




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
January 6, 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 Town Hall

Jan. 6, 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, SCÍÁNEW (Beecher Bay) Nation, and the Nuu-chah-nulth: Paaʔčiidʔath (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEL (Malahat) Nation, and the Ləkʷəŋən peoples of Songhees and Esquimalt Nations.

2. Opening Remarks from Chair

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

Pg. 4

4. BAA COURSE PROPOSALS (attached)

a. BAA Athletic Leadership 10 – Melissa Horner and Brian Hobson

Pg. 6

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 – Melissa Horner and Brian Hobson

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 – Melissa Horner and Brian Hobson

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 (attached)

a. Mid-Year Operational Plan Report – Paul Block

Pg. 38

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** (attached)
a. Draft Revised Policy and Regulations B-132 “Career Education” – D’Arcy Deacon **Pg. 64**

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

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

Dec. 2, 2025 – 6:00 p.m.

Present: Cendra Beaton, Trustee (Chair)
Allison Watson, Trustee (Committee member)
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
Vanessa White, Acting Associate Superintendent

Regrets: Tim Hamblin, CUPE

Guests: Mike Huck, Frances Krusekopf, Anne Sahota

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. Opening Remarks from Chair

Chair Beaton opened the meeting by acknowledging all partner groups and thanked staff for their work across the district. Chair Beaton acknowledged the upcoming winter break and encouraged all to take care of each other during the holiday season.

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

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

4. BAA COURSE PROPOSALS (attached)

a. BAA Hockey Innovation and Performance 11 – Mike Huck

District Principal of Pathways and Choice, Mike Huck, explained that there is a shortage in the workforce of individuals who go into the sporting industry. A student exposure gap and awareness impact exist that prevents students from making informed choices about career options in sports. The course will include hands on learning with 120 hours of instruction at the grade 11 level.

Recommended Motion:

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

5. **NEW BUSINESS** (attached)

- a. Early Learning and Childcare Presentation – Frances Krusekopf & Anne Sahota
District Principal of Early Learning and Childcare, Frances Krusekopf, and Childcare Manager, Anne Sahota, provided an update to the committee about the current operation of childcare centres in the Sooke School District. The committee asked questions about staffing and potential impact on Sooke School District employees. It was clarified that the district is learning its way into the new structures and legislation that empower school districts to provide additional care where possible.

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

There are no policies or regulations for this agenda.

7. **FOR INFORMATION**

Members of the committee expressed gratitude to Acting Associate Superintendent Vanessa White for all her support during her time acting in the role.

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** Jan. 6, 2026

Meeting adjourned at 7:18 pm.

Committee Info Note
Education-Policy Committee Meeting
January 6, 2026

Agenda Items 4a: BAA Course Proposal – Athletic Leadership 10;
4b: BAA Course Proposal - Athletic Leadership 11;
4c: BAA Course Proposal - Athletic Leadership 12

Issue

Seeking board approval for Athletic Leadership 10/11/12.

Background

Athletic Leadership courses 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. These courses are designed to provide like-minded students with multiple avenues to explore their interests in the various aspects of athletics. By exploring the students' own leadership skills and abilities further, the courses will help to develop more informed and engaged citizens of the school, local, and global communities in the areas of athletics and sport.

Analysis

Having students involved in Athletic Leadership 10/11/12 is a benefit for the students themselves, the school community, and the greater community surrounding the school.

- For themselves, students learn valuable skills that are not only applicable to their athletic endeavours, but also to their pursuit of both career and life goals. Students engage in activities which allow for identifying connections between key course concepts and their lives. These activities involve opportunities for authentic application and reflection of their learning to be able to further grow as both leaders and positive members of our society. Utilizing books such as “Wolfpack” by Abby Wambach and “The 7 Habits of Highly Effective Teens” by Stephen Covey, as well as other resources, students gain a stronger understanding of who they are, who they want to become, and how they are going to get there.
- As such, these courses can also help students in their future careers by exposing them to opportunities that are specifically related to the field of sport and athletics. Students learn from guest speakers in fields such as physiotherapy, athletic therapy, officiating, and coaching. Former students and alumni have returned to provide advice regarding the transition from high school to university, including the impact of choosing to play post-secondary sports. Students begin to understand the value of volunteer experience and learn how to include it in both their resumés, as well as scholarship applications.
- For the school community, students build a shared vision within which they can share their passions for growing our unique school culture. They begin to understand the inner components required to help support a strong athletics culture. The main impact is a result of work done to develop diverse action plan projects which seek to build and strengthen the entire community at École Royal Bay. These initiatives have included intramural sports, athletic wear sales, social media work, athletics focused bi-weekly newsletters, and more. The most successful projects to date have involved the organization of elementary school visits, where high school students are teaching and leading games with students from a variety of SD62 elementary schools (e.g. Sangster, Wishart, Happy Valley, and SCÍΛNEW_STĒLIT̓KĒL) in the École Royal Bay gym.
- For the greater community, students are provided with some of the skills that could be helpful in increasing their involvement in community sport. Students take training in athletic taping, basic first

aid and CPR. They also engage in course work through the Coaching Association of Canada, where they complete learning modules related to coaching youth.

- The courses also support the SD62 Elementary Track and Field Meet, which benefits students across the district. Past support has been provided to the Elementary Handball Jamboree.

Athletic Leadership provides specialized knowledge, skills, and abilities related to both athletics and leadership, which is not currently offered through other courses at the school, such as Leadership 9 - 12, Grad Council, and the Global and Intercultural Skills Program (GISP).

Learning Resources for the course include:

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

Next Steps

- Seek Board approval for all three BAA courses.
- Communicate course availability to students and families for September 2026 enrollment through the Course Request booklet.

Recommendations

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

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

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

Prepared by:

Melissa Horner, Principal
École Royal Bay Secondary School

Attachments:

- 3 BAA Course Proposals



Board/Authority Authorized Course Framework Template

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

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required:

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

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

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

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

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

Goals and Rationale:

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

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

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

Goals:

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

Indigenous Worldviews and Perspectives:

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

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

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

BIG IDEAS

Leadership development is an ongoing and diverse process

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

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

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

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

Learning Standards

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

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

School Community

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

Roles/Responsibilities

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

Skills

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

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

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

Physical/Mental Health & Wellness

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

Curricular Competencies – Elaborations**Motivating Factors**

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

Requirements for planning and taking part in athletic events

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

Basic Training Programs

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

Leadership Methods & Skills

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

Different Levels

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

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

Concepts & Strategies

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

Content – Elaborations

Athletic Training

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

Leadership

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

Content – Elaborations

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

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

Coaching/Officiating

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

Community Building

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

Physical Activity

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

Barriers

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

Recommended Instructional Components:

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

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

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

Learning Resources:

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

Additional Information:

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

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

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

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

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

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

BAA Athletic Leadership SD61 (2018) – Keith Grew

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



Board/Authority Authorized Course Framework Template

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

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required:

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

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

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

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

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

Goals and Rationale:

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

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

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

Goals:

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

Indigenous Worldviews and Perspectives:

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

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

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

BIG IDEAS

Leadership development is an ongoing and diverse process

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

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

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

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

Learning Standards

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

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

School Community

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

Roles/Responsibilities

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

Skills

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

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

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

Physical/Mental Health & Wellness

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

Curricular Competencies – Elaborations

Motivating Factors

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

Requirements for planning and taking part in athletic events

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

Basic Training Programs

- General theories of coach training to be completed through the NCCP (National Coaching Certification Program) In one of two streams: community or competition

- Sport specific coaching programs can be completed through the NCCP that are tailored to student interest (e.g. Volleyball, Basketball, Soccer, etc.)
- First Aid/CPR Training is available through various local organizations (e.g. Red Cross, St. John's Ambulance, Alert First Aid, etc.)
- Athletic injury prevention and management workshops are available in-person or online through a variety of different organizations

Leadership Methods & Skills

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

Different Levels

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

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

Concepts & Strategies

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

Content – Elaborations

Athletic Training

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

Leadership

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

Content – Elaborations

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

Coaching/Officiating

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

Community Building

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

Physical Activity

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

Barriers

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

Recommended Instructional Components:

- Direct Instruction
- Interactive Instruction
- Games-based learning

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

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

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

Learning Resources:

- Coaching & Officiating certification training manuals/materials
- CPR and First Aid training supplies: CPR mannequins, AED trainers, athletic tape, etc.

- Online resources: videos, articles, and social media
- Coaching Association of Canada: <https://www.coach.ca/>
- *Wolfpack* (Young Readers Edition) by Abby Wambach
- *The 7 Habits of Highly Effective Teens* by Sean Covey

Additional Information:

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

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

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

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

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

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Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Athletic Leadership 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 100-120

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required:

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

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

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

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

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Goals:

- Develop an understanding of the many aspects of leadership as they relate to self, others, and the wider community.
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- Develop an understanding of the diverse nature of a community and determine ways to collaborate/connect with members of the community (school, local, or global) through opportunities provided in athletics or sport.
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There are key themes reflected in Athletic Leadership that address the connection between the course and Aboriginal Worldviews and Perspectives:

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

School Community

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

Skills

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

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

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

Physical/Mental Health & Wellness

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

Curricular Competencies – Elaborations**Motivating Factors**

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

Requirements for planning and taking part in athletic events

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

Basic Training Programs

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

Leadership Methods & Skills

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

Different Levels

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

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

Concepts & Strategies

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

Content – Elaborations

Athletic Training

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

Leadership

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

Content – Elaborations

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

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

Coaching/Officiating

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

Community Building

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

Physical Activity

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

Barriers

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

Recommended Instructional Components:

- Direct Instruction
- Interactive Instruction

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

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

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

Learning Resources:

- Coaching & Officiating certification training manuals/materials

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

Additional Information:

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

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

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

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

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

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

BAA Athletic Leadership SD61 (2018) – Keith Grew

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

Information Note
Education-Policy Committee Meeting
January 6, 2026
Agenda Item: 5a – Strategic Plan Mid-Year Report

Background:

- The Board of Education receives bi-annual reports (Mid-Year & Final) on progress towards the Strategic Plan and student outcomes: (approved via motion # 20 - September 2025 Public Board Meeting – 2025/26 Board Work Plan):
 - Bi-Annual reports are tabled at meetings in January 2026 covering Quarters 1 & 2 (Q1: July – September and Q2: October - December) and in June 2026 covering Quarters 3 & 4 (Q3: January - March and Q4: April - June). An Annual Report will be presented at the September 2026 meeting.
- Under the district's [Strategic Plan 2025-2029](#), we have developed a comprehensive process of charting accountability that links strategic plan outcomes, operational plans and the Ministry of Education's student success metric report: the Enhancing Student Learning (ESL).
- The [2021-2025 Strategic Plan Final Report](#) was submitted to the Board of Education at the September 2025 Board Meeting. A link to the report has been provided to the Ministry of Education and Child Care (MoECC).
- Annually, the district takes the direction of the Board through the Strategic Plan and develops an operational plan to assist in achieving the goals and objectives of the Strategic Plan. The [2025-26 Operational Plan](#) is the initial Operational Plan setting the foundation for the next 4 years.
- The [Enhancing Student Learning Report](#) is submitted to the Ministry of Education annually on September 30th. The report features data on SD62 (School District 62) student success. When newly released data becomes available, the Quarterly Reports will feature it. The Enhancing Student Learning Report covers:
 - 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.

Mid-Year Progress on the 2025-26 Operational Plan

- The Mid-Year Report contains updates for work undertaken between July 1st, 2025 – December 31st, 2025. It details each item contained in the 2025-26 Operational Plan and is reported under the headings of Learning (blue), Engagement (green), and Growth (red).

- The report is structured with four columns:
 - **“Staff Will”**: describes the actions with target completion date that the executive will undertake to meet the operational goal.
 - **“Students Will”**: describes the connection and outcomes for students that will be achieved through the project, initiative, or action.
 - **“Measures”**: specific outcomes with target completion date that the executive will use to document progress towards a project, initiative, or action.
 - **“Progress & Evidence”**: describes the actions taken within Q2 in support of the Operational goal.
- Progress Summary Mid-Year Report: **41 projects, initiatives or actions** were planned for completion this school year:
 - 41 projects, initiatives or actions are in progress.

Recommended Motion:

“That the Board of Education of School District 62 (Sooke) receive the 2025/26 Operational Plan Mid-Year Report as presented at the Education-Policy Committee meeting of January 6, 2026.”

Respectfully submitted,

Paul Block, Superintendent



1

The Halfway Point

Why this report matters:

- Provides a snapshot of progress toward Strategic and Operational Plan goals
- Highlights key actions, early impacts, and areas still in development
- Supports transparency, accountability, and continuous improvement

2

How Progress is Measured

Traffic Light Framework

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.

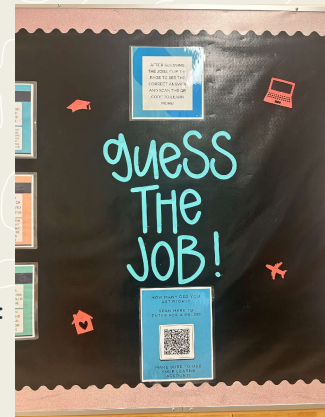


The traffic light framework was implemented in response to feedback that the previous approach to tracking progress in the 2021–25 Strategic Plan was not easily understood.

3

Learning: Key Highlights

- A **system-wide Continuous Improvement Communities of Practice** established
- All schools have **aligned school plans to the 2025-29 Strategic Plan**
- Increased **use of student achievement and literacy data**
- Ongoing **professional learning** in:
 - **Literacy**
 - Early **numeracy** development
- Strengthened **collaboration across department, school and district levels**
- Expanded **focus on career education and post-secondary pathways**
- Growth in:
 - Dual-credit and co-op education planning
 - Post-secondary partnerships (Camosun, Royal Roads)
- **First cohort to complete Fast Forward to Graduation**
- Targeted **planning underway to improve outcomes for priority populations:**
 - Indigenous students
 - Youth in Care
 - Students with diverse abilities



4

Engagement: Key Highlights

- Work underway **to improve communication and concerns resolution**
- Collaboration with SPEAC **to develop a Digital District Handbook**
- District-wide **community of practice** established to support:
 - **Attendance**
 - **Belonging**
 - **Student- and family-centred service**
- **Belonging, Accessibility and Equity Committee** actively developing training
- Strengthened **governance and collaboration with the Indigenous Education Council**
- Continued **partnership with Nations through Local Education Agreements**



5

Growth: Key Highlights

- **Leadership capacity** strengthened through:
 - **Labour relations training**
 - **Communications learning**
 - **Financial literacy supports**
- Improved operational **efficiency through technology**:
 - **Automated** HR processes
 - Enhanced **data security**
- **Financial controls** strengthened through **new roles** and **risk management initiatives**
- **Energy management** and use of data to continue to work **towards 2030 CleanBC targets**
- Continued focus on **long-term resiliency and sustainability**



6

Summary and Looking Ahead

- **Progress has been made across every goal**, reflecting the commitment and resilience of our teams, even **while navigating staffing gaps at the Executive, and senior leadership levels**
- **Collaboration** across **schools, departments, and partners** has been a significant strength, **supporting coherence** and **shared responsibility for improvement**
- **Data-informed** insights are increasingly **guiding decisions, strengthening planning, prioritization and system-wide learning.**

Looking ahead, the **focus will be on sustaining the momentum**, continuing implementation, and **translating our collaborative, data-driven work into measurable outcomes for students and staff.**



Mid-Year Report

September - December 2025

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

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INTRODUCTION

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

MEASURING PROGRESS

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

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

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





Learning

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



Mid-Year Progress Summary

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

Evidence of Progress

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

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



Mid-Year Progress Summary

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

Evidence of Progress

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

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



Mid-Year Progress Summary

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

Evidence of Progress

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

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



Mid-Year Progress Summary

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

Evidence of Progress

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

Evidence of Progress Continued:

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





Engagement

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



Mid-Year Progress Summary

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

Evidence of Progress

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

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



Mid-Year Progress Summary

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

Evidence of Progress

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

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



Mid-Year Progress Summary

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

Evidence of Progress

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

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



Mid-Year Progress Summary

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

Evidence of Progress

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

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



Mid-Year Progress Summary

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

Evidence of Progress

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



Growth

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



Mid-Year Progress Summary

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

Evidence of Progress

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

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



Mid-Year Progress Summary

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

Evidence of Progress

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

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



Mid-Year Progress Summary

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

Evidence of Progress

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

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



Mid-Year Progress Summary

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

Evidence of Progress

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

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



Mid-Year Progress Summary

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

Evidence of Progress

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

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



Mid-Year Progress Summary

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

Evidence of Progress

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

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



Mid-Year Progress Summary

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

Evidence of Progress

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

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



Mid-Year Progress Summary

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

Evidence of Progress

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

MID-YEAR SUMMARY

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

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

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

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

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

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

Appendices

Framework for Enhancing Student Learning Report **A**

2025-26 Operational Plan **B**

School Plans **C**



Committee Info Note
Education-Policy Committee Meeting
January 6, 2026
Agenda Item 6a: Draft Revised Policy and Regulations
B-132 “Career Education”

Background

Policy B-132 "Career Education" and its associated regulations have undergone a comprehensive review. 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.

Analysis

- **Language Updates:** The policy and regulations have been revised to reflect current terms and to be more succinct. Outdated language has been removed, and the structure has been improved for clarity.
- **Definitions Relocated:** Definitions previously found in the policy have been moved to the regulations section. These definitions now include direct links to specific program documents, supporting transparency and accessibility for staff and students.
- **Summary Statement Adjustments:** Minor changes have been made to summary statements about career programs to clearly delineate between the mandatory career education curriculum and optional career education programs offered by the district.
- **Coordination language:** Language regarding the coordination of career education programs has been moved from the policy to the regulations, clarifying roles and responsibilities at both the district and school levels.
- **References Added:** The revised documents now reference the Policy for Student Success (2018) and the Framework for Enhancing Student Learning (2019), ensuring alignment with broader district and provincial goals.
- **Career Education Handbook:** Of particular importance in the regulations is the introduction of a Career Education Handbook. This handbook will define the coordination of career education programs and provide a mechanism for annual review and updates. This approach allows the district to respond proactively to changes in audit procedures, WorkSafe regulations, and other relevant legislation.

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”.

Prepared by:

D’Arcy Deacon
 Associate Superintendent

Attachments:

- Draft revised Policy and Regulations

School District #62 (Sooke)**CAREER EDUCATION**

No.: B-132

Effective: Dec. 10/92
 Revised: July 5/05; June 23/15;
 Apr. 26/22;
 Reviewed: May 11/15; Feb. 1/22;
 Feb. 22/22; Apr. 26/22; Jan. 6/26

SCHOOL DISTRICT POLICY

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

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

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

Career Development Policy Issued and in effect January 2022.

CAREER EDUCATION LIFE COURSES AND PROGRAMS**a. Definitions General**

b. Career Life Courses and Programs: Educational courses and/or programs focusing on a career or career-related area of study, which may combine related secondary and post-secondary courses. For purposes of reporting to the Ministry, career courses and programs may include any of the following:

- [Work Experience \(WEX\)](#): Supports students in both their career development and their human and social development. This type of experiential learning increases the relevance of school by helping students connect what they learn in the classroom with the skills, knowledge, and attitudes needed to be successful in both the workplace and larger community. This course can include volunteer service.

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

Co-ordination

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

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

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

References

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

School District No. 62 (Sooke)

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

ADMINISTRATIVE REGULATIONS

BACKGROUND

Career Education in the Sooke School District encompasses both mandatory curriculum and a range of transitional courses and programs designed to support student choice. As an innovative learning community, the district has a long-standing tradition of offering Career Education Programs that equip students with practical skills and real-world experience. These programs include, but are not limited to:

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

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

DEFINITIONS

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

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

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

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

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

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

CAREER EDUCATION

PROCEDURES

I. Approval and Operation

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

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

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

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

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

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

~~Youth Train in Trades (2019)~~
~~[Skilled Trades BC Youth Train in Trades Guide](#)~~
~~SD62 Work Placement Documentation (attached) online link to be established.~~

II. Co-ordination

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

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

- **New programs are developed as required by the Ministry of Education and Child Care and District Policy.**
- **Program coordination is outlined in the SD62 Career Education Handbook of Procedures.**
- **MOUs with partnering post-secondary institutions are annually updated and maintained and include Delivery Agreements detailing roles and responsibilities, processes and requirements.**
- Confirmation of the completion of an onsite safety orientation is required.
- On-going monitoring of work placement sites is part of the supervision process and is the responsibility of school-based staff. When appropriate, concerns regarding specific work placement sites should be reported in writing to the **District Principal of Pathways and Choice and/or the Career Education Coordinator** Career Programs Advisor/Co-Ordinator.
- Development of placement sites for Work Experience and Youth Work in Trades and is the joint responsibility of district and school-based staff.

Work Experience

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

Preparation for any off-campus work experience shall include:

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

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

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

REFERENCES

Graduation Program Ministerial Order 302/04

Graduation Program Policy Guide

School Act Sections 20, 22, 65, 75, 85 (Add 79- student records?, 82 fees and deposits?, 82 trades programs)

Worker's Compensation Act

Work Experience Order (check order do we need to address requirements? In policy)

Graduation Program Order

Workers' Compensation Coverage Order OIC344/11

Policy Circular 95-05 Earning Credits in Career Programs

Program Guide for Ministry-authorized Work Experience Courses

Youth Work in Trades Program Guide

Youth Train in Trades Program Guide

Dual Credit Policy and FAQ