



Sooke School District
3143 Jacklin Road, Victoria, BC V9B 5R1
(250) 474-9800
www.sd62.bc.ca

Public Notice – Education-Policy Committee Meeting

A public meeting of the Education-Policy Committee for School District 62 (Sooke) will be held on
March 3, 2026 at 6:00 p.m.

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.

EDUCATION-POLICY COMMITTEE
School Board Office

Via MS Teams
March 3, 2026 – 6:00 p.m.

A G E N D A

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, SĆIÁNEW (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 Ləkʷəŋən peoples of Songhees and Esquimalt Nations.

2. Opening Remarks from Chair

3. COMMITTEE REPORT of Jan. 6, 2026 Education-Policy Committee meeting (attached) **Pg. 3**

4. BAA COURSE PROPOSALS

There are no BAA course proposals for this meeting.

5. NEW BUSINESS (attached)

- a. Presentation - YEP! Program – Sean Pollitt and Kim Cobb **Pg. 6**
- b. Presentation – John Horgan Campus – Educational Programs Update – Mike Huck and Heather Lait **Pg. 7**
- c. New Academy Proposal - Journey Soccer – Mike Huck **Pg. 9**

Recommended Motion:

That the Board of Education for School District 62 (Sooke) approve a new Soccer Academy at Journey Middle School to begin in September 2026

- d. NA'TSA'MAHT Enhancement Agreement Report – Jon Carr and Connie Swan **Pg. 12**

6. REVIEW OF POLICIES/REGULATIONS

There are no policies/regulations for this meeting.

7. FOR INFORMATION

- a. Research Project Approval – Paul Block **Pg. 15**
“Considerations in Teacher Adoption of Screening and Progress Monitoring in Middle Schools”
- Meaghan MacDonald, VIU

8. FOR FUTURE MEETINGS

9. ADJOURNMENT AND NEXT MEETING DATE: Apr. 7, 2026

**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, SCÍĀNEW (Beecher Bay) Nation, and the Nuu-chah-nulth: Paaḡčiidḡath (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEL (Malahat) Nation, and the Lək'wəŋən 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



Committee Information Note
Education-Policy Committee Meeting
February 3, 2026
Agenda Item 5a – YEP! Program

Background:

Youth Engagement Project 2025 (YEP!) was created from the desire of school counsellors for a responsive and supported youth mental health conference. Historically, middle schools in SD62 have attended the excellent HEADSTRONG Mental Health Conference, put on by the Canadian Mental Health Association. However, we felt that a locally developed project could be more effective in supporting youth advocacy with increased scaffolding, structure, use of relevant data, and deeper partnerships.

YEP!25 Planning Day provided opportunities for youth to engage with local Middle-years Development Index (MDI) and Adolescent Health Survey (AHS) data, facilitated structured collaboration, and prioritizes student led projects supported by school and district staff. The Village Initiative and VIHA linked YEP! planners with the McCreary Center Society to support facilitation of the YEP!25 Planning Day, which was held at Dunsmuir Middle School on November 6th, 2025. Three SD62 middle schools attended the full launch event, along with district staff and local partners.

The framework of the project seeks to create multi-member staff teams to provide optimal supports to students and to bring increased experience and capacity to the teams. McCreary Center collated student feedback for individual schools based on their input during the planning day, which has aided in recognizing, and actualizing project ideas.

Current Context

Schools are currently in the planning and implementation phases of year one of this project. At Dunsmuir we have four teams at various working stages of initiatives centered around peer mentorships, peer tutoring, bringing therapy animals into the school, and mental health week planning. Students are collaborating with community partners to plan events centred on improving the health and wellbeing of their fellow students based on the most recent MDI and AHS data.

John Stubbs and Journey are also in various stages of planning. Journey is linking some of their mental health and wellness ideas into their leadership class planning. John Stubbs is working to link their planning with Social Emotional Learning programming in their building.

Next Steps

There is a virtual check-in planned for just after Spring Break, with a year-end wrap up celebration in June where students can share their accomplishments, and what they learned. We hope to liaise with potential future community partners at this event to share the students' passion and interest in being heard and involved.

We hope to engage our other two middle schools and grow the successes of the first year by amplifying the energy, positivity, and teambuilding potential of YEP!25. Deepening staff and student engagement at the three participating schools will also be a focus moving forward.

Prepared by:

Sean Pollitt
 Counsellor – Dunsmuir Middle School



Committee Information Note
Education-Policy Committee Meeting
March 3, 2026

Agenda Item 5b – John Horgan Campus – Educational Programs Update

Background

- The John Horgan post-secondary building opened in September 2025.
- SD62 has some designated spaces within the building including an office, a large classroom and a smaller classroom-type space.
- Shared bookable spaces include classrooms, meeting rooms, study rooms, seminar rooms, a multipurpose room, an Indigenous education space and workstations.

Current Context

- The SD62 office space, room 120, is now the SD62 Online School/Continuing Education office and is the workspace for District Principal of Pathways and Choice, Principal of SD62 Online School, Continuing Education & MyEdBC, SD62 Continuing Education’s Academic Advisor, SD62 Online School’s Instructional Designer and SD62 Online/Continuing Education’s clerical staff member.
- SD62’s large classroom space, room 119, is the home of SD62 Continuing Education’s Fast Forward to Graduation adult graduation program during the regular school day and the SD62 Continuing Education Storefront Support classroom on Tuesday, Wednesday and Thursday evenings.
- SD62’s smaller classroom space, room 115, is the office space, work area, and student drop in space for SD62’s Careers Team
- The 2 workstations on the 5th floor are currently used by SD62 Online/Continuing Education’s online learning teachers.

Programming

- SD62 Continuing Education currently offers the following at the John Horgan Campus:
 - Fast Forward to Graduation – an in-person adult graduation program.
 - Online courses and graduation programs for non-graduated adults.
 - Online high school upgrading courses for graduated adults.
- SD62 Continuing Education new programming:
 - Adult English Literacy Foundations courses which teach English language skills (reading, writing, speaking & listening). Registrations are currently being accepted, and we are hoping to run a class starting in either April or June (dependent on enrolment).
- SD62 Online School supports various district programs including:
 - Secondary school online learning hubs.
 - Brightspace in the secondary classroom project.
 - SD62 Academies online courses.
 - SD62 Careers.
 - Middle School (grade 6-8) Blended Learning.
 - Full Credit Summer Learning.

- SD62 Careers team offers the following programming at the John Horgan Campus:
 - Youth Train in Trades.
 - Youth Work in Trades.
 - Dual Credit Programs.
 - Work Experience 11/12 (WEX).
 - SIP – South Island Partnership.
 - Careers programming K-12.

- SD62 Careers team new programming:
 - Health Care Career Sampler Course (available to all secondary students) Dual Credit Program with Camosun College offering grade 11/12 students a cohort model program focused on careers in health care. Case management, simulations, Team-based problem solving, Transferable post-secondary courses. Minimum of 30 hours of work experience in health career settings.
 - Westshore trades sampler class in partnership with Camosun College.
 - SD62 has signed or is in the process of working towards signing MOU's with: Royal Roads University – access to first year courses and certificates being offered on site and at the RRU main campus.
 - JIBC – access EMR training for current SD62 students (5-week course and year long).
 - Expanding Camosun offerings and partnering for academic cohort programs (HASK).
 - UVic – first year courses.
 - Pre-employment courses.

- SD62 Pathways and Choice supports:
 - SD62 Careers.
 - SD62 Academies.
 - SD62 Online/Community Education.
 - SD62 Alternative Education.

Prepared by: Mike Huck, District Principal Pathways & Choice
Heather Lait, Principal SD62 Online School, Continuing Education & MyEdBC



Information Note
Education-Policy Committee
March 3, 2026
Agenda Item 5c – Proposed New Soccer Academy
At Journey Middle School

ISSUE: Proposed new Soccer Academy at Journey Middle School 2026/2027

BACKGROUND/FACTS: Academy Application: Journey Middle School Soccer

Academy Sponsors:

Mr. John Mennie – Principal, Journey Middle School
 Mr. Conar Hart – Vice Principal, Journey Middle School
 Ms. Kelly Dvorak – Vice Principal, Journey Middle School
 Mr. Mike Huck – District Principal of Pathways and Choice SD62

1) General description of the program

- Open to Grades 7 – 8 students.
- Two blocks in a student’s timetable; the blocks occur every Monday & Wednesday.
- Bus transportation can be provided, if needed, to and from sports facilities at no cost to the Board.
- Receive credit/recognition for PHE at the appropriate grade level 7 & 8.

2) Goals and Objective: Journey Middle School Soccer Academy

- Improve physical athletic skills through movement training (Bodyweight, Manipulatives, and Locomotives) and implementing team game strategies.
- Improve mental athletic skills through micro-blogging and journaling.
- Improve both individual and team soccer specific skills.
- Application of strategies and rules specific to soccer.
- Provide nutritional and personal development courses to improve general health and well-being.
- Give students the opportunity to be actively involved in the development of the local youth community and their sport.

Timeline for Implementation:

March 2026: Approval of the 2026/27 Academy at Journey Middle School

March 2026: Information out to students and parents.

Late March 2026: Academy registration opens.

September 8, 2026: Start of New Soccer Academy Program.

3) Education value of the program and comparison to other programs in the SD62.

The objective of the Journey Middle School Soccer Academy is to develop the individual athletically as a soccer player, academically as a student and personally as a growing and maturing student-athlete. The soccer academy provides up to 3 hours per week of on-field training, soccer specific strength and conditioning program, and participation in high caliber game/practice play. In

addition, there will be coursework to educate the students in the areas of nutrition and personal growth.

It is our expectation that all students in the Journey Middle School Soccer Academy program are committed and dedicated to achieving both academically and athletically.

4) Identification of the students to be served, including grade number of students.

- Open to Grades 7-8 students.
- Thirty students per grade 7-8 for the first year of the program.

5) Clear description of qualifications and teaching support staff required to offer the program.

- PHE Qualified teacher, NCCP Certification (preferred).
- Coaching Theory Level 1 and preferably 2 completed.
- Experience playing Varsity or equivalent level soccer (preferred).

6) Clear description of facilities required for program to be offered:

- Access to Journey Middle School Fields and Fred Milne Park facilities and turf.

7) Impact analysis of other schools in the district:

- No other middle school in the Milne Landings (Sooke) area of SD 62 is offering soccer as a middle school academy.
- May draw some home-schooled students.
- Conduit to EMCS Soccer Academy.
- Supported by Sooke Soccer Association and community member.

8) Evidence of PAC support which will demonstrate parents understand the proposal:

PAC Meeting was completed on Dec 9, 2025, and supported by Journey Middle School PAC. Survey of Journey middle school parents completed with tremendous support. Minutes provided upon request.

9) Registration guidelines process on how students will be selected.

Pending approval, registration will begin in late March 2026 (after March Board meeting). This will be an online registration process and will be limited in space. No selection process other than a student will need to be in good standing in SD 62.

10) Evidence of similar programs (both in and out of district) operating successfully:

There are several soccer academies on South Vancouver Island, both in Secondary and Middle School. These programs have been highly successful and are considered a compliment for the hosting school and community. Currently, Dunsmuir Middle School has a long standing and successful middle school soccer academy, as does Royal Bay Secondary and Edward Milne Community School (EMCS) for grades 9-12. Currently, all existing soccer academies are full and experience waitlists.

No similar SD 62 program exists in Milne's Landing Zone for middle school students. The EMCS Soccer Academy provides a pathway for continued participation for Journey students once they transition to high school.

11) Expected costs of the program and sources to fund and sustain program without school district funding:

- Academy Fee: \$690 per student.
- Admin Fee: \$200 per student.
- Total Costs: \$890 per student

12) Sample of program registration and any promotional material:

- Information package and registration materials are available online.

Recommendation:

Recommended Motion for the proposal of the Journey Middle School Soccer Academy

That the Board of Education for School District 62 (Sooke) approve a new Soccer Academy at Journey Middle School to begin September 2026.

Respectfully submitted,

Mike Huck, District Principal Pathways and Choice

Information Note
Education-Policy Committee Meeting
March 3, 2026

Agenda Item: 5d – NA'TSA'MAHT Enhancement Agreement Report

Background

The NA'TSA'MAHT Enhancement Agreement is a five-year working agreement developed collaboratively by the Sooke School District, local First Nations rightsholders, Indigenous partners, and the Ministry of Education and Child Care. The purpose of the agreement is to improve educational outcomes for Indigenous students and to build safe, welcoming, and inclusive learning environments grounded in the First Peoples Principles of Learning. The agreement includes two overarching goals, based on the meaning of "NA'TSA'MAHT" being of one mind & spirit. This report draws on the Ministry of Education and Child Care's 2024/25 *How Are We Doing* data and the Sooke School District's Equity in Action Survey results.

Analysis *Are We Meeting the Goals?*

One Mind Goal: To progress individual Indigenous student success K–12, leading to a Dogwood diploma and supporting pathways beyond graduation.

Strengths:

1. Improving Completion Rates & Closing Equity Gap with non-Indigenous students:
 - a. Six-year completion increased to 81%, up from 78% last year and 70% in 2022/23; an 11% increase over two years. The six-year equity gap has reduced from 23 percentage points (2022/23) to 14 percentage points (2024/25) over two years.
 - b. Five-year completion increased to 70% in 2024/25; up from 62% in 2022/23; an 8% increase over two years. The five-year equity gap has narrowed from 27 percentage points in 2022/23 to 20 percentage points in 2024/25; a 7% reduction over 2 years.
2. Increased participation in provincial assessments over last 4 years post-COVID:
 - a. Grade 4 FSA participation increased to 75% from 27% (Literacy) and 73% from 25% (Numeracy). This reflects significant growth and confidence since the COVID-19 Pandemic.
 - b. Participation rates are now within 4 – 6 percentage points of non-Indigenous students.
3. Indigenous students continue to report strong levels of adult support in elementary and middle years:
 - a. Strong adult support "Two or more teachers help" reported in Grades 4, 7, and 12.
 - b. In Grades 3 - 4, 82% of Indigenous students report having two or more adults who care, compared to 73% of non-Indigenous students — a positive 9-point difference.
 - c. In Grade 7, 53% of Indigenous students report that two or more teachers help when needed, compared to 40% of non-Indigenous students — a positive 13-point difference.
 - d. These results are consistent with last year's reporting and indicate that relational support remains a protective strength in early and middle years.
4. In elementary grades, school engagement and safety remain relatively strong:
 - a. Sixty-one percent of Grades 3 - 4 Indigenous students report that they like school, compared to 63% of non-Indigenous peers; 80% report feeling safe at school, compared to 79% of non-Indigenous students.

Stretches:

1. Literacy Achievement Gaps Persist: Despite improving graduation rates, literacy proficiency gaps remain significant, particularly in secondary grades:
 - a. Grade 4 Literacy: 48% of Indigenous students are On Track, compared to 56% of non-Indigenous students (8-point gap). This is similar to last year's result, indicating limited movement at the elementary level.

- b. Grade 10 Literacy: 50% of Indigenous students achieved Proficient, compared to 72% of non-Indigenous students (22-point gap).
 - c. Grade 12 Literacy: 53% achieved Proficient, compared to 72% of non-Indigenous students (19-point gap).
 - d. While completion rates have improved, literacy proficiency has not increased at the same pace. This indicates that more students are graduating, but a substantial proportion are not yet achieving proficiency benchmarks on the Grade 12 Literacy assessment.
2. Numeracy Remains a Significant System Stretch: Numeracy continues to present the largest and most persistent academic gap:
 - a. Grade 4 Numeracy: 51% of Indigenous students are On Track, compared to 60% of non-Indigenous students (9-point gap).
 - b. Grade 7 Numeracy: 76% of Indigenous students are categorized as Emerging, meaning fewer than one-quarter are On Track. This pattern is consistent with recent years.
 - c. Grade 10 Numeracy: 28% of Indigenous students achieved Proficient, compared to 46% of non-Indigenous students (18-point gap). This means 72% did not reach proficiency.
 - d. The numeracy gap remains wider than the literacy gap at the secondary level and represents the most significant academic area requiring attention.
 3. Declining Engagement in Secondary Years: Engagement data shows a marked decline beginning in the middle years and continuing into senior grades.
 - a. Grade 4 “Like School”: 61%; Grade 7 “Like School”: 37% (24-point decline from Grade 4); Grade 12 “Like School”: 33%.

One Spirit Goal: To build understanding of Indigenous histories, cultures, and ways of knowing and being to create inclusive learning environments.

Strengths:

1. Indigenous Content Integration Across Grades: Students report learning about Indigenous peoples and perspectives at comparable or increasing rates across grade levels.
 - a. Grade 12 reporting increased to 55%, the highest across grades, likely reflecting the Indigenous-focused graduation requirement introduced in recent years.
2. Positive Perception of Inclusion: 64% of Indigenous families report that schools are respectful and inclusive.
3. Increased Investment in Indigenous Role Models and Elders: The NA’TSA’MAHT department has increased both the scale and financial commitment to the Role Model & Elder programs over the past three years:

Indigenous Role Model Program (Based off IETF-Funded Honouraria)

- a. 2024/25: Approximately 622 half-day cultural presentations (including 20 full-day sessions); Total honouraria investment: \$87,540; compare two years ago 2022/23: 600 half-day presentations; Total investment: \$71,455
 - i. While the number of sessions fluctuates slightly year-to-year, overall funding has increased by more than \$16,000 since 2022/23, demonstrating sustained prioritization of Indigenous voices and cultural knowledge in classrooms.
- b. Investment & Growth in the Elders-in-Residence program has increased over three years:
 - i. 2024/25 Total Investment: \$84,994; 2023/24 Total Investment: \$67,748; 2022/23 Total Investment: \$53,080.
 - ii. This reflects an increase of nearly \$32,000 (approximately 60%) over two years, supporting expanded Elder presence across more schools and deepening relational, cultural, and land-based learning opportunities.
 - iii. Elder and Indigenous Role Model presence is occurring across schools, with 28% reporting “Always” or “Sometimes” from the Equity in Action Survey.

4. Elementary belonging and safety perceptions remain both strong and equitable:
 - a. In 2024/25, 80% of Grades 3 - 4 Indigenous students report feeling safe at school, compared to 79% of non-Indigenous students, reflecting near parity. This is consistent with 2023/24 results, where elementary safety perceptions were similarly aligned between groups.
 - i. Over the past two reporting cycles, elementary safety has remained within 1 - 3 percentage points between Indigenous and non-Indigenous students. These results indicate that elementary learning environments are providing a comparatively strong foundation of safety and belonging for Indigenous students.

Stretches:

1. Belonging and safety indicators show a multi-year consistent pattern of widening disparity as students move into secondary grades:
 - a. Grade 10 Safety (2024/25): 72% Indigenous vs 82% non-Indigenous (10-point gap). This gap is consistent with 2023/24 results, indicating limited year-over-year improvement; Grade 12 Safety (2024/25): 69% Indigenous vs 84% non-Indigenous (15-point gap).
 - b. This pattern has remained consistent year-over-year and confirms that the Grade 7 - 10 transition period remains the most critical point of disengagement. Targeted transition supports and engagement strategies are currently prioritized by various departments and schools.
2. Family Sense of Value and Belonging (From Equity in Action Surveys):
 - a. Only 45% of Indigenous families report feeling clearly valued by their child's school. An additional 30% report feeling only "somewhat" valued.
 - b. This indicates that fewer than half of Indigenous families experience a strong sense of belonging within the school community. While respectful relationships are reported by the majority, the data suggests that relational trust and cultural safety are not yet consistently experienced across families.
3. Perception of Racism in the Learning Environment:
 - a. Fifty-seven percent of Indigenous families report that racism exists at least somewhat within the learning environment. Although many families report staff are respectful and inclusive, the persistence of perceived racism indicates that systemic and interpersonal climate concerns remain.

Conclusion:

Both the One Mind and One Spirit goals of the NA'TSA'MAHT Enhancement Agreement remain **In Progress** (not yet achieved). Graduation completion rates and assessment participation show improvement, and investment in Indigenous cultural programming has strengthened system-wide integration of Indigenous content and perspectives. However, literacy and numeracy proficiency gaps remain, engagement declines in secondary years, and Equity in Action survey data indicates that belonging and cultural safety are not yet consistently experienced by Indigenous students and families. Continued focus on academic achievement, middle years transition, and relational trust will continue to be a focus to move forward both goals.

Respectfully submitted,

Indigenous Education Council Co-Chairs: Jon Carr, District Principal; Michelle Thut, T'Sou-ke Nation
 Connie Swan, Vice Principal, NA'TSA'MAHT Indigenous Education



Permission to Conduct Non-Board-Initiated Research

Date of application	February 9, 2026
Applicant's Name	Meaghan MacDonald
Address	Victoria BC, V8T 2B3
Phone Number(s)	
E-Mail Address	meaghan.macdonald@my.viu.ca
Present Position	classroom teacher, _____, SD61
SD62 Employee?	no.
Affiliated institution or organization	Vancouver Island University
Name of facility supervisor (if applicable)	Dr Ana Vieira
Title of study	Considerations in Teacher Adoption of Screening and Progress Monitoring in Middle School
Type of study	Qualitative surveys, training, and a focus group focusing on teacher opinions
Requested date to start and anticipated end date	ASAP, till April 2026
Type of participants (i.e. student, parent, teacher, support staff)	Classroom Teachers and Learning Support Teachers
Any specific cohort focus	Middle School
Plan for recruitment to study	Email invitation
Specific location(s) of study	Teachers will be invited from all middle schools, and training will in online or Central Middle School
Data collection tools	Survey #1, training, survey #2, focus group to collect comments
Ethics approval, date and organization	Vancouver Island University Ethics Review Board, file no. 103756 01/06/2026
Anticipated research completion date	April 2026
Once completed would you like to present your research to the Education-Policy Committee (15 min.)?	Yes <u>absolutely</u> No _____
Would you prefer to present virtually or in-person?	Virtual _____ In-Person _____ no preference

E-mail to: Superintendent of Sooke School District: pblock@sd62.bc.ca or mail to Paul Block, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1

Participant Consent Form

Considerations in Teacher Adoption of Screening and Progress Monitoring in Middle School

Research Ethics Board Application Ref No: 8128

January 26, 2026

Dear prospective participant,

I am a student pursuing thesis research towards the completion of the Master of Education program through the Faculty of Education at Vancouver Island University (VIU). I am a Project Team for the study entitled "***Considerations in Teacher Adoption of Screening and Progress Monitoring in Middle School,***" which aims to investigate teachers' experiences with using screeners to identify factors in teachers' adoption of the use of screeners. The Principal Investigator is my Faculty Supervisor, Dr Ana Vieira. Both of our contact information can be found at the bottom of this letter. While research on the effectiveness of DIBELS is abundant, research on teacher opinions about using these tools in an environment with high teacher autonomy is scarce. My hope is that my research will contribute to understanding teachers' experiences and perspectives when making choices to adopt screeners.

The benefit of participating is professional development training in DEBELS screening tools, and discussion on implementation with other middle school teachers.

The school district has approved this study, but it is independent of the district. Only the final publication will be available to the district and public.

Study Structure

By voluntarily participating in this study, you are being asked to participate in four stages:

Firstly, you will be sent an online survey (using Survey Monkey) about your current practices using reading screeners to assess and progress monitor reading in Grades 6,7, &8. This should take about half an hour to complete.

Then, all participants will meet in-person for an hour and a half of training on how to use DIBELS tools to assess your students' reading fluency and comprehension. The ORF is a one-minute oral reading fluency passage read by student to you, one to one. The MAZE is a whole-class 3-minute reading exercise. Notes may be taken to record participants' comments.

After you have had a chance to implement the two tools, mark them, and record them in any way that fits your assessment goals, I will send a second, similar survey to learn about your experiences using Survey Monkey.

Finally, there will be a focus group using Microsoft Teams to debrief about your experiences and opinions of the practice of using these tools for screening and progress monitoring. This session will be recorded to support transcription and analysis of data, and all recordings will be deleted upon completion of the study.

Participation in all stages will take about three and a half hours.

Potential Risks of the Study

This risk of participation in all three events is considered minimal, as engaging in professional development, and discussing our experiences are part of our professional practice. Every reasonable measure will be taken to keep individual participants anonymous from employers, but participation in the training and focus group will make participants known to each other. Comparable with other professional development events, there is a risk of feeling vulnerable when sharing your opinions and questions with colleagues whom you may or may not have a previous relationship. In all events, you may feel free to decline to answer questions that you do not wish to answer. There are no questions designed to provoke beyond daily professional discourse. The specific school district will not be identified in the publication of the study, and participants will be assigned pseudonyms.

You will not be asked to share student data, or any information that could identify a student.

Child Safety

The scope of this study is limited to teacher perceptions and preferences of reading assessment tools. This study does not solicit information concerning students or children. Any concern of harm to children will be reported to Child Protection Services; notwithstanding anonymity.

Publication

The results of this study will be presented in a final report submitted as a thesis for completion of my degree and may also be used for conference publications, presentations, and published in academic journals. The completed thesis will be emailed to you, and may be made publicly available on VIUSpace. The final anonymized publication will be made available to the school district.

Withdrawal and Discontinue

You may choose to discontinue the study at any time should participation in this study no longer benefit your professional development goals. Simply ceasing participation or communication will be respected as a discontinue of consent to further engagement. In order to fully withdraw from the study and have your previous contributions removed, please notify me before February 28, 2026 when data will be de-identified, and draft transcripts will be shared. All reasonable efforts will be made to remove your contributions to the study, but there may be challenges like other participants' responses to your comments.



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Data Collection and Privacy

Data collected will focus on your experience and opinions, gathered through survey responses, notes from training session, and a recording of the focus group. Data included in the thesis will include trends in survey responses, notes from the training session and focus group, and connections between initial survey responses and comments shared throughout the study. All participants will be assigned a pseudonym in the final thesis. Data will be shared and reviewed with the Principal Investigator and Faculty Supervisor, Ana Vieira. Data collection and participation in this study will run from January 2026 to March 2026. All data, drafts, and video will be deleted upon the successful completion of the resulting thesis.

Microsoft Teams video and voice recording with AI assisted real-time closed caption and transcript enabled will be used to record the focus group. All research data will be collected, stored, and managed using Microsoft 365 services (OneDrive, SharePoint, and Teams) provided by Vancouver Island University. VIU has a Privacy Impact Assessment (PIA) for its Microsoft 365 environment, confirming its adherence to relevant privacy legislation, including British Columbia's Freedom of Information and Protection of Privacy Act (FIPPA) and the principles of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2 (2022)). The PIA ensures that appropriate technical, administrative, and physical safeguards are in place to protect the confidentiality, integrity, and availability of data.

Benefits and Payment

This study is not externally funded. You will receive a small gift from myself of \$20 credit to Munro's books for participating in the focus group. This will be sent to your preferred email.

Participation Consent

Your participation is voluntary. Consent is indicated by your participation in each of the research stages. This letter will be referenced before starting and upon completion of the surveys, and before starting the training session and focus group. Please see above for withdrawal of data. You may discontinue participation at any time.

If you have any concerns about your rights as a research participant and/or your experiences while participating in this study, please contact the VIU Research Ethics Board at reb@viu.ca.

Sincerely,
Meaghan MacDonald

Project Team Lead

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