




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
May 5, 2026 at 6:00 p.m.

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

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

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

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

EDUCATION-POLICY COMMITTEE

School Board Office

Via MS Teams

May 5, 2026 – 6:00 p.m.

A G E N D A

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

With gratitude and respect, we acknowledge that we live, learn, and work on the traditional territories of the Coast Salish: T'Sou-ke Nation, SĆIÁNEW (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 April 7, 2026 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. School Codes of Conduct – D'Arcy Deacon **Pg. 6**

Recommended Motion:

That the Board of Education of School District 62 (Sooke) accept and endorse the 2026/27 School Codes of Conduct.

b. Student Naloxone Training Presentation – Dee Dee McMillan, Island Health **Pg. 16**

c. Digital Parent Handbook – Paul Block **Pg. 31**

6. REVIEW OF POLICIES/REGULATIONS

There are no Policies/Regulations for this meeting.

7. FOR INFORMATION

8. FOR FUTURE MEETINGS

9. ADJOURNMENT AND NEXT MEETING DATE: June 2, 2026

**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
April 7, 2026 – 6:00 p.m.**

- Present:** Trudy Spiller, Trustee (Chair)
Russ Chipps, Trustee (Acting Committee member)
Amanda Dowhy, Trustee, (Acting Committee member)
Dana Savage, CUPE
Amanda Culver, STA
Corrinne Kosik, SPVPA
Ash Senini, SPEAC
Paul Block, Superintendent/CEO
D’Arcy Deacon, Associate Superintendent
Lisa Leclerc, Associate Superintendent
- Guests:** Denise Wehner, District Principal – Curriculum Transformation
- Absent:** Trustee Cendra Beaton (Committee member)
Trustee Ebony Logins (Committee member)

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

2. Opening Remarks from Chair

Chair Spiller advised that the PACE Musical Theater shows are happening at Spencer Middle School and to refer to the district’s website for details.

3. COMMITTEE REPORT of March 3, 2026 Education-Policy Committee meeting

The committee report for the March 3, 2026 Education-Policy Committee meeting was received by the committee.

4. BAA COURSE PROPOSALS

There were no BAA course proposals for this meeting.

5. NEW BUSINESS

- a. 2026 – 27 Operational Plan – Paul Block

Superintendent Block reported on the 2026 – 27 Operational Plan. He said the Plan lays out what the executive team will share with departments and school to guide development of their department plans and school plans, keeping all cohesively aligned to the Strategic Plan.

Recommended Motion:

That the Board of Education for School District 62 (Sooke) receive the 2026 – 27 Operational Plan as presented at the Education-Policy Committee meeting of April 7, 2026.

Trustees in attendance gave unanimous support for the recommended motion.

6. REVIEW OF POLICIES/REGULATIONS

a. Draft Revised Policy and Regulations C-329 “Field Trips” – D’Arcy Deacon

Associate Superintendent Deacon provided an update on proposed revisions to Regulations C-329. The Regulations are considerations for field trips outside of the province and internationally. While Board approval is required in advance, supervision falls under the authority of the Superintendent’s office. Current guidance from BCSTA supports delegating of operational decisions to staff. Field trips fall under this. We are seeking to ensure that we align our policies with best practice around governance and decision-making regarding field trips.

Key points:

- That the Board specifically delegates authority to the Superintendent or designate to make clearly outlined decisions.
- For boating trips, there is language regarding wearing life jackets when using small vessels. However, the policy did not intend to suggest that students and staff needed to wear safety vests when travelling on BC Ferries, for example. Language has been added to distinguish between Transport Canada regulated vessels and smaller non-regulated vessels.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-329 “Field Trips”.

Trustees in attendance gave unanimous support for the recommended motion.

b. Independent Directed Studies Guidelines – Denise Wehner

Denise Wehner, District Principal – Curriculum Transformation, provided information on the Independent Directed Studies Guidelines:

- Directed Studies is an alternate pathway for a secondary student to get credit for a course. No guiding documents existed to date. School administrators, other districts and the Ministry of Children and Child Care were consulted to create this guiding document.
- The guidelines lay out a clear process and what to consider when approving an independent directed studies course. The guidelines provide a pathway for considerations related to cultural learning as well, a key component connected to the district’s Operational Plan.



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- The process for approval is robust and clear steps for addressing concerns are imbedded and clear in the document.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** May 5, 2026
The meeting adjourned at 7:26pm.

DRAFT



Committee Information Note
Education-Policy Committee Meeting
May 5, 2026
Agenda Item 5a – School Codes of Conduct

Background:

Each year, schools across School District 62 (Sooke) are required to review, update, and confirm their Codes of Conduct to ensure alignment with Board policy, district regulations, provincial requirements, and evolving school and community contexts. The development and implementation of school Codes of Conduct are guided by:

Board Policy C-309 – District and School Codes of Conduct [School District #62 \(Sooke\)](#); and

Administrative Regulation C-309 – District and School Codes of Conduct [School District #62 \(Sooke\)](#),

These documents set out clear expectations for student behaviour and outline requirements for school-level codes. These documents provide the policy and procedural framework under which school codes are developed, reviewed, and implemented.

Current Context:

School Codes of Conduct in SD62 have been developed in collaboration with school principals, with opportunities for feedback from students, staff, and parents/guardians. This collaborative approach ensures that school-based codes are responsive to local contexts while remaining aligned with district and provincial expectations. All school Codes of Conduct are guided by mandated language and expectations established by the Ministry of Education and Child Care, including requirements under the *School Act* and associated provincial standards for safe and caring school communities.

The 2026/27 school Codes of Conduct have recently completed their annual consultation and feedback process, consistent with district expectations. Feedback received during this process informed final revisions, ensuring each school's Code of Conduct reflects both local school community input and required district and provincial alignment.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) accept and endorse the 2026/27 School Codes of Conduct.

Prepared by:

D'Arcy Deacon, Associate Superintendent

SD62 ELEMENTARY SCHOOL CODE OF CONDUCT

Sooke School District elementary schools believe that our schools are places for safe, purposeful learning for all. We believe that it is a shared responsibility of students, staff, parents / guardians and the broader community to demonstrate positive conduct while attending any school or district related activity, at any location. This Code of Conduct is developed in accordance with Policy C-309 – District and School Codes of Conduct and the associated Administrative Regulations, the BC Human Rights Code, and the BDTA (Behavioural and Digital Threat Assessment) process. It outlines expectations of behaviour, reflects provincial standards, district expectations, and progressive discipline principles.

Reports of Code of Conduct violations are addressed in a timely, fair, and confidential manner in accordance with District administrative procedures. Responses to behaviour are guided by progressive discipline, which emphasizes prevention, instruction, restoration, and support. Consequences are developmentally and socio-emotionally appropriate and take into account the student, the context, the severity of the behaviour, and the impact on the school community.

Whenever possible, responses to behaviour focus on restorative practices that repair harm, rebuild relationships, and support reintegration into the school community. Responses are developmentally appropriate and reflect the student's age, maturity, and ability to understand behavioural expectations.

Sooke School District elementary schools are safe, caring and inclusive. We value students and positive school culture. All members of the school community have an obligation to:

- Support learning
- Promote safety
- Respect property, environment, personal space and privacy
- Model courtesy, compassion and respect
- Respect, honor and celebrate diversity
- Engage in collaborative problem solving

All members of the school community will refrain from engaging in any in-person or digital communication or behaviour considered to be:

- Bullying, harassing, intimidating, retaliating, discriminating or violent;
- Interfering with the learning and working of others;
- Unsafe or illegal, including the possession, use or distribution of illegal or restricted substances, or the possession of weapons or replicas.

SD62 elementary school communities uphold the BC Human Rights Code respecting the rights of individuals. This includes refraining from discriminatory conduct based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

Student Use of Personal Digital Devices

SD62 Schools are committed to restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments.

Teachers may plan for student use of personal mobile devices for instructional purposes or digital literacy, for health or medical purposes or as assistive technology for the purpose of inclusive education as informed by the Inclusive Education Teacher. At all other times, personal mobile devices, inclusive of laptops, chrome books, and personal devices for video/audio recording purposes shall remain stored away for the duration of the school day- this includes recess and lunch. This policy applies to ear buds/headphones as well.

Our Practice

We encourage and model behavior that is kind, safe and responsible. We recognize that we all make mistakes. We help children fix their mistakes through supportive, restorative practices so they return to the group strengthened. We keep parents/guardians informed of incidents at school so that we may work together to support children to learn to solve problems in peaceful ways.

Action will be determined by each individual situation. Every effort will be made to support individuals and to determine the context of behaviour. When working with students, staff may adjust the action based on the maturity, grade level, progressive discipline and ability of the student to understand expectations of their behaviour. If the safety or educational

program of others is compromised, or if there is an ongoing failure to meet the expectations of the code of conduct, a range of actions may follow. These may include:

- Conference/conversation with all affected parties
- Notification of parent(s)/guardian(s)
- Restitution
- Referral to School Based Team
- Removal from classroom, playground, or privileges
- Referral to counselling or supportive interventions
- School community restitution
- Activation of the VTRA protocol and involvement of Safe Schools Team
- Formal suspension from school

All members of the Sooke School District community have the right to be treated equitably and with dignity and should be familiar with this shared code of conduct

SD62 MIDDLE SCHOOL CODE OF CONDUCT

A “Code of Conduct” is a statement about how we work together. It outlines both our rights and our responsibilities as members of a school community. A committee of students, parents, and school staff developed our “Code” in accordance with School District 62 Policy and the B.C. Human Rights Code. This Code of Conduct is developed in accordance with Policy C-309 – District and School Codes of Conduct and the associated Administrative Regulations, and reflects provincial standards, district expectations, and progressive discipline principles.

Reports of Code of Conduct violations are addressed in a timely, fair, and confidential manner in accordance with District administrative procedures. When a breach of the Code of Conduct occurs, responses will follow a progressive discipline framework that emphasizes learning, accountability, and restoration. School staff consider the individual student, the context, the severity of the behaviour, and the impact on the school community.

Whenever possible, responses to behaviour focus on restorative practices that repair harm, rebuild relationships, and support reintegration into the school community. Disciplinary responses are intended to be corrective and supportive rather than punitive, except where necessary to ensure safety.

A Safe and Caring Community

As members of our school community, we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical, online or sexual misconduct;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Smoking, vaping or associated paraphernalia.

Acceptable Conduct

- The school expects that students will actively participate through effort and punctual, regular attendance, in their assigned education program.
- Students are expected to respect the rights and property of all staff and students.
- Students are expected to comply with classroom expectations set by individual teachers to ensure that all students' rights to effective and efficient learning environments are respected.
- Students are expected to wear clothing that is appropriate for an educational environment.
- Students are expected to respect all school and school related events and ensure they are free from use of restricted substances, weapons and of intimidation.
- Students are expected to respect the appropriate use of school computers, internet access and cell phone use while at school.
- Students are expected to stay on campus throughout the entire day.

Unacceptable Conduct

- Students will not interfere with the learning or learning environment of others.
- Students will not display behaviour that includes bullying, harassment, intimidation, or be racially, ethnically, or sexually prejudiced.
- Students will not smoke, vape or be in possession of, or under the influence of, drugs or alcohol while on the school property or in attendance of any school events.
- Students will not plagiarize (copy) electronic or print media or other students' work or display any academic dishonesty.
- Students will not be involved in any acts of verbal or cyber-hate messaging/websites.

- Students will not be involved in any illegal acts such as assault, theft or damage to property.

Student Use of Personal Digital Devices

SD62 Schools are committed to restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments.

Teachers may plan for student use of personal mobile devices for instructional purposes or digital literacy, for health or medical purposes or as assistive technology for the purpose of inclusive education as informed by the Inclusive Education Teacher. At all other times, personal mobile devices, inclusive of laptops, chrome books, and personal devices for video/audio recording purposes shall remain stored away for the duration of the school day (this includes recess and lunch). This policy applies to ear buds/headphones as well.



SD62 SECONDARY SCHOOL CODE OF CONDUCT

Sooke School District secondary schools believe that our schools are places for safe, purposeful learning. This Code of Conduct is intended to put forth the expectations of student behaviour, school rules and Sooke School Board policies. We believe that is a shared responsibility of students, staff, parents / guardians and the broader community, to demonstrate positive conduct while attending any school or District related activity, at any location.

This Code of Conduct is developed in accordance with Policy C-309 – District and School Codes of Conduct and the associated Administrative Regulations, and reflects provincial standards, district expectations, and progressive discipline principles.

Reports of Code of Conduct violations are addressed in a timely, fair, and confidential manner in accordance with District administrative procedures. When a breach of the Code of Conduct occurs, responses will follow a progressive discipline framework that emphasizes learning, accountability, and restoration. School staff consider the individual student, the context, the severity of the behaviour, and the impact on the school community.

Whenever possible, responses to behaviour focus on restorative practices that repair harm, rebuild relationships, and support reintegration into the school community. Disciplinary responses are intended to be corrective and supportive rather than punitive, except where necessary to ensure safety.

Sooke School District secondary schools are safe and caring schools that values students and school culture. All members of the school community have an obligation to:

- Support learning
- Promote safety
- Respect property, environment, personal space and privacy

- Model courtesy, compassion and respect
- Celebrate diversity

All members of the school community will refrain from engaging in any in-person or digital communication or behaviour that is considered to be:

- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital
- status, family status, physical or mental disability, sex, sexual orientation, gender identity or
- expression, or age (**BC Human Rights Code**);
- Interfering with the learning and working of others;
- Sexual Misconduct;
- Unsafe or illegal, including the possession, use or distribution of illegal or restricted substances, or the possession of weapons or replicas.

SD62 secondary school communities promote the values expressed in the BC Human Rights Code respecting the rights of individuals, including not engaging in discriminatory conduct based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

Response to Breach of Conduct

Action at Sooke School District secondary schools will be determined by each individual situation. Every effort will be made to support individuals and to determine the root causes of behaviour. When working with students, the Principal or Vice Principal may adjust the action based on the maturity, grade level, progressive discipline and ability of the student to understand expectations of their behaviour. If the safety or educational program of others is compromised, or if there is an ongoing failure to meet the expectations of the Code of Conduct, a range of consequences will follow.

Student Use of Personal Digital Devices

SD62 Schools are committed to restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments. This includes personal devices for recording purposes.

Teachers may plan for student use of personal mobile devices for instructional purposes or digital literacy, for health or medical purposes or as assistive technology for the purpose of inclusive education as informed by the Inclusive Education Teacher.



**Committee Information Note
Education-Policy Committee Meeting**

May 5, 2026

Agenda Item 5b – Student Naloxone Training

Background:

The amended Support Services for Schools Ministerial Order requires all public schools in British Columbia to have naloxone available and to ensure appropriate staff training to respond to unexpected health emergencies. While student naloxone training is not mandatory under the Order, staff training is required. Districts may, however, offer optional, locally determined training opportunities. All boards and francophone education authorities were expected to have policy in place and naloxone kits accessible in all secondary schools by December 31, 2025 and in all middle and elementary schools by September 8, 2026. Today, Dee Dee MacMillan will share the presentation that she uses for student training.

Current Context:

Optional Training for Secondary Students and Staff

Although student training is not mandated, the district has taken a proactive, prevention- and safety-focused approach. Dee Dee MacMillan (Island Health) has partnered with the Curriculum Department to deliver trauma-informed, age- and setting-appropriate naloxone education to both students and interested staff at each of our secondary schools since the start of the 2025-2026 school year. This collaborative approach supports awareness, safety, and preparedness while remaining consistent with provincial requirements. Naloxone is framed as a standard first-aid and emergency response tool, comparable to AEDs or EpiPens. Training emphasizes:

- person-first, non-stigmatizing language;
- harm reduction as part of health promotion; and
- the importance of preparing for unexpected health emergencies without condoning substance use.

Substance use remains illegal on school property, and broader district and ministry priorities continue to focus on substance use prevention, education, and student well-being. Naloxone kits are not distributed directly to students by the district. Schools provide clear information on where naloxone can be accessed in the community, supporting student and family awareness of available health resources.

Mandatory Training for Staff

All site-based first aid attendants across the district will be trained in the safe and appropriate administration of naloxone. In consultation and collaboration with CUPE, training will be offered on the May 11, 2026 CUPE Professional Development Day by Dee Dee MacMillan.

- Training requirements align with WorkSafeBC expectations for first aid attendants and focus on safe response practices in school settings.
- Each school will have one naloxone kit included in the first aid attendant's kit, ensuring ready access during a medical emergency.

Summary:

This approach ensures the district meets all mandatory staff training and naloxone access requirements as per the Response to Unexpected Health Emergencies Policy (included below), while also supporting optional, trauma-informed education through strong partnerships with Island Health. The model prioritizes safety, preparedness, and destigmatization, while respecting provincial policy direction and local context.

Resources:

- [BC Public School Policies: Response to Unexpected Health Emergencies \(Policy\)](#)
- [BC Public School Policies: Response to Unexpected Health Emergencies \(FAQ\)](#)
- [School District 62: Policy F-499 Unexpected Emergencies](#)

Prepared by:

Lisa Leclerc, Associate Superintendent

MAY 5 2026



Student Naloxone Training Sessions

Student Feedback Summary

Healthy Schools Team

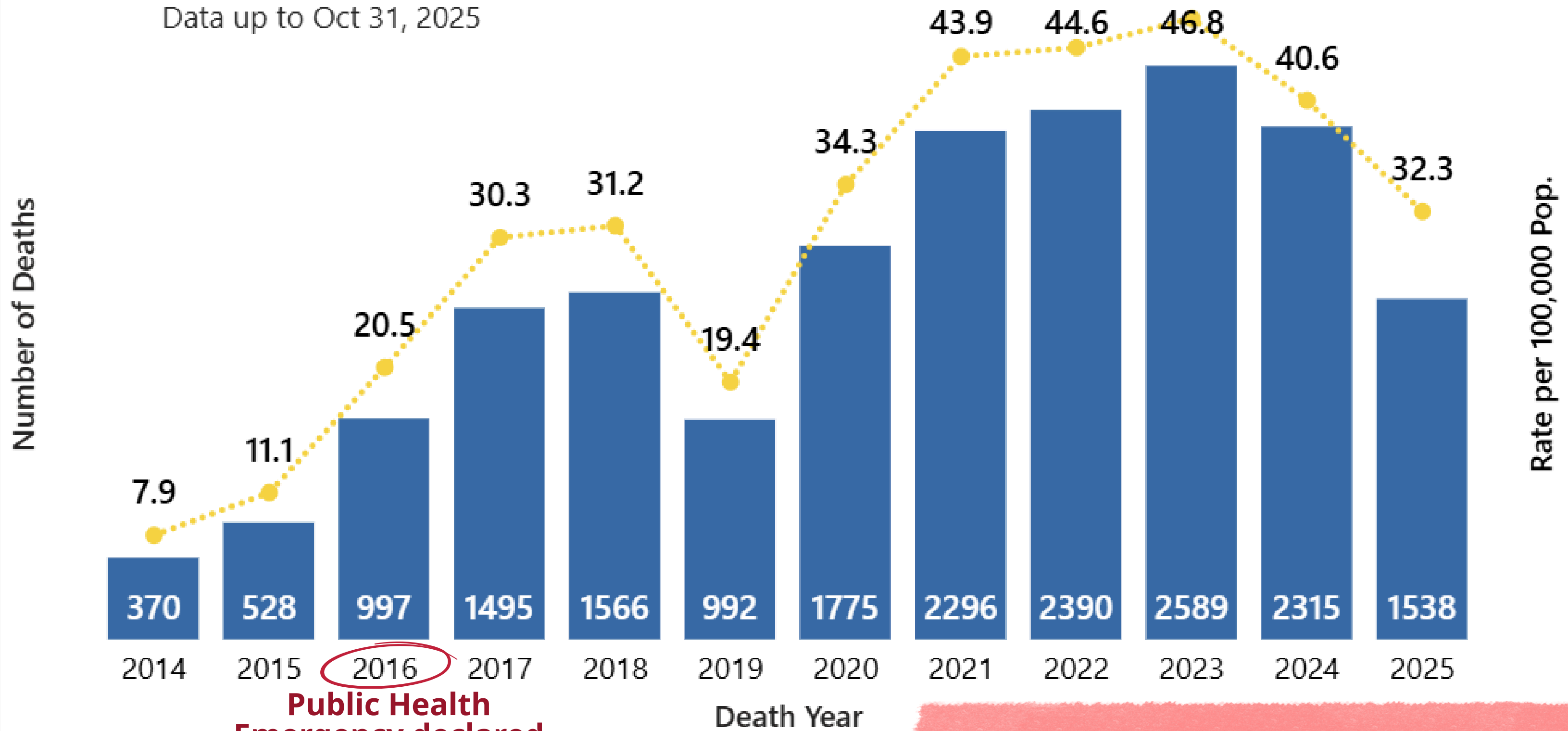
Language Matters

- Use people first language
- Stigmatizing language is harmful
- Stigma contributes to isolation and increases the risk of toxic drug poisonings



Unregulated Drug Deaths and Death Rate per 100,000 Population, 2014-2025

Data up to Oct 31, 2025



**Public Health
Emergency declared**

Note: 2025 rate is annualized for the year.

#1 cause of preventable death among youth ages 10+ years

Drug poisonings: Why they happen?

Unregulated, toxic drug supply

- Other substances are tested and regulated (*e.g. alcohol, cannabis, nicotine, prescriptions*)

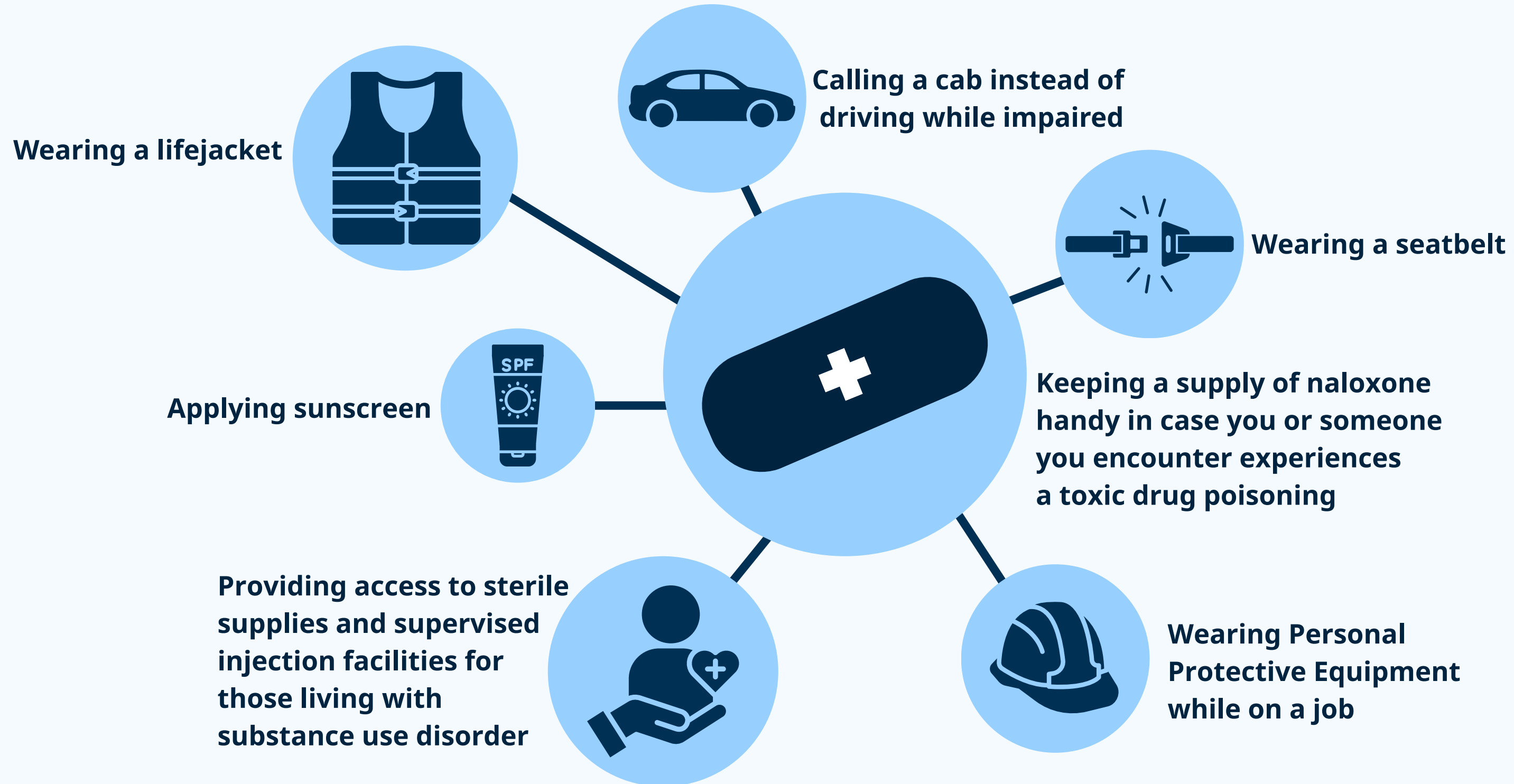
Stigma

- Prevents peoples from using in ways that reduce the risk of harm

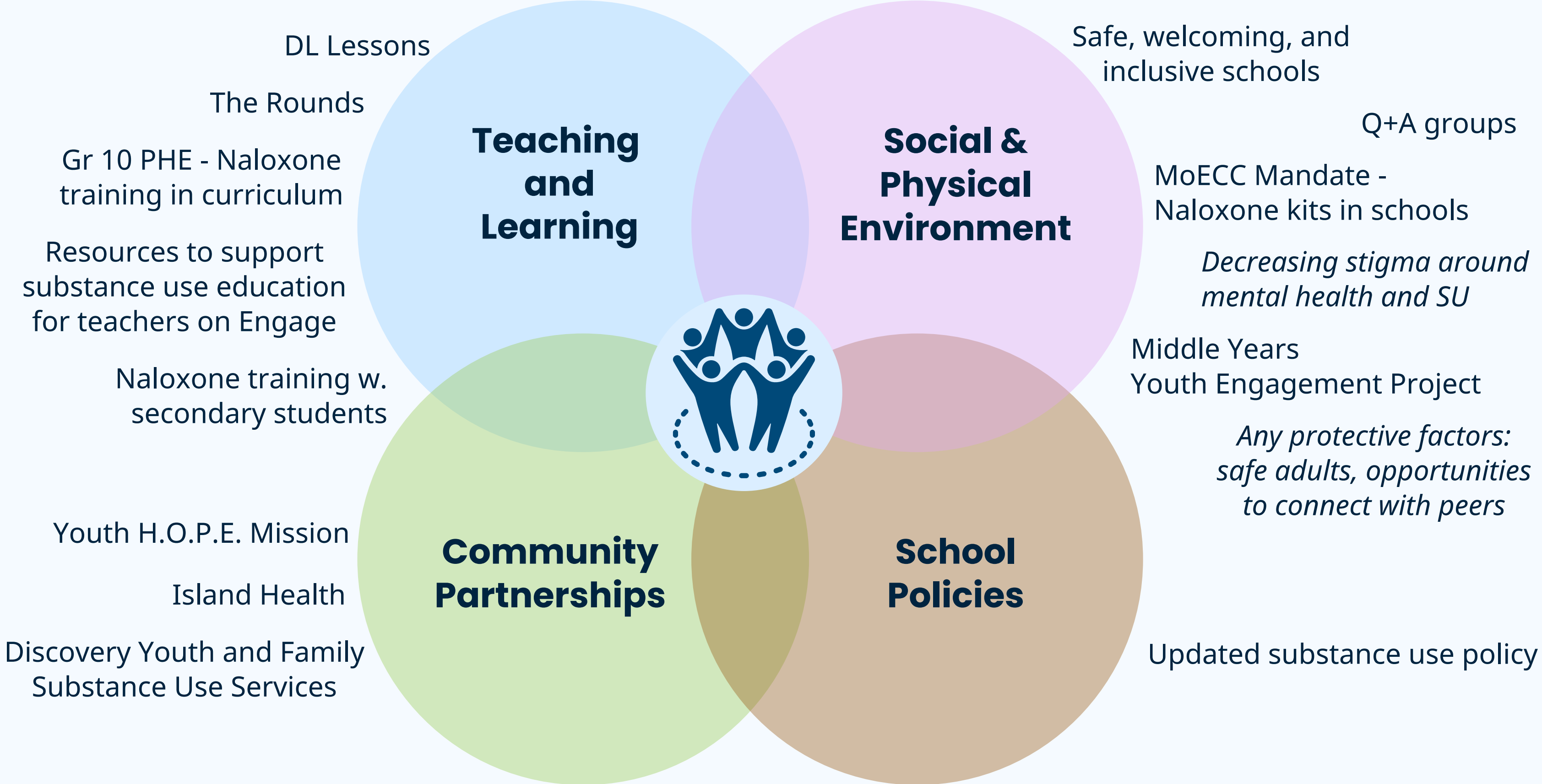


Health promotion includes harm reduction

Harm reduction is any action that reduces the potential harm of risks you take.



Health Promotion for Substance Use



QELNSEN Á, LEN

6 Schools

Royal Bay

Belmont

Westshore Secondary
Colwood

Westshore Secondary
Sooke

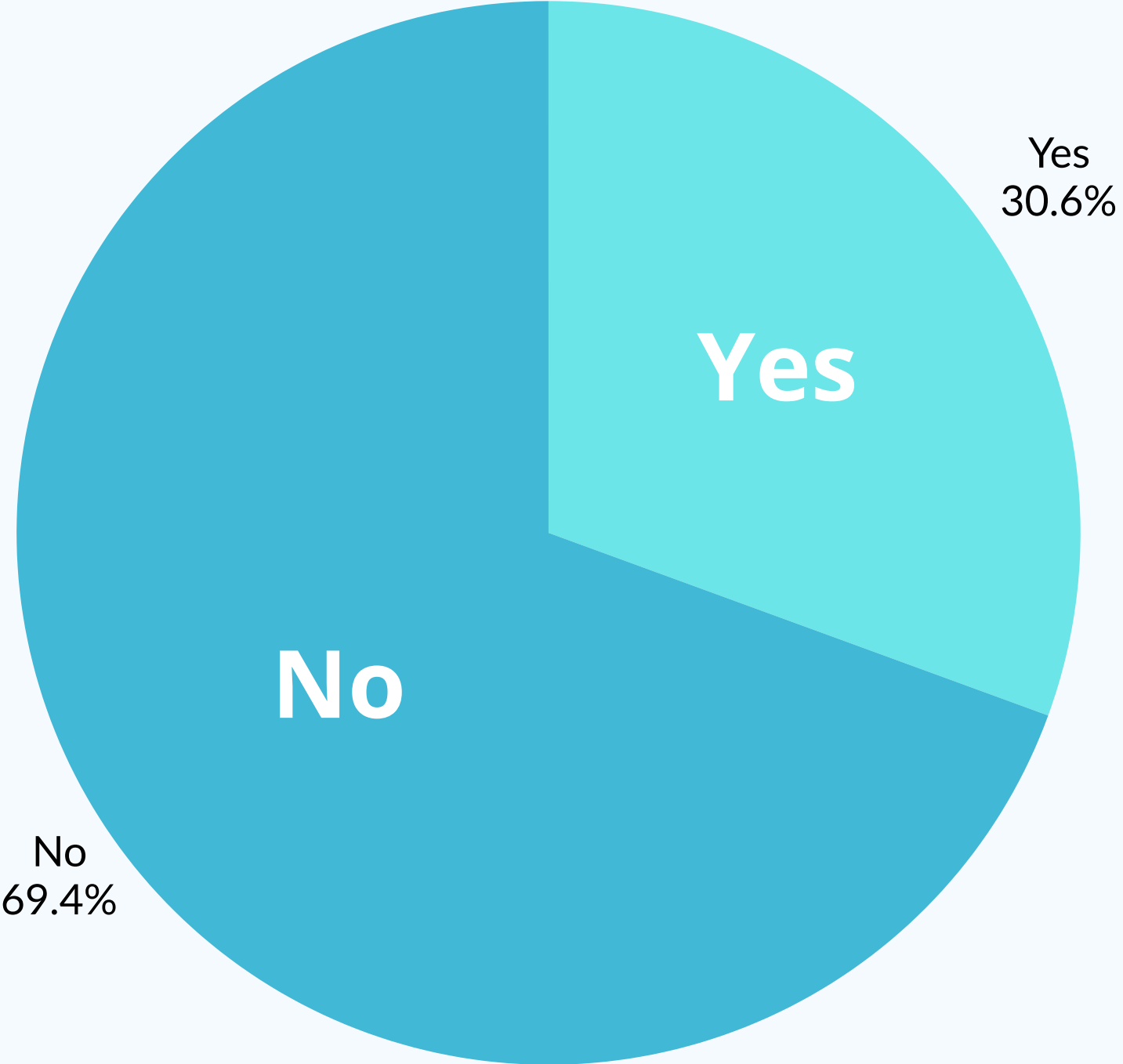
EMCS

22 Sessions

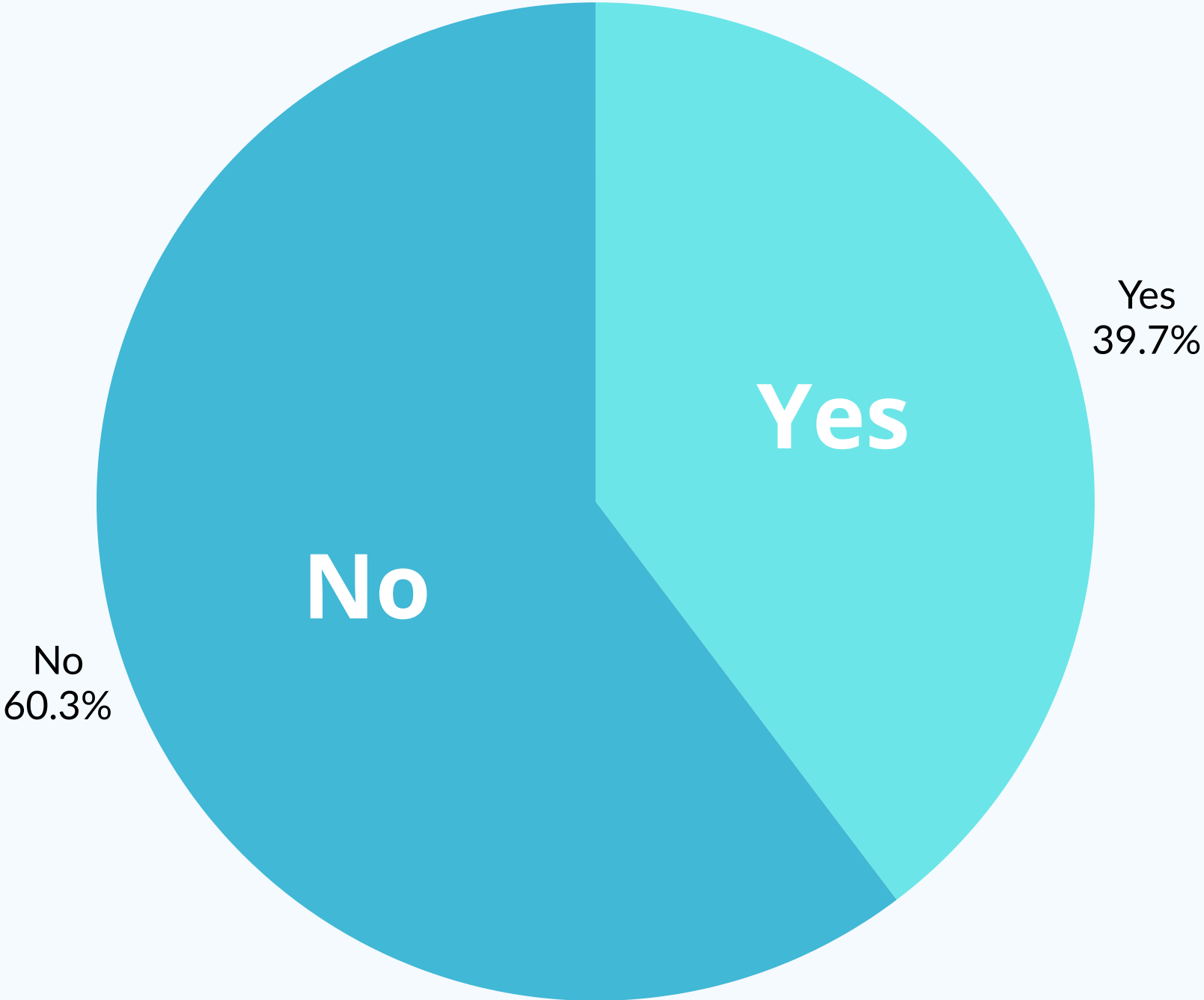
483+EMCS Students

Grade 8 - 12

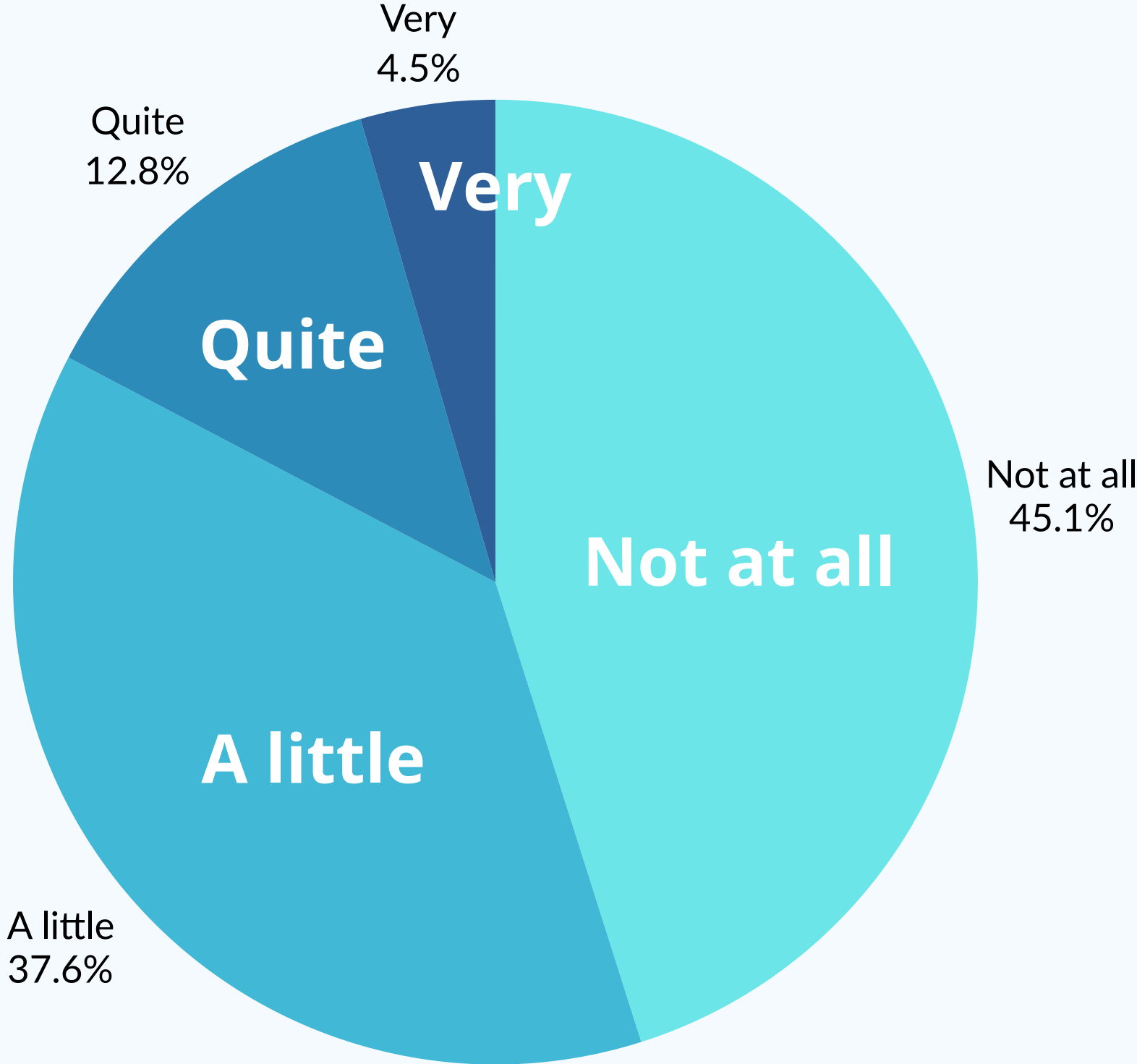
Before today's session, did you know how to use a Naloxone kit?



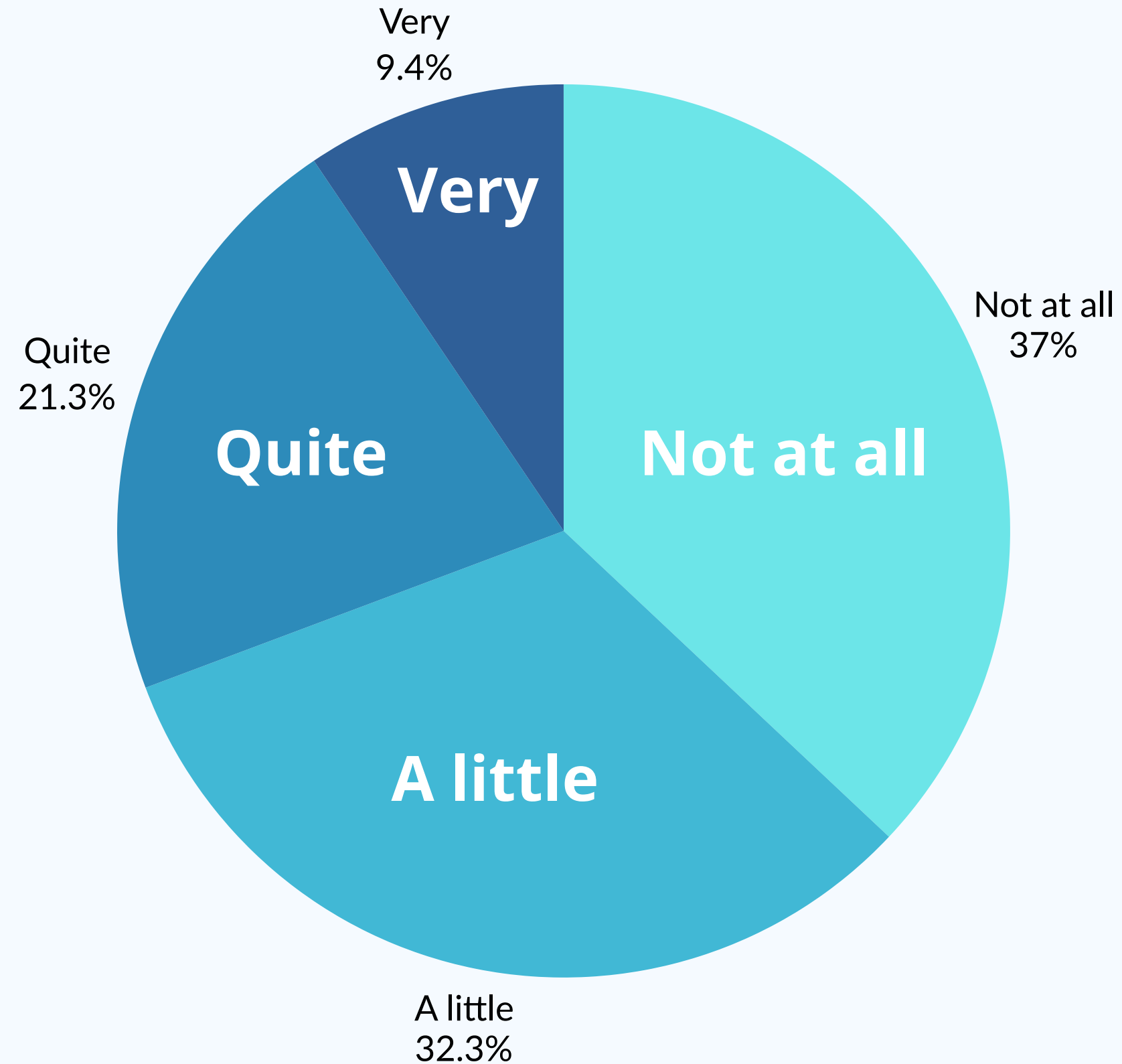
Before today's session, did you know when to use a Naloxone kit?



Before today's session, how confident would you have been to use Naloxone on someone who needed it?



After today's session, how confident would you have been to use Naloxone on someone who needed it?



Student Naloxone Training - Youth Feedback

How (else) can your school support students to learn more about substance use?

"By teaching us about it"

"I think we need to work on removing the stigma of overdose and drug use."

"Teach/talk more about the danger of drug use as too many youth are using drugs instead of getting help. Doing more education etc."

"More of these open talks about drugs"

"More learning opportunities"

"More learning on safe use of substances, and understanding when using a substance becomes an addiction."

"talk about it more"

"More de stigmatisation of the subject so that people are more open about use and are more open to help."

"By teaching us about it"

"maybe more education on mental health and better/safer coping mechanisms"

"Stuff like this"

"They could put posters somewhere in the school with the needed information so everybody can take a look at them"

Student Naloxone Training - Teacher Feedback



Committee Information Note
Education-Policy Committee Meeting
May 5, 2026
Agenda Item 5c – Digital Parent Handbook

Background: A digital parent handbook has been developed in response to feedback and requests to enhance communication and improve access to critical information for families navigating district and school systems and processes.

Current Context:

The handbook is intended to support parents and caregivers by providing clear, accessible information and guidance on key district and school processes.

This initiative aligns with the 2025/26 District Operational Plan:

Goal: Collaborate with SPEAC to develop a digital district handbook that enhances accessibility to general information and supports system navigation for families.

Staff have worked collaboratively with representatives from SPEAC to develop and refine the draft handbook.

Committee members are requested to provide feedback and reflections prior to publication in June 2026, in preparation for the 2026/27 school year.

Next Steps:

Publish and post the handbook for parents in June 2026, in preparation for the 2026/27 school year. Increase awareness of the resource and support staff in promoting and sharing the handbook.

Prepared by:
Paul Block, Superintendent

This document is currently in draft form and is subject to change. The content may undergo revisions, edits, and refinements before it is finalized. Please note that this version reflects working copy only and does not represent the final design or layout of the document.

Parent Handbook

A Guide to Understanding, Supporting, and Navigating Your Child's School Experience

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Purpose of This Handbook

This handbook was prepared for Sooke School District families with collaboration from the Sooke Parents’ Education Advisory Council. It is intended to help you navigate your child’s learning journey in our district.

How the School System Is Organized

The education system in British Columbia is co-managed by the provincial government and 60 locally elected Boards of Education. Each year, the province determines the total level of grant funding for public education and distributes these funds to Boards of Education using a standardized funding formula.

Boards of Education are governed by publicly elected Trustees, who are typically elected during the municipal election cycle and serve four-year terms. Boards are responsible for managing and allocating their funding based on local priorities and community needs.

In addition to operating grants, the province provides supplemental funding for capital projects and specialized programs, such as land acquisition, school construction, and major infrastructure investments.

Boards of Education must legally operate with a balanced budget, so districts must manage unavoidable costs such as utilities, insurance, transportation, and benefits within allocated funding.

Through the [School Act](#), the Ministry of Education and Child Care provides guidelines to Boards of Education on what they must do and allows them to create policies that align with provincial standards while considering local circumstances.

Academy Programs

We are pleased to offer a wide range of academy programs at the middle and secondary school levels. These choice programs are either hosted at schools during the regular school day or offered by the District Academies Team outside the regular school day. Academy registration is typically in February for the start of the following school year. Some academy programs have entrance specific requirements, or equipment requirements. For additional information, please visit [Academies](#).

Alternate Education

Alternate education programs focus on educational, social and emotional issues for students whose needs are not being met in a traditional school program. An alternative education program provides its support through differentiated instruction, specialized program delivery, and enhanced counselling services based on students' needs. For more information, please speak with your child's school.

Attendance

Regular and punctual attendance is fundamental to student success. Consistent attendance is a shared responsibility between students and their parents/guardians. Absences due to illness, vacations, appointments, or other extenuating circumstances must be reported and confirmed by a parent/guardian, either prior to the absence or upon the student's return, for the absence to be considered excused.

Each school has specific procedures for reporting student absences; families are expected to follow their school's established process. Parent(s)/guardian(s) are encouraged to regularly monitor their child's attendance through the MyEd portal and to contact teachers with any questions or concerns. When possible, extended absences should be communicated in advance.

To support regular attendance and student engagement, teachers, counsellors, and school administration will communicate with parents/guardians when concerns arise regarding attendance or unexcused absences. Ongoing or excessive absences may result in a student not meeting required curricular outcomes, which could lead to course failure and the need to repeat the course for graduation purposes. Continued attendance concerns may also result in a referral to the District-Based Team to assess support and review decisions related to school placement and programming.

Assessment, Progress, and Reporting

Student reporting is the way your child's teacher shares information about their progress with you. Throughout the school year, you should expect to receive at least five updates about your child's learning. You will receive three written Learning Updates that are like report cards, and two informal Learning Updates such as conferences, emails, or calls from the teacher.

For students in Grades K-9, the Provincial Proficiency Scale and descriptive feedback are used to explain where a child is at in their learning and how they can improve. This approach focuses on their strengths and views learning as ongoing.

For students in Grades 10-12, letter grades and percentages will be used. They will also receive descriptive feedback on their report cards to clearly explain where they are at in their learning, and how they can move forward. They will also receive a graduation status update on the last report of every school year in Grades 10, 11, 12.

The Provincial Proficiency Scale

Student reporting in Grades K-9 requires use of the Provincial Proficiency Scale to communicate students' learning in all areas of learning.

	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
The Provincial Proficiency Scale	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Emerging

"Emerging" indicates that a student is just beginning to demonstrate learning in relation to the learning standards but is not yet doing so consistently. Emerging isn't failing.

Students who are not yet demonstrating any learning in relation to the learning standards can be assessed as Emerging. If this is due to insufficient evidence of learning, the student can be assigned an IE.

Developing

"Developing" indicates that a student is demonstrating learning in relation to the learning standards with growing consistency. The student is showing initial understanding but is still in the process of developing their competency in relation to the learning standards.

Developing isn't failing. All students will be developing in some areas and at specific points in time.

Proficient

"Proficient" is the goal for all students. A student is Proficient when they demonstrate the expected learning in relation to the learning standards.

Proficient is not synonymous with perfection. Instead, the student is able to demonstrate their learning consistently or most of the time.

Extending

"Extending" is not synonymous with perfection. A student is Extending when they demonstrate learning, in relation to learning standards, with increasing depth and complexity.

Extending is not a bonus or a reward and does not necessarily require that students do a greater volume of work or work at a higher grade level.

Extending is not the goal for all students; Proficient is. Therefore, if a student turns in all their work and demonstrates evidence of learning in all learning standards for an area of learning, they are not automatically assigned Extending.

Contact us student.reporting@gov.bc.ca

Insufficient evidence of learning (IE)

When an IE is assigned, teachers will connect with the student, parents, and caregivers to discuss the area of learning in question, the needs of the student, and solutions and supports to help move the student forward in their learning.

Every student has a place on the scale

Each student comes into each learning situation with their own experiences and background knowledge. A student does not necessarily begin at Emerging or Developing at the beginning of the school year. Similarly, students do not reach Proficient only at the end of the school year.

Reaching Proficient is not the end of learning; if a student enters a learning experience as Proficient or achieves Proficient during the school year, the goal becomes to further enhance their learning.

participate in real-time video lessons with their teacher four mornings per week. Afternoons are self-directed learning time when students can work on assignments (individually or in small groups) or get support from the teacher. On the fifth day, students participate in an on-site activity day, which may include hands-on classroom learning or a field trip. For additional information please visit, [Blended Learning](#). If you have questions about the program, please contact SD62 Online School at 250-391-9002 or online@sd62.bc.ca.

Bicycles, Scooters, Skateboards

Students and their parents/guardians are responsible for arranging and supervising their child's transportation to and from school, including selecting the method of travel, except when district transportation is provided. For safety reasons, students who ride bicycles, scooters, or skateboards must dismount and walk while on school grounds. Bicycles and scooters (including electric models) must be properly stored and secured in the designated bike racks. Skateboards must be checked in at the school office upon arrival. The school is not responsible for any bicycles, scooters, or skateboards (including electric models) that are lost, damaged, or stolen.

Bullying

Our schools are committed to providing safe, respectful, and inclusive learning environments for all students. Preventing and responding to bullying is a shared responsibility that requires cooperation among students, parents/guardians, and the school district.

When concerns about bullying arise, the school works closely with students and parents/guardians to investigate and respond appropriately. Active participation from both students and parents/guardians is essential to achieving safe and positive outcomes.

In alignment with [guidance from ERASE](#), it is important for families to understand that not all mean or hurtful behaviour meets the definition of bullying. Bullying typically involves:

- A power imbalance
- Repeated behaviour over time (or a serious single incident)
- Intent to harm

Conflicts, misunderstandings, or one-time incidents while still inappropriate and taken seriously may be addressed through restorative practices, problem-solving, and social-emotional supports rather than being classified as bullying.

Students and families are encouraged to report concerns and to work collaboratively with school staff. Students can also use the [ERASE reporting tool](#) to report concerns for themselves or another person.

Care of School Property

Students are expected to help maintain the good condition of school property, including laptops, books, tools, and the school building and grounds. If a student is responsible for damaging school or district property, the student (and/or parent or guardian) will be required to reimburse the school district for the cost of repairs or replacement resulting from careless use or willful damage or defacement. Disciplinary consequences may also apply.

Career Education

Career Education helps students explore their interests, develop workplace skills, and plan for life after graduation. From Kindergarten to Grade 12, students build self-awareness, connect learning to real-world experiences, and prepare for post-secondary education, training, or employment.

In high school, students complete:

- Career-Life Education (Grade 10): Focuses on career planning, financial literacy, and goal setting.
- Career-Life Connections (Grade 12): Includes a Capstone project and at least 30 hours of career-life exploration.

The 30-hour requirement may include volunteer work, employment, service learning, entrepreneurship, or post-secondary experiences. Students reflect on these experiences as part of their graduation requirements.

Career Life Exploration Hours

Career-Life Exploration refers to the graduation requirement of 30+ hours of substantive experiential learning intended to expand or deepen student exposure to career-life possibilities. Experiences should connect to student interests and post-graduation plans and include ongoing reflection on learning goals.

Exploration can include:

- Service learning
- Volunteerism
- Employment
- Fieldwork projects
- Entrepreneurship
- Passion projects
- Post-secondary courses or programs

These hours are part of Career-Life Connections (CLC) learning standards and are evaluated by the CLC teacher and/or school Career Education team.

Dual Credit Programs

Dual credit courses and programs allow high school students to earn post-secondary credits while still completing their high school education. In SD62, dual credit courses and programs are offered in-person at the partnering post-secondary campus, online (synchronous or asynchronous) and in high school timetabled cohorts.

These courses offer dual benefits:

- Post-secondary credit toward a college or university program.
- Grade 12 elective credit that counts toward high school graduation requirements.

Dual credit courses and programs are offered with partner post-secondary institutions and are governed by the following ministerial documents:

- [Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies](#) (enables schools to recognize post-secondary learning with credit at the high school level).
- [Recognition of Post-Secondary Transition Programs for Funding Purposes](#) (enables schools to access regular per-course funding to better support dual credit students).

For more information, please speak with the careers team at your school.

Trades Awareness, Skills & Knowledge (TASK)

[Youth Explore Trades Sampler](#)

The Trades Awareness, Skills & Knowledge (TASK) program is a one semester trade sampler designed to provide students with hands-on experience across multiple trade areas. TASK is delivered at three SD62 secondary sites—Construction (Royal Bay), Metal Fabrication (EMCS), and Automotive (Belmont) in partnership with Camosun College through the South Island Partnership. Students earn high school credits and post-secondary credits from Camosun College and complete approximately 100 hours of industry-related work experience.

Key Features

- Hands-on training in multiple trades including mechanical, carpentry, metal, electrical, and pipe.
- Delivered at SD62 secondary schools in partnership with Camosun College.
- Students earn high school credits and post-secondary credits.
- Includes industry-related work experience, supporting employability and potential apprenticeship entry.
- Provides multiple industry certifications to ensure worksite readiness.

Completes CLC 12 requirements.

Work Experience 12

[\(Work Experience Program Guide\)](#)

Work Experience 12A and B (WEX) are Ministry-authorized elective courses that provide students with authentic workplace learning opportunities. Each course is worth four elective-credits toward graduation and includes both in-school instruction and time spent in a real work environment. In-school components cover workplace orientation, safety training, and curriculum requirements.

Youth Train in Trades

[*\(Youth Train in Trades Program Guide\)*](#)

Youth Train in Trades (YTT) allows students to begin their technical training for a skilled trade while still in high school. Students can earn up to 48 credits toward graduation and complete the first level of their trade certification through partnerships with post-secondary institutions and SkilledTradesBC-approved training providers.

Key Features:

- Hands-on technical training in high-demand trades.
- Delivered at partner post-secondary institutions or district facilities.
- Students gain both secondary school credits and industry-recognized credentials.

Youth Work in Trades

[*\(Youth Work in Trades Program Guide\)*](#)

Youth Work in Trades (WRK 11A/B and 12A/B) is a Ministry authorized program that allows secondary students to begin a formal apprenticeship while earning high school credits. Students gain paid work-based training under the supervision of a qualified tradesperson, while accumulating hours toward their provincially recognized trade certification. The program combines on-the-job training with curriculum focused on workplace skills, safety, employability, and industry expectations.

Program Overview

Youth Work in Trades consists of four courses—WRK 11A, WRK 11B, WRK 12A, and WRK 12B—each worth 4 credits for a total of 16 credits. Students earn credit by completing 120 hours of documented work-based training per course, supervised by a tradesperson. The program blends apprenticeship training, reflective learning, and trade-specific competencies aligned with SkilledTradesBC requirements.

Purpose and Benefits

Youth Work in Trades helps students:

- Begin apprenticeship training while still in high school.
- Earn graduation credits while working in a paid trade position.
- Build job readiness skills and competencies required in the trades.
- Accumulate industry recognized training hours toward Level 1 technical training and Red Seal pathway.

- Students gain a meaningful start on their post-secondary trades training while connecting classroom learning to authentic trade work.

Catchment

A catchment area is the geographic zone around a school that determines which students are eligible to attend that school based on their home address. Your in-catchment school is the “neighbourhood school” assigned to you, and children living in that area are given priority for enrolment and programs. Families who wish to attend a school outside their designated catchment area can sometimes apply for an out-of-catchment placement through a [school change request](#), but these requests are subject to space availability and district policies; out-of-catchment students may be ineligible for certain services like district transportation. Our [School Locator tool](#) allows families to input their home address to see which catchment schools apply to them.

Child Care

The District offers a variety of child care options to support families, including both district-operated programs and third-party providers. Before- and after-school care opportunities are available at select schools. For more information, please visit our website.

Class Placement / Teacher Requests

Requests for specific teachers are not accepted. Class placements are determined by school staff to balance student needs and to create positive, effective learning environments. If there are significant concerns regarding a class or teacher placement, families are encouraged to discuss them directly with the school principal.

We recognize the importance of friendships; however, school is also a time for growth, new experiences, and developing social skills. Class placements are designed to support balanced learning communities and are not based on specific teacher or friendship requests, providing students with opportunities to build new relationships as they grow.

Communication

It is the responsibility of the parent/guardian to update any changes to contact information for their student with their school.

Communication Timeline

A reasonable response time from school staff is 2–3 business days, excluding scheduled school breaks. If your matter is urgent, please call the school rather than emailing your child’s teacher (for example, to report a same-day change in pickup arrangements).

When emailing administrators such as district vice-principals, principals, associate superintendents, or the superintendent, please anticipate a longer response time. These individuals may receive hundreds of emails daily and must address them based on priority.

District Website

The District maintains a website to provide current information and resources for families and the public at www.sd62.bc.ca.

School Communications

Each school has its own timeline and preferred method for sharing school news, including communication from teachers. Some teachers send weekly classroom updates, others communicate monthly or quarterly, and some may not send regular updates at all (though they are still required to meet the five update requirements outlined in the Assessment, Progress, and Reporting section).

All schools maintain public websites where families can typically find school calendars, upcoming events, bell schedules, and other relevant school information.

Urgent Communications

The school district website is the primary source of information for families and should be checked regularly for updates and announcements. In urgent situations, the district will communicate directly with parents/guardians. Depending on the nature and urgency of the situation, you may receive an email and/or an automated phone call with important information.

To ensure you receive all communications in a timely manner, please keep your contact information current in MyEd. Email addresses and phone numbers are pulled directly from your student's MyEd profile. The timing and method of communication will vary based on the circumstances.

Social Media

The District maintains an active Facebook page to share information about upcoming events, student and staff achievements, and urgent updates. To ensure the protection, privacy, and dignity of all users, commenting on District social media posts is disabled.

The District also operates an X (formerly Twitter) account, which is primarily used to amplify urgent communications. The District does not respond to comments or engage in discussions on social media platforms, including when tagged in posts. For inquiries, feedback, or concerns, please contact the District directly by emailing info@sd62.bc.ca or by calling (250) 474-9800.

Respectful Communication

All communication with school and district staff is expected to always be respectful and professional. Any form of inappropriate, aggressive, or disrespectful behaviour, whether in person, in writing, or online, will not be tolerated. If this occurs, you will be informed directly that the behaviour cannot continue. If it continues, the school may formally restrict

direct communication between a family and the staff member. In such cases, all further communication will be directed through a designated staff member, typically the vice principal or principal. We have a responsibility to ensure a safe, respectful, and healthy working environment for staff while continuing to support the students' learning and wellbeing. We also expect our staff to communicate respectfully to you. If you are concerned about this, please speak with your child's principal. Please review our [Electronic Communication Guidelines](#).

Codes of Conduct

The Board of Education is committed to providing safe and caring environments in which all learners can achieve academic excellence, personal growth and responsible citizenship. The Board promotes clearly defined behavioural expectations that represent the highest standards of respectful and responsible citizenship. Consistent with the School Act, the district has Codes of Conduct for students.

- [Elementary School Code of Conduct](#)
- [Middle School Code of Conduct](#)
- [Secondary School Code of Conduct](#)

Counselling

The primary purpose of counselling services is to facilitate and support the social, emotional, and educational growth and development of students in our schools. District counsellors provide individual counselling to those students who have been identified as having a specific need for counselling. Identification may be made through the student self-identification, through the parent requesting service, through the classroom teacher, or the school-based team.

Critical Incidents

The safety of students and staff is our first priority. To support this, the school uses clear emergency response procedures that may be activated in different situations. These include Drop, Cover and Hold, Hold & Secure, and Lockdown. Each response is designed to manage specific types of risks and to reduce harm by providing clear, practiced actions for students and staff to follow. These procedures may be used during drills or real incidents. Families are encouraged to familiarize themselves with these responses, so they understand how the school acts to keep everyone safe. Please visit [Critical Incidents](#) to learn more.

Curriculum

The province sets the [curriculum for Kindergarten to Grade 12](#). It defines for teachers what students are expected to know and be able to do in their grade and area of learning. It provides learning standards for students in BC schools.

Public schools have limited accommodation authority to allow families to “opt out” of curriculum elements. If your child is attending a public school, you cannot refuse to have your child participate in curriculum requirements.

Families wanting freedom over their child’s learning may consider homeschooling. This means that a home educator (e.g. a parent or guardian) delivers the entire educational program at home. Homeschools are not supervised by a BC-certified teacher, they do not have to meet provincial standards and are not inspected by the Ministry of Education and Child Care. By law, you must still register your child with a public school or independent school. The school has no authority to approve or supervise the educational program of a homeschooled child. Homeschoolers are not eligible to receive a British Columbia Dogwood Graduation Certificate.

What Students Learn through the BC Curriculum

Parents can expect instruction in the following core areas:

- Applied Design, Skills and Technologies
- Arts Education
- Career Education
- English Language Arts
- French
- Mathematics
- Physical and Health Education
- Science
- Social Studies

Core Competencies

Core Competencies are at the center of the curriculum. They are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deeper learning. The Core Competencies include thinking, communication, and social and personal competencies.

How Instruction Takes Place

Instruction may include a variety of teaching methods to support different learning styles:

- Whole-group instruction
- Small-group instruction
- Hands-on activities and projects
- Discussions and collaborative learning

- Independent practice and review

Teachers regularly adjust instruction based on student performance and needs.

Curriculum Transformation Department

Our Curriculum Transformation Department responds to teachers' interest in connecting pedagogical theory to practice as well as focus on student learning needs. They coordinate and facilitate ongoing opportunities to support professional learning to support student success.

If you have questions about the curriculum, the best place to start is with your child's teacher. If you have additional questions, please visit our [Curriculum Transformation](#) page, where you will find contact information for the department.

Discipline

Consequences of Code of Conduct infractions will be applied in a manner consistent with progressive discipline. If the behaviour is unlawful, school district staff may include referral of the matter to appropriate authorities in addition to disciplinary action at the school or district level. Progressive discipline responses may include:

- Asking a student to stop the inappropriate behaviour.
- Naming the behaviour and explaining why it is inappropriate and/or disrespectful.
- Asking the student to correct the behaviour, engage in a restorative process or make restitution (e.g., apologizing).
- Time-outs and/or loss of privileges.
- Detention.
- Community service.
- In-school suspension.
- Short-term out-of-school suspension.
- Long-term/indefinite suspension.
- Expulsion (as permitted under the BC School Act).

Student Privacy and Discipline

Schools are legally required to protect student privacy. Under the Freedom of Information and Protection of Privacy Act (FOIPPA), schools cannot share personal or disciplinary information about other students.

As a result:

- Parents/guardians will not be informed of discipline outcomes for students other than their own child.
- Parents/guardians are not entitled to receive information about another student's behaviour, consequences or disciplinary history.
- School staff are legally prohibited from discussing another student's discipline, even when an incident involves or affects their child.

Right to Education

Under the School Act, school boards are legally required to provide an education to all students of compulsory school age. Regardless of the nature or severity of a Code of Conduct infraction, students under the age of 16 must continue to be offered access to education.

Disciplinary responses may include interventions, supports, or alternative educational arrangements, but removal from education is not permitted for students under 16.

Dress

Clothing that displays vulgar or offensive language or imagery is not permitted. To ensure comfort and safety, students are expected to have appropriate outerwear for the weather conditions.

English Language Learners

Students whose primary home language is not English may be eligible for the [English Language Learning \(ELL\) program](#). Eligibility is determined through an annual language assessment, which helps identify whether additional language support is needed. If you have questions about the assessment or the program, please contact your school directly.

ERASE Reporting Tool

ERASE is an online, anonymous reporting tool where students can report anything they find worrisome or concerning. The report will go to the district's Safe Schools team. The reporting tool can be accessed at erase.gov.bc.ca. Using the tool is easy and can be done from a mobile device, laptop, laptop or tablet.

Reports are viewed on regular school days. If your report is urgent, please call 9-1-1.

Fair Notice and Risk Assessment Procedures

Students and parents/guardians should be aware of the district's Violence Threat Risk Assessment Protocol. We take violence and threats of violence very seriously. As such, [Fair Notice](#) is posted on our district website.

Every member of the community, including students, staff and families, have a duty to report any threat-related behaviours to the school or district.

School Food Program

Promoting and supporting the health and safety of students is a top priority. Central to this commitment is ensuring that all children have consistent access to nutritious food at school, along with opportunities to build food literacy skills. Across our schools, students can access food each day in ways that are equitable, accessible, and free from stigma. For more information about the specific food programs available at your school, please contact the school directly.

Freedom of Information and Protection of Privacy Act

The school district is governed by the [BC Freedom of Information and Protection of Privacy Act \(FOIPPA\)](#). The [Office of the BC Information and Privacy Commissioner](#) has resources to assist you with issues related to information and privacy. To make a FOIPPA request, [please contact us](#). Please note that FOI requests are not required to request or obtain information that is not contained in public body records. Those questions should be submitted directly to the applicable department outside of the FOI process. Please note that the school district is permitted to charge fees for certain processing services under section 75 of FOIPPA.

French Language Programming

French Immersion is a popular second-language program designed for non-French-speaking families who want their children to achieve high-level bilingualism. Students in the program follow the same provincial curriculum as those in the English program, but instruction is delivered primarily in French.

Program Pathways

There are two main entry points for students to join French Immersion:

- Early French Immersion (EFI): This pathway begins in kindergarten.
- Late French Immersion (LFI): This intensive two-year program begins in Grade 6 for students who have completed Grade 5 in the English stream. In Grade 8, LFI students join their EFI peers in the secondary program.

Where the Program is Offered

The District offers French Immersion at the following locations:

- Elementary (K–5): École Millstream (Langford), École John Stubbs Memorial (Colwood), and École Poirier (Sooke)
- Middle (6–8): École John Stubbs Memorial and École Journey
- Secondary (9–12): Royal Bay Secondary and Edward Milne Community School

What the Classroom Looks Like

The amount of French used in the classroom shifts as students grow:

- Kindergarten to Grade 3: Students receive 100% French instruction. While teachers may use some English initially for transitions or emotional support, they move quickly toward 100% French communication.
- Grades 4 to 7: English Language Arts is reintroduced, and French instruction decreases to 80%.
- Grades 8 to 12: The percentage of French instruction gradually decreases (to 50–75% in middle years and 25% in senior years) to allow for more elective course flexibility.

Upon graduation, students receive a Dual Dogwood, a bilingual British Columbia Certificate of Graduation which opens pathways to employment as a bilingual citizen.

Full Credit Summer Learning

Full Credit Summer Learning provides SD62 secondary school students with the opportunity to complete 1-2 Grade 10-12 courses within a 5-week summer term. Classes typically start the Monday after July 1 and run through the first week of August. Registration is free for SD62 students entering Grade 10-12 in September and for current and recent Grade 12 students who live within SD62's catchment area. For additional information, please see the [Full Credit Summer Learning webpage](#) or contact the SD62 Online School/Continuing Education office at 250-391-9002 or online@sd62.bc.ca.

Grade to Grade Transitions

Once your student is enrolled, you do not need to re-register them for the next grade. Enrolment automatically carries forward each year, including transitions to middle and secondary school. Students will follow the designated feeder school pathway from their current school. If you wish for your student to attend a different school, for example, due to a move, you will need to submit a School Change Request.

Graduation Requirements

Graduation Status Updates: Students in Grades 10, 11, and 12 receive a graduation status update on the final report of every school year.

The BC Dogwood Graduation Certificate

The Dogwood Diploma is the standard graduation certificate for students in the B.C. Graduation Program. To earn this diploma, students must accumulate at least 80 credits from a combination of required courses and electives between Grades 10 and 12.

Key Credit Requirements:

- Required Courses (52 credits): These include Language Arts 10, 11, and 12; Mathematics 10 and 11 or 12; Science 10 and 11 or 12; Social Studies 10 and 11 or 12; and Physical and Health Education 10.
- Indigenous-Focused Requirement: Students entering Grade 11 in 2022 or later must complete 4 credits of Indigenous-focused coursework to graduate. This requirement can be met through specific courses like English First Peoples 12 or BC First Peoples 12.
- Career Education: Students must complete 8 credits in Career Education, which include Career-Life Education and Career-Life Connections, the latter of which requires a Capstone project and 30 hours of work experience or career-life exploration.
- Grade 12 Level: At least 16 credits of the total 80 must be at the Grade 12 level, including a required Language Arts 12 course.

Provincial Graduation Assessments

Students are required to complete three provincial assessments to graduate:

1. Grade 10 Numeracy Assessment
2. Grade 10 Literacy Assessment
3. Grade 12 Literacy Assessment

French Immersion pathway note (if applicable): Some students may also complete additional French-language literacy assessments(s) depending on their program requirements.

Alternative Pathways and Credentials

French Immersion (Dual Dogwood): French Immersion students can earn both the English and French diplomas. They must earn at least 12 credits in French across Grades 10–12, including Français langue seconde – immersion 12.

BC Adult Graduation Diploma (Adult Dogwood): This credential is for learners aged 18 and older. It requires only 20 credits (5 courses) completed after the student enters the adult program, focusing on core academic subjects. Adult learners are not required to complete the provincial numeracy or literacy assessments for this diploma.

Illness

Students, staff, and visitors must complete a daily health self-check (or parent/guardian check for children) before attending school or any site. [Anyone experiencing symptoms that limit participation in regular activities or could spread illness should stay home until](#)

[symptoms improve or as advised by a healthcare provider](#). Some illnesses (e.g., norovirus) may require a longer stay at home.

If a student or staff member becomes ill at school, parents/guardians will be contacted for prompt pickup. The individual may wait in a designated area to reduce the spread of illness. Schools will follow appropriate supervision, hygiene, and cleaning procedures.

Communicable Illness and Privacy

Schools and the district are required to protect personal and health information under the [Freedom of Information and Protection of Privacy Act \(FOIPPA\)](#). As a result, schools do not send notifications regarding common or non-reportable illnesses, including (but not limited to) lice, hand, foot and mouth disease, influenza, colds, or norovirus.

Communication related to illness will occur only when directed by the Medical Health Officer, in accordance with public health guidance and privacy legislation. This ensures that families receive accurate information while individual student privacy is protected. For information about reportable communicable diseases, families are encouraged to contact Island Health or consult public health resources directly.

Inclusive Education Services

All students are capable learners who deserve meaningful and engaging educational opportunities. Families play an essential role in their child's education, and inclusive education can take many different forms depending on individual needs. Our work is supported by a diverse team that includes Inclusion Support Teachers, District Inclusion Coordinators, specialty teachers for hearing, vision, and hospital homebound instruction, Speech-Language Pathologists, School Psychologists, Occupational and Physiotherapists, Education Assistants, District Education Assistants, and Communication Facilitators.

School-Based Team

Each school has a core School-Based Team that meets regularly to problem-solve, offer suggestions, and plan interventions for students experiencing challenges in any aspect of their learning. This team typically includes the Principal or Vice Principal, the Inclusion Support Teacher, a teacher counsellor, and at least one classroom teacher (usually the referring teacher). Depending on the situation, the team may also involve district staff such as Inclusion Coordinators, Speech Language Pathologists or Occupational Therapists as well as additional school staff such as Education Assistants, ELL teachers, or Learning Support teachers.

Individual Education Plans (IEPs)

An Individual Education Plan (IEP) is a dynamic, collaborative document created for students with a ministry designation. It outlines individualized goals, adaptations, modifications, and the services a student will receive, along with how progress will be monitored.

Our IEP goals are competency-based and strength-focused, meaning they build on what a student can already do and target the specific skills they are developing. Instead of following a fixed timeline or grade-level expectations, students demonstrate progress by showing increasing independence, consistency, and confidence in key areas.

IEPs vary widely in complexity. Some focus on classroom supports or small-group learning, while others include goals related to personal care, self-regulation, communication, or social interaction. Each objective is tailored to the student and reflects their ongoing journey toward long-term growth.

Who to Talk to and When

Concerns should always be addressed as close to the source as possible, beginning with the school-based team. If additional support is needed after those conversations, families can reach our [Inclusive Education Services \(IES\)](#) team for further guidance. For issues that remain unresolved or are particularly complex, the IES team will involve the appropriate team members from the Superintendent's office.

Monitoring Progress and Addressing Concerns in Student Learning

Supporting a child's learning is a shared responsibility between families and teachers, built on open, respectful, and ongoing communication. Establishing this relationship early is important, and families are encouraged to attend Meet the Teacher events and connect with their child's teacher as soon as possible. If there is information about your child that may impact their learning or wellbeing at school, sharing this early helps teachers provide the best possible support. Maintaining communication throughout the year is equally important, particularly if your child or family is experiencing change or difficulty, as this allows teachers to better understand and respond to what they may observe at school.

Parents and teachers are partners with a common goal: supporting student success. Questions or concerns should always be raised directly with the teacher through appropriate channels. Social media is not an appropriate forum for discussing concerns about your child's teacher, support staff or administrators. Online commentary undermines partnerships and damages relationships. While difficult conversations may arise, they are a normal part of the process and should be addressed constructively with the teacher, following the school's established processes if further support is needed.

NA'TSA'MAHT Indigenous Education

[NA'TSA'MAHT Indigenous Education](#) is a department dedicated to supporting students and families who have self-identified Indigenous ancestry. Our goal is to enhance educational, social, and cultural opportunities for Indigenous students while strengthening Indigenous perspectives within Kindergarten to Grade 12 learning environments.

Programs & Services

View the [NA'TSA'MAHT Indigenous Education programming brochure](#). All NA'TSA'MAHT programming is inclusive and integrated into regular learning. Students are not pulled out of class or singled out. Students who have self-identified as having Indigenous ancestry may access a range of supports and opportunities, including:

- Indigenous Role Model presentations
- Elders-in-Residence programs
- Cultural projects and classroom learning experiences
- Field trips, gatherings, and special events
- NA'TSA'MAHT Family Dinner Gatherings
- Academic in-class support from NA'TSA'MAHT teachers and program assistants
- Student and Family Advocate Teacher support (K–12)
- Liaison support connecting families with external services
- Grade 8 Land-based Transition Day
- Grade 12 Indigenous Graduation Recognition & Land-based Celebration
- Secondary supports such as scholarships, bursaries, post-secondary options, and Indigenous education fairs (Camosun & UVic)

Annual Consent to Receive Programs

Each school year, families are asked whether they would like their child to continue receiving NA'TSA'MAHT Indigenous Education programs and services via the [School District Online Consent Portal](#)

- If no contact is made, students of Indigenous ancestry will continue to receive in-class programming by default.
- Families who do not wish for their child to participate may contact their school by the annual deadline (typically late September) to decline services.
- Some activities, such as land-based gatherings, require additional parent/caregiver consent.

Self-Identification of Indigenous Ancestry

Families may choose to self-identify their child as having Indigenous ancestry (First Nations – Status or Non-Status, Métis, or Inuit).

- No proof of ancestry is required by the BC Ministry of Education and Child Care.
- Self-identification can be completed by contacting your child's school or the NA'TSA'MAHT Indigenous Education Office if not done at the time of School Registration.
- Schools also share posters and information to help families understand the self-identification process and where to ask questions

Questions or Support

If you have questions or would like more information:

- Contact your school-based NA'TSA'MAHT staff member, or
- Call the NA'TSA'MAHT Indigenous Education Office at 250-474-9833

Personal Digital Devices at School

The provincial government requires school districts to restrict student use of personal digital devices at school. Specific expectations and exceptions are set out in school and district Codes of Conduct. In elementary and middle school, teachers may allow the personal use of mobile devices for instructional purposes, digital literacy, health or medical needs, or as assistive technology, with guidance from the Inclusive Education Department. At all other times personal digital devices must be stored away including recess and lunch. This applies to headphones as well.

At the secondary level, teachers may plan for the use of personal mobile devices in lessons for instructional purposes, digital literacy, health or medical needs, or as assistive technology, in consultation with the Inclusive Education Department. Students may use devices and headphones during class transitions and during lunch.

The school district is not responsible for any personal devices brought to school.

Police Involvement in Schools

The school district collaborates with RCMP to ensure caring, welcoming, and inclusive environments. We do not have School Liaison Officers based in our schools, rather, there are members of the RCMP's Community Policing Unit that are familiar with our schools and regularly visit and support our schools. The primary reason for their presence is to build positive relationships with students and staff. They regularly attend and support athletic events, extra-curricular activities, meal programs, and special events. They also support vulnerable students with whom they may have knowledge outside of the school's jurisdiction and be a critical support and connection for them.

Privacy

Families will be informed of any information that the school is legally permitted to share regarding matters that directly involve their child. This approach aligns with privacy and legislative requirements that govern how personal information is collected, used and disclosed.

Resolving Concerns

It is natural for families to have questions or concerns. As a general guideline, communication is most effective when it remains as close to the source as possible. Families are encouraged to address concerns directly with the school so they can be resolved accurately and constructively. Social media is not an appropriate or effective forum for addressing school-related concerns or challenges. Please follow the district's Resolving Concerns process.

Safe Schools

Safe Schools delivers resources and programming that offers education, prevention and intervention services for students, staff and families related to school and student safety and well-being. This department supports the work of the Safe Schools Coordinator, the Safe Schools program assistant, and student advocates.

The department is responsible for Violent Threat Risk Assessment, which is a trauma-informed threat assessment that aims to identify and intervene within potential pathways to violence. Another way in which students are supported is through Student Advocates. Student Advocates are highly trained staff who support and guide students, especially during or after a crisis, and help connect students, families, and school staff to resolve conflicts and access supports. They support students in the midst or wake of a crisis or tragedy, they facilitate communication between the student, the staff and family to help resolve conflicts. They can coordinate with mental health services to provide referrals and support for students facing emotional or psychological challenges. They will also work with students who may not be engaged with school but serving as a conduit to ensure they are still connected to people within the school system.

Safe Schools is also responsible for the preparation and procedures of Hold & Secure and Lockdown.

School Change Requests

The [School Change Request](#) process opens annually and provides families with an opportunity to request a transfer to another school, including returning to an in-catchment school if you are attending an overflow school or, in limited circumstances, attending an out-of-catchment school. Requests are subject to school capacity, enrolment priorities, and approval, and are not guaranteed; families are encouraged to discuss their situation with their current school principal before applying. If a family moves within the district during the school year and wishes to change to their new in-catchment school right away, they should contact their child's current principal to initiate and authorize the request. If a family moves during the school year but plans to remain at the current school until year-end, a school change request must be submitted during the next annual application window to attend the new catchment school the following year. Proof of residency is

required for all address-based changes, and transportation eligibility may be affected depending on whether the move or school choice is considered in-catchment or out-of-catchment.

School Fees

School fees are charges that help cover specific costs associated with a student's education that are not fully funded by the Ministry of Education. In BC, school fees must follow the School Act and Ministry guidelines.

Typically, school fees may include:

- Course-specific materials or supplies (e.g., workbooks, specialty art or technology materials)
- Optional programs or activities (e.g., athletics, clubs, field trips)
- Personal items students keep (e.g., planners, agendas, spirit wear)
- Extracurricular participation fees, where applicable
- School fees do not include basic instructional materials required to meet curriculum outcomes, as these must be provided by the school. If paying school fees creates a financial hardship, families are encouraged to contact the school.

The district uses [School Cash Online](#) as a convenient option for paying school fees. Families may also refer to communications from their child's school for information about additional payment options that may be available.

School Supplies

School supply lists are determined by individual teachers based on the specific materials required for their courses. Families are encouraged to direct any questions about school supplies to the classroom teacher, as they are best able to explain how materials will be used for learning. If your family is experiencing financial hardship and requires assistance with school supplies, please contact the school.

Starting the School Year Strong

Starting a new school year brings excitement, change, and sometimes a few nerves for children and parents, too! Establishing supportive routines early on helps everyone transition smoothly. Begin by reintroducing school-year sleep and wake-up times about a week before classes start. A consistent bedtime routine sets the tone for calmer mornings, giving children time to eat breakfast and prepare without rushing.

Create a family routine that sets clear expectations for after-school hours as well. Designate a time and quiet space for homework, followed by time to play or relax. Having a predictable rhythm helps kids feel secure and teaches them to balance responsibilities

with rest and recreation. For younger children, visual schedules or checklists can help build independence and reduce friction around daily tasks.

Don't forget to keep communication open. Set aside a few minutes each day to chat about school—what went well, what was challenging, and any goals for tomorrow. Families that connect regularly help children feel supported and confident as they navigate new classrooms, friends, and routines. With consistency, encouragement, and a bit of teamwork, the whole family can start the year strong and keep that positive momentum going.

Student Emergency Release Form for Reunification

At the beginning of the school year, every student is sent home with a paper copy of a Student Emergency Release Form. New students will also receive this form when they arrive at school. It is critical that parents/guardians complete this form and ensure it is returned to your child's school. These copies are kept on hand in the event of an emergency, where we will need to safely reunite students with parents after certain emergencies. Our website has additional information about [emergency preparedness, drills and student reunification](#). Parents and guardians are responsible for ensuring that the school has current contact information.

Sooke Parents' Education Advisory Council (SPEAC)

[DPACs](#) are the legislated parent voice at the school district level, representing the collective views of school [Parents' Advisory Councils \(PAC\)](#) in a school district.

DPACs advise the Board of Education on any matter relating to education in their school district. DPACs advocate for parental involvement in the education system and give input into the development of education policy. As an official stakeholder, the DPAC is offered seat(s) on district committees such as policy, finance or budget etc.

DPACs are comprised of elected parent representatives from PACs and serve as an umbrella organization for the PACs in their school district. The DPAC is governed by its own Constitution and Bylaws.

Parent Advisory Council (PAC)

The School Act gives parents the right, through Parent Advisory Councils (PACs), to provide feedback in their school. PAC is the officially recognized collective voice of parents of their school. A PAC, through its elected officers, may advise the school board, the principal and staff of the school respecting any matter relating to the education of the students and the school. PACs are forums within each school community to discuss matters affecting your school and the education of your children. Parents' voices are of tremendous value to their school. They offer a wealth of ideas and support in the challenges that face all public

schools. As an autonomous body, the PAC must abide by its Constitution and Bylaws and the School Act. PACs strive to represent the diversity within their communities and contribute to the benefit of all students by:

- providing opportunities to educate and inform parents about the school.
- involving parents in volunteer activities; and
- openly discussing parents' concerns and aspirations for their schools.

Please refer to your school's website for information on the PAC including contacts.

Supporting Learning at Home

Parents and guardians play an essential role in reinforcing learning beyond the classroom. The following practices help create a strong foundation for academic success:

- **Establish a Positive Learning Environment**
Where possible, provide a quiet, well-lit space designated for learning activities (i.e., at the kitchen table). Ensure they have access to necessary materials and maintain a consistent daily routine that includes time for homework, reading, and review.
- **Promote Engagement and Communication**
Talk to your child about their day. What are they learning about? What are they enjoying? What are they not enjoying? How can I help you with ...
- **Encourage Reading**
Reading is a foundational skill. Support regular reading at home and foster curiosity by exploring topics that interest them.
- **Support Student Independence**
Guide students in organizing assignments and managing time while encouraging them to take responsibility for their work. Emphasizing effort and perseverance helps build confidence and resilience.
- **Use Technology Appropriately**
Monitor and support the responsible use of technology. Encourage a balanced approach that includes offline activities, physical movement and adequate rest.
- **Maintain School-Home Partnerships**
Stay informed through school communications. Participate in student-led conferences, or parent only conferences. Attend school events and get to know the staff that work with your children on a regular basis. Early collaboration helps address academic, behaviour or social concerns effectively.

Consistent support at home, combined with positive reinforcement, contributes significantly to student success and overall well-being.

Transcripts

A transcript is an official listing of your child's secondary school (Grade 10-12) marks and credits received specific to a British Columbia Graduation Program. A graduation certificate, sometimes referred to as a diploma or "Dogwood", is your official graduation document.

[Transcripts are ordered through the provincial government](#). Schools do not issue transcripts. To order your child's transcript, you will need their PEN (Personal Education Number). Graduation certificates can also be ordered through the same process. Their PEN can be found on their MyEd profile. It is recommended that your child keep a written record of their PEN for future use after graduation.

Transportation

The District offers a [student transportation service](#) for eligible riders as a paid service that is subsidized by the Board of Education.

Transportation is available for students who meet eligibility criteria, and parents/guardians must register their child each year. Fee and registration information is communicated by the Transportation Department, and fees are typically processed through School Cash Online.

If your family is experiencing financial hardship and requires assistance with transportation fees, please contact the school or the Transportation Department for information on support.

Parents/guardians are responsible for ensuring their child travels safely to and from designated bus stops, and all riders are expected to follow the School Bus Rules and Codes of Conduct. Failure to pay transportation fees or to follow School Bus Rules and Codes of Conduct may result in the suspension or withdrawal of bus service for the student.

Teacher Autonomy

In British Columbia, teachers have professional autonomy. This means they are trusted to use their professional training, experience, and judgement to support the learning needs of all students.

Teachers decide how to teach the curriculum, including the teaching methods they use, the learning resources they select, and how they assess and report on student progress. This flexibility allows teachers to respond to the diverse strengths, interests, and needs of students.

Teacher professional autonomy is not unlimited. All decisions must follow:

- School district policies and procedures
- Local collective agreements

- The BC Teachers' Federation (BCTF) Code of Ethics
- BC Teaching Standards
- The School Act and Ministerial Orders
- The Freedom of Information and Protection of Privacy Act (FOIPPA)
- The BC Human Rights Code

Within these guidelines, teachers are responsible for making instructional and assessment decisions that support student learning while meeting provincial and district requirements.

If you have concerns that a teacher has breached professional standards for educators, you can submit a complaint to the [Commissioner for Teacher Regulation](#). Before you submit a complaint, try to [resolve the issue at the school level](#).

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APPENDIX A: District Information & Program Links

(Alphabetized for easy reference)

A-C

- [Academy Programs](#)
- [Alternate Education](#)
- [Attendance](#)
- [Blended Learning](#)
- [Career Education](#)
- [Catchment](#)
- [Child Care](#)
- Codes of Conduct
 - [Elementary](#)
 - [Middle](#)
 - [Secondary](#)
- [Counselling](#)
- [Critical Incidents](#)
- [Curriculum](#)

D-G

- [Dual Credit Programs](#)
- [English Language Learners](#)
- [ERASE Reporting Tool](#)
- [Fair Notice](#)
- [Freedom of Information and Protection of Privacy Act](#)
- [French Language Programming](#)
- [Graduation Requirements](#)

I-N

- [Illness](#)
- [Inclusive Education Services](#)
- [NA'TSA'MAHT Indigenous Education](#)

R-S

- [Resolving Concerns](#)
- [Respectful Communication Guidelines](#)
- [Safe Schools](#)
- [Sooke Parents Education Advisory Council](#)
- [Student Emergency Release Form for Reunification](#)

T-Y

- [Trades Awareness, Skills and Knowledge \(TASK\)](#)
- [Transcripts](#)
- [Transportation](#)
- [Youth Explore Trades Skills](#)
- [Youth Train in Trades](#)
- [Youth Work in Trades](#)

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