



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
September 15, 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

September 15, 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, SCIANEW (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 June 2, 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. Committee Terms of Reference Update – Paul Block

b. Presentation – Student Voice - Equity Retreat – Cam Smith, Hazel Hall & Alice Boltsmith

c. Student Voice Engagement Plan 2026 – 27 – D'Arcy Deacon **Pg. 6**

d. District Operational Plan 2025 – 26 – Final Report – Paul Block **Pg. 19**

Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the 2025/26 Operational Plan Final Report as presented at the Education-Policy Committee meeting of September 15, 2026.

6. REVIEW OF POLICIES/REGULATIONS

a. There are no Policies/Regulations for this meeting.

7. FOR INFORMATION

8. FOR FUTURE MEETINGS

9. ADJOURNMENT AND NEXT MEETING DATE: Oct. 6, 2026

**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
June 2, 2026 – 6:00 p.m.**

Present: Trudy Spiller, Trustee (Chair)
Cendra Beaton, Trustee (Committee member)
Russell Chips, Trustee (Committee Member)
Amanda Dowhy, Board Chair (Ex-Officio)
Dana Savage, CUPE
Amanda Culver, STA
Corrinne Kosik, SPVPA
Ash Senini, SPEAC
Paul Block, Superintendent/CEO
D'Arcy Deacon, Associate Superintendent

Guest: Kira Booth
Madi Rowat
Mark Kaercher, District Principal – Capital Planning

Regrets: Lisa Leclerc, Associate Superintendent

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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2. Opening Remarks from Chair

The Chair opened the meeting and acknowledging a busy month of May across the school district.

3. COMMITTEE REPORT of May 5, 2026 Education-Policy Committee meeting

The committee report for the May 5, 2026 Education-Policy Committee meeting was received by the committee.

4. BAA COURSE PROPOSALS

There were no BAA course proposals for this meeting.

5. NEW BUSINESS

a. Project for Change Presentation – Student Voice – Kira Booth and Madi Rowat

Students Kira Booth and Madi Rowat presented on their initiative at Royal Bay Secondary School entitled “Project for Change”. The students outlined a vision for developing a website that is focused on supporting student transitions beyond the K - 12 experience. Components of this website include a student experiences, opportunities Hub, course planning, career support, and

questions and answers. The goal is to start as a pilot project at Royal Bay that can then grow to other schools. Ideally, future student leaders would play a key role in maintaining and further developing the website. The students are seeking feedback and recommendations to refine the platform based on district input. The goal is to develop a site alongside the school and the district.

Members of the committee reflected positive feedback and encouragement to the students on their presentation. All members reflected on how refreshing it is to have students speaking directly at an Education-Policy Committee meeting. Committee members asked questions about how support for the initiative could be offered, and how the students see their voice engaging with the broader community. The committee encouraged the students to outline their next steps after this presentation and to engage members of the school community in supporting them.

b. 2026/27 District Catchment Review Process – Mark Kaercher

District Principal Mark Kaercher introduced a district catchment review process that is partially influenced by the establishment of a future secondary school in North Langford. **Note** - Mr. Kaercher identified that the information note referred to a Belmont catchment review in some areas; however, the process being introduced is a district catchment review. The district has an uneven distribution of students enrolled in schools with heavy pressure or over-enrolment in some areas, and with low enrolment in others. The purpose is to ensure equitable access to as many students as possible to attend the school closest to their primary residence. Factors considered in the process will be enrolment and capacity, transportation, community impact, and program delivery. Timelines for the process will include planning and design in summer 2026 with broad public engagement and targeted analysis from September to November 2026. Further analysis and draft development will follow until February 2027 and then shift to board consideration March/April with final decision making in May/June 2027.

Members of the committee asked questions about enrolment priorities around keeping families together. Staff responded by acknowledging that all factors need to be considered in the analysis; however, keeping families together has long been a priority for the Sooke School District. Committee members also asked about French Immersion and the option of adding programming, something that staff acknowledged would be considered as part of the analysis. The committee discussed a communications strategy to support a series of engagements with relevant partner groups and impacted parties. Examples of engagement activities would include broad surveys, school-based engagements, neighbourhood town halls, regional consultations, and engagement with communities that are affected.

6. **REVIEW OF POLICIES/REGULATIONS**

There were no Policies/Regulations for this meeting.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** The meeting adjourned at 7:22 p.m. Next meeting - Sept. 15, 2026 – 6:00 p.m.

DRAFT



Committee Information Note
Education-Policy Committee Meeting
Sept. 15, 2026

Agenda Item 5c – Student Voice Engagement Plan

Background:

The Student Voice Engagement Plan outlines the district's ongoing commitment to engaging students in meaningful dialogue and ensuring student perspectives inform decision-making, school growth planning, and system improvement efforts. The Student Voice Engagement Plan was originally developed following a comprehensive scan of district practices conducted in 2025. Since its inception, the plan has been informed through ongoing student engagement opportunities designed to elevate student perspectives, identify emerging priorities, and better understand student experiences of belonging, connection, and engagement.

The 2026-27 revision reflects learning gathered through a range of student engagement opportunities during the 2025-26 school year, including:

- The Secondary Student Equity Retreat;
- The Middle School Youth Engagement Project;
- Student focus groups and surveys;
- Student participation in school growth planning processes; and
- Student voice presentations to the Education Policy Committee.

These experiences provided valuable insight into the perspectives, aspirations, and priorities of students across the district and continue to shape the evolution of the plan.

Current Context:

While the overall goals and intent of the Student Voice Engagement Plan remain consistent, feedback gathered from students throughout the 2025-26 school year overwhelmingly identified the importance of relationships, belonging, and connection. Students consistently expressed a desire to feel more known, connected, and valued within their schools and emphasized the critical role that trusted adults and authentic relationships play in their educational experience.

In response, the goal of improving students' experience of being known, connected, and valued has been elevated to become the first goal in the 2026-27 plan. This change reflects direct student feedback and reinforces the district's commitment to creating learning environments where every student experiences a sense of belonging and connection.

The revised plan continues to focus on three interconnected priorities:

1. Improving student experiences of being known, connected, and valued;
2. Engaging students in school decision-making processes; and
3. Using student feedback to inform school growth planning and continuous improvement efforts.

The Student Voice Engagement Plan is further informed by evidence presented in the district's annual Enhancing Student Learning Report. Current provincial and local data indicate positive trends in students' experiences within schools. Over time, increasing numbers of students report feeling welcome at school and developing a stronger sense of belonging. Local data further indicate that a significant majority of students report feeling safe at school, experiencing positive relationships with adults, and feeling welcomed within their learning environments.

The report also highlights opportunities to deepen student participation in decision-making and strengthen the visibility of how student feedback informs planning and improvement efforts. These findings reinforce the importance of maintaining a focused and intentional student voice engagement strategy across the district.

Conclusion:

Student voice remains an important component of the district's commitment to continuous improvement and the successful implementation of the 2025-2029 Strategic Plan. The revised 2026-27 Student Voice Engagement Plan reflects both the learning gathered through district-wide student engagement opportunities and the evidence presented in the Enhancing Student Learning Report. Staff continue to place significant value on engaging student voice and will seek opportunities across the system to authentically elevate, hear, and incorporate student perspectives into school and district planning processes.

Prepared by:

D'Arcy Deacon
Associate Superintendent



TERRITORIAL ACKNOWLEDGEMENT

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EXECUTIVE SUMMARY

The Sooke School District is pleased to present its Student Voice Engagement Plan, which identifies goals and strategies to support student participation in the 2025-2029 Strategic Plan. This plan provides an annual perspective on our student voice engagement, including planned actions and systems for monitoring progress over the next three years (2026-2029).

This plan is founded in a comprehensive district scan during 2025 and informed in an ongoing manner through a series of annual student engagements. These engagements provide opportunity to directly elevate student voice, identify areas for consideration in future strategy, and provide important feedback on student experience of belonging and connection.

This plan has identified three key goals to address feedback from the engagement process:

1. Improve student perception of being known, connected, and valued
2. Engage student participation in school decision-making
3. Use student feedback to inform school growth planning

This plan reflects our commitment to engage students in meaningful and authentic dialogue about their experiences in the Sooke School District and to honour their voices in our annual planning cycles. It is grounded in the priorities set out in our Strategic Plan and guided by a long-term vision for student success.

To learn more about the Sooke School District—including information on the Board of Education, our Strategic Plan, and the traditional territories on which we live, learn, and work—please visit www.sd62.bc.ca.



VISION STATEMENT

This plan emphasizes that student voice is central to shaping inclusive, innovative, and empowering learning environments in School District 62 (Sooke). It aims to foster meaningful dialogue and ensure students feel heard, respected, and involved in decision-making.

PURPOSE

To create a school and district culture where every student feels heard, valued, and empowered to contribute to decisions that affect their learning and well-being.

KEY THEMES

(THESE REFLECT DIRECT STUDENT FEEDBACK FROM ENGAGEMENT SESSIONS IN 2025-26)

- **Belonging & Relationships** - Many students identify relationships with adults as critical in developing a sense of being known, connected, and valued.
- **Agency and Choice** - students emphasize wanting learning that is engaging, relevant, and responsive to their needs.
- **Authentic Inclusion** - students expressed strong support for learning about diverse cultures and were clear that current approaches can feel superficial.

GOAL 1: IMPROVE STUDENT EXPERIENCE OF BEING KNOWN, CONNECTED, AND VALUED.

Staff will:

- **Build authentic relationships** by using inclusive language, active listening, and intentionally creating opportunities for every student to be known, valued, and connected.
- **Act on student voice** by seeking feedback regularly, communicating what was heard, and sharing the actions taken in response to student input.
- **Embed culturally responsive learning throughout the year** by celebrating diverse identities, perspectives, and experiences through meaningful, ongoing, and authentic learning opportunities.
- **Foster safe spaces for dialogue and expression** by modelling respectful conversation, encouraging diverse viewpoints, and ensuring students feel comfortable sharing their ideas, experiences, and aspirations.

Students will:

- **Share their voice** and perspectives to help improve their school experience.
- **Foster belonging** by building positive relationships and supporting others.
- **Engage respectfully** with diverse perspectives and experiences.
- **Participate in learning** and activities that celebrate culture, identity, and inclusion.
- **Contribute to school communities** where everyone feels welcomed, valued, and connected.
- **Use their voice** and leadership to create positive change.



GOAL 2: ENGAGE STUDENT PARTICIPATION IN SCHOOL DECISION MAKING

Staff will:

- **Invite student representatives** to participate in school leadership and planning meetings.
- Create regular opportunities for **students to co-lead** initiatives (e.g., assemblies, clubs, events).
- Provide **guidance and mentorship** to support students in leadership roles.
- **Explain decision-making** timelines and processes with students in accessible formats.

Students will:

- **Participate in school structures** and provide input on key decisions.
- **Lead or co-lead projects** that impact school culture or operations.
- **Communicate peer perspectives** to staff through structured forums or councils.
- **Collaborate with staff** to co-create solutions to school-wide challenges.





GOAL 3: USE STUDENT FEEDBACK TO INFORM SCHOOL GROWTH PLANNING

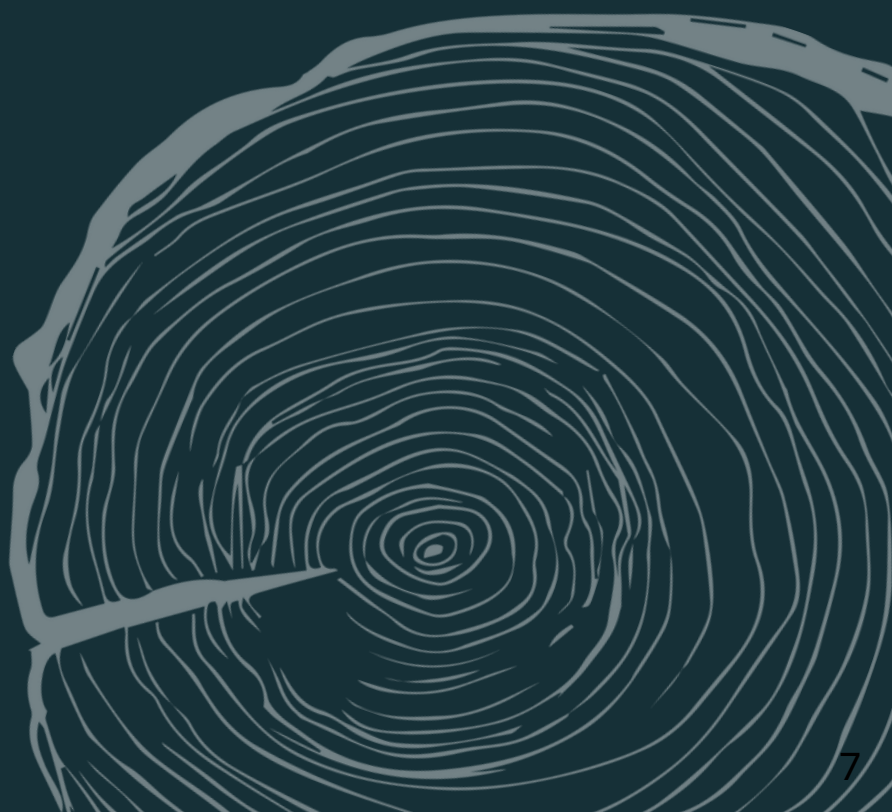
Staff will:

- **Collect student feedback** regularly through surveys, interviews, and classroom discussions.
- **Analyze student input** alongside academic and behavioral data to inform planning.
- **Include student voice** data in school growth plans and professional learning agendas.
- **Report back to students** on how their feedback shaped decisions and next steps.

Students will:

- **Provide honest and constructive feedback** about their learning and school experience.
- **Participate in feedback sessions** to review and interpret school data.
- **Co-develop action plans** with staff based on shared priorities.
- **Review progress on initiatives** they helped shape and suggest adjustments as needed.

APPENDIX



2025-26 STUDENT VOICE ENGAGEMENT SYSTEM LEARNING

Events/Structures

- Introduction of 2025-26 Student Voice Engagement Plan
- Student-Trustee Forum
- Middle School Youth Engagement Project
- Middle School Wellness Market
- Secondary School Student Equity Retreat
- School Growth Plan Templates
- Education Policy Committee - Student Voice presentations



“You know you belong when adults talk to you as if you matter” (Belmont Student)

Enhancing Student Learning report Data Insights

Provincial Data

- All students reporting they feel welcome increased from 70% to 75% over five years
- All students reporting a sense of belonging increased from 49% to 62% over five years
- Indigenous students reporting a sense of belonging increased from 45% to 57%
- Students with special needs reporting a sense of belonging increased from 39% to 52%

Local Data

- 84% of students report feeling welcome at school
- 92% of students report feeling safe at school
- 78% of students report a sense of belonging at school
- 88% of students report adults care about them at school



“Having someone who wants you to be there and believes in you....” (Student equity retreat)

Summary

The Enhancing Student Learning Report evidence suggests that students are increasingly experiencing schools as places where they feel welcome, safe, connected, and cared for. Improvements in belonging, relationships with adults, and Indigenous student outcomes provide a strong foundation for deepening student voice. While current data demonstrate growing student engagement and connectedness, additional measures are needed to understand the extent to which students participate in decision-making and see their feedback reflected in school improvement efforts.

Direct Student Voice

Direct student feedback was collected through the series of engagements described above and summarized below.

- Goal 1 - Feedback indicates students want a greater role in shaping: learning experiences, school culture, leadership opportunities, course offerings, school events, equity initiatives.
- Goal 2 - The strongest message from students was about the importance of relationships. Students consistently identified trusted adults, welcoming environments, authentic cultural representation, and meaningful connections as critical factors influencing belonging at school.
- Goal 3 - Students generated specific, actionable improvement ideas across multiple domains including learning, inclusion, mental health, facilities, culture, and engagement.

“Student agency/voice in how to approach learning” (RBSS Student)

Summary

Student feedback gathered through the 2026 Equity Retreat and other engagement opportunities, demonstrates that students want meaningful opportunities to influence decisions that affect their learning and school experience. As a result, school growth plans have been adjusted to include specific language outlining the inclusion of student voice. Students consistently emphasized the importance of trusted relationships, authentic cultural representation, inclusive learning environments, and greater voice and choice in both classrooms and schools. Their recommendations provide clear evidence that student perspectives can contribute valuable insights to school growth planning and help create learning environments where all students feel known, connected, valued, and empowered to lead.



CURRENT ENGAGEMENT STRATEGIES

Ongoing Activities:

- Leadership clubs and classes across grade levels
- Student councils and executive roles
- Student-led assemblies, announcements, and presentations
- Informal feedback through reflections and CBIEPs
- Inclusive clubs (e.g., SOGI, GSA, Rainbow Club)
- Participation in school committees and initiatives
- Peer helper roles and grad council meetings
- Strong student-staff relationships and open dialogue

Annual and Structured Events:

- Student Learning Survey and focus groups
- Equity retreats and surveys
- Round circles, town halls, and neighbourhood gatherings
- Cultural and environmental events
- Career events, capstones, and year-end activities
- Student-Trustee forums and logo redesign projects



USING STUDENT VOICE TO DRIVE CHANGE

- Feedback loops guide daily operations and planning
- Student input shapes school goals, equity plans, and event planning
- Data from surveys and focus groups inform programming and resource allocation
- Staff collaboration and distributed leadership ensure student voice is embedded in school culture
- Emphasis on moving from anecdotal to quantifiable feedback

AREAS OF LEARNING/AREAS OF CONSIDERATION

- Create more opportunities for students to share feedback
- Involve students more directly in decisions that impact their learning and school experience.
- Expand opportunities for student leadership, advocacy, and participation in school growth
- Increase transparency by clearly communicating how student feedback informs decisions and actions.
- Strengthen opportunities for students to build relationships with trusted adults.
- Ensure all students feel welcomed, valued, and able to contribute to their school community.
- Design school spaces and experiences that support student well-being and engagement.
- Increase opportunities to celebrate and learn about diverse cultures, identities, and perspectives throughout the school year.

ACTIONABLE STEPS

To strengthen student voice and engagement, consider the following actions:

1. Establish Regular Feedback Loops

- Use surveys, forums, and class discussions to gather input
- Ensure students know how their feedback is used

2. Create Visible Channels for Expression

- Suggestion boxes (physical and digital)
- Student voice boards or newsletters

3. Empower Student Leadership

- Expand leadership roles and clubs
- Support student-led initiatives and events

4. Ensure Representation and Inclusion

- Celebrate diverse cultures and identities through events and curriculum.
- Provide safe spaces for underrepresented voices

5. Act on Feedback

- Share outcomes of student input
- Implement feasible suggestions and explain decisions transparently

6. Train Staff on Student Voice

- Encourage teachers to actively listen and respond to student ideas.
- Include student voice in school planning and policy discussions

Committee Information Note
Education-Policy Committee Meeting
Sept. 15, 2026

Agenda Item 5d – SD62 2025 – 26 Operational Plan Final Report

Background

- The Board of Education receives bi-annual reports on progress toward the Strategic Plan and student outcomes. This reporting cycle was approved through the 2025/26 Board Work Plan at the September 2025 Public Board Meeting.
 - The mid-year report was presented in January 2026 and summarized progress for Quarters 1 and 2. The final year-end report summarizes progress across the full 2025/26 school year, including Quarters 3 and 4, and is being presented at the September 2026 Education-Policy Committee meeting.
- The district's [Strategic Plan 2025-2029](#) establishes the long-term direction for student success, system coherence, engagement, and sustainable growth. The annual Operational Plan translates that direction into specific goals, actions, measures, and evidence of progress.
- The [2021-2025 Strategic Plan Final Report](#) was submitted to the Board of Education at the September 2025 Board Meeting and provided to the Ministry of Education and Child Care. The 2025/26 Operational Plan is the first annual plan under the 2025-2029 Strategic Plan and establishes foundational work that will continue over the four-year strategic cycle.
- The [2025-26 Operational Plan](#) is organized under the strategic themes of Learning, Engagement, and Growth. The year-end report provides evidence of implementation, including completed actions, work that remains in progress, and areas requiring continued attention in 2026/27.
- The [Enhancing Student Learning Report](#) is submitted annually to the Ministry of Education and Child Care by September 30. Together, the Strategic Plan, Operational Plan, school plans, department plans, and the Enhancing Student Learning Report support a coherent accountability framework for monitoring student outcomes and system improvement. The Enhancing Student Learning Report includes information in the following areas:
 - Reading, writing and numeracy.
 - Grade-to-grade transitions.
 - Graduation assessments.
 - Six-year and eight-year completion rates.
 - Early development.
 - Student satisfaction, including postsecondary and career preparation.
 - Success metrics for all students, including those with unique needs, such as Indigenous ancestry, English Language Learners.

Analysis: Year-End Progress on the 2025/26 Operational Plan

- The Final Report summarizes work undertaken from July 1, 2025, to June 30, 2026. It reports on each goal in the 2025/26 Operational Plan under the strategic themes of Learning, Engagement, and Growth, and identifies both completed actions and work that is continuing into the next year of the strategic cycle.
- The Final Report identifies **41 projects, initiatives, or actions** in support of **17 operational goals**.

At year end, the status summary is as follows:

- *4 Learning goals were assessed as yellow, indicating work is in progress.*
- *3 Engagement goals were assessed as yellow, indicating work is in progress.*
- *2 Engagement goals were assessed as green, indicating completion.*
- *8 Growth goals were assessed as yellow, indicating work is in progress.*

The year-end status reflects the intentional design of a first-year operational plan within a four-year strategic cycle. Many goals were established to build system capacity, create shared structures, and embed practices that will continue to mature over the life of the 2025-2029 Strategic Plan.

Evidence from the Final Report demonstrates progress in several key areas, including the completion of the District Continuous Improvement Framework, strengthened communities of practice at school, department, and executive levels, development of K-8 numeracy proficiency assessments, implementation of revised career education procedures and priority learner tracking, publication of the Parent Handbook, completion of final attendance protocols, targeted belonging, accessibility, and equity training, ongoing collaboration with the Indigenous Education Council, strengthened financial controls and risk management, and continued advancement of capital, sustainability, technology, and operational efficiency initiatives.

The report also identifies areas for continued implementation in 2026/27, including public-facing continuous improvement resources, numeracy framework development, attendance protocol elaborations, continued implementation of the Student Voice engagement plan, staff training modules, IM/IT roadmap development, and continued program and services review. These next steps provide continuity from the first year of implementation and support ongoing accountability to the Board and community.

Next Steps - Recommended Motion:

“That the Board of Education of School District 62 (Sooke) receive the 2025/26 Operational Plan Final Report as presented at the Education-Policy Committee meeting of September 15, 2026.”

Respectfully submitted,

Paul Block, Superintendent

2025-26 Year-End Operational Plan Final Report



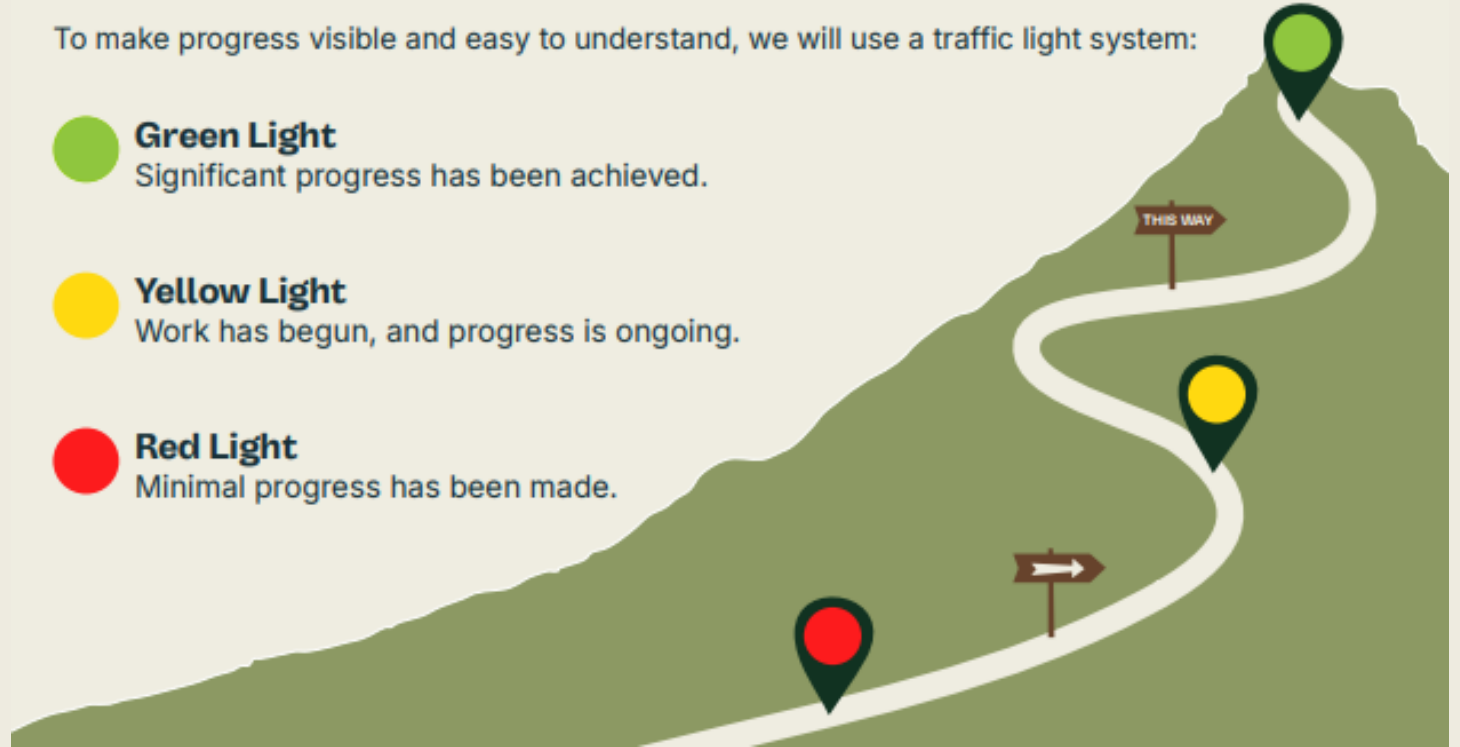
At a Glance

Measuring Progress

Progress Tracking

To make progress visible and easy to understand, we will use a traffic light system:

-  **Green Light**
Significant progress has been achieved.
-  **Yellow Light**
Work has begun, and progress is ongoing.
-  **Red Light**
Minimal progress has been made.



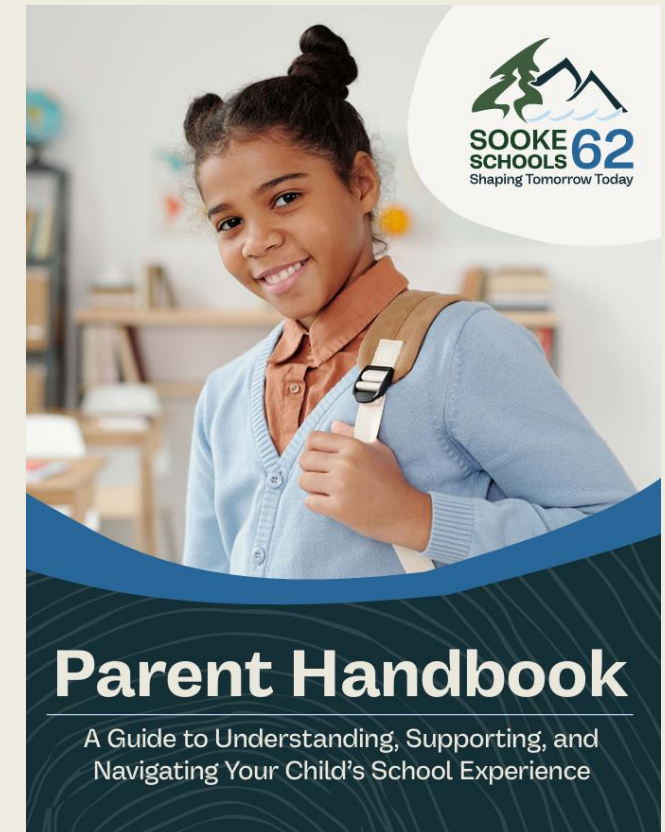
Learning

- Continuous Improvement Framework completed
- Literacy screening expanded (K-8)
- Establishing foundation for K-12 Numeracy Plan
- Data-informed instructional planning
- Alignment of school plans with strategic priorities
- Curriculum, Inclusive Education, Indigenous Education, Safe Schools, Careers, Early Learning, and other departments worked together to better support priority learners
- Examples include literacy initiatives, newcomer family supports, social-emotional learning, work experience opportunities, and expanded family engagement



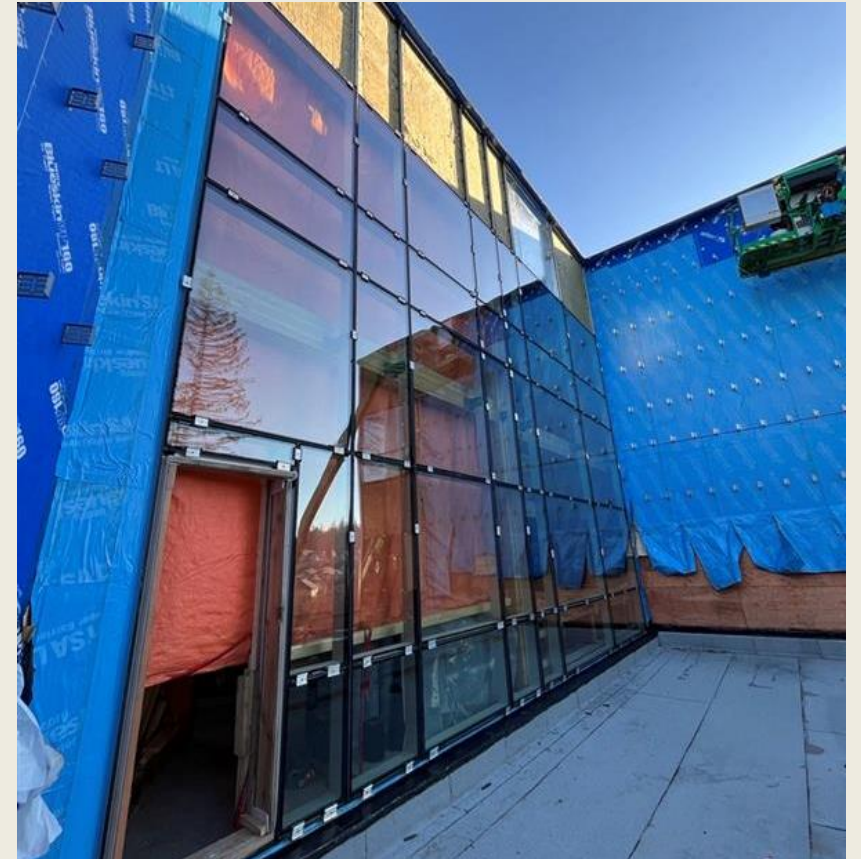
Engagement

- Published the District's first Digital Parent Handbook
- Improved communication and attendance practices
- Expanded Student Voice and Student Advocate initiatives
- Strengthened belonging, accessibility, and equity
- Embedded a collaboration-forward practice with the Indigenous Education Council



Growth

- **Strengthened leadership capacity across the district**
- **Improved technology and operational efficiency**
- **Advanced sustainability initiatives and climate goals as noted by being one of the lowest greenhouse gas emitters among districts in BC**
- **Enhanced financial stewardship and risk management**
- **Continued strategic capital planning with a slowing growth enrolment**



Building on Momentum

- As we head into the 2026-27 school year, we will be building on the strong foundation we established this year:
- The work in literacy and numeracy will continue, particularly the creation of the K-12 Numeracy Plan
- The focus will continue preparing students and promoting pathways to post-secondary or entry into the workforce
- We will continue to work with staff to effectively communicate with families including modern, cloud-based websites for our schools
- Continued focus on student attendance and student voice
- A program review will take place to build capacity and support our resiliency in the context of slowing enrolment growth



Thank You!