



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
June 2, 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.



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EDUCATION-POLICY COMMITTEE
School Board Office

Via MS Teams
June 2, 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'Souke Nation, SĆIÁNEW (Beecher Bay) Nation, and the Nuu-chah-nulth: Paaḡčiidḡath (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEŁ (Malahat) Nation, and the Ləkʷəŋən peoples of Songhees and Esquimalt Nations.

2. Opening Remarks from Chair

3. COMMITTEE REPORT of May 5, 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. Project for Change Presentation – Student Voice – Kira Booth and Madi Rowat **Pg. 6**

b. 2026/27 District Catchment Review Process – Mark Kaercher **Pg. 16**

6. REVIEW OF POLICIES/REGULATIONS (attached)

There are no policies/regulations for this meeting.

7. FOR INFORMATION

8. FOR FUTURE MEETINGS

9. ADJOURNMENT AND NEXT MEETING DATE: Sept. 8, 2026

**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
May 5, 2026 – 6:00 p.m.**

Present: Christine Lervold, Trustee (Acting Chair)
Cendra Beaton, Trustee (Committee member)
Trudy Spiller, Trustee (Committee member)
Amanda Dowhy, Board Chair
Dana Savage, CUPE
Amanda Culver, STA
Corrinne Kosik, SPVPA
Ash Senini, SPEAC
Tom Davis, SPEAC
Paul Block, Superintendent/CEO
D'Arcy Deacon, Associate Superintendent
Lisa Leclerc, Associate Superintendent

Guest: Dee Dee McMillan, Island Health

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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2. Opening Remarks from Acting Chair

- Welcomed all participants attending in person and online.
- Acknowledged partner group representatives and attendees.
- Recognized Beth Kim for supporting the hybrid meeting event.
- Reviewed meeting guidelines, including procedures for questions (in-person and via Teams Q&A), identification requirements, and process for media inquiries.
- Acknowledged staff, students, and community participation in the Red Dress Day Walk in partnership with Hulitan Family and Community Services, recognizing the National Day of Awareness for Missing and Murdered Indigenous Women, Girls and Two-Spirit people, and thanked organizers and participants.

3. COMMITTEE REPORT of April 7, 2026 Education-Policy Committee meeting

- The committee report for the April 7, 2026 Education-Policy Committee meeting was received by the committee.

4. BAA COURSE PROPOSALS

- There were no BAA course proposals for this meeting.
- Acknowledged past courses that were reviewed by the committee.

5. NEW BUSINESS

a. School Codes of Conduct – D’Arcy Deacon

- Annual review process required under Board Policy C-309; part of ongoing compliance requirements.
- Codes of Conduct reviewed at Elementary, Middle, and Secondary levels.
- Process is collaborative, aligns with provincial expectations, and supports Safe and Caring Schools requirements under the *School Act*.
- Codes are continuously evolving to reflect current student needs and school context.
- Review process has occurred at school sites through staff and PAC meetings; documents presented for committee review.
- Minor formatting issue identified (page 2) and will be corrected.

Discussion Summary:

Questions were raised regarding the status of staff review meetings, consistency in naming conventions and references across documents, and clarity in several areas of the Code of Conduct, including terminology related to inclusive education, the use of “parent” versus “guardian,” expectations for student clothing, and the level of detail in follow-up processes across school levels. In response, it was acknowledged that while current language generally aligns with Ministry guidance, it will be reviewed to improve clarity and consistency. Additional written feedback was encouraged to support revisions, and it was clarified that operational updates are managed by staff while substantive changes follow a formal policy review process with Superintendent oversight. Appreciation was also expressed for the feedback, noting alignment with broader observations.

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

- Distinction shared between optional student and staff training versus first aid attendant training that will take place on May 11 shared. Student presentation attached.
- Naloxone kits for First Aid Attendants will be stored in labelled First Aid Attendant kits.

Discussion Summary:

Questions were raised regarding the scope and distribution of emergency kits in schools, including why only one kit is funded per first aid location and whether additional or alternative options, such as nasal naloxone, were considered. In response, it was clarified that these kits are intended for use by designated First Aid Attendants during unexpected health emergencies and are not meant for broader community use. It was also noted that students and staff, particularly at the secondary level, have access to optional training and may receive personal kits at no cost through external health organizations. The kits required under the Ministry mandate must be centrally procured at an approximate cost, distributed to schools, and tracked for expiry and replacement, with additional supplies available through the Health and Safety Department as needed. It was further explained

that nasal naloxone was not purchased due to higher costs, and that this remains an unfunded program.

c. Digital Parent Handbook – Paul Block

- Developed in collaboration with SPEAC to improve access to information that is currently difficult to locate on the website.
- Intended as a digital, user-friendly, and well-organized resource for families, particularly those new to the district.
- Provides an overview of student pathways and key information (e.g., welcome to Kindergarten, future planning).
- Will be distributed digitally (not print) and linked on the district website.
- Represents a supplement to the website, not a redesign; focuses on improving accessibility to key information.
- Draft content (pp. 31–62) shared for feedback; timeline to collect input during May with goal of release in June.

Discussion Summary:

Questions were raised regarding the clarity of departmental contact information, accessibility of the document for diverse communities, and overall readability of the content. In response, it was acknowledged that improving clarity—particularly in aligning with existing “Resolving Concerns” processes—will be explored, and appreciation was expressed for the feedback, with a commitment to making revisions to enhance accessibility, clarity, and usability of the document.

6. **REVIEW OF POLICIES/REGULATIONS**

There were no Policies/Regulations for this meeting.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** The meeting adjourned at 7:36 p.m. Next meeting - Sept. 8, 2026 – 6:00 p.m.

Kira Booth
Madi Rowat

PROJECT FOR CHANGE

Student Pathways Hub



THE PROBLEM

- Information on post-secondary opportunities is scattered and hard to find
- Students are unaware of options such as volunteer work, work experience and other opportunities
- Lack of platforms showcasing student voice and feedback
- Careers educators and counsellors have a lack of time and / or resources to properly provide students with guidance
- Students are unaware of future career choices or non- traditional post secondary paths



OUR SOLUTION

One Hub

An easily navigated student run website for students to find all information regarding their post secondary journey

New Paths

Educate students on all post secondary paths such as university, gap years, trades, and entering the workforce

Student Voice

Create a space for student voice, feedback, a questions regarding their options and pathways

Support Educators

Creates one platform for all post secondary opportunities and reduces confusion and over communication

WHY WE NEED THIS

Each student follows a different path after graduation, yet so many students feel pressure to fit into one definition of success

Our proposed platform is designed to function as a centralized, student-focused hub that supports students in exploring, understanding and preparing for life after graduation

The structure of the website is intentionally designed to be accessible for students struggling with post secondary opportunities

WEBSITE STRUCTURE

- Student Experience ●
- Opportunities Hub ●
- Course Planning ●
- Career Support ●
- Question & Answer ●



EXECUTION

Content Assembly

To incorporate student voice, a group of students will be assembled to gather information, keep the website updated, and provide valuable student insight

Implimentation

Our website will pilot at Royal Bay, sharing it as a resource to teachers, administrators, and students. Our long term goal is to distribute to high schools district wide

Sustainability

The project is intended to remain student- led while encouraging collaboration with school staff, counsellors, and district supports. To sustain this project we hope student leaders will continue to update the website for future graduation years

DIVERSE LEARNING

Our biggest priority is accessibility to all students and being a source of guidance regarding life after high school

We would focus on all students education journey and provide resources on opportunities to support the struggles some students may be facing prior to graduation

SUPPORTING INDIGENOUS STUDENTS

As a part of this initiative, we hope to provide clearer access to Indigenous-focused scholarships, bursaries, mentorship programs, student services, trades opportunities, and post-secondary supports available.

As the project develops, we hope to continue learning from Indigenous students, staff, and community voices to help ensure the platform remains respectful, inclusive, and beneficial to all learners

NEXT STEPS & FEEDBACK

1 We Want Your Feedback

As students, we recognize the value of collaboration from educators, administrators, counsellor, and community members. We are committed to improving this platform and ensuring it meets the needs of students across the district

2 Moving Forward

- Gathering feedback and recommendations
- Refining the platform based on district input
- Expanding resources and pathway information
- Building connections with schools and educators
- Exploring opportunities with schools and educators

3 Our Goal

We hope to work alongside the district to create a student-centered resource that helps every learner feel informed, supported, and encouraged in their future pathways.

**WE ARE OPEN TO
QUESTIONS,
FEEDBACK, AND IDEAS.
THANK YOU FOR
SUPPORTING STUDENT
VOICE**

Presented by Kira Booth & Madi Rowat





**SOOKE
SCHOOLS 62**
Shaping Tomorrow Today

Committee Information Note
Education-Policy Committee Meeting
June 2, 2026

Agenda Item 5b – 2026/27 District Catchment Review Process

PURPOSE: The purpose of this information note is to outline the proposed approach and timeline for a catchment boundary review in the Belmont Zone and to seek Education-Policy Committee support prior to bringing a formal recommendation to the Board of Education.

ISSUE: Significant residential growth, the addition of several new schools over the past 13 years, the planned construction of North Langford Secondary School, and ongoing capacity pressures within the Royal Bay and Belmont family of schools (Belmont Zone) necessitate a catchment boundary review.

BACKGROUND / FACTS:

- The Royal Bay and Belmont families of schools have experienced significant and rapid residential growth, resulting in uneven enrolment pressures across the Belmont Zone.
- Under the [School Act](#), the Board of Education establishes for each school in its school district a catchment area consisting of a geographical area around the school that includes all or part of the school district. A board may amend catchment areas established for schools.
- The review purpose is to balance enrolment, support program delivery, and ensure equitable access for students, enabling as many students as possible to attend the school closest to their primary residence.
- A formal catchment review is required to assess current and projected enrolment, facility capacity, transportation considerations, and community impacts.
- The review will support alignment with district planning priorities, capital planning timelines, and Ministry expectations.
- Catchment scenarios will be developed and assessed based on factors such as enrolment pressures, proximity to school, grade levels, program access, transportation considerations, and community impact.

ANALYSIS:

| Focus Area | Considerations | Implications |
|------------------------|---|---|
| Enrolment and capacity | Projected growth, utilization rates and program needs | Potential boundary adjustments and/or phased implementation |
| Transportation | Travel distance, eligibility, cost impacts, age | Changes to transportation patterns and potential cost pressures |
| Community Impact | School identity, cohort continuity at elementary and middle | Potential concerns or support from affected communities |
| Program delivery | Access to programs and services across schools | Need to balance equitable access with operational efficiency |

PROJECTED TIMELINE

| Phase | Timeline | Key Activities |
|---|-------------------------------|--|
| Phase 1: Planning & Process Design | June – August 2026 | Confirm scope, objectives, and guiding principles; develop an engagement and communications plan; prepare background materials; design survey and engagement tools |
| Phase 2: Broad Public Engagement | September – October 2026 | Launch district-wide survey; gather input from families, staff, partner groups and the public; communicate key challenges and constraints; analyze feedback to identify themes and priorities |
| Phase 3: Targeted Consultation | October – November 2026 | Host school-based/regional open houses; present data and engagement findings; gather detailed, location-specific input; engage directly with affected communities |
| Phase 4: Analysis & Draft Development | November 2026 – February 2027 | Review all input alongside enrolment projections and capacity data; develop draft catchment scenarios; assess options against key criteria (capacity, proximity, program access, transportation) |
| Phase 5: Proposal Development & Board Consideration | March – April 2027 | Refine recommended changes; prepare report and draft proposals for the Board of Education; present for initial consideration and direction |
| Phase 6: Final Decision & Implementation Planning | May – June 2027 | Finalize decisions; communicate outcomes to stakeholders, begin implementation and transition planning |

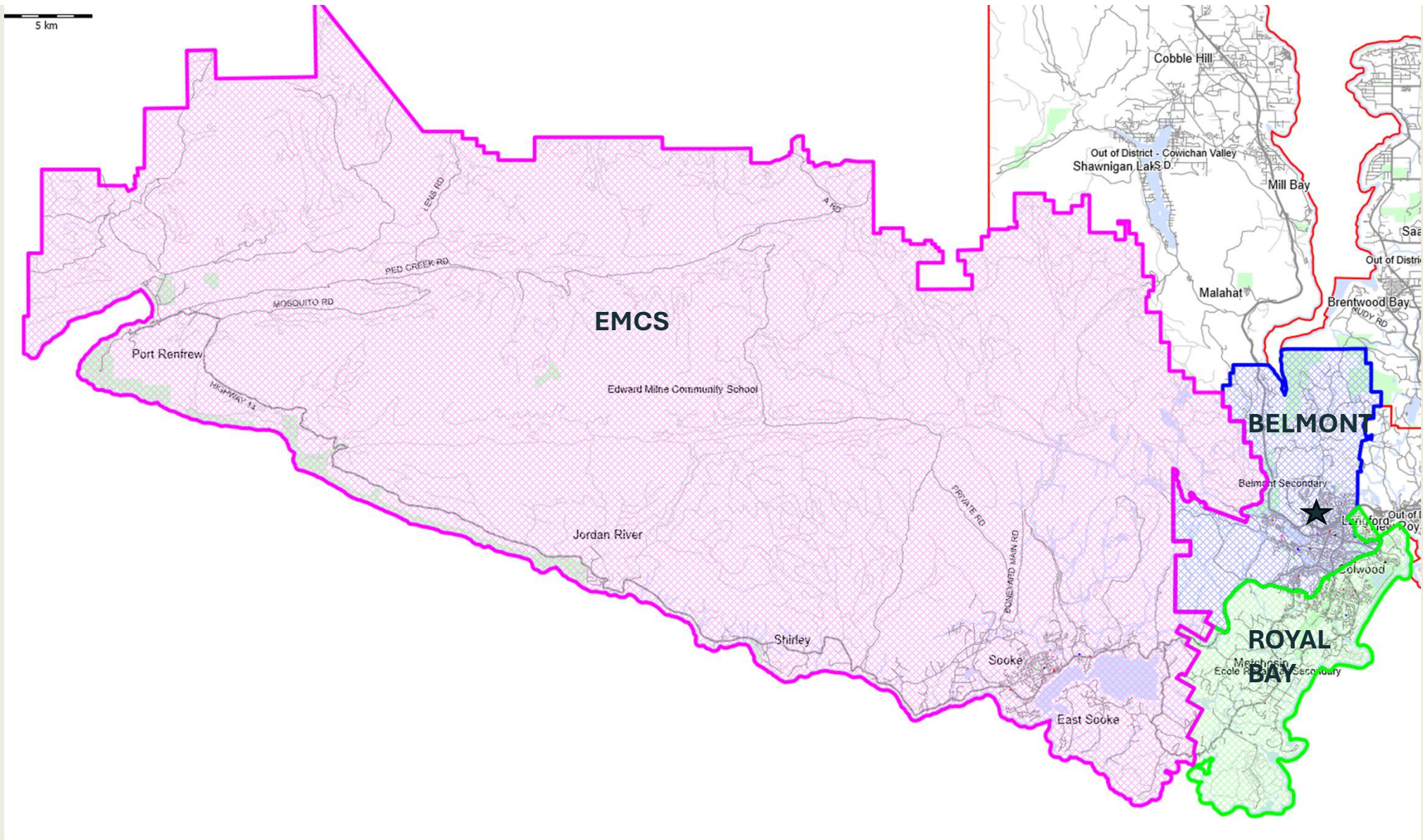
NEXT STEPS:

- Present the proposed approach and timeline to the Board of Education at the June public Board meeting for consideration of approval to proceed with a catchment review for the Belmont Zone.

PREPARED BY: Mark Kaercher, District Principal - Capital Planning

2026/2027 District Catchment Review





NLSS NECESSITATES A CATCHMENT REVIEW

Purpose of Review: balance enrolment, support program delivery, and ensure equitable access for students, enabling as many students as possible to attend the school closest to their primary residence.

Catchment scenarios will be developed and assessed based on factors such as enrolment pressures, proximity to school, grade levels, program access, transportation considerations, and community impact.

ANALYSIS

| Focus Area | Considerations | Implications |
|-------------------------------|---|---|
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| Phase 6: Final Decision & Implementation Planning | May – June 2027 |

THANK YOU

