



Sooke School District
 3143 Jacklin Road, Victoria, BC V9B 5R1
 (250) 474-9800
www.sd62.bc.ca

Public Notice – Education-Policy Committee Meeting

A public meeting of the Education-Policy Committee for School District 62 (Sooke) will be held on
December 2, 2025 at 6:00 p.m.

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

To encourage more public participation, the meeting will be **livestreamed** via Microsoft town hall. To join the meeting please click here: [Follow Link](#)

- Anyone who has the link can attend the meeting online. Ensure you have the Microsoft Teams app downloaded on your device.
- Members of the public will have the opportunity to ask questions related to agenda items discussed at the meeting:
 - Select the **Q&A**  function at the top of your Teams window.
 - Type in the **Ask a question** text box at the top of the Q&A panel. When asking a question, please identify yourself. **Anonymous questions will not be responded to.**
 - You will be notified that your question was received and will be published after a moderator approves it.
 - Members of the media can direct their questions to the Communications Manager at School District 62 for a response following the meeting.

If you have questions regarding the meeting or how to access it, please email info@sd62.bc.ca. See link for upcoming and previous Board and Committee meetings [Public Meetings | Sooke School District \(sd62.bc.ca\)](#) materials.

EDUCATION-POLICY COMMITTEE

School Board Office

Via MS Teams

Dec. 2, 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

3. COMMITTEE REPORT of Nov. 4, 2025 Education-Policy Committee meeting (attached) Pg. 3

4. BAA COURSE PROPOSALS (attached)

a. BAA Hockey Innovation and Performance 11 – Mike Huck Pg. 6

Recommended Motion:

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

5. NEW BUSINESS (attached)

a. Early Learning and Childcare Presentation – Frances Krusekopf & Anne Sahota Pg. 13

6. REVIEW OF POLICIES/REGULATIONS (attached)

There are no policies or regulations for this agenda.

7. FOR INFORMATION

8. FOR FUTURE MEETINGS

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

COMMITTEE REPORT OF THE EDUCATION-POLICY COMMITTEE

School Board Office
Nov. 4, 2025 – 6:00 p.m.

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

Guests: Danielle Huculak, Brian Hotovy, Mike Huck, 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: Paa?ciid?ath (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEL (Malahat) Nation, and the Lək'wəŋən peoples of Songhees and Esquimalt Nations.

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

- Nov 8th – Indigenous Veteran's Day
- Nov 11th – Remembrance Day
 - Reminder of the impact on our current families with a member(s) currently serving
- Hindu Heritage month
- Indigenous Disability month
- National Domestic Violence Awareness month
- Disability Employment month

3. **COMMITTEE REPORT** of Oct. 7, 2025 Education-Policy Committee meeting

The committee report for the October 7, 2025 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

- a. BAA Course Proposal – Care Economy Career Sampler 11 – Danielle Huculak and Brian Hotovy with Mike Huck - District Principal – Pathways and Choice

The Pathways and Choice team advised that these courses will provide exciting career pathway opportunities for students in response to the need in the community for a greater number of trained health care and other caring career personnel.

A presentation was shared which provided background information on the proposed courses and their alignment with provincial priorities and district vision. The grade 11 course was developed by SD64 Gulf Island and the grade 12 course was developed by SD73 Kamloops. Both courses will increase the potential employability skills of students. The Ministry is actively supporting the implementation of the courses through targeted grants and resources (\$5000). Discussion ensued about the benefits of these courses for Sooke students.

Recommended Motion:

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

b. BAA Course Proposal – Health Career Sampler 12 – Danielle Huculak and Brian Hotovy

This course is also 120 hours of instruction and 4 credits towards graduation. This course involves hands-on learning.

Recommended Motion:

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

5. NEW BUSINESS

a. International Student Program Update – Laura Schwertfeger

A presentation was given to highlight some information and trends about students and families participating in the International program and why. Information was shared and discussion ensued about the benefits of the ISP program for Sooke students as well as students abroad.

6. REVIEW OF POLICIES/REGULATIONS

a. Draft Revised Policy and Regulations C-114 “Sanctuary Schools” – D’Arcy Deacon

D’Arcy Deacon brought forward the revised Policy and Regulations after a significant amount of feedback was received during the Notice of Motion period. Discussion ensued and consensus was reached that the presented version reflected District partners’ suggestions.

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

a. Research Project Approval – Paul Block

“Empowering Young Canadians in the Smart Device Era: A Privacy-by-Design Research and Public Engagement Initiative” – Dr. Ajay Shrestha, VIU and Molly Campbell – Research Assistant

The Superintendent spoke about the research project and said this is a chance for students to give feedback about the impact of smart devices on them. It will be a chance for students to have a voice. It is funded by the Privacy Commission. Participation will help inform future policy.

8. FOR FUTURE MEETINGS

- 9. ADJOURNMENT AND NEXT MEETING DATE:** Adjourned at 7:28pm. Next meeting - Dec. 2, 2025.

DRAFT

Committee Info Note
Education-Policy Committee Meeting
December 2, 2025
Agenda Item 4a: BAA Course Proposal – Hockey Innovation
and Performance 11

Issue

The current course required some updating and revisions to allow students to claim it as an ADST credit towards graduation requirements.

As students are currently enrolled in the existing course, a new course title is required for the updated course.

Background

The Hockey 11 course engages students in an applied design process that combines hockey-specific training with opportunities for innovation, analysis, and reflection. Students will improve their on-ice performance through targeted skill development while exploring the technological, tactical, and creative dimensions of the sport. Through hands-on experiences and design thinking projects, learners will develop, test, and refine hockey drills, training plans, and strategic approaches that respond to real-world performance challenges. Technology plays an integral role in this course — from video and performance analytics to digital tools for fitness and nutrition tracking. Students will use these tools to collect and interpret data, supporting evidence-based decision-making in both individual and team contexts. Collaboration and communication are emphasized through group design projects, reflective discussions, and peer feedback. By connecting sport, technology, and innovation, this course empowers students to explore hockey as both a discipline of performance and a field of creative, applied problem-solving.

Goals and Rationale:

The goal of Hockey 11 is to empower students to engage in design thinking and creative problem-solving within the context of hockey performance and development. Rooted in the Applied Design, Skills, and Technologies (ADST) curriculum, the course encourages learners to identify challenges in training, gameplay, or equipment; design innovative solutions; and iteratively refine their ideas through testing and reflection. Students will use digital tools to analyze performance, enhance tactical understanding, and communicate findings with peers and mentors. They will also explore how the design process used in hockey—planning, prototyping, testing, and reflecting—mirrors innovation and continuous improvement in other areas such as academics, leadership, and future careers. The course supports lifelong physical literacy and well-being while emphasizing the creative and technological skills necessary for participation in the modern sport and recreation industry. Through collaboration, reflection, and innovation, students will not only advance their hockey performance but also develop transferable design and problem-solving skills that prepare them for success beyond the rink.

Analysis

The careers department worked with the curriculum department to create a comprehensive course that aligns the requirements for both ADST and the school program.

The course can be offered on-line and in person, meeting the needs of the students. The course can lead to open careers in sport, particularly hockey.

Next Steps

- Seek Board approval for this BAA course.
 - Communicate course availability to students and families for February 1, 2026 enrollment.
-

Recommended Motion:

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

Prepared by:

Mike Huck, District Principal
Pathways and Choice

Attachments:

- 1 BAA Course Proposal



Board/Authority Authorized Course Framework

School District/Independent School Authority/Owner/Operator Name: Sooke School District	School District/Independent School Authority/Owner/Operator Number (e.g. SD43, Authority #432, Owner/Operator #123): SD62
Developed by: John Stamhuis	Date Developed: Oct 2025
School Name: SD62 Online	Principal's Name: Mike Huck
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority, Owner/Operator or Designate Approval Date:	Board/Authority Chair, Owner/Operator or Designate Signature:
Course Name: Hockey Innovation and Performance 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority or Owner/Operator Prerequisite(s):

Students must have Hockey Canada required equipment to take part in the class.

Special Training, Facilities or Equipment Required:

Access to a hockey rink, weight room or other training facility, and a classroom are required.

Course Synopsis:

The Hockey Innovation and Performance 11 course engages students in an applied design process that combines hockey-specific training with opportunities for innovation, analysis, and reflection. Students will improve their on-ice performance through targeted skill development while exploring the technological, tactical, and creative dimensions of the sport. Through hands-on experiences and design thinking projects, learners will develop, test, and refine hockey drills, training plans, and strategic approaches that respond to real-world performance challenges. Technology plays an integral role in this course — from video and performance analytics to digital tools for fitness and nutrition tracking. Students will use these tools to collect and interpret data, supporting evidence-based decision-making in both individual and team contexts. Collaboration and communication are emphasized through group design projects, reflective discussions, and peer feedback. By connecting sport, technology, and innovation, this course empowers students to explore hockey as both a discipline of performance and a field of creative, applied problem-solving.

Goals and Rationale:

The goal of Hockey Innovation and Performance 11 is to empower students to engage in design thinking and creative problem-solving within the context of hockey performance and development. Rooted in the Applied Design, Skills, and Technologies (ADST) curriculum, the course encourages learners to identify challenges in training, gameplay, or equipment; design innovative solutions; and iteratively refine their ideas through testing and reflection. Students will use digital tools to analyze performance, enhance tactical understanding, and communicate findings with peers and mentors. They will also explore how the design process used in hockey—planning, prototyping, testing, and reflecting—mirrors innovation and continuous improvement in other areas such as academics, leadership, and future careers. The course supports lifelong physical literacy and well-being while emphasizing the creative and technological skills necessary for participation in the modern sport and recreation industry. Through collaboration, reflection, and innovation, students will not only advance their hockey performance but also develop transferable design and problem-solving skills that prepare them for success beyond the rink.

Indigenous Worldviews and Perspectives:

The Hockey Innovation and Performance 11 course provides a learning environment that supports the First Peoples Principles of Learning and Aboriginal Education perspectives:

- Learning Involves patience and time.
- Learning involves recognizing the consequences of one's actions.
- Learning is holistic, reflexive, reflective, and experiential and relational.
- Hands on, experiential learning is the basis of the Hockey Skills course.
- The course is learner centered and strength-based, building skills and knowledge from an area of success to improve areas of need.
- Self-awareness is explored through team affiliation, family/cultural background and other identity markers.

Course Name:

Grade:

BIG IDEAS

Personal design interests require the evaluation and refinement of skills

Design thinking drives innovation in hockey performance, strategy, and training

Creative problem-solving connects hockey to broader real-world challenges and opportunities

Sport skills and strategies change over time and require continual learning and innovation

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Applied Design Process Engage in design thinking to identify performance or strategy challenges within hockey and develop innovative solutions through prototyping and testing. Design and iterate hockey drills, game strategies, or equipment modifications that address identified needs in player development or team performance. Apply reflective processes to refine strategies or designs based on feedback and observed outcomes Technology Integration - Use digital tools such as video analysis software, wearable performance trackers, or hockey analytics platforms to assess and improve individual and team performance. - Incorporate technology to gather, interpret, and present data on skills, fitness, and tactical execution. - Evaluate and select appropriate digital resources to enhance training, nutrition planning, and performance analysis. Critical and Creative Thinking - Analyze complex hockey situations and propose creative tactical or technical solutions. - Synthesize information from multiple data sources (e.g., performance metrics, opponent analysis) to design adaptive strategies. - Apply innovative thinking to develop or improve hockey-related training tools, drills, or team systems.	<i>Students are expected to know the following:</i> - hockey specific terminology - proper technique for foundational hockey skills - a variety of strategic principles for hockey - individual and team tactics - the routes of advancement in hockey - proper technique for movement skills - ways to monitor physical exertion levels - health benefits of different styles of exercise - training principles to enhance overall and sport specific fitness levels - potential short- and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology - sources of health information and their trustworthiness - proper diet and hydration for sport-specific training - injury prevention techniques - the rules of hockey - appropriate gym etiquette - the impact that personal conduct and attitude can have on a group as a whole - conflict resolution skills during physical activity - how to find an adult recreation hockey league or team

Collaboration and Communication

- Work collaboratively to design, test, and evaluate hockey strategies or skill development plans.
- Communicate design processes and findings effectively through visual, oral, or digital formats.
- Demonstrate teamwork, leadership, and constructive feedback while engaging in shared design or performance improvement projects.

Reflection and Iterative Improvement

- Continuously assess the effectiveness of personal and team designs, strategies, or training plans, making evidence-based refinements.
- Reflect on progress and learning outcomes, identifying strengths, challenges, and next steps for improvement.
- Incorporate peer and instructor feedback to enhance both the design process and final performance outcomes.

- different career opportunities related to hockey
- advanced statistics related to analytics and hockey research
- basic scouting techniques and tradecraft

Big Ideas – Elaborations

Hockey is a life-long sport that provides positive opportunities throughout the lifespan: The skills learned in, and the enjoyment of hockey can provide opportunities to students throughout their lives. Students will learn different ways to work in and around hockey, how hockey has taught them and provided them with transferable skills, and how continuing to play into adulthood has positive physical and social benefits.

Sport skills and strategies change over time and require continual learning and innovation: Hockey, as with most things in life, has undergone significant change in the decades it has been played. Learning to envision future changes, innovate strategies to deal with or excel in a new reality is a transferable skill for any workplace environment.

Personal design interests require the evaluation and refinement of skills: Students explore their unique strengths and interests in hockey, analyze their progress using performance metrics, and design targeted development plans that reflect personal goals

Design thinking drives innovation in hockey performance, strategy, and training: Through hands-on projects, students use design thinking steps – ideation, prototyping, testing, and reflection – to solve a real problem in hockey, such as improving a team play or creating a new drill

Creative problem-solving connects hockey to broader real-world challenges and opportunities: Students consider how skills developed in hockey, such as teamwork, communication, and resilience, transfer to other aspects of life, including academics, employment, and leadership

Recommended Instructional Components:

On-ice instruction: approximately 50 Hours

Off-Ice Training and Athletic Development: approximately 50 Hours

Classroom Based Hockey Theory and Personal Development: approximately 20 Hours

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

Formative Assessment	Students will be regularly assessed on their knowledge and skills using the following methods: • Observation • Reflection • Self-assessment • Physical and skill testing for objective feedback • Formal testing (rules, technique). • Goal Setting and planning.
Summative Assessment	Students will undertake a reflection of learning activity at the end of the course, looking at skill development, future developmental needs, and areas of growth that should be highlighted over the year.

Committee Info Note
Education-Policy Committee Meeting
December 2, 2025
Agenda Items 5a: Childcare Update

Issue:

- Need for childcare spaces in Westshore and Sooke

Background:

- In February 2022, the Ministry of Education expanded to become the Ministry of Education and Childcare
- In Fall 2022, school districts were offered the opportunity to participate in an Early Learning and Child Care (ELCC) Leads Project. “The Province is working to support boards of education in exploring the possibility of creating childcare spaces on school grounds as part of an integrated early learning and childcare (ELCC) system. The District ELCC Leads Project supports this through the development of a District ELCC Leads staff position” (MoECC Contract # C25-1065). In SD62, the District Principal – Early Learning & Childcare is the ELCC Lead.
- The MoECC’s *Early Learning and Child Care Overview – SD 62 Sooke – May 2024*; local childcare needs assessment data; and conversations with school-based principals/vice principals in July 2024 all confirmed the need for more before and after school care at most of our elementary schools. In Spring 2025, steps were taken to initiate the process of opening four new board-operated before & after school programs for September 2025.
- In 2024/25, SD62 applied for and received a Childcare BC New Spaces grant to build a dedicated childcare facility at Hans Helgesen Elementary School. SD62 also applied for three (3) major capital childcare grants in June 2024 and six (6) minor capital childcare grants in September 2024.
- Following a review and update of School Board Policy [Use of School Facilities For Child Care Programs | Sooke School District \(sd62.bc.ca\)](#), in October 2024, thirteen (13) Requests for Expressions of Interest & Qualifications (REIQ) for childcare providers were posted to BC Bid. Two new sites, Hans Helgesen and SCIANEW STELITKE, were added. This REIQ process ensured that we are aligned with our revised childcare policy.

Analysis:

- The Hans Helgesen ChildcareBC New Spaces Project is currently under construction, on schedule, and progressing well. The third-party provider – YMCA/YWCA of Vancouver Island – was selected in Fall 2024 and will begin programming in September 2026.
- Our three (3) major capital ChildcareBC New Spaces grant applications and six (6) minor capital ChildcareBC New Spaces grant applications were neither approved nor rejected. The funding for these projects is currently on pause.

- After a thorough REIQ evaluation process in fall 2024, third party childcare providers were selected, then signed leases in spring 2025 and began offering childcare programs to families in fall 2025. The Early Learning & Childcare Dept. is working with school-based principals/vice principals and childcare providers to offer on-going support.
- Four (4) board-operated childcare programs opened on September 16, 2025, at École John Stubbs, École Poirier, Sangster and Savory Elementary. These programs are staffed by SD62 CUPE staff. Each program is licensed for 24 before and after childcare spots. To support these programs, a .6 FTE manager childcare was hired as of October 27, 2025.

Next Steps:

- It is currently unclear whether ELCC funding will be extended beyond June 2026. Staff are consulting with the MoECC about the future of the ELCC Lead role.
- As Seamless Day MoECC funding ends in June 2026, we need to explore ways to sustain these childcare spaces beginning September 2026.
- Staff are considering the needs and future possibilities for before and after childcare at John Muir, Sooke and Saseenos Elementary Schools.

Prepared by,

Frances Krusekopf, District Principal – Early Learning & Childcare

Education Policy Committee

Childcare Update

December 2, 2025



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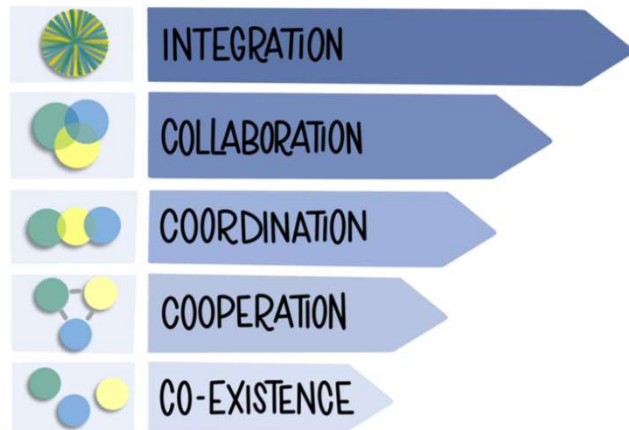
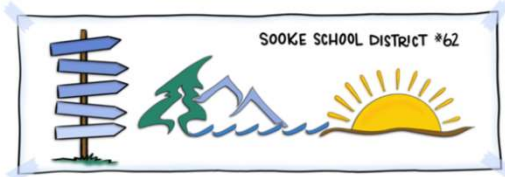
Early Learning & Childcare (ELCC) Lead

- In 2022, Ministry of Education expanded to the Ministry of Education & Childcare
- In fourth (and final?) year of ELCC Project funding
- 2025/26 ELCC Project Outcomes defined as:
 - Improve access to quality, inclusive early learning, and childcare settings in BC schools
 - Increase the quality of early learning and child care through increased awareness of the First Peoples Principles of Learning, including paying attention to inclusion and reconciliation with Indigenous peoples
 - Develop a collaborative early learning and childcare system for children, families, and educators in BC schools.

2

Ministry of Education & Childcare Continuum

CHILD CARE INTEGRATION



3

ChildcareBC New Spaces

- Hans Helgesen project – on schedule and progressing well
- YMCA-YWCA of Vancouver Island will be third party provider at Hans Helgesen beginning in September 2026
- In 2024, SD62 submitted 3 major and 6 minor ChildcareBC New Spaces grant applications – neither approved nor rejected – funding paused



4



Updated Childcare Policy

Updated childcare policy prompted decision to engage in Request for Expression of Interest & Qualification (REIQ) childcare provider process in fall 2024

Third-party Childcare Providers

- Before & After School Providers in 13 elementary schools
- Infant-Toddler and 30 months to 5 years programs at 2 elementary schools and 1 secondary school
- Third-party Providers include: BGC, Kids Klub, MyChosen Childcare, YMCA-YWCA of Vancouver Island, ILM (Saltair)

Moving towards *Integration*

Through regular meetings and on-going conversations, we are looking to build collaborative relationships. Going forward, we aim to offer more joint professional learning opportunities.

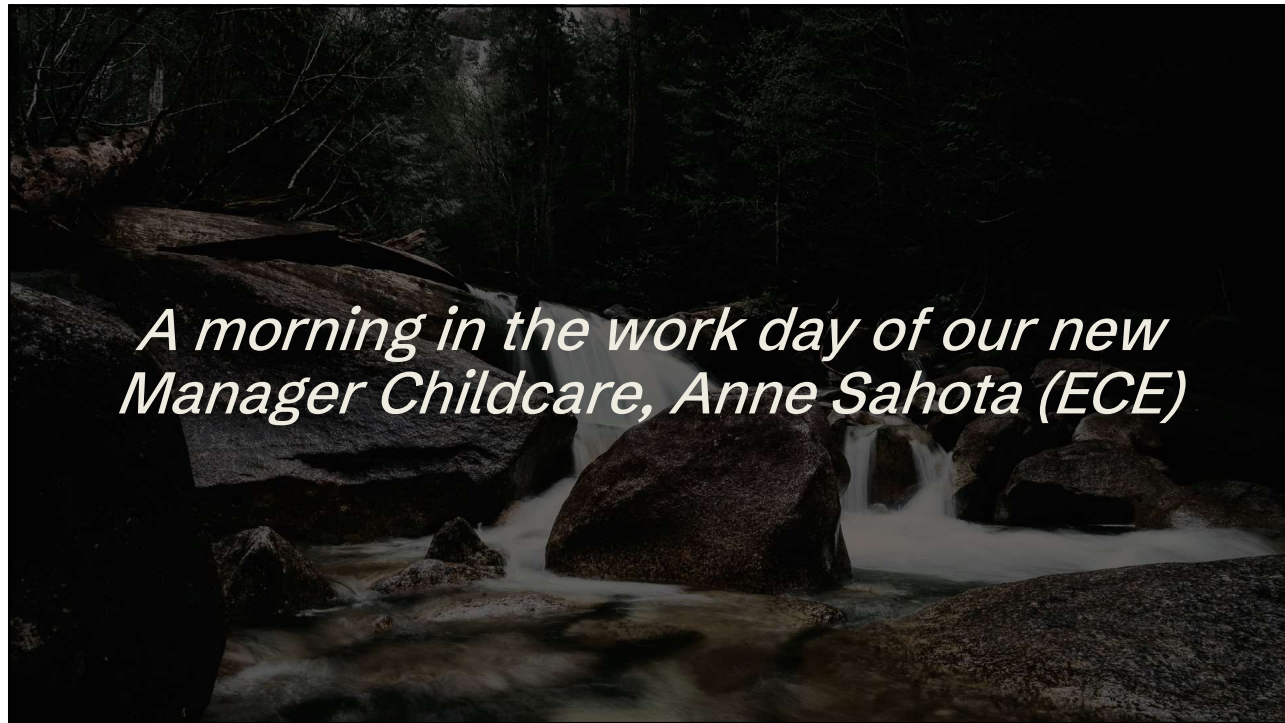
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New board operated childcare programs

- Four new sites: Poirier, John Stubbs, Sangster and Savory
- 24 spots at each program with a licensing ratio of 1:12
- 1.25 hours before school and 3 hours after school
- CUPE staff (mostly EAs) work the assistant and coordinator positions



6



*A morning in the work day of our new
Manager Childcare, Anne Sahota (ECE)*

7

Expanding Board-Operated Childcare... Initial lessons learned & opportunities

Lessons learned:

- Many complexities of navigating different systems – Ministry of Health vs. Ministry of Education & Childcare
- Balancing priorities between larger vision and immediate concerns
- Addressing daily concerns related to staffing, parents/caregivers and children in the context of a licensed program is time intensive

Opportunities:

- Advocating for inclusive childcare settings
- Increasing touch points to connect and support families (parents & children)
- Increasing hours for CUPE staff and building their professional capacity
- Incorporate Indigenous educational content and learning into childcare programs

8

