Public Notice – Board of Education Online Public Meeting

A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on Sept. 9, 2025 at 6:00 pm.**

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

To participate in the meeting please click on this link: Follow Link

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

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
  - Select the **Q&A** function on the right side of the screen.
  - When asking a question using the Q&A function, please identify yourself. ==**Anonymous questions will not be responded to.**==
    - A reminder for Stakeholder groups to use the **Q&A** function.
  - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.
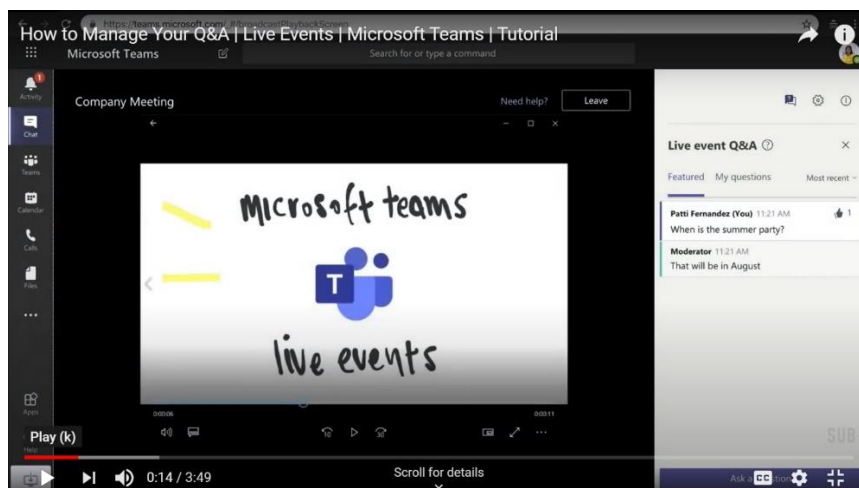
If you have questions regarding the meeting and how to access it that aren't answered in the link above please email info@sd62.bc.ca.

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

EDUCATION-POLICY COMMITTEE
School Board Office
Via MS Teams
Sept. 9, 2025 – 6:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
With gratitude and respect, we acknowledge that we live, learn, and work on the traditional territories of the Coast Salish: T'Sou-ke Nation, SĆIȺNEW (Beecher Bay) Nation, and the Nuu-chah-nulth: PaaɁčiidɁatḥ (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEȽ (Malahat) Nation, and the Ləkʷəŋən peoples of Songhees and Esquimalt Nations.

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

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

4. **BAA COURSE PROPOSALS**
There are no BAA course proposals for this meeting.

5. **NEW BUSINESS** (attached)
   a. Committee Terms of Reference – Acting Chair Beaton   Pg. 6
   b. Student Voice Engagement Plan – D'Arcy Deacon   Pg. 10

6. **REVIEW OF POLICIES/REGULATIONS** (attached)
   a. Draft Revised Policy A-101 "Administrative Organization" – Paul Block   Pg. 23

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

   b. Draft Revised Regulations E-205 "Recruitment and Selection of Administrative Personnel" –   Pg. 26
   Paul Block

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

   c. Draft Revised Policy and Regulations C-114 "Sanctuary Schools" – D'Arcy Deacon and   Pg. 31
   Laura Schwertfeger

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

7. **FOR INFORMATION**
    a. Research Project Approval – "Exploring How Useful Teachers Find Student Mathematics   Pg. 35
        Needs Information" – Daniel Jerez, University of Alberta

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE**: Oct. 7**,** 2025

COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
June 3, 2025 – 6:00 p.m.

Present: Christine Lervold, Trustee (Acting Chair)
             Cendra Beaton, Trustee (Committee member)
             Trudy Spiller, Trustee (Committee member)
             Tim Hamblin, CUPE
             Amanda Culver, STA
             Tom Davis, SPEAC
             Paul Block, Superintendent/CEO
             Dave Strange, Associate Superintendent
             D'Arcy Deacon, Associate Superintendent
             Beth Kim, Digital Asset Management Analyst

Regrets: Melissa Horner, SPVPA

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

2. **Opening Remarks from Acting Chair, Christine Lervold**
   The Chair shared words of appreciation for the contributions of the committee members this past year and extended wishes for a safe and restful summer break.

3. **COMMITTEE REPORT** of May 6, 2025 Education-Policy Committee meeting
   The committee report for the May 6, 2025 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**
   There were no BAA course proposals for this meeting.

5. **NEW BUSINESS** (attached)
   a. <u>SD62 Operational Plan 2025-26</u> – Paul Block
      Superintendent Paul Block introduced to the committee the 2025-26 District Operational Plan. The presentation included an overview of key parts of the new Strategic Plan that inform next year's Operational Plan. The presentation was well received and viewed as an indicator of the planning maturity of the district and the commitment to organizational excellence. The presentation was

followed with discussion, questions and feedback. Specific inquiries arose about school counselling, strategies related to climate goals, etc. Appreciation was shared for the continued consultation with the local First Nations as part of the development of the Strategic Plan and the proposed 2025-26 Operational Plan.

Recommended Motion:
That the Board of Education for School District #62 (Sooke) receive the 2025 – 26 Operational Plan.

6.   **REVIEW OF POLICIES/REGULATIONS**
   a.   Draft Revised Policy and Regulations C-111 "International Education and Non-Resident Students – Paul Block
   Superintendent Paul Block presented to the committee the draft revised policy and regulations. The presentation was well received and was followed with discussion, questions and feedback. Feedback in the meeting was recorded and will be added to all feedback that comes forward during the Notice of Motion period.

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

   b.   Draft Revised Policy and Regulations C-112 "Ordinarily Resident" – Paul Block
   Superintendent Paul Block presented to the committee the draft revised policy and regulations. The presentation was well received and was followed with discussion, questions and feedback. Feedback in the meeting was recorded and will be added to all feedback that comes forward during the Notice of Motion period.

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

7.   **FOR INFORMATION**

8.   **FOR FUTURE MEETINGS**

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

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School District #62 (Sooke)

	No.: A-340
SCHOOL BOARD COMMITTEES	Effective: Jan. 13/81 Revised: 26/04/83; 13/12/85; 24/03/87; 24/11/92; 23/05/95; 13/05/97; 08/12/98; Jan. 19/15; Apr. 24/18; Dec. 10/19 Reviewed: Dec. 8/14; Jan. 19/15; Jan. 9/18; Mar. 12/18; Mar. 13/18; Dec. 10/19

ADMINISTRATIVE REGULATIONS

1. General
   1.1 The Board may establish such committees as it considers desirable.
   1.2 Standing Committees exist to provide an opportunity to deliberate on issues of ongoing importance to the District in an open and inclusive manner.
   1.3 Meetings may be in public, or where warranted in-camera.
   1.4 A standing committee will consider matters referred to it by the Board, and may consider items suggested by staff, trustees, committee representatives or members of the community.
   1.5 **Standing Committees:**
   The Board will establish the following standing committees to conduct its business:

   1.5.1 **Audit (Financial Statements Review Committee)**
   Mandate: The Audit Committee will assist the Board in fulfilling its governance and oversight responsibilities and may consider matters pertaining to:
   - Financial reporting;
   - Internal control, information systems and risk management;
   - External audit; and
   - Internal audit.

      1.5.1.1 **Contact**: Secretary-Treasurer
      1.5.1.2 **Operations**:
      - The Audit Committee shall be chaired by a trustee.
      - The committee will meet as necessary during the school year.
      - Reports and recommendations from this committee shall be prepared for the subsequent regular meeting of the Board of Education.

   1.5.2 **Education – Policy Committee**
   Mandate: To meet with the Superintendent, other appropriate staff, and district partner groups to review and recommend to the Board direction and actions pertaining to:
   - Provision of educational programs for students, including curriculum, instruction and assessment;
   - Student learning, including student support services;
   - Learning resources;
   - Research on teaching and learning;
   - Showcase district programs and effective teaching practices;

- achievement accountability;
- periodically and systematically review Board policies with the intent of ensuring that policies remain useful, current and understandable;
- Present recommendations for new and revised policy for Board approval; and,
- other matters referred to it by the Board.

    1.5.2.1   **Contact**: Superintendent.
    1.5.2.2   **Operations**
- The Education-Policy committee shall be chaired by a trustee.
- It will ordinarily meet on the first Tuesday of every month from September to June.
- Reports and recommendations from this committee shall be prepared for the subsequent regular meeting of the Board of Education.

1.5.3 **Resources Committee**
Mandate: To meet with the Secretary-Treasurer, other appropriate staff, and district partner groups to review and recommend to the Board direction and actions pertaining to:
- Building construction, maintenance and district facilities, transportation and custodial services;
- Develop and recommend to the Board long range planning for accommodating the District's needs related to sites and buildings;
- Make recommendations to the Board regarding the annual Capital Budget submission to the Ministry of Education;
- Consider and make recommendations to the Board on the District's operating, special purpose and capital budgets;
- Consider and recommend to the Board new or adjusted bylaws;
- Consider and make recommendations to the Board on the District's business and accounting services;
- Consider, recommend and provide advice and information to the Board related to human resources; and,
- other matters referred by the Board.

    1.5.3.1   **Contact**: Secretary-Treasurer.
    1.5.3.2   **Operations**:
- The Resources committee shall be chaired by a trustee.
- It will ordinarily meet on the second Tuesday of every month from September to June.
- Reports and recommendations from this committee shall be prepared for the subsequent regular meeting of the Board of Education.

1.6 **Membership**:
1.6.1 In December of each year, the Chairperson of the Board shall appoint three Trustees to the Education-Policy committee, three trustees to the Resources committee, and two trustees to the Audit committee, after consultation with Trustees. If an appointed Trustee is absent from a committee meeting, the Board Chairperson may act as an alternate committee member or appoint another trustee.

1.6.2 The Chairperson of the Board shall also designate the Chairperson of each standing committee.

    1.6.2.1 In addition to ensuring the proper functioning of committee meetings, the Committee Chair shall also be responsible for setting the committee agenda, in collaboration with the Board Chair and designated staff contact, and reporting the proceedings of the committee meeting back to the Board of Education.

1.6.3 The Superintendent or designate and the Chairperson of the Board shall be ex officio members of all standing committees. In addition, members of the district's staff may be invited to assist a committee with its business.

1.6.4 The Chairperson of the Board may be named as a regular member of any standing committee, but shall not serve as Chairperson of the standing committee.

1.6.5 Any trustee not assigned as a committee member may attend any committee meeting as a guest in order to participate in discussion or debate, but may not vote.

1.6.6 Only Trustees, District Staff and invitees may attend in-camera sessions.

1.6.7 Where there are public sessions of a standing committee, the following groups will be invited to appoint a representative:
- Sooke Teachers' Association (STA);
- CUPE Local 459;
- Sooke Principals and Vice-Principals Association (SPVPA);
- Sooke Parent Education Advisory Council (SPEAC); and
- Student representatives.

1.7 **Committee Procedures**:

1.7.1 No committee shall make recommendations when fewer than two appointed Trustee committee members are present.

1.7.2 All committee members and attendees (including members of the public) are able to participate fully in discussion, however, only Trustees appointed to the committee will vote on recommendations to the Board.

1.7.3 Standing committees will function in a formal manner under Robert's Rules of Order, permitting the kind of free-flowing discussion anticipated for committee of the whole work.

1.7.4 Written notice of committee meetings and agendas shall be available for all Trustees, representative members, and the public at least three days prior to committee meeting dates.

1.7.5 Agenda preparation:

    1.7.5.1 Agenda preparation shall be the responsibility of the committee's Chairperson, supported by staff assigned to assist that committee.

    1.7.5.2 Preference on the agenda will be items referred by the Board through formal motion.

    1.7.5.3 District staff may bring items forward to standing committee meetings for consideration and recommendation to the Board of Education.

    1.7.5.4 Individual trustees may advance an item to a Board Standing Committee through:

        1.7.5.4.1 Formal motion of the Board, or

        1.7.5.4.2 Individual trustees may request that the Committee Chair add the item to the agenda after first discussing the item with the Superintendent or Secretary-Treasurer.

1.7.6 Committee Reports:
    1.7.6.1 Committee reports shall be the responsibility of the committee's chairperson, supported by staff assigned to assist that committee.
    1.7.6.2 Standing committees shall report on the activities and recommendations of the committee at subsequent regular Board of Education meetings.
    1.7.6.3 Committee recommendations for Board consideration shall be written in the form of Board motions for debate. Each recommendation will be dealt with individually.
    1.7.6.4 Each committee chairperson, at the completion of their report, will move that the report be accepted by the Board.

1.7.7 Any matters considered by a committee of the Board which have financial implications are to be referred to the Resources Committee for comment before the originating committee brings the matter to the Board.

1.7.8 District staff will support the committee chairperson by acting as secretary in order to complete committee reports for the committee chairperson's approval.

1.8 **Special or Ad Hoc Committees**:

1.8.1 The Board may establish special or ad hoc committees to study, investigate or report on specific matters.

1.8.2 The Board shall determine a period within which a special committee shall present a report to the Board.

1.8.3 The purpose and terms of reference of a special or ad hoc committee shall be defined in writing and approved by the Board before members of the committee are named, except when the Board asks the committee to recommend its own terms of reference for Board approval. The recommendations of a special or ad hoc committee shall be confined to its terms of reference.

1.8.4 Membership on a special or ad hoc committee shall be limited in number to a minority of Trustees holding office at the time of the committee's appointment, and to members of the Board's staff appointed to the committee by the chairperson of the Board, in consultation with the Superintendent. In addition, the Board may appoint members of the community who, in the Board's judgement, may assist the committee in its work.

1.8.5 The Chairperson of the Board shall name the chairperson of the special or ad hoc committee. The committee chairperson shall preside at all special or ad hoc committee meetings.

1.8.6 Dates, times and places for meetings will be determined by members of the committee. Notice of meeting and agenda will be given to members at least three days prior to the meeting.

1.8.7 A report of the items discussed and recommendations made by the committee will be kept and will be made available to committee members and to the Board.

Committee Info Note
Education-Policy Committee Meeting
Sept. 9, 2025
Agenda Item 5b: Student Voice Engagement Plan

The Sooke School District is advancing its commitment to student engagement through the development of a Student Voice Engagement Plan. In fall 2024, an environmental scan was completed with educators to identify all current methods for gathering student voice and the ways this input is included in school and district planning. This scan provided a comprehensive overview of existing practices and highlighted opportunities for growth.

In spring 2025, students from Grades 4 to 12 participated in a series of engagement opportunities. These sessions invited students to share how they get involved at school, how they are able to express their voice, where they see their ideas reflected in school life, and what changes would help them share their ideas more effectively.

Compiling feedback from both educators and students, the Student Voice Engagement Plan is anchored by three key goals:

1. Increase student participation in decision making.
2. Improve student perception of being heard and respected.
3. Use student feedback to inform school improvement planning.

Each goal is supported by clear "staff will" and "students will" statements, outlining specific actions for both educators and students to advance these priorities. This approach ensures that responsibilities and expectations are transparent, actionable, and aligned with the district's vision for inclusive and meaningful student engagement.

Prepared by,

D'Arcy Deacon
Associate Superintendent

Sooke School District 2025-2026 Student Voice Engagement Plan

SOOKE SCHOOLS 62
Shaping Tomorrow Today

TERRITORIAL ACKNOWLEDGEMENT

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

EXECUTIVE SUMMARY

The Sooke School District is pleased to present its Student Voice Engagement Plan, which identifies goals and strategies to support student participation in the 2025-2029 Strategic Plan. This plan provides an annual perspective on our student voice engagement, including planned actions and systems for monitoring progress over the next three years (2025-2028).

This plan is informed by a district scan and a series of student and staff engagements to identify current strategies that include student voice, areas for consideration in future strategy, and overall student perceptions of being heard and respected.

This process has identified three key goals to address feedback from the scanning process:

1. Increase student participation in school decision-making
2. Improve student perception of being heard and respected
3. Use student feedback to inform school improvement planning

This plan reflects our commitment to engage students in meaningful and authentic dialogue about their experiences in the Sooke School District and to honour their voices in our annual planning cycles. It is grounded in the priorities set out in our Strategic Plan and guided by a long-term vision for student success.

To learn more about the Sooke School District—including information on the Board of Education, our Strategic Plan, and the traditional territories on which we live, learn, and work—please visit www.sd62.bc.ca.

VISION STATEMENT

This plan emphasizes that student voice is central to shaping inclusive, innovative, and empowering learning environments in School District 62 (Sooke). It aims to foster meaningful dialogue and ensure students feel heard, respected, and involved in decision-making.

PURPOSE

To create a school and district culture where every student feels heard, valued, and empowered to contribute to decisions that affect their learning and well-being.

KEY THEMES
(THESE REFLECT HOW STUDENTS PERCEIVE THEIR ABILITY TO SHARE IDEAS AT SCHOOL)

- Many students responded with "Yes" or "Sometimes" indicating partial or full opportunities to share their voice.
- A significant number expressed uncertainty or said "No," highlighting inconsistency in engagement.
- Some students noted that while surveys exist, they are unsure if their input leads to action.

3

GOAL 1: INCREASE STUDENT PARTICIPATION IN SCHOOL DECISION MAKING

Staff will:

- Invite student representatives to participate in school leadership and planning meetings.
- Create regular opportunities for students to co-lead initiatives (e.g., assemblies, clubs, events).
- Provide training and mentorship to support students in leadership roles.
- Share decision-making timelines and processes with students in accessible formats.

Students will:

- Participate in school committees and provide input on key decisions.
- Lead or co-lead projects that impact school culture or operations.
- Communicate peer perspectives to staff through structured forums or councils.
- Collaborate with staff to co-create solutions to school-wide challenges.

GOAL 2: IMPROVE STUDENT PERCEPTION OF BEING HEARD AND RESPECTED

Staff will:

- Use inclusive language and active listening strategies in all student interactions.
- Follow up on student feedback with clear communication about what actions were taken.
- Celebrate diverse student voices through displays, announcements, and storytelling.
- Model respectful dialogue and encourage open expression in classrooms and common spaces.

Students will:

- Share their experiences and ideas through surveys, focus groups, or informal conversations.
- Engage in respectful dialogue with peers and staff, even when perspectives differ.
- Participate in peer-led initiatives that promote inclusion and belonging.
- Reflect on how their voice contributes to a positive school environment.

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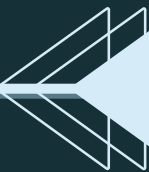
GOAL 3: USE STUDENT FEEDBACK TO INFORM SCHOOL IMPROVEMENT PLANNING

Staff will:

- Collect student feedback regularly through surveys, interviews, and classroom discussions.
- Analyze student input alongside academic and behavioral data to inform planning.
- Include student voice data in school growth plans and professional learning agendas.
- Report back to students on how their feedback shaped decisions and next steps.

Students will:

- Provide honest and constructive feedback about their learning and school experience.
- Participate in data walks or feedback sessions to review and interpret school data.
- Co-develop action plans with staff based on shared priorities.
- Monitor progress on initiatives they helped shape and suggest adjustments as needed.

6

Appendices

7

CURRENT ENGAGEMENT STRATEGIES

Ongoing Activities:

- Leadership clubs and classes across grade levels
- Student councils and executive roles
- Student-led assemblies, announcements, and presentations
- Informal feedback through reflections and CBIEPs
- Inclusive clubs (e.g., SOGI, GSA, Rainbow Club)
- Participation in school committees and initiatives
- Peer helper roles and grad council meetings
- Strong student-staff relationships and open dialogue

Annual and Structured Events:

- Student Learning Survey and focus groups
- Equity retreats and surveys
- Round circles, town halls, and neighborhood gatherings
- Cultural and environmental events
- Career events, capstones, and year-end activities
- Student-Trustee forums and logo redesign projects

USING STUDENT VOICE TO DRIVE CHANGE

- Feedback loops guide daily operations and planning
- Student input shapes school goals, equity plans, and event planning
- Data from surveys and focus groups inform programming and resource allocation
- Staff collaboration and distributed leadership ensure student voice is embedded in school culture
- Emphasis on moving from anecdotal to quantifiable feedback

COMMUNICATING IMPACT AND VISIBILITY

- Communication through announcements, newsletters, assemblies, and displays
- Student voice reflected in visible changes and decision-making
- Direct conversations, focus groups, and leadership meetings
- Transparency and trust-building through clear feedback loops
- Alignment of student priorities with school goals

BELONGING, ACCESS, AND EQUITY CONSIDERATIONS

- Ensure representation from all student groups (e.g., Indigenous, ELL, LGBTQ2S+, students with diverse abilities and disabilities).
- Provide multiple ways for students to share input (verbal, written, anonymous).
- Offer training for staff on inclusive facilitation and listening practices

AREAS FOR CONSIDERATION

- Students proposed a wide range of ideas to improve voice and inclusion
- More opportunities to share ideas (e.g., suggestion boxes, forums, surveys)
- Better follow-through on feedback (e.g., acting on survey results)
- Increased representation (e.g., cultural events, inclusive clubs)
- Improved facilities (e.g., cleaner washrooms, more food options)
- More inclusive decision-making (e.g., voting on school changes, student-led initiatives)
- Students identified where their ideas are or are not reflected
- Leadership groups and clubs were often cited as spaces where student voice is heard
- Posters, events, and classroom discussions were mentioned as visible reflections of student input
- Many students, however, said they don't see their ideas reflected anywhere, indicating a gap between input and implementation

Actionable Steps

To strengthen student voice and engagement, consider the following actions:

1. Establish Regular Feedback Loops
   - Use surveys, forums, and class discussions to gather input
   - Ensure students know how their feedback is used
2. Create Visible Channels for Expression
   - Suggestion boxes (physical and digital)
   - Student voice boards or newsletters
3. Empower Student Leadership
   - Expand leadership roles and clubs
   - Support student-led initiatives and events
4. Ensure Representation and Inclusion
   - Celebrate diverse cultures and identities through events and curriculum.
   - Provide safe spaces for underrepresented voices
5. Act on Feedback
   - Share outcomes of student input
   - Implement feasible suggestions and explain decisions transparently
6. Train Staff on Student Voice
   - Encourage teachers to actively listen and respond to student ideas.
   - Include student voice in school planning and policy discussions

SUGGESTED CALENDAR OF STRATEGIES AND ACTIONS

Strategy	Action Steps	Timeline	Responsible	Success Indicators
Student Leadership Groups	Establish a diverse council of students from all grades.	Sept–Oct	Admin & Teachers	Council meets monthly; minutes shared with staff.
Feedback Loops	Conduct quarterly student surveys and focus groups.	Ongoing	Teachers & Students	75%+ response rate; themes reported to staff.
Classroom Voice	Implement regular "student voice" check-ins (e.g., exit tickets, suggestion boxes).	Bi-weekly	Teachers	Students report feeling heard in class (survey).
Student-Led Conferences	Pilot student-led parent-teacher conferences.	Feb–Mar	Teachers	80% participation; positive feedback from families.
Celebrating Voice	Highlight student ideas and initiatives in newsletters and assemblies.	Monthly	Admin & Students	Increased visibility of student contributions.

MONITORING AND EVALUATION

Tool	Frequency	Purpose
Microsoft Forms Surveys	Annually	Track changes in student perceptions.
Focus Groups	Twice a year	Deepen understanding of survey results.
Staff Reflection Logs	Annually	Reflect on how student voice is being integrated.
Student Voice Dashboard	*Ongoing*	*Visualize engagement metrics and feedback.*

Committee Info Note
Education-Policy Committee Meeting
Sept. 9, 2025
Agenda Items 6a & b: Draft Revised Policy A-101
"Administrative Organization" and Draft Revised Regulations
E-205 "Recruitment and Selection of Administrative Personnel"

Issue:

Revise Policy A-101 "Administrative Organization" and Regulations E-205 "Recruitment and Selection of Administrative Personnel" to reflect the removal of the Executive Director of Digital Services from the Senior Executive.

Background:

- Times of change often incentivize organizations to review the way in which work is structured within each functional area.
- With the resignation of the Executive Director - Digital Solutions, the District has taken some time to consider the future structure of the Information Technology ("IT") function and the way in which the Information Technology Department collaborates and coordinates activities with other functional areas within the District.
- SD62 has also considered the organizational structures of other BC school districts, and the structure of their respective IT functions.

Analysis:

- The District notes that it is commonplace within the BC K-12 Education Sector for the majority of IT duties and responsibilities to be contained within the Business Services umbrella, reporting to the Secretary-Treasurer. It is not commonplace for the leader of the IT function to be a part of a school district's executive team.

- Similarly, the SD62 leadership believes that the District would be better served by restructuring the IT function such that responsibility for IT infrastructure/operations, cyber risk and security, privacy, records management and digital governance move to the Business Services group, reporting to the Secretary-Treasurer. Responsibility for student data analytics/integration would move to the Academic Services group, reporting directly to the Deputy Superintendent.

- To facilitate these organizational changes, a corresponding update to Policy A-101 – "Administrative Organization" is required.

- The recommended changes to Policy A-101 would also necessitate a housekeeping update to Regulations E-205 "Recruitment and Selection of Administrative Personnel" to remove reference to the Executive Director – Digital Solutions position.

Next Steps:

Recommended Motions:

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

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

Prepared by,

Paul Block
Superintendent/CEO

Attachments: Draft Revised Policy A-101
                 Draft Revised Regulations E-205

School District #62 (Sooke)

	No.: A-101
ADMINISTRATIVE ORGANIZATION	Effective: June 22/81 Revised: Feb. 26/08; Dec. 9/14; Dec. 11/18; May 23/23 Reviewed: Nov. 17/14; Dec. 8/14; Dec. 11/18; Apr. 25/23; May 23/23; Sept. 9/25

SCHOOL BOARD POLICY

The Superintendent of Schools is the Chief Executive Officer of the Board of Education, and as such assumes full authority and responsibility for the implementation of the policies of the Board and for the management of the school district.

The Board and Superintendent are assisted by ~~six~~ **five (5)** executive officers of the Board; the Deputy Superintendent, two Associate Superintendents of Schools, the Secretary-Treasurer, **and** the Executive Director of Human Resources, ~~and the Executive Director of Digital Solutions~~, all of whom report to the Superintendent of Schools (except that in matters pertaining to their responsibilities as Corporate Officer of the Board, the Secretary-Treasurer shall report to the Board).

In the absence of the Superintendent of Schools, the Deputy Superintendent shall assume responsibility for the operations of the district.

The Deputy Superintendent and Associate Superintendents shall be accountable to the Superintendent for assigned aspects of the district's educational operations, including personnel, curriculum and budget preparation and administration. The Secretary-Treasurer shall be accountable to the Superintendent of Schools for all aspects of the district's Support Services operation: finance, maintenance, transportation, construction, clerical services and business operations **(including information technology infrastructure and operations, privacy, cyber risk and security, records management and digital governance)**. The Executive Director of Human Resources shall be accountable to the Superintendent for assigned aspects of labour relations, Occupational Health and Safety, as well oversight of district collective agreement obligations. ~~The Executive Director of Digital Solutions shall be accountable to the Superintendent for assigned aspects of digital literacy/training support, infrastructure and technology operations support, cyber risk and security, records management data analytics and integration, and digital governance and integration.~~

All other members of school district staff report directly to a designated supervisor, who ultimately will have responsibility to an executive officer.

The Board expects that its executive officers will assume a high level of responsibility for thorough planning, sound management, effective interpersonal relations and the continuing improvement of school district communications, morale and general effectiveness.

School District #62 (Sooke)

	No.: E-205
Recruitment and Selection of Administrative Personnel	Effective: Jan. 23/24 Revised: Reviewed: Dec. 5/23; Dec. 19/23; Jan. 23/24; Sept. 9/25

ADMINISTRATIVE REGULATIONS

1. Superintendent

    1.1. The Board has the sole authority to recruit and select an individual for the position of Superintendent and anyone expected to act in the place of the Superintendent for a period in excess of thirty (30) days.

    1.2. The Board may choose to engage an external consultant to provide executive search services.

    1.3. The Board shall have sole responsibility for initiating the advertising process and shall make reasonable effort to ensure that all current district employees are made aware of the vacancy.

    1.4. The Board shall constitute the selection committee.

    1.5. The Board will invite representatives from Executive Staff and district stakeholder groups (CUPE, STA, SPVPA, and SPEAC) to advise the selection committee during the interview process.

2. Executive Staff
    The following process shall be used for executive staff positions, specifically, Deputy Superintendent, Associate Superintendent, Secretary-Treasurer, **and the** Executive Director of Human Resources ~~and the Executive Director of Digital Solutions~~.

    2.1. The Superintendent is delegated authority to recruit and establish shortlisting and interview processes, within the limitations of legislation, budget allocations and collective agreements.

    2.2. Prior to commencing a search for an Executive Staff position a current, written role description shall be prepared.

    2.3. Input to the recruitment criteria shall be provided by the Board and may be sought from district stakeholder groups prior to the recruitment being initiated.

    2.4. The Personnel Committee of the Board, Superintendent, and Executive Team Representatives appointed by the Superintendent shall constitute the short listing and selection committees for these positions.

    2.5. The selection committee shall seek representation from other members of the Executive Staff and stakeholder groups to participate as an advisory committee to the selection committee during the interview process. Feedback and recommendations from the advisory committee will be recorded as reference material for the selection committee. Advisory committee

members, comprised of stakeholder representative, shall withdraw at the conclusion of this feedback process.

2.6. Recommendations by the selection committee shall be brought forward to the Board of Education for ratification.

3. Principals and Vice-Principals
At the discretion of the Superintendent and within the constraints of this policy, principal or vice-principal vacancies shall be filled through either: Principal or Vice-Principal mobility, selection from the Principal/Vice-Principal hiring pool; or through competition for a posted vacancy.
Principals and Vice-Principals are hired to the district and placed in assignments.

3.1. *Principal and Vice-Principal Mobility*:
3.1.1. The Board believes that changes in Principal and Vice-Principal assignments can be positive for professional growth and the strengthening of system leadership.

3.1.2. The Superintendent is delegated authority for determining such changes in assignment.

3.1.3. Consideration for mobility transfers may be initiated at the request of either the Principal/Vice-Principal or the Superintendent. Normally, such consideration shall be given after the Principal/Vice-Principal has held an appointment for a reasonable period of time and there is value to be gained by a transfer.

3.1.4. Once mobility transfers have been completed the Superintendent shall inform the Board of the new assignments.

3.2. *Principal/Vice-Principal Hiring Pool*:
3.2.1. The District shall maintain an eligible administrator pool for the positions of elementary principal, elementary, middle and secondary vice-principal.

3.2.2. The Superintendent or designate may call for a competition of candidates who may be assigned to a district hiring pool for up to two (2) years.

3.2.3. Candidates are accepted into the eligible administrator pool pending the outcome of the recruitment and interview process.

3.2.4. Applicants may remain in the pool for two (2) years. After two (2) years, candidates are reviewed and references are checked. Positive references may allow candidates to remain in the eligibility pool for one (1) more year.

3.2.5. Information regarding successful pool candidates will be communicated to the Board.

3.3. *Competition for a Posted Vacancy for Principal or Vice-Principal Positions*:
3.3.1. The Superintendent is delegated full authority for all aspects of the selection processes for the positions of Principal and Vice-Principal, except as may otherwise be provided in this policy.

3.3.2. This delegated authority includes, but is not restricted to, establishing and carrying out a consultation process, recruitment, advertising, reviewing applications, short-listing, developing interview processes, communications with candidates, chairing the interview

process, determining the preferred candidate, making the appointment, and ensuring appropriate contractual arrangements.

    3.3.3. The Superintendent shall inform the Board of Principal/Vice-Principal appointments, including to the eligible administrator pool.

4. Non-School Based Positions
The following process shall be followed for senior district management positions including Director and Manager.

    4.1. The Superintendent is delegated authority to recruit and select senior staff and district management positions within the limitations of legislation, budget allocations and collective agreements.

    4.2. These positions shall have a written job description and shall be compensated within the BCPSEA compensation guidelines.

5. Recruitment and Reporting Process
    5.1. All Administrative Personnel positions captured within this policy, shall be approved by the Board, for the Superintendent and Executive Staff ,or the Superintendent for all other positions.

    5.2. The Superintendent shall establish a recruitment process for all positions that provide an unbiased and objective process.

    5.3. The Superintendent shall ensure that practices designed to improve the lives of disadvantaged individuals or groups as defined in the BC Human Rights Code are utilized as expressly permitted under a special program application to the BC Human Rights Commissioner.

    5.4. Input into selection criteria:
        5.4.1. The Superintendent shall, in collaboration with Executive Staff and others as appropriate, develop recruitment criteria for vacant positions.

        5.4.2. The criteria shall reference duties and responsibilities, education and experience, and district leadership competencies.

    5.5. Shortlisting
        5.5.1. The Superintendent or designate will convene a selection panel comprised of three (3) representatives of the Superintendent's Office and one (1) representative of the Human Resources Department to determine shortlisted candidates for any posted, excluded position.

        5.5.2. At the time of shortlisting, the committee will review the qualifications for the position, the approximate number of openings, the number of individuals to be interviewed, the process to be followed in examining the supporting material submitted by candidates, and the interviewing procedures.

        5.5.3. The Superintendent or designate will contact shortlisted candidates and will arrange for interview times. Candidates will be briefed on the process prior to the interview. The shortlist of candidates will be kept confidential.

5.6. Interview Panels:

    5.6.1. Where the Superintendent or designate determines that a single vacancy or hiring pool vacancy exists, an application process will be done with selection committee consisting of three (3) representatives of the Superintendent's Office and one (1) representative of the Human Resources Department.

    5.6.2. Prior to the interview being held, the selection committee will agree on a presentation and questions that they will ask the candidates. Each candidate will be asked the same questions to ensure consistency and equity.

    5.6.3. The Superintendent or designate will invite representatives from district stakeholder groups (CUPE, STA, SPVPA, and SPEAC) to advise the selection committee during the interview process.

5.7. Role of the Human Resources Department with Administrative Personnel

    5.7.1. Appropriate representatives from the Human Resources Department will assist and support the work of filling administrative vacancies.

    5.7.2. The Human Resources Department will facilitate completion of recruitment, interview and completion of offer and acceptance of employment processes.

5.8. The Superintendent will provide a report to the Board providing information on the appointment of successful candidates for all principal and vice-principal, and non-school based positions, outlining the skills, experience and relevant information of the selected candidate.

6. Hiring Matrix and Stakeholder Participation:

Position Recruited	Recruitment Criteria Input	Shortlisting	Interview	Hiring Approval	Reporting
Superintendent	Board May request from: Executive Staff, SPVPA, STA, CUPE, SPEAC, Indigenous Rights Holders	Board	Board, supported by the Executive Team	Board	Board informs community
Executive Staff	Board and Superintendent May request from: Executive Staff, SPVPA, CUPE,STA, SPEAC, Indigenous Rights Holders	Personnel Committee of the Board, Superintendent, and Executive Team Members appointed by the Superintendent	Personnel Committee of the Board, Superintendent, and Executive Team Members appointed by the Superintendent	Board and Superintendent	Board and Superintendent inform community
Principals, Vice-Principals	Superintendent May request from: Executive Staff, SPVPA, CUPE,STA, SPEAC, Indigenous Rights Holders	Superintendent and selection committee	Superintendent and established panel	Superintendent	Superintendent informs Board
Non-School Based Staff	Executive Staff and Direct Reports	Executive Staff and selection committee	Executive Staff and established panel		Executive Staff Member informs Superintendent and Board
Other Exempt Staff	Directors, Manager May request from: direct reports	Director, Manager	Director, Manager, supervisor	Director or Manager	Director or Manager informs Executive lead

Committee Information Note
Education-Policy Committee Meeting
September 9, 2025
Agenda Item 6c – Draft Revised Policy and Regulations
C-114 "Sanctuary Schools"

Policy and Regulations C-114 "Sanctuary Schools" were updated to align with the revised Policy C-112 "Ordinarily Resident" adopted by SD62 in 2025. These housekeeping changes clarify that all school-age children who are ordinarily resident in the district, regardless of immigration status, are entitled to admission. The updated regulations explicitly prohibit sharing personal information of students or families with federal immigration authorities unless legally required and restricts access to schools by Canada Border Services Agency (CBSA) officials unless mandated by law. These revisions ensure consistency with Policy C-112, which defines "ordinarily resident" and broadens eligibility for school admission.

The policy also mandates communication of these protections to all school employees, volunteers, and immigrant communities.

Overall, the update strengthens the district's commitment to providing a safe, inclusive environment for all students, reflecting current legal standards and community values regarding access to education.

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

Prepared by:

D'Arcy Deacon
Associate Superintendent

Attachments: Draft Revised Policy and Regulations C-114

Policy References:

Policy C-112 Ordinarily Resident
Regulation C-112 Ordinarily Resident

School District #62 (Sooke)

	No.: C-114
SANCTUARY SCHOOLS	Effective: May 28/24 Revised: Reviewed: Apr. 9/24; Apr. 30/24; May 28/24; Sept. 9/25

SCHOOL BOARD POLICY

The Board of Education takes pride in its commitment to providing a safe and welcoming environment for all children and families who are ordinarily resident in the school district, including those with precarious immigration status or no immigration status.

All school age children who are ordinarily residents in the school district, including those with precarious immigration status or no immigration status in Canada, are entitled to admission in school. The personal information of enrolled students or their families shall not be shared with federal immigration authorities unless required by law. The Board shall not permit Canada Border Services Agency (CBSA) officials or immigration authorities to enter schools or district facilities unless required by law. All public-school employees and volunteers shall be informed of this policy, and it will be communicated to requisite stakeholders including immigrant communities.

Reference:
Policy C-112 Ordinarily Resident

School District #62 (Sooke)

	No.: C-114
SANCTUARY SCHOOLS	Effective: May 28/24 Revised: Reviewed: Apr. 9/24; Apr. 30/24; May 28/24; Sept. 9/25

SCHOOL BOARD REGULATION

The Board will implement communication protocols and admission procedures in accordance with these requirements:

1. This policy and relevant provisions of the *School Act* will be communicated annually to all school administrators and school office staff. Such materials will also be prominently displayed in school offices, and on the district's website.

2. The Board will provide orientation and training for all staff regarding the policy to promote expertise and sensitivity regarding the needs of students without immigration status in Canada.

3. A thorough communications plan will be developed to share this information in immigrant communities.

4. The appropriate instructions for staff and public information materials concerning admission procedures will be revised to reflect the policy. Such revisions will also be included in all training and orientation programs for staff and community agencies who have responsibilities in this area.

5. All student registration forms, including electronic databases, which refer to immigration status in Canada, will be deemed strictly confidential.

6. All student registration forms, including electronic databases, will provide clearly stated options for any family which does not wish to share proof of immigration status as a means of establishing that they are ordinarily resident in the area served by Sooke school district.

7. Where there is a need to verify a student's name, home address, or date of arrival in Canada, and where the usual supporting documentation is not available, the Board and schools will accept a combination of other documents outlined in the Ministry of Education and Child Care's Eligibility of Students for Operating Grant Funding Policy.

8. Schools will continue to comply with current Ministry of Education requirements in the case of students for whom ELL funding claims are made but will not disseminate students' personal information.

9. An independent or third-party based complaints mechanism will be set up to hear from families who have been denied admission based on immigration status and appropriate accountability measures developed to ensure that no child who is ordinarily resident is turned away.

Definition:

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

Requirements:

1. **The Board will promote sensitivity regarding the needs of students without immigration status in Canada.**

2. **Students who are unable to share proof of immigration status as part of their registration documentation will not be denied enrollment in schools, provided they have satisfied the rest of the criteria to establish that they are ordinarily resident. In such cases, families may be expected to produce such documentation within an established timeline; otherwise, it may be necessary to pay fees in order to continue attending school.**

3. **Where there is a need to verify a student's name, home address, or date of arrival in Canada, and where the usual supporting documentation is not available, the Board and schools will accept a combination of other documents outlined in School District #62 Policy C-112 and related regulations.**

4. **Student registration forms, including electronic databases, which refer to immigration status in Canada, will not be shared with individuals or organizations outside of the District.**

5. **Student registration forms, including electronic databases, will include reference to School District #62 Policy C-114.**

SOOKE SCHOOLS 62

Permission to Conduct Non-Board-Initiated Research

Date of application	04-June-2025
Applicant's Name	Daniel Jerez
Address	6-110C Education Centre - North, 8730 - 112 St NW, Edmonton, AB, T6G 2G5
Phone Number(s)	NA
E-Mail Address	jerezgar@ualberta.ca
Present Position	M.Ed. Student, Measurement, Evaluation, and Data Science
SD62 Employee?	No
Affiliated institution or organization	University of Alberta
Name of facility supervisor (if applicable)	Okan Bulut
Title of study	Exploring How Useful Teachers find Student Mathematics Needs Information
Type of study	Research study
Requested date to start and anticipated end date	01-November-2025 / 15-May-2026
Type of participants (i.e. student, parent, teacher, support staff)	K-12 students and mathematics teachers
Any specific cohort focus	No
Plan for recruitment to study	We will contact principals directly. Interested principals will forward our invitation to potentially interested teachers.
Specific location(s) of study	NA
Data collection tools	CaT5 mathematics subtest. Online survey for students and teachers (attached)
Ethics approval, date and organization	April 15, 2025. Research Ethics Board at the University of Alberta (Pro00151828)
Anticipated research completion date	August 31st, 2026.
Once completed would you like to present your research to the Education-Policy Committee (15 min.)?	Yes X_____ No_____
Would you prefer to present virtually or in-person?	Virtual__X_____ In-Person_____

E-mail to: Superintendent of Sooke School District: pblock@sd62.bc.ca or mail to Paul Block, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1

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Exploring How Useful Teachers find Student Mathematics Needs Information

Educational Significance and Study Aim

Teachers need information about their students to adapt their instruction and provide feedback, which are highly effective strategies to promote students' mathematics achievement. Information about specific curriculum-aligned areas of need and productive dispositions sets the stage for mathematics teachers to adapt their instruction practices to their students and provide targeted feedback. However, a challenge for teachers is finding the time to frequently gather and analyze individual information, use this information to provide feedback, and customize their teaching to the current needs. This is because of all the other daily demands teachers have in a typical school setting.

We can use technology to administer assessment questions, automate the analysis of student responses, and try to clearly present to a teacher information about their students' curricular needs and productive dispositions. This, in turn, could allow a teacher to use the curriculum-aligned information to inform instruction and provide feedback to students. Therefore, the purpose of this study is to explore whether using technology to present to a teacher the areas of greatest mathematics curricular needs for their class, along with information about their students' productive dispositions, would allow them to more quickly and easily adapt their instruction and provide feedback. We will achieve this by assessing students' curriculum-aligned needs and productive dispositions, presenting this information to teachers, and surveying the teachers to explore whether they found value in the report.

Literature Review

Classroom formative assessment is highly effective to promote student achievement (Bennett, 2011; Black & Wiliam, 1998; Hattie & Timperley, 2007). Formative assessment is a cyclic process with five distinct phases: clarifying expectations; eliciting responses; analyzing and interpreting responses; communicating with students about responses; and adapting teaching to meet students' needs (Guliker & Baartman, 2016; Veugen et al., 2021). Teachers

use a variety of methods to collect and record information about students' learning. This includes informal observation, questions, student work samples, tests, and exit tickets (Heritage, 2007; Shute, 2008). Teachers often use these methods in combination, depending on the content and learning objectives (Gibbs, 1999).

Teachers use the collected data to provide feedback to students in a variety of ways, including verbal feedback, written comments, and grading (Heritage, 2007). Teachers also use the data to inform instructional decisions, such as identifying areas in which students need additional support or where instruction needs to be adjusted (Black & Wiliam, 1998). Some teachers use formative assessment data to personalize instruction for individual students or groups of students (Dunn & Mulvenon, 2009).

Despite the numerous benefits of classroom formative assessment, research suggests that many teachers do not use the data to its full potential due to various factors (Bennett, 2011; Brookhart, 2013; Moss & Brookhart, 2015). These factors include lack of time, training, professional development, resources, and support from school and district leaders (Brookhart, 2013; DeLuca et al., 2016; Heritage, 2007). One of the primary challenges that teachers face is not having enough time to administer, score, and interpret formative assessments (Heritage, 2007).

In mathematics education, productive disposition is the inclination to see mathematics as sensible, useful, and worthwhile, while believing that one is an effective learner and doer of mathematics (Kilpatrick et al., 2001). This strand of mathematics proficiency is interdependent with the other strands of mathematical proficiency (e.g., procedural fluency), and instructional practices should address it (Kilpatrick et al., 2001). Productive disposition plays an important role in students' learning, as negative dispositions towards mathematics impact the development of the other mathematics proficiency strands (Fitriya et al., 2023). In contrast, positive, productive dispositions improve learners' proficiency via firm determination and continued practice (Awofala et al., 2022). A challenge in mathematics education is that, as

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productive disposition is related to the affective, or attitudinal, aspect of proficiency, traditional assessment practices seldom focus on this proficiency strand (Rohman et al., 2023).

      The challenges related to formative classroom assessments and productive dispositions in mathematics education can be addressed by leveraging technology to automate some aspects of the assessment and feedback process. Online assessment tools can automate scoring and data analysis, allowing teachers to focus on interpreting the data and making instructional decisions (Dunn & Mulvenon, 2009; Van Der Kleij et al., 2015). This can be accompanied by straight-forward questionnaires to gauge the students' productive dispositions, which would allow teachers to include this information to adjust their instruction.