

Public Notice – Board of Education Public Meeting

A public meeting of the Board of Education for School District 62 (Sooke) will be held on **January 27, 2026 at 7:00 pm.**

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

To encourage more public participation, the meeting will be **livestreamed** via Microsoft town hall. To join the meeting please click here: [Follow Link](#)

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

If you have questions regarding the meeting or how to access it, please email info@sd62.bc.ca. See link for upcoming and previous Board and Committee meetings [Public Meetings | Sooke School District \(sd62.bc.ca\)](#) materials.

BOARD OF EDUCATION PUBLIC MEETING

By Microsoft Town Hall

January 27, 2026 – 7:00 p.m.

AGENDA

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

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

2. AGENDA (page 2)

2.1 Call for amendments and additional items

Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of January 27, 2026, as presented (or as amended).

2.2 Report on In Camera Meeting – Amanda Dowhy

This notice is to inform the public that prior to this meeting an “in-camera” meeting of the Board was held where issues of legal, land and personnel were discussed.

3. MINUTES (page 6)

3.1 Call for amendments to minutes

Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of December 16, 2025, as presented (or as amended).

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

5. EDUCATIONAL PRESENTATIONS

5.1 International Program Student Trips to Carcross, Yukon, February 21-23 and March 16-18, 2026 – Paul Block (page 12)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve two International Program Student Trips to Carcross, Yukon, February 21-23, and March 16-18, 2026, subject to the oversight and direction of the Superintendent's office.

5.2 International Program Student Trip to Rocky Mountains March 23-26, 2026 (page 22)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the International Program Student Trip to the Rocky Mountains, March 23-26, 2026, subject to the oversight and direction of the Superintendent's office.

6. INDIGENOUS EDUCATION COUNCIL

6.1 Indigenous Education Council Update – No report

7. CORRESPONDENCE & DELEGATIONS (page 25)

7.1 Correspondence – Amanda Dowhy

- a. Email from Student Dated Dec 12, 2025 RE: Request for app
- b. Email from B. Yates Dated Dec 17, 2025 RE: Space for CISV use
- c. Email from Chandra Dated Jan 8 2026 RE: EAs and Inclusive Education Support

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

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

7.3 Other Delegations – 5 minutes each

8. FINANCE, FACILITIES AND SERVICES

8.1 Resources Committee Meeting January 13, 2026 – Cendra Beaton (page 30)

Motion Requested: That the Board of Education of School District 62 (Sooke) allow all three readings of the 2025/26 Amended Budget Bylaw at its February 24, 2026 meeting.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of January 13, 2026.

9. EDUCATION PROGRAM

9.1 Education-Policy Committee – Meeting of January 6, 2026 – Cendra Beaton (page 34)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the proposed BAA Course “Athletic Leadership 10”, effective September 2026.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the proposed BAA Course “Athletic Leadership 11”, effective September 2026.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the proposed BAA Course “Athletic Leadership 12”, effective September 2026.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the Mid-Year Operational Report as presented at the Education-Policy Committee meeting of Jan. 6, 2026.

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations B-132 “Career Education”.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of January 6, 2026.

9.2 Adoption of revised Policy and Regulations – Paul Block (page 95)

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-114 “Sanctuary Schools”.

10. STUDENTS

11. FOUNDATIONS AND GOVERNANCE

11.1 Trustee Resignation – Brian Jonker

11.2 Trustee Liaison Reports – Board of Education

Canadian School Boards Conference July 5-8, 2026 – Amanda Dowhy

Motion Requested: That the Board of Education of School District 62 (Sooke) designate the Board Chair to attend the Canadian School Boards Conference in Whistler July 5-8, 2026.

11.3 Proposed BCSTA Substantive Motion – Cendra Beaton (page 98)

Motion Requested: That the Board of Education of the School District 62 (Sooke) submit the following substantive motion to the 2026 BCSTA AGM:

That BCSTA advocate to the Ministry of Education and Childcare and the Ministry of Children and Family Development for the establishment of targeted funding to provide appropriate English Language Learning (ELL) and French Language Learning (FLL) supports for school-district-operated childcare and before/after school programs.

12. ADMINISTRATION

12.1 Board of Education Work Plan - Amanda Dowhy (page 99)

13. PERSONNEL

13.1 Superintendent's Report – Paul Block (page 100)

14. UPCOMING EVENTS

- SPEAC Leadership Dinner – January 29
- Education-Policy Meeting – February 3
- Resources Committee Meeting – February 10
- Non-Instructional Day – February 13
- Stat - Family Day (Schools closed) – February 16
- SPEAC February Meeting – February 18
- BCSTA Provincial Council Meeting (rep only) February 20 online
- Next Public Board Meeting – February 24

15. RISE AND REPORT

16. QUESTION PERIOD

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

17. ADJOURNMENT

MINUTES BOARD OF EDUCATION PUBLIC MEETING

December 16, 2025 – 7:00 p.m.

TRUSTEES: Amanda Dowhy, Board Chair
Cendra Beaton
Trudy Spiller

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

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

REGRETS: Ebony Logins, Allison Watson,

SECRETARY: Jenny Seal

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:00 p.m. by the Secretary Treasurer who acknowledged the territories of the First Nations.

The Secretary Treasurer outlined the annual trustee election process as per by-law 1-20 by way of secret ballot and provided instructions to trustees.

1a. Election for Board Chair – Brian Jonker

Three rounds of nominations were called, resulting in a nomination for Trustee Dowhy who accepted the nomination, and a nomination for Trustee Lervold who declined the nomination. Trustee Dowhy was elected by acclamation. Chair Dowhy assumed the duties of the Chair and administered the election process for Vice Chair.

1b. Election for Vice Chair – Amanda Dowhy

Chair Dowhy, using the same procedure as previous, called for three rounds of nominations for Vice-Chair. Trustee Spiller was nominated and declined the nomination. Trustee Lervold was nominated and accepted the nomination. Trustee Lervold was elected Vice Chair by acclamation.

- 1c. Election for BCSTA Provincial Council Representative/Alternate – Amanda Dowhy
Three rounds of nominations were called and resulted in a nomination for Trustee Spiller who declined the nomination. Trustee Beaton was nominated and accepted the nomination. Trustee Lervold was nominated and accepted the nomination. Election ballots were distributed, collected and returned to the Secretary Treasurer who tallied the votes and reported to the Chair. The Chair announced Trustee Lervold was elected as BCSTA Provincial Council Representative.

Three rounds of nominations were then called for BCSTA Provincial Alternate Representative. Trustee Spiller was nominated and declined the nomination. Trustee Dowhy was nominated and accepted the nomination. Trustee Chipps was nominated and declined the nomination. Trustee Dowhy was elected BCSTA Provincial Council representative – alternate, by acclamation.

- 1d. Election for BCPSEA Representative/Alternate – Amanda Dowhy
Three rounds of nominations for BCPSEA representative were called. Trustee Spiller was nominated and accepted the nomination. Trustee Beaton was nominated and accepted the nomination. Trustee Chipps was nominated and declined the nomination. Trustee Lervold was nominated and declined the nomination. Election ballots were distributed, collected and returned to the Secretary Treasurer who tallied the votes and reported to the Chair. The Chair announced Trustee Spiller was elected as BCPSEA Representative.

Three rounds of nominations were called for the role of BCPSEA Alternate Representative. Trustee Dowhy was nominated and accepted the nomination. Trustee Beaton was nominated and declined the nomination. Trustee Chipps was nominated and declined the nomination. Trustee Dowhy was elected Alternate BCPSEA Trustee Representative by acclamation.

56. **MOVED** Trudy Spiller/Christine Lervold
That the Board of Education of School District 62 (Sooke) direct the Secretary Treasurer to destroy the ballots from the December 16, 2025 elections.
CARRIED

2. **AGENDA**

2.1 Call for amendments and additional items

The Chair called for amendments to the meeting agenda. No amendments were put forward.

57. **MOVED** Christine Lervold/ Trudy Spiller
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of December 16, 2025, as presented.
CARRIED

2.2 Report on In Camera Meeting – Board Chair

This notice is to inform the public that prior to this meeting an “in-camera” meeting of the Board was held where issues of legal, land and personnel were discussed.

3. MINUTES

3.1 Call for amendments to minutes

The Chair called for amendments to the minutes. No amendments were put forward.

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

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

CARRIED

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Board Chair

The Chair expressed gratitude for being re-elected to serve as Board Chair and emphasized the value of democracy in appointing people who understand the importance of advocating for public education. With appreciation to the three partner groups who spoke as a shared delegation last month, the Chair pledged to focus on student outcomes, the strategic plan and legislative requirements. With a reminder of support services available to staff and families through EFAP, the Chair wished everyone a safe and happy break.

5. EDUCATIONAL PRESENTATIONS

5.1 École Royal Bay Secondary School Trip to Italy, March 15-23, 2027 – Jouelle Brick/Melissa Horner

Principal Horner introduced Jouelle Brick who presented details about the proposed school trip to Italy and answered questions about fundraising options.

59. **MOVED** Trudy Spiller/Russ Chipps

That the Board of Education of School District 62 (Sooke) approve the École Royal Bay Secondary School trip to Italy, March 2027, subject to the oversight and direction of the Superintendent’s Office.

CARRIED

The Superintendent noted the original motion contained dates spanning only 7 days (March 15-23). The Board agreed on a friendly amendment to March, 2027.

6. INDIGENOUS EDUCATION COUNCIL

6.1 Indigenous Education Council Update – No Report

7. CORRESPONDENCE & DELEGATIONS

7.1 Correspondence – Board Chair

Email from D. London Dated December 3, 2025 RE Request for Educational Material Review.

60. MOVED Christine Lervold/Trudy Spiller

That the Board of Education of School District 62 (Sooke) receive the above noted correspondence.

CARRIED

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

CUPE 459 – Amber Leonard

The CUPE President reported that CUPE elections were held and welcomed the incoming CUPE 1st Vice President Dana Savage and acknowledged Tim Hamblin, the outgoing 1st Vice President. The CUPE President then spoke about UNDRIP, brought about by the United Nations as a standard of achievement that lifts everyone up.

SPEAC – Tom Davis

The President of SPEAC expressed appreciation for staff that continue to work over the holiday and wished everyone a happy winter break. The next SPEAC meeting is January 21st, 2026.

SPVPA – Lisa Leclerc

Principal Leclerc highlighted various events taking place in schools across the District. In closing, appreciation was expressed to the Trustees, CUPE staff, parents, teachers and the Executive Team and wished everyone happy holidays.

STA - Rita Zeni:

The President of the STA drew attention to and appreciation for the energy required by staff who are already on low reserves this time of year, to create the special events taking place in schools across the District.

The STA was proud to match CUPE's donation to the 10,000 Tonight fundraiser. In light of the work being done around Board correspondence, the STA requested a formalized procedure outlining the best way to communicate with the Board.

7.3 Other Delegations – There were no other delegations.

The meeting was recessed at 8:59 p.m. and reconvened at 9:06 p.m.

8. FINANCE, FACILITIES AND SERVICES

8.1 Resources Committee Meeting of December 9, 2025 – Christine Lervold

Trustee Lervold acknowledged the committee members for their contributions and reviewed the items discussed at the Resources Committee meeting of December 9th. Appreciation was expressed for the Transportation team for their work and their collaboration with SPEAC to improve communication.

61. MOVED Christine Lervold/Trudy Spiller

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of December 9, 2025.

CARRIED

8.2 Statement of Financial Information – Brian Jonker

The Secretary Treasurer provided the provincial regulations driving the Statement of Financial Information (SOFI).

62. MOVED Christine Lervold/Russ Chipps

That the Board of Education of School District 62 (Sooke) receive the Statement of Financial Information Report as presented at the Public Board meeting of December 16, 2025.

CARRIED

9. EDUCATION PROGRAM

9.1 Education-Policy Committee Meeting of December 2, 2025 – Cendra Beaton

Trustee Beaton provided an overview of the Education-Policy Committee meeting of December 2, 2025.

63. MOVED Cendra Beaton/Trudy Spiller

That the Board of Education of School District 62 (Sooke) approve the proposed BAA Course “Hockey Innovation and Performance 11”, effective February 1, 2026.

CARRIED

64. MOVED Cendra Beaton/Trudy Spiller

That the Board of Education of School District 62 (Sooke) receive the report from the Education Policy Committee meeting of December 2, 2025.

CARRIED

10. STUDENTS

There were no student presentations

11. FOUNDATIONS AND GOVERNANCE

a. Trustee Liaison Reports – Board of Education

BCSTA Academy November 27-29, 2025 – Christine Lervold

Trustees Beaton, Spiller, Watson and Lervold attended along with Superintendent Paul Block, Secretary Treasurer Brian Jonker and Deputy Superintendent Monica Braniff. Trustee Lervold listed the workshops attended.

12. ADMINISTRATION

12.1 Board of Education Work Plan – Board Chair

The Board Chair outlined the Board work plan for January to March 2026.

13. PERSONNEL

13.1 Superintendent's Report – Paul Block

The Superintendent shared highlights from the report and invited the Deputy & Associate Superintendents to expand on items in the Superintendent's report.

14. UPCOMING EVENTS

- Winter break – December 22 to January 2
- Education-Policy Meeting – January 6
- Resources Committee Meeting – January 13
- SPEAC meeting – January 21
- Next Public Board Meeting – January 27

15. RISE AND REPORT

16. QUESTION PERIOD

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

17. ADJOURNMENT

The meeting was adjourned at 9:51 p.m.

Certified Correct:

Chairperson of the Board

Secretary Treasurer

APPENDIX D*School District #62 (Sooke)***MODERATE RISK FIELD TRIP APPROVAL FORM
FOR OVERNIGHT OUT-OF-PROVINCE/WITHIN CANADA TRIPS**

- The Leader must read the School District Field Trip Policy before completing this form.
- The Leader must take this completed form to the Principal for approval (and, when it is an out-of-province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).
- Where Part B applies, the Principal should meet with the Leader and review the information prior to the parent/guardian meeting. After this meeting, Part B is to be returned to the Principal for final approval.

PART A - Required for all field trips

Teacher/Leader/Supervisor: Amber O'Quinn

School: International

Date of Application: Jan 7/26

Date(s) of Field Trip: Feb 21-23, 2026

Purpose/Activities: Cultural

Number of Students: 16 Grade(s): 9-12 Male 3 Female 13 Other

Number of Supervisors/Chaperones: 1 Male Female 1 Other

Times & Locations (When & Where?):

See attached

Method(s) of Transportation: bus, ferry, plane and dog-sledding (optional)

Costs: \$1759 Source of Funds: Students

I have read School District #62 Field Trip Policy C-329.

Planned by: 
Leader's signatureApproved by: 
Principal's Signature

Date: Jan 7/26

PART B (to be submitted 45 days prior to trip)

Required only for field trips that are overnight, out-of-province/within Canada,
and/or involve "moderate risk" activities.

Date of Parent/Guardian Information Meeting(s) (required by policy): as we are Guardian no parent meeting is done

Section 1 – Required for all Overnight Field Trips

Itinerary (attach detailed itinerary, including educational and logistical activities prior to, during, and after the trip as well as names of chaperones and/or supervisors).

Lodging Arrangements Boreale Lodge

Meal Arrangements Includes 2 breakfast, 2 lunch, 2 dinners

Section 2 - Required if Field Trip involves any "Moderate Risk" Activities

List "Moderate Risk" Activities (see Field Trip Policy for definitions): Dog sledding (optional). Snowshoe & toboggan in Carcross area with guide/leader.

Location of Activities (terrain, potential hazards, remoteness/access to medical care, etc.):

Carcross area, about 30 minutes from Whitehorse. Is a police detachment in area.

Leader's and/or Instructors' Local Knowledge:

Dog Sled - with Alayuk Adventures (guides all have wilderness first aid and CPR), stay on trails.

Type & Quality of Safety Equipment:

All supplied as needed by company leading tour(s).

Ratio of Students-to-Instructors (qualified to lead activities): 16 / 1

Ratio of Students-to-Adults (including teachers/supervisors/chaperones/etc.): 6 / 1

Details of Student Preparation for Activities:

Students given instruction before starting any activity, including safety.

Details of Leader's, Supervisor's, and/or Instructor's Experience and Qualifications: Robin Warren Bayne will be staff chaperone.

Robin has experience chaperoning many International Student Trips. DC Tours sends one of their staff (do this tour often),

First Aid Training: DC Tour guides all required to have minimum OFA1 First Aid

Contingency Plans for Emergencies:

Robin (SD62) staff will make decision on how to deal with any emergency in consultation with DC Tour guide. She will contact Principal immediately to inform of any emergency and will follow protocols.

Section 3 – Any Relevant Additional Information

See attached waivers natural parents must sign. Students purchase directly from DC Tours. Dog Sled waiver online - <https://waiver.smartwaiver.com/w/618549796d5a7/web/>

Planned By:

Approved/Recommended by:

Date:



Leader's Signature

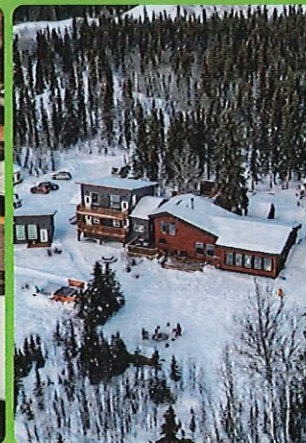
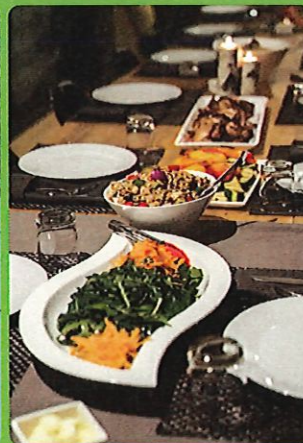
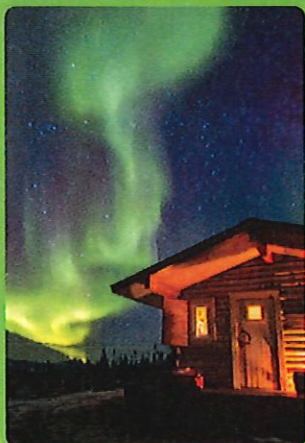


Principal's Signature

Jan 7/26

Yukon Adventure Tour

~~MARCH 16-18, 2026~~
~~Feb 21-23, 2026~~



INCLUSIONS

- ✓ Transportation between YVR & Ferry terminal
- ✓ Flights from YVR to Whitehorse & return
- ✓ 2 nights hotel accommodation
- ✓ 2 breakfasts, 2 lunches and 2 gourmet dinners
- ✓ Winter Clothing
- ✓ Aurora Borealis viewing
- ✓ Snowshoeing (at your leisure)
- ✓ All taxes

OPTIONAL ACTIVITIES

- \$ Half-day dog sledding - \$280

FROM \$1759

BOOK NOW!

Tour itineraries, inclusions and dates are subject to change based on availability at the time of tour confirmation



636 Hornby Street



604.689.8128



students@discovercanadatours.com



dcstudentadventures.com

APPENDIX D*School District #62 (Sooke)***MODERATE RISK FIELD TRIP APPROVAL FORM
FOR OVERNIGHT OUT-OF-PROVINCE/WITHIN CANADA TRIPS**

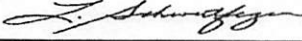
- The Leader must read the School District Field Trip Policy before completing this form.
- The Leader must take this completed form to the Principal for approval (and, when it is an out-of-province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).
- Where Part B applies, the Principal should meet with the Leader and review the information prior to the parent/guardian meeting. After this meeting, Part B is to be returned to the Principal for final approval.

PART A - Required for all field tripsTeacher/Leader/Supervisor: Robin Warren BayneSchool: International ProgramDate of Application: September 1, 2025 Date(s) of Field Trip: March 16-18, 2026Purpose/Activities: International Student trip to YukonNumber of Students: 16 Grade(s): 10-12 Male 6 Female 10 Other Number of Supervisors/Chaperones: 1 Male Female 1 Other

Times & Locations (When & Where?):

See attached . Trip still on sale so exact numbers male/female not know. Maximum is 16 studentsMethod(s) of Transportation: Airplane, ferry, bus, dog sled (optional)Costs: \$1739 Source of Funds: Cost recovery - students pay (includes cancellation insurance)

I have read School District #62 Field Trip Policy C-329.

Planned by: Robin/DC ToursApproved by: 

Leader's signature



Principal's Signature

Date: Sept 9/25

PART B (to be submitted 45 days prior to trip)

Required only for field trips that are overnight, out-of-province/within Canada,
and/or involve "moderate risk" activities.

Date of Parent/Guardian Information Meeting(s) (required by policy): as we are Guardian no parent meeting is done

Section 1 – Required for all Overnight Field Trips

Itinerary (attach detailed itinerary, including educational and logistical activities prior to, during, and after the trip as well as names of chaperones and/or supervisors).

Lodging Arrangements Boreale Lodge

Meal Arrangements Includes 2 breakfast, 2 lunch, 2 dinners

Section 2 - Required if Field Trip involves any "Moderate Risk" Activities

List "Moderate Risk" Activities (see Field Trip Policy for definitions): Dog sledding (optional). Snowshoe & toboggan in Carcross area with guide/leader.

Location of Activities (terrain, potential hazards, remoteness/access to medical care, etc.):

Carcross area, about 30 minutes from Whitehorse. Is a police detachment in area.

Leader's and/or Instructors' Local Knowledge:

Dog Sled - with Alayuk Adventures (guides all have wilderness first aid and CPR), stay on trails.

Type & Quality of Safety Equipment:

All supplied as needed by company leading tour(s).

Ratio of Students-to-Instructors (qualified to lead activities): 16 / 1

Ratio of Students-to-Adults (including teachers/supervisors/chaperones/etc.): 6 / 1

Details of Student Preparation for Activities:

Students given instruction before starting any activity, including safety.

Details of Leader's, Supervisor's, and/or Instructor's Experience and Qualifications: Robin Warren Bayne will be staff chaperone.

Robin has experience chaperoning many International Student Trips. DC Tours sends one of their staff (do this tour often),

First Aid Training: DC Tour guides all required to have minimum OFA1 First Aid

Contingency Plans for Emergencies:

Robin (SD62) staff will make decision on how to deal with any emergency in consultation with DC Tour guide. She will contact Principal immediately to inform of any emergency and will follow protocols.

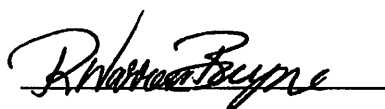
Section 3 – Any Relevant Additional Information

See attached waivers natural parents must sign. Students purchase directly from DC Tours. Dog Sled waiver online - <https://waiver.smartwaiver.com/w/618549796d5a7/web/>

Planned By:

Approved/Recommended by:

Date:



Leader's Signature



Principal's Signature





DC STUDENT ADVENTURES

POWERED BY DISCOVER CANADA TOURS

TOUR NAME:

TOUR DATE:



PARENTAL / GUARDIAN CONSENT FORM for minors (18 years of age and younger)

Parental / Guardian Consent Form for children/minors to Travel with Discover Canada Tours and its various divisions (DCSA, West Trek Tours, Destination Snow, Club ESL).



I, _____
Full name of Parent / Legal Guardian

Telephone & Email:

Telephone

Email

I am the parent, legal guardian or other authorized person or organization with custody rights, access rights or parental authority over the following child / minor:

INFORMATION ABOUT TRAVELLING CHILD

Name: _____
Child's / minor full name

Date of Birth:

DD / MM / YY

SIGNATURE OF PERSON GIVING CONSENT

I give my consent for this child / minor to travel on all tours operated by Discover Canada Tours and its various divisions (DCSA, West Trek Tours, Destination Snow, Club ESL) which may include, but is not limited to, tours to the United States, Rocky Mountains, Vancouver Island and Whistler.

Signature of person giving consent

DD / MM / YY



**DC STUDENT
ADVENTURES**

POWERED BY DISCOVER CANADA TOURS

TOUR NAME: _____

TOUR DATE: _____

Minor informed Consent Form

Acknowledgement and assumption of Risk Form by a Minor

PLEASE READ THIS DOCUMENT CAREFULLY

I, _____ (Print Name) hereby acknowledge and agree that:

Sightseeing tours and other activities including the optional activities associated therewith (collectively the "Tours") sold, purchased, booked, operated or administered by **Uniglobe Specialty Travel Ltd.** and its various DBA divisions including Discover Canada Tours, DC Student Adventures, Club ESL, West Trek Tours, and Destination Snow (collectively "Uniglobe") may be dangerous, exposing participants to many risks and hazards including bodily injury, property damage and death and that such injury, damage or loss may be inherent in the very nature of the Tours and result from human error and negligence on the part of the persons involved in preparing, organizing, staging, administering and operating the Tours;

As a result of the aforesaid risks and hazards, I as a participant, may suffer serious personal injury, even death, as well as property loss;

Some of the aforesaid risks and hazards are foreseeable and may be caused by human error including negligence;

I nevertheless freely and voluntarily assume all the aforesaid risks and hazards, and that acknowledge that my preparation for and participation in the Tours is entirely at my own risk;

I understand that neither Uniglobe nor any of its directors, officers, employees, sponsors, independent contractors or agents assumes any responsibility whatsoever for my safety during the course of my preparation for or participation in the Tours;

I have carefully read this ACKNOWLEDGEMENT AND ASSUMPTION OF RISK FORM, fully understand same and am freely and voluntarily executing same;

I have been given the opportunity and have been encouraged to seek legal and parental advice prior to signing this Form;

I understand that unless I sign this ACKNOWLEDGEMENT AND ASSUMPTION OF RISK FORM I will not be allowed to participate in the Tour and that this form has been explained to me by Uniglobe, one or more of its representatives and my parents; and

I am physically and mentally capable of participating in the Tour and that I have no pre-existing conditions that would hinder my ability to participate in the Tour.

Signature of Minor

Minor's full name (please print)

Date: _____

Boréale Explorers Incorporated

INDEMNITY AGREEMENT

WARNING: IF A LAW SUIT IS BROUGHT AGAINST THE Boréale Explorers Incorporated, ITS OFFICERS, EMPLOYEES, AGENTS, REPRESENTATIVES AND INDEPENDENT CONTRACTORS (HEREINAFTER COLLECTIVELY CALLED THE COMPANY) THEN THE COMPANY HAS THE RIGHT TO INDEMNIFY AGAINST ME.

TO: Boréale Explorers Incorporated

I agree that my son or daughter, _____ (name), being under legal age of consent, will be participating in an outdoor adventure activity (hereinafter referred to as the "Activity") and that those children or minors may not be contractually bound by a Release of All Claims, Waiver of Liability and Assumption of Risk Agreement which I have seen and I have signed. I therefore specifically agree to indemnify Boréale Explorers Incorporated against any and all claims, actions, and suits that may be instituted by my son or daughter.

I AGREE TO SAVE HARMLESS AND INDEMNIFY Boréale Explorers Incorporated from any cause of action, suit, claim or liability of any kind whatsoever arising out of any cause whatsoever but not limited to negligence on the part of Boréale Explorers Incorporated.

In entering into this Agreement, I am not relying on any oral or written representations or statements made by Boréale Explorers Incorporated including those in any brochure issued by Boréale Explorers Incorporated, to induce me or my son or daughter to undertake and to participate in the Activity.

I confirm that I have read and understood this Indemnity Agreement prior to signing it, and agree that this Agreement will be binding upon me, my heirs, next of kin, executors, administrators and assigns.

I agree that this Agreement is to be interpreted according to the laws of the Yukon Territory and I understand that if I have any questions regarding the waiver of my rights, or this Indemnity Agreement I should consult a lawyer prior to signing this Agreement.

I Agree to allow my son or daughter to be photographed or filmed during activity with Boréale Explorers Incorporated. ____ (initial)

Signed the _____ day of _____ (month), 202__ at _____ (city/terr)	
Signature of Parent	Signature of Witness
Please print name clearly	Witness Please print name clearly

APPENDIX B*School District #62 (Sooke)***MODERATE RISK FIELD TRIP APPROVAL FORM
FOR OVERNIGHT OUT-OF-PROVINCE/WITHIN CANADA TRIPS**

- The Leader must read the School District Field Trip Policy before completing this form.
- The Leader must take this completed form to the Principal for approval (and, when it is an out-of-province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).
- Where Part B applies, the Principal should meet with the Leader and review the information prior to the parent/guardian meeting. After this meeting, Part B is to be returned to the Principal for final approval.

PART A - Required for all field tripsTeacher/Leader/Supervisor: Robin Warren BayneSchool: International ProgramDate of Application: September 1, 2025 Date(s) of Field Trip: March 23-26, 2026Purpose/Activities: International Student trip to Rocky Mountain TripNumber of Students: 45 Grade(s): 10-12 Male Female Other Number of Supervisors/Chaperones: 3 Male 1 Female 2 Other

Times & Locations (When & Where?):

See attached schedule. Trip still on sale so exact male/female numbers not known yetMethod(s) of Transportation: Ferry, busCosts: \$785 Source of Funds: Cost recovery - students pay

I have read School District #62 Field Trip Policy C-329.

Planned by: Robin/DC ToursApproved by: 

Leader's signature



Principal's Signature

Date: Sept 9/25

PART B (to be submitted 45 days prior to trip)

Required only for field trips that are overnight, out-of-province/within Canada,
and/or involve "moderate risk" activities.

Date of Parent/Guardian Information Meeting(s) (required by policy): we are as Guardian for students

Section 1 – Required for all Overnight Field Trips

Itinerary (attach detailed itinerary, including educational and logistical activities prior to, during, and after the trip as well as names of chaperones and/or supervisors).

Lodging Arrangements Hotels in Sicamous, Banff and Revelstoke.

Meal Arrangements Includes breakfast. Other meals students to purchase on own

Section 2 - Required if Field Trip Involves any "Moderate Risk" Activities

List "Moderate Risk" Activities (see Field Trip Policy for definitions): _____

Ski/Snowboard Lake Louise (optional)

Location of Activities (terrain, potential hazards, remoteness/access to medical care, etc.): _____

No remote activities. All close to cities/access to medical care

Leader's and/or Instructors' Local Knowledge: _____

Robin (SD62 staff) has chaperoned multiple international trips and has first aid level 2. Tour led by DC Tours - Tour company with many years experience

Type & Quality of Safety Equipment: _____

All safety equipment for excursions in Banff/Lake Louise will be provided by the ski hill and/or Ice Walk company

Ratio of Students-to-Instructors (qualified to lead activities): 16 / 1

Ratio of Students-to-Adults (including teachers/supervisors/chaperones/etc.): 16 / 1

Details of Student Preparation for Activities: _____

Students given instruction before starting any activity, including safety.

Details of Leader's, Supervisor's, and/or Instructor's Experience and Qualifications: SD62 Staff chaperone, plus 2 volunteer

adults on the trip. DC Tours sends two of their staff.

First Aid Training: DC Tour guides all required to have minimum OFA1 First Aid. Robin Bayne OFA level 2.

Contingency Plans for Emergencies:

Robin, SD62 staff, will make decision on how to deal with any emergency in consultation with DC Tour guide. She will contact Principal immediately to inform her of any emergency and will follow protocol's.

Section 3 – Any Relevant Additional Information

See attached waivers natural parents must sign. Students purchase directly from DC Tours.

Planned By:

Approved/Recommended by:

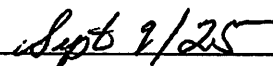
Date:



Leader's Signature



Principal's Signature



Jenny Seal

To: [REDACTED]
Cc: John Mennie
Subject: FW: Please read my request!!!!

From: [REDACTED]
Sent: December 12, 2025 9:18 AM
To: Trustees <Trustees@sd62.bc.ca>
Subject: Please read my request!!!!

Hello, school board. I would like to ask for permission from the music app, Colorful stage. It teaches people concentration and quick-to-act skills. I use this app and I find it helps me channel my focus onto what needs to be done. If you could kindly read this request, and accept the proposal, I would be more than happy.

sincerely, [REDACTED]

Jenny Seal

From: Bob Yates [REDACTED]
Sent: December 14, 2025 3:30 PM
To: Trustees; Paul Block
Subject: Childrens' International Summer Villages (CISV)

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.

SD62 Trustees and Supt Block

I am writing on behalf Childrens' International Summer Villages (CISV). CISV is an international youth organization founded on peace education and building global friendship. We offer local and international programming to youth ages 10+. Our programs share the common goals of building global friendships and learning about diversity, conflict and resolution, human rights and sustainable development. CISV has chapters in over 50 countries and 100 cities around the world, including 10 chapters in Canada.

Every year, CISVVictoria sends youth aged 11 to 18 to age appropriate camps around the world. In 2026, youth will join camps in Spain, Estonia, Norway, Mexico, and several other countries.

The cost to participant youth is minimal (only transportation cost) since host communities cover all hosting costs.

But we must reciprocate to participate and in July 2026, CISVVictoria will be hosting a two week summer camp for between 32 and 40 youth, aged 12 to 13 years.

We are searching for a venue for this camp.

The private schools are happy to accommodate us but their costs for rooms and food are high: we are seen as a revenue stream not just a youth oriented community organization.

We have reached out to your facility rental staff and been informed that you do not rent interior spaces during the summer vacation. And we understand that July and August are the preferred time for renovations and essential maintenance.

But our needs are minimal: a couple of classrooms for sleeping (we have mattresses etc), access to a kitchen or home-ec room (we have pots pans etc) and a gym or indoor space for activities.

We require this space for only two weeks and are happy to cover janitorial and other costs.

Please use your good offices with your facility staff to allow us to provide these amazing experiences and true Canadian hospitality to children and youth from all around the world.

For more information on who we are/the work we do please head to our website: <https://cisvictoria.ca/>

I look forward to hearing from you,

Bob Yates



Jenny Seal

From: chandra [REDACTED]
Sent: January 7, 2026 7:13 AM
To: Trustees
Subject: Concern about Inclusive Education Practices
Attachments: Letters on inclusive education Trustees.docx

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.

Attention: BC School Trustees' Association

I'm reaching out as both a concerned citizen and a registered social worker to express my distress around the current education system and the use of educational assistants (EAs).

After losing my social work position, I began working last March as an educational assistant in a local high school. I'm a 53-year-old woman who was diagnosed with a learning disability as a small child in the 70s-80's and, more recently, this past year with ADHD. I'm shocked and disheartened to see how kids with learning disabilities are being denied an education by what I imagine is a lack of effective services.

From what I've observed:

- EAs often DO THE WORK for students rather than supporting skill development.
- Students with learning disabilities are advancing grades without real academic progress.

This denies them meaningful education and needed intervention. For example, I've witnessed students in high school from grade 9 up to grade 12 who appear to be at an elementary school level of reading and writing. As a person with a learning disability myself, I find this shocking, not to mention it is a direct violation of human rights legislation that was designed to enable learners to become literate, develop skills and acquire knowledge just as much as the atypical student would be.

Some research I've seen suggests that increased spending on special education has not improved academic outcomes. This statement is definitely accurate based on what I've witnessed!

For the provincial assessments, I was asked, as an EA, to read and scribe for students with IEPs. When EA's scribe in this current system, it is not writing down what the student says word for word, and the teacher and case managers know this. AI and the text-to-speech technology built into all Chromebooks can do that, which would be more Honest. No, rather, scribing aims to capture students' ideas, which can be challenging at times. These provincial assessments are not getting an accurate measure of students' literacy, reading, and writing skills. Are the provincial assessments not intended to measure the students' academic levels?

As someone with lived experience and professional insight, I'm trying to understand how and why the system has evolved as it has. After all these decades, I can see some progress in understanding trauma, self-regulation, and inclusion. I urge you to consider returning to classrooms that teach at each student's level. In my day, I went into remedial classrooms, and students who were academically stronger went into different classrooms. Inclusion can still be part of the school system. Currently, I see that the concept of 'inclusion' is having a

detrimental effect on the quality of education. As the BC Trustee Association, I urge you to take action on the state of education for children with learning disabilities. They're not graduating from high school with basic reading and writing skills.

Educators, researchers, and policymakers must recognize that current practices and funding models may not effectively serve LD students. I hope to contribute to meaningful dialogue and change in this area.

Warm regards,

Chandra 

RESOURCES COMMITTEE MEETING REPORT

January 13, 2026 – 6:00 p.m.

Present: Cendra Beaton, Trustee (Acting Committee Chair)
Russ Chipps, Trustee (Committee Member, MS Teams)
Amanda Dowhy, Trustee
Paul Block, Superintendent
Brian Jonker, Secretary-Treasurer
Monica Braniff, Deputy Superintendent
Amanda Culver, STA
Amber Leonard, CUPE
Ceilidh Deichmann, SPVPA
Tom Davis, SPEAC
David Lee-Bonar, Assistant Secretary Treasurer
Mhairi Bennett, Director, Facilities
Nicole Gestwa, Network Analyst, Digital Solutions

Regrets: Christine Lervold, Trustee (Committee Chair)
Ebony Logins, Trustee (Committee Member)

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

The meeting was called to order at 6:00 p.m. by the Committee Chair. The Chair acknowledged the traditional territories of the First Nations.

The Chair provided virtual participation instructions to Trustees and attendees joining online.

2. *COMMITTEE REPORT*

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated December 9, 2025, at its Public Board Meeting dated December 16, 2025.

3. *PRESENTATIONS*

There were no presentations

4. BUSINESS

4.1 2025/26 Amended Budget Update – David Lee-Bonar

The Assistant Secretary Treasurer broke down the factors contributing to the Operating Grant recalculation and subsequent budget recalculation. With the deadline of February 28, 2026 to pass an amended budget bylaw, the committee supported the following motion going forward to the Board:

Recommended Motion: That the Board of Education of School District 62 (Sooke) allow all three readings of the 2025/26 Amended Budget Bylaw at its February 24, 2026 meeting.

The committee expressed appreciation for the work of the Finance team and the maturity of the forecasting process to land with \$105,000 on an \$180 million budget. Clarity was provided that the projected \$105,000 would be added to the accumulated surplus, bringing the total accumulated surplus to 3.06%. Combined with quarter 2 forecasting, staff will prepare the amended budget to be presented to the committee for consideration in February.

4.2 Energy Management Update – Mhairi Bennett

The Director of Facilities provided an update on the energy consumption dashboard and data collection and greenhouse gas (GHG) emissions data and targets. Details were provided about potential projects to support greater greenhouse gas emissions reductions and implications of not meeting targets.

Discussion and dialogue ensued regarding the impacts, and the District's ability to meet the current 2030 targets.

5. ADJOURNMENT

The meeting was adjourned at 6:31 p.m. The next meeting is scheduled for February 10, 2026.

Committee Information Note Resources Committee Meeting

January 13, 2026

Agenda Item 4.1 – 2025/26 Operating Grant Recalculation and Amended Budget Update

BACKGROUND:

- The Ministry of Education and Child Care (ECC) recalculates the Operating Grant and the Classroom Enhancement Fund (CEF) Grant distributed to school districts across the province on or about December 15th of each year using finalized September 30th enrolment counts.
- This annual recalculation begins the process for the Board to review and consider the Amended Budget Bylaw.
- The *School Act* requires the Board to pass the amended budget bylaw by February 28th of each year.

ANALYSIS:

Operating Grant

- The District's September operating grant allocation of \$172.012 million is an increase of \$0.105 million from what was forecasted in the first quarter (Q1). This is largely due to a \$0.037 million increase in the Supplement of Salary Differential as well as a \$0.070 million increase in funding related to Online Learning and Continuing Education enrolments.

	F	G	H	I = H-F	J = H-G
	\$	\$	\$	\$	
	PRELIMINARY	Q1	DEC	DEC vs	DEC vs
	BUDGET	FORECAST	UPDATE	BUDGET	Q1
Description	2025-26	2025-26	2025-26	INCR/(DECR)	INCR/(DECR)
Standard (Regular) Schools	\$ 123,505,500	\$ 123,090,810	\$ 123,090,810	\$ (414,690)	\$ -
Continuing Education	\$ 360,600	\$ 418,071	\$ 475,541	\$ 114,941	\$ 57,470
Alternate Schools	\$ 2,100,495	\$ 1,911,180	\$ 1,911,180	\$ (189,315)	\$ -
Online Learning	\$ 946,400	\$ 1,016,925	\$ 1,029,210	\$ 82,810	\$ 12,285
Home Schooling	\$ 10,250	\$ 12,000	\$ 11,500	\$ 1,250	\$ (500)
Course Challenges	\$ 1,410	\$ 1,410	\$ 1,128	\$ (282)	\$ (282)
TOTAL ENROLMENT-BASED FUNDING	\$ 126,924,655	\$ 126,450,396	\$ 126,519,369	\$ (405,286)	\$ 68,973
Level 1 Inclusive Education	\$ 564,300	\$ 615,600	\$ 615,600	\$ 51,300	\$ -
Level 2 Inclusive Education	\$ 23,853,200	\$ 24,437,360	\$ 24,437,360	\$ 584,160	\$ -
Level 3 Inclusive Education	\$ 8,450,100	\$ 6,937,200	\$ 6,937,200	\$ (1,512,900)	\$ -
English Language Learning	\$ 2,724,315	\$ 2,702,535	\$ 2,702,535	\$ (21,780)	\$ -
Indigenous Education	\$ 2,237,500	\$ 2,330,580	\$ 2,330,580	\$ 93,080	\$ -
Adult Education	\$ 74,815	\$ 75,534	\$ 72,657	\$ (2,158)	\$ (2,877)
Equity of Opportunity Supplement	\$ 532,942	\$ 532,942	\$ 534,572	\$ 1,630	\$ 1,630
TOTAL SUPPLEMENT FOR UNIQUE STUDENT NEEDS	\$ 38,437,172	\$ 37,631,751	\$ 37,630,504	\$ (806,668)	\$ (1,247)
Supplement for Salary Differential	\$ 2,600,434	\$ 2,600,434	\$ 2,637,812	\$ 37,378	\$ 37,378
Supplement for Unique Geographic Factors	\$ 5,101,041	\$ 5,101,041	\$ 5,101,041	\$ -	\$ -
Curriculum and Learning Support Fund	\$ 123,248	\$ 123,248	\$ 123,248	\$ -	\$ -
Subtotal - September	\$ 173,186,550	\$ 171,906,870	\$ 172,011,974	\$ (1,174,576)	\$ 105,104

Classroom Enhancement Fund (CEF) – Teacher Staffing Costs

- The Ministry approved maximum CEF funding of \$28.279 million for teacher staffing
- The \$28.279 million in teacher staffing funds is for 209.923 teacher FTE and is what was forecasted in the first quarter.
- The \$28.279 million is an increase of \$0.357 million from the board approved preliminary budget of \$27.922 million and is related to higher teacher salary and benefit costs.

NEXT STEPS:

- The \$.105M increase will be added to the forecasted year end accumulated surplus revised to \$5.694M or 3.06% of total operating expenses.
- Based on the budget recalculation information from ECC and the District's internal Q2 forecasting process, staff will prepare the Amended Budget Bylaw for the February Resource Committee meeting.
- If supported by the Resource Committee, the Board will be asked to consider passing the amended budget bylaw at their February 24th meeting.
 - To consider all 3 readings at its February 24th meeting, the Board is required to pass a motion approving that all 3 readings can occur at the meeting, and this motion needs to be approved unanimously.
- Staff recommend the Committee endorse the following motion for the Board consideration at their January 20th meeting:

Recommended Motion: That the Board of Education of School District 62 (Sooke) allow all three readings of the 2025/26 Amended Budget Bylaw at its February 24, 2026 meeting.

Prepared by: David Lee-Bonar, Assistant Secretary Treasurer

**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office**

Jan. 6, 2026 – 6:00 p.m.

Present: Cendra Beaton, Trustee (Chair)
Trudy Spiller, Trustee (Committee member)
Dana Savage, CUPE
Amanda Culver, STA
Corrinne Kosik, SPVPA
Ash Senini, SPEAC
Paul Block, Superintendent/CEO
D'Arcy Deacon, Associate Superintendent
Lisa Leclerc, Associate Superintendent

Regrets: Allison Watson, Trustee (Committee member)

Guests: Melissa Horner

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. Opening Remarks from Chair

Chair Beaton welcomed everyone and acknowledged students and staff returning to school after the winter break and the importance of re-establishing daily routines. Chair Beaton expressed her gratitude to the staff who worked over the holidays to prepare and maintain the schools and sites, and all staff for helping students by building important connections with them. The Chair noted that the International Day of Education is Jan. 24, Data Privacy Week is Jan. 26 – 30 and the Bell “Let’s Talk” Day is Jan. 21.

3. COMMITTEE REPORT of Dec. 2, 2025 Education-Policy Committee meeting

The committee report for the December 2, 2025 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. BAA COURSE PROPOSALS

a. BAA Athletic Leadership 10 – Melissa Horner

Royal Bay Principal, Melissa Horner, spoke to the three proposed BAA courses highlighting they are designed to meet the needs of students who would like to increase their involvement in leadership opportunities specifically as they relate to athletics and sport in a school or local community. The courses are designed to provide like-minded students with multiple avenues to explore their interests in the various aspects of athletics.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) approve the proposed BAA Course “Athletic Leadership 10”, effective September 2026.

b. BAA Athletic Leadership 11

Recommended Motion:

That the Board of Education for School District #62 (Sooke) approve the proposed BAA Course “Athletic Leadership 11”, effective September 2026.

c. BAA Athletic Leadership 12

Recommended Motion:

That the Board of Education for School District #62 (Sooke) approve the proposed BAA Course “Athletic Leadership 12”, effective September 2026.

5. NEW BUSINESS

a. Mid-Year Operational Plan Report – Paul Block

Paul Block presented the mid-year Operational Plan Report indicating progress made towards achieving the strategic plan goals and objectives that are the focus of this year’s district operational plan. This report matters because it gives us the first snapshot on how we are doing in our work towards meeting the goals of the Strategic Plan. It is a celebration of the work of our staff in the district.

Learning: Shifting towards building strong communities of practice, where collaboration is at the core. The communities flow all the way from the Board office to our school-level staffs. We want to thank the individuals involved and everything we are doing is evidence-based. He acknowledged CUPE and STA leading a lot in learning and professional development in the district. He noted there are many amazing initiatives underway.

Engagement: Improving communication and concerns resolutions pathways are being created and almost ready to push out to the Board and community. Seeking to support parents and members of the community to make it easier to follow. Ongoing collaboration with SPEAC is well-underway. District-wide communities of practice are working on improving attendance: students coming to school is a province-wide challenge and we have a group focusing on that. Another group is focusing on a sense of belonging and what that will look like this year and beyond. Training modules are being created for BAE. Work is continuing with T’Sou-ke and Pacheedaht Nations and action of check-ins started this year and have been very successful.

Growth: We have been working on Labour Relations training with our system leaders. Communications learning and financial literacy training is happening to support our leaders. There is continued focus on long term resilience and sustainability.

Progress has been made on every goal, as we have been simultaneously navigating Executive and senior education team hiring processes. The notion of data-informed and evidenced-based decision-making is the commitment that assures the district Executive Team and the Board are accountable to our goals.

The presentation was well received and the committee engaged with the Superintendent with comments and questions.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the Mid-Year Operational Report as presented at the Education-Policy Committee meeting of Jan. 6, 2026.

6. REVIEW OF POLICIES/REGULATIONS

a. Draft Revised Policy and Regulations B-132 “Career Education” – D’Arcy Deacon

Associate Superintendent D’Arcy Deacon provided background information on the proposed revised policy and regulations. The genesis of this work comes from the district’s Strategic Plan. The majority of revisions are housekeeping in nature, focusing on formatting and clarity. The intent is to ensure alignment with current terminology and practices in career education, and to streamline the documents for ease of use and understanding. A big piece was the development of a district handbook for careers programs. The need for this was borne out of the changes happening so quickly and the policy and regulations take time to change, but a handbook can be updated regularly.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations B-132 “Career Education”.

7. FOR INFORMATION

8. FOR FUTURE MEETINGS

9. ADJOURNMENT AND NEXT MEETING DATE: Feb. 3, 2026
Meeting adjourned at 7:33pm



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Sooke School District 62	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District No.62
Developed by: Brian Hobson	Date Developed: November 2025
School Name: École Royal Bay Secondary	Principal's Name: Melissa Horner
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Athletic Leadership 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100-120

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required:

Special Training: Experience or interest in sports or athletics in some capacity. Must demonstrate a passion for leadership.

Facilities: Classroom, Gymnasium, Field, and Weight Room. Recreation Facilities in Langford and Victoria

Equipment: Sport specific equipment; First Aid/CPR supplies; Access to technology (e.g. chromebooks)

Course Synopsis: This course is designed for students to develop their leadership and life skills through active participation, knowledge building activities, as well as the design, development, and implementation of plans for contributing to the school and/or community in the

areas of athletics and sport. This will include, but not be limited to: earning certification as a referee in school-based sports (ex. volleyball, soccer, or basketball); planning and running intramural activities; volunteering for local sports organizations and/or providing service as a way of giving back to our local sports associations; earning NCCP or coaching certification in their sports of choice; and volunteering at school-based sporting events. Students will be encouraged to complete volunteer hours (the majority of which will be provided during the balance of the school day) throughout the duration of the course to contribute to a variety of athletic events. In part, the course will also offer students the opportunity to be active regularly, developing sport specific skills and participating in movement activities that will aim to help them develop strategies for maintaining life-long physical activity, as well as participate in leadership opportunities as related to class-based experiences.

Goals and Rationale:

Athletic Leadership is designed to meet the needs of students who want to be active but would also like to increase their involvement in leadership opportunities specifically as they relate to athletics and sport in a school or local community. This course is designed to provide like-minded students with multiple avenues to explore their interests in the various aspects of athletics. By exploring the students' own leadership skills and abilities further, the course will help to develop more informed and engaged citizens of the school, local, and global communities in the areas of athletics and sport.

Quite often, sport-specific leadership skills are not taught within the school system, despite the large number of students who are involved in sport, either within the school or in the community. This course provides a unique opportunity to develop those skills, focusing on utilizing the core competencies to develop them further and prepare more effectively for students' involvement in the world of sport and athletics, regardless of which level they choose to be involved at (i.e., as an athlete, official, coach, trainer, etc.). These skills are also relatable, critical life skills that are directly transferable to navigating life in general. Students will also have access to opportunities whereby they can develop their leadership skills to effectively plan and organize events and further expand their practical knowledge and understanding of specific sports in a manner that extends beyond the active involvement as a player or athlete. Notably, many opportunities to receive any form of training in coaching, officiating, management of sports-related injuries, or any other areas related to the field of athletics, must take place during a student's own free time. By offering these same opportunities within the school day, students involved in this course will be prepared to bring their training into the real world. In doing so, they will help address critical shortages that both community and school sport are experiencing. As future event organizers, coaches, officials, or sports enthusiasts, students in this class will have the time and support to thoroughly develop their skills in a manner that provides them with the necessary tools to potentially pursue related opportunities in athletics/sport both immediately, and in the future.

The course will offer regular opportunities for students to be physically active. As such, students will have the opportunity to not only develop their physical fitness and locomotor/non-locomotor skills, but also to experience the practical application of the knowledge they will develop throughout the course. This is a critical component of the course, as a key goal is to prioritize the importance of regular physical activity, but also reinforce the idea that physical activity can take place in a variety of different forms. In addition, students will seek to recognize and address the barriers to participation in physical activity and how that may impact lack of involvement in athletics or sport both in the school and community.

Goals:

- Develop an understanding of the many aspects of leadership as they relate to self, others, and the wider community.
- Develop the knowledge and skills required to manage, design, and implement a variety of events related to athletics and sport.
- Develop an understanding of the diverse nature of a community and determine ways to collaborate/connect with members of the community (school, local, or global) through opportunities provided in athletics or sport.
- Gain community-recognized experiences and/or certification in leadership, coaching/officiating, athletic first aid, and/or CPR.
- Develop the knowledge and skills required to lead others in settings related to physical activity, health, and wellness.

Indigenous Worldviews and Perspectives:

There are key themes reflected in Athletic Leadership that address the connection between the course and Aboriginal Worldviews and Perspectives:

1. A positive, learning-centered approach that places an emphasis on developing student identity.
2. Utilizing a local focus to emphasize the importance of identity, prioritize engagement with the land, people, and the outdoors, while more effectively engaging with the community.
3. Recognition of the significance that history and tradition hold while addressing any potential barriers or inequities that might exist specifically related to athletics and sport.
4. Learning is holistic, with a focus placed on connecting with fellow classmates, family, community, culture, and the natural world.

The course goals and rationale are deeply entrenched in the ideas of experiential learning. Providing opportunities for hands-on learning and practical experience are key foundational concepts upon which this course is built. Students will be challenged with building the connections between what they are learning about in the classroom and application of that knowledge in the wider community. Using a positive, learning-centered approach, a focus will be placed on exploring the main tenants of student leadership and developing opportunities within the students' areas of indicated interest to drive building school culture in a variety of ways. One of the most important being the recognition and prioritization of the diverse needs of the school community, specifically connecting to our local traditions, the land, and the people, by identifying and celebrating the role each can play in the development of our athletics and sports programs. Finally, central to the success of a leadership student is encouraging the importance of connectedness and relationships. Building a strong foundation between the students, the school, and the wider community is a main focus that this course will aim to provide.

BIG IDEAS

Leadership development is an ongoing and diverse process

Involvement in leadership activities can help promote the development of a stronger **school community**

Contributions to athletics (and sport) can involve different **roles/responsibilities**

Experiential learning leads to the development of **leadership and life skills**

Physical activity is a critical component in maintaining our **physical and mental health and wellness**

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Knowledge Acquisition</p> <ul style="list-style-type: none"> Identify and explain motivational factors influencing participation in physical activities, attendance at school events, and the desire to engage in the school community Determine the requirements for planning and taking part in athletic events Complete basic training programs in both injury prevention/management, coaching, and officiating Recognize First Peoples perspectives and knowledge to develop an understanding of leadership in sport Identify strategies which encourage the promotion of healthy living in both self and others <p>Personal Development & Social Responsibility</p> <ul style="list-style-type: none"> Develop skills for maintaining healthy relationships, including the ability to understand the importance of valuing diversity and inclusion and how to respond to interpersonal conflict Identify one's own personal strengths and areas for potential improvement Identify ways in which First Peoples perspectives can be incorporated into the school community, specifically within athletics, sport, and recreation. Understand and apply appropriate social behaviour while performing a variety of volunteer, leadership, and team roles both in the school and in the community. <p>Community Building & Collaboration</p>	<p><i>Students are expected to know the following:</i></p> <p>Athletic Training</p> <ul style="list-style-type: none"> Basic principles of First Aid and CPR training Simplified techniques for preventing, managing, or avoiding injuries that take place in athletic competition Protocol for managing common injuries in sport <p>Leadership Skills</p> <ul style="list-style-type: none"> Strategies for goal-setting and self-motivation Leadership styles and methods Strategies for effective self-assessment and reflection Roles and responsibilities of student leaders Skills of respected leaders and valued members of the community How to manage interpersonal and group conflict Ways to communicate and how to determine which method(s) to utilize Planning strategies and steps for developing an action plan <p>Coaching/Officiating</p> <ul style="list-style-type: none"> Principles and concepts of coaching Roles and responsibilities of officials in select sports

<ul style="list-style-type: none"> ● Understand and apply communication strategies for working with students, staff, and community members ● Identify and demonstrate important leadership skills for use in both a group and community setting ● Participate in events that impact the community at different levels ● Reflect upon and assess experiences, while devising strategies to improve similar experiences in the future ● Engage with different perspectives and points of view when working in groups <p>Healthy and Active Living</p> <ul style="list-style-type: none"> ● Understand how developing competencies in sports and fitness can increase confidence and encourage lifelong participation in physical activities ● Describe the relationships between physical activity, mental well-being, and overall health <p>Safety</p> <ul style="list-style-type: none"> ● Acknowledge the importance of safety, fair play, and etiquette when organizing events and activities ● Explain and demonstrate the proper techniques for injury prevention and management 	<ul style="list-style-type: none"> ● How to access opportunities in the field of coaching or officiating in the community <p>Community Building</p> <ul style="list-style-type: none"> ● First Peoples perspectives connecting sport and culture ● Unique needs of a community and how to address them ● The principles of program design, specifically accounting for the needs of a diverse community ● The ways in which school programs can connect and interact with the wider local and global communities ● The importance of connecting with self, others, the community, diverse cultures, and the natural world ● How to interact with other members of a community in an informed and responsible manner <p>Physical Activity</p> <ul style="list-style-type: none"> ● Proper technique for movement skills ● Movement concepts and strategies ● Benefits of physical activities that focus on social/community health and mental well-being ● Rules and guidelines for different types of sports and activities ● Potential barriers to participation
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Big Ideas – Elaborations

School Community

A major element of this course is finding ways to develop a stronger school community. The school community is comprised of the students, staff, parents, and all other stakeholders who are invested in the progressive development and vitality of the school itself. There is a recognition that community engagement can take place in many forms, with a focus on athletics and sport being only one of the ways in which stronger, more diverse schools can develop. In addition, an overarching emphasis on providing activities which engage the school community in the process of improving physical health and wellness, will undoubtedly serve to create stronger connections amongst engaged stakeholders.

Roles/Responsibilities

Involvement in Athletics involves much more than a focus on the athlete. There are many roles that are critical to the success of any sport related event. In the community, there are positions in organizational management, team management, coaching, officiating, injury prevention/treatment/recovery, physical conditioning, and much more which can contribute to the success of an individual, group, or team. While one's personal involvement in lifelong physical activity is important, students can learn to develop an understanding and appreciation for the ways in which they can help encourage and contribute to the development of an appreciation for lifelong physical activity.

Skills

Developing the ability to be able to plan/organize events, while participating as a member of a team, requires an understanding of key personal and social skills and responsibilities. Students will work to discover their own personal leadership qualities, as well as those qualities which would be required or useful in a leadership setting. While there is no universally agreed upon set of standards for effective leadership, there are many qualities that should be highlighted which are useful both in leadership and as an engaged or valued member of society. Such skills could include:

- Self-Awareness
- Communication
- Organization
- Goal setting
- And more...

By providing opportunities for students to engage in experiential learning (i.e. learning by doing), they will engage in practical work to build and enhance their skills. Active experimentation and concrete experience, supported by reflection, critical analysis, and synthesis, will provide a more authentic experience for the students to connect with their communities.

Physical/Mental Health & Wellness

It has been proven that activity is a critical component of maintaining one's physical, emotional, and mental health. Part of the vision for healthy schools should focus on providing opportunities to engage members of the school community in meaningful physical activity. To do so requires developing an understanding of what community members are interested in, enhancing their exposure to activities/events focused on physical activity/mental health and wellness, and building a strategic plan to connect students to a pathway which encourages habits contributing towards lifelong health and wellness.

Curricular Competencies – Elaborations

Motivating Factors

- What physical activities am I passionate about? How can I share and encourage that passion with others?
- Are students interested in engaging in the school community beyond the classroom? What causes them to do so? What causes them not to?
- What do I need to feel motivated? How do I react to adversity? How do I respond when motivating factors aren't present but a task requires completion?

Requirements for planning and taking part in athletic events

- Goal setting: What is the purpose of the event? What is the desired outcome?
- Establishing and sharing roles/responsibilities
- Determining an operating budget
- Developing a communication plan
- Advertising methods
- Developing safety plans
- Communication strategies
- Logistical considerations (e.g. permits)

Basic Training Programs

- General theories of coach training to be completed through the NCCP (National Coaching Certification Program) In one of two streams: community or competition
- Sport specific coaching programs can be completed through the NCCP that are tailored to student interest (e.g. Volleyball, Basketball, Soccer, etc.)
- First Aid/CPR Training is available through various local organizations (e.g. Red Cross, St. John's Ambulance, Alert First Aid, etc.)
- Athletic injury prevention and management workshops are available in-person or online through a variety of different organizations

Leadership Methods & Skills

- There are many methods/styles of leadership which exist. The key is determining the relevant methods for use in a school setting, namely which will most effectively determine how to provide direction, organize and implement plans, accept feedback, motivate others, and engage in meaningful reflection.
- Leadership skills are often highly individualized and unique to the nature of the leader's roles or responsibilities. There is no one set of skills that define leadership. As such, leaders will focus on determining their skill set, recognizing strengths and potential areas of improvement, as well as determining when and how to utilize their skills most appropriately and effectively.
- Sample questions to support inquiry with students:
 - What does the concept of social responsibility entail, and how does it influence individual actions and community engagement?
 - How does fostering social responsibility as a leadership skill align with the duties of a conscientious citizen?
- Sample Activities to support inquiry with students:
 - Community Needs assessment survey; interviews with community members and organizers; leadership trait analysis;

Different Levels

The goal of a leadership program is to connect with the "community" at three levels:

- School: engaging the necessary stakeholders directly tied to the school (i.e. teachers, support staff, parents/guardians, trustees, etc.)
- Local: engaging the immediate community (i.e. the town or city) within which the school is located
- Global: determining school-wide causes which can play a role in facilitating a more connected world and enhancing global competence surrounding issues that are relevant.

Concepts & Strategies

- Concepts could include body awareness, spatial awareness, effort awareness, and relationships to/with objects, people, and space.
- Strategies could include movement into space without an object, defending opponents, or sending/receiving efficiently to achieve activity objectives

Content – Elaborations

Athletic Training

- The prevention, examination, diagnosis, and treatment of basic injuries, as well as the ability to respond in the event of an emergency (until medical professionals arrive), are foundational skills that anyone involved with physical activity should attain.
- Common Injuries could include concussions, sprains/strains, and minor cuts/abrasions, among many other ailments.

Leadership

- Careful consideration and application of skills related to being in a leadership position is extremely important. While highly unique to the position, and to the individual, there are some common styles and methods (e.g. democratic, autocratic, etc.), which are used to determine how to work with others, and

Content – Elaborations

skills (e.g. flexibility, empathy, organization, etc.), which determine what you do when working with others, that are critical to understand. Developing an understanding of oneself, including strengths and weaknesses as it applies to being in a leadership position, is critical to building knowledge that will help build leadership capacity.

- Communication Methods could include verbal/non-verbal communication, one on one meetings, presentations, etc. Communication skills could include transparency, honesty, listening, observing, etc.

Coaching/Officiating

- Contributions to physical activity can include involvement as a coach or official. Students will have the opportunity to earn certifications in chosen sports (hopefully those which will be of use to them at school or in the community). Utilizing this training, learning experience opportunities will be provided and encouraged. Practical opportunities to work with elementary/middle schools and local sport organizations, either as a volunteer or in a part-time paid position (officials), will serve to enhance connections and provide authentic application of the skills/knowledge gained. At the very least, a better understanding and appreciation will be developed with respect to the many roles/responsibilities required to make organized activity/sport take place.
- Opportunities could include volunteer roles within an organization or paid officiating and coaching positions. In addition, there are many skill development and training opportunities which prospective officials or coaches can access in order to further develop their knowledge and progress deeper in those fields.

Community Building

- The most effective leaders understand the idea of a connected community and what form(s) it can take, as well as what the unique needs of the community are. This requires learning how to look at planning through a different lens, considering the diverse nature of how any community will operate. In addition, there are opportunities to build a community within the school, but to also establish connections beyond it as well. A basic requirement will be for students to find ways to volunteer and give back through their involvement in activities related to the school or at local community-based events.

Physical Activity

- Building a foundation of knowledge to be able to analyze and evaluate one's own personal level of fitness is a critical step to take before attempting to convince others of the value that physical activity holds in their lives. It is also important to be able to maintain a level of enjoyment when being active, while also experiencing the many diverse ways in which one can stay involved in meaningful physical activity.
- How can a leader be expected to authentically promote opportunities in athletics or sport without being regularly active themselves?

Barriers

- What are some possible barriers to participating in fitness and conditioning activities throughout the year?
- Potential barriers could be broken into themes: Psychological (boredom, lack of confidence, lack of motivation, etc.), Environmental (physical factors like the weather, accessibility of transportation, etc.), and Social/Cultural (e.g. economic access, lack of friends, etc.)

Recommended Instructional Components:

- Direct Instruction
- Interactive Instruction
- Games-based learning
- Demonstrations
- Modelling
- Simulations
- Individual and Group Projects
- Guest Speakers and Group Discussion
- Peer Teaching
- Online and Module learning
- Practical Experience

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

- Performance Assessment
- Student self-analysis and reflection
- Project Action Plans
- Surveys
- Rubrics
- Training components (e.g., NCCP, Officiating, 1st Aid, etc.)
- Volunteer hours
- Exit tickets
- Peer feedback
- Think-pair-share
- Role-play scenarios
- Leadership portfolios
- Personal Leadership Development plan

Learning Resources:

- Coaching & Officiating certification training manuals/materials
- CPR and First Aid training supplies: CPR mannequins, AED trainers, athletic tape, etc.
- Online resources: videos, articles, and social media
- Coaching Association of Canada: <https://www.coach.ca/>
- *Wolfpack* (Young Readers Edition) by Abby Wambach
- *The 7 Habits of Highly Effective Teens* by Sean Covey

Additional Information:

There are potential costs that the certification programs will incur. Costs may be dependent on student interest in extending their learning with respect to certification, and/or availability of workshops when the course is offered. These costs can be mitigated with fundraising support.

Information in the development of this course was used with guidance from the following board authorized courses' frameworks:

BAA Athletic Leadership 12 SD43 (2004) -- Rhonda Trunkfield

BAA Athletic Leadership 10-12 SD61 (2019) -- Isabel Mengual & Erin Finlayson

BAA Athletic Leadership 10-12 SD 79 (2021) – Darcy Hoff, Kevin O'Donnell

BAA Leadership 10-12 SD62 (2018) – Todd Powell

BAA Athletic Leadership SD61 (2018) – Keith Grew

BC Curriculum Guide – Physical Education 10 and Active Living 10-12



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Sooke School District 62	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District No.62
Developed by: Brian Hobson	Date Developed: November 2025
School Name: École Royal Bay Secondary	Principal's Name: Melissa Horner
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Athletic Leadership 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 100-120

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required:

Special Training: Experience or interest in sports or athletics in some capacity. Must demonstrate a passion for leadership.

Facilities: Classroom, Gymnasium, Field, and Weight Room. Recreation Facilities in Langford and Victoria

Equipment: Sport specific equipment; First Aid/CPR supplies; Access to technology (e.g. chromebooks)

Course Synopsis: This course is designed for students to develop their leadership and life skills through active participation, knowledge building activities, as well as the design, development, and implementation of plans for contributing to the school and/or community in the

areas of athletics and sport. This will include, but not be limited to: earning certification as a referee in school-based sports (ex. volleyball, soccer, or basketball); planning and running intramural activities; volunteering for local sports organizations and/or providing service as a way of giving back to our local sports associations; earning NCCP or coaching certification in their sports of choice; and volunteering at school-based sporting events. Students will be encouraged to complete volunteer hours (the majority of which will be provided during the balance of the school day) throughout the duration of the course to contribute to a variety of athletic events. In part, the course will also offer students the opportunity to be active regularly, developing sport specific skills and participating in movement activities that will aim to help them develop strategies for maintaining life-long physical activity, as well as participate in leadership opportunities as related to class-based experiences.

Goals and Rationale:

Athletic Leadership is designed to meet the needs of students who want to be active but would also like to increase their involvement in leadership opportunities specifically as they relate to athletics and sport in a school or local community. This course is designed to provide like-minded students with multiple avenues to explore their interests in the various aspects of athletics. By exploring the students' own leadership skills and abilities further, the course will help to develop more informed and engaged citizens of the school, local, and global communities in the areas of athletics and sport.

Quite often, sport-specific leadership skills are not taught within the school system, despite the large number of students who are involved in sport, either within the school or in the community. This course provides a unique opportunity to develop those skills, focusing on utilizing the core competencies to develop them further and prepare more effectively for students' involvement in the world of sport and athletics, regardless of which level they choose to be involved at (i.e., as an athlete, official, coach, trainer, etc.). These skills are also relatable, critical life skills that are directly transferable to navigating life in general. Students will also have access to opportunities whereby they can develop their leadership skills to effectively plan and organize events and further expand their practical knowledge and understanding of specific sports in a manner that extends beyond the active involvement as a player or athlete. Notably, many opportunities to receive any form of training in coaching, officiating, management of sports-related injuries, or any other areas related to the field of athletics, must take place during a student's own free time. By offering these same opportunities within the school day, students involved in this course will be prepared to bring their training into the real world. In doing so, they will help address critical shortages that both community and school sport are experiencing. As future event organizers, coaches, officials, or sports enthusiasts, students in this class will have the time and support to thoroughly develop their skills in a manner that provides them with the necessary tools to potentially pursue related opportunities in athletics/sport both immediately, and in the future.

The course will offer regular opportunities for students to be physically active. As such, students will have the opportunity to not only develop their physical fitness and locomotor/non-locomotor skills, but also to experience the practical application of the knowledge they will develop throughout the course. This is a critical component of the course, as a key goal is to prioritize the importance of regular physical activity, but also reinforce the idea that physical activity can take place in a variety of different forms. In addition, students will seek to recognize and address the barriers to participation in physical activity and how that may impact lack of involvement in athletics or sport both in the school and community.

Goals:

- Develop an understanding of the many aspects of leadership as they relate to self, others, and the wider community.
- Develop the knowledge and skills required to manage, design, and implement a variety of events related to athletics and sport.
- Develop an understanding of the diverse nature of a community and determine ways to collaborate/connect with members of the community (school, local, or global) through opportunities provided in athletics or sport.
- Gain community-recognized experiences and/or certification in leadership, coaching/officiating, athletic first aid, and/or CPR.
- Develop the knowledge and skills required to lead others in settings related to physical activity, health, and wellness.

Indigenous Worldviews and Perspectives:

There are key themes reflected in Athletic Leadership that address the connection between the course and Aboriginal Worldviews and Perspectives:

1. A positive, learning-centered approach that places an emphasis on developing student identity.
2. Utilizing a local focus to emphasize the importance of identity, prioritize engagement with the land, people, and the outdoors, while more effectively engaging with the community.
3. Recognition of the significance that history and tradition hold while addressing any potential barriers or inequities that might exist specifically related to athletics and sport.
4. Learning is holistic, with a focus placed on connecting with fellow classmates, family, community, culture, and the natural world.

The course goals and rationale are deeply entrenched in the ideas of experiential learning. Providing opportunities for hands-on learning and practical experience are key foundational concepts upon which this course is built. Students will be challenged with building the connections between what they are learning about in the classroom and application of that knowledge in the wider community. Using a positive, learning-centered approach, a focus will be placed on exploring the main tenants of student leadership and developing opportunities within the students' areas of indicated interest to drive building school culture in a variety of ways. One of the most important being the recognition and prioritization of the diverse needs of the school community, specifically connecting to our local traditions, the land, and the people, by identifying and celebrating the role each can play in the development of our athletics and sports programs. Finally, central to the success of a leadership student is encouraging the importance of connectedness and relationships. Building a strong foundation between the students, the school, and the wider community is a main focus that this course will aim to provide.

BIG IDEAS

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Contributions to athletics (and sport) can involve different **roles/responsibilities**

Experiential learning leads to the development of **leadership and life skills**

Physical activity is a critical component in maintaining our **physical and mental health and wellness**

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Knowledge Acquisition</p> <ul style="list-style-type: none"> Identify and explain motivational factors influencing participation in physical activities, attendance at school events, and the desire to engage in the school community Demonstrate a practical understanding of the requirements for planning and taking part in athletic events Complete basic training programs in both injury prevention/management, coaching, and officiating Recognize First Peoples perspectives and knowledge to develop an understanding of leadership in sport Apply strategies which encourage the promotion of healthy living in both self and others <p>Personal Development & Social Responsibility</p> <ul style="list-style-type: none"> Develop skills for maintaining healthy relationships, including the ability to understand the importance of valuing diversity and inclusion and how to respond to interpersonal conflict Analyze one's own personal strengths and areas for potential improvement Identify ways in which First Peoples perspectives can be incorporated into the school community, specifically within athletics, sport, and recreation. Analyze and apply appropriate social behaviour while performing a variety of volunteer, leadership, and team roles both in the school and in the community. 	<p><i>Students are expected to know the following:</i></p> <p>Athletic Training</p> <ul style="list-style-type: none"> Basic principles of First Aid and CPR training Simplified techniques for preventing, managing, or avoiding injuries that take place in athletic competition Protocol for managing common injuries in sport <p>Leadership Skills</p> <ul style="list-style-type: none"> Strategies for goal-setting and self-motivation Leadership styles and methods Strategies for effective self-assessment and reflection Roles and responsibilities of student leaders Skills of respected leaders and valued members of the community How to manage interpersonal and group conflict Ways to communicate and how to determine which method(s) to utilize Planning strategies and steps for developing an action plan <p>Coaching/Officiating</p> <ul style="list-style-type: none"> Principles and concepts of coaching Roles and responsibilities of officials in select sports

Community Building & Collaboration

- Analyze and apply communication strategies for working with students, staff, and community members
- Identify and demonstrate important leadership skills for use in both a group and community setting
- Participate in the organization of events that impact the community at **different levels**
- Reflect upon and assess experiences, while devising strategies to improve similar experiences in the future
- Engage with and respond to different perspectives and points of view when working in groups

Healthy and Active Living

- Understand how developing competencies in sports and fitness can increase confidence and encourage lifelong participation in physical activities
- Evaluate the relationships between physical activity, mental well-being, and overall health

Safety

- Plan for safety, fair play, and etiquette when organizing events and activities
- Explain and demonstrate the proper techniques for injury prevention and management

- How to access **opportunities** in the field of coaching or officiating in the community

Community Building

- First Peoples perspectives connecting sport and culture
- Unique needs of a community and how to address them
- The principles of program design, specifically accounting for the needs of a diverse community
- The ways in which school programs can connect and interact with the wider local and global communities
- The importance of connecting with self, others, the community, diverse cultures, and the natural world
- How to interact with other members of a community in an informed and responsible manner

Physical Activity

- Proper technique for movement skills
- Movement concepts and strategies
- Benefits of physical activities that focus on social/community health and mental well-being
- Rules and guidelines for different types of sports and activities
- Potential **barriers** to participation

Big Ideas – Elaborations

School Community

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- Self-Awareness
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- And more...

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Curricular Competencies – Elaborations

Motivating Factors

- What physical activities am I passionate about? How can I share and encourage that passion with others?
- Are students interested in engaging in the school community beyond the classroom? What causes them to do so? What causes them not to?
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Different Levels

The goal of a leadership program is to connect with the "community" at three levels:

- School: engaging the necessary stakeholders directly tied to the school (i.e. teachers, support staff, parents/guardians, trustees, etc.)
- Local: engaging the immediate community (i.e. the town or city) within which the school is located
- Global: determining school-wide causes which can play a role in facilitating a more connected world and enhancing global competence surrounding issues that are relevant.

Concepts & Strategies

- Concepts could include body awareness, spatial awareness, effort awareness, and relationships to/with objects, people, and space.
- Strategies could include movement into space without an object, defending opponents, or sending/receiving efficiently to achieve activity objectives

Content – Elaborations

Athletic Training

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- Common Injuries could include concussions, sprains/strains, and minor cuts/abrasions, among many other ailments.

Leadership

- Careful consideration and application of skills related to being in a leadership position is extremely important. While highly unique to the position, and to the individual, there are some common styles and methods (e.g. democratic, autocratic, etc.), which are used to determine how to work with others, and skills (e.g. flexibility, empathy, organization, etc.), which determine what you do when working with others, that are critical to understand. Developing an understanding of oneself, including strengths and weaknesses as it applies to being in a leadership position, is critical to building knowledge that will help build leadership capacity.

Content – Elaborations

- *Communication Methods* could include verbal/non-verbal communication, one on one meetings, presentations, etc. *Communication skills* could include transparency, honesty, listening, observing, etc.

Coaching/Officiating

- Contributions to physical activity can include involvement as a coach or official. Students will have the opportunity to earn certifications in chosen sports (hopefully those which will be of use to them at school or in the community). Utilizing this training, learning experience opportunities will be provided and encouraged. Practical opportunities to work with elementary/middle schools and local sport organizations, either as a volunteer or in a part-time paid position (officials), will serve to enhance connections and provide authentic application of the skills/knowledge gained. At the very least, a better understanding and appreciation will be developed with respect to the many roles/responsibilities required to make organized activity/sport take place.
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Physical Activity

- Building a foundation of knowledge to be able to analyze and evaluate one's own personal level of fitness is a critical step to take before attempting to convince others of the value that physical activity holds in their lives. It is also important to be able to maintain a level of enjoyment when being active, while also experiencing the many diverse ways in which one can stay involved in meaningful physical activity.
- How can a leader be expected to authentically promote opportunities in athletics or sport without being regularly active themselves?

Barriers

- What are some possible barriers to participating in fitness and conditioning activities throughout the year?
- Potential barriers could be broken into themes: Psychological (boredom, lack of confidence, lack of motivation, etc.), Environmental (physical factors like the weather, accessibility of transportation, etc.), and Social/Cultural (e.g. economic access, lack of friends, etc.)

Recommended Instructional Components:

- Direct Instruction
- Interactive Instruction
- Games-based learning

- Demonstrations
- Modelling
- Simulations
- Individual and Group Projects
- Guest Speakers and Group Discussion
- Peer Teaching
- Online and Module learning
- Practical Experience

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

- Performance Assessment
- Student self-analysis and reflection
- Project Action Plans
- Surveys
- Rubrics
- Training components (e.g., NCCP, Officiating, 1st Aid, etc.)
- Volunteer hours
- Exit tickets
- Peer feedback
- Think-pair-share
- Role-play scenarios
- Leadership portfolios
- Personal Leadership Development plan

Learning Resources:

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- CPR and First Aid training supplies: CPR mannequins, AED trainers, athletic tape, etc.

- Online resources: videos, articles, and social media
- Coaching Association of Canada: <https://www.coach.ca/>
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Additional Information:

There are potential costs that the certification programs will incur. Costs may be dependent on student interest in extending their learning with respect to certification, and/or availability of workshops when the course is offered. These costs can be mitigated with fundraising support.

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Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Sooke School District 62	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District No.62
Developed by: Brian Hobson	Date Developed: November 2025
School Name: École Royal Bay Secondary	Principal's Name: Melissa Horner
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Athletic Leadership 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 100-120

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required:

Special Training: Experience or interest in sports or athletics in some capacity. Must demonstrate a passion for leadership.

Facilities: Classroom, Gymnasium, Field, and Weight Room. Recreation Facilities in Langford and Victoria

Equipment: Sport specific equipment; First Aid/CPR supplies; Access to technology (e.g. chromebooks)

Course Synopsis: This course is designed for students to develop their leadership and life skills through active participation, knowledge building activities, as well as the design, development, and implementation of plans for contributing to the school and/or community in the

areas of athletics and sport. This will include, but not be limited to: earning certification as a referee in school-based sports (ex. volleyball, soccer, or basketball); planning and running intramural activities; volunteering for local sports organizations and/or providing service as a way of giving back to our local sports associations; earning NCCP or coaching certification in their sports of choice; and volunteering at school-based sporting events. Students will be encouraged to complete volunteer hours (the majority of which will be provided during the balance of the school day) throughout the duration of the course to contribute to a variety of athletic events. In part, the course will also offer students the opportunity to be active regularly, developing sport specific skills and participating in movement activities that will aim to help them develop strategies for maintaining life-long physical activity, as well as participate in leadership opportunities as related to class-based experiences.

Goals and Rationale:

Athletic Leadership is designed to meet the needs of students who want to be active but would also like to increase their involvement in leadership opportunities specifically as they relate to athletics and sport in a school or local community. This course is designed to provide like-minded students with multiple avenues to explore their interests in the various aspects of athletics. By exploring the students' own leadership skills and abilities further, the course will help to develop more informed and engaged citizens of the school, local, and global communities in the areas of athletics and sport.

Quite often, sport-specific leadership skills are not taught within the school system, despite the large number of students who are involved in sport, either within the school or in the community. This course provides a unique opportunity to develop those skills, focusing on utilizing the core competencies to develop them further and prepare more effectively for students' involvement in the world of sport and athletics, regardless of which level they choose to be involved at (i.e., as an athlete, official, coach, trainer, etc.). These skills are also relatable, critical life skills that are directly transferable to navigating life in general. Students will also have access to opportunities whereby they can develop their leadership skills to effectively plan and organize events and further expand their practical knowledge and understanding of specific sports in a manner that extends beyond the active involvement as a player or athlete. Notably, many opportunities to receive any form of training in coaching, officiating, management of sports-related injuries, or any other areas related to the field of athletics, must take place during a student's own free time. By offering these same opportunities within the school day, students involved in this course will be prepared to bring their training into the real world. In doing so, they will help address critical shortages that both community and school sport are experiencing. As future event organizers, coaches, officials, or sports enthusiasts, students in this class will have the time and support to thoroughly develop their skills in a manner that provides them with the necessary tools to potentially pursue related opportunities in athletics/sport both immediately, and in the future.

The course will offer regular opportunities for students to be physically active. As such, students will have the opportunity to not only develop their physical fitness and locomotor/non-locomotor skills, but also to experience the practical application of the knowledge they will develop throughout the course. This is a critical component of the course, as a key goal is to prioritize the importance of regular physical activity, but also reinforce the idea that physical activity can take place in a variety of different forms. In addition, students will seek to recognize and address the barriers to participation in physical activity and how that may impact lack of involvement in athletics or sport both in the school and community.

Goals:

- Develop an understanding of the many aspects of leadership as they relate to self, others, and the wider community.
- Develop the knowledge and skills required to manage, design, and implement a variety of events related to athletics and sport.
- Develop an understanding of the diverse nature of a community and determine ways to collaborate/connect with members of the community (school, local, or global) through opportunities provided in athletics or sport.
- Gain community-recognized experiences and/or certification in leadership, coaching/officiating, athletic first aid, and/or CPR.
- Develop the knowledge and skills required to lead others in settings related to physical activity, health, and wellness.

Indigenous Worldviews and Perspectives:

There are key themes reflected in Athletic Leadership that address the connection between the course and Aboriginal Worldviews and Perspectives:

1. A positive, learning-centered approach that places an emphasis on developing student identity.
2. Utilizing a local focus to emphasize the importance of identity, prioritize engagement with the land, people, and the outdoors, while more effectively engaging with the community.
3. Recognition of the significance that history and tradition hold while addressing any potential barriers or inequities that might exist specifically related to athletics and sport.
4. Learning is holistic, with a focus placed on connecting with fellow classmates, family, community, culture, and the natural world.

The course goals and rationale are deeply entrenched in the ideas of experiential learning. Providing opportunities for hands-on learning and practical experience are key foundational concepts upon which this course is built. Students will be challenged with building the connections between what they are learning about in the classroom and application of that knowledge in the wider community. Using a positive, learning-centered approach, a focus will be placed on exploring the main tenants of student leadership and developing opportunities within the students' areas of indicated interest to drive building school culture in a variety of ways. One of the most important being the recognition and prioritization of the diverse needs of the school community, specifically connecting to our local traditions, the land, and the people, by identifying and celebrating the role each can play in the development of our athletics and sports programs. Finally, central to the success of a leadership student is encouraging the importance of connectedness and relationships. Building a strong foundation between the students, the school, and the wider community is a main focus that this course will aim to provide.

BIG IDEAS

Leadership development is an ongoing and diverse process

Involvement in leadership activities can help promote the development of a stronger **school community**

Contributions to athletics (and sport) can involve different **roles/responsibilities**

Experiential learning leads to the development of **leadership and life skills**

Physical activity is a critical component in maintaining our **physical and mental health and wellness**

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Knowledge Acquisition</p> <ul style="list-style-type: none"> Identify and explain motivational factors influencing participation in physical activities, attendance at school events, and the desire to engage in the school community Develop an enhanced understanding of the requirements for planning and taking part in athletic events Complete basic training programs in both injury prevention/management, coaching, and officiating Recognize First Peoples perspectives and knowledge to develop an understanding of leadership in sport Develop and utilize consistent strategies which encourage the promotion of healthy living in both self and others <p>Personal Development & Social Responsibility</p> <ul style="list-style-type: none"> Develop skills for maintaining healthy relationships, including the ability to understand the importance of valuing diversity and inclusion and how to respond to interpersonal conflict Analyze one's own personal strengths and areas for potential improvement to create goals for personal development Identify ways in which First Peoples perspectives can be incorporated into the school community, specifically within athletics, sport, and recreation. 	<p><i>Students are expected to know the following:</i></p> <p>Athletic Training</p> <ul style="list-style-type: none"> Basic principles of First Aid and CPR training Simplified techniques for preventing, managing, or avoiding injuries that take place in athletic competition Protocol for managing common injuries in sport <p>Leadership Skills</p> <ul style="list-style-type: none"> Strategies for goal-setting and self-motivation Leadership styles and methods Strategies for effective self-assessment and reflection Roles and responsibilities of student leaders Skills of respected leaders and valued members of the community How to manage interpersonal and group conflict Ways to communicate and how to determine which method(s) to utilize Planning strategies and steps for developing an action plan <p>Coaching/Officiating</p> <ul style="list-style-type: none"> Principles and concepts of coaching Roles and responsibilities of officials in select sports

- Model appropriate social behaviour while performing a variety of volunteer, leadership, and team roles both in the school and in the community.

Community Building & Collaboration

- Model communication strategies for working with students, staff, and community members
- Identify and demonstrate important leadership skills for use in both a group and community setting
- Coordinate the planning of events that impact the community at **different levels**
- Reflect upon and assess experiences, while devising strategies to improve similar experiences in the future
- Acknowledge and prepare for different perspectives and points of view when working in groups

Healthy and Active Living

- Understand how developing competencies in sports and fitness can increase confidence and encourage lifelong participation in physical activities
- Implement strategies to support the relationships between physical activity, mental well-being, and overall health

Safety

- Plan for safety, fair play, and etiquette when organizing events and activities
- Explain and demonstrate the proper techniques for injury prevention and management

- How to access **opportunities** in the field of coaching or officiating in the community

Community Building

- First Peoples perspectives connecting sport and culture
- Unique needs of a community and how to address them
- The principles of program design, specifically accounting for the needs of a diverse community
- The ways in which school programs can connect and interact with the wider local and global communities
- The importance of connecting with self, others, the community, diverse cultures, and the natural world
- How to interact with other members of a community in an informed and responsible manner

Physical Activity

- Proper technique for movement skills
- Movement concepts and strategies
- Benefits of physical activities that focus on social/community health and mental well-being
- Rules and guidelines for different types of sports and activities
- Potential **barriers** to participation

Big Ideas – Elaborations

School Community

A major element of this course is finding ways to develop a stronger school community. The school community is comprised of the students, staff, parents, and all other stakeholders who are invested in the progressive development and vitality of the school itself. There is a recognition that community engagement can take place in many forms, with a focus on athletics and sport being only one of the ways in which stronger, more diverse schools can develop. In addition, an overarching emphasis on providing activities which engage the school community in the process of improving physical health and wellness, will undoubtedly serve to create stronger connections amongst engaged stakeholders.

Roles/Responsibilities

Involvement in Athletics involves much more than a focus on the athlete. There are many roles that are critical to the success of any sport related event. In the community, there are positions in organizational management, team management, coaching, officiating, injury prevention/treatment/recovery, physical conditioning, and much more which can contribute to the success of an individual, group, or team. While one's personal involvement in lifelong physical activity is important, students can learn to develop an understanding and appreciation for the ways in which they can help encourage and contribute to the development of an appreciation for lifelong physical activity.

Skills

Developing the ability to be able to plan/organize events, while participating as a member of a team, requires an understanding of key personal and social skills and responsibilities. Students will work to discover their own personal leadership qualities, as well as those qualities which would be required or useful in a leadership setting. While there is no universally agreed upon set of standards for effective leadership, there are many qualities that should be highlighted which are useful both in leadership and as an engaged or valued member of society. Such skills could include:

- Self-Awareness
- Communication
- Organization
- Goal setting
- And more...

By providing opportunities for students to engage in experiential learning (i.e. learning by doing), they will engage in practical work to build and enhance their skills. Active experimentation and concrete experience, supported by reflection, critical analysis, and synthesis, will provide a more authentic experience for the students to connect with their communities.

Physical/Mental Health & Wellness

It has been proven that activity is a critical component of maintaining one's physical, emotional, and mental health. Part of the vision for healthy schools should focus on providing opportunities to engage members of the school community in meaningful physical activity. To do so requires developing an understanding of what community members are interested in, enhancing their exposure to activities/events focused on physical activity/mental health and wellness, and building a strategic plan to connect students to a pathway which encourages habits contributing towards lifelong health and wellness.

Curricular Competencies – Elaborations

Motivating Factors

- What physical activities am I passionate about? How can I share and encourage that passion with others?
- Are students interested in engaging in the school community beyond the classroom? What causes them to do so? What causes them not to?
- What do I need to feel motivated? How do I react to adversity? How do I respond when motivating factors aren't present but a task requires completion?

Requirements for planning and taking part in athletic events

- Goal setting: What is the purpose of the event? What is the desired outcome?
- Establishing and sharing roles/responsibilities
- Determining an operating budget
- Developing a communication plan
- Advertising methods
- Developing safety plans
- Communication strategies
- Logistical considerations (e.g. permits)

Basic Training Programs

- General theories of coach training to be completed through the NCCP (National Coaching Certification Program) In one of two streams: community or competition
- Sport specific coaching programs can be completed through the NCCP that are tailored to student interest (e.g. Volleyball, Basketball, Soccer, etc.)
- First Aid/CPR Training is available through various local organizations (e.g. Red Cross, St. John's Ambulance, Alert First Aid, etc.)
- Athletic injury prevention and management workshops are available in-person or online through a variety of different organizations

Leadership Methods & Skills

- There are many methods/styles of leadership which exist. The key is determining the relevant methods for use in a school setting, namely which will most effectively determine how to provide direction, organize and implement plans, accept feedback, motivate others, and engage in meaningful reflection.
- Leadership skills are often highly individualized and unique to the nature of the leader's roles or responsibilities. There is no one set of skills that define leadership. As such, leaders will focus on determining their skill set, recognizing strengths and potential areas of improvement, as well as determining when and how to utilize their skills most appropriately and effectively.
- Sample questions to support inquiry with students:
 - What does the concept of social responsibility entail, and how does it influence individual actions and community engagement?
 - How does fostering social responsibility as a leadership skill align with the duties of a conscientious citizen?
- Sample Activities to support inquiry with students:
 - Community Needs assessment survey; interviews with community members and organizers; leadership trait analysis;

Different Levels

The goal of a leadership program is to connect with the "community" at three levels:

- School: engaging the necessary stakeholders directly tied to the school (i.e. teachers, support staff, parents/guardians, trustees, etc.)
- Local: engaging the immediate community (i.e. the town or city) within which the school is located
- Global: determining school-wide causes which can play a role in facilitating a more connected world and enhancing global competence surrounding issues that are relevant.

Concepts & Strategies

- Concepts could include body awareness, spatial awareness, effort awareness, and relationships to/with objects, people, and space.
- Strategies could include movement into space without an object, defending opponents, or sending/receiving efficiently to achieve activity objectives

Content – Elaborations

Athletic Training

- The prevention, examination, diagnosis, and treatment of basic injuries, as well as the ability to respond in the event of an emergency (until medical professionals arrive), are foundational skills that anyone involved with physical activity should attain.
- Common Injuries could include concussions, sprains/strains, and minor cuts/abrasions, among many other ailments.

Leadership

- Careful consideration and application of skills related to being in a leadership position is extremely important. While highly unique to the position, and to the individual, there are some common styles and methods (e.g. democratic, autocratic, etc.), which are used to determine how to work with others, and skills (e.g. flexibility, empathy, organization, etc.), which determine what you do when working with others, that are critical to understand. Developing an

Content – Elaborations

understanding of oneself, including strengths and weaknesses as it applies to being in a leadership position, is critical to building knowledge that will help build leadership capacity.

- *Communication Methods could include verbal/non-verbal communication, one on one meetings, presentations, etc. Communication skills could include transparency, honesty, listening, observing, etc.*

Coaching/Officiating

- Contributions to physical activity can include involvement as a coach or official. Students will have the opportunity to earn certifications in chosen sports (hopefully those which will be of use to them at school or in the community). Utilizing this training, learning experience opportunities will be provided and encouraged. Practical opportunities to work with elementary/middle schools and local sport organizations, either as a volunteer or in a part-time paid position (officials), will serve to enhance connections and provide authentic application of the skills/knowledge gained. At the very least, a better understanding and appreciation will be developed with respect to the many roles/responsibilities required to make organized activity/sport take place.
- *Opportunities could include volunteer roles within an organization or paid officiating and coaching positions. In addition, there are many skill development and training opportunities which prospective officials or coaches can access in order to further develop their knowledge and progress deeper in those fields.*

Community Building

- The most effective leaders understand the idea of a connected community and what form(s) it can take, as well as what the unique needs of the community are. This requires learning how to look at planning through a different lens, considering the diverse nature of how any community will operate. In addition, there are opportunities to build a community within the school, but to also establish connections beyond it as well. A basic requirement will be for students to find ways to volunteer and give back through their involvement in activities related to the school or at local community-based events.

Physical Activity

- Building a foundation of knowledge to be able to analyze and evaluate one's own personal level of fitness is a critical step to take before attempting to convince others of the value that physical activity holds in their lives. It is also important to be able to maintain a level of enjoyment when being active, while also experiencing the many diverse ways in which one can stay involved in meaningful physical activity.
- How can a leader be expected to authentically promote opportunities in athletics or sport without being regularly active themselves?

Barriers

- What are some possible barriers to participating in fitness and conditioning activities throughout the year?
- Potential barriers could be broken into themes: Psychological (boredom, lack of confidence, lack of motivation, etc.), Environmental (physical factors like the weather, accessibility of transportation, etc.), and Social/Cultural (e.g. economic access, lack of friends, etc.)

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BC Curriculum Guide – Physical Education 10 and Active Living 10-12



Mid-Year Report

September - December 2025

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

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INTRODUCTION

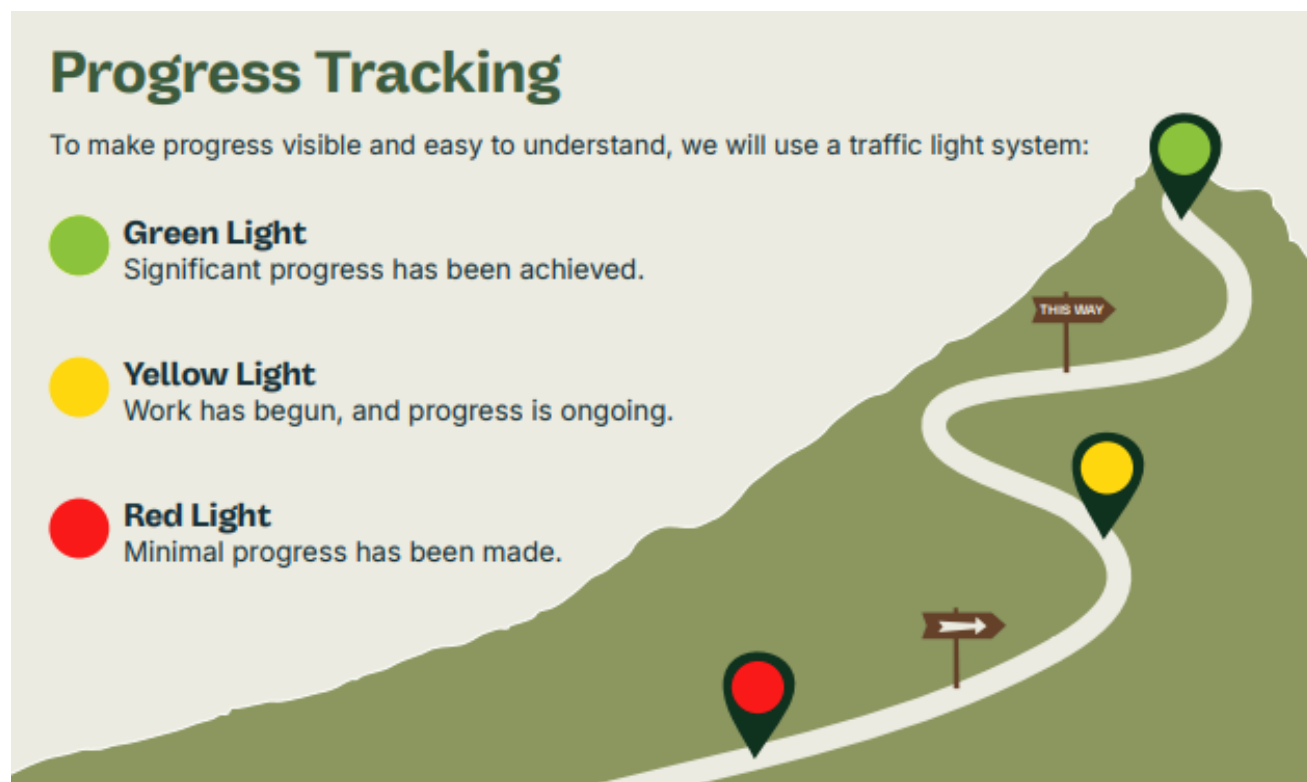
This mid-year report provides an overview of the progress toward the 2025-26 Operational Plan goals across Learning, Engagement and Growth priority areas. The summaries below highlight key actions taken, evidence of progress to date, and emerging impacts on student learning, system capacity, and organizational effectiveness. Collectively, the work reflects a strong focus on continuous improvement, equity, collaboration, and sustainability while identifying where development and refinement are ongoing.

MEASURING PROGRESS

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

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

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





Learning

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



Mid-Year Progress Summary

The District has established foundational structures to advance the system-wide continuous improvement cycle aligned with the 2025-29 Strategic Plan. Communities of practice are active at the school and district level, with macro-level collaboration underway, supporting coherent planning, instructional focus, and data-informed decision-making to improve student achievement.

Evidence of Progress

- A system-wide Continuous Improvement Community of Practice is in place, meeting three times annually with representation from each organizational level.
- Communities of practice are established and active:
 - Micro level: All schools are engaged through school improvement goals and planning processes.
 - Meso level: Quarterly District Principal meetings supporting cross-departmental initiatives and monitoring.
 - Macro level: Community of practice met on October 6, with ongoing work and follow-up meeting on December 1, 2025. The next meeting is scheduled in the new year.
- All schools updated school plans aligned with the 2025-29 Strategic Plan, with a focus on intellectual development and academic achievement.
- Baseline student achievement screening data established in most schools to support instructional planning and targeted interventions.
- Schools are examining literacy screening data to identify intervention needs, supported by ongoing school continuous improvement visits.
- Professional learning delivered to support instructional improvement:
 - Elementary PVPs engaged in learning on Literacy Learning Progressions (K-4).
 - Curriculum workshops on literacy instructional strategies and interventions (K-8) continue and are well-attended.
- Reviews of data structures and analysis processes are underway to strengthen collaborative, system-wide use of student achievement data.
- A general framework for a continuous improvement communications plan has been established, with further development ongoing.

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



Mid-Year Progress Summary

The District has strengthened system capacity to support student transitions to post-secondary education and the workforce through targeted professional learning, policy development, and expanded partnerships with post-secondary institutions. Work is underway to enhance career education, improve transition planning, and increase access to dual credit, co-operative education, and alternative pathways for priority learners.

Evidence of Progress

- Professional learning delivered for secondary school staff focused on student pathways and transitions.
- Policy revision to support student pathways completed, with introduction to the Education Policy Committee scheduled for January 2026.
- Ongoing collaborative planning with secondary schools to support informed course selection for the 2026–27 school year.
- A dedicated community of practice established to meet quarterly, focused on increasing career educator engagement and system capacity:
 - Initial meeting held with a focus on Secondary Vice-Principals (November 2025).
- Dual credit and co-operative education program planning and development ongoing at John Horgan Campus in partnership with Camosun College and the Justice Institute of British Columbia.
- Draft Memorandum of Understanding with Royal Roads University developed and currently under review.
- System scan underway to identify opportunities and gaps in post-secondary transition programs for priority learners, including Indigenous students, children and youth in care, and students with diverse abilities.
- Collaborative partnership with the University of Victoria confirmed to support a new Elementary Teacher Professional Development Program cohort at John Horgan Campus for September 2026.
- The Fast Forward to Graduation program successfully completed its first cohort, supporting 18 students.
- Career education students are actively utilizing post-secondary spaces to support transition planning and readiness.

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



Mid-Year Progress Summary

Initial steps have been taken to strengthen numeracy instruction across the district through professional learning and early exploration of instructional resources. While development of the comprehensive K-12 Numeracy Plan is in the early stages, foundational work is underway to build educator capacity and inform next phases of implementation.

Evidence of Progress

- Foundational Skills Assessment (FSA) results were marked during the week of November 17, 2025, providing current data to inform numeracy planning and instructional focus.
- Ongoing professional learning workshops in numeracy are being offered across the district for learning assistance and classroom teachers (K-8).
- Planning is underway to offer an additional PVP learning session focused on numeracy in the new year.
- Initial exploration has begun regarding a potential new elementary numeracy resource to support consistent instructional practices.

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



Mid-Year Progress Summary

The District has strengthened cross-departmental collaboration and team cohesion through intentional structures, shared data analysis, and coordinated initiatives focused on improving outcomes for priority learners. District leadership meetings and cross-departmental projects are increasingly using data to align goals, inform strategies, and support system-wide approaches to student success.

Evidence of Progress

- District PVP meetings focused on reviewing key data sources, including the FESL (Framework for Enhancing Student Learning) report, to inform department plan goals and strategies.
- Department plans were shared across PVPs to identify common priorities and areas of shared focus for continued collaboration.
- Dedicated time during District PVP meetings supported intentional cross-department collaboration and strengthened team cohesion.
- Department teams identified required data sources and gaps in current data collection and analysis to support more effective, data-driven decision-making.

Evidence of Progress Continued:

- Cross-department collaboration between Early Learning and Child Care (ELCC), Inclusive Education Services (IES), Human Resources, and CUPE supported the development of processes and procedures related to the opening of new child care centres and associated staffing impacts.
- Collaborative initiatives supporting student success and priority learners included:
 - Curriculum and ELCC partnership to deliver a PVP learning session on Literacy Learning Progressions (K–4).
 - Safe Schools and Curriculum collaboration through engagement with the BC Children’s Hospital Mental Health Coaching Program.
 - Curriculum, IES, and POPARD (Provincial Outreach Program for Autism and Related Disorders) collaboration on a year-long documentary project at PEXSISEN Elementary highlighting effective literacy interventions for priority learners.
 - ELCC, Safe Schools, and ELL departments collaborating on CHEQ (Childhood Experiences Questionnaire) data analysis and school-based projects to support newcomer families with Kindergarten students.
- A student leadership event at Dunsmuir Middle School involving three middle schools, organized by school counsellors with support from Safe Schools and Curriculum, using Adolescent Health Survey data to set student-driven goals.





Engagement

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



Mid-Year Progress Summary

The District has advanced work to strengthen effective communication with families and clients by gathering stakeholder input, analyzing current practices, and researching best-practice models. Early development is focused on creating clear, consistent decision-making tools and processes to support staff in responding to inquiries and resolving concerns.

Evidence of Progress

- Ongoing bi-weekly discussions with the SPEAC (Sooke Parents' Education Advisory Council) Executive and members to understand challenges and perspectives from parents.
- Engagement with PVP and leadership team to conduct an environmental scan of inquiry types and decision-making processes requiring clearer guidance and support in the field.
- Research conducted across multiple districts to identify best practices related to decision-making and concerns resolution.
- A revised "Resolving Concerns" process is in development, informed by promising practices, including interest in SD72's model.
- Parent/Trustee Forum held to engage families in discussion and gather feedback; input is currently under review to inform next steps and implementation.

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



Mid-Year Progress Summary

The District has made progress in collaborating with SPEAC to improve accessibility to district information and support clearer system navigation for families. Engagement efforts have focused on gathering parent and school-based leadership input to identify common challenges, priority content areas, and information gaps to inform the development of a digital district handbook.

Evidence of Progress

- Ongoing discussions with the SPEAC Executive and members to understand challenges and system navigation issues from a parental perspective.
- Informal survey and facilitated feedback session conducted during the October SPEAC monthly meeting to gather parent input.
- Parent/Trustee Forum hosted to collect broader feedback and suggestions to inform the creation of the digital district handbook.
- SPEAC Executive working to establish a small sub-committee to collaborate with District staff in the development of the resource.
- Engagement with PVP to identify common inquiries and frequently requested information at the school level.

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



Mid-Year Progress Summary

The District has established key structures and processes to support staff in delivering respectful, supportive, and well-being-focused service to students and families. Through the creation of a district-wide community of practice, data-informed inquiry, and targeted pilot initiatives, work is underway to strengthen student engagement, attendance, belonging, and access to responsive learning pathways.

Evidence of Progress

- A district-wide community of practice established to support student- and family-centred service. Expression of interest completed and participation confirmed. First meeting held on October 7, with a second meeting on December 2, 2025.
- Initial data gathering and analysis underway using MyEdBC, with community of practice review identifying average daily absenteeism as a key area for improvement.
- Priority learner groups identified for focused support, including middle school students, Indigenous learners, children and youth in care, and students with diverse abilities and disabilities.
- Draft attendance protocols in development through the community of practice to support consistent, student-centred responses.
- Draft communications plan in development to support families' understanding of the importance of attendance and engagement.
- Review underway of secondary learning models that foster student belonging, voice, and choice.
- Pathways and Choice department plan established with a focus on expanding secondary support programs, including the Grade 9 cohort model.
- Continuing Education pilot project launched to support a small cohort of teachers in trialling hybrid in-person and Brightspace instruction.
- Student advocate services demonstrating positive impact:
 - 13 of 17 students successfully discharged from support due to school re-engagement.
 - Expansion of advocate services to support elementary students and families.
- Secondary blended learning pilot initiated, with expressions of interest submitted for Semester 2 participation.
- Student voice incorporated through an online learning student experience survey to inform service and program improvement.

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



Mid-Year Progress Summary

The District has advanced initiatives in belonging, accessibility, and equity through dedicated committee work and cross-department collaboration. Ongoing efforts are focused on building shared understanding, reducing barriers to engagement, and developing resources and training to support inclusive practices across the district.

Evidence of Progress

- The Belonging, Accessibility, and Equity (BAE) Committee is actively meeting and has initiated the co-creation of training modules intended to support learning and inclusive practice for all district staff.
- Development of BAE training modules is ongoing, with a focus on collaborative input and shared ownership across departments.
- District PVPs are working collaboratively across departments to align belonging, equity, and accessibility initiatives with district priorities and practices.
- The Accessibility Committee is meeting regularly to review submissions received through the District Accessibility Feedback Tool.
- Identified accessibility barriers impacting student and family engagement are being addressed through ongoing review, response, and follow-up processes.

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



Mid-Year Progress Summary

The District has strengthened governance connections between the Board of Education and the Indigenous Education Council (IEC), while advancing collaborative processes to support Indigenous education priorities in alignment with Bill 40. Meaningful engagement with the IEC has reinforced shared decision-making, Indigenous worldviews, and increased authority over resource allocation for the Na'tsa'maht Indigenous Education Department.

Evidence of Progress

- The IEC exercised full decision-making authority in the allocation of the Na'tsa'maht Indigenous Education Department budget and played a central role in the Vice Principal replacement process, with Indigenous worldviews intentionally embedded through practices such as a Sharing Circle interview.
- The IEC was consulted on the planning and implementation of the inaugural District-Wide Indigenous Learning Day.
- Local Education Agreement (LEA) meetings were held between each Nation and schools to review LEA terms and assess implementation.
- The IEC formally accepted an invitation from the Board of Education to assume an enhanced role in determining the 2026–27 Operating Budget, strengthening governance alignment and shared accountability.



Growth

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



Mid-Year Progress Summary

Human Resources (HR) has advanced actions to support IEC priorities and LEAs through targeted recruitment planning and strengthened collaboration with the IEC. Work is focused on enhancing Indigenous representation within the workforce and aligning practices with Indigenous education priorities.

Evidence of Progress

- A draft BC Office of the Human Rights Commissioner Special Program application developed to support recruitment from Indigenous communities.
- HR staff actively engaged with the IEC through attendance at IEC meetings to:
 - Review and refine the Special Program application.
 - Discuss IEC involvement in School District recruitment activities.
 - Explore the development of an Indigenous history and cultural awareness module for new hires.
 - Develop methods to collect and analyze staff demographic data to track Indigenous representation within the school District workforce.

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



Mid-Year Progress Summary

The District has strengthened leadership capacity to support effective labour relations, communication, and financial literacy. Professional learning and targeted supports are building shared understanding, confidence, and consistency across leadership teams, contributing to stronger organizational operations and system-wide success.

Evidence of Progress

- A comprehensive list of labour relations topics developed to guide future leadership professional development, with lesson planning underway.
- Budget direction provided to the leadership team to foster financial literacy, support inquiry, and strengthen understanding of district financial decision-making.
- Two labour relations professional learning sessions delivered to the leadership team, focused on Workplace Investigations and Exercising Management Rights in the Workplace.
- One communications professional learning session delivered to the leadership team, focused on navigating challenging conversations.
- Budget letter presented to the leadership team, with follow-up engagement through levelled meetings to provide additional context and support understanding.

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



Mid-Year Progress Summary

The District has continued to leverage technology to improve operational efficiency, strengthen data security, and streamline key processes. Technology enhancements within HR and operational planning are supporting more timely service delivery and positioning the district to respond effectively to the evolving needs of a growing community.

Evidence of Progress

- Improved real-time collaboration and data security by migrating all shared HR files from local servers to Microsoft OneDrive.
- Transitioned from a manual to an automated process for new hire reference checks through the Make a Future platform, improving efficiency and consistency.
- Introduced an automated employee exit survey process to systematically gather feedback from departing staff.
- Developed an implementation plan for the introduction of Workboard to automate and increase the efficiency of daily Teacher Teaching on Call (TTOC) dispatch.
- Investigated alternative software solutions to streamline bus fee administration and improve service delivery.

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



Mid-Year Progress Summary

The District has advanced sustainability initiatives aligned with 2030 CleanBC climate targets by strengthening internal capacity, improving access to energy data, and initiating targeted studies to reduce greenhouse gas emissions. These actions support more informed decision-making and long-term energy optimization across district facilities.

Evidence of Progress

- Energy management responsibilities restructured within the portfolio of the Manager of Minor Capital to strengthen oversight, coordination, and reporting related to energy and sustainability goals.
- Procurement of an energy consumption dashboard to collect and analyze district-wide energy data, supporting evidence-based decision-making.
- Initiation of energy optimization studies at four district sites to inform effective scopes of work aimed at reducing overall energy consumption and greenhouse gas emissions.

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



Mid-Year Progress Summary

The District has taken key steps toward developing an Information Technology (IT) road map by strengthening governance, leadership capacity, and organizational planning. Actions taken are positioning the district to improve service reliability, resilience, and strategic technology deployment.

Evidence of Progress

- A new organizational structure for the IT Department established within the Student Technologies portfolio to strengthen alignment, oversight, and service delivery.
- Development and posting of a new IT Director job description, with interviews completed and a successful candidate selected.
- Procurement of an external firm to conduct an IM/IT organizational review in response to cybersecurity audit recommendation #16, supporting roadmap development and long-term service resilience.

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



Mid-Year Progress Summary

The District has strengthened financial controls and risk management by building internal capacity, initiating key reviews, and advancing work to improve oversight and accountability. These actions support prudent financial stewardship and proactive identification and mitigation of organizational risk.

Evidence of Progress

- A Manager of Internal Controls hired to strengthen oversight, consistency, and accountability across financial practices.
- Active recruitment underway for a new Payroll Technician to support operational continuity and risk mitigation.
- A Request for Proposals issued through BC Bid to engage a consultant to complete an Enterprise Risk Management Assessment.
- Development of a draft process document to support consistent and effective school reviews.
- Review of corporate credit card allocations and credit limits completed to strengthen financial controls.
- Initiation of a program review of Academies to assess alignment, effectiveness, and financial sustainability.

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



Mid-Year Progress Summary

The District has advanced the development of a program and services review framework to support long-term resiliency and sustainability amid continued growth. Foundational work has focused on setting review priorities, strengthening financial visibility, and initiating targeted analyses to inform evidence-based decision-making.

Evidence of Progress

- Program review priorities established for Academies and Facilities for the 2025–26 and 2026–27 school years.
- Identification of key barrier points in school bus registration and administration processes, with an environmental scan initiated to inform potential improvements.
- Advancement of the program review of Academies through initial meetings with the responsible executive.
- Initiation of a new internal reporting structure to improve understanding of the District’s financial structure and support identification of future program review areas.
- Completion of a broad financial analysis of schools, departments, and programs within Pathways and Choice to inform program review and sustainability planning.

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



Mid-Year Progress Summary

The District has advanced major and minor capital initiatives to support district growth, strengthen asset management, and improve long-term maintenance and rehabilitation planning. Work has focused on establishing clear standards, strengthening governance, and prioritizing investments to ensure safe, functional, and well-maintained learning environments.

Evidence of Progress

- Key performance indicators established for maintenance, including repair and preventative maintenance, to set baselines and inform future improvement targets.
- District guiding principles for major capital construction revised and approved by the Board, strengthening alignment and oversight.
- Development of room data sheets underway to establish consistent district standards for learning and support spaces.
- Finalization of the VFA (facility condition assessments and capital planning software) capital asset management report, with prioritization of needs for the 2026–27 Annual Facilities Grant underway using the guiding principle of “safe, conditioned spaces.”
- Hiring of a Chief Project Officer to support delivery of the North Langford Secondary School project.

MID-YEAR SUMMARY

At mid-year, the District has made steady and intentional progress across strategic, operational, and governance priorities, while continuing to respond to growth, system complexity, and evolving student and community needs. Work across all goals reflects a focus on strengthening foundational structures, building internal capacity, and aligning practices to support student success, well-being, equity, and long-term sustainability.

Significant progress has been made in advancing continuous improvement practices, strengthening instructional focus in literacy, numeracy, and pathways, and increasing the use of data to inform decision-making at the school, departmental, and district levels. Communities of practice, professional learning, and cross-department collaboration have supported coherence across the organization, with particular attention to priority learners and student engagement, belonging, and achievement.

The District has advanced several governance-aligned initiatives, including strengthened collaboration with the Indigenous Education Council in accordance with Bill 40, enhanced financial controls and risk management, and continued progress on program and service reviews to support long-term resiliency and sustainability. Leadership development, policy and process improvements, and technology-enabled efficiencies have further strengthened operations and service delivery.

Foundational work in facilities, capital planning, and sustainability has supported district growth, effective asset management, and environmental responsibility, including capital management, energy optimization, and long-term planning aligned with CleanBC targets.

Overall, mid-year progress reflects a balanced approach to addressing immediate operational needs while advancing longer-term strategic priorities. The second half of the year will focus on deepening implementation, refining processes, and translating foundational work into measurable outcomes that support student success, community trust, and responsible stewardship.

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

Framework for Enhancing Student Learning Report

A

2025-26 Operational Plan

B

School Plans

C

Appendices

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

January 27, 2026

Draft revised Policy and Regulations B-132 "Career Education" 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 B-132 "Career Education".

School District #62 (Sooke)

CAREER EDUCATION	No.: B-132
	Effective: Dec. 10/92 Revised: July 5/05; June 23/15; Apr. 26/22; Reviewed: May 11/15; Feb. 1/22; Feb. 22/22; Apr. 26/22; Jan. 6/26; Jan. 27/26

SCHOOL DISTRICT POLICY

The Board of Education recognizes that Career Development is one of the "collective mandates" in addition to Intellectual Development and Human and Social Development of the public education system, shared by schools, family and community. Career Education programs in BC schools should prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace as per the [Vision for Student Success](#). When students complete secondary school, they will have developed:

- Competencies to be self-directed, responsible individuals who can set and meet career goals.
- Knowledge of a range of career choices, and actions needed to pursue those choices; and,
- Employability skills required to work effectively and collaboratively in a workplace.
- A personal awareness of overall strengths, character and passions with a focus to leverage skills and attributes to foster independence in the 21st century.

Career Education is designed to facilitate the student's use of community **and district** resources for learning experiences and pursuit of career and life objectives.

Career Development Policy Issued and in effect January 2022.

CAREER EDUCATION LIFE COURSES AND PROGRAMS**1. Definitions — General**

- a. ~~Career Life Courses and Programs:~~ Educational courses and/or programs focusing on a career or career-related area of study, which may combine related secondary and post-secondary courses. For purposes of reporting to the Ministry, career courses and programs may include any of the following:
 - ~~Work Experience (WEX):~~ Supports students in both their career development and their human and social development. This type of experiential learning increases the relevance of school by helping students connect what they learn in the classroom with the skills, knowledge, and attitudes needed to be successful in both the workplace and larger community. This course can include volunteer service.

- ~~Career Preparation Programs: Prepare students for entry into the workplace or for further education and training in a specific career pathway that includes coursework and 90 hours of work experience placements.~~
 - ~~Youth Work in Trades (YWT): Students earn 16 credits toward secondary school graduation and begin earning work-based training hours toward provincially and nationally (Red Seal) recognized industry training program credentials.~~
 - ~~Youth Train in Trades (YTT): An industry training program for high school students. Through a YTT program, students take courses that will provide both high school graduation credits and post-secondary institution credits at the first level of foundation/apprenticeship technical training.~~
 - ~~Post-Secondary Transition Programs (Dual Credit): Educational programs that combine secondary and post-secondary courses that lead to Grade 12 graduation as well as help students make smooth transitions to further education or training. Students receive both high school graduation credits as well as post-secondary credits.~~
 - b. ~~Curriculum: The Career Education curriculum is highlighted by the Big Ideas in Kindergarten to grade 3, grades 4-5, grades 6-7, grades 8-9, and in the grad program for grades 10-12. In grades K-9, the Career Education curriculum is woven into the learning programs of all students. In grades 10-12, students earn 8 credits towards graduation by completing Career Life Education, Career Life Connections, and their Capstone project or presentation. Students are supported through learning standards focused on Curricular Competencies and Content.~~
2. The Board of Education (the "Board") supports **Career Education curriculum and** programs that integrate classroom learning with practical experience in the workplace. These programs link the resources of secondary schools, business/industry, post-secondary, and the community to provide senior students with educational experiences that prepare them for the transition from school to further study and/or work.
 3. Schools and school boards may also create **optional** career programs as educational options to support students in career development. Successful career courses and programs provide students with opportunities to integrate school-based learning with post-secondary pursuits and community-based work experiences. In these programs, students explore a particular focus area or career interest, participate in post-secondary and/or workplace learning to prepare for transitions to the workplace or to further education, and training at a post-secondary institution. To support and recognize student achievement in the area of career development, participation in a career program is acknowledged on a student's transcript.

Co-ordination

The Board believes that co-ordination of career programs is required both at the district and school level to ensure that:

- ~~Ministry of Education requirements for programs are met,~~
- ~~Board regulations and guidelines are followed,~~
- ~~Parental understanding and consent is secured,~~
- ~~All students receive appropriate preparative instruction for off-campus work experience,~~
- ~~The required forms and authorizations are completed and processed,~~

- Appropriate supervision and evaluation is provided and accurate records are kept,
- Employer support is developed and maintained,
- New programs are developed as required by the district and the Ministry,
- Develop and maintain post-secondary links and programming opportunities,
- Develop and maintain industry and community links for work experience and employment opportunities,
- Labour market and post-secondary information is provided and used as a basis for program development and promotion.

References

Policy for Student Success (2018)
Framework for Enhancing Student Learning (2019)

School District No. 62 (Sooke)

CAREER EDUCATION	No.: B-132
	Effective: Dec. 10/92 Revised: July 5/05; June 23/15; Apr. 26/22; Nov. 7/23 Reviewed: May 11/15; Feb. 1/22; Feb. 22/22; Apr. 26/22; Nov. 7/23; Jan. 6/26; Jan. 27/26

ADMINISTRATIVE REGULATIONS

BACKGROUND

Career Education in the Sooke School District encompasses both mandatory curriculum and a range of transitional courses and programs designed to support student choice. As an innovative learning community, the district has a long-standing tradition of offering Career Education Programs that equip students with practical skills and real-world experience.

These programs include, but are not limited to:

- Work and Volunteer Experience
- Youth Work in Trades
- Youth Train in Trades
- Dual Credit courses and programs

Through strong and expanding partnerships with the community, opportunities for students continue to grow and evolve. The district remains committed to developing programs that reflect the diverse needs, interests, and aspirations of its learners.

DEFINITIONS

Curriculum: The [Career Education curriculum](#) is highlighted by the Big Ideas in Kindergarten to grade 12 and is experienced by all students. In grades 10-12, students earn 8 credits towards graduation by completing Career Life Education, Career Life Connections, and their Capstone project/presentation. Students are supported through learning standards focused on Curricular Competencies and Content.

Dual Credit ([MECC Dual Credit Policy](#)): Are courses and/or programs where students gain post-secondary credits while still in high school.

TASK - Trades Awareness, Skills and Knowledge ([Youth Explore Trades Sampler Program Guide](#)): This program is for students in grades 10 - 12 to dive deep into a variety of trades as they find their preferred career path. Thanks to this partnership between the Ministry of Education and Child Care and SkilledTradesBC, students gain 300 hours of hands-on experience before they enroll in a high school apprenticeship program like Youth Train in Trades or Youth Work in Trades.

Work Experience ([Work Experience Program Guide](#)): Refers to components of educational programs that provide students with opportunities to participate in, observe, or learn about tasks and responsibilities related to various occupations or careers.

Youth Work in Trades ([Skilled Trades BC Youth Work in Trades Program Guide](#)): This program is a collaboration between the Ministry of Education and Child Care and SkilledTradesBC where high school students begin apprenticeship training while still in school.

Youth Train in Trades ([Skilled Trades BC Youth Train in Trades Program Guide](#)): This program is an industry training initiative for high school students, allowing them to take courses that provide both high school graduation credits and the equivalent of the first level of apprenticeship technical training.

CAREER EDUCATION

PROCEDURES

I. Approval and Operation

Career programs Education shall be developed and operated according to Ministry of Education **and Child Care** and Board of Education (the "Board") regulations and guidelines, as outlined in the **definitions and linked** documents and references listed below **above**.

Ministerial Order 302/04, the [Graduation Program Order](#)

Student WorkSafe: Grades 10 to 12
[Student WorkSafe—WorkSafeBC](#)

Graduation Program Policy Guide (2023)
[graduation-policy-guide.pdf](#)

Program Guide for Ministry Authorized Work Experience Courses (2023)
[Work Experience Program Guide \(gov.bc.ca\)](#)

Youth Work in Trades (2023)
[Skilled Trades BC Youth Work in Trades Program Guide](#)

Youth Train in Trades (2019)
[Skilled Trades BC Youth Train in Trades Guide](#)

SD62 Work Placement Documentation (attached) online link to be established.

II. Co-ordination

The Board supports co-ordination for the development, maintenance, and management of career programs. Co-ordination shall include defined responsibilities at both district and school levels **to ensure that:**

- **Ministry of Education and Child Care requirements for programs are met.**
- **Board policy and regulations are followed.**
-

- **New programs are developed as required by the Ministry of Education and Child Care and District Policy.**
- **Program coordination is outlined in the SD62 Career Education Handbook of Procedures.**
- **MOUs with partnering post-secondary institutions are annually updated and maintained and include Delivery Agreements detailing roles and responsibilities, processes and requirements.**

- ~~Confirmation of the completion of an onsite safety orientation is required.~~
- ~~On-going monitoring of work placement sites is part of the supervision process and is the responsibility of school-based staff. When appropriate, concerns regarding specific work placement sites should be reported in writing to the **District Principal of Pathways and Choice and/or the Career Education Coordinator** Career Programs Advisor/Co-Ordinator.~~
- ~~Development of placement sites for Work Experience and Youth Work in Trades and is the joint responsibility of district and school-based staff.~~

Work Experience

To fulfill the Career Life Connection Graduation Requirements, students must complete 30 hours of work experience or career life exploration. Students must provide evidence that they have completed any of the following: A Ministry authorized work experience course, a school arranged 30-hour work placement, 30 hours of volunteer service, or 30 hours of paid student employment. In addition to the 30 hours of Work Experience required for graduation, students may also participate in elective programs such as: Youth Explore Trade Skills (10-12); Youth Explore Trades Sampler; Youth Work in Trades; Youth Train in Trades, and Work Force Training Certificate 12.

Preparation for any off-campus work experience shall include:

- A Staff review of [Ministry Authorized Work Experience Courses and Workplace Safety Policy – Province of British Columbia \(gov.bc.ca\)](http://www.gov.bc.ca)
- That the student shall be 14 years of age or older;
- Employability skills;
- Behaviour aligned with SD62 Student Code of Conduct;
- Workplace safety, including harassment, accident/incident procedures;
- Employer research and expectations;
- Human rights legislation (*Employment Standards Act and Labour Relations*);
- Completion of required documentation (*Work Experience Placement Agreement/Paid Work Training Plan*).

Preparation, as described above, must take place prior to the student's first work experience.

- ~~No student shall begin work experience until the appropriate Board 'Work Experience Placement Agreement' for unpaid work or a 'Training Plan' form is signed by all parties (student, parent/guardian, teacher/supervisor, and employer) and filed in the school.~~
- ~~Students shall not be marked absent while attending off campus work experience.~~
- ~~For school arranged work placements or school arranged volunteer service, all accidents must be reported as soon as possible. A [WorkSafe BC injury report](#) (Form 7) must be completed by the school and copied to the district to be submitted within three days to WorkSafe BC. A copy of this report and the Work Experience Agreement form must also be sent to the Ministry of Education.~~

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

January 27, 2026

Draft revised Policy and Regulations C-114 "Sanctuary Schools" are scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy and Regulations C-114 "Sanctuary Schools".

School District #62 (Sooke)

SANCTUARY SCHOOLS	No.: C-114
	Effective: May 28/24 Revised: Reviewed: Apr. 9/24; Apr. 30/24; May 28/24; Sept. 9/25; Nov. 4/25; Nov. 25/25; Jan. 27/26

SCHOOL BOARD POLICY

The Board of Education takes pride in its commitment to providing a safe and welcoming environment for all children and families who are ordinarily resident in the school district, including those with precarious immigration status or no immigration status.

All school age children who are ordinarily residents in the school district, including those with precarious immigration status or no immigration status in Canada, are entitled to admission in school. The personal information of enrolled students or their families shall not be shared with federal immigration authorities unless required by law. The Board shall not permit Canada Border Services Agency (CBSA) officials or immigration authorities to enter schools or district facilities unless required by law. All public-school employees and volunteers shall be informed of this policy, and it will be communicated to requisite stakeholders including immigrant communities.

Reference:
Policy C-112 Ordinarily Resident

School District #62 (Sooke)

SANCTUARY SCHOOLS	No.: C-114
	Effective: May 28/24 Revised: Reviewed: Apr. 9/24; Apr. 30/24; May 28/24; Nov 4/25; Nov. 25/25; Jan. 27/26

SCHOOL BOARD REGULATION

The Board will implement communication protocols and admission procedures in accordance with these requirements:

1. This policy and relevant provisions of the *School Act* will be communicated annually to all school administrators and school office staff. ~~Such materials will also be prominently displayed in school offices, and on the district's website.~~
2. The Board will provide orientation and training for all staff regarding the policy to promote expertise and sensitivity **awareness** regarding the needs of students without immigration status in Canada.
3. ~~A thorough communications plan will be developed to share this information in immigrant communities.~~
- 3 The appropriate instructions for staff and public information relevant materials concerning admission procedures will be revised to reflect the policy. Such revisions will also be included in all training and orientation programs for staff. ~~and community agencies who have responsibilities in this area.~~
4. ~~All student registration forms, including electronic databases, which refer to immigration status in Canada, will be deemed strictly confidential.~~
- 4 All student registration forms, including electronic databases, will provide clearly stated options for any family which does not wish to share proof of immigration status as a means of establishing that they are ordinarily resident in the area served by Sooke school district. **Students who are unable to share proof of immigration status as part of their registration documentation will not be denied enrolment in schools, provided they have satisfied the rest of the criteria to establish that they are ordinarily resident.**
5. Where there is a need to verify a student's name, home address, or date of arrival in Canada, and where the usual supporting documentation is not available, the Board and schools will accept a combination of other documents outlined in **Policy C-112 and related regulations.** ~~the Ministry of Education and Child Care's Eligibility of Students for Operating Grant Funding Policy.~~
6. **Student registration forms, including electronic databases, will include reference to School District #62 Policy C-114.**
8. ~~Schools will continue to comply with current Ministry of Education requirements in the case of students for whom ELL funding claims are made but will not disseminate students' personal information.~~
7. ~~An independent or third-party-based complaints mechanism will be set up to hear from families who have been denied admission based on immigration status and appropriate accountability measures developed to ensure that no child who is ordinarily resident is turned away.~~



NEW MOTION/AMENDMENT TO MOTION

Public Board Meeting Date: January 20, 2026

From: Trustee, Cendra Beaton

New Motion

That the Board of Education of the School District 62 (Sooke) submit the following substantive motion to the 2026 BCSTA AGM:

That BCSTA advocate to the Ministry of Education and Childcare and the Ministry of Children and Family Development for the establishment of targeted funding to provide appropriate English Language Learning (ELL) and French Language Learning (FLL) supports for school-district-operated childcare and before/after school programs.

Rational:

“The [Perry Preschool Project](#) — a landmark longitudinal study tracked over 40+ years — found that **every \$1 invested in high-quality early childhood intervention returns between \$7 and \$12**” quoted from the first article linked below.

Language barriers in district-operated childcare and before/after school programs mirror those in the K-12 system, creating a need for a continuum of support. Currently, these programs lack dedicated funding for English Language Learning (ELL) and French Language Learning (FLL), forcing districts to use K-12 operational dollars to address staffing and inclusion cost.

ELL equates to 13% of B.C.’s public school population demonstrating that the need for early language supports is clear. Many newcomers and multilingual families rely on school-based care and connection for stability. Targeted language supports would promote equity, accelerate language acquisition and social integration, reduce stress for families, and support engagement with schools and programs. Early intervention can also reduce future ELL and FLL intensity and costs in K-12, which would be a good prevention-based approach.

District-led childcare and before/after school programs are often a child’s first contact with the public education system. Having targeted funding for ELL and FLL improves school readiness, smoother transitions into kindergarten, has the potential to reduce future ELL and FLL needs, reduce long-term literacy costs in K-12, and further supports families navigating the system.

This motion aligns with B.C.’s childcare strategy and BCSTA’s commitment to equity and student success from early years through graduation. The province has been actively expanding childcare programs in the K-12 sector but has yet to introduce learning supports synonymous with K-12.

This investment would ensure equitable access, reduce long-term costs, avoid cross-subsidizing from K-12 budgets, and strengthen outcomes for children and families across British Columbia.

[Early Intervention Is the Highest-ROI Investment We Can Make in Children — And Canada Is Still Undervaluing It](#)

[BC Gov News](#)

Font Colour Legend:

Blue

 – Education Policy

Green

 – Resources

Red

 – Ad Hoc/District Partners

Black

 – Board of Education

Board of Education 2025-26

90 Day Work Plan

FEBRUARY TO APRIL 2026

ACTION	FEBRUARY	March 2026	April 2026
Approve	<ul style="list-style-type: none">– Amended Budget– School Fees	<ul style="list-style-type: none">– School Fees (TBD)	<ul style="list-style-type: none">– 1st reading of Capital Plan Bylaw– Student Code of Conduct Review
Review	<ul style="list-style-type: none">– 2nd Quarter Reports:<ul style="list-style-type: none">– Financial forecast– Enrolment update– Minor & Major Capital Work	<ul style="list-style-type: none">– Estimated Enrolment Update– Budget Instructions– Annual Facilities Grant Planning	
Complete	<ul style="list-style-type: none">– District Partner Budget Presentations (Feb.17)– Indigenous Education Council 2026/27 Budget Consultation (TBD)– BCSTA Provincial Council (Feb 19-20)	<ul style="list-style-type: none">– Consider candidates for Premier’s Awards in Education.– Spring VISTA Conference (Mar 6-7)	<ul style="list-style-type: none">– BCSTA AGM (April 9-11)– Audit Committee (April 15)
Engage	<ul style="list-style-type: none">– Municipal Partner Meetings<ul style="list-style-type: none">– Board & Langford Council (Feb 12)– Board & Sooke Council (Feb 5)– BCSTA Governance Training – Module 2 (Feb 18)– Governance Committee (TBD)		<ul style="list-style-type: none">– Personnel Committee Meeting (TBD)

Board Information Note

Public Board Meeting

January 20, 2026

Agenda Item 13.1: Superintendent's Update



Fast Forward to Grad

Next week, the first cohort of 16 students will complete their BC Adult Education Diploma, offered by the district through a unique collaborative classroom model over the course of five months at the John Horgan Campus. We are pleased to see the result of the thoughtful planning and behind-the-scenes work led by Associate Superintendent D'Arcy Deacon, along with District Administrators Heather Lait and Mike Huck, who created an opportunity that opens doors for individuals whose future pathways require a secondary school diploma. The program's teacher, Morgan, has been exceptional, with many students attributing their success not only to the quality of instruction but also to the shared commitment of everyone in the classroom to achieving a common goal within a condensed timeframe. We are especially proud that several graduates will be continuing their learning by enrolling in our Education Assistant Program beginning in February, while others will be moving on to post-secondary education. Congratulations to all students completing their diplomas next week. Registration for the next cohort, beginning in February, is now open. Please visit our website for more information about the Fast Forward to Grad program and how to register.

Registration for 2026/27

Registration for Nature Kindergarten and French Immersion Kindergarten closed on Friday. As of the report submission date (Wednesday of last week), there were over 130 registrations across Nature Kindergarten and French Immersion programs, and we anticipate that lotteries will be triggered based on initial numbers. The next registration window will open on January 26 for Regular Kindergarten and Late French Immersion. Registration for Grades 1–12 and for Blended Learning will also open on January 26. These registrations are not lottery-based and will remain open on an ongoing basis.

As we look ahead to the coming school year, a key consideration for our community is capacity at Belmont Secondary School. As a result, we anticipate new registrations will be redirected to Royal Bay Secondary School, and school change requests to Belmont may not be possible. While additional capacity is on the way, we anticipate a secondary-level capacity crunch over the next two to three years. This may have downstream implications for how students are accommodated and how quality educational programming is delivered, including the potential need to move to a five-block day schedule in the future. We do not



anticipate this being necessary for the 2026/27 school year; however, as registrations continue to be redirected to Royal Bay Secondary, such measures may be required in subsequent years until North Langford Secondary School opens.



Education Assistant Program

Last week, we hosted an information night at EMCS for our upcoming Education Assistant Program, with the next cohort scheduled to begin in February. This program has become an important district initiative, helping to prepare individuals for a position that requires a unique combination of passion, temperament, and skills to support our diverse learners. The program offers both high-quality instruction and valuable hands-on experience in our classrooms. Instructors Kristin and Bethany Wiens consistently receive excellent feedback for their teaching, supportive approach, and commitment to learner success. For more information, please contact the department that manages program applications at online@sd62.bc.ca.

North Langford Secondary School

We have recently secured Chief Project Officer services through an RFP process, with ASHO Services selected as the successful proponent. The team leader, Arshad Bastani, most recently served as Project Director for Quw'utsun Secondary School in the Cowichan School District. The RFP for the design team has now been posted to BC Bid. On the consultation side, the District Principal of Capital Planning and the Manager of Strategic Communications have begun developing a timeline for initial consultations. These consultations will engage experienced specialty teachers who use shops, laboratories, kitchens, and other specialized instructional spaces as part of their teaching practice. This early consultation is considered best practice, as these instructional spaces have highly specific functional and technical requirements.



Information Technology Director

I am pleased to share that, following a comprehensive recruitment process, we have appointed Chris Hauff as our new Director of Information Technology. Chris brings extensive leadership experience, having previously served as Senior Manager of Technology and Digital Transformation with the Capital Regional District, as well as in senior roles within the BC Government, including Chief Information Officer and Executive Director. Chris officially began in the role yesterday and will be stepping in immediately to lead a department that operates around the clock. I would also like to extend sincere thanks to Windy Beadall, who has served as Acting Director since last year. Coming out of retirement, Windy provided exceptional



leadership and stability to the team, and we are more than grateful for her dedication and outstanding contributions.

Spencer Middle School Principal Opportunity

We recently posted a position for the Principal of Spencer Middle School, with the appointment effective August 2026. Current Principal Jennifer Nixon will be transitioning to the role of Principal at Dunsmuir Middle School in August. We know many in the Spencer community will be sad to see Jennifer leave, as she has built strong relationships with students, staff, and families over the past several years and has made a lasting impact on the school. Those interested in applying are encouraged to review the qualifications and full job posting on Make a Future.

2026/27 Budget

We are beginning the process of developing the budget for the 2026/27 school year. In the current environment of rising costs for services and supplies, combined with the anticipated stabilization of student enrolment, we expect these factors to have an impact on our upcoming budget. Our Secretary-Treasurer, Brian Jonker, has already begun this work, and over the coming months we will engage with our partners, community, students, and staff through budget consultations before bringing the budget to the Board for decision-making and adoption. As we move through this process, we will be guided by a commitment to keeping resources as close as possible to our core responsibilities as a school district, prioritizing student learning while also supporting our obligation to expand the district's role in child care.