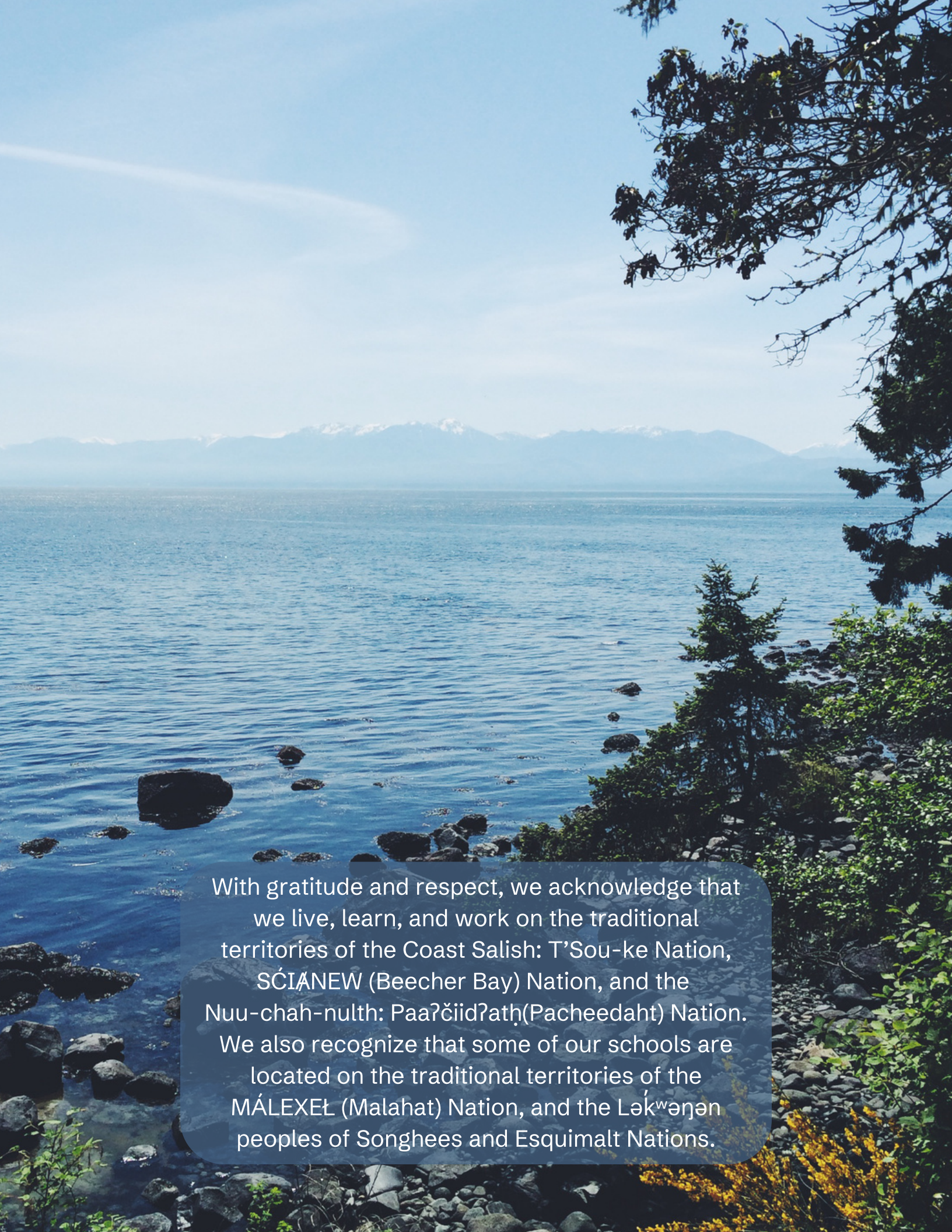


Operational Plan Final Report

2025-26



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

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INTRODUCTION

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

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

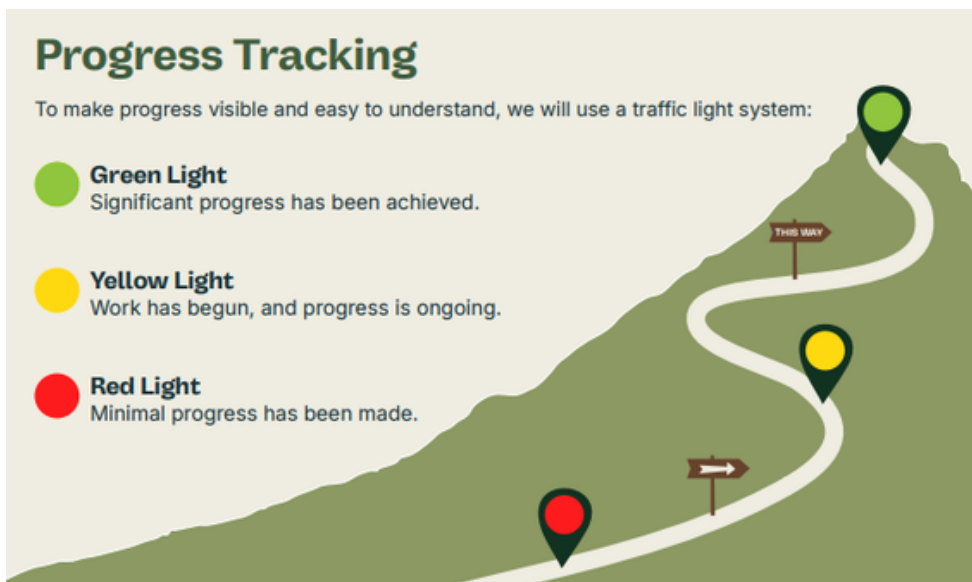
This Year-End Report highlights the progress made toward each Operational Plan goal across the Learning, Engagement, and Growth priority areas. The report summarizes key accomplishments, evidence of implementation, and organizational outcomes that collectively strengthen our capacity to achieve the long-term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

MEASURING PROGRESS

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

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

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





Learning

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



Year-End Progress Summary

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

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

Evidence of Progress

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



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



Year-End Progress Summary

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

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

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

Evidence of Progress

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

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



Year-End Progress Summary

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

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

Evidence of Progress

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

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



Year-End Progress Summary

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

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

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

Evidence of Progress

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





Engagement

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



Year-End Progress Summary

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

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

Evidence of Progress

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

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



Year-End Progress Summary

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

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

Evidence of Progress

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

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



Year-End Progress Summary

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

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

Evidence of Progress

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

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



Year-End Progress Summary

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

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

Evidence of Progress

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

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



Year-End Progress Summary

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

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

Evidence of Progress

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



Growth

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



Year-End Progress Summary

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

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

Evidence of Progress

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

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



Year-End Progress Summary

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

Evidence of Progress

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

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



Year-End Progress Summary

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

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

Evidence of Progress

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

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



Year-End Progress Summary

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

Evidence of Progress

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

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



Year-End Progress Summary

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

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

Evidence of Progress

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

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



Year-End Progress Summary

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

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

Evidence of Progress

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

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



Year-End Progress Summary

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

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

Evidence of Progress

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

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



Year-End Progress Summary

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

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

Evidence of Progress

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

YEAR-END SUMMARY

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

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

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

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

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

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

Appendices

Framework for Enhancing Student Learning Report **A**

Operational Plans **B**

School Plans **C**