


### Public Notice – Board of Education Online Public Meeting

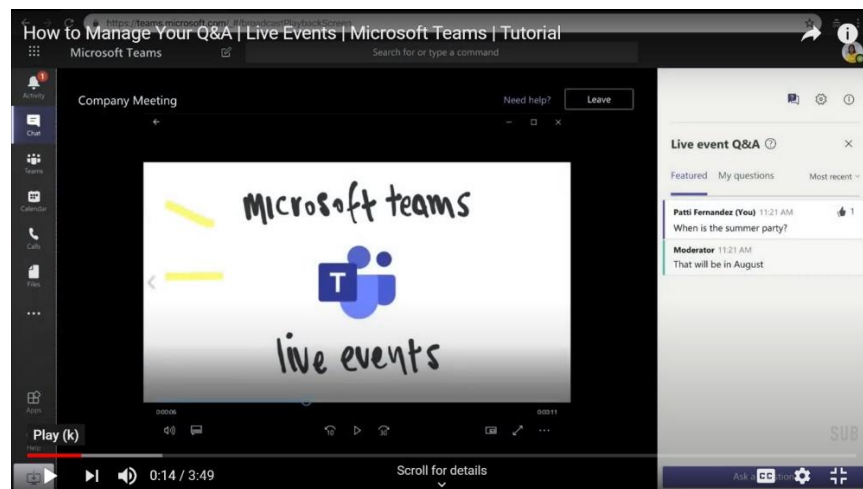
A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on June 3, 2025 at 6:00 pm.**

**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: <https://jump.sd62.bc.ca/Education-PolicyCommittee-June-03-2025>

<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](mailto:info@sd62.bc.ca).



## EDUCATION-POLICY COMMITTEE

School Board Office

Via MS Teams

June 3, 2025 – 6:00 p.m.

### A G E N D A

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

*We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)*

2. **Opening Remarks from Chair**

3. **COMMITTEE REPORT** of May 6, 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. SD62 Operational Plan 2025-26 – Paul Block **Pg. 5**

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

- a. Draft Revised Policy and Regulations C-111 “International Education and Non-Resident Students **Pg. 22**  
– 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-111 “International Education and Non-Resident Students”.

- b. Draft Revised Policy and Regulations C-112 “Ordinarily Resident” – Paul Block **Pg. 29**

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-112 “Ordinarily Resident”.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** **Sept. 9, 2025**



## COMMITTEE REPORT OF THE EDUCATION-POLICY COMMITTEE

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

**Present:** Amanda Dowhy, Trustee (Acting Chair)  
Cendra Beaton, Trustee (Committee member)  
Trudy Spiller, Trustee (Committee member)  
Dana Savage, CUPE  
Melissa Horner, SPVPA  
Monica Braniff, Deputy Superintendent  
Dave Strange, Associate Superintendent  
D’Arcy Deacon, Associate Superintendent  
Beth Kim, Digital Asset Management Analyst

**Regrets:** Paul Block, Superintendent/CEO, Sandra Arnold – SPEAC rep.

**Guests:** Jon Carr, District Principal – NIE, Marlys Denny – District Vice Principal NIE

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

*We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc’ianew Nation, and T’Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)*

### 2. **Opening Remarks from Chair**

The Chair invited the committee to take a moment to reflect on the recent tragedy at the Vancouver Lapu Lapu festival offered condolences to the families and broader community affected by this tragic event. Additionally, the Chair highlighted this being Mental Health Awareness week and the work being done in community and the Sooke School District to support students, staff and families. Finally, the Chair recognized a variety of events held across the district this week including Music Monday and Red Dress Day events.

### 3. **COMMITTEE REPORT** of April 1, 2025 Education-Policy Committee meeting

The committee report for the April 1, 2025 Education-Policy Committee meeting was received by the committee. One omission was noted from the report. In the regrets section there were omissions - Trustee Logins had sent regrets and this was not recorded.

### 4. **BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

5. **NEW BUSINESS**

a. Na'tsa'maht Enhancement Agreement Mid-Year Report – Jon Carr

Mr. Carr and Ms. Denny presented the Na'tsa'maht Enhancement Agreement Mid-Year Report. The presentation was well received and was followed with discussion, questions and feedback. The committee expressed gratitude for the work being done in support of Indigenous students in our district and the commitment to continuing the work to improve Indigenous student success from K through to Grade 12.

At one point clarification was sought on the difference between an Enhancement Agreement and a Local Education Agreement. Additionally, concerns were expressed as to the work that remains to be done along with a strong expression of hope that we continue to take significant steps to improve success rates.

b. Quarter 3 Operational Plan Report – Monica Braniff

Deputy Superintendent Braniff presented the Quarter 3 Operational Plan Report. Associate Superintendents Deacon and Strange were invited to speak to specific sections in the report. The presentation was well received and was followed with discussion, questions and feedback. Appreciation was shared for updates and changes to the Q2 report. Additionally, committee members expressed hope that the district would be moving forward on several key items including gendered language in policy and SOGI work.

**Recommended Motion:**

That the Board of Education of School District 62 (Sooke) receive the Quarter 3 Report as presented at the Education-Policy Committee meeting of May 6, 2025.

6. **REVIEW OF POLICIES/REGULATIONS**

There were no policies or regulations for review at this meeting.

7. **FOR INFORMATION**

a. Research Project Approval – “Considering Classroom Management Through a Lens of Coloniality” – Dr. Lyndze Harvey, UVic

The proposal was spoken to by the Deputy Superintendent. Support for the project was expressed by the committee with a hope that findings would be reported back at a later date.

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** June 3, 2025



## EDUCATION POLICY COMMITTEE

### Information Note

June 3, 2025

### Agenda Item 5a: SD62 2025-2026 Operational Plan

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#### PURPOSE

- This information note provides details of the 2025-2026 Operational Plan.

#### BACKGROUND

- The SD62 Operational Plan works, each year, to make progress on the Strategic Plan 2025-2029 priorities of: Learning, Engagement, and Growth.

#### Developing the Operational Plan

- The development of the 2025-2026 Operational Plan reflects the growing maturity of the organization:
  - The plan was developed following the Board of Education's approval of the new 2025-2029 Strategic Plan and was an instrumental tool as part of the budget development cycle. This has strengthened the process by adding several layers of partner and community engagement to the plan and directly connecting Operational Plan goals and objectives with resources through an aligned budget planning cycle.
  - Given budget pressures projected for the 2025-26 school year and in successive years of the 2025-2029 Strategic Plan, operational plan items requiring discretionary funding received internally targeted resources as part of the development of the 2025-26 Budget. Through a resources reallocation strategy employed in the 2025-26 budget development cycle, we were able to achieve the target of a full reserve fund in the years 2025/26 and 2026/27 of the Strategic Plan. Further annual structural holdbacks within the 2025 -2029 annual budget cycles will allow for Operational Plan items requiring structural financial support (such as additional staffing) to be supported through the duration of the new Strategic plan from an internally reflective and sustainably designed funding model.

#### The 2025-2026 Operational Plan

- The 2025-2026 Operational Plan is the first year of the annual operational planning cycle that works to make progress towards the goals of the 2025-2029 Strategic Plan.
  - **The plan contains 17 goals:**
    - 4 goals under the Learning.
    - 5 items under the Engagement.
    - 8 items under the Growth goal.
- Operational Plan items of note include:

- **Learning goals that align resources and actions to the Ministry of Education and Child Care’s vision of the Educated Citizen.**
  - For instance, the work focuses on literacy, numeracy and career development that will be actively monitored and measured through an annual continuous improvement cycle.
- **Items that reflect the changing demographic of the school district.**
  - For instance, “Develop decision-making flowcharts, tools and training modules to **support staff in effective communication with families and clients.**”
  - For instance, “Continue to leverage technologies to enhance operational efficiency, streamline processes, and **support the District’s ability to meet the evolving needs of its growing communities.**”
- **Items that will help the organization plan long-term resources.**
  - For instance: “**Develop an information technology road map** to support reliable and resilient services and technology deployment.
  - For instance: “Advance development and implementation of **a program and services review framework to support resiliency and sustainability in context of continued growth.**”
  - For instance: “Advance initiatives to **meet CleanBC climate targets and implement sustainability best practices.**”

#### Next Steps

- The Executive is actively working now with District departments and schools to discuss the new operational plan and ensure alignment and coherence of their plans with the Strategic and Operational plans are occurring.
- For accountability and transparency, the Superintendent will provide members of the Executive Team individual mandate letters for the 2025-2026 school year.
- Executive leaders will collaborate with their staff to get each project underway and ensure effective progress metrics are being collected and reported.

#### **Recommended Motion:**

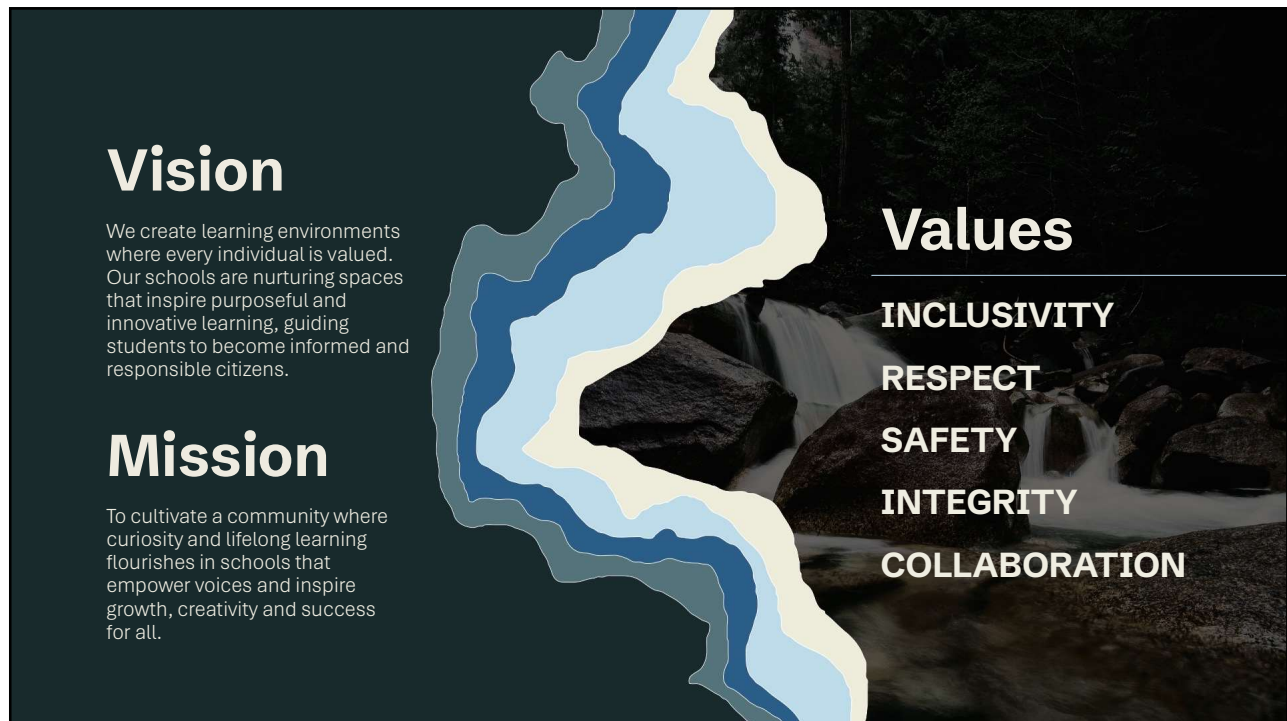
**That the Board of Education of the Sooke School District receive the 2025-2026 Operational Plan.**

Respectfully submitted,

Paul Block  
Superintendent/CEO

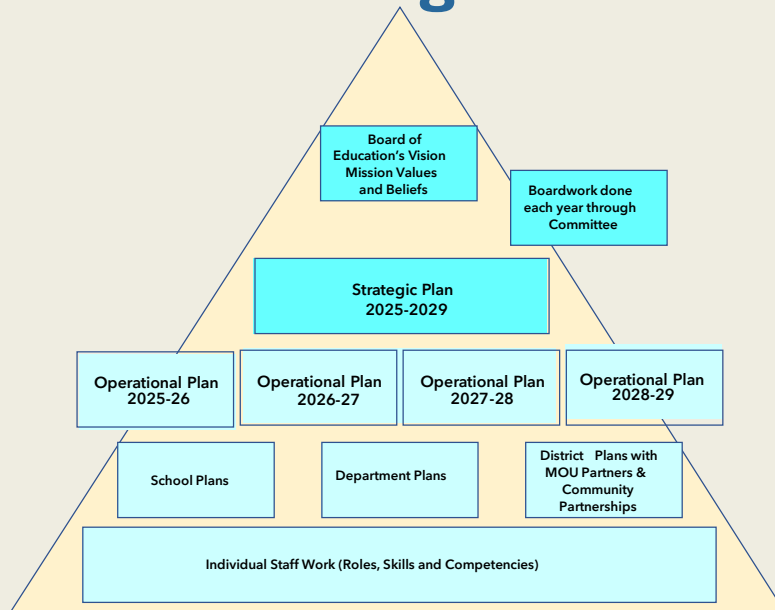


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# District Planning Framework



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## Goal Summary in the 2025-2026 Operational Plan



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## LEARNING GOAL – Strategic Plan

### Develop and Support Adaptable Learners

**Goal: Develop and support adaptable learners who are creative, critical, and social thinkers with the capacity to be educated citizens.**

#### OBJECTIVES

1. Focus on student curricular skills and competencies in Literacy

2. Focus on student curricular skills and competencies in Numeracy

3. Create ways for students to share their voice, contribute their ideas, and actively participate in decisions about their learning, their school, and the district

4. Support students in building social responsibility, exploring career paths, and preparing for post-secondary education or entry into the workforce

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## LEARNING GOAL 2025 Operational Plan



### Objective One

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

### Objective Two

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

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## LEARNING GOAL 2025 Operational Plan



### Objective Three

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

### Objective Four

Strengthen cross-department collaboration and team cohesion to enhance student success, using data-driven strategies to support student outcomes with a focused commitment to priority learners

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## ENGAGEMENT GOAL – Strategic Plan

### Together We Are Better

**Goal: Foster a strong sense of community and belonging among students, families, staff, and the wider community, encouraging a shared responsibility for education.**

#### OBJECTIVES

1. Help families get involved in their child's learning by providing communication, understanding and resources about student assessment and the focus on skills and competencies in the curriculum

2. Create and support a district culture of clear, positive and accessible communication for students, staff, families and the community

3. Encourage and set expectations for all staff to provide student- and family-centered service, ensuring interactions with students, families, colleagues and the community are supportive, respectful and focused on well-being

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## ENGAGEMENT 2025 Operational Plan



### Objective One

Develop decision-making flowcharts, tools, and training modules to support staff in effective communication with families and clients

### Objective Two

Collaborate with SPEAC to develop a digital District Handbook, enhancing accessibility to general information and system navigation for families

### Objective Three

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

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## ENGAGEMENT 2025 Operational Plan



### Objective Four

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

### Objective Five

Collaborate with the membership of the Indigenous Education Council (IEC) to build governance connections between the Board of Education and the IEC and by extension, district staff collaborate with the IEC to formalize processes to allocate targeted resources for the NA'TSA'MAHT Indigenous Education Department as per Bill 40.

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# GROWTH GOAL – Strategic Plan

## Investing in Tomorrow

**Goal: Strive for operational excellence by using sustainable practices and constantly improving our ability to meet the needs of our growing community.**

### OBJECTIVES

1. Enhance evidence-based practices to effectively advocate for and ensure the sustainability of our infrastructure.

2. Maximize the use of public dollars through partnerships that align with the district's values and needs

3. Prioritize the longevity of infrastructure through maintenance and upgrades, ensuring the quality, safety, and functionality of schools, buildings and sites.

4. Build staff capacity by offering training and professional learning to support student learning and success

5. Continue investing in initiatives that promote environmental stewardship, and model sustainable practices for future generations

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## GROWTH 2025 Operational Plan



### Objective One

Execute HR actions that support Indigenous Education Council priorities and local education agreements to enhance Indigenous student success and strengthen relationships with Indigenous communities.

### Objective Two

Build leadership capacity to enhance labour relations, communications and financial literacy, strengthening organizational operations and supporting system-wide success.

### Objective Three

Continue to leverage technologies to enhance operational efficiency, streamline processes, and support the district's ability to meet the evolving needs of its growing communities.

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## GROWTH 2025 Operational Plan



### Objective Four

Strengthen cross-department collaboration and team cohesion to enhance student success, using data-driven strategies to support student outcomes with a focused commitment to priority learners.

### Objective Five

Develop an information technology road map to support reliable and resilient services and technology deployment.

### Objective Six

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

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## GROWTH 2025 Operational Plan



### Objective Seven

Advance development and implementation of a program and services review framework to support resiliency and sustain ability in the context of continued growth

### Objective Eight

Advance major and minor capital projects to support district growth and effective asset management , rehabilitation and maintenance

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## Next Steps

- The Executive is actively working now with District departments and schools to discuss the new operational plan and ensure alignment and coherence of their plans with the Strategic and Operational plans are occurring.
- For accountability and transparency, the Superintendent will provide members of the Executive Team individual mandate letters for the 2025-2026 school year.
- Executive leaders will collaborate with their staff to get each project underway and ensure effective progress metrics are being collected and reported.



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## Questions?



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# 2025-26 Operational Plan



OPERATIONAL PLAN 2025-2026 DELIVERABLES AND METRICS: LEARNING

STAFF WILL	STUDENTS WILL	MEASURES	PROGRESS & EVIDENCE
GOAL: ADVANCE THE ANNUAL CONTINUOUS IMPROVEMENT CYCLE TO CREATE EXPERIENCES AND OPPORTUNITIES THAT SUPPORT STUDENTS’ INTELLECTUAL GROWTH AND ACADEMIC ACHIEVEMENT. L1-2 (DD, DS, MB)			
<b>Staff Will:</b> <ul style="list-style-type: none"><li>Establish communities of practice to support continuous improvement at the school (micro), department (meso), and executive (macro) levels.</li><li>Develop a communication plan to enhance system-wide awareness and understanding of continuous improvement for student achievement.</li><li>Align school goals and plans with the strategic plan’s focus on intellectual development.</li><li>Annually review student achievement data (local and provincial) to guide decision-making and resource allocation.</li></ul>	<b>Students will:</b> <ul style="list-style-type: none"><li>Participate in the development of school goals and strategies to achieve them.</li><li>Understand how school goals connect to the learning they are doing in the classroom.</li><li>Experience increased focus on literacy and numeracy achievement outcomes.</li><li>Experience visible, schoolwide efforts to monitor, evaluate, and celebrate progress toward school goals.</li></ul>	<b>The Organization will show progress by:</b> <ul style="list-style-type: none"><li>Demonstrating organizational coherence through aligned strategic plan goals, operational plan goals, and school goals.</li><li>Leveraging an effective communications plan to support broader understanding and engagement of continuous improvement for student success.</li><li>Improving literacy and numeracy outcomes.</li><li>Leveraging local and provincial data to guide decision making and resource allocation.</li></ul>	<b>The Organization has demonstrated progress by:</b> <ul style="list-style-type: none"><li>Continuous improvement community of practice, 3 meetings a year, with 2 representatives from each level.</li></ul>
GOAL: STRENGTHEN SYSTEM CAPACITY TO PREPARE STUDENTS AND PROMOTE PATHWAYS TO POST-SECONDARY EDUCATION OR ENTRY INTO THE WORKFORCE. L4 (DD)			
<b>Staff Will:</b> <ul style="list-style-type: none"><li>Review and update policy to support clarity of roles and responsibilities in promoting pathways to post-secondary transitions.</li><li>Introduce career course offerings earlier in secondary programming.</li><li>Support secondary school career educators with in-service training and awareness.</li><li>Explore increased dual credit, co-op, and work experience program offerings.</li><li>Develop new post-secondary partnerships to support increased program offerings.</li><li>Pursue opportunities to secure increased post-secondary youth train in trades seats.</li><li>Review student placement in post-secondary transition programs with a focus on priority learner groups (Indigenous, CYIC, diverse abilities).</li></ul>	<b>Students will:</b> <ul style="list-style-type: none"><li>Engage in high-quality career education opportunities that build clear pathways to post-secondary education, supporting successful transitions to post-secondary institutions.</li><li>Experience increased dual credit, co-op, and work experience opportunities.</li><li>Experienced increased access to post-secondary institutions through partnership with SD62.</li><li>Experience equity in access and participation in careers related cohort programs.</li></ul>	<b>The Organization will show progress by:</b> <ul style="list-style-type: none"><li>Implementing revised and updated policy to support increased engagement with post-secondary transition pathways.</li><li>Increasing dual credit, co-op, and work experience opportunities.</li><li>Developing processes for placement of priority learners (Indigenous, CYIC, diverse abilities) in programs to support post-secondary transitions.</li><li>Increasing student post-secondary institution transition rates.</li></ul>	<b>The Organization has demonstrated progress by:</b> <ul style="list-style-type: none"><li>In-service for secondary school staff supporting student pathways and transitions.</li></ul>
GOAL: 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. L2 (DS)			
<b>Staff Will:</b> <ul style="list-style-type: none"><li>Develop a District Numeracy Plan for K- 8</li><li>Explore high quality numeracy classroom and intervention resources.</li><li>Develop communities of practice to engage in collaborative job-embedded professional learning.</li><li>Develop communities of practice with LSTs to develop intervention practices as Tier 2 support.</li><li>Provide quality resources to support instruction and intervention.</li></ul>	<b>Students will:</b> <ul style="list-style-type: none"><li>Engage in high-quality inclusive numeracy learning experiences which spans subject areas.</li><li>Develop increased conceptual understanding and procedural fluency in math.</li><li>Demonstrate increased confidence and competency in applying math reasoning to real world applications.</li></ul>	<b>The Organization will show progress by:</b> <ul style="list-style-type: none"><li>Increasing % of students ‘on-track’ or extending’ on Provincial FSA literacy assessments.</li><li>Increasing % of students Proficient or Extending on Written Learning Updates and Summary of Learning.</li><li>More effectively aligning staff learning opportunities with instructional and intervention focus areas.</li></ul>	<b>The Organization has demonstrated progress by:</b> <ul style="list-style-type: none"><li></li></ul>

GOAL: STRENGTHEN CROSS-DEPARTMENT COLLABORATION AND TEAM COHESION TO ENHANCE STUDENT SUCCESS, USING DATA-DRIVEN STRATEGIES TO SUPPORT STUDENT OUTCOMES WITH A FOCUSED COMMITMENT TO PRIORITY LEARNERS. L1, 2, 3 (MB, DD, DS, BJ)			
<b>Staff Will:</b> <ul style="list-style-type: none"><li>Facilitate district PVP meetings that prioritize cohesion, data-informed decision-making, and targeted support for priority learners.</li><li>Align budgets and resource allocation to ensure cross-departmental initiatives effectively support student success.</li><li>Leverage data strategically by assessing its use in decision-making and identifying opportunities for improved utilization.</li><li>Conduct a comprehensive review of local and provincial data collection practices across departments to enhance alignment and effectiveness.</li></ul>	<b>Students will:</b> <ul style="list-style-type: none"><li>Experience more coordinated and targeted support that enhances their learning and well-being, as departments work together using data-driven strategies to address their needs, with a focus on priority learners.</li></ul>	<b>The Organization will show progress by:</b> <ul style="list-style-type: none"><li>Demonstrating cross-departmental alignment in department goals, illustrating shared priorities and collaboration.</li><li>Conducting a system-wide scan to assess horizontal coherence between departments, ensuring collaboration is evident in leadership teams, PVP meetings, and DP meetings.</li><li>Aligning school plans with departmental goals and operational priorities to create a cohesive, system-wide approach.</li><li>Investing resources collaboratively to support shared goals and maximize impact across departments.</li><li>Ensuring department plans transparently prioritize and target support for priority learners.</li></ul>	<b>The Organization has demonstrated progress by:</b> <ul style="list-style-type: none"><li></li></ul>

OPERATIONAL PLAN 2025-2026 DELIVERABLES AND METRICS: ENGAGEMENT

STAFF WILL	INTEREST HOLDERS WILL	MEASURES	PROGRESS & EVIDENCE
GOAL: DEVELOP DECISION-MAKING FLOWCHARTS, TOOLS, AND TRAINING MODULES TO SUPPORT STAFF IN EFFECTIVE COMMUNICATION WITH FAMILIES AND CLIENTS. E2-3 (PB)			
<b>Staff Will:</b> <ul style="list-style-type: none"><li>Develop decision-making flowcharts to guide effective communication with parents and clients.</li><li>Create tools and resources to support clear, consistent messaging.</li><li>Design training modules to enhance staff communication skills.</li><li>Implement professional development opportunities focused on effective communication.</li></ul>	<b>Families/clients will:</b> <ul style="list-style-type: none"><li>Experience clearer and more consistent and timely communication from staff.</li><li>Benefit from improved coordination between staff, families, and support services.</li><li>Feel more informed and engaged in their educational experience.</li></ul>	<b>The Organization will show progress by:</b> <ul style="list-style-type: none"><li>Ensuring clearer and more consistent communication from staff.</li><li>Improving response times and support for students' needs and concerns.</li><li>Strengthening coordination between staff, parents, and support services.</li></ul>	<b>The Organization has demonstrated progress by:</b> <ul style="list-style-type: none"><li></li></ul>
GOAL: COLLABORATE WITH SPEAC TO DEVELOP A DIGITAL DISTRICT HANDBOOK, ENHANCING ACCESSIBILITY TO GENERAL INFORMATION AND SYSTEM NAVIGATION FOR FAMILIES. E1-2 (PB)			
<b>Staff Will:</b> <ul style="list-style-type: none"><li>Work with SPEAC to identify key information for the District Parent Handbook.</li><li>Develop clear, user-friendly content to enhance accessibility and navigation.</li><li>Design and structure the handbook to align with district communication standards.</li><li>Ensure the handbook provides guidance on accessing district resources and services.</li></ul>	<b>Families will:</b> <ul style="list-style-type: none"><li>Have easy access to a comprehensive digital District Parent Handbook.</li><li>Find clear and user-friendly information to navigate district resources and services.</li><li>Receive guidance on key processes and supports available within the district.</li><li>Feel more informed and empowered to engage with their child’s education.</li></ul>	<b>The Organization will show progress by:</b> <ul style="list-style-type: none"><li>Providing families with a clear, accessible digital District Parent Handbook.</li><li>Improving access to essential district information and resources.</li><li>Enhancing family engagement through better guidance and communication.</li></ul>	<b>The Organization has demonstrated progress by:</b> <ul style="list-style-type: none"><li></li></ul>
GOAL: ESTABLISH SUPPORTS AND PROCESSES THAT EMPOWER ALL STAFF TO DELIVER STUDENT AND FAMILY-CENTERED SERVICE, FOSTERING RESPECTFUL, SUPPORTIVE, AND WELL-BEING-FOCUSED INTERACTIONS WITH STUDENTS, FAMILIES, COLLEAGUES, AND THE COMMUNITY. E3 (DD, PB)			
<b>Staff Will:</b> <ul style="list-style-type: none"><li>Analyze attendance data to identify priority areas.</li><li>Engage students and families in ongoing conversations about improving attendance.</li><li>Develop protocols to support improved attendance across all schools.</li><li>Expand secondary program supports such as the grade 9 cohort model.</li><li>Implement secondary blended learning models that foster belonging, voice, and choice.</li></ul>	<b>Students will:</b> <ul style="list-style-type: none"><li>Feel welcomed and supported through school efforts to encourage attendance.</li><li>Develop a stronger sense of belonging.</li><li>Attend class more consistently.</li><li>Experience smoother grade-to-grade transitions and greater academic success.</li></ul>	<b>The Organization will show progress by:</b> <ul style="list-style-type: none"><li>Improving attendance, with a focus on priority learner groups.</li><li>Improving a sense of belonging as reflected student learning survey data.</li><li>Expanding blended learning programming options for students in secondary schools.</li></ul>	<b>The Organization has demonstrated progress by:</b> <ul style="list-style-type: none"><li></li></ul>
GOAL: ADVANCE INITIATIVES IN BELONGING, EQUITY AND ACCESSIBILITY TO CULTIVATE A WELCOMING AND INCLUSIVE COMMUNITY. E2-3 (MB, DD)			
<b>Staff Will:</b>	<b>Students will:</b>	<b>The Organization will show progress by:</b>	<b>The Organization has demonstrated progress by:</b>

<ul style="list-style-type: none"><li>• Foster inclusive practices that create a sense of belonging for all students and colleagues.</li><li>• Engage in professional learning to deepen understanding of equity, accessibility, and cultural responsiveness.</li><li>• Identify and address barriers to participation and success for students and staff.</li><li>• Collaborate across departments to embed equity and accessibility into policies, programs, and daily practices.</li></ul>	<ul style="list-style-type: none"><li>• Feel valued, seen, and supported in a school community that prioritizes belonging and inclusivity.</li><li>• Experience equitable access to opportunities, resources, and learning environments that meet diverse needs.</li><li>• Develop respect and understanding for diverse perspectives through an inclusive school culture.</li></ul>	<ul style="list-style-type: none"><li>• Embedding equity and accessibility into strategic planning, policies, and decision-making.</li><li>• Tracking and addressing barriers to participation, engagement, and success for all students and staff.</li><li>• Providing targeted training and resources to build staff capacity in inclusive practices.</li><li>• Enhancing representation and voice by engaging diverse perspectives in decision-making.</li><li>• Creating welcoming environments through inclusive design, accessible resources, and culturally responsive initiatives.</li></ul>	<ul style="list-style-type: none"><li>• </li></ul>
<b>GOAL: COLLABORATE WITH THE MEMBERSHIP OF THE INDIGENOUS EDUCATION COUNCIL (IEC) TO BUILD GOVERNANCE CONNECTIONS BETWEEN THE BOARD OF EDUCATION AND THE IEC AND BY EXTENSION, DISTRICT STAFF COLLABORATE WITH THE IEC TO FORMALIZE PROCESSES TO ALLOCATE TARGETED RESOURCES FOR THE NA’TSA’MAHT INDIGENOUS EDUCATION DEPARTMENT AS PER BILL 40. E2-3 (PB, MB)</b>			
<b>Staff Will:</b> <ul style="list-style-type: none"><li>• Support the land-based nations with decision-making in relation to:<ul style="list-style-type: none"><li>○ School of Choice</li><li>○ Model the Learning Enhancement Agreement</li><li>○ Support the land-based Nations in establishing governance structures within the IEC</li></ul></li><li>• Develop formal processes for the review and formal approval of Special Purpose Funds (SPF) targeted dollars for Indigenous Education.</li><li>• Develop a formal process for the IEC’s involvement in the decision-making for Leadership positions for the Na’tsa’maht Indigenous Education Department.</li></ul>	<b>Students will:</b> <ul style="list-style-type: none"><li>• Experience a district with a significant commitment to honouring and respecting Indigenous cultures, histories, and worldviews.</li></ul>	<b>The Organization will show progress by:</b> <ul style="list-style-type: none"><li>• Evidence of collaboration with the Nations.</li><li>• Identify the school of choice for Sc’ianew Nation, T’Sou-ke Nation, Pacheedaht Nation.</li><li>• Identify &amp; Review the Sc’ianew Nation, T’Sou-ke Nation, Pacheedaht Nations Individual LEAs as desired by each Nation.</li><li>• The IEC annually reviews and refines a Terms of Reference in alignment with Bill 40 legislation including structures that address local matters and context.</li><li>• Improved District-level consultation processes with the Nations.</li><li>• Consult &amp; co-create district-wide Indigenous Learning Day program and learning intentions.</li></ul>	<b>The Organization has demonstrated progress by:</b> <ul style="list-style-type: none"><li>• </li></ul>

OPERATIONAL PLAN 2025-2026 DELIVERABLES AND METRICS: GROWTH

STAFF WILL	STUDENTS WILL	MEASURES	PROGRESS & EVIDENCE
<b>GOAL: EXECUTE HR ACTIONS THAT SUPPORT INDIGENOUS EDUCATION COUNCIL PRIORITIES AND LOCAL EDUCATION AGREEMENTS (LEAS) TO ENHANCE INDIGENOUS STUDENT SUCCESS AND STRENGTHEN RELATIONSHIPS WITH INDIGENOUS COMMUNITIES. G2, G4 (FH)</b>			
<b>Staff Will:</b> <ul style="list-style-type: none"><li>• Prioritize recruitment, hiring, and retention strategies that support Indigenous representation in the workforce.</li><li>• Engage in professional learning to deepen understanding of Indigenous Education Council priorities and Local Education Agreements.</li><li>• Foster collaborative partnerships with Indigenous communities to ensure HR practices align with their priorities.</li><li>• Ensure equitable access to opportunities for Indigenous staff and students through intentional HR policies and practices.</li><li>• Complete and submit a Special Program application to the BCOHRC.</li></ul>	<b>Students will:</b> <ul style="list-style-type: none"><li>• Benefit from a more inclusive and representative learning environment, supported by staff who understand and respect Indigenous perspectives.</li></ul>	<b>The Organization will show progress by:</b> <ul style="list-style-type: none"><li>• Increasing Indigenous representation in staffing at all levels.</li><li>• Aligning HR policies and practices with Indigenous Education Council priorities and LEAs.</li><li>• Tracking and reporting on HR actions that support Indigenous recruitment, retention, and professional development.</li><li>• Strengthening partnerships with Indigenous communities through ongoing engagement and collaboration.</li><li>• Securing an approved Special Program.</li></ul>	<b>The Organization has demonstrated progress by:</b> <ul style="list-style-type: none"><li>• </li></ul>
<b>GOAL: BUILD LEADERSHIP CAPACITY TO ENHANCE LABOUR RELATIONS, COMMUNICATIONS, AND FINANCIAL LITERACY, STRENGTHENING ORGANIZATIONAL OPERATIONS AND SUPPORTING SYSTEM-WIDE SUCCESS. G4 (PB, FH, BJ)</b>			
<b>Staff Will:</b> <ul style="list-style-type: none"><li>• Develop leadership and strategy skills in labour relations, communications, and financial literacy to enhance decision-making and operational effectiveness.</li><li>• Foster collaboration across departments to improve transparency, efficiency, and alignment with system-wide goals.</li></ul>	<b>Students will:</b> <ul style="list-style-type: none"><li>• Benefit from a more predictable, well-managed system, where strong leadership supports effective resource allocation and student-centered decision-making.</li></ul>	<b>The Organization will show progress by:</b> <ul style="list-style-type: none"><li>• Increasing leadership capacity in key operational areas, demonstrated through improved decision-making and problem-solving.</li><li>• Enhancing financial accountability and strategic resource management to support system priorities.</li><li>• Improving communication and transparency, fostering stronger relationships across departments and audiences.</li></ul>	<b>The Organization has demonstrated progress by:</b> <ul style="list-style-type: none"><li>• </li></ul>

<ul style="list-style-type: none"><li>• Apply financial literacy skills to ensure responsible resource management and long-term sustainability.</li><li>• Strengthen communication strategies to build trust and clarity within the organization and with partners.</li></ul>		<ul style="list-style-type: none"><li>• Strengthening labour relations, creating a more collaborative and productive work environment.</li><li>• Developing a structured training calendar that incorporates diverse learning methodologies to engage leaders in meaningful and effective ways.</li></ul>	
<b>GOAL: CONTINUE TO LEVERAGE TECHNOLOGIES TO ENHANCE OPERATIONAL EFFICIENCY, STREAMLINE PROCESSES, AND SUPPORT THE DISTRICT’S ABILITY TO MEET THE EVOLVING NEEDS OF ITS GROWING COMMUNITIES. G1-3 (FH, BJ)</b>			
<b>Staff Will:</b> <ul style="list-style-type: none"><li>• Adopt and utilize technologies to improve efficiency in recruitment, onboarding, and workforce management.</li><li>• Engage in training and professional development to effectively use new digital HR/Finance systems and tools.</li><li>• Leverage data-driven insights to support workforce planning and decision-making.</li><li>• Enhance communication and accessibility of HR/Finance services through digital solutions.</li></ul>	<b>Students will:</b> <ul style="list-style-type: none"><li>• Benefit from a more responsive and well-supported workforce, ensuring continuity and quality of services.</li><li>• Experience improved hiring and staffing processes, leading to greater consistency in classroom instruction and support services.</li></ul>	<b>The Organization will show progress by:</b> <ul style="list-style-type: none"><li>• Implementing and optimizing HR/Finance technologies to streamline administrative processes and enhance service delivery.</li><li>• Improving workforce planning and resource allocation through real-time data and analytics.</li><li>• Enhancing user experience for employees with more efficient, accessible HR/Finance systems.</li><li>• Reducing administrative burden on staff by automating repetitive tasks and improving workflow integration.</li><li>• Providing ongoing training and support to ensure staff can fully utilize HR/Finance technologies effectively.</li></ul>	<b>The Organization has demonstrated progress by:</b>
<b>GOAL: ADVANCE INITIATIVES TO MEET 2030 CLEANBC CLIMATE TARGETS AND IMPLEMENT SUSTAINABILITY BEST PRACTICES. G1, 5 (BJ, DS)</b>			
<b>Staff Will:</b> <ul style="list-style-type: none"><li>• Recruit and onboard an energy manager in alignment with policy F-201 (Energy Management) (\$).</li><li>• Develop an internal energy management practice to optimize energy usage in buildings and by their systems.</li><li>• Review and analyze data to inform and develop options and recommendations for future enhancement of energy savings and greenhouse gas emissions reductions.</li><li>• Maintain best practices for sustainable waste management.</li><li>• Develop a strategy and implementation plan for white fleet renewal, targeting 20% of the fleet being electric or PHEV by 2035.</li><li>• Provide recommendations for the district to become its own fuel supplier and transition to B100 fuel for buses, including exploring fuel supply and refueling with partners.</li></ul>	<b>Students will:</b> <ul style="list-style-type: none"><li>• Engage in sustainability initiatives and energy conservation practices in schools.</li><li>• Participate in waste reduction programs such as recycling, composting, and responsible consumption.</li><li>• Contribute to school-based sustainability teams and leadership initiatives that promote environmental stewardship.</li><li>• Support active and sustainable transportation options such as walking, biking, or carpooling.</li></ul>	<b>The Organization will show progress by:</b> <ul style="list-style-type: none"><li>• Tracking and reporting energy consumption reductions and efficiency improvements across district facilities.</li><li>• Implementing and monitoring sustainability best practices in waste management and emissions reductions.</li><li>• Evaluating and adjusting policies and programs based on data analysis and energy performance reviews.</li></ul>	<b>The Organization has demonstrated progress by:</b> <ul style="list-style-type: none"><li>• </li></ul>
<b>GOAL: DEVELOP AN INFORMATION TECHNOLOGY ROAD MAP TO SUPPORT RELIABLE AND RESILIENT SERVICES AND TECHNOLOGY DEPLOYMENT. G2-4 (BJ, FH)</b>			
<b>Staff Will:</b> <ul style="list-style-type: none"><li>• Review infrastructure and digital services to develop strategies to support reliability and eliminate redundancy.</li><li>• Develop a plan for <b>centralized lifecycle management</b> of all district and school-based digital devices, including procurement, deployment, and retirement.</li><li>• Develop a technology and digital solutions multi-year investment plan that smooths investments over time.</li><li>• Ensure cybersecurity measures are integrated to protect district assets and information, including recommendations from the 2025 cybersecurity audit.</li></ul>	<b>Students will:</b> <ul style="list-style-type: none"><li>• Utilize district-provided digital tools and platforms responsibly to enhance learning and collaboration.</li><li>• Engage in opportunities to provide feedback on digital services and technology enhancements that support student learning.</li><li>• Follow cybersecurity best practices when accessing digital resources, including safeguarding personal information and recognizing online threats.</li></ul>	<b>The Organization will show progress by:</b> <ul style="list-style-type: none"><li>• Establishing and maintaining a centralized inventory and lifecycle management system for all district and school-based devices.</li><li>• Enhancing system reliability and redundancy through infrastructure upgrades and digital service improvements.</li><li>• Strengthening cybersecurity through policy updates, security audits, and implementation of best practices.</li><li>• Demonstrating measurable improvements in cybersecurity awareness and compliance through mandatory staff training.</li></ul>	<b>The Organization has demonstrated progress by:</b> <ul style="list-style-type: none"><li>• </li></ul>
<b>GOAL: ENHANCE FINANCIAL CONTROLS AND RISK MANAGEMENT THROUGH THE REVIEW AND REVISION OF POLICIES, PROCEDURES AND PRACTICE. G2 (BJ, FH)</b>			
<b>Staff Will:</b> <ul style="list-style-type: none"><li>• Onboard permanent human resource capacity to advance internal review requirements as per board policy F-331 (Internal Audit).</li><li>• Develop and implement an internal controls risk analysis and review with recommendations on areas of focus.</li></ul>	<b>Students will:</b> <ul style="list-style-type: none"><li>• Contribute to school-based initiatives that emphasize financial responsibility and ethical decision-making in resource allocation.</li></ul>	<b>The Organization will show progress by:</b> <ul style="list-style-type: none"><li>• Strengthening financial governance through the implementation of revised policies, procedures, and best practices.</li><li>• Enhancing risk management capabilities through an internal controls risk analysis and targeted action plans.</li></ul>	<b>The Organization has demonstrated progress by:</b> <ul style="list-style-type: none"><li>• </li></ul>



<ul style="list-style-type: none"><li>Recommend amendments to policy, procedures, and practices for executive and board approval where appropriate.</li></ul>		<ul style="list-style-type: none"><li>Demonstrating improved financial controls and risk mitigation strategies through measurable outcomes and board-approved recommendations.</li></ul>	
GOAL: ADVANCE DEVELOPMENT AND IMPLEMENTATION OF A PROGRAM AND SERVICES REVIEW FRAMEWORK TO SUPPORT RESILIENCY AND SUSTAINABILITY IN THE CONTEXT OF CONTINUED GROWTH. G1-5 (BJ)			
<b>Staff Will:</b> <ul style="list-style-type: none"><li>Develop the program review process for implementation and identify priority areas of focus.</li><li>Launch the program review implementation plan, including scope and sequence over the four-year term of the strategic plan.</li><li>Conduct a jurisdictional scan and develop recommendations for digital tools to improve services, maximize efficiency, and modernize reporting.</li></ul>	<b>Students will:</b> <ul style="list-style-type: none"><li>Provide input on programs and services to ensure they align with student needs and enhance learning experiences.</li></ul>	<b>The Organization will show progress by:</b> <ul style="list-style-type: none"><li>Establishing and executing a structured program review framework with clearly defined priority areas.</li><li>Implementing a phased program review plan aligned with the four-year strategic plan timeline.</li></ul>	<b>The Organization has demonstrated progress by:</b> <ul style="list-style-type: none"><li></li></ul>
GOAL: ADVANCE MAJOR AND MINOR CAPITAL PROJECTS TO SUPPORT DISTRICT GROWTH AND EFFECTIVE ASSET MANAGEMENT, REHABILITATION AND MAINTENANCE. G1-3, 5 (BJ)			
<b>Staff Will:</b> <ul style="list-style-type: none"><li>Design efficient and inclusive new schools prioritizing function while meeting Ministry Area Standards and Simplified Design Guidelines.</li><li>Develop standardized spaces and maximize prefabricated components within renovations, expansions, and new builds.</li><li>Use data and the VFA tool to prioritize investments based on the facility condition index and manage buildings and their systems proactively.</li><li>Execute required certificates of approvals and obtain Board approval for necessary capital by-laws.</li><li>Explore and leverage partnerships to support and/or augment capital projects where possible.</li></ul>	<b>Students Will:</b> <ul style="list-style-type: none"><li>Learn in well-designed, inclusive, and functional learning environments that support accessibility and diverse learning needs.</li><li>Provide feedback on school spaces and facilities through student engagement opportunities.</li><li>Experience minimal disruptions to learning due to proactive facility maintenance and improvements.</li></ul>	<b>The Organization Will Show Progress By:</b> <ul style="list-style-type: none"><li>Designing and constructing schools that align with Ministry standards while prioritizing functionality and inclusivity.</li><li>Implementing standardized and cost-effective renovations, expansions, and new builds using prefabricated components where feasible.</li><li>Utilizing data-driven decision-making through the VFA tool to allocate resources effectively and maintain facilities proactively.</li><li>Securing necessary approvals and funding for capital projects to ensure timely execution.</li><li>Building strategic partnerships to enhance capital projects and maximize resources.</li><li>Demonstrating measurable improvements in facility conditions, functionality, and capacity to support district growth.</li></ul>	<b>The Organization Has Demonstrated Progress By:</b> <ul style="list-style-type: none"><li></li></ul>

**Committee Info Note**  
**Education-Policy Committee Meeting**  
**June 3, 2025**  
**Agenda Item 6a: Draft Revised Policy and Regulations**  
**C-111 “International Education and Non-Resident Students”**

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**Background:**

The current Policy, last revised November 2004, and the Regulations, last updated in October 2015, are overdue for revisions and review. This review aims to clarify by adding definitions to the Regulations and modernizing descriptive language in the policy and regulations to provide an emphasis on the purpose of International Education that is anchored in opportunities to promote growth in global and intercultural understanding. Recent changes by the Immigration, Refugees and Citizenship Canada (IRCC) required changes in language and requirements.

**Summary of Revisions:**

**Policy:**

Minor revisions emphasizing diversity and intercultural learning.

**Regulations:**

Revisions include new definitions as shared by the Ministry of Education and Child Care as well as recent federal government Immigration, Refugees and Citizenship Canada (IRCC) changes to eligibility and new permitting regulations. Descriptive language throughout the regulations has been modernized and administrative practices have been updated to reflect current sector realities while reflecting the unique needs of the Sooke School District International Students Programming.

**Recommended Motion:**

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy and Regulations C-111 “International Education and Non-Resident Students”.

Respectfully submitted,

Paul Block  
Superintendent/CEO

**School District #62 (Sooke)**

<b>INTERNATIONAL EDUCATION AND NON-RESIDENT STUDENTS</b>	No.: C-111
	Effective: Nov. 12/97 Revised: Nov. 23/04 Reviewed: June 3/25

**SCHOOL BOARD POLICY**

The Board of Education recognizes the value of those national and international educational opportunities for students and teachers which promote growth in global **and intercultural** understanding.

The Board encourages opportunities for students and teachers to gain insights into the attitudes, beliefs, and lifestyles of **different** cultural groups by encouraging field trips, student and teacher exchanges, twinning of schools, the inclusion of international students and other forms of cultural contact.

While the Board's primary mandate is to provide instruction for students of school age who are resident with their parents or legal guardians within the boundaries of School District No. 62, the Board may provide instruction to international students who are participating in a recognized student exchange program or who are fee-paying international students in accordance with School Board Administrative Regulations.

**Statutory Reference:**

British Columbia *School Act*, Sections 74 and 82

BC Ministry of Education: Eligibility for Students for Operating Grant Funding

**Policy Reference:**

C-112 "Ordinarily Resident"

**School District #62 (Sooke)**

<b>INTERNATIONAL EDUCATION AND NON-RESIDENT STUDENTS</b>	No.: C-111
	Effective: Apr. 13/82 Revised: Feb. 11/03; Nov. 23/04; Mar. 28/06; Nov. 24/15 Reviewed: Oct. 20/15; June 3/25;

**ADMINISTRATIVE REGULATIONS**

**Definitions:** For the purpose of these regulations, the following definitions apply:

~~A *Foreign Student* is a non-Canadian student whose family, independent of the School District, has made application to Citizenship and Immigration Canada to reside and attend school in the School District.~~

**Ordinarily Resident:** on the basis of objective evidence, a person has established a regular, habitual mode of life in the community with a sufficient degree of continuity which has persisted despite temporary absences.

**An *International Funding-Eligible Student* is a non-Canadian student who is deemed Ordinarily Resident in the School District and thus meets the criteria to receive funding from the Ministry of Education.**

An *International Student* is a non-Canadian student **who is not deemed Ordinarily Resident** and whose education in the School District has been arranged through or vetted by the District's International Program.

A *Non-Resident* student is one who is not "Ordinarily Resident" in the School District **but may be a Canadian citizen or permanent resident.** ~~or whose parents/legal guardians are not ordinarily residents of the District.~~

**1. Foreign Students**

~~1.1 The Board will normally enroll in district schools those foreign students whose parents possess the right to enter and remain in Canada on a work permit or temporary visa, pursuant to the provisions of the *Immigration and Refugee Protection Act*.~~

~~1.2 In the case of an acceptable student application, the Superintendent of Schools or designate will provide the necessary documentation requested by Citizenship and Immigration Canada to enable a foreign student to obtain a study permit.~~

~~1.3 Non-resident foreign students or their parents/guardians requesting letters of admission to school from a school principal shall be advised of Board policy and referred to the Superintendent of Schools or designate. The Superintendent or designate has the sole authority to authorize the acceptance and registration of non-resident Canadian students living outside Canada and non-Canadian students. Only after meeting the necessary requirements, including a letter of acceptance or permit by Citizenship and Immigration Canada (CIC), may Principals enroll such students.~~



## **1. International Students**

- 1.1 The Board will normally enroll international students who are participating in the District's International Student Program or who are participating in a ~~recognized~~ student exchange program **recognized by the District.**
- 1.2 The Board will annually approve a schedule of fees that will apply to all international students enrolled in district schools. The fees will at least be sufficient to cover all costs associated with the operation of the International Program.
- 1.3 **All international student applicants must comply with immigration requirements as denoted by Immigration, Refugees and Citizenship Canada (IRCC).**
- 1.4 All school programs involving student exchanges and twinning **should consult with** ~~must be vetted by the International Program office and their respective Associate Superintendent prior to committing to an exchange/twinning arrangement.~~

## **2. Non-Resident Canadian Students**

- 2.1 Canadian students whose primary residence is outside of Canada ~~and who reside with host families~~ may be admitted to district schools as International students and pay applicable fees.

## **3. Admission of Foreign Students, Without Fee International Funding-Eligible Students**

~~Students from foreign countries~~ **Non-Canadian students who are newcomers to Canada and are requesting permission to enroll in School District No. 62 (Sooke) will be accepted without fee if they and their parent or legal guardian are deemed Ordinarily Resident in British Columbia. Determination of immigration status as Ordinarily Resident should be done in conjunction with the International Programs and Services department. Refer to Policy and Regulations C-112 "Ordinarily Resident" for further information.** ~~qualify under any of the following, subject to age qualifications and/or placement conditions, stated later. The student will:~~

- 4.1 ~~Be a landed immigrant with a Permanent Resident card or Record of Landing (IMM 1000).~~
- 4.2 ~~Be participating in a recognized, non-profit student exchange, such as that operated by Rotary International.~~
- 4.3 ~~Has applied for refugee or protected person status and has the required documentation from CIC.~~

## **4. Age Qualification**

International students who are 19 years of age or older are not eligible for enrolment in any School District No. 62 (Sooke) school or program ~~other than Continuing Education~~. International students younger than 12 years of age must be accompanied by a natural parent or legal guardian.

## **5. Placement Conditions**

The School District reserves the right to determine final school and grade placement subject to space availability and English proficiency **academic qualifications.**

## 6. **Host Families**

The International Program office is responsible for the recruitment, vetting and assessment of host families.

- 6.1 Prospective host families must submit a formal application to the International Program before being considered for approval.
- 6.2 Before being considered for approval, host families (all adults ~~over~~ **aged** 19 years ~~of age~~ **and older** living in the home) must submit to a Criminal Record Check and provide a copy for the International Program files. Host families must renew their Criminal Record Check every **3 5** years to maintain active status as hosts.
- 6.3 **Annually**, Host families must attend at least one orientation session ~~annually~~ **and sign an updated Homestay Family Agreement regarding program policies and procedures.** Orientation sessions will instruct host families in such matters as:
  - (a) ~~Program goals and policies.~~
  - (b) ~~Supervision needs of students.~~
  - (c) ~~Safety requirements.~~
  - (d) ~~Medical requirements.~~
  - (e) ~~Discipline procedures.~~
  - (f) ~~Appropriate family activities and trips.~~
- ~~6.4 Annually — Host families must sign annually an agreement regarding program policies and procedures.~~
- 6.4 Host family homes will be visited by International Program staff who will evaluate the families' suitability to host students **and living conditions for International Students will be evaluated periodically or as needed.**
- ~~6.5 Living conditions for International students will be evaluated periodically.~~

## 7 **Ratio of International Students** *will be subject to space availability, guided by the following.*

- 7.1 The number of International students in the District will not exceed 5% of the total student population.
- ~~7.2 The number of International students in the District's elementary schools will not exceed 1% of the total elementary school population.~~
- ~~7.3 The maximum number of International students who require ELL support should not exceed 2 per class for elementary schools.~~
- ~~7.4 Students will be individually assessed for ELL support. Support provided will be appropriate to student need.~~

## 8 **Fees**

- 8.1 The Board of Education will ~~sets~~ **and reviews** the fee schedule **annually**.
- ~~8.2 Fees will reflect a range dependent upon services required such as:~~

- ~~— English Language Learning (ELL) instruction~~
- ~~— Agency fees~~

Fees include:

- ~~8.2.1 All classroom instruction, ELL if required, homestay placement and program administrative costs.~~
- ~~8.2.2 Medical insurance as required by the British Columbia Provincial Government.~~
- ~~8.2.3 Activity fee. This includes locker rentals, student card and recreational and cultural activities.~~

## 9 **Refunds:**

- ~~9.1 If the request for a Study Permit or Visa is denied by Citizenship and Immigration Canada (CIC) Immigration, Refugees and Citizenship Canada (IRCC), the total School Fee paid is refundable, less \$500 administration costs. To be eligible for a refund of fees on this basis, the applicant must provide a copy of the visa application and a copy of the letter of denial from IRCC.~~

**The International Student Program will establish and communicate refund eligibility criteria should a student be inadmissible to Canada, be dismissed, or choose to withdraw from the program. Natural parents will be made aware of and acknowledge their understanding and acceptance of these terms at the time of application.**

- ~~9.2 If a student cancels before the program begins, two thirds of the student's School Fee is refundable.~~
- ~~9.3 If a student leaves the program within the first calendar month of beginning, half of the student's School Fee is refundable.~~
- ~~9.4 After the first calendar month OR in the event of being required to leave the program because of faulty documents, failure to obey program rules, or being charged with a criminal act in Canada, no refund is provided. No refund of the homestay fee for the current month is made if the student is dismissed from or chooses to leave the program.~~
- ~~9.5 The Sooke School District is not liable for losses/expenses that may incur as a result of the District being unable to provide education owing to labour disputes, inclement weather conditions or causes beyond its control. If the student's educational needs are greater than disclosed in the application, the District reserves the right to charge for extra support if such support is available. Any inaccuracy in the application submission is grounds for the District to terminate the agreement and send the student home without refund and at the parent's own expense.~~

## 10. **Violation of Program Rules**

- 10.1 Students may be dismissed from the program and returned home for failure to follow school and District policies regarding conduct.
- 10.2 Students may appeal their dismissal from the program to the Superintendent of Schools or designate.
- 10.3 Students who are asked to withdraw **dismissed** from the program will receive no refund.

**11. Short Term Programs**

During the school year, a number of international groups of students are **may be** welcomed into the District by the International Program.

- 11.1 These programs may combine ELL, activities and classroom integration.
- ~~11.2~~ Where there is space, based on class size and composition, these students will be assigned to appropriate classrooms, by Principals ~~upon receiving a student list from the International Department of the District.~~
- ~~11.3~~ ~~The amount of direct funding to accompany these students will be determined prior to the commencement of the program.~~

**12. Custodianship**

- 12.1 All international students not living with a parent require a custodian, 25 years of age or older, for the length of their study term in the Sooke School District.
- 12.2 The school district will assign a staff member to act in the custodianship role, and if the staff member is temporarily unavailable, another school district employee will be assigned to act as temporary custodian.
- 12.3 School district custodianship responsibility only applies when the student is studying in the Sooke School District. All custodianship responsibility will not be in effect prior to the student studying in the Sooke School District and will cease if the student leaves the Sooke School District for any reason.
- 12.4 Parents may appoint their own custodian and must send the notarized custodianship documents to the school district upon acceptance. The private custodian must not leave the province of British Columbia while the student is under his/her care. Students with no custodian will be dismissed.

**13. Medical Insurance**

- 13.1 International students must pay for mandatory medical insurance when studying in the Sooke School District. This medical insurance will be arranged by the school district.
- 13.2 Students leaving the province for vacations or other purposes must buy additional medical insurance. Responsibility for this lies with the student and parents.

**Committee Info Note**  
**Education-Policy Committee Meeting**  
**June 3, 2025**  
**Agenda Item 6b: Draft Revised Policy and Regulations**  
**C-112 “Ordinarily Resident”**

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**Background:**

The current policy and regulations, last revised in January 2020, are due for review after five years. The “Ordinarily Resident” policy exists as a direct result of School Act provisions and Ministry of Education and Child Care regulations for annual operational funding criteria and when necessary for verification in a provincial audit (Enrolment, Alternate Education and Online Learning).

**Summary of Revisions:**

**Policy:**

Now includes reference to Policy and Regulations C-114 “Sanctuary Schools”, that were introduced to the District in May 2024.

**Regulations:**

Revisions have been suggested to clarify eligibility of ordinarily resident students specifically reflecting the recent changes with requirements by the Immigration, Refugees and Citizenship Canada (IRCC). Clarification and updating of the District’s documentation requirements for students and parents have also been included.

**Recommended Motion:**

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy and Regulations C-112 “Ordinarily Resident”.

Respectfully submitted,

Paul Block  
Superintendent/CEO

**School District #62 (Sooke)**

<b>ORDINARILY RESIDENT</b>	No.: C-112
	Effective: Jan. 28, 2020 Revised: Reviewed: Nov. 5/19; Nov. 26/19; Jan. 28, 2020; June 3/25

**SCHOOL BOARD POLICY**

Instruction in a publicly funded educational program provided by the Board of Education, will be available to every student of school age and whose parent(s)/guardian(s) are “ordinarily resident” in British Columbia. Such students will be provided, free of charge, with the services and materials set out in section 82(1) of the *School Act*.

Statutory Reference:

British Columbia *School Act*: Section 2(1) and Section 82  
 BC Ministry of Education: Eligibility of Students for Operating Grant Funding  
 BC *Family Law Act*  
 BC *Infants Act*  
 BC *Child, Family and Community Services Act*  
 BC *Adoption Act*

Policy Reference:

C-111 “International Education & Non-Resident Students”  
 F-502 “School Catchment Areas and Student Placement”  
**C-114 “Sanctuary Schools”**

**School District #62 (Sooke)**

<b>ORDINARILY RESIDENT</b>	No.: C-112
	Effective: Jan. 28, 2020 Revised: Reviewed: Nov. 5/19; Nov. 26/19; Jan. 28/2020; June 3/25

**ADMINISTRATIVE REGULATIONS**Definitions:

School Age: a person who has or will have attained the age of five (5) years on or before December 31 of that school year and the end of the school year (July 1) in which the person reaches the age of nineteen (19) years.

Ordinarily Resident: on the basis of objective evidence, a person has established a regular, habitual mode of life in the community with a sufficient degree of continuity which has persisted despite temporary absences.

Requirements:

1. In order for a student to be eligible for a provincially funded education in British Columbia the student and their parent/guardian must meet specific criteria set out at the provincial level as follows:
  - a. must be of school age, and
  - b. must be Ordinarily Resident in British Columbia.
2. In accordance with the *British Columbia School Act*, a student is considered "ordinarily resident" if the student is resident in British Columbia and the parent/guardian(s) of the student are ordinarily resident in British Columbia.
3. Students may be temporarily absent from British Columbia, yet still retain eligibility for funding if:
  - a. the parent/guardian(s) remains ordinarily resident in British Columbia or,
  - b. the parent/guardian(s) are also temporarily absent with the student, and that there is objective evidence that the family will be returning to British Columbia.
4. Immigration status is relevant, but does not determine ordinarily resident status. Students may be considered eligible even if they or their parent/guardian(s) are not Canadian citizens or permanent residents. The following Immigration status may allow for eligibility:
  - a. persons who have applied for Convention of Refugee Status but have not yet received a determination,
  - b. a child who has been granted Convention of Refugee Status abroad, prior to arrival in Canada,
  - c. persons who have applied for permanent resident status from within Canada,
  - d. persons who have come to Canada on a time-limited basis that is for a period of at least one year (12 months) for the purposes of temporary work or study.
5. Determination of immigration status as Ordinarily Resident, ~~should~~ **must** be done in conjunction with the ~~International Student Programs~~ **International Programs and Services** department.
6. Determination of Ordinarily Resident status will be ~~consistent with~~ **informed by** Ministry of Education "Eligibility of Students for Operating Grant Funding" and as such, may be subject to change.

Documentation:

1. Students seeking admission into the Sooke School District must provide appropriate documentation in order for the district to determine the student's eligibility for operating grant funding. **Documentation will be reviewed annually in order to determine continued funding eligibility.**
  - a. Age:
    - i. A student is eligible for admission in September of the school year if the student is of "school-age" and has provided appropriate documentation as defined below:
      1. Original Birth certificate,
      2. Valid Passport

b. Residency:

- i. The location where a student's parent/guardian maintains primary residency and where the student is "ordinarily resident in the everyday course of living" determines the admission status, attendance area and school the student is expected to attend. Proof of residency may be provided with at least two of the following:
  1. Home Purchase Agreement or ~~Rental~~ **Residential Tenancy** Agreement signed by landlord,
  2. Property Tax Assessment,
  3. House Insurance,
  4. Property Assessment,
  5. Utility Bill (Gas, Hydro, etc.)

c. Guardianship:

- i. Students seeking admission to School District 62 must be accompanied by their parent or legal guardian. In situations where a guardian has been appointed by the a court, in a will or by a guardian facing terminal illness or mental incapacity, appropriate documentation must be provided to satisfy the school district that the student is "ordinarily resident with the guardian in the everyday course of living."
- ii. School-aged students living independently may be admitted into the school district after review of residency, guardianship authority and "everyday course of living" arrangements, **and receipt of appropriate documentation.**
- iii. Required documentation may include:
  1. Birth Certificate **indicating parent names**
  2. Passport
  3. Income tax statement where children are declared
  4. Court Order

d. Citizenship or Immigration Status:

- i. For Canadian Citizens and Permanent Residents, admission to educational programs in the Sooke School District is determined by residency, guardianship and age requirements as outlined above.
- ii. Students who are not Canadian Citizens or Permanent Residents are classified as **fee-paying** international students unless they are here with a parent/guardian as described below. **Such students are also subject to age, residency, and guardianship requirements as outlined above. Confirmation of status** as Ordinarily Resident may be ~~provided~~ **demonstrated** through the following documentation examples:
  1. Canadian citizenship card,
  2. Confirmation of immigration status,
  3. Confirmation of refugee status,
  4. Permanent resident card,
  5. Work permit (valid for a minimum of one year **and which identifies an employer**), along with proof of employment; and, current passport,
  6. Study permit (valid for a minimum of one year), **along with** letter of acceptance ~~or transcript showing~~ **and proof of** enrollment in a degree or diploma granting program at a public post-secondary institution **or a degree program at a private post-secondary institution** authorized by the Ministry of Advanced Education; and current passport,
  7. Diplomatic status.