



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

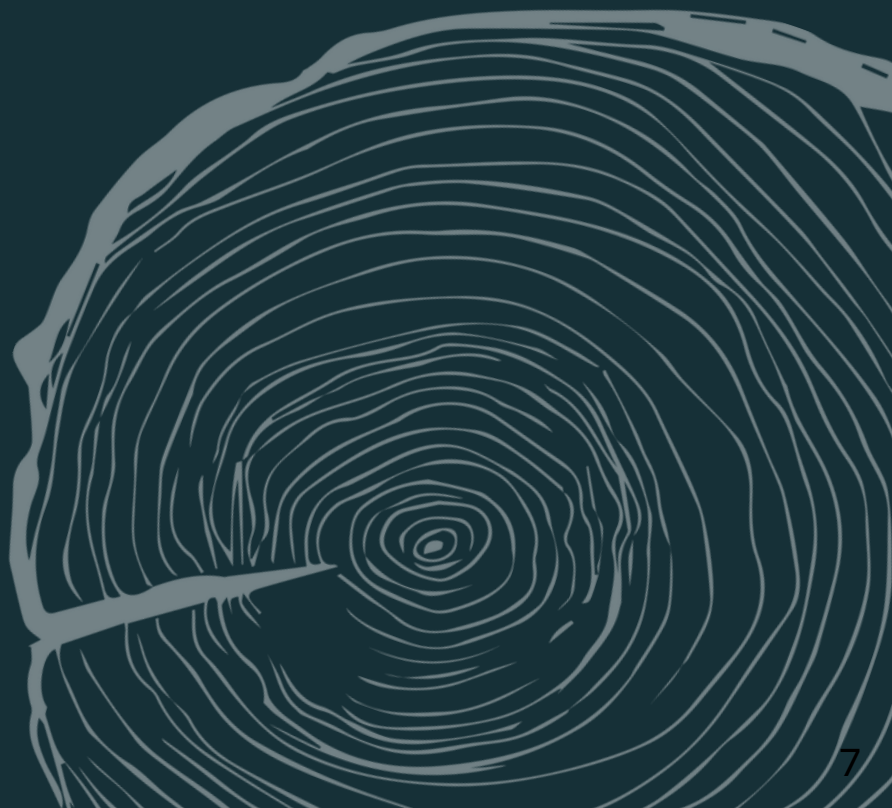
Staff will:

- **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



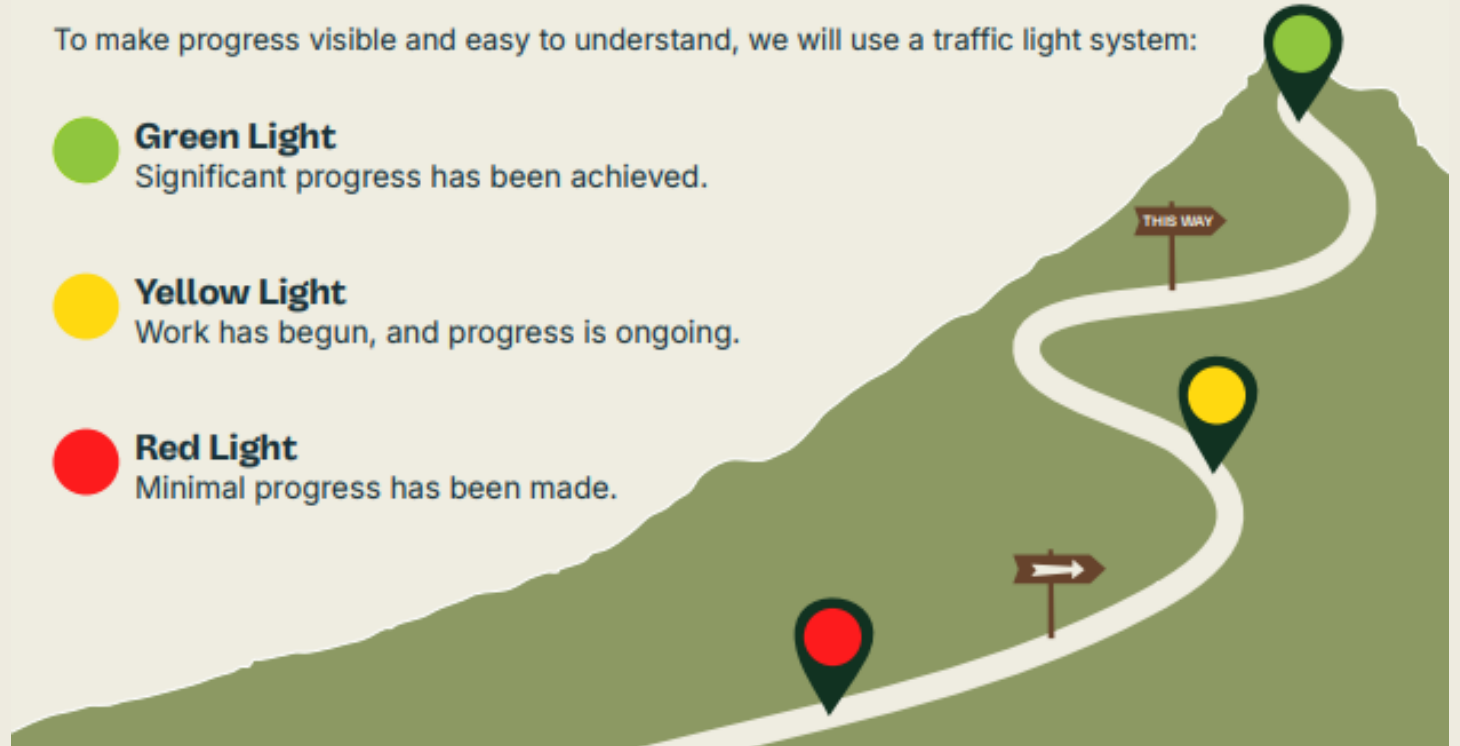
At a Glance

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.



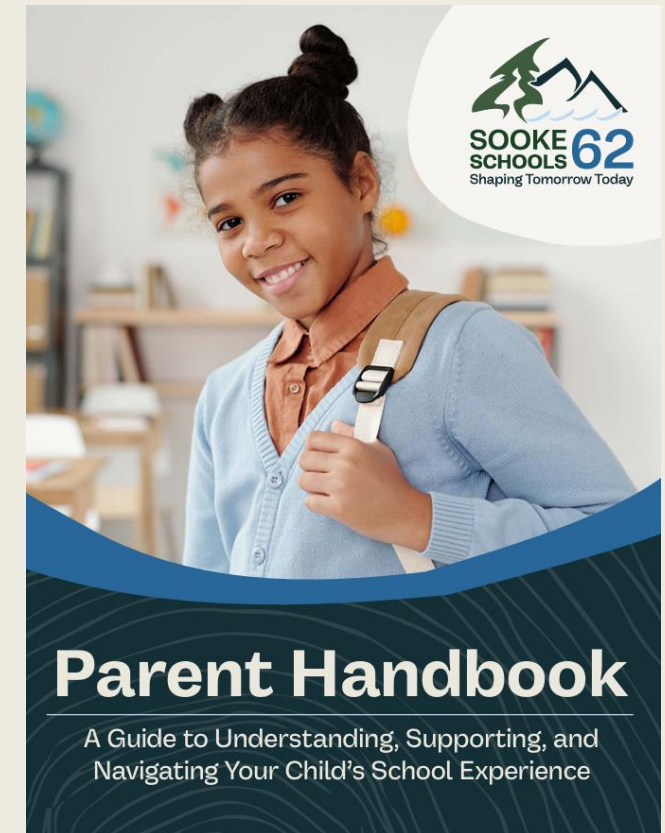
Learning

- 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



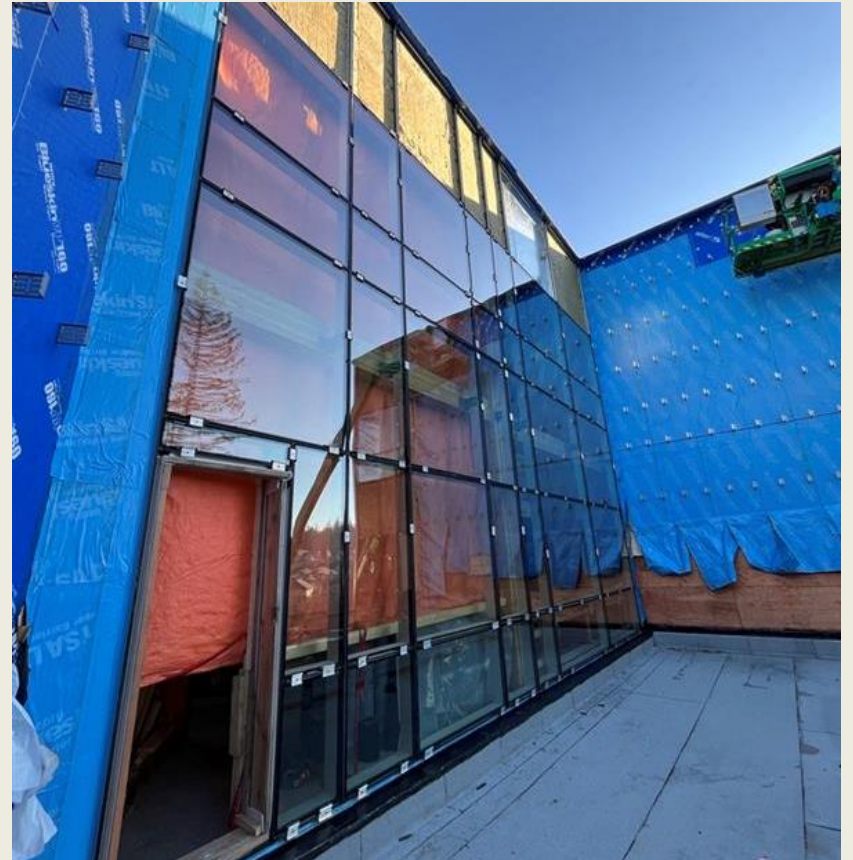
Engagement

- 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



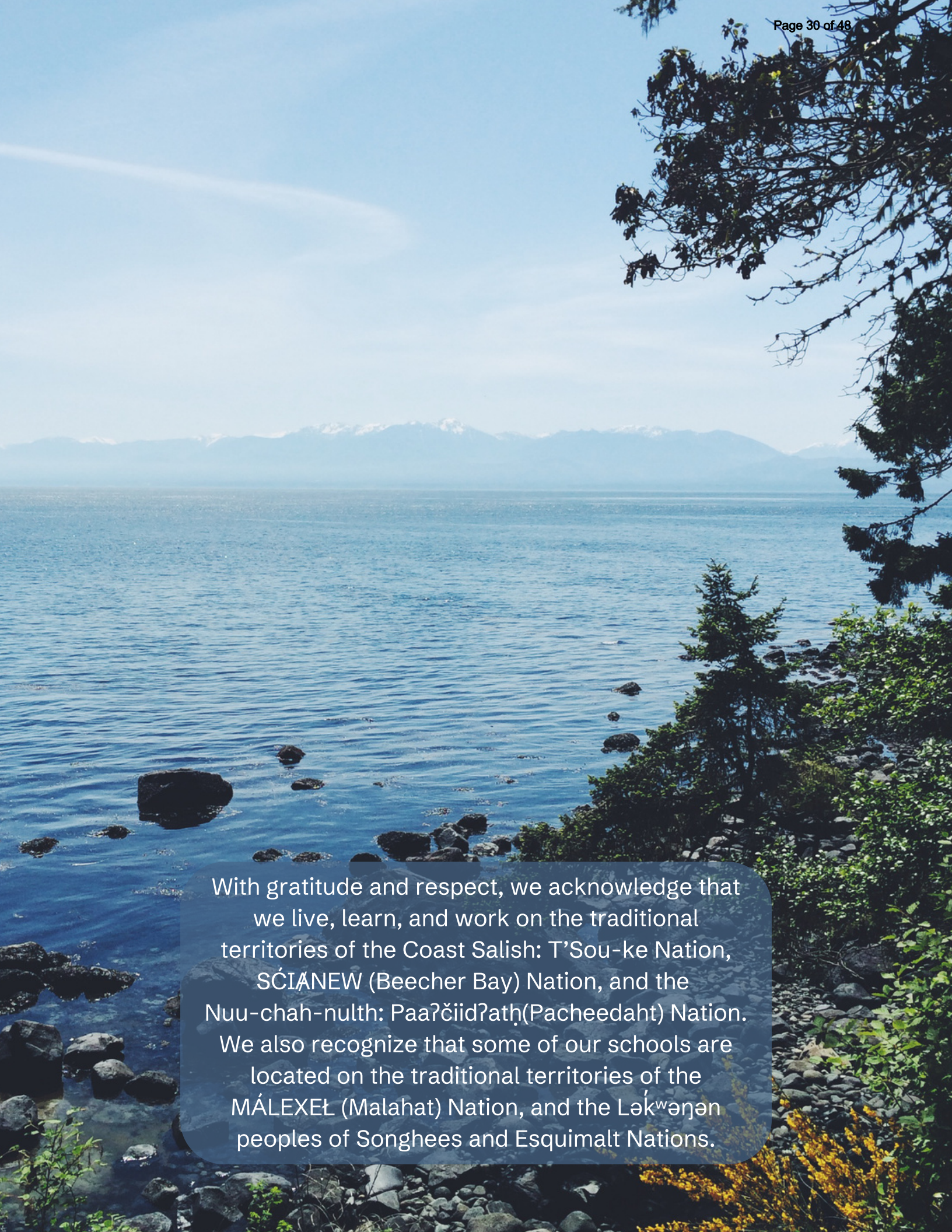
Thank You!



**SOOKE
SCHOOLS 62**
Shaping Tomorrow Today

Operational Plan Final Report

2025-26



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Table of Contents

Introduction & Measuring Progress	4
Learning	6
Engagement	10
Growth	14
Summary	19
Appendices	20

INTRODUCTION

The 2025-26 school year marked the first full year of implementation of the District's 2025-29 Strategic Plan. Throughout the year, staff across all departments worked collaboratively to advance Operational Plan priorities, with a continued focus on student learning, strengthening relationships with families and communities, and building organizational capacity to support the needs of a growing district.

Significant progress was achieved through cross-department collaboration, expanded partnerships, and increased use of evidence to guide decision-making. District initiatives emphasized continuous improvement, equitable access to learning opportunity, responsive service and responsible stewardship of resources while maintaining a commitment to student success and well-being.

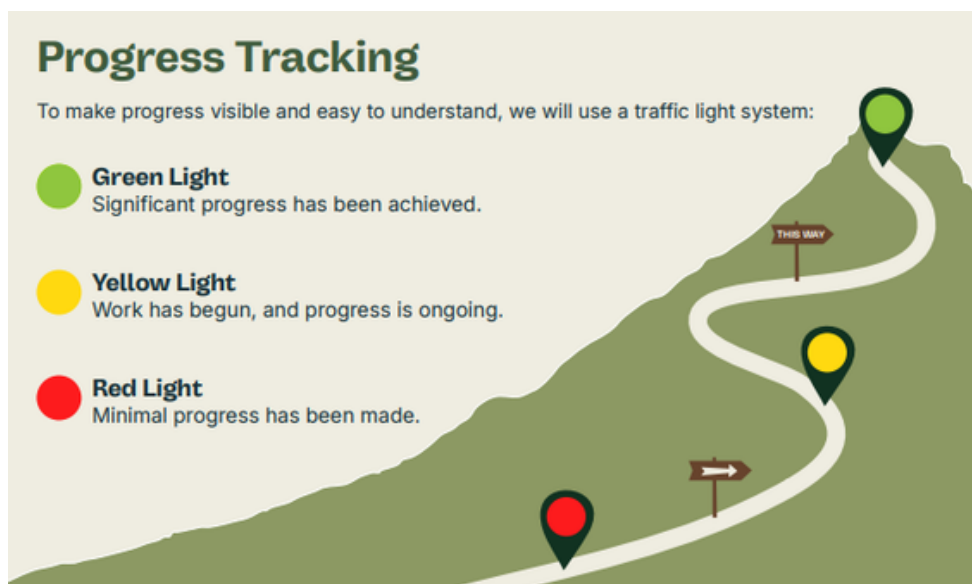
This Year-End Report highlights the progress made toward each Operational Plan goal across the Learning, Engagement, and Growth priority areas. The report summarizes key accomplishments, evidence of implementation, and organizational outcomes that collectively strengthen our capacity to achieve the long-term vision outlined in the Strategic Plan.

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.



Year-End Progress Summary

The District established a sustainable continuous improvement cycle across schools, departments, and executive leadership, strengthening collaboration, shared accountability, and alignment with Strategic Plan priorities. Communities of practice at the school, district, and executive levels supported evidence-informed planning and organizational learning, while the completion of the District Continuous Improvement Framework provided a consistent approach to improvement across the system.

Supporting resources, communications materials, and implementation guides were developed to build staff understanding of the framework. Year-end reflections demonstrated increased educator ownership of the continuous improvement cycle, confirming continued alignment between School Plans and the Strategic Plan and strengthening the District's capacity for evidence-informed decision-making and continuous learning.

Evidence of Progress

- Communities of Practice at the school, district, and executive levels completed the annual continuous improvement cycle.
- The District Continuous Improvement Framework, branding, and implementation resources were completed.
- School reflection processes confirmed alignment between school plans and the Strategic Plan priorities.
- Literacy screening practices expanded across K–8 schools to strengthen instructional planning.
- Student achievement data informed instructional decisions, targeted interventions, and resource allocation.
- Year-end FESL data collection supported ongoing provincial reporting.
- Development of public-facing Student Success resources and annual communications materials are planned for 2026-27.



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



Year-End Progress Summary

Throughout the year, the District expanded opportunities that prepare students for successful transition beyond graduation by strengthening partnerships, enhancing career education, and improving access to post-secondary pathways. Revised policy, collaborative planning, and increased professional learning supported greater consistency in pathway programming across secondary schools while reinforcing equitable access for priority learners.

Significant progress was made in developing sustainable partnerships with post-secondary institutions and expanding specialized pathway opportunities. Systems were established to monitor participation by priority learner groups across dual credit, work experience, Youth Work in Trades, and alternative education programs, improving the District's ability to evaluate participation and remove barriers to access. Career educators also benefited from collaborative learning opportunities that enhanced program quality and consistency throughout the District.

Collectively, these initiatives have positioned the District to continue expanding career education opportunities while ensuring students are increasingly supported in pursuing meaningful post-secondary, skilled trades, and employment pathways.

Evidence of Progress

- Revised Career Education Policy implemented.
- Handbook of procedures developed for Work Experience and Youth Work in Trades programs.
- Career educator professional learning improved through collaborative audit sessions.
- Priority learner participating tracking established across pathway programs.
- Royal Roads University Dual Credit agreement completed.
- TASK program confirmed for John Horgan Campus.
- Annual placement processes strengthened for students participating in pathway programs.

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.



Year-End Progress Summary

The District made substantial progress establishing the foundation for a comprehensive K–12 Numeracy Plan through collaborative assessment development, educator engagement, and evidence-informed planning. Building upon professional learning initiated earlier in the year, educators worked together to develop locally created numeracy proficiency assessments that provide consistent evidence of student learning across elementary schools.

Pilot implementation of these assessments generated valuable baseline data while providing opportunities for educator feedback to refine future practice. Secondary mathematics teachers also participated in collaborative discussions that identified strengths, challenges, and opportunities to improve alignment across grade levels. The implementation of the full Numeracy Plan will continue into 2026-27.

Evidence of Progress

- District-developed K-8 numeracy proficiency assessments created.
- Assessment pilots completed across participating schools.
- Baseline system data collected to inform future planning.
- Secondary mathematics educators engaged in district-wide consultation.
- Shared ownership of the K–12 Numeracy Plan established through collaborative development.
- Priorities identified for future framework development, instructional resources, and professional learning.

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



Year-End Progress Summary

Cross-department collaboration strengthened throughout the year through aligned priorities, shared resources, and coordinated initiatives to improve outcomes for students, particularly priority learners. Regular District leadership meetings supported collaborative planning and evidence-informed decision-making.

Numerous collaborative initiatives demonstrated the value of integrated service delivery. Curriculum, NA'TSA'MAHT Indigenous Education, Inclusive Education, Safe Schools, Careers, and Early Learning and Child Care teams worked together to support literacy interventions, social-emotional learning, newcomer family engagement, work experience opportunities, and early childhood transitions.

These efforts have strengthened the District's ability to respond to complex student needs while reinforcing a culture of shared responsibility, continuous improvement, and coordinated service delivery.

Evidence of Progress

- Department plans demonstrated increased alignment with school and district priorities.
- Cross-department planning strengthened support for priority learners.
- Literacy screening resources developed collaboratively for students with diverse abilities.
- Social-emotional learning initiatives expanded through Curriculum and Safe Schools partnership.
- Agriculture work experience opportunities established through Inclusive Education and Careers.
- Childhood Experiences Questionnaire (CHEQ) data informed successful grant funding to support newcomer families.
- Come Play in SD62 calendar completed through collaborative planning.
- Child care handbooks published in partnership with schools, Facilities, and third-party providers.
- Family engagement strengthened through participation in NA'STA'MAHT Indigenous Education community events.





Engagement

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



Year-End Progress Summary

Throughout the 2025-26 school year, the District strengthened its approach to communication by developing practical tools, templates, and processes that promote consistency, clarity, and timely responses to families. Engagement with parents, school leaders, and support staff informed the refinement of communication resources and decision-making processes, ensuring they reflected the needs of both schools and families.

The District also enhanced organizational capacity through professional learning focused on communication during challenging situations and emergency response. Building a stronger foundation for consistent, transparent, and responsive communication will continue into the 2026-27 school year.

Evidence of Progress

- Continued consultation with school leaders, clerical staff, and families to identify common communication needs and inquiries.
- Updated the District's Resolving Concerns process and supporting website resources to improve understanding.
- Developed standardized communication templates to support consistent district-wide practices.
- Executive review completed for standardized templates prior to implementation.
- Leadership participated in Critical Incident Response and Management training to strengthen coordinated emergency communications.

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



Year-End Progress Summary

Working in partnership with SPEAC, the District successfully developed and published its first Digital Parent Handbook. Throughout the year, feedback from parents, school administrators, and district staff informed the content of the resource to ensure it addressed common questions and improved access to important district information.

The completed handbook provides families with a centralized, accessible resource that supports navigation of district programs, services, and processes while strengthening communication and family engagement.

Evidence of Progress

- <https://www.sd62.bc.ca/resources/parent-handbook>

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.



Year-End Progress Summary

The District made significant progress in improving student- and family-centred practices by developing consistent attendance protocols, expanding student supports, and increasing opportunities for student engagement. District-wide collaboration supported a common approach to attendance while ensuring interventions remained responsive to the diverse needs of learners.

Expanded Student Advocate services and the continued development of student voice initiatives contributed to improved student engagement and successful school re-engagement for many learners. These initiatives provide a strong foundation for continued work to improve attendance, belonging, and student success.

Evidence of Progress

- Final District attendance protocols completed.
- Supporting attendance implementation document initiated for 2026-27 school year.
- Attendance pilot projects reviewed to inform future planning.
- Communications plan promoting attendance and engagement continued in development.
- Fast Forward to Graduation program successfully celebrated 17 graduates.
- Student Advocates successfully closed 78 support files, with students graduating, re-engaging in school, or transitioning to appropriate supports.
- Secondary Student Equity Retreat held in May 2026.
- Student Voice engagement plan updated for implementation in the 2026-27 school year.

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



Year-End Progress Summary

The District continued to improve its inclusive practices by embedding belonging, accessibility, and equity into organizational planning, professional learning, and operational decision-making. Cross-department collaboration supported the identification and removal of barriers while increasing staff capacity to create welcoming learning and working environments.

The completion of district training modules and ongoing work of the Accessibility Committee have established sustainable structures that will continue to support equitable access and inclusive practice across the district.

Evidence of Progress

- Accessibility Committee continued to regularly meet to review and address barriers identified through the District Accessibility Feedback Tool.
- Committee consultation informed accessibility considerations in capital planning and new school construction.
- Belonging, Accessibility and Equity training delivered to school-based representatives.
- District-wide CUPE professional learning focused on belonging, accessibility, and equity.
- Training modules completed for ongoing staff learning beginning in the 2026-27 school year.

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



Year-End Progress Summary

The District deepened its relationship with the Indigenous Education Council (IEC) by expanding opportunities for shared governance and collaborative decision-making. Throughout the year, the IEC played an increasingly significant role in district planning, including budget discussions, Indigenous education priorities, leadership processes, and the implementation of Bill 40.

The District successfully achieved its objective of strengthening governance connections with the Indigenous Education Council through the establishment of collaborative decision-making processes aligned with Bill 40. These practices are now embedded within district operations and will continue to guide ongoing collaboration, resource allocation, and shared governance between the District and the Indigenous Education Council.

Evidence of Progress

- Indigenous Education Council meetings held with consistent participation from all partner Nations.
- IEC representatives presented regularly to the Board of Education.
- IEC consulted on Indigenous Learning Day planning and implementation.
- Collaboration continued regarding Indigenous Education staffing and budget priorities.
- Ongoing implementation of governance processes aligned with Bill 40.



Growth

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



Year-End Progress Summary

During the 2025–26 school year, Human Resources strengthened its partnership with the Indigenous Education Council by advancing recruitment practices, professional learning, and engagement to support Indigenous representation within the District workforce. Consultation with Indigenous partners informed recruitment, cultural learning opportunities, and workforce planning.

The collaborative relationships and practices established this year have strengthened alignment between Human Resources, the Indigenous Education Council and Local Education Agreements.

Evidence of Progress

- HR staff participated in Indigenous Education Council meetings throughout the year.
- Draft Special Program application advanced to support recruitment from Indigenous communities.
- Indigenous partners participated in recruitment discussions and planning.
- Indigenous history and cultural awareness learning continued to be developed for new employees.
- HR staff attended Indigenous community events and open houses, including new engagement with Esquimalt Nation.
- CUPE professional learning opportunities continued to include Indigenous cultural learning experiences.

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



Year-End Progress Summary

Leadership capacity was strengthened through professional learning programming focused on labour relations, communications, financial stewardship and organizational governance. Learning opportunities throughout the year increased leaders' understanding of complex operational responsibilities while promoting greater consistency in decision-making across the organization.

Evidence of Progress

- Labour relations learning series expanded to include workplace investigations, management rights, provincial trends, and collective agreement implementation.
- Leadership learning included communications, records management, and financial stewardship.
- Budget planning and financial literacy sessions enhanced understanding of resource management, spending controls, and standardized financial processes.
- Leadership learning calendar expanded to support ongoing organizational capacity.

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



Year-End Progress Summary

The District continued to modernize technology systems that improve operational efficiency, strengthen information security, and enhance service delivery. New digital tools and automated processes streamlined Human Resources, Facilities, and operational workflows while reducing administrative burden and improving responsiveness across departments.

Technology investments completed during the year have established more efficient and secure organizational systems that will continue to support staff, students, and the District's growing communities as part of regular operations.

Evidence of Progress

- Workboard successfully implemented to improve daily teacher dispatch.
- Electronic forms expanded to automate Human Resources processes.
- Online transportation fee waiver process approved for implementation.
- eBase implementation expanded to support maintenance requests and CUPE Professional Development registrations.
- Multi-Factor Authentication implemented district-wide.
- Provincial Support Staff Education Committee (SSEC) funding fully implemented.

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



Year-End Progress Summary

The District advanced sustainability through energy efficiency projects, greenhouse gas reductions, and environmentally responsible operations. Capital improvements and fleet renewal supported measurable environmental benefits and progress toward provincial climate targets.

Evidence of Progress

- Energy-efficient HVAC upgrades completed at John Muir Elementary School.
- LED lighting retrofits completed at John Muir and Saseenos Elementary Schools.
- Air-source heat pump replaced at Belmont Secondary School.
- Three zero-emission vehicles added to the District fleet.
- Continued use of 100% recycled paper products and paper reduction initiatives.
- Climate Change Accountability Report confirmed SD62 remains among the lowest greenhouse gas emitters in British Columbia despite continued growth.

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



Year-End Progress Summary

The District made significant progress toward establishing a long-term vision for information technology by building organizational capacity and laying the groundwork for future investments. Organizational reviews, cybersecurity recommendations, and enterprise risk management informed the development of a comprehensive Information Technology Roadmap that will guide future priorities.

While the roadmap will be finalized in 2026–27, the planning completed this year has positioned the District to make strategic, evidence-informed technology investments that support reliable and secure digital services.

Evidence of Progress

- IT Director recruited and appointed.
- Organizational review completed to inform future technology planning.
- Information Technology Roadmap commissioned.
- Cybersecurity audit recommendations integrated into future planning.
- Enterprise Risk Management findings incorporated into roadmap development.
- Backup systems enhanced to strengthen business continuity.

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



Year-End Progress Summary

The District advanced financial governance by implementing stronger internal controls and improving financial oversight across the organization. The completion of the Enterprise Risk Management Assessment, together with ongoing refinements to financial policies and procedures, strengthened consistency, transparency, and accountability in financial decision-making.

This work provides a sustainable framework for continued organizational improvement and responsible stewardship of public resources.

Evidence of Progress

- Enterprise Risk Management Assessment completed and presented to the Board.
- School Generated Funds chart of accounts further standardized.
- Draft core operating policies and procedures developed for executive review.
- Internal review processes strengthened to support financial accountability.

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



Year-End Progress Summary

The District advanced program and service review by developing processes that support evidence-informed decision-making and long-term operational sustainability. Improvements to financial analysis, program evaluation, and organizational reporting enhanced the District's ability to assess programs, allocate resources strategically, and inform future planning.

This work established a sustainable framework for ongoing program review as the District continues to grow.

Evidence of Progress

- Financial review of Academies and Child Care programs completed.
- Operational sustainability models developed for Academies and Child Care.
- Internal reporting structures strengthened to support future program reviews.
- Financial analysis completed to support evidence-informed decision-making.

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



Year-End Progress Summary

The District made significant progress in strategic capital planning by advancing infrastructure improvements, expanding childcare spaces, and preparing for future school development. These investments support safe, inclusive learning environments while positioning the District to meet continued enrolment growth.

The work completed this year strengthens the District's capacity to deliver future capital projects and responsibly manage its facilities.

Evidence of Progress

- Board approval received for Minor Capital and Annual Facilities Grant projects.
- HVAC upgrades approved for multiple schools.
- Deferred maintenance projects approved across district facilities.
- Child care expansion projects approved at Sooke and Ruth King Elementary Schools.
- Design services awarded for the North Langford Secondary School project.
- Capital planning continued to prioritize safe, accessible, and sustainable learning environments.

YEAR-END SUMMARY

The 2025–26 school year represents the successful completion of the first year of the District's 2025–29 Strategic Plan. Throughout the year, the District advanced all Operational Plan priorities while strengthening the systems, relationships, and practices that support student success and organizational excellence. Many initiatives that began as areas of focused development have now become embedded practices, providing a strong foundation for future continuous improvement.

Across the organization, staff worked collaboratively to strengthen instructional practice, improve student pathways, increase family engagement, build stronger relationships with Indigenous partners, and enhance the systems that support schools. The year saw the completion of the District's Continuous Improvement Framework, expanded literacy and numeracy work, purposeful cross-department collaboration, and new opportunities that support students in preparing for post-secondary education and the workforce. These accomplishments reflect a collective commitment to improving outcomes for all learners, with particular attention to priority learners and equitable access to opportunities.

The District also strengthened how it serves students, families, and communities. New communication resources, the publication of the District Parent Handbook, expanded attendance and student engagement initiatives, and continued collaboration with the Indigenous Education Council have strengthened relationships, improved accessibility, and reinforced shared decision-making. These initiatives have become important components of the District's ongoing work and reflect the value of listening, partnership, and continuous learning.

Growth throughout the year extended beyond programs and services to include the systems that support the organization as a whole. Investments in leadership learning, technology, sustainability, financial stewardship, risk management, and capital planning have improved the District's capacity to respond to continued enrolment growth while responsibly managing public resources. At the same time, significant progress on capital projects, environmental initiatives, and organizational planning has positioned the District well for the years ahead.

Looking back on the year, there is much to celebrate. The progress reflected throughout this report is the result of the dedication, expertise, and collaboration of staff across the organization, together with the ongoing support of students, families, Indigenous partners, employee groups, and the Board of Education. While continuous improvement remains an ongoing commitment, the work completed this year has established a strong foundation for the next phase of the Strategic Plan and reinforces the District's shared purpose of ensuring every learner has the opportunity to thrive.

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

Appendices

Framework for Enhancing Student Learning Report

A

Operational Plans

B

School Plans

C
