

Public Notice – Board of Education Public Meeting

A public meeting of the Board of Education for School District 62 (Sooke) will be held on
November 25, 2025 at 7:00 pm.

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:
 - o Select the **Q&A**  function at the top of your Teams window.
 - o 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.**
 - o You will be notified that your question was received and will be published after a moderator approves it.
 - o 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.

BOARD OF EDUCATION PUBLIC MEETING

via Microsoft Townhall

November 25, 2025 – 7:00 p.m.

AGENDA

1. CALL TO ORDER AND ACKNOWLEDGEMENT 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, SCÍΛNEW (Beecher Bay) Nation, and the Nuuchah-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. (Words gifted by the Nations SD62 works with)

2. AGENDA (page 2)

2.1 Call for amendments and additional items

Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of November 25, 2025, as presented (or as amended).

2.2 Report on In Camera Meeting – Amanda Dowhy

This notice is to inform the public that prior to this meeting an “in-camera” meeting of the Board was held where issues of legal, land and personnel were discussed.

3. MINUTES (page 6)

3.1 Call for amendments to minutes

Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of October 28, 2025, as presented (or as amended).

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

5. EDUCATIONAL PRESENTATIONS – no presentations

6. INDIGENOUS EDUCATION COUNCIL

- 6.1 Indigenous Education Council Update – no report

7. CORRESPONDENCE & DELEGATIONS

- 7.1 Correspondence – Amanda Dowhy (page 16)
a. Email from Parent Dated Oct 23, 2025 RE Dialogue at School

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the Email from Parent Dated Oct 23, 2025 RE Dialogue at School

- 7.2 Correspondence Framework - Paul Block (page 17)
7.3 Standing Delegations (CUPE, SPEAC, SPVPA, STA) – 5 minutes each
7.4 Other Delegations – 5 minutes each

8. FINANCE, FACILITIES AND SERVICES

- 8.1 Resources Committee Meeting November 18, 2025 – Cendra Beaton (page 25)

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the Quarter 1 Financial Forecast Report as presented at the Resources Committee meeting of November 18, 2025.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the proposed 2026/27 budget principles, assertions and process as outlined at the November 18, 2025, Resources Committee meeting.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the Quarter 2 Minor Capital Report as presented at the Resources Committee Meeting of November 18, 2025.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of November 18, 2025

- 8.2 Indigenous Education Council Participation in 2026/27 Budget Development – Amanda Dowhy

Motion Requested: That the Board of Education of School District 62 (Sooke) direct the Chair to respond to the Indigenous Education Council and explore next steps to facilitate their participation in the 2026/27 budget deliberation process.

9. EDUCATION PROGRAM

- 9.1 Education-Policy Committee – Meeting of November 4, 2025 – Cendra Beaton (page 57)

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised policy and Regulations C-114 “Sanctuary Schools”.

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

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

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of November 4, 2025.

- 9.2 Adoption of Draft Revised Policy and Regulation C-314 and New Policy F-499 – Paul Block (page 97)

Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy and Regulation C-314 “Substance Use Prevention and Intervention”.

Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT new Policy F-499 “Unexpected Health Emergencies”.

10. STUDENTS

- 10.1 Governor General Awards – Paul Block (page 107)

11. FOUNDATIONS AND GOVERNANCE

- 11.1 Trustee Liaison Reports – Board of Education

12. ADMINISTRATION

- 12.1 Board of Education Work Plan: December to February - Amanda Dowhy (page 109)

13. PERSONNEL

13.1 Superintendent's Report – Paul Block (page 110)

14. UPCOMING EVENTS

- Career Education Week - November 24-28
- BCSTA Trustee Academy November 26-29
- Education-Policy Meeting – December 2
- Resources Committee Meeting – December 9
- Next Public Board Meeting – December 16
- Winter break – December 22 to January 2

15. RISE AND REPORT

Signed [Memoranda of Understanding](#) with Municipalities – Amanda Dowhy

16. QUESTION PERIOD

Members of the public have the opportunity to ask questions related to agenda items discussed at tonight's meeting using the QA function in MS Teams. Individuals must identify themselves and ask questions directed to the Chair. Members of the media can direct their questions to the Manager, Communications for response following the meeting.

17. ADJOURNMENT

MINUTES BOARD OF EDUCATION PUBLIC MEETING

October 28, 2025 – 7:00 p.m.

TRUSTEES: Amanda Dowhy, Board Chair
Cendra Beaton
Trudy Spiller

Christine Lervold, Vice Chair
Ebony Logins
Allison Watson

STAFF: Paul Block, Superintendent
Brian Jonker, Secretary Treasurer
Monica Braniff, Deputy Superintendent
D'Arcy Deacon, Associate Superintendent
Fred Hibbs, Executive Director, Human Resources (online via MS Teams)
Steve Tonnesen, Manager, Information Technology - Operations

REGRETS: Vanessa White, Associate Superintendent
Russ Chipps, Trustee

SECRETARY: Jenny Seal

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:11 p.m. by the Board Chair who acknowledged the territories of the First Nations. The Chair provided instructions to presenters and attendees online.

2. AGENDA

2.1 Call for amendments and additional items

The Chair called for amendments or additions to the agenda. Trustee Watson put forth the following motion.

21. **MOVED** Allison Watson/Cendra Beaton
That the Board of Education of School District 62 (Sooke) move item 11.2 to follow 11.3, 11.4 and 11.5.
The motion was debated and **DEFEATED** with 2 votes FOR and 4 OPPOSED
22. **MOVED** Christine Lervold/Trudy Spiller
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of October 28, 2025, as presented.
CARRIED with 4 votes FOR and 2 OPPOSED.

The Chair provided a reminder that as per By-law 1-20 1.2.2, all trustees present at a Board meeting must vote and any abstention is a vote FOR the motion. As such, the abstention made on the above motion is recorded as a vote FOR the motion.

2.2 Report on In Camera Meeting – Amanda Dowhy

This notice is to inform the public that prior to this meeting an “in-camera” meeting of the Board was held where issues of legal, land and personnel were discussed.

3. MINUTES

3.1 Call for amendments to minutes

The Chair called for amendments.

23. MOVED Christine Lervold/Trudy Spiller

That the Board of Education of School District 62 (Sooke)
adopt the public meeting minutes of September 23, 2025, as presented.
CARRIED unanimously

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

The Chair provided a verbal report focusing on:

- Acknowledgement of Women’s History Month. The dates of school Remembrance day ceremonies have been circulated, and Trustees are asked to connect with school principals if they would like to attend.
- The District’s review of its public meeting format as Microsoft Teams is transitioning from Live Event to Townhall.
- That the next municipal election is on October 17, 2026 and will include election of school board trustees.

5. EDUCATIONAL PRESENTATIONS

5.1 École John Stubbs Middle School exchange trip to Québec, February 2026 – Mellissa Ryan/Ashlyn Buxcey/ Katrina Abell

The Chair noted full trip details will be submitted to the Superintendent’s office 45 days prior to departure.

The Principal of École John Stubbs Middle School provided an overview of the exchange trip to Mont-Laurier as an opportunity to learn about Québec history and make lifelong friends. The date will be January-early February with the Québec students coming late April to early May. Teacher Ashlyn Buxcey presented some of the agenda activities being considered.

24. **MOVED** Cendra Beaton/Christine Lervold
That the Board of Education of School District 62 (Sooke) approve the École John Stubbs Middle School exchange trip to Québec, February 2026, subject to the oversight and direction of the Superintendent's office.
CARRIED unanimously

5.2 Royal Bay Secondary School Trip to Amherst, Massachusetts June 11-15, 2026 –
Melissa Horner

The Principal of Royal Bay Secondary School provided an overview of the trip for the Lacrosse team which is an opportunity for the team to show off their skills and be tested in front of NCAA coaches.

An amendment was raised by Trustee Beaton to include the words “for the Boys Lacrosse Team” in the motion.

A point of order was raised by Trustee Beaton who stated the amendment was not friendly, but formal. The Chair ruled the point well taken and read the motion to amend.

25. **MOVED** Cendra Beaton/Christine Lervold
That the Board of Education of School District 62 (Sooke) amend the motion to approve the Royal Bay Secondary School Trip to Amherst, by adding the words Boys' Lacrosse Team.
CARRIED unanimously

26. **MOVED** Trudy Spiller/Christine Lervold
That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School Boys' Lacrosse Team Trip to Amherst, Massachusetts June 11-15, 2026, subject to the oversight and direction of the Superintendent's office.
CARRIED with 5 votes FOR and 1 OPPOSED

6. **INDIGENOUS EDUCATION COUNCIL**

- 6.1 Indigenous Education Council Update - Connie Swan/Jon Carr
The IEC report summarized topics discussed at the October 7th IEC meeting.
The Superintendent reported that thorough discussion took place regarding the invitation to engage in the District budget development process. The Board's invitation to participate on Board Standing Committees was tabled. If questions arise, they will be brought to the Board, likely in December.

7. **CORRESPONDENCE & DELEGATIONS**

- 7.1 Correspondence – Amanda Dowhy
a. Email from Parent Dated Sep 14, 2025 RE Student Transportation
b. Email from Parent Dated Sep 26, 2025 RE Traffic Safety at John Muir

Discussion ensued regarding correspondence response timelines and protocols.

27. **MOVED Allison Watson/Ebony Logins**

That the Board of Education of SD62 (Sooke) direct the Chair and Superintendent to collaboratively develop a correspondence management framework for the Chair that outlines processes, timelines, and supports to ensure compliance with the Board's three-business-day motion for responding to public correspondence, identifies any professional development and operational resources required to support the Chair in fulfilling their role as the Board's official spokesperson, and report the proposed framework back to the Board at the next regular Board meeting.

CARRIED with 4 votes FOR and 2 OPPOSED

A point of order was called by Trustee Watson for debate on a motion previously passed. The Chair ruled the point well taken and requested trustees limit debate to the motion on the floor.

28. **MOVED Cendra Beaton/Allison Watson**

That the Board of Education of School District 62 (Sooke) receive the above noted correspondence as outlined in items 7.1a and b.

CARRIED unanimously

7.2 **Public Correspondence** – Allison Watson

Trustee Watson provided background and rationale for the development of a Public Correspondence Policy.

29. **MOVED Allison Watson/Cendra Beaton**

That the Board of Education of School District 62 (Sooke) refer development of a Public Correspondence Policy and accompanying Regulations to the Governance Committee for consideration by the Board.

CARRIED with 4 votes FOR and 2 OPPOSED

7.3 **Standing Delegations (STA, CUPE, PVP, SPEAC) – 5 minutes each**

STA – Christina Kempennar

The STA Vice President provided details about the recent new teacher training session, organized in partnership with Human Resources and attended by nearly 40 teachers. The next pro d day is November 21st. The STA is happy to hear about a potential deal for the BCGEU and is grateful for PVP willingness to collaborate on complicated issues.

Members are feeling burnout earlier than usual, across the island and province. This is apparent by the number of enquiries received about medical leave. The STA requests the Board consider the workload teachers face.

SPVPA – Tess Vally

The Principal of Saseenos and Port Renfrew Elementary Schools presented a slide show highlighting events happening in schools across the District.

The Superintendent commended the work being done by administrators and staff at Port Renfrew Elementary. The Nation has noted the positive change seen in children over the past year. An impact is being made that deserves to be highlighted and amplified.

SPEAC – Tom Davis

The SPEAC President spoke about the 2025-2029 Strategic Plan Parent Forum scheduled for November 17th to support parent engagement across the District. The next SPEAC general meeting will be on November 19th. There will be no meeting in December. SPEAC expressed appreciation for the invitation to join the public transit forum and for strong advocacy and representation by the Board.

The SPEAC President questioned the revisions of policies on tonight's agenda and the role of Board Committees in policy revision.

CUPE 459 – Amber Leonard

The CUPE President read Call to Action #59 and drew attention to the fact that it has been ten years since the Truth & Reconciliation Commission released the 94 Calls to Action and only 11 have been addressed by government. This lack of action is a call for us to speak out. The District is doing the work. Going forward, the CUPE President will highlight the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP).

Employee health - with flu and cold season upon us, it is important to mention that custodial staff don't have coverage to clean as needed. CUPE requests the Board to look into the custodial replacement time and prioritize disinfection.

In closing, the CUPE President expressed appreciation for the reminders about upcoming elections. The Board's passion for managing correspondence is evident and the CUPE President would love to see that passion for full time jobs, combatting violence and clean, safe schools.

The Board expressed appreciation for highlighting the Calls to Action and UNDRIP.

The meeting was recessed at 9:11 p.m. and reconvened at 9:21 p.m.

7.4 Other Delegations – There were no other Delegations presenting.

8. FINANCE, FACILITIES AND SERVICES

8.1 Resources Committee Meeting of October 14, 2025 – Christine Lervold

The Committee Chair reviewed the steps and timeline for the North Langford Secondary School and provided an overview of the changes proposed to the District's design principles. The added specificity empowers staff with direction from the Board. The next Resources Committee meeting is scheduled for November 18th.

30. MOVED Christine Lervold/Trudy Spiller

That the Board of Education of School District 62 (Sooke) approve the refreshed design principles as endorsed by the Resources Committee on October 14, 2025.
CARRIED unanimously

31. MOVED Christine Lervold/Cendra Beaton

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of October 14, 2025.
CARRIED unanimously

9. EDUCATION PROGRAM

9.1 Education-Policy Committee Meeting of October 7, 2025 – Cendra Beaton

The Committee Chair urged Board members to watch the presentation by Denise Wehner that demonstrated how far our literacy programs have come and the impact they are having.

Engagement with a local consortium took place regarding draft revised Policy and Regulations C-314 "Substance Use Prevention and Intervention". After input, the revisions reflect a trauma informed lens. The requirement for a new Policy F-499 "Unexpected Health Emergencies" was discussed.

A point of order was raised by Trustee Logins to receive the report first. The Chair ruled the point not well taken. The order of the motions is consistent with past practice.

32. MOVED Cendra Beaton/Trudy Spiller

That the Board of Education for School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-314 "Substance Use Prevention and Intervention".
CARRIED unanimously

33. MOVED Cendra Beaton/Allison Watson

That the Board of Education for School district 62 (Sooke) give Notice of Motion to draft new Policy F-499 " Unexpected Health Emergencies".
CARRIED unanimously

34. **MOVED** Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of October 7, 2025.
CARRIED unanimously

9.2 Adoption of revised Policies and Regulations – Paul Block

The Superintendent confirmed no feedback has been received for the two policies moved below.

35. **MOVED** Cendra Beaton/Trudy Spiller
Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt Draft Revised Policy A-101 “Administrative Organization” and Draft Revised Regulations E-205 “Recruitment and Selection of Administrative Personnel”.
CARRIED unanimously

10. STUDENTS

There were no student presentations.

11. FOUNDATIONS AND GOVERNANCE

11.1 Trustee Liaison Reports – Board of Education

- a. Vancouver Island School Trustee Association Fall Conference Oct 3-4, 2025 – Christine Lervold
Trustee Lervold provided an overview of the participation and panel discussion with Indigenous representatives in the community and updates from various provincial committees.
- b. Victoria Family Court & Youth Justice Committee October 23, 2025 – Christine Lervold
Trustee Lervold provided an overview of the Victoria Family Court & Youth Justice Committee meeting.
- c. BCSTA Provincial Council – Christine Lervold
Trustee Lervold provided an overview of the BCSTA Provincial Council meeting which provided updates from the BCSTA President and CEO around advocacy, financial planning, action items and dates.

11.2 Governance Action Plan – Paul Block

The Superintendent provided a verbal summary of the written materials as a guide supported by a review conducted by the BCSTA. The Superintendent confirmed that any business conducted under existing frameworks are subject to those frameworks.

Discussion ensued around cost for external expertise and given the climate of the Board, if this was the appropriate time to advance an action plan.

36. **MOVED** Christine Lervold/Trudy Spiller
That the Board of Education of School District 62 (Sooke) receive the Governance Action Plan as presented at the October 28, 2025, Board Meeting, as the foundation for the development of the Governance Committee Work Plan for 2025/26.
DEFEATED with 3 FOR and 3 OPPOSED

11.3 Proposed amendment to Administrative Regulation A-340 – (School Board Committees), Section 1.6.1 – Cendra Beaton

Trustee Beaton provided a verbal summary of the rationale in the written submission for the motion emphasizing that this amendment can be done by the Board and does not need referral to a committee.

Discussion ensued both for and against the board approving this change without going through committee.

37. **MOVED** Cendra Beaton/Ebony Logins
That the Board of Education of the School District 62 (Sooke) amend Administrative Regulation A-340 (School Board Committees), Section 1.6.1, to include the following:

“Each trustee shall be assigned to a minimum of one Standing Committee, with the exception of the Board Chair. Assignments to Standing Committees shall be subject to each trustee’s interest and availability”.

The Motion was DEFEATED with 3 votes FOR and 3 OPPOSED.

A point of order called by Trustee Beaton RE: personal affront. The Chair ruled the point not well taken as the statement in question was a perspective regarding the motion and not a personal affront.

38. **Moved** Ebony Logins/Trudy Spiller
That the Board of Education of School District 62 (Sooke) extend the Public and In camera meeting to 11:30 p.m. to complete all items on the agendas.
The motion CARRIED with 5 votes FOR and 1 OPPOSED.

The meeting was recessed at 10:54 p.m. and reconvened at 11:00 p.m.

11.4 Proposed amendment to Administrative Regulation A-340 (School Board Committees), Section 1.8.4 – Cendra Beaton

Trustee Beaton provided a verbal summary of the rationale in the written submission for the motion.

39. **MOVED Cendra Beaton/Ebony Logins**

That the Board of Education of the School District 62 (Sooke) amend Administrative Regulation A-340 (School Board Committees), Section 1.8.4, to include the following:

“The Board Chair shall ensure that all trustees are provided equitable opportunities for assignment on ad-hoc committees, following consultation with each trustee and subject to their interest and availability”.

DEFEATED with 3 votes FOR and 3 OPPOSED.

11.5 Proposed amendment to Administrative Regulation A-340 (School Board Committees) – Cendra Beaton

Trustee Beaton provided a verbal summary of the rationale in the written submission for the motion.

40. **MOVED Cendra Beaton/Allison Watson**

That the Board of Education of School District 62 (Sooke) amend the Administrative Regulation A-340 (School Board Committees) by adding a new Section 1.9 for School Board Representation on Non-School Board Committees and that Section 1.9.1 state the following:

“The Chairperson shall ensure that all trustees are provided equitable opportunities for appointments to external and internal non-school board committees and representative roles when delegating such roles. Such appointments shall be made following consultation with each trustee and be subject to their interest and availability. These appointments shall be updated at the same time as Board committee assignments”.

The Motion was DEFEATED with 3 votes FOR and 3 OPPOSED.

12. ADMINISTRATION

12.1 Board of Education 90 Day Work Plan – Amanda Dowhy

The Board Chair provided an overview of the Board Work Plan from November to December and emphasized the Work Plan is a living document.

13. PERSONNEL

13.1 Superintendent's Report – Paul Block

In light of the time, the Superintendent referred to the report included in the package. No questions or comments were raised from Trustees.

The Chair invited Q&A from the public. No questions were posed.

14. UPCOMING EVENTS

- Education-Policy Meeting – November 4
- BCPSEA Symposium – November 6-7
- National Indigenous Veterans Day – November 8
- Remembrance Day (schools closed) – November 11
- Resources Committee Meeting - November 18
- Next Public Board Meeting – November 25
- BCSTA Trustee Academy – November 26-29

15. RISE AND REPORT

16. QUESTION PERIOD

Members of the public had the opportunity to ask questions related to agenda items discussed at tonight's meeting. There were no questions.

17. ADJOURNMENT

The meeting was adjourned at 11:11 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer

Board Information Note Public Board Meeting

November 25, 2025

Agenda Item 7.2 – Public Correspondence Framework

ISSUE: Development of a Public Correspondence Framework

BACKGROUND / FACTS:

- The following motion was passed at the October 2025 Board of Education public meeting:

27. **MOVED** Allison Watson/Ebony Logins

That the Board of Education of SD62 (Sooke) direct the Chair and Superintendent to collaboratively develop a correspondence management framework for the Chair that outlines processes, timelines, and supports to ensure compliance with the Board's three-business-day motion for responding to public correspondence, identifies any professional development and operational resources required to support the Chair in fulfilling their role as the Board's official spokesperson, and report the proposed framework back to the Board at the next regular Board meeting.

CARRIED

ANALYSIS:

- Research has determined that Boards of Education in BC use a variety of different models in the handling of, and response to, correspondence, however; common approaches to how correspondence is categorized emerged.
- The attached Public Correspondence Framework - Draft was informed by the research and common approaches to categorization and has been developed in collaboration between the Superintendent, Board Chair and Secretary Treasurer.
- The Chair continues to engage in professional learning re: public correspondence and best practices via mentorship opportunities from chairs across the South Island and the province.
- Staff resources have been allocated to support the framework which will further support timely acknowledgement of, responses to, and record retention of public correspondence aligned with Board resolution (e.g., acknowledgement response within 3 days of receipt).

NEXT STEPS:

- Implementation will be monitored and support future revision of the framework by the Board and resource allocation/needs.

- Public Correspondence policy & regulations are under development for consideration by the Board's Governance Committee.
- A Board Correspondence Log will be developed based on Governance Committee feedback to policy and regulations and provide evidence on the efficacy of the framework.

Prepared by: Paul Block – Superintendent/CEO

Attachments

1. Public Correspondence Framework – Draft
2. Public Correspondence Log - Draft

SD62 Board of Education - Public Correspondence Framework

1. Purpose

This framework establishes standardized procedures for receiving, classifying, acknowledging, and responding to correspondence addressed to the Sooke School District Board of Education (“the Board”) or the Board Chairperson.

It ensures all communications are handled consistently, transparently, and in a timely manner while maintaining confidentiality, accountability, and alignment with the Board’s governance and record retention responsibilities.

2. Scope

All public correspondence should be directed to trustees@sd62.bc.ca.

Applies to all correspondence received by:

- The Board of Education (collectively),
- The Board Chairperson, and
- Individual Trustees in their elected capacity.

Includes all written communications—emails, letters, and other messages—addressed to the Board or trustees, whether received through trustees@sd62.bc.ca, district offices, or individual trustee accounts.

- *Website notice:*

“If you wish to contact the Board of Education, please email trustees@sd62.bc.ca. Emails sent to individual trustees are not considered public correspondence and may not receive immediate acknowledgment. The shared mailbox is monitored during regular business hours.”

- *Website Update:*

Removal of “email all Trustees button” and addition of information related to the correspondence handling process with a link to trustees@sd62.bc.ca

3. Roles and Responsibilities

3.1 Secretary Treasurer's Office (STO)	3.2 Board Chairperson	3.3 Individual Trustees
Correspondence addressed to the Board or Board Chairperson will be received by the STO. Copies of all such correspondence will be forwarded to the Board Chairperson and the Secretary Treasurer immediately. • Acts as the initial point of contact and triage for all Board correspondence. • Acknowledges all correspondence within 3 business days. • Reviews and assigns each message to one of the four correspondence categories • Ensures all correspondence is date-stamped, logged, and forwarded to the Chairperson. • Monitors trustees@sd62.bc.ca daily during business hours (excluding holidays and school breaks). • Sends the appropriate acknowledgment template (Section 5) • Maintains the official correspondence tracking log (<i>Board Correspondence Log.</i>) • Ensures procedures align with this framework.	• Provides direction on correspondence requiring a Board or Chair reply. • Oversees follow-up and completion. • Responds within 5–10 business days after acknowledgment; if delayed, sends an interim update to the sender.	• Forward emails received directly to trustees@sd62.bc.ca for triage. • Advise correspondents that individual trustee emails are not considered public correspondence to the Board. • If replying personally, include a disclaimer and BCC the STO for entry into the tracking log. Trustee Disclaimer: <i>Please note that correspondence sent directly to individual trustees is not considered public correspondence to the Board. If you wish to submit a formal communication to the Board of Education for acknowledgment or response, please email trustees@sd62.bc.ca. This reply reflects my individual perspective and is not an official response on behalf of the Board of Education.</i>

4. Correspondence Classification Overview

Category	Definition	Handled By	Status Tracking
1 – Information Only	All Category #1 correspondence items will be included in the Board Correspondence Log (BCL) together with the reply	STO	Mark “Complete.”
2 – Response by Chair or Staff	- Category #2 correspondence (response by chairperson or staff) will be referred to the appropriate person for a response. - A copy of the correspondence, the acknowledgement and formal response will be entered in the BCL.	Chair/STO	“In Progress” until reply sent.
3 – Requires Board Decision	- Category #3 correspondence (requiring board action) will be placed on the agenda for the next Regular Board Meeting, unless the correspondence deals with land, legal or personnel matters, in which case this correspondence will be placed on the agenda for the next In-camera Board meeting. - When a formal reply is deemed necessary or appropriate, the responsibility for replying to such correspondence will be determined by the Board at its regular meeting or its in-camera meeting. - Where necessary or appropriate, the individual drafting the reply will discuss the proposed content with the Board Chairperson. - The BCL will contain the incoming correspondence, acknowledgement email, board meeting date addressed, and formal response.	Board / STO	“In Progress” → “Complete.”
4 – Confidential Personnel Matters	- Category #4 correspondence (confidential personnel matter) will be copied to the Chairperson and STO and referred to the appropriate staff person for investigation and response. - Upon receipt of the response, the original letter and the response will be provided to all trustees at the next in-camera meeting. - Content of Category #4 correspondence will not be published in the BCL but reference as incoming, acknowledgement email, board meeting date addressed, and formal response date	Chair/Secretary Treasurer	Added to In Camera agenda.

5. Correspondence Acknowledgment Templates

Category	Category 1	Category 2	Category 2	Category 3	Category 4
Template	1 – Information Only	2 – Response from Board Chair or Superintendent to follow	3 – Response from Staff	4 – Requires Board Decision	5 - Confidential Personnel Matters
Subject	Thank you for contacting the Sooke School District Board of Education	Acknowledgment of Your Message to the Board of Education	Your Message to the Sooke School District Board of Education	Your Message to the Sooke School District Board of Education	Your Message to the Sooke School District Board of Education
Body	Dear [Name], Thank you for contacting the Sooke School District Board of Education. Your feedback has been received, and we truly appreciate you taking the time to reach out to us. Kind regards, [Staff Name] On behalf of the Board Chair Sooke School District Board of Education	Dear [Name], Thank you for contacting the Sooke School District Board of Education. Your message has been received and is being reviewed. The Board Chair or Superintendent will address your email and provide a reply once your concern has been reviewed. Kind regards, [Staff Name] On behalf of the Board Chair Sooke School District Board of Education	Dear [Name], Thank you for contacting the Sooke School District Board of Education. Your correspondence appears to be an operational matter and has been forwarded to the appropriate staff member who can best assist you. The Board of Education has received a copy of your email for awareness, but the reply will come from staff. Kind regards, [Staff Name] On behalf of the Board Chair Sooke School District Board of Education	Dear [Name], Thank you for contacting the Sooke School District Board of Education. Your message has been received and reviewed and awaits Board direction. Kind regards, [Staff Name] On behalf of the Board Chair Sooke School District Board of Education	Dear [Name], Thank you for contacting the Sooke School District Board of Education. Your message has been received and reviewed. Your correspondence is related to personnel matters and will be considered in confidence during an In Camera meeting of the Board of Education. Kind regards, [Staff Name] On behalf of the Board Chair Sooke School District Board of Education
Cc/Bcc	Bcc: Trustees	Bcc: Chair	Bcc: Trustees	Bcc: Chair	Bcc: Chair

6. Receipt, Logging, and Tracking

1. All emails to trustees@sd62.bc.ca are received and logged by the STO.
2. Acknowledgments are sent within 1–3 business days.
3. The tracking log records:
 - o Dates received/acknowledged/completed with sensitivity to category 4 correspondence.
 - o Sender name and contact
 - o Category and acknowledgment type and date sent
 - o Staff member entering
 - o Assigned to / status
 - o Notes or follow-up
 - o Board meeting date presented
 - o Resulting board direction and formal response.

8. Review and Revision

This framework will be reviewed annually by the Board Chair, Superintendent and Secretary Treasurer; periodically, operational changes may warrant updates. Revisions are approved by the Secretary Treasurer's Office in consultation with the Board of Education.

Sample	Board Correspondence Log 2025/26 All written communications to trustees are received and logged. Applies to all correspondence received by: The Board of Education (collectively), the Board Chairperson and individual Trustees in their elected capacity. Acknowledgements are sent within 1-3 business days (except during break closures)												
	Number	Status	Date received	Date acknowledged	Date Completed	Sender name and contact	Category and Template	Staff member entering	Assigned to/status	Notes or follow-up	Board meeting date presented	Resulting Board direction and formal response	Formal Response
	1	Completed	Aug 27/25	Aug 27/25	Aug 29/25	XXXXXXXX (hyperlink to correspondance	2-2	JS	Chair	bcc Chair on acknowledgement Nov 12	N/A	Chair's response (hyperlink to response)	Sent Aug 29, 2025

RESOURCES COMMITTEE MEETING REPORT

November 18, 2025 – 6:00 p.m.

Present: Cendra Beaton, Trustee (Acting Committee Chair)
Ebony Logins, Trustee (Committee Member) - online via MS Teams
Trudy Spiller, (Acting Committee Member) – online via MS Teams
Amanda Dowhy (Committee Member)
Paul Block, Superintendent
Brian Jonker, Secretary Treasurer
Monica Braniff, Deputy Superintendent
Ed Berlando, STA
Trudy Court, CUPE – online via MS Teams
Tom Davis, SPEAC
Ceilidh Deichman, SPVPA – online via MS Teams
Mhairi Bennett, Director, Facilities
David Lee-Bonar, Assistant Secretary Treasurer
Nicole Gestwa, Network Analyst, Information Technology

Regrets: Christine Lervold, Trustee (Committee Chair)
Russ Chipps, Trustee (Committee Member)

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

The meeting was called to order at 6:00 p.m. by the Committee Chair. The Chair acknowledged the traditional territories of the First Nations.

The Chair provided virtual participation instructions to Trustees and attendees joining online.

2. *COMMITTEE REPORT*

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated October 14, 2025, at its Public Board Meeting dated October 28, 2025.

3. *PRESENTATIONS*

There were no presentations.

4. BUSINESS

4.1 Quarter 1 Financial Forecast – David Lee-Bonar

The Assistant Secretary Treasurer provided a financial forecast currently showing a potential surplus of \$5.589 million and explained the assumptions, risks and variables involved.

A discussion ensued related to the ongoing uncertainty in the economy. Partners asked questions related to specific line items such as TTOC and staffing costs. Trustees asked questions related to revenue and bad debt in the forecast and clarity on the CEF acronym (Classroom Enhancement Fund).

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the Quarter 1 Financial Forecast Report as presented at the Resources Committee meeting of November 18, 2025.

The committee supported the motion proceeding to the board for consideration.

Trustee Dowhy agreed to step in for Trustee Logins as a committee member for this meeting, given the technology challenges for the meeting.

4.2 2026/27 Budget Principles, Assertions and Process – Brian Jonker

The Secretary Treasurer outlined the proposed budget principles and assertions for 2026/27.

Discussion ensued related to how the IEC will be engaged in the budget development process.

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the proposed 2026/27 budget principles, assertions and process as outlined at the November 18, 2025, Resources Committee meeting.

The committee supported the motion proceeding to the board for consideration.

4.3 Quarter 2 Minor Capital Update – Mhairi Bennett

The Director of Facilities provided an update on the Ministry Minor Capital Annual Programs and capital projects including the Q2 Minor Capital Financial Report.

The Partner groups outlined their appreciation for the work on the guidelines for PACs, and concerns around the delays with current projects. CUPE inquired whether contractors completing the work on our sites are required to be unionized. Trustee comments encouraged staff to consider a preference for awarding contracts to companies with unionized staff and embedding accessibility into projects where possible. Clarity was provided in relation to an outside contractor being the prime contractor and we would not have a contractor in place doing work with internal staff.

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the Quarter 2 Minor Capital Report as presented at the Resources Committee Meeting of November 18, 2025.

The committee supported the motion proceeding to the Board for consideration.

5. ADJOURNMENT

The meeting was adjourned at 7:15 p.m. The next meeting is scheduled for December 9, 2025.

Committee Information Note

Resources Committee Meeting

November 18, 2025

Agenda Item 4.1 – Quarter 1 Financial Forecast: Fiscal Year 2025/26

BACKGROUND:

- The School District's fiscal year runs July 1, 2025 – June 30, 2026.
- At the end of the first quarter (Q1), second quarter (Q2), and third quarter (Q3) of the fiscal year, staff complete a forecast of where we expect to finish the year financially.
- Given Q1 is early in the fiscal year, representing the period of July 1 – September 30, 2025, both revenue and expenses are just ramping up contributing to variability in the forecasting process.
- This note provides the District's estimate of where we expect to end the year based on the Q1 forecasting process. This estimate will be revised as we work through the financial forecasts after Q2 and Q3, with each quarterly process increasing in certainty.

ANALYSIS:

Q1 Forecasted Year End (June 30, 2026)

- Summaries based on revenues and expenditures by function (**Appendix A**) and expenditure type (**Appendix B**) have been provided for the Committee's review.
- There are significant variances by expenditure type noted in Appendix B that will at least partially be resolved in Q2 when staff have had an opportunity to make budget adjustments in line with anticipated spending.
- Staff have estimated that the District will end the fiscal year (June 30) with a potential accumulated surplus of \$5.589M or 3.00% of total expenses.
- There are several assumptions used in this forecast that may impact the final numbers. Some examples include: the Operating Grant supplement for salary differential, February enrolment count, and May enrolment count will all come on budget.

In Year Risks

- As part of budget development and ongoing fiscal management, a review of the risks identified as part of budget 2025/26 budget development has been undertaken.
 - The enrolment risk has materialized with lower than forecast enrolment resulting in less revenue than anticipated to fund the budgeted expenses.
 - The remaining risks related to the province fully funding collective agreements, geopolitical risks as they relate to tariffs and resulting inflation/escalation and unique geographic funding factors are still relevant with the risk assessment of each also remaining accurate.
 - Given we are reporting on Q1 and there are several risk areas with potentially high impact, staying the course based on the Q1 forecasted financial performance is prudent.

Next Steps

- Next steps include completing the Q2 Forecast (December 31, 2025) at which time more of the variables will be known (CEF recovery, Salary Differential, and staffing).
- The Q2 Forecast will be used to draft the District's Amended Budget for the Board's consideration which must be approved by by-law and submitted to the Ministry of Education and Child Care no later than February 28, 2026.

RECOMMENDATION:

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the Quarter 1 Financial Forecast Report as presented at the Resources Committee meeting of November 18, 2025.

Prepared by: David Lee-Bonar, Assistant Secretary Treasurer

Appendix A

School District Six Two

Summary of Q1 Forecast by Financial Statement Function

	BUDGET	Q1 FORECAST	VARIANCE	
Revenues				
Provincial Grants				
Ministry of Education and Child Care	176,016,956	174,729,935	1,287,021	\$0.4m pressure in Sept enrolment based funding & \$0.8m pressure in supplemental funding
Other	218,485	204,535	13,950	
Tuition	8,276,500	7,986,546	289,955	International enrolment under budget by 9 FTE (251 vs budget 260 FTE)
Other Revenue	1,817,529	1,788,259	29,270	
Rentals and Leases	589,114	721,829	(132,715)	
Investment Income	853,875	878,241	(24,366)	
Total Revenue	187,772,459	186,309,343	1,463,116	
Expenses				
Instruction	160,440,852	158,362,088	2,078,764	Expense reductions to offset enrolment shortfalls (standard, inclusive education, and ISP)
District Administration	8,592,529	8,336,278	256,251	Indigenous Learning Day savings (\$0.15M) and Finance Dept savings (\$0.12M)
Operations and Maintenance	15,234,535	15,417,893	(183,358)	
Transportation and Housing	4,020,902	3,961,754	59,148	
Total Expense	188,288,818	186,078,013	2,210,805	
Net Revenue (Expense)	(516,359)	231,331	(747,690)	
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	(2,248,094)	(2,279,199)	31,105	\$1.2M for portables & \$0.8M for E-Bus Infrastructure
Local Capital	-	-	-	
Surplus (Deficit), for the year	(2,764,453)	(2,047,869)	(716,584)	
Total Reserve as at June 30 2025	7,637,049	7,637,049	-	
Operating Surplus (Deficit) for the year	(2,764,453)	(2,047,869)	(716,584)	
Total Reserve as at June 30 2026	4,872,596	5,589,180	(716,584)	
Reserve % of Total Expenses as at June 30 2026	2.59%	3.00%		

Appendix B

School District Six Two

Summary of Q1 Forecast by Financial Statement Expenditure Type

	BUDGET	Q1 FORECAST	VARIANCE	
Salaries				
Teachers	67,572,671	66,308,888	1,263,783	Post and fill processes
Principals and Vice Principals	11,422,578	11,078,297	344,281	
Educational Assistants	23,045,513	21,802,012	1,243,501	Lower staffing to offset lower inclusive education enrolment than anticipated
Other Professionals	6,669,961	6,625,433	44,528	
Substitutes	6,220,878	7,781,806	(1,560,928)	TOC budget pressure due to teacher post & fill process
Total Salaries	132,104,163	130,311,056	1,793,107	
Employee Benefits	35,951,304	35,409,827	541,477	
Services and Supplies				
Services	9,283,058	9,533,975	(250,917)	Budget pressure mostly due to software (\$195k)
Professional Development and Travel	1,165,270	1,180,503	(15,233)	
Rentals and Leases	397,976	527,944	(129,968)	Budget pressure mostly due to maintenance vehicle leases (\$75k)
Dues and Fees	188,161	205,792	(17,631)	
Insurance	740,451	698,697	41,754	
Supplies	6,086,291	5,791,832	294,459	Lower Inclusive Education Services Dept supplies (\$250k) to offset lower inclusive education enrolment than anticipated
Utilities	2,346,344	2,413,388	(67,044)	
Bad Debt	25,800	5,000	20,800	
Total Services and Supplies	20,233,351	20,357,131	(123,780)	
Total Operating Expense	188,288,818	186,078,013	2,210,805	
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	2,248,094	2,279,199	(31,105)	\$1.2M for portables & \$0.8M for E-Bus Infrastructure
Local Capital	-	-	-	

Committee Information Note Resources Committee Meeting

November 18, 2025

Agenda Item 4.2 – 2026/27 Budget Principles, Assertions, and Process

BACKGROUND:

- The Board's annual workplan includes approval of the Annual Budget Principles, Assertions, and Process (plan and timelines) in November.
- As a result, staff are requesting the Committee consider the following Budget Principles, Assertions, and Process for the 2026/27 Budget Development Process.

ANALYSIS:

- The tables below show the existing budget principles and assertions used for 2025/26 juxtaposed to the proposed language for 2026/27.

Budget Principles

Budget 2025/26 - Existing		Budget 2026/27 - Proposed		Change
1.	Budget decisions will be based on the refreshed Strategic Plan for 2025-2029;	1.	Budget decisions will be based on the refreshed Strategic Plan for 2025-2029	No Change
2.	Input from the District partners and Leadership Team will help shape 25/26 funding levels; and	2.	Input from the Indigenous Education Counsel, District partners, and the Leadership Team will help shape budget 2026/27	Minor Change
3.	The annual budget process will be informed by the multi-year budget estimates on a 3-year rolling cycle.	3.	The annual budget process will be informed by the 3-year fiscal plan outlook	Minor Change
4.	N/A	4.	The budget planning process will be informed by a budget risk assessment and include mitigation strategies	New

Proposed Budget Assertions

Budget 2025/26 - Existing		Budget 2026/27 - Proposed		Change
1.	The provincial funding formula will remain the same and be based on per FTE funding;	1.	The provincial funding formula will remain the same and be based on per FTE funding;	No Change
2.	Domestic enrolment will continue to grow;	2.	Domestic enrolment growth will begin to slow;	Change
3.	Staff will create multiple data points to consider when developing the domestic enrolment estimates to strengthen the process; and	3.	Staff will consider multiple data points when developing the domestic enrolment estimates to strengthen the process; and	Minor Change
4.	All negotiated / approved salary increases will be funded.	4.	All negotiated / approved salary increases will be funded.	No Change

Proposed Budget Process for 2026/27

- The attached timelines are being suggested to be approved by the Board for the 2026/27 Budget Development process.

RECOMMENDATION:

- Staff would like the Committee to consider supporting the following motion:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the proposed 2026/27 budget principles, assertions and process as outlined at the November 18, 2025, Resources Committee meeting.

Prepared by: Brian Jonker, Secretary Treasurer

School District 62

Proposed Budget Timelines

Fiscal 2026/27

Month	Executive	Resource Committee	Board Meetings
January	Highlight the operating grant recalculation details (if available)	Jan 13 – review the 25/26 recalculated operating grant (if available)	Jan 20 – review the 25/26 recalculated operating grant (if available)
February	Identify 26/27 Priorities based on Strategic Plan	Feb 10 – Review & input on draft Priorities	Feb 24 – Review & input on draft Priorities; Partner Presentations (Feb 17)
March	Draft Budget based on Priorities	Mar 10 – Review & input on draft Priorities	Mar 31 – Review & input on draft Priorities
April	Finalize Budget for presentation	Apr 14 – Review and input on draft Budget	April 28 – 1 st reading of the Budget
May	Tweak Budget (if applicable)	May 12 – Review and input on revised Budget (if applicable)	May 26 – 2 nd and 3 rd readings of the Budget

Notes:

- 1) A Leadership Budget Working Group will complete the initial work to identify priorities and to create the proposed Budget options for review by the Executive, Resources Committee and ultimately, the BoE
- 2) Resource Committee reviews and provides input on draft priorities and the Budget in support of the Board's approval process
- 3) Staff will support the Board in their engagement with the Indigenous Education Council once the timing and process for this work is confirmed.
- 4) Staff will meet with our partners' Executives to discuss Priorities (early February) and the draft Budget (early April)
- 5) An ECOW meeting will be scheduled for April 21st where staff will provide details of the budget with an emphasis on changes from 25/26
- 6) Once approved, timelines should be shared and public encouraged to attend Resource Committee/Board meetings for budget discussions

25-29 Strategic Plan

Priorities

26/27 Annual Budget

Committee Information Note Resources Committee Meeting

November 18, 2025

Agenda Item 4.3 Quarter 2 -Minor Capital Update

PURPOSE: Q2 -Minor Capital Update

BACKGROUND:

- As a reminder, the minor capital program is based on the Province of BC fiscal year which runs April 1 – March 31 making this the Q2 update for the period of July – September 2025.
- Ministry Minor Capital Annual Programs are outlined below:

Program	Description
School Enhancement Program (SEP)	Intended to help school districts extend the life of their facilities through a wide range of improvement projects
Carbon Neutral Capital Program (CNCP)	Provides specific funding to energy-efficiency projects that lower the school districts carbon emissions.
Bus Acquisition Program (BUS)	Provides specific funding for new buses (growth) and replacement buses (end of life)
Playground Equipment Program (PEP)	Provides specific funding to purchase and install new or replacement playground equipment that is universal in design
Food Infrastructure Program (FIP)	Provides specific funding to support minor upgrades to support the delivery of prepared meals from centralized kitchen facilities to schools
Childcare Conversion/Minor (CC Minor/Equipment)	Provides dedicated funding to support small-scale projects to convert (renovate) an existing K-12 space to create childcare spaces as well as the purchase and installation of fixtures, furniture and equipment required to obtain a license.
Annual Facility Grant (AFG)	Provides funding for facility projects aimed at maintaining and extending the useful life of school buildings and preventing premature deterioration of facility assets.

- In addition to the Ministry annual programs, there are several capital projects that are supported and executed at the district level.

ANALYSIS:

- Attachment 1 provides the Q2 financial update for minor capital projects. It's important to note that the % complete provides the financial % and does not reflect the % of construction.

RECOMMENDATION:

- Staff would like the Committee to consider supporting the following motion:

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the Quarter 2 Minor Capital Report as presented at the Resources Committee Meeting of November 18, 2025.

Prepared by: Mhairi Bennett, Director of Facilities

Attachments:

- Attachment 1: Q2 Minor Capital Financial Report
- Attachment 2: Minor Capital Q2 Powerpoint Presentation

Attachment 1

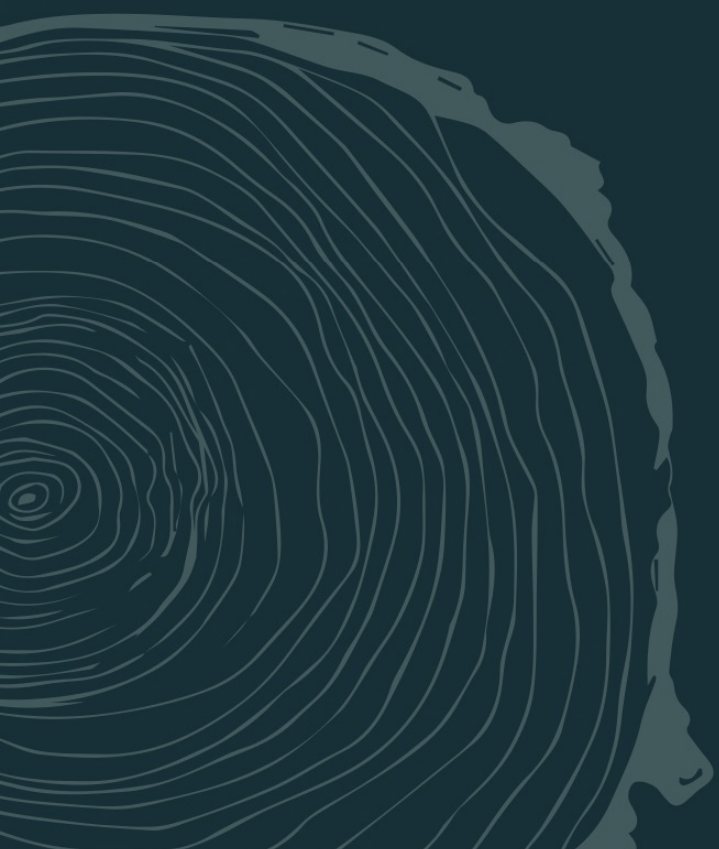
Q2 Minor Capital Financial Report

Resources Committee Nov 18, 2025

Project	Ministry Minor Capital Program	Minor Capital Project Funding	AFG 25/26	Expended	% Complete
EMCS Inclusive Washroom	SEP	\$ 750,000		\$ 250,000	33%
Dunsmuir, Spencer, Journey EV Chargers	CNCP	\$ 100,000			0%
EMCS LED Lighting Upgrade	CNCP	\$ 125,000		\$ 8,000	6%
Kitchens	FIP	\$ 125,000		\$ 110,000	88%
Belmont Heat Pump Replacement	SEP	\$ 500,000		\$ 485,000	76%
John Muir HVAC and Electrification	CNCP	\$ 500,000		\$ 410,000	73%
<i>Belmont Heat Pump Replacement*</i>	AFG		\$ 140,000	\$ -	76%
<i>John Muir HVAC and Electrification*</i>	AFG		\$ 60,000	\$ -	73%
AFG Operating	AFG		\$ 336,877	\$ 150,000	45%
AFG Capital Asset Management Software (Mol)	AFG		\$ 28,670	\$ 28,670	100%
John Muir Parking Lot Expansion	AFG		\$ 670,000	\$ 621,789	93%
Millstream Site Upgrades - Phase 1	AFG		\$ 300,000	\$ 250,959	84%
Exterior Wifi Transportation	AFG		\$ 6,663	\$ 6,663	100%
Saseenos Re-Roofing	AFG		\$ 470,000	\$ 388,781	83%
Savory Interior Painting	AFG		\$ 80,000	\$ 75,244	94%
Poirier Exterior Painting	AFG		\$ 61,584	\$ 61,584	100%
Consulting and Feasibility	AFG		\$ 20,000	\$ 10,000	50%
Emergent System Replacements	AFG		\$ 50,000	\$ 45,000	90%
Capital WO System	AFG		\$ 6,700	\$ 6,700	100%
Saseenos Roof Drain/Rock Pits	AFG		\$ 15,000	\$ 15,000	100%
Energy Optimization	AFG		\$ 30,000	\$ -	0%
Millstream Bottle Filling	AFG		\$ 10,000	\$ 2,500	25%
Westshore Bottle Filling	AFG		\$ 10,000	\$ 2,500	25%
SABER	AFG		\$ 96,000	\$ 11,500	12%
Total Allocated			\$ 2,391,494	\$ 1,676,890	70%
Variance (Pressure)			\$ 1,051		

AFG Project Funding	\$ 2,026,998
AFG Operating Funding	\$ 336,877
AFG CAMS	\$ 28,670
Total AFG	\$ 2,392,545

Project	Funding	Project Budget	Expended	% Complete
Transportation EV Bus Charging Infrastructure	District/Grant	\$ 1,370,000	\$ 980,000	72%
EMCS Gym Floor Refinishing	District	\$ 85,000	\$ 85,000	100%
EMCS Bleacher Replacement	District	\$ 75,000	\$ 75,000	100%



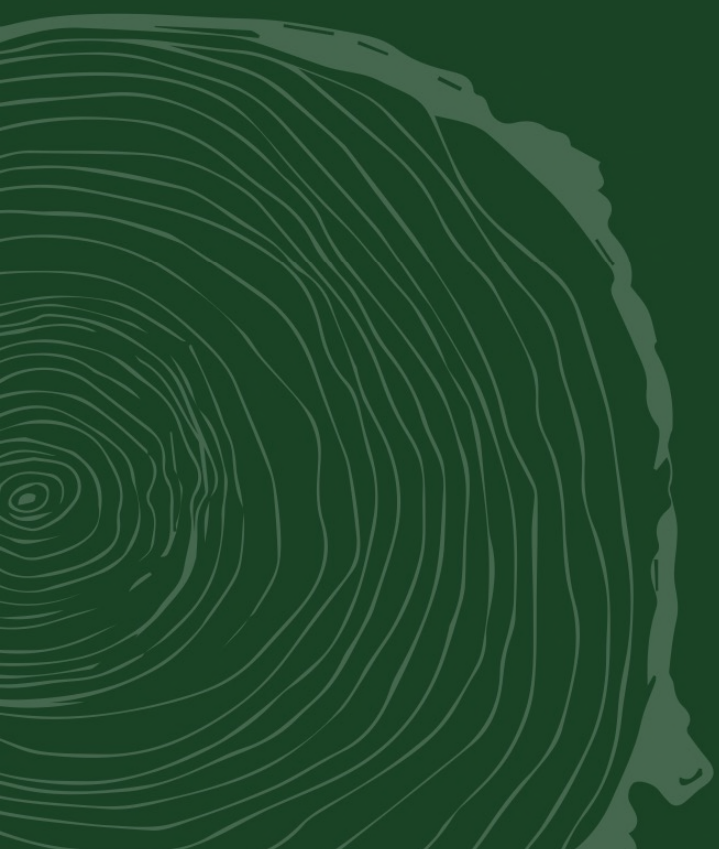
Minor Capital Q2 Update

Resources Committee

November 18th, 2025

Agenda

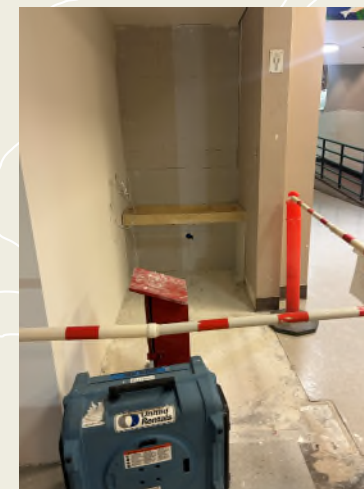
- **Ministry Minor Capital Annual Programs Update**
- **Annual Facility Grant Update**
- **District Capital Projects Update**
 - Guidelines and Reference Guide



Ministry Minor Capital Annual Programs

EMCS Inclusive Washroom

Funding Source	Budget	Spent	% Complete*
SEP (Ministry Minor Capital Annual Program)	\$750,000	\$250,000	33%



Kitchen Renovations

Funding Source	Budget	Spent	% Complete*
FIP (Ministry Minor Capital Annual Program)	\$125,000 (25/26) + \$35,000 (24/25)	\$141,000	88%
PROJECTS			
Millstream Elementary	\$70,000	\$70,000	100%
Saseenos Elementary	\$60,000	\$60,000	100%
Wishart Elementary	\$20,000	\$3,500	18%
Colwood Elementary	\$7,500	\$7,500	100%

Kitchen Renovations



Millstream: Before



Millstream: After

Kitchen Renovations



Saseenos: Before



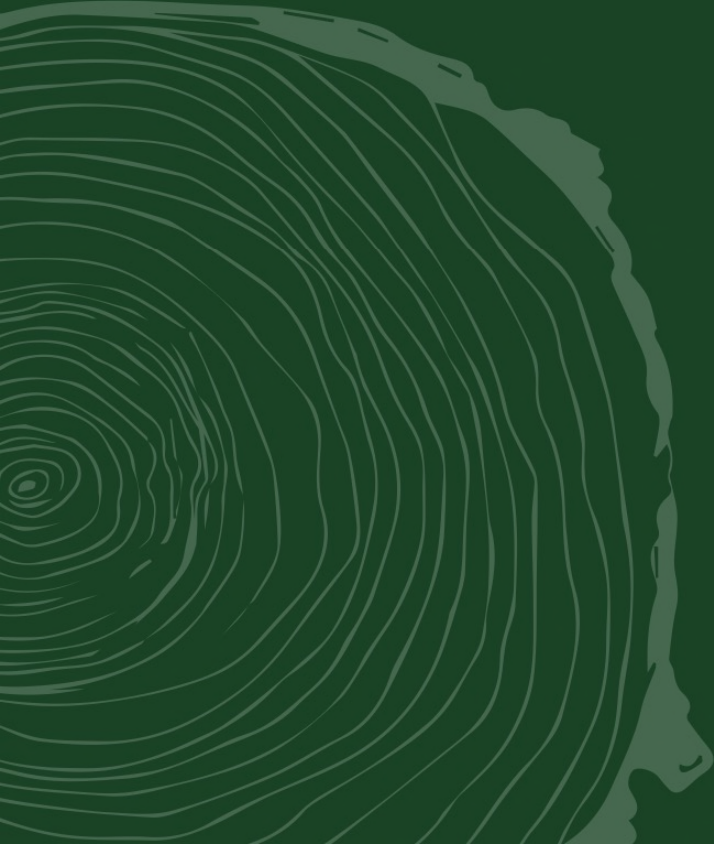
Saseenos: After



Belmont Heat Pump Replacement

Funding Source	Budget	Spent	% Complete*
SEP (Ministry Minor Capital Annual Program)	\$500,000	\$485,000	76%
AFG (Annual Facilities Grant)	\$140,000		





Annual Facility Grant

John Muir Parking Lot

Funding Source	Budget	Spent	% Complete*
AFG (Annual Facility Grant)	\$670,000	\$621,789	93%



Millstream Site Upgrades

Funding Source	Budget	Spent	% Complete*
AFG (Annual Facility Grant)	\$300,000	\$250,959	93%



Saseenos Re-Roofing

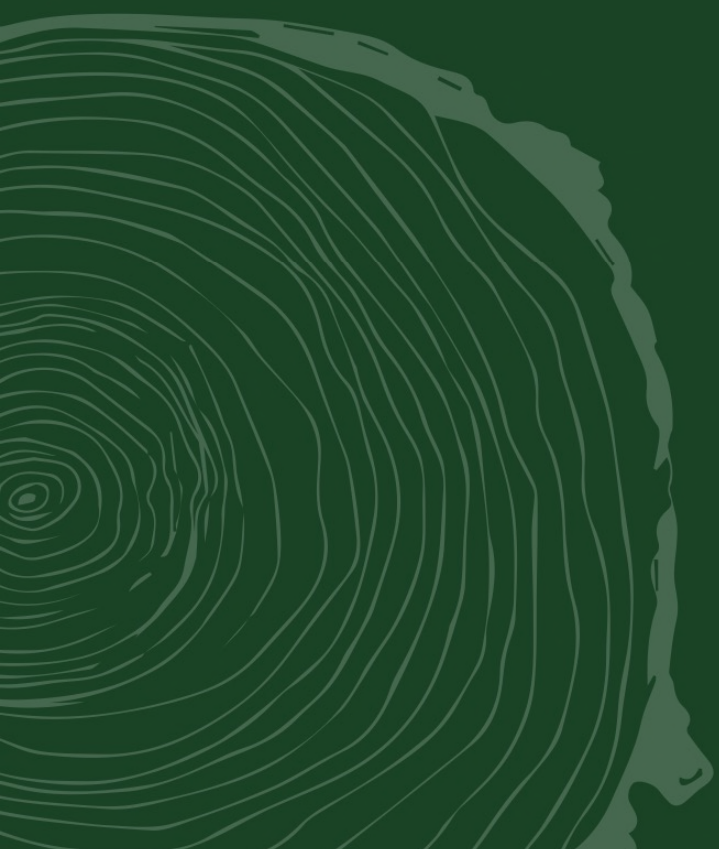
Funding Source	Budget	Spent	% Complete*
AFG (Annual Facility Grant)	\$470,000	\$388,781	83%



Painting Projects

Funding Source	Budget	Spent	% Complete*
AFG (Annual Facility Grant)			
Poirier Elementary	\$61,584	\$61,584	100%
Savory Elementary	\$80,000	\$75,244	94%





District Capital Projects

Transportation EV Infrastructure

Funding Source	Budget	Spent	% Complete*
District/Grants	\$1,370,000	\$980,000	72%



EMCS Gym

Funding Source	Budget	Spent	% Complete*
District			
EMCS Gym Floor Refinishing	\$85,000	\$85,000	100%
EMCS Bleacher Replacement	\$75,000	\$75,000	100%



District Capital Guidelines & Reference Guide

1.1. FULL PLAYGROUND STRUCTURE



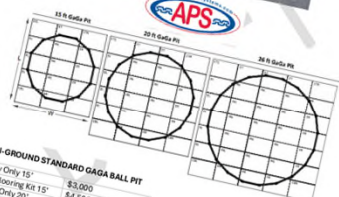

TRILLIUM S25-06	
Supply Only	\$23,300
Shipping	\$2,700
Installation Cost	\$7,800
Contingency	\$6,500
*Excavation, site preparation, fall protection, fencing, removal of existing playground structures not included	



SYNERGY SY-3498	
Supply Only	\$23,500
Shipping	\$10,853
Installation Cost	\$8,000
Contingency	\$7,700
*Excavation, site preparation, fall protection, fencing, removal of existing playground structures not included	

1.3. GAGA BALL PIT





APS IN-GROUND STANDARD GAGA BALL PIT	
Supply Only 15'	\$3,000
Gaga Flooring Kit 15'	\$4,500
Supply Only 20'	\$4,500
Gaga Flooring Kit 20'	\$5,500
Supply Only 26'	\$5,000
Gaga Flooring Kit 26'	\$6,500
Installation Cost	\$3,500
Contingency	\$1,500
*Excavation, site preparation not included	

1.5. BUDDY BENCH

The Buddy Bench is a popular item on school playgrounds. The idea is simple. When a child feels lonely, they can sit on the Buddy Bench. This signals to other kids that they are feeling isolated. Ideally, another child will notice them, sit beside them, talk to them and invite them to play.

HDPE Panel Colours

White / Grey / Black

Polyester Powder Colours

Formulated for maximum UV stability, fade resistance, & glass retention.

Star Blue / Red / Green / Yellow

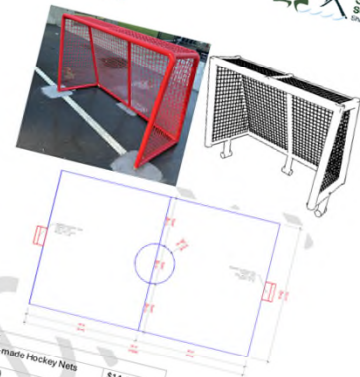





Backless Buddy Bench (PK-1495)	
Supply Only	\$1,400
Shipping	\$500
Installation	\$2,700
Contingency	\$500

Rainbow Buddy Bench	
Supply Only	\$3,000
Shipping	\$500
Installation	\$2,700
Contingency	\$500

1.6. HOCKEY COURT



Hockey Court	
Pair of Custom-made Hockey Nets	
Supply-Only	\$1,000
Installation (pair)	\$3,500
Paint border and center lines for the hockey court	\$600
6 ft x 6 ft pressure treated timbers, pinned around the hockey court	\$12,000
Contingency	\$2,500

*Hockey nets are custom-fabricated to standard dimensions (72" W x 48" H x 34" D), featuring a steel mesh back, 1-1/2" SCH 40 pipe posts, and a durable powder-coated finish.

*Hockey court measurements (60ft x 36ft) include white traffic marking paint.

\$6,022,545

Ministry (Minor) and District Capital 25/26 (to date)

25+ Projects

Number of Planned and Completed Projects

70%

Current Completion Rate*



Thank You!

COMMITTEE REPORT OF THE EDUCATION-POLICY COMMITTEE

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

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

Guests: Danielle Huculak, Brian Hotovy, Mike Huck, Laura Schwertfeger

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

With gratitude and respect, we acknowledge that we live, learn, and work on the traditional territories of the Coast Salish: T'Sou-ke Nation, SCIANEW (Beecher Bay) Nation, and the Nuu-chah-nulth: 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 Cendra Beaton

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

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

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

4. BAA COURSE PROPOSALS

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

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

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

Recommended Motion:

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

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

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

Recommended Motion:

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

5. NEW BUSINESS

a. International Student Program Update – Laura Schwertfeger

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

6. REVIEW OF POLICIES/REGULATIONS

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

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

Recommended Motion:

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

7. FOR INFORMATION

a. Research Project Approval – Paul Block

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

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

8. FOR FUTURE MEETINGS

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

DRAFT

SD62

Career Education

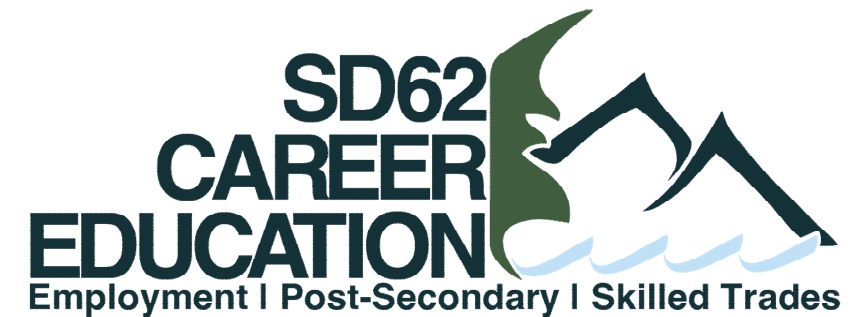
November 4, 2025



Presented by: Mike Huck, Brian Hotovy and
Danielle Huculak

Overview of Proposed BAA Courses Addressing Health and Caring Career Shortages

Presented to: SD62 Education Policy
Committee





Issue

Workforce Shortage

British Columbia faces a shortage of trained professionals in health and caring sectors.

Student Exposure Gap

Secondary students have limited exposure to health and caring career pathways.

Awareness Impact

Lack of career awareness prevents students from making informed education choices.

Community Well-being

Addressing shortages ensures workforce readiness for community health and support.



Background

Expanding Career Pathways

SD62 is expanding career pathways in response to changing labour market trends.

Growth in Health Care Careers

Health care and caring careers are rapidly growing sectors with vast opportunities.

Alignment with Priorities

Proposed courses support provincial priorities and the district's vision for lifelong learning.

Ministry Support

Targeted grants and resources from the Ministry support course implementation.

Analysis

Course Purpose

BAA courses introduce students to various health and caring profession careers with practical exposure.

Skill Development

Courses build foundational knowledge and employability skills for future education and work success.

Partnerships

Courses strengthen ties between schools, post-secondary institutions, and community partners.

Regional Relevance

Course development involved consultation with local school districts to align with regional needs.



CARE ECONOMY CAREER SAMPLER

Developed by SD 64 – Gulf Islands on January 8, 2024

4 credit grade 11 course with an estimated 120hrs of instruction

Synopsis

- Provides curricular competencies and content aimed at helping students understand the career requirements and opportunities within the Care Economy, specifically in Health Services.
- The Care Economy serves as an umbrella for a wide range of Health Services. It encompasses both paid and unpaid caregiving roles, including childcare, elder care, long-term care, allied health, education, and emergency response occupations.
- These careers represent the fastest growing economic sectors and feature many “in-demand” careers.



Big Ideas

... develop an understanding of...



Care Economy Career Sampler

HEALTH CAREER SAMPLER

Developed by SD 73 – Kamloops-Thompson on May 15, 2024

4 Credit Course Grade 12 course with an estimated 120hrs of instruction

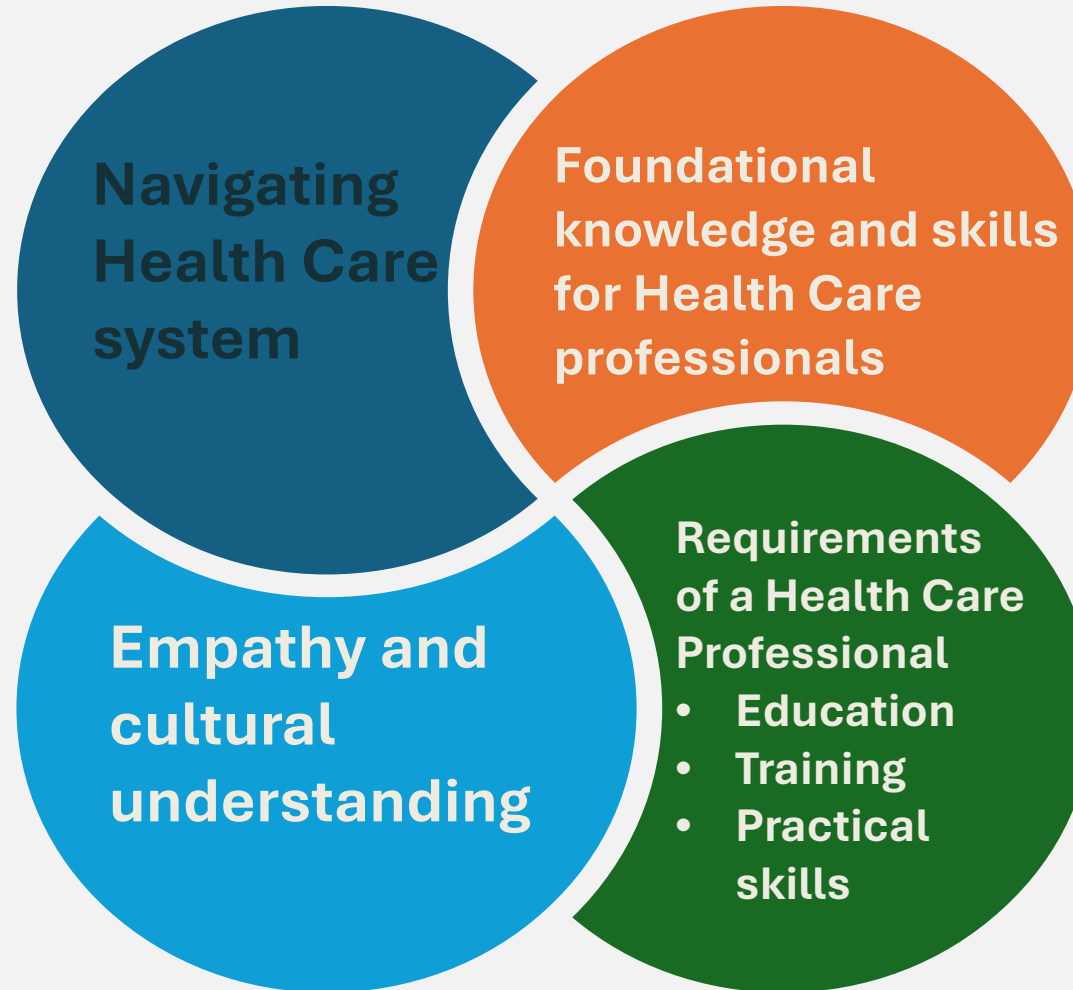
Synopsis

- Designed to help students build awareness and understanding of careers within the health care system, this course supports students in identifying their interests and skills as they explore future opportunities in health-related fields.
- Through guided activities and reflection, students will gain insight into the diverse roles available and begin to chart a path for further exploration and learning in the care economy.
- Emphasis will be placed on violence prevention, wellness, safety and Indigenous cultural safety.



Big Ideas

... develop an understanding of...



Health Career Sampler



Next Steps

Board Approval

Securing Board approval for both new BAA courses is a critical first step.

Resource Development

Develop comprehensive learning materials to support effective instruction.

Community Engagement

Partner with local health and community organizations for hands-on learning.

Communication and Enrollment

Provide clear information to students and families for successful enrollment.



Recommendations

Course Approval Request

Board approval is sought for new BAA courses starting September 2026. This enables course implementation in the district.

Addressing Workforce Shortages

Courses focus on critical workforce needs in health and care sectors. They prepare students for essential community roles.

Supporting Student Career Preparation

Programs help students gain skills for meaningful careers. They contribute to sustainable and vital community services.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority/Owner/Operator Name: School District #62 (Sooke)	School District/Independent School Authority/Owner/Operator Number (e.g. SD43, Authority #432, Owner/Operator #123): SD62
Developed by: Ryan Massey, Maggie Allison, Shari Hambrook	Date Developed: Sept 6, 2023 to January 8, 2024
School Name: SD62 Career Education Department	Principal's Name: Mike Huck
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority, Owner/Operator or Designate Approval Date:	Board/Authority Chair, Owner/Operator or Designate Signature:
Course Name: Care Economy Career Sampler	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

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

None

Special Training, Facilities or Equipment Required:

None

Occupational Modules Explored in the Course:

- (1) Early Learning and Care/K-12 Educator
- (2) Life Skills Program Support/Education Assistant (both in school and community)
- (3) Emergency Response Careers (fire, paramedic, search, and rescue)
- (4) Health Care Assistant (elder care/support of vulnerable)
- (5) Allied Health Professions (practitioner, assistants, technicians)
- (6) Mental Health Support workers (counsellors, psychologists, social workers)

Goals and Rationale:

Career life development relies on the ongoing cycle of exploration, planning, reflecting, adapting, and personalizing one's education and life options. Students will actively learn this strategy along with the importance of well-being and self-care as means of sustaining careers in the Care Economy sector.

For students who possess a desire to help and serve others, they will learn the importance of recognizing diverse world views and how that enables understanding and opens pathways to inclusivity and accessibility in communities.

The rationale behind the Career Sampler course is for students in the BC graduation program to gain a greater understanding of the breadth and depth of opportunities about "in demand" careers in the Care Economy. Career development is recognized as one of the 3 pillars of the educated citizen in British Columbia. There is room in the Care Economy sector to employ workers with a wide range of interests, skills, and expertise. Through this course, students will be able to explore, plan, apply and reflect on the attributes, skills and awareness needed for a successful career in the Care Economy.

Students learn to define who they are by what they value. One value common to all occupations in this sector is "care for the vulnerable." Students will come to understand how their values impact choices and outcomes in all areas of their lives.

Recognizing and adopting a balanced approach to personal well-being requires ongoing self-management. This course offers students tools and resources to acquire skills and apply strategies that increase their ability to think and act independently. And it helps students build confidence and trust in their abilities to plan and achieve their career development goals.

Indigenous Worldviews and Perspectives:

- Student self-awareness, grounded in family origins, cultural background, place of origin, citizenship and other "identity markers," is encouraged. Self-expression and reflection will be recommended for students to be clear about their own thinking processes and transformations in their understanding.
- When referencing Indigenous content, learners will be given the chance to work with locally developed resources, data, and stories, including local knowledge keepers, wherever possible.
- Real-life connections, hands-on experiences and practical applications of concepts build personalized strengths-based, learner-centered education.

Local Context:

- The concepts introduced in this course will align with the SD64 Enhancement Agreement Goals, including a culture of care and respect, where all Indigenous learners feel a sense of belonging, learn about their culture, feel connected to local Indigenous communities and are well prepared for successful careers with the knowledge of post-secondary options, bursaries, scholarships, and funding. The course will have opportunities for learners to engage in and learn about local Indigenous content, culture, history and values through resources, guests, and activities that honor Aboriginal Worldviews and Perspectives.

Course Name: Care Economy	Career Sampler	BIG IDEAS		Grade: 11
Career life development includes ongoing cycles of exploring, planning, reflecting, adapting, and personalizing one's education, experiences, and options.	Well-being and self-care support excellence, learning, and competence sustaining careers in the Care Economy sector.	Awareness of diverse world views enables understanding of complex communities and opens pathways to inclusivity and accessibility.	The desire to help and serve others is a value shared by all occupations in the Care Economy sector.	Focused exploration and real-life connections with campuses, worksites and career programs lead to informed post-secondary choices.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Explore - Analyze internal and external factors that inform personal career-life choices for secondary and post-secondary planning, related to the Care Economy. - Recognize personal world views and perspectives, consider their influence on values, actions, and preferred futures as they relate to roles in the Care Economy. - Engage in research and empathetic observation to determine care or service opportunities and barriers. - Recognize the need for trauma-informed practice and support strategies when working with clients with historical, intergenerational, or current trauma. - Explore strategies for actively upholding healthy boundaries, mental health, and self-care. - Explore essential skills for roles in the Care Economy: thinking skills, collaboration, - Identify models used in the Care Economy to measure success when designing approaches and actions. - Explore existing, new, and emerging tools and technologies in the Care Economy sector. Plan - Plan multiple problem-solving strategies in real-life, applied, and conceptual situations. - Use applied design methods to understand problem solving and how to develop services and products for accessibility in the Care Economy.	<i>Students are expected to know the following:</i> Human Growth and Development - Human stages of physical growth and development as a means of understanding the people being served. - Human stages of brain development and social-emotional growth. Family Dynamics and Interpersonal Relationships Factors involved in interpersonal relationships, including roles, functions, and challenges. - Specific ACEs (Adverse Childhood Experiences) or challenges can be triggers; recognize early signs of escalating behaviour and learn to use intervention strategies. Grief and loss support for families, at the workplace, and in the community. Professional Communication Methods - The meaning of "professionalism." - Conflict resolution strategies. - Understand Codes of Ethics and Procedures, Policies & Regulations for each sector. Collaboration methods.

- Design **safety plans** for potentially unsafe situations that incorporate Trauma Informed Practice and WorkSafe Policies, including **return to work plans**.
- Create personal wellness plans to set **healthy boundaries**, understanding personal limits and respecting those of others within the context of a career.
- Develop plans for **respectful** and **effective communication**, understanding of the population you are working with.

Apply

- Apply **First Peoples'** perspective and knowledge, ways of knowing, and local knowledge to sources of information.
- Visit post-secondary institutions (virtually or in person) to investigate a range of **learning opportunities** in the Care Economy.
- Practice communication skills such as **mirroring**, asking open questions, paying attention to body positioning/assertiveness and eye contact/respect.
- Practice precautionary, **safe**, and **supportive interpersonal strategies** and **communications**, both face-to-face and digital.
- When working collaboratively, **demonstrate professional ethics, confidentiality, and practice situational delicacy**.
- Apply understanding of **implicit bias** to the topics you chose to prioritize, research, and discuss.
- Use scientific methods and analysis to understand, share and present information.

Reflect

- Observe who/what is missing or gets missed, then make room/**build capacity, diversity, inclusion**, and equity.
- Contemplate dual relationships, the potential or **felt dissonance** between your values and/or methods and those of another.
- Note signs of burnout, stressors, triggers in yourself and others to protect your **mental health**.
- Consider strategies for **managing stress**, taking note of benefits and limitations.
- Identify skills to support change and growth including ongoing communication with self.
- Critically reflect on **cultural sensitivity and etiquette** skills to develop specific plans to learn or refine them over time.
- Notice methods of communication, specifically barriers and strategies to **enhance clear messaging**.
- Think about the emotional, psychological, intellectual, social, spiritual, and physical dimensions of health and how they are all essential in managing personal wellbeing.

Understanding Populations

- **Trauma informed practice** & training (TIP).
- **Cultural awareness** - marginalized communities, Indigenous communities, histories, cultures and perspectives, **cultural appropriation**.
- Community supports that help overcome limitations & barriers for students, teachers & care workers (i.e. **MECC & MCFD**)
- Understanding the impacts of **implicit bias** & privilege in the sectors.
- The benefits of experiences through **volunteering**.

Personal Awareness and Self-regulation

- How passion for helping people can be channeled into a **vocation**.
- **Personal learning styles**, interests, preferred ways of learning and knowing can lead to success in studies and work performance.
- Understanding your roles and **responsibilities** as a worker in each sector; knowing where the **boundaries** of work begin and end.
- How to comply with **WorkSafe BC** regulations in the Care Economy for violence prevention, emotional and physical safety.
- Understand how injured workers are supported and returned to work through the healthcare system in BC.
- Specific injury prevention techniques for caregivers, including specific safety practices, use of **PPE** and body mechanics when working with patients.
- Techniques for **stress management, self-care & self-regulation** of emotions in a healthcare setting.

Pathways for Post-secondary and Continuing Education in the Care Economy

- Required and suggested secondary school courses for Career Economy pathway.
- Gain required **certifications** for a variety of Care Economy sectors.
- **Pathways** and **requirements** for entry into Care Economy sectors in BC (and Canada).
- Perform an internal check to see if you feel drawn to serve and help others. Is this your **vocation/calling**?
- Opportunities to make friends with Care Economy professionals in other countries.

Big Ideas – Elaborations

- Teachings will consider how **internal and external factors** inform personal **career-life choices** for secondary and post-secondary planning related to the Care Economy. These will be examined through the lenses of Explore, Plan, Apply, and Reflect.

Inquiry Question Sample:

- How do we bring our knowledge of our personal values together with what issues are important to you?
- In what ways do personal values and strengths align with career choices that address global challenges?

- Lessons will focus on the importance of **well-being** and self-care, healthy boundaries, professional communication, mental health, and support strategies which are the backbones to sustaining a career in the Care Economy.

Inquiry Question Sample:

- How can a person in the Care Economy understand themselves and unpack their own background, trauma, privileges and needs to be the one who cares?
- You are what you value. What components, strategies or inner-knowing does your self-care plan feature?

- Teachings will illuminate how personal **world views and perspectives** impact and influence values, actions, and preferred futures of workers in the Care Economy sector. Recognizing and appreciating different perspectives is key to both interpreting and creating communication.

Inquiry Question Sample:

- How have your personal worldviews & perspectives been nurtured through your own lived experience?
- What worldviews & perspectives are different to yours?
- In what way does understanding the lived experiences and worldviews of other people and cultures improve the ability to care?

- Teachings will help students examine their level of **commitment to serve others** by pursuing a career in the Care Economy. A strong commitment can be channeled into a **vocation**.

Inquiry Question Sample:

- What is the impact of engaging with your work at the level of a job, a career, or a calling (where one serves a cause or the greater good)?

- Activities will focus on exploration and the pursuit of **real-life connections** with mentors, in person visits to campuses, worksites and programs that lead to a fuller, deeper knowledge and understanding of pathways to careers in the Care Economy sector.

Inquiry Question Sample:

- In what ways does exposure to the community fill knowledge content gaps and open students to the world beyond the classroom?

Curricular Competencies – Elaborations

Explore

- **Internal factors** are those that you control, they come from within you. Internal factors are influenced by your feelings and thoughts. These can be positive or negative.
- **External factors** are those that stem from your surroundings. External factors may include expectations from your family, friends, cultural or gender stereotypes and family responsibilities.
- **Career life choices** - may include consideration of passions, preferences, strengths, education/work opportunities and well-being.
- **World view** - particular philosophies of life or conceptions of the world that underpin identity and the ways people interact with the world; for example, First Peoples, new immigrant, refugee, rural, urban, colonial, geocentric.
- **Perspectives** - attitudes of people according to their gender, race, sexual orientation and diverse abilities.
- **Research** - seeking knowledge from other people as experts, interviewing people involved, finding secondary sources and collective pools of knowledge in communities and collaborative atmospheres, learning the appropriate protocols for approaching local First Peoples communities.
- **Empathic Observation** - aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples' worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders.
- **Trauma Informed Practice** - is a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma. It emphasizes physical, psychological, and emotional safety for everyone, and creates opportunities for survivors to rebuild a sense of control and empowerment.
- **Support strategies** - recognize the signs and symptoms of trauma, integrate knowledge about trauma into procedures and practices, seek to actively resist re-traumatization by avoiding creating environments that inadvertently remind clients of their traumatic experiences and causes them to experience emotional and biological stress.
- **Healthy Boundaries** - understanding personal limits and rules we set for ourselves within work and personal relationships.
- **Mental Health** - emotional, psychological, and social well-being.
- **Self-care** - the practice of individuals looking after their own health using the knowledge and information available to them.
- **Essential Skills** for the workplace are foundational & transferable skills that are important for social interactions, literacy and numeracy.
- Types of **communication** - compassionate, accountable, empathic, responsible, assertive.
- **Models** - metrics used in the Care Economy to evaluate approaches and actions.
- **Tools and Technologies** are used in all care sectors for diagnostics, treatment, and accessibility purposes.

Plan

- **Problem solving strategies** - includes plans to assess behaviour and development.
- **Applied Design** - the phases of the design process, from inception to completion. Phases include understanding context, defining, ideating, prototyping, refining, making, and sharing.
- **Safety plans** - should focus on specific goals and objectives while minimizing key risk factors in care economy worksites.
- **Return to work plans** - through WorkSafe BC, are supported by many aspects of the care economy.
- **Healthy boundaries** - are an essential life skill, consisting of limits and rules we set for ourselves within relationships. They help us stand by values. Healthy boundaries allow the communication of wants and needs while also respecting those of others.
- **Respectful and effective** - avoid using personal characteristics unless relevant, use inclusive language and person-first construction, use preferred terms of clients.

Apply

- **First Peoples** - refers to the Indigenous people of Canada including, Metis, Inuit, and First Nations peoples. Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments.
- **Learning opportunities** - at post-secondary includes certificates, diplomas, degrees as well as opportunities to tour, shadow and/or take continuing education courses.
- **Mirroring** - is a therapeutic technique where you repeat back to a client, usually in your own words but sometimes word for word, the idea that has just been expressed. It can literally be as simple as: Client: "I felt hurt and confused." Therapist: "You felt hurt and confused." Use critical thinking as a tool to inform reasoning and decision making when communicating.
- **Professional ethics** include respectful, and safe interactions in diverse career-life environments.
- **Situational delicacy** - if you say that a situation or problem is of some delicacy, you mean that it is difficult to handle and needs careful and sensitive treatment.
- **Implicit bias** - is an unconscious association, belief, or attitude toward any social group. It is important to remember that implicit biases operate almost entirely on an unconscious level.

Reflect

- **Build capacity, diversity, and inclusion** - Explain how to make thoughtful choices and decisions considering the needs of self, others, and society.
- **Felt dissonance** - is inconsistency between the beliefs one holds or between one's actions and one's beliefs. Understand how various attitudes, values, world views and behaviours impact meaningful personal relationships.
- **Mental health support** - is accessible in all communities in BC. Many supports are targeted at students and care workers through the BC Government.
- **Stress** - has benefits and limitations. Stress management tools include addressing the physical, emotional, and spiritual self.
- **Cultural sensitivity** - means that you are aware and accepting of cultural differences. It implies that you withhold judgment of cross-cultural practices, and that you can deal effectively with these differences.
- **Etiquette** includes use of social media and the understanding that workers in the care economy are vetted and an individual's personal actions on social media carry over to their professional reputation. Students recognize the consequences of their own actions and biases.
- **Clear communication** - conflict resolution and team-building skills help to support change and growth including ongoing communication with self that leads to well-being.

Content – Elaborations

Human Growth and Development

- Each sector requires specific **knowledge of human development at different ages or stages**. i.e.: Childhood development, brain development, dementia or impacts of trauma.
- Social-emotional development includes the development of self or temperament and relationship to others or

attachment. ***Family Dynamics and Interpersonal Relationships***

- **Factors** that influence family dynamics (**roles & responsibilities**), may include distribution and use of resources within a family, as well as needs and wants of all family members.
- **ACEs** are **Adverse Childhood Experiences** and include **challenges** that may include economic, social, displacement, health, emotional experiences.
- **Grief and loss services** could include victim services, grief counselling, the local Hospice branch, or the religious community.

Professional Communication Methods

- **Professionalism in** communication includes learning to exchange information respectfully purposefully and actively.
- Recognizing and appreciating **different perspectives** is key to both interpreting and creating communication.
- Each sector has a provincial body upholding a **code of ethics and values**.
- **Collaboration** involves building and sustaining relationships, interacting and problem solving, ethically.

Understanding Populations

- **Populations** refers to a community of people grouped by, for example, geography, ethnicity, age, religion, or culture; understand how diverse Populations offer contributions to society.
- Understanding the impact of trauma is an important first step in becoming a compassionate and supportive community of care. **Trauma informed practice (TIP)** recognizes that people often have had many different types of traumas in their lives. Trauma survivors can be re-traumatized by well-meaning caregivers and community service providers.
- **Trauma Care** refers to the immediate care of physical injuries by a medical team.
- **Cultural appropriation** is defined as the use of a motif, theme, “voice”, image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn.
- **MECC** (Ministry of Education and Child Care) and **MCFD** (Ministry of Children and Family Development) support the well-being of children, youth, and families in British Columbia by providing services, such as child protection, counselling, foster care, medical, dental and learning supports that are accessible, inclusive, and culturally respectful.
- **Implicit bias** is a **bias** or **prejudice** that is present but not consciously held or recognized. The first step to becoming a culturally effective healthcare provider is to be able to recognize and mitigate your own **implicit biases**.
- **Volunteering** with a range of community events and activities, including health care facilities, develops employability skills and social relationships.

Content – Elaborations

Personal Awareness and Self-Regulation

- **Vocation:** a strong feeling of suitability for a particular career or occupation; understanding the difference between a job, vocation, or career.
- **Personal learning styles can be explored through [MyBlueprint.ca](https://myblueprint.ca) or other surveys.**
- **Responsibilities of employees** in a work environment are limited to the training and job descriptions specific to each Care Economy sector.
- Students learn to **recognize behaviours** which without intent may cause bodily harm. Understanding that not every individual who acts out can understand the potential outcomes of behaviour.
- **Caregivers:** parents, grandparents, early childhood educators, babysitters, youth workers
- **PPE** - Personal Protective Equipment differs by sector, i.e., gloves, safety glasses, face masks, hearing protection, appropriate shoes.
- **Practice self-care and stress management** through awareness, self-control, and self-reliance to achieve or maintain balance and health. Self-care is the practice of taking action to preserve or improve one's own health.

Pathways for Post-secondary and Continuing Education in the Care

- **Certifications** are short, intensive programs resulting in an official document attesting to level of achievement. (examples include Emergency First Aid, Class 5 Driver's license, Radio Operator's license)
- Using [MyBlueprint.ca](https://myblueprint.ca) of a similar platform, **pre-requisite courses and requirements** are outlined for each program at colleges and universities.
- **Vocation:** a strong feeling of suitability for a particular career or occupation; understanding the difference between a job, vocation, or career.

Recommended Instructional Components:

The instructional component of this course:

- Draws from and builds on prior knowledge, skills, and understandings.
- Using that knowledge base as a springboard, students will be stimulated to explore and follow their curiosity and interests.
- Is student-centred and meets the needs of diverse learners.
- Focused on developing the Curricular Competencies through the Content Outcomes
- Uses varied approaches, including both innovate and “tried and true.”
- Teachers and students will demonstrate a positive attitude towards learning by stretching themselves, taking risks, making mistakes.
- Perseverance will be rewarded and continually promoted by allowing time for difficult problems and revisiting scenarios.
- Values connections with field-expertise, including learning from Care Economy sector professionals.
- Supports a variety of learning styles.
- Utilizes First Peoples Principles of Learning
- Utilizes inquiry approaches, including problem-based, project-based and/or experiential learning.
- Builds skills, knowledge and understandings that are transferable to other contexts.
- Learners will be encouraged to reflect on and be clear about their own thinking processes and the transformations in their understanding.

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

The assessment component of this course:

- Is fair, transparent, meaningful, and responsive to all learners.
- Focuses on all areas of the curriculum model, Big Ideas, Curricular Competencies and Content.
- Provides ongoing descriptive feedback to students.
- Is timely, specific, and embedded in day-to-day instruction.
- Provides varied and multiple opportunities for students to demonstrate their learning.
- Promotes development of student self-assessment and goal setting for next steps.
- Allows for a collection of student work to be gathered over time to provide a full profile of the learner and knowledge gained.
- Communicates clearly to the learner and parents where the student is, what they are working towards, and the ways that learning can be supported.

Learning Resources:

Career exploration includes the three essential pillars of self-discovery, values, and hope. (Poehnell, G., Amundson, N., (2011) Hope-Filled Engagement. Richmond, BC.: Ergon Communications.)

The following is a non-comprehensive list of resources supporting exploration and deeper learning of the curricular competencies & content in career exploration related to the Care Economy. Ongoing opportunities for self-exploration, self-assessment and goal setting may happen at any point that seems appropriate for teachers and students during the learning process. A detailed list of resources and occupational profiles will be available as part of the Care Economy Sampler Course Guide.

- (Placeholder2) [WorkBC.ca - Plan a Career | WorkBC](#)
- Self-Assessment Strategies [-Microsoft Word - Supporting Self-Assessment.docx \(gov.bc.ca\)](#)
- Education Planner BC - [EducationPlannerBC](#)
- [My Guide Inside](#) – Knowing Myself and Understanding my World (Book III) by Christa Campsall & Kathy Marshall Emerson.
- WorkSafe BC - [Worker Orientation Checklist for Health Care | WorkSafeBC](#)
- [Accessibility and Inclusion Toolkit - Province of British Columbia \(gov.bc.ca\)](#)
- [First Peoples Principals of Learning](#)
- [Incorporating the First Peoples Principals of Learning in the Classroom](#)
- [How the Government of Canada is responding to the Truth & Reconciliation Commission's Calls to Action for Health](#)
- Implicit Bias Module Series by the Kirwan Institute for the study of Race and Ethnicity (2018). [Implicit Bias Module Series | Kirwan Institute \(osu.edu\)](#)
- [Understanding How Adverse Childhood Experiences \(ACEs\) Can Affect Children | HealthLink BC](#)
- Guest Speakers - [What the research says: Guest speakers in the classroom \(bctf.ca\)](#)
- *Hope Filled Engagement: New Possibilities in Life/Career Counselling* by Gray Poehnell & Norman E. Amundson (2011)

Additional Information:

This project would not have been possible without the energy, wisdom, and input from our stakeholder group of Subject Matter Experts. This group gathered in October for a day long World Café event where most of the content of this course was generated. They also vetted the draft framework document prior to submission.

Stakeholders:

Ellie Parks – Island Health (Social Worker)

Kate Martinez – private practice (Psychologist)

Kirsty Chalmers – Salt Spring Community Service (Counsellor)

Nicola Priestly - Camosun College (ELC)

Alex Purdy – Camosun College (Allied Health)

Tera Walsh – Island Health (HCA)

Cheryl Ruff – SD#64 (ECE Assistant)

Amy Dearden – SD#64 - (Early Learning Coordinator)

Rachel Moll – Vancouver Island University (Dean of Education)

Stacie Chappell – Vancouver Island University (Dean of Health and Human Services)

Deborah Roberts – Justice Institute/ BC Ambulance (EMR)

Jamie Holmes/Ella Baker – Salt Spring Fire Rescue (EMR)

Paul FitzZaland – Royal Canadian Marine Search and Rescue (EMR)



Board/Authority Authorized Course Framework Template

School District/Independent School Authority/Owner/Operator Name: School District #62 (Sooke)	School District/Independent School Authority/Owner/Operator Number (e.g. SD43, Authority #432, Owner/Operator #123): SD62
Developed by: Amrita Ollek	Date Developed: May 15, 2024
School Name: SD62 Career Education Department	Principal's Name: Mike Huck
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority, Owner/Operator or Designate Approval Date:	Board/Authority Chair, Owner/Operator or Designate Signature:
Course Name: Health Career Sampler	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

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

Science 10

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

This course is designed to provide students with an awareness and knowledge of careers in the health care system. Using various strategies, students will determine their interests and skills to construct pathways for future exploration in health-related careers. Emphasis will be placed on incorporating violence prevention, health, wellness, safety and Indigenous cultural safety and humility standards. Indigenous Ways of Learning and intercultural awareness are also key components of this course.

The course includes a mandatory Core Module with an additional eight modules, of which at least three are required to be taught. Each module is designed to be covered within 30 hours of instruction. The Core Module includes information that is important to all health-related careers.

Topics covered within the Core Module include:

- Cultural Safety and Humility Standards
- Empathetic Relationship Building
- Safety
- Ethical and Legal issues
- Health and Wellness
- Anatomy and Physiology
- Medical Terminology
- Medical Mathematics
- Pathways and Careers in Healthcare

The other modules contain content specific to a health career occupation. They include:

- Nursing
- Respiratory Therapy
- Health Care Aid
- Laboratory Services
- Diagnostic Medical Imaging
- Mental Health and Addiction
- Pharmacy Services
- Physical and Occupational Therapy

Educators are encouraged to structure the delivery of course content in a manner that best suits students' needs while ensuring students experience at least three health career occupation modules as well as the Core Module.

Goals and Rationale:

- Expand students' awareness and knowledge of in-demand careers within the public health care system.
- Present strategies for matching students' skills and interests to in-demand health careers.
- Link to and inform students about pathways for future health career study/exploration, such as work experience, dual credit, and postsecondary programming.
- Incorporate cultural safety and humility standards, violence prevention, health, wellness, and safety as core tenets.
- Ensure Indigenous ways of learning and access for Indigenous students are key considerations.

Aboriginal Worldviews and Perspectives:

- As with all BC curriculum, the First Peoples Principles of Learning will be embedded in the learning environment.
- Students will learn skills to build empathetic relationships in a health care environment.
- Understanding of the cultural safety and humility standards in health care educates students about the history of Indigenous peoples' experiences with health care. With this understanding, students will learn the importance of fostering humility, building trust and demonstrating respect for all clients of the health care system.
- Student learning can involve engagement with the land through education about traditional plant medicine and Indigenous perspectives on health and wellness. These experiential learning opportunities can be facilitated by an Elder or Knowledge Keeper of the local Indigenous community. Appropriate processes and protocols will be adhered to when inviting an Elder or Knowledge Keeper to participate in course activities.
- Emphasis on identity can be facilitated in learners engaging in personal inventories of their skills, interests, and strengths to explore health care career opportunities best suited to them.
- Storytelling is an integral part of learning and will be represented in students' experiences learning from professionals in health care and their stories. The sharing of experiences through class discussions and journaling will further facilitate the development of storytelling skills and self-reflection.

Course Name: Health Career Sampler

Grade: 12

		BIG IDEAS		
The health care system can be complex and challenging. Navigating the system often comes with cultural and social barriers.	Health care professionals have foundational knowledge and skills that span all health care careers.	Empathy and cultural understanding are essential skills for safe interactions in health care environments.	Careers in health care require various levels of education, training, and personal and practical skill sets.	Health care professionals are required to act in an ethical and confidential manner.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> ❖ Examine ➢ Identify risks and prevention/mitigation skills for unsafe practices or harmful situations in the health care environment for both health care workers as well as patients and their care givers ➢ Identify components for healthy lifestyles for all individuals taking into consideration the local context ➢ Identify and use appropriate anatomical and medical terminology, and metric systems for various practical applications ➢ Research the history of the cultural safety and humility standards for BC to develop an awareness as it pertains to health care in BC, and more specifically to the local region ❖ Interact ➢ Demonstrate skills for healthy and safe practice through interactions with peers as well as with community connections ➢ Apply understanding of learned knowledge and skills to simulated scenarios or case studies ➢ Practice the use of appropriate medical conventions for various practical applications ➢ Engage with the local communities to expand awareness of the cultures, in particular, local Indigenous cultures.	<i>Students are expected to know the following:</i> ❖ Personal career knowledge and skills development ➢ Strategies for building empathetic relationships ➢ Safety in health care • Violence prevention in the health care environment ➢ Health and wellness • Importance of health and wellness in health care • Components contributing to overall health and wellness for all individuals ➢ Basic human anatomy and physiology ➢ Basic medical terminology ➢ Basic medical mathematics ➢ Ethical and legal issues ❖ Connections with community ➢ Cultural safety and humility ➢ Intercultural awareness • Indigenous-specific content • Specific local cultural considerations

4* Experience > Investigate and explore a variety of practical exercises performed by various health care workers through: • Laboratory activities • Case Studies • Simulations • Virtual or in-person job shadowing > Synthesize and evaluate personal knowledge and skills and how they align with various health care professions. > Participate in a variety of learning opportunities that gives exposure to practical applications in health care > Critically analyze and evaluate health career information to identify bias 4* Share > Reflect on experiences in school and out of school, assess development of the Core Competencies, and share highlights of the learning journey > Outline flexible plans for careers in health care	4* Career-life planning > Pathways and careers in health care (choose 3 careers to explore in depth) • Nursing • Respiratory Therapy • Health Care Aid • Laboratory Services • Diagnostic Medical Imaging • Mental Health and Addiction • Pharmacy Services • Physical and Occupational Therapy
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Big Ideas – Elaborations

Curricular Competencies – Elaborations

- ❖ **Risks and prevention/mitigation skills**
 - Using case studies to understand safety and violence risks in health care
 - Prevention or mitigation of unsafe or harmful situations through professional training
- ❖ **Practical applications**
 - Measuring physical metrics and vital signs
 - Understanding of charting, creating patient assessments, moving patients, medication administration, interacting safely and empathetically with patients
 - CPR and/or First Aid courses, or other certifications
 - Skills specific to the careers that are explored more in-depth in the course
- ❖ **Community connections**
 - Provide multiple opportunities for students to engage with professionals in the community to learn practical skills, observe interactions of professionals with patients to identify professional and safe practice in a health care setting
- ❖ **Simulated scenarios or case studies**
 - Connecting with and using local post-secondary simulation labs, online videos, or creating scenarios through story and fictional medical scenarios for students to discuss research-informed practice from various health care perspectives
 - Case studies can also provide opportunities for in-depth discussion and learning
- ❖ **Awareness of culture**
 - Learn about the local cultures, specifically local Indigenous cultures, and then engage with members of the cultures to learn about their experiences in health care to better serve these communities
- ❖ **Personal knowledge and skills**
 - Personality and career surveys or personal reflection using journaling
- ❖ **Assess development of Core Competencies**
 - Communication, critical and creative thinking, and personal and social in relation to the learning in the course
 - Write reflections of job shadowing, mentorship experiences, volunteer or work placement experiences
- ❖ **Flexible plans**
 - Students will be able to map out detailed plans for careers in health care that aligns with their personal skills and well-being

Content – Elaborations

- ❖ Strategies for building **empathetic relationships** in health care: purpose, skills and outcomes
- ❖ **Safety**
 - Understanding safety of patients, personal safety, type of PPE, tools, and equipment available, ergonomics, protection against infectious diseases and response to emergency situations
 - Safety issues in health care and workplace injury prevention
 - Public health strategies for disease prevention
 - The role of health care in violence prevention
 - Recognizing signs of abuse
 - Skills to safely respond to escalating situations
- ❖ **Health and wellness**
 - Important for health care workers as role models in the health care system
 - Behaviours of health and wellness- exercise, nutrition, relationships, sleep habits, stress management, weight control
 - Perspectives- contrasting Western idea of health and wellness with the Indigenous perspective of health and wellness- use of the medicine wheel
 - Social determinants of health <https://thecanadianfacts.org/>
- ❖ **Basic anatomy and physiology**
 - Anatomical terms when referring to human anatomical positions, directions, or body planes, and body organization
 - Basic understanding of physiology of human body, diseases and disorders
- ❖ **Basic medical terminology**
 - Prefixes, suffixes, and common anatomy terms; additional terms related to patient status, disease, tools and equipment, procedures, tests, abbreviations, jargon
- ❖ **Basic medical mathematics**
 - Systems of measurement, common units of measurement, equivalent measurements used by health care workers, unit conversions as they relate to health care, and 24-hour clock. Medicine doses, temperature conversions, measurements for food. Mean, median, mode, BMI, and interpreting different types of graphs
- ❖ **Ethical and Legal issues**
 - Understanding and applying a code of ethics.
 - Steps for ethical decision-making.
 - Cultural diversity and ethical decision-making
 - Informed consent, scope of practice, malpractice, negligence, patient confidentiality, mandatory reporting, laws protecting patients, laws protecting health care workers
- ❖ **Cultural Safety and Humility**
 - Standards for BC- <https://www.fnha.ca/what-we-do/cultural-safety-and-humility>, <https://healthstandards.org/standard/cultural-safety-and-humility-standard/>, <https://nccdh.ca/resources/entry/british-columbia-cultural-safety-and-humility-standard>
 - Use of case studies to understand the need for these standards <https://www.fnha.ca/Documents/FNHA-Remembering-Keegan.pdf>

Content – Elaborations

- | |
|---|
| <ul style="list-style-type: none"> • . Intercultural awareness <ul style="list-style-type: none"> > Consult with Elders in the community to learn about plant medicine and how it affects different body systems; about rituals/ceremonies/ways of being for birth, health and wellness, and end of life > Understand local Indigenous traditional protocols or medicines that have been applied to a specific health science related issue > Understand the importance of Indigenous culture and preserving it > Understand family structure and communities in rural areas > Cultural appropriation vs cultural appreciation > Learn the words for key health care terms in the local language • . Pathways to careers in healthcare <ul style="list-style-type: none"> > Understanding recruitment and retention issues in the health care sector > Looking at health care career clusters, pathways, and ladders > Understanding education and credentials for various health care professions > Learning and practicing the practical skills for basic assessment in health care > Conducting career skills and interests' surveys > Job shadowing, mentorship programs, or volunteer work experience in health care facilities > Becoming an Indigenous Patient Navigator |
|---|

Recommended Instructional Components:

- Direct Instruction
- Demonstration and skills practice
- Guest speakers, Interviews
- Field trips, Job-shadowing, experiential learning activities
- Case Studies
- Simulations, Lab work
- Projects

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

- Students will participate in a variety of learning processes such as:
 - Journaling, self-assessment, class discussions and activities, lab activities, assignments, projects and presentations
 - Formative assessment practices that include descriptive feedback to support student learning
 - Triangulation of data that includes conversations, observations and products

Learning Resources:

- SD73 Health Career Sampler 12 Teacher Resource Guide
- Cultural Safety and Humility
 - *Cultural Safety and Humility: Video series*. (2024). BCCNM. Retrieved February 15, 2024, from https://www.bccnm.ca/Public/cultural_safety_humility/Pages/standard.aspx
 - *Cultural Safety and Humility Standard*. (2024). First Nations Health Authority. Retrieved February 16, 2024, from <https://www.fnha.ca/what-we-do/cultural-safety-and-humility>
 - Nickerson, M. (2019, December). *Cultural Safety and Humility*. First Nations Health Authority. Retrieved February 15, 2024, from <https://www.fnha.ca/Documents/FNHA-BC-Tripartite-Agreement-Case-Study-Cultural-Safety-and-Humility.pdf>
 - *REMEMBERING KEEGAN*. (2015, September 16). First Nations Health Authority. Retrieved February 23, 2024, from <https://www.fnha.ca/Documents/FNHA-Remembering-Keegan.pdf>
- Building Empathetic Relationships
 - Mercer, S. W., & Reynolds, W. J. (2022, October). Empathy and quality of care. *British Journal of General Practice*, 52, S9-S13. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1316134/pdf/12389763.pdf>
 - Monteiro, I. (2022, December 12). *Empathy in Health Care: 11 Tips To Improve This Skill*. Indeed. Retrieved March 4, 2024, from <https://www.indeed.com/career-advice/career-development/empathy-in-healthcare>
- Safety in Health Care
 - *Health care & social services*. (2024, May 2). WorkSafeBC. <https://www.worksafebc.com/en/health-safety/industries/health-care-social-services>
 - *Patient safety*. (2023, September 11). World Health Organization (WHO). Retrieved February 22, 2024, from <https://www.who.int/news-room/fact-sheets/detail/patient-safety>
 - *Social Determinants of Health - Global*. (2024). World Health Organization (WHO). Retrieved February 23, 2024, from <https://www.who.int/teams/social-determinants-of-health/violence-prevention>
 - The Joint Commission, Division of Healthcare Improvement. (2019, January). De-escalation in health care. *Quick Safety*, (47), 1-5. https://www.jointcommission.org/-/media/tjc/documents/resources/workplace-violence/qs_deescalation_1_28_18_final.pdf
 - *When Words Break Bones, Without Sticks and Stones: Lesson Plan*. (2018). Global Health Education and Learning Incubator at Harvard University. <http://repository.gheli.harvard.edu/repository/12241>
 - Winger, Dorothy, and Susan Blahnik. (2023). Chapter 2 Safety-A Priority for Health Science Workers. In *Introduction to Health Science*. 2nd ed., Tinley Park, Goodheart-Wilcox Publisher.

- **Health and Wellness**
 - Bearhead, C., & Bearhead, W. (2022, March 25). *Siha Tooskin Knows - book series*. BC Teachers' Federation. Retrieved March 5, 2024, from <https://www.bctf.ca/classroom-resources/details/siha-tooskin-knows---book-series>
 - Brokenleg, M. (Director). (2015). *First Peoples Principles of Learning* [Film; YouTube]. <https://martinbrokenleg.com/video> (Original work published 2013)
 - ELDER/TRADITIONAL KNOWLEDGE KEEPERS (TKK) PROTOCOLS FOR SCHOOLS. (n.d.). School District 73. Retrieved March 1, 2024, from <http://www.sd73.bc.ca/en/schools-programs/resources/Aboriginal-Education/Documents/Protocols-for-Elder-and-Traditional-Knowledge-Keepers.pdf>
 - *First Nations Perspective on Health and Wellness*. (2024). First Nations Health Authority. Retrieved March 5, 2024, from <https://www.fnha.ca/wellness/wellness-for-first-nations/first-nations-perspective-on-health-and-wellness>
 - Government of BC. (2023, November 29). *Well-Being*. HealthLink BC. Retrieved March 12, 2024, from <https://www.healthlinkbc.ca/mental-health-substance-use/well-being>
 - *Healthy Living*. (2024). BC Healthy Living Alliance | Working together to promote wellness and prevent chronic disease. Retrieved March 6, 2024, from <https://www.bchealthyliving.ca/>
- **Ethical and Legal Issues**
 - Future Doc. (2021, December 5). *The 4 Pillars of Medical Ethics*. YouTube. Retrieved February 27, 2024, from <https://youtu.be/1p8Z-K4LkxU?si=kAkMkfyld5Cy0SGL>
 - Health Canada. (2015). *CANADA HEALTH ACT*. Canada.ca. Retrieved February 23, 2024, from https://www.canada.ca/content/dam/hc-sc/migration/hc-sc/hcs-sss/alt_formats/pdf/pubs/cha-ics/2015-cha-ics-ar-ra-eng.pdf
 - Simmers, L. M., Simmers-Nartker, K., & Simmers-Kobelak, S. (2018). Chapter 5 Legal and Ethical Responsibilities. In *DHO Health Science Updated, Soft Cover* (8th ed.) (pp.106-122). Cengage Learning.
- **Anatomy and Physiology**
 - CrashCourse. (2015, January 6). *Introduction to Anatomy & Physiology: Crash Course Anatomy & Physiology #1*. YouTube. Retrieved March 13, 2024, from <https://youtu.be/uBG12BujkPQ?si=fW1Q87oemjUmo-Lp>
 - Joe, N. (2015, November 9). *Directional terms and body planes: Anatomy*. Kenhub. Retrieved March 13, 2024, from <https://www.kenhub.com/en/library/anatomy/directional-terms-and-body-planes>
 - *Introduction to human body systems | Health and medicine*. (n.d.). Khan Academy. Retrieved March 13, 2024, from <https://www.khanacademy.org/science/health-and-medicine/human-anatomy-and-physiology>
 - Infinity Learn NEET. (2020, April 13). *Types of Diseases | Infectious Diseases | Disorders | Human Health and Disease*. YouTube. Retrieved March 13, 2024, from <https://youtu.be/8919Zm8Gi4U?si=kNr-uTq8N8o9xJ0v>
- **Medical Terminology**
 - Slyter, K. (2020, June 29). *Basic Medical Terms: 101 Terms Every Future Healthcare Pro Should Know*. Rasmussen University. Retrieved March 7, 2024, from <https://www.rasmussen.edu/degrees/health-sciences/blog/basic-medical-terms/>
 - Winger, D., & Blahnik, S. (2023). Chapter 17 Medical Terminology and Body Organization. In *Introduction to Health Science*. 2nd ed., Goodheart-Wilcox Publisher.

- **Medical Mathematics**
 - Simmers, L. M., Simmers-Nartker, K., & Simmers-Kobelak, S. (2018). Chapter 13 Medical Math. In *DHO Health Science Updated, Soft Cover* (8th ed.) (pp.338-360). Cengage Learning.
- **Pathways and Careers in Health Care**
 - BC Ministry of Education. (n.d.). *Career Zone: Health Care*. [Gov.bc.ca](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/career-and-skills/toolkit/careerzones/careerzone_health.pdf). Retrieved February 26, 2024, from https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/career-and-skills/toolkit/careerzones/careerzone_health.pdf
 - EducationPlannerBC. (n.d.). *Welcome to EducationPlannerBC*. EducationPlannerBC. Retrieved March 4, 2024, from <https://www.educationplannerbc.ca/>
 - Government of Canada. (2024, March 19). *Career Quiz Abilities*. Job Bank. Retrieved March 4, 2024, from <https://www.jobbank.gc.ca/abilities>
 - Government of Canada. (2024, March 19). *Career Quiz Interests*. Job Bank. Retrieved March 4, 2024, from <https://www.jobbank.gc.ca/workpreference>
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 - Interior Health. (n.d.). *High School Students Opportunities*. Interior Health. Retrieved March 8, 2024, from <https://www.interiorhealth.ca/careers/students/high-school-students#where-can-i-find-out-more-about-health-care-careers->
 - Indeed. (n.d.). *Career Advice*. Indeed. Retrieved March 8, 2024, from <https://ca.indeed.com/career-advice/search?q=health+care+careers>
 - Indeed. (n.d.). *Indeed*. YouTube. Retrieved March 8, 2024, from <https://www.youtube.com/@Indeed>
 - Mayo Clinic. (2023). *Careers A-Z - Explore Healthcare Careers - Mayo Clinic College of Medicine & Science*. Mayo Clinic College of Medicine and Science. Retrieved March 4, 2024, from <https://college.mayo.edu/academics/explore-health-care-careers/careers-a-z/>
 - Mercuri, B. (2020, August 2). *So you're interested in a career in healthcare? Let's Talk Science*. Retrieved March 8, 2024, from <https://letstalkscience.ca/educational-resources/lessons/so-youre-interested-in-a-career-in-healthcare>
 - Simmers, L. M., Simmers-Nartker, K., & Simmers-Kobelak, S. (2018). Chapter 3 Careers in Health Care. In *DHO Health Science Updated, Soft Cover*. (8th ed.) (pp.43-82). Cengage Learning.
 - WorkSafeBC. (2023, December 8). *For health care providers*. WorkSafeBC. Retrieved March 7, 2024, from <https://www.worksafebc.com/en/health-care-providers>
- **National Science Teachers Association (NSTA):**
 - Create an account and pay for membership. This provides access to case studies for numerous topics in science and particularly, ones related to health care, disease and other related topics to health care settings.
- **POGIL (Process Oriented Guided Inquiry Learning) activities** are also beneficial for developing critical thinking skills which are essential to many health care careers.

Additional Information:

- Charging a fee for the course provides funds for interactive learning software, field trips and/or CPR and First Aid training. Contact local Canadian Red Cross office for further information about training and certification. First Aid/CPR/Basic Life Support course is \$110.00. For Preventing Disease Transmission, there is an online course for \$20 through the Canadian Red Cross.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

November 25, 2025

Draft revised Policy and Regulations C-114 "Sanctuary Schools" are now ready for Notice of Motion.

NOTICE OF MOTION:

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

School District #62 (Sooke)

SANCTUARY SCHOOLS	No.: C-114
	Effective: May 28/24 Revised: Reviewed: Apr. 9/24; Apr. 30/24; May 28/24; Sept. 9/25; Nov. 4/25; Nov. 25/25

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)

SANCTUARY SCHOOLS	No.: C-114
	Effective: May 28/24 Revised: Reviewed: Apr. 9/24; Apr. 30/24; May 28/24; Nov 4/25; Nov. 25/25

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 awareness** 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.~~
- 3 The appropriate instructions for staff and ~~public information~~ relevant 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.
4. ~~All student registration forms, including electronic databases, which refer to immigration status in Canada, will be deemed strictly confidential.~~
- 4 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. **Students who are unable to share proof of immigration status as part of their registration documentation will not be denied enrolment in schools, provided they have satisfied the rest of the criteria to establish that they are ordinarily resident.**
5. 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 **Policy C-112 and related regulations.** ~~the Ministry of Education and Child Care's Eligibility of Students for Operating Grant Funding Policy.~~
6. **Student registration forms, including electronic databases, will include reference to School District #62 Policy C-114.**
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.~~
7. ~~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.~~

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

November 25, 2025

Draft revised Policy and Regulations C-314 "Substance Use Prevention and Intervention" are scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy and Regulations C-314 "Substance Use Prevention and Intervention".

School District #62 (Sooke)

ALCOHOL AND OTHER DRUGS —POSSESSION, EXCHANGE AND NON-MEDICAL USE	No.: C-314
SUBSTANCE USE PREVENTION AND INTERVENTION	Effective: May 12/81 Revised: Apr. 10/90; Feb. 26/91; Reviewed: Apr. 1/25; Apr. 22/25; Oct. 7/25; Oct. 28/25

SCHOOL BOARD POLICY

~~1. The Board of Education does not permit the possession, **manufacturing, offering for sale, selling, distribution,** exchange or use of illicit or non-medical drugs **(including cannabis)**, alcohol or other intoxicating substances including misused prescription drugs by any student while under the school's jurisdiction.~~

- 1. The Board of Education, in accordance with provincial legislation, prohibits any person from possession (for distribution purposes), being under the influence, sale, exchange or distribution of any regulated or illicit substances in or on school premises, property, functions and vehicles at any time.**

In addition, the Board strictly prohibits students from consuming or using alcohol or drugs at any time, including prior to school hours, such that the student is impaired when attending on school property or at any school function.

This policy applies regardless of whether such behaviour may be potentially harmful only to the student concerned or whether it might also harm the character or persons of other students.

- 2. The Board supports the development and implementation of school procedures which align with a Comprehensive School Health framework and provide for methods or programs that support:** school procedures which provide for methods or programs of:
- Education: Teaching and learning opportunities that help students learn evidence aligned drug literacy competencies and content.**
 - ~~Encouragement of non-abuse~~ **Promotion of prevention programs and strategies. Health promoting physical and social school environments.**
 - ~~Counselling for individuals or families.~~ **Trauma-informed approaches to substance-related incidents.**
 - ~~Co-operation with other recognized agencies for problems~~ **issues covered by this policy. Co-operation with recognized agencies and community partnerships to support students and families affected by substance use.**
 - ~~Disciplinary discouragement of abuse~~ **substance use.**

References:**Statutory**

- BC School Act (sections 6, 7, 11, 17, 20, 22, 65, 79,85)*
- BC Ministry of Education: Safe, Caring and Orderly Schools, A Guide*
- BC Public Health Act*
- Child, Family and Community Service Act*
- Cannabis Act*
- Cannabis Control and Licensing Act*

- ***Cannabis Distribution Act***
- ***Food and Drug Act***
- ***Narcotic Control Act***

Policy:

- **B-129 "Safe and Healthy Schools"**
- **C-309 "District and School Codes of Conduct"**
- **C-319 "Student Suspension"**
- **C-410 "Child Abuse"**
- **E-530 "Use of Tobacco, Vapour Products & Cannabis on School Board Property"**

DRAFT

School District #62 (Sooke)

ALCOHOL AND OTHER DRUGS —POSSESSION, EXCHANGE AND NON-MEDICAL USE	No.: C-314
SUBSTANCE USE PREVENTION AND INTERVENTION	Effective: Feb. 26/91 Revised: May 23/95; Reviewed: Apr. 1/25; Apr. 22/25; Oct. 7/25; Oct. 28/25

ADMINISTRATIVE REGULATIONS**1. Background**

These regulations outline a comprehensive approach to supporting a safe, healthy and caring school environment; one free from the use of alcohol and other drugs. The district shares responsibility with students, parents and the community for addressing problems associated with substance use.

The District prohibits the use of intoxicants by students while on school property or at school-sponsored/related events. The district supports a proactive and comprehensive approach to substance use which emphasizes prevention, early intervention, counselling, and disciplinary actions.

The *Federal Cannabis Act* made it legal for adults to purchase, possess, use, and grow certain amounts of cannabis in Canada. In BC, the government enacted the *Cannabis Control and Licensing Act* (CCLA) and the *Cannabis Distribution Act*, which regulate how cannabis may be sold, distributed and consumed in BC. The legislation includes significant restrictions aimed at preventing access to cannabis by persons under the age of 19. In particular, the CCLA prohibits the consumption of cannabis in or on school property, or within a prescribed distance from school property.

2. Definitions

Intoxicant – ~~illicit or non-medical drugs, alcohol,~~ **drugs prohibited or restricted under the *Food and Drugs Act*, *Cannabis Control and Licensing Act*, *Cannabis Distribution Act* and the *Narcotic Control Act*,** ~~and~~ **or** other inebriating substances including **such as** misused prescription drugs.

Under the influence of - indicating evidence of having consumed an intoxicant or exhibiting a degree of intoxication while under school jurisdiction.

In possession - having an intoxicant on his/her **the student's** person or elsewhere under his/her **their** control (e.g. in a locker, or a vehicle) while under school jurisdiction.

School Function: Any assembly, meeting or gathering of students, or student field trips for school purposes under the supervision or direction of the Board, representatives of the Board, teaching staff, supervisory staff, or authorized volunteers in the course of their duties.

3. Procedures

- 3.1 A breach of this policy shall **follow trauma-informed practices to determine the most appropriate intervention for students and** ~~normally may~~ result in a period of suspension from school; however, in keeping with the Board's primary goal of education, the length of the suspension will be determined, in part, through reference to the student's willingness to enrol in, and follow through with, a program of substance abuse education and/or counselling. ~~Community service may also be considered in conjunction with suspension~~ **the principles of equity and fairness.** All incidents involving alcohol or other drugs shall be reported to the parent(s)/guardian(s) of the student and may be reported to the police.

3.2 The District will:

- a. **Provide students with age-appropriate instruction on the prevention of substance use.**
- b. **Encourage and support the identification of early intervention into problems of substance use by students through utilization of school as well as community resources.**
- c. **Provide fair and equitable response procedures and consequences regarding substance related infractions.**
- d. **Provide continued support for the services provided by school-based support personnel.**
- e. **Provide appropriate support and intervention, within its resources, to students who possess/use and/or distribute drugs and alcohol. The focus will be the early identification of at-risk students who display irregular behaviour, inappropriate decision-making, and declining personal performance. Intervention will be made available to at-risk students and/or first-time offenders by counsellors and community agencies, as appropriate. Positive and confidential help will be given to students who voluntarily seek assistance in overcoming substance use and problems.**

3.3 **The principal of each school will** advise all staff that they have a responsibility:

- a. For the immediate reporting to a school ~~administrative officer~~ **principal or vice-principal** of any student who is suspected of being in **direct or indirect possession** of or having consumed an intoxicant while under school jurisdiction.
Note: Indirect possession would include having another person store or possess the substance.
- b. **When in the course of their duties,** identifying students who, as a result of irregular behaviour patterns and/or declining personal performance over a reasonable period of time, are suspected abusers **of using intoxicants.** Such identified students should **also** be brought to the attention of the school-based team.
- c. **When a principal/vice-principal determines that a student's substance use or other risk factors may put the student at extreme risk of harm, to report the concern to the Ministry for Children and Family Development (MCFD) – child protection branch, as per policy C-410, Child Abuse.**

3.4 When a school principal or vice-principal has reason to believe that a student, while attending school or involved in an official school function, is in possession of or is under the influence of a substance as defined above, the principal will:

- a. Ensure the personal safety of the student and others.**
- b. Determine an appropriate course of action. This may include disciplinary processes and/or the development of an intervention and support plan as appropriate.**
- c. Dependent on the individual circumstances and the age and grade of the student, the principal will consider the following in the development of an appropriate plan of action in consultation with counsellors and parent/guardians:**
 - i. Referral to the school-based social worker, counsellor, student engagement facilitator or other resource as may be available.**
 - ii. Referral to community agencies.**
 - iii. Suspension of five days or less, or suspension greater than five days and referral to the District Student Review Committee.**
 - iv. Notification of police when deemed appropriate by the principal.**

3.5 At least once annually at the start of the school year, school principals will inform parents/guardians in writing that school lockers are the property of the school district and, as such, are **may be** subject to search.

4. Consequences:

4.1 The possession, consumption/use, sale or distribution of alcohol and/or drugs at school functions or while under the jurisdiction of the school will result in appropriate consequences pursuant to Policy and Administrative Procedures for C-309, District and School Codes of Conduct and C-319, Student Suspension.

~~2. Some Procedural Guidelines for Administrative Officers Dealing With Substance Abuse/Possession/Exchange Incidents:~~

~~It is acknowledged that every case has its own peculiarities; however, the following steps provide a framework within which to deal with substance abuse/possession/exchange incidents.~~

~~2.1 Possession and/or Use of Intoxicant – First Offence~~

~~If a student is found in possession of or under the apparent influence of an intoxicant, the staff member shall be responsible for immediately reporting the incident to an administrative officer who shall:~~

- ~~a. Make a judgement as to whether the student needs emergency assistance and advise the parent/guardian of the situation.~~
- ~~b. Detain the student, if emergency assistance is not indicated, to ascertain the nature of the problem and make the student aware of the procedures to be followed as outlined in the Board policy.~~
- ~~c. If considered appropriate, inform the police of the problem.~~
- ~~d. Whether or not the police are involved but where a violation has occurred, the administrative officer shall consider suspension of the student for a period of three to ten school days. Only in exceptional circumstances would the suspension be fewer than three~~

~~school days. The length of suspension should be determined in light of the student's/family's willingness to be involved in a community based substance abuse education/counselling program. Community service may also be a factor considered in setting the length of suspension.~~

3. Possession and/or Use of Intoxicant – Second and Subsequent Offences

~~A second occurrence of intoxicant possession or use shall normally be referred to the District Discipline Committee in conjunction with a suspension of indefinite length.~~

5. Selling, Supplying, or Making Available Intoxicants

~~Because the health and safety of all students is a prime concern of the Board of Trustees, selling, supplying, or making available intoxicants is deemed to be a very serious breach of this policy.~~

5.1 Where there are reasonable grounds for suspecting that a student is in possession of a substance purported to be an intoxicant for the purposes of selling, supplying, or making available while under the jurisdiction of the school, the principal should normally suspend the student indefinitely, inform the parents/**guardians**, refer the student to the District Discipline **Student Review** Committee and report the incident to the police and to the Superintendent of Schools **or designate**. ~~The District Discipline Committee will convene at its earliest convenience.~~

5.2 If the offender is charged with trafficking **a crime related to selling, supplying or making available drugs or alcohol**, either on school property or when under the jurisdiction of the school, the Discipline **District Student Review** Committee will consult with **police and** the Crown Prosecutor's office prior to determining the student's educational placement bearing in mind the Board's concern with the health and safety of all students.

6. When any intoxicant comes under the control of an administrator **a principal/vice-principal** in dealing with an incident covered by this policy, the police may be contacted to determine the disposal of the seized intoxicant.

All disposal of seized intoxicants should be witnessed.

7. Police Searches in Middle and Secondary Schools

~~Because the Board strongly believes that schools should be "drug free zones", the Board authorizes the periodic searching of middle schools and secondary schools for drugs by police and trained dogs. These searches are more concerned with deterrence than apprehension.~~

7.1 ~~At least once annually at the start of the school year, school principals will inform parents/guardians in writing that school lockers are the property of the school district and, as such, are subject to search.~~

7.2 ~~Parents/guardians will be informed at the start of each year that, as part of a deterrence program and to create a drug free zone at our schools, there will be periodic searches for drugs at the school by police and trained dogs.~~

7.3 ~~These searches will normally take place outside of regular school hours and must have a school administrator accompanying the police in their search.~~

7.4 ~~Where the trained dogs indicate that a locker likely contains drugs, the school administrator will note the locker number and, on the next school day, will ask the student to whom that locker is assigned to open the locker for a search. The school administrator will ensure there is a second school district employee present as a witness. Should the student to whom the locker is assigned not be present, then the school~~

administrator, in the presence of another school district employee as a witness, will open and search the locker.

7.5 — If drugs (or alcohol) are found in the locker, the school will follow the procedures set out earlier in this Regulation regarding consequences for the student(s) concerned. In accordance with this Regulation, such consequences may involve a report of the incident to the police for their action independent of such consequences as may flow from school district action.

7.6 — It will be normal practice following each search by the police and trained dogs for a school/RCMP press release to inform the community.

DRAFT

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

November 25, 2025

Draft new Policy F-499 "Unexpected Health Emergencies" is scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft new Policy F-499 "Unexpected Health Emergencies".

School District #62 (Sooke)

Unexpected Health Emergencies	No.: F-499
	Effective: Revised: Reviewed: Oct. 7/25; Oct. 28/25

SCHOOL BOARD POLICY

As per the [Support Services for Schools](#) Ministerial Order, the Sooke School District Board of Education must establish and maintain, a policy for responding to unexpected health emergencies at schools in the district. This policy must ensure that lifesaving first aid tools, including Automated External Defibrillators (AEDs) and naloxone kits are readily accessible and maintained in every school.

Rationale

A timely and effective response to unexpected health emergencies is essential to ensuring a safe school environment. Unexpected health emergency incidents can occur without warning and require immediate action to improve survival outcomes by providing critical intervention before emergency responders arrive. Ensuring that schools are equipped and prepared to respond supports student and staff safety at school, enabling school communities to focus on learning and well-being while increasing confidence and security.

Authority

See [School Act \(PDF, 1.2MB\)](#) - Sections 88(1) and 168(2)(t)

See [Support Services for Schools Order \(PDF, 126KB\)](#) (M149/ 89)

Board Information Note Public Board Meeting

November 25, 2025

Agenda Item 10.1 – 2024/25 Governor General's Academic Award

ISSUE: Celebrating the Governor General's Award Winners from the 2024/2025 school year

BACKGROUND / FACTS:

Governor General's Academic Medal



Lord Dufferin, Canada's third Governor General after Confederation, created the Academic Medals in 1873 to encourage academic excellence across the nation. Over the years, they have become the most prestigious award that students in Canadian schools can receive.

For nearly 150 years, the Governor General's Academic Medals have recognized the outstanding scholastic achievements of students in Canada. They are awarded to the student graduating with the highest average from a high school, as well as from approved college or university programs. Pierre Trudeau, Tommy Douglas, Kim Campbell, Robert Bourassa, Robert Stanfield and Gabrielle Roy are just some of the more than 50,000 people who have received the Governor General's Academic Medal as the start of a life of accomplishment.

Today, the Governor General's Academic Medals are awarded at four distinct levels: Bronze at the secondary school level; Collegiate Bronze at the post-secondary, diploma level; Silver at the undergraduate level; and Gold at the graduate level. Medals are presented on behalf of the Governor General by participating educational institutions, along with personalized certificates signed by the Governor General. There is no monetary award associated with the Medal.

ANALYSIS:

Award Winners:

- Ecole Royal Bay Secondary School – Matteo Snider
- Belmont Secondary School – Robbi Iuvalé
- Edward Milne Community School – Maddison (Maddy) Ridell

Prepared by: Paul Block - Superintendent / CEO

Font Colour Legend:

Blue

 – Education Policy

Green

 – Resources

Red

 – Ad Hoc/District Partners

Black

 – Board of Education

Board of Education 2025-26

90 Day Work Plan

DECEMBER TO FEBRUARY 2026

ACTION	DECEMBER	JANUARY	FEBRUARY
Approve			– Amended Budget – School Fees
Review	– Annual Budget Recalculation and Draft Budget Process	– Policy positions for submission to BCSTA AGM – Mid-Year Strategic Plan Report (Q1/Q2)	– 2nd Quarter Reports: – Financial forecast – Enrolment update – Minor & Major Capital Work
Complete	– Organizational Meeting of the Board – Board Elections	– BCSTA Policy/Motions for AGM – Governance Committee (Jan 16) – Audit Committee (Jan. 20) – BCPSEA Annual General Meeting (Jan 29-30) – Trustee Rep	– District Partner Budget Presentations (Feb.17) – Indigenous Education Council 2026/27 Budget Consultation (TBD) – BCSTA Provincial Council (Feb 19-20)
Engage	– SBO Winter Luncheon Chili Cookoff (Dec 19) – Attend school holiday functions – Robert’s Rules of Order Workshop (TBD)	– Municipal Partner Meeting – Board & Colwood Council (Jan 19) – Board/MLA Meetings (TBD)	– Municipal Partner Meeting – Board & Langford Council (Feb 12) – Board & Sooke Council (Feb 5)

Board Information Note

Public Board Meeting

November 25, 2025

Agenda Item 13.1: Superintendent's Update



Appointment of Associate Superintendent

We are pleased to announce the appointment of Lisa Leclerc to the position of Associate Superintendent. Lisa brings over 20 years of experience as an educator in British Columbia, having served in a variety of leadership roles including Vice Principal, Principal, and District Principal of Programs in School District 79. She joined the Sooke School District in August 2024 as Vice Principal at École John Stubbs and currently serves as Principal of Dunsmuir Middle School. Lisa holds a Bachelor of Elementary Education, a Bachelor of Commerce, and a Master of Educational Leadership. A fluent French language speaker, Lisa's skills and experience will be a valuable addition to the Executive Team. We are delighted to welcome Lisa to this new role and look forward to her continued leadership and contributions to our district. She will be in the role effective January 1, 2026.

EMCS Senior Boys AA Soccer

A huge congratulations to the players and coaches on their Colonist Shield victory on October 30, where they defeated Mount Douglas Secondary with an impressive 5–0 win. The team finished the regular season with a 7-1-0 record and went on to place second at the Island AA Championships in Campbell River earlier this month. Their outstanding performance has earned them a spot at the Provincial Championships in Burnaby from November 17-19. We extend our heartfelt thanks to the Sooke community and local businesses for their generous financial support, helping cover the unfunded costs of attending Provincials including travel, meals, and accommodations. A special shoutout goes to Head Coach Ryley Brown and Assistant Coach Alexander Garson for their leadership and dedication.

Congratulations to Issac Bamara



Belmont Bulldogs' Issac Bamara's incredible highlight-reel play has been selected as the Week 9 NFL Canada Way to Play Award winner. His performance was featured during an NFL game broadcast on TSN, earning national recognition. In addition to celebrating Issac's achievement, Belmont Secondary will receive a \$3,000 equipment grant to further support and enhance the school's football program from Football Canada.

Take Our Kids to Work Day

On November 5, hundreds of Grade 9 students from across the district took part in Take Our Kids to Work Day, spending the day job shadowing a parent, family member, or family friend. The event offered students



an exciting opportunity to explore potential career paths and gain insight into the world of work. It was particularly rewarding to see many students spending their day working in our schools and at the Board Office, experiencing firsthand the wide range of roles that support public education. We also extend our appreciation to the Westshore RCMP Community and Indigenous Policing Unit, which hosted 50 students interested in careers in law enforcement. Participants took part in a mock robbery

investigation and learned how various policing units collaborate to solve cases, providing an engaging and memorable experience.

We also were pleased to have 35 students participate in the Hands-On Health event hosted by Camosun College. During the event, students explored a variety of health-related careers through interactive activities and tours in areas such as Medical Laboratory Assistance, Nursing, and Radiology.

Students also took part in an engaging panel discussion with Camosun alumni working in the health field, gaining valuable insights into career pathways and real-world experiences in healthcare professions.

Career Education

Our Career Education teams, at the district and school levels, has been exceptionally busy supporting students in exploring career pathways and skill development opportunities. Recently, Brian Hotovy and Ben Haber presented at the Canadian Welder's Bureau International Conference, where they showcased the outstanding success of our Metal Task Program—a model of hands-on learning and industry collaboration. Our Youth Work in Trades students who have completed their required 1,000 work hours with SkilledTradesBC are now in the process of applying for a \$1,000 grant to support their continued



education and training in the trades. Looking ahead, Camosun College will be hosting two exciting events in the coming weeks:

- Indigenous Learners Day, which will welcome more than 35 students to explore post-secondary opportunities and pathways; and
- TechWorks, presented by Junior Achievement BC, where over 40 students will participate in hands-on technology activities led by local tech companies, showcasing careers in the region's growing tech sector.

In addition, the Careers team is purchasing reusable STEAM kits for use in elementary classrooms, providing younger students with engaging opportunities to explore science, technology, engineering, arts, and mathematics.

NA'TSA'MAHT Indigenous Education

This school year, 1,302 students are receiving cultural and language programming, an increase of 15 students from last year. The Department recently launched the Thunderbird Culture Group; an initiative designed to re-engage students who are not yet connected with school through land-based cultural activities. This four-part series, developed in partnership with Safe Schools, held its first session in October and has been met with strong participation and enthusiasm. We are also pleased to see the continued success of our Elder in Residence program, which continues to make a meaningful impact in our schools. In addition, the Artist-in-Residence program, launched last year to explore Indigenous art initiatives, is now entering its second year and remains highly popular.



Indigenous Education Council

I was pleased to be invited as a guest to the most recent meeting of the Indigenous Education Council (IEC) to observe and learn from the important work and objectives shared by our land-based Nations representatives, Urban Indigenous representatives, and the Métis Nation of Greater Victoria. The IEC will be represented at the Indspire National Gathering in Winnipeg this month, will participate in the First Nations Education Steering Committee (FNESC) Conference next month, and continues to be actively involved in the Medicine of Stories Learning Sessions, all of which contribute to strengthening Indigenous education and relationships across our district.



Lahal Tournament

NA'TSA'MAHT team will proudly host the 2nd Annual Lahal Tournament at QELENSÉN Á, LEN Secondary on November 19.

This year's tournament welcomes students in grades 6–12 from all Greater Victoria School Districts, including the W̱SÁNEĆ School Board. We are anticipating more than 300 students to take part in this meaningful event, supported by staff and Elders who will help guide and share in the day's cultural celebration.



Recruitment & Connection

Our Human Resources team recently participated in the Esquimalt Nation Halloween Party and Open House, where they hosted an interactive table and connected with many local families while handing out treats. The evening was an excellent opportunity to build relationships, strengthen community connections, and share information about our Education Assistant (EA) program and the rewarding opportunities available as an Education Assistant within our district. The HR team will continue to seek opportunities to participate in local community events and to encourage individuals to consider careers with the Sooke School District whether they are beginning their professional journey, seeking a career change, or exploring new opportunities in education.

Childcare Manager

In late October, we were pleased to appoint Anne Sahota in the newly created Manager of Childcare position. This position will support the growth of district-operated child care programs and provides leadership to our six before-and after-school care sites, ensuring quality, safety and strong connections with schools and community partners. Anne joined the district in 2008 and has served as an Early Childhood Educator, Supervision Assistant, and Crossing Guard, bringing over 30 years of early learning and child care experience.

Hans Helgesen Childcare Facility

Construction of the Hans Helgesen Childcare Facility is progressing well. Footings have been completed, and waterproofing and backfilling were carried out during the week of November 10. Soon, the building will begin to take shape above ground. The project remains on schedule, with the facility set to open for children in September 2026. Operated by the YMCA-YWCA of Vancouver Island, the program will provide 12 spaces for infants and toddlers, 20 spaces for children aged 30



months to school age, and 24 spaces for out-of-school care.



Director, Information Management and Information Technology

The posting for this position opened on November 3 and will close on November 24. Windy Beadall has been serving as Acting in this role since January, and we sincerely appreciate the outstanding leadership and support she has provided to our IT team and the entire district. Her contributions have set a high standard for this position. We look forward to filling this role with a strong candidate who brings not only extensive education and experience in Information Technology but also proven leadership skills, as this position oversees a team of 15. We encourage applicants who possess a unique blend of specialized expertise and team management experience to apply.