	(100%)
TOTAL OPERATING EXPENDITURES	119,930	117,034	2,896	2%

The \$2.896 million increase is due to \$4.24 million for growth initiatives including additional teacher staffing, \$4.08 million for collective agreement increases, offset by a \$3.07 million decrease in international program expenses (such as homestay expenses) and a \$2.061 million decrease in expenses and tangible capital asset purchases (such as portables) for projects that were started in 2018/19 and completed 2019/20.

in \$ thousands	EXPENSES	TANGIBLE	TOTAL
		CAP ASSETS PURCHASED	OPER FUND EXPENDITURES
AMENDED BUDGET 2019/20	116,109	925	117,034
FY19 CARRY FORWARD	(1,186)	(875)	(2,061)
FY21 GROWTH - ADD'L TEACHERS & INCREMENTS	2,866	-	2,866
FY21 GROWTH - INCLUSIVE EDUCATION	1,314	-	1,314
FY21 GROWTH - INDIGENOUS EDUCATION	60	-	60
FY21 COLLECTIVE AGREEMENT INCREASES	4,080	-	4,080
FY21 INT'L PROGRAM COVID IMPACT	(3,069)	-	(3,069)
FY21 ANNUAL RESERVE CONTRIBUTION	(250)	-	(250)
FY21 OTHER ADJUSTMENTS	6	(50)	(44)
ANNUAL BUDGET 2020/21	119,930	-	119,930

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 budgets for fiscal 2020/21 were not yet available, as such the amended provincial budgets for fiscal 2019/2020 were used for comparative purposes.

Expenses by Type (Object)

The District's spending allocations by object are in line with provincial averages - with 89.9% of its expenses on salaries and benefits and 10.1% on services and supplies.

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

2020/21 EXPENSES BY OBJECT



■ TEACHER SALARIES (SD62=39.5%; Prov=42.1%)	■ PVP SALARIES (SD62=6.5%; Prov=5.7%)
■ EA SALARIES (SD62=8.4%; Prov=8.0%)	■ SUPPORT STAFF SALARIES (SD62=10.4%; Prov=9.1%)
■ OTHER PROF. SALARIES (SD62=3.3%; Prov=2.7%)	■ SUBSTITUTE SALARIES (SD62=3.6%; Prov=3.2%)
■ EMPLOYEE BENEFITS (SD62=18.2%; Prov=17.3%)	■ TOTAL SERVICES AND SUPPLIES (SD62=10.1%; Prov=11.9%)

	ANNUAL BUDGET FY21	AMENDED BUDGET FY20	INCREASE / (DECREASE) FY21	INCREASE / (DECREASE) % FY21
EXPENSES BY OBJECT (in \$ thousands)	A	B	C = A-B	D = C/B
SALARIES				
TEACHERS	47,360	43,822	3,538	8%
PRINCIPALS AND VICE PRINCIPALS	7,796	7,592	205	3%
EDUCATIONAL ASSISTANTS	10,120	8,719	1,400	16%
SUPPORT STAFF	12,509	11,793	715	6%
OTHER PROFESSIONALS	3,946	3,897	49	1%
SUBSTITUTES	4,295	3,820	475	12%
TOTAL SALARIES	86,025	79,643	6,382	8%
EMPLOYEE BENEFITS	21,830	20,797	1,033	5%
SERVICES AND SUPPLIES	12,075	15,668	(3,593)	(23%)
TOTAL OPERATING EXPENSES	119,930	116,109	3,822	3%
TANGIBLE CAPITAL ASSET PURCHASES	-	925	(925)	(100%)
TOTAL OPERATING BUDGETED EXPENDITURES	119,930	117,034	2,896	2%

As noted above, the \$7.415 million increase in salaries and benefits is due to collective agreement increases, more teacher staffing to accommodate the anticipated enrolment growth, and more educational assistants to accommodate the anticipated enrolment growth of students with special needs. The \$4.519 decrease in service and supplies, and tangible capital asset purchases is largely due to the completion of the carry over projects (one-time projects started in 2018/19 that were completed in 2019/20) and a reduction in international program services.

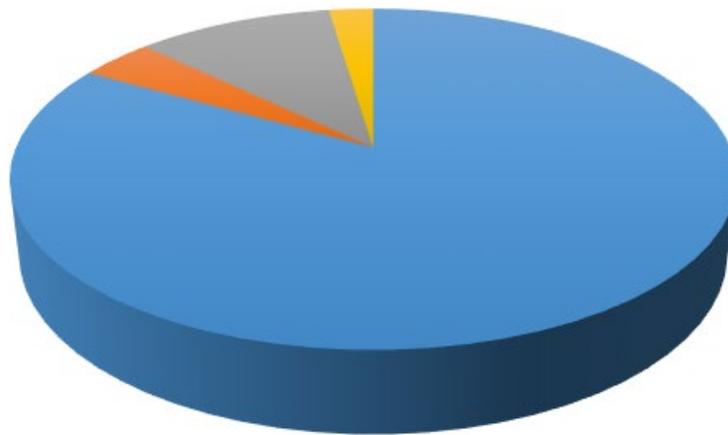
Expenses by Function

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

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

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

2020/21 EXPENSES BY FUNCTION



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

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

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

DISTRICT ADMINISTRATION
(SD62=5%; Prov=4%)

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

As indicated in Schedule 2 and the table below, there is a \$3.822 million increase in operating expenses.

	ANNUAL BUDGET FY21	AMENDED BUDGET FY20	INCREASE / (DECREASE) FY21	INCREASE / (DECREASE) % FY21
	A	B	C = A-B	D = C/B
EXPENSES BY FUNCTION (in \$ thousands)				
INSTRUCTION	100,779	97,891	2,888	3%
DISTRICT ADMINISTRATION	5,647	4,951	696	14%
OPERATIONS AND MAINTENANCE	10,800	10,646	154	1%
TRANSPORTATION	2,704	2,620	84	3%
TOTAL OPERATING EXPENSES	119,930	116,109	3,822	3%

The \$2.888 million increase in **Instruction** is due to collective agreement increases, more teacher staffing to accommodate the anticipated enrolment growth, more educational assistants to accommodate the anticipated enrolment growth of students with special needs, along with a reduction in international program services.

The \$0.696 million increase in **District Administration** is due to a reclassification of the District's contribution to the province for MYEDBC and Next Generation Network (NGN). Instead of separate fees for each, in 2020/21 the District will be paying the province a single 'digital services' fee which is to be reported in the District Administration function. Both MYEDBC and NGN are reported in the Instruction and Operations and Maintenance functions in 2019/20.

The \$0.154 million increase in **Operations and Maintenance** and \$0.084 million increase in **Transportation** are largely due to collective agreement increases.

Tangible Capital Assets Purchased

The 2019/20 Amended Budget has \$0.925 million in one-time funds carried over from 2018/19 for the completion of capital projects (EG portables) that began in 2018/19. Those projects are expected to be completed in 2019/20 and no additional capital projects are budgeted for in 2020/21.

ACCUMULATED SURPLUS / RESERVE

In 2018 the Board established a financial reserve policy of building and maintaining an accumulated reserve to ensure the necessary resources are available when required. Given the uncertainty as to when the international program may return to a sense of normalcy, the District will use the financial reserve to accommodate the anticipated loss in net revenues from the international program.

	A		B		C = A+B	D	E	F = C+D+E
	AMENDED BUDGET FY20	FY19 CARRY FWD	ANNUAL CHANGES FY21	TOTAL CHANGES FY21	ANNUAL BUDGET FY21	FY20 RESERVE ANNUAL	FY20 Q3 FORECASTED EXCESS	Q3 FORECAST BUDGET FY21
ACCUMULATED SURPLUS (in \$ thousands)								
OPERATING SURPLUS, BEG OF YEAR	4,716	(2,061)	-	(2,061)	2,654	250	1,294	4,198
REVENUES	114,973	-	2,763	2,763	117,736	-	-	117,736
EXPENSES	116,109	(1,186)	5,008	3,822	119,930	-	-	119,930
TANGIBLE CAPITAL ASSETS PURCHASED	925	(875)	(50)	(925)	-	-	-	-
SURPLUS (DEFICIT) FOR THE YEAR	(2,061)	2,061	(2,195)	(133)	(2,195)	-	-	(2,195)
OPERATING SURPLUS, END OF YEAR	2,654	-	(2,195)	(2,195)	459	250	1,294	2,003
OPERATING SURPLUS AS % OF EXPENSES					0.38%			1.67%

The 2020/21 Budget leaves an operating reserve of \$459,360 or 0.38% of budgeted expenses. The District is now restricting non-essential expenditures for the remainder of the 2019/20 school year and estimates to end the 2020/21 fiscal year at 1.67% of budgeted expenses.

SPECIAL PURPOSE FUNDS

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

The following table compares the most material special purpose funds (SPF) expense budgets for 2020/21 to the prior year.

	ANNUAL BUDGET FY21	AMENDED BUDGET FY20	INCREASE / (DECREASE) FY21	INCREASE / (DECREASE) % FY21
	A	B	C = A-B	D = C/B
SPECIAL PURPOSE FUNDS (in \$ thousands)				
ANNUAL FACILITIES GRANT	337	337	-	0%
LEARNING IMPROVEMENT FUND	399	391	8	2%
SCHOOL GENERATED FUNDS	3,200	3,845	(645)	-17%
STRONG START	192	241	(49)	-20%
OFFICIAL LANGUAGES IN EDUCATION PROTOCOL	182	182	-	0%
COMMUNITY LINK	784	859	(76)	-9%
ACADEMIES	730	730	-	0%
CLASSROOM ENHANCEMENT FUND - STAFFING	11,994	13,327	(1,333)	-10%
CLASSROOM ENHANCEMENT FUND - OVERHEAD	1,430	1,604	(174)	-11%
RURAL EDUCATION ENHANCEMENT FUND	-	230	(230)	-100%
OTHER	142	334	(192)	-58%
TOTAL SPECIAL PURPOSE FUNDS EXPENSES	19,390	22,079	(2,690)	-12%

Most SPF allow a carryover of unspent funds to the subsequent year which is why the budget for school generated funds (SGF) is \$0.645 million less than 2019/20. When the 2019/20 financial statements are completed and the carry over amount becomes known, the 2020/21 SPF budgets will likely increase. Also, the classroom enhancement fund (CEF) staffing budget of \$11.994 million is reflective of the amount notionally approved by the Ministry at this time. Adjustments to the District's allocation may be made once final fall 2020 staffing is known.

Two changes that have been finalized by the Ministry is the elimination of the \$0.230 million rural education enhancement fund (REEF) grant and a \$0.174 reduction in the CEF overhead allocation.

STATEMENT OF CHANGES IN NET FINANCIAL ASSETS

The Statement of Changes in Net Financial Assets (Statement 4) presents the surplus for the year plus the changes in non-financial assets including tangible capital asset acquisitions.

The 2020/21 budget includes \$40.028 million in anticipated total capital additions.

	ANNUAL BUDGET FY21
CAPITAL ADDITIONS (in \$ thousands)	A
CAPITAL FUND	
EXPANSION PROGRAM	37,588
SCHOOL ENHANCEMENT PROGRAM	1,500
BUS ACQUISITION PROGRAM	808
ANNUAL FACILITIES GRANT	132
OPERATING FUND	-
SPECIAL PURPOSE FUND	-
TOTAL CAPITAL ADDITIONS	40,028



Some of the more significant capital projects include:

- **Expansion Program (EXP)** – \$30.831 million for the commencement of building construction and continued site development of Pexsisen Elementary & Centre Mountain Lellum Middle Schools; and \$6.756 million for completion of the Royal Bay Secondary School Expansion.
- **School Enhancement Program (SEP)** - \$1.5 million for window and mechanical upgrades at Dunsmuir Middle School.
- **Bus Acquisition Program (BUS)** – \$0.808 million in capital funding from the Ministry for 2 electric buses and 3 propane buses.

RISKS AND UNCERTAINTIES

The 2020/21 budget is predicated on the general assumption that, other than a reduction to 60 FTE enrolled in the international program, the financial and operational impact of the pandemic will be minimal and a general sense of normalcy will return.

The uncertain nature of the pandemic makes it extremely difficult to project what the financial and operational impacts on the District will be. Accordingly, in addition to the annual risks that exist every year, there are also significant COVID-related risks to the budget.

COVID Risks

The provincial government and the District continue to plan for a modified return to in-class instruction in September. Details of the plan for the fall are in development at this time, but if certain safe work procedures are implemented in 2020/21, they could cause significant pressure on the financials of the District:

- **Replacement staff costs** – as the flu season returns in the fall, if staff that are ill are required to stay home for an extended period, there will be a significant increase in replacement staff costs.
- **Custodial and cleaning supply costs** – if enhanced cleaning procedures and additional custodial staff are required, this may have a significant cost.
- **Social distancing implementation** – if capital projects, furniture and equipment and other measures are required to implement social distancing, this may have a significant cost.
- **Rental income** – there may be a negative impact on rental income if the current provincial health guidelines limiting gatherings continue.

Annual Risks

The following list are some of the significant annual financial risks (risks that are present every year) that the District is aware of that could negatively affect operations:

- **Enrolment** – enrolment drives the District's revenues and an inaccurate estimation of future enrolment could result in either an over or under deployment of resources.
- **Staff benefit rates** – benefit rates fluctuate from year to year dependent on staff usage so are difficult to accurately predict.
- **Utilities** – expenditures on utilities fluctuate based on usage so is difficult to predict.
- **Leave liability** – leave balances (such as unused vacation balances) are recorded in the year they are earned. The larger the balance, the larger the expense. It is difficult to predict with accuracy across the District exactly how many vacation days staff plan on using in any given year.
- **Salary differential** – a component of the Operating Grant is the supplement for salary differential which provides additional funding to districts with average teacher salaries higher than the provincial average. Since it is difficult to predict whether the district's average teacher salary is higher or lower than the provincial average, this could reduce the amount of the Operating Grant the district receives.

NEXT STEPS

As we approach the fall, the 2020/21 fiscal climate will become clearer. The 2019/20 financials will be completed and the total reserve available for 2020/21 will be known. As the amended budget is adopted by the end of February 2021, there will be an opportunity for the District to reassess the risks and adjust the strategic approach accordingly.

Annual Budget

School District No. 62 (Sooke)

June 30, 2021

School District No. 62 (Sooke)

June 30, 2021

Table of Contents

Bylaw	1
Annual Budget - Revenue and Expense - Statement 2	2
Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4	4
Annual Budget - Operating Revenue and Expense - Schedule 2	5
Schedule 2A - Annual Budget - Schedule of Operating Revenue by Source	6
Schedule 2B - Annual Budget - Schedule of Operating Expense by Object	7
Schedule 2C - Annual Budget - Operating Expense by Function, Program and Object	8
Annual Budget - Special Purpose Revenue and Expense - Schedule 3	10
Schedule 3A - Annual Budget - Changes in Special Purpose Funds	11
Annual Budget - Capital Revenue and Expense - Schedule 4	13

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

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 62 (SOOKE) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2020/2021 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 62 (Sooke) Annual Budget Bylaw for fiscal year 2020/2021.
3. The attached Statement 2 showing the estimated revenue and expense for the 2020/2021 fiscal year and the total budget bylaw amount of \$149,007,559 for the 2020/2021 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2020/2021.

READ A FIRST TIME THE 16th DAY OF JUNE, 2020;

READ A SECOND TIME THE 23rd DAY OF JUNE, 2020;

READ A THIRD TIME, PASSED AND ADOPTED THE 23rd DAY OF JUNE, 2020;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 62 (Sooke) Annual Budget Bylaw 2020/2021, adopted by the Board the 23rd DAY OF JUNE, 2020.

Secretary Treasurer

School District No. 62 (Sooke)

Annual Budget - Revenue and Expense

Year Ended June 30, 2021

	2021 Annual Budget	2020 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	11,644,000	11,248,625
Adult	63,000	58,813
Total Ministry Operating Grant Funded FTE's	11,707,000	11,307,438
Revenues	\$	\$
Provincial Grants		
Ministry of Education	139,092,529	139,882,030
Municipal Grants Spent on Sites		582,000
Tuition	1,583,000	6,970,260
Other Revenue	4,782,485	5,666,841
Rentals and Leases	388,500	388,500
Investment Income	263,875	386,992
Amortization of Deferred Capital Revenue	7,718,490	7,369,239
Amortization of Deferred Capital Revenue - for lease	61,477	61,477
Total Revenue	153,890,356	161,307,339
Expenses		
Instruction	119,832,222	119,633,827
District Administration	5,647,275	4,951,476
Operations and Maintenance	20,371,413	19,922,284
Transportation and Housing	3,156,649	3,069,966
Total Expense	149,007,559	147,577,553
Net Revenue (Expense)	4,882,797	13,729,786
Budgeted Allocation (Retirement) of Surplus (Deficit)	2,194,758	2,061,497
Budgeted Surplus (Deficit), for the year	7,077,555	15,791,283
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	7,077,555	15,791,283
Budgeted Surplus (Deficit), for the year	7,077,555	15,791,283

School District No. 62 (Sooke)

Annual Budget - Revenue and Expense

Year Ended June 30, 2021

	2021	2020 Amended
	Annual Budget	Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	119,930,423	116,108,634
Operating - Tangible Capital Assets Purchased		925,420
Special Purpose Funds - Total Expense	19,389,848	22,079,374
Capital Fund - Total Expense	9,687,288	9,389,545
Capital Fund - Tangible Capital Assets Purchased from Local Capital		1,084,597
Total Budget Bylaw Amount	149,007,559	149,587,570

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 62 (Sooke)
 Annual Budget - Changes in Net Financial Assets (Debt)
 Year Ended June 30, 2021

	2021	2020 Amended
	Annual Budget	Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>4,882,797</u>	13,729,786
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds		(925,420)
From Local Capital		(1,084,597)
From Deferred Capital Revenue	<u>(40,027,868)</u>	
Total Acquisition of Tangible Capital Assets	<u>(40,027,868)</u>	(2,010,017)
Amortization of Tangible Capital Assets	<u>8,438,856</u>	8,141,113
Total Effect of change in Tangible Capital Assets	<u>(31,589,012)</u>	6,131,096
	<u>-</u>	-
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>(26,706,215)</u></u>	19,860,882

School District No. 62 (Sooke)
 Annual Budget - Operating Revenue and Expense
 Year Ended June 30, 2021

	2021	2020 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	114,765,405	106,364,727
Tuition	1,583,000	6,970,260
Other Revenue	744,885	895,195
Rentals and Leases	388,500	388,500
Investment Income	253,875	353,875
Total Revenue	117,735,665	114,972,557
Expenses		
Instruction	100,779,188	97,891,267
District Administration	5,647,275	4,951,476
Operations and Maintenance	10,800,318	10,646,086
Transportation and Housing	2,703,642	2,619,805
Total Expense	119,930,423	116,108,634
Net Revenue (Expense)	(2,194,758)	(1,136,077)
Budgeted Prior Year Surplus Appropriation	2,194,758	2,061,497
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased		(925,420)
Total Net Transfers	-	(925,420)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 62 (Sooke)

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2021

	2021 Annual Budget	2020 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	110,357,155	104,464,657
ISC/LEA Recovery	(323,885)	(323,885)
Other Ministry of Education Grants		
Pay Equity	931,052	931,052
Funding for Graduated Adults	40,000	40,000
Transportation Supplement	358,365	358,365
Carbon Tax Grant		45,000
Employer Health Tax Grant		837,538
FSA and Monitored Marking	12,000	12,000
Labour Settlement	3,007,718	
Anticipated Enrolment Increase	183,000	
Anticipated Salary Differential Increase	200,000	
Total Provincial Grants - Ministry of Education	114,765,405	106,364,727
Tuition		
Continuing Education	110,000	110,000
International and Out of Province Students	1,473,000	6,860,260
Total Tuition	1,583,000	6,970,260
Other Revenues		
Funding from First Nations	323,885	323,885
Miscellaneous		
Grants for Crossing Guards	70,000	80,000
Rebates	51,000	91,000
SGF Discretionary	200,000	261,360
Miscellaneous	100,000	138,950
Total Other Revenue	744,885	895,195
Rentals and Leases	388,500	388,500
Investment Income	253,875	353,875
Total Operating Revenue	117,735,665	114,972,557

School District No. 62 (Sooke)

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2021

	2021 Annual Budget	2020 Amended Annual Budget
	\$	\$
Salaries		
Teachers	47,359,788	43,821,569
Principals and Vice Principals	7,796,276	7,591,659
Educational Assistants	10,119,944	8,719,485
Support Staff	12,508,690	11,793,322
Other Professionals	3,945,908	3,897,096
Substitutes	4,294,731	3,820,202
Total Salaries	86,025,337	79,643,333
Employee Benefits	21,829,922	20,796,833
Total Salaries and Benefits	107,855,259	100,440,166
Services and Supplies		
Services	4,244,670	6,222,772
Professional Development and Travel	1,156,941	1,642,837
Rentals and Leases	298,349	268,349
Dues and Fees	204,342	197,842
Insurance	287,180	339,580
Supplies	4,039,038	5,172,244
Utilities	1,793,844	1,774,044
Bad Debt	50,800	50,800
Total Services and Supplies	12,075,164	15,668,468
Total Operating Expense	119,930,423	116,108,634

School District No. 62 (Sooke)

Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2021

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	39,346,044	225,391	141,855	1,846,252	340,970	2,697,458	44,597,970
1.03 Career Programs	216,685			168,603		22,355	407,643
1.07 Library Services	1,351,290			257,086		5,761	1,614,137
1.08 Counselling	1,944,387						1,944,387
1.10 Special Education	2,537,247	254,340	9,616,089	92,596	891,159	836,380	14,227,811
1.30 English Language Learning	1,106,126			40,000			1,146,126
1.31 Indigenous Education	600,500	136,000	362,000	89,350	30,000	17,000	1,234,850
1.41 School Administration		6,924,822		2,317,931		216,887	9,459,640
1.61 Continuing Education				22,889			22,889
1.62 International and Out of Province Students	247,640	255,723		361,316			864,679
Total Function 1	47,349,919	7,796,276	10,119,944	5,196,023	1,262,129	3,795,841	75,520,132
4 District Administration							
4.11 Educational Administration					773,628		773,628
4.40 School District Governance					120,500		120,500
4.41 Business Administration	9,869			588,838	1,459,631	107,206	2,165,544
Total Function 4	9,869	-	-	588,838	2,353,759	107,206	3,059,672
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				117,201	137,100		254,301
5.50 Maintenance Operations				4,487,178	97,311	314,284	4,898,773
5.52 Maintenance of Grounds				532,778			532,778
5.56 Utilities							-
Total Function 5	-	-	-	5,137,157	234,411	314,284	5,685,852
7 Transportation and Housing							
7.41 Transportation and Housing Administration				114,288	95,609	610	210,507
7.70 Student Transportation				1,472,384		76,790	1,549,174
Total Function 7	-	-	-	1,586,672	95,609	77,400	1,759,681
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	47,359,788	7,796,276	10,119,944	12,508,690	3,945,908	4,294,731	86,025,337

School District No. 62 (Sooke)

Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2021

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2021 Annual Budget	2020 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	44,597,970	11,795,367	56,393,337	3,303,252	59,696,589	55,969,142
1.03 Career Programs	407,643	107,614	515,257	298,930	814,187	800,686
1.07 Library Services	1,614,137	395,978	2,010,115	65,162	2,075,277	1,943,470
1.08 Counselling	1,944,387	469,557	2,413,944	7,487	2,421,431	2,278,860
1.10 Special Education	14,227,811	3,411,931	17,639,742	608,385	18,248,127	16,538,054
1.30 English Language Learning	1,146,126	277,759	1,423,885	30,000	1,453,885	1,147,135
1.31 Indigenous Education	1,234,850	325,090	1,559,940	247,560	1,807,500	1,747,250
1.41 School Administration	9,459,640	2,201,517	11,661,157	647,704	12,308,861	12,445,624
1.61 Continuing Education	22,889	1,565	24,454	31,612	56,066	55,134
1.62 International and Out of Province Students	864,679	200,486	1,065,165	832,100	1,897,265	4,965,912
Total Function 1	75,520,132	19,186,864	94,706,996	6,072,192	100,779,188	97,891,267
4 District Administration						
4.11 Educational Administration	773,628	166,690	940,318	552,256	1,492,574	995,792
4.40 School District Governance	120,500	6,500	127,000	152,088	279,088	262,088
4.41 Business Administration	2,165,544	538,455	2,703,999	1,171,614	3,875,613	3,693,596
Total Function 4	3,059,672	711,645	3,771,317	1,875,958	5,647,275	4,951,476
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	254,301	63,588	317,889	346,972	664,861	654,433
5.50 Maintenance Operations	4,898,773	1,323,723	6,222,496	1,288,652	7,511,148	7,090,352
5.52 Maintenance of Grounds	532,778	130,956	663,734	166,731	830,465	798,182
5.56 Utilities	-	-	-	1,793,844	1,793,844	2,103,119
Total Function 5	5,685,852	1,518,267	7,204,119	3,596,199	10,800,318	10,646,086
7 Transportation and Housing						
7.41 Transportation and Housing Administration	210,507	51,913	262,420	21,268	283,688	278,862
7.70 Student Transportation	1,549,174	361,233	1,910,407	509,547	2,419,954	2,340,943
Total Function 7	1,759,681	413,146	2,172,827	530,815	2,703,642	2,619,805
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	86,025,337	21,829,922	107,855,259	12,075,164	119,930,423	116,108,634

School District No. 62 (Sooke)
 Annual Budget - Special Purpose Revenue and Expense
 Year Ended June 30, 2021

	2021	2020 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	15,342,248	17,279,462
Other Revenue	4,037,600	4,771,646
Investment Income	10,000	28,266
Total Revenue	19,389,848	22,079,374
Expenses		
Instruction	19,053,034	21,742,560
Operations and Maintenance	336,814	336,814
Total Expense	19,389,848	22,079,374
Budgeted Surplus (Deficit), for the year	-	-

School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2021

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	-	-	-	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education	336,814	399,366			192,000	44,100	182,420	763,767	1,429,873
Other				3,200,000				20,000	
Investment Income			10,000						
	336,814	399,366	10,000	3,200,000	192,000	44,100	182,420	783,767	1,429,873
Less: Allocated to Revenue	336,814	399,366	10,000	3,200,000	192,000	44,100	182,420	783,767	1,429,873
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	336,814	399,366			192,000	44,100	182,420	763,767	1,429,873
Other Revenue				3,200,000				20,000	
Investment Income			10,000						
	336,814	399,366	10,000	3,200,000	192,000	44,100	182,420	783,767	1,429,873
Expenses									
Salaries									
Teachers							36,000		27,541
Principals and Vice Principals								33,000	
Educational Assistants		312,005							170,000
Support Staff				10,000	125,000			103,500	140,000
Other Professionals								157,000	
Substitutes				20,000	10,000	19,500		15,000	795,210
	-	312,005	-	30,000	135,000	19,500	36,000	308,500	1,132,751
Employee Benefits		87,361		12,000	33,000	2,000	9,000	73,350	257,462
Services and Supplies	336,814		10,000	3,158,000	24,000	22,600	137,420	401,917	39,660
	336,814	399,366	10,000	3,200,000	192,000	44,100	182,420	783,767	1,429,873
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2021

	Classroom Enhancement Fund - Staffing	ACE-IT	Academies	Art Starts	Donations	Theatres	TOTAL
	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	-	-	-	-
Add: Restricted Grants							
Provincial Grants - Ministry of Education	11,993,908						15,342,248
Other		30,000	730,000	7,600	20,000	30,000	4,037,600
Investment Income							10,000
	11,993,908	30,000	730,000	7,600	20,000	30,000	19,389,848
Less: Allocated to Revenue	11,993,908	30,000	730,000	7,600	20,000	30,000	19,389,848
Deferred Revenue, end of year	-	-	-	-	-	-	-
Revenues							
Provincial Grants - Ministry of Education	11,993,908						15,342,248
Other Revenue		30,000	730,000	7,600	20,000	30,000	4,037,600
Investment Income							10,000
	11,993,908	30,000	730,000	7,600	20,000	30,000	19,389,848
Expenses							
Salaries							
Teachers	9,556,899	25,000	55,000				9,700,440
Principals and Vice Principals			50,000				83,000
Educational Assistants							482,005
Support Staff			50,000				428,500
Other Professionals							157,000
Substitutes			7,600				867,310
	9,556,899	25,000	162,600	-	-	-	11,718,255
Employee Benefits	2,437,009	5,000	35,000				2,951,182
Services and Supplies			532,400	7,600	20,000	30,000	4,720,411
	11,993,908	30,000	730,000	7,600	20,000	30,000	19,389,848
Net Revenue (Expense)	-	-	-	-	-	-	-

School District No. 62 (Sooke)
 Annual Budget - Capital Revenue and Expense
 Year Ended June 30, 2021

	2021 Annual Budget			2020 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education	8,984,876		8,984,876	16,237,841
Municipal Grants Spent on Sites			-	582,000
Investment Income			-	4,851
Amortization of Deferred Capital Revenue	7,718,490		7,718,490	7,369,239
Amortization of Deferred Capital Revenue - for lease	61,477		61,477	61,477
Total Revenue	16,764,843	-	16,764,843	24,255,408
Expenses				
Operations and Maintenance	1,248,432		1,248,432	1,248,432
Amortization of Tangible Capital Assets				
Operations and Maintenance	7,985,849		7,985,849	7,690,952
Transportation and Housing	453,007		453,007	450,161
Total Expense	9,687,288	-	9,687,288	9,389,545
Net Revenue (Expense)	7,077,555	-	7,077,555	14,865,863
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased			-	925,420
Total Net Transfers	-	-	-	925,420
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	7,077,555	-	7,077,555	15,791,283

**CAPITAL BYLAW NO. 2020/21 – CPSD62-01
CAPITAL PLAN 2020/21**

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

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2020/21 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 15, 2020, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District 62 (Sooke) Capital Bylaw No. 2020/21 – CPSD62-01.

READ A FIRST TIME THE 23rd DAY OF June 2020;
READ A SECOND TIME THE 23rd DAY OF June 2020;
READ A THIRD TIME, PASSED THE 23rd DAY OF June 2020.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District 62 (Sooke) Capital Bylaw No. 2020/21 – CPSD62-01 adopted by the Board the 23rd day of June 2020.

Secretary-Treasurer



March 5, 2020

Ref: 218161

To: Secretary-Treasurer and Superintendent
School District No. 62 (Sooke)

Capital Plan Bylaw No. 2020/21-CPSD62-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2020/21

This letter is in response to your School District's 2020/21 Annual Five-Year Capital Plan submission, submitted to the Ministry prior to June 30, 2019, and provides direction for advancing supported and approved capital projects.

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

Below you will see the major capital projects supported to proceed with Concept Plans* as well as minor capital projects from the Ministry's 2020/21 annual capital programs that are approved for funding and are able to proceed to procurement.

*Concept Plan approval is a new step required before a Project Definition Report (PDR) will be supported. Your respective Regional Director or Planning Officer will provide you with more information if you have major capital projects supported to proceed to a Concept Plan.

MAJOR CAPITAL PROJECTS (SMP, EXP)

There are no new major capital projects supported to proceed to concept plan or business case.

Projects in Development from Previous Years

Project #	Project Name	Project Type
128089	Royal Bay Elementary Site	Site Acquisition

Note: If you do not see your major capital project(s) listed in the table(s) above the Ministry does not support the development of a concept plan or business case.

MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)**New projects for SEP, CNCP, BEP, PEP**

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Dunsmuir Middle	SEP - Energy Upgrades - Window and mechanical equipment upgrades	\$1,500,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2021.

New projects for BUS

Existing Bus Fleet #	New Bus Type	Amount Funded by Ministry	Next Steps & Timing
3620	D (80+RE) with 0 wheelchair spaces	\$177,903	Proceed to ordering the school bus(es) between March 4, 2020 and May 4, 2020 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
4620	C (58-63) with 3 wheelchair spaces	\$150,122	Proceed to ordering the school bus(es) between March 4, 2020 and May 4, 2020 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org

A7621	C (52-57) with 3 wheelchair spaces	\$149,047	Proceed to ordering the school bus(es) between March 4, 2020 and May 4, 2020 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org
New Request	D (80+RE) with 0 wheelchair spaces	\$177,903	Proceed to ordering the school bus(es) between March 4, 2020 and May 4, 2020 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org
New Request	C 76 with 2 wheelchair spaces	\$153,473	This bus provided as per the BCTEA First Nations' Student Transportation Plan Agreement. Proceed to ordering the school bus(es) between March 4, 2020 and May 4, 2020 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org

Note: An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2020/21 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Plan Bylaw No. provided at the beginning of this document) for its approved 2020/21 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated and emailed to Ministry Planning Officer Ravnit Aujla at Ravnit.Aujla@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

With the 2020/21 Capital Plan process now complete, the Capital Plan Instructions for the upcoming 2021/22 Annual Five-Year Capital Plan submission process (with supplementary intake spreadsheets) will be provided within the next few weeks. These plans are to be submitted to the Ministry no later than June 30, 2020.

Please contact your respective Regional Director or Planning Officer as per the Capital Management Branch Contact List with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Palmer', with a large, sweeping flourish above the name.

Joel Palmer, Executive Director
Capital Management Branch

pc: Rachelle Ray, Director, Capital Projects Unit, Capital Management Branch
Michael Nyikes, Director, Capital Programs Unit, Capital Management Branch
Ravnit Aujla, Planning Officer, Capital Management Branch
Damien Crowell, Regional Director, Capital Management Branch
Alexander Angus, Planning Officer, Capital Management Branch
Geoff Croshaw, Planning Officer, Capital Management Branch



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams
June 2, 2020 – 7:00 p.m.**

Present: Bob Phillips, Trustee (Committee Chair)
 Dianna Seaton, Trustee (Committee Member)
 Margot Swinburnson (Committee Member)
 Ravi Parmar, Trustee
 Missy Haynes, STA
 Lisa Haug, CUPE
 Cendra Beaton, SPEAC
 Scott Stinson, Superintendent and CEO
 Stephanie Hedley-Smith, Associate Superintendent
 Paul Block, Associate Superintendent
 Dave Strange, Associate Superintendent

Regrets: Georgette Walker, SPVPA

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. COMMITTEE REPORT

The committee report for the May 13, 2020 Education Standing Committee meeting was reviewed by the committee members.

3. BAA COURSE PROPOSALS

a. Golf Skills 12A

Paul Block presented the proposed course to the committee for discussion. The committee was supportive of recommending approval of this course with amendments to Elaborations & Aboriginal World Perspectives to the Board of Education.

Recommendation

That the Board of Education approve BAA Course Golf Skills 12A.

b. Golf Skills 12B

Paul Block presented the proposed course to the committee for discussion. The committee was supportive of recommending approval of this course with amendments to Elaborations & Aboriginal World Perspectives to the Board of Education.

Recommendation

That the Board of Education approve BAA Course Golf Skills 12B.

4. REVIEW OF POLICIES/REGULATIONS**a. Student International Travel Discussion – Stephanie Hedley-Smith**

Associate Superintendent Stephanie Hedley-Smith provided information on student international travel and the District's current policy and regulations.

The following next steps should be considered as the District looks to move forward with updating its Student International Travel policy/regulations:

- 1) Consider that which has been brought forward by Senior Executive, School Board Members and the A5 International Travel committee to create new International Student Travel Policies in the following areas:
 - a. ***International Educational Trips***
This primarily includes trips organized by private providers like EF Tours, Explorica, etc.
 - b. ***International Exchanges***
This category would include student exchanges, sister school visits and humanitarian programs.
- 2) Creation of procedural documentation to accompany the "International Educational Trips" and "International Exchanges" policies.
- 3) Bring the policy and procedural documents to this committee for review.
- 4) When the policy and procedures are ready, work will need to be done with middle and high school teachers and administrators to see that practices are updated.

Recommendation:

That the Board of Education direct district staff to develop policy recommendations related to "International Educational Trips" and "International Exchanges" for Board consideration.

b. Communicating Student Learning – Paul Block

Associate Superintendent Paul Block provided an update on Communicating Student Learning for the coming school year. For the 2020/21 school year the District will communicate to staff, parents and the Ministry our intent to move to Schedule A of the MOE Reporting policy for the 2020/21 school year. This indicates to staff, students and parents the District's commitment to the current provincial Draft Policy for K-9 and to introduce policy at the district level to further support this direction in 2020/21.

For the 2020/21 school year **(K-8)**:

- Proficiency Scale – fully implemented in Grades K-8
- Letter Grades upon parent request only in grades 4-8
- All Summary of Progress (Final Report in June) will be published on MYEducationBC

For the 2020/21 school year **(Gr. 9-12)**:

- Secondary schools (Gr. 9-12) will be reporting out in 2 semesters (Semester #1 – Terms 1 and 2, Semester #2 – Terms 3 and 4).

- Teachers will provide a letter grade, percentage, feedback on work habits and an anecdotal comment that focuses on what Know, Do and Understand in each term and end of semester.
- The above is the current policy and is fully described in the 2018 Graduation Program that was revised as part of the overall B.C. Curriculum Re-Design.
- Grade 9 teachers will have another year of professional development and collaboration towards building skills, tools and resources to enable a transition to the Proficiency Scale in 2021/22.
- Grade 9's will receive these assessment indicators, however, the District will support Grade 9 teachers that want to work on implementing the Proficiency Scale.

5. NEW BUSINESS

a. Return to Instruction – Scott Stinson

Superintendent Scott Stinson provided a brief update on SD62's first two days of return to in-class instruction. This return is in alignment with the move to Stage 3 of the K – 12 Education Restart Plan as of June 1, 2020.

6. FOR INFORMATION

Superintendent Scott Stinson provided an overview of the following research proposal:

- a. Research Project Approval – Meaghan Storey, UVic – “Connecting with Core Competencies: Learning from BC Teachers Incorporating Social and Emotional Learning and Navigating COVID-19”.**

7. FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS

8. ADJOURNMENT AND NEXT MEETING DATE: tba

DRAFT



EDUCATION-POLICY COMMITTEE

School Board Office

3143 Jacklin Road

June 2, 2020 – 7:00 p.m. via MS Teams

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuuchah-nulth. (words gifted by the three Nations SD62 works with)
2. **COMMITTEE REPORT** of May 13, 2020 Education Standing Committee meeting (attached)
3. **BAA COURSE PROPOSALS** (attached)
 - a. Golf Skills 12A
 - b. Golf Skills 12B
4. **REVIEW OF POLICIES/REGULATIONS**
 - a. Student International Travel Discussion (info note attached) – Stephanie Hedley-Smith
 - b. Communicating Student Learning – Paul Block
5. **NEW BUSINESS**
 - a. Return to Instruction (info note attached) – Scott Stinson
 - b.
6. **FOR INFORMATION**
 - a. Research Project Approval – Meaghan Storey, UVic – “Connecting with Core Competencies: Learning from BC Teachers Incorporating Social and Emotional Learning and Navigating COVID-19” – Scott Stinson
7. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**
As per Policy Work Plan (attached)
8. **ADJOURNMENT AND NEXT MEETING DATE:** tba



**Committee Report of
Education-Policy Meeting via MS Teams
May 13, 2020 – 7:00 p.m.**

Present: Bob Phillips, Trustee (Committee Chair)
 Dianna Seaton, Trustee (Committee Member)
 Margot Swinburnson, Trustee (Committee Member)
 Ravi Parmar, Trustee
 Diane Wiens, STA
 Georgette Walker, SPVPA
 Cendra Beaton, SPEAC
 Lisa Haug, CUPE
 Scott Stinson, Superintendent and CEO
 Stephanie Hedley-Smith, Associate Superintendent
 Paul Block, Associate Superintendent
 Dave Strange, Associate Superintendent

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:00 p.m. by the Committee Chair. Bob Phillips acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. COMMITTEE REPORT

The committee report for the March 3, 2020 Education-Policy Committee Meeting was reviewed by the committee members.

3. BAA COURSE PROPOSALS (attached)

a. Percussion Ensemble 11A

Paul Block informed that this course had actually been presented to the committee and was recommended to the Board for approval, which was granted by the Board of Education on October 22, 2019.

b. Percussion Ensemble 11B

Paul Block presented the proposed course to the committee for discussion. The committee engaged in discussion and directed questions to Paul Block for response. The committee was supportive of recommending approval of this course to the Board of Education.

Recommendation

That the Board of Education approve BAA Course Percussion Ensemble 11B.

4. REVIEW OF POLICIES/REGULATIONS

There were no policies/regulations for review and/or approval.

5. NEW BUSINESS

a. COVID-19 Update and District Plans – Scott Stinson

Superintendent Stinson provided an update on the work that has been done in the District as it relates to the original mandates set out by the Ministry of Education. In addition, an update was provided on next steps to be taken in accordance with new modeling and guidance from the PHO, the provincial government's BC Restart Plan, and related direction from the Ministry of Education. The district is working with its partners as it actively engages in planning to meet these directions with the goal of meeting Ministry communicated timelines.

The committee engaged in discussion and directed questions to the Chair and the Superintendent for responses. The Superintendent's PowerPoint presentation will be attached to the Board's package.

b. School Act Amendment re Child Care – Scott Stinson

Superintendent Stinson provided an update on the recent *School Act* Amendment re Child Care and spoke to considerations that the Board and District will need to address moving forward.

The committee engaged in discussion and directed questions to the Chair and the Superintendent for responses. The committee was in agreement to make the following recommendation to the Board of Education:

Recommendation

That the Board of Education direct staff to develop policy and regulations with regard to the recent amendments to the *School Act* on a Board of Education's abilities to offer childcare on School District properties.

6. FOR INFORMATION

Superintendent Stinson provided an overview of the following research proposals:

- a. Research Project – Chloe Faught, RRU – “Stronger Together: Developing an Environmental Education Provincial Specialist Association Chapter in the School Districts of the Capital Regional District”.
- b. Research Project Postponement – Zina Lee, University of the Fraser Valley – “Youth Online Study”.

7. FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS

8. ADJOURNMENT AND NEXT MEETING DATE: June 2, 2020



Board/Authority Authorized Course Application

School District/Independent School Authority Name: Sooke	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD62
Developed by: Wayne Kelly and Randy Dunbar	Date Developed: September 2019
School Name: Westshore Centre for Learning	Principal's Name: Wayne Kelly
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Golf Skills 12A	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120 Hours

Board/Authority Prerequisite(s):

Preferred candidate will have an interest in golf and an interest in building skills and learning the rules and etiquette of a golf course.

Special Training, Facilities or Equipment Required:

No special training required

Olympic View Golf Course and driving range, Learning commons.

Course Synopsis:

The Golf Skills course (12A) is a personalized learning pathway and curriculum that allow for the assessment of student learning while participating in Sooke School District 62 Golf Academy.

While involved in organized, specific, community and high performance sport, and through training and competition, students will learn how to flight the ball high or low, understand how to move the ball from left to right and right to left, learn the fundamentals of the bump and run, flop shot and bunker play, as well as improve their ability how to control the distance of various wedges inside 100 yards.

Students will be able to relate these aspects to their individual performance. Students will learn from a variety of experiences, hands-on practice, various types of media and literature, CPGA professional instruction, as well as direct and indirect instruction by the teacher, coaches, and other athletes (peers).

Each semester, students will complete one four (4) credit course as they move through the stages of the LTAD. Students will improve and build on their training and skills from the previous semester. Students have the opportunity to earn eight (8) credits per year toward their Graduation Plan.

Goals and Rationale:

Sooke School District 62 Sports Academies endorse Long-Term Athlete Development (LTAD) for the development of all Canadian athletes. LTAD combines the best research in today's sport science with the best practices in coaching and training from around the world. LTAD is a clear path to better sport, greater health, and higher achievement. Children, youth, and adults need to do the right things at the right time to develop in their sport or activity.

LTAD describes the things athletes need to be doing at specific ages and stages. Throughout the seven stages, LTAD supports training, competition, and recovery programs based on developmental age - the physical, mental and emotional maturation of the individual - rather than chronological age. It is athlete-centered in that it is designed to serve the best interests of each athlete's long term development, encouraging growth in skills and achievement while ensuring each individual remains engaged in sport.

The purpose of Golf Skills is to recognize the ongoing learning that occurs from the training and competitions these students experience per year in their chosen sport. As students move through the training stages of LTAD they will increase their skills through a wide variety of sport experiences, and relate these experiences to other aspects in their life. Overall, this course will provide an all-encompassing sport experience that will develop all the components to become a better athlete and individual.

Aboriginal Worldviews and Perspectives:

Golf Skills 12A provides a learning environment that pulls form the following principles and perspectives:

First's People's Principles of Learning:

- Learning involves patience and time.
- Learning involves recognizing the consequences of one's actions.
- Learning is holistic, reflexive, reflective and experiential and relational.

Worldviews and Perspectives:

- Developing cross-curricular learning experiences for learners.
- Providing for flexible scheduling in schools so that learners can take more or less time to learn what they need to know and understand.
- Providing opportunities for multiple opportunities to access learning in different ways.
- Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, and in how they represent what they have learned. How this looks will depend on age and skill sets of the learner.

Course Name:

Grade:

BIG IDEAS

Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals

Trying a variety of physical activities can increase our chances of being active throughout our lives.

Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.

Personal fitness can be maintained and improved through regular participation in physical activities

Understanding the factors that influence our health empowers us to take action to improve it.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Personal and Social Responsibility <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Select and apply rules, routines, and safety procedures in golf. • Demonstrate positive behaviours that indicate self-respect and self confidence while participating in golf. • Demonstrate appropriate social behaviour while working co-operatively with others. • Demonstrate proper golf etiquette and fair play. <p>Acquisition of Skills <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Learn how to flight the ball high or low. • Learn how to move the ball from left to right and right to left. • Learn the fundamentals of the bump and run, flop shot and bunker play. • Learn how to control the distance of various wedges inside 100 yards. <p>Reflection <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Reflect on their participation in golf skills. • Reflect on their attitude and effort during golf skills. • Reflect on their skill development. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Various techniques of controlling trajectory, flighting the ball high or low. • Various techniques of shot shaping, moving the ball from left to right and right to left. • Advanced short game shots such as bump and run, a flop shot and bunker play. • Various techniques of distance control, such as controlling various wedges inside 100 yards.

Curricular Competencies – Elaborations

- **Fair play:** Fair play is a complex concept that comprises and embodies a number of fundamental values that are not only integral to sport but relevant in everyday life. Fair competition, respect, friendship, team spirit, equality, sport without doping, respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy, are the building blocks of fair play that can be experienced and learned both on and off the field.
- **Trajectory Control:** The height of the ball after impact (i.e. a ball is hit high in order for it to land softly and hit low to avoid the wind).
- **Shot Shaping:** This refers to hitting the ball from left to right (a slice or a fade for a right handed player) or right to left (a hook or a draw for a right handed player).
- **Distance Control:** This includes both understanding how far a player hits the ball with all the different clubs in their bag as well as being able to hit the ball a variety of distances with the same club.

Recommended Instructional Components:

The delivery method of this course varies from direct instruction to practice based learning.

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

(Classroom Assessment 2017 Update Link)

Formative Assessment	<p><u>Assignments</u></p> <p>There will be several types of activities and assignments included in the course, such as:</p> <ul style="list-style-type: none"> - <i>Ongoing Teacher-Student Evaluations on and off the golf course:</i> The student are on the golf course 2-3 days a week with a coach and teacher. Teacher and coach provide feedback and evaluation throughout the semester. Each module throughout the course includes: <ul style="list-style-type: none"> • a reading along with instructional videos. • multiple choice quizzes related to module learning. • <i>Reflective writing.</i> Students will write short-form statements to show how they have exceeded assignment instructions and/or how they could improve. <p><u>Evaluations</u></p> <p>Students are provided with multiple formats of evaluation on and off the course. Students show their knowledge by evaluating their own as well as other golfers swings. Teacher and coach observations, peer assessment, and self-assessment are done throughout the semester.</p>
----------------------	---

Summative Assessment	Students will complete an exit survey describing their ability to succeed in future stages of the pathway. Students may be provided with multiple online testing formats as summative evaluation of competencies. Multiple attempts are provided for all testing formats to ensure success.
----------------------	--

Learning Resources:

- Open School BC (Moodle)
- Orientation Handbook for Distributed Learning (prepared by WestShore/Juan de Fuca for students as a pre-study resource)
- Online Basic Computer Instruction: <http://www.qcflearnfree.org/>



Board/Authority Authorized Course Application

School District/Independent School Authority Name: Sooke	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD62
Developed by: Wayne Kelly and Randy Dunbar	Date Developed: September 2019
School Name: Westshore Centre for Learning	Principal's Name: Wayne Kelly
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Golf Skills 12B	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120 Hours

Board/Authority Prerequisite(s):

Preferred candidate will have an interest in golf and an interest in building skills and learning the rules and etiquette of a golf course.

Special Training, Facilities or Equipment Required:

No special training required.

Olympic View Golf Course and driving range, Learning commons

Course Synopsis:

The Golf Skills course (12B) is a personalized learning pathway and curriculum that allow for the assessment of student learning while participating in Sooke School District 62 Golf Academy.

While involved in organized, specific, community and high performance sport, and through training and competition, students will learn about the rules for both match and medal tournament play, learn how to independently plan practice sessions and keep on course statistics including keeping a handicap index on the Golf Canada website, understand and complete Golf Canada's preseason planning tool with regard to the mental, physical, technical and tactical aspects of golf, learn about personalized course management, complete post-tournament reflections and connect them to future practice planning.

Students will be able to relate these aspects to their individual performance. Students will learn from a variety of experiences, hands-on practice, various types of media and literature, CPGA professional instruction, as well as direct and indirect instruction by the teacher, coaches, and other athletes (peers).

Each semester, students will complete one four (4) credit course as they move through the stages of the LTAD. Students will improve and build on their training and skills from the previous semester. Students have the opportunity to earn eight (8) credits per year toward their Graduation Plan.

Goals and Rationale:

Sooke School District 62 Sports Academies endorse Long-Term Athlete Development (LTAD) for the development of all Canadian athletes. LTAD combines the best research in today's sport science with the best practices in coaching and training from around the world. LTAD is a clear path to better sport, greater health, and higher achievement. Children, youth, and adults need to do the right things at the right time to develop in their sport or activity.

LTAD describes the things athletes need to be doing at specific ages and stages. Throughout the seven stages, LTAD supports training, competition, and recovery programs based on developmental age - the physical, mental and emotional maturation of the individual - rather than chronological age. It is athlete-centered in that it is designed to serve the best interests of each athlete's long term development, encouraging growth in skills and achievement while ensuring each individual remains engaged in sport.

The purpose of Golf Skills is to recognize the ongoing learning that occurs from the training and competitions these students experience per year in their chosen sport. As students move through the training stages of LTAD they will increase their skills through a wide variety of sport experiences, and relate these experiences to other aspects in their life. Overall, this course will provide an all-encompassing sport experience that will develop all the components to become a better athlete and individual.

Aboriginal Worldviews and Perspectives:

Golf Skills 12B provides a learning environment that pulls from the following principles and perspectives:

First's People's Principles of Learning:

- Learning involves patience and time.
- Learning involves recognizing the consequences of one's actions.
- Learning is holistic, reflexive, reflective and experiential and relational.

Worldviews and Perspectives:

- Developing cross-curricular learning experiences for learners.
- Providing for flexible scheduling in schools so that learners can take more or less time to learn what they need to know and understand.
- Providing opportunities for multiple opportunities to access learning in different ways.
- Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, and in how they represent what they have learned. How this looks will depend on age and skill sets of the learner.

Course Name:

Grade:

BIG IDEAS

Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals

Trying a variety of physical activities can increase our chances of being active throughout our lives.

Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.

Personal fitness can be maintained and improved through regular participation in physical activities

Understanding the factors that influence our health empowers us to take action to improve it.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Personal and Social Responsibility <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Select and apply rules, routines, and safety procedures in golf. • Demonstrate positive behaviours that indicate self-respect and self confidence while participating in golf. • Demonstrate appropriate social behaviour while working co-operatively with others. • Demonstrate proper golf etiquette and fair play. <p>Acquisition of Skills <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Learn rules for both match and medal tournament play. • Learn how to independently plan practice sessions and keep on course statistics (including keeping a handicap index on the Golf Canada website). • Learn about personalized course management. • Learn how to connect post tournament reflection with practice planning. • Understand and complete Golf Canada's preseason planning tool with regard to the mental, physical, technical and tactical aspects of golf. <p>Reflection <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • Reflect on their participation in golf skills. • Reflect on their attitude and effort during golf skills. • Reflect on their skill development. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Advances rules for tournament play. • Practicing with purpose, planning practice sessions and keeping on course statistics. • Keep a handicap index with Golf Canada. • Various theories of course management and how to apply them to your particular skill set. • How to connect post tournament reflection with practice planning. • Understand and complete Golf Canada's preseason planning tool with regard to the mental, physical, technical and tactical aspects of golf.

Curricular Competencies – Elaborations

- **Fair play:** Fair play is a complex concept that comprises and embodies a number of fundamental values that are not only integral to sport but relevant in everyday life. Fair competition, respect, friendship, team spirit, equality, sport without doping, respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy, are the building blocks of fair play that can be experienced and learned both on and off the field.
- **Handicap index:** The handicap index is "a measurement of a player's potential ability on a course of standard playing difficulty," according to the RCGA. The golfer uses the handicap index to determine his handicap at a particular course, based on the difficulty of that course.
- **Match Play:** Match play is a scoring system for golf in which a player, or team, earns a point for each hole in which they have bested their opponents
- **Medal (stroke) Play:** Medal or stroke play, is a system for scoring in which the total number of strokes is counted over one or more rounds of 18 holes.
- **Course Management:** Learning to consistently make good decisions on the golf course related to ones own ability.

Recommended Instructional Components:

The delivery method of this course varies from direct instruction to practice based learning.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

[\(Classroom Assessment 2017 Update Link\)](#)

Formative Assessment	<p><u>Assignments</u></p> <p>There will be several types of activities and assignments included in the course, such as:</p> <ul style="list-style-type: none"> - <i>ongoing Teacher-Student Evaluations on and off the golf course:</i> The students are on the golf course 2-3 days a week with a coach and teacher. Teacher and coach provide feedback and evaluation throughout the semester. Each module throughout the course includes: <ul style="list-style-type: none"> • a reading along with instructional videos. • multiple choice quizzes related to module learning. • <i>Reflective writing.</i> Students will write short-form statements to show how they have exceeded assignment instructions and/or how they could improve. <p><u>Evaluations</u></p> <p>Students are provided with multiple formats of evaluation on and off the course. Students show their knowledge by evaluating their own as well as other golfers' swings. Teacher and coach observations, peer assessment, and self-assessment are done throughout the semester.</p>
----------------------	---

Summative Assessment	Students will complete an exit survey describing their ability to succeed in future stages of the pathway. Students may be provided with multiple online testing formats as summative evaluation of competencies. Multiple attempts are provided for all testing formats to ensure success.
----------------------	---

Learning Resources:

- Open School BC (Moodle)
- Orientation Handbook for Distributed Learning (prepared by WestShore/Juan de Fuca for students as a pre-study resource)
- Online Basic Computer Instruction- <http://www.gcflearnfree.org/>



Committee Info Note
Education-Policy Committee Meeting
June 2, 2020
Agenda Item 4a: Student International Travel

Context

Secondary and Middle Schools in School District 62 have been engaging in a variety of international student travel initiatives for many years. Over time, these educational travel events have been subject to greater interest and offered on an increasingly wider scale. Student International Travel in School District 62 has mostly included privately-organized educational tours, teacher-organized educational tours and international student exchanges. As international student travel frequency has increased, so have challenges in relation to matters such as payment of fees, equity of student access, student selection process and expectations of teacher and volunteer chaperones, amongst others. At the request of the Board and various other school district staff who are implicated in the student international travel process, an overhaul of the Student International Travel Policies should be considered.

Issue

Re-examination and update of Student International Travel policies is needed given the shifting realities of international travel, state of global security, and most recently, developments in the area of global health; reviewing of the current travel policies must be done with these 21st century realities in mind. An updated Student International Travel Policy for today's context would also serve to ensure that:

1. travel continues to be safe for district students and staff.
2. clearer and more defined procedures allow staff to plan more easily and effectively for international student travel.
3. families of School District 62 students can engage with a more efficient student travel process.

Further to these realities, the following are important considerations:

- Trustee Watson and Superintendent Stinson have requested that international field trips consider equity of access for all students. This concern is not addressed in our present field trip policy.
- It has become clear that insurance is a necessity and needs to be further outlined in district Student International Travel Policy.
- School District 62 sees a variety of international trips that fall into unique categories - student exchanges, sister schools, humanitarian programs, sports trips, etc. The district's present field trip policy does not address the complexity of processes that need to be in place in order to ensure safe and successful travel in a variety of educational contexts.
- Teachers would benefit from greater clarity around the student application process for participation in travel events as to ensure that they are protected in case of unexpected events.
- Updated procedures and policies for Student International Travel should ensure that school-based administration is made aware of any international travel involving students and teachers in their schools. This awareness is to be made at the beginning of the planning process and to be reflected within an updated policy.

Actions Taken and Next Steps

Thus far, the following actions have been taken in relation to reviewing and updating Student International Travel Policy:

- 1) A new A5 committee was created consisting of five teachers from Secondary, Middle and French Immersion. The committee discussed issues and concerns relating to current field trip policy. The combined international student travel experiences of committee members made it abundantly clear that current School District 62 policy does not address the complexities of international travel with students.
- 2) The A5 committee met and reviewed a number of policies from other school districts. Some consensus was reached with regards to components of various policies that contained useful content and should be considered in the SD62 context.
- 3) Committee members felt that International travel policy should require that Principals and Associate Superintendents be first to approve trips. Committee members felt that this was important, as to avoid putting the district and its staff at risk/in a situation of liability.
- 4) The committee noted (much like Superintendent Stinson and Trustee Watson) that a new policy for Student International Travel needed to include measures that would seek to assure equity of access for students.

The following next steps should be considered as School District 62 looks to move forward with updating its Student International Travel Policy:

- 1) Consider that which has been brought forward by Senior Executive, School Board Members and the A5 International Travel committee to create new International Student Travel Policies in the following areas:
 - a. ***International Educational Trips***
This primarily includes trips organized by private providers like EF Tours, Explorica, etc.
 - b. ***International Exchanges***
This category would include student exchanges, sister school visits and humanitarian programs.
- 2) Creation of procedural documentation to accompany the “International Educational Trips” and “International Exchanges” policies.
- 3) Bring the policy and procedural documents to this committee for review.
- 4) When the policy and procedures are ready work will need to be done with middle and high school teachers and administrators to see that practices are updated.



SD#62 Communicating Student Learning: Moving towards 2020 -2021

For the 2020/21 school year School District 62 will communicate to staff, parents and the ministry our intent to move Schedule A of the MOE Reporting policy for the 2020/21 school year. This indicates to staff, students and parents of our commitment to the current provincial Draft Policy for K-9 and to introduce policy at the district level to further support this direction in 2020/21. As we emerge from two years of participation in the Ministry of Education's Communicating Student Learning pilot understandably teachers & parents have requested clarity of our direction with assessment.

The district is committed to a strength-based formative educational assessment system that strives to support student success by providing timely, meaningful information on student learning through multiple forms of assessment. An assessment philosophy and practice that will support a more flexible, personalized approach to learning and measure deeper, complex thinking as demonstrated by students in a variety of ways.

For the 20/21 school year (K-8):

- Proficiency Scale – fully implemented in Grades K-8
- Letter Grades upon parent request only in grades 4-8
- All Summary of Progress (Final Report in June) will be published on MYEducationBC

Elementary teachers will be using MyEducationBC to complete their Summary of Progress (Final Year-end report). Each Elementary teacher will receive training in October 2020 (similar to when teachers were trained to take attendance) to complete the Summary of Progress. This will bring consistency to the district as parents & students will receive a Summary of Progress (Final June reports) published and distributed online through the Parent Portal in MyEducationBC with a similar look and easy access for their entire school experience K-12.

Point of Progress & Summary of Progress templates will be available for elementary teachers to pre-view in September/October. Teachers are encouraged to have assessment & evaluation data ready to enter into MyEducationBC for their training session. This will facilitate the richest and most productive training opportunity applying the training in the moment to the specific work to completing Points of or the Summary of Progress.

As a result of using MyEducationBC, elementary teachers will no longer be required to complete PSR (Promotional Student Record) cards as their completion will become automated via MyEducationBC.

This year, we have implemented the publishing of teacher assessment and feedback of Individual Education Plans (IEP) for students with unique needs, as well as having the document available to parents via the Parent Portal. In following years, we will continue to refine and align IEP feedback with all Communicating Student Learning efforts.

For the 20/21 school year (9-12):

- Secondary schools (Gr.9-12) will be reporting out in 2 semesters (Semester #1 – Term 1&2, Semester #2 – Terms #3&4)
- Teachers will provide a letter grade, percentage, feedback on work habits and an anecdotal comment that focuses on what Know, Do and Understand in each term and end of semester.
- The above is the current policy and is fully described in the 2018 Graduation Program that was revised as part of the overall B.C. Curriculum Re-Design.
- Grade 9 teachers will have another year of professional development and collaboration towards building skills, tools and resources to enable a transition to the Proficiency Scale in 2021/22.
- Grade 9's will receive these assessment indicators however the district will support Grade 9 teachers that want to work on implementing the Proficiency Scale

SD62 K-8 Communicating Student Learning Overview 2020-2021

All communicating student learning must be based on evidence of learning in relation to the BC Curriculum Learning Standards

(Curricular Competencies & Content):

<https://curriculum.gov.bc.ca/>

Communicating Student Learning Snapshot	<p>All teachers K-8 will be communicating student learning in a similar way: 4 Points of Progress; 1 Summary of Progress, providing strength-based descriptive feedback and with reference to the four-point proficiency scale. The platform teachers choose may differ (i.e. paper-based, MyEdBC or portfolios).</p>
Points of Progress	<p><u>4 Points of Progress per year:</u></p> <p><u>At least 2 written</u>, falling into these broad time categories:</p> <ul style="list-style-type: none"> • Nov-Dec • Feb-April <p><u>At least 2 informal</u>, could be relayed by:</p> <ul style="list-style-type: none"> • phone or video call • celebration of learning • in-person conference • informal email
Summary of Progress (June)	<p><u>1 Summary of Progress</u></p> <ul style="list-style-type: none"> • Completed in June and provides an assessment of where the student is at this point in the year (not an average) • Completed on MyEducation BC • Published to Portal • Printed and filed in the student file at the school • References the proficiency scale and has strength-based anecdotal comments
Platforms for Written Points of Progress	<p>Teachers have options as to what platform they chose to communicate student learning for Written Points of Progress:</p> <ul style="list-style-type: none"> • Paper-based template. Examples of paper-based templates will be provided if needed. • MyEducation BC

	<ul style="list-style-type: none"> • Paper-based Portfolio • Digital portfolio (i.e. Fresh Grade; G-Suite) <p>Please inform your PVP of the platform you are using prior to September 30th. Written Points of Progress must refer to the four-point proficiency scale in assessing evidence of learning, provide strength-based descriptive feedback and allow for student voice, if opportunities are available.</p>
Frequency of Communication	
English and French Language Arts (Literacy)	In K-8, on at least two written points of progress and the summary of progress.
Mathematics (Numeracy)	In K-8, on at least two written points of progress and the summary of progress.
Science and Social Studies	<p>In K-3, each on at least one point of progress and on the summary of progress.</p> <p>In 4-8 on at least two written points of progress and the summary of progress</p> <p>Suggestion: K-8 at least two points of progress and the summary of progress</p>
Arts Education	<p>In K-3, once on the summary of progress with written comments</p> <p>4-8 on at least one written point of progress and on the summary of progress.</p> <p>Suggestion: K-8 at least two points of progress and the summary of progress</p>
Core French (5-8)	<p>In K-8, on at least one written point of progress and the summary of progress.</p> <p>Suggestion: K-8 at least two points of progress and the summary of progress</p>
Physical and Health Education	In K-8 on at least one written point of progress and on the summary of progress.

	Suggestion: K-8 at least two points of progress and the summary of progress
Applied Design, Skills, and Technology	In K-8 on at least one written point of progress and on the summary of progress. Suggestion: K-8 at least two points of progress and the summary of progress??
Career Education	In K-8 on the summary of progress.
Student engagement and Behaviour	In K-8, on at least two written points of progress and the summary of progress.
Student Self-Assessment of Core Competencies	In K-8 on at least one written point of progress and on the summary of progress. Student-generated and teacher-supported self-assessment in all 3 Core Competencies: Communication, Thinking, Personal/Social. Not placed in the student file.



Committee Info Note
Education-Policy Committee Meeting
June 2, 2020
Agenda Item 5a: Return to Instruction

Background:

- On May 15, the Ministry of Education announced a K-12 Education Restart Plan.
- There are five stages to the plan - as of June 1, 2020 we will be in stage 3:
 - part-time.
 - voluntary return to in-class instruction.
 - with specific density targets.
- The Ministry has required each school district in the province to create a "Return to In-Class Instruction Plan". The plan was submitted to the Ministry of Education for approval on May 25, 2020.

Impacts:

- The School District has created a plan and shared it with all SD62 staff and families. The plan outlines the following process for returning students to school on a part-time, voluntary basis:

Level	Density	Days of In-Class Instruction
Elementary	50%	Two Days
Middle	20%	One Day
Secondary	20%	One Day (divided by blocks and split over multiple days)

- Elementary Level: The focus of in-class instruction is to replace the "at-home" learning for those students who are attending. Elementary students choosing to stay home will continue to receive at-home support on days when in-class instruction is not occurring.
- Middle/Secondary: The focus of in-class instruction will be to support the at-home learning component of a student's program.
- The Ministry has provided approval of our plan and has affirmed that it is within the criteria established for Stage 3.
- As a result of our return there continues to be questions and newly emerging issues that the district is working with partners to address. Some of those areas include:
 - Work accommodation for health reasons.
 - Redeployment of under-utilized staff to support essential operational elements.
 - Safe Work Practices, including making any necessary adjustments to our current plan, based on new advice from the Provincial Health Officer.

Next Steps:

- Continued refinement of the plan through collaborative feedback.
- Working with the Ministry of Education and the Provincial Health Office to determine recommendations for September. We may not have any confirmed direction on September until later in the summer, once the Province has been able to determine the impact of increased social contact.

Submitted with respect,
 Scott Stinson, Superintendent

Janice Foulger

From: Storey, Meaghan <mstorey@sd61.bc.ca>
Sent: Wednesday, May 6, 2020 8:03 AM
To: Scott Stinson; Janice Foulger
Subject: Request for permission - Core competencies research
Attachments: Director Superintendent Consent Form SD62.pdf

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

Dear Mr. Stinson,

I hope this email finds you well. My name is Meaghan Storey and I am a teacher in SD61 (Lansdowne) and a PhD candidate at UVic. I am seeking permission to conduct a study entitled "Connecting with core competencies: Learning from BC teachers incorporating social and emotional learning and navigating COVID-19" with teachers in School District 62 as part of the requirements of my degree. It is being supervised by Dr. Ruthanne Tobin (rtobin@uvic.ca or 250-721-7785).

My research is focused on learning from the perspectives, experiences, and feedback of teachers regarding incorporating the core competencies in their curriculum in both their usual teaching context and, now, in light of the global pandemic and distance learning. As you know, there are many ways these core competencies can be incorporated in the classroom and current research suggests that teachers would like more support in this area. Further, given the rapid evolution of distance learning and the broader social impact, it is important to understand how this unprecedented challenge impacts teachers' perspectives, experiences, and planning for core competencies. This study will add to the literature on social and emotional learning, extend existing knowledge about curriculum and instruction, and offer insight into how COVID-19 has impacted teaching in this domain.

My research methods consists of:

- 1) An anonymous **online survey** for teachers (as many as possible); and
- 2) A **case study** of 4-6 volunteer teachers including Zoom interviews, online document sharing, and a Zoom focus group.

Please find attached a consent form outlining further details of my study.

If you agree to consent to teachers and students in SD62 participating in this research project, **please sign and return the attached form to me.**

Please do not hesitate to contact me with any questions. I appreciate your time and consideration of my request.

Sincerely,

Meaghan Storey

Teacher, Advisory 43

Policy No.	Policy Name	Info	Exec Resp.	TimeLine
B-129	Safe and Healthy Schools	Title changes (Associate)- review "Reporting on school activities"	Dave	
B-132	Career Education	References Planning 10 and Grad Transition	Paul	
B-330	Learning Assessment	On current list of future agenda items	Dave	
B-345	Core French	Review--"District Wide Articulation Chart"--is this used?	Stephanie	Revised & adopted by Brd.
B-349	Specialty Academies	Just thought we would include this in case it needed some review	Dave	
C-111	International Education and Non-Resident Students	Review language and Fee payers- connects to New- ordinarily resident?	Scott	
C-200	Services to Students with Special Needs	Review--1989?	Dave	
C-210	Placement of Students	Review - 1995-- connected to C-350 Appeals	Dave	
C-211	Challenge and Equivalency	From Nov, 2017	Paul	
C-220	Student Records	On current list of future agenda items	Scott	
C-222	Videotaping, Audiotaping & Photography----	Review-- new language or information	Stephanie	Rescinded by Brd.
C-230	Elementary-Middle-Secondary Articulation	Consistent with current practice and beliefs	S/D/P	
C-309	District and School Codes of Conduct	Review-- "cyber bullying hate messages-- schools responsibility?"	S/D/P	
C-310	Student Behaviour	Do we need this separate from code of conduct?	S/D/P	
C-311	Student Attendance	Needs clarity in Admin regs-- when is "too many" absences "too many"- discussions item?		
C-314	Alcohol and other Drugs--Possession, Exchange---	Review accuracy and actual follow through	Dave	
C-316	Breaches of Peace and Order	Is this Part 3 of VTRA?	Stephanie	
C-319	Student Suspension Process	Needs review and updating	Dave	
C-320	Supervision of Students on School Buses	Add - Code of Conduct? School Rules?--update for clarity	Tracey	Revised & adopted by Brd.
C-329	Field Trips- Curricular and Extra Curricular	Field trip ratios reviewed	Stephanie	
C-330	Student Travel	Review--what about students driving themselves? Should it be folded into the Field Trip Policy	Stephanie	
C-331	Billeting of Students	1996- review?	Scott	
C-332	Identification, Assessment & Planning-Psych Ed assessments	1991- Review	Dave	
C-350	Appeals	Review-- connected to Policy C-210	Scott	
C-410	Child Abuse	Review	Dave	

C-411	Band Instrument Rental	Review #6- Scott needs to check out the large instruments-- rescind?	Scott/Paul	
C-428	Administration of Medication	Update--1997	Dave	
C-429	Anaphylaxis	Is this the latest? Revised 2008	Dave	
C-432	Maintenance of Order	Change to Associate	Stephanie	
C-433	HIV Virus (A.I.D.S)	Review - 1987	Dave	
D-120	Communication with the Public	Title changes? Necessity? Folded into appeals and complaints policies?	Scott	Rescinded by Brd.
D-121	Animals on District Property & In Classrooms	Overall change? Scott wanted to look at it. How do we monitor dogs on grounds after school hours?	Scott	
D-200	School Community Relations	Update-- "modernized"?	Stephanie	
D-201	Parent Advisory Councils	Remove SPC language and duties	Stephanie	Revised & adopted by Brd.
D-203	District Parent Advisory Council	SPEAC	Stephanie	
D-205	Fund Raising	Inclusion of GoFundMe or other crowdsourcing methods	Scott	
D-330	Access to Information	Take another look-- maybe Harold?	Harold	Revised & adopted by Brd.
E-110	Job Descriptions	Update Language or duties. Review for necessity	Dan	
E-123	Probationary Employees	Review second paragraph language to see if this is followed through. Necessity or is it contained in contract?	Dan	
E-140	Employee Absenteeism	There is no E-340- this Policy refers to it.	Dan	
E-152	Excluded Staff & Administrative Officers- Salaries & Benefits	Title changes (Associate)--includes Director of Instruction. Necessity?	Dan	
E-155	Sexual Harassment	Updated or referral to digital	Dan	
E-221	Evaluation of Teachers and Report writing	Needs updating	Dan	
E-222	Performance Review of Administrators	Does not match	Stephanie/Scott	
E-241	Leave of Absence- Educational Personnel	Updating?--1990	Dan	
E-311	Class 2 Licence	???- is this done--review please	Harold	
E-323	Probationary Employees	No E-122 Policy- refers to it. Is it a repeat of the same policy noted above?	Dan	
E-331.3	Access and Appeal-Excluded Staff	Gramatical error. Rescind?	Dan	
E-530	Smoking	Please review for accuracy	Dave	
F-100	Transportation	Review Walk Limits-- Plus this was a hot topic at the last Board Meeting In June	Harold/Tracey	
F-201	Energy management	Trustee request to review	Harold	
F-204	Naming of Schools	Update with Truth and Reconciliation perspective-- Aboriginal option?	Scott/Windy	

F-221	School Site Acquisition	To use or not to use an Agent--Harold is confused	Harold	
F-226	Construction of Fences on School Grounds	Does this need to be changed? Do we actually charge home owners?	Harold/Pete	
F-235	Changes to Buildings and Sites	Review--do we really follow this? Report to Board	Harold/Pete	
F-261	Mileage Cost Reimbursement	reviewed by Who? Should be Policy with HR?	Harold	
F-300	Use of School Facilities	Review-- 1982!	Pete	
F-330	Document Retention	On current list of future agenda items	Dave/Christine/ Scott	
F-331	School Based Non-Public Funds	Review for accuracy	Harold	
F-501	Emergency Preparedness	Review for updated information	Stephanie	
F-502	School Catchment Areas and Student Placement	Hot topic--let's review this Policy	All	
C-112	Ordinarily Resident	New, connects to Admin Proc. C-111	Scott	Adopted by Board
B-135	Sponsorship and Donations	Committee structure in place to gather insight prior to policy. Connected to policy B-134: Formal Business/Education Partnerships.	Scott	Adopted by Board
New	Research	Process for approving research studies in the school district and sharing via Ed-Policy.	Paul	
New	Police Contact with Students	Process for police interviewing students at school	Stephanie	
New	Exclusion Orders	Using Section 177 of School Act and our responsibilities re. follow-up and language.	Scott	
C-426	Provision of Menstrual Products	Ministerial Order change for Boards to have policy on provision of free products	Dave	Adopted by Board

Board Info Note Public Board Meeting June 23, 2020

Agenda Item: 12.1 – 2020 Employee Engagement Survey Results

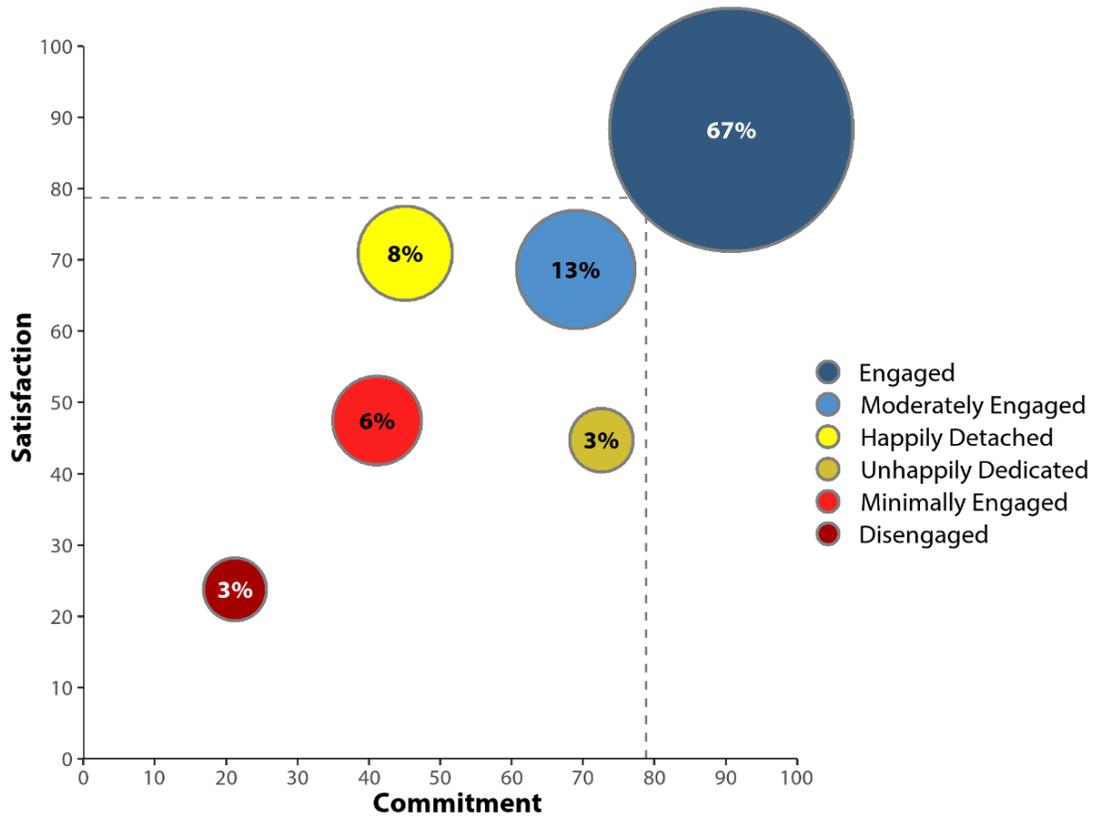
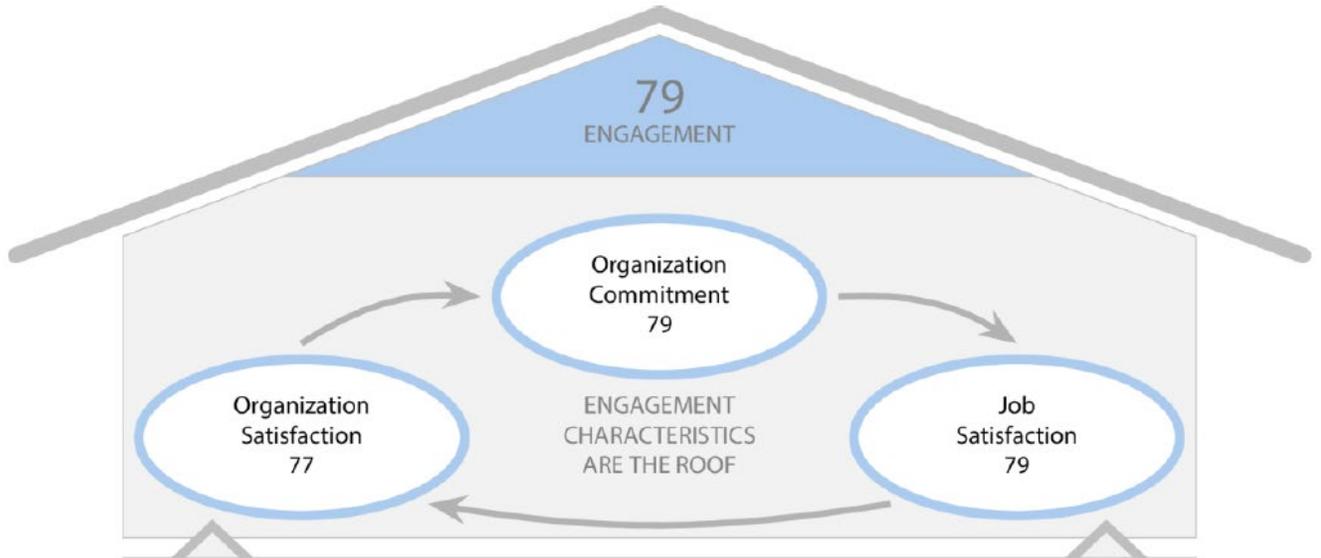
Background

- Through BC Stats, the District conducted its second Workplace Engagement Survey (WES) from May 7th to June 3rd
- The survey is intended to measure the engagement of staff by capturing the satisfaction and commitment levels of employees through their work environment experiences
- It is important to collect this information in order to inform management and guide decisions that will impact our workplace in a positive fashion
- Similar to the provincial government, it is expected the District will conduct this survey every two years

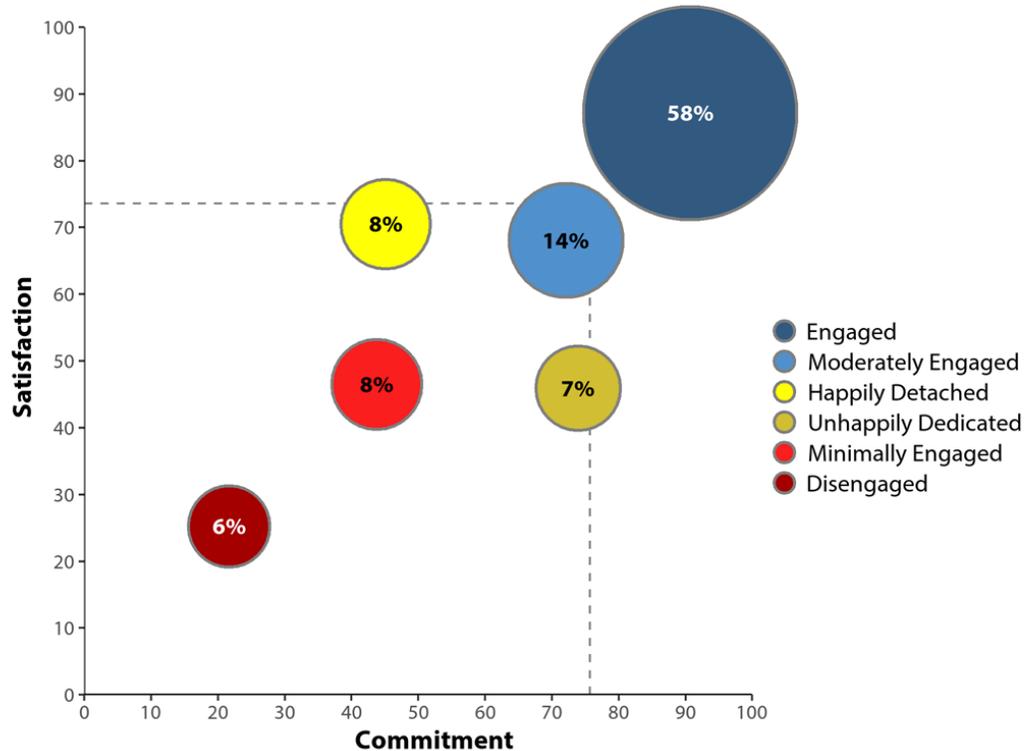
Survey Results

- A total of 1,111 employees responded to the survey for a response rate of 63%
- This response rate is up from 2018 by 5%
- The strong response rate indicates that the information collected is of high quality and reflective of the **collective voice** of our staff
- From an overall engagement perspective, the District's score increased from 74 in 2018 to 79 this year
- This increase of 5 is consistent with the performance measurement goal of the Strategic Plan that was to be achieved in the 20/21 school year
- This indicates the strategies and objectives under Goal 2 have been effective in fostering a collaborative and healthy environment through effective engagement and communication

- To summarize the 2020 results, the following is a copy of the “Roof” diagram reflecting the District’s overall engagement characteristics and the percentages of staff in each level of engagement:



From the **2018 graph (below)**, you can see that we have reduced the combined percentage of Minimally Engaged and Disengaged from 14% to 9%.



- Each of the main components of the “Roof” (Organization Commitment, Organization Satisfaction and Job Satisfaction) have scored in the ***Celebrate your successes*** category
- This is an improvement from 2018 at which time Organization Satisfaction was rated at 70 and in the ***Leverage your strengths*** category
- The summary report (attached) does an excellent job of outlining the responses at the District level

Next Steps

- Staff will be able to use the responses to prioritize the continued work on the Engagement goal – the majority of this work will be conducted through the District’s Human Resources Plan
- Over the course of the summer, BC Stats will provide the individual Work Unit reports (schools and/or departments) for use by the Leadership Team in making further improvements at the local level

EXPLORING EMPLOYEE ENGAGEMENT

PREPARED FOR SCHOOL DISTRICT #62 (SOOKE)
BY BC STATS – JUNE 2020

AUTHOR

BC Stats

CONTACT

BCStats.SurveyMail4@gov.bc.ca

PUBLISH DATE

June 2020

Copyright © 2020, BC Stats. All rights reserved.

This material is owned by BC Stats and protected by copyright law. It may not be reproduced or redistributed without the prior written permission of BC Stats. To request permission to reproduce all or part of this material, please complete the copyright permission request form at <http://www.gov.bc.ca/com/copy/req>.

Table of Contents

Results at a Glance	1
About Employee Engagement	2
About the Model	3
House Model Results 2020.....	5
House Model Results 2018.....	6
Question by Question Model Results.....	7
COVID-19 Pandemic.....	10
Overall States of Engagement	11
Making the Most of the Results.....	12
Appendix A: Full Survey Results.....	14
Appendix B: Survey Definitions.....	22
Appendix C: Driver Glossary.....	23
Appendix D: Model Information	24
Appendix E: Additional Resources.....	26
Appendix F: Factground	27

Results at a Glance

In School District #62 (Sooke), 1,111 employees (63% of the total) participated and provided feedback online about their workplace experiences in the 2020 Work Environment Survey (WES). A summary of all relevant scores (through the lens of the Employee Engagement Model) follows in Table 1, comparing this year's results to those in 2018.

TABLE 1: ENGAGEMENT MODEL DRIVER RESULTS (AVERAGE SCORE / 100 POINTS)

	2020	2018	DIFFERENCE
ENGAGEMENT	79	74	4
Organization Commitment	79	76	3
Job Satisfaction	79	75	4
Organization Satisfaction	77	70	7
Stress & Workload	65	59	6
Job Suitability	89	88	1
Vision & Goals	72	65	6
Teamwork	74	71	3
Tools & Workspace	65	57	8
Recognition	65	61	4
Professional Development	73	68	4
Pay	61	56	5
Staffing Practices	74	73	0
Respectful Environment	81	79	2
Executive-Level Management	66	61	6
Supervisory-Level Management	76	73	2

About Employee Engagement

The success of any organization is built on people. Ensuring that employees are engaged in their work is critical for performance. Research shows that engaged employees are more productive, less likely to resign, and provide better services.

At its core, employee engagement encompasses two essential things: how satisfied employees are with their employment, and how committed they are to their organization. However, the impacts on employee engagement are much more complex, as both satisfaction and commitment are influenced by many factors that employees experience in their work environment. A robust work environment survey captures this kind of information so all employees can better understand the aspects within their own work environment that impact engagement.

School District #62 (Sooke) is investigating these experiences to help inform strategies for making the workplace the best possible. This investigation was done by collecting feedback from the Work Environment Survey that was administered from May 7 to June 3, 2020 to all employees who were actively working on April 15, 2020. A total of 1,111 eligible employees provided feedback about their experiences (63% of the total). This high response rate means that the information contained in this report is of high quality, enabling the right conclusions to be drawn.

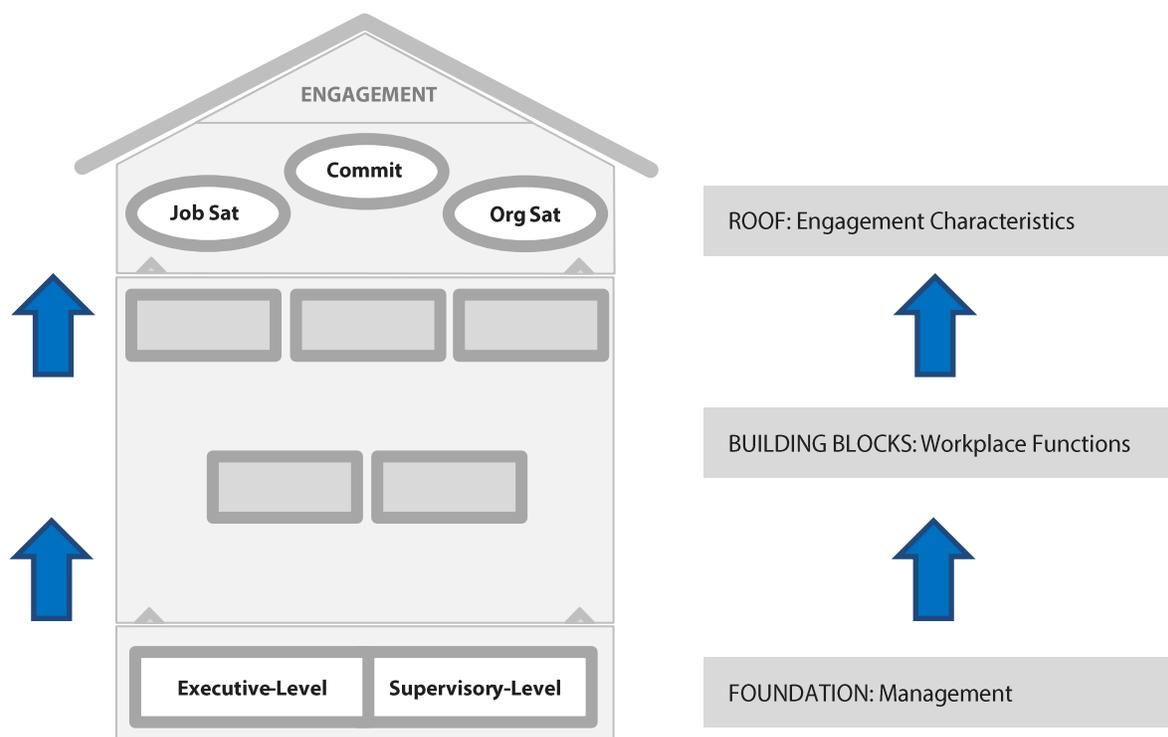
**63% of employees
participated in the
Work Environment
Survey**

This report delves into the survey findings in detail by summarizing employee feedback according to the **Employee Engagement Model**. The model itself has been built from the survey data employees provided and visually organizes a wealth of data so it can be easily understood. Presenting the survey results through the lens of this model helps to explain what shapes employees' engagement within their work environment. These results can be used to guide and focus conversations on ways to maximize everyone's engagement and support ongoing management and workplace initiatives.

About the Model

The **Employee Engagement Model** identifies what matters when it comes to maintaining and enhancing the engagement of employees. The model framework has been statistically validated on tens of thousands of employees from a wide variety of public sector organizations for over a decade by testing the survey response patterns using an advanced technique called structural equation modelling (SEM). The analyses conducted on data found that 35 out of 70 survey questions covering a range of employee experiences do the best job of explaining why engagement is low for some and high for others. The survey items that are not included in the model provide additional information about the workplace in general. ([Appendices A and B](#)).

In the model, specific workplace functions and management practices impact employee engagement. These functions and practices are called engagement drivers. Each driver contains a set of survey topics that measure particular aspects of the employee experience. These drivers also can affect each other to increase or decrease overall engagement. The pattern of connections between the drivers and the engagement characteristics shape the overall structure of the model, which is graphically represented as a house. The house diagram serves as a visual metaphor that helps simplify and illustrate the relationships of drivers within and between the different parts of the model.

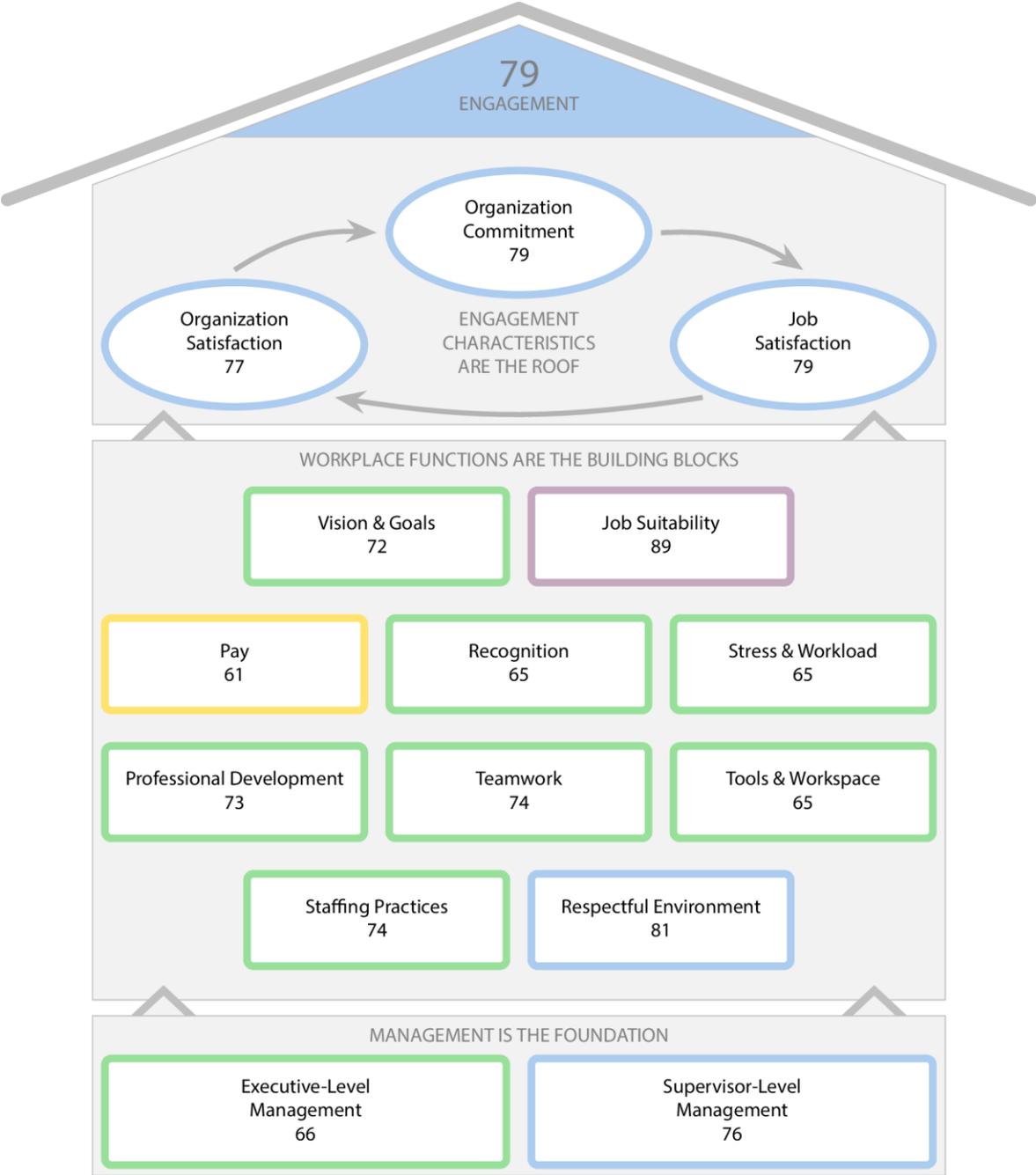


As seen in the previous illustration, the engagement characteristics and drivers are organized into three primary sections of the house based on their roles in the model:

- **The Foundation:** The model rests on drivers that represent the management practices that matter most to engagement.
- **The Building Blocks:** These identify the core workplace functions driving engagement.
- **The Roof:** The key engagement characteristics of employee satisfaction and commitment are located in the roof of the house.

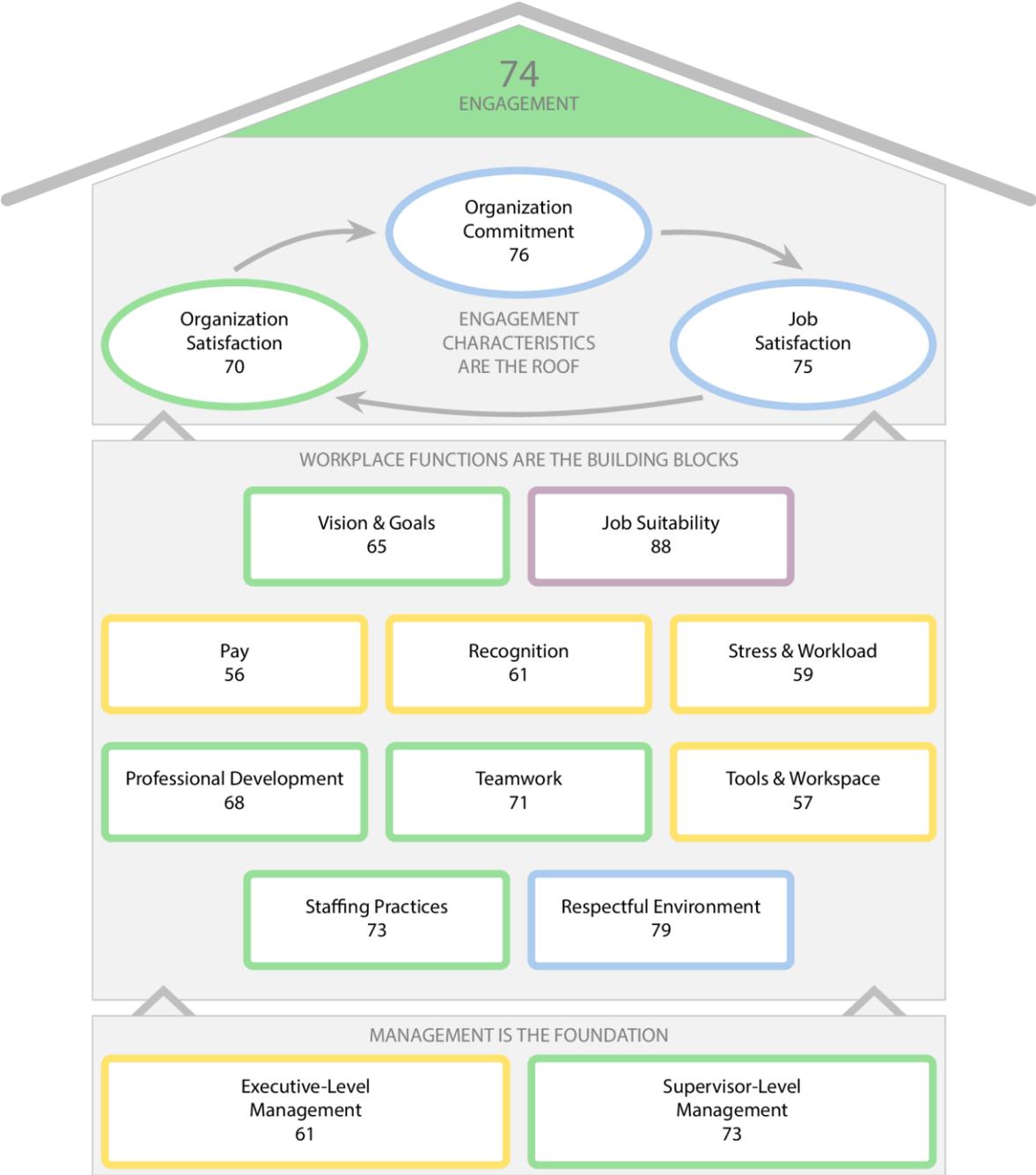
On the following two pages, the house model diagram illustrates Sooke School District's scores for 2020, and 2018 for reference. Scores can range from 0 to 100 points—the higher the score, the more positive the result. For more information on how scores are calculated, go to [Appendix A](#), and for more technical details about the model, go to [Appendix D](#).

House Model Results 2020



- Understand your challenges (54 points or lower)
- Focus on improvements (55 to 64 points)
- Leverage your strengths (65 to 74 points)
- Celebrate your successes (75 to 84 points)
- Model your achievements (85 points or higher)

House Model Results 2018



- Understand your challenges (54 points or lower)
- Focus on improvements (55 to 64 points)
- Leverage your strengths (65 to 74 points)
- Celebrate your successes (75 to 84 points)
- Model your achievements (85 points or higher)

Question by Question Model Results

Table 2 displays both the average score and distribution of responses for each of the survey topics that measure the drivers in the house model, starting from the roof down to the foundation.

The distributions of responses were collapsed into three categories based on how often statements applied to employees' day-to-day workplace experiences. The "Disagree" category combines those who selected 1 or 2, the "Neutral" category represents those who selected 3, and the "Agree" category combines those who selected 4 or 5 on the five-point scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

TABLE 2: DRIVER AND MODEL QUESTION RESULTS¹²

SURVEY QUESTIONS	% DISAGREE	% NEUTRAL	% AGREE	AVERAGE ³ SCORE /100 POINTS
ENGAGEMENT CHARACTERISTICS (ROOF)				79
Organization Commitment				79
I would prefer to stay with the Sooke School District, even if offered a similar job in elsewhere.	8%	13%	79%	79
I would recommend the Sooke School District as a great place to work.	5%	17%	78%	78
Job Satisfaction				79
I am satisfied with my job.	4%	14%	82%	79
Organization Satisfaction				77
I am satisfied with the Sooke School District.	5%	16%	78%	77
WORKPLACE FUNCTIONS (BUILDING BLOCKS)				
Stress & Workload				65
My workload is manageable.	13%	26%	61%	67
My work-related stress is manageable.	17%	28%	55%	63

¹ Some percentages may not sum to 100% due to rounding.

² For more information about how results are calculated, and for a full question list, please refer to the appendices of this report.

³ Averages over question scores within a driver may not equal the overall score for that driver. This is due to the method with which the overall scores are calculated for the drivers.

SURVEY QUESTIONS	% DISAGREE	% NEUTRAL	% AGREE	AVERAGE ³ SCORE /100 POINTS
Job Suitability				89
My work is meaningful.	1%	6%	93%	90
My job is a good fit with my skills and interests.	2%	6%	92%	89
Vision & Goals				72
The Sooke School District is taking steps to ensure the long-term success of its Vision and Strategic Goals.	5%	23%	72%	73
The Vision and Strategic Goals of the Sooke School District are communicated well.	11%	26%	63%	68
Teamwork				74
When needed, members of work unit help me get the job done.	5%	10%	86%	83
Members of my work unit communicate effectively with each other.	10%	21%	70%	72
I have positive working relationships with my co-workers.	15%	25%	60%	66
Tools & Workspace				65
My physical work environment (e.g., sound level, lighting, heat, ergonomics, etc.) enables me to work well.	19%	24%	57%	63
The computer based tools (e.g., hardware, software) I have access to help me excel in my job.	16%	24%	61%	66
The non-computer based tools (e.g., office or outdoor equipment) I have access to help me excel in my job.	15%	25%	60%	66
Recognition				65
I receive meaningful recognition for work well done.	16%	25%	59%	67
In my work unit, recognition is based on performance.	17%	28%	55%	63
Professional Development				73
The Sooke School District supports my work-related learning and development.	8%	18%	75%	75
The quality of training and development I have received is satisfactory.	10%	20%	70%	72
I have adequate opportunities to develop my skills.	11%	21%	68%	71

SURVEY QUESTIONS	% DISAGREE	% NEUTRAL	% AGREE	AVERAGE ³ SCORE /100 POINTS
Pay				61
I am fairly paid for the work I do.	25%	24%	51%	59
My pay is competitive with similar jobs in the region.	19%	23%	58%	63
Staffing Practices				74
In my work unit, the selection of a teacher and/or support staff for a position is based on the seniority of the qualified applicants. For PVP and excluded staff selection is based on the principles of merit.	8%	14%	79%	77
In my work unit, the process of selecting a person for a position is fair.	13%	22%	65%	69
Respectful Environment				81
A healthy atmosphere (e.g., trust, mutual respect) exists in my work unit.	7%	15%	78%	78
My work unit values diversity in people and backgrounds.	3%	10%	88%	85
My work unit values diversity in ideas.	6%	16%	78%	78
My work unit is free from discrimination and harassment.	7%	11%	82%	81
MANAGEMENT (FOUNDATION)				
Executive-Level Management				66
Executives in the Sooke School District communicate decisions in a timely manner.	13%	25%	62%	67
Executives in the Sooke School District provide clear direction for the future.	13%	29%	58%	66
Supervisory-Level Management				76
The person I report to provides clear expectations regarding my work.	9%	16%	75%	75
The person I report to consults me on decisions that affect me.	14%	19%	68%	71
I feel I am able to have a conversation with the person I report to when I need their perspective or advice.	10%	13%	78%	79
The person I report to leads with an understanding of others' perspectives.	12%	14%	74%	76

COVID-19 Pandemic

In order to assess how the COVID-19 pandemic impacted communication and support within the Sooke School District, several questions were asked twice:

- once when thinking about their work environment during the 2019/2020 school year prior to Spring Break,
- and again, when thinking about their work environment since Spring Break.

Table 3 displays both the average score and distribution of responses for each of the COVID-19 pandemic questions, prior to and since Spring Break.

TABLE 3: COVID-19 PANDEMIC QUESTION COMPARISONS

SURVEY QUESTIONS	% DISAGREE	% NEUTRAL	% AGREE	SCORE /100 POINTS
My work unit is well supported during times of change.				
Prior to Spring Break	12%	22%	66%	71
Since Spring Break	12%	21%	67%	71
The necessary processes and procedures are in place to ensure my safety at work.				
Prior to Spring Break	9%	18%	73%	74
Since Spring Break	13%	18%	69%	72
Executives in the Sooke School District clearly communicate strategic changes and/or changes in priorities.				
Prior to Spring Break	14%	26%	60%	66
Since Spring Break	17%	25%	58%	65
Essential information flows effectively from senior leadership to staff.				
Prior to Spring Break	17%	26%	57%	64
Since Spring Break	17%	23%	59%	65

Overall States of Engagement

Another way of understanding employees' experiences is by exploring their different states of engagement based on how they answered the four survey topics that measure the three characteristics of engagement (Job Satisfaction, Organization Satisfaction, and Organization Commitment).

Generally, when employees are engaged, they are:

- Satisfied with their job and their organization.
- Committed to their school district.

Employees' commitment and satisfaction scores tend to move in tandem. As satisfaction increases, their commitment tends to increase as well (higher engagement). As satisfaction diminishes, commitment likely also declines (lower engagement). By plotting employees' satisfaction scores against their commitment scores, we can see how employees cluster within different states.

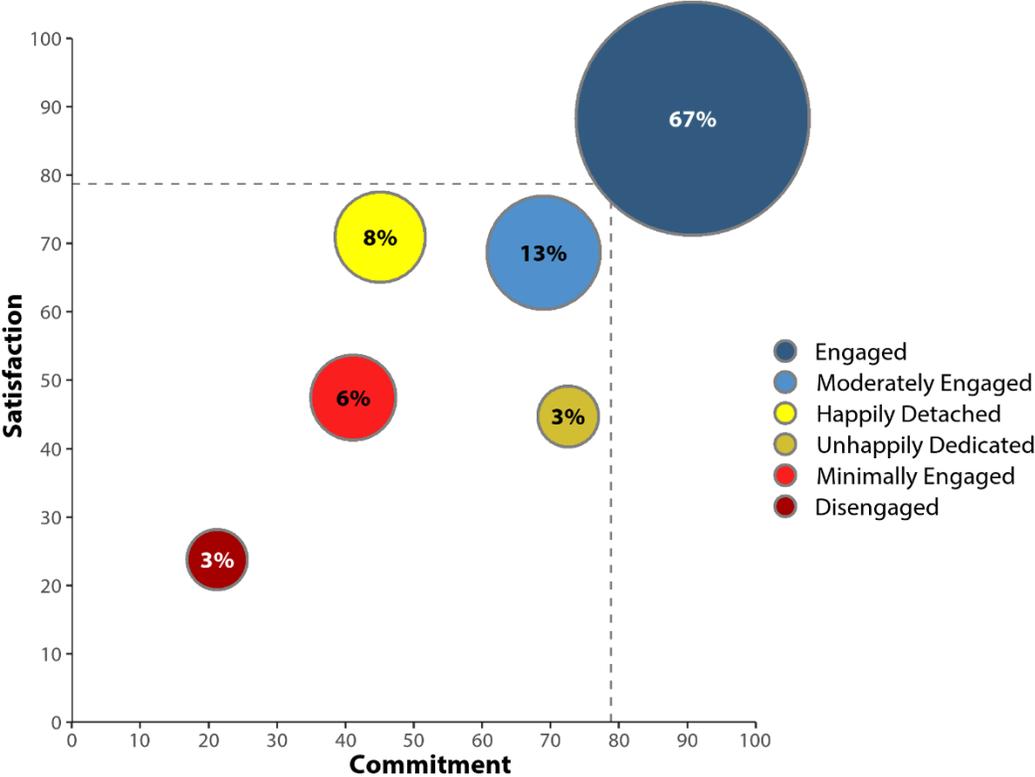
For example, employees who are highly committed and highly satisfied (scores ≥ 75 points) are considered to be Engaged. Alternatively, employees who are highly committed (scores ≥ 60 points), but are not satisfied (scores < 60 points), are considered to be Unhappily Dedicated.

The table below provides the percentage of respondents in the Sooke School District belonging to each of the six states, as well as the average satisfaction and commitment score and total number of respondents for each state. The figure on the next page displays the percentages graphically.

TABLE 4: HOW ENGAGEMENT VARIES ACROSS YOUR SCHOOL DISTRICT

STATE	% OF EMPLOYEES	SATISFACTION AVERAGE SCORE / OUT OF 100	COMMITMENT AVERAGE SCORE / OUT OF 100	TOTAL COUNT OF EMPLOYEES
Engaged	67%	88	91	710
Moderately Engaged	13%	69	69	135
Happily Detached	8%	71	45	79
Unhappily Dedicated	3%	45	73	31
Minimally Engaged	6%	47	41	68
Disengaged	3%	24	21	30
Averages / Total	100%	79	79	1053

FIGURE 1: PERCENTAGE OF EMPLOYEES BELONGING TO EACH OF THE SIX STATES IN 2020



Making the Most of the Results

The survey results in this report provide a blood pressure reading of Sooke School District's engagement and work environment. Just as a blood pressure reading provides some important numbers about one's health, identifying the most appropriate course of action requires more conversations and a commitment to change. The information in this report provides starting point for further dialogue and actions focused on improving engagement, and it is how this reading is treated post survey that matters.

The following suggestions may help serve as a useful guide to understanding the results and formulating next steps:

- Explore the survey topics that make up each of the model drivers as well as the topics that are not in the model. Examine the average scores and the percentages. Ask questions. Do percentages tend to cluster in the middle or are opinions more polarized on one end of the scale? Do the scores match your experiences and opinions? Where do they differ or seem surprising?
- Initiate conversations with others in your workplace. Celebrate successes and double down on areas to improve. Work together with the intent of improving your overall work environment.
- Think about what you can do to maximize your own engagement and how you can foster the engagement of others.
- Take action.

Appendix A: Full Survey Results

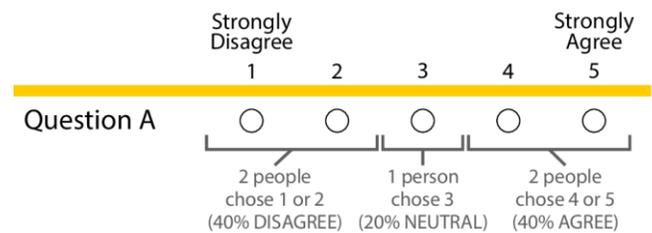
Beginning on the next page, the results are presented in two different but complementary ways. Results are shown as percentages to highlight the distribution of responses per question. The results are also shown as average scores, providing a single measure for each question allowing for easier comparability, where applicable. In the table that follows:

- Percentages and scores are included in the same table for convenience.
- Some percentages may not sum to 100 due to rounding.
- The DIFFERENCE column contains the difference between the average score in 2020 and 2018, where available.

Percentages

Percentages show the proportion of employees who disagreed, agreed or gave a neutral response to the survey question.

To calculate percentages, the number of times an answer was selected by respondents is totaled and collapsed into three categories (ranging from disagree to agree).



Average Scores

Average scores range from 0 to 100 points and represent the full range of responses to each question. To calculate average scores, the five-point survey scale is converted into a 100-point scale and averaged based on the number of respondents.

Average scores for individual question topics may not equal the overall score for that driver when the topics are averaged together. This is due to the method with which the overall scores are calculated for the drivers.

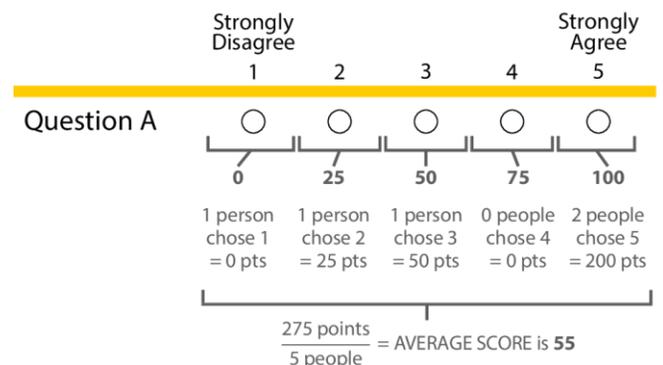


TABLE 5: DISTRIBUTIONS OF RESPONSES AND AVERAGE SCORES FOR ALL QUESTIONS

LINKAGE TO MODEL	SURVEY QUESTIONS	YEAR	% DISAGREE	% NEUTRAL	% AGREE	SCORE /100 POINTS	DIFFERENCE
MY DAY-TO-DAY WORK							
Respectful Environment	A healthy atmosphere (e.g., trust, mutual respect) exists in my work unit.	2020	7%	15%	78%	78	2
		2018	9%	16%	76%	76	
Respectful Environment	My work unit values diversity in people and backgrounds.	2020	3%	10%	88%	85	1
		2018	4%	10%	86%	84	
Respectful Environment	My work unit values diversity in ideas.	2020	6%	16%	78%	78	2
		2018	7%	17%	76%	76	
Respectful Environment	My work unit is free from discrimination and harassment.	2020	7%	11%	82%	81	1
		2018	8%	11%	81%	80	
	I have opportunities to provide input into decisions that affect my work.	2020	9%	15%	75%	76	2
		2018	11%	17%	72%	74	
	I have the freedom to make the decisions necessary to do my job well.	2020	7%	17%	76%	77	2
		2018	9%	16%	75%	75	
	Innovation is valued in my work.	2020	6%	14%	79%	78	2
		2018	7%	18%	75%	76	
	I have the opportunities I need to implement new ideas.	2020	10%	18%	72%	74	4
		2018	12%	23%	66%	70	
	I am inspired to give my very best.	2020	7%	15%	78%	79	4
		2018	10%	17%	73%	75	
	I feel energized by my work.	2020	9%	20%	71%	74	5
		2018	13%	23%	64%	69	
	My work unit is well supported during times of change.	2020	12%	22%	66%	71	11
		2018	22%	29%	49%	60	
	My work unit is valued by other work units.	2020	14%	24%	62%	68	
		2018	--	--	--	--	
	Employees are held accountable in my work unit.	2020	14%	22%	65%	69	6
		2018	19%	25%	56%	63	

LINKAGE TO MODEL	SURVEY QUESTIONS	YEAR	% DISAGREE	% NEUTRAL	% AGREE	SCORE /100 POINTS	DIFFERENCE
	I feel my job is secure.	2020	13%	13%	74%	74	0
		2018	13%	14%	74%	74	
Staffing Practices	In my work unit, the selection of a teacher and/or support staff for a position is based on the seniority of the qualified applicants. For PVP and excluded staff selection is based on the principles of merit.	2020	8%	14%	79%	77	-2
		2018	7%	12%	81%	79	
Staffing Practices	In my work unit, the process of selecting a person for a position is fair.	2020	13%	22%	65%	69	2
		2018	17%	18%	64%	67	
Recognition	I receive meaningful recognition for work well done.	2020	16%	25%	59%	67	4
		2018	21%	22%	57%	63	
Recognition	In my work unit, recognition is based on performance.	2020	17%	28%	55%	63	4
		2018	23%	27%	50%	59	
Pay	I am fairly paid for the work I do.	2020	25%	24%	51%	59	5
		2018	32%	22%	45%	54	
	My benefits meet my (and my family's) needs well.	2020	13%	22%	65%	69	4
		2018	18%	21%	62%	65	
Pay	My pay is competitive with similar jobs in the region.	2020	19%	23%	58%	63	5
		2018	26%	22%	52%	58	
Job Suitability	My work is meaningful.	2020	1%	6%	93%	90	1
		2018	2%	6%	92%	89	
Job Suitability	My job is a good fit with my skills and interests.	2020	2%	6%	92%	89	1
		2018	3%	7%	90%	88	
	I enjoy the type of work I do.	2020	1%	7%	92%	89	1
		2018	2%	7%	91%	88	
	My workplace processes and procedures enable me to work as effectively as possible.	2020	10%	22%	68%	71	8
		2018	18%	26%	56%	63	
	I regularly go above and beyond the requirements of my role to help my work unit succeed.	2020	1%	6%	93%	88	0
		2018	2%	7%	92%	88	

LINKAGE TO MODEL	SURVEY QUESTIONS	YEAR	% DISAGREE	% NEUTRAL	% AGREE	SCORE /100 POINTS	DIFFERENCE
	Work is distributed fairly in my work unit.	2020	14%	22%	64%	68	3
		2018	17%	22%	60%	65	
Stress & Workload	My workload is manageable.	2020	13%	26%	61%	67	6
		2018	21%	24%	55%	61	
Stress & Workload	My work-related stress is manageable.	2020	17%	28%	55%	63	5
		2018	23%	29%	48%	58	
	My job provides me with the right amount of challenge.	2020	6%	19%	74%	74	2
		2018	10%	20%	71%	72	
	I have support at work to provide a high level of service.	2020	13%	22%	65%	70	8
		2018	20%	24%	55%	62	
	I have support at work to balance my work and personal life.	2020	14%	24%	61%	68	6
		2018	21%	24%	55%	62	
MY PHYSICAL ENVIRONMENT AND TOOLS							
Tools & Workspace	My physical work environment (e.g., sound level, lighting, heat, ergonomics, etc.) enables me to work well.	2020	19%	24%	57%	63	3
		2018	24%	24%	52%	60	
	The necessary processes and procedures are in place to ensure my safety at work.	2020	9%	18%	73%	74	-1
		2018	8%	15%	77%	75	
Tools & Workspace	The computer based tools (e.g., hardware, software) I have access to help me excel in my job.	2020	16%	24%	61%	66	15
		2018	35%	27%	38%	51	
Tools & Workspace	The non-computer based tools (e.g., office or outdoor equipment) I have access to help me excel in my job.	2020	15%	25%	60%	66	5
		2018	19%	28%	52%	61	
MY DEVELOPMENT AND PERFORMANCE							
Professional Development	The Sooke School District supports my work-related learning and development.	2020	8%	18%	75%	75	3
		2018	11%	20%	69%	72	
Professional Development	The quality of training and development I have received is satisfactory.	2020	10%	20%	70%	72	5
		2018	15%	24%	62%	67	
Professional Development	I have adequate opportunities to develop my skills.	2020	11%	21%	68%	71	5
		2018	17%	22%	61%	66	

LINKAGE TO MODEL	SURVEY QUESTIONS	YEAR	% DISAGREE	% NEUTRAL	% AGREE	SCORE /100 POINTS	DIFFERENCE
	I have opportunities for career growth within the Sooke School District.	2020	20%	24%	57%	63	3
		2018	24%	21%	54%	60	
	The person I report to provides the feedback I need to do my job well.	2020	12%	18%	69%	72	4
		2018	18%	20%	62%	68	
	The person I report to provides the support I need to help me achieve my long-term career goals.	2020	16%	22%	62%	68	2
		2018	19%	21%	60%	66	
MY CO-WORKERS							
Teamwork	When needed, members of my work unit help me get the job done.	2020	5%	10%	86%	83	3
		2018	6%	11%	83%	80	
	I am treated respectfully at work.	2020	5%	11%	85%	83	2
		2018	7%	11%	82%	81	
Teamwork	Members of my work unit communicate effectively with each other.	2020	10%	21%	70%	72	3
		2018	13%	21%	66%	69	
Teamwork	In my work unit, everyone has positive working relationships.	2020	15%	25%	60%	66	3
		2018	20%	25%	55%	63	
THE PERSON I REPORT TO							
Supervisory-Level Management	The person I report to provides clear expectations regarding my work.	2020	9%	16%	75%	75	3
		2018	13%	18%	69%	72	
Supervisory-Level Management	The person I report to consults me on decisions that affect me.	2020	14%	19%	68%	71	2
		2018	16%	20%	64%	69	
	The person I report to keeps me informed of things I need to know.	2020	12%	17%	71%	73	3
		2018	15%	17%	67%	70	
Supervisory-Level Management	I feel I am able to have a conversation with the person I report to when I need their perspective or advice.	2020	10%	13%	78%	79	1
		2018	11%	11%	78%	78	
Supervisory-Level Management	The person I report to leads with an understanding of others' perspectives.	2020	12%	14%	74%	76	2
		2018	15%	12%	73%	74	
	The person I report to maintains high standards of honesty and integrity.	2020	8%	12%	80%	80	1
		2018	9%	11%	80%	79	

LINKAGE TO MODEL	SURVEY QUESTIONS	YEAR	% DISAGREE	% NEUTRAL	% AGREE	SCORE /100 POINTS	DIFFERENCE
	I am satisfied with the quality of supervision I receive.	2020	10%	14%	76%	78	2
		2018	12%	14%	74%	76	
MY EXECUTIVE							
Executive-Level Management	Executives in the Sooke School District communicate decisions in a timely manner.	2020	13%	25%	62%	67	5
		2018	17%	28%	54%	62	
	Executives in the Sooke School District clearly communicate strategic changes and/or changes in priorities.	2020	14%	26%	60%	66	6
		2018	21%	29%	50%	60	
Executive-Level Management	Executives in the Sooke School District provide clear direction for the future.	2020	13%	29%	58%	66	8
		2018	23%	30%	47%	58	
	Essential information flows effectively from senior leadership to staff.	2020	17%	26%	57%	64	5
		2018	22%	28%	50%	59	
	I have confidence in the senior leadership of the Sooke School District.	2020	12%	23%	65%	69	3
		2018	16%	23%	60%	66	
MY ORGANIZATION							
Vision & Goals	The Sooke School District takes steps to ensure the long-term success of its Vision and Strategic Goals.	2020	5%	23%	72%	73	5
		2018	10%	26%	64%	68	
Vision & Goals	The Vision and Strategic Goals of the Sooke School District are communicated well.	2020	11%	26%	63%	68	9
		2018	21%	29%	50%	59	
	I know how my work contributes to the achievement of the Sooke School District's goals.	2020	11%	24%	64%	69	6
		2018	17%	27%	56%	63	
	I am motivated by the Sooke School District to help achieve its objectives.	2020	13%	25%	61%	67	7
		2018	23%	26%	51%	60	
	I find the Sooke School District inspiring to work for.	2020	11%	25%	64%	69	6
		2018	18%	29%	54%	63	
MY EMPLOYMENT OVERALL							
Job Satisfaction	I am satisfied with my job.	2020	4%	14%	82%	79	4
		2018	7%	17%	76%	75	
	I am satisfied with my work unit.	2020	5%	13%	82%	80	5
		2018	9%	14%	77%	75	

LINKAGE TO MODEL	SURVEY QUESTIONS	YEAR	% DISAGREE	% NEUTRAL	% AGREE	SCORE /100 POINTS	DIFFERENCE
	I would prefer to remain with my work unit, even if a comparable job was available elsewhere in the Sooke School District.	2020	8%	12%	80%	80	4
		2018	12%	13%	75%	76	
Organization Satisfaction	I am satisfied with the Sooke School District.	2020	5%	16%	78%	77	7
		2018	12%	21%	67%	70	
	Overall, I feel valued as a Sooke School District employee.	2020	12%	21%	68%	71	4
		2018	16%	21%	63%	67	
	I am proud to tell people I work for the Sooke School District.	2020	5%	17%	78%	79	2
		2018	7%	18%	75%	77	
Organization Commitment	I would prefer to stay with the Sooke School District, even if offered a similar job elsewhere.	2020	8%	13%	79%	79	2
		2018	9%	14%	76%	77	
Organization Commitment	I would recommend the Sooke School District as a great place to work.	2020	5%	17%	78%	78	4
		2018	9%	21%	70%	74	
COVID-19 PANDEMIC							
	My work unit is well supported during times of change.	2020	12%	21%	67%	71	
		2018	--	--	--	--	
	The necessary processes and procedures are in place to ensure my safety at work.	2020	13%	18%	69%	72	
		2018	--	--	--	--	
	Executives in the Sooke School District clearly communicate strategic changes and/or changes in priorities.	2020	17%	25%	58%	65	
		2018	--	--	--	--	
	Essential information flows effectively from senior leadership to staff.	2020	17%	23%	59%	65	
		2018	--	--	--	--	

The following table lists five questions which had a relatively high proportion of respondents who chose either “Don’t Know” or “Not Applicable.”

TABLE 6: SURVEY QUESTIONS WITH A RELATIVELY HIGH PROPORTION ($\geq 10\%$) OF NON-RESPONSE

SURVEY QUESTIONS	% OF TOTAL RESPONSES
In my work unit, the <i>selection</i> of a teacher and/or support staff for a position is based on seniority of the qualified applicants. For PVP and excluded staff selection is based on the principles of merit.	20%
The Sooke School District takes steps to ensure the long-term success of its Vision and Strategic Goals.	14%
In my work unit, the <i>process</i> of selecting a person for a position is fair.	13%
In my work unit, recognition is based on performance.	11%
My pay is competitive with similar jobs in the region.	11%

Appendix B: Survey Definitions

The questionnaire used specific terms to describe aspects of the work environment. The terms as presented to the respondents are shown below.

- Your **work unit** refers to the school and/or department within the organization where you work (for example: Belmont Senior Secondary, Board Office, Colwood Elementary, Facilities, John Muir Elementary, On Call, Spencer Middle School, Transportation, or Wishart Elementary).
- **Diversity** refers to different people, backgrounds and ideas.
- **Discrimination** occurs if a distinction is made that imposes burdens, obligations, or disadvantages, that are not imposed on others, based on the grounds listed below:

- race	- religion	- sexual orientation
- colour	- marital status	- gender identity or expression
- ancestry	- family status	- physical or mental disability
- place of origin	- age	- unrelated criminal conviction
- political belief	- sex	
- **Harassment** includes any unwelcome conduct or comments which have a negative impact on you or your work environment.
- **The person I report to** refers to your immediate supervisor or school principal. Please note for education assistants and custodians this refers to your school principal. If you report to more than one supervisor or school principal, please answer the question thinking about the person who oversees most of your work.
- Your **executive** includes the Superintendent of Schools/CEO (Scott Stinson), Associate Superintendents (Dave Strange, Paul Block, Stephanie Hedley-Smith), Secretary Treasurer (Harold Cull) and Executive Director - Human Resources (Dan Haley).
- **Senior Leadership** refers to the District's Senior Leadership Team and consists of the Executive, Directors and Managers as well as the District and school-based Principals and Vice Principals.

Appendix C: Driver Glossary

The engagement model drivers are defined as follows:

- **Stress & Workload:** Employees perceive that their work-related stress and workloads are manageable.
- **Job Suitability:** Employees believe that their work is both meaningful and a good fit with their skills and interests.
- **Vision & Goals:** Employees believe that their organization's vision and goals are well communicated and that their organization is taking steps to ensure its long-term success.
- **Teamwork:** Employees experience positive working relationships, have support from their team, and feel their team communicates effectively.
- **Tools & Workspace:** Employees believe that both the computer based tools and non-computer based tools they have access to help them excel in their jobs and that their physical environment enables them to work well.
- **Recognition:** Employees experience meaningful and performance-based recognition.
- **Professional Development:** Employees believe their organization supports their learning and development, provides quality training, and offers adequate opportunities to develop their skills.
- **Pay:** Employees believe that their pay is fair and competitive with similar jobs.
- **Staffing Practices:** Employees believe staffing processes in their work unit are fair and based on merit.
- **Respectful Environment:** Employees experience a healthy and diverse atmosphere free from discrimination and harassment.
- **Executive-Level Management:** Employees believe that senior leaders communicate decisions in a timely manner and provide clear direction for the future.
- **Supervisory-Level Management:** Employees believe they can have a conversation with the person they report to when they need their advice and that the person they report to leads with an understanding of others' perspectives, keeps them informed, consults them on decisions that affect them, and provides clear work expectations.

Appendix D: Model Information

BC Stats has been building, testing and refining employee engagement models for public sector organizations since 2006, using a well-established methodology that relies on a statistical technique called structural equation modelling (SEM). The structure and integrity of the models have remained very stable since its creation, due to the large employee populations, high response rates, and the completeness of the questionnaire in measuring aspects of the work environment that contribute to engagement. Despite its stability, employee priorities change, as do societal, political and economic circumstances. Given the dynamic nature of the work environment, the engagement model has been continuously tested to ensure it is the best representation of the average employee experience.

In 2018, the Employee Engagement Model was re-designed and tested using School District #62 (Sooke) data to serve as a custom framework to interpret the school district's results. For this cycle, the Employee Engagement Model drivers were validated for the school district using a simpler statistical technique. A series of regressions analysed the response patterns to assess how well the Employee Engagement Model represented employees' experiences and whether or not drivers impacted engagement the same way. The analyses found that the model is stable, and all drivers impact engagement in a similar fashion.

Analysis of survey response patterns in the school district confirmed that every driver in the model has a statistically significant influence on employee engagement (see Table 4). However, when analyzed collectively, the strength increases. Sixty-two percent of the variation in engagement scores was explained by **Vision & Goals, Executive-level Management, Professional Development, Supervisory-level Management, and Recognition**.⁴

Supervisory Management and **Executive-level Management** play a more substantial role shaping engagement directly by influencing the ten building blocks. **Supervisory Management** and **Executive-level Management** have statistically significant relationships with all drivers. **Supervisory Management** has the strongest impact on **Recognition, Respectful Environment** and **Teamwork**, whereas **Executive-level Management** has the strongest impact on **Vision & Goals, Professional Development** and **Tools & Workspace**.

Table 4 on the next page provides more technical details about the results of the regression analyses.

⁴ Based on stepwise linear regressions and alpha levels.

TABLE 4: HOW THE MODEL FITS FOR YOUR SCHOOL DISTRICT BASED ON KEY STATISTICAL TESTS

	RELIABILITY (CRONBACH ALPHAS)	STANDARDIZED BETA COEFFICIENTS (r)	ADJUSTED SQUARED CORRELATIONS (R ²)	WHAT MANAGEMENT IMPACTS	
				EXEC	SUP
ENGAGEMENT CHARACTERISTICS (THE ROOF)	0.887			✓	✓
WORKPLACE FUNCTIONS (THE BUILDING BLOCKS)					
Vision & Goals	0.908	0.659***	0.433	✓	✓
Professional Development	0.898	0.633***	0.401	✓	✓
Recognition	0.846	0.574***	0.328	✓	✓
Tools & Workspace	0.788	0.555***	0.307	✓	✓
Respectful Environment	0.862	0.544***	0.295	✓	✓
Stress & Workload	0.864	0.526***	0.276	✓	✓
Teamwork	0.810	0.509***	0.258	✓	✓
Staffing Practices	0.764	0.497***	0.246	✓	✓
Job Suitability	0.775	0.489***	0.238	✓	✓
Pay	0.830	0.462***	0.212	✓	✓
MANAGEMENT PRACTICES (THE FOUNDATION)					
Executive-level Management	0.886	0.648***	0.420	✓	
Supervisory Management	0.924	0.589***	0.346		✓

*** Significantly influences Employee Engagement at the 0.001 probability level.

✓ Building block is significantly influenced by the management driver, $p < .05$.

More resources on how to use the model for interpreting results or understanding the drivers, model pathways and/or the statistical methodology are available online. See [Appendix E](#) on the next page for more details.

Appendix E: Additional Resources

BC Stats regularly conducts research and analysis on many topics related to the employee engagement model and organizational performance. This section includes some examples of research BC Stats has conducted in the last several years. To access any of this research directly, click on the link provided.

Resources for understanding the engagement model and its application in the real world:

[Modelling the 2015 Work Environment Survey Results: Technical Guide](#)

[Driver Guide: Connecting the 13 Drivers of Engagement \(2018\)](#)

[Pathway Guide: Tracing 15 of the top 483 Pathways to Engagement \(2018\)](#)

[Leveraging the Practices of Top Work Units in the BC Public Service](#)

Tools for assessing the engagement model's results:

[Assessing Performance over Time: Score Difference Look-up Table](#)

[Assessing Performance Relative to Others: Percentile Look-up Table](#)

Examples of the engagement model in action:

[Engagement and Voluntary Departures](#)

[Performance Conversations and Engagement](#)

[The Value of Pay](#)

[The Value of Benefits](#)

[Professional Development](#)

[Succession Management](#)

[Staffing Actions](#)

[Leading Workplace Strategies](#)

[How much does Engagement Vary among Diversity Groups?](#)

To explore **more research**, visit BC Stats online at:

<http://www2.gov.bc.ca/gov/content/data/statistics/government/employee-research>

Appendix F: Factground

High Level

Study Work Environment Survey
Project Sponsor School District #62 (Sooke)

Operations

Data Collection Method Online Survey
Fielding Window / Dates May 7 – June 3, 2020
Project History 2018, 2020

Population / Sample

Scope All regular and temporary school district employees who were actively working or on parental leave (but excluding other types of long-term leave) as of April 15, 2020.
Sampling Strategy Census

Key Measure(s)

Key Measure Engagement Score: 79 points (out of 100)
Type of Measure Five-point agreement scale
Methods of Analysis Descriptive statistics

Confidentiality

During survey administration, employees received personalized invitations and reminders. All survey responses were encrypted during submission and stored on a secure server accessed only by select employees at BC Stats. BC Stats employees are sworn under the [Statistics Act](#), and all information collected in the survey is protected by the *Statistics Act*. Only aggregate results are provided in the reports. Individual responses or information that could identify an individual cannot be disclosed.

Response Rates

In your organization, 63% of employees completed the survey this cycle, a change of 5 percentage points since last cycle (see Table 7).

TABLE 7: RESPONSE RATE

	COMPLETED SURVEYS	TOTAL EMPLOYEES	RESPONSE RATE	CHANGE (PPT)
2020	1,111	1,753	63%	+5
2018	935	1,606	58%	

BC Stats wishes to thank all employees who participated and contributed to achieving an increased response rate. Higher survey response rates ensure higher quality, reliable data.

BC Stats is the provincial government's leader in statistical and economic research, information and analysis essential for evidence-based decision-making. BC Stats, the central statistics agency of government, is excited to be taking a lead role in the strategic understanding of data sources and analysis across government. The goal is to increase overall business intelligence—information decision makers can use. For more information, please contact Elizabeth Vickery.



Box 9410 Stn Prov Govt
Victoria, B.C.
V8V 9V1

Web: www.bcstats.gov.bc.ca
Twitter: @BCStats
Email: BC.Stats@gov.bc.ca