



## Public Notice – Board of Education Online Public Meeting

A public meeting of the Board of Education for School District 62 (Sooke) will be held on **October 28, 2025 at 7:00 pm.**

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

Furthermore, the meeting will be livestreamed via MS teams, to encourage more public participation. To join the meeting please click here: [Follow Link](#)

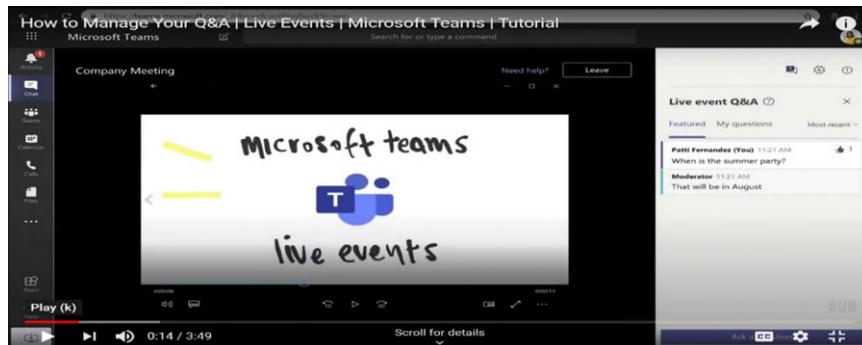
To guide you, the following is information on how to join a live event in MS Teams:

[How to attend a Live event in Microsoft Teams](#)

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
  - Select the **Q&A**  function on the right side of the screen.
  - When asking a question using the Q&A function, please identify yourself.

**Anonymous questions will not be responded to.**

  - A reminder for Stakeholder groups to use the **Q&A** function.
  - Members of the media can direct their questions to the Communications Manager at School District 62 for a response following the meeting.



If you have questions regarding the meeting and how to access it that aren't answered in the link above please email [info@sd62.bc.ca](mailto: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**

*By Live Event*

**October 28, 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, SČIĀNEW (Beecher Bay) Nation, and the Nuu-chah-nulth: Paa?čiid?ath (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEŁ (Malahat) Nation, and the Lək'ʷəŋən 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 October 28, 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 7)**

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 September 23, 2025, as presented (or as amended).

**4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS**

4.1 Board Chair Update – Amanda Dowhy



## 5. EDUCATIONAL PRESENTATIONS

5.1 École John Stubbs Middle School exchange trip to Québec, February 2026 – Mellissa Ryan/Ashlyn Buxcey/Angelina Hendry ([page 15](#))

Motion Requested: 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.

5.2 Royal Bay Secondary School Trip to Amherst, Massachusetts June 11-15, 2026 – Melissa Horner/Lucas MacNeil ([page 16](#))

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School Trip to Amherst, Massachusetts June 11-15, 2026, subject to the oversight and direction of the Superintendent's office.

## 6. INDIGENOUS EDUCATION COUNCIL

6.1 Indigenous Education Council Update – Michelle Thut/Jon Carr ([page 20](#))

## 7. CORRESPONDENCE & DELEGATIONS

7.1 Correspondence – Amanda Dowhy ([page 21](#))  
 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

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

7.2 Public Correspondence – Allison Watson ([page 25](#))

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

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 October 14, 2025 – Christine Lervold ([page 26](#))

Motion Requested: 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.

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

## **9. EDUCATION PROGRAM**

### 9.1 Education-Policy Committee – Meeting of October 7, 2025 – Cendra Beaton ([page 31](#))

Motion Requested: 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”.

Motion Requested: That the Board of Education for School district 62 (Sooke) give Notice of Motion to draft new Policy F-499 “ Unexpected Health Emergencies”.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of October 7, 2025.

### 9.2 Adoption of revised Policies and Regulations – Paul Block ([page 44](#))

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 A-101 “Administrative Organization” and Draft Revised Regulations E-205 “Recruitment and Selection of Administrative Personnel”.

## **10. STUDENTS**



## 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
- b. Victoria Family Court & Youth Justice Committee October 23, 2025 – Christine Lervold

11.2 Governance Action Plan – Paul Block ([page 52](#))

Motion Requested: 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.

11.3 Proposed amendment to Administrative Regulation A-340 – (School Board Committees), Section 1.6.1 – Cendra Beaton ([page 54](#))

Motion Requested: Each trustee shall be assigned to a minimum of one Standing Committee, except for the Board Chair. Assignments to Standing Committees shall be subject to each trustee's interest and availability.

11.4 Proposed amendment to Administrative Regulation A-340 (School Board Committees), Section 1.8.4 – Cendra Beaton ([page 55](#))

Motion Requested: 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.

11.5 Proposed amendment to Administrative Regulation A-340 (School Board Committees) – Cendra Beaton ([page 56](#))

Motion Requested: 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.

## 12. ADMINISTRATION

12.1 Board of Education 90 Day Work Plan - Amanda Dowhy ([page 57](#))

## 13. PERSONNEL

13.1 Superintendent's Report – Paul Block ([page 58](#))



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**14. UPCOMING EVENTS**

- Education-Policy Meeting – November 4
- BCPSEA Symposium – November 6-7
- National Indigenous Veterans Day – Nov 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 have the opportunity to ask questions related to agenda items discussed at tonight's meeting using the Q&A 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, Strategic Communications for response following the meeting.

**17. ADJOURNMENT**



## MINUTES BOARD OF EDUCATION PUBLIC MEETING

**September 23, 2025 – 7:00 p.m.**

TRUSTEES:	Amanda Dowhy, Board Chair Cendra Beaton (online via MS Teams) Ebony Logins	Christine Lervold, Vice Chair Russ Chipps (online via MS Teams) Trudy Spiller
STAFF:	Paul Block, Superintendent Brian Jonker, Secretary Treasurer Monica Braniff, Deputy Superintendent D'Arcy Deacon, Associate Superintendent Fred Hibbs, Executive Director, Human Resources David Lee-Bonar, Assistant Secretary Treasurer Steve Tonnesen, Manager, Information Technology - Operations	
REGRETS:	Allison Watson, Trustee Vanessa White, Acting Associate Superintendent	
SECRETARY:	Jenny Seal	

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

The meeting was called to order at 7:10 p.m. by the Board Chair who acknowledged the territories of the First Nations. Challenges with sound equipment delayed the start of the meeting. The Chair requested speakers provide notice so the proper mic can be turned on. The Chair reviewed the Q&A function for the public.

### **2. AGENDA**

#### **2.1 Call for amendments and additional items**

3. MOVED Christine Lervold/Trudy Spiller  
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of September 23, 2025, as presented.  
CARRIED unanimously

#### **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

##### 4. MOVED Christine Lervold/Trudy Spiller

That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of August 26, 2025, as presented.

CARRIED unanimously

### 4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

#### 4.1 Board Chair Update – Amanda Dowhy

The Chair celebrated this September as the smoothest school start-up witnessed in the 12 years of being a parent in this district. Collaborative efforts across the District were credited for SĆIĀNEW\_STEŁITKEŁ opening on time and on budget.

### 5. EDUCATIONAL PRESENTATIONS

#### 5.1 Royal Bay Secondary School Trip to Scottsdale, AZ., February 26-March 1, 2026 – Jacob Wheating

Melissa Horner, Principal, introduced Jacob Wheating who provided details about the consistent benefits of the Girls Lacrosse Academy trip to the United States.

##### 5. MOVED Christine Lervold/Trudy Spiller

That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School Trip to Scottsdale, AZ., February 26 – March 1 2026, subject to the oversight and direction of the Superintendent's Office.

CARRIED with 5 votes FOR and 1 OPPOSED.

The Board expressed appreciation for the opportunities school trips provide for the students. One trustee voted against, to represent opposition of travel to the United States right now.

#### 5.2 Royal Bay Secondary School Trip to Avignon, France, March 6 – April 2, 2026 – Arianne Berteau

Melissa Horner, Principal, introduced Arianne Berteau, noting this trip as a life-changing experience for students. Arianne Berteau provided an overview of the trip, its third year being offered. The date of the trip was clarified to be March 6 to April 2, 2026.

##### 6. MOVED Cendra Beaton/Ebony Logins

That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School Trip to Avignon, France, March/April 2026, subject to the oversight and direction of the Superintendent's Office.

CARRIED unanimously



5.3 Royal Bay Secondary School Trip to Sisters, OR., May 8-12, 2026 – Jacob Wheating  
Jacob Weating provided an overview of the Girls Lacrosse trip to Sisters, Oregon. Consistent travel to the United States is the only way to provide these scouting and networking opportunities that can carry through to post-secondary. Fundraising will occur to ensure equity of access.

7. **MOVED** Trudy Spiller/Christine Lervold  
That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School Trip to Sisters, OR, May 2026, subject to the oversight and direction of the Superintendent's Office.  
CARRIED with 5 voting FOR and 1 OPPOSED.

A point of order called by Trustee Logins to allow the Principal of Royal Bay to make a comment before the item was turned to the Board for consideration. The Chair ruled the point well taken and invited the RBSS principal to speak.

Melissa Horner emphasised the importance of travel to the USA given the opportunities for girls' lacrosse teams are very limited in this area. Discussion and planning for the trip was thorough.

5.4 Spencer Middle School Trip to Vietnam Spring Break March 2026 – Yvonne Clarke  
Jen Nixon, Principal, introduced Yvonne Clarke and Jessica Hussey who provided an overview of the trip to Vietnam. EF Tours trip to Vietnam has a wonderfully appropriate itinerary to keep middle school students engaged. Educational tourism teaches students about themselves and their ability to have a positive impact on the world. Fundraising will offset the cost of insurance, gratuities, excursions and the cost of a private group tour.

8. **MOVED** Christine Lervold/Ebony Logins  
That the Board of Education of School District 62 (Sooke) approve the Spencer Middle School trip to Vietnam, Spring break March 2026 subject to the direction of the Superintendent's Office.  
CARRIED unanimously

## 6. **INDIGENOUS EDUCATION COUNCIL**

6.1 Indigenous Education Council Update

A written report was submitted by Michelle Thut and Jon Carr. The Superintendent welcomed Michelle Thut, long standing administrator of the T'Sou-ke Nation, to her role as Co-Chair.

## 7. **CORRESPONDENCE & DELEGATIONS**

7.1 Correspondence – Amanda Dowhy

a. Letter from Ombudsperson of BC Dated August 15, 2025 RE Quarterly Report



9. MOVED Trudy Spiller/Ebony Logins  
That the Board of Education of School District 62 (Sooke) receive the above noted correspondence in item 7.1 a.  
CARRIED unanimously

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

**STA – Christina Kempenaar**

Christina Kempenaar spoke about her role as 1<sup>st</sup> vice president and professional development chair for the STA. The grievance process is in place so that teachers and management can work together to find solutions. As the lead on grievances, the 1<sup>st</sup> vice president reads arbitration rulings to provide precedents. As professional development chair, the committee organizes professional development events, workshops and conferences. Teachers love to learn and work to become better teachers.

**SPVPA – Mellissa Ryan**

The Principal of École John Stubbs expressed gratitude for how clean, shiny and new the schools were at the beginning of the year and thanked the facilities team for their projects over the summer, admin staff for their registration work, and the transportation team for establishing routes. It was a group effort that led to a wonderful startup. Community and parental involvement through PACs at schools was highlighted and appreciated. The opening of the board operated childcare programs at École John Stubbs, Poirier, Savory and Sangster was acknowledged along with the team effort to make that happen. Everyone is invited to the SĆIĀNEW\_STEȽITKEȽ open house tomorrow at 6:00 p.m.

**SPEAC – Tom Davis**

The SPEAC President reported that PACs have been very busy planning BBQs, craft fairs, and the first parent info night of the year, in partnership with Inclusive Education Services (IES) taking place Oct 8th.

**CUPE 459 – Tim Hamblin**

The CUPE 1<sup>st</sup> Vice President sent his appreciation for the Indigenous Learning Day and to the custodial crew for doing an amazing job of cleaning up the schools over the summer. With respiratory illness season approaching, it is important to mention that relief custodians only get 6 hours to cover an 8-hour position which translates to reduced cleanliness of schools.

**7.2 Other Delegations – there were no other delegations.**

**8. FINANCE, FACILITIES AND SERVICES**

8.1 Resources Committee Meeting of September 16, 2025 – Christine Lervold  
The Committee Chair highlighted page 46 of the meeting materials which



contains a summary of 5 larger projects. Positive feedback was received for improvements done to the schools throughout the summer and year, some of which were accessibility improvements.

10. MOVED Christine Lervold/Trudy Spiller  
That the Board of Education of School District 62 (Sooke) approve the 2026/27 Minor Capital Plan submission as presented to the Resources Committee on September 16, 2025.  
CARRIED unanimously
11. MOVED Christine Lervold/Trudy Spiller  
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of September 16, 2025.  
CARRIED unanimously

#### 8.2 2024/25 Financial Statements Approval – Christine Lervold

The Chair reminded the Board of the annual legislated requirement for the financial statements to be approved and submitted to the Ministry September 30<sup>th</sup>. The Financial Statement Discussion and Analysis document was highlighted, along with points in the financial statement.

12. MOVED Christine Lervold/Trudy Spiller  
That the Board of Education of School District 62 (Sooke) approve the 2024/25 financial statements as presented at the Audit Committee meeting of September 17, 2025.

A point of order called by Trustee Logins regarding an opportunity for questions. The chair ruled the point well taken and called for any questions. None were raised.

The Motion CARRIED unanimously.

#### 9. **EDUCATION PROGRAM**

- 9.1 Education-Policy Committee Meeting of September 8, 2025 – Cendra Beaton  
The Acting Committee Chair reported there was discussion at the meeting regarding the Student Voice Engagement Plan, presented by Associate Superintendent D'Arcy Deacon. The procedure for policy notice of motion was outlined.

13. MOVED Cendra Beaton/Trudy Spiller  
That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy A-101 “Administrative Organization”.  
CARRIED unanimously



14. 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-114 “Sanctuary Schools”  
CARRIED unanimously
15. MOVED Cendra Beaton/Trudy Spiller  
That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Regulations E-205 “Recruitment and Selection of Administrative Personnel”  
CARRIED unanimously
16. MOVED Cendra Beaton/Christine Lervold  
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of September 9, 2025.  
CARRIED unanimously

9.2 Adoption of Draft Revised Policies and Regulations - Paul Block  
The Superintendent confirmed the timeline of events for these Notice of Motions.

17. MOVED Christine Lervold/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 Policies and Regulations, C-111, “International Education and Non-Resident Students”, C-112 “Ordinarily Resident” and C-319, “Student Suspension”.  
CARRIED unanimously

## 10. STUDENTS

10.1 Enrollment Update – Monica Braniff  
The Deputy Superintendent explained that the enrolment numbers are still fluid even though the 1701 snapshot is 1 week away (September 29<sup>th</sup>). Currently, K-12 standard enrolment sits at 13,599 students, showing slowed growth.

The meeting was recessed at 8:52 p.m. and reconvened at 9:01 p.m.

## 11. FOUNDATIONS AND GOVERNANCE

11.1 Trustee Liaison Reports – Board of Education  
Vancouver Island School Trustee Association (VISTA) takes place October 3-4, 2025 in Campbell River.

11.2 Enhancing Student Learning Report for 2024/25 – Monica Braniff  
The Chair reiterated the legislated requirement to submit the Enhancing Student Learning Report (ESLR) to the Ministry no later than September 29, 2025.



The Deputy Superintendent noted the Framework for Enhancing Student Learning (FESL) format has changed since last year and has improved the process. FESL is the requirement to report and ESLR is the report. Areas of strength and areas of growth were discussed as well as effectiveness of implemented strategies.

18. MOVED Christine Lervold/Trudy Spiller

That the Board of Education of School District 62 (Sooke) receive and approve the Enhancing Student Learning Report for 2024/25.

CARRIED unanimously

11.3 2021-25 Strategic Plan Annual Report – Paul Block

The Superintendent highlighted data points in the 2021-2025 Strategic Plan Final Report in Learning, Engagement and Growth and discussed strategies implemented to address areas for improvement.

19. MOVED Ebony Logins/Christine Lervold

That the Board of Education for School District #62 (Sooke) receive the 2021-2025 Strategic Plan Final Report as presented at the September 2025, Board of Education meeting.

CARRIED unanimously

11.4 Response to Unexpected Health Emergencies - Policy & Implementation Update – Paul Block

The requirement for this policy was brought forward by the Ministry on June 30<sup>th</sup>. An inventory of AEDs and naloxone kits identified need across the District. No funds were provided to accomplish and maintain the required standard. AEDs need annual maintenance and have a 3-year battery life. Naloxone kits are replaced annually.

**12. ADMINISTRATION**

12.1 Board of Education Work Plan – Amanda Dowhy

The Board Chair noted the annual work plan is approved at the beginning of the year and then in 3-month increments going forward.

20. MOVED Trudy Spiller/Christine Lervold

That the Board of Education of School District 62 (Sooke) adopt the Board Work Plan as presented at the September 23, 2025 Board meeting.

CARRIED with 4 votes FOR and 2 OPPOSED

**13. PERSONNEL**

13.1 Superintendent's Report – Paul Block

The Superintendent invited the Deputy Superintendent to speak to the Indigenous Learning Day. The success of the day was attributed to staff showing up with open minds and open hearts. The union partners were recognized, as their leadership contributed to that success. Feedback received showed the impact of hearing the



stories of the Elders. Sharing stories builds common understanding.

The Superintendent spoke about Strategic Plan Engagement opportunities to actualize the goals in the plan.

Associate Superintendent D'Arcy Deacon reported the successful opening of the John Horgan campus and listed opportunities available to students in our District.

**14. UPCOMING EVENTS**

- National Day for Truth & Reconciliation – Sep 30
- Vancouver Island School Trustees Association Conference Oct 3-4
- Education-Policy Meeting – Oct 7
- [SPEAC](#)/Inclusive Education Services (IES) Parent Information Night – Oct 8 online and in-person @ the Board Office
- Thanksgiving – Oct 13
- Resources Committee Meeting – Oct 14
- [SPEAC](#) Meeting – Oct 15 @ 6:30 p.m. online
- 2025-29 Strategic Plan Parent Forum – Oct 22
- 2025-29 Strategic Plan Student Forum – Oct 23
- Non-instructional Day – Oct 24
- Public Board Meeting – Oct 28

**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 10:07 p.m.

Certified Correct on October 28, 2025:

\_\_\_\_\_  
Chairperson of the Board

\_\_\_\_\_  
Secretary-Treasurer

**APPENDIX E**

School District #62 (Sooke)

**MODERATE RISK FIELD TRIP APPROVAL FORM**  
**FOR OVERNIGHT OUT-OF-PROVINCE/WITHIN CANADA TRIPS**

- The Leader must read the School District Field Trip Policy before completing this form.
- The Leader must take this completed form to the Principal for approval (and, when it is an out-of-province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).
- Where Part B applies, the Principal should meet with the Leader and review the information prior to the parent/guardian meeting. After this meeting, Part B is to be returned to the Principal for final approval.

**PART A - Required for all field trips**

Teacher/Leader/Supervisor: Ashlyn Buxcey, Angelina Hendry, Melissa Ryan  
 School: Ecole John Stubb

Date of Application: May 20/25 Date(s) of Field Trip: \* February 2026 exact date to be determined in  
 Purpose/Activities: Cultural + Language Exchange within Canada Sept. 2025

Number of Students: 25 Grade(s): 8 Male  Female  Other   
 Number of Supervisors/Chaperones: 3 Male  Female  Other

Times & Locations (When & Where):  
Within Canada in a French speaking community  
\* We have requested Quebec. We will be paired with a twin city in Sept. 2025

Method(s) of Transportation: Airplane, bus

Costs: # 1000 Source of Funds: Parents, fundraising

I have read School District #62 Field Trip Policy C-329.

Planned by: AB  
 Leader's signature

Approved by: MRyan  
 Principal's Signature

Date: May 20, 2025

UMASS Amherst.

**INTERNATIONAL EDUCATIONAL TRIPS**  
**PRELIMINARY APPLICATION**  
**STEP ONE**

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

**Part A:**

School: Douglas Bay Date Submitted: Sept 29 2025

Principal: Melissa Horner

Supervisor (Educator in charge): Lucas MacNeil

Destination of Trip: UMASS Amherst, MA

Departure Date: June 11 2026 Return Date: June 15 2026

Grade level(s): 10/11 No. of students involved: 20-22

Approx. cost of tour: \$ 33,000 Approx. cost to students: \$ 1,500

Transportation: flight + rental vehicle

No. of school days missed (recommend 3 days maximum) 3 + we will have mandatory

Source of Funding: family + fundraising study days when we return.

Accommodation Arrangements: Billet Hotel/Motel  Camping Other

- How has the proposed International Educational Trip been included in the overall plan for the year?

This trip is like a year end performance. It allows committed student athletes an opportunity to compete in front of NCAA coaches, in hopes they earn scholarships. Events are only in June/July

- Unique Risk/Safety Considerations: Typical injury from lacrosse. We will have mandatory medical/travel/cancel ins. required. ALSO, Adam is a certified Athletic Trainer in USA. therapist.

**Part B**

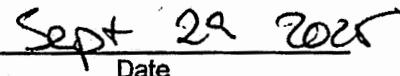
Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip
2. Proposed draft itinerary
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

*Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.*



Supervisor's Signature

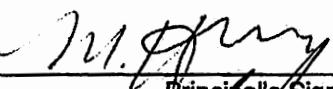


Date

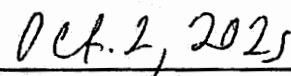
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**PERMISSION GRANTED TO PLAN THE PROPOSED  
INTERNATIONAL EDUCATIONAL TRIP**

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Principal's Signature



Date



Associate Superintendent's Signature



Date

**STEP 1 – PART B****1. Educational objectives/purpose of the trip.**

- Purpose of the extracurricular trip is to take a grade 10-11 team to UMASS Amhurst for a lacrosse tournament. The lacrosse academy students work very hard in their academy/PHE class. Going to this tournament allows the students an opportunity to show/preform their development and learnings that they have worked on each day at school. This trip does have a curricular aspect to it, as we are teaching students how to travel appropriately within a group, during a school sanctioned event. Students will be participating against other high schools and teams of students the same age.
- During this trip, there will be a ratio of 1:10 adults (including teachers, supervisors and chaperones). Students will always be under supervision, even during “free time”. Students will be spending most of their time either at the playing fields or hotel. We may go for a team dinner if the restaurant allows large groups.

**2. Proposed itinerary – please see last pages.****3. Method of Financing the Trip – We will be using money from our academy fundraising account, as well as money from families that want to pay themselves.**

\*\*Families must have the following below. However, whenever we fly, we include it in the purchase of the flight.

- trip cancelation insurance
- trip medical insurance
- trip interruption insurance
- 2 copies of student pass port (1 for the school and 1 for Lucas to have on the trip)

**4. Supervisors.**

- Lucas MacNeil (staff), Adam Ranns (coach)
- All participants will comply with the school And District Codes of Conduct, acting as ambassadors of both the school and school district. They will be provided with a trip booklet and waiver form that outlines expectations for international travel.
- Activities include playing lacrosse, going for food, and staying at the hotel.

**5. Travel Insurance**

- Families will be informed that they MUST have trip cancelation insurance, and travel medical insurance. The families will be accountable for any changes. Again, these will be included with the purchase of the flights.
- Alternate destination plan for this trip is likely not needed. But in case of an issue arising, communication with both Melissa Horner, Mike Huck and Wayne D'Arcy Deacon will occur.

**6. Pertinent information.**

- It a HUGE recruiting showcase for students to be seen by NCAA coaches & an opportunity to earn student scholarships.
- Due to the tournament having a waiver to be signed as a condition of participation, it is pertinent that students will have individual medical insurance to ensure they are taken care of and will safely get home.

7. All students will sign trip waivers promising to be good citizens as they are ambassadors of the school and school district. Students may be returned home with notification to the parents if the student compromises safety to self or others and does not follow expectations. In addition, if a student has to return home, parent/guardians will be responsible for the travel costs for both the child and the supervisor accompanying them. That said, cancelation insurance will be the responsibility of the parent/guardian. Trips can be cancelled or postponed, and the cost will not be covered by the school district. Families are responsible for trip cancellation insurance as well as medical insurance. THIS WILL BE DISCUSSED WITH THE PARENTS.

8. All tournaments have waivers where it requires the participant to sign as a condition to participate. However, because it is mandatory that parents MUST have medical and cancelation insurance before travelling, this ensures that their child will be taken care of in case of a medical emergency.

**THURSDAY June 11 2026**

- 5 AM – Everyone meet at Victoria airport. We will check in as a group and make this as easy as possible.
- At some point Thursday early evening we will land at Baltimore Washington International & get rental vehicles.
- Check into hotel. We always try and use a Best Western Hotel.

**FRIDAY June 12 2026**

- 8 am wake up
- Tour and practice at John's Hopkins. Hopefully get in a scrimmage.
- Return to hotel to clean up and eat.
- Have time for homework
- We will go to Sammy's Pasta with alumni and coaches.

**SATURDAY June 13 2026**

- Games 9:30, 11:30 am and 1:30 pm
- We will clean up after and do an early dinner.

**SUNDAY June 14 2026**

- Games 7:30, 10 am and 12:30 pm
- Lunch
- Homework time (if timer permits)
- Dinner and check into flights.

**MONDAY June 15 2026**

- 11 am Check out of hotel
- Flu out of BWI Airport
- Depart BWI 3:50 pm, Air Canada Flight \_\_\_\_\_
- Arrive Victoria, 8:53 pm



## Board Information Note Public Board Meeting

**October 28, 2025**  
**Agenda Item 6.1 – IEC Update**

**ISSUE:** Indigenous Education Council (IEC) Report

**BACKGROUND / FACTS:**

The Indigenous Education Council (IEC) met on October 7, 2025 for the second time this school year.

**ANALYSIS:**

**1. Budget Development Process – Response to Invitation Letter**

The Indigenous Education Council (IEC) accepted the Board of Education's invitation to participate in the 2026/27 Budget Development Process. The Council expressed appreciation for the opportunity to engage collaboratively with the Board on district-wide budgetary matters.

**2. Standing Committee Participation - Response to Invitation Letter**

The IEC tabled the invitation to participate in Standing Committees for further discussion at the next IEC meeting. Recommendations regarding this participation will be shared with the Board once finalized.

**3. IEC Terms of Reference**

The IEC Terms of Reference were reviewed and approved. Council members noted that this document will remain a working document to allow for continued refinement.

**4. Indigenous Education Targeted Funding (IETF) & Feeding Future Funding**

The IETF budgets for the 2025/26 school year were reviewed, discussed, and approved by the Council. The Feeding Futures Grant allocation to NIE/IEC was reviewed, discussed, and approved by the council.

**5. Human Resources**

Initial discussions were held regarding IEC involvement in hiring panels in an advisory capacity and employment opportunities for community members. Further dialogue and follow-up will continue at the next IEC meeting.

**6. Recognition**

The IEC would like to acknowledge outgoing Pacheedaht Education Manager Xway'Waat Deanna Daniels for her contributions to student success and the signing of the Local Education Agreement.

Prepared by:

Jon Carr, District Principal, NA'TSA'MAHT Indigenous Education  
 Connie Swan, District Vice Principal, NA'TSA'MAHT Indigenous Education

## Jenny Seal

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**From:** Jenny Seal <jseal@sd62.bc.ca>  
**Sent:** October 16, 2025 2:32 PM  
**To:** Jenny Seal  
**Subject:** FW: Request for Coordinated Student Transportation Solutions in Langford

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**From:** [REDACTED]  
**Sent:** September 15, 2025 8:51 AM  
**To:** Trustees <Trustees@sd62.bc.ca>  
**Subject:** Fw: Request for Coordinated Student Transportation Solutions in Langford

**CAUTION - EXTERNAL SENDER:** This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

Please see original email below.....

The [REDACTED]

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**From:** [REDACTED]

**Sent:** September 14, 2025 11:55 AM  
**To:** [premier@gov.bc.ca](mailto:premier@gov.bc.ca); Sd62 online <[online@sd62.bc.ca](mailto:online@sd62.bc.ca)>; [transitinfo@bctransit.com](mailto:transitinfo@bctransit.com)  
**Subject:** Request for Coordinated Student Transportation Solutions in Langford

**CAUTION - EXTERNAL SENDER:** This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

Dear Recipient

I am writing as a parent of a student currently attending [REDACTED] School in Langford, to express my concern regarding the accessibility, affordability, and efficiency of student transportation in our region.

To secure a seat on the school bus, I must register my [REDACTED] nearly a year in advance and pay over \$300 in three installments. This early registration is required due to limited capacity—there simply are not enough seats for all students. Additionally, because my [REDACTED] works after school and in the evenings, [REDACTED] requires a BC Transit bus pass, which costs approximately \$40 per month. While I find the public transit pass to be reasonably priced, the combined monthly expense of over \$70 is significant, especially considering neither method provides great options.

This situation highlights a broader issue: the lack of coordination between School District 62 and BC Transit. School buses are often overcrowded, while public transit buses frequently run underutilized during peak school hours. This imbalance suggests an opportunity to optimize existing resources and better serve students across Langford and surrounding communities.

I respectfully urge your office to consider the following:

- Establishing a collaborative framework between the school district and BC Transit to align routes and schedules with student needs
- Expanding public transit service to junior and senior high schools during morning and afternoon peak periods
- Refocusing school district transportation efforts on elementary students and those in remote areas without transit access
- Evaluating cost-efficiency opportunities by leveraging underused public transit capacity

I recognize that implementing such changes involves logistical complexity and inter-agency coordination. However, I believe the necessary infrastructure and assets already exist, and that a more integrated approach could reduce costs, improve service, and enhance equity for families.

If there are existing initiatives underway to address this issue, I would appreciate any updates or opportunities to contribute to the conversation. Thank you for your attention to this matter and for your continued commitment to supporting youth in our community.

Sincerely,

[REDACTED]

[REDACTED]

[REDACTED]



Virus-free. [www.avg.com](http://www.avg.com)

#### IMPORTANT NOTICE

This e-mail is confidential, may be legally privileged, and is for the intended recipient only. Access, disclosure, copying, distribution, or reliance on any of it by anyone else is prohibited and may be a criminal offence. Please delete if received or obtained in error and send e-mail confirmation to the sender. Views and opinions are those of the sender unless clearly stated as being those of the Board of Education for School District No. 62 (Sooke). We cannot assure that the integrity of this communication has been maintained nor that it is free of errors, virus, interception or interference.

## Jenny Seal

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**From:** Jenny Seal <jseal@sd62.bc.ca>  
**Sent:** October 16, 2025 12:27 PM  
**To:** Jenny Seal  
**Subject:** FW: Request for assistance to improve the safety of children and their families in the school zone around John Muir Elementary School

**From:** [REDACTED]  
**Sent:** Friday, September 26, 2025 11:20:44 AM  
**To:** Allison Watson (Trustee) <[awatson@sd62.bc.ca](mailto:awatson@sd62.bc.ca)>; Amanda Dowhy (Trustee) <[adowhy@sd62.bc.ca](mailto:adowhy@sd62.bc.ca)>; Cendra Beaton (Trustee) <[cbeaton@sd62.bc.ca](mailto:cbeaton@sd62.bc.ca)>; Christine Lervold (Trustee) <[clervold@sd62.bc.ca](mailto:clervold@sd62.bc.ca)>; Ebony Logins (Trustee) <[elogins@sd62.bc.ca](mailto:elogins@sd62.bc.ca)>; A. Russell Chipps (Trustee) <[archipps@sd62.bc.ca](mailto:archipps@sd62.bc.ca)>; Trudy Spiller (Trustee) <[tspiller@sd62.bc.ca](mailto:tspiller@sd62.bc.ca)>; [council@sooke.ca](mailto:council@sooke.ca) <[council@sooke.ca](mailto:council@sooke.ca)>  
**Subject:** Request for assistance to improve the safety of children and their families in the school zone around John Muir Elementary School

**CAUTION - EXTERNAL SENDER:** This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

Dear Mayor and Council and Trustees of the SD62 Board of Education:

I'm writing to request your assistance to improve the safety of children and their families in the school zone around John Muir Elementary School in Sooke. Two ongoing issues present a danger to children and families, and have not been addressed effectively in the time my family has lived in the community:

1. vehicles speeding through the school zone before and after school
2. vehicles parked illegally on the northeast side of West Coast Road (immediately across from the school)

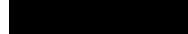
I am a [REDACTED] currently attend John Muir Elementary School, and I walk [REDACTED] to and from school 3-4 times a week. I regularly observe vehicles speeding through the school zone before and after school. This includes passenger vehicles, light trucks, logging trucks, and single- and dual-carriage dump trucks — all of which present a serious danger to pedestrians. Each day after school, my children and I have also had to sidestep vehicles parked illegally on the northeast side of West Coast Road, often forcing us to walk in the roadway along with passing traffic. I have shared my concerns with the past and current principals of John Muir Elementary School, the RCMP, and a former member of Sooke Council; however, these issues persist.

While I recognize it's not my place to implement solutions to these issues, I would like to offer suggestions to mitigate them. Please take into consideration these options for addressing speeding motorists and illegal parking:

- improve school-zone signage throughout the entirety of the school zone (i.e., from roughly 50 meters west of the intersection of Grant Road and West Coast Road to roughly 50 meters east of physical location of John Muir Elementary School)
- install radar speed signs at the eastbound and westbound entrances to the school zone
- increase RCMP presence throughout the entirety of the school zone. While it's helpful to have an RCMP vehicle occasionally parked immediately across from the school, the areas of greatest concern may be the westernmost point of the school zone and the intersections of Grant Road and West Coast Road. Vehicles speed through these areas without consequence
- enforce traffic laws: issue speeding tickets to vehicles exceeding the speed limit while travelling through the school zone (I recognize there have been occasions where an RCMP vehicle has been parked in front of John Muir Elementary School; however, I have not observed a single incident of the RCMP issuing a ticket to a speeding motorist)
- enforce parking bylaws: issue bylaw infraction tickets to vehicles parked illegally on the northeast side of West Coast Road
- install a series of concrete barriers, such as Jersey barriers, along the northeast side of West Coast Road to separate pedestrians from traffic, allow pedestrians to walk safely along the roadside, and make it impossible for vehicles to park there illegally. Alternatively, building a sidewalk on the northeast side of West Coast Road would be an effective solution

I would appreciate a response from you confirming receipt of this message along with an outline of steps you would be willing to take to address the concerns I've outlined.

Sincerely,





## **Trustee Agenda Item Request**

Board Meeting Date: October 28, 2025

Trustee Submitting: Allison Watson

Item Title: **Trustee Public Correspondence Policy and Procedure**

**Recommended Motion:**

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.

**Background:**

To enhance transparency and strengthen communication with public, the Board of Education has an opportunity to develop a policy and regulations that clearly outlines how trustees' public correspondence is received, acknowledged, shared, and responded to. Currently, there is no defined process for managing correspondence directed to trustees or the Board as a collective body, leading to variations in how communication is acknowledged and shared. Developing a trustee-focused correspondence procedure would strengthen transparency and consistency in Board governance.

**Rationale:**

Public correspondence plays an important role in fostering trust and engagement between the community and the Board of Education. Clear, consistent handling of correspondence addressed to trustees supports open governance, helps ensure that community voices are acknowledged and appropriately directed, and enables the board to effectively understand and advocate for community interests.

A comprehensive trustee public correspondence policy and accompanying regulations would:

- Clarify how board correspondence is received, logged and distributed.
- Define who responds (Chair, staff, or full board) and in what timeframe.
- Establish transparency mechanisms, such as inclusion in public agendas and redaction protocols where appropriate.
- Support trustees in maintaining consistent and compliant privacy practices.
- Foster public confidence by ensuring that communications with the Board are managed in a fair and consistent manner.

This work aligns with governance best practices in other BC school districts and strengthens the Board's commitment to openness, accountability, and continuous improvement.



## **RESOURCES COMMITTEE MEETING REPORT**

**October 14, 2025 – 6:00 p.m.**

**Present:** Christine Lervold, Trustee (Committee Chair)  
 Amanda Dowhy, Trustee (Acting Committee Member) (MS Teams)  
 Ebony Logins, Trustee (Committee Member)  
 Paul Block, Superintendent  
 Brian Jonker, Secretary-Treasurer  
 Monica Braniff, Deputy Superintendent  
 Ed Berlando, STA (MS Teams)  
 Trudy Court, CUPE  
 Tom Davis, SPEAC  
 Ceilidh Deichann, SPVPA  
 Mhairi Bennett, Director, Facilities  
 Mark Kaercher, District Principal, Capital Planning  
 Nicole Gestwa, Network Analyst, Information Technology

**Notes:** Trustee Logins and CUPE representative Trudy Court were able to login using the public link but were only able to view and hear the meeting and not participate.

**Regrets:** Russ Chipps, Trustee (Committee Member)

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

The meeting was called to order at 6:04 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.

The Chair highlighted attendance at a BC Transit planning forum to inform their 2050 plan and highlighted upcoming BC Transit engagement in the community.

### **2. COMMITTEE REPORT**

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated September 16, 2025, at its Public Board Meeting dated September 23, 2025.



### 3. PRESENTATIONS

There were no presentations.

### BUSINESS

#### 4.1 North Langford Secondary School Approval – Brian Jonker

The Secretary Treasurer discussed the project funding, Ministry design requirements and proposed schedule for the North Langford Secondary School.

#### 4.2 District Design Principles (Major Capital) – Refresh – Mhairi Bennett/Mark Kaercher

The Director of Facilities and the District Principal of Capital Planning discussed the District's design principles and the need for review to ensure alignment with the new strategic plan and updated Ministry requirements. After reviewing the proposed changes to the District's design principles, the committee recommended the following motion going forward to the Board:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the refreshed design principles as presented to the Resources Committee on October 14, 2025.

The SPEAC representative noted that outdoor covered spaces are highly valued by the school community, especially in inclement weather.

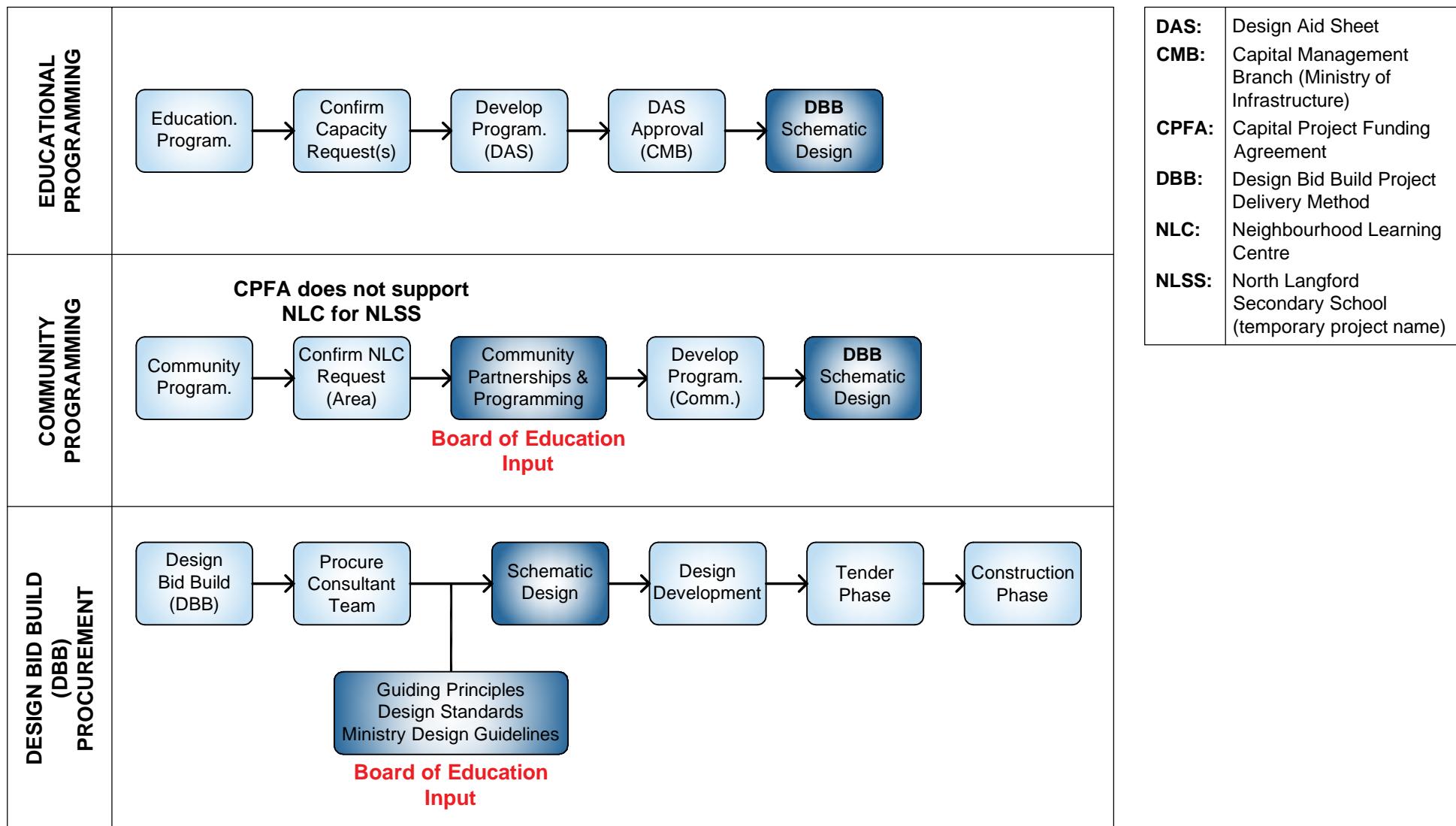
#### 4.3 Updated Enrolment Estimates and Financial Impact – Monica Braniff/Brian Jonker

The Deputy Superintendent provided an update on current enrolment numbers which are lower than the projected in standard, alternate, ELL and Adult Education enrolment and Level 3 designations. The Secretary Treasurer outlined the financial impact which overall shows a reduction in budget of \$974,553. Next steps will bring an amended 2025/26 budget to the Board through Committee.

### 4. ADJOURNMENT

The meeting was adjourned at 7:00p.m. The next meeting is November 18, 2025.

## MAJOR CAPITAL PROJECT DELIVERY FLOW CHART FOR NLSS





2020 District Design Principles		2025 Proposed District Design Principles	Evidence of Design Principle Implementation	Impacts of Ministry Simplified Design Requirements (per CPFA)
1	<b>Supportive of the Board's vision, mission and values</b>	<b>Supportive of the Board's vision, mission and values</b>	<p><b>Vision:</b> We create learning environments where every individual is valued. Our schools are nurturing spaces that inspire purposeful and innovative learning, guiding students to be come informed and responsible citizens.</p> <p><b>Mission:</b> To cultivate a community where curiosity and life love learning flourishes in schools that empower voices and inspire growth, creativity and success for all.</p> <p><b>Values:</b> Inclusivity, respect, safety, integrity and collaboration.</p>	
2	<b>Inclusive and welcoming</b>	<b>Accessible, inclusive and welcoming</b>	<p><b>Space and place to facilitate belonging and community</b></p> <p>Accessibility standards over and above BCBC standards</p> <p>Secure buildings and sites to ensure students and staff feel safe</p> <p>Entrance space is clearly identifiable, large and open to all</p> <p>Open design that is warm and welcoming in all spaces</p>	Sprawling building footprints and high ceilings are not supported  Excessive design spaces and large atriums are not supported  Within allocated area per approved Design Aid Sheet  Within allocated area per approved Design Aid Sheet
3	<b>Representative of the diverse student and staff populations</b>	<b>Representative of the diverse student and staff populations</b>	<p><b>Small bookable room(s)</b></p> <p><b>Universal wash/change rooms</b></p> <p><b>Attention to sensory and physical needs</b></p> <p><b>Local images sourced where feasible as part of design</b></p> <p><b>Natural local materials</b></p> <p><b>Bright engaging spaces, colours that are informed by current research and best practice to support calm, and purposeful self regulation.</b></p> <p><b>Natural light – operable windows</b></p> <p><b>Natural outdoor spaces</b></p> <p><b>Greenery</b></p> <p><b>Local Indigenous artists consulted for symbols/artwork</b></p> <p><b>Consultation with Indigenous nations</b></p>	
4	<b>Reflective of our natural surroundings and local Indigenous cultures</b>	<b>Reflective of our natural surroundings and local Indigenous cultures</b>	<p><b>Materials that are sustainable or minimize environmental impact. Buildings are to be built equivalent to a LEED gold standard.</b></p> <p><b>Energy modelling done during the PDR process and then in design of the build</b></p> <p><b>Use of local resources as much as possible and monitor the delivery of resources to ensure delivery is kept to a minimal standard</b></p> <p><b>Schools for the use of either air or ground source as a primary energy source.</b></p>	Disproportionate amounts of windows and glazed curtain walls are not supported. Glazed entrance canopies and clerestory roofs are not supported.
5	<b>Built with thought to their sustainability and environmental impact.</b>	<b>Intentional focus on environmental sustainability and impacts</b>	<p><b>Open spaces</b></p> <p><b>Flexible rooms</b></p> <p><b>Storage space</b></p> <p><b>Eaves/canopies at entry points</b></p> <p><b>Space for multi age/class learning, flexible learning spaces</b></p> <p><b>Common areas to support ease of movement and informal gathering</b></p> <p><b>Consideration of technology usage</b></p>	
6	<b>Flexible, functional, innovative and practical</b>	<b>Flexible, functional, innovative and practical in support of a collaborative learning community</b>	<p><b>Traffic management</b></p> <p><b>Safe building access</b></p> <p><b>Consideration of natural surroundings and topography that are utilized in building design to ensure sites are accessible and safe to maneuver around</b></p> <p><b>Room Ventilators to ensure optimal air exchange and management of airflow.</b></p> <p><b>Lighting levels for buildings are sites that meet or exceed requirements</b></p>	Courtyard areas/spaces and oversized/elaborate roof overhangs
7	<b>Built with thought to provide safe and healthy spaces</b>	<b>Intentional design to facilitate safe learning communities</b>		Disproportionate amounts of windows and glazed curtain walls are not supported.
8	<b>Built to maximize partnership opportunities that reflect mutual interest in public education and the social, economic and environmental wellbeing of the local community</b>	<b>Built to maximize partnership opportunities that reflect mutual interest in public education and the social, economic and environmental wellbeing of the local community</b>	<b>Provincial, municipal and community partnerships</b>	
9		<b>Designed with consideration for long term maintenance and operating implications</b>	<p><b>Prioritizing durable products that are locally accessible</b></p> <p><b>Incorporating feedback from District maintenance department on sustainable systems</b></p> <p><b>Making informed decision around both maintainable building design elements and site landscape design</b></p> <p><b>Prioritizing systems which support lower operating costs and system life-cycle costs</b></p>	Expensive plumbing/lighting fixtures and finishes are not supported  Costly suspended ceilings and slats in ceilings are not supported

## Appendix 1: SIMPLIFIED DESIGNS

The Ministry of Infrastructure (the Ministry) requires school districts to use simplified designs when building new schools or expanding existing ones. By utilizing simplified designs, school districts will directly benefit from the operational cost savings (heating/cooling, maintenance, etc.) over the lifespan of the school facility. Excessive design elements may also result in an uncomfortable environment for occupants, for instance when extravagant glass walls and roofs increase the temperature inside the school.

By reducing complex school design elements, school districts and the Ministry will be better able to maximize the creation of new student spaces, mitigating costs and expediting the delivery of new classrooms and learning environments. Simpler designs will result in quicker delivery of new schools and additions without compromising appropriate 21<sup>st</sup> century learning elements and licensing requirements for child care or impeding the consultation process with stakeholders. Reusing these simple designs is also encouraged as it creates further efficiencies.

Ministry staff will continue to work with school district design teams to identify costly design features that impact scope, schedule, and budget. It is important that school districts are thoughtful about making commitments and setting expectations during any stakeholder consultation process. Moving forward, school districts opting to include complex, non-essential, design features in school capital projects will be expected to offset the associated cost with their own funds.

**The Ministry is not supportive of design elements identified in the list below. This list is not exhaustive, and school districts are expected to identify design efficiencies during capital delivery. Please contact the appropriate Regional Director or Planning Officer for your school district to ensure you are using the current version of this simplified designs guidance document.**

### 1. Elaborate Building Massing

- Sprawling building footprints and high ceiling heights
- Excessive design spaces and large atriums
- Courtyard areas/spaces and oversized/elaborate roof overhangs
- Several alcoves and jut-outs of the building footprint
- Non-standard roof design, and varying levels within the roofing structure

### 2. Inefficient Building Configuration

- Curved exterior and interior walls
- Inclusion of atypical angles/irregular geometry

### 3. Excess Glazing

- Disproportionate amounts of windows and glazed curtain walls
- Glazed entrance canopies and clerestory roofs

### 4. Costly Interior Fit-Outs

- Expensive plumbing/lighting fixtures and finishes
- Costly suspended ceilings and slats in ceilings



**COMMITTEE REPORT OF THE  
EDUCATION-POLICY COMMITTEE  
School Board Office**

**October 7, 2025 – 6:00 p.m.**

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

Guest: Denise Wehner – District Principal – Curriculum Transformation

Regrets: Vanessa White - Acting Associate Superintendent

**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'Sooke Nation, S'ČIĀNEW (Beecher Bay) Nation, and the Nuu-chah-nulth: Paa?čiid?ath (Pacheedaht) Nation. We also recognize that some of our schools are located on the traditional territories of the MÁLEXEŁ (Malahat) Nation, and the Lek'wənən peoples of Songhees and Esquimalt Nations.*

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

Chair Beaton recognized committee appointments with herself as chair and including Trustees Allison Watson and Trudy Spiller as committee representatives. Chair Beaton recognized important days in the month of October, including custodial appreciation day, national teacher day, and autism awareness month.

**3. COMMITTEE REPORT of Sept. 9, 2025 Education-Policy Committee meeting**

The committee report for the September 9, 2025 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

**4. BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

**5. NEW BUSINESS (attached)**

a. K – 12 Literacy Plan – Denise Wehner, District Principal – Curriculum Transformation

District Principal of Curriculum, Denise Wehner, presented the K-12 Literacy plan to the committee.

She outlined that the plan is inclusive and is rooted in equity. Key elements include:

- alignment with K - 12 literacy supports and the BC K - 4 English Language Arts progressions.



- Instruction is intentionally interconnected across reading, writing, and oral language.
- Universal screening K - 8 identifies students at risk and informs timely interventions.
- There are comprehensive and responsive assessment practices including diagnostics, regular data reviews, and ongoing progress monitoring.
- Professional learning and collaborative educator planning promotes consistent literacy instruction and improved student literacy achievement on classroom assessments.

District Principal Wehner highlighted a Sooke School District Literacy Reading Reels video and shared a short clip of the video with the committee.

Discussion ensued about the supports for staff through the implementation of this Literacy plan. This included questions about and confirmation of the implementation through French Immersion. All of the screening tools have been translated and developed into K - 8 screening tools. The discussion included understandings that the Ministry of Education and Childcare has mandated Kindergarten screening, and we are supporting in every way possible. The district has had an easy transition into this work because it has been in place since 2022. The committee expressed thanks and gratitude to District Principal Wehner for her presentation and all the work she is leading.

## 6. REVIEW OF POLICIES/REGULATIONS

- a. Draft Revised Policy and Regulations C-314 “Substance Use Prevention and Intervention” – Paul Block Superintendent Block gave background on the policy and noted it has been out for motion since May of 2025. An explanation was given that engagement with a local consortium that reviewed similar policies from across the nation took place since that Notice of Motion and it was determined that further input from the committee was appropriate.

Superintendent Block outlined that the revisions to the policy focus on education and interventions that go beyond a traditional discipline model helping students understand the impact of their substance use.

The committee expressed positive feedback that the revisions include a trauma informed lens which is reflective of a shift in perspective.

### Recommended Motion:

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”.

- b. Draft New Policy F-499 “Unexpected Health Emergencies” – Paul Block Superintendent Block provided background on the draft new policy. On June 30<sup>th</sup>, the Minister of Education announced that districts will need to have a new policy in place by Jan. 1, 2026. The focus is on Automated External Defibrillators (AEDs) and naloxone kits in schools to support unexpected medical emergencies. AEDs must be in all secondary schools by Jan. 1, 2026 and the remaining



schools by Sept. 2026. The district is investigating various delivery systems for the naloxone kits; however, cost is a factor as school districts are not funded for the implementation of this policy.

This policy is also supported by training and guidance for staff in using this equipment during emergencies. The policy calls for this to only be in schools; however, the district will implement this in all sites to support staff in all areas. Suggested friendly amendment to ensure this is included in the language of the policy.

Discussion about the policy revolved around securing the AEDs and naloxone kits. The committee had questions about the placement of AEDs within schools and the number of naloxone kits. Superintendent Block answered questions about partnership with local community agencies for providing training and opportunities to reduce costs.

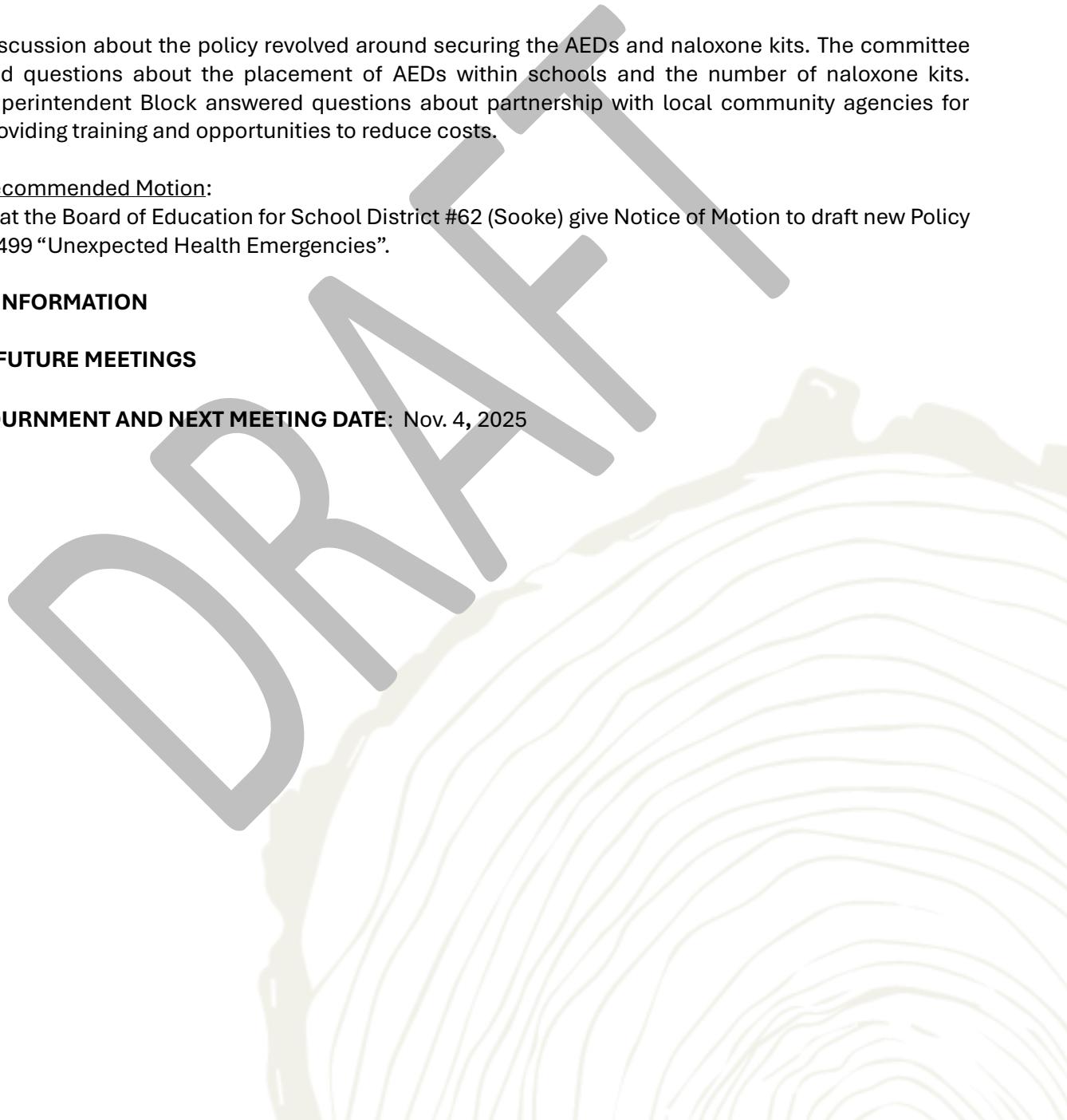
**Recommended Motion:**

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft new Policy F-499 “Unexpected Health Emergencies”.

**7. FOR INFORMATION**

**8. FOR FUTURE MEETINGS**

**9. ADJOURNMENT AND NEXT MEETING DATE:** Nov. 4, 2025



POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

October 28, 2025

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Draft revised Policy and Regulations C-314 "Substance Use Prevention and Intervention" 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-314 "Substance Use Prevention and Intervention".

## School District #62 (Sooke)

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

- a. Education: **Teaching and learning opportunities that help students learn evidence aligned drug literacy competencies and content.**
- b. Encouragement of non-abuse **Promotion of prevention programs and strategies. Health promoting physical and social school environments.**
- c. Counselling for individuals or families: **Trauma-informed approaches to substance-related incidents.**
- d. 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.**
- e. 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)

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

- Provide students with age-appropriate instruction on the prevention of substance use.**
- Encourage and support the identification of early intervention into problems of substance use by students through utilization of school as well as community resources.**
- Provide fair and equitable response procedures and consequences regarding substance related infractions.**
- Provide continued support for the services provided by school-based support personnel.**
- 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:

- 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.**
- 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.
- 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:**

- a. 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.

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### 2.1 Possession and/or Use of Intoxicant - First Offence

If a student is found in possession 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.
- 4.2 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.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

October 28, 2025

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

**School District #62 (Sooke)**

<b>Unexpected Health Emergencies</b>	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)

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

October 28, 2025

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Draft revised Policy A-101 "Administrative Organization" 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 revised Policy A-101 "Administrative Organization".

**School District #62 (Sooke)**

<b>ADMINISTRATIVE ORGANIZATION</b>	No.: A-101
	Effective: June 22/81 Revised: Feb. 26/08; Dec. 9/14; Dec. 11/18; May 23/23; Reviewed: Nov. 17/14; Dec. 8/14; Dec. 11/18; Apr. 25/23; May 23/23; Sept. 9/25; Sept. 23/25; Oct. 28/25

**SCHOOL BOARD POLICY**

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

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

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

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

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

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

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

October 28, 2025

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Draft revised Regulations E-205 "Recruitment and Selection of Administrative Personnel" 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 Regulations E-205 "Recruitment and Selection of Administrative Personnel".

## School District #62 (Sooke)

<b>Recruitment and Selection of Administrative Personnel</b>	No.: E-205
	<p>Effective: Jan. 23/24  Revised:  Reviewed: Dec. 5/23; Dec. 19/23;  Jan. 23/24; Sept. 9/25; Sept.  23/25; Oct. 28/25</p>

## ADMINISTRATIVE REGULATIONS

### 1. Superintendent

- 1.1. The Board has the sole authority to recruit and select an individual for the position of Superintendent and anyone expected to act in the place of the Superintendent for a period in excess of thirty (30) days.
- 1.2. The Board may choose to engage an external consultant to provide executive search services.
- 1.3. The Board shall have sole responsibility for initiating the advertising process and shall make reasonable effort to ensure that all current district employees are made aware of the vacancy.
- 1.4. The Board shall constitute the selection committee.
- 1.5. The Board will invite representatives from Executive Staff and district stakeholder groups (CUPE, STA, SPVPA, and SPEAC) to advise the selection committee during the interview process.

### 2. Executive Staff

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

- 2.1. The Superintendent is delegated authority to recruit and establish shortlisting and interview processes, within the limitations of legislation, budget allocations and collective agreements.
- 2.2. Prior to commencing a search for an Executive Staff position a current, written role description shall be prepared.
- 2.3. Input to the recruitment criteria shall be provided by the Board and may be sought from district stakeholder groups prior to the recruitment being initiated.
- 2.4. The Personnel Committee of the Board, Superintendent, and Executive Team Representatives appointed by the Superintendent shall constitute the short listing and selection committees for these positions.
- 2.5. The selection committee shall seek representation from other members of the Executive Staff and stakeholder groups to participate as an advisory committee to the selection committee during the interview process. Feedback and recommendations from the advisory committee will be recorded as reference material for the selection committee. Advisory committee

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

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

3. **Principals and Vice-Principals**

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

Principals and Vice-Principals are hired to the district and placed in assignments.

3.1. **Principal and Vice-Principal Mobility:**

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

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

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

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

3.2. **Principal/Vice-Principal Hiring Pool:**

3.2.1. The District shall maintain an eligible administrator pool for the positions of elementary principal, elementary, middle and secondary vice-principal.

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

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

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

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

3.3. **Competition for a Posted Vacancy for Principal or Vice-Principal Positions:**

3.3.1. The Superintendent is delegated full authority for all aspects of the selection processes for the positions of Principal and Vice-Principal, except as may otherwise be provided in this policy.

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

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

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

#### 4. Non-School Based Positions

The following process shall be followed for senior district management positions including Director and Manager.

- 4.1. The Superintendent is delegated authority to recruit and select senior staff and district management positions within the limitations of legislation, budget allocations and collective agreements.
- 4.2. These positions shall have a written job description and shall be compensated within the BCPSEA compensation guidelines.

#### 5. Recruitment and Reporting Process

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

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

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

5.4. Input into selection criteria:

- 5.4.1. The Superintendent shall, in collaboration with Executive Staff and others as appropriate, develop recruitment criteria for vacant positions.
- 5.4.2. The criteria shall reference duties and responsibilities, education and experience, and district leadership competencies.

5.5. Shortlisting

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

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

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

**5.6. Interview Panels:**

- 5.6.1. Where the Superintendent or designate determines that a single vacancy or hiring pool vacancy exists, an application process will be done with selection committee consisting of three (3) representatives of the Superintendent's Office and one (1) representative of the Human Resources Department.
- 5.6.2. Prior to the interview being held, the selection committee will agree on a presentation and questions that they will ask the candidates. Each candidate will be asked the same questions to ensure consistency and equity.
- 5.6.3. The Superintendent or designate will invite representatives from district stakeholder groups (CUPE, STA, SPVPA, and SPEAC) to advise the selection committee during the interview process.

**5.7. Role of the Human Resources Department with Administrative Personnel**

- 5.7.1. Appropriate representatives from the Human Resources Department will assist and support the work of filling administrative vacancies.
- 5.7.2. The Human Resources Department will facilitate completion of recruitment, interview and completion of offer and acceptance of employment processes.

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

## 6. Hiring Matrix and Stakeholder Participation:

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



## Board Information Note Public Board Meeting

**October 28, 2025**

### **Agenda Item 11.2 – Governance Action Plan**

**ISSUE:** Consideration of the Governance Action Plan to inform the Governance Committee work plan for 2025/26.

**ANALYSIS:**

The Governance Action Plan is presented for consideration as a guide for the collective work on governance structures, processes and procedures of the Board, supported by the BCSTA's comprehensive review of policy across districts in BC resulting in a need for Boards to prioritize a review of by-laws, policies and regulations to align them with best practice.

The proposed Governance Action Plan, if approved, would become the foundation for the Governance Committee in building the Committee Work Plan for 2025/26. A two phased approach has been drafted for consideration.

**Phase 1: Committee Terms of Reference**  
**Timeline: November 2025 – January 2026**

Refresh, or create Board Committee Terms of Reference:

- Standing Committees: Education Policy, Resources, Audit,
- Ad Hoc Committees: Personnel, Governance, School Board Office Renewal, Education Committee of the Whole (ECOW)

**Phase 2: Board Policy and Regulations**  
**Timeline: February onward**

Supported by the work of BCSTA and implementation of recommendations from their provincial review look to refresh policy and regulations, with a focus on the following:

- Bylaw 1-20 – Governance
- A-355 – Complaints Regarding Individual Trustees
- A-340 – School Board Committees
- A-105 – Trustee Code of Conduct
- F-333 – Accumulated Operating Surplus

Note: as many existing policies and regulations have cross-references to other policies and regulations, any proposed amendments will need to be viewed holistically across the policy and regulatory landscape.

Phase 1 of the proposed plan above can be supported with internal staff capacity. As phase 1 concludes and planning for phase 2 begins, the Governance Committee could consider opportunities to leverage the existing work of BCSTA and request resources, to be approved by the Board, to have a consultant support and inform staff in the work of policy renewal and refresh.

Staff have confirmed that from a procedural perspective, business conducted under existing policy, procedure or regulation must be administered under these framework(s). If the board adopts a resolution to amend existing policy and regulations or introduce new policy and regulations, only business conducted going forward would be under these amended or new frameworks.

**NEXT STEPS:**

- The board to consider the following motion:

Motion Requested: 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.

- In consideration of the proposed plan, prioritizing timelines, meeting dates and implementation considerations will be reviewed and established accordingly by the Governance Committee.

Prepared by: Paul Block – Superintendent / CEO



## **NEW MOTION/AMENDMENT TO MOTION**

Public Board Meeting Date: October 28, 2025

From: Trustee, Cendra Beaton

Re: Committee Report/Agenda Number:

### **New Motion**

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”.

### **Rational:**

This amendment is intended to be added to the existing verbiage in that section to compliment the process and ensures that all trustees, as publicly elected officials, are provided equitable opportunities to participate in the core governance functions of the Board. Standing Committees are essential to the Board’s oversight and decision-making processes, and inclusive participation supports transparency, accountability, and distributed leadership.

This amendment proposal supports the Strategic Plan’s Engagement priority by fostering inclusive and collaborative governance. Ensuring that all trustees participate in Standing Committees reflects the district’s commitment to transparency, equity, and shared responsibility in decision-making. It also aligns with the district’s values of collaboration, respect, and integrity, ensuring that each trustee has a meaningful role in shaping educational outcomes and contributing to the Board’s collective leadership.

### **Amendment to Motion**

Agenda Number: 11.3

Delete:

Add:



## **NEW MOTION/AMENDMENT TO MOTION**

Public Board Meeting Date: October 28, 2025

From: Trustee, Cendra Beaton

Re: Committee Report/Agenda Number:

**New Motion**

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.”

**Rational:**

This amendment is intended to be added to the existing language in Section 1.8.4 of Regulation A-340 and reinforces the Board’s commitment to fair, inclusive, and transparent governance. Ad-hoc committees play a vital role in addressing emerging and specialized issues within the district. Ensuring equitable trustee participation in these committees supports the Board’s responsibility to represent diverse community perspectives and fosters collaborative decision-making.

The proposed change aligns with the Strategic Plan’s pillars of Engagement and Growth by promoting distributed leadership, encouraging trustees to contribute their unique insights, and building capacity across the Board. It also reflects the district’s values of inclusivity, collaboration, and respect, ensuring that all trustees have meaningful opportunities to serve and lead in ways that reflect their interests and availability.

By formalizing a consultative and equitably distributed approach to ad-hoc committee appointments, the Board strengthens its governance integrity, enhances public accountability, and ensures that leadership opportunities are shared fairly among all trustees.

Agenda Number: 11.4

**Delete:**

**Add:**



## **NEW MOTION/AMENDMENT TO MOTION**

Public Board Meeting Date: October 28, 2025

From: Trustee, Cendra Beaton

Re: Committee Report/Agenda Number:

### **New Motion**

That the Board of Education of the School District 62 (Sooke) amend 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.”

### **Rational:**

This amendment is intended to add a new section to the regulation which reinforces the Board’s commitment to inclusive, transparent, and collaborative governance by ensuring that external & internal representation on non-school board committees’ opportunities are distributed equitably among trustees. As publicly elected officials, trustees have a responsibility to represent the district in external forums that influence education policy, community partnerships, and regional collaboration.

The proposed change aligns with the Strategic Plan’s pillars of Engagement and Growth by promoting distributed leadership, encouraging trustees to contribute their unique insights, and building capacity across the Board. It also reflects the District’s values of inclusivity, collaboration, and respect, ensuring that all trustees have meaningful opportunities to serve and lead in ways that reflect their interests and availability.

Importantly, this amendment supports the Board’s role in building and sustaining strong relationships with both internal and external partners. Equitable access to external representation ensures that a diversity of trustee voices are present in key conversations, strengthening the District’s ability to foster trust, mutual understanding, and shared goals with stakeholders across the community.

Additionally, it enhances public accountability by ensuring that the community can see all of the trustees they elected actively participating in external roles. This visibility reinforces the public’s confidence in the Board’s commitment to fair representation and shared leadership.

By formalizing a consultative and equitably distributed approach to external appointments, the Board strengthens its governance integrity, reinforces public trust, and ensures that leadership opportunities are shared fairly among all trustees.

<b>Font Colour Legend:</b>
Blue – Education Policy
Green – Resources
Red – Ad Hoc/District Partners
Black – Board of Education

# Board of Education 2025-26

## 90 Day Work Plan

### NOVEMBER TO JANUARY 2026

ACTION	NOVEMBER	DECEMBER	JANUARY
Approve	- Budget Principles & Assertions, Plan & Timelines		- School Calendar (2027/28)
Review	- District enrolment report - Fiscal Monitoring Report	- Annual Budget Recalculation and Draft Budget Process	- Policy positions for submission to BCSTA AGM - Mid-Year Strategic Plan Report (Q1/Q2)
Complete	- BCPSEA Symposium (Nov 6-7) - BCSTA Academy (Nov 27-29)	- Organizational Meeting of the Board – Board Elections	- BCSTA Policy/Motions for AGM - BCPSEA Annual General Meeting (Jan 29-30) – Trustee Rep - Audit Committee (Jan. 20)
Engage	- Governance Committee (TBD) - BCSTA Leadership Series – Governance Workshop – Module 2 (TBD)	- 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) - Governance Committee (TBD)



**Board Information Note**  
**Public Board Meeting**  
**October 28, 2025**

**Agenda Item 13.1: Superintendent's Update**

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**Associate Superintendent**

With the retirement of David Strange this summer, we chose not to rush into a hiring process while our focus remained on school start-up. To support us during this transition, two recently retired District Principals Janine Brooks and Vanessa White stepped in to assist in this role. Thanks to their deep knowledge of the District, our schools, and our staff, the transition has been smooth and seamless.

The posting for the Associate Superintendent position closed last week, and we anticipate beginning the interview process in early November. As we move forward, we want to extend our sincere gratitude to all the candidates who applied. We recognize that participating in a competition like this requires significant time, effort, and commitment, and we truly appreciate their interest in serving our District.

**Professional Development Day**

Friday, October 24 is a province-wide Professional Development Day for educators. While these days are often very popular with students, we understand they may not always be as convenient for families. However, they play a vital role in ensuring high-quality education for all learners.

Education is dynamic, constantly evolving with new research, technologies, and teaching practices. Our educators dedicate these days to strengthening their knowledge, refining their skills, and learning new methods to better support students. The reality is that school days for staff are long, and most of their time is devoted to classroom work, planning, and supporting students often extending into evenings and weekends.

Professional Development Days give educators the dedicated time they need to grow in their practice. We wouldn't want anyone in our classrooms relying solely on what they learned 10, 20, or 30 years ago. Ongoing learning ensures our teachers remain responsive to the changing educational landscape and, at its core, this continued growth directly benefits our students.

**Halloween Costumes**

For those who celebrate, Halloween falling on a Friday is the perfect combination and we know students of all ages are excited for their evening plans! Our staff share in that excitement too, and many schools are looking forward to a fun and festive day.



Schools have sent home costume guidelines for students who plan to dress up during the school day. These guidelines are based on years of experience and are designed to ensure that Halloween celebrations remain enjoyable and inclusive for everyone. We sincerely thank families for their understanding and for helping their children choose appropriate costumes. If a costume doesn't meet the school guidelines, we ask that it be saved for evening activities instead. This helps ensure that all students can participate and celebrate comfortably and safely.

With Halloween celebrations happening on a Friday night this year, we expect many children will be out and about for longer than usual. We remind all motorists to drive with extra care and help keep our communities safe for all the little ghosts, goblins, and superheroes enjoying the night.

## **Take Our Kids to Work Day**

On November 5, Grade 9 students from across the District will be heading to worksites throughout our region, accompanied by their parents, relatives, family friends, or neighbours. This day offers our youth a valuable opportunity to explore potential career paths and envision the future they want to help create. By encouraging them to discover the world of work, we empower them to uncover their interests, strengths, and possibilities.

This national event unites students, families, educators, and employers in a shared experience of discovery, connection, and inspiration.

We also extend our gratitude to Camosun College for hosting *Hands-on Health Day* and to the West Shore RCMP Detachment for organizing *Career Day*, both of which provide meaningful alternative experiences for students on this special day.

## **Career Education**

I'd like to take a moment to recognize our outstanding Career Education team—both at the district and school levels.

This year, over 150 students are registered in the Youth Work in Trades program, which gives high school students the opportunity to begin their apprenticeship training while still in school. Through a combination of classroom learning and paid work-based training, students can earn up to 16 high school credits. If this sounds like something your child might enjoy, I encourage them to connect with the Career Education team at their school to learn more.

Our Career Education team also offers a range of dual-credit courses, which allow students to earn both post-secondary credits and Grade 12 elective credits at the same time. Currently, 127 Grade 11 and 12 students are enrolled in post-secondary-level courses. Students do not pay tuition for these courses which is a significant savings, as typical course costs range from \$400 to \$600.

If your child is interested in getting a head start on their post-secondary education, please encourage them to speak with their school's Career Education team about the opportunities available.



## ENGAGEMENT

### Student & Trustee Forum

On Thursday, October 23, four Grade 6 students and one administrator from each of our middle schools participated in a district forum held at Spencer Middle School with members of the District Executive and available trustees. This event reflects our ongoing commitment to amplifying student voice across all grade levels and abilities.

During the forum, students shared their perspectives on:

- What helps them learn best at school
- What it looks and feels like to be included at school
- Their vision of the “perfect” school—what it would look and feel like
- What helps them feel happy, safe, and supported throughout the school day
- What they would like to learn that would help them in the future

As this report is being published prior to the session, feedback and key themes from the discussion will be shared in my November Superintendent’s Report.

### Parent & Trustee Forum

We will be hosting a Parent and Trustee Forum in mid-November (date and time to be confirmed). The discussion will focus on two key themes:

#### 1. Supporting Student Learning and Growth at Home

- How can we make it easier for families to understand and support their child’s learning and development?
- What helps parents and caregivers feel informed and confident?
- What makes it challenging to understand a child’s progress or assessment results?
- How might families be more meaningfully included in conversations about social-emotional learning?
- What resources would help families better support learning at home or deepen their understanding of the education system?

#### 2. Strengthening Communication Between Families and Schools

- What does clear, consistent, and inclusive communication between families and schools look like?
- What makes communication from your school or the District feel clear and accessible?
- How can we strengthen two-way communication between families and schools?



- What types of messaging help families feel connected and included in their child's learning community?
- How can communication be made more consistent across schools and more inclusive of diverse learning needs, languages, and cultures?

We are partnering with SPEAC to promote this event to parents and caregivers. This session aligns with the *Engagement* theme of our Strategic Plan, which emphasizes the importance of bringing families into their child's learning journey as active partners.

We believe that when families and schools work together with shared understanding and common goals, the greatest benefit is realized by the child. Feedback, insights, and suggestions gathered from this forum will inform our ongoing work and help guide the next steps in achieving the goals outlined in our Strategic Plan.

## Upcoming Parent/Caregiver Education Session

Our Safe Schools team is currently planning an upcoming parent and caregiver session at Journey Middle School in collaboration with *Safer Schools Together*, designed to help families become active partners in prevention. When parents and caregivers are engaged in efforts to prevent bullying and promote empathy and understanding, they help reinforce the core values and attitudes that serve as powerful antidotes to bullying, harassment, and exclusion.

The session will also include information about how and when to reach out to the RCMP regarding concerns that may arise within the community.

Family participation and community support are essential in building a strong bridge between home and school when it comes to student safety. This upcoming session will invite parents and caregivers to learn more about bullying, cyberbullying, and the influence of social media, and will offer opportunities for meaningful discussion and dialogue focused on creating safe, welcoming, and inclusive school communities.

In addition, we will be hosting a staff information session to further support this important work. However, our teachers and school staff cannot do it alone as it requires true partnership with families and a shared commitment to fostering respect and inclusion. When we work together, our collective impact is stronger, and the outcomes for students are increased.

Details about the parent and caregiver session, including date and time, will be shared once confirmed.



## New Hires

As part of our Operational Plan goal to enhance financial controls and strengthen risk management through the review and revision of policies, procedures, and practices, we are pleased to announce



the hiring of a Manager of Internal Controls. This role will advance internal review requirements in alignment with Board Policy F-331 and will lead the development and implementation of an internal controls risk analysis and review process, including recommendations for areas of focus. These steps will further strengthen our financial governance and enhance our overall risk management capabilities.

Congratulations to Daisy Yan, who will be serving in this new role and working closely with our Finance Department.

With the transition of District Vice Principal Marlys Denny to Inclusive Education Services, we recently posted a District Vice Principal position within our NA'TSA'MAHT Indigenous Education Department. We are very pleased to share that Connie Swan has been selected for this role.

Connie began her career in British Columbia as a teacher and principal, later serving in specialized teaching roles as a Reading Intervention and Learning Support teacher. She joined the Surrey School District in 2018 as an Aboriginal Transition Facilitator, then moved to the New Westminster School District as the District Coordinator of Indigenous Education, and since 2022 has served as the District Vice Principal of Indigenous Education.

We are thrilled to welcome Connie Swan to our NA'TSA'MAHT team and look forward to the experience, knowledge, and leadership she will bring to this important work.

## **New Secondary School**

In what may have been one of the worst-kept secrets in the Westshore, Premier David Eby and MLA Ravi Parmar officially announced construction funding of nearly \$220 million for a new 2,000-seat secondary school on October 1. The District is now moving into the design and planning phase, with a construction tender expected to be issued in late 2026 and building anticipated to begin in early 2027. The school is projected to open in September 2030.

We extend our sincere appreciation to the provincial government for its continued support in addressing the significant and sustained growth our District has experienced since 2017. To date, the province has invested nearly \$515 million in new schools and additions, creating 2,600 new student spaces, with another 2,000 currently in development.

I would also like to acknowledge the leadership and longstanding advocacy of the late Honourable John Horgan, whose commitment to public education and support for the Sooke School District left a lasting legacy. We also acknowledge his successor MLA Ravi Parmar, who has continued this important work and remains a strong advocate for our District. Their combined efforts have been instrumental in securing these investments, and we are grateful for their ongoing support of our students, staff and community.