

Public Notice – Board of Education Online Public Meeting

A public meeting of the Board of Education for School District 62 (Sooke) will be held on **April 22, 2025 at 7:00 pm.**

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

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

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

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

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

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



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



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

AGENDA

1. **CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)
2. **AGENDA (page 2)**
 - 2.1 Call for amendments and additional items
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of April 22, 2025, as presented (or as amended).
 - 2.2 Report on In Camera Meeting – Amanda Dowhy
This notice is to inform the public that prior to this meeting an “in-camera” meeting of the Board was held where issues of legal, land and personnel were discussed.
3. **MINUTES (page 6)**
 - 3.1 Call for amendments to minutes
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the March 11, 2025, as presented (or as amended).
4. **INFORMATIONAL ITEMS AND ANNOUNCEMENTS**
 - 4.1 Board Chair Update – Amanda Dowhy
5. **EDUCATIONAL PRESENTATIONS** – no presentations
6. **INDIGENOUS EDUCATION COUNCIL**
 - 6.1 Indigenous Education Council Update – no report



7. CORRESPONDENCE & DELEGATIONS

7.1 Correspondence

- a. Email from B. Swezey Dated Mar 11, 2025 RE Preventing Child Maltreatment (page 14)
- b. Letter from Minister Beare Dated March 26, 2025 RE Cybersecurity (page 15)

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the above noted correspondence as outlined in items 7.1a. and b.

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

7.3 Other Delegations – 5 minutes each

8. FINANCE, FACILITIES AND SERVICES

8.1 Resources Committee – Meeting of April 8, 2025 – Christine Lervold (page 17)

Motion Requested: That the Board of Education of School District 62 (Sooke) allow all three readings of the Capital Plan Bylaw 2025/26-CPSD62-01 at its meeting of April 22, 2025.

Motion Requested: That the Board of Education of School District 62 (Sooke) give first, second and third readings of the Capital Plan Bylaw 2025/26-CPSD62-01.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of April 8, 2025.

9. EDUCATION PROGRAM

9.1 Education-Policy Committee – Meeting of April 1, 2025 – Amanda Dowhy (page 20)

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy C-313 “Willful Damage and Theft of School Property”.

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulation C-314 “Substance Use Prevention and Intervention”.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education Policy Committee meeting of April 1, 2025.



9.2 Adoption of Draft Revised Policy and Regulations C-309 and C-311 – Paul Block (page 31)

Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) Adopt draft revised Policy and Regulations C-309 “District and School Codes of Conduct”.

Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) Adopt draft revised Policy and Regulations C-311 “Student Attendance”.

10. STUDENTS

10.1 Pathway Change for David Cameron to Spencer – Paul Block (page 46)

11. FOUNDATIONS AND GOVERNANCE

11.1 Trustee Liaison Reports – Board of Education

- BCSTA Update – Christine Lervold

11.2 Strategic Plan, Engagement Plan – Paul Block (page 49)

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

11.3 Trustee Enrolment in the BCSTA Leadership Program (page 54)

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

12. ADMINISTRATION

12.1 Board of Education 90 Day Work Plan – Amanda Dowhy (page 55)

13. PERSONNEL

13.1 Superintendent’s Report – Paul Block (page 56)



14. UPCOMING EVENTS

- April is Autism Awareness Month, Sikh Heritage Month & Sri Lankan Heritage Month
- Spanish Language Day – April 23
- Education Day – April 25
- Education Committee of the Whole (ECOW) – April 29
- Education Policy Committee – May 6
- Non-instructional Day – May 12
- SPEAC Summit – May 12
- Resources Committee Meeting – May 13

- Victoria Day – May 19
- SPEAC AGM – May 21
- SPEAC Hold & Secure parent info session – May 22
- BCCPAC AGM – May 22
- Indigenous Education Graduation Ceremony – May 26
- Public Board Meeting – May 27

15. RISE AND REPORT

- 15.1 Election of Vice-Chair – Brian Jonker

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

16. QUESTION PERIOD

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

17. ADJOURNMENT





**MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
March 11, 2025 – 7:00 p.m.**

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

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

REGRETS:

SECRETARY: Jenny Seal

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:04 p.m. by the Board Chair who provided a territorial acknowledgment.

2. AGENDA

2.1 Call for amendments and additional items

- 56. MOVED Ebony Logins/Amanda Dowhy
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of March 11, 2025, as presented.
CARRIED



2.2 Report on In Camera Meeting – Cendra Beaton

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

3. MINUTES

3.1 Call for amendments to minutes

Trustee Dowhy read a proposed amendment to the February 25, 2025 public minutes.

57. **MOVED** Amanda Dowhy/ Trudy Spiller

That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of February 25, 2025, as amended.

CARRIED

4. INFORMATION ITEMS AND ANNOUCEMENTS

4.1 Board Chair Update – Cendra Beaton

The Board Chair highlighted announcements from the BC Budget 2025, that are pertinent to education. The Vancouver Island School Trustees Association (VISTA) conference for all regional trustees took place March 7-8, 2025. Our district received an overwhelmingly positive response to the ‘Seed to Harvest – Growing Comprehensive School Food Programs’ presentation. The Board Chair expressed gratitude for the presenters and to Trustee VanWell from Saanich School District, who is a director on the VISTA Board, and who led the overall conference and planning. The Chair extended her gratitude for the work and leadership of Vice-Chair, Trustee Watson. As a BCSTA Director, she has made a positive impact at the provincial level.

The Chair referred to Section 15.1 of the agenda, Trustee Election for Board Chair, and expressed her commitment to her oath of office and appreciation to the partner groups for their work and passion.

5. EDUCATIONAL PRESENTATIONS – no presentations

6. INDIGENOUS EDUCATION COUNCIL – no report

7. CORRESPONDENCE & DELEGATIONS

7.1 Correspondence

- a. Email from Parent Dated March 2, 2025, RE Approaching Students in Public
- b. Email from CPF Sooke Chapter Dated Mar 5, 2025, RE Concours d'art oratoire
- c. Letter from Minister Beare Dated March 4, 2025, RE Child Care Funding



58. **MOVED** Amanda Dowhy/Ebony Logins
That the Board of Education of School District 62 (Sooke) receive the above noted correspondence as outlined in items 7.1a, b, and c.
CARRIED

7.2 CUPE 459 – Amber Leonard

Amber Leonard spoke to the anticipation of spring break felt in schools by students and staff. The CUPE President read Call to Action #46, which identifies the principles for working collaboratively. The President stressed the value of one-to-one relationships, regardless of role in the District. CUPE is here to help and support. In closing, the President expressed gratitude for the work being done and encouraged everyone to take care of themselves over the break.

The Board expressed appreciation to Amber for a heartfelt presentation and strong leadership, and for bringing the Calls to Action to the Board meeting. The Board would like to see the Calls to Action posted in every school.

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

STA – Ed Berlando

Ed Berlando expressed gratitude for those present at the meeting and for Amber's comments. The STA representative acknowledged the efforts parents and staff are making to support children and commended the relationships that have been built over the years between staff and partner groups. An invitation was extended to Trustees to visit a classroom and witness the support and work being carried out in schools.

SPEAC – Tom Davis

The SPEAC President echoed CUPE's anticipation of spring break and wished for everyone to be able to recharge over the break. The next SPEAC meeting is tomorrow and a SPEAC appreciation night will be held in May.

SP/VPA – Melissa Horner – no report

7.3 Other Delegations – no reports



8. FINANCE, FACILITIES AND SERVICES

8.1 Resources Committee Meeting of March 5, 2025 – Christine Lervold

Trustee Lervold sat as Committee Chair, covering for Trustee Watson. The Chair provided an overview of the March Resources Committee meeting. The value of the Resources Committee Work Plan was communicated.

59. MOVED Christine Lervold/Trudy Spiller
That the Board of Education of School District 62 (Sooke)
receive the report from the Resources Committee Meeting of March 5, 2025.
CARRIED

8.2 2025/26 Enrolment Projections Update – Monica Braniff

The Deputy Superintendent presented an update on student enrolment projects for the next school year. Using past trends combined with local knowledge, projections for K-12 standard (regular) school enrolment totals 13,700 FTE. This shows a growth rate of 3% or 403 FTE which is a slightly less than previous years. English Language Learners/English as a Second Dialect (ELL/ESD) enrolment numbers are flattening, as is Indigenous Education. The Deputy Superintendent also indicated that enrolment forecasting in light of the geopolitical environment, economic situation and federal government policy changes on immigration all add to the uncertainty and inability to forecast to the same level of confidence as previous years. Projections for this year used a variety of data points both internal and external along with Ministry of Education data and trends.

The Board acknowledged the work around projections and the value of doing groundwork to corroborate the data.

9. EDUCATION PROGRAM

9.1 Education-Policy Committee Meeting of March 4, 2025 – Ebony Logins

Trustee Logins provided an overview of the Education-Policy Committee Meeting of March 4, 2025. The Safe Schools team presented to the Committee, and it was demonstrated that the focus is on meeting students where they are at. Leadership is passed along to students, making it a sustainable way of running the program. Trustee Logins expressed gratitude to everyone present at the meeting for their participation in meaningful conversation about difficult topics.

The Superintendent shared the planned engagements to facilitate input on the proposed policy and regulation revisions. These motions will be brought back to the May Board meeting, to allow adequate time for feedback.



60. MOVED Ebony Logins/Amanda Dowhy
That the Board of Education for School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-316 “Safe Schools”.
CARRIED
61. MOVED Ebony Logins/Trudy Spiller
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulations C-318 “Sexual Misconduct”.
CARRIED
62. MOVED Ebony Logins/Trudy Spiller
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-319 “Student Suspension”.
CARRIED
63. MOVED Ebony Logins/Trudy Spiller
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of March 4, 2025.
CARRIED

10. STUDENTS – No presentations

11. FOUNDATIONS AND GOVERNANCE

- 11.1 Trustee Liaison Reports – Board of Education – No reports

12. ADMINISTRATION

- 12.1 Board of Education 90 Day Work Plan – Cendra Beaton

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

13. PERSONNEL

- 13.1 Superintendent’s Report – Paul Block

The Fast Forward to Grad program is returning for students aged 18+. It is an opportunity for adults to participate in a one-semester program to obtain their BC Adult Graduation Diploma (BCAGD). The Superintendent requested this opportunity be shared as much as possible. Associate Superintendent D’Arcy Deacon was acknowledged for the work and leadership behind this.



The Superintendent congratulated the EMCS AAA Girls and Boys Senior Basketball teams for their performance at the provincial championships.

Over 450 people gathered for a district-wide Lahal tournament. It was remarkable to hear from Brother Rick and their Elders about the impact of watching this ancient game enjoyed across the District.

Secretary Treasurer Brian Jonker was recognized for organizing a District site tour for representatives from the Ministry of Infrastructure. The tour, carried out on an electric school bus, allowed staff the opportunity to highlight accomplishments and needs across the District. In the last 10 years, the District has delivered 7 new schools which demonstrates effective partnership and project management.

Congratulations to internal candidates Glenn Gibson, Shannon Miller and Shawn Taal for entering the Elementary Principal's Hiring Pool, and to Melissa Horner, who will be replacing Mike Huck as Principal of Royal Bay Secondary, effective August 1st, 2025.

The Board expressed gratitude to the EMCS coach and assistant coaches, many of whom are past Wolverines. Coach Trevor Bligh's passion for the sport and for sharing that passion with students was highlighted. The consideration of adding Lahal to regular sports program offerings was requested.

14. UPCOMING EVENTS

- March is Irish Heritage Month
- District of Sooke Partnership Meeting – March 12
- Bannock & Books – March 15
- Spring Break – Mar 17 to 28
- Education Policy Meeting – April 1
- Board of Education Meeting with Minister Beare – April 1
- Autism Awareness Day – April 2
- International Children's Book Day – April 2
- World Health Day – April 7
- Resources Committee Meeting – April 8
- Education Committee of the Whole Meeting – April 29
- Audit Committee Meeting – April 16
- Good Friday – April 18
- Easter Monday – April 21
- Next Board Meeting - April 22

*Representative only



15. RISE AND REPORT

15.1 Trustee Election for Board Chair – Brian Jonker

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

64. MOVED Amanda Dowhy/Trudy Spiller

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

CARRIED

Trustees Beaton, Logins and Watson indicated their opposition to the election.

Brian Jonker and Cendra Beaton exchanged seats. The Secretary Treasurer stated that the election procedure will follow Board By-law 1-20, section 1.6 which requires the nomination and election processes to be conducted by secret ballot. Associate Superintendent D'Arcy Deacon was appointed scrutineer for trustees in the room and Deputy Superintendent Monica Braniff was appointed scrutineer for trustee(s) online. Instructions were provided to Trustees. The Scrutineers distributed, collected and reported the tally of the 1st call for nominations to the Secretary Treasurer who reported:

- Trustee Dowhy is nominated for Board Chair
- Trustee Beaton is nominated for Board Chair
- Trustee Lervold is nominated for Board Chair

The Secretary Treasurer asked each nominated candidate if they accept the nomination for the position of Board Chair. Trustees Dowhy and Beaton accepted, Trustee Lervold declined.

The Secretary Treasurer made the 2nd and 3rd call for nominees for the position of Board Chair. No further nominations were received.

Instructions were provided to Trustees for the election. Scrutineers distributed, collected and tallied the votes and reported to the Secretary Treasurer who declared Trustee Dowhy elected as Board Chair, by majority vote.

Trustees Watson, Logins and Beaton physically exited the meeting at 8:31pm



The Secretary Treasurer requested a motion to destroy the ballots.

- 65. **MOVED** Russ Chipps/Christine Lervold
That the Board of Education of School District 62 direct the Secretary Treasurer to destroy the ballots from the election of Board Chair.
CARRIED

Trustee Dowhy assumed her seat as Board Chair and continued the meeting.

16. QUESTION PERIOD

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

The CUPE President rose for Q&A and requested CUPE be notified of the next Lahal tournament, as they would like to offer assistance. Trustee Chipps offered recognition to the organizers of the Lahal tournament.

The Board expressed gratitude towards Secretary Treasurer Brian Jonker for conducting the election.

17. ADJOURNMENT

The meeting was adjourned at 8:35 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer



Jenny Seal

From: Brad Sweezey <sweezeyb@gmail.com>
Sent: March 11, 2025 12:37 PM
To: Trustees
Subject: Check this out – Call for proposals for projects aimed at preventing and addressing child maltreatment - Canada.ca

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

Call for proposals for projects aimed at preventing and addressing child maltreatment - Canada.ca
<https://www.canada.ca/en/public-health/services/funding-opportunities/grant-contribution-funding-opportunities/call-proposals-projects-aimed-preventing-addressing-child-maltreatment.html#a5>

Imagine where you child goes to school not only learns how to grow fruits and vegetables in a year round greenhouse in EVERY school in Langford, but also learns what these important god blessed plants will do to help maintain a healthy gut microbiome but also feed those in need, learn + caring = a community we all need

If I can help please do not hesitate to ask

Love Brad



March 26, 2025

Ref: 307932

Cendra Beaton, Chair
Board of Education
School District No. 62 (Sooke)
Email: cbeaton@sd62.bc.ca

Dear Cendra Beaton:

Thank you for your letter of January 20, 2025, regarding cybersecurity challenges in BC school districts. I share your concerns about the increasing cyber threats to school districts and the need for enhanced cybersecurity safeguards for students, staff, and families.

To support boards of education in their development and implementation of adequate cybersecurity policies the Ministry of Education and Child Care provides school districts with resources and training to maintain appropriate security safeguards and ensure a safe digital learning environment. Cybersecurity services are co-governed in partnership with school districts to ensure that security services meet each district's unique needs, and that appropriate policies and standards are in place.

The Ministry has made significant investments in cybersecurity to help districts improve their security postures and implement appropriate measures. The Ministry collaborates with school districts, cybersecurity professionals, [CyberBC](#), and [Focused Education Resources](#) to ensure that district and school staff are equipped with the necessary tools and knowledge to protect data and critical network infrastructure.

The Ministry funds and manages the provision, support, and maintenance of firewalls and licensing for 60 school districts, and provides guidance and support to school districts in the event of a cyberattack. It also offers oversight for a team of cybersecurity professionals to provide services to the sector.

.../2

Through grants from the Ministry, Focused Education Resources offers a range of cybersecurity services to school districts. These services include cybersecurity assessments and audit services, access to cybersecurity specialists, an incident response retainer, security awareness training, ransomware prevention backup solutions, security workshops to adopt best practices, security policy templates, data protection and information management, and a Multi-Factor Authentication toolkit.

The Ministry of Citizen Services offers a program called [CyberBC](#) that provides various resources to help prevent, detect, and respond to cyberattacks. These resources include templates and tools, security frameworks such as Defensible Security, policy and standard templates, and corporate supply agreements available to school districts.

Cybersecurity is an ever-changing landscape that requires collaboration between school districts, the Ministry, the private sector, and non-profit organizations to address the threats to the digital infrastructure and keep student, staff, and district information safe.

Thank you once again for sharing your concerns. The Ministry remains committed to working with districts and partners to ensure the highest standards of cybersecurity for our school districts. Should you have any further questions or require additional information, please do not hesitate to contact Jennifer Wray, Assistant Deputy Minister and Chief Information Officer, by email at Jennifer.wray@gov.bc.ca.

Sincerely,



Lisa Beare
Minister

cc: Kaye Krishna, Deputy Minister
Jennifer Wray, Assistant Deputy Minister and Chief Information Officer, Services and
Technology Division
Paul Block, Superintendent, School District No. 62 (Sooke)

Committee Report of Resources Committee Meeting of April 8, 2025 School Board Office

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

Regrets: Allison Watson, Committee Chair

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

The meeting was called to order at 6:00 pm by the Acting Committee Chair, who acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

The Chair provided instruction to Trustees and attendees joining virtually on how to participate.

COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated March 5, 2025, at its Public Board Meeting dated March 11, 2025.

2. PRESENTATIONS – no presentations

3. BUSINESS



4.1 Resources Committee Work Plan April to June – Brian Jonker

The Secretary Treasurer provided an overview of the changes to the Resources Committee work plan highlighting the document is living and updates will be made to reflect point in time information and updates.

4.2 Major Capital Response Letter Info Note – Brian Jonker

The response letter from the Ministry of Infrastructure received March 25, 2025 was presented. No new major capital projects were supported. A summary of the projects in development was verbally relayed with continued work with the Province underway.

Sooke PAC has been informed of the Sooke Elementary seismic project deferral decision, Paul and Brian will be looking to meet with Sooke Elementary PAC to discuss further. Discussion ensued regarding the potential impact of tariffs on capital projects. Staff confirmed that they are working with the Ministry of Infrastructure on this issue and that the Province is alive to the potential challenges.

4.3 Minor Capital Response Letter Info Note –Mhairi Bennett

The response letter from the Ministry of Infrastructure received March 25, 2025 was presented. Details of the funding provided and associated projects was discussed.

Discussion ensued regarding opportunities for district staff to complete some of the work, as well as opportunities to upskill internal teams. In addition, discussion on opportunities to engage students interested in the trades to be part of the projects. Staff confirmed student participation this past year through the WEX programs with confirmation that both staff and students valued this initiative. Staff confirmed that where possible, work is completed with internal staff and that many projects are completed by contractors.

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

Motion Requested: That the Board of Education of School District 62 (Sooke) allow all three readings of the Capital Plan Bylaw 2025/26-CPSD62-01 at its meeting of April 22, 2025.

Motion Requested: That the Board of Education of School District 62 (Sooke) give first, second and third readings of the Capital Plan Bylaw 2025/26-CPSD62-01.

4.4 Budget 2025/26 Update – David Lee-Bonar

The Assistant Secretary Treasurer provided an update on the budget development for 2025/26, now that annual budget instructions and the estimated operating grant allocation has been provided by the Ministry.



Staff confirmed that the process for providing further input into the budget development process would be through the budget survey and Education Committee of the Whole (ECOW) meeting on April 29, 2025. Staff confirmed that a draft version of the Strategic Plan will be shared with stakeholders in confidence while the ongoing work to confirm the territorial acknowledgement is underway with Malahat Nation.

4. ADJOURNMENT AND NEXT MEETING DATE: May 13, 2025

The meeting was adjourned at 7:00 pm.





COMMITTEE REPORT OF THE EDUCATION-POLICY COMMITTEE

**School Board Office
April 1, 2025 – 6:00 p.m.**

Present: Amanda Dowhy, Trustee (Acting Chair)
Christine Lervold, Trustee (Acting Committee member)
Amanda Culver, STA
Dana Savage, CUPE
Melissa Horner, SPVPA
Paul Block, Superintendent/CEO
Dave Strange, Associate Superintendent
D’Arcy Deacon, Associate Superintendent

Regrets: Trudy Spiller, Trustee (Committee member), SPEAC

Guests: Danielle Huculak and Brian Hotovy

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

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

2. **Opening Remarks from the Chair**

The Acting Chair welcomed the committee and any members of the public joining in the meeting this evening. The Acting Chair followed with recognizing March 31st as the International Transgender Day of Visibility. The Acting Chair invited the Superintendent to share an update on policies that remain out for Notice of Motion and a request for feedback and comment prior to the upcoming deadlines.

3. **COMMITTEE REPORT** of March 4, 2025 Education-Policy Committee meeting

The committee report for the March 4, 2025 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

5. **NEW BUSINESS** (attached)

a. Careers Dept. Presentation – Danielle Huculak and Brian Hotovy

Danielle and Brian, members of the district Careers Education Department, provided an overview of the work of the department and its partnership with school-based careers education teams. This included

an overview of the guiding principles and overreaching goals of the department. Of note was the scope of the work going on K-12 including programs such as Work Experience, TASK, Youth Work in Trades and Youth Train in Trades. The team also highlighted community partnerships as well as district events including those involving WorkBC, SkilledTradesBC and Skills Canada. The presentation was well received. Questions and discussion followed.

6. **REVIEW OF POLICIES/REGULATIONS** (attached)

a. Draft Revised Policy C-313 “Willful Damage and Theft of School Property” – Paul Block

The Superintendent presented the draft Policy C-313. The presentation was well received and was followed with discussion, questions and feedback. Feedback was welcomed and recorded for consideration in addition to any additional feedback that may follow should the Board give Notice of Motion.

Recommended Motion

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy C-313 “Willful Damage and Theft of School Property”.

b. Draft Revised Policy and Regulations C-314 “Substance Use Prevention and Intervention” – Paul Block

The Superintendent presented the draft Policy and Regulations C-314. The presentation was well received and was followed with discussion, questions and feedback. Feedback was welcomed and recorded for consideration in addition to any additional feedback that may follow should the Board give Notice of Motion.

Recommended Motion

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-314 “Substance Use Prevention and Intervention”.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** May 6, 2025

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

April 22, 2025

Draft revised Policy C-313 "Willful Damage and Theft of School Property" are now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy C-313 "Willful Damage and Theft of School Property".

School District #62 (Sooke)

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

SCHOOL BOARD POLICY

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

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

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

References:**Statutory**

- *BC School Act, sect 10*

Policy

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

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

April 22, 2025

Draft revised Policy and Regulations C-314 "Substance Use Prevention and Intervention" are now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-314 "Substance Use Prevention and Intervention".

School District #62 (Sooke)

ALCOHOL AND OTHER DRUGS — POSSESSION, EXCHANGE AND NON-MEDICAL USE SUBSTANCE USE PREVENTION AND INTERVENTION	No.: C-314
	Effective: May 12/81 Revised: Apr. 10/90; Feb. 26/91 Reviewed: Apr. 1/25; Apr. 22/25

SCHOOL BOARD POLICY

1. The Board of Education does not permit the possession, **manufacturing, offering for sale, selling, distribution**, exchange or use of ~~illicit or non-medical~~ drugs (**including cannabis**), alcohol or other intoxicating substances including misused prescription drugs by any student while under the school's jurisdiction.

In addition, the Board strictly prohibits students from consuming or using alcohol or drugs at any time, including prior to school hours, such that the student is impaired when attending on school property or at any school function.

This policy applies regardless of whether such behaviour may be potentially harmful only to the student concerned or whether it might also harm the character or persons of other students.

2. The Board supports school procedures which provide for methods or programs of:
- Education.
 - ~~Encouragement of non-abuse~~ **Promotion of prevention programs and strategies.**
 - Counselling for individuals or families.
 - Co-operation with other recognized agencies for ~~problems~~ **issues** covered by this policy.
 - Disciplinary discouragement of ~~abuse~~ **substance use**

References:**Statutory**

- *Child, Family and Community Service Act*
- *Cannabis Act*
- *Cannabis Control and Licensing Act*
- *Cannabis Distribution Act*
- *Food and Drug Act*
- *Narcotic Control Act*

Policy:

- C-309 "District and School Codes of Conduct"
- C-319 "Student Suspension"
- C-410 "Child Abuse"

School District #62 (Sooke)

ALCOHOL AND OTHER DRUGS — POSSESSION, EXCHANGE AND NON-MEDICAL USE SUBSTANCE USE PREVENTION AND INTERVENTION	No.: C-314
	Effective: Feb. 26/91 Revised: May 23/95; Reviewed: Apr. 1/25; Apr. 22/25

ADMINISTRATIVE REGULATIONS

1. Background

These regulations outline a comprehensive approach to supporting a safe, healthy and caring school environment; one free from the use of alcohol and other drugs. The district shares responsibility with students, parents and the community for addressing problems associated with substance use.

The District prohibits the use of intoxicants by students while on school property or at school-sponsored/related events. The district supports a proactive and comprehensive approach to substance use which emphasizes prevention, early intervention, counselling, and disciplinary actions.

The Federal Cannabis Act made it legal for adults to purchase, possess, use, and grow certain amounts of cannabis in Canada. In BC, the government enacted the Cannabis Control and Licensing Act (CCLA) and the Cannabis Distribution Act, which regulate how cannabis may be sold, distributed and consumed in BC. The legislation includes significant restrictions aimed at preventing access to cannabis by persons under the age of 19. In particular, the CCLA prohibits the consumption of cannabis in or on school property, or within a prescribed distance from school property.

2. Definitions

Intoxicant - ~~illicit or non-medical drugs, alcohol,~~ **drugs prohibited or restricted under the *Food and Drugs Act, Cannabis Control and Licensing Act, Cannabis Distribution Act and the Narcotic Control Act,* and** ~~or other inebriating substances including~~ **such as** misused prescription drugs.

Under the influence of - indicating evidence of having consumed an intoxicant or exhibiting a degree of intoxication while under school jurisdiction.

In possession - having an intoxicant on ~~his/her~~ **the student's** person or elsewhere under ~~his/her~~ **their** control (e.g. in a locker, or a vehicle) while under school jurisdiction.

School Function: Any assembly, meeting or gathering of students, or student field trips for school purposes under the supervision or direction of the Board, representatives of the Board, teaching staff, supervisory staff, or authorized volunteers in the course of their duties.

3. Procedures

3.1 A breach of this policy shall **follow trauma-informed practices to determine the most appropriate intervention for students and normally may** result in a period of suspension from school; however, in keeping with the Board's primary goal of education, the length of the suspension will be determined, in part, through reference to the student's willingness to enrol in, and follow through with, a program of substance abuse education and/or counselling. Community service may also be considered in conjunction with suspension **the principles of equity and fairness**. All incidents involving alcohol or other drugs shall be reported to the parent(s)/guardian(s) of the student and may be reported to the police.

3.2 The District will:

- a. **Provide students with age-appropriate instruction on the prevention of substance use.**
- b. **Encourage and support the identification of early intervention into problems of substance use by students through utilization of school as well as community resources.**
- c. **Provide fair and equitable response procedures and consequences regarding substance related infractions.**
- d. **Provide continued support for the services provided by school-based support personnel.**
- e. **Provide appropriate support and intervention, within its resources, to students who possess/use and/or distribute drugs and alcohol. The focus will be the early identification of at-risk students who display irregular behaviour, inappropriate decision-making, and declining personal performance. Intervention will be made available to at-risk students and/or first-time offenders by counsellors and community agencies, as appropriate. Positive and confidential help will be given to students who voluntarily seek assistance in overcoming substance use and problems.**

3.3 The principal of each school will advise all staff that they have a responsibility:

- a. For the immediate reporting to a school administrative officer **principal or vice-principal** of any student who is suspected of being in **direct or indirect** possession of, or having consumed an intoxicant while under school jurisdiction.
***Note:* Indirect possession would include having another person store or possess the substance.**
- b. **When in the course of their duties, identifying students who, as a result of irregular behaviour patterns and/or declining personal performance over a reasonable period of time, are suspected abusers of using intoxicants.** Such identified students should **also** be brought to the attention of the school-based team.
- c. **When a principal/vice-principal determines that a student's substance use or other risk factors may put the student at extreme risk of harm, to report the concern to the Ministry for Children and Family Development (MCFD) – child protection branch, as per policy C-410, Child Abuse.**

3.4 When a school principal or vice-principal has reason to believe that a student, while attending school or involved in an official school function, is in possession of or is under the influence of a substance as defined above, the principal will:

- a. **Ensure the personal safety of the student and others.**
- b. **Determine an appropriate course of action. This may include disciplinary processes and/or the development of an intervention and support plan as appropriate.**
- c. **Dependent on the individual circumstances and the age and grade of the student, the principal will consider the following in the development of an appropriate plan of action in consultation with counsellors and parent/guardians:**
 - i. **Referral to the school-based social worker, counsellor, student engagement facilitator or other resource as may be available.**
 - ii. **Referral to community agencies.**
 - iii. **Suspension of five days or less, or suspension greater than five days and referral to the District Student Review Committee.**
 - iv. **Notification of police when deemed appropriate by the principal.**

3.5 At least once annually at the start of the school year, school principals will inform parents/guardians in writing that school lockers are the property of the school district and, as such, are **may be** subject to search.

4. Consequences:

- a. **The possession, consumption/use, sale or distribution of alcohol and/or drugs at school functions or while under the jurisdiction of the school will result in appropriate consequences pursuant to Policy and Administrative Procedures for C-309, District and School Codes of Conduct and C-319, Student Suspension.**

**~~2. SOME PROCEDURAL GUIDELINES FOR ADMINISTRATIVE OFFICERS
DEALING WITH SUBSTANCE ABUSE/POSSESSION/EXCHANGE INCIDENTS~~**

~~It is acknowledged that every case has its own peculiarities; however, the following steps provide a framework within which to deal with substance abuse/possession/exchange incidents.~~

~~2.1 Possession and/or Use of Intoxicant – First Offence~~

~~If a student is found in possession or under the apparent influence of an intoxicant, the staff member shall be responsible for immediately reporting the incident to an administrative officer who shall:~~

- ~~a. make a judgement as to whether the student needs emergency assistance and advise the parent/guardian of the situation.~~
- ~~b. detain the student, if emergency assistance is not indicated, to ascertain the nature of the problem and make the student aware of the procedures to be followed as outlined in the Board policy.~~
- ~~c. if considered appropriate, inform the police of the problem.~~
- ~~d. whether or not the police are involved but where a violation has occurred, the administrative officer shall consider suspension of the student for a period of three to ten school days. Only in exceptional circumstances would the suspension be fewer than three school days. The length of suspension should be determined in light of the student's/family's willingness to be involved in a community based substance abuse education/counselling program. Community service may also be a factor considered in setting the length of suspension.~~

3. Possession and/or Use of Intoxicant – Second and Subsequent Offences

~~A second occurrence of intoxicant possession or use shall normally be referred to the District Discipline Committee in conjunction with a suspension of indefinite length.~~

5. Selling, Supplying, or Making Available Intoxicants

~~Because the health and safety of all students is a prime concern of the Board of Trustees, selling, supplying, or making available intoxicants is deemed to be a very serious breach of this policy.~~

5.1 Where there are reasonable grounds for suspecting that a student is in possession of a substance purported to be an intoxicant for the purposes of selling, supplying, or making available while under the jurisdiction of the school, the principal should normally suspend the student indefinitely, inform the parents/**guardians**, refer the student to the District **Student Review** Committee and report the incident to the police and to the Superintendent of Schools **or designate**. ~~The District Discipline Committee will convene at its earliest convenience.~~

4.2 If the offender is charged with ~~trafficking~~ **a crime related to selling, supplying or making available drugs or alcohol**, either on school property or when under the jurisdiction of the school, the Discipline **District Student Review** Committee will consult with **police and** the Crown Prosecutor's office prior to determining the student's educational placement; ~~bearing in mind the Board's concern with the health and safety of all students.~~

6. When any intoxicant comes under the control of ~~an administrator~~ **a principal/vice-principal** in dealing with an incident covered by this policy, the police may be contacted to determine the disposal of the seized intoxicant.

All disposal of seized intoxicants should be witnessed.

7. Police Searches in Middle and Secondary Schools

Because the Board strongly believes that schools should be “drug free zones”, the Board authorizes the periodic searching of middle schools and secondary schools for drugs by police and trained dogs. These searches are more concerned with deterrence than apprehension.

7.1 At least once annually at the start of the school year, school principals will inform parents/guardians in writing that school lockers are the property of the school district and, as such, are subject to search.

7.2 Parents/guardians will be informed at the start of each year that, as part of a deterrence program and to create a drug free zone at our schools, there will be periodic searches for drugs at the school by police and trained dogs.

7.3 These searches will normally take place outside of regular school hours and must have a school administrator accompanying the police in their search.

7.4 Where the trained dogs indicate that a locker likely contains drugs, the school administrator will note the locker number and, on the next school day, will ask the student to whom that locker is assigned to open the locker for a search. The school administrator will ensure there is a second school district employee present as a witness. Should the student to whom the locker is assigned not be present, then the school administrator, in the presence of another school district employee as a witness, will open and search the locker.

7.5 If drugs (or alcohol) are found in the locker, the school will follow the procedures set out earlier in this Regulation regarding consequences for the student(s) concerned. In accordance with this Regulation, such consequences may involve a report of the incident to the police for their action independent of such consequences as may flow from school district action.

7.6 It will be normal practice following each search by the police and trained dogs for a school/RCMP press release to inform the community.



Information Note

School District 62 – Adoption of District Policies & Regulations

Agenda Item 9.2 – April 22, 2025

Background

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

Update

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

- 1) **Policy and Regulations C-309 “District and School Codes of Conduct”**
- 2) **Policy and Regulations C-311 “Student Attendance”**

Next Steps

The following motions are recommended by staff to the Board for approval:

Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy and Regulations C-309 “District and School Codes of Conduct”

Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy and Regulations C-311 “Student Attendance”

Respectfully submitted by Paul Block, Superintendent of Schools

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

April 22, 2025

Draft revised Policy and Regulations C-309 "District and School Codes of Conduct" are scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy and Regulations C-309 "District and School Codes of Conduct".

School District #62 (Sooke)

DISTRICT AND SCHOOL CODES OF CONDUCT	No.: C-309
	Effective: May 26/98 Revised: Mar. 24, 2009; Sept. 22/15; Reviewed: Sept. 22/15; Feb. 4/25; Feb. 25/25; Apr. 22/25

SCHOOL BOARD POLICY**PURPOSE**

The Board is committed to providing safe and caring environments in which all learners can achieve academic excellence, personal growth and responsible citizenship.

Safe and caring school environments are free of acts of:

- Bullying, harassment, threat and intimidation;
- **Inappropriate use of electronic devices;**
- Violence of any form;
- Verbal, physical or sexual abuse;
- **Sexual misconduct;**
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age (BC Human Rights Code);
- Theft, and
- Vandalism.

Safe and caring school environments do not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, nor
- Intruders or trespassers.

Safe and caring school environments:

- **Respect the rights of individuals, including not engaging in discriminatory conduct based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.**

The effective management of student discipline is a necessity to establish safe and caring environments that foster student learning needs. Prevention and intervention strategies applied at the school level and supported at the District level are the foundations of a successful discipline program. Clear policy and regulations are essential to set standards and provide for consistency among all schools and for all students.

Responsibility for an effective discipline program is shared among many partners including the District, schools, students, parents/guardians, community groups, social agencies and the RCMP. The Board

promotes understanding and acceptance of the interactive roles required to achieve safe and caring schools. **When criminal allegations are made against a student, staff will not investigate the circumstances until specific directions are received from the investigative authority (e.g. police or social worker).**

SCHOOL BOARD POLICY

DISTRICT CODE OF CONDUCT

The Board promotes clearly defined behavioural expectations that represent the highest standards of respectful and responsible citizenship and lead to a culture of non-violence among all persons in all schools and at all school-authorized events and activities.

To this end, the Board expects that persons will:

- Comply with all applicable federal, provincial and municipal laws, and with district policy and regulations.
- Value and encourage learning and working environments that are inclusive and respectful of the diverse social and cultural needs of our community.
- Treat one another with dignity and respect.
- Refrain from engaging in or encouraging acts of violence of any form.
- Show care and regard for school property and the property of others.
- Take appropriate measures to help those in need, and
- Respect those in positions of authority.
- **Comply with the BC Human Rights Code**

School Code of Conduct

Consistent with the *School Act*, sections 85(1.1), 168(2) (s.1), each school must establish a Code of Conduct consistent with the District Code of Conduct and other SD62 schools of the same level. Each school must also implement and enforce the code of conduct within their school with the support of school staff and the district.

Consequences for Code of Conduct infractions will be applied in a manner consistent with progressive discipline.

The student whose behaviour, in addition to being unacceptable to the Board, is unlawful, must realize that action by school district personnel may include referral of the matter to appropriate authorities as well as disciplinary action at the school and/or district level.

Progressive Discipline

Progressive discipline is a whole district/school approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour as defined in the district and school Code of Conduct and to build upon strategies that promote and foster positive behaviours.

When inappropriate student behaviour occurs, consequences are applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. The range of consequences chosen are developmentally and socio-emotionally appropriate in order to assist students in learning and to reinforce positive behaviour.

In considering the most appropriate response, school staff take into consideration:

- The particular student and circumstances.
- The nature and severity of the behaviour.
- The impact on the school climate, including the impact on students or other individuals in the school community.

Progressive discipline responses may range from strategies that promote positive student behaviour, including but not limited to:

- Asking a student to stop the inappropriate behaviour.
- Naming the behaviour and explaining why it is inappropriate and/or disrespectful.
- Asking the student to correct the behaviour, engage in a restorative process, or make restitution, e.g. apologizing.
- Time-outs and/or loss of privileges.
- Detention.
- Community service.
- In-school suspension.
- Short-term out-of-school suspension.
- Long-term/indefinite suspension.
- Expulsion (as permitted under the BC *School Act*).

References:

Statutory:

- Criminal Code of Canada
- *Child, Youth and Family Services Act*
- British Columbia *School Act*

Policy:

- C-313 Willful Damage and Theft of Property
- C-314 Alcohol and Other Drugs – Possession, Exchange and Non-Medical Use
- C-316 Breaches of Peace and order
- C-319 Student Suspension

DRAFT

School District #62 (Sooke)

DISTRICT AND SCHOOL CODES OF CONDUCT	No.: C-309
	Effective: May 26/98 Revised: Mar. 24, 2009; Reviewed: Feb. 4/25; Feb. 25/25; Apr. 22/25

ADMINISTRATIVE REGULATIONS

1. — Each school shall establish a School Code of Conduct including statements of expectations regarding student behaviour that will reflect a caring, orderly and safe environment. The School Codes of Conduct will apply at school, at school approved activities or in other settings where engaging in the activity will have an impact on the school.
2. — Parents, students and staff must be included in the process to develop and review annually the standards of conduct. Once determined, these shall be stated as a Code of Conduct for the school.
3. — School Codes of Conduct shall be consistent with the *School Act* and relevant district policy and regulations and will include expectations regarding acceptable behaviour and unacceptable behaviour while at school, at a school related activity or in other circumstances where engaging in the activity will have an impact on the school environment, including aggressive behaviours such as bullying behaviours, "cyber" hate messaging and websites created in the student's home, in cyber cafes or other settings.
- 4.1 — Behavioural expectations shall be communicated to students and parent/guardians and shall be made available to the public in written form at the beginning of each school year.
- 4.2 — Parents, students and staff shall be regularly provided an opportunity to become familiar with the Code of Conduct for the school.
- 4.3 — Supervisors and administrators will post Codes of Conduct in prominent places for all to see.
5. — The Code of Conduct will be consistent with the policy C-316 "Breaches of Peace and Order" and section 177 of the *School Act*.
6. — Disciplinary actions arising as a result of students not adhering to the School Code of Conduct shall be based on district policy and regulation and may include loss of privileges, detention, community service, making restitution, and/or suspension from school.
7. — The school Code of Conduct will apply to all persons involved with the school.

1. Purpose:

The purpose of these Administrative Regulations is to ensure consistent and fair implementation of the District and School Code of Conduct Policy. This procedure outlines the steps for establishing school Codes of Conduct, addressing violations, promoting a positive school climate, and ensuring the safety and well-being of all students and staff.

2. Scope:

This procedure applies to all students, staff, parents, and visitors in SD62 schools.

3. Definitions:

- **Code of Conduct:** A set of guidelines outlining the expectations for behaviour and the consequences for violations within the school district.
- **Violation:** Any behaviour that contravenes the Code of Conduct.
- **Progressive Discipline:** Is a whole district/school approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour as defined in the District and school Code of Conduct and to build upon strategies that promote and foster positive behaviours.
- **Disciplinary Action:** Measures taken in response to a violation of the Code of Conduct.

4. Content:

- a. School Codes of Conduct shall be consistent with the BC *School Act* and relevant district policy and regulations and will include expectations regarding acceptable behaviour and unacceptable behaviour while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment, including aggressive behaviours such as bullying, online hate messaging and websites created at sites other than school or school-sanctioned events.
- b. The Code of Conduct will be consistent with Policy C-316 "Breaches of Peace and Order" and section 177 of the BC *School Act*.
- c. The Code of Conduct will reflect and reinforce applicable district policies, including: C-311 "Student Attendance", C-313 "Willful Damage and Theft of School Property", C-314 "Alcohol and Other Drugs – Possession, Exchange and Non-Medical Use", C-316 "Breaches of Peace and Order", and C-319 "Student Suspension".
- d. The school Code of Conduct will apply to all persons involved with the school.

5. Responsibilities:

- a. Superintendent or designate:
 - i. Support schools in developing preventative and responsive interventions to behaviour concerns;
 - ii. Ensure that each principal, in consultation with staff, parents and, when appropriate, students, establishes a Code of Conduct for their school that is consistent with the District Code of Conduct, reflects provincial standards, district policies and is consistent with other schools at the same level;
 - iii. Provide opportunities for principals and vice-principals to acquire the knowledge and skills necessary to develop and maintain learning and working environments that are safe, welcoming, inclusive and respectful of the diverse social and cultural needs of the community;
 - iv. Provide a variety of supports and programs for students who require proactive intervention to address behavioural needs;

- v. Support adherence to a fair and consistent range of progressive discipline, including suspension and change in educational programming, for student misconduct;
- vi. Implement the Digital Basic Threat Assessment Protocol as necessary, and
- vii. Encourage involvement in parent education opportunities offered by schools or partners of the district concerning knowledge and skills for parents to assist in parenting.

b. School Principals:

- i. Develop a School Code of Conduct consistent with the content expectations described in section 4 above;
- ii. Provide the Superintendent with information regarding the method by which they have solicited feedback from parents/guardians, students and staff, including the date when the feedback was collected;
- iii. Develop positive, safe, and caring school cultures, a focus on health promotion, implement school-wide efforts to foster respect, inclusion, fairness and equity and to increase student connectedness to school, as well as develop students' social and emotional competencies and skills;
- iv. Taking all reasonable steps to prevent a retaliation against a student or staff who has made a complaint about a breach of the District and/or school Code of Conduct;
- v. Responding to threats and reports of threats of violence by implementing the Digital Basic Threat Assessment Protocol, and
- vi. Ensure that, where appropriate, a follow-up process is implemented to determine whether certain individuals or groups within the school community will require ongoing support.

c. Teachers and Staff:

- i. Monitor student behaviour, intervene with students and others where appropriate, report violations, and support a positive school environment.

d. Students:

- i. Be familiar with and adhere to the School Code of Conduct and the expected behaviours associated with it;
- ii. Are expected to progress towards increased personal responsibility and self-discipline as they learn and mature. As such, increasing consequences for inappropriate conduct/unacceptable behaviour may apply, and
- iii. Understand that the school and/or District may take disciplinary action against them for breaches of the School Code of Conduct.

e. Parents/Guardians/Caregivers:

- i. Inform themselves about the approach and goals of promoting a safe and caring school community through accessing district and school level resources;
- ii. Adhere to Board policies, administrative procedures and the School Code of Conduct when in attendance at school functions (including online and digital functions) and supporting all students by reinforcing and modeling appropriate social and digital behaviours.
- iii. Support students through co-operative school and parent/guardians/caregivers relationships regarding appropriate academic, social and emotional behaviours, and

iv. Support the school and District's role in responding to behaviour that contravenes District policies and procedures and reinforce students' understanding of their behaviour and the consequences arising.

6. Procedures:

a. School Code of Conduct Development:

- i. Each school shall establish a School Code of Conduct including statements of expectations regarding student behaviour that will reflect a caring, orderly and safe environment. The School Codes of Conduct will apply at school, at school approved activities or in other settings where engaging in the activity will have an impact on the school;**
- ii. Parents, students and staff must be included in the process to develop and review annually the standards of conduct. Once determined, these shall be stated as a Code of Conduct for the school;**
- iii. Principals/Vice-Principals will inform the Superintendent about the process used to solicit feedback and the dates such feedback was collected.**

b. Communication:

- i. Behavioural expectations shall be communicated to students and parents/guardians and shall be communicated by displaying it in a prominent area in the school, placing on the school's website, and by distributing copies to the school community at the beginning of each school year;**
- ii. Parents, students and staff shall be regularly provided an opportunity to become familiar with the Code of Conduct for the school.**

c. Reporting Violations:

- i. Observation and Documentation: Staff who observe a violation must attempt to correct the behaviour, if appropriate, or report and document the incident using school-developed reporting procedures;**
- ii. Confidentiality: All reports and investigations will be handled confidentially to protect the privacy of all parties involved.**

d. Investigation of Violations:

- i. Initial Assessment: The observing staff member will assess the situation and determine if they can intervene to correct the behaviour or if it should be reported to the school administration.**
- ii. Formal Investigation:**
 - If warranted, a formal investigation will be initiated including interviews with the involved parties and witnesses;**
 - The investigation is to be completed in a timely and fair manner.**

e. Intervention and Consequences

- i. Determination:**
 - Based on the level of investigation (initial or formal) the staff member or Principal/Vice-Principal will determine the appropriate consequence in accordance with the circumstances, severity of the violation, and district policy.**
- ii. Progressive Discipline:**
 - 1. When inappropriate student behaviour occurs, consequences are applied within a framework that shifts the focus from one that is solely punitive**

to one that is both corrective and supportive. The range of consequences chosen are developmentally and socio-emotionally appropriate in order to assist students in learning and to reinforce positive behaviour.

2. In considering the most appropriate response, school staff take into consideration:

- The particular student and circumstances.
- The impact on the school climate, including the impact on students or other individuals in the school community.
- The nature and severity of the behaviour.

3. Progressive Discipline responses may range from strategies that promote positive student behaviour, including, but not limited, to:

- Asking a student to stop the inappropriate behaviour.
- Naming the behaviour and explaining why it is inappropriate and/or disrespectful.
- Asking the student to correct the behaviour, engage in a restorative process, or make restitution, e.g. apologizing.
- Time-outs and/or loss of privileges.
- Detention.
- Community service.
- In-school suspension.
- Short-term out-of-school suspension.
- Long-term/indefinite suspension.
- Expulsion (as permitted under the *BC School Act*).

f. Notification:

- i. Parents/Guardians: Parents and guardians will be notified of any formal investigations and, where appropriate, initial investigations that result in disciplinary action, within 24 hours.
- ii. District Administration: Serious violations resulting in suspension will follow District Policy C-319 "Student Suspension".

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

April 22, 2025

Draft revised Policy and Regulations C-311 "Student Attendance" are scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy and Regulations C-311 "Student Attendance".

School District #62 (Sooke)

STUDENT ATTENDANCE	No.: C-311
	Effective: May 12/81 Revised: Apr. 10/90 Reviewed: Feb. 4/25; Feb. 25/25; Apr. 22/25

SCHOOL BOARD POLICY

The BC *School Act* and its attendant Regulation are explicit about each school-age student's compulsory attendance, except when excused under those exemptions permitted by law. Parents/Guardians are responsible for ensuring that school attendance requirements are fulfilled as prescribed.

The Board's primary goal is to provide an appropriate educational program for all students. In order that this goal can be realized, it is necessary that all students attend school regularly. While illness and similarly emergent circumstances necessitate some absence, students are expected to attend school during scheduled school hours.

~~The Board recognizes that the major responsibility for school attendance rests with parents and students, but it realizes that teachers, school administrators and the Board itself are also involved.~~

Because students' knowledge, skills and attitudes are enhanced through regular school attendance, schools are expected to **work closely with parents/guardians, student, and staff to** develop clear **and fair** straightforward attendance procedures **to encourage and support regular attendance**, to communicate them effectively and to enforce them consistently and fairly.

~~Finally, the Board recognizes that, in some instances, the right of a student to remain in school is forfeited when he/she fails to attend regularly and/or promptly.~~

References:**Statutory:**

- BC *School Act*, sec. 3(1) and 6(20)
- BC K – 12 Student Reporting Policy

Policy:

- C-309 "District and School Codes of Conduct"
- B-335 "Communicating Student Learning and Reporting"

School District #62 (Sooke)

STUDENT ATTENDANCE	No.: C-311
	Effective: May 12/81 Revised: Apr. 10/90; Reviewed: Feb. 4/25; Feb. 25/25; Apr. 22/25

ADMINISTRATIVE REGULATIONS**Student Attendance:**

Every student registered in a school in the Sooke School District shall be required to attend school daily and shall not depart without the teacher's consent. This requirement may be waived by the principal for students in grades eleven and twelve and in special circumstances where, in the principal's judgment, it is neither necessary nor beneficial to a student.

Procedures:**A principal is expected to:**

1. Each school shall have **establish** clear statements of attendance procedures and shall publicize them to parents.
2. **notify parents/guardians/caregivers, school staff and students of the school's attendance procedures at the beginning of each school year;**
3. **be responsible for ensuring that parents/guardians/caregivers and students are informed about the consequences of excessive lateness and absenteeism which may lead to progressive disciplinary action (as defined in Policy C-309).**

A student is expected to:

1. **abide by attendance regulations as set forth in the *BC School Act*, Regulations, and the attendance procedures of their school;**
2. ~~Students who are absent must present an explanation from their parent or guardian for their absence~~ **or late arrival.**
3. **obey the school's attendance procedures for late arrival and early dismissal; and**
4. **be punctual in attending all scheduled classes.**

A parent/guardian/caregiver is expected to:

1. **ensure that a student under their care attends school as required by the *BC School Act*, Regulations, and the attendance procedures of their child's school;**
2. **notify the school of student absences or later arrivals as outlined in the school's attendance procedures;**
3. **provide a dated and signed written explanation as requested by the school, outlining the reasons for the absence or late arrival; and**
4. **counsel students on the importance of daily attendance/punctuality and their positive effects on learning and achievement.**

A teacher is expected to:

1. encourage the regular attendance of all students assigned to the teacher;
2. **counsel students on the importance of daily attendance/punctuality and their positive effects on learning and achievement;**

3. contact the parents/guardians/caregivers of any student whose attendance is irregular and inform counsellors and the principal/vice-principal.
4. inform parents/guardians/caregivers of attendance and late arrivals at regular reporting periods as outlined in provincial and district reporting policies;
5. refer students with attendance or late arrival challenges to a school counsellor or principal/vice-principal for appropriate action/support.

A school counsellor is expected to:

1. inquire into the causes of excessive student absenteeism and lateness;
2. counsel students on the importance of daily attendance/punctuality and their positive effects on learning and achievement;
3. consult with parents/guardians/caregivers, teachers and school principal/vice-principals concerning students whose achievement is affected by their absences or lateness;
4. where appropriate, consult with district-level staff for assistance; and
5. initiate conferences with parents/guardians/caregivers and other appropriate individuals for students who are experiencing attendance problems.



**Board Information Note
Public Board Meeting
April 22, 2025**

**Agenda Item 10.1: Catchment Update: Middle School Pathway for
David Cameron Students**

Background:

School District #62 (Sooke) has constructed three new schools and two prefabricated classroom addition projects over the last 5 years. With the continued growth in student enrolment, as per Policy F-502, Catchment Areas, and Student Placement, through motion the Board directed the Superintendent, to review current pathways for schools from Elementary, Middle, and Secondary with a focus on the growth in the Westhills area and with consideration for a future catchment area for a potential new secondary school, located on the north side of highway.

“That the Board of Education for School District 62 (Sooke) direct the Superintendent to review the Spencer and Centre Mountain Lellum catchment areas per Board Policy F-502 and bring back any proposed changes to the Board for their consideration.”

CARRIED

The purpose of this information note is to provide the Board with an update on progress towards catchment changes at Spencer Middle and Centre Mountain Lellum Middle schools. The phased approach over two years is being implemented for 2025/26 registrations this Spring. (2025/26 -> choice of schools and 2026/27 -> designated catchment school applies)

Context:

The growth in both the Happy Valley and Westhills neighborhoods has resulted in over capacity enrolment at the feeder middle school, Centre Mountain Lellum (CML), which has a capacity of seven hundred students. The Long-Range Facilities Plan (LRFP) projects CML’s enrolment to be 839 students by 2028. Spencer Middle School currently has six portables on site which allows their enrolment capacity to reach eight hundred students. Currently they enroll 627 students. The SD62 Catchment Consultation Team and the Transportation Manager reviewed the Long-Range enrolment numbers and developed a plan to support the growth around CML with the intention to stabilize and maintain the in-



catchment seats to meet demand for several more years, through an adjustment of pathway for David Cameron students.

Currently, David Cameron Elementary student's pathway for middle school is to attend Centre Mountain Lellum Middle School. The proposed plan involves changing the pathway for David Cameron Elementary students to attend Spencer Middle School. The change of pathway for David Cameron Elementary School would result in an adjustment to the catchment areas of both Spencer Middle School and Centre Mountain Lellum Middle School. The PACs and staff in the affected schools were notified in the fall of 2024 and continue to have opportunities to send their thoughts to our Communications Manager and District Principal of Capital Planning. The change of David Cameron's pathway will help to alleviate the enrolment pressures at Centre Mountain Lellum Middle School and provide students the maximum opportunity to attend their neighborhood school.

The following guiding principles are considered in the catchment boundary/ flow of school changes:

- Follow [Board Policy F-502](#)
- Proximity to feeder schools.
- Maximize existing space in all schools.
- Long-term sustainability.
- Maximize current and future safe and active routes to schools.
- Ensure equity of opportunity and clear K-12 pathways when reviewing programs of choice.
- Minimize disruptions to students.
- Grandparent students in their own schools.
- Provide stability and a transparent process with opportunities for robust public engagement.
- Use natural boundaries as much as possible.

The following consultation goals were implemented and have been actioned:

- Clearly inform parents and staff of the proposed changes;
 - District Principal attended the following PAC/SPEAC meetings on the following dates to highlight these changes:
 - David Cameron Elementary School – October 30, 2024



- SPEAC Meeting – November 12, 2024
 - Spencer Middle School – November 27, 2024
 - Centre Mountain Lellum Middle School – December 5, 2024
- School-wide communication went out to the David Cameron Elementary School community in December 2024 through the school parent newsletter.
 - A district communication informing families of the change was posted to the SD62 website – December 2024
- Engagement with parents and staff to collect valuable input and insight;
 - Achieved through PAC meeting(s) and ongoing email correspondence.
 - Reassure parents of our School Change Request Process which allows consistency in attending an out of catchment school.
 - Support the Board in answering questions from our district partners and community.

Consultation Opportunities:

- Catch62 email: catch62@sd62.bc.ca
- PAC meetings
- SPEAC Meeting
- Parent Emails
- Social Media

Key Catchment Actions to Date:

- Current grade 5 David Cameron students have the option for the 25/26 school year to follow a middle school pathway to Centre Mountain Lellum Middle School or Spencer Middle School.
- For the 2026/27 school year, all grade 5 students from David Cameron Elementary will follow the middle school pathway to Spencer Middle School.

Prepared By: Mark Kaercher, District Principal Capital Planning



Information Note

Engagement Plan: 2025-2029 Strategic Plan Agenda Item 11.2

PURPOSE

The purpose of this engagement strategy and plan is to effectively communicate the new strategic plan to all audiences, ensure understanding of key goals and objectives, and foster commitment to its implementation.

BACKGROUND

- 2025-2029 Strategic Plan development & engagements occurred from November 2023 to January 30, 2025.
- The Board of Education approved the 2025-2029 Strategic Plan at the February 25th, 2025, public Board meeting.
- Staff continue to work with the local land-based Nations to ensure the territorial acknowledgement to be included in the final draft of the 2025-29 Strategic Plan is updated to reflect recent local treaty negotiations and any revisions to language. This final consultation process is near completion.

ANALYSIS

The 2025-2029 Strategic Plan, Engagement Plan provides a thorough process and series of announcements and events for the Board and staff to complete. The proposed plan begins in May 2025 and will continue until October 2025.

The Executive team has developed an Operational Plan for the 2025/2026 school year that will be formally shared with the Board in June 2025. The 2025/26 Operational Plan has been used to inform the 25/26 Budget Development process. Over July and August 2025, the Executive Team will develop a high-level Operational Plan for the duration of the new Strategic Plan that will act as a guide and indicator of the District's progress towards achieving all the goals and objectives articulated in the new Strategic Plan.

Key Elements of the Engagement Plan:

- Objectives
- Key Audiences
- Engagement Strategies
- Timeline
- Success Metrics

PROPOSED TIMELINE

Activity	Date
Finalize key messages and engagement materials	May 2025
Schedule initial address to leadership and levelled/department meetings	May 2025
Develop digital and print materials for audiences	May 2025
Superintendent's Address - Leadership Meeting	May 7, 2025
Public Introduction of Strategic Plan (Board Meeting)	June 24, 2025
SPEAC Forum	September 2025 (TBA)
Board/Student Forum	Late September 2025 (TBA)

SUMMARY

To maintain the momentum generated through the development activities and public consultation, staff are consulting with the Board of Education on the proposed 2025-2029 Strategic Plan, Engagement plan to facilitate the intended actions beginning in May 2025.

Recommended Motion:

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

Respectfully submitted: Paul Block, Superintendent of Sooke Schools



Engagement Plan: Introduction of Strategic Plan 2025-2029

Purpose

The purpose of this engagement plan is to effectively communicate the new strategic plan to all audiences, ensure understanding of key goals and objectives, and foster commitment to its implementation.

Objectives

- To ensure all audiences are informed about the new Strategic Plan.
- To build enthusiasm and commitment for the strategic direction of the organization.
- To align actions and decision-making with the strategic priorities.

Key Audiences

- **Internal Audiences:** Staff, administrators, leadership teams, board members.
- **External Audiences:** Parents, students, community members, partner organizations, local governments.

Engagement Strategies

Leadership Communication

- **Superintendent's Address:** An official launch from the Superintendent highlighting the vision and importance of the Strategic Plan.
- **Introduction of Strategic Plan at Levelled and Department Meetings:** Discussions on roles in implementation.
- **Board Presentation:** A session with the Board of Education to align governance with strategic priorities.

Staff Engagement

- **Interactive Townhall Session:** Presentation of the new strategic plan, including a Q&A session.
- **Optional Professional Learning Sessions:** Facilitated workshops to connect strategic priorities with daily operations and organizational practices.

Parent & Community Involvement

- **SPEAC Forum:** Event for parents/caregivers to discuss the strategic plan and its impact on student success.
- **Online Resources:** A dedicated page on the website featuring the strategic plan, FAQs, and feedback opportunities.
- **Social Media Updates:** Regular district communications via social media platforms to inform and engage the community.

Student Engagement

- **Board/Student Forum:** Session with student leaders to discuss the new strategic plan and their role in shaping its success.
- **Bookmark Delivery:** Advertisement campaign introducing the strategic plan and directing students to the website for more information.

Ongoing Communication and Monitoring

- **Progress Updates:** *Biannual Operational Plan Reports* to the Board of Education and community to track the Strategic Plan's implementation progress.

Timeline

Activity	Date
Finalize key messages and engagement materials	May 2025
Schedule initial address to leadership and levelled/department meetings	May 2025
Develop digital and print materials for audiences	May 2025
Superintendent's Address - Leadership Meeting	May 7, 2025
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SPEAC Forum	September 2025 (TBA)
Board/Student Forum	Late September 2025 (TBA)

Success Metrics

- **Engagement Levels:** Attendance and participation in meetings, forums, and if needed, surveys.
- **Awareness & Understanding:** Audience feedback on clarity and alignment with strategic goals.
- **Implementation Progress:** Tracking milestones and alignment with strategic objectives.

Conclusion

This engagement plan ensures the successful introduction and adoption of the new strategic plan by fostering transparency, collaboration, and shared ownership. By actively engaging all audiences, the organization will be better positioned to achieve its long-term strategic objectives and drive meaningful change.



NEW MOTION/AMENDMENT TO MOTION

Public Board Meeting Date: April 22, 2025

From: Trustee, Cendra Beaton

Re: Agenda Number: 11.3

New Motion

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

Rational:

1. **Commitment to Excellence:** Participation in the BCSTA Trustee Leadership Program demonstrates the Board's commitment to excellence in governance. This program will provide trustees with the latest knowledge and best practices in governance, ensuring they are well-prepared to fulfill their roles effectively.
2. **Reputational Safety:** By engaging in this recognized program, the Board reinforces its dedication to maintaining a high standard of governance, which is crucial for the district's reputation. This proactive approach to professional development will be viewed positively by the community and stakeholders.
3. **Benefit to the District:** Well-trained trustees are better equipped to make strategic decisions that positively impact the district. This training will enhance the Board's ability to work collaboratively and effectively, leading to improved outcomes for staff and students.
4. **Unified Approach:** Ensuring that all trustees participate in this program fosters a unified approach to governance. This shared learning experience will strengthen the Board's cohesion and ability to work together towards common goals.
5. **Long-term Impact:** Investing in trustee development has long-term benefits for the district. Trustees who are knowledgeable about governance best practices can contribute to a stable and effective governance structure, which supports the district's mission and vision.

Font Colour Legend:

Blue – Education Policy

Green – Resources

Red – Ad Hoc/District Partners

Black – Board of Education

Board of Education 2024-25

90 Day Work Plan Summary

May – July 2025

Action	May 2025	June 2025	July 2025
Approve	<ul style="list-style-type: none"> - 1st reading of Budget Bylaw (if available) - Auditor engagement/plan 	<ul style="list-style-type: none"> - Final readings of Budget Bylaw - Annual Plan Package: <ul style="list-style-type: none"> - FESL targets - Strategic plan targets - Na'tsa'maht Annual Report 	<ul style="list-style-type: none"> - Board office closed July 14-Aug 18
Review	<ul style="list-style-type: none"> - 3rd Quarter Reporting: <ul style="list-style-type: none"> - Strategic Plan - Financial forecast 	<ul style="list-style-type: none"> - District Operations Plan for 2024-2025 - Superintendent Growth Plan Review 	
Complete (Scheduled)	<ul style="list-style-type: none"> - Personnel Committee Meeting (May 8) - Retirement/Long Service Event (May 29) - Board Annual Self-Assessment 	<ul style="list-style-type: none"> - EMCS Grad Ceremony (Jun 7) - RBSS Grad Ceremony (Jun 8) - QELEÑSEN Á, LEN Grad Ceremony (Jun 13) - Belmont Grad Ceremony (Jun 15) - Westshore Secondary Graduation (Jun 25) 	
Engage	<ul style="list-style-type: none"> - 2025-2029 Strategic Plan Board Public Engagements - Municipal Partner Meetings (Chair/Super/S-T & CAO/Mayor) – Colwood – (May 8) 	<ul style="list-style-type: none"> - Acknowledgement Letters to Partner Groups - National Indigenous Peoples Day (Jun 21) - Municipal Partner Meetings (Chair/Super/S-T & CAO/Mayor) – Sooke (June) - Municipal Partner Meetings (Chair/Super/S-T & CAO/Mayor) – Metchosin (June) 	

Board Information Note
Public Board Meeting
April 22, 2025
Agenda Item 13.1: Superintendent's Update

LEARNING

Dunsmuir Girls Volleyball



The Dunsmuir Girls Grade 7 Competitive Volleyball Team won City Championships in March, securing 1st place out of 27 teams. Their success is a testament to their dedication, teamwork, and skill throughout the competition.

This achievement was made possible with the guidance of Eva Sagodi, a Grade 12 student from Royal Bay Secondary, who took on the role of coach. Eva's leadership and commitment to the team have been instrumental in their development and success.

We extend our congratulations to the team for this accomplishment and express our gratitude to Eva for her dedication to mentoring and inspiring young athletes in our district.

Skills Canada Competitions

Our junior and senior students achieved outstanding results at this year's Regional Skills Canada Competitions. A heartfelt thank you to our Career Education Department, as well as the dedicated teachers and staff at the school level, for their commitment to preparing and supporting students. Your efforts ensure that our students can showcase their skills and trade knowledge with confidence and success.



Junior Competition Winners

Jr. Gearbots	Oliver E. Oliver L. Ryder W.	Dunsmuir Middle School	3 rd
Jr. Woodwork	Owen L.	Journey Middle School	1 st
Jr. Woodwork	Logan M.	Dunsmuir Middle School	2 nd
Jr. Spaghetti Bridge	Kaden G. Tyler D. Joaquin C.	Dunsmuir Middle School	1 st
Jr. Spaghetti Bridge	Rowan S. Sofia B.	Dunsmuir Middle School	3 rd
Jr. Wind Turbine	Ethan H. Carter M.	Dunsmuir Middle School	2 nd
Jr. Wind Turbine	Jackson C. Lucas G.	Dunsmuir Middle School	2 nd
Jr. Wind Turbine	Zoe C. Allora E. Ayla S.	Dunsmuir Middle School	3 rd

Senior Competition Winners

Pipe Trades	J. Meadows	Royal Bay Secondary	1 st
Pipe Trades	T. West	Royal Bay Secondary	2 nd
Pipe Trades	S. Arias-Tellez	Royal Bay Secondary	3 rd
Welding	J. Coad	Edward Milne Community School	1 st
Welding	S. Edward	Edward Milne Community School	2 nd
Hairstyling	M. Pinel	Belmont Secondary	1 st
Hairstyling	R. Marley	Belmont Secondary	3 rd

First place Senior winners will be moving onto the Skills Canada Provincial Competition this month.

ENGAGEMENT

Preparing for Emergencies

After spring break, schools sent reminders to families to ensure Student Release Forms were completed and returned, along with information on designated reunification points. This is a vital component of our emergency planning, particularly for natural disasters, where power disruptions may occur. Having paper copies of student release information readily available is essential in such situations.

Our school-based PVP and Communications team, under the leadership of Associate Superintendent David Strange, are actively reviewing and refining school emergency



preparedness plans over the coming months. Their work is critical in ensuring our schools are well-equipped to respond effectively in any emergency.

Empowering Women in STEM Event

Our Career Education Department held a “Future Innovators: Empowering Women in STEM” event at Royal Bay on April 7. The inspiring evening gave students the chance to explore a variety of STEM careers through a mini career fair and a panel discussion featuring professionals such as an Environmental Scientist, Cloud Solutions Architect, Engineers, Marine Operations Specialist, and a Hardware Developer.

Wishart Literacy Week



Reading Challenge for families to complete over Spring Break!

Wishart Elementary Literacy Week April 7th – 10th

	April 7 th Monday	April 8 th Tuesday	April 9 th Wednesday	April 10 th Thursday
Activity	<p>Teacher Trade The students will get a chance to be in a different class for a special literacy lesson! This is always a student favourite, because they get to visit another classroom and get to know another teacher for a short time!</p> 	<p>Literacy Week Assembly 9:00am During the assembly, we will have a Readers Theatre presentation and draw winners for the Read-O Challenge!</p> <p>Dress Up as a Book Character The assembly will be a chance to see everyone's amazing costumes!</p> 	 <p>Community Celebrity Readers! There are some special readers coming to our school, and one of them will come to your class to read you a story! They will be arranged at different times throughout the day.</p>	<p>Poem or Joke in your Pocket Right before recess, we will all go into the hallways with either a joke or a poem in our pockets! We will tell the joke or read the poem to as many people as we can!</p> 
Theme Read	<p>Hallway Read</p> 	<p>Buddy Read</p> 	<p>Flashlight Read</p> 	<p>Early Dismissal 11:45am</p> <p>Many teachers will be doing a Celebration of Learning in their classrooms.</p> <p>Keep your eyes peeled in the main hallways of the school for special things like a Photo Booth or other Literacy Activities!</p>

For the past 14 years, Wishart staff have hosted an amazing Literacy Week that is always a favourite for the Wishart school community. Every year, the events and approach change, but it is always a hit with students and staff. The weekly calendar above illustrates the variety of activities including a READ-O choice board that students completed over Spring Break to be entered into a



draw, teachers and staff participated in a Readers Theatre for the whole school from the book, Stephanie's Ponytail by Robert Munsch (even our principal had a role!)

Wishart staff build connections with families by having some literacy activities in the hallways during the early dismissal day and their Celebration of Learning event. Wishart staff had a "Wishart Loves to Read" photo booth complete with props, hands-on literacy station, a post card station (complete with mailbox) where students could "send" a post card to any staff member, a music and literacy station led by our music teacher, and digital games and literacy apps! This year's staff lead for the event, teacher Kristi Walkey created four brochures for parents to take home:

- Daily Reading (why is it important... and how can I find 20 minutes in my busy day?)
- Reading Comprehension (questions to ask your child before, during and after reading)
- Phonemic Awareness (what does that mean... and activities to do with your child)
- Literacy in the Car (some fun literacy/word games to do with children in the car!)

The favourite day is always the Celebrity Reader event, where local "celebrities" from around the community read to our classes including:

- RCMP School Liaison Officer, Constable Justina Webb
- Local Magician, Donald Dunphy
- Colwood Mayor, Doug Kobayashi
- SD62 Superintendent... Paul Block
- Retired Wishart Principal, Garry Manhas
- Chek News team including Stacy Ross (5pm news), Paul Haysom (6pm news) and Jessica McCool (Weather). You can see a link to their coverage here: [Wishart on Chek News](#)
- 107.3 Virgin Radio - Morning Show hosts, Bailey and Johnny. They even recorded our kids and gave a special shout out on the radio! Listen here: [Wishart on Virgin Radio](#)
- UVic Vikes Soccer Players - four players from the women's team and their community outreach person (they of course played a soccer game after they read a story with a few classes!
- We also had PFC Players, Colwood Fire Fighters and our local Baker from Royal Bay Bakery "Baker Brad" but they unfortunately had to cancel.

PEXSISEN Open House



On April 10, PEXSISEN Elementary held an Open House for families during the student-led parent conferences. The idea grew into a collaborative community event with Flourish! attending and sampling diverse cultural foods and showcasing the school gardens. Other community partners including the Intercultural Association of Greater Victoria, Victoria Immigrant and Refugee Centre Society, Island Health, BGC SVI, YMCA-YWCA Westhills, Greater Victoria Public Library, and the Westshore Parks and Recreation Centre. Students from Belmont Secondary also came to help with the art and garden stations. Families were able to see the community supports and programming available to them. The standout for all families was the Art Showcase organized by Fine Arts Teacher Mikaela Miller. The gym was transformed into a place of magic featuring art in a variety of mediums including pottery, textiles, and weaving.

Read and Ride

As we prepare to welcome new kindergarten students in September, our Early Learning and Child Care team is hosting Read and Ride sessions throughout April and May. Families can visit our website to register for the Read and Ride session at their future school. The session includes a tour of the school, a tour of a school bus and every future student will receive a free book.

Kiss & Go Now Open at Ruth King Elementary

The new Kiss & Go area at Ruth King Elementary officially opened on April 15. We are grateful to the City of Langford for their support in creating this designated pull-in zone on Matson Road for morning drop-offs. This designated area helps reduce traffic congestion and supports being more considerate neighbours by providing a dedicated drop-off zone, minimizing the need for parents to use nearby residential or business parking areas. We kindly ask that families using a vehicle to drop off students in the morning make use of the Kiss & Go area exclusively, particularly during busy traffic times.



Spring Theatre Productions

As we head into the spring, it's production time for many theatre students who have been working towards the show for most of the year. It's an opportunity to see the incredible talent in our schools, the acting, the set design, the lights, the music. If you haven't been to one of our school performances before, I highly recommend attending. Tickets can be purchased by visiting the school website or calling the school for more information.

Dates	School	Production
April 30, May 1-3	EMCS	Catch Me If You Can
May 7-10	Royal Bay Secondary	Chicago
May 23-24	Spencer Middle School	Snow Off-White



GROWTH

School-Based Leadership Changes for 2025/26

Change is a constant in our district, and our leadership team excels at adapting and setting a positive example. In the upcoming school year, 21 schools will welcome a new principal or vice principal, bringing fresh perspectives and new ideas. These leadership transitions create exciting opportunities to enhance learning environments for students, staff, and families.

Teacher Staffing

As our district continues to grow, so does the complexity of teacher staffing allocation. The first round of staffing for the upcoming school year was completed just before spring break, with the next release scheduled for the end of May. I want to extend my sincere appreciation to Deputy Superintendent Monica Braniff for her dedication and leadership in the school staffing process. Each spring, this work requires an extraordinary effort, and I know Monica has spent many late nights and weekends ensuring everything comes together smoothly.

I would also like to recognize Windy Beadall, Acting Director of Digital Solutions; Mark Kaercher, District Principal of Capital Planning; and David Lee-Boner, Assistant Secretary-Treasurer for their contributions to this complex process. Their support has been invaluable in ensuring a smooth transition as we prepare for the upcoming school year.

With the expertise and commitment of our HR department, we are confident in their ability to continue this important work—recruiting and filling positions to support our growing district. Thank you to everyone involved for your dedication to our schools, staff, and students.