




Public Notice – Board of Education Online Public Meeting

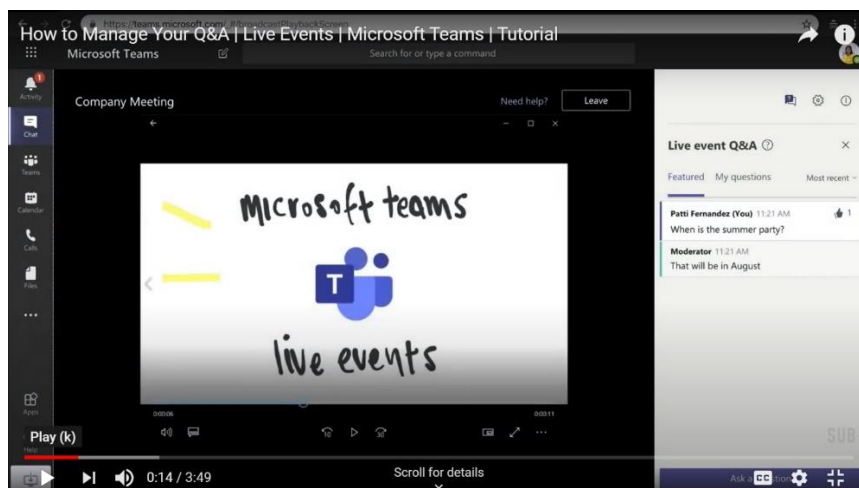
A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on Oct. 7, 2025 at 6:00 pm.**

Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

To participate in the meeting please click on this link: [Follow Link](#)

<https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84>

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
 - Select the **Q&A**  function on the right side of the screen.
 - When asking a question using the Q&A function, please identify yourself. **Anonymous questions will not be responded to.**
 - A reminder for Stakeholder groups to use the **Q&A** function.
 - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.



If you have questions regarding the meeting and how to access it that aren't answered in the link above please email info@sd62.bc.ca.

EDUCATION-POLICY COMMITTEE

School Board Office

October 7, 2025 – 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 MÁLEXEŁ (Malahat) Nation, and the Ləkʷəŋən peoples of Songhees and Esquimalt Nations.

2. Opening Remarks from Chair Cendra Beaton

3. COMMITTEE REPORT of Sept. 9, 2025 Education-Policy Committee meeting (attached) Pg. 3

4. BAA COURSE PROPOSALS

There are no BAA course proposals for this meeting.

5. NEW BUSINESS (attached)

- a. K – 12 Literacy Plan – Denise Wehner Pg. 6

6. REVIEW OF POLICIES/REGULATIONS (attached)

- a. Draft Revised Policy and Regulations C-314 “Substance Use Prevention and Intervention” – Pg. 21
Paul Block

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-314 “Substance Use Prevention and Intervention”.

- b. Draft New Policy F-499 “Unexpected Health Emergencies” – Paul Block Pg. 30

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft new Policy F-499 “Unexpected Health Emergencies”.

7. FOR INFORMATION

8. FOR FUTURE MEETINGS

9. ADJOURNMENT AND NEXT MEETING DATE: Nov. 4, 2025

COMMITTEE REPORT OF THE EDUCATION-POLICY COMMITTEE

**School Board Office
Sept. 9, 2025 – 6:00 p.m.**

Present: Cendra Beaton, Trustee (Acting Chair)
Trudy Spiller, Trustee (Committee member)
Christine Lervold, Trustee (Acting Committee member)
Russ Chipps, Trustee (online)
Dana Savage, CUPE
Tim Hamblin, CUPE
Amanda Culver, STA
Corrinne Kosik, SPVPA
Paul Block, Superintendent/CEO
D'Arcy Deacon, Associate Superintendent
Vanessa White, Acting Associate Superintendent
Ash Senini, SPEAC (online)

Regrets: Laura Schwertfeger

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**

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

2. **Opening Remarks from Acting Chair Cendra Beaton**

The Acting Chair thanked all staff for a great start-up. She noted that Sept. 18 is Military Family Appreciation day and recognized and gave gratitude to military families. Acknowledgement was made with regard to Sept. 30, National Day of Truth and Reconciliation. Acting Chair Beaton encouraged everyone to find ways to learn and unlearn related to Truth and Reconciliation.

3. **COMMITTEE REPORT** of June 3, 2025 Education-Policy Committee meeting

The committee report for the June 3, 2025 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

5. **NEW BUSINESS**

a. Committee Terms of Reference – Acting Chair Beaton

Acting Chair Beaton indicated that the ToR were on page 6. September is a good time to remind and refresh the terms of reference. The Acting Chair reviewed the terms in detail. There were no questions or comments from those in attendance.

b. Student Voice Engagement Plan – D’Arcy Deacon

Associate Superintendent Deacon provided an overview of the Student Voice Engagement plan. The slide deck from page 10 was shared. This has come from last year’s Operational Plan.

- It is a road map on how to include student voice.
- It’s meant to be revisited on an annual basis.
- Feedback was received from youth and adults during the process.
- Engagement activities took place from Grades 4 - 12 and ranged from small group to large group activities.
- Data has now been aggregated, and three goals have been created.
- The goals provide a broad range of opportunities.
- Appendices available with more information related to the aggregated data.

Discussion ensued about the implementation strategies and staff engagement to support the plan. The committee expressed thanks and appreciation to Associate Superintendent Deacon and all who contributed to the plan.

6. REVIEW OF POLICIES/REGULATIONS

a. Draft Revised Policy A-101 “Administrative Organization” – Paul Block

Superintendent Block gave background on the policy and why it is important. History was provided on changes in the IT department and structure. Changes in staffing allowed District staff to take time to explore possible structures and examine how other districts have organized this work. Staff were given time to provide feedback and information to help with the process.

There is current policy related to the structure of the executive and in order to make changes that are better suited to current District needs, changes in policy are being proposed.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy A-101 “Administrative Organization”.

b. Draft Revised Regulations E-205 “Recruitment and Selection of Administrative Personnel” – Paul Block

This will be impacted by the change in structure in the IT department. A housekeeping edit was further suggested for this revision process.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Regulations E-205 “Recruitment and Selection of Administrative Personnel”.

- c. Draft Revised Policy and Regulations C-114 “Sanctuary Schools” – D’Arcy Deacon
No significant revision but language related to “ordinary resident” was explained. The changes are meant to better reflect the current needs of community and to be better in line with current Immigration Canada language.

Discussion ensued. One concern raised was understanding the phrase “promote sensitivity”. Point taken that language could be more specific, but the goal is to provide clarity and ease for all circumstances that might occur. It was the general consensus that it’s more concise and clear and does not create barriers.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-114 “Sanctuary Schools”.

7. FOR INFORMATION – Paul Block

- a. Research Project Approval – “Exploring How Useful Teachers Find Student Mathematics Needs Information” – Daniel Jerez, University of Alberta

The application was received over summer from a Master’s student. He is studying how technology impacts math education. All consents are in place and there are no privacy concerns. All data is stored in Canada, and no personal information is being shared.

8. FOR FUTURE MEETINGS

- 9. ADJOURNMENT at 7:05 p.m. NEXT MEETING DATE: Oct. 7, 2025**

Committee Info Note
Education-Policy Committee Meeting
October 7, 2025
Agenda Items 5a: K – 12 Literacy Plan

Issue:

To provide an overview of the Sooke School District's 2025–2029 Literacy Framework and Assessment practices which has an emphasis on equity, evidence-aligned instructional practices, and a data-informed approach to improving student literacy outcomes.

Background:

The Sooke School District Literacy Framework 2025–2029 is centered on the vision that all students are represented and supported. The framework aligns with the BC Ministry of Education's K-12 Literacy Supports Initiative and the BC K-4 English Language Arts Foundational Learning Progressions. This plan has been in practice as a trial since 2022. The SD 62 K-12 Literacy Assessments document was developed as a companion document to provide shared understanding and details on the different types of screening, diagnostics and assessments.

The Provincial Outreach Program for Autism and Related Disorders (POPARD) reached out to our school district as leaders in early literacy practices and requested to film a 'Reading Reel.' These series of videos highlight school districts with promising practices meant to inspire inclusive literacy instruction across BC. The newly released video was filmed in the spring of 2025.

Analysis:

Literacy instruction is intentionally interconnected across reading, writing, and oral language, and is interdisciplinary across subjects. Key characteristics include:

- Explicit, systematic instruction in foundational skills, supporting both general education and multilingual or at-risk learners.
- Professional learning for educators, including collaborative learning rounds and job-embedded coaching, to build shared instructional capacity.
- A comprehensive and responsive system of ongoing literacy assessments, including universal screening (e.g., First Sound Fluency, Nonsense Word Fluency, Oral Reading Fluency) at key grade levels, diagnostic assessments as needed, and regular collaborative data reviews.
- Data from universal screening enables early identification of needs and informs timely intervention, supporting individualized pathways to literacy proficiency across K–8 and supporting writing and disciplinary literacy through secondary grades

Next Steps:

With student success at the center of our efforts, we remain steadfast in aligning our literacy instruction with evidence-based practices that are rooted in equity and inclusive approaches. We will continue to follow provincial guidance on universal screening, making adjustments to methods and measures in accordance with directions from the Ministry of Education and Child Care. Additionally, we are committed to broadening opportunities for educator professional learning and fostering collaborative planning throughout the district.

Prepared by,

Denise Wehner
 District Principal Curriculum Transformation

Attachments:

K-12 Literacy Assessments



SOOKE62
SCHOOLS

Shaping Tomorrow Today
Façonner l'avenir, aujourd'hui



District Literacy Framework 2025 – 2029

Sooke School District #62



Equity Framework for Literacy

True equity requires acknowledging and understanding different perspectives and experiences. This means creating learning environments that embrace and represent different learning abilities and knowledge types, diverse racial, ethnic, and cultural identities, and varied linguistic backgrounds of our student communities.

These inclusive educational practices form the core of our equity commitment. By fostering a sense of belonging and ensuring all learners receive responsive instruction and practice opportunities, students can develop strong literacy skills that enhance their future opportunities as educated citizens.



Harmonious by Artist Connie Watts

Evidence-Aligned Literacy Instruction for All Learners

Literacy is complex, involving many different skills and processes. While there is a well established body of research on reading, writing, and oral language, including how students develop skills and what instructional strategies are most effective, the evidence isn't settled. The field continues to study promising practices and their implementation in authentic classroom environments to make valuable recommendations for educators.

The Sooke School District is committed to facilitating comprehensive, responsive, and evidence-aligned instructional approaches, in alignment with and striving for the BC Ministry of Education and Child Care's definition of literacy: *the ability to understand, critically analyze, and create a variety of communication forms, including oral, written, visual, digital, and multimedia, to accomplish one's goals*. The focus is on all essential components of literacy development through explicit, purposeful teaching and a variety of opportunities for application and transfer across the curriculum. This learning often follows a progression from simple to complex concepts, and a cumulative approach ensures new learning builds upon previously mastered skills. Students are provided with many rich, meaningful opportunities to generalize and apply skills. Literacy instruction is inclusive; the teaching of skills across reading, writing, and oral language is essential for some, beneficial for all, and harmful for none.

Responsive Literacy Instruction for All Learners

Evidence-aligned instruction is necessary, but not sufficient on its own. While rigorous literacy practices are essential for ensuring that all students receive effective and equitable instruction, they must be implemented within a broader framework that acknowledges and values the whole child. Literacy instruction should be responsive to students' lived experiences, cultural identities, and emotional well-being.

Educators create inclusive, supportive learning environments where every student feels seen, respected, and supported. Students bring rich cultural knowledge, diverse language backgrounds, and unique perspectives to the classroom. When literacy instruction connects to students' realities and builds on their strengths, it becomes more meaningful, motivating, and impactful. Moreover, students who feel safe and confident are better able to take academic risks, engage deeply with texts, and express themselves in writing. A responsive approach attends to diverse groups of students while maintaining a high standard of instruction, ensuring that all learners have access to literacy skills and opportunities to use them in meaningful ways.

Early Literacy Instruction

Young children can joyfully learn foundational literacy skills through play – and it makes a difference.

- Pam Allyn

Early literacy instruction lays the foundation for lifelong learning. When children engage with language in ways that spark curiosity, build confidence, and celebrate progress, they are more likely to see themselves as capable readers and writers. This is especially important for multilingual learners, who bring rich linguistic and cultural knowledge into the classroom. Through playful exploration, purposeful routines, and supportive guidance, early literacy becomes more than just a set of skills – it becomes a meaningful part of how children connect with the world. A playful approach to learning ensures that all students, from the very beginning, experience literacy as empowering, inclusive, and filled with possibility.

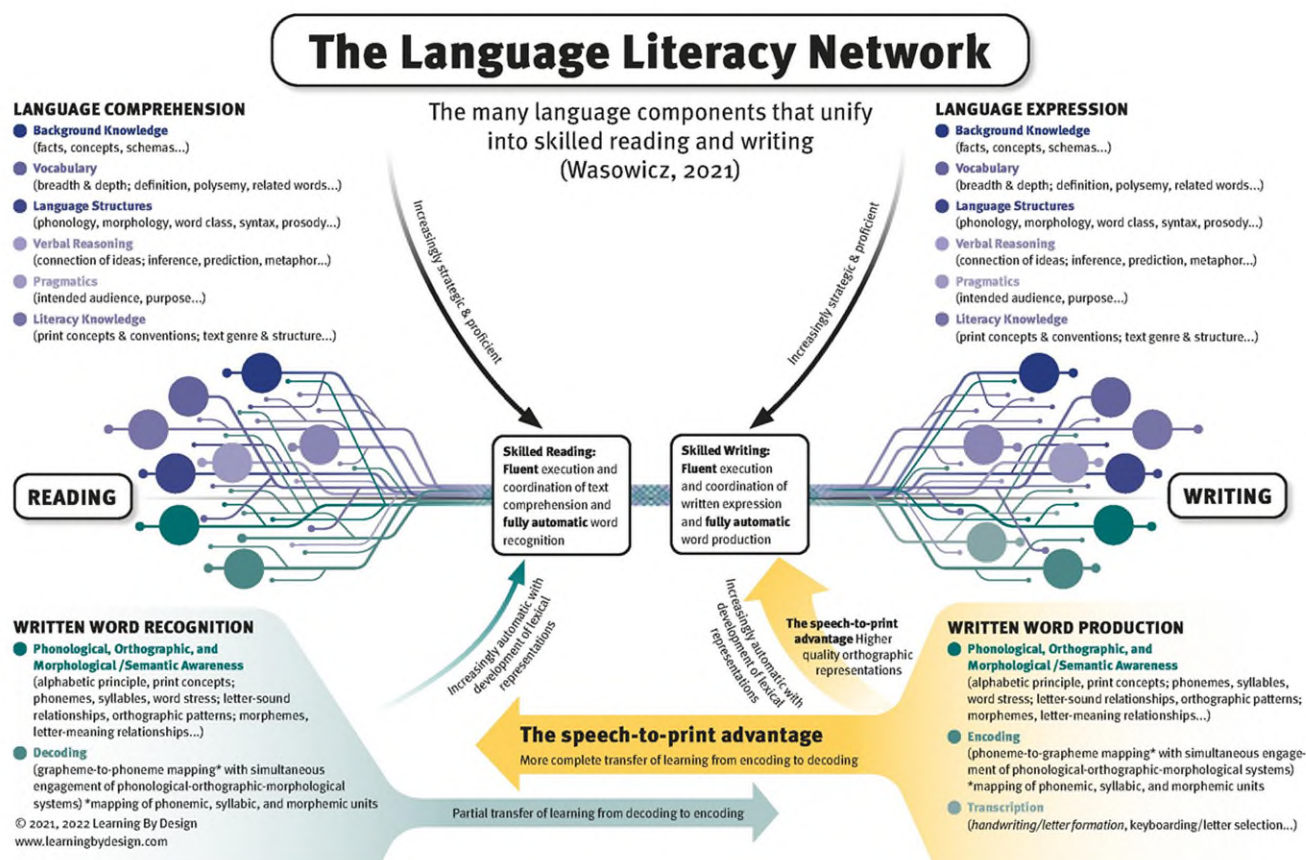


Figure 1: Language Literacy Network

*Reading and writing cannot be separated.
Reading is like breathing in.
Writing is like breathing out.*

- Pam Allyn

Literacy is a secondary system that depends on language as the primary foundation, as seen in Figure 1, which highlights the underlying language processes common to reading and writing. Reading and writing are symbolic representations of spoken language. This connection is so fundamental that it's practically impossible to discuss reading and writing instruction without focusing on language development. The relationship between language and literacy is bidirectional. As children's oral language skills increase, their literacy capabilities grow; strong reading and writing abilities reciprocally enhance language development. Early oral language development serves as a crucial predictor of later reading comprehension success. Its effectiveness extends beyond traditional classroom settings, and is particularly valuable for English Language Learners and students with learning difficulties. In SD62, speaking and listening are purposefully woven into all literacy-focused professional learning opportunities.

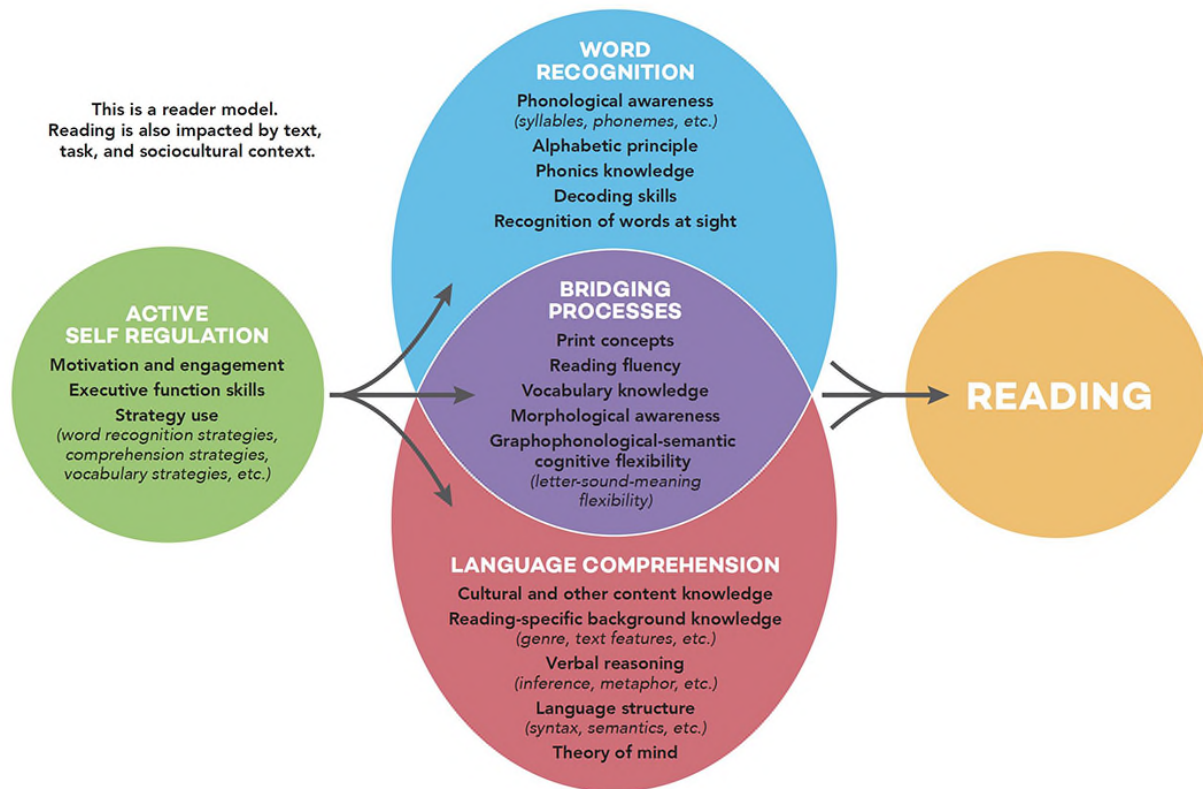


Figure 2: Active View of Reading (Duke & Cartwright, 2021)

Comprehensive Reading Instruction

The Active View of Reading seen in Figure 2, above, draws on a well-researched model of reading and its many components and processes, while also considering the individual learner profile. While our collective goal is to facilitate instruction that leads to skilled, proficient reading with understanding, a learner-focused approach to reading instruction must also take into account our students' self-regulation, motivation, and engagement.

Comprehensive reading programs develop and support the five essential components of reading, seen in Figure 3: phonological/phonemic awareness, phonics, vocabulary, fluency, and comprehension. Consequently, professional learning on evidence-aligned reading instruction incorporates: what skills are essential to teach, the various approaches to instruction within dynamic classroom environments, and how we can use assessment tools to ensure our students are responding accordingly. Teacher collaboration is key to guide the implementation of instructional strategies, routines, and practices, as well as to support the collaborative problem solving process that leads to responsive instruction.



Figure 3: Core Components of Reading (NRP, 2000)

Comprehensive Writing Instruction

Effective writing instruction goes far beyond grammar and spelling - it involves explicitly teaching and integrating multiple, interconnected skills. The Writing Rope, as seen in Figure 4, illustrates how skilled writing is the result of weaving together five key components: critical thinking, syntax, text structure, writing craft, and transcription skills. Comprehensive writing instruction supports students in developing each of these strands over time, through direct teaching, guided practice, and authentic writing opportunities. When students are supported in all areas of writing, they are equipped to write with clarity and purpose across genres and subject areas.

Importantly, effective writing instruction is also deeply connected to reading development. Reading and writing are reciprocal processes, so each supports and reinforces the other. As students read interesting and complex text, they build vocabulary, and awareness of grammar, text structures, and author's craft, which they can then apply in their writing. Likewise, as students write, they deepen their understanding of how language works, which in turn enhances their reading comprehension. When students engage in writing about what they read, they build stronger content knowledge, critical thinking, and communication skills. A comprehensive and reciprocal approach ensures students don't just learn to read and write in isolation, but instead, become literate thinkers who can express and analyze ideas with clarity and confidence.

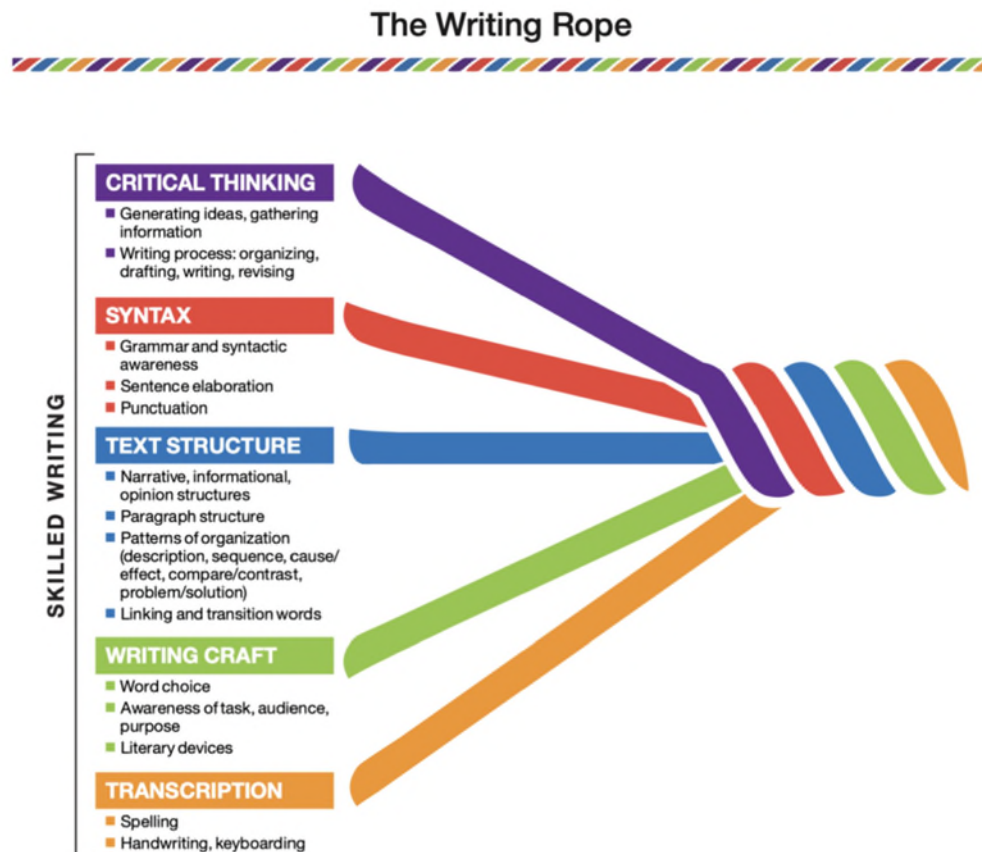


Figure 4: The Writing Rope (Sedita, 2019)

Multi-Tiered Systems of Support in Literacy

Multi-Tiered Systems of Support (MTSS) provide a systematic approach to organizing school-level supports to make sure that every student gets the right level of support to be successful – academically, socially, and emotionally. Specific to literacy, this type of structure aims to catch students at-risk for or currently experiencing difficulties early and respond in a way that is inclusive, proactive, and equitable. Effective multi-tiered literacy frameworks are typically organized into three tiers (see Figure 5):

Tier 1 includes comprehensive, differentiated classroom instruction for *all* students

Tier 2 provides supplementary intervention for students who need some more support to stay on track

Tier 3 offers intensive, individualized support for students who need intervention in addition to what Tier 1 and 2 provide

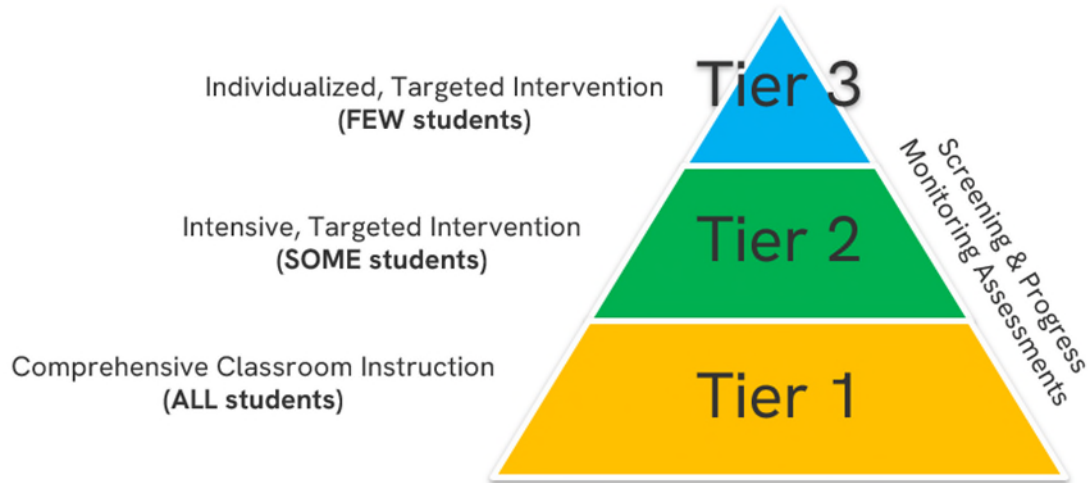


Figure 5: Multi-Tiered System of Support (MTSS)

A key part of MTSS is being data-informed. In SD62, school teams regularly gather and review information, like universal screening results, classroom assessment information, observations, and other indicators, to understand how students are doing. This helps teachers to adjust instruction accordingly and make informed decisions about the kind of support each student may need.

It is crucial that this systemic approach to support starts in Kindergarten, as this aligns with research on the value and efficacy of early intervention. As further described in the Windows of Opportunity image, below, early identification and intervention can facilitate a preventative approach to support.

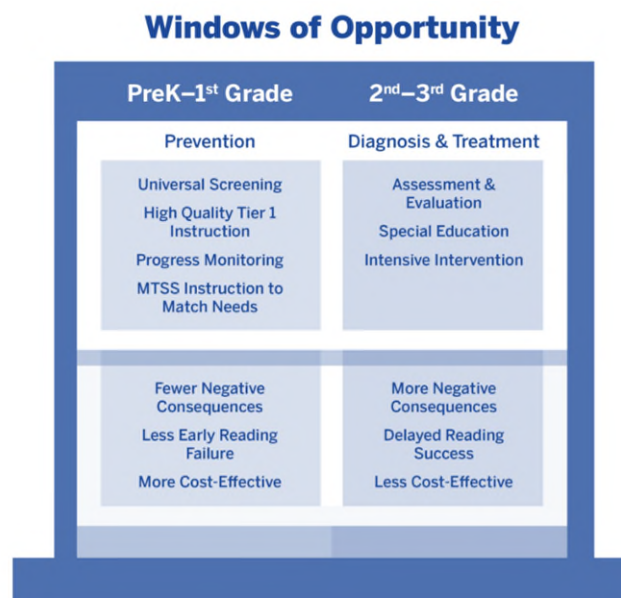


Figure 6: Windows of Opportunity (Catts & Hogan, 2021)

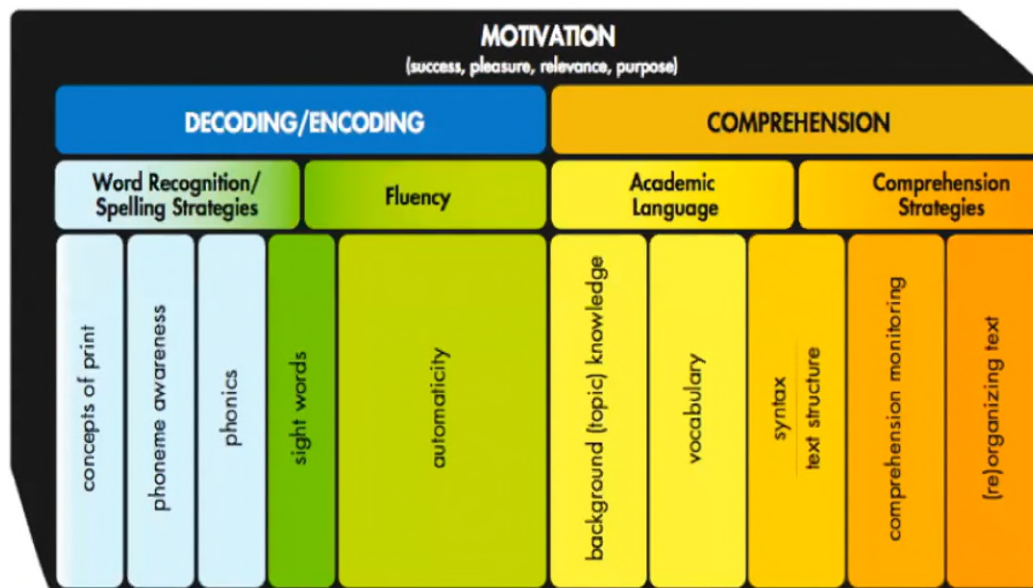
Literacy Assessment & Supplemental Supports

We never want to do one iota, one second, one minute of extra assessment that we don't have to do unless it answers a key question that makes us better teachers.

- Dr. Jan Hasbrouck

Teachers are always gathering information about what students know and can do across oral language, reading, and writing, including how students can apply, transfer, and generalize these skills to facilitate or communicate their learning across the curriculum. Use of a variety of assessment strategies to capture student learning in response to instruction (see Figure 7) can help teachers understand each learner's strengths and areas for growth, so they can plan effective, responsive instruction. When used thoughtfully, literacy assessment helps ensure all students, including multilingual learners and those who need extra support, get what they need to grow as confident, capable readers and writers.

LITERACY FRAMEWORK FOR ASSESSMENT AND INSTRUCTION



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Figure 7: Literacy Framework for Assessment and Instruction (Shefelbine, 2007)

Effective Assessment and Ongoing Data Analysis

Ongoing Assessments: Teachers regularly assess student progress to guide instruction and provide students with timely, constructive feedback that supports and furthers their learning.

Transparent Communication: We are committed to keeping parents and caregivers informed with clear, transparent updates about their child's academic progress, so families can support learning at home.

Collaborative Data Review: School staff meet to review school-wide data, allowing for timely identification and response to student needs.

By working together and using data effectively, we strive to remove barriers and ensure every student has the support they need to succeed.

K-8 Universal Screening

Universal screening is the first step in a systematic assessment framework that reduces bias and supports equitable access to services. Screening measures are brief, dependable, and skill-focused, capturing specific indicators of risk for difficulties in literacy. Gathering universal information across grade groups allows for School-Based Teams to make equitable, informed, and responsive decisions on which students might benefit from intervention(s), ensuring that those students who need support are the ones who receive it.

Timelines:

- **Fall Screening window – September to October**
- **Winter Progress Monitoring window – January to February**
- **(Optional) Spring Screening window – May to June**

Recommended Measures

The following measures capture skills that are linked to skilled, effective reading with comprehension.

- **Kindergarten – First Sound Fluency (FSF)**
 - Students identify the first sound in spoken words, demonstrating foundational phonemic awareness. This early literacy skill supports later abilities to manipulate sounds within words, which is essential for decoding (reading) and encoding (spelling).

- **Grade 1 – Nonsense Word Fluency (NWF)**
 - Students read simple nonsense words, demonstrating knowledge of letter-sound relationships & basic decoding skills. Decoding is a key part of becoming a strong reader. When students can read words with ease, they can better focus on the meaning of the text.
- **Grade 2 to Grade 8 – Oral Reading Fluency (ORF)**
 - Students read a grade-level passage aloud, demonstrating reading fluency and accuracy. When students read fluently (i.e., their reading sounds like talking), their brains can pay more attention to understanding what the text is about. Reading fluency bridges the gap between sounding out words and understanding and analyzing what they read.

Next Steps After Universal Screening

Diagnostic Measures

As a district, we use universal screening data alongside additional assessments and observations to support all students' learning. Universal screening results can help us determine whether further diagnostic assessments or consultations with other school-based professionals may be needed for some students. Diagnostic assessments can help create a clear, focused plan for extra help by narrowing in on the exact skills a student needs to strengthen. In the classroom, diagnostic assessments guide day-to-day teaching by identifying what students already know and where they might need more instruction, support, or challenge. By gathering specific information about each student's knowledge and skills, educators are equipped with the data they need to tailor instruction and provide targeted interventions, ensuring every child receives the support they need to succeed.

Classroom Instructional Approaches

Classroom instruction at the elementary level combines both play-based and structured, explicit teaching strategies, offering students a range of opportunities for practice and application. These learning experiences take place in whole group, small group, and one-to-one settings to best meet the diversity in classrooms. As students progress to intermediate, middle, and secondary levels, literacy instruction expands to include disciplinary literacy, ensuring students build strong reading and writing skills across all subject areas. For students who need additional support with foundational literacy skills, a multi-tiered, responsive approach to support is employed ensuring that every student receives the targeted assistance they need to thrive.

K-8 Tier 2 Literacy Intervention

Small-group, targeted intervention is supplemental to comprehensive classroom instruction. Classroom teachers facilitate comprehensive instruction in oral language, reading, and writing to all students. Frequent, intensive LIT/LST interventions target specific foundational skills to build automaticity and efficiency to foster ease in student's cognitive capacities to focus on comprehension of texts. Additionally, LIT & LST's explicit instruction on foundational skills complements classroom teachers' writing instruction and supports students in their ability to communicate efficiently in writing.

Professional Learning for Classroom Teachers

Collaborative professional learning improves literacy outcomes by building a shared knowledge base and focusing on high-quality materials and pedagogical practices through learning sessions and school-based Collaborative Learning Rounds focused on student success.

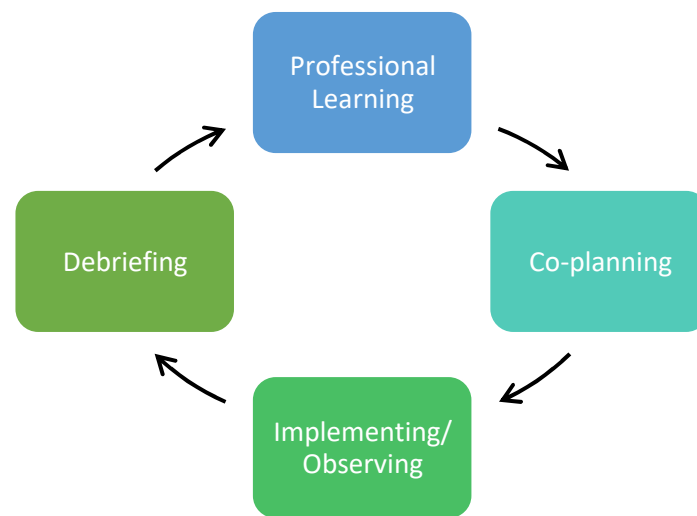


Figure 8: Collaborative Learning Round Cycle

Each school year, school-based cohorts of teachers are provided a year-long deep dive into literacy instruction:

- Professional Learning sessions and school-based Collaborative Learning Rounds

These job-embedded professional learning opportunities continue throughout the year to build educators' knowledge of evidence-based literacy practices and opportunities to reflect on

current practices, considering student screening and assessment data. Teachers collaboratively identify student strengths and areas of need to differentiate and adapt instruction to improve proficiency across oral language, reading, and writing. This learning cycle builds communities of practice, where teachers share and learn from one another.

Additional Implementation Strategies and Practices:

- Teacher Coordinator Collaboration - co-planning and implementation support
- Residencies – intensive school-based co-planning, co-teaching, reflection over 4-6 weeks

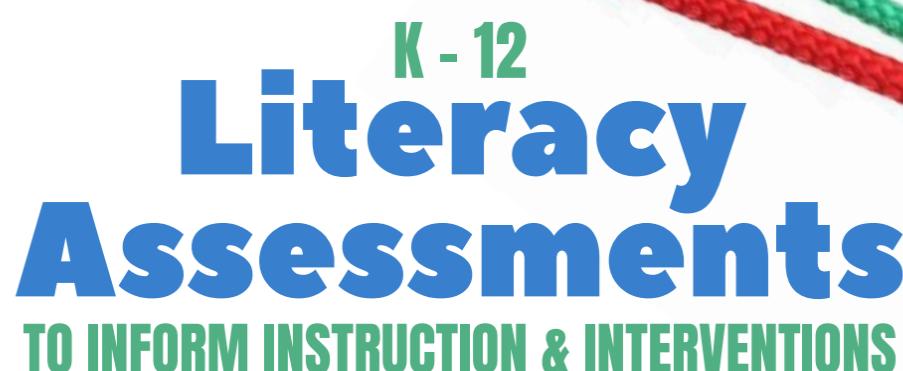
*Learning is not a spectator sport.
Everyone does everything.*

- Dr. Anita Archer

Teacher professional learning is grounded in the belief that all students deserve access to high-quality, inclusive instruction. Our focus is on evidence-aligned strategies and instructional routines for all learners while honoring students' diverse identities, backgrounds, and abilities. As students engage with more complex texts to support learning across the curriculum, teachers can embed explicit literacy instruction into broader units of study in science, social studies, and health.





As a District, we are committed to supporting student achievement and keeping families informed about how we measure our progress. We consistently review how our work aligns with the 2025-2029 Strategic Plan, ensuring our efforts stay focused and effective. We use school-based assessments and report card data to track academic growth, while also gathering feedback from students to understand their experiences and needs. We are committed to provide ongoing professional learning opportunities for our staff and seek their input to continually enhance our teaching practices.

We commit to continually assess the availability and quality of learning resources to ensure every student has access to the materials they need. Through these ongoing efforts, we strive to create a positive and successful learning environment for all students in our district.



K - 12
Literacy
Assessments
TO INFORM INSTRUCTION & INTERVENTIONS

Instruction and/or Intervention (All students / students at risk K-12)

	Assessment <i>for</i> Learning		Assessment <i>of</i> Learning	
	 Universal Screening	 Diagnostic Assessments	 Progress Monitoring	 Outcome Evaluation
Why	Which students are at risk? Which systems are available to support?	What skills does this student have? What skills need to be taught?	Is our instruction and/or intervention working? Do we need to change course?	Have students done what we expected them to do? Did our instruction and/or intervention work?
What	Brief, standardized assessments of key literacy skills	In-depth assessments of skills	Brief assessments specific to targeted skills	Evaluations of mastery of learning goals and/or curricular expectations
Who	All students	All / Students at risk	All / Students at risk	All students
When	Fall (Sept./Oct.) & Winter (Jan./Feb.)	When further investigation is needed to inform differentiated instruction/intervention	Regularly to allow for quick adjustments based on response to instruction/intervention	Flexible Learning Updates, Written Learning Updates, & Summaries of Learning
Level-Specific Ex.	K: First Sound Fluency (FSF - Phonemic Awareness) Gr. 1: Nonsense Word Fluency (NWF - Decoding) Gr. 2-8: Oral Reading Fluency (ORF) Gr. 9-12: MAZE (Comprehension) + additional options for further screening	K-3: Phonemic Awareness Inventory (PRESS) K-3: NLPS Primary Assessment of Reading Screener (PARS) K-12: CORE Phonics Survey (Multiple Measures) Gr. 1-8: Words Their Way Spelling Inventory (or LETRS Spelling Screener) Gr. 4-7: NLPS Non-Fiction Reading Assessment Gr. 8-9: NLPS Secondary Reading Assessment	K-12: Re-administration of a diagnostic assessment (or a specific component of one) K-12: Observations K-12: Performance Tasks K-5: PM Benchmark Gr. 1-3: UFLI Foundations Fluency Checks Gr. 3-12: DART Gr. 3-9: Quick Writes for Consolidation	K-12: BC Curriculum Grade-Specific Learning Standards K-3: SD62 K-3 English Language Arts Assessment Document Gr. 4 & Gr. 7: Foundational Skills Assessments (FSAs) Gr. 10 & Gr. 12: Literacy Graduation Assessments
Analogy	Blood pressure or temperature check Is there a problem?	Blood test What is the problem? What do we need to do about it?	Standing requisition Is the treatment having the desired effect?	Follow-up Are the current (post-treatment) results within expected ranges?

Committee Info Note
Education-Policy Committee Meeting
October 7, 2025
Agenda Items 6a: Draft Revised Policy and Regulations
C-314 “Substance Use Prevention and Intervention”

Issue:

During the Notice of Motion period, we were fortunate to receive feedback from provincial Healthy School staff and local Healthy Schools advocates that inspired some additional revisions to the policy as presented to the Education Policy Committee. In the spirit of transparency, a return to committee prior to Board approval was appropriate.

Background:

The current policy, last revised in February 1991, and the regulations, last updated in May 1995, have not been reviewed for over twenty years. This review aims to update the language to reflect trauma-informed practices and to view substance use through a lens of intervention and education as essential support for student wellness. The updated policy maintains a clear and balanced response that prioritizes the safety of all students.

Analysis:

Summary of Revisions:

- Policy
 - Revise the title to reduce stigma and barriers. Moving away from “substance abuse” to “substance use” and related problems allows for a more trauma-informed approach to the issue while still maintaining an avenue for consequences.
 - Additional clarifying language has been added, including a statement about drug or alcohol use away from school but attending while under the influence.
 - A greater emphasis on prevention and intervention in support of changing behaviours.
 - Increased focus on student interventions/education aligned with drug literacy competencies
 - Trauma-informed approaches embedded in policy
- Administrative Regulations:
 - An addition of a “Background” statement to provide additional context to the changing landscape of drug and alcohol use including the legalization of cannabis.
 - Extended definitions to include a description of what constitutes a school function.
 - Clarification of procedures and responsibilities for the district and PVP.
 - The proposed language shifts from specified consequences to a trauma-informed approach that seeks to understand what the circumstances for the student are and allows for the discretion of the principal based on principles of equity and fairness.
 - It does not remove suspension as a consequence.

Next Steps:

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-314 “Substance Use Prevention and Intervention”.

Prepared by,

Paul Block
Superintendent

Attachments: Draft Revised Policy C-314
Draft Revised Regulations C-314

School District #62 (Sooke)

ALCOHOL AND OTHER DRUGS —POSSESSION, EXCHANGE AND NON-MEDICAL USE	No.: C-314
SUBSTANCE USE PREVENTION AND INTERVENTION	Effective: May 12/81 Revised: Apr. 10/90; Feb. 26/91; Reviewed: Apr. 1/25; Apr. 22/25; Oct. 7/25

SCHOOL BOARD POLICY

~~1. The Board of Education does not permit the possession, **manufacturing, offering for sale, selling, distribution,** exchange or use of illicit or non-medical drugs **(including cannabis)**, alcohol or other intoxicating substances including misused prescription drugs by any student while under the school's jurisdiction.~~

1. **The Board of Education, in accordance with provincial legislation, prohibits any person from possession (for distribution purposes), being under the influence, sale, exchange or distribution of any regulated or illicit substances in or on school premises, property, functions and vehicles at any time.**

In addition, the Board strictly prohibits students from consuming or using alcohol or drugs at any time, including prior to school hours, such that the student is impaired when attending on school property or at any school function.

This policy applies regardless of whether such behaviour may be potentially harmful only to the student concerned or whether it might also harm the character or persons of other students.

2. The Board supports **the development and implementation of school procedures which align with a Comprehensive School Health framework and provide for methods or programs that support:** ~~school procedures which provide for methods or programs of:~~
 - a. ~~Education.~~ **Teaching and learning opportunities that help students learn evidence aligned drug literacy competencies and content.**
 - b. ~~Encouragement of non-abuse~~ **Promotion of prevention programs and strategies.** **Health promoting physical and social school environments.**
 - c. ~~Counselling for individuals or families.~~ **Trauma-informed approaches to substance-related incidents.**
 - d. ~~Co-operation with other recognized agencies for problems~~ **issues** ~~covered by this policy.~~ **Co-operation with recognized agencies and community partnerships to support students and families affected by substance use.**
 - e. ~~Disciplinary discouragement of abuse~~ **substance use.**

References:**Statutory**

- *BC School Act* (sections 6, 7, 11, 17, 20, 22, 65, 79,85)
- *BC Ministry of Education: Safe, Caring and Orderly Schools, A Guide*
- *BC Public Health Act*
- *Child, Family and Community Service Act*
- *Cannabis Act*
- *Cannabis Control and Licensing Act*

- ***Cannabis Distribution Act***
- ***Food and Drug Act***
- ***Narcotic Control Act***

Policy:

- **B-129 "Safe and Healthy Schools"**
- **C-309 "District and School Codes of Conduct"**
- **C-319 "Student Suspension"**
- **C-410 "Child Abuse"**
- **E-530 "Use of Tobacco, Vapour Products & Cannabis on School Board Property"**

DRAFT

School District #62 (Sooke)

ALCOHOL AND OTHER DRUGS —POSSESSION, EXCHANGE AND NON-MEDICAL USE	No.: C-314
SUBSTANCE USE PREVENTION AND INTERVENTION	Effective: Feb. 26/91 Revised: May 23/95; Reviewed: Apr. 1/25; Apr. 22/25; Oct. 7/25

ADMINISTRATIVE REGULATIONS**1. Background**

These regulations outline a comprehensive approach to supporting a safe, healthy and caring school environment; one free from the use of alcohol and other drugs. The district shares responsibility with students, parents and the community for addressing problems associated with substance use.

The District prohibits the use of intoxicants by students while on school property or at school-sponsored/related events. The district supports a proactive and comprehensive approach to substance use which emphasizes prevention, early intervention, counselling, and disciplinary actions.

The Federal Cannabis Act made it legal for adults to purchase, possess, use, and grow certain amounts of cannabis in Canada. In BC, the government enacted the Cannabis Control and Licensing Act (CCLA) and the Cannabis Distribution Act, which regulate how cannabis may be sold, distributed and consumed in BC. The legislation includes significant restrictions aimed at preventing access to cannabis by persons under the age of 19. In particular, the CCLA prohibits the consumption of cannabis in or on school property, or within a prescribed distance from school property.

2. Definitions

Intoxicant - ~~illicit or non-medical drugs, alcohol,~~ **drugs prohibited or restricted under the *Food and Drugs Act, Cannabis Control and Licensing Act, Cannabis Distribution Act and the Narcotic Control Act,* and** ~~or other inebriating substances including~~ **such as** ~~misused prescription drugs.~~

Under the influence of - indicating evidence of having consumed an intoxicant or exhibiting a degree of intoxication while under school jurisdiction.

In possession - having an intoxicant on ~~his/her~~ **the student's** person or elsewhere under ~~his/her~~ **their** control (e.g. in a locker, or a vehicle) while under school jurisdiction.

School Function: Any assembly, meeting or gathering of students, or student field trips for school purposes under the supervision or direction of the Board, representatives of the Board, teaching staff, supervisory staff, or authorized volunteers in the course of their duties.

3. Procedures

- 3.1 A breach of this policy shall **follow trauma-informed practices to determine the most appropriate intervention for students and normally may** result in a period of suspension from school; however, in keeping with the Board's primary goal of education, the length of the suspension will be determined, in part, through reference to the student's willingness to enrol in, and follow through with, a program of substance abuse education and/or counselling. Community service may also be considered in conjunction with suspension **the principles of equity and fairness**. All incidents involving alcohol or other drugs shall be reported to the parent(s)/guardian(s) of the student and may be reported to the police.

3.2 The District will:

- a. **Provide students with age-appropriate instruction on the prevention of substance use.**
- b. **Encourage and support the identification of early intervention into problems of substance use by students through utilization of school as well as community resources.**
- c. **Provide fair and equitable response procedures and consequences regarding substance related infractions.**
- d. **Provide continued support for the services provided by school-based support personnel.**
- e. **Provide appropriate support and intervention, within its resources, to students who possess/use and/or distribute drugs and alcohol. The focus will be the early identification of at-risk students who display irregular behaviour, inappropriate decision-making, and declining personal performance. Intervention will be made available to at-risk students and/or first-time offenders by counsellors and community agencies, as appropriate. Positive and confidential help will be given to students who voluntarily seek assistance in overcoming substance use and problems.**

3.3 The principal of each school will advise all staff that they have a responsibility:

- a. For the immediate reporting to a school administrative officer **principal or vice-principal** of any student who is suspected of being in **direct or indirect** possession of, or having consumed an intoxicant while under school jurisdiction.
Note: Indirect possession would include having another person store or possess the substance.
- b. **When in the course of their duties**, identifying students who, as a result of irregular behaviour patterns and/or declining personal performance over a reasonable period of time, are suspected abusers **of using intoxicants**. Such identified students should **also** be brought to the attention of the school-based team.
- c. **When a principal/vice-principal determines that a student's substance use or other risk factors may put the student at extreme risk of harm, to report the concern to the Ministry for Children and Family Development (MCFD) – child protection branch, as per policy C-410, Child Abuse.**

3.4 When a school principal or vice-principal has reason to believe that a student, while attending school or involved in an official school function, is in possession of or is under the influence of a substance as defined above, the principal will:

- a. Ensure the personal safety of the student and others.**
- b. Determine an appropriate course of action. This may include disciplinary processes and/or the development of an intervention and support plan as appropriate.**
- c. Dependent on the individual circumstances and the age and grade of the student, the principal will consider the following in the development of an appropriate plan of action in consultation with counsellors and parent/guardians:**
 - i. Referral to the school-based social worker, counsellor, student engagement facilitator or other resource as may be available.**
 - ii. Referral to community agencies.**
 - iii. Suspension of five days or less, or suspension greater than five days and referral to the District Student Review Committee.**
 - iv. Notification of police when deemed appropriate by the principal.**

3.5 At least once annually at the start of the school year, school principals will inform parents/guardians in writing that school lockers are the property of the school district and, as such, are **may be** subject to search.

4. Consequences:

- a. The possession, consumption/use, sale or distribution of alcohol and/or drugs at school functions or while under the jurisdiction of the school will result in appropriate consequences pursuant to Policy and Administrative Procedures for C-309, District and School Codes of Conduct and C-319, Student Suspension.**

2. SOME PROCEDURAL GUIDELINES FOR ADMINISTRATIVE OFFICERS
DEALING WITH SUBSTANCE ABUSE/POSSESSION/EXCHANGE INCIDENTS

— It is acknowledged that every case has its own peculiarities; however, the following steps provide a framework within which to deal with substance abuse/possession/exchange incidents.

~~2.1 Possession and/or Use of Intoxicant – First Offence~~

~~If a student is found in possession or under the apparent influence of an intoxicant, the staff member shall be responsible for immediately reporting the incident to an administrative officer who shall:~~

- ~~a. make a judgement as to whether the student needs emergency assistance and advise the parent/guardian of the situation.~~
- ~~b. detain the student, if emergency assistance is not indicated, to ascertain the nature of the problem and make the student aware of the procedures to be followed as outlined in the Board policy.~~
- ~~c. if considered appropriate, inform the police of the problem.~~
- ~~d. whether or not the police are involved but where a violation has occurred, the administrative officer shall consider suspension of the student for a period of three to ten school days. Only in exceptional circumstances would the suspension be fewer than three school days. The length of suspension should be determined in light of the student's/family's willingness to be involved in a community based substance abuse education/counselling program. Community service may also be a factor considered in setting the length of suspension.~~

~~3. Possession and/or Use of Intoxicant – Second and Subsequent Offences~~

~~A second occurrence of intoxicant possession or use shall normally be referred to the District Discipline Committee in conjunction with a suspension of indefinite length.~~

5. Selling, Supplying, or Making Available Intoxicants

Because the health and safety of all students is a prime concern of the Board of Trustees, selling, supplying, or making available intoxicants is deemed to be a very serious breach of this policy.

5.1 Where there are reasonable grounds for suspecting that a student is in possession of a substance purported to be an intoxicant for the purposes of selling, supplying, or making available while under the jurisdiction of the school, the principal should normally suspend the student indefinitely, inform the parents/**guardians**, refer the student to the District Discipline **Student Review** Committee and report the incident to the police and to the Superintendent of Schools **or designate**. ~~The District Discipline Committee will convene at its earliest convenience.~~

4.2 If the offender is charged with trafficking **a crime related to selling, supplying or making available drugs or alcohol**, either on school property or when under the jurisdiction of the school, the Discipline **District Student Review** Committee will consult with **police and** the Crown Prosecutor's office prior to determining the student's educational placement; bearing in mind the Board's concern with the health and safety of all students.

6. When any intoxicant comes under the control of an administrator **a principal/vice-principal** in dealing with an incident covered by this policy, the police may be contacted to determine the disposal of the seized intoxicant.

All disposal of seized intoxicants should be witnessed.

7. Police Searches in Middle and Secondary Schools

Because the Board strongly believes that schools should be “drug-free zones”, the Board authorizes the periodic searching of middle schools and secondary schools for drugs by police and trained dogs. These searches are more concerned with deterrence than apprehension.

7.1 At least once annually at the start of the school year, school principals will inform parents/guardians in writing that school lockers are the property of the school district and, as such, are subject to search.

7.2 Parents/guardians will be informed at the start of each year that, as part of a deterrence program and to create a drug-free zone at our schools, there will be periodic searches for drugs at the school by police and trained dogs.

7.3 These searches will normally take place outside of regular school hours and must have a school administrator accompanying the police in their search.

7.4 Where the trained dogs indicate that a locker likely contains drugs, the school administrator will note the locker number and, on the next school day, will ask the student to whom that locker is assigned to open the locker for a search. The school administrator will ensure there is a second school district employee present as a witness. Should the student to whom the locker is assigned not be present, then the school administrator, in the presence of another school district employee as a witness, will open and search the locker.

7.5 If drugs (or alcohol) are found in the locker, the school will follow the procedures set out earlier in this Regulation regarding consequences for the student(s) concerned. In accordance with this Regulation, such consequences may involve a report of the incident to the police for their action independent of such consequences as may flow from school district action.

7.6 It will be normal practice following each search by the police and trained dogs for a school/RCMP press release to inform the community.

Committee Info Note
Education-Policy Committee Meeting
October 7, 2025
Agenda Items 6b: Draft New Policy F-499 “Unexpected
Health Emergencies”

Issue:

On June 30, 2025, the Ministry of Education and Child Care shared with the system an amendment to the “Support Services for Schools Ministerial Order” and a new policy requirement for a “Response to Unexpected Health Emergencies” policy.

Background:

The amendment requires all boards of education to:

- *Establish, maintain and make publicly available a policy for responding to unexpected health emergencies at schools in the district; and*
- *Ensure that Automated External Defibrillators (AEDs) and naloxone are readily accessible in each school.*
- Support Services for Schools Ministerial Order: [Support Services for Schools](#)
- Response to Unexpected Health Emergencies Policy: [Response to Unexpected Health Emergencies - Province of British Columbia](#)
- School Districts will need to have a policy or administrative procedure in place and submitted to the Ministry by December 31, 2025
- AEDs and Naloxone kits must be readily accessible in all secondary schools by December 31, 2025.
- AEDs and Naloxone kits must be readily accessible in all other district schools by September 2026.

Next Steps:

- District staff have conducted research on procurement possibilities for Automated External Defibrillators (AEDs) and naloxone kits.
- Consultation with District Occupational Health and Safety staff on best locations in schools and other logistical implementation considerations is underway.
- Focused Education Resources provincial consortium currently has a province wide RFP for procurement of AEDs. The District is awaiting the results of the RFP to decide on the best vendor for Sooke School District’s context.
- In collaboration with District’s Occupational Health and Safety staff and our Facilities team, we have a plan to meet the deadlines set out for implementation.
- Training of staff and maintenance of the equipment will be a new and on-going pressure that the District will need to re-allocate resources to meet these new requirements.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft new Policy F-499 “Unexpected Health Emergencies”.

Prepared by,

Paul Block
 Superintendent

School District #62 (Sooke)

Unexpected Health Emergencies	No.: F-499
	Effective: Revised: Reviewed: Oct. 7/25

SCHOOL BOARD POLICY

As per the [Support Services for Schools](#) Ministerial Order, the Sooke School District Board of Education must establish and maintain, a policy for responding to unexpected health emergencies at schools in the district. This policy must ensure that lifesaving first aid tools, including Automated External Defibrillators (AEDs) and naloxone kits are readily accessible and maintained in every school.

Rationale

A timely and effective response to unexpected health emergencies is essential to ensuring a safe school environment. Unexpected health emergency incidents can occur without warning and require immediate action to improve survival outcomes by providing critical intervention before emergency responders arrive. Ensuring that schools are equipped and prepared to respond supports student and staff safety at school, enabling school communities to focus on learning and well-being while increasing confidence and security.

Authority

See [School Act \(PDF, 1.2MB\)](#) - Sections 88(1) and 168(2)(t)

See [Support Services for Schools Order \(PDF, 126KB\)](#) (M149/ 89)