The Board of Education of School District No. 61 (Greater Victoria)
Regular Board Meeting
AGENDA
Monday, September 28, 2026, 6:30 p.m.
Via Zoom
Broadcasted via YouTube
https://bit.ly/3czx8bA

A. COMMENCEMENT OF MEETING

This meeting is being audio and video recorded. The video can be viewed on the District website.

A.1. Acknowledgement of Traditional Territories

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

A.2. Approval of the Agenda

Recommended Motion:
That the September 28, 2026 agenda be approved.

A.3. Approval of the Minutes

a. Approval of the June 15, 2026 Regular Board Meeting Minutes

Recommended Motion:
That the June 15, 2026 Regular Board Meeting minutes be approved.

b. Approval of the July 20, 2026 Special Board Meeting Minutes

Recommended Motion:
That the July 20, 2026 Special Board Meeting minutes be approved.

A.4. Business Arising from the Minutes

A.5. 2025-2026 Audit Findings Report, Lenora Lee, KPMG, Auditors Presentation

A.6. Community Presentations

a. GVTA Report – Carolyn Howe, Greater Victoria Teachers Association

b. GVTA Report – Tara Ehrcke, Greater Victoria Teachers Association

B. CORRESPONDENCE

B.1. September 23, 2026, Tracy Humphreys to Trustees, Mandatory Reporting

C. TRUSTEE REPORTS

C.1. Chair's Report

a. Chair's Report (verbal)

b. "This should not be the norm: an examination of teachers' experience with violence in schools"

D. BOARD COMMITTEE REPORTS

D.1. Education Policy and Directions Committee

a. Motion A

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent or delegate to collaborate with Registered Sign Language Interpreters (RSLI), Deaf and hard of hearing students, parents, caregivers and guardians, VCPAC, CUPE 947, CUPE 382, GVTA, VPVPA, IEC, POPDHH and Ministry partners to explore the design and implementation of permanent RSLI positions within an integrated team structure. And further, that the Superintendent or delegate provide a progress update to the Board by January 2027 regarding the status of these consultations and any proposed framework.

b. Motion B

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent or delegate to establish a working group to include, but not limited to, student representatives, parents, teachers, VCPAC appointed parent reps, CUPE 947 reps, and CUPE 382 reps, and external specialists, to review Policy and Regulation 5140.1 Child Abuse, and report with recommendations not later than the January 2027 Education Policy and Directions Committee meeting, with consideration for:

1. the provision of annual, developmentally age-appropriate instruction, and culturally responsive training on child sexual abuse prevention to all students;
2. provision of regular in-service professional development for all staff who engage regularly with students;
3. guidance material for staff that meets current legal requirements, includes emerging online harms and non-consensual distribution of intimate images, and facilitates trauma-informed support for students at risk or reporting abuse; and,
4. the provision of relevant guidance material to parents and caregivers via the district website.
5. Provision of information to students regarding the post disclosure process when the abuse is or is not familial.
6. Developmentally appropriate information regarding the fact that there is no statute of limitations in Canada for filing criminal charges or a civil suit in regards to sexual abuse.

D.2. Operations Policy and Planning Committee

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) amend Policy 1330 Community Use of Operational Schools and Grounds, to include the following statement to Principles and Goals:

Greater Victoria School District grounds and facilities are first and foremost a safe, equitable and inclusive learning environment for all students and staff. Facility use must align with the principles of equity, inclusion, and respect, ensuring that all participants feel safe and welcomed.

And the following statement to Conditions and Standards:

The District will not rent space to groups or individuals that promote hatred, violence, discrimination or bias against any groups or individuals based on prohibited grounds of discrimination under the Human Rights Code.

And further direct the following stipulations be added to standard Rental Conditions:

The School District reserves the right to terminate any rental agreement:

- If the event, its organizers, or associated individuals engage in or promote activities that are found to be discriminatory, exclusionary, or harmful to marginalized groups.
- If the user, their organization, or key affiliates are found to have engaged in conduct, publicly or privately, that promote, or support hate speech, discrimination, or violence against any group or individual whether within or outside the context of the rental.

- If misrepresentation of the event or violation of these principles is identified prior to or during the event, the School District reserves full discretion to cancel the agreement without refund and deny future rental requests.

D.3. Audit Sub-Committee

a. 2025-2026 Financial Year End

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) approve the 2025-2026 Audit Findings Report as presented.

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) approves the appropriation of $16,713,392 of the operating surplus as follows: 1) internally restricted $14,713,392, and 2) unrestricted (contingency) $2,000,000.

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) approves the Audited Financial Statements of School District No. 61 (Greater Victoria) for the year ended June 30, 2026;

AND FURTHER,

that the Board of Education, the Superintendent and the Secretary-Treasurer be authorized to affix their signatures to the statements, where applicable, on behalf of the Board.

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) approves the Financial Statement Discussion and Analysis Report for the year ended June 30, 2026.

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) accepts the Multi-Year Financial Plan 2026-2029.

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Reports

a. Anaphylaxis Aggregate Report 2025-2026

b. Enhancing Student Learning Annual Report 2026-2027

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) approve the Enhancing Student Learning Interim Progress Report, as presented.

c. Trustee Questions

F. QUESTION PERIOD (15 minutes total)

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of In-Camera Board of Education Meeting – June 15, 2026

G.2. Record of Special In-Camera Board of Education Meeting – June 19, 2026

G.3. Record of Special In-Camera Board of Education Meeting – June 30, 2026

G.4. Record of Special In-Camera Board of Education Meeting – July 20, 2026

H. NEW BUSINESS/NOTICE OF MOTION

H.1. New Business

H.2. Notice of Motions

I. ADJOURNMENT

Recommended Motion:
That the Board of Education adjourn the meeting.

The Board of Education of School District No. 61 (Greater Victoria)
Regular Board Meeting
MINUTES
Monday, June 15, 2026, 6:30 p.m.
Tolmie Boardroom, 556 Boleskine Road

Trustees:	Nicole Duncan, Board Chair, Karin Kwan, Vice-Chair, Natalie Baillaut, Mavis David, Derek Gagnon, Emily Mahbobi, Diane McNally, Rob Paynter, Angela Carmichael
Trustee Regrets:	Diane McNally
Administration:	Katrina Stride, Secretary-Treasurer, Tom Aerts, Deputy Superintendent, Julie Lutner, Associate Secretary-Treasurer, Marni Vistisen-Harwood, Director of Facilities Services, Josh Barks, Director of Information Technology, Vicki Roberts, VPVPA
Songhees Nation:	Anevay Quocksister, Student Success Manager
Partners:	Norm Isaac, CUPE 382, Shawna Abbott, CUPE 947, Carolyn Howe, GVTA, Saloumeh Pourmalek, VCPAC

A. COMMENCEMENT OF MEETING

The meeting began at 6:30 p.m.

A.1. Acknowledgement of Traditional Territories

Chair Duncan recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

A.2. Approval of the Agenda

That the June 15, 2026 agenda be approved.

Amendment

Moved by Trustee Paynter
Seconded by Trustee Carmichael

A.5.a. and **A.5.b.** to be switched.

E.1.e. to follow **A.5.**

Add:

E.1.k Trustee Questions

H.1.a. Budget Motion

Motion Carried Unanimously

Moved by Trustee Carmichael
Seconded by Trustee Gagnon

That the June 15, 2026 agenda be approved, as amended.

Motion Carried Unanimously

A.3. Approval of the Minutes

a. Approval of the April 20, 2026 Regular Board Meeting Minutes

Moved by Trustee Baillaut
Seconded by Trustee Kwan

That the April 20, 2026 Regular Board minutes be approved.

Motion Carried Unanimously

A.4. Business Arising from the Minutes

None.

A.5. Community Presentations

a. Bryan Tennant presented on the establishment of a service delivery model that guarantees consistent, qualified and effective access to education for deaf students.

b. Elli Ismailzai presented on Meaningful Educational Access for Deaf Students: Legal Compliance and Sustainable Service Model.

c. Nigel Howard presented Advocacy for Sustainable and Meaningful Access for Deaf Students in SD61.

d. Tim Lane presented on Advocacy for Deaf Children in School Districts: A Father's Perspective.

E.1. Superintendent's Report

e. Board Bylaws

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings to the Board Bylaws restored to the versions in effect prior to the January 30, 2025 change in the composition of the Board of Education, at the Regular Board meeting on June 15, 2026.

Amendment

Moved by Trustee Baillaut
Seconded by Trustee Carmichael

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings to the Board Bylaws restored to the versions in effect prior to the January 30, 2025 when an Official Trustee was installed in place of the elected ~~change in the composition of the~~ Board of Education, at the Regular Board meeting on June 15, 2026.

Motion Carried Unanimously

Moved by Trustee Baillaut
Seconded by Trustee David

That the following restored Board Bylaws:

Bylaw 9130.0 Standing Committees
Bylaw 9130.1 The Education Policy and Directions Committee
Bylaw 9130.2 The Operations Policy and Planning Committee
Bylaw 9250.2 Notices of Motion
Bylaw 9360.2 Meetings of the Standing Committee
Bylaw 9010.0 Bylaws of the Board
Bylaw 9011.0 Poll Votes
Bylaw 9110.0 Organization
Bylaw 9130.3 Policy Sub-Committee
Bylaw 9130.4 Audit Sub-Committee
Bylaw 9140.0 Ad Hoc Committee of the Board
Bylaw 9210.0 The Development of Policy
Bylaw 9220.0 Administrative Regulations
Bylaw 9221.0 Board Administration Relationships
Bylaw 9222.0 Trustee Access to Information
Bylaw 9330.1 Appeal Process (and attachment)
Bylaw 9360.0 General Meeting of the Board
Bylaw 9360.01 Question Period During General Meetings of the Board of Education
Bylaw 9360.1 In-Camera Meetings: General Sessions
Bylaw 9368.0 Procedure

Be read a first time the 15th day of June, 2026;

Motion Carried Unanimously

Trustee Kwan had a question of clarification.

Moved by Trustee Baillaut
Seconded by Trustee Carmichael

That the following restored Board Bylaws:

Bylaw 9130.0 Standing Committees
Bylaw 9130.1 The Education Policy and Directions Committee
Bylaw 9130.2 The Operations Policy and Planning Committee
Bylaw 9250.2 Notices of Motion
Bylaw 9360.2 Meetings of the Standing Committee
Bylaw 9010.0 Bylaws of the Board
Bylaw 9011.0 Poll Votes
Bylaw 9110.0 Organization
Bylaw 9130.3 Policy Sub-Committee
Bylaw 9130.4 Audit Sub-Committee
Bylaw 9140.0 Ad Hoc Committee of the Board
Bylaw 9210.0 The Development of Policy
Bylaw 9220.0 Administrative Regulations
Bylaw 9221.0 Board Administration Relationships
Bylaw 9222.0 Trustee Access to Information
Bylaw 9330.1 Appeal Process (and attachment)
Bylaw 9360.0 General Meeting of the Board
Bylaw 9360.01 Question Period During General Meetings of the Board of Education
Bylaw 9360.1 In-Camera Meetings: General Sessions
Bylaw 9368.0 Procedure

Be read a second time the 15th day of June, 2026;

Motion Carried Unanimously

Moved by Trustee Gagnon
Seconded by Trustee Carmichael

That the following restored Board Bylaws:

Bylaw 9130.0 Standing Committees
Bylaw 9130.1 The Education Policy and Directions Committee
Bylaw 9130.2 The Operations Policy and Planning Committee
Bylaw 9250.2 Notices of Motion
Bylaw 9360.2 Meetings of the Standing Committee
Bylaw 9010.0 Bylaws of the Board
Bylaw 9011.0 Poll Votes
Bylaw 9110.0 Organization
Bylaw 9130.3 Policy Sub-Committee
Bylaw 9130.4 Audit Sub-Committee
Bylaw 9140.0 Ad Hoc Committee of the Board

Bylaw 9210.0 The Development of Policy
Bylaw 9220.0 Administrative Regulations
Bylaw 9221.0 Board Administration Relationships
Bylaw 9222.0 Trustee Access to Information
Bylaw 9330.1 Appeal Process (and attachment)
Bylaw 9360.0 General Meeting of the Board
Bylaw 9360.01 Question Period During General Meetings of the Board of Education
Bylaw 9360.1 In-Camera Meetings: General Sessions
Bylaw 9368.0 Procedure

Be read a third time, passed and adopted the 15th day of June, 2026.

Motion Carried Unanimously

B. CORRESPONDENCE

B.1. June 9, 2026 Human Rights Groups Urge Moratorium on Police in Schools in BC – BC Civil Liberties Association

Student Success Manager Quocksister stated that before the Board considers the letter to consider Section 3.3 and 12.0. Songhees Nation has a triparty agreement with Public Safety Canada and RCMP which is federally and provincially funded.

C. TRUSTEE REPORTS

C.1. Chair's Report

a. Chair's Report

Chair Duncan thanked fellow Trustees for coming back to the board that they were democratically elected to.

Two In-Camera motions to be disclosed to the public:

February 25, 2025 In-Camera Board of Education Meeting

That the Official Trustee of School District No. 61 (Greater Victoria) direct the Superintendent to suspend the requirement of ongoing District tracking of all student interactions with police while in the care of the Board of Education until the District's Safety and Implementation plans are approved by the Minister of Education and Child Care at which time this requirement may be reviewed.

February 25, 2025 In-Camera Board of Education Meeting

That the Official Trustee of School District No. 61 (Greater Victoria) direct the Superintendent to suspend the requirement of having to provide the minutes of the Regional Lower Island Safe Schools meetings until the District's Safety and Implementation plans are approved by the Minister of Education and Child Care at which time this requirement may be reviewed.

Trustee Paynter asked Staff if the reports from the two motions could be provided retroactively for the Board of Education. Staff responded that they would report back to the Board at a future meeting if that would be possible or not.

Partners had questions of clarification.

Moved by Trustee Paynter
Seconded by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) rescinds the following motions:

That the Official Trustee of School District No. 61 (Greater Victoria) direct the Superintendent to suspend the requirement of ongoing District tracking of all student interactions with police while in the care of the Board of Education until the District's Safety and Implementation plans are approved by the Minister of Education and Child Care at which time this requirement may be reviewed.

That the Official Trustee of School District No. 61 (Greater Victoria) direct the Superintendent to suspend the requirement of having to provide the minutes of the Regional Lower Island Safe Schools meetings until the District's Safety and Implementation plans are approved by the Minister of Education and Child Care at which time this requirement may be reviewed.

Motion Carried

For (7): Trustees Baillaut, Carmichael, David, Duncan, Gagnon, Mahbobi, Paynter
Abstain (1): Trustee Kwan

b. Statement from the Board of Education Regarding the Board's Reinstatement

D. BOARD COMMITTEE REPORTS

D.1. Audit Sub-Committee

a. 2025-2026 Audit Planning Report

Moved by Trustee Baillaut
Seconded by Trustee Carmichael

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2025-2026 Audit Planning Report as presented to the Audit Sub-Committee.

Motion Carried Unanimously

b. March 2026 Quarterly Financial Report

Moved by Trustee Kwan
Seconded by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) accept the March 2026 Quarterly Financial Report as presented to the Audit Sub-Committee.

Motion Carried Unanimously

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

a. Monthly Report

Deputy Superintendent Aerts provided the report for information on behalf of Superintendent Whitten.

Trustee Paynter had a question of clarification for staff.

Staff responded that they would report back to the Board at a future meeting.

b. 2025-2026 District Learning Summary

Deputy Superintendent Aerts provided the report for information on behalf of Superintendent Whitten.

c. 2026-2027 Special Academy Fees

Deputy Superintendent Aerts provided the 2026-2027 Special Academy Fees for approval by the Board of Education.

Partners had questions of clarification.

Moved by Trustee Kwan
Seconded by Trustee Baillaut

That the Board of Education of School District No. 61 (Greater Victoria) make available to the public, via the District website, the schedules of fees that have been approved by the Parent Advisory Council for the school where the Board of Education proposes to offer a specialty academy.

Motion Carried Unanimously

d. 2028-2029 School Calendar

Deputy Superintendent Aerts presented the 2028-2029 school calendar for approval.

Trustees and Partners had questions of clarification.

Moved by Trustee Kwan
Seconded by Trustee Carmichael

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2028-2029 School Calendar.

Motion Carried Unanimously

e. Moved to after A.5.

f. 2026-2027 Board of Education Meeting Schedule

Deputy Superintendent Aerts provided the 2026-2027 Board of Education meeting schedule for approval.

Moved by Trustee Gagnon
Seconded by Trustee Kwan

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2026-2027 Board of Education meeting schedule.

Motion Carried Unanimously

g. 2025 Climate Change Accountability Report

Deputy Superintendent Aerts provided the report for information.

Trustees had questions of clarification.

h. *Public Interest Disclosure Act*: Annual Report for the Greater Victoria School District (SD61) Fiscal Year 2026

Deputy Superintendent Aerts provided the report for information on behalf of Superintendent Whitten.

Trustees had questions of clarification.

i. Summary of Abandoned Board Policies

Deputy Superintendent Aerts provided the summary of abandoned Board Policies on behalf of Superintendent Whitten.

Trustees had questions of clarification.

Moved by Trustee Kwan
Seconded by Trustee Baillaut

Partners had questions of clarification.

Staff had questions for clarification.

That the Board of Education of School District No. 61 (Greater Victoria) immediately suspend the implementation of all policy revisions and abandonments enacted since January 2025, pending further review; and further direct the Superintendent to provide all documentation regarding these policy changes, including new policies, revisions, and administrative procedures, to the Board and the members of the Partners Table by July 1, 2026 for detailed examination and recommendations to the Board.

Motion Carried Unanimously

j. Summary of Implementation of Safety Plan

Deputy Superintendent Aerts provided the summary of the Implementation of Safety Plan on behalf of Superintendent Whitten.

Moved by Trustee Baillaut
Seconded by Trustee Gagnon

Partners had questions of clarification.

That the Board of Education of School District No. 61 (Greater Victoria) request a copy of Implementation Plan, copy of Annual Review report, copy of any and all correspondence and communication with the Ministry of Education and Child Care regarding, but not limited to, the Safety plan, implementation, consultation, and review of the plans by July 1, 2026.

Motion Carried Unanimously

k. Trustee Questions

Trustee Paynter had a question of clarification around the number of classrooms that are expected to exceed contract language regarding students with individual education plans. How many classrooms are we anticipating across the District by school who are in the same situation?

Trustee Paynter requested a summary report of the current level of support that the District is currently providing to deaf and hard of hearing students across the District. That would include number of teachers, interpreters, and how many students are falling into this category?

Staff responded that they would report back to the Board at a future meeting.

E.2. Secretary-Treasurer's Report

a. 2026 Trustee Election

i. Appointment of Election Officers

Moved by Trustee Gagnon
Seconded by Trustee Kwan

That the Board of Education of School District No. 61 (Greater Victoria) appoint Ann Doll as Chief Election Officer to administer and conduct the 2026 general school election on October 17, 2026.

Motion Carried Unanimously

Moved by Trustee Kwan
Seconded by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) appoint Lynn Merry as Deputy Chief Election Officer to assist the Chief Election Officer in the administration of the 2026 general school election on October 17, 2026.

Motion Carried Unanimously

Moved by Trustee Kwan
Seconded by Trustee Carmichael

That the Board of Education of School District No. 61 (Greater Victoria) appoint Katrina Stride as Deputy Chief Election Officer to assist the Chief Election Officer in the administration of the 2026 general school election on October 17, 2026.

Motion Carried Unanimously

Moved by Trustee Gagnon
Seconded by Trustee Baillaut

That the Board of Education of School District No. 61 (Greater Victoria) appoint Kelly Gorman as Deputy Chief Election Officer to assist the Chief Election Officer in the administration of the 2026 general school election on October 17, 2026.

Motion Carried Unanimously

ii. Bylaw 9005 - Trustee Elections

Secretary-Treasurer Stride provided rationale for Bylaw 9005 – Trustee Elections.

Moved by Trustee Gagnon
Seconded by Trustee Baillaut

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of Bylaw 9005 Trustee Elections at the Regular Board meeting on June 15, 2026.

Must be Carried Unanimously

Trustees expressed concerns about Bylaw 9005 *Trustee Elections.*

Amendment

Moved by Trustee Paynter

Seconded by Trustee Kwan

That the motion "*That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of Bylaw 9005 Trustee Elections at the Regular Board meeting on June 15, 2026.*" be tabled until staff report back to the Board of Education with further information.

Motion Carried

For (7): Trustees Baillaut, Carmichael, David, Duncan, Kwan, Mahbobi, Paynter
Against (1): Trustee Gagnon

b. 2027-2028 Annual Five-Year Capital Plan

i. Major Capital Programs

Director of Facilities Servies Vistisen-Harwood provided rationale for the motion.

Trustees had questions of clarification.

Moved by Trustee Baillaut
Moved by Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) approve the proposed Five-Year Capital Plan (Major Capital Programs) for 2027-2028, as provided on the Five-Year Capital Plan Summary for 2027-2028, for submission to the Ministry of Infrastructure.

Motion Carried Unanimously

iii. Minor Capital Programs

Moved by Trustee Paynter
Moved by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) approve the proposed Five-Year Capital Plan (Minor Capital Programs) for 2027-2028, as provided on the Five-Year Capital Plan Summary for 2027-2028, for submission to the Ministry of Infrastructure.

Motion Carried Unanimously

c. Spectrum Artificial Turf Field Update

i. Artificial Turf Field Update

Secretary-Treasurer provided an update on the Spectrum artificial turf field.

ii. District of Saanich Contribution Agreement

Moved by Trustee Kwan
Moved by Trustee Baillaut

That the Board of Education of School District No. 61 (Greater Victoria) approve the agreement with the District of Saanich for a one-time contribution of $300,000 to support the construction of an artificial turf field at Spectrum Community School for execution by the Secretary-Treasurer.

Motion Carried Unanimously

d. Vic High – Caledonia Truck Turnaround Right-of-Way Bylaw

Secretary-Treasurer Stride provided rationale for the Bylaw.

Trustees had questions of clarification.

Moved by Trustee Baillaut
Moved by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of The Board of Education of School District No. 61 (Greater Victoria) Caledonia Truck Turnaround Disposal (Right-of-Way) of Real Property Bylaw 26-01 at the Regular Board meeting on June 15, 2026.

Motion Fails (Had to be passed Unanimously)

For (5): Trustees Baillaut, David, Duncan, Mahbobi, Paynter
Against (3): Trustees Carmichael, Gagnon, Kwan

Moved by Trustee Paynter
Moved by Trustee Baillaut

That the Board of Education of School District No. 61 (Greater Victoria) (the "Board") read "The Board of Education of School District No. 61 (Greater Victoria) Caledonia Truck Turnaround Disposal (Right-of-Way) of Real Property Bylaw 26-01" in accordance with Sections 68(3) of the *School Act* (British Columbia).

"The Board of Education of School District No. 61 (Greater Victoria) Caledonia Truck Turnaround Right-of-Way Bylaw 26-01" (the "Bylaw") approves a statutory right-of-way and Section 219 covenant in favour of the City of Victoria (the "City") to permit the City and members of the general public to use a portion of the lands located at 1211 Gladstone Avenue, Victoria, British Columbia (the "Property") as shown outlined in bold on Plan EPP148835 for the purposes of a turnaround area for trucks and oversized vehicles attending upon the Property. This statutory right-of-way and Section 219 covenant will replace an existing statutory right-of-way and Section 219 covenant registered against title to the

Property in the Land Title Office under registration numbers CA9436385 and CA9436386, respectively, in favour of the City for the same purpose, with the only difference being that the new right-of-way area is a reduced portion of the existing right-of-way area shown in plan EPP103338.

The Bylaw authorizes the Secretary-Treasurer to execute the statutory right-of-way and covenant on behalf of the Board.

That "The Board of Education of School District No. 61 (Greater Victoria) Caledonia Truck Turnaround Disposal (Right-of-Way) of Real Property Bylaw 26-01" be:

Read a first time this 15th day of June, 2026;

And that the Secretary-Treasurer and the Board Chair be authorized to execute and seal this bylaw on behalf of the Board.

Motion Carried

For (7): Trustees Baillaut, Carmichael, David, Duncan, Gagnon, Mahbobi, Paynter
Against (1): Trustee Kwan

Moved by Trustee Baillaut
Moved by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) (the "Board") read "The Board of Education of School District No. 61 (Greater Victoria) Caledonia Truck Turnaround Disposal (Right-of-Way) of Real Property Bylaw 26-01" in accordance with Sections 68(3) of the *School Act* (British Columbia).

"The Board of Education of School District No. 61 (Greater Victoria) Caledonia Truck Turnaround Right-of-Way Bylaw 26-01" (the "Bylaw") approves a statutory right-of-way and Section 219 covenant in favour of the City of Victoria (the "City") to permit the City and members of the general public to use a portion of the lands located at 1211 Gladstone Avenue, Victoria, British Columbia (the "Property") as shown outlined in bold on Plan EPP148835 for the purposes of a turnaround area for trucks and oversized vehicles attending upon the Property. This statutory right-of-way and Section 219 covenant will replace an existing statutory right-of-way and Section 219 covenant registered against title to the Property in the Land Title Office under registration numbers CA9436385 and CA9436386, respectively, in favour of the City for the same purpose, with the only difference being that the new right-of-way area is a reduced portion of the existing right-of-way area shown in plan EPP103338.

The Bylaw authorizes the Secretary-Treasurer to execute the statutory right-of-way and covenant on behalf of the Board.

That “The Board of Education of School District No. 61 (Greater Victoria) Caledonia Truck Turnaround Disposal (Right-of-Way) of Real Property Bylaw 26-01” be:

Read a second time this 15th day of June, 2026;

And that the Secretary-Treasurer and the Board Chair be authorized to execute and seal this bylaw on behalf of the Board.

Motion Carried

For (7): Trustees Baillaut, Carmichael, David, Duncan, Gagnon, Mahbobi, Paynter
Against (1): Trustee Kwan

e. Quarterly Capital Projects Update – June 2026

Director of Facilities Servies Vistisen-Harwood provided the update for information.

Trustees had questions of clarification.

f. Summary of Changes to Land and Building Matters Across Board Sites

Secretary-Treasurer Stride provided the summary for information.

g. Summary of 2026-2027 Annual Budget Development Process

Secretary-Treasurer Stride provided the summary for information.

Trustees had questions of clarification.

F. QUESTION PERIOD

Q: Given the provinces’ decision to quash the orders removing the SD61 Trustees after acknowledging the Ministry failed to provide all the necessary documents will the reinstated Trustees receive compensation or reimbursement for the period during which they were removed from office and unable to carry on their elected duties?

A: Chair Duncan replied that, yes, the province agreed as part of the judicial review process that the province will provide back pay to all Trustees. In addition, the provide will cover the cost of the special advisor and all indemnity costs.

Q: What parent group was included in the informal meeting with the Board, Local First Nations and Union Members?

A: Chair Duncan required more information from the requester and will follow up offline.

Q: What qualifies a student for having an ASL interpreter?

A: Deputy Superintendent Aerts will respond to the requester offline with the requirements.

Q: As a member of the public in the gallery, I would like to let the Board know that the ability to access this meeting audibly was very poor would you consider ensuring both accessibility for ASL is streamlined and also the ability to hear a meeting in the gallery is improved/possible in the future?

A: Chair Duncan stated that the Board will endeavor to make that a priority.

Q: Will the responses to the questions that were asked and an answer was not provided be provided to the public?

A: The Bylaw does not require this currently.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of In-Camera Board of Education Meeting – April 20, 2026

G.2. Record of Special In-Camera Board of Education Meeting – April 29, 2026

G.3. Record of Special In-Camera Board of Education Meeting – May 19, 2026

G.4. Record of Special In-Camera Board of Education Meeting – June 3, 2026

BE IT RESOLVED THAT:

1. The Board directs all District staff and employees of the Board to retain any and all records in their power, possession or control relating to any District operations or business from January 1, 2024 onwards.
2. For the avoidance of doubt, the effect of this resolution is that any ordinary District records deletion policies shall not be applied while this resolution is in force.
3. For the further avoidance of doubt, a “record" is any means of storing information, in electronic, mechanical, hard-copy or any other form, including but not limited to, by way of examples only, letters, emails, text messages, voicemails, documents, instant messenger communications, photographs, and other computer files or other papers; and
4. This Resolution shall continue in force until further resolution of the Board.

Motion Carried Unanimously

H. NEW BUSINESS/NOTICE OF MOTION

H.1. New Business

a. Budget Motion

Moved by Trustee Kwan
Seconded by Trustee Carmichael

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to reallocate funding for the 2026/2027 school year to restore the following programs:

- Middle School Music ($132,800);
- Pathways & Partnerships – Career Centers ($160,500); and
- Early Childhood Educators (ECEs) in Kindergarten Classes ($80,000).

And further that the funding reallocation be taken sequentially from the following sources:

1. Additional funds raised through the Mt. Doug students' fundraiser (to be applied exclusively to the Middle School Music allocation);

2. A 100% reduction in Trustee expenses, office, and supply budgets;

3. A 30% reduction in the office and supply budgets for District Administration and District Departments; and

4. The District's Accumulated Surplus, if necessary, to cover any remaining balance.

And further, report back to the Board how much will be taken from these 4 sources.

Amendment

Moved by Trustee Baillaut
Seconded by Trustee Kwan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to reallocate funding for the 2026/2027 school year to restore the following programs:

- Middle School Music ($132,800);
- Pathways & Partnerships – Career Centers ($160,500); and
- Early Childhood Educators (ECEs) in Kindergarten Classes ($80,000).

And further that the funding reallocation be taken sequentially from the following sources:

1. Additional funds raised through the Mt. Doug students' fundraiser (to be applied exclusively to the Middle School Music allocation);

2. A 100% reduction in Trustee expenses, office, and supply budgets;

3. ~~A~~ Up to a 30% reduction in the office and supply budgets for District Administration and District Departments; and

4. The District's Accumulated Surplus, if necessary, to cover any remaining balance.

And further, report back to the Board how much will be taken from these 4 sources.

Motion Carried Unanimously

Moved by Trustee Kwan
Seconded by Trustee Carmichael

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to reallocate funding for the 2026/2027 school year to restore the following programs:

- Middle School Music ($132,800);
- Pathways & Partnerships – Career Centers ($160,500); and
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And further that the funding reallocation be taken sequentially from the following sources:

1. Additional funds raised through the Mt. Doug students' fundraiser (to be applied exclusively to the Middle School Music allocation);

2. A 100% reduction in Trustee expenses, office, and supply budgets;

3. Up to a 30% reduction in the office and supply budgets for District Administration and District Departments; and

4. The District's Accumulated Surplus, if necessary, to cover any remaining balance.

And further, report back to the Board how much will be taken from these 4 sources.

Motion Carried Unanimously

H.2. Notice of Motions

a. Registered Sign Language Interpreters

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to collaborate with Registered Sign Language Interpreters (RSLI), relevant employee groups, and Ministry partners to explore the design and implementation of permanent RSLI positions within an integrated team structure. And further, that the Superintendent provide a progress update to the Board by January 2027 regarding the status of these consultations and any proposed framework.

I. ADJOURNMENT

The meeting adjourned at 10:08 p.m.

Moved by Trustee Gagnon
Moved by Trustee Kwan

That the Board of Education adjourn the meeting.

Motion Carried Unanimously

Chair

Secretary-Treasurer

The Board of Education of School District No. 61 (Greater Victoria)
Special Board Meeting
MINUTES
Monday, July 20, 2026, 7:30 p.m.
Via Zoom

Trustees:	Nicole Duncan, Board Chair, Karin Kwan, Vice-Chair, Natalie Baillaut, Angela Carmichael, Derek Gagnon, Diane McNally, Rob Paynter
Trustee Regrets:	Mavis David, Emily Mahbobi
Administration:	Katrina Stride, Secretary-Treasurer, Tom Aerts, Deputy Superintendent, Julie Lutner, Associate Secretary-Treasurer, Marni Vistisen-Harwood, Director of Facilities Services, Sarah Winkler, VPVPA
Songhees Nation:	Anevay Quocksister, Student Success Manager
Partners:	Norm Isaac, CUPE 382, Shawna Abbott, CUPE 947, Carolyn Howe, GVTA, Saloumeh Pourmalek, VCPAC

A. COMMENCEMENT OF MEETING

The meeting began at 7:30 p.m.

A.1. Acknowledgement of Traditional Territories

Chair Duncan recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

A.2. Approval of the Agenda

Moved by Trustee Carmichael
Seconded by Trustee Baillaut

That the July 20, 2026 Special Board Meeting agenda be approved.

Amendment

Moved by Trustee Paynter
Seconded by Trustee Carmichael

Add:

C.1.c. Trustee Questions

Motion Carried Unanimously

Moved by Trustee Carmichael
Seconded by Trustee Gagnon

That the July 20, 2026 Special Board Meeting agenda be approved, as amended.

Motion Carried Unanimously

B. TRUSTEE REPORTS

B.1. Chair's Report

Monthly Report

Chair Duncan provided a verbal report:

- Attended the Pride parade.
- Partners of SD61 to be held the first week of August.

C. DISTRICT LEADERSHIP TEAM REPORTS

C.1. Superintendent's Report

a. Superintendent Whitten provided the Willows Child Care and Parking Lot Upgrade Project FAQ for information.

   Trustees had questions of clarification.

b. Superintendent Whitten provided the Board Policy Update.

   Trustees had questions of clarification.

c. Trustee Questions

   Trustees asked questions about the reporting of student interactions with Police.

   Superintendent Whitten responded that the Board has received the information collected from schools as per the Safety Plan.

C.2. Secretary-Treasurer's Report

a. Poll Vote Results

i. Secretary-Treasurer Stride provided the poll vote results related to the amendment to the June 15, 2026 budget motion.

ii. Secretary-Treasurer Stride provided the poll vote results related to the third reading of the Caledonia Truck Turnaround SRW Bylaw.

b. 2026 Trustee Election

i. Secretary-Treasurer Stride provided the Trustee Election information requested by the Board during the June 15, 2026 Regular Board meeting.

Trustees and Partners had questions of clarification.

ii. Bylaw 9005 – Trustee Elections

Secretary-Treasurer Stride provided rationale for the motions.

Trustees had questions of clarification.
Moved by Trustee Gagnon
Seconded by Trustee Baillaut

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of Bylaw 9005 Trustee Elections at the Special Board meeting on July 20, 2026.

Motion Carried Unanimously

Trustees had questions of clarification.

Moved by Trustee Gagnon
Seconded by Trustee Kwan

That Bylaw 9005 Trustee Elections be:
Read a first time this 20th day of July, 2026.

Motion Carried Unanimously

Moved by Trustee Gagnon
Seconded by Trustee Kwan

That Bylaw 9005 Trustee Elections be:
Read a second time this 20th day of July, 2026.

Motion Carried Unanimously

Trustees had questions of clarification.

Moved by Trustee Gagnon
Seconded by Trustee Kwan

That Bylaw 9005 Trustee Elections be:
Read a third time, passed and adopted this 20th day of July, 2026.

Motion Carried Unanimously

c. Vic High – Caledonia Truck Turnaround SRW Bylaw

Secretary-Treasurer Stride provided rationale for the motions.

Trustees had questions of clarification and discussed the matter. The motions were not moved.

D. QUESTION PERIOD

Q: Policies not only inform the board staff and public on what and how the school district will act in specific situations they also help create and solidify the culture of the district. Many of the removed policies indicate values and beliefs held by the district. (Especially the 6000 series) How will these pieces be noted and carried forward to the new board? Additionally the report mentions 13 fundamental or key policies, where can these be located and reviewed?

A: Chair Duncan responded that the Board asked staff to put together information about polices that have been changed or abandoned. The Board intends to meet with the Partners of SD61 to discuss and, based on the feedback received, determine next steps. Superintendent Whitten confirmed that the core policies are reflected in the BCSTA guidance document and will be included in the agenda for the Partners of SD61 meeting.

E. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

E.1. Spectrum Artificial Turf Filed – Use Agreement with Urban Rec Society

That the Board of Education of School District No. 61 (Greater Victoria) authorize the public disclosure of the following statement at the July 20, 2026 Special Board meeting:

The School District has entered into a Use Agreement with Urban Rec Society regarding the artificial turf field at Spectrum Community School. The agreement includes a contribution from Urban Rec Society toward the construction of the field, specifically the installation of permanent lighting, and sets out the terms and conditions governing Urban Rec Society's use of the facility.

E.2. Willows Elementary School

That the Board of Education of School District No. 61 (Greater Victoria) authorize the public disclosure of the following statement at the July 20, 2026 Special Board meeting:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent or delegate that an FAQ be created including information shared via School Messenger, posted on the website around the parking spaces and tree removal at Willows Elementary School.

F. NEW BUSINESS/NOTICE OF MOTION

None.

G. ADJOURNMENT

The meeting adjourned at 8:53 p.m.

Moved by Trustee Gagnon
Moved by Trustee Carmichael

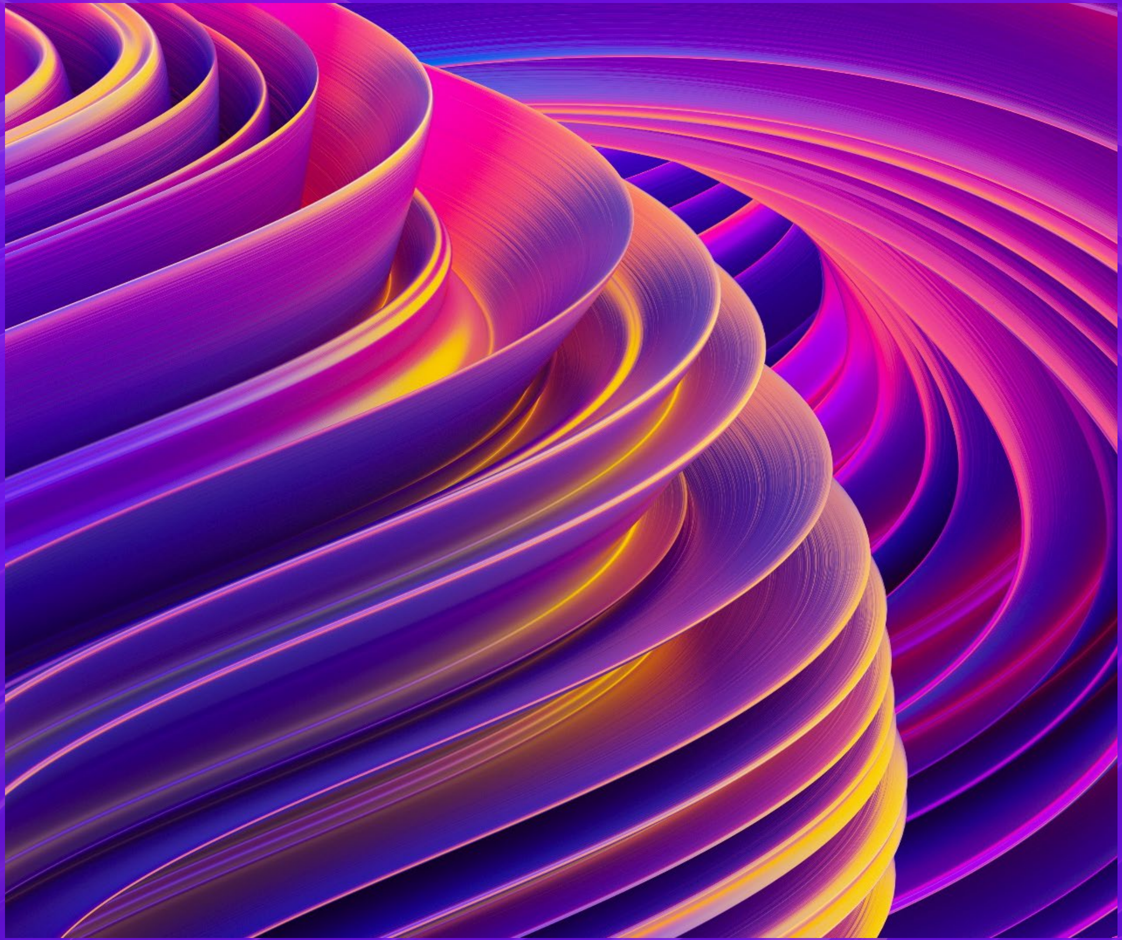
That the Board of Education adjourn the meeting.

Motion Carried Unanimously

Chair	Secretary-Treasurer

KPMG

School District No. 61 (Greater Victoria)



Audit Findings Report
for the year ended June 30, 2026

KPMG LLP

Prepared for the meeting on September 17, 2026

kpmg.ca/audit

KPMG contacts

Key contacts in connection with this engagement

Lenora Lee

Lead Audit Engagement Partner

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Ayomide Kolawole-Osafehinti

Senior Manager

250-480-3637

aosafehinti@kpmg.ca

Table of contents

Digital use information

This Audit Findings Report is also available as a “hyper-linked” PDF document.

If you are reading in electronic form (e.g. In “Adobe Reader” or “Board Books”), clicking on the home symbol on the top right corner will bring you back to this slide.

Click on any item in the table of contents to navigate to that section.

The purpose of this report is to assist you, as a member of the Audit Sub-Committee and management, in your review of the results of our audit of the financial statements. This report is intended solely for the information and use of Management, the Audit Sub-Committee and Board of Trustees and should not be used for any other purpose or any other party. KPMG shall have no responsibility or liability for loss or damages or claims, if any, to or by any third party as this report has not been prepared for, and is not intended for, and should not be used by, any third party or for any other purpose.

Audit highlights

No matters to report

Matters to report – see link for details

Scope

We have completed the audit of the financial statements, with the exception of certain remaining outstanding procedures, which are highlighted on the 'Status' slide of this report.

Significant changes

Significant changes since our audit plan

There were no significant changes to our audit plan which was originally communicated to you in the audit planning report.

Risks assessment and results

Risk of management override of controls

No issues were noted in our testing over this non-rebuttable significant risk

Significant risks

No significant risks to report beyond those required by professional standards

Other areas of audit focus

Going concern matters

Uncorrected misstatements

Uncorrected misstatements

There were no uncorrected misstatements.

Corrected misstatements

Corrected misstatements

There were no corrected misstatements.

Control observations

Control observations

We did not identify any control deficiencies that we determined to be significant deficiencies in internal control over financial reporting.

Policies and practices

Accounting policies and practices

Other financial reporting matters

Status

As of the date of this report, we have completed the audit of the financial statements, with the exception of certain remaining procedures, which include amongst others:

- Completing our discussions with the Audit Sub-Committee
- Obtaining evidence of the Board of Education’s approval of the financial statements
- Obtaining a signed management representation letter
- Completing subsequent event review procedures up to the date of the Board’s approval of the financial statements
- Reporting to the Office of the Auditor General for the purposes of reliance on our audit opinion in the audit of the summary financial statements of the Province

We will update the Committee on significant matters, if any, arising from the completion of the audit, including the completion of the above procedures.

Auditor's Report on Compliance Framework

Auditor's Report on Compliance Framework

The financial statements are prepared under Canadian Public Sector Accounting standards ("PSAS"), supplemented by the requirements of Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board ("BTAA").

These regulations direct the School District to apply Public Sector Accounting Standards (PSAS), except in regard to accounting for restricted contributions. Under the regulations, capital contributions are deferred and amortized on the same basis as the amortization of the related tangible capital assets, not in accordance with the underlying stipulations on the funding, as required under PSAS.

As a result, the School District's revenue recognized in the statement of operations and certain related deferred capital revenue would have been recorded differently under Canadian Public Sector Accounting Standards.

Our procedures and results

- The notes to the financial statements appropriately describe the basis of accounting applied in the preparation of the financial statements as PSAS supplemented by the requirements of BTAA.
- The auditor's report includes an Emphasis of Matter section related to the Financial Reporting Framework. Specifically, that the financial statements are required to be prepared under Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia (the "Province").

Significant risks and results

Fraud risk from management override of controls

This is a presumed fraud risk in accordance with Canadian Auditing Standards. Management is in a unique position to perpetrate fraud because of its ability to manipulate accounting records and prepare fraudulent financial statements by overriding controls that otherwise appear to be operating effectively. Although the level of risk of management override of controls will vary from entity to entity, the risk nevertheless is present in all entities. We have not identified any specific additional risks of management override relating to this audit.

Our response

Our procedures included:

- testing of journal entries and other adjustments
- performing a retrospective review of estimates
- evaluating the business rationale of significant unusual transactions.

Significant findings

- We noted no issues as a result of our testing.

Other risks of material misstatement and results

Tangible capital assets and deferred capital revenue

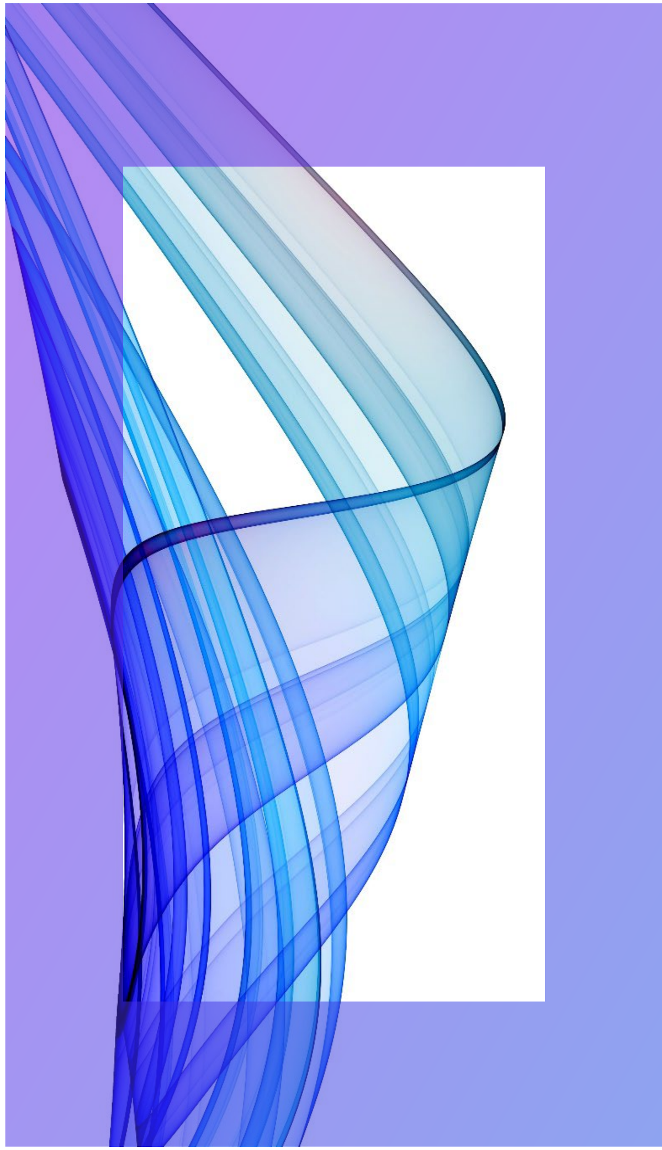
Our procedures and results

- During the year, capital additions were $23.4 million, across buildings, furniture and equipment, computer and software and assets under construction that are not yet ready for use.
- Capital grants of $19.6 million were received from the Ministry of Infrastructure.
- Amortization of capital assets and capital grants of $16.6 million and $12.9 million was recognized, respectively.

- We updated our understanding of the process activities and controls over tangible capital assets and deferred capital revenue, including the approval and related review processes for capital expenditures.
- We selected a sample of additions for testing and inspected the supporting invoices to determine if the amount recognized agreed to amounts paid, was capital in nature, and eligible per the funding sources.
- We evaluated management's methodology for the increase in asset retirement obligations and accretion expense based on cost escalation and asbestos remediation activities during the year.
- We performed a reasonability assessment of amortization expense based on estimated useful life of capital assets.

- We confirmed capital revenue received and recognized during the year with Ministry of Infrastructure to assess if amounts are appropriately restricted and accurately recorded.
- We performed a reasonability assessment of amortization of capital grants recorded during the year based on its correlation to amortization of tangible capital assets.

We noted no issues as a result of the procedures performed.



Other risks of material misstatement and results

Revenue, deferred revenue and unearned revenue

Our procedures and results

- We updated our understanding of the process activities and controls over revenue, deferred revenue and unearned revenue.
- We obtained a confirmation from the Ministry for the funding provided in the 2026 fiscal year and agreed the operating grants to the amount of revenue recognized.
- We agreed the special purpose grants received and recorded in deferred revenue to the confirmation received from the Ministry. We developed an expectation for ending deferred revenue balance in the special purpose fund based on prior years. We compared our expectation to the actual amount recorded.
- We developed an expectation for earned and unearned international student tuition fees based on the approved budget and prior year. We compared our expectation to the actual amount recorded and obtained supporting documentation for any significant variances noted.

We noted no issues as a result of the procedures performed.

Accounts payable, accrued liabilities and expenses

Our procedures and results

- We updated our understanding of the process activities and controls over expenses, payables and accrued liabilities.
- We selected a requisition for the purchase of goods and services greater than $50,000 and evaluated the District's compliance with its procurement policies and procedures and the Province of BC's Core Policy and Procedures Manual.
- We performed substantive analytical procedures over expenses by object and by function relative to prior year, obtained an understanding of the variances noted and corroborated significant variances by reviewing supporting documentation.
- We selected a sample of payments made, trade payables recorded and invoices received subsequent to year-end to assess if they were recorded in the appropriate fiscal year.

We noted no issues as a result of the procedures performed.

Other risks of material misstatement and results

Salaries and benefits, employee future benefits obligations

Our procedures and results

- We updated our understanding of the process activities and controls over employee salaries and benefits expense.
- We performed analytical procedures for salaries and benefits expense based on approved and estimated wage increases based on terms of collective agreements.
- We obtained the valuation report for employee future benefits performed by Mercer as at March 31, 2026, and management’s projection to June 30.
- We reviewed the assumptions used by management and agreed them to the Actuary’s report.
- We reviewed financial statement presentation, including related note disclosure for compliance with requirements of accounting standards.

We noted no issues as a result of the procedures performed.

School generated funds

Our procedures and results

- We updated our understanding of the process activities and controls over school generated funds.
- We confirmed the balance of the funds held in all School District controlled bank accounts directly with the bank, which includes funds for school generated activities.
- We compared the deferred revenue reported in the financial statements to the cash held with the bank.
- We compared revenue recognized to expenses incurred as expenses are expected to be fully funded by restricted collections received.

We noted no issues as a result of the procedures performed.

Control deficiencies

Consideration of internal control over financial reporting (ICFR)

In planning and performing our audit, we considered ICFR relevant to the Entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances for the purpose of expressing an opinion on the financial statements, but not for the purpose of expressing an opinion on ICFR.

Our understanding of internal control over financial reporting was for the limited purpose described above and was not designed to identify all control deficiencies that might be significant deficiencies. The matters being reported are limited to those deficiencies that we have identified during the audit that we have concluded are of sufficient importance to merit being reported to those charged with governance.

Our awareness of control deficiencies varies with each audit and is influenced by the nature, timing, and extent of audit procedures performed, as well as other factors. Had we performed more extensive procedures on internal control over financial reporting, we might have identified more significant deficiencies to be reported or concluded that some of the reported significant deficiencies need not, in fact, have been reported.

A deficiency in internal control over financial reporting

A deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A deficiency in design exists when (a) a control necessary to meet the control objective is missing or (b) an existing control is not properly designed so that, even if the control operates as designed, the control objective would not be met. A deficiency in operation exists when a properly designed control does not operate as designed, or when the person performing the control does not possess the necessary authority or competence to perform the control effectively.

Significant deficiencies in internal control over financial reporting

A deficiency, or a combination of deficiencies, in internal control over financial reporting that, in our judgment, is important enough to merit the attention of those charged with governance.

We did not identify any significant deficiencies in internal control over financial reporting.

Significant accounting policies and practices

Initial selection of significant accounting policies and practices

There have been no initial selections of accounting policies and practices.

Description of new or revised significant accounting policies and practices

There have been no new or revised significant accounting policies and practices.

Significant qualitative aspects

No matters to report.

Appendices

1. Required communications
2. Management representation letter
3. Audit Quality
4. Independence
5. Current developments
6. Changes to auditing standards
7. Thought leadership and insights

Appendix 1: Required communications

Auditor's report	Management representation letter
Refer to the draft report attached to the financial statements.	A copy of the management representation letter is attached.

Appendix 2: Management representation letter

Please see the following pages for a draft copy of the management representation letter

[Letterhead of Client]

KPMG LLP
St. Andrew's Square II
800-730 View Street
Victoria, BC V8W 3Y7
Canada

September 28, 2026

We are writing at your request to confirm our understanding that your audit was for the purpose of expressing an opinion on the financial statements (hereinafter referred to as "financial statements") of School District No. 61 (Greater Victoria) ("the Entity") as at and for the period ended June 30, 2026.

General:

We confirm that the representations we make in this letter are in accordance with the definitions as set out in Attachment I to this letter.

We also confirm that, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves:

Responsibilities:

- We have fulfilled our responsibilities, as set out in the terms of the engagement letter dated January 21, 2021, including for:
  - the preparation of the financial statements and believe that these financial statements have been prepared in accordance with the relevant financial reporting framework.
  - determining that the basis of accounting is an acceptable basis for the preparation of the financial statements in the circumstances.
  - providing you with all information of which we are aware that is relevant to the preparation of the financial statements ("relevant information"), such as financial records, documentation and other matters, including:
    - — the names of all related parties and information regarding all relationships and transactions with related parties;
    - — the complete minutes of meetings, or summaries of actions of recent meetings for which minutes have not yet been prepared, of the board of Trustees, Official Trustee and committees of the board of Trustees that may affect the financial statements. All significant actions are included in such summaries.

- providing you with unrestricted access to such relevant information.
- providing you with complete responses to all enquiries made by you during the engagement.
- providing you with additional information that you may request from us for the purpose of the engagement.
- providing you with unrestricted access to persons within the Entity from whom you determined it necessary to obtain audit evidence.
- such internal control as we determined is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. We also acknowledge and understand that we are responsible for the design, implementation and maintenance of internal control to prevent and detect fraud.
- ensuring that all transactions have been recorded in the accounting records and are reflected in the financial statements.
- ensuring that internal auditors providing direct assistance to you, if any, were instructed to follow your instructions and that we, and others within the Entity, did not intervene in the work the internal auditors performed for you.

Internal control over financial reporting:

- We have communicated to you all deficiencies in the design and implementation or maintenance of internal control over financial reporting of which we are aware.

Fraud & non-compliance with laws and regulations:

- We have disclosed to you:
  - the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
  - all information in relation to fraud or suspected fraud that we are aware of that involves:
    - management;
    - employees who have significant roles in internal control over financial reporting; or
    - others where such fraud or suspected fraud could have a material effect on the financial statements.
  - all information in relation to allegations of fraud, or suspected fraud, affecting the financial statements, communicated by employees, former employees, analysts, regulators, short sellers, or others.
  - all known instances of non-compliance or suspected non-compliance with laws and regulations, including all aspects of contractual agreements or illegal acts, whose effects should be considered when preparing financial statements.
  - all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements.

Subsequent events:

- All events subsequent to the date of the financial statements and for which the relevant financial reporting framework requires adjustment, or disclosure, in the financial statements have been adjusted or disclosed.

Related parties:

- We have disclosed to you the identity of the Entity's related parties.
- We have disclosed to you all the related party relationships and transactions/balances of which we are aware.
- All related party relationships and transactions/balances have been appropriately accounted for, and disclosed, in accordance with the relevant financial reporting framework.

Employee future benefits:

- The employee future benefits costs and obligations have been determined, accounted for and disclosed in accordance with the financial reporting framework.
- All arrangements (contractual or otherwise) by which programs have been established to provide employee benefits have been disclosed to you and included in the determination of employee future benefits costs and obligations.
- The assumptions included in the actuarial valuation are those that management instructed Mercer to use in computing amounts to be used by the Entity in determining non-pension post employment benefits costs and obligations and in making required disclosures in the above-named financial statements, in accordance with the relevant financial reporting framework.
- The source data and plan provisions provided to the actuary for preparation of the actuarial valuation are accurate and complete.
- The extrapolations are accurate and properly reflect the effects of changes and events that occurred subsequent to the most recent valuation and that had a material effect on the extrapolation.
- All material events and changes to the plan subsequent to the most recent actuarial valuation have been properly reflected in the extrapolation.

Environmental matters:

- The Entity has appropriately recognized, measured and disclosed liabilities for contaminated sites and asset retirement obligations in the financial statements.

Estimates:

- The methods, the data and the significant assumptions used in making accounting estimates, and their related disclosures are appropriate to achieve recognition, measurement or disclosure that is reasonable in the context of the applicable financial reporting framework.

Going concern:

- We have provided you with all information relevant to the use of the going concern assumption in the financial statements.

- We confirm that we are not aware of material uncertainties related to events or conditions that may cast significant doubt upon the Entity's ability to continue as a going concern.

Other information:

- We confirm that the final version of the Statement of Financial Information for the year ended June 30, 2026 will be provided to you when available, and prior to issuance by the Entity, to enable you to complete your required procedures in accordance with professional standards.

Non-SEC registrants or non-reporting issuers:

- We confirm that the Entity is not a Canadian reporting issuer (as defined under any applicable Canadian securities act) and is not a United States Securities and Exchange Commission ("SEC") Issuer (as defined by the Sarbanes-Oxley Act of 2002).
- We also confirm that the financial statements of the Entity will not be included in the group financial statements of a Canadian reporting issuer audited by KPMG or an SEC Issuer audited by any member of the KPMG organization.

Other:

We confirm that we have provided you with a complete list of service organizations (SO) and sub-service organizations (SSO) and that the relevant complementary user entity controls (CUECs) related to each SO/SSO have been designed and implemented. For the purpose of this representation, a service organization is one as defined in CAS 402.

Yours very truly,

Hervinder Parmar, Director of Finance, Budgets & Financial Reporting

Attachment I – Definitions

Materiality

Certain representations in this letter are described as being limited to matters that are material.

Information is material if omitting, misstating or obscuring it could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

Judgments about materiality are made in light of surrounding circumstances, and are affected by perception of the needs of, or the characteristics of, the users of the financial statements and, the size or nature of a misstatement, or a combination of both while also considering the entity's own circumstances.

Information is obscured if it is communicated in a way that would have a similar effect for users of financial statements to omitting or misstating that information. The following are examples of circumstances that may result in material information being obscured:

a) information regarding a material item, transaction or other event is disclosed in the financial statements but the language used is vague or unclear;
b) information regarding a material item, transaction or other event is scattered throughout the financial statements;
c) dissimilar items, transactions or other events are inappropriately aggregated;
d) similar items, transactions or other events are inappropriately disaggregated; and
e) the understandability of the financial statements is reduced as a result of material information being hidden by immaterial information to the extent that a primary user is unable to determine what information is material.

Fraud & error

Fraudulent financial reporting involves intentional misstatements including omissions of amounts or disclosures in financial statements to deceive financial statement users.

Misappropriation of assets involves the theft of an entity's assets. It is often accompanied by false or misleading records or documents in order to conceal the fact that the assets are missing or have been pledged without proper authorization.

An error is an unintentional misstatement in financial statements, including the omission of an amount or a disclosure.

Appendix 3: Audit quality - Our commitment to delivering audit quality

We define '**audit quality**' as being the outcome when:

- audits are **executed consistently**, in line with the requirements and intent of **applicable professional standards** within a strong **system of quality management**; and
- all of our related activities are undertaken in an environment of the utmost level of **objectivity, independence, ethics** and **integrity**.

KPMG is committed to fulfilling our public interest role in providing robust assurance that can benefit investors and other stakeholders.

Businesses are integrating technology in ways once unimaginable. Geopolitical changes and inflationary pressures continue to drive uncertainty, and businesses need to take action to respond to societal threats like climate change.

The pace and scale of change only strengthens our resolve to ensure the quality, consistency and adaptability of our services are fit for this new future. Audit and assurance quality remains the highest priority at KPMG.

Through sustained innovation, we aim to consistently deliver superior audit quality. Across the global organization:

- KPMG firms have implemented a consistent risk-based approach to our system of quality management to drive audit and assurance quality, enabling us to meet the requirements of the International Standard on Quality Management 1 (ISQM 1).
- We are utilising powerful technologies on audit and assurance engagements, including artificial intelligence, and leveraging our alliances with technology leaders such as Microsoft to further enhance quality and provide even more value through deeper analysis of businesses, no matter their size.
- We believe the same level of rigour, quality, consistency and trust that is applied to financial statement information by companies should also apply to ESG reporting. Therefore, across the global organization we have deployed an assurance methodology, KPMG Clara workflow and learning tools to upskill and build teams to provide assurance on ESG reporting that helps our clients build a more sustainable future.

We encourage you to read our Transparency Report to learn more about our system of quality management and our firm's statement on the effectiveness of our SoQM:

KPMG Canada Transparency Report

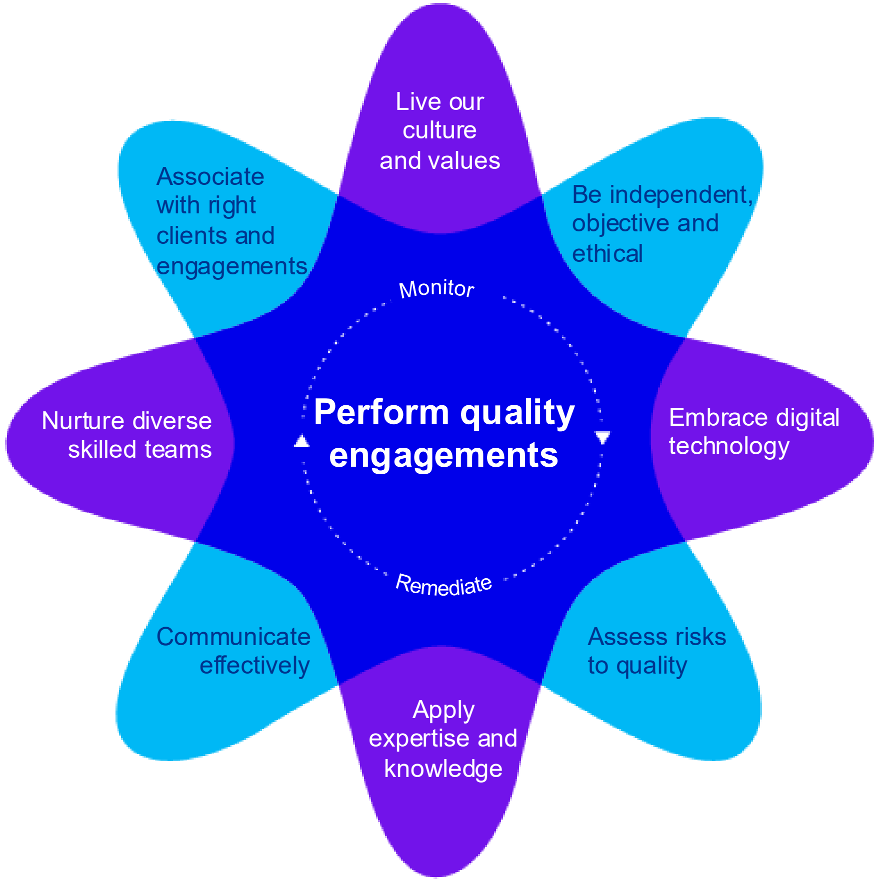
Appendix 3: Audit quality: How do we deliver audit quality?

Quality essentially means doing the right thing and remains our highest priority.

We have strengthened the consistency and robustness of our system of quality management to meet the requirements of ISQM 1 (CSQM 1), issued by the International Audit and Assurance Standards Board. Foundational for quality management, KPMG's globally consistent approach to ISQM 1 drives compliance with the standard and our efforts to strengthen trust and transparency with clients, the capital markets and the public we serve.

Aligned with ISQM 1 (CSQM 1), our SoQM meets the requirements of the International Code of Ethics for Professional Accountants (including International Independence Standards) issued by the International Ethics Standards Board for Accountants (IESBA) and the relevant rules of professional conduct / code of ethics applicable to the practice of public accounting in Canada, which apply to professional services firms that perform audits of financial statements.

Our **Global Quality Framework** outlines how we deliver quality and how every KPMG professional contributes to its delivery.



Doing the right thing. Always.

- **'Perform quality engagements'** sits at the core, along with our commitment to continually monitor and remediate to fulfil our quality drivers.
- Our **quality value drivers** are the cornerstones to our approach underpinned by the **supporting drivers** and give clear direction to encourage the right behaviours in delivering audit quality.

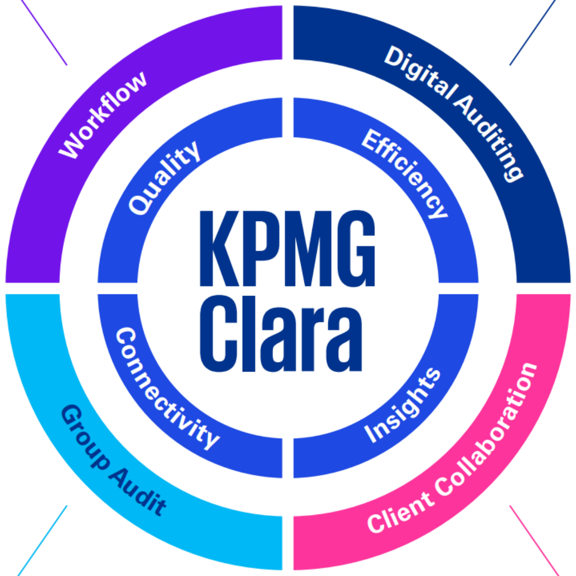
Appendix 3: Audit quality - The KPMG Audit

Globally consistent audit and assurance methodology and tools

As a scalable, intuitive cloud-based platform, KPMG Clara is driving globally consistent execution across all KPMG member firms. It enables delivery of KPMG audit and assurance methodologies through data-enabled workflows, which align with the applicable audit and assurance standards and provide an improved experience to audit and assurance professionals.

- Data and AI-driven
- Audit & Assurance including ESG
- Global, risk-based methodology

- "Risk-to-response" analytics
- Gen AI integration
- Search knowledge base



- Enhanced two-way communication
- Tailored scoping
- Group audit connectivity

- Real-time alerts and task tracking
- Interaction with audit team
- Access to insights

- Methodology aligned with professional standards, laws and regulations
- Standardised methodology and guidance
- Deep technical expertise and knowledge
- Quality and risk management policies

- Meeting the applicable standards, including International Standards on Auditing (ISA), standards issued by the Public Company Accounting Oversight Board (PCAOB) and the American Institute of CPAs (AICPA) – supplemented by KPMG firms to comply with additional local auditing standards and regulatory or statutory requirements.
- Identifying risks of material misstatements and the necessary audit response.

Appendix 4: Independence

As a firm, we are committed to being and being seen to be independent. We apply the following ethical requirements, including independence requirements, in:

- the rules of professional conduct / code of ethics applicable to the practice of public accounting issued by various professional accounting bodies in Canada(“CPA code”) that are relevant to audits of financial statements of non-listed entities; and
- the International Code of Ethics for Professional Accountants (including International Independence Standards) issued by the International Ethics Standards Board for Accountants (“IESBA independence rules”) that are relevant to audits of financial statements of non-public interest entities.

The following processes and procedures have been established by the firm to ensure independence is maintained:

- Dedicated ethics & independence partners
- Process for reporting breaches of professional standards and policy, and documented disciplinary policy
- Ethics, independence and integrity training for all staff
- International proprietary system used to evaluate and document threats to independence and those arising from conflicts of interest
- Operating polices, procedures and guidance contained in our quality & risk management manual
- Mandated procedures for evaluating independence of prospective audit clients
- Restricted investments and relationships
- Annual ethics and independence confirmation for staff

Statement of Compliance

We confirm that, as of the date of this communication, **we are in compliance** with relevant ethical requirements regarding independence in Canada.

Appendix 5: Current developments

Accounting standards

Conceptual Framework for Financial Reporting in the Public Sector

Effective for years commencing on or after April 1, 2026 with early adoption permitted.

- The framework provides the core concepts and objectives underlying Canadian public sector accounting standards.
- The ten chapter conceptual framework defines and elaborates on the characteristics of public sector entities and their financial reporting objectives. Additional information is provided about financial statement objectives, qualitative characteristics and elements. General recognition and measurement criteria, and presentation concepts are introduced.

Financial Statement Presentation

Effective for years commencing on or after April 1, 2026 with early adoption permitted.

- The proposed section PS 1202 *Financial statement presentation* will replace the current section PS 1201 *Financial statement presentation*. PS 1202 *Financial statement presentation*.
- The proposed section includes the following:
  - Relocation of the net debt indicator to its own statement called the statement of net financial assets/liabilities, with the calculation of net debt refined to ensure its original meaning is retained.
  - Separating liabilities into financial liabilities and non-financial liabilities.
  - Restructuring the statement of financial position to present total assets followed by total liabilities.
  - Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (liabilities).
  - Removal of the statement of remeasurement gains (losses) with the information instead included on a new statement called the statement of changes in net assets (liabilities). This new statement would present the changes in each component of net assets (liabilities), including a new component called “accumulated other”.
  - A new provision whereby an entity can use an amended budget in certain circumstances.
  - Inclusion of disclosures related to risks and uncertainties that could affect the entity’s financial position.

Appendix 5: Current developments (continued)

Accounting standards (continued)

Employee Benefits

Effective for years commencing on or after April 1, 2029 with early adoption permitted.

- The Public Sector Accounting Board has issued a new standard PS 3251 *Employee benefits* which will replace the current sections PS 3250 *Retirement benefits* and PS 3255 *Post-employment benefits, compensated absences and termination benefits*.
- The standard uses principles from International Public Sector Accounting Standard 39 *Employee benefits* as a basis for the Canadian standard.
- The standard results in public sector entities recognizing the impact of revaluations of the net defined benefit liability (asset) immediately on the statement of financial position.
- The standard also requires that fully funded post-employment benefit plans use a discount rate based on the expected market-based return of plan assets and underfunded plans use a discount rate based on the market yield of government bonds, high-quality corporate bonds or another appropriate financial instrument. A simplified approach to determining a plan's funding status is provided.
- The standard also requires that:
  - Deferral provisions – Remeasurement gains and losses are presented as part of accumulated remeasurement gains and losses.
  - Valuation of plan assets – Upon adoption, public sector entities may continue to recognize non-transferable financial instruments balances that meet the definition of plan assets under existing PS 3250 guidance. This transitional provision does not permit the recognition of additional amount after adoption that do not meet the revised definition of plan assets.
  - Joint defined benefit plans – Defined benefit accounting is used for measurement of the proportionate share of the plan, instead of previously proposed multi-employer plan accounting which permitted accounting based on defined contribution concepts where insufficient information exists to use defined benefit accounting.
  - Disclosure of other long-term employee benefits and termination benefits – The standard does not include prescriptive disclosure requirements for other long-term employee benefits and termination benefits.
- The standard's guidance will be applied retroactively, with or without prior period restatement.

Appendix 5: Current developments (continued)

Accounting standards (continued)

Intangible Assets

Proposed to be effective for years commencing on or after April 1, 2030 with early adoption permitted.

- The Public Sector Accounting Standards Board has issued proposed new standard PS 3155 *Intangible Assets* which would replace Public Sector Guideline 8 *Purchased Intangibles*.
- The standard will include foundational guidance on acquired and internally generated intangibles. It excludes intangible assets addressed in other public sector accounting standards and other intangible items such as exploration and extraction costs for non-renewable resources or intangible assets related to insurance contracts.
- The definition of "intangible assets" requires an intangible resource to be separate and identifiable from goodwill. It also requires that the entity has control over the intangible resource, future economic benefits flow from the intangible resource, and the intangible resource is the result of a past transaction and/or other events.
- Internally generated goodwill is not permitted to be recognized as an asset.
- An intangible resource is recognized when it meets the definition of an intangible asset and the asset's cost can be measured in a faithfully representative way. The generation of the asset is classified into a research phase and a development phase. Expenditures from the research phase of an internally generated project are expensed. An intangible asset arising from the development phase can be recognized if it meets certain requirements.
- Intangible assets are initially measured at cost and subsequently carried at cost less accumulated amortization and accumulated impairment losses. Intangible assets acquired through a non-exchange transaction are measured at fair value as of the date it is acquired.

Cloud Computing Arrangements

- As part of its intangible assets project, the Public Sector Accounting Standards Board is also developing guidance on cloud computing arrangements. To ensure the development of this accounting guidance reflects current practices and needs, a survey was used to gather insights. The survey will inform the Public Sector Accounting Board about the types of cloud computing arrangements being encountered, magnitude of costs, key arrangement terms, current accounting policies and unique challenges in practice.

Appendix 6: Newly effective and upcoming changes to auditing standards

For more information on newly effective and upcoming changes to auditing standards - see Current Developments

Effective for periods beginning on or after December 15, 2024

ISA 260/CAS 260

Communications with those charged with governance

Summary of Changes:

New requirements for the auditor to communicate:

- about the relevant ethical requirements, including those related to independence, that the auditor applied to the audit of the financial statements; and
- any enhanced independence requirement that the auditor applied specific to the audit of financial statements of certain entities.

ISA 700/CAS 700

Forming an opinion and reporting on the financial statements

Summary of Changes:

New requirements for the auditor to publicly disclose when the auditor applied independence requirements specific to audits of financial statements of certain entities WHEN the ethical requirements require public disclosure.

Appendix 7: Thought leadership and insights

Half of Public Servants Turn to AI Raising Risks

KPMG survey finds public sector unready for AI, low literacy, need for digital sovereignty.

While less than a quarter (**22 per cent**) of Canadian public sector organizations have adopted artificial intelligence (AI), half of the public servants who use AI in their jobs rely on publicly available AI tools, exposing governments to potential risks including data privacy and security breaches, intellectual property theft and exposure to biased or inaccurate information that can lead to legal and ethical issues, finds a new KPMG in Canada research.

Click here for more information

Intelligent Government

The emergence of generative AI, alongside advanced autonomous and agentic systems, is transforming how government and the public sector innovate and operate. Our findings reveal an actionable blueprint for governments and organizations aiming to leverage AI's potential to drive efficiency, reduce time-to-market and improve patient outcomes. This report provides insights into how they can take a value-based approach to AI that helps to accelerate innovation, unlock new growth opportunities, and maximize the impact of their AI investments.

Click here for more information

KPMG 2025 Canadian CEO Outlook

Our 2025 CEO Outlook survey reveals a compelling paradox: Canadian CEOs are increasingly confident in the growth of their companies and industries, yet their optimism about the Canadian and global economies is waning.

Despite the evolving pressures, CEOs alike are proactively focusing on making their organizations more resilient to external shocks. They are not just reacting to changes, but are actively seeking ways to mitigate external risks, improve productivity and optimize revenue.

Click here for more information

Responsible AI Adoption in Canada's Public Sector

Artificial intelligence is no longer a future concept in Canada's public sector – it is already being used daily by public servants. Recent KPMG in Canada research in 2025 fall reveals a widening gap between bottom-up AI usage and top-down readiness: while fewer than one-quarter of public sector organizations have formally adopted AI, nearly half of public servants are already using AI tools in their work, with half relying on publicly available platforms.

Click here for more information

Accelerate

The Canadian business landscape is experiencing profound interconnected geopolitical, technological and sustainability challenges which are causing compound impacts on the balance sheet. The audit Council's role in stewarding their organization towards increased productivity, resilience, and growth has never been more essential.

Our *Accelerate* series strives to provide audit Councils with actionable insights and clear guidance for navigating through these interconnected challenges.

Click here for more information

Appendix 7: Thought leadership and insights (continued)

Generative AI Boom Among Canadian Students Raises Dilemmas

More than seven in 10 Canadian students (73 per cent) now rely on generative artificial intelligence (AI) for their schoolwork, up sharply from 59 per cent in 2024 and 52 per cent two years ago, finds a new KPMG in Canada survey. The surge in popularity poses fresh dilemmas for educational institutions because the research also shows that generative AI is being used to avoid critical thinking, with nearly half (48 per cent) saying that their critical thinking skills have deteriorated since they started using it.

Click here for more information

On the 2025 Higher Education Audit Committee Agenda

Audit committees can expect their institution's reporting, compliance, risk, and internal control environment to be put to the test in 2025. We recommend they consider six objectives as they carry out their agendas.

Click here for more information

Generative AI and the Future of Education

As generative artificial intelligence (AI) tools and platforms proliferate, students are increasingly applying them to school tasks. KPMG’s Generative AI and the future of education report indicates that six out of 10 higher education students (59 per cent) already use this technology – up from 53 per cent last year. As generative AI improves and continues to find its way into day-to-day and educational settings, adoption rates will only escalate.

Click here for more information

Appendix 7: Thought leadership and insights (continued)

Current trends in internal audit

Organizations continually face a wide spectrum of risks beyond the already complex financial and regulatory compliance risks. Many organizations are recognizing the impact and benefit of internal audit activity that is agile, properly resourced, effectively managed, and aligned with strategic priorities, which can improve risk management and control processes and drive better efficiencies.

Examples of current internal audit trends are noted below.

Cost reduction / efficiency planning

Review the governance arrangements for the monitoring and efficiency delivery of programs / services as required. This includes considering how efficiency requirements have been apportioned and communicated to support planning.

Fraud risk management

Internal Audit assesses whether a fraud risk management framework exists and whether fraud risk assessment is performed at these levels. Internal Audit reviews the overall governance surrounding this process and review the communication and reporting protocols in place.

Staff inclusion and diversity

Assess the strategy and plan in place for inclusion and diversity amongst staff, their governance and the measures in place to measure achievement of goals. Training and awareness programs offered to staff and faculty to provide understanding of roles and responsibilities and material updated on a regular basis. Increasing trends also include mental health resources and support systems to manage external expectations.

Asset management / maintenance

Review the processes and controls in place to ensure assets are adequately managed based on an appropriate schedule.

Business continuity management

Review of the elements of the life cycle of business continuity management (BCM). The main goal is to ensure the recovery of crucial services within an acceptable timeframe following disturbances in operations. Elements may include: business impact analysis, evaluation of threats and vulnerabilities, defining critical asset requirements, preparation of business continuity and disaster recovery plans.

Cybersecurity and privacy protection

The increase in cyber attacks targeting educational institutions, coupled with implementation of stricter privacy regulations has led to heightened expectations for schools to effectively safeguard the privacy and identities of students and staff. The rapid pace of disruptive innovations driven by new and emerging technologies may introduce additional vulnerabilities.

Appendix 7: Thought leadership and insights (continued)

Our latest thinking on the issues that matter most to Boards, Councils and management.

KPMG Audit & Assurance Insights

Curated research and insights for audit Councils and Boards.

Board Leadership Centre

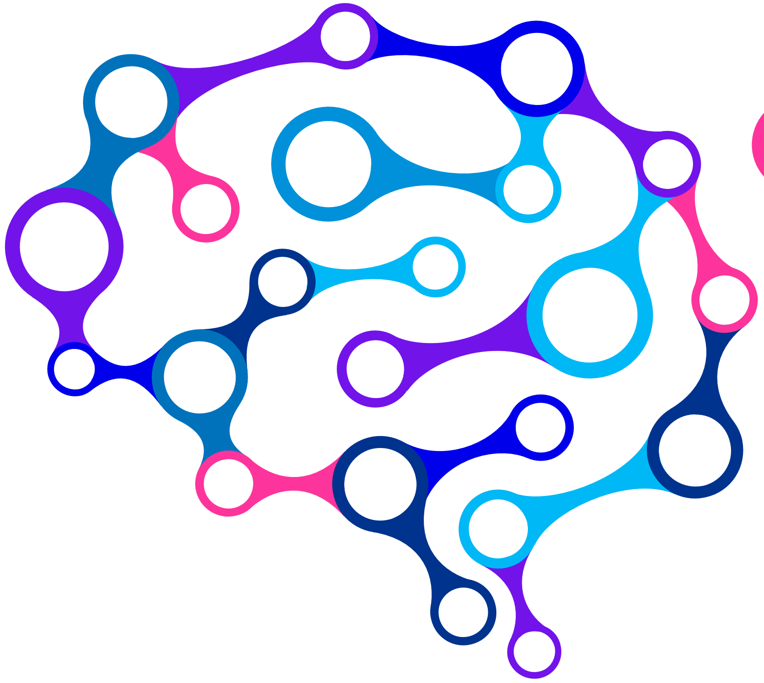
Leading insights to help board members maximize boardroom opportunities.

Sustainability Reporting

Resource centre on implementing the new Canadian reporting standards.

Audit Council Guide – Canadian Edition

A practical guide providing insight into current challenges and leading practices shaping audit Council effectiveness in Canada.



Appendix 5: Thought leadership and insights (continued)

Where are Finance Teams adopting AI

Finance's role as a business partner has put them an ideal position to lead enterprise adoption

Generating commentary

Reduce the time and effort needed to create recurring materials required for financial reporting, business reviews, management reports, and board meetings.

Generating strategic insights

Partner with other functions to provide insights across the business. Use finance's position to inform strategic decisions and solve problems with pricing, performance, and benchmarking metrics.

Managing contracts

Generative AI tools can draft contracts with preferred term and prioritize contract reviews based on deviations from standard terms and conditions.

Forecasting & budgeting

Integrating predictive models, creating scenarios, and generating insights on potential financial outcomes.

Collecting marketing intelligence

Powerful research tool able to find and synthesize public data to generate insights on markets, competitors, and customers.

Detecting anomalies

Generative AI shows promise as a tool for detecting errors and potential fraud. It can compare new data with past patterns to identify anomalies.

AI naturally aligns to CFO's existing responsibilities related to business strategy, digital transformation, and risk management

Appendix 5: Thought leadership and insights (continued)

AI brings Risks as well as Opportunities

Internal Risks & Considerations

Breaking Confidentiality

Many Generative AI models are built to absorb user-inputted data to improve the model over time. This could lead to exposure of key confidential information

Employee Misuse and Inaccuracies

Models generate responses based on input, so there is a risk of providing false or malicious content. Employees need to be cautious and review AI-generated content with a critical

Talent Implications

Professionals need to be made aware of their role in training and evolving the solution as high- quality output can only be achieved through high- quality, expert queries

Policies and Regulations

As the world's understanding of AI evolves, more policies and regulations will be brought upon by regulators which in turn need to be complied with

External Risks & Considerations

Misinformation, Bias and Discrimination

The model could generate a response containing inappropriate information or language. In cases where the model does not have an accurate response, it may 'hallucinate' with a false response.

Financial, Brand & Reputational Risk

Copying AI-produced information or code into any deliverable or product could constitute copyright infringement leading to legal and reputational harm

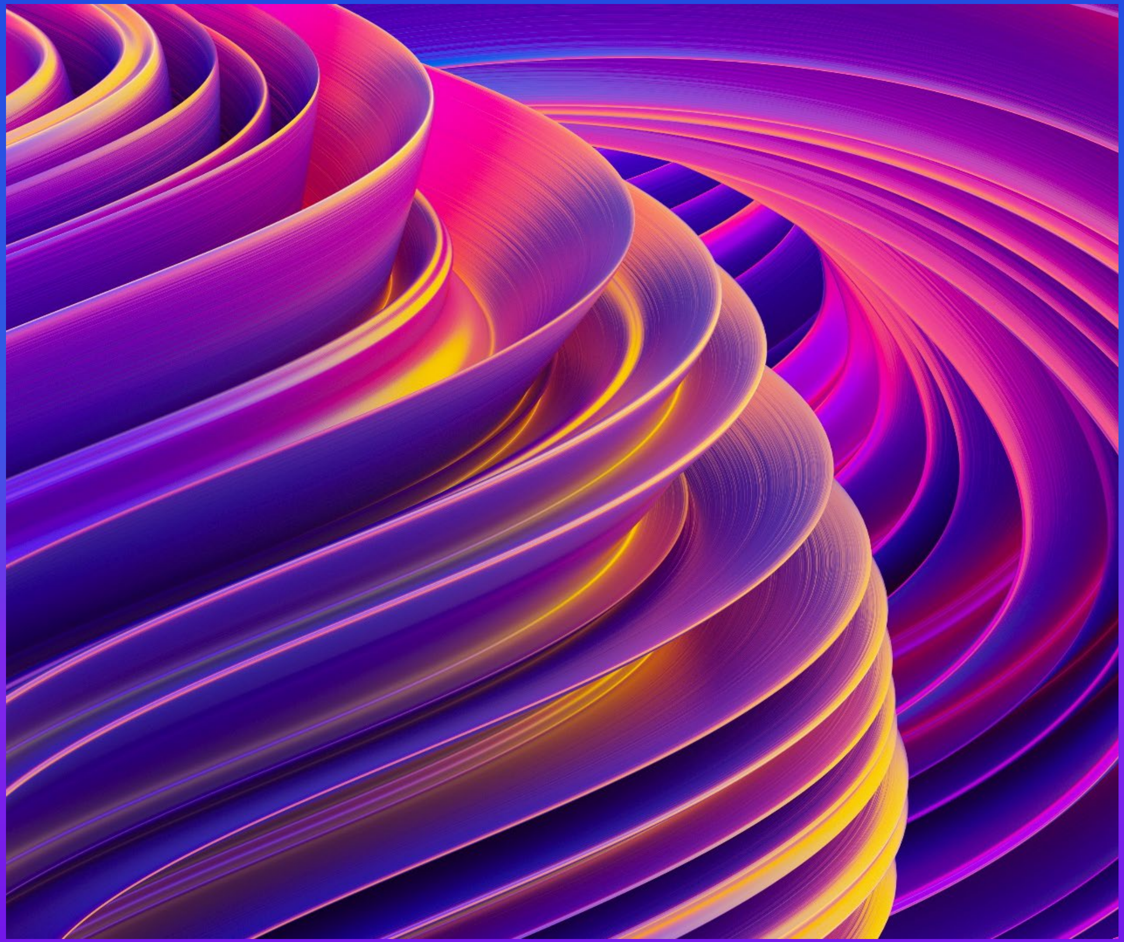
Intellectual Property and Copyright

Risks in copyright includes the potential creation of unauthorized plagiarized content, leading to infringement and violations of intellectual property rights

Cybersecurity

Generative AI models could be trained and employed for many cybersecurity attacks such as phishing scams, malware, data poisoning etc.

KPMG



kpmg.ca

This should not be the norm:
an examination of teachers' experience with violence in schools

September 2026
Report of the Greater Victoria Teachers' Association

Full report available at: www.gvta.net

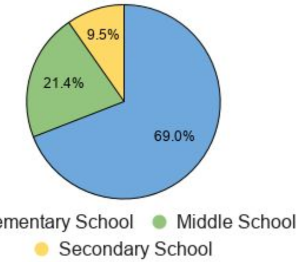
Co-authors:
Tara Ehrcke, Lindsay Herriot, and Quinn MacTavish

GVTA

Methodology

- Includes student on staff and student on teacher violence
- 3 sources:
    - FOIPPA of SD61
    - Focus group of teachers
    - Teacher survey (165 teachers)

Table 1: Participation in Survey by School Level



Key Findings

21

violent incidents per day towards staff

0

number of student to student
violent incidents tracked by district

Key Survey Findings

95% experienced violence in the last 12 months

87% say violence has increased during their career

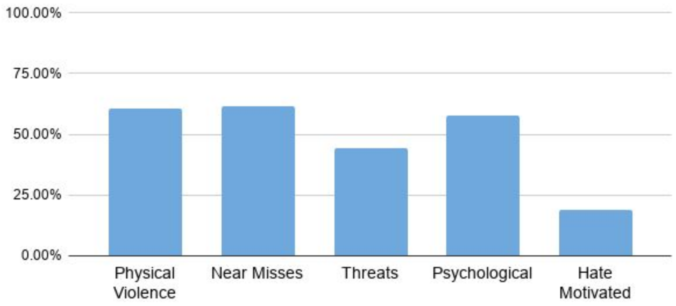
46% experience violence more than once per week

88% say violence is impacting the learning environment significantly

52% say the district's Violence Prevention Program is not at all effective

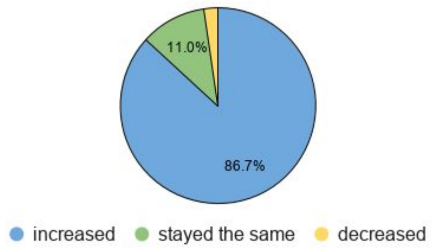
What type?

Table 2: In the past 12 months, I have personally experienced the following forms of violence at school (check all the apply)



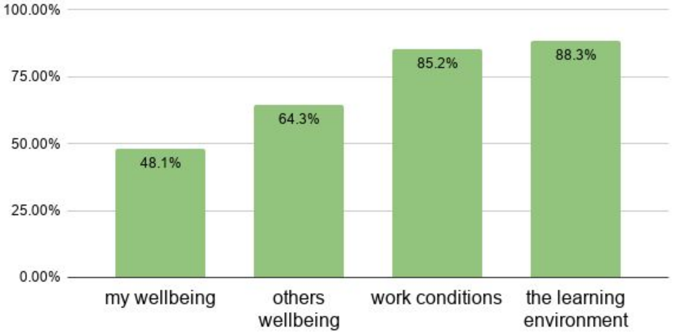
Increasing trend

Table 4: Throughout my career, school violence has...



Impacts

Table 6: "The violence I have experienced impacts.... in a significant or extreme way."

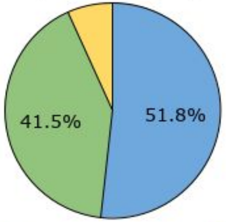


In teachers' words

"As a parent as well as educator I am witnessing it on both sides. My child has witnessed extreme violence in her class directed towards her teacher. She has also personally experienced violence. As a teacher I experience violence everyday whether it be physical assault, screaming for long periods of time, throwing of objects at my body, threats etc. I have experienced so much violence it's hard to put into words. I teach K and I would not have thought there would be this level of violence. It's also hard because although it doesn't always do much damage to my body, nobody should be getting hit, kicked, or having things thrown at them in their place of work day after day."

Violence Prevention

Table 7: The district's violence prevention program..."



In teachers' words

"It makes coming to work hard. It makes coming to school for the students in the classroom really hard!" - Survey Respondent

I have filled out many violent incident reports in the last 3 years. Not once has anyone from the district reached out. - Survey Respondent

Recommendations

1. **Acknowledge reduction of violence as a priority to ensure safe schools. Reduce incidents of violence with a goal to establish Violence Free schools by setting and assessing measurable targets:** While the school district refers to “safety” as a precondition for learning, there is no consistent or comprehensive tracking of violent incidents, with a goal of reduction.

2. **Improve learning conditions for all students by providing adequate alternative spaces and programming options.** Currently, classroom evacuations and subsequent exclusions, often to hallways or students’ homes, is the resolution provided in response to violent behaviour. This is harmful, allowing a cycle of escalation and exclusion to develop.

3. **Respond to incidents and support all staff and students impacted by violence in meaningful and substantive ways.** There is inadequate staffing and funding provided for response and follow-up to violent incidents. This is leading to long term staff medical leaves, and to worsening student mental health outcomes.

GVTA

From: Tracy Humphreys
To: [redacted]
Cc: Trustees
Subject: Email for board correspondence - Mandatory reporting
Date: Wednesday, September 23, 2026 1:34:01 PM

CAUTION: External email. DO NOT click links or open attachments unless you are confident about the source.

To the Board of Education,

Thank you again for considering my comments at the Education Policy and Directions Committee meeting September 14.

I wanted to share a little bit more about mandatory reporting and why it needs to be carefully considered in policy as well as in practice.

Westcoast Leaf has developed a practice guide on mandatory reporting in healthcare. While it was developed for a different setting, many of the considerations are relevant to education as well, particularly around understanding the duty to report and the potential impacts of reporting in practice.

https://westcoastleaf.org/work/critically-navigating-mandatory-reporting-in-healthcare-a-practice-guide/

If timing permits, I would appreciate this correspondence being included in the agenda package for the next Board meeting. Either way, I hope the resource can be shared with staff as this work moves forward.

Thank you,

Tracy Humphreys

--
Tracy Humphreys, she/her

E: [redacted]
C: [redacted]
I live and work on the unceded and traditional territories of the lək̓ʷəŋən Peoples, the Songhees and Xʷsepsəm (Esquimalt) Nations, and the W̱SÁNEĆ - the W̱JOȽEȽP (Tsartlip), W̱SIḴEM (Tseycum), SȾÁUTW̱ (Tsawout), and BOḰEĆEN (Pauquachin) Nations, who have been stewards of these lands and waters since time immemorial and continue to care for them today.

This should not be the norm:
an examination of teachers' experience with violence in schools

September 2026
Report of the Greater Victoria Teachers' Association

Co-authors:
Tara Ehrcke, Lindsay Herriot, and Quinn MacTavish

GVTA

TABLE OF CONTENTS

EXECUTIVE SUMMARY

Safe and supported. This is the promise of the school system. Yet sometimes, this promise is unfulfilled.

The Canadian Public Health Association describes the health impacts of violence:

> *"All forms of violence have damaging short-term and long-term effects on mental, physical, and spiritual well-being. Living with violence, or in fear of violence, is clearly in opposition to the fundamental conditions and resources for health."*

Many teachers would describe the prevalence and impact of violence in schools to be at unacceptable levels.

This violence is primarily student-on-student and student-on-staff violence, takes place most often at elementary and middle schools, and is rooted in the failure of our education system to adequately meet student needs.

The impacts of this violence can be mild to severe and are increasingly becoming the norm rather than the exception. The effect is for those classrooms where violence takes place to become incubators of violent behaviours. When young students frequently witness or experience acts of violence, they normalize its occurrence.

The response to violence in schools is currently inadequate.

There is insufficient time and resources for debriefing. Schools do not provide sufficient care and services to those impacted. And the mitigation responses are not effective. As a result, incidents of violence are increasing, rather than decreasing.

This report describes in detail the experiences of teachers in the Greater Victoria School District with violent incidents in their schools. We hope it shines a light on a critical issue.

Impact on School Community

The impacts of violence in the classroom are felt by everyone who is a member of the school community. This includes students, teachers, support staff, administrators, and parents and families. While we focus primarily on the impacts on teachers, as this is where our lived experience and expertise lie, we wish to emphasize that this is not exclusively a teacher problem. In particular, education assistants are often the first staff members impacted and called on to respond to incidents of student violence.

Wider Context

We write this report after twenty-five years of consistent underfunding of the broader education system, and in particular, underfunding of supports for students with special needs. Beginning in the early 2000s, substantive changes were made to the provincial funding model, resulting in an overall reduction in supports available, and in many cases, the elimination of targeted supports, which ensured direct provision of services to specific students. Government policy has failed to address the genuine needs of an inclusionary model, including spaces and facilities, staffing levels, and training.

While the advocacy of students, families, and staff should have been a wake-up call to policymakers, instead the school system has been undermined by greater austerity. Often, funding is not targeted, leading to a situation in which families are required to fight other families for inadequate resources.

KEY FINDINGS

The district reported:

21 violent incidents per day towards staff

0 is the number of student to student violent incidents tracked by district

Our 165 survey respondents, representing 8% of Victoria teachers, reported that:

95% experienced violence in the last 12 months

87% say violence has increased during their career

46% experience violence more than once per week

88% say violence is impacting the learning environment significantly

52% say the district's Violence Prevention Program is not at all effective

GVTA

Violence in Schools | March 6th 2026

Live Graphic Recording
Anna Socha

Drawing Change

METHODS

Scope

This report relies on data on student violence that was directed towards staff, including teachers, educational assistants, administrators, and clerical staff. The focus of the report is violence towards teachers. We did not collect data on student-to-student violence or digital violence. We also did not collect the perspectives or experiences of students themselves.

Data Collection

Data was collected from three primary sources.

The first was a focus group conducted in March of 2026 with twenty-five teachers from all three levels (elementary, middle, and secondary), representing a diversity of identities. The Greater Victoria Teachers' Association (GVTA) employed a visual notetaker to develop the infographic summary of the focus group found at the beginning of this report.

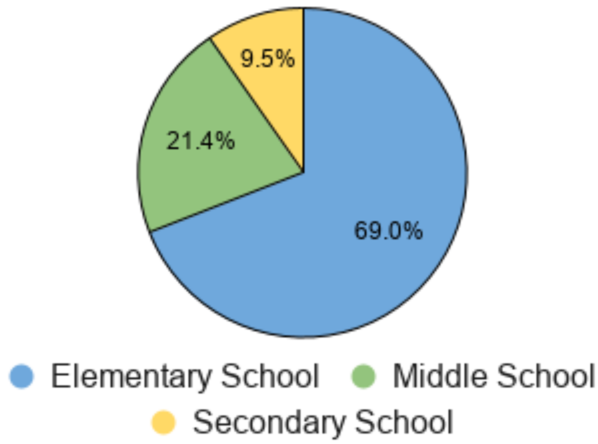
The second data source was a 10-question survey sent to all members of the GVTA, with 165 responses for an 8.3% participation rate among the total membership. 69% percent of survey participants taught at the elementary level, 21.4% at the middle school level, and 9.5% at the secondary level.

The third data source was documents obtained using Freedom of Information and Protection of Privacy Act (FOIPPA) from the Greater Victoria School District (GVSD) received in April of 2026. Documents included all (redacted) Violent Incident Reports[1] filed in the previous fifteen months, worker safety plans, training records, and the number of unsafe work reports escalated to WorkSafe BC.

[1] Violent Incident Reports (Form 1)

Table 1: Participation in Survey by School Level

n=185



Data Analysis

Inductive coding methods were used to classify and organize data from the two qualitative sets (focus group and open-ended responses to the survey), allowing themes to emerge organically from the data. The report authors engaged in member checking at the end of the focus group to ensure the accuracy of both the infographic and the meaning-making of their experiences.

Quantitative data from the survey and FOIPPA-obtained incident reports were analyzed to identify patterns in the prevalence, frequency, and perceived severity of school violence. Survey responses were coded and tabulated to generate percentages and comparative distributions across question categories, including experiences of violence, observed violence, impacts on learning and working conditions, and perceptions of district responses. Violent Incident Report data obtained from GVSD were organized by date, school site, and incident frequency in order to calculate district-wide totals and daily averages. Quantitative findings were then compared with qualitative themes emerging from the focus group and open-ended survey responses to identify recurring trends and points of convergence and divergence across all data sets.

Two broad categories emerged across all data sets; the landscape of school violence, or the "*what*," which included subsections on Violent Incident Reports filed with GVSD, and the nature of school violence as experienced by staff and the frequency of school violence. The second broad category concerned the effects of the aforementioned violence, or the "*how*". This also included three subsections on the effects of violence on the learning environment, on the students with violent behaviours, and on teachers. A small team of GVTA members with diverse experiences in teaching roles, school levels, and length of time teaching, convened to analyze the draft findings and formulate recommendations.

RESULTS

Landscape of Violence

> *"Students and staff being bit, pinched, scratched, hit, kicked, spat at…"*
> *- Survey*

Violent Incident Reports

We examined incident reports filed from September 3rd, 2024 to March 2nd, 2026, which is 292 school days. Staff from all 46 schools in the GVSD filed 6,187 reports in total during this period, or **21 violent incidents in the district per day**. Importantly, these violent incident reports only pertain to student or parent violence against staff, and not student-to-student violence.

As discussed in the results section of this report, this is almost certainly an undercount of the violence experienced by school staff. When asked for a numerical summary of incidents where a worker declared unsafe work to their supervisor, regardless of whether or not it was further escalated to WorkSafe BC, GVSD replied through FOIPPA that they do not track or collect that information. Similarly, GVSD replied through FOIPPA that it does not track or collect records of student-to-student violence.

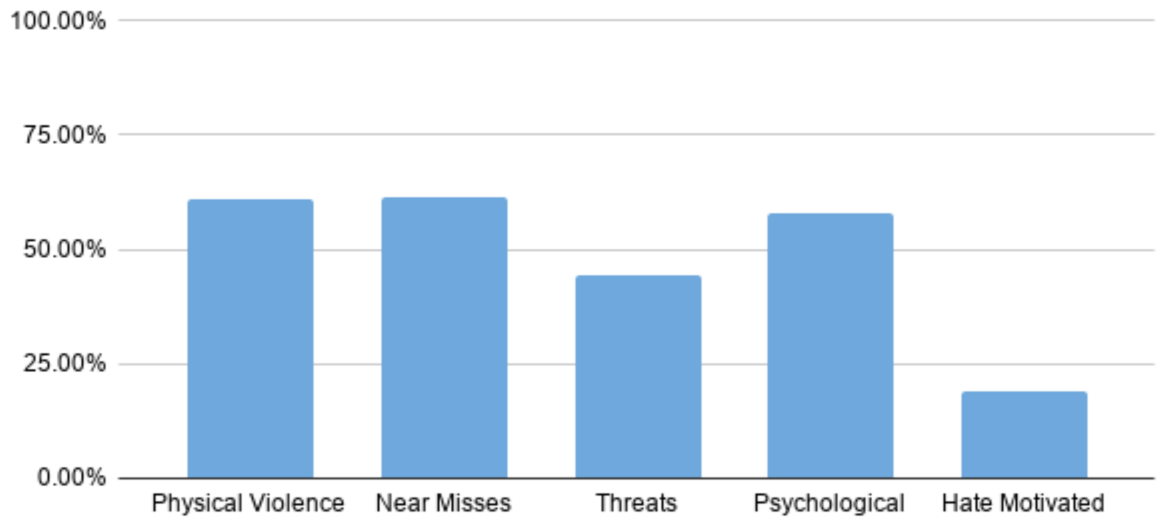
The Nature of Classroom Violence

> *"This school year, we had a student head-butt an exterior door window so hard that the window spider-webbed and broke. This happened twice, on two different windows on two different occasions, by the same student. We've also had students body-slam into the hallway walls several times in a row, for 10 minutes at a time, while the entire class was inside, feeling and hearing the vibrations and sound." - Elementary School Teacher*

95% percent of surveyed respondents reported experiencing violence at school in the last twelve months. 82% percent said that the student or parent violence was directed at them, while 14% of respondents reported witnessing violence that wasn't personally directed at them. The most frequently reported form of violence was physical violence (such as pushing, kicking, hitting, throwing objects, biting). 72% percent of respondents who reported violence against them personally reported physical violence and 87.7% of respondents reported witnessing physical violence against others.

Table 2: In the past 12 months, I have personally experienced the following forms of violence at school (check all the apply)

n=185



Physical violence: This includes pushing, kicking, hitting, throwing objects, and other physical violence
Near misses: This includes any examples of physical violence where no physical contact was made
Threats: This includes any threat of physical violence
Psychological: Name-calling, humiliation, gaslighting, taunting
Hate-motivated violence: Use of identity, including race, culture, gender expression, sexual orientation, to intimidate or coerce

One survey respondent wrote of the violence in schools from their perspective as both a parent and a teacher. They explained:

> *"As a parent as well as educator I am witnessing it on both sides. My child has witnessed extreme violence in her class directed towards her teacher. She has also personally experienced violence. As a teacher I experience violence everyday whether it be physical assault, screaming for long periods of time, throwing of objects at my body, threats etc. I have experienced so much violence it's hard to put into words. I teach K [kindergarten] and I would not have thought there would be this level of violence. It's also hard because although it doesn't always do much damage to my body, nobody should be getting hit, kicked, or having things thrown at them in their place of work day after day."*

The experience above is representative of many of the descriptions of violence provided by educators in both the focus group and the survey.

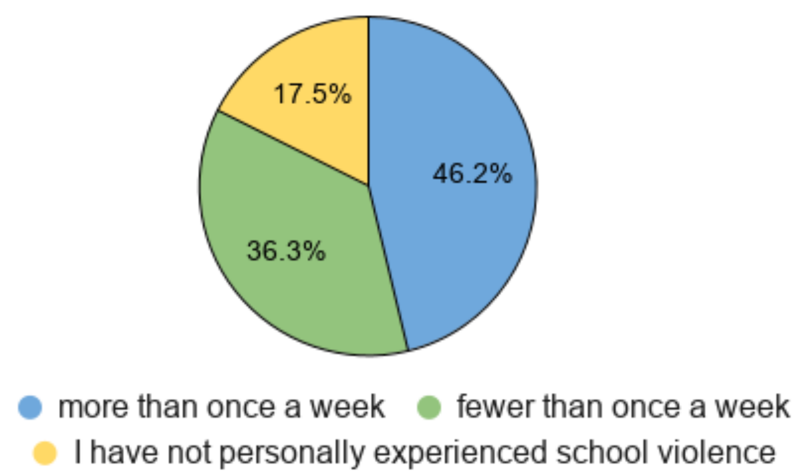
Frequency

> *"Hitting, throwing, table flipping, evacuating students. We're not first responders" - Elementary School Teacher*

Staff from all 46 schools filed at least one violent incident report in the time frame covered (September 2024 to March of 2026), with a total of 6,187 violent incidents reported, and an average of 21 per school day. 46.2% of respondents reported that they have personally experienced violence at least once a week or more frequently, while 74.9% of respondents reported that they have witnessed acts of violence once a week or more frequently. 86.5% of respondents considered the violence they witnessed as having increased in frequency during their teaching careers.

Table 3: How often do you personally experience violence in schools?

n=185



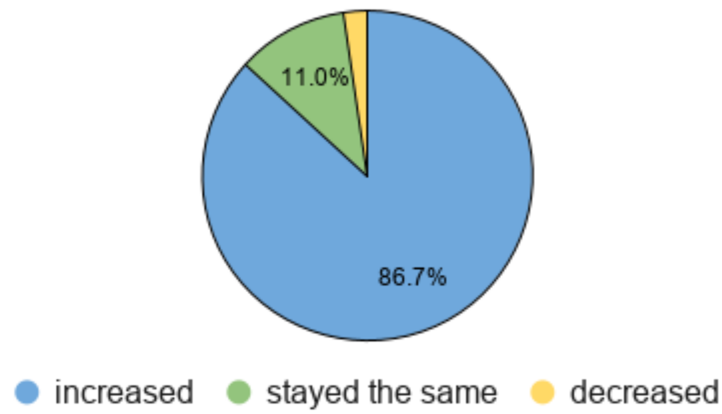
In discussing how school violence has increased, one focus group participant remarked:

> *"I've been teaching for thirty years and it wasn't always like that… The constant vigilance is exhausting."*

Nodding in agreement, another teacher added that she'd been on a reduced workload due to increasing school violence, an experience that was echoed by survey respondents.

Table 4: Throughout my career, school violence has...

n=185



Effects of School Violence

> *"It makes coming to work hard. It makes coming to school for the students in the classroom really hard!" - Survey Respondent*

The learning environment

Teachers expressed deep concern about the effect of school violence on those students not directly involved in the violent incidents described in this report. One survey participant reported that school violence "slows down the academic learning of [all] students," while a focus group participant remarked that she "can't teach literacy and numeracy gaps when students and staff are threatened by violence."

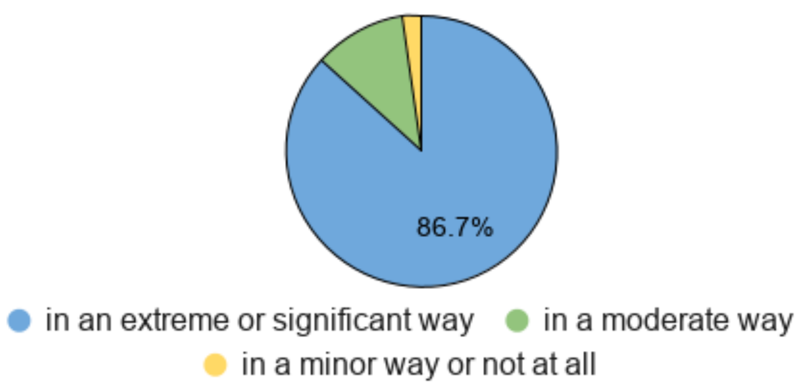
In addition to disruptions for the students who are in class, teachers across both data sets spoke of students skipping class or school to get away from violence. One remarked how "[other] kids skip school because of the anxiety of being here." A survey respondent observed how

> *[violent behaviours] often stop the learning from happening in the classroom as they tend to disrupt lessons on a daily, or sometimes hourly basis. This has been very disruptive and has caused trauma to many once-regulated learners as they no longer feel safe and are often scared to come to school."*

Beyond the learning loss of academic subjects and skills, teachers noticed how school violence takes a toll on all students' mental and emotional health regardless of whether or not they are directly involved in a violent incident. A survey participant articulated that "[i]nclusion without adequate support is an unhealthy environment for *all* learners and adults." Another surveyed teacher articulated how

> *"the solution becomes to give space and evacuate the room. It can be frightening and beyond disruptive for other students too. All have a right to come to school to learn and should be able to do this in a fun and safe environment and should not be feeling anxious about being in their classroom or missing out on important instructional time."*

Table 5: "Violence has impacted the learning environment in my classroom..."



Finally, teachers described a snowball effect, wherein the experiences of violence in school changes the way all students are functioning. Focus group participants spoke to how previously well-regulated students were so distressed by the violence of other students that they themselves became disregulated and disruptive as well. **Teachers described how current school conditions are incubating children in violent environments and normalizing that violence.** As one focus group participant stated

“Students who may have been able to use strategies to cope in a calm, quiet, predictable environment, are sometimes pushed over the edge to violent behaviour due to being overstimulated by the noise, movement or unexpected behaviours of unsupported, or under-supported, students.” Overall, teachers consistently described how violence not only interrupts instruction and a collective capacity to learn, but also undermines the classroom community and sense of safety for everyone.

Effects on Students with Violent Behaviours

> *“The hallway should not be an acceptable accommodation for children who are a danger to themselves and their peers. They deserve safe spaces that are designed with their needs in mind, that can be flexible so they can come and go from larger to smaller groups as they need. They deserve respect as much as their peers. They should not be asked to make do in a space that cannot ever fit their sensory needs.” - Survey Respondent*

Teachers recognized how children and youth who are expressing their needs through violence are not “bad,” but are instead under supported and urgently in need of care. One survey respondent lamented that “[t]here is seemingly no answer or option for students who display violent behaviours…” while another added that “[w]e seem to have acquired "hallway kids" that can not function in traditional classrooms with the level of support that currently exist. We are continuously looking for empty spaces, resources and alternative programming.” Teachers noticed how the physical spaces of school are not designed to include students who need more support, and how this lack of physical and sensory accommodation exacerbated school violence: “Some students cannot handle the stimulation of an 18 to 25 regular student class, and then often will react violently.” Participants consistently identified the lack of smaller, quieter, flexible spaces as a main driver of increasing school violence and deteriorating working conditions.

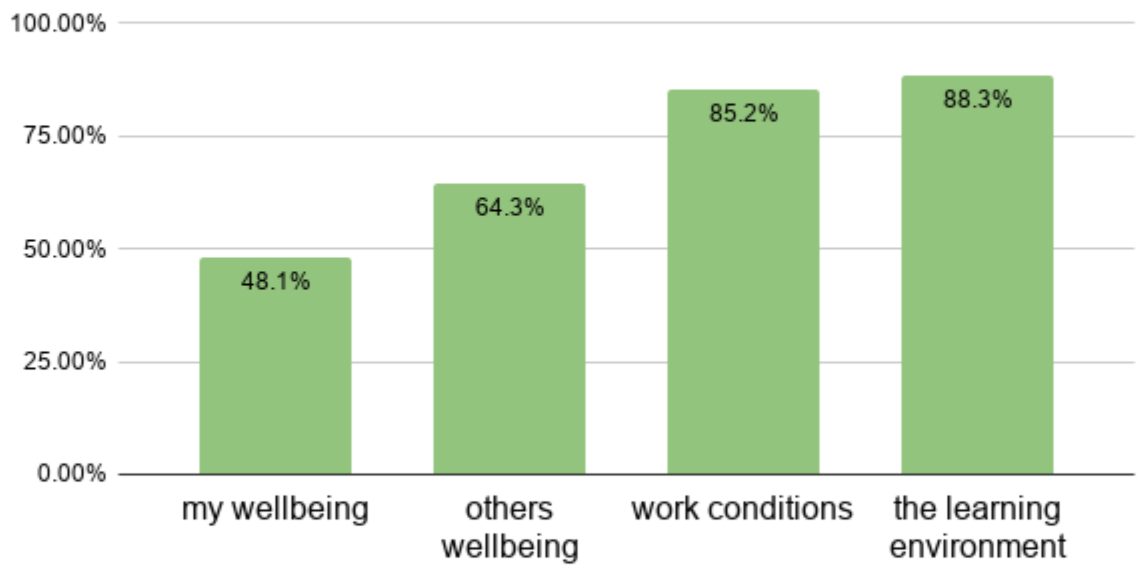
Overall, respondents emphasized that addressing violence relies not on disciplinary response, but on structural and environmental changes to create a situation where violence is not endemic. Rather than isolating or excluding students from education, schools must develop a continuum of support and comprehensive programming to address student needs to curtail school violence before it begins.

Effects on Staff

> *"I feel helpless, angry, and a deep sadness…" - Focus Group Participant*

48.1% percent of survey respondents described the violence that they personally experience as either "significant" or "extreme," while 64.3% of respondents characterized the violence they have witnessed directed at others as either "significant" or "extreme." 85.2% percent believed that violence has impacted the classroom learning environment in an either "significant" or "extreme" way, while 88.3% reported the violence impacting working conditions in an either "significant" or "extreme" way.

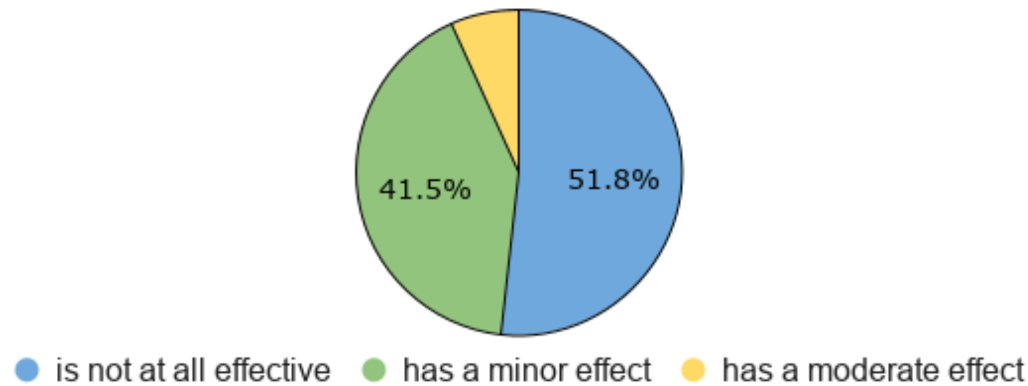
Table 6: "The violence I have experienced impacts.... in a significant or extreme way."



Teachers described mentally and emotionally painful working conditions. All 20 focus group participants concurred with one teacher who summed up her experience with school violence as "this should not be the norm." Another focus group teacher reported, to nods of agreement, "I can't catch my breath. Our employer keeps telling us this is normal. We barely make it through the day so we can start all over again and nothing ever changes." Many teachers reported needing access to specialized care in order to cope with increasing violence in school. One teacher stated that they "have needed regular therapy to process this level of violence and to deal with its effects on me." Several others spoke of physical injuries, and the shame and frustration they felt in having to hide the bite marks, scratches, and bruises they acquired at school from their own children at home.

Teachers did not experience the school district as a proactive partner in preventing school violence. As seen in Table 4.23, a combined 93.3% of survey respondents described the Violence Prevention Program as not at all effective or as having only a minor effect. Notably, not one survey respondent believed that programs are either "significantly" or "extremely" effective.

Table 7: The district's violence prevention program..."



I have filled out many violent incident reports in the last 3 years. Not once has anyone from the district reached out. - Survey Participant

District tools to address violence after it has occurred were also found to be ineffective. Many of the survey respondents wrote in the "anything else you'd like to add" textbox some variation of what one respondent described as, "we have tried all official avenues for change and they lead to more problems." Not only were official channels for change deemed ineffective, they took an inordinate amount of teacher time to complete. In both the survey and the focus group, teachers continually voiced frustration similar to this response from a survey participant: "School staff are burnt out and don't have the capacity to fill out 7+ incident forms A DAY. It gets to the point that you just stop doing it because nothing changes." Participating teachers reported having few, if any, avenues to change these conditions. As one focus group participant observed that: "staff have needed to resort to declaring unsafe work as this appears to be the only tool that will ensure something happens."

With few options to curb the violence they are experiencing in schools, many teachers have resorted to partially or completely leaving the profession. In both the survey and the focus group, many teachers reported either working part time or being on medical leave in order to cope with school violence. Another reported that she "… will be retiring from this job 5 years earlier than planned because of the working conditions we have to deal with now."

> *"Going on leave isn't the answer, we need the conditions to change so we don't need to go on leave" - Focus group participant*

INCLUSIVE LEARNING

"The school system is picking up too much. All the social determinants of health and wellness are having to be picked up by the schools." - Focus Group Participant

We support inclusive learning. It is important to recognize that simply moving a child into a regular classroom does not produce an inclusive environment conducive to their learning. Inclusive Education Canada (IEC), an initiative of Inclusion Canada, the foremost federation advocating for the rights of people with disabilities, points to the need for inclusive classroom spaces, using the framework of comparing a regular or typical classroom with an envisioned Common Learning Classroom.

Currently, it is clear that GVSD, like many school districts throughout the province, is not meeting many of the recommendations that IEC outlines as vital to building a Common Learning Classroom, including:

- Sufficient support and funding to allow staff to provide differentiated instruction and individualized support for students' diverse needs;
- Flexible spaces and seating options to accommodate diverse learning needs, appropriate lighting and acoustics, and reasonable temperatures;
- Designated support areas, with sufficient and appropriate trained staff-support, such as counsellors, tutors, and specialized teachers, to provide individual and small group learning support and instruction.

The consequence of merely placing students in a typical classroom without these supports, is the disregulation and sometimes subsequent violence that manifests. This causes harm to the students exhibiting violent behaviours, other students, and staff.

Furthermore, expecting teachers to provide a genuinely inclusive learning classroom without the aforementioned support provided, is a recipe for failure. This explains the repeated use of the term "gaslit" in our focus group to describe the current situation.

RECOMMENDATIONS

We propose the following recommendations, in order to improve educational outcomes and reduce or eliminate incidents of violence, based on the findings of this study. Each recommendation has further concrete proposals articulated based on whether these could occur at the District or Provincial level.

RECOMMENDATION 1

Acknowledge reduction of violence as a priority to ensure safe schools. Reduce incidents of violence with a goal to establish Violence Free schools by setting and assessing measurable targets: While the school district refers to "safety" as a precondition for learning, there is no consistent or comprehensive tracking of violent incidents, with a goal of reduction.

District-level:

- Document the extent and effects of violence:
    - Ensure staff are encouraged, not dissuaded, to complete Violent Incidence Reports.
    - Provide time and assistance for completing Violent Incidence Reports.
    - Provide training to all staff on Violent Incidence Reporting protocols.
    - Track incidents which significantly disrupt learning environments, such as whole class evacuations.
    - Track student exclusions from learning.
    - Track impacts on both students exhibiting violent behaviours as well as staff and students impacted by violent behaviours.
    - Track incidents that have a gender identity, gender orientation or racial element.
- Implement Violence Prevention strategies and evaluate their effectiveness:
    - Develop specific strategies that are not simply "teach differently", but which provide support and resources.
    - Track strategies for their effectiveness and impact on actual numbers of violent incidents.
    - Utilize strategies that specifically target gender based and racialized incidents.

    - Fully support strategies with appropriate in-school targeted staffing and budgets.
- Set targets and create budgets for the reduction of violent incidents:
    - Set multi-year district targets for the reduction in the number of violent incidents.
    - Create a district level budget targeted to violence reduction actions.
- Set an expectation of a Violence Free environment:
    - Set district policy identifying the goal of a Violence Free environment.
    - Create signage and other public and visible expressions of the expectation of a Violence Free environment.
- Conduct an investigation similar to this one in scope that assesses the experiences of other members of the school community.

Provincial-level:

- Enact an additional non-instructional day per year for all staff to engage in violence prevention training.
- Mandate District data collection and reporting on violent incidents, and track data provincially.
- Initiate a province wide study on the effects of child mental health and the impact on schools.
- Conduct regular audits on school districts of Violence Prevention Programs.
- Mandate District Health and Safety committees for all School Districts.

RECOMMENDATION 2

Improve learning conditions for all students by providing adequate alternative spaces and programming options. Currently, classroom evacuations and subsequent exclusions, often to hallways or students' homes, is the resolution provided in response to violent behaviour. This is harmful, allowing a cycle of escalation and exclusion to develop.

District-level:

- Develop and implement programming alternatives beyond regular full class instruction. This should include small group learning opportunities and one-on-one opportunities. These programming options should be inclusive (for all students) and readily available.

Furthermore, these alternatives should be proactively planned for, not simply set up as a reactive response.

- Ensure all schools have adequate alternative learning spaces for small group and individual instruction. Concretely, this means reclaiming rented school space and buildings.
- Explore better integration and partnerships with health authority services, such as Queen Alexandra Hospital and Ledger House, with the school system.

Provincial-level:

- Modify capital funding formulas for new school construction, to include alternative learning spaces.
- Drastically improve student-educator ratios for student learning and mental health supports including Learning Support teachers, Inclusive Education teachers, Educational Assistants and Counsellors.

RECOMMENDATION 3

Respond to incidents and support all staff and students impacted by violence in meaningful and substantive ways. There is inadequate staffing and funding provided for response and follow-up to violent incidents. This is leading to long term staff medical leaves, and to worsening student mental health outcomes.

District-level:

- Develop specific comprehensive school based processes for responding to violent incidents that allow for full debrief and recovery (including time off and counselling services), as well as processes for developing modifications to the learning environment for future mitigation. There must be funding available for response and mitigation strategies.
- Provide additional access to health benefits for workers in schools and classrooms with high rates of violent incidents.

Provincial-level:

- Provide immediate paid time off after an incident (separate from wage recovery through the WorkSafe BC process).

- Develop WorkSafe BC regulations and protocols specific to the K-12 environment.
- Provide additional access to health benefits for workers in schools with high rates of violent incidents.
- Include staff and student wellness and safety supports in the provincial school funding formula (for example, funding for staff counselling programs).

REFERENCES

“Common Learning Environments", Source for Inclusive Education web site. Available at: https://www.sourceforinclusiveeducation.ca/content?title=Common+Learning+Environments

ABOUT THE GREATER VICTORIA TEACHERS' ASSOCIATION

We are the union representing approximately 2000 educators employed by the Board of Education in Greater Victoria. About 1200 have contracts in schools, and the remainder work on call. We work with students from Kindergarten to adult, in 46 schools across the district.

We include K-12 classroom and subject teachers, teacher librarians, speech language pathologists, school psychologists, school counsellors, inclusive education teachers, learning support teachers, indigenous support teachers and other specialist teachers and educators.

We work with approximately 20,000 students along side our colleagues in the Canadian Union of Public Employees, who represent Education Assistants, school clerical staff, custodial workers and facilities staff.

The school district is led by the Board of Education, and managed by senior administration at the district level and Principals and Vice-Principals at the school level.

The GVTA is Local 61 of the British Columbia Teachers' Federation.

School District No. 61 (Greater Victoria)
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4106 Fax (250) 475-4112

Office of the Secretary-Treasurer

Katrina Stride – Secretary-Treasurer

TO: The Board of Education

FROM: Hervinder Parmar, Director of Finance, Budgets and Financial Reporting

DATE: September 28, 2026

RE: Audit Sub-Committee Report – September 17, 2026 Meeting

Background:

The Audit Sub-Committee held a meeting on September 17, 2026. KPMG LLP, the District's external auditor, presented the Audit Findings Report for 2025-2026. New business included discussions on the 2025-2026 Audited Financial Statements, the 2025-2026 Financial Statement Discussion and Analysis Report and the Multi-Year Financial Plan 2026-2029.

There were four recommendations to the Board of Education from the Audit Sub-Committee.

Recommendations:

2025-2026 Audited Financial Statements

Director of Finance, Budgets and Financial Reporting, Hervinder Parmar, provided the 2025-2026 Audited Financial Statements including the 2025-2026 Financial Statement Discussion and Analysis Report.

Trustees recommended that the Board approve three motions related to the 2025-2026 Audited Financial Statements through the Audit Sub-Committee Report.

> That the Board of Education of School District No. 61 (Greater Victoria) approve the appropriation of $16,713,392 of the operating surplus as follows: 1) internally restricted $14,713,392 and 2) unrestricted (contingency) $2,000,000.

> That the Board of Education of School District No. 61 (Greater Victoria) approve the Audited Financial Statements for the year ended June 30, 2026; AND FURTHER that the Board Chair, the Superintendent and the Secretary-Treasurer be authorized to affix their signatures to the statements, where applicable, on behalf of the Board.

> That the Board of Education of School District No. 61 (Greater Victoria) approve the Financial Statement Discussion and Analysis Report for the year ended June 30, 2026.

Multi-Year Financial Plan 2026-2029

Director of Finance, Budgets and Financial Reporting, Hervinder Parmar, provided the Multi-Year Financial Plan 2026-2029.

Trustees recommended that the Board approve one motion related to the Multi-Year Financial Plan 2026-2029 through the Audit Sub-Committee Report.

That the Board of Education of School District No. 61 (Greater Victoria) accept the Multi-Year Financial Plan 2026-2029.

Audited Financial Statements of

School District No. 61 (Greater Victoria)

And Independent Auditors' Report thereon

June 30, 2026

School District No. 61 (Greater Victoria)
June 30, 2026

Table of Contents

School District No. 61 (Greater Victoria)

MANAGEMENT REPORT

Version: 3368-2623-9640

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 61 (Greater Victoria) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

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

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

The Board of Education of School District No. 61 (Greater Victoria) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a monthly basis and externally audited financial statements yearly.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 61 (Greater Victoria) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

On behalf of School District No. 61 (Greater Victoria)

Signature of the Chairperson of the Board of Education	Date Signed
Signature of the Superintendent	Date Signed
Signature of the Secretary Treasurer	Date Signed

KPMG LLP
St. Andrew's Square II
800-730 View Street
Victoria BC V8W 3Y7
Canada
Telephone 250 480 3500
Fax 250 480 3539

INDEPENDENT AUDITOR'S REPORT

To the Board of Education of School District No. 61 (Greater Victoria), and
To the Minister of Education and Child Care, Province of British Columbia

Opinion

We have audited the financial statements of School District No. 61 (Greater Victoria) (the Entity), which comprise:

- the statement of financial position as at June 30, 2026
- the statement of operations for the year then ended
- the statement of changes in net debt for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended June 30, 2026 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "Auditor's Responsibilities for the Audit of the Financial Statements" section of our auditor's report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Financial Reporting Framework

We draw attention to Note 2(a) to the financial statements which describes the applicable financial reporting framework and the significant differences between the financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

Other Information

Management is responsible for the other information. Other information comprises:

- Information, other than the financial statements and the auditor's report thereon, included in the Financial Statement Discussion and Analysis document
- Unaudited Schedules 1-4 attached to the audited financial statements

Our opinion on the financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit and remain alert for indications that the other information appears to be materially misstated.

We obtained the Other Information other than the financial statements and the auditor's report thereon, included in the Financial Statement Discussion and Analysis document and Unaudited Schedules 1-4 attached to the audited financial statements as at the date of this auditor's report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in the auditor's report. We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget and Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

  The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.

- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants

Victoria, Canada
_______________, 2026

School District No. 61 (Greater Victoria)

Statement of Financial Position

As at June 30, 2026

	2026 Actual	2025 Actual
	$	$
Financial Assets		
Cash and Cash Equivalents	**87,683,859**	86,453,150
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	**2,069,376**	190,679
Due from Province - Other	**-**	6,953
Due from First Nations	**150,796**	218,775
Other (Note 3)	**6,082,606**	4,570,865
Portfolio Investments (Note 4)	**499,943**	499,886
Total Financial Assets	**96,486,580**	91,940,308
Liabilities		
Accounts Payable and Accrued Liabilities		
Other (Note 6)	**40,416,696**	38,818,134
Unearned Revenue (Note 7)	**12,153,328**	11,538,045
Deferred Revenue (Note 8)	**7,736,144**	7,111,973
Deferred Capital Revenue (Note 9)	**347,027,082**	342,089,421
Employee Future Benefits (Note 10)	**3,524,381**	3,354,236
Asset Retirement Obligation (Note 18)	**25,838,535**	26,102,153
Total Liabilities	**436,696,166**	429,013,962
Net Debt	**(340,209,586)**	(337,073,654)
Non-Financial Assets		
Tangible Capital Assets (Note 11)	**378,216,433**	371,416,949
Prepaid Expenses	**1,241,216**	964,912
Total Non-Financial Assets	**379,457,649**	372,381,861
Accumulated Surplus (Deficit) (Note 21)	**39,248,063**	35,308,207

Unrecognized Assets (Note 11)

Contractual Obligations (Note 15)

Contractual Rights (Note 16)

Contingent Assets (Note 19)

Contingent Liabilities (Note 19)

Approved by the Board

Signature of the Chairperson of the Board of Education — Date Signed

Signature of the Superintendent — Date Signed

Signature of the Secretary Treasurer — Date Signed

The accompanying notes are an integral part of these financial statements.

School District No. 61 (Greater Victoria)

Statement of Operations

Year Ended June 30, 2026

	2026 Budget (Note 17)	**2026 Actual**	2025 Actual
	$	**$**	$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	277,287,629	**291,719,960**	281,322,188
Other	249,350	**275,549**	243,951
Tuition	14,986,929	**15,315,008**	16,126,998
Other Revenue	9,891,353	**11,962,695**	11,613,354
Rentals and Leases	3,732,987	**4,072,456**	3,943,855
Investment Income	1,445,166	**1,709,507**	2,176,781
Gain (Loss) on Disposal of Tangible Capital Assets			3,802,183
Amortization of Deferred Capital Revenue	11,850,136	**11,886,991**	11,118,382
Total Revenue	319,443,550	**336,942,166**	330,347,692
Expenses			
Instruction	267,209,337	**273,686,978**	267,810,784
District Administration	6,950,874	**6,814,866**	7,234,113
Operations and Maintenance	49,897,003	**50,106,090**	49,030,066
Transportation and Housing	1,850,916	**1,885,970**	1,848,174
Write-off/down of Buildings and Sites			234,879
Asset Retirement Obiligation Accretion		**508,406**	2,269,834
Total Expense	325,908,130	**333,002,310**	328,427,850
Surplus (Deficit) for the year	(6,464,580)	**3,939,856**	1,919,842
Accumulated Surplus (Deficit) from Operations, beginning of year		**35,308,207**	33,388,365
Accumulated Surplus (Deficit) from Operations, end of year		**39,248,063**	35,308,207

The accompanying notes are an integral part of these financial statements.

School District No. 61 (Greater Victoria)

Statement of Changes in Net Debt
Year Ended June 30, 2026

	2026 Budget (Note 17)	**2026 Actual**	2025 Actual
	$	**$**	$
Surplus (Deficit) for the year	(6,464,580)	**3,939,856**	1,919,842
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(27,078,167)	**(23,368,160)**	(41,432,644)
Amortization of Tangible Capital Assets	16,414,470	**16,568,676**	15,635,512
Net carrying value of Tangible Capital Assets disposed of			5,817
Write-down carrying value of Tangible Capital Assets			1,056,569
Asset Retirement Obligation			2,269,834
Total Effect of change in Tangible Capital Assets	(10,663,697)	**(6,799,484)**	(22,464,912)
Use of Prepaid Expenses		**(276,304)**	410,242
Total Effect of change in Other Non-Financial Assets	-	**(276,304)**	410,242
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	(17,128,277)	**(3,135,932)**	(20,134,828)
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		**(3,135,932)**	(20,134,828)
Net Debt, beginning of year		**(337,073,654)**	(316,938,826)
Net Debt, end of year		**(340,209,586)**	(337,073,654)

School District No. 61 (Greater Victoria)

Statement of Cash Flows
Year Ended June 30, 2026

	2026 Actual	2025 Actual
	$	$
Operating Transactions		
Surplus (Deficit) for the year	**3,939,856**	1,919,842
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	**(3,315,506)**	907,566
Inventories for Resale	**(276,304)**	410,242
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	**(1,402,170)**	(1,326,546)
Unearned Revenue	**615,283**	(1,729,894)
Deferred Revenue	**624,171**	(400,613)
Employee Future Benefits	**170,145**	(31,819)
Asset Retirement Obligations	**(263,618)**	2,269,834
Other Liabilities	**3,000,732**	(1,508,127)
Loss (Gain) on Disposal of Tangible Capital Assets	**-**	(3,802,183)
Amortization of Tangible Capital Assets	**16,568,676**	15,635,512
Amortization of Deferred Capital Revenue	**(11,886,991)**	(11,118,382)
Write-Off/down of Buildings and Sites	**-**	234,879
Total Operating Transactions	**7,774,274**	1,460,311
Capital Transactions		
Tangible Capital Assets Purchased	**(2,813,315)**	(2,605,352)
Tangible Capital Assets -WIP Purchased	**(20,554,845)**	(36,557,458)
District Portion of Proceeds on Disposal	**-**	3,808,000
Maintenance Expenditures	**(3,836,553)**	(3,971,695)
Total Capital Transactions	**(27,204,713)**	(39,326,505)
Financing Transactions		
Capital Revenue Received	**20,661,205**	47,866,212
Total Financing Transactions	**20,661,205**	47,866,212
Investing Transactions		
Investments in Portfolio Investments	**(57)**	(57)
Total Investing Transactions	**(57)**	(57)
Net Increase (Decrease) in Cash and Cash Equivalents	**1,230,709**	9,999,961
Cash and Cash Equivalents, beginning of year	**86,453,150**	76,453,189
Cash and Cash Equivalents, end of year	**87,683,859**	86,453,150
Cash and Cash Equivalents, end of year, is made up of:		
Cash	**87,683,859**	86,453,150
	87,683,859	86,453,150

The accompanying notes are an integral part of these financial statements.

1. Authority and Purpose

The School District operates under the authority of the School Act of British Columbia as a corporation under the name of “The Board of Education of School District No. 61 (Greater Victoria)” and operates as “School District No. 61 (Greater Victoria).” A Board of Education (“Board”) elected for a four-year term governs the School District. The School District provides educational programs to students enrolled in schools in the District, and is principally funded by the Province of British Columbia through the Ministry of Education and Child Care. School District No. 61 (Greater Victoria) is exempt from federal and provincial corporate income taxes.

2. Summary of Significant Accounting Policies

(a) Basis of Accounting

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

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

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

(b) Cash and Cash Equivalents

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

(c) Accounts Receivable

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

(d) Portfolio Investments

The School District has investments in bonds that have a maturity of greater than 3 months at the time of acquisition. Bonds and other investments not quoted in an active market are reported at cost or amortized cost.

Detailed information regarding portfolio investments is disclosed in Note 4.

(e) Unearned Revenue

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

2. Summary of Significant Accounting Policies *(Continued)*

(f) Deferred Revenue and Deferred Capital Revenue

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

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

(g) Employee Future Benefits

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

The School District accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of expected salary escalation, termination and retirement rates, and mortality. The discount rate used to measure obligations is based on the cost of borrowing.

The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime (EARSL) of active employees covered under the plan.

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

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

(h) Asset Retirement Obligations

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

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

The asset retirement obligation relates to the removal of asbestos and other hazardous materials in certain School District buildings. The liability is measured at the estimated costs directly attributable to the retirement activities. The corresponding asset retirement cost is capitalized as part of the related tangible capital asset and amortized over its useful life (see Note 2(j)). The liability is reviewed at each reporting date, with changes in estimated cash flows recorded as adjustments to both the liability and the related asset. Accretion resulting from the passage of time is recognized as an operating expense in the period incurred and is not capitalized.

2. Summary of Significant Accounting Policies *(Continued)*

(i) Liability for Contaminated Sites

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

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

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site. At this time the School District has determined there are no liabilities for contaminated sites.

(j) Tangible Capital Assets

The following criteria apply:

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

Buildings	40 years
Site Improvements	10 years
Furniture and Equipment	10 years
Vehicles	10 years
Computer Software	5 years
Computer Hardware	5 years

2. Summary of Significant Accounting Policies *(Continued)*

(k) Prepaid Expenses

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

(l) Funds and Reserves

Certain amounts, as approved by the Board, are set aside in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are an adjustment to the respective fund when approved (see Note 13 – Interfund Transfers and Note 21 – Internally Restricted Surplus – Operating Fund).

(m) Revenue Recognition

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

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

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

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

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

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

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

Revenue from transactions with no performance obligations is recognized when the district:
(a) has the authority to claim or retain an inflow of economic resources; and
(b) identifies a past transaction or even that gives rise to an asset.

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

2. Summary of Significant Accounting Policies *(Continued)*

(n) Expenditures

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed. Interest expense includes interest paid on capital lease obligations.

Allocation of Costs

- Operating expenses are reported by function, program and object. Whenever possible, expenses are determined by actual identification. Additional costs pertaining to specific instructional programs, such as special and Indigenous education, are allocated to these programs. All other costs are allocated to related programs.
- Actual salaries of personnel assigned to two or more functions or programs are allocated based on the time spent in each function and program. School-based clerical and principal and vice-principal salaries are allocated to school administration and may be partially allocated to other programs to recognize their other responsibilities.
- Employee benefits are allocated on a pro rata basis of overall salary expenses within each salary category.
- Supplies and services are allocated based on actual program identification.

(o) Financial Instruments

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

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

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

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

The fair values of these financial instruments approximate their carrying value, unless otherwise noted.

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

During the periods presented, there are no remeasurement gains or losses. As a result, no statement of remeasurement gains and losses has been presented.

2. Summary of Significant Accounting Policies *(Continued)*

(p) Measurement Uncertainty

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

3. Accounts Receivable – Other Receivables

	June 30, 2026	June 30, 2025
Due from Agencies and Associations	$ 548,321	$ 657,075
Due from Government of Canada	212,074	243,928
Other Receivables	5,322,211	3,669,862
	$ 6,082,606	$ 4,570,865

4. Portfolio Investments

Portfolio investments is comprised of a 7.6% Province of Ontario Bond maturing June 2, 2027. The market value of the investments as of June 30, 2026 was $0.52 million (2025: $0.54 million).

5. Bank Indebtedness

The School District has an unutilized line of credit facility agreement with the CIBC, dated March 12, 2009, in the amount of $1,500,000.

6. Accounts Payable and Accrued Liabilities – Other

	June 30, 2026	June 30, 2025
Trade Payables	$ 3,465,719	$ 4,867,889
Salaries and Benefits Payable	23,067,696	21,655,527
Accrued Vacation Pay	978,838	944,194
Holdback Payables	3,746,104	3,512,443
International Education Fee Payable	8,394,536	7,222,965
Other	763,803	615,116
	$ 40,416,696	$ 38,818,134

International Education Fee Payable in the amount of $8,394,536 (2025: $7,222,965) is comprised of 2025/26 refunds $64,326 (2025: $164,219), homestay fees of $7,165,743 (2025: $5,886,581) and medical fees of $1,164,467 (2025: $1,172,165). These amounts are collected and paid by the School District on behalf of Victoria International Education. The same amount included in cash and cash equivalents is restricted and not available for general use.

7. Unearned Revenue

	June 30, 2026	June 30, 2025
Unearned Revenue, Beginning of Year	$ 11,538,045	$ 13,267,939
Changes for the Year:		
Increase:		
International tuition fees	15,527,947	14,167,803
Rentals and Leases	4,096,641	3,882,267
Other	2,233,119	1,965,987
	21,857,707	20,016,057
Decrease:		
International tuition fees	15,306,707	16,124,948
Rentals and Leases	4,072,456	3,943,855
Other	1,863,261	1,677,148
	21,242,424	21,745,951
Net Changes for the Year	615,283	(1,729,894)
Unearned Revenue, End of Year	$ 12,153,328	$ 11,538,045

Unearned Revenue includes tuition collected from International students for school terms beginning after June 30, 2026.

8. Deferred Revenue

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

	June 30, 2026	June 30, 2025
Deferred Revenue, Beginning of Year	$ 7,111,973	$ 7,512,586
Changes for the Year:		
Increase:		
Provincial Grants - Ministry of Education and Child Care	39,780,615	37,292,531
Other	7,984,054	7,602,499
Investment Income	148,299	194,393
	47,912,968	45,089,423
Decrease:		
Allocation to Revenue	46,515,556	45,132,867
Recovered	773,241	357,169
	47,288,797	45,490,036
Net Changes for the Year	624,171	(400,613)
Deferred Revenue, End of Year	$ 7,736,144	$ 7,111,973

9. Deferred Capital Revenue

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

Deferred Capital Revenue:

	June 30, 2026	June 30, 2025
Deferred Capital Revenue, Beginning of Year	$ 277,003,077	$ 277,532,254
Changes for the Year:		
Increase:		
Transferred from Deferred Capital Revenue – Work in Progress	44,994,722	11,410,895
	44,994,722	11,410,895
Decrease:		
Amortization of Deferred Capital Revenue	11,886,991	11,118,382
Revenue Recognized on Write-off/down of Buildings	-	821,690
	11,886,991	11,940,072
Net Changes for the Year	33,107,731	(529,177)
Deferred Capital Revenue, End of Year	$ 310,110,808	$ 277,003,077

Deferred Capital Revenue – Work in Progress:

	June 30, 2026	June 30, 2025
Work in Progress, Beginning of Year	$ 40,006,400	$ 18,766,305
Changes for the Year:		
Increase:		
Transferred from Unspent Deferred Capital Revenue	20,554,845	32,650,990
	20,554,845	32,650,990
Decrease:		
Transferred to Deferred Capital Revenue	44,994,722	11,410,895
	44,994,722	11,410,895
Net Changes for the Year	(24,439,877)	21,240,095
Work in Progress, End of Year	$ 15,566,523	$ 40,006,400

9. Deferred Capital Revenue *(Continued)*

Unspent Deferred Capital Revenue:

	June 30, 2026	June 30, 2025
Unspent Deferred Capital Revenue, Beginning of Year	$ 25,079,944	$ 13,836,417
Changes for the Year:		
Increase:		
Provincial Grants – Ministry of Education and Child Care	19,603,338	35,029,418
Other	589,938	999,532
Investment Income	467,929	413,262
MECC Restricted Portion of Proceeds on Disposal	-	11,424,000
	20,661,205	47,866,212
Decrease:		
Transferred to Deferred Capital Revenue – Work in Progress	20,554,845	32,650,990
Transferred to Revenue – Settlement of ARO	772,024	-
Maintenance Expenses	3,064,529	3,971,695
	24,391,398	36,622,685
Net Changes for the Year	(3,730,193)	11,243,527
Unspent Deferred Capital Revenue, End of Year	$ 21,349,751	$ 25,079,944
Total Deferred Capital Revenue, End of Year	**$ 347,027,082**	**$ 342,089,421**

10. Employee Future Benefits

The School District provides certain benefits upon retirement including vested sick leave, accumulating non-vested sick leave, lump sum retirement payments, vacation, overtime and death benefits for qualified employees pursuant to certain contracts and union agreements. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the School District has provided for the payment of these benefits.

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

	June 30, 2026	June 30, 2025
Discount Rate - April 1	4.00%	4.00%
Discount Rate - March 31	4.50%	4.25%
Long-Term Salary Growth - April 1	2.50%+seniority	2.50%+seniority
Long-Term Salary Growth - March 31	2.50%+seniority	2.50%+seniority
Expected Average Remaining Service Lifetime - March 31	11.6	11.6

	June 30, 2026	June 30, 2025
Reconciliation of Accrued Benefit Obligation:		
Accrued Benefit Obligation - April 1	$ 4,178,269	$ 3,006,732
Service Cost	294,662	278,756
Interest Cost	168,557	134,152
Benefit Payments	(357,493)	(206,303)
Decrease in Obligation due to Plan Amendment	-	(218,152)
Actuarial (Gain)/Loss	(303,114)	1,183,084
Accrued Benefit Obligation - March 31	$ 3,980,881	$ 4,178,269
Reconciliation of Funded Status at End of Fiscal Year:		
Accrued Benefit Obligation - March 31	$ 3,980,881	$ 4,178,269
Market Value of Plan Assets - March 31	-	-
Funded Status - Deficit	(3,980,881)	(4,178,269)
Employer Contributions After Measurement Date	27,644	22,473
Benefit Expense After Measurement Date	(116,786)	(115,805)
Unamortized Net Actuarial Loss	545,642	917,365
Accrued Benefit Liability - June 30	$ (3,524,381)	$ (3,354,236)
Reconciliation of Change in Accrued Benefit Liability:		
Accrued Benefit Liability - July 1	$ 3,354,235	$ 3,386,055
Net Expense for Fiscal Year	532,810	184,371
Employer Contributions	(362,664)	(216,190)
Accrued Benefit Liability - June 30	$ 3,524,381	$ 3,354,236
Components of Net Benefit Expense:		
Service Cost	$ 291,751	$ 282,732
Interest Cost	172,450	142,753
Immediate Recognition of Plan Amendment	-	(218,152)
Amortization of Net Actuarial (Gain)/Loss	68,609	(22,962)
Net Benefit Expense	$ 532,810	$ 184,371

11. Tangible Capital Assets

June 30, 2026

Cost:	Balance at June 30, 2025	Additions	Disposals / Reclassification	Transfers (WIP)	Balance at June 30, 2026
Sites	$ 11,972,423	$ -	$ -	$ -	$ 11,972,423
Site Improvements	3,103,382	-	-	-	3,103,382
Site Improvements – WIP	76,762	2,025,351	-	-	2,102,113
Buildings	524,751,309	181,527	(772,025)	46,559,246	570,720,057
Buildings – WIP	43,650,353	15,443,122	-	(46,559,246)	12,534,229
Furniture & Equipment	20,904,236	1,044,094	(1,508,362)	2,462,048	22,902,016
Furniture & Equipment – WIP	357,061	3,035,170	-	(2,462,048)	930,183
Vehicles	2,315,785	274,645	(92,680)	-	2,497,750
Computer Hardware	10,679,404	1,313,049	(2,005,137)	51,202	10,038,518
Computer Hardware – WIP	-	51,202	-	(51,202)	-
Total	$617,810,715	$23,368,160	$(4,378,204)	$ -	$636,800,671

Accumulated Amortization:	Balance at June 30, 2025	Additions	Disposals / Reclassification	Transfers (WIP)	Balance at June 30, 2026
Sites	$ -	$ -	$ -	$ -	$ -
Site Improvements	1,623,007	310,338	-	-	1,933,345
Buildings	229,336,256	11,755,557	(772,025)	-	240,319,788
Furniture & Equipment	9,262,056	2,190,313	(1,508,362)	-	9,944,007
Vehicles	967,610	240,676	(92,680)	-	1,115,606
Computer Hardware	5,204,837	2,071,792	(2,005,137)	-	5,271,492
Total	$246,393,766	$ 16,568,676	$ (4,378,204)	$ -	$258,584,238

June 30, 2025

Cost:	Balance at June 30, 2024	Additions	Disposals / Reclassification	Transfers (WIP)	Balance at June 30, 2025
Sites	$ 11,978,240	$ -	$ (5,817)	$ -	$ 11,972,423
Site Improvements	2,778,382	-	-	325,000	3,103,382
Site Improvements – WIP	12,086	389,676	-	(325,000)	76,762
Buildings	517,639,147	2,350,355	(4,570,478)	9,332,285	524,751,309
Buildings – WIP	18,741,902	34,240,736	-	(9,332,285)	43,650,353
Furniture & Equipment	19,244,340	626,057	(632,498)	1,666,337	20,904,236
Furniture & Equipment – WIP	183,624	1,839,774	-	(1,666,337)	357,061
Vehicles	2,398,703	-	(82,918)	-	2,315,785
Computer Hardware	9,333,285	1,898,773	(639,926)	87,272	10,679,404
Computer Hardware – WIP	-	87,272	-	(87,272)	-
Total	$ 582,309,709	$41,432,643	$(5,931,637)	$ -	$617,810,715

11. Tangible Capital Assets *(Continued)*

June 30, 2025 *(Continued)*

Accumulated Amortization:	Balance at June 30, 2024	Additions	Disposals / Reclassification	Transfers (WIP)	Balance at June 30, 2025
Sites	$ -	$ -	$ -	$ -	$ -
Site Improvements	1,328,919	294,088	-	-	1,623,007
Buildings	219,483,332	13,366,834	(3,513,910)	-	229,336,256
Furniture & Equipment	7,887,124	2,007,430	(632,498)	-	9,262,056
Vehicles	814,804	235,724	(82,918)	-	967,610
Computer Hardware	3,843,493	2,001,270	(639,926)	-	5,204,837
Total	$233,357,672	$ 17,905,346	$ (4,869,252)	$ -	$246,393,766

Net Book Value:

	Net Book Value June 30, 2026	Net Book Value June 30, 2025
Sites	$11,972,423	$ 11,972,423
Site Improvements	1,170,037	1,480,375
Site Improvements – WIP	2,102,113	76,762
Buildings	330,400,269	295,415,053
Buildings – WIP	12,534,229	43,650,353
Furniture & Equipment	12,958,009	11,642,180
Furniture & Equipment – WIP	930,183	357,061
Vehicles	1,382,144	1,348,175
Computer Hardware	4,767,026	5,474,567
	$378,216,433	$371,416,949

Buildings – Work in Progress having a value of $12,534,229 (2025: $43,650,353), Site Improvements – Work in Progress having a value of $2,102,113 (2025: $76,762) and Furniture & Equipment – Work in Progress having a value of $930,183 (2025: $357,061) have not been amortized. Amortization of these assets commence when the asset is put into service.

Buildings Additions and Accumulated Amortization – Buildings include a decrease in the Asset Retirement Obligation of $772,024 (2025: increase of $2,269,834).

The School District manages and controls various works of art including painting and sculptures. These assets are not recorded as tangible capital assets and are not amortized as a reasonable amount cannot be determined.

12. Employee Pension Plans

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

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

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

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

The School District paid $23,490,713 for employer contributions to these plans in the year ended June 30, 2026 (2025: $22,899,150).

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

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

13. Interfund Transfers

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

- Transfer from the operating fund to the capital fund $2,175,886 for tangible capital assets purchased.
- Transfer from the operating fund to the capital fund (local capital) $49,050 for the future replacement of the artificial turf field at Victoria High School.
- Transfer from the special purpose fund to the capital fund $637,429 for tangible capital assets purchased.

14. Related Party Transactions

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

15. Contractual Obligations

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

	2027	2028	2029
Service Contracts	$ 2,941,726	$ 123,120	$ 123,120
Operating Leases	121,530	85,845	23,762
Construction Contracts	7,925,189	-	-
Furniture and Equipment	641,952	-	-
Total	$ 11,630,397	$ 208,965	$ 146,882

16. Contractual Rights

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

	2027	2028	2029	2030	2031	Thereafter
Property Leases	$2,980,247	$1,974,915	$1,937,092	$1,496,760	$1,197,015	$4,552,028
LEAs	805,370	805,370	805,370	805,370	-	-
Total	$3,785,617	$2,780,285	$2,742,462	$2,302,130	$1,197,015	$4,552,028

17. Budget Figures

Budget figures were approved by the Board through the adoption of an annual budget on April 8, 2025.

18. Asset Retirement Obligation

Legal liabilities exist for the removal and disposal of asbestos and other environmentally hazardous materials within some district owned buildings that will undergo major renovations or demolition in the future. The obligation has been measured at current cost as the timing of future settlement is unknown. In the current year, the School District reviewed the current cost and adjusted the Asset Retirement Obligation, resulting in an Accretion Expense.

	June 30, 2026	June 30, 2025
Balance, Beginning of Year	$26,102,153	$23,832,319
Settlements during the year	(772,024)	-
Accretion Expense	508,406	2,269,834
	$25,838,535	$26,102,153

19. Contingent Liabilities and Assets

The School District, in conducting its usual business activities, is involved in various legal claims and litigation. In the event any unsettled claims are successful, management believes that such claims are not expected to have a material effect on the School District's financial position. A liability for these claims is recorded to the extent that the probability of a loss is likely and the amount of potential loss is estimable.

At June 30, 2026, unspent Classroom Enhancement Fund remedies totalled $354,313 (2025: $355,201). The School District was unable to reach an agreement with the local teachers' union regarding the treatment of the unspent remedies by June 30th. The Deferred Revenue balance is $591,630 (2025: $399,519).

20. Expense by Object

	June 30, 2026	June 30, 2025
Salaries and Benefits	$278,674,948	$271,070,772
Services and Supplies	37,250,280	39,216,853
Write-off/down of Buildings and Sites	-	234,879
Amortization of Tangible Capital Assets	16,568,676	15,635,512
Asset Retirement Obligation Accretion	508,406	2,269,834
	$333,002,310	$328,427,850

21. Internally Restricted Surplus – Operating Fund

	June 30, 2026	June 30, 2025
Restricted due to the Nature of Constraints on the Funds		
ArtStarts Grant	$ -	$ 8,672
BCSSA Indigenous Grant Funds	6,746	12,700
Cooper Smith Music Library Collection	92,460	83,088
CUPE 382 Professional Development Fund	8,332	5,186
CUPE 382 Service Improvement Allocation	113,285	111,536
CUPE 947 Local Bargaining Funds	71,361	57,124
CUPE 947 Professional Development Fund	123,026	127,669
CWB Welding Foundation Grant	526	-
Early Learning Framework (ELF) Grant	3,755	5,882
Equity Scan Grant	-	1,120
Indigenous Education Council Funding	68,332	55,255
Indigenous Education Graduation and Scholarship Fund	30,640	20,301
Island Health Community Wellness Grant	7,496	7,496
Principals and Vice Principals Professional Development Fund	68,529	66,010
South Island Partnership Grants	17,970	24,722
	612,458	586,761

21. Internally Restricted Surplus – Operating Fund *(Continued)*

	June 30, 2026	June 30, 2025
Restricted for Anticipated Unusual Expenses Identified by the Board		
Classroom Furniture due to Enrolment Growth	15,000	15,000
Potential Arbitration Settlement	726,520	697,562
Reconciliation and Anti-Racism	30,016	30,016
	771,536	742,578
Restricted for Operations Spanning Multiple School Years		
Additional Administration Time at Schools	-	41,510
BCTEA Funding Shortage	5,000	-
Boardroom Technology Upgrade	150,000	50,000
Bus Lease Termination Costs	23,031	-
Cameras & FOBs at Lampson	47,000	-
COR Certification Audit	15,000	-
Department Budget Shortfalls	-	30,000
Development and Implementation of District A.I. Plan	15,000	-
EA & Mini Bridging Program	20,000	35,000
Emergency Preparedness	10,000	10,000
English Language Learning Initiatives	25,000	101,770
ESLR - Numeracy for Teacher Professional Development	50,000	-
ESLR - Student Voice Grants	48,000	-
Facilities Cell Phone Upgrades for security purposes	36,000	-
Facilities Vehicle and Equipment Replacements	162,000	100,000
Healthy Schools Initiatives	2,706	3,646
Inclusive Learning - Hospital/Homebound and Specialized Equipment	40,000	-
Inclusive Learning - Hybrid Option Startup	10,000	-
Inclusive Learning - TTOC Release for District Referrals	30,000	-
Incomplete Facilities Capital Projects in Operating	56,098	130,209
Incomplete School/Department Funded Facilities Projects	64,659	121,424
Increased Elections Cost	101,986	-
Increased Facilities Costs due to Tariffs	300,000	-
Indigenous Education Initiatives	346,760	408,752
International Agent Fee Increase due to Single Year Enrolment	200,000	-
Land Line Phone Replacements	77,000	-
Long-Range Facilities Plan Consulting Fees	50,000	-
Automated External Defibrillators (AED) purchases per Ministerial Order	-	215,000
Re-keying Remaining Elementary Schools	85,000	-
School Mat Replacements	10,000	10,000
SJ Willis Speed Bumps	15,000	-
Technology Replacement Reserve	161,739	67,718
Technology Replacement Reserve - Increased Technology Costs	200,000	-
Purchase Order Commitments	511,254	505,482
Schools Operating Surplus and Special Project Carry Forwards	698,761	858,255
Future Years' Operations/Budget; 2025-2026	-	3,637,526
Future Years' Operations/Budget; 2026-2027	3,894,647	2,319,450
Future Years' Operations/Budget; 2027-2028	5,867,757	-
	13,329,398	8,645,742

21. Internally Restricted Surplus – Operating Fund *(Continued)*

	June 30, 2026	June 30, 2025
Total Internally Restricted Operating Surplus	**$14,713,392**	**$9,975,081**
Unrestricted Operating Surplus – Contingency	2,000,000	1,250,000
Invested in Tangible Capital Assets	22,186,412	23,791,164
Local Capital Surplus	348,259	291,962
Total Accumulated Surplus	**$39,248,063**	**$35,308,207**

22. Economic Dependence

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

23. Risk Management

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

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

a) Credit risk:

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

The School District is exposed to credit risk in the event of non-performance by a debtor. This risk is mitigated as most amounts receivable are due from the Province and are collectible. The School District deals with creditworthy counterparties to mitigate the risk of financial loss from defaults. The School District monitors the credit risk of counterparties and establishes an allowance for collectability risk as needed.

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

b) Market risk:

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

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates. It is management's opinion that the School District is not exposed to significant currency risk, as amounts held and purchases made in foreign currency are insignificant. The School District is monitoring the potential impacts and options to mitigate risks arising from tariffs and cross border trade.

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District is exposed to interest rate risk through its investments. It is management's opinion that the School District is not exposed to significant interest rate risk as they invest solely in bonds and guaranteed investment certificates.

23. Risk Management *(Continued)*

c) Liquidity risk

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

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

Risk management and insurance services for all school districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance.

There has been no change to risk exposure from 2025 related to credit, market or liquidity risks.

School District No. 61 (Greater Victoria)

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

	Operating Fund	Special Purpose Fund	Capital Fund	2026 Actual	2025 Actual
	$	$	$	$	$
Accumulated Surplus (Deficit), beginning of year	11,225,081		24,083,126	**35,308,207**	33,388,365
Changes for the year					
Surplus (Deficit) for the year	7,713,247	637,429	(4,410,820)	**3,939,856**	1,919,842
Interfund Transfers					
Tangible Capital Assets Purchased	(2,175,886)	(637,429)	2,813,315	-	
Local Capital	(49,050)		49,050	-	
Net Changes for the year	**5,488,311**	**-**	**(1,548,455)**	**3,939,856**	**1,919,842**
Accumulated Surplus (Deficit), end of year - Statement 2	**16,713,392**	**-**	**22,534,671**	**39,248,063**	35,308,207

School District No. 61 (Greater Victoria)

Schedule of Operating Operations

Year Ended June 30, 2026

	2026 Budget (Note 17)	**2026 Actual**	2025 Actual
	$	**$**	$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	239,981,890	**249,313,737**	240,589,789
Other	249,350	**275,549**	243,951
Tuition	14,986,929	**15,315,008**	16,126,998
Other Revenue	3,233,333	**4,194,045**	3,438,344
Rentals and Leases	3,732,987	**4,072,456**	3,943,855
Investment Income	1,282,015	**1,525,024**	1,939,085
Total Revenue	263,466,504	**274,695,819**	266,282,022
Expenses			
Instruction	226,997,858	**228,619,282**	223,806,006
District Administration	6,950,874	**6,814,866**	7,234,113
Operations and Maintenance	29,672,102	**29,662,454**	28,596,595
Transportation and Housing	1,850,916	**1,885,970**	1,848,174
Total Expense	265,471,750	**266,982,572**	261,484,888
Operating Surplus (Deficit) for the year	(2,005,246)	**7,713,247**	4,797,134
Budgeted Appropriation (Retirement) of Surplus (Deficit)	3,637,526		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(1,632,280)	**(2,175,886)**	(2,329,048)
Tangible Capital Assets - Work in Progress	-	**-**	(262,448)
Local Capital	-	**(49,050)**	(40,875)
Total Net Transfers	(1,632,280)	**(2,224,936)**	(2,632,371)
Total Operating Surplus (Deficit), for the year	-	**5,488,311**	2,164,763
Operating Surplus (Deficit), beginning of year		**11,225,081**	9,060,318
Operating Surplus (Deficit), end of year		**16,713,392**	11,225,081
Operating Surplus (Deficit), end of year			
Internally Restricted (Note 21)		**14,713,392**	9,975,081
Unrestricted		**2,000,000**	1,250,000
Total Operating Surplus (Deficit), end of year		**16,713,392**	11,225,081

School District No. 61 (Greater Victoria)

Schedule of Operating Revenue by Source
Year Ended June 30, 2026

	2026 Budget (Note 17)	**2026 Actual**	2025 Actual
	$	**$**	$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	237,778,118	**241,244,650**	235,756,428
ISC/LEA Recovery	(795,694)	**(805,370)**	(815,545)
Other Ministry of Education and Child Care Grants			
Pay Equity	2,896,617	**2,896,617**	2,896,617
Funding for Graduated Adults	65,082	**115,830**	65,791
Student Transportation Fund	20,027	**20,027**	20,027
Support Staff Benefits Grant			204,814
Foundation Skills Assessment (FSA) Scorer Grant	17,740	**17,740**	17,740
Labour Settlement Funding	-	**5,824,243**	2,285,628
LSF Teachers' Professional Development	-	**-**	158,289
Total Provincial Grants - Ministry of Education and Child Care	239,981,890	**249,313,737**	240,589,789
Provincial Grants - Other	249,350	**275,549**	243,951
Tuition			
Continuing Education	1,500	**4,100**	2,050
International and Out of Province Students	14,983,429	**15,306,708**	16,124,948
Distributed Learning	2,000	**4,200**	-
Total Tuition	14,986,929	**15,315,008**	16,126,998
Other Revenues			
Other School District/Education Authorities	-	**1,765**	2,240
Funding from First Nations	795,694	**805,370**	815,545
Miscellaneous			
Cafeteria Revenue	200,000	**235,598**	281,660
International Education Revenues	1,737,925	**1,842,436**	1,589,897
Climate Risk Reduction Grant	-	**168,055**	-
Municipal Crossing Guard Revenue	280,975	**289,608**	246,095
Miscellaneous	159,932	**437,005**	434,100
BC Hydro Commercial Energy Manager Program	58,807	**68,807**	68,807
WorkSafeBC Certificate of Recognition Incentive	-	**345,401**	-
Total Other Revenue	3,233,333	**4,194,045**	3,438,344
Rentals and Leases	3,732,987	**4,072,456**	3,943,855
Investment Income	1,282,015	**1,525,024**	1,939,085
Total Operating Revenue	263,466,504	**274,695,819**	266,282,022

School District No. 61 (Greater Victoria)

Schedule of Operating Expense by Object

Year Ended June 30, 2026

	2026 Budget (Note 17)	**2026 Actual**	2025 Actual
	$	**$**	$
Salaries			
Teachers	115,768,026	**114,285,084**	112,111,079
Principals and Vice Principals	15,520,085	**15,468,544**	14,714,238
Educational Assistants	23,702,965	**27,133,811**	24,813,008
Support Staff	22,304,876	**21,870,801**	21,497,639
Other Professionals	5,308,327	**5,804,196**	5,641,312
Substitutes	12,805,807	**13,252,949**	14,813,362
Total Salaries	195,410,086	**197,815,385**	193,590,638
Employee Benefits	49,599,340	**47,730,832**	46,431,522
Total Salaries and Benefits	245,009,426	**245,546,217**	240,022,160
Services and Supplies			
Services	7,894,705	**9,030,516**	9,109,538
Student Transportation	1,258,696	**1,241,032**	1,223,488
Professional Development and Travel	670,376	**939,678**	877,598
Rentals and Leases	108,851	**35,080**	37,856
Dues and Fees	137,401	**123,265**	155,411
Insurance	659,087	**757,347**	635,781
Supplies	5,147,568	**5,389,981**	5,500,041
Utilities	4,585,640	**3,919,456**	3,923,015
Total Services and Supplies	20,462,324	**21,436,355**	21,462,728
Total Operating Expense	265,471,750	**266,982,572**	261,484,888

School District No. 61 (Greater Victoria)

Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	$	$	$	$	$	$	$
1 Instruction							
1.02 Regular Instruction	87,796,053	4,626,905	3,072,878	196,559	313,757	9,184,770	**105,190,922**
1.03 Career Programs	751,775	169,434	320,836			46,469	**1,288,514**
1.07 Library Services	2,790,308			406,854		148,937	**3,346,099**
1.08 Counselling	2,790,569	1,183				157,027	**2,948,779**
1.10 Inclusive Education	12,137,651	413,506	22,372,316	228,232	193,786	2,037,163	**37,382,654**
1.20 Early Learning and Child Care			41,942				**41,942**
1.30 English Language Learning	3,336,241	75,195	111,293	1,403	65,461	254,825	**3,844,418**
1.31 Indigenous Education	426,705	305,838	824,766	61,372	182,199	115,715	**1,916,595**
1.41 School Administration		9,553,102		5,011,076		29,163	**14,593,341**
1.60 Summer School	22,612	5,326	6,244				**34,182**
1.61 Continuing Education	237,292	33,986		67,446		366	**339,090**
1.62 International and Out of Province Students	3,928,468		5,959	887,777	783,090	359,736	**5,965,030**
1.64 Other	-		6,299			1,342	**7,641**
Total Function 1	**114,217,674**	**15,184,475**	**26,762,533**	**6,860,719**	**1,538,293**	**12,335,513**	**176,899,207**
4 District Administration							
4.11 Educational Administration		165,117		318,482	840,269	2,173	**1,326,041**
4.40 School District Governance					314,832		**314,832**
4.41 Business Administration		118,952		1,477,143	1,665,750	38,094	**3,299,939**
Total Function 4	**-**	**284,069**	**-**	**1,795,625**	**2,820,851**	**40,267**	**4,940,812**
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	67,410		76,340	358,698	1,156,589	30,853	**1,689,890**
5.50 Maintenance Operations				11,601,414	159,386	755,295	**12,516,095**
5.52 Maintenance of Grounds				1,143,388		62,296	**1,205,684**
5.56 Utilities							**-**
Total Function 5	**67,410**	**-**	**76,340**	**13,103,500**	**1,315,975**	**848,444**	**15,411,669**
7 Transportation and Housing							
7.41 Transportation and Housing Administration					129,077		**129,077**
7.70 Student Transportation			294,938	110,957		28,725	**434,620**
Total Function 7	**-**	**-**	**294,938**	**110,957**	**129,077**	**28,725**	**563,697**
9 Debt Services							
Total Function 9	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total Functions 1 - 9	**114,285,084**	**15,468,544**	**27,133,811**	**21,870,801**	**5,804,196**	**13,252,949**	**197,815,385**

School District No. 61 (Greater Victoria)

Operating Expense by Function, Program and Object

Year Ended June 30, 2026

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2026 Actual	2026 Budget (Note 17)	2025 Actual
	$	$	$	$	$	$	$
1 Instruction							
1.02 Regular Instruction	**105,190,922**	25,455,235	**130,646,157**	3,376,354	**134,022,511**	135,911,925	133,730,483
1.03 Career Programs	**1,288,514**	318,498	**1,607,012**	839,972	**2,446,984**	2,157,506	2,305,704
1.07 Library Services	**3,346,099**	813,985	**4,160,084**	114,404	**4,274,488**	3,900,541	4,147,018
1.08 Counselling	**2,948,779**	687,528	**3,636,307**	2,969	**3,639,276**	3,614,293	3,481,218
1.10 Inclusive Education	**37,382,654**	9,137,132	**46,519,786**	976,824	**47,496,610**	45,547,739	44,349,111
1.20 Early Learning and Child Care	**41,942**	11,250	**53,192**		**53,192**	58,492	48,269
1.30 English Language Learning	**3,844,418**	927,043	**4,771,461**	62,025	**4,833,486**	4,485,234	4,308,442
1.31 Indigenous Education	**1,916,595**	441,180	**2,357,775**	904,136	**3,261,911**	3,078,095	3,279,356
1.41 School Administration	**14,593,341**	3,381,220	**17,974,561**	98,049	**18,072,610**	17,492,659	17,360,696
1.60 Summer School	**34,182**	6,939	**41,121**	6,243	**47,364**	-	-
1.61 Continuing Education	**339,090**	80,851	**419,941**	1,887	**421,828**	389,893	419,180
1.62 International and Out of Province Students	**5,965,030**	1,464,493	**7,429,523**	2,503,719	**9,933,242**	10,251,731	10,270,954
1.64 Other	**7,641**	1,833	**9,474**	106,306	**115,780**	109,750	105,575
Total Function 1	**176,899,207**	**42,727,187**	**219,626,394**	**8,992,888**	**228,619,282**	226,997,858	223,806,006
4 District Administration							
4.11 Educational Administration	**1,326,041**	309,184	**1,635,225**	113,177	**1,748,402**	1,762,634	1,871,945
4.40 School District Governance	**314,832**	34,766	**349,598**	50,921	**400,519**	478,611	665,573
4.41 Business Administration	**3,299,939**	797,712	**4,097,651**	568,294	**4,665,945**	4,709,629	4,696,595
Total Function 4	**4,940,812**	**1,141,662**	**6,082,474**	**732,392**	**6,814,866**	6,950,874	7,234,113
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	**1,689,890**	399,249	**2,089,139**	867,871	**2,957,010**	2,795,639	2,870,604
5.50 Maintenance Operations	**12,516,095**	3,037,647	**15,553,742**	4,026,496	**19,580,238**	19,410,882	18,891,525
5.52 Maintenance of Grounds	**1,205,684**	297,310	**1,502,994**	734,707	**2,237,701**	1,854,941	1,930,361
5.56 Utilities	**-**		**-**	4,887,505	**4,887,505**	5,610,640	4,904,105
Total Function 5	**15,411,669**	**3,734,206**	**19,145,875**	**10,516,579**	**29,662,454**	29,672,102	28,596,595
7 Transportation and Housing							
7.41 Transportation and Housing Administration	**129,077**	30,346	**159,423**	4,429	**163,852**	155,806	155,725
7.70 Student Transportation	**434,620**	97,431	**532,051**	1,190,067	**1,722,118**	1,695,110	1,692,449
Total Function 7	**563,697**	**127,777**	**691,474**	**1,194,496**	**1,885,970**	1,850,916	1,848,174
9 Debt Services							
Total Function 9	**-**	**-**	**-**	**-**	**-**	-	-
Total Functions 1 - 9	**197,815,385**	**47,730,832**	**245,546,217**	**21,436,355**	**266,982,572**	265,471,750	261,484,888

School District No. 61 (Greater Victoria)

Schedule of Special Purpose Operations
Year Ended June 30, 2026

	2026 Budget (Note 17)	**2026 Actual**	2025 Actual
	$	**$**	$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	34,305,739	**38,569,670**	36,760,704
Other Revenue	6,658,020	**7,768,650**	8,175,010
Investment Income	158,151	**177,236**	197,153
Total Revenue	41,121,910	**46,515,556**	45,132,867
Expenses			
Instruction	40,211,479	**45,067,696**	44,004,778
Operations and Maintenance	810,431	**810,431**	826,264
Total Expense	41,021,910	**45,878,127**	44,831,042
Special Purpose Surplus (Deficit) for the year	100,000	**637,429**	301,825
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(100,000)	**(637,429)**	(276,304)
Tangible Capital Assets - Work in Progress			(25,521)
Total Net Transfers	(100,000)	**(637,429)**	(301,825)
Total Special Purpose Surplus (Deficit) for the year	-	**-**	-
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		**-**	-

School District No. 61 (Greater Victoria)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2026

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	Special Education Technology	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	$	$	$	$	$	$	$	$	$
Deferred Revenue, beginning of year			795,882	4,327	4,326,217	29,574	25,399	-	28,473
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	810,431	846,616		152,086		204,000	68,600	522,847	4,345,502
Other			45,753		7,938,301				
Investment Income			62,735		64,948				
	810,431	846,616	108,488	152,086	8,003,249	204,000	68,600	522,847	4,345,502
Less: Allocated to Revenue	810,431	846,616	79,882	147,685	7,833,598	186,644	74,149	522,847	4,309,844
Recovered				4,327					
Deferred Revenue, end of year	**-**	**-**	**824,488**	**4,401**	**4,495,868**	**46,930**	**19,850**	**-**	**64,131**
Revenues									
Provincial Grants - Ministry of Education and Child Care	810,431	846,616		147,685		186,644	74,149	522,847	4,309,844
Other Revenue					7,768,650				
Investment Income			79,882		64,948				
	810,431	846,616	79,882	147,685	7,833,598	186,644	74,149	522,847	4,309,844
Expenses									
Salaries									
Teachers					7,294			91,321	1,592,117
Principals and Vice Principals				3,897				77,229	23,143
Educational Assistants		644,652		115,368	2,688	142,010			145,652
Support Staff									68,208
Other Professionals									36,822
Substitutes		25,053			160,710	970	29,757	100,243	158,872
	-	669,705	-	119,265	170,692	142,980	29,757	268,793	2,024,814
Employee Benefits		176,911		25,837	34,707	34,893	6,274	60,357	498,927
Services and Supplies	810,431		63,836	2,583	7,405,739	8,771	38,118	193,697	1,786,103
	810,431	846,616	63,836	147,685	7,611,138	186,644	74,149	522,847	4,309,844
Net Revenue (Expense) before Interfund Transfers	-	-	16,046	-	222,460	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased			(16,046)		(222,460)				
	-	-	(16,046)	-	(222,460)	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-
Additional Expenses funded by, and reported in, the Operating Fund						53,192			

School District No. 61 (Greater Victoria)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2026

	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children (CR4YC)	Early Childhood Education (ECE) Dual Credit Program	Student & Family Affordability (SFAF)	Strengthening Early Years to Kindergarten (SEY2KT)
	$	$	$	$	$	$	$	$	$
Deferred Revenue, beginning of year	-	215,527	399,519	39,689	47,975	23,364	-	217,666	15,071
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	825,295	23,852,495	3,075,821	45,819	48,000				
Other									
Investment Income									
	825,295	23,852,495	3,075,821	45,819	48,000	-	-	-	-
Less: Allocated to Revenue	825,295	23,585,060	2,484,191	83,428	38,363	15,162	-	133,138	15,071
Recovered		215,527	399,519						
Deferred Revenue, end of year	**-**	**267,435**	**591,630**	**2,080**	**57,612**	**8,202**	**-**	**84,528**	**-**
Revenues									
Provincial Grants - Ministry of Education and Child Care	825,295	23,585,060	2,484,191	83,428	38,363	15,162		133,138	15,071
Other Revenue									
Investment Income									
	825,295	23,585,060	2,484,191	83,428	38,363	15,162	-	133,138	15,071
Expenses									
Salaries									
Teachers		17,566,289	265,269						
Principals and Vice Principals									
Educational Assistants									
Support Staff	191,439			28,209					
Other Professionals									
Substitutes	481,426	1,162,864	1,777,573		739	11,987			11,533
	672,865	18,729,153	2,042,842	28,209	739	11,987	-	-	11,533
Employee Benefits	152,430	4,812,476	441,349	7,616	167	2,589			2,538
Services and Supplies		43,431		47,603	37,457	586		133,138	1,000
	825,295	23,585,060	2,484,191	83,428	38,363	15,162	-	133,138	15,071
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased									
	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-
Additional Expenses funded by, and reported in, the Operating Fund	1,797,098				39,504				

School District No. 61 (Greater Victoria)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2026

	Early Care & Learning (ECL)	Feeding Futures Fund	Health Career Grants	Dual Credit Program Expansion	Professional Learning Grant	National School Food Program	Ledger School	Provincial Inclusion Outreach	Estate Trust
	$	$	$	$	$	$	$	$	$
Deferred Revenue, beginning of year	-	403,796	740		206,628	-	74,917	78,951	146,902
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	525,000	2,277,123		130,000		374,040	571,834	1,017,201	
Other									
Investment Income									20,616
	525,000	2,277,123	-	130,000	-	374,040	571,834	1,017,201	20,616
Less: Allocated to Revenue	175,000	2,134,624	740	130,000	63,229	360,985	510,539	1,017,201	32,406
Recovered							74,917	78,951	
Deferred Revenue, end of year	**350,000**	**546,295**	**-**	**-**	**143,399**	**13,055**	**61,295**	**-**	**135,112**
Revenues									
Provincial Grants - Ministry of Education and Child Care	175,000	2,134,624	740	130,000	63,229	360,985	510,539	1,017,201	
Other Revenue									
Investment Income									32,406
	175,000	2,134,624	740	130,000	63,229	360,985	510,539	1,017,201	32,406
Expenses									
Salaries									
Teachers							278,211	253,035	
Principals and Vice Principals	144,748	75,879					14,573	26,258	
Educational Assistants		318,852					84,043	199,547	
Support Staff		23,704						35,553	
Other Professionals									
Substitutes		5,027			40,830		10,887		2,558
	144,748	423,462	-	-	40,830	-	387,714	514,393	2,558
Employee Benefits	30,252	104,258			8,475		99,254	128,476	557
Services and Supplies		1,601,777	740	130,000	13,924		23,571	372,264	10,516
	175,000	2,129,497	740	130,000	63,229	-	510,539	1,015,133	13,631
Net Revenue (Expense) before Interfund Transfers	-	5,127	-	-	-	360,985	-	2,068	18,775
Interfund Transfers									
Tangible Capital Assets Purchased		(5,127)				(360,985)		(2,068)	(18,775)
	-	(5,127)	-	-	-	(360,985)	-	(2,068)	(18,775)
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-
Additional Expenses funded by, and reported in, the Operating Fund	24,852								

School District No. 61 (Greater Victoria)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2026

	Inclusion Outreach Literacy	BC Early Literacy Screening Tool	TOTAL
	$	$	$
Deferred Revenue, beginning of year	31,356		7,111,973
Add: Restricted Grants			
Provincial Grants - Ministry of Education and Child Care	79,905	8,000	39,780,615
Other			7,984,054
Investment Income			148,299
	79,905	8,000	47,912,968
Less: Allocated to Revenue	95,312	4,116	46,515,556
Recovered			773,241
Deferred Revenue, end of year	**15,949**	**3,884**	**7,736,144**
Revenues			
Provincial Grants - Ministry of Education and Child Care	95,312	4,116	38,569,670
Other Revenue			7,768,650
Investment Income			177,236
	95,312	4,116	46,515,556
Expenses			
Salaries			
Teachers	18,459		20,071,995
Principals and Vice Principals			365,727
Educational Assistants	26,100		1,678,912
Support Staff	2,472		349,585
Other Professionals			36,822
Substitutes		3,522	3,984,551
	47,031	3,522	26,487,592
Employee Benefits	12,202	594	6,641,139
Services and Supplies	24,111		12,749,396
	83,344	4,116	45,878,127
Net Revenue (Expense) before Interfund Transfers	11,968	-	637,429
Interfund Transfers			
Tangible Capital Assets Purchased	(11,968)		(637,429)
	(11,968)	-	(637,429)
Net Revenue (Expense)	-	-	-
Additional Expenses funded by, and reported in, the Operating Fund			**1,914,646**

School District No. 61 (Greater Victoria)

Schedule of Capital Operations
Year Ended June 30, 2026

	2026 Budget (Note 17)	2026 Actual Invested in Tangible Capital Assets	2026 Actual Local Capital	2026 Actual Fund Balance	2025 Actual
	$	$	$	$	$
Revenues					
Provincial Grants					
Ministry of Education and Child Care	3,000,000	**3,836,553**		**3,836,553**	3,971,695
Investment Income	5,000		**7,247**	**7,247**	40,543
Gain (Loss) on Disposal of Tangible Capital Assets				**-**	3,802,183
Amortization of Deferred Capital Revenue	11,850,136	**11,886,991**		**11,886,991**	11,118,382
Total Revenue	14,855,136	**15,723,544**	**7,247**	**15,730,791**	18,932,803
Expenses					
Operations and Maintenance	3,000,000	**3,064,529**		**3,064,529**	3,971,695
Amortization of Tangible Capital Assets					
Operations and Maintenance	16,414,470	**16,568,676**		**16,568,676**	15,635,512
Write-off/down of Buildings and Sites				**-**	234,879
Asset Retirement Obligation Accretion		**508,406**		**508,406**	2,269,834
Total Expense	19,414,470	**20,141,611**	**-**	**20,141,611**	22,111,920
Capital Surplus (Deficit) for the year	(4,559,334)	**(4,418,067)**	**7,247**	**(4,410,820)**	(3,179,117)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	1,732,280	**2,813,315**		**2,813,315**	2,605,352
Tangible Capital Assets - Work in Progress				**-**	287,969
Local Capital			**49,050**	**49,050**	40,875
Total Net Transfers	1,732,280	**2,813,315**	**49,050**	**2,862,365**	2,934,196
Total Capital Surplus (Deficit) for the year	(2,827,054)	**(1,604,752)**	**56,297**	**(1,548,455)**	(244,921)
Capital Surplus (Deficit), beginning of year		**23,791,164**	**291,962**	**24,083,126**	24,328,047
Capital Surplus (Deficit), end of year		**22,186,412**	**348,259**	**22,534,671**	24,083,126

School District No. 61 (Greater Victoria)

Tangible Capital Assets
Year Ended June 30, 2026

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	$	$	$	$	$	$	$
Cost, beginning of year	11,972,423	527,854,690	20,904,237	2,315,785		10,679,404	**573,726,539**
Changes for the Year							
Increase:							
Purchases from:							
Operating Fund		181,527	515,458	232,645		1,246,256	**2,175,886**
Special Purpose Funds			528,636	42,000		66,793	**637,429**
Transferred from Work in Progress		46,559,246	2,462,048			51,202	**49,072,496**
	-	46,740,773	3,506,142	274,645	-	1,364,251	**51,885,811**
Decrease:							
Deemed Disposals			1,508,362	92,680		2,005,137	**3,606,179**
Settlement of Asset Retirement Obligation		772,024					**772,024**
	-	772,024	1,508,362	92,680	-	2,005,137	**4,378,203**
Cost, end of year	11,972,423	573,823,439	22,902,017	2,497,750	-	10,038,518	**621,234,147**
Work in Progress, end of year		14,636,342	930,183				**15,566,525**
Cost and Work in Progress, end of year	11,972,423	588,459,781	23,832,200	2,497,750	-	10,038,518	**636,800,672**
Accumulated Amortization, beginning of year		230,959,263	9,262,056	967,610		5,204,837	**246,393,766**
Changes for the Year							
Amortization for the Year		12,065,895	2,190,313	240,676		2,071,792	**16,568,676**
		12,065,895	2,190,313	240,676	-	2,071,792	**16,568,676**
Deemed Disposals			1,508,362	92,680		2,005,137	**3,606,179**
Written-off During Year							**-**
Settlement of Asset Retirement Obligation		772,024					**772,024**
		772,024	1,508,362	92,680	-	2,005,137	**4,378,203**
Accumulated Amortization, end of year		242,253,134	9,944,007	1,115,606	-	5,271,492	**258,584,239**
Tangible Capital Assets - Net	**11,972,423**	**346,206,647**	**13,888,193**	**1,382,144**	**-**	**4,767,026**	**378,216,433**

School District No. 61 (Greater Victoria)

Tangible Capital Assets - Work in Progress
Year Ended June 30, 2026

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	$	$	$	$	$
Work in Progress, beginning of year	43,727,115	357,061			**44,084,176**
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	10,026,951	2,670,225		51,202	**12,748,378**
Deferred Capital Revenue - Other	7,441,522	364,945			**7,806,467**
	17,468,473	3,035,170	-	51,202	**20,554,845**
Decrease:					
Transferred to Tangible Capital Assets	46,559,246	2,462,048		51,202	**49,072,496**
	46,559,246	2,462,048	-	51,202	**49,072,496**
Net Changes for the Year	(29,090,773)	573,122	-	-	**(28,517,651)**
Work in Progress, end of year	**14,636,342**	**930,183**	**-**	**-**	**15,566,525**

School District No. 61 (Greater Victoria)

Deferred Capital Revenue
Year Ended June 30, 2026

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	$	$	$	$
Deferred Capital Revenue, beginning of year	237,178,068	36,317,217	3,507,792	**277,003,077**
Changes for the Year				
Increase:				
Transferred from Work in Progress	41,917,510	2,867,392	209,820	**44,994,722**
	41,917,510	2,867,392	209,820	**44,994,722**
Decrease:				
Amortization of Deferred Capital Revenue	10,202,983	1,388,128	295,880	**11,886,991**
	10,202,983	1,388,128	295,880	**11,886,991**
Net Changes for the Year	31,714,527	1,479,264	(86,060)	**33,107,731**
Deferred Capital Revenue, end of year	268,892,595	37,796,481	3,421,732	**310,110,808**
Work in Progress, beginning of year	36,659,296	3,270,342	76,762	**40,006,400**
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	12,748,378	5,570,989	2,235,478	**20,554,845**
	12,748,378	5,570,989	2,235,478	**20,554,845**
Decrease				
Transferred to Deferred Capital Revenue	41,917,510	2,867,392	209,820	**44,994,722**
	41,917,510	2,867,392	209,820	**44,994,722**
Net Changes for the Year	(29,169,132)	2,703,597	2,025,658	**(24,439,877)**
Work in Progress, end of year	7,490,164	5,973,939	2,102,420	**15,566,523**
Total Deferred Capital Revenue, end of year	**276,382,759**	**43,770,420**	**5,524,152**	**325,677,331**

School District No. 61 (Greater Victoria)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2026

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	$	$	$	$	$	$
Balance, beginning of year	788,103	15,077,926	5,689,368		3,524,547	**25,079,944**
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	16,151,407		3,451,931			**19,603,338**
Other					589,938	**589,938**
Investment Income		381,586			86,343	**467,929**
Transfer project surplus to MECC Restricted (from) Bylaw	(21,112)	21,112				**-**
	16,130,295	402,698	3,451,931	-	676,281	**20,661,205**
Decrease:						
Transferred to DCR - Work in Progress	12,748,378	1,458,756	4,112,233		2,235,478	**20,554,845**
Transferred to Revenue - Settlement of Asset Retirement Obligation	772,024					**772,024**
Maintenance Expenses	3,064,529					**3,064,529**
	16,584,931	1,458,756	4,112,233	-	2,235,478	**24,391,398**
Net Changes for the Year	(454,636)	(1,056,058)	(660,302)	-	(1,559,197)	**(3,730,193)**
Balance, end of year	**333,467**	**14,021,868**	**5,029,066**	**-**	**1,965,350**	**21,349,751**

FINANCIAL STATEMENT DISCUSSION & ANALYSIS

2025-2026

One *Learning* Community

www.sd61.bc.ca

Greater VICTORIA School District

Table of Contents

Introduction

This report is a discussion and analysis of the financial results for the fiscal year ended June 30, 2026 for the Greater Victoria School District (the District). It is a summary of the District's financial activities based on currently known facts, decisions, and conditions. The financial results are discussed in comparison with the financial results for the fiscal year ended June 30, 2025 and the annual budget for 2025-2026. This report should be read in conjunction with the District's 2025-2026 audited financial statements.

District Overview

The District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work. The District is advised by the Indigenous Education Council ("IEC") to support the work of Indigenous Education and all Indigenous students within the District. The IEC represents Four Indigenous Houses that advise the District, which are the Esquimalt First Nation, the Songhees First Nation, the Métis Nation of Greater Victoria, and the Urban Peoples' House Indigenous Advisory.

The District is the largest of three school districts on lower Vancouver Island and spans the municipalities of Esquimalt, Oak Bay, Victoria, and portions of the Highlands, Saanich, and View Royal. The District provides quality education to 20,022 students within 28 elementary schools, ten middle schools, and seven secondary schools, as well as two alternative sites.

Additionally, the District has before and after school care at all 28 elementary schools, 21 child care centres operating on school grounds, serving children ages zero to five, and six StrongStart BC centres. Each year, the District is also proud to host 1,518 International Students attending short- and long-term programs supported by our International Education Program at their Uplands Campus, and 124 adult learners through the Continuing Education Program. The District also offers a variety of Programs of Choice, including French Immersion.

Strategic Plan

The District is guided by its 2020-2028 Strategic Plan as outlined below:

Mission

We nurture each student's learning and well-being in a safe, responsive and inclusive learning community.

Vision

Each student within our world-class learning community has an opportunity to fulfill their potential and pursue their aspirations.

Goal 1

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

Strategy 1:

Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.

Strategy 2:

Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.

Strategy 3:

Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.

Goal 2

Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

Strategy 1:

Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.

Strategy 2:

Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.

Strategy 3:

Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.

Goal 3

Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

Strategy 1:

Continue to provide professional learning opportunities to all staff in K-12 to further support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.

Strategy 2:

Work in collaboration with Ministry of Children & Family Development to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents and mental and physical abilities to the fullest for current and future success.

Strategy 3:

Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.

Strategy 4:

Address the inequity of opportunity for all learners to maximize physical health and mental well-being.

Core Values

Engagement
We work to actively engage students in their education and make them feel connected to their learning

Equity
We give each student the opportunity to fulfill their potential

Innovation
We are innovative and consistently seek ways to make positive change

Integrity
We are ethical and fair

Transparency
We are accountable for the decisions we make and how we make them

Partnerships
We create open and respectful partnerships with each member of our learning community

Respect
We respect ourselves, others and the environment

Social Responsibility
We share responsibility to work with and inspire students to create a better world

Sustainability
We are proactive in the stewardship of the resources of our organization, our community and our planet

A Year in Review 2025-2026

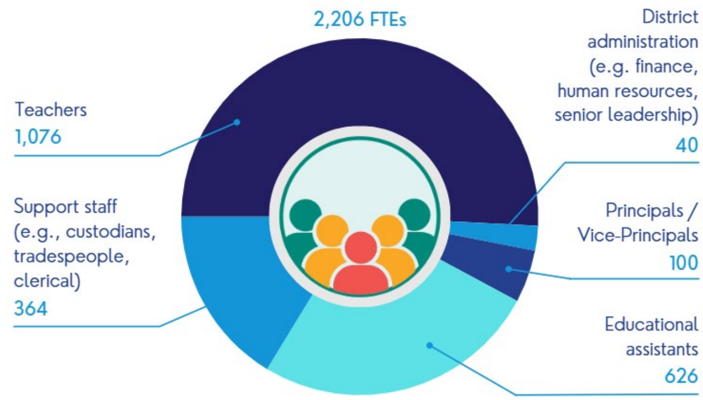
Operating Fund

Where the Money Comes From

(Revenues)

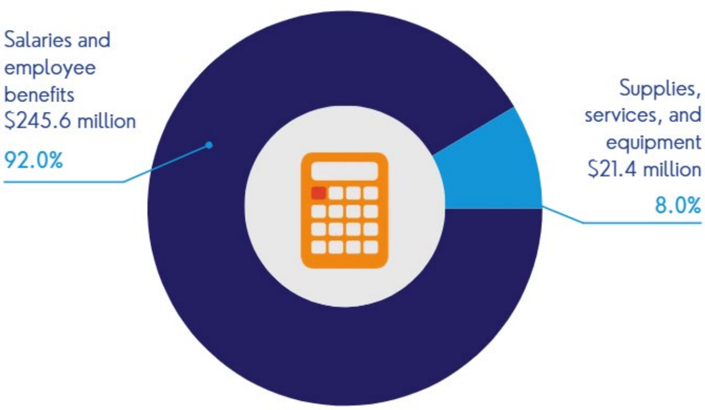
Our Staff Team

2,206 FTEs



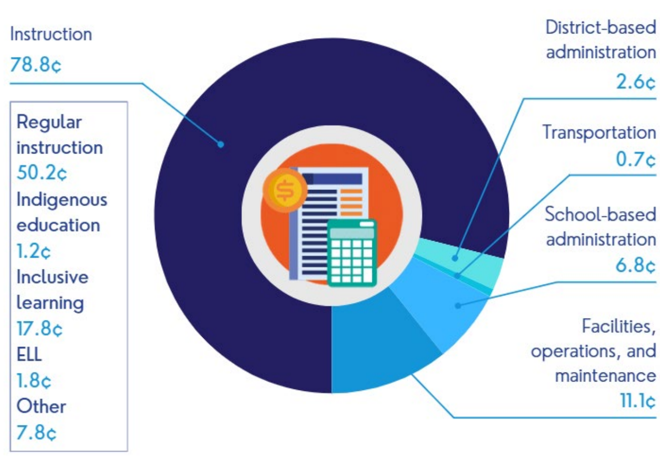
Where the Money Goes

(Expenditures)

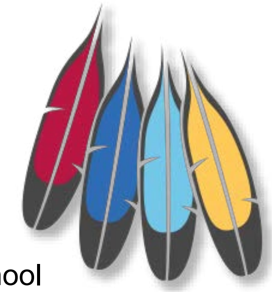


Our Student Population = 21,531 FTE

How Each Dollar is Spent



Our District



Indigenous Education

1,466 self-identified Indigenous students

Expanded the Campus Cousins Leadership Program and the Lahal Program into Middle Years

Implemented the Indigenous Education Council

Supported the 5th Annual Indigenous Focused Day of Learning, in which every school within the district meaningfully participated and engaged

Student Voice

Representatives from all middle and secondary schools participated in Student Connections meetings

Monthly meetings with representatives from all secondary schools as part of our Representative Advisory Council of Students to discuss topical issues such as the annual budget, Board Policies and equity, diversity and inclusion.

French Immersion (FRIM)

3,969 students enrolled

25 teachers and **3** facilitators participated in a professional learning series with a focus on Literacy and Inclusive Practice

10 core French Teachers participated in a Core French Collaboration Series

15 schools participated in a professional learning series for dual track administrators

12 new career FRIM teachers participated in a learning series to support new career teachers

Every FRIM student participated in 1+ district-wide cultural French performance

Inclusive Education

334 individuals trained in NVCI (non-violent crisis intervention)

305 referrals for collaborative support for priority students in schools

2 free, intensive, three-week Educational Assistant Bridge Training programs

Mental Health and Well-Being

2 Child and Youth Mental Health consultation and collaboration meetings with school teams

16 Mental Health & Wellness Grants focused on student voice and student-led initiatives at each grant school

Sexual Orientations and Gender Identities (SOGI)

Participation from Trustees, Staff, Parents and Students in the Victoria Pride Parade in July 2026

Victoria International Education

1,518 students from **32** countries / regions bringing cultural diversity and learning opportunities to our District

1,076 long-term and **442** short-term students

28 partnership agreements with schools around the world

708 registered homestay families

878 registered study abroad agencies from **43** countries managed and supported

Early Learning and Child Care

1,066 families participated in StrongStart programs

1,400+ children welcomed into kindergarten

3,000+ children attending child care on school grounds

23 ECEs work alongside kindergarten teachers in elementary schools

8 new Ministry-funded child care facility developments underway on school grounds

21 child care centres operating on school grounds, serving children ages zero to five

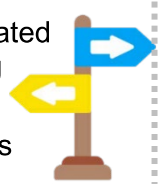
English Language Learners (ELL) and Welcome & Learning Centre

2,644 ELL students

39 supportive intake meetings with families new to Canada and District

100+ participants in weekly after-school programming

Pathways & Partnerships



8,000 staff and K-8 students participated in hands-on, career-focused learning opportunities

55 new youth apprentice registrations

800+ career-related courses taken by secondary students in post-secondary and industry

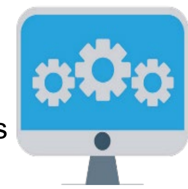
280 secondary students participate in a springboard opportunity, including Hands on Health, VIC PD, Island Health, Navy, WITT and others

1,700 grade 8 middle school students' tours of Camosun College

Summer Programming

177 students supported in Summer Programming, with a focus on priority learners.

Information Technology for Learning



Student device purchasing framework implemented

Hardware lifecycling improvements and cost savings for staff and student devices

Successful rollout of TTOC loaner laptop program

Continued digital transformation to improve online forms and communication for parents and students

- Migrated the District's virtual server infrastructure from VMware ESXi to Microsoft Hyper-V, reducing license costs and improving the sustainability and management of IT services
- Migrated Windows 10 devices to Windows 11, strengthening security, maintaining support, and minimizing operational risk.
- Transitioned all district iPads to Microsoft Intune, consolidating device management and reducing software licensing costs.

Facilities

17,058 district-wide and **636** child care maintenance work orders completed

20 food program sites completed

4 complete interior and exterior paints

2 boiler upgrades, **5** direct digital controls replacements, **1** pneumatic controls replacement and **1** heat pump replacement, **12** unit ventilator installations

29 tec packages, **21** network infrastructure and **14** security upgrades

6 roofing replacements and **4** elevator/lift replacements or refurbishments

Financial Statement Overview

The financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards with some exceptions as reported in Note 2 of the financial statements.

The financial statements are comprised of audited statements and notes to the financial statements, as well as unaudited schedules which support the information presented in the audited statements. Statements 1 to 5 show the financial results for the District on a consolidated basis for the operating, special purpose and capital funds (Statement 3 Remeasurement Gains and Losses does not apply to the District). Schedules 2 to 4 report the financial information for each of the funds and are explained below:

- Operating revenues and expenses are reported in Schedules 2 to 2C
- Special Purpose revenues and expenses are reported in Schedules 3 and 3A
- Capital revenues, expenses, capital asset additions and dispositions, and changes in deferred capital revenues are reported in Schedules 4 to 4D.

OPERATING

Includes revenues and expenses related to the daily operation of the District, including school and administrative functions, facilities operations and transportation. Any surplus at year end is carried forward to future years.

SPECIAL PURPOSE

Includes restricted grants and other funding subject to a legislative or contractual restriction on its use. Revenues are recognized as expenditures are incurred. Any funds received in excess of expenditures are recorded as deferred revenue, not as surplus.

CAPITAL

Includes financial activities for tangible capital assets, including sites, buildings, furniture & equipment, vehicles, computer hardware and software funded from Ministry of Education and Child Care capital grants, local capital, operating and special purpose funds.

Financial Overview

As reported in the consolidated statement of operations (Statement 2), the District's revenues exceeded its expenses, resulting in a surplus for the year of $3.9 million compared to a deficit of $6.5 million in the annual budget and a surplus of $1.9 million in the prior year.

	2026 Budget	2026 Actual	2025 Actual
Revenues	$ 319,443,550	$ 336,942,166	$ 330,347,692
Expenses	(325,908,130)	(333,002,310)	(328,427,850)
Surplus (Deficit) for the year	$ (6,464,580)	$ 3,939,856	$ 1,919,842

The 2025–2026 school year saw enrolment decline for the first time since the COVID-19 pandemic. This decline resulted in a decrease in the operating grant from the Ministry of Education and Child Care (the Ministry). While overall enrolment declined, operating expenses continued to increase due to cost pressures. However, inclusive learning enrolment continued to grow, resulting in additional funding to hire more Educational Assistants.

The District received several new sources of revenue in 2025-2026. The largest source of revenue was labour settlement funding for teachers, support staff, and exempt staff following the ratification of collective agreements. The District also received a financial incentive from WorkSafeBC after earning a Certificate of Recognition (COR), as well as a Climate Risk Reduction Grant from the Corporation of the District of Saanich to support climate change mitigation initiatives, including increasing tree canopy cover in the Tillicum-Burnside area.

Other new sources of revenue confirmed since the annual budget was prepared include two Special Purpose Grants: Classroom Enhancement Fund – Remedies and National School Food Program.

International enrolment declined in 2025-2026 compared to 2024-2025. The District's Victoria International Education (VIE) program remains a significant contributor to the District's overall financial position. Despite lower enrolment, VIE finished the year with a surplus, contributing to the District's year-end surplus.

As interest rates in Canada decreased, the District saw a decrease in investment income compared to 2024-2025.

The District's year-end surplus exceeded the February 2026 estimates by $8.6 million. This was due to a combination of factors, including the additional surplus generated by VIE, conservative budgeting practices that helped ensure year-end financial targets were achieved, lower employee benefits usage, staffing vacancies, utility savings, and additional investment and rental revenue.

The District acquired tangible capital assets, including work in progress, totaling $23.4 million. Significant additions included the continued construction of the Cedar Hill Middle School replacement project, exterior structural upgrades at Oaklands Elementary, Annual Facility Grant projects, technology and infrastructure upgrades, and new child care facilities.

Financial Analysis

This Financial Statement Discussion and Analysis provides an overview of the District's financial performance and significant changes from the prior year and annual budget. Variances are discussed where they exceed both 5% and $100,000. Variances below these thresholds may also be discussed where they are considered significant due to their nature, timing, or operational impact.

Statement of Financial Position – Statement 1

The Statement of Financial Position is a consolidation of all funds – Operating, Special Purpose and Capital. It summarizes the assets, liabilities and accumulated surplus (deficit). The following table provides a comparative analysis of the District's net financial position for fiscal years ending June 30, 2026 and June 30, 2025.

	2026	2025	$ Change	% Change
Financial Assets				
Cash and Cash Equivalents	$ 87,683,859	$ 86,453,150	$ 1,230,709	1%
Accounts Receivable	8,302,778	4,987,272	3,315,506	66%
Portfolio Investments	499,943	499,886	57	0%
Total Financial Assets	96,486,580	91,940,308	4,546,272	5%
Liabilities				
Accounts Payable and Accrued Liabilities	40,416,696	38,818,134	1,598,562	4%
Unearned Revenue	12,153,328	11,538,045	615,283	5%
Deferred Revenue	7,736,144	7,111,973	624,171	9%
Deferred Capital Revenue	347,027,082	342,089,421	4,937,661	1%
Employee Future Benefits	3,524,381	3,354,236	170,145	5%
Asset Retirement Obligation	25,838,535	26,102,153	(263,618)	-1%
Total Liabilites	436,696,166	429,013,962	7,682,204	2%
Net Debt	(340,209,586)	(337,073,654)	(3,135,932)	1%
Non-Financial Assets				
Tangible Capital Assets	378,216,433	371,416,949	6,799,484	2%
Prepaid Expenses	1,241,216	964,912	276,304	29%
Total Non-Financial Assets	379,457,649	372,381,861	7,075,788	2%
Accumulated Surplus (Deficit)	$ 39,248,063	$ 35,308,207	$ 3,939,856	11%

Accounts Receivable

Accounts receivable has increased by $3.3 million due to an increase in the BC Public School Employers' Association (BCPSEA) and Public Education Benefits Trust (PEBT) surplus account of $0.8 million, a $1.9 million accrual for Labour Settlement Funding from the Ministry and a $0.9 million increase in refundable deposits for work on capital projects from municipalities. These are partially offset by a decrease in rentals receivable for a large balance at June 30, 2025, which was subsequently paid, and various miscellaneous receivables. These decreases total $0.3 million.

Unearned Revenue

Unearned revenue has increased by $0.6 million as short-term international enrolments for 2026-2027 have increased.

Deferred Revenue

Deferred revenue has increased by $0.6 million. The District received $0.4 million in Early Care and Learning funds from the Ministry to use in future years. Classroom Enhancement Fund – Remedies increased by $0.2 million as teachers were unable to use all of their remedy minutes during the year.

Employee Future Benefits

Employee future benefits, which include obligations for benefits earned by employees such as accumulated vacation, retirement allowances, and other future employee benefit entitlements, increased from the prior year. The increase is primarily due to changes in the estimated liability for these future obligations as employees continue to earn benefits.

Prepaid Expenses

Prepaid expenses increased by $0.3 million due to an increase in the prepayment of international agent fees.

Accumulated Surplus (Deficit)

For the fiscal year ended June 30, 2026, the net change to the total accumulated surplus was an increase of $3.9 million, summarized below:

	2026	2025	$ Change
Constraints on funds	$ 612,458	$ 586,761	$ 25,697
Anticipated unusual expenses	771,536	742,578	28,958
Operations spanning multiple years	13,329,398	8,645,742	4,683,656
Total Internally Restricted Surplus—Operating Fund	14,713,392	9,975,081	4,738,311
Unrestricted Operating Surplus (Contingency)	2,000,000	1,250,000	750,000
Invested in Tangible Capital Assets	22,186,412	23,791,164	(1,604,752)
Local Capital Surplus	348,259	291,962	56,297
Total Accumulated Surplus	$ 39,248,063	$ 35,308,207	$ 3,939,856

Operations spanning multiple years increased by $4.7 million due to additional funds set aside to help offset future years' operating deficits and an increase in District-wide projects and initiatives.

Unrestricted operating surplus (contingency) increased by $0.7 million. Board Policy 3170, *Operating Surplus*, establishes a target of 2-4% of the prior year's operating expenses to provide financial flexibility for unforeseen expenses, revenue shortfalls, and emergencies while maintaining educational services and regular operations. During 2025-2026, a portion of the year-end surplus was allocated to the unrestricted operating surplus to move the contingency closer to the Board's target.

Invested in Tangible Capital Assets decreased by $1.6 million. Capital Assets were transferred to Invested in Capital Assets from the Operating and Special Purpose Funds ($2.8 million). There were also $0.8 million in Asset Retirement Obligation (ARO) settlements from Deferred Capital Revenue, partially offset by $0.5 million in ARO accretion expenses related to a Consumer Price Index inflation increase. However, Amortization of Tangible Capital Assets exceeded Amortization of Deferred Capital Revenue by $4.7 million.

	2026 Actual	2026 Projected	Actual to Projected	2025 Actual
Project Budgets	$ 3,740,973	$ 3,554,251	$ 186,722	$ 2,757,368
School Level Funds	698,761	700,000	(1,239)	755,255
Purchase Order Commitments	511,254	239,000	272,254	505,482
Planned Surplus to Balance 2025-2026 Budget	-	-	-	3,637,526
Planned Surplus to Balance 2026-2027 Budget	3,894,647	2,319,450	1,575,197	2,319,450
Planned Surplus to Balance 2027-2028 Budget	5,867,757		5,867,757	
Unrestricted Operating Surplus - Contingency	2,000,000	1,250,000	750,000	1,250,000
Accumulated Surplus (Deficit), end of year	$ 16,713,392	$ 8,062,701	$ 8,650,691	$ 11,225,081

Budgeting in a school district requires estimating revenues and expenditures many months before the fiscal year begins, often with limited information about factors that can significantly affect financial results. While enrolment is a key driver of funding, actual staffing levels, employee absences, benefit costs, utility consumption, interest rates, and grant timing can all vary throughout the year. In addition, many expenditures are influenced by circumstances outside the District's control, including labour market conditions, staffing availability, Federal immigration policies, and the timing of provincial funding announcements. As a result, budget projections are based on the best information available at the time and are updated throughout the year as new information becomes available. The 2025-2026 year-end surplus reflects the cumulative impact of several favourable variances that could not reasonably have been anticipated when the budget was developed.

At June 30, 2026, the operating surplus exceeded the 2025-2026 Amended Annual Budget projections prepared in February 2026 by $8.7 million. The increase was attributable to several factors, as outlined below.

Arbitration Reversal

In 2024-2025, the District accrued $0.9 million related to an arbitration between the British Columbia Teachers' Federation (BCTF) and BCPSEA regarding Employment Standards Act (ESA) sick leave. The arbitration was settled in May 2026, and the final settlement amount was negligible. As a result, the accrued liability was reversed, increasing the operating surplus by $0.9 million.

BCPSEA and PEBT Benefit Surplus

In July 2026, the District received the June 30, 2026 financial statements for the benefit surplus accounts administered by BCPSEA and PEBT. Based on these statements, the District recorded an additional benefit surplus of $0.8 million at June 30, 2026.

Employee Benefits

Teacher benefit costs were $1.1 million lower than budgeted, primarily because employer contribution rates for the Canada Pension Plan (CPP), Employment Insurance (EI), and dental benefits were lower than projected.

Purchase Order Commitments

At June 30, 2026, outstanding purchase order commitments totaled $0.5 million, $0.3 million higher than projected. Delays in receiving computer and technology equipment resulted in planned expenditures being deferred to the following fiscal year.

Staffing vacancies and hiring challenges

Additional salary savings of $1.1 million were realized due to vacancies in Educational Assistant, Clerical, School Assistant, and Information Technology for Learning positions. Savings were primarily attributable to employees taking unpaid leaves, the inability to secure replacement staff, and ongoing recruitment challenges in filling vacant positions.

Teacher Average Salary

The actual average teacher salary was lower than budgeted, resulting in salary savings of $1.0 million.

Additional Interest Revenues

Interest revenue exceeded budget by $0.3 million due to higher-than-anticipated cash balances earning interest and interest received in June 2026 on a refundable deposit held by the Corporation of the District of Saanich for capital projects.

Conservative spending in response to potential deficit and inability to spend budgets

Recognizing that the Board had set aside $1.3 million in projected surplus to balance the 2026-2027 budget, departments and schools adopted a conservative approach to spending out of an abundance of caution. This approach resulted in an additional $0.3 million in surplus and was intended to proactively safeguard the District's financial health.

While these savings contributed positively to the District's financial position, they also resulted in the deferral or non-delivery of certain professional learning opportunities, programs, and services, with impacts on student learning and staff professional growth. Facilities operations were also affected. CUPE trades positions were not filled as part of the measures taken to address the budget deficit, resulting in the cancellation or deferral of projects and maintenance work orders.

Maintaining adequate investment in facilities is essential to supporting safe, effective learning environments. Deferring routine maintenance and repairs can allow relatively minor issues, such as leaking roofs, heating system deficiencies, damaged flooring, or plumbing problems, to become more significant and costly over time. Similarly, issues such as broken windows, inadequate ventilation, unsafe electrical equipment, or damaged playground equipment can present health and safety risks to students and staff.

New Funding

In April 2026, the District received $0.5 million in funding for new Inclusive Learners and $0.1 million in funding for newcomer refugees who arrived since the September enrolment count. There were very few available Educational Assistants to deploy to schools, and those who were available were filling vacancies for individuals on leaves. Therefore, the majority of these funds remained unspent at June 30.

Natural Gas Savings

Natural gas expenditures were $0.1 million lower than budget due to lower consumption during a mild winter.

AED Installation

At June 30, 2025, $0.2 million was carried forward to fund the installation of automated external defibrillators (AEDs) in every school. Actual project costs were lower than anticipated, resulting in savings of $0.1 million.

Commodity Tax Review

During 2025-2026, the District engaged a consulting firm to review its commodity tax filings and identify opportunities to recover overpaid or underclaimed taxes. The firm's compensation was based on a percentage of the amounts recovered. As a result of the review, the District realized net recoveries of $0.1 million.

International Education

Victoria International Education (VIE) generated a $0.5 million surplus through increased ancillary fees, program expense reductions and efficiencies, as well as savings realized by not filling a staff position following a retirement.

No surplus is anticipated for 2026–2027. While tuition rates will remain unchanged, employee salary and benefit costs are expected to increase. Agent commission expenses are also projected to rise as more students enroll in shorter-duration programs. In addition, growing competition for international students within British Columbia and across Canada, combined with recent policy changes by Immigration, Refugees and Citizenship Canada (IRCC), have reduced Canada's attractiveness as a study destination, particularly for students seeking post-graduation work opportunities.

Teacher Absences

Teacher absences have continued to increase over the past several years, resulting in higher teachers teaching on call (TTOC) costs. Both the preliminary and amended 2025-2026 budgets reflected an anticipated increase in these costs. However, while TTOC costs did increase during the year, the increase was lower than projected, resulting in savings of $0.3 million.

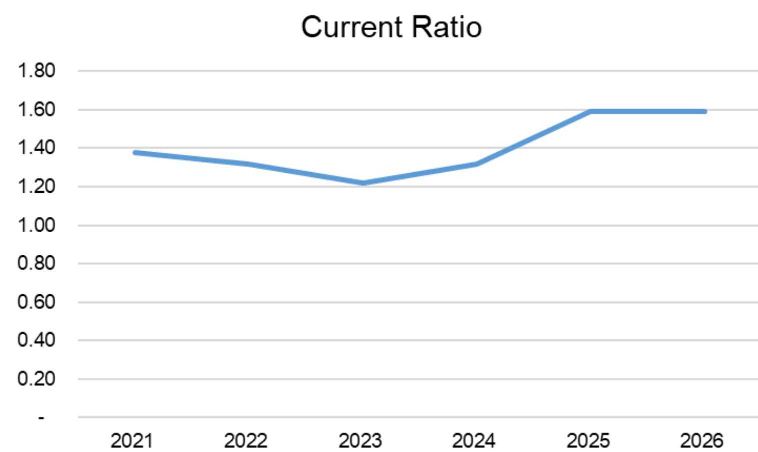
Analysis of Financial Health

Net debt is a measure unique to public sector financial reporting. It is reported in the Statement of Financial Position and represents the difference between the District's financial assets and liabilities at a point in time. At June 30, 2026, the District was in a net debt position, indicating that future revenues will be required to finance past transactions and events.

The District's investment in tangible capital assets contributes to its net debt position because these assets are not considered financial assets and therefore cannot be used to settle existing liabilities. Over time, the cost of these assets is recognized through amortization, with a corresponding recognition of deferred capital revenue for provincially funded assets. As the District continues to invest in new schools, facility improvements, and other capital assets, net debt is expected to increase until those assets are amortized over their useful lives.

Net debt increased by $3.1 million compared to 2024-2025, primarily due to the acquisition of tangible capital assets, partially offset by annual amortization.

The current ratio measures the ability to pay short-term obligations. A ratio greater than 1 means that sufficient current assets are on hand to meet current liabilities. In 2025-2026, the current ratio was 1.59 compared to 1.59 in 2024-2025.



Statement of Operations – Statement 2

Statement 2, the Statement of Operations, includes the revenues and expenses for all three funds: Operating, Special Purpose and Capital. Each fund will be analyzed separately.

Operating Fund Analysis

Operating Funds are presented in Schedules 2, 2A, 2B and 2C of the financial statements. The following table shows revenues and related expenses for the year ended June 30, 2026:

	2026 Budget	2026 Actual	2025 Actual	Actual to Budget	Actual to Prior Year
Revenues	$263,466,504	$274,695,819	$266,282,022	$11,229,315	$8,413,797
Expenses	(265,471,750)	(266,982,572)	(261,484,888)	(1,510,822)	(5,497,684)
Operating Surplus (Deficit) for the year	(2,005,246)	7,713,247	4,797,134	9,718,493	2,916,113
Tangible Capital Assets	(1,632,280)	(2,175,886)	(2,591,496)	(543,606)	415,610
Local Capital	-	(49,050)	(40,875)	(49,050)	(8,175)
Total Net Transfers	$ (1,632,280)	$ (2,224,936)	$ (2,632,371)	$ (592,656)	$ 407,435
Total Operating Surplus (Deficit) for the year	(3,637,526)	5,488,311	2,164,763	9,125,837	3,323,548

Operating Revenue

Approximately 90.8% of the District's operating revenue is derived from the operating grant, 5.6% from international education tuition and the remaining 3.6% is from other Provincial grants, other revenue, rentals and leases and investment income. Student enrolment is the largest driver of revenue.

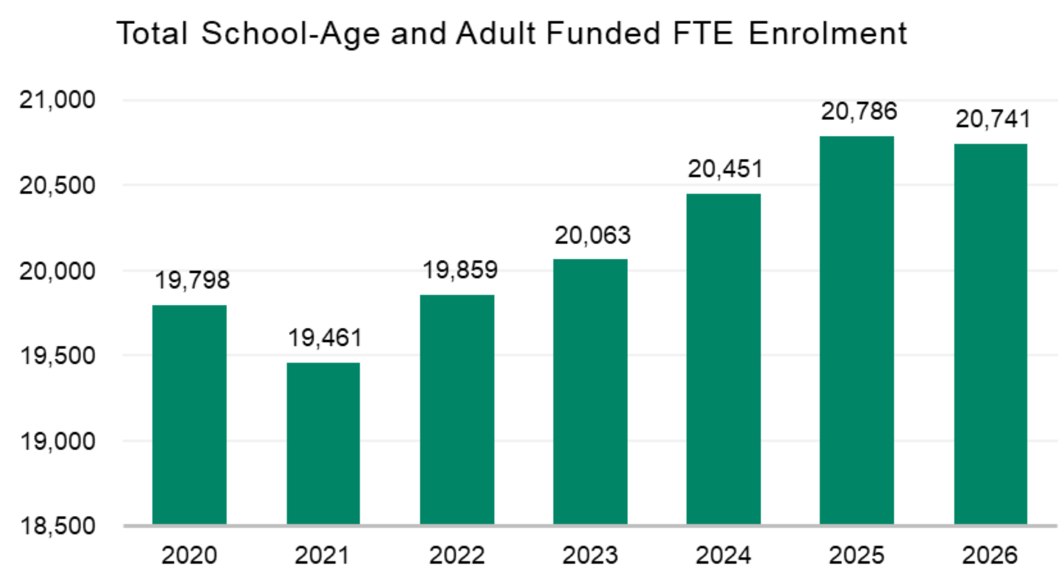
Ministry Funded Enrolment

The operations of the District are primarily funded by the operating grant from the Ministry. The grant is based on student enrolment and is funded on a per full-time equivalent (FTE) basis. Students in grades kindergarten through nine are funded as 1.0 FTE and students in grades ten through twelve are funded based on the number of courses they take; eight courses equal 1.0 FTE.

Student enrolment in 2025-2026, including September, February and May final counts, saw a decrease of 44.657 FTE compared to 2024-2025 and 53.310 FTE compared to the annual budget.

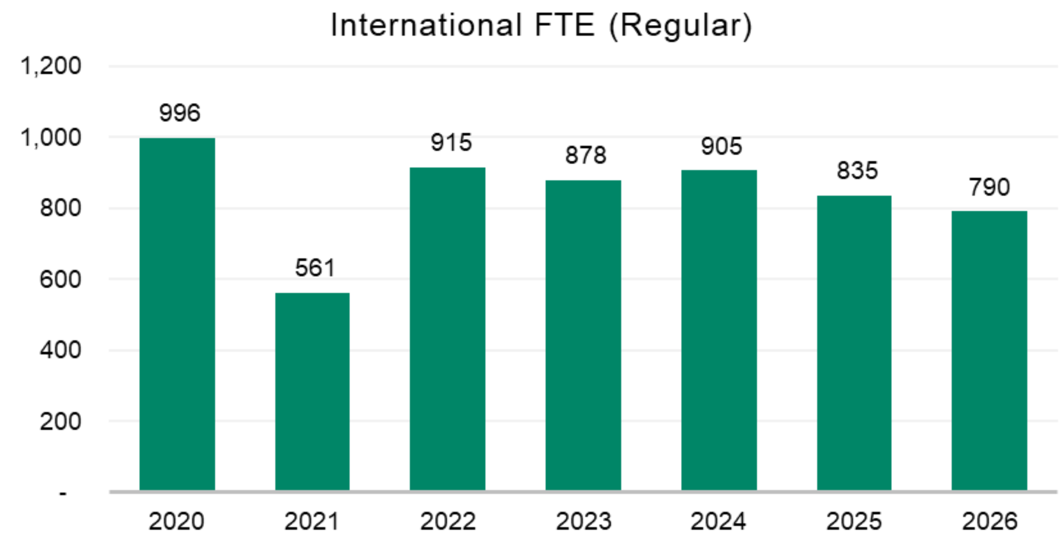
	2026 Actual	2026 Budget	2025 Actual	Actual to Prior Year	Actual to Budget
School-Age FTE	20,700.815	20,754.375	20,751.221	(50.407)	(53.560)
Adult FTE	40.250	40.000	34.500	5.750	0.250
Total FTE	20,741.065	20,794.375	20,785.721	(44.657)	(53.310)

The graph below illustrates the District's annual FTE enrolment since 2019-2020. Enrolment levels dropped in 2020-2021 due to the COVID-19 Pandemic.



International Enrolment

International enrolment saw a decrease in 2025-2026. Regular (long-term) international enrolment decreased by 45 FTE compared to 2024-2025. Short-term international enrolment decreased by 178 students compared to 2024-2025 and 145 students compared to the annual budget.



Schedule 2A in the financial statements provides further detail by type of revenue.

	2026 Budget	2026 Actual	2025 Actual	Actual to Budget	Actual to Prior Year
Ministry of Education and Child Care	$239,981,890	$249,313,737	$240,589,789	$ 9,331,847	$ 8,723,948
Other Provincial Grants	249,350	275,549	243,951	26,199	31,598
Tuition	14,986,929	15,315,008	16,126,998	328,079	(811,990)
Other Revenue	3,233,333	4,194,045	3,438,344	960,712	755,701
Rentals and Leases	3,732,987	4,072,456	3,943,855	339,469	128,601
Investment Income	1,282,015	1,525,024	1,939,085	243,009	(414,061)
Total Revenue	$263,466,504	$274,695,819	$266,282,022	$ 11,229,315	$ 8,413,797

Significant variances in operating revenue are highlighted below:

Ministry of Education and Child Care

The operating grant has increased by $9.3 million compared to the annual budget and $8.7 million to the prior year due to the following:

- Ministry-funded enrolment for 2025-2026 (September, February, and May counts) was lower than both the annual budget (53.310 FTE) and the prior year (44.657 FTE), reducing operating grant funding by approximately $0.5 million in each comparison. These decreases were more than offset by increased funding for unique student needs, including $4.0 million compared to the annual budget and $3.9 million compared to the prior year, driven primarily by growth in Inclusive Education ($3.7 million and $3.6 million, respectively) and English Language Learners ($0.3 million in both comparisons). Compared to the prior year, the operating grant also increased by $1.6 million due to a $100 increase in per-pupil funding.

- The Supplement for Salary Differential decreased by $0.1 million in both comparisons as the District's average teacher salary was lower relative to the provincial average.
- Labour Settlement Funding increased to $5.8 million in 2025-2026 from $2.3 million in 2024–2025. This funding supported negotiated salary increases for teachers, support staff, and exempt staff and was provided separately from the preliminary operating grant after provincial funding announcements.

Tuition

Tuition has decreased by $0.9 million compared to the prior year due to a decrease in international students.

Other Revenue

Other revenue increased by $1.0 million compared to the annual budget. The District received a $0.2 million Climate Risk Reduction Grant from the Corporation of the District of Saanich to mitigate climate change and upgrade the Tillicum-Burnside area with more tree canopy cover. The District also received a Certificate of Recognition (COR) from WorkSafeBC; a $0.3 million financial incentive was received. Neither of these were included in the annual budget. Miscellaneous increased by $0.2 million compared to the annual budget due to an increase in various grants, photography commissions and donations received that were not known when the annual budget was prepared. International education revenues increased by $0.1 million compared to the annual budget as there was an increase in students utilizing homestay services.

Other revenue increased by $0.8 million compared to the prior year due to the Climate Risk Reduction Grant of $0.2 million and the $0.3 million COR financial incentive. International education revenues increased by $0.3 million compared to the prior year. This increase was primarily attributable to higher homestay monitoring and placement fees implemented by VIE in 2024-2025. As the fee changes were introduced partway through 2024-2025, only a portion of their financial impact was realized that year. The full-year impact was reflected in 2025-2026.

Rentals and Leases

Rentals and Leases increased by $0.3 million compared to the annual budget. Additional revenue was received in the current year related to a new license to occupy.

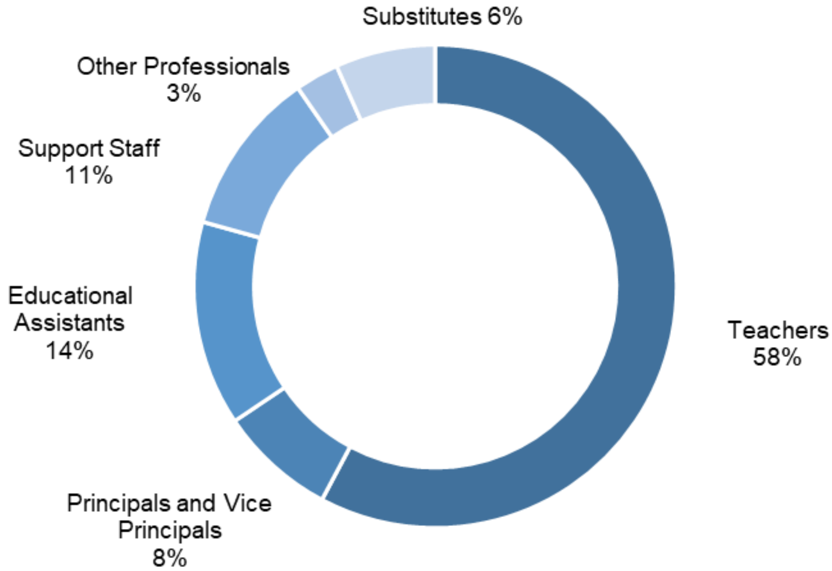
Investment Income

Investment income decreased by $0.4 million compared to the prior year. Interest earned on the funds held in the government's Central Deposit Program (CDP) decreased from 4.7% at the beginning of 2024-2025 down to 2.95% at June 30, 2025. In the current year, interest started at 2.95% and decreased to 2.45% in October 2025 and held at that rate through the rest of 2025-2026. However, this was partially offset due to $0.1 million interest received in June 2026 on a refundable deposit held with the District of Saanich for work on capital projects.

Investment income increased by $0.2 million compared to the annual budget as the District's cash balance increased compared to projections. Additionally, $0.1 million interest was received in June 2026 on a refundable deposit held with the District of Saanich for work on capital projects.

Operating Expenses

Salaries and benefits account for 92% of the expenses within the Operating Fund. Ministry funded and international student enrolment directly impacts the number of school-based staff.



In 2025-2026, 2,206.000 FTE employees were paid for out of the Operating Fund compared to 2,173.834 in 2024-2025. These figures do not include employees paid for from Special Purpose Funds (e.g. Classroom Enhancement Funds) or Capital Funds. The growth was mainly due to additional Educational Assistants, as Inclusive Learner enrolment has increased.

Schedules 2B and 2C provide detailed information about the operating expenses.

	2026 Budget	2026 Actual	2025 Actual	Actual to Budget	Actual to Prior Year
Salaries					
Teachers	$115,768,026	$114,285,084	$112,111,079	$(1,482,942)	$ 2,174,005
Principals and Vice Principals	15,520,085	15,468,544	14,714,238	(51,541)	754,306
Educational Assistants	23,702,965	27,133,811	24,813,008	3,430,846	2,320,803
Support Staff	22,304,876	21,870,801	21,497,639	(434,075)	373,162
Other Professionals	5,308,327	5,804,196	5,641,312	495,869	162,884
Substitutes	12,805,807	13,252,949	14,813,362	447,142	(1,560,413)
Total Salaries	195,410,086	197,815,385	193,590,638	2,405,299	4,224,747
Employee Benefits	49,599,340	47,730,832	46,431,522	(1,868,508)	1,299,310
Services and Supplies					
Services	7,894,705	9,030,516	9,109,538	1,135,811	(79,022)
Student Transportation	1,258,696	1,241,032	1,223,488	(17,664)	17,544
Professional Development and Travel	670,376	939,678	877,598	269,302	62,080
Rentals and Leases	108,851	35,080	37,856	(73,771)	(2,776)
Dues and Fees	137,401	123,265	155,411	(14,136)	(32,146)
Insurance	659,087	757,347	635,781	98,260	121,566
Supplies	5,147,568	5,389,981	5,500,041	242,413	(110,060)
Utilities	4,585,640	3,919,456	3,923,015	(666,184)	(3,559)
Total Services and Supplies	20,462,324	21,436,355	21,462,728	974,031	(26,373)
Total Operating Expense	$265,471,750	$266,982,572	$261,484,888	$ 1,510,822	$5,497,684

Significant variances in operating expenses are highlighted below:

Teachers

Teacher salaries decreased by $1.5 million compared to the annual budget as there were fewer teachers due to Ministry funded enrolment decline. Additionally, the average teacher salary was lower than projected as fewer teachers retired than projected and the average teacher salary charged to Classroom Enhancement Fund was higher, which reduced the amount charged to operating. However, these decreases were partially offset by a 3.0% general wage increase effective July 1, 2025. These increases were not built into the annual budget as the collective agreement was not ratified until after the annual budget was prepared.

Teacher salaries increased by $2.2 million compared to the prior year due a 3% general wage increase effective July 1, 2025.

Principals and Vice-Principals

Principals and Vice-Principals salaries increased by $0.8 million compared to the prior year due to performance-based salary increases.

Educational Assistants

Educational Assistants salaries increased by $3.4 million compared to the annual budget and $2.3 million compared to the prior year. CUPE 947 received a 3.0% general wage increase effective July 1, 2025, subsequent to the preparation of the annual budget. Additionally, Inclusive Learning enrolment increased compared to both the annual budget and the prior year, resulting in hiring more Educational Assistants.

Support Staff

Support Staff salaries were $0.4 million lower than the annual budget. Savings resulted from unfilled vacancies in the Information Technology for Learning department and clerical staff absences where replacements were unavailable. In addition, CUPE 382 maintenance staff worked on one-time and emergent facilities projects that were funded outside the regular operating budget, including School Protection Program insurance claim repairs related to flooding and fires, the installation of AEDs in every school, and projects funded through new capital food funding. This reduced salary costs charged to the operating budget. These savings were partially offset by a 3.0% general wage increase effective July 1, 2025.

Support Staff salaries were $0.3 million higher than prior year as employees received a 3.0% general wage increase effective July 1, 2025.

Other Professionals

Other Professionals salaries increased by $0.5 million compared to the annual budget due to performance-based salary increases provided subsequent to the preparation of the annual budget.

Substitutes

Substitute salaries increased by $0.5 million compared to the annual budget. Teachers received a 3.0% general wage increase effective July 1, 2025. This was partially offset by the reversal of an accrual related to an arbitration between the British Columbia Teachers' Federation and BCPSEA regarding Employment Standards Act (ESA) sick leave. The final arbitration settlement was lower than originally estimated, resulting in a significant credit to substitute salaries in the current year.

Substitute salaries decreased by $1.6 million compared to the prior year. The prior year included a $0.9 million accrual for the ESA sick leave arbitration. The accrual was reversed in 2025-2026, resulting in a significant credit to substitute salaries in the current year. This was partially offset by a 3.0% general wage increase effective July 1, 2025.

Employee Benefits

Employee benefits decreased by $1.9 million compared to the annual budget as benefit rates for Canada Pension Plan, Employment Insurance, and Dental ended up being less than projected. Furthermore, at the end of 2025-2026, a $0.8 million adjustment was made to the BCPSEA and PEBT benefits surplus account, resulting to a decrease in employee benefits. This is a result of less benefits usage by employees than projected. These decreases were partially offset by the wage increases.

Services

Services increased by $1.1 million compared to the annual budget. Contracted services related to school funded projects increased by $0.40 million as these projects are funded by school and district supplies or carry forward funds from prior years, therefore no funding was included in the annual budget. Facilities contracted services increased by $0.30 million related to fire alarm testing, duct cleaning and high voltage testing. There was also the reallocation of department and school-based budgets to reflect current year spending plans, and schools and departments spending budget carry forwards, including an increase of $0.3 million to photocopying costs and $0.1 million to cell phones.

Professional Development and Travel

Professional Development and Travel increased by $0.3 million compared to the annual budget as a result of the reallocation of department and school-based budgets to reflect current year spending plans, and schools and departments spending budget carry forwards.

Insurance

Insurance increased by $0.1 million compared to the annual budget and the prior year as optional insurance had to be purchased for a building that is no longer covered under the School Protection Program as it is not being used for educational purposes.

Supplies

Supplies increased by $0.2 million compared to the annual budget as a result of departments and schools spending budget carry forwards, and an increase in facilities supplies due to cost escalations.

Utilities

Utilities decreased by $0.7 million compared to the annual budget. On March 31, 2025, the BC Government announced that it would be cancelling the carbon tax, effective April 1, 2025; however, the decrease was not built into the annual budget. This resulted in a budget reduction of $0.41 million. There was also a decrease in natural gas consumption due to the mild winter.

Special Purpose Fund Analysis

Special Purpose Funds are presented in Schedules 3 and 3A of the financial statements. Any revenues received in excess of the expenses are recorded as deferred revenue, rather than surplus. The following table shows revenues and related expenses for the year ended June 30, 2026:

	2026 Budget	2026 Actual	2025 Actual	Actual to Budget	Actual to Prior Year
Revenues					
Ministry of Education and Child Care	$34,305,739	$38,569,670	$36,760,704	$4,263,931	$1,808,966
Other Revenue	6,658,020	7,768,650	8,175,010	1,110,630	(406,360)
Investment Income	158,151	177,236	197,153	19,085	(19,917)
Total Revenue	41,121,910	46,515,556	45,132,867	5,393,646	1,382,689
Expenses					
Instruction	40,211,479	45,067,696	44,004,778	4,856,217	1,062,918
Operations and Maintenance	810,431	810,431	826,264	-	(15,833)
Total Expenses	41,021,910	45,878,127	44,831,042	4,856,217	1,047,085
Surplus for the year	100,000	637,429	301,825	537,429	335,604
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	(100,000)	(637,429)	(301,825)	(537,429)	(335,604)
Total Net Transfers	(100,000)	(637,429)	(301,825)	(537,429)	(335,604)
Total Surplus (Deficit) for the year	$ -	$ -	$ -	$ -	$ -

Ministry of Education and Child Care Revenue and Instruction Expense

Ministry of Education and Child Care Revenue increased by $4.3 million compared to the annual budget as a result of the following:

- The Classroom Enhancement Fund increased by $4.0 million compared to the annual budget. The Classroom Enhancement Fund – Remedies grant was not confirmed by the Ministry until after September 30 so is not included in the annual budget. Additionally, staffing costs were based on preliminary estimates which increased once average salaries and FTE required to meet the class size and composition language requirements were determined.
- The Student and Family Affordability Fund increased by $0.1 million compared to the annual budget. These funds are a carryover from 2024 and were expected to be fully spent by June 30, 2025 so no budget was provided.
- Feeding Futures Fund decreased by $0.1 million compared to the annual budget as schools were not able to spend the funds that were provided.
- Dual Credit Program Expansion Grants increased by $0.1 million and National School Food Program increased by $0.4 million as these funds were received after the preparation of the annual budget.
- Inclusion Outreach Literacy decreased by $0.2 million compared to the annual budget as the grant was reduced, after the preparation of the annual budget.

Ministry of Education and Child Care Revenue increased by $1.8 million compared to the prior year as a result of the following:

- Classroom Enhancement Funds increased by $1.9 million. Labour Settlement Funds totalling $0.8 million were received in 2025-2026. Furthermore, as a result of increased inclusive learners, the District received additional funding for remedies and Article D.2.9 of the GVTA Collective Agreement.
- Student and Family Affordability Funds decreased by $0.3 million. These funds are a carryover from 2024; no new funding was received in the current year.
- Health Career Grants decreased by $0.2 million as no grant was provided in 2025-2026.
- Dual Credit Program Expansion increased by $0.1 million as this was a new grant in 2025-2026.
- National School Food Program (NSFP) increased by $0.3 million as funding rose from $0.1 million in 2024–2025 to $0.4 million in 2025-2026. The increase reflects that the program was implemented in April 2025, resulting in only a partial year of funding in 2024-2025, whereas 2025-2026 represents the first full year of program funding.
- Inclusion Outreach Literacy decreased by $0.2 million as the grant decreased from $0.3 million in 2024-2025 to $0.1 million in 2025-2026.

Other Revenue and Instruction Expense

School Generated Funds (SGF) increased by $1.1 million compared to the annual budget. SGF fluctuates annually, depending on various things such as fundraising efforts, school trips and donations received. The annual budget is prepared based on the information available at the time.

SFG decreased by $0.4 million compared to the prior year. In 2024-2025, $0.5 million in donations for an artificial turf field was moved out of SGF and into Unspent Deferred Capital Revenue.

The following table shows revenues and expenditures by fund, as well as a description of the fund's purpose:

Fund Name	Source	Purpose of Fund	Beginning Deferred Revenue	Received in the Year	Spent During the Year	Recovered by the Ministry	Ending Deferred Revenue
Annual Facility Grant	Ministry of Education and Child Care and Investment Income	Projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets	$ -	$ 810,431	$ (810,431)	$ -	$ -
Learning Improvement Fund	Ministry of Education and Child Care	Funding to augment Education Assistants' hours to provide additional supports to priority students	-	846,616	(846,616)	-	-
Scholarships and Bursaries	Other and Investment Income	Collected from donors and awarded to students within the District	795,882	108,488	(79,882)	-	824,488
Special Education Technology (Provincial Resource Program)	Ministry of Education and Child Care	Outreach program hosted by SD39 that provides services to support students who require specialized technology	4,327	152,086	(147,685)	(4,327)	4,401
School Generated Funds (SGF)	Other and Investment Income	School-based funds obtained through fundraising activities, student fees or donations; held at the school level for use by the school	4,326,217	8,003,249	(7,833,598)	-	4,495,868
StrongStart	Ministry of Education and Child Care	Funding to support six early learning drop- in programs for children ages 0 to 5	29,574	204,000	(186,644)	-	46,930

Ready, Set, Learn	Ministry of Education and Child Care	Events for 3- to 5-year-olds and parents/ caregivers to support and facilitate smooth transition to kindergarten	25,399	68,600	(74,149)	-	19,850
OLEP (Federal French)	Ministry of Education and Child Care	Core French and French Immersion language programs and curriculum resources	-	522,847	(522,847)	-	-
CommunityLINK	Ministry of Education and Child Care	Funding to support the academic achievement and social functioning of vulnerable students	28,473	4,345,502	(4,309,844)	-	64,131
Classroom Enhancement Fund—Overhead, Staffing and Remedies	Ministry of Education and Child Care	Teacher staffing and overhead costs from the restoration of class size and composition teacher collective agreement language in 2017	615,046	27,753,611	(26,894,546)	(615,046)	859,065
First Nation Student Transportation	Ministry of Education and Child Care	Funding to support Indigenous students' transportation to school and extra- curricular activities	39,689	45,819	(83,428)	-	2,080
Mental Health in Schools	Ministry of Education and Child Care	Funding to support mental health and well-being in school communities	47,975	48,000	(38,363)	-	57,612
Changing Results for Young Children (CR4YC)	Ministry of Education and Child Care	Funding to implement on-going collaborative professional learning among educators to support social-emotional learning outcomes for children in early years	23,364	-	(15,162)	-	8,202

Student and Family Affordability Fund	Ministry of Education and Child Care	One-time funding to increase food security for students and their families, and to support students, parents, and caregivers with affordability concerns	217,666	-	(133,138)	-	84,528
Strengthening Early Years to Kindergarten Transitions (SEY2KT)	Ministry of Education and Child Care	Funding to provide opportunities for school districts and communities to work together in support of young children and their families	15,071	-	(15,071)	-	-
Early Care and Learning (ECL)	Ministry of Education and Child Care	Funding to assist the Ministry in establishing an integrated early learning and child care system	-	525,000	(175,000)	-	350,000
Feeding Futures School Food Program	Ministry of Education and Child Care	Funding to increase food security for students by expanding or creating school food programs	403,796	2,277,123	(2,134,624)	-	546,295
Health Career Grants	Ministry of Education and Child Care	Funding aimed to create and expand dual credit programs focused on health careers	740	-	(740)	-	-
Dual Credit Program Expansion	Ministry of Education and Child Care	Funding aimed to develop and expand dual credit regional partnerships.	-	130,000	(130,000)	-	-
Professional Learning Grant	Ministry of Education and Child Care	Funding to provide professional learning for teachers and support staff in the areas of evidence-based approvaches to literacy development and literacy information/resources for parents and caregivers	206,628	-	(63,229)	-	143,399

National School Food Program	Ministry of Education and Child Care	Funding provided by the Federal Government, by way of an agreement with the Ministry, to complement the Feeding Futures School Food Program	-	374,040	(360,985)	-	13,055
Ledger School (Provincial Resource Program)	Ministry of Education and Child Care	Funding to support a program that provides acute, in-patient, hospital based psychiatric services for children and youth on Vancouver Island	74,917	571,834	(510,539)	(74,917)	61,295
Provincial Inclusion Outreach (Provincial Resource Program)	Ministry of Education and Child Care	Funding to assist school teams and families in developing meaningful and inclusive programs for K-12 students with multiple and complex disabilities within BC schools	78,951	1,017,201	(1,017,201)	(78,951)	-
Estate Trust	Other and Investment Income	Estate donations where interest earned is used to provide scholarships and materials related to social studies to two schools	146,902	20,616	(32,406)	-	135,112
Inclusion Outreach Literacy	Ministry of Education and Child Care	Funding to support Inclusion Outreach's participation in the new K-12 Literacy Supports Initiative	31,356	79,905	(95,312)	-	15,949
BC Early Literacy Screening Tool	Ministry of Education and Child Care	One-time funding offered to help offset additional costs associated with participating in the piloting and field-testing phases of the BC Early Literacy Screening Tool.	-	8,000	(4,116)	-	3,884

Capital Fund Analysis

Capital funds are presented in Schedules 4 to 4D. The Capital Fund includes capital expenditures for items such as land, buildings, equipment and vehicles that are funded by Ministry capital grants, Local Capital, and transfers from the Operating and Special Purpose Funds.

Schedule of Capital Operations—Schedule 4

	2026 Budget	2026 Actual	2025 Actual	Actual to Budget	Actual to Prior Year
Revenues					
Ministry of Education and Child Care	$ 3,000,000	$ 3,836,553	$ 3,971,695	$ 836,553	$ (135,142)
Investment Income	5,000	7,247	40,543	2,247	(33,296)
Gain on Disposal of TCA	-	-	3,802,183	-	(3,802,183)
Amortization of Deferred Capital Revenue	11,850,136	11,886,991	11,118,382	36,855	768,609
Total Revenue	14,855,136	15,730,791	18,932,803	875,655	(3,202,012)
Expenses					
Operations and Maintenance	3,000,000	3,064,529	3,971,695	64,529	(907,166)
Amortization of Tangible Capital Assets	16,414,470	16,568,676	15,635,512	154,206	933,164
Write-off/down of Buildings and Sites	-	-	234,879	-	(234,879)
Asset Retirement Obligation Accretion	-	508,406	2,269,834	508,406	(1,761,428)
Total Expenses	19,414,470	20,141,611	22,111,920	727,141	(1,970,309)
Capital Deficit for the year	(4,559,334)	(4,410,820)	(3,179,117)	148,514	(1,231,703)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	1,732,280	2,813,315	2,605,352	1,081,035	207,963
Tangible Capital Assets - WIP	-	-	287,969	-	(287,969)
Local Capital	-	49,050	40,875	49,050	8,175
Total Net Transfers	1,732,280	2,862,365	2,934,196	1,130,085	(71,831)
Total Capital Surplus (Deficit) for the year	$(2,827,054)	$(1,548,455)	$ (244,921)	$1,278,599	$(1,303,534)

Significant variances in Capital Revenues and Expenses are highlighted below:

Ministry of Education and Child Care Revenue

Ministry of Education and Child Care Revenue is recognized when maintenance expenses (non-capital) funded through Bylaw Capital are incurred. Actual expenses were $0.8 million higher than the annual budget as there were $0.8 million in ARO settlements from Deferred Capital Revenue related to Cedar Hill Seismic and Reynolds Secondary.

Gain (Loss) on Disposal of Tangible Capital Assets

The Gain (Loss) on Disposal of Tangible Capital Assets of $3.8 million in the prior year relates to the District's portion of the proceeds on the sale of property located at 1765 Lansdowne Road to the Conseil Scolaire Francophone de la Colombie-Britannique. The sale was completed in January 2025.

Amortization of Deferred Capital Revenue

Deferred Capital Revenues (DCRs) are contributions received for the purchase of capital assets. As the assets are put into use, the DCRs are brought (recognized) into revenue over the assets' useful life (amortized); one-half of the amortization is recorded in the year of acquisition. Amortization of Deferred Capital Revenue increased by $0.8 million compared to the prior year as Cedar Hill seismic project was complete in 2025-2026 and, therefore, 50% of the DCRs were recognized into revenue in the current year.

Operations and Maintenance Expense

Operations and Maintenance expense decreased by $0.9 million compared to the prior year. In the prior year, there were more maintenance-type projects than capital projects compared to 2025-2026, including renovations and Uplands Elementary and roofing repairs.

Amortization of Tangible Capital Assets

As assets are put into use, capital expenditures are expensed over the assets useful life (amortized). Amortization is $0.9 million higher than the prior year as Cedar Hill seismic project was completed in 2025-2026 and, therefore, 50% of the DCRs were recognized into revenue in the current year.

Write-off/down of Building and Sites

The prior year expense of $0.2 million related to the demolition of the old Cedar Hill Middle School that occurred in 2025-2026. As there was no future service potential for the old school at June 30, 2025, the old building has been written down.

Asset Retirement Obligation Accretion

In the prior year, the District reviewed the cost of remediating asbestos in buildings, and adjusted the ARO, resulting in an Accretion expense of $2.3 million. In the current year, an adjustment for the consumer price index was made to the ARO, resulting in an Accretion expense of $0.5 million.

Net Transfers

Tangible Capital Assets Purchased and Tangible Capital Assets – Work in Progress reflect expenditures in the Operating and Special Purpose funds, which are moved to the Capital Fund where they are amortized. The transfer to Local Capital reflects a transfer from Operating to Local Capital for the future replacement of the Victoria High School artificial turf field. These funds are generated through rental revenue on the field.

Tangible Capital Assets and Deferred Capital Revenue—Schedules 4A to 4D

The summary of Tangible Capital Assets and Tangible Capital Assets – Work in Progress can be found on Schedules 4A and 4B.

	Net Book Value 2026	Net Book Value 2025	$ Change
Sites	$11,972,423	$11,972,423	$ -
Site Improvements	1,170,037	1,480,375	(310,338)
Site Improvements – WIP	2,102,113	76,762	2,025,351
Buildings	330,400,269	295,415,053	34,985,216
Buildings – WIP	12,534,229	43,650,353	(31,116,124)
Furniture & Equipment	12,958,009	11,642,180	1,315,829
Furniture & Equipment – WIP	930,183	357,061	573,122
Vehicles	1,382,144	1,348,175	33,969
Computer Hardware	4,767,026	5,474,567	(707,541)
Surplus (Deficit) for the year	$ 378,216,433	$ 371,416,949	$ 6,799,484

In the current year, the next change to Tangible Capital assets was an increase of $6.8 million due to capital asset purchases of $23.4 million, partially offset by Amortization expense of $16.5 million.

The District's Capital Operations are funded from Deferred Capital Revenue, which includes Bylaw Capital, Ministry of Education and Child Care Restricted Capital, Other Provincial Capital and Other Capital. The summary can be found on Schedules 4C and 4D. Capital Operations are also funded from other sources, including Local Capital, and Operating and Special Purpose Funds.

Operating ($2.2M)	Special Purpose ($0.6M)	Deferred Capital Revenue ($20.6M)
Computer technology & Infrastructure	Computer Technology	Cedar Hill Seismic
Photocopiers	Musical Instruments	Oaklands Elementary
Classroom Furniture	Furniture & Equipment	Child Care Spaces
AEDs	Food Infrastructure Equipment	Various AFG, SEP & CNCP projects
Facilities Equipment and Vehicles		

Deferred Capital Revenue – Bylaw Capital

Bylaw Capital are funds received from the Ministry for capital plans (including site acquisitions, Expansion Program, Replacement Program, Bus Acquisition Program, Seismic Mitigation Program, Building Envelope Program, School Enhancement Program, Carbon Neutral Capital Program, and Playground Equipment Program).

Deferred Capital Revenue – Ministry of Education and Child Care Restricted Capital

These funds are generated through accrued cost savings realized from completed capital projects, revenues from the sale of capital assets, and investment income earned on these funds. In the current year, a $21 thousand surplus from a Bylaw Capital project completed during the year was moved to this fund. Available funds at June 30, 2026 are $14.0 million, of which $0.5 million is restricted for the Spectrum Artificial Turf Field project, $0.3 million is restricted for the Oak Bay High School heat pump, and $1.3 million is restricted for boilers at James Bay Elementary School, Oak Bay High School and Lampson Elementary.

Deferred Capital Revenue – Other Provincial Capital

Other Provincial Capital is funding received for the ChildCareBC New Spaces Fund. In 2025-2026, the District received $3.5 million in funding through the ChildCareBC New Spaces Fund.

Deferred Capital Revenue – Other Capital

Other Capital is funding received from external parties. In the current year, a $0.2 million grant was received from the CWB Welding Foundation for welding equipment and related supplies, $0.1 million was received from a child care provider so that the District could build an office and ramp at one of our child care sites, and $0.2 million was provided for the Spectrum Community School, Esquimalt High School and Victoria High School artificial turf fields.

Local Capital

Local Capital funds are generated by the District through revenues from the sale of capital assets, previous year's operating surpluses which have been transferred to Local Capital with Board approval, and investment income earned on these funds.

Available funds at June 30, 2026 to use towards Capital Assets is $0.3 million. A Board commitment of $0.3 million has been made to purchase devices for students with Individual Education Plans (IEPs) and Annual Instructional Plans (AIPs).

Operating and Special Purpose Funds

Tangible Capital Assets purchased from Operating and Special Purpose Funds are paid for using school or department funds. Examples include new classroom furniture and equipment, technology, portable moves, and facilities equipment. These purchases are moved from the Operating Fund on Schedule 2 to the Capital Fund on Schedule 4 where they are amortized.

Major Capital Projects Funding Received in 2025-2026

Seismic Mitigation Program $4.4 million

The following projects continued to receive funding in 2025-2026:

The District received $4.2 million of the $45.4 million in total funding provided by the Ministry for the Cedar Hill Middle School replacement. The project has entered its final phase of construction with a target completion of August 2026. Significant project milestones have been achieved, including completion of the major building and infrastructure components, allowing the project team to focus on final site works, commissioning activities, and deficiency resolution.

The District received the final $0.2 million of the $97.0 million in total funding provided by the Ministry for the Victoria High School seismic project. This project was substantially complete last year, and students returned to classes in the updated school in April 2024.

Vic High School west entrance photo by Visually Speaking

Exterior Structural Upgrade $4.3 million

The District received $4.3 million of the $7.7 million in total funding provided by the Ministry for the exterior structural upgrade at Oaklands Elementary School. Targeted completion date is August 2026. Remaining work is primarily focused on interior finishing activities, including painting, flooring installation, and completion of other finishes throughout the building. Final inspections, commissioning activities, and resolution of minor deficiencies will also occur as the project approaches substantial completion.

School Enhancement Program $1.1 million

The School Enhancement Program aims to help school districts extend the life of their facilities through a wide range of improvement projects. In 2025-2026, the District received $1.1 million for South Park Elementary Roofing, gym floors at Central Middle and a new fire panel at Oaklands Elementary.

Food Infrastructure Program $0.1 million

In 2023-2024, the Ministry allocated funding to school districts to increase food security for students by expanding or creating school food programs. In conjunction with this funding, they allocated additional capital funds to help school districts improve food preparation areas. The District received $0.1 million in 2025-2026 which was used to install new kitchens and food preparation areas district wide.

Carbon Neutral Capital Program $0.9 million

The Carbon Neutral Capital Program provides specific funding to energy-efficient projects that lower school districts' carbon emissions. In 2025-2026, the District received $0.9 million for HVAC upgrades at Mount Douglas Secondary and Oaklands Elementary.

Annual Facility Grant $4.9 million

The Annual Facility Grant is provided to boards of education to be used at their discretion to address repair and maintenance priorities at schools to ensure these facilities are safe and functioning well. The District received $4.9 million in 2025-2026. Larger projects included various ventilation and security system upgrades, roofing at Oaklands Elementary and district-wide maintenance projects including carpentry projects, roof repairs and painting.

Playground Equipment Program $0.2 million

In 2025-2026, the District received $0.2 million in funding for universally accessible playground equipment at Hillcrest Elementary.

Building Envelope Program $0.2 million

The Building Envelope Program provides funding to school districts to help with the remediation of schools suffering damage from water ingress due to premature building envelope failure. In 2025-2026, the District received $0.2 million of the $1.2 million total budget for Lambrick Park Secondary.

ChildCareBC New Spaces Fund

The ChildCareBC New Spaces Fund is aimed at creating new licensed child care spaces throughout BC, improving access to child care for families who want affordable, quality care. In 2024-2025, there were 12 child care centres in progress, with a budget totalling $21.0 million. New spaces at Lake Hill Elementary and Hillcrest Elementary opened during the year.

Future Financial Stability

There are several factors that could influence the District's financial situation during the 2026-2027 school year and beyond.

Structural Deficit

A structural deficit occurs when an organization's ongoing expenditures are continually greater than its revenues. Most of the District's revenue comes from Ministry grants, which are tied to enrolment. The District is projecting a decline in enrolment over the coming years. Combined with inflationary pressures, the structural deficit is expected to increase.

The District has been able to find savings each year to put towards the structural deficit. However, this is not a sustainable practice. To address the structural deficit, the District must make structural changes to the annual budget.

Some factors contributing to the District's structural deficit are:

- Non-enrolling staffing levels higher than what is required in the collective agreement
- Continued use of surplus to balance the budget
- Unfunded inflationary cost pressures
- Unfunded costs related to the restored class size and composition language

- Increasing replacement costs for staff absences and unfunded Employer Standards Act paid sick leave
- High costs associated with maintaining old buildings
- Inadequate funding for Special Purpose Funds, including CommunityLINK, StrongStart and Mental Health
- Continuing to offer programs and services that have no funding source or rely on surplus funds

Unrestricted Operating Surplus (Contingency)

The District currently holds an unrestricted operating surplus (contingency) of $2.0 million. Board Policy 3170 Operating Surplus states that the District will maintain an unrestricted operating surplus (contingency) of 2-4% of the prior year's operating expenses, which is minimum of $5.2 million. The purpose of maintaining an unrestricted operating surplus at this level is to mitigate the risk associated with emergencies or unexpected increases in expenses or reductions in revenue. By holding an unrestricted operating surplus (contingency) that is significantly lower than what is required, the District is at a higher risk of not being able to provide educational services or maintain regular operations without implementing one-time service cuts.

Declining Enrolment Projections

In December 2025, the District received three-year enrolment projections from Baragar Systems. The projections indicated that enrolment is expected to decline in each of the 2026–2027, 2027–2028, and 2028–2029 school years. This trend is expected to continue beyond the three-year projection period. The Education Analytics Office within the Governance and Analytics Division of the Ministry of Education and Child Care has projected that the District's student population could decrease by almost 3,500 students by 2030.

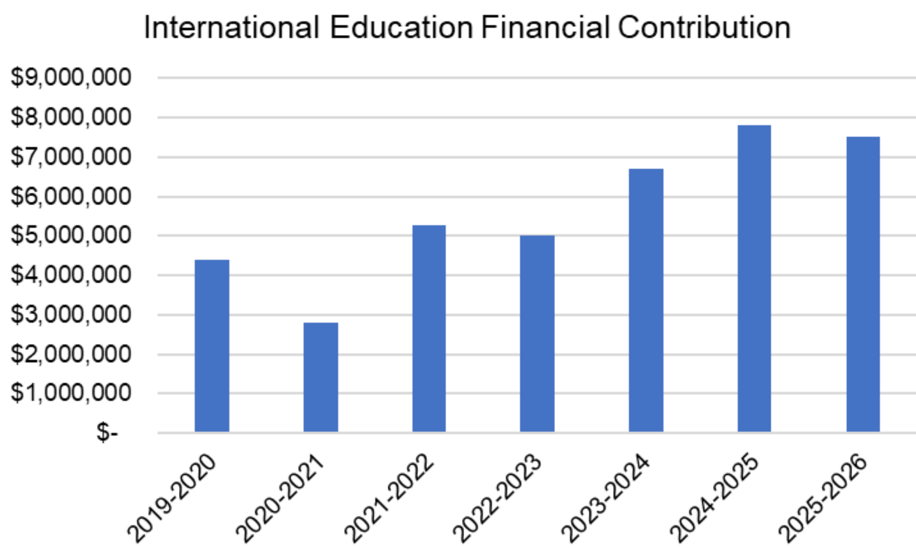
Several factors are contributing to this projected decline, including changes to federal immigration policies, declining fertility rates, and an aging population. These demographic trends present a significant long-term financial challenge for the District. Approximately 90.8% of the District's operating revenue is generated through Ministry funding based primarily on enrolment. As enrolment declines, the District will experience corresponding reductions in revenue, while many of its expenditures, including facilities, transportation, utilities, technology, and other core operational costs, cannot be reduced at the same rate as student enrolment.

This growing gap between enrolment-driven revenue and relatively fixed expenditures will require the District to carefully assess its operations and identify sustainable strategies to manage costs, optimize resources, and diversify revenues while continuing to protect educational opportunities for students.

International Education

International education enrolment is a significant contributor to the District's overall financial health, supplementing the funding provided by the Ministry. In 2025-2026, the international education program provided the District with an additional $7.5 million to support the overall District, in addition to providing schools with 39.163 teacher FTE and $0.4 million in supply budget allocations.

The future contribution of international education, however, is subject to a number of factors beyond the District's direct control. These include projected demographics within schools, availability of home stay families and changes to federal immigration policies that may affect international student demand and the ability of students to study in Canada.



Inflation and Cost Pressures

Operating grants from the Ministry account for 90.8% of Operating revenues; however, increases to the per pupil funding levels only reflect labour settlement funding for employee salaries. Other inflationary pressures, including rising employee benefit costs and increasing supply costs, continue to increase, while funding from the Ministry does not account for these other factors.

Recruitment and Retention

The challenge of hiring and retaining employees leads to increased workload for existing employees, resulting in burnout, decreased morale, and further attrition. Moreover, the lack of retention impacts succession planning, as it becomes challenging to identify and develop future leaders within the District. The District will have to identify ways of attracting and retaining its employees.

Aging Infrastructure

The District currently manages more than 3.2 million square feet (303,217 square metres) of facilities across 426 acres of land. The average age of these facilities is more than 64 years, significantly exceeding the provincial average of 43 years. This aging infrastructure presents a significant and growing financial sustainability challenge for the District.

The District's overall Facility Condition Index (FCI) is 0.35, which represents a critical condition rating. This indicates that a significant portion of the District's facilities are approaching or have reached the end of their useful lives. Many buildings are experiencing ongoing deficiencies in building envelopes and major building systems, while deferred maintenance has reached levels that require increasing attention and investment.

Based on Ministry data, the current estimated value of deferred maintenance is approximately $364 million. This represents a substantial financial obligation and highlights the need for sustained, long-term investment in the District's capital assets. Without adequate funding for preventative maintenance, renewal, and replacement, deferred work can result in accelerated deterioration, more frequent system failures, increased emergency repair costs, and greater financial pressures in future years.

Addressing the District's aging facilities is therefore an important component of long-term financial stability. Strategic and timely investment in maintenance and capital renewal can extend the useful life of existing assets, mitigate the risk of costly failures, and reduce the potential for larger financial liabilities in the future. A long-term facilities strategy, supported by predictable and sustainable funding, will be essential to maintaining safe, functional, and effective learning environments while protecting the value of the District's significant capital investment.

Technology

Technology continues to advance at a rapid pace and the use of technology in the classroom continues to grow. Technology costs in Canada are increasing due to global component shortages driven by the Artificial Intelligence boom. Funding to provide the required hardware, infrastructure, and supporting services will continue to be a challenge.

Cybersecurity

An increasing number of organizations, including school districts, are experiencing cybersecurity incidents. A successful cybersecurity attack can cause downtime, privacy breaches and money loss.

Contacting the School District's Financial Management

This report is designed to provide a general but more detailed overview of the District's finances and to demonstrate increased accountability for the public funds received by the District. If you have questions about this report or need additional financial information, please contact the Office of the Secretary-Treasurer.

Greater Victoria School District

Multi-Year Financial Plan

2026–2029

One *Learning* Community

Greater VICTORIA School District

Contents

Purpose of Multi-Year Financial Plan

The purpose of the Multi-Year Financial Plan (the Plan) is to provide greater transparency and accountability for the planning and reporting of the financial resources that support the strategic priorities of the Greater Victoria School District (the District).

District Overview

The District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work. The District is advised by the Indigenous Education Council ("IEC") to support the work of Indigenous Education and all Indigenous students within the District. The IEC represents Four Indigenous Houses that advise the District, which are the Esquimalt First Nation, the Songhees First Nation, the Métis Nation of Greater Victoria, and the Urban Peoples' House Indigenous Advisory.

The District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

The District is the largest of three school districts on lower Vancouver Island and spans the municipalities of Esquimalt, Oak Bay, Victoria, and portions of the Highlands, Saanich, and View Royal. The District provides quality education to 20,022 students within 28 elementary schools, ten middle schools, and seven secondary schools, as well as two alternative sites.

Additionally, the District has before and after school care at all 28 elementary schools, 21 child care centres operating on school grounds, serving children ages zero to five, and six StrongStart BC centres. Each year, the District is also proud to host 1,518 International Students attending short- and long-term programs supported by our International Education Program at their Uplands Campus, and 124 adult learners through the Continuing Education Program. The District also offers a variety of Programs of Choice, including French Immersion.

Board of Education

The Board of Education (the Board) is composed of nine trustees locally-elected at large by the public within the municipalities of Esquimalt, Highlands, Oak Bay, Saanich, Victoria, and View Royal. The current Board was elected in 2022 for a four-year term.

The primary role of the Board is governance and oversight in the interest of all students.

The key responsibilities of the Board include:

- Improvement of student achievement
- Setting the overall strategic direction of the District
- Allocation of resources in alignment with the Strategic Plan and district goals
- Accountability to and engagement of community
- Policy development, implementation and evaluation
- Political advocacy / influence for public education and the District

The Board is accountable to the Ministry of Education and Child Care (the Ministry) within the Province of British Columbia.

Alignment with Strategic Plan

The Multi-Year Financial Plan is the beginning of a long-term process to align multiple-year resource allocation to the development and implementation of multiple-year strategic objectives to improve educational outcomes for students and to meet operational needs. The District is committed to continuing to improve results for all children, while focusing on those who are currently the least successful in our system.

The District is guided by its 2020-2028 Strategic Plan.

The three main goals of the Strategic Plan are:

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success

Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success

Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being

The Enhancing Student Learning Report reflects the District's Strategic Plan and a deep commitment to continuous improvement for all children with a focus on equity of learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

Alignment Strategies

The annual budget is developed in alignment with the District's Strategic Plan, ensuring that resources are directed toward key priorities that support student success and well-being. It is also guided by the Multi-Year Financial Plan to ensure decisions are financially sustainable and support stable delivery of programs over time. Together, these frameworks ensure responsible stewardship of public funds while advancing the District's long-term goals.

Goal 1:

- Direct resources equitably toward the areas of greatest student need and where evidence indicates outcomes need to improve, particularly in literacy and numeracy.
- Offer professional learning opportunities and resources that strengthen high-quality classroom instruction and build educator capacity.

- Provide targeted resources and supports in all schools for students with disabilities and diverse abilities to address inequities in outcomes.

- Invest in early intervention and prevention, where resources can have the greatest long-term impact.

Goal 2:

- Through the Indigenous Education Department, prioritize resources that help address identified barriers for Indigenous learners with a focus on improving student achievement, sense of belonging and identity.

- Provide targeted funds for all identified indigenous students to be supported with cultural opportunities and learning supports.

- Allocate resources to support meaningful engagement and collaboration with the Four Houses (Songhees Nation, Esquimalt Nation, Metis Nation of Greater Victoria, Urban Peoples' House Indigenous Advisory)

Goal 3:

- Allocate resources toward mental health literacy, social-emotional learning, and physical literacy.

- Invest in professional learning so staff have the knowledge and capacity to respond effectively to increasingly complex student needs.

- Direct resources toward reducing inequities in students' access to opportunities that support physical and mental well-being.

Budget Development Overview

Budget Development Process

The 2026-2027 Budget Development was approved at the November 24, 2025 Regular Board Meeting, as outlined below.

NOV 24
Budget Development Process
- Final budget development process presented to Official Trustee for approval

JAN-FEB
Introduction to Budget
- Podcast exploring school district budgeting
- Infographics explaining the 2025-2026 Annual Budget

FEB 12
Student Connections
- Opportunity for students at all middle and secondary schools to provide feedback

FEB 15 - Enrolment Projections
- 2026-2027 enrolment projections submitted to the Ministry of Education and Child Care

MAR 9
Special Budget Meeting – 2026-2027 Annual Budget Presentation
- Public meeting and livestream
- Balanced 2026-2027 Annual Budget presented
- Based on projected Ministry operating grants

MAR 11
Partners of SD61 Meeting – Budget Conversation

MAR 12
Indigenous Education Council (IEC) Meeting

MAR 15 - Ministry Operating Grant Announcement

- Ministry announces operating grants based on submitted 2026-2027 enrolment projections

MAR 30

Special Budget Meeting – Public Engagement

- Location: SJ Willis Education Centre
- Balanced 2026-2027 Annual Budget presented
- Based on confirmed Ministry operating grants
- Opportunity for public feedback in person at the meeting (round table format)
- Opportunity for electronic feedback on the district website from March 30 to April 6

APR 1

Partners of SD61 Meeting – Budget Conversation

APR 2

IEC Meeting (Tentative)

APR 8

Special Board Meeting – 2026-2027 Annual Budget Approval

- Public meeting and livestream
- Three readings of the 2026-2027 Annual Budget Bylaw

APR 9-17

Budget Development Process Feedback Survey

- Public online survey to gather feedback on the budget development process

As part of the 2026-2027 Annual Budget development process, the draft 2026-2029 Multi-Year Financial Plan was presented at the April 8, 2026 Special Budget Meeting. The Plan was used as a starting place to initiate discussions about the 2026-2027 Annual Budget and the impact of any budget decisions on future years. It was also used to support decisions to align funding with strategic priorities and to inform how resources could be reallocated to best support strategic strategies that positively impact students.

Operating, Special Purpose and Capital Funds

The Board-approved budget is comprised of three separate funds; the Multi-Year Financial Plan focuses on the Operating Fund, including transfers to (from) other funds.

OPERATING

Includes revenues and expenses related to the daily operation of the District, including school and administrative functions, facilities operations and transportation. Any surplus at year end is carried forward to future years.

SPECIAL PURPOSE

Includes restricted grants and other funding subject to a legislative or contractual restriction on its use. Revenues are recognized as expenditures are incurred. Any funds received in excess of expenditures are recorded as deferred revenue, not as surplus.

CAPITAL

Includes financial activities for tangible capital assets, including sites, buildings, furniture & equipment, vehicles, computer hardware and software funded from Ministry of Education and Child Care capital grants, local capital, operating and special purpose funds.

Multi-Year Financial Plan

When developing the Plan, key budget assumptions were applied, based on historical trends, professional judgment, and district-specific circumstances. Projections become less certain in future years due to the potential changes in Ministry funding, inflationary pressure, and enrolment fluctuations.

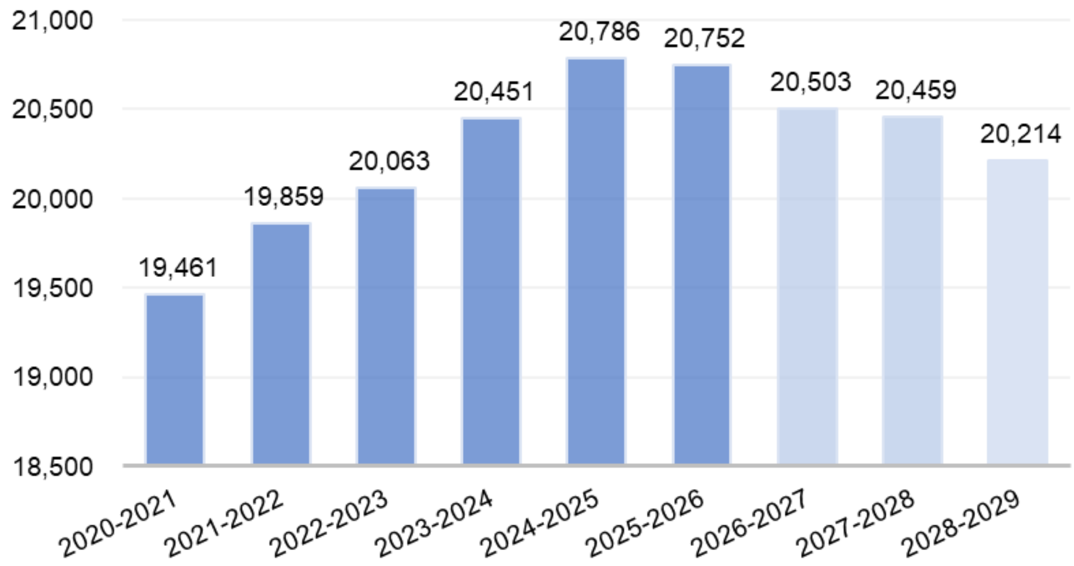
The 2026-2027 Annual Budget, approved by the Board in April 2026, forms the basis for projections in 2027-2028 and 2028-2029.

Student Enrolment

Student enrolment counts and corresponding Ministry operating grants incorporated into the Plan reflect the enrolment projections submitted to the Ministry in February 2026. Enrolment projections are made using estimates supported by school-specific data from Baragar Systems, an interactive enrolment projection software, and local knowledge.

Actual student enrolment is counted three times during the school year; at the end of September, February and May. Provincial Grants from the Ministry are adjusted to reflect actual enrolment.

The September, February and May enrolments count for Ministry-funded School-Age and Adult (Regular, Continuing Education, Distributed Learning and Alternative Education) are projected to be 20,503 FTE in 2026-2027. Enrolment is expected to decrease by 44 FTE in 2027-2028 and then decrease a further 245 FTE in 2028-2029.



Revenue

For the purposes of the Plan, Provincial Grants – Other and Investment Income have been held constant at 2026-2027 amounts.

Provincial Grants – Ministry of Education and Child Care

Ministry per-pupil funding for 2026–2027 has been included at the rates announced by the Ministry in March 2026. For 2026–2027, the school-age basic allocation is $9,015 per FTE.

Labour Settlement Funding (LSF) announcements for teachers (effective July 1, 2025, and July 1, 2026) and for exempt staff (effective July 1, 2025) were made after the 2026–2027 Annual Budget was prepared. As a result, the related wage increases and corresponding funding have not been reflected in the 2026–2027 Annual Budget. No LSF announcement has yet been made for support staff.

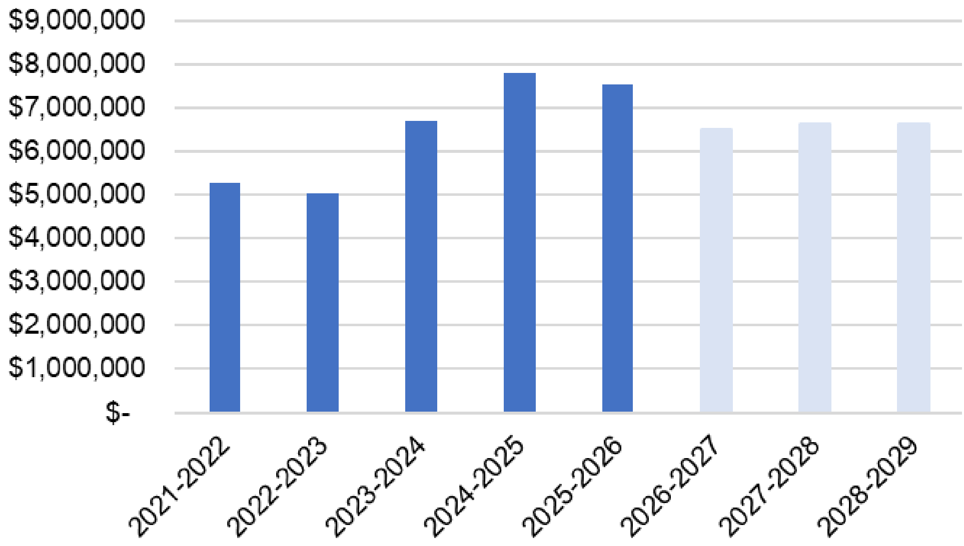
Wage increases effective July 1, 2025, July 1, 2026, and July 1, 2027 have been incorporated into the 2027–2028 expense projections. A further projected wage increase effective July 1, 2028 has been included in the 2028–2029 expense projections. These increases are expected to be fully funded by the Province; accordingly, corresponding increases have been included under Provincial Grants – Ministry of Education and Child Care.

Tuition

The 2026–2027 Annual Budget includes International Education tuition revenue based on projected enrolment of 790 full-time equivalent (FTE) students in the Regular program. The tuition rate has been maintained at the 2025–2026 level of $17,000 per FTE.

No enrolment growth is projected for 2027–2028 or 2028–2029. However, a tuition rate increase of $500 per FTE has been assumed for 2027–2028, with the 2028–2029 tuition rate remaining at that level.

The International Education program contributes a portion of the revenue generated from its programs to support district-wide operations. The following graph illustrates the program's financial contribution over the past several years, along with the projected contributions for the next three years.



Other Revenue

Other Revenue has been adjusted in 2027–2028 to reflect the reclassification of the WorkSafeBC Certificate of Recognition (COR) financial incentive earned in 2025–2026. In the 2026–2027 Annual Budget, the $0.3 million incentive was netted against employee benefits. It has since been reclassified as revenue and removed from employee benefits in the financial projections.

Rentals and Leases

Rentals and Leases has been reduced in 2027-2028 due to an expected vacancy of a leased property as of September 1, 2026. A further adjustment has been made in 2027-2028 to remove the projected October 2026 General Local Election revenues included in 2026-2027.

Expenses

Salaries

As mentioned previously, wage increases effective July 1, 2025, July 1, 2026 and July 1, 2027 have been incorporated into the 2027-2028 expense projections. A further projected wage increase July 1, 2028 has been included in the 2028-2029 expense projections.

The 2026-2027 Annual Budget also includes some one-time revenue and expense adjustments. These one-time items have been reversed in the 2027–2028 and 2028–2029 financial projections to reflect ongoing operating costs.

The 2027-2028 projection includes a $0.3 million adjustment to reflect historical salary savings due to staffing vacancies and hiring challenges.

The 2026–2027 Annual Budget includes 2,161.872 FTE positions in the Operating Fund. This total excludes staffing in the Special Purpose and Capital Funds.

Staffing levels are based on a number of factors, including projected Ministry-funded and international student enrolment, as well as student and educational needs. Future changes in enrolment may result in corresponding changes to staffing levels. For planning purposes, it has been assumed that 70% of changes in Ministry-funded enrolment revenue and 60.4% of changes in international education revenue will be offset by corresponding changes in operating costs.

Benefits

Benefit rates are established annually based on the previous year's actual costs and known rate changes. For budgeting purposes, each employee group is assigned a standard benefit rate. Benefit rates were recalculated for the 2026-2027 Annual Budget but have not been updated for the 2027-2028 and 2028-2029 financial projections, as the information is not yet available.

Employee benefits have also been adjusted in the 2027-2028 projections to reflect the reclassification of the WorkSafeBC COR financial incentive earned in 2025–2026. In the 2026-2027 Annual Budget, the $0.3 million incentive was recorded as a reduction to employee benefits. It has since been reclassified as Other Revenue, with a corresponding increase to employee benefits.

The WorkSafeBC average assessment rate for the public education sector is expected to decrease from 1.71% in 2026 to 1.57% in 2027. Accordingly, employee benefit costs have been reduced by approximately $0.2 million in the 2027–2028 financial projections to reflect this change.

Services and Supplies

Inflationary increases in services and supplies are not funded by the Ministry. Although the cost of services and supplies continues to rise due to inflation, budget allocations have not been increased to reflect these higher costs. Accordingly, the services and supplies budgets for 2027-2028 and 2028-2029 have been maintained at the same levels as the 2026–2027 Annual Budget.

District Administration expenses have been reduced in the 2027-2028 financial projections to remove a one-time budget allocation of $0.5 million included in the 2026-2027 Annual Budget for costs associated with the October 2026 General Local Election.

Capital Assets Purchased

When a capital asset is purchased in the operating fund, it is transferred from the operating fund to the capital fund in order to be capitalized and amortized over its useful life. This transfer is called an interfund transfer.

The 2026-2027 Annual Budget includes capital asset purchases totaling $1.6 million related to technology and network infrastructure, educator laptops, and school and department furniture and equipment.

The future requirements of the technology spending plan have been built into the budgets for 2027-2028 and 2028-2029.

Operating Surplus (Deficit)

The operating deficit identified in the 2026–2027 Annual Budget was balanced through a combination of one-time and permanent reductions, along with a $3.6 million appropriation of prior-year surplus.

Based on the assumptions outlined above, operating deficits of $5.9 million in 2027-2028 and $5.6 million in 2028–2029 are projected. However, $5.9 million in operating surplus at June 30, 2026 has been appropriated to the 2027-2028 projection.

Accumulated Operating Surplus

At the time the 2026-2027 Annual Budget was approved, the balance in unrestricted operating surplus (contingency) was $1.3 million. At the end of 2025-2026, there was an additional $0.7 million of unrestricted operating surplus that could be added to the unrestricted operating surplus (contingency) bringing the balance up to $2.0 million.

Policy 3170 Operating Surplus sets a goal for unrestricted operating surplus (contingency) at 2-4% of the prior year's operating expenses. The purpose of maintaining an unrestricted operating surplus at this level is to support effective planning that includes risk mitigation for emergencies or unexpected increases in expenses and / or decreases in anticipated revenues to continue to provide educational services and maintain regular operations without implementing one-time service cuts.

Based on Schedule 2 of the 2025-2026 Audited Financial Statements, prior year operating expenses were $261.5 million. The minimum unrestricted operating surplus (contingency) should be $5.2 million. With a current balance of $2.0 million, consideration will need to be given as to how to address future operating deficits while increasing the contingency by $3.2 million over the coming years.

Special Purpose Funds

The District has a number of Special Purpose Funds, where funding is restricted for a specific purpose. Funds that are unspent are either returned to the funding source or deferred to the following year.

The 2026-2027 Budget includes the following Special Purpose Funds:

Special Purpose Funds	Budget
Annual Facility Grant (AFG)	$810,431
Learning Improvement Fund (LIF)	821,695
Scholarships and Bursaries	44,000
Special Education Technology	148,771
School Generated Funds	7,565,524
StrongStart	204,000
Ready, Set, Learn	68,600
OLEP (Federal French)	522,847
CommunityLINK	4,297,695
Classroom Enhancement Fund (CEF) – Overhead	801,257
Classroom Enhancement Fund (CEF) – Staffing	23,157,762
First Nation Student Transportation	87,588
Mental Health in Schools	48,000
Early Care and Learning (ECL)	175,000
Feeding Futures School Food Program	2,324,646
Professional Learning Grant	153,016
National School Food Program	374,040
Estate Trust	40,000
Ledger School	555,000
Provincial Inclusion Outreach	1,000,000
Total	$43,199,872

Capital Fund

The Capital Fund includes capital expenditures for items such as land, buildings, equipment and vehicles that are funded by Ministry capital grants, Local Capital, and transfers from the Operating and Special Purpose Funds.

Through the annual five-year capital plan, the Ministry approves both major and minor capital programs.

The 2026-2027 Annual Budget in the Capital Fund includes capital additions transferred from the Operating Fund totaling $2.3 million and from Special Purpose Funds totaling $0.2 million related to technology and network infrastructure, educator laptops and school and department furniture and equipment

Engagement Process Summary

There are various opportunities throughout the year for engagement during the budget development process. We recognize that meaningful consultation is foundational to culturally responsive and equitable education systems.

The Indigenous Education Council (IEC) was established in 2024-2025 and the first meeting was held in 2025-2026. The IEC meets eight times per school year. They advise the District on how to allocate funds to meet Indigenous students' needs.

We have deepened our commitment to surfacing student voice to better ensure that learners' perspectives inform decision-making and improvement planning. During the 2026-2027 budget process, two Student Connections meetings were held with representatives from each of the Middle and Secondary schools.

The Partners of SD61 Table, an informal meeting structure to discuss a variety of topics with partner groups, including budget related items, met regularly throughout the 2026-2027 budget process.

The District is continuously seeking ways to capture student, staff and parent voice. All input and data collected through engagement inform staff planning and the Board's decision making. The District strongly believes that well-informed decisions lead to effective governance.

We recognize that meaningful consultation is foundational to culturally responsive and equitable education systems.

During the 2026-2027 budget development process, the District created the following opportunities for engagement:

- Regular Board and Special Budget Board meetings
- The Partners of SD61 Table meetings
- Administrators’ meetings and District Leadership Team meetings
- Public budget meeting
- Student Connections
- Community mailbox
- Surveys

Conclusion

The 2026-2027 Annual Budget was balanced with a combination of strategies, including one-time and ongoing operating fund reductions and a one-time reduction in the maximum amount of unspent 2025-2026 operating budget that schools were allowed to carry forward to 2026-2027.

With a small contingency remaining and limited sources of alternate funding available to offset future budget deficits, the District will be required to obtain a deeper understanding of how the current budget meets operational needs and aligns to the goals and strategies in the Strategic Plan, the Enhancing Student Learning Report, Operational Plans, and School Plans. Engaging in multi-year financial planning and reporting on outcomes associated with strategic resource allocation will ensure that the District is using its limited resources to improve student achievement and well-being.

2026-2029 Multi-Year Financial Plan

	Actual 2024-2025	Actual 2025-2026	Annual Budget 2026-2027	Projected Annual Budget 2027-2028	Projected Annual Budget 2028-2029
Revenues					
Provincial Grants					
Ministry of Education and Child Care	240,589,789	249,313,737	239,518,146	260,965,086	266,072,472
Other	243,951	275,549	237,250	237,250	237,250
Tuition	16,126,998	15,315,008	14,966,534	15,361,534	15,361,534
Other Revenue	3,438,344	4,194,045	3,382,977	3,727,977	3,727,977
Rentals and Leases	3,943,855	4,072,456	4,226,770	4,059,700	4,059,700
Investment Income	1,939,085	1,525,024	1,167,883	1,167,883	1,167,883
Total Operating Revenue	**266,282,022**	**274,695,819**	**263,499,560**	**285,519,430**	**290,626,816**
Expenses					
Instruction	223,806,006	228,619,282	226,101,903	245,470,810	250,639,963
District Administration	7,234,113	6,814,866	7,317,658	7,413,399	7,592,603
Operations and Maintenance	28,596,595	29,662,454	29,704,182	31,907,198	32,484,310
Transportation and Housing	1,848,174	1,885,970	1,702,428	1,761,170	1,780,959
Total Operating Expenses	**261,484,888**	**266,982,572**	**264,826,171**	**286,552,577**	**292,497,835**
Net Revenue (Expense)	**4,797,134**	**7,713,247**	**(1,326,611)**	**(1,033,147)**	**(1,871,019)**
Transfers to (from) Other Funds					
Tangible Capital Assets Purchased	(2,591,496)	(2,175,886)	(2,251,000)	(4,785,560)	(3,651,950)
Local Capital	(40,875)	(49,050)	(49,050)	(49,050)	(49,050)
Total Net Transfers	**(2,632,371)**	**(2,224,936)**	**(2,300,050)**	**(4,834,610)**	**(3,701,000)**
Prior Year Surplus Allocation					
Appropriation of Accumulated Operating Surplus	(2,164,763)	(5,488,311)	3,626,661	5,867,757	-
Total Prior Year Surplus Appropriation	**(2,164,763)**	**(5,488,311)**	**3,626,661**	**5,867,757**	**-**
Surplus (Deficit) for the Year	**-**	**-**	**-**	**-**	**(5,572,019)**
Accumulated Operating Surplus, Beginning of Year	9,060,318	11,225,081	16,713,392	13,086,731	7,218,974
Appropriation of Accumulated Operating Surplus	2,164,763	5,488,311	(3,626,661)	(5,867,757)	-
Accumulated Operating Surplus, End of Year	**11,225,081**	**16,713,392**	**13,086,731**	**7,218,974**	**7,218,974**
Breakdown of Accumulated Operating Surplus, End of Year					
Restricted Operating Surplus	9,975,081	14,713,392	11,086,731	5,218,974	5,218,974
Unrestricted Operating Surplus - Contingency	1,250,000	2,000,000	2,000,000	2,000,000	2,000,000
Accumulated Operating Surplus, End of Year	**11,225,081**	**16,713,392**	**13,086,731**	**7,218,974**	**7,218,974**

556 Boleskine Road
Victoria, BC V8Z 1E8

www.sd61.bc.ca

Greater VICTORIA School District

School District No. 61 (Greater Victoria)
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4106 Fax (250) 475-4112

To: Board of Education

From: Sean McCartney, Director of Instruction

Date: September 28, 2026

RE: **Anaphylaxis Aggregate Report**

Anaphylaxis Aggregate Report

Anaphylaxis is a sudden and severe allergic reaction, which can be fatal. Anaphylaxis is a medical emergency that requires immediate emergency treatment with an Epinephrine auto-injector. Any substance can cause an allergic reaction. The most common substances include foods, food additives, medications, insects and latex.

All schools must have an emergency protocol in place to ensure responders know what to do in an emergency. The emergency protocol includes:

- administer epinephrine auto-injector;
- call 911 and ask for an Advance Life Support Ambulance;
- call student's parents;
- administer a second epinephrine auto-injector after 5 minutes if symptoms have not improved;
- have student transported to hospital by ambulance.

As per Regulation 5141.21 *Anaphylaxis*, Principals report information on each anaphylactic incident to the Board of Education via the Superintendent in aggregate form using the School Protection Program Incident Report.

As such, there were six anaphylactic incidents reported during the 2025-2026 school year.

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

One Learning Community

School District No. 61 (Greater Victoria)
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4162 Fax (250) 475-4112

TO: The Board of Education

FROM: David Hovis & Sean McCartney, Directors of Instruction

RE: **Enhancing Student Learning Report**

DATE: September 28, 2026

Background:

As per the Ministry of Education's Enhancing Student Learning Reporting (ESLR) Order, all school districts are expected to submit an annual report to the Minister of Education. This year, our district will submit the attached interim progress report with a submission deadline of October 1, 2026.

Summary of Report:

The Enhancing Student Learning Report is a key component to our district's annual strategic planning cycle, with a particular focus on advancing equity in learning outcomes for Indigenous learners, children and youth in care, and students with disabilities and diverse abilities. Like in previous ESLR reports, the interim report is organized in three sections for Intellectual Development, Human and Social Development, and Career Development, each with two parts for our District response: 1) review data and evidence, and 2) respond to results.

Staff (Senior Leadership Team members, Directors, District Principals and Vice Principals, and Communication Specialist) have collaborated to analyze the data and prepare the report. In addition, feedback from the Indigenous Education Council has been incorporated into the report.

While the ESLR is formally submitted to the Minister of Education, it also serves a broader purpose as a public document. It is designed to communicate the district's goals, progress, and areas of focus to the wider community, reinforcing transparency and accountability in support of student success.

Recommendation:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Enhancing Student Learning Interim Progress Report, as presented.

Greater Victoria

SD61

Interim Progress Report

September 2026

In Review of 2025-2026 of Strategic Plan, 2020-2028

Approved by Board on September 28, 2026

Table of Contents

Interim Progress Report for Enhancing Student Learning:

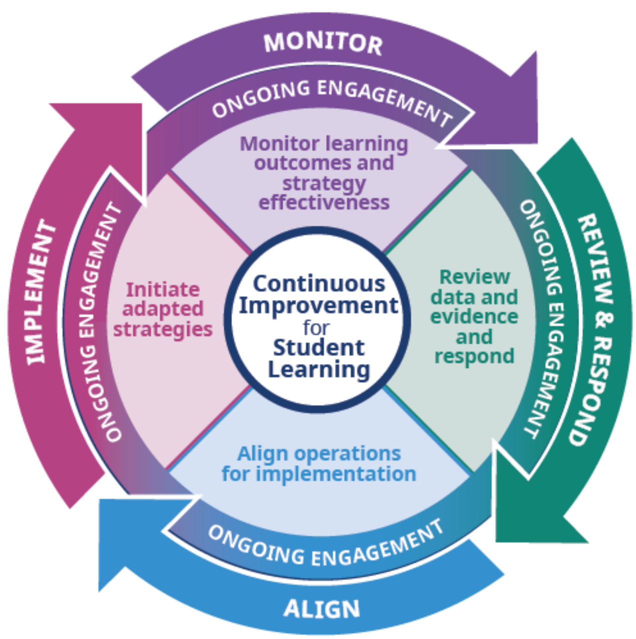
Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

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



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

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

Review and Respond Cycle:

For the purpose of this document, please note:

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

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

A note on provincial data provided in this report:

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

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

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

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

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

A note on children and youth in care data:

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

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

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

Interpreting the provincial data graphs

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

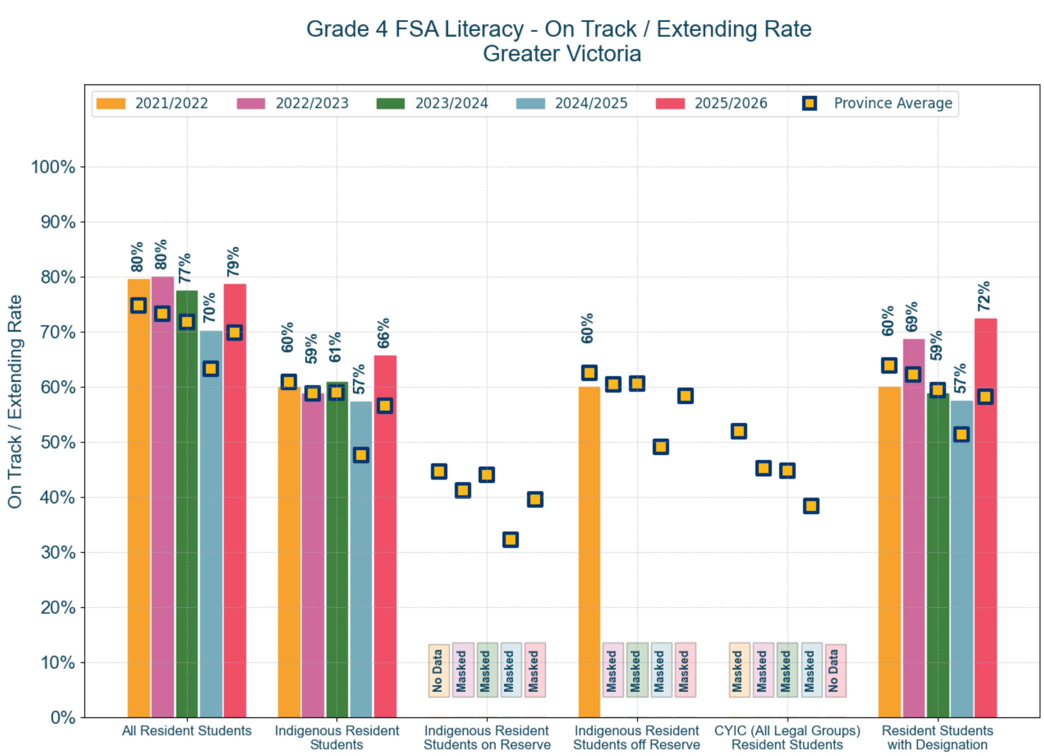
Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

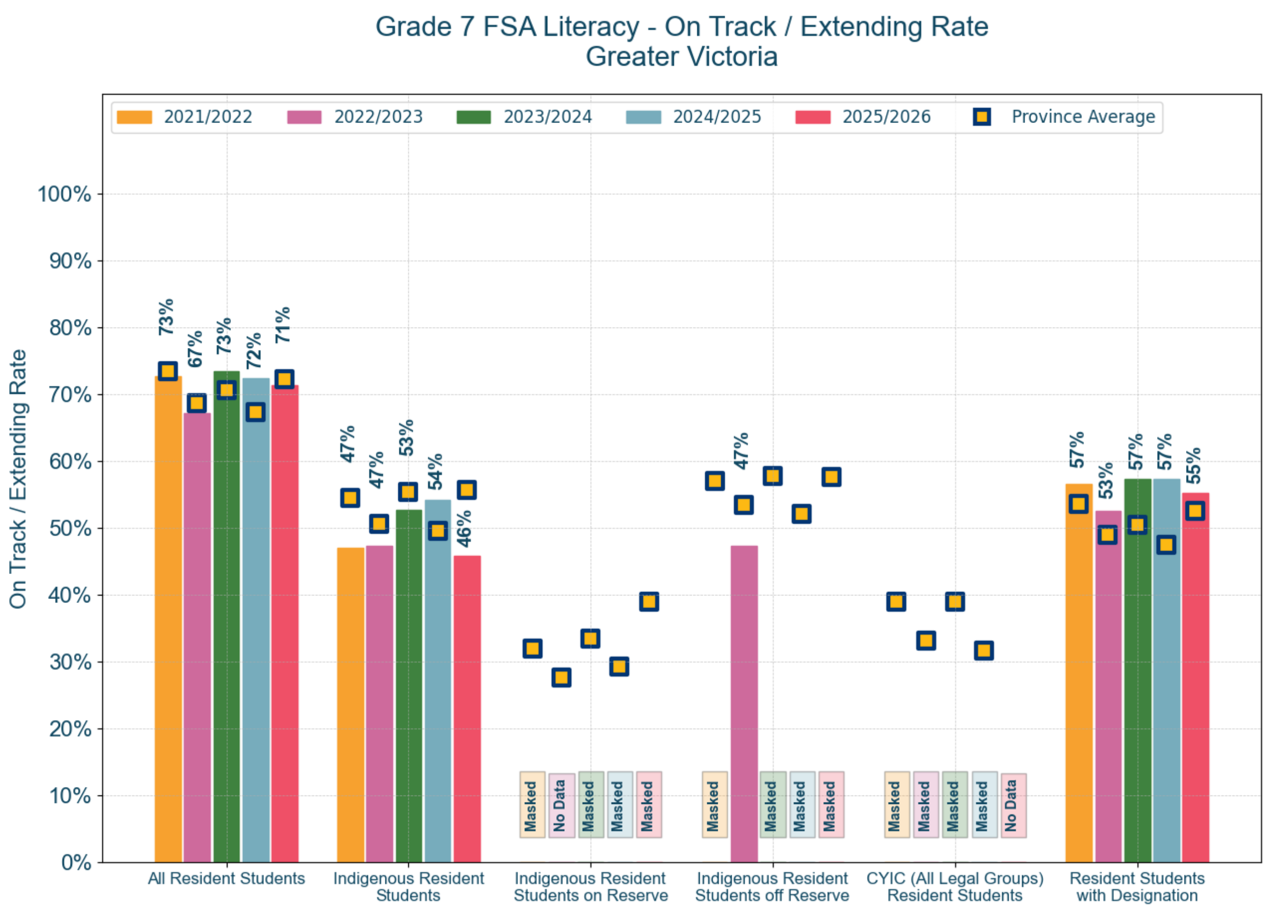
	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1483 | 61%	1544 | 62%	1538 | 61%	1617 | 80%	1590 | 70%
Indigenous Resident Students	118 | 42%	156 | 51%	120 | 53%	135 | 66%	112 | 57%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	135 | 37%	151 | 34%	162 | 31%	209 | 52%	210 | 45%



6

Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1437 | 55%	1449 | 54%	1507 | 52%	1533 | 87%	1620 | 65%
Indigenous Resident Students	147 | 46%	128 | 45%	139 | 41%	116 | 72%	147 | 56%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	13 | 85%	0
Resident Students with Designation	270 | 43%	242 | 41%	287 | 33%	290 | 73%	341 | 50%



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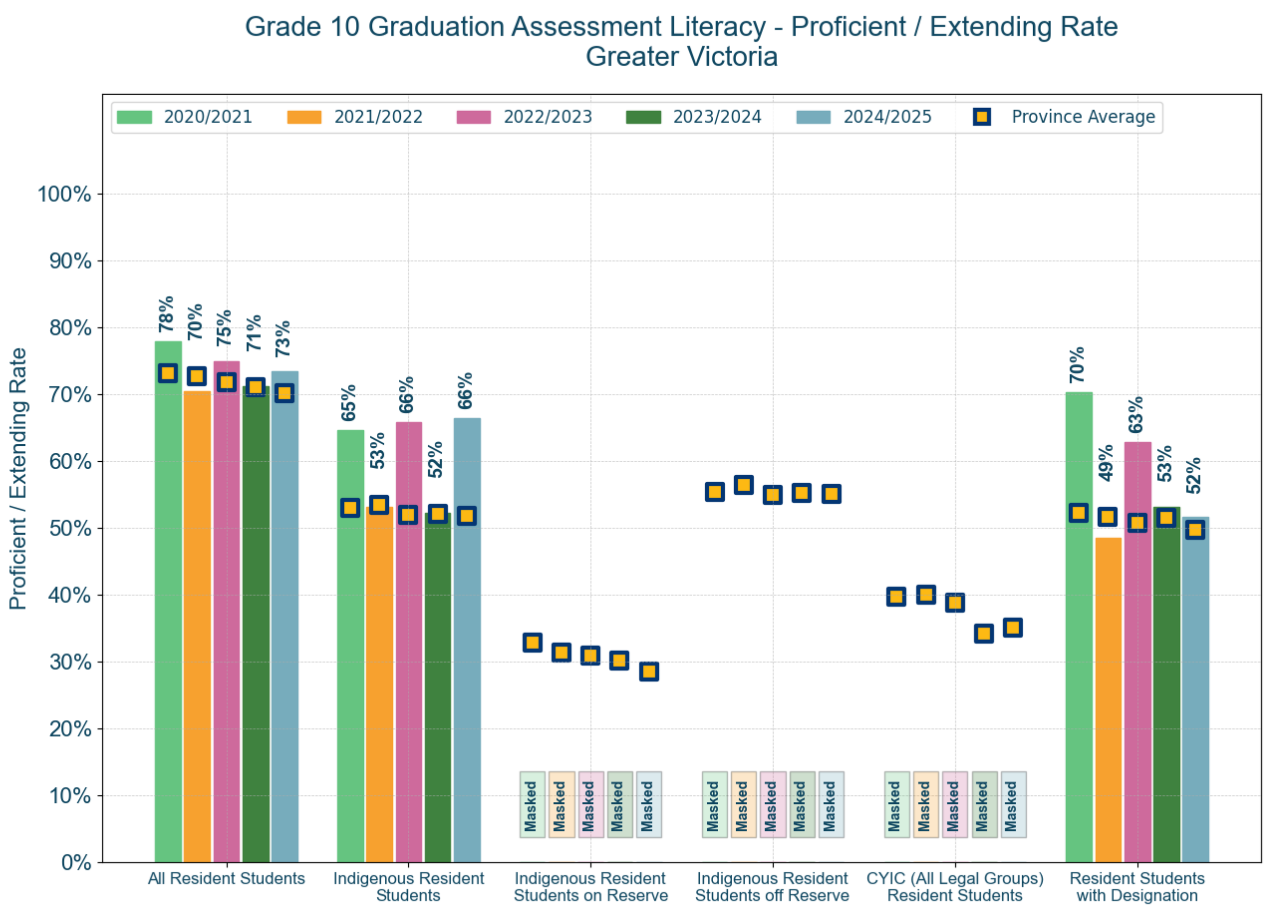
Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1406 | 85%	1409 | 77%	1477 | 87%	1559 | 89%	1555 | 89%
Indigenous Resident Students	111 | 60%	141 | 57%	122 | 73%	136 | 71%	137 | 72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	19 | 63%	Masked
Resident Students with Designation	234 | 74%	270 | 62%	303 | 78%	337 | 77%	341 | 78%



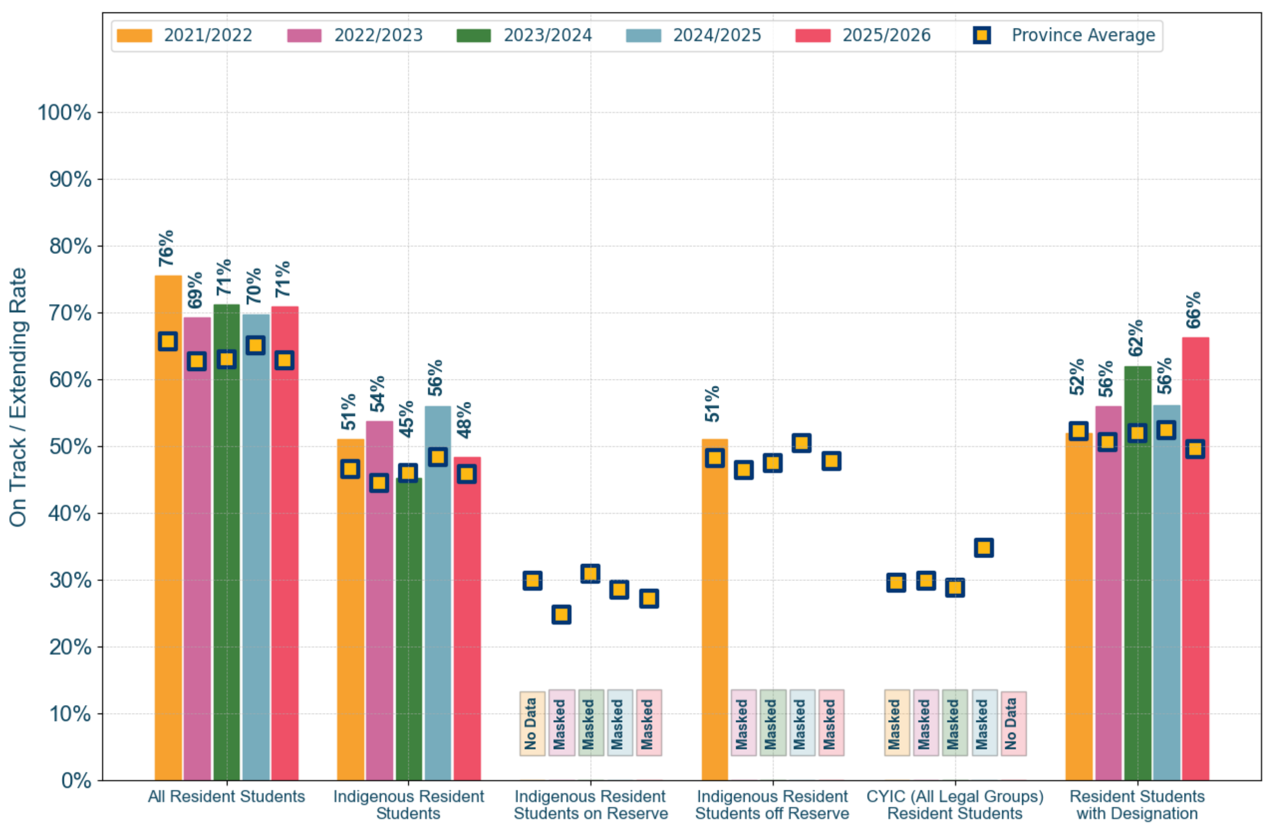
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1483 | 61%	1544 | 61%	1538 | 61%	1617 | 80%	1590 | 69%
Indigenous Resident Students	118 | 42%	156 | 51%	120 | 52%	135 | 67%	112 | 55%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	135 | 39%	151 | 33%	162 | 31%	209 | 51%	210 | 44%

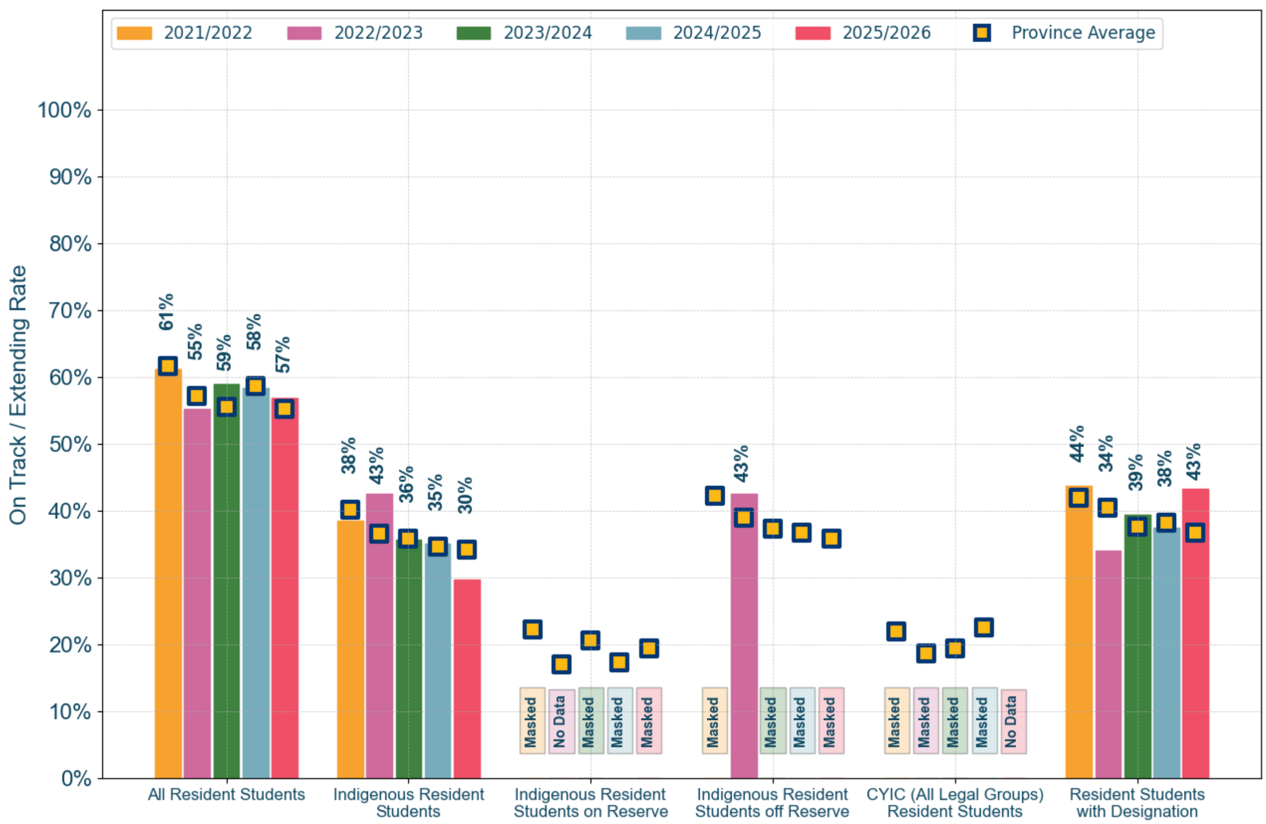
Grade 4 FSA Numeracy - On Track / Extending Rate
Greater Victoria



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1437 | 54%	1449 | 54%	1507 | 52%	1533 | 86%	1620 | 65%
Indigenous Resident Students	147 | 44%	128 | 42%	139 | 40%	116 | 69%	147 | 57%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	13 | 85%	0
Resident Students with Designation	270 | 41%	242 | 41%	287 | 34%	290 | 72%	341 | 50%

Grade 7 FSA Numeracy - On Track / Extending Rate
Greater Victoria

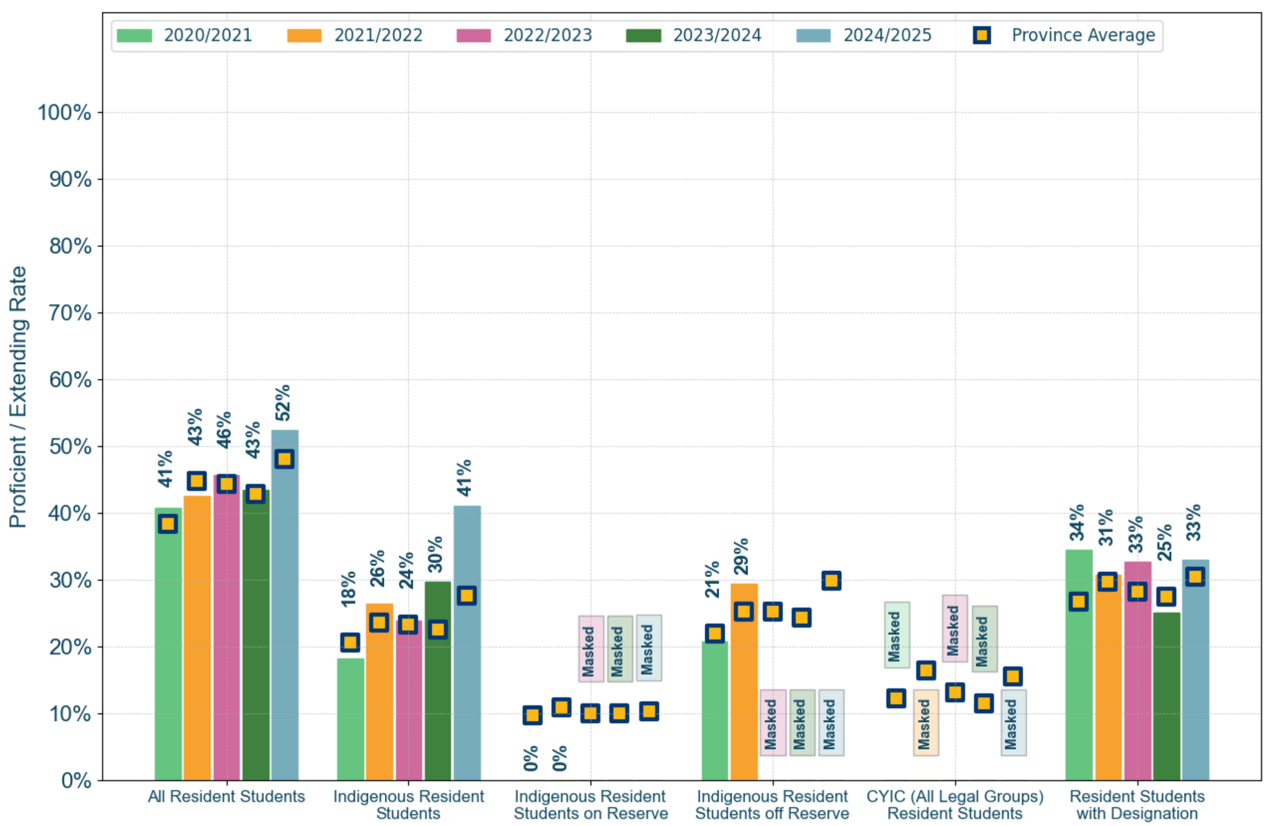


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1403 | 70%	1401 | 52%	1470 | 58%	1537 | 46%	1551 | 40%
Indigenous Resident Students	109 | 49%	145 | 41%	120 | 34%	135 | 38%	137 | 26%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	234 | 63%	268 | 43%	298 | 52%	333 | 35%	340 | 38%

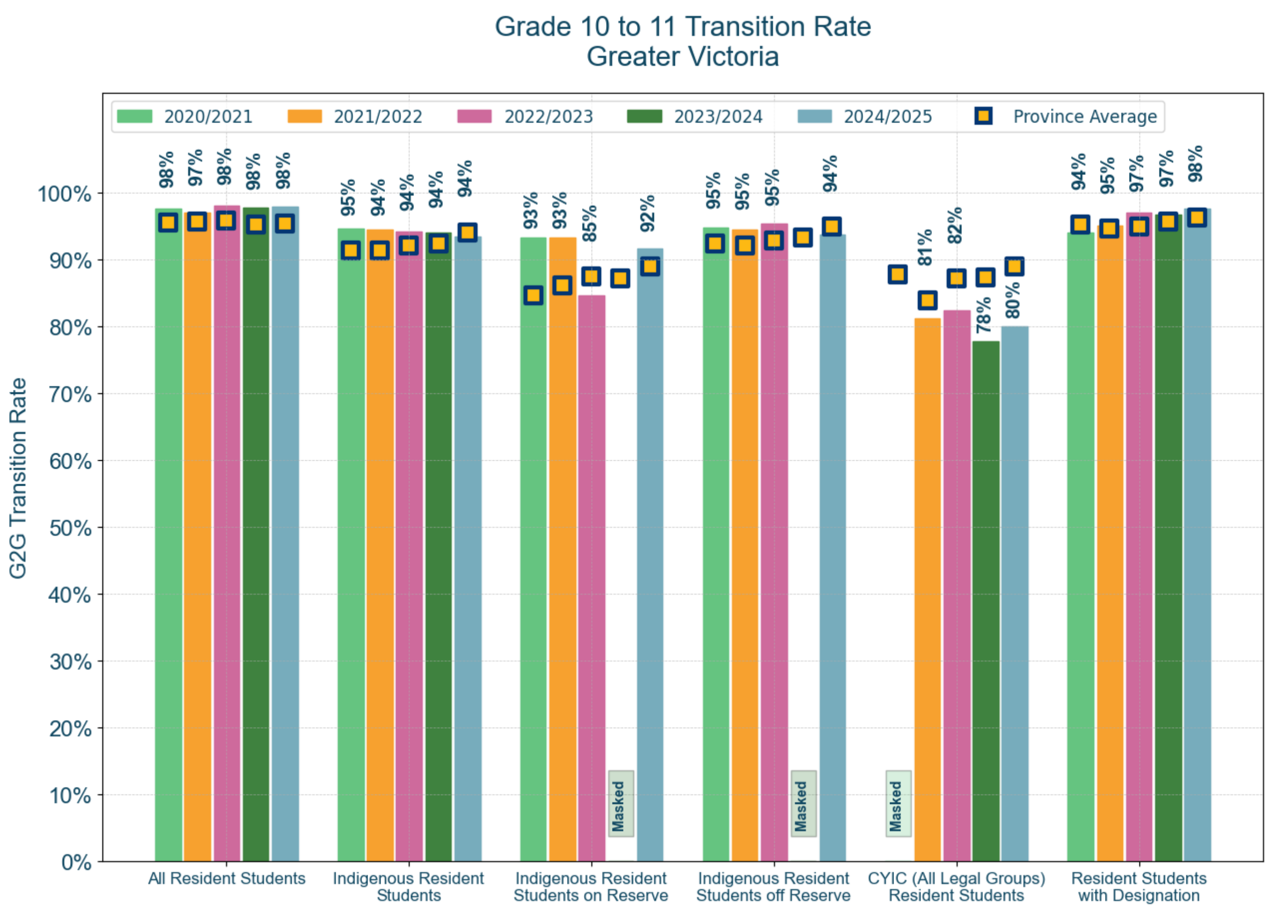
Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate
Greater Victoria



Measure 2.3: Grade-to-Grade Transitions

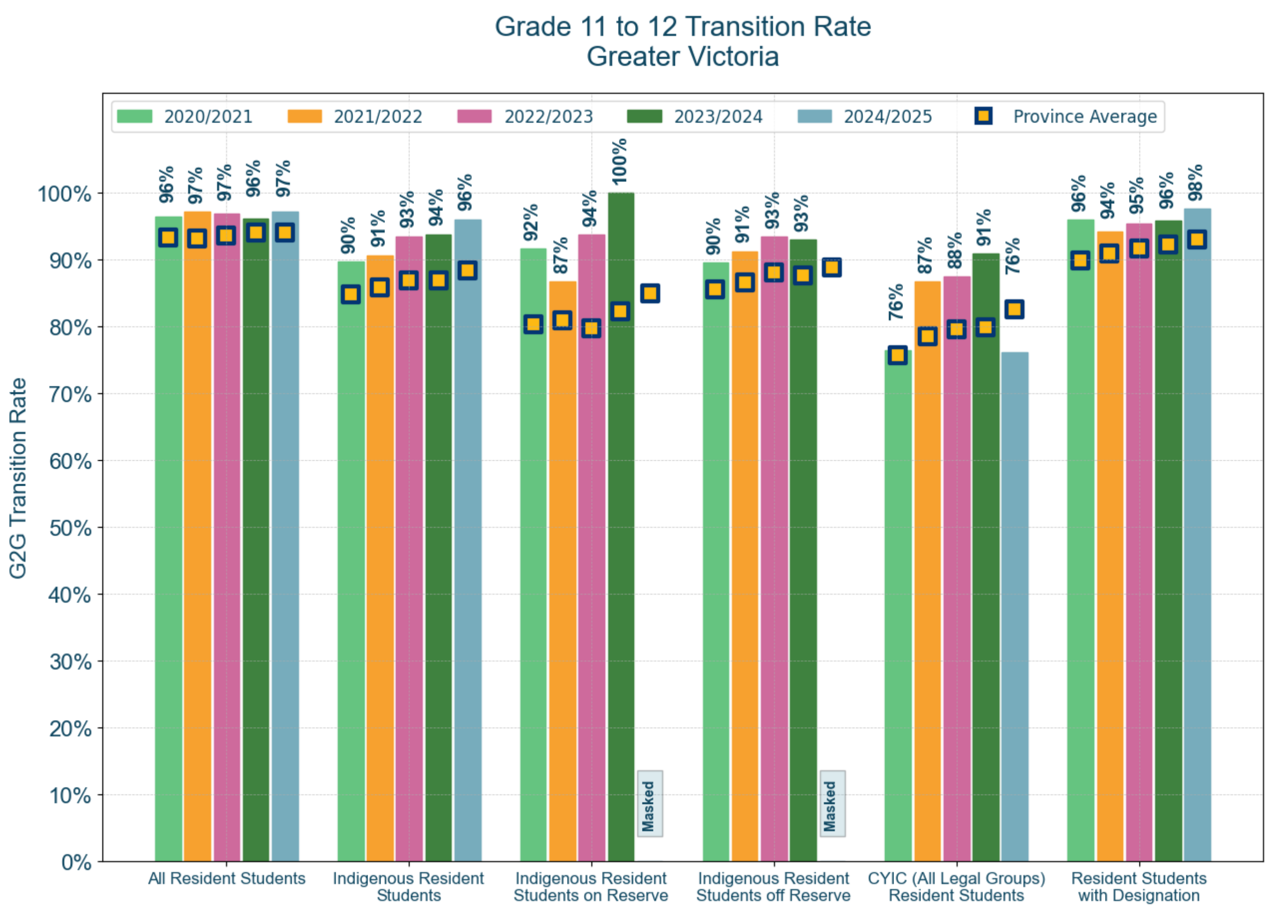
Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1408	1419	1475	1555	1560
Indigenous Resident Students	112	144	121	134	139
Indigenous Resident Students on Reserve	15	15	13	Masked	12
Indigenous Resident Students off Reserve	97	129	108	Masked	127
CYIC (All Legal Groups) Resident Students	Masked	16	17	18	15
Resident Students with Designation	237	269	302	333	342



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1411	1424	1431	1539	1604
Indigenous Resident Students	117	118	138	129	127
Indigenous Resident Students on Reserve	12	15	16	15	Masked
Indigenous Resident Students off Reserve	105	103	122	114	Masked
CYIC (All Legal Groups) Resident Students	17	15	16	22	21
Resident Students with Designation	272	242	281	315	335



Review Data and Evidence: Intellectual Development

So what?

Using a maximum of three to five bullet points, please respond to the question:
What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- While Grade 4 FSA Literacy results in 2025/26 have improved for all student groups and remain above provincial averages, literacy achievement on the Grade 7 FSA and Grade 10 Graduation Assessments are either stable or declining and, in some areas, below provincial averages. Of particular concern are the literacy outcomes of *Indigenous Resident Students* on the Grade 7 FSA, where more targeted actions are needed to improve results.
- While Grade 4 FSA Numeracy results in 2025/26 and Grade 10 Graduation Assessment Numeracy results in 2024/25 have improved across most student groups and remain above provincial averages, Grade 7 FSA Numeracy results continue to show lower levels of achievement and an overall declining trend. Of particular concern are the outcomes of *Indigenous Resident Students*, whose results have declined over time and are now below the provincial average. Continued targeted focus is needed to improve outcomes.
- While district grade-to-grade transition rates remain at or above provincial averages for most student groups, transition rates for *CYIC Resident Students* are among the lowest in the district. These results indicate an area for continued monitoring and investigation to better understand student experiences and identify opportunities to strengthen supports that promote successful grade-to-grade progression.

Respond to Results: Intellectual Development

Now what?

Using a maximum of three to five bullet points, please respond to the question:
What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

- To improve literacy achievement and accelerate progress for students who are not yet meeting expectations, the district has continued to allocate additional 1.0 targeted teacher FTE at Craigflower Elementary and Shoreline Middle to support culturally responsive literacy instruction and intervention, 0.5 of which is targeted for Indigenous students. Early implementation has strengthened collaboration, targeted support, and instructional responsiveness for learners. The initiative will be expanded in 2026/27 to include additional FTE at Esquimalt High, and ongoing evaluation of student outcomes will help guide continued implementation and improvement.
- Building on the initial success of the district's middle years numeracy strategy, the district will continue to strengthen evidence-based numeracy instruction across Grades 6-9, with particular attention to improving outcomes for Indigenous learners and addressing declining achievement trends at the Grade 7 level. In 2025/26, the district implemented a targeted numeracy strategy featuring a four-part professional learning series for Grade 6 teachers across all middle schools. Initial implementation has supported greater consistency in instructional practices and strengthened educator collaboration. This work will expand in 2026/27 to include Grades 6-9 teachers and will incorporate increased collaboration with the Indigenous Education Department to better align professional learning, instructional approaches, and supports for Indigenous learners. Ongoing evaluation of student achievement data and instructional practices will be used to guide continued implementation, refinement, and improvement.
- In response to the 2024/25 grade-to-grade transition data for *CYIC Resident Students*, the district will continue the targeted inquiry that began early in 2026 to better understand and address barriers to successful progression for CYIC students. Initial work included a student voice survey that identified key barriers and is being used to inform strategic planning. Moving forward, the district will further engage secondary CYIC students, caregivers, school staff, and community partners in examining factors that influence successful grade-to-grade transitions. This work will further inform the implementation of targeted strategies and supports designed to improve student transitions and overall success.
- Recognizing the strong relationship between student engagement, school connectedness, and academic success, the district will pilot a new hybrid learning and stabilization program for students in Grades 3-8 who are experiencing, or are at risk of, significant disengagement from school. Through a combination of targeted district-based supports and continued participation in their neighbourhood school, students will receive individualized interventions in an alternate learning setting two days per week, focused on strengthening self-regulation, executive functioning, social-emotional competencies, confidence, and engagement in learning. The program is designed to provide early, responsive support while maintaining students' connections to their peers, school communities, and classroom learning. Ongoing monitoring of student engagement, attendance, well-being, and academic progress will help evaluate the effectiveness of the program and inform future implementation and refinement.

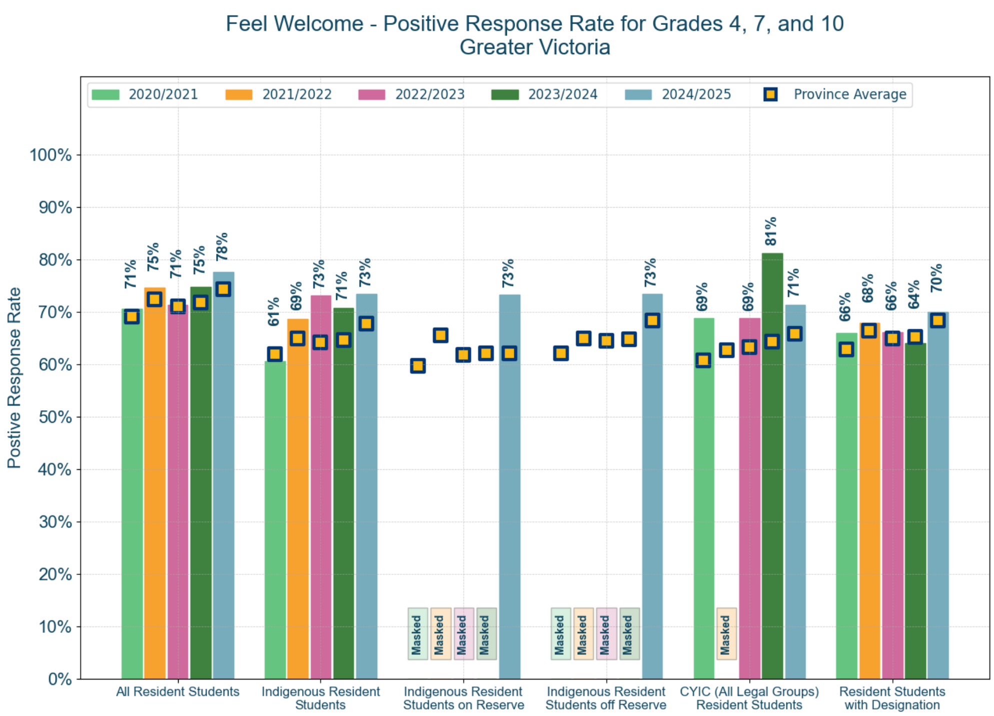
Human and Social Development

Educational Outcome 3: Feel Welcome, Safe, and Connected

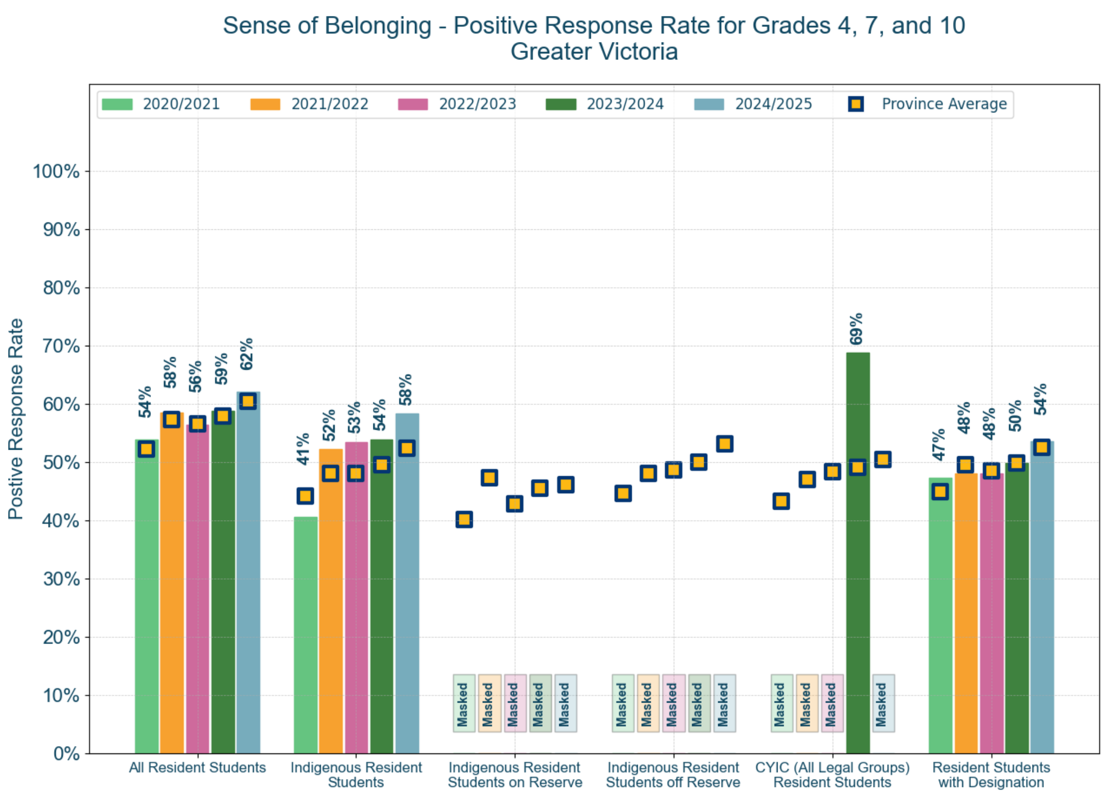
Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

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

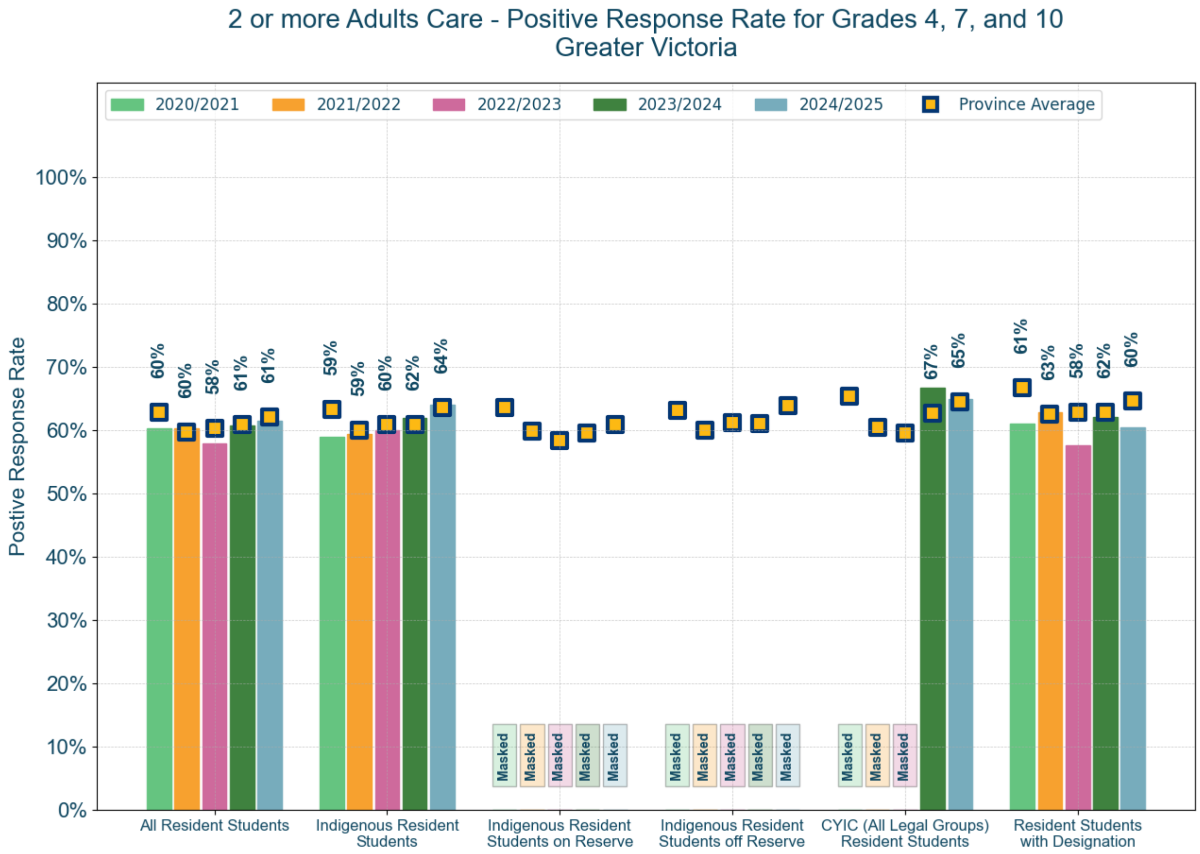
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	4300 | 76%	4331 | 71%	4464 | 68%	4599 | 76%	4698 | 76%
Indigenous Resident Students	387 | 57%	407 | 56%	405 | 54%	393 | 58%	390 | 64%
Indigenous Resident Students on Reserve	31 | 35%	38 | 29%	Masked	Masked	24 | 63%
Indigenous Resident Students off Reserve	356 | 59%	369 | 58%	Masked	Masked	366 | 64%
CYIC (All Legal Groups) Resident Students	35 | 49%	30 | 33%	40 | 40%	36 | 47%	37 | 59%
Resident Students with Designation	620 | 63%	674 | 60%	694 | 59%	781 | 64%	841 | 66%




Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Greater Victoria
Province Average
Postive Response Rate
0%
20%
40%
60%
80%
100%
77%
81%
77%
80%
81%
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
Greater Victoria
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Postive Response Rate
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
54%
58%
56%
59%
62%
41%
52%
53%
54%
58%
69%
47%
48%
48%
50%
54%
Masked
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

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



Review Data and Evidence: Human and Social Development

So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- The Student Learning Survey (SLS) indicates that students' feelings of being welcome and safe at school have remained consistently strong and above provincial averages. While these results are encouraging, continued efforts to maintain and further strengthen safe, welcoming, and inclusive learning environments remain important.
- The SLS results in 2024/25 also indicate a recent improvement in students' sense of belonging. While this positive trend is encouraging, belonging continues to be reported at

lower levels than students’ feelings of safety and being welcome at school. Continued focus is needed to further strengthen this recent improvement.

- The SLS also indicates that student perceptions of having two or more adults at school who care about them have remained below district results in other connectedness measures and slightly below provincial averages over the past five years. As positive relationships with caring adults are an important factor in student success and well-being, this remains a key area for targeted focus and improvement.

Respond to Results: Human and Social Development

Now what?

Using a maximum of three to five bullet points, please respond to the question:
What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

- Given the continued declining trend of students’ positive response rates to reporting that two or more adults care about them at school, the district will revisit the implementation of the evidence-based “2 x 10, Making Connections, Building Relationships” strategy, for increased and consistent use in school sites. This strategy promotes consistent adult check-ins (2 minutes per day for 10 days) for identified priority students who are disengaged or disconnected. A review of implementation and effectiveness through school administrator meetings will help identify ways to strengthen consistent adult-student connections, particularly for students who may be at greater risk of disengagement.
- Given the strong relationship between student engagement, school connectedness, and attendance, the district will define and begin implementing an engagement and re-engagement strategy for students experiencing challenges with regular attendance. The strategy will focus on strengthening welcoming environments, fostering meaningful relationships with caring adults, and increasing students’ sense of belonging.
- Recognizing that students' early experiences of belonging and connection with caring adults establish important foundations for future learning and well-being, and in response to survey findings identifying these as areas for continued growth, the district will continue to invest in proactive, evidence-based early years practices. Strategic investments will include maintaining classroom Early Childhood Educators (ECEs), strengthening collaboration with early learning and child care providers on school grounds, and providing targeted

professional learning for Kindergarten and primary teachers in play-based learning, assessment, instructional planning, and relationship-centred practices. These efforts will support successful entry into school, foster strong partnerships with families, and create learning environments where children experience belonging, connection, and support during their earliest years. By strengthening these foundations, the district aims to improve long-term engagement, well-being, and achievement outcomes for all students, and particularly those within priority populations.

- Building on existing welcoming and transition practices, the district will strengthen supports for students at key transition points throughout their educational journey. Schools will identify and implement developmentally appropriate strategies that foster belonging, connection, and engagement during transitions into Kindergarten, between elementary school and middle school, and between middle school and secondary school. Strategies may include enhanced orientation opportunities, peer connection activities, family engagement initiatives, and intentional relationship-building with caring adults. Priority student populations will receive individualized transition planning and coordinated supports to help students establish positive connections with their new learning environments. Through these efforts, the district aims to strengthen students' sense of belonging, continuity of support, and engagement in school.

Career Development

Educational Outcome 4: Graduation

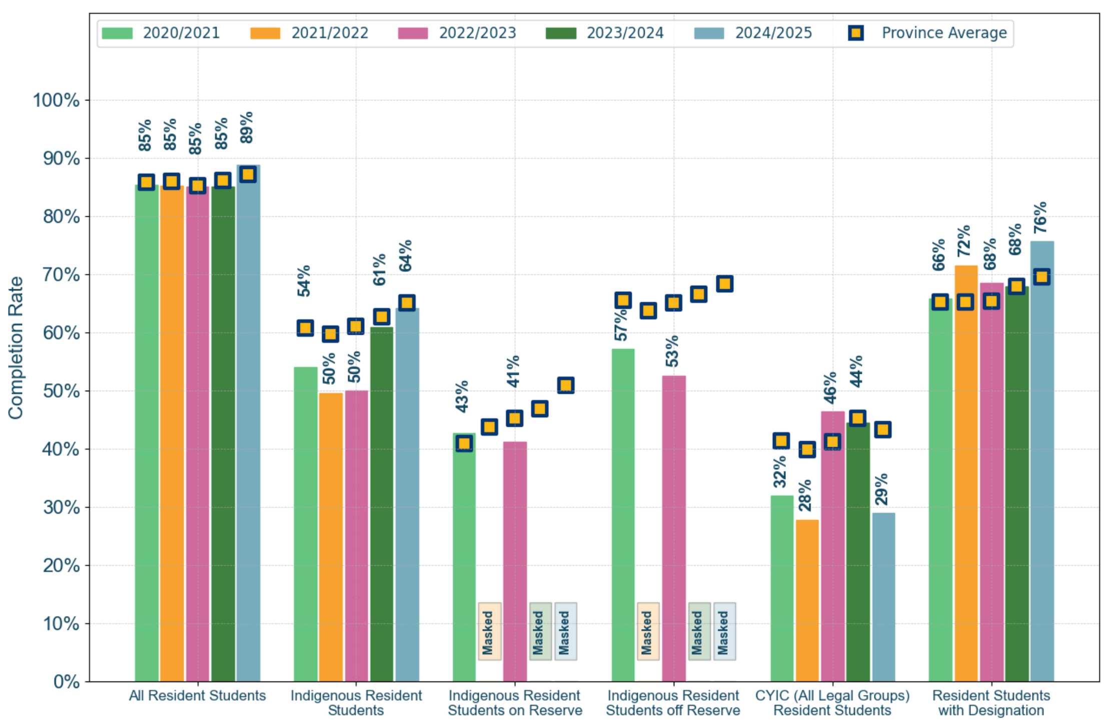
Measure 4.1: Achieved Dogwood within 5 Years

Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1516 | 115	1496 | 127	1552 | 126	1541 | 122	1603 | 126
Indigenous Resident Students	130 | 10	127 | 10	128 | 10	144 | 11	135 | 10
Indigenous Resident Students on Reserve	28 | 2	Masked	29 | 2	Masked	Masked
Indigenous Resident Students off Reserve	102 | 8	Masked	99 | 8	Masked	Masked
CYIC (All Legal Groups) Resident Students	85 | 7	75 | 7	70 | 5	73 | 6	64 | 5
Resident Students with Designation	320 | 21	349 | 28	332 | 24	358 | 26	386 | 28

5-Year Completion Rate - Dogwood + Adult Dogwood
Greater Victoria

5-Year Completion Rate - Dogwood
Greater Victoria

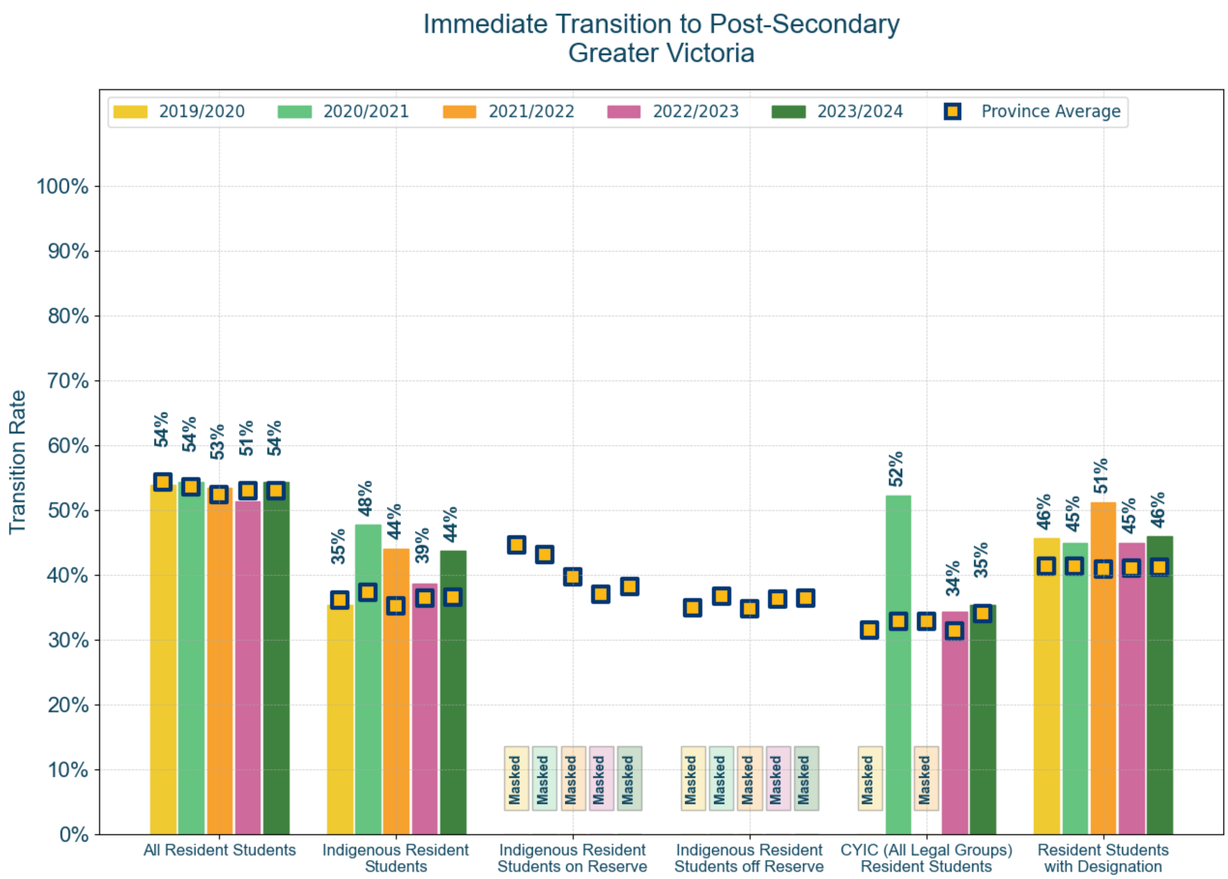


Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1215	1219	1202	1249	1242
Indigenous Resident Students	68	65	59	62	87
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	23	Masked	35	34
Resident Students with Designation	182	178	221	198	222



Review Data and Evidence: Career Development

So what?

Using a maximum of three to five bullet points, please respond to the question:
What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- Despite recent improvements in completion rates for Indigenous students overall, significant and persistent disparities remain, with outcomes for some Indigenous learners continuing to be among the lowest in the district and below provincial averages. Local student outcome data and ongoing engagement with the Four Houses (Songhees Nation, Esquimalt Nation, Métis Nation of Greater Victoria, and the Urban Peoples House Indigenous Advisory) make clear that these longstanding gaps require urgent attention. While some progress has been made, the persistence and magnitude of these disparities are not acceptable, and too many Indigenous students are not yet experiencing success. Addressing these inequities requires renewed urgency, sustained focus, and collective accountability across the district.

- Completion rates for CYIC students also continue to be among the lowest in the district and below provincial averages. Early findings from the district's CYIC student voice and transition-focused inquiry are helping to identify factors that support or impede successful progression toward graduation. Continued focus is needed to identify barriers, strengthen responsive supports, and create conditions that enable CYIC students to successfully navigate their educational pathways and achieve their graduation goals.
- Post-secondary transition rates remain consistent with or above provincial averages across student groups. However, a notable decline across all populations in the most recent three-year transition data warrants further consideration and investigation. Understanding the factors contributing to this trend will be important to sustaining strong post-secondary outcomes and identifying any emerging barriers to successful transitions.

Respond to Results: Career Development

4 Adjust 3 Reflect

Now what?

Using a maximum of three to five bullet points, please respond to the question:
What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

- Given the persistence of significant graduation outcome gaps for Indigenous students, the district recognizes that continued improvement will require sustained effort and a willingness to explore new approaches. In collaboration with the IEC, Four Houses, and school teams, the district will identify and support innovative, culturally safe, and relationship-based practices aimed at improving student engagement, achievement, and completion. This will include identifying and learning from schools and programs where Indigenous students are experiencing stronger outcomes, piloting targeted approaches where graduation gaps are most significant, and working directly with Indigenous students, families, and partners to better understand barriers and co-develop responses. The district will assess the impact of these approaches and create opportunities to expand effective practices across schools, with the goal of moving beyond isolated successes toward broader and sustained improvements in outcomes for Indigenous learners.
- To improve completion rates and strengthen graduation outcomes for Indigenous students, the district will continue to collaborate with the IEC, Four Houses, and school teams to develop and publish the Indigenous Education Student Graduation Profile Booklet. Through this collaborative process, the district and Indigenous partners will articulate a shared vision of a successful graduate that reflects the strengths, identities, aspirations, and goals

of Indigenous learners. Following its development, the district will work with Indigenous partners and schools to determine how to use the Graduation Profile to strengthen pathways, supports, and conditions for student success, including partnerships with parents and caregivers. This work will identify opportunities to foster belonging, self-efficacy, and engagement while addressing barriers that may impact graduation outcomes. Ongoing monitoring of completion data and outcomes for Indigenous learners will inform implementation and continuous improvement.

- Targeted attention will be given to strengthening post-secondary and career pathways for Indigenous students through continued collaboration between the Pathways & Partnerships and Indigenous Education departments. Partnerships with post-secondary institutions, employers, and community organizations will provide opportunities for Indigenous students to explore educational and career pathways that align with their interests, strengths, identities, and aspirations. In 2026/27, opportunities will include the Camosun College Hands-On Learning Day for Indigenous students in Grades 11 and 12, the Indigenous Scholarship Fair hosted by the Victoria Native Friendship Centre, the Future in Justice Springboard program for Indigenous and BIPOC female students, and the Victoria Police Springboard program for Indigenous students. These experiences are intended to expand awareness of future possibilities, foster a sense of belonging within post-secondary and professional environments, and support students in envisioning and pursuing their own pathways to success.
- Recognizing the strong connection between secondary school transitions and graduation outcomes, the district will leverage the CYIC transition-focused strategy to inform targeted interventions that support credit accumulation, persistence, and successful completion. Ongoing monitoring of credit accumulation, attendance, grade-to-grade progression, and completion outcomes will help ensure supports are responsive to emerging student needs.
- While post-secondary transition rates remain at or above provincial averages for most student groups, the recent decline in three-year transition rates warrants further investigation. The district will leverage existing partnerships and relationships developed through the Pathways & Partnerships Department to better understand the factors contributing to this trend. Insights gained through this work will inform the refinement and enhancement of strategies that support successful transitions to post-secondary education, training, and employment.

SECTION 72 REPORT

Present:

Nicole Duncan, Board Chair, Karin Kwan, Vice-Chair, Natalie Baillaut, Angela Carmichael, Mavis David, Derek Gagnon, Emily Mahbobi, Rob Paynter

Absent:

Diane McNally

Administration:

Tom Aerts, Deputy Superintendent, Sean Powell, Associate Superintendent, Katrina Stride, Secretary-Treasurer, Julie Lutner, Associate, Secretary-Treasurer, Mike Knudson, Director of Human Resource Services Marni Vistisen-Harwood, Director of Facilities Services

The Board of Education discussed the following matters:

- Administration
- Personnel
- Facilities

General decisions made by the Board:

- Administration
- Personnel
- Facilities

SECTION 72 REPORT

Present:

Absent:

Administration:

The Board of Education discussed the following matters:

- Personnel

General decisions made by the Board:

- Personnel

SECTION 72 REPORT

Present:

Nicole Duncan, Board Chair, Karin Kwan, Vice-Chair, Natalie Baillaut, Angela Carmichael, Mavis David, Emily Mahbobi, Diane McNally, Rob Paynter

Absent:

Derek Gagnon

Administration:

Deb Whitten, Superintendent, Tom Aerts, Deputy Superintendent, Sean Powell, Associate Superintendent, Katrina Stride, Secretary-Treasurer, Marni Vistisen-Harwood, Director of Facilities Services

The Board of Education discussed the following matters:

- Facilities

General decisions made by the Board:

- Facilities

SECTION 72 REPORT

Present:

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Absent:

Mavis David, Emily Mahbobi

Administration:

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- Personnel
- Facilities

General decisions made by the Board:

- Administration
- Personnel
- Facilities