




Public Notice – Board of Education Online Public Meeting

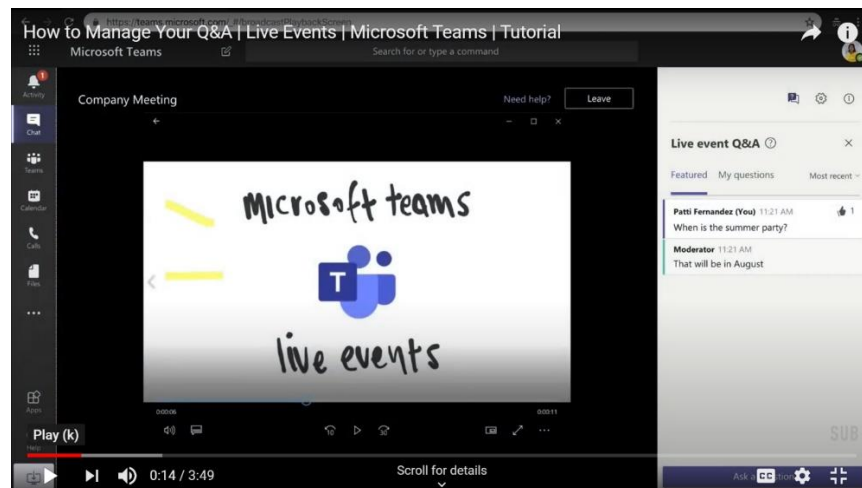
A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on May 6, 2025 at 6:00 pm.**

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

To participate in the meeting please click on this link: [Follow Link](#)

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

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
 - Select the **Q&A**  function on the right side of the screen.
 - When asking a question using the Q&A function, please identify yourself. **Anonymous questions will not be responded to.**
 - A reminder for Stakeholder groups to use the **Q&A** function.
 - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.



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



EDUCATION-POLICY COMMITTEE

School Board Office

Via MS Teams

May 6, 2025 – 6:00 p.m.

A G E N D A

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

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

2. **Opening Remarks from Chair**

3. **COMMITTEE REPORT** of April 1, 2025 Education-Policy Committee meeting (attached) **Pg. 3**

4. **BAA COURSE PROPOSALS**

There are no BAA course proposals for this meeting.

5. **NEW BUSINESS** (attached)

- a. Na'tsa'maht Enhancement Agreement Mid-Year Report – Jon Carr **Pg. 5**
- b. Quarter 3 Operational Plan Report – Monica Braniff **Pg. 25**

6. **REVIEW OF POLICIES/REGULATIONS**

There are no policies or regulations for review at this meeting.

7. **FOR INFORMATION**

- a. Research Project Approval – “Considering Classroom Management Through a Lens of Coloniality” – Dr. Lyndze Harvey, UVic **Pg. 49**

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** June 3, 2025



COMMITTEE REPORT OF THE EDUCATION-POLICY COMMITTEE

**School Board Office
April 1, 2025 – 6:00 p.m.**

Present: Amanda Dowhy, Trustee (Acting Chair)
Christine Lervold, Trustee (Acting Committee member)
Amanda Culver, STA
Dana Savage, CUPE
Melissa Horner, SPVPA
Paul Block, Superintendent/CEO
Dave Strange, Associate Superintendent
D'Arcy Deacon, Associate Superintendent

Regrets: Trudy Spiller, Trustee (Committee member), SPEAC

Guests: Danielle Huculak and Brian Hotovy

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuuchahnulth. (words gifted by the three nations SD62 works with)

2. Opening Remarks from the Chair

The Acting Chair welcomed the committee and any members of the public joining in the meeting this evening. The Acting Chair followed with recognizing March 31st as the International Transgender Day of Visibility. The Acting Chair invited the Superintendent to share an update on policies that remain out for Notice of Motion and a request for feedback and comment prior to the upcoming deadlines.

3. COMMITTEE REPORT of March 4, 2025 Education-Policy Committee meeting

The committee report for the March 4, 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. Careers Dept. Presentation – Danielle Huculak and Brian Hotovy

Danielle and Brian, members of the district Careers Education Department, provided an overview of the work of the department and its partnership with school-based careers education teams. This included

an overview of the guiding principles and overreaching goals of the department. Of note was the scope of the work going on K-12 including programs such as Work Experience, TASK, Youth Work in Trades and Youth Train in Trades. The team also highlighted community partnerships as well as district events including those involving WorkBC, SkilledTradesBC and Skills Canada. The presentation was well received. Questions and discussion followed.

6. **REVIEW OF POLICIES/REGULATIONS** (attached)

a. Draft Revised Policy C-313 “Willful Damage and Theft of School Property” – Paul Block

The Superintendent presented the draft Policy C-313. The presentation was well received and was followed with discussion, questions and feedback. Feedback was welcomed and recorded for consideration in addition to any additional feedback that may follow should the Board give Notice of Motion.

Recommended Motion

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy C-313 “Willful Damage and Theft of School Property”.

b. Draft Revised Policy and Regulations C-314 “Substance Use Prevention and Intervention” – Paul Block

The Superintendent presented the draft Policy and Regulations C-314. The presentation was well received and was followed with discussion, questions and feedback. Feedback was welcomed and recorded for consideration in addition to any additional feedback that may follow should the Board give Notice of Motion.

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”.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** May 6, 2025

**Committee Info Note
Education-Policy Committee Meeting
May 6, 2025**

Agenda Item 5a: NA'TSA'MAHT Enhancement Agreement Report on the 2023/24 School Year

Background:

- The NA'TSA'MAHT Enhancement Agreement is a five-year working agreement developed by our school district, all local Indigenous communities and partners, and the Ministry of Education. The goal of the agreement is to maintain and enhance our collective ownership to improve the success of Indigenous students, create safe, welcoming and inclusive learning environments, and provide learning opportunities based on the First Peoples Principles of Learning for all students, staff, and communities. There are two goals:
- One Mind Goal: To build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming and inclusive learning environments K to 12
- One Spirit Goal: To build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming and inclusive learning environments K to 12
- The Indigenous Education Council provided input on April 8th, 2025 in reviewing the data from the How Are We Doing Report – 2023/24.
- Format of the Report will be aligned with the Ministry of Education & Child Care's 3 Pillars of the Education Citizen: Intellectual Development; Human and Social Development; Career Development.

Current Context:

Are we meeting the goals?

One Mind Goal: In Progress / Partially Met

To progress individual Indigenous student success K to 12, leading to a Dogwood diploma and supporting pathways to employment beyond graduation that reflect student choice and voice.

Strengths:

- Literacy & Numeracy (Gr. 4 & 10):
 - Grade 4 Indigenous students show higher proficiency than non-Indigenous peers in both literacy and numeracy “On Track” categories (65% vs 52% literacy; 65% vs 52% numeracy).
 - Grade 10 proficiency gaps are closing in both areas. Literacy (62% Indigenous vs. 64% non-Indigenous), numeracy slightly exceeds non-Indigenous rates.
- Completion Rates:
 - 5-year completion rate rose from 62% to 69%, the largest 1-year gain to date.
 - 6-year completion rate for Indigenous students reached 78%, a significant improvement from a 5 year low of 70% the year before.
 - The rate for Children/Youth in Care (CYIC) also reached its highest point at 57.3%, indicating improvement for this priority learner group.
- Well-Being Indicators (Gr. 10):
 - Equity gaps in belonging and adult care were closed or reversed. Indigenous students reported more support than their peers in some indicators.

Stretches:

- Middle Years Lag (Gr. 7):
 - Literacy and numeracy rates remain low (24% On Track for literacy, 76% in Emerging for numeracy), and no Grade 7 Indigenous student has reached “Extending” in literacy in five years.
- Post-Secondary Transition:
 - Immediate post-secondary transition rates have declined (16.2% in 2021/22) with a growing gap compared to non-Indigenous students (24.5%).
 - Only 38% of Grade 12 Indigenous students felt school prepared them for post-secondary, mirroring non-Indigenous rates, but indicating general unpreparedness.
- Adult Dogwood Adjustment:
 - When removed, the adjusted grad rate drops by 10 points (from 78% to 68%), suggesting many students graduate on this pathway rather than the standard Dogwood.

One Spirit Goal: In Progress / Partially Met

To build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming, and inclusive learning environments K to 12.

Strengths:

- Indigenous Content Across Grades:
 - Indigenous students now report more frequent learning about Indigenous Peoples than non-Indigenous peers at all levels.
 - Grade 12 saw the highest jump (70% report frequent Indigenous learning).
 - This reverses the historical equity gap and reflects curriculum alignment (e.g., new Indigenous-focused grad requirements).
- Cultural Visibility in Classrooms:
 - 69% of students see their family/cultural background in class “Always” or “Sometimes.”
 - 72% feel their culture is reflected — a strong foundation for inclusive environments.
- Well-Being Gains:
 - Grade 7 & 10 students report improving belonging and care.
 - Grade 10 students exceeded their peers in perceived adult support and belonging.

Stretches:

- Belonging & Safety Drop (Gr. 12):
 - Belonging dropped from 54% to 37% in 2023/24.
 - Safety also declined (from 89% to 73%).
 - Indicates possible disengagement nearing graduation.
- Disproportionate Representation in Alternate & Designated Programs:
 - Indigenous students are overrepresented in alternate programs (40.2% of enrolment but only 11% of district population).
 - They also comprise 29–32% of behaviour/mental health designations in Grades 4–10.
- Access to Support:
 - Only 44% of Indigenous students (Gr. 6–12) feel they “Always” or “Sometimes” have what they need to be successful in school.
 - Over 56% did not express agreement, pointing to barriers in access to resources, guidance, or culturally aligned supports.

Respectfully submitted on behalf of the Indigenous Education Council (I.E.C.):

- Co-Chair (First Nation Community) Tara Jensen, T’Sou-ke First Nation Representative
- Co-Chair (District Representative) Jon Carr, District Principal – NA’TSA’MAHT Indigenous Education Department
- Marlys Denny, District Vice-Principal – NA’TSA’MAHT Indigenous Education Department

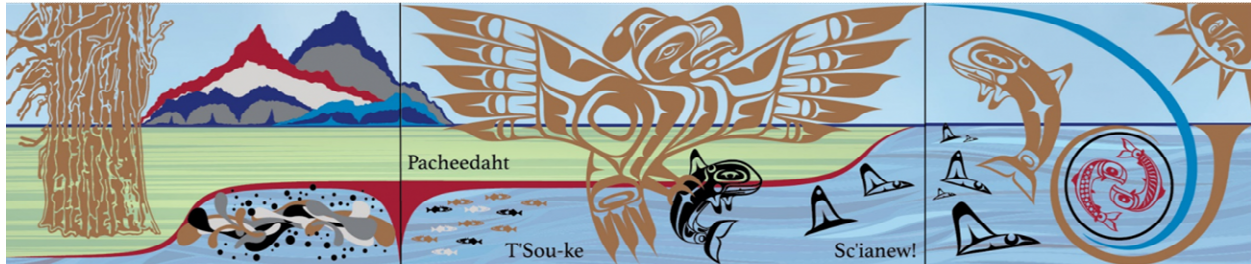
NA'TSA'MAHT Enhancement Agreement Report on the 2023/24 School Year

Table of Contents

Territory Acknowledgement.....	2
Background of the NA'TSA'MAHT Enhancement Agreement	3
Goals & Objectives.....	4
Sooke School District's Indigenous Student Lellum (House)	5
Report Format:	6
Section 1: Intellectual Development.....	7
1.1 Literacy	7
1.2 Numeracy.....	8
Section 2: Human & Social Development	9
2.1 Indigenous Student Well-Being.....	9
2.2 Indigenous Content in Learning Environments.....	12
Section 3: Career Development.....	14
3.1: Completion Rates	14
3.2 Transition to Post-Secondary	15
Conclusion: Are we meeting the goals?	17



Territory Acknowledgement



Sooke School District acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and SC'IANEW (Beecher Bay) Nation and Nuu-chah-nulth: paaʔčiidʔatx (Pacheedaht) Nation. We also recognize some of our schools reside on the traditional territory of Esquimalt Nation and Songhees Nation.



Background of the NA'TSA'MAHT Enhancement Agreement

NA'TSA'MAHT is a five-year working agreement developed by our school district, all local Indigenous communities and partners, and the Ministry of Education. The goal of the agreement is to maintain and enhance our collective ownership in order to improve the success of Indigenous students, create safe, welcoming and inclusive learning environments, and provide learning opportunities based on the First Peoples Principles of Learning for all students, staff, and communities.

Photos of the Signing Celebration: September 2022, Pacheedaht First Nation



Goals & Objectives

Our third NA'TSA'MAHT Enhancement Agreement is in place until 2027. The agreement was developed by the school district in consultation with local First Nations rightsholders: SC'IANEW (Beecher Bay) Nation, T'Sou-ke and paa?ciid?atx (Pacheedaht) Nation, as well as Métis, Inuit and other Indigenous partners that reside in Coast Salish and Nuuchah-nulth territories.

The agreement consists of two goals:

One Mind Goal

To progress individual indigenous student success K to 12, leading to a Dogwood diploma and supporting pathways to employment beyond graduation that reflect student choice and voice

One Spirit Goal

To build understanding of indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming and Inclusive learning environments K to 12

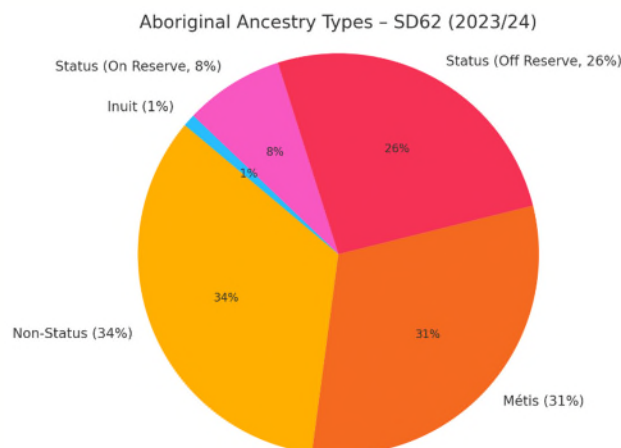
"NA'TSA'MAHT: being of one mind, one spirit. Together, working side by side, supporting each other, walking together. Good mind, good spirit for the good of our children, for the good of Mother Earth sustaining us."

– Elder Shirley Alphonse



Sooke School District's Indigenous Student Lellum (House)

Enrollment & Demographics (2023/24)



Indigenous Ancestry (Self-Identification)

- Non-Status: 454 students → 34%
- Métis: 405 students → 31%
- Status Off-Reserve/Away from Home: 346 students → 26%
- Status On Reserve/At Home: 100 students → 8%
- Inuit: 13 students → 1%
- Most Indigenous students (91%) identify as either Non-Status, Métis, or Status Off Reserve (Away from Home)

Total Number of Indigenous Students Over Time

- 13% decrease in the number of Indigenous students from 2019/20 to 2023/24.
- Decrease in the percentage of Indigenous students relative to the total district population.

Indigenous Students with Disabilities or Diverse Abilities

- Indigenous students consistently represent ~20–23% of all students with disabilities/diverse abilities.
- In 2023/24: 436 of 2,187 or 20% of students with designations were Indigenous
- Although overall numbers are growing (344 → 436 from 2019 to 2023), the Indigenous proportion is slightly declining (from 23% to 20%).
- Indigenous students are overrepresented in early and middle grades for behaviour/mental health designations:
 - 2023/24: 29% of these designations in Grades 4–7; 32% in Grades 8–10.
 - Significantly higher than non-Indigenous counterparts in some categories.

Indigenous Students in Alternate Programs

- District: 40.2% of students in alternate programs are Indigenous
- Province: 42.1% of students in alternate programs are Indigenous

This shows an overrepresentation of Indigenous students in alternate programs compared to their overall enrolment proportion in the district (11%) and province (approx. 10%).



Report Format:

This data in this report is aligned with the Three Pillars of the Educated Citizen in BC Education:

1. Intellectual Development

- to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge;
- to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

2. Human and Social Development

- to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage;
- to develop an understanding of the importance of physical health and well-being;
- to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others

3. Career Development

- to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace

For more information, visit the Ministry of Education & Child Care Policy for Student Success View the policy for Student Success:

- [Presentation on understanding the Policy for Student Success \(PDF\)](#)
- [Understanding the B.C. Policy for Student Success \(PDF\)](#)

A quote when reading the data

“To close the gaps means to achieve education outcomes for (Indigenous) students that are the same outcomes for non-Indigenous students. This language does not imply any failure by Indigenous student, but rather, a failure of the education system to meet their needs.” Audit of Education of Indigenous Students in the Public School System (2015)



Section 1: Intellectual Development

1.1 Literacy

Data Sources:

- Foundation Skills Assessments & Literacy Assessments: British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., pp. 11, 13, 15–16).

Summary:

- Grade 4 Indigenous students are not only participating more, but are now leading non-Indigenous students in “On Track” proficiency
- Proficiency gaps are closing in Grade 10; 62% of Indigenous students were Proficient
- Although access is improving, Indigenous students are showing lower levels of literacy proficiency during middle years. No Grade 7 Indigenous students reached “Extending” for five consecutive years.
- Literacy 12 Assessment: Proficiency is stable at 52– 58% Proficient (2021/22 to 2023/24), for Indigenous students who participate, but fewer are writing the assessment and a 24-point participation gap exists between Indigenous and Non-Indigenous students

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> • Gr 4: On Track performance remained consistent, around 65% in 2023/24, up from 52% in 2020/21. • Participation rates in FSA increased from 32% (2019/20) to 65% (2023/24) → 33% increase in 5 years • Gr 7: On Track performance decreased from 42% (2019/20) to 38% (2023/24) • Participation rates grew from 30% (2019/20) to 70% (2023/24) → 40% increase in 5 years 	<ul style="list-style-type: none"> • Gr 4: In 2023/24, Indigenous students had a higher On Track rate than Non-Indigenous peers (65% vs 52%) • Gr 7: In 2023/24, Non-Indigenous students had a higher On Track Rate than Indigenous students (38% vs 24%) • Gr 10: Achievement Gap Narrows at Proficiency Level: Non-Indigenous students had 64% Proficient in 2023/24, which is only 2 percentage points higher than Indigenous peers.



<ul style="list-style-type: none"> • Gr 10: Most reach Proficiency. In 2023/24, 62% of Indigenous students were Proficient. • Gr 12: Steady Proficiency Rates: From 2021/22 to 2023/24, around 52–58% of Indigenous students consistently scored “Proficient”, which mirrors Grade 10 trends 	<ul style="list-style-type: none"> • Gr 12: 24% Participation Gap: In 2023/24, 82% of Non-Indigenous students participated versus 58% of Indigenous students.
--	---

1.2 Numeracy

Data Sources:

- Foundation Skills Assessments & Numeracy Assessments - British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., pp. 12, 14, 15, 18).

Summary:

- Elementary years (Gr 4) show consistent proficiency in foundational numeracy and are performing better than non-Indigenous learners.
- Middle Years (Gr 7) remain a critical intervention point, most students are “Emerging” with some widening achievement gaps with non-Indigenous learners.
- Secondary Years (Gr 9-12) show that student proficiency has improved to 40% and is now slightly ahead of non-Indigenous peers in recent years, a positive reversal compared to earlier years (2019/20).

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> • Gr 4: Performance consistently clusters in the "On Track" range. 65% of Indigenous students were “On Track in 23/24 • Gr 7: Most Indigenous students (76%) remain “Emerging” in proficiency • Despite a peak at 57% in 2020/21, results have remained low in the last three years (20–24%) • Gr 10: Indigenous students consistently hover around the 40–49% Proficient range, showing stable but moderate achievement over five years 	<ul style="list-style-type: none"> • Gr 4: Indigenous students had higher proficiency than their non-Indigenous peers by 13 percentage points at the “On Track” level. (65% vs 52%) • Gr 7: While both groups are experiencing declines, Indigenous students consistently remain 14–18% behind in “On Track” performance • Gr 10: Indigenous student proficiency has improved and is now slightly ahead of non-Indigenous peers in recent years, a positive reversal compared to earlier years (2019/20)



Section 2: Human & Social Development

2.1 Indigenous Student Well-Being

Data Sources:

- Student Learning Survey - British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., , pp. 50, 52, 54, 55, 57, and 58).
- Equity in Action Survey – Indigenous Student Responses (2023/24) Sooke School District

Summary of Grade 4, 7, 10 and 12: Sense of Belonging, Feeling Safe, and Believe Adults Who Care at School (Well-being Indicators)

- While Grade 4 Indigenous students report relatively strong feelings of safety at school, they continue to report lower sense of belonging and adult connection than their peers, with all three indicators showing a persistent equity gap.
- Grade 7 Indigenous students are showing steady improvement in sense of belonging and stronger perceived adult care, even surpassing peers in 2023/24. However, a gap in feeling safe at school remains.
- Grade 10 Indigenous students reported increases in all well-being indicators, closing or even reversing equity gaps in sense of belonging and adults who care. This reflects a turnaround in how Indigenous students are experiencing their school environment.
- Grade 12 Indigenous students have strong adult relationships. However, there is a drop in sense of belonging and safety among Indigenous Grade 12 students. This may reflect disengagement near graduation.

Grade 4:

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> • Belonging: Increased from 42% (2019/20) to 53% (2023/24); a small but positive increase. • Safety: Generally high and stable, hovering around 73% in 2023/24. 	<ul style="list-style-type: none"> • Belonging: Indigenous 53% Non-Indigenous 64% → -11% • Safety: Indigenous 73% Non-Indigenous 80% → -7%



<ul style="list-style-type: none"> Adults Who Care: Slight decline from 66% (2019/20) to 60% (2023/24). 	<ul style="list-style-type: none"> Adults Who Care: Indigenous 60% Non-Indigenous 68% → -8%
--	--

Grade 7:

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> Belonging: Gradual increase from 40% to 46% (2023/24) Safety: Slight decrease to 62% in 2023/24 from 69% in 2022/23 Adults Who Care: Rebounded to 60% after a decrease in 2022/23 	<ul style="list-style-type: none"> Belonging: Indigenous 46% Non-Indigenous 52% → -6% Safety: Indigenous 62% Non-Indigenous 72% → -10% Care: Indigenous 60% Non-Indigenous 55% → +5% (Note: Indigenous students exceeded non-Indigenous peers here)

Grade 10:

Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> Belonging: Increase from 32% (2021/22) to 52% (2023/24) Safety: Also improved from 56% to 70% Adults Who Care: Increased from 47% (2021/22) to 66% (2023/24) 	<ul style="list-style-type: none"> Belonging: Indigenous 52% Non-Indigenous 50% → +2% Safety: Indigenous 70% Non-Indigenous 73% → -3% Care: Indigenous 66% Non-Indigenous 61% → +5%

Grade 12:

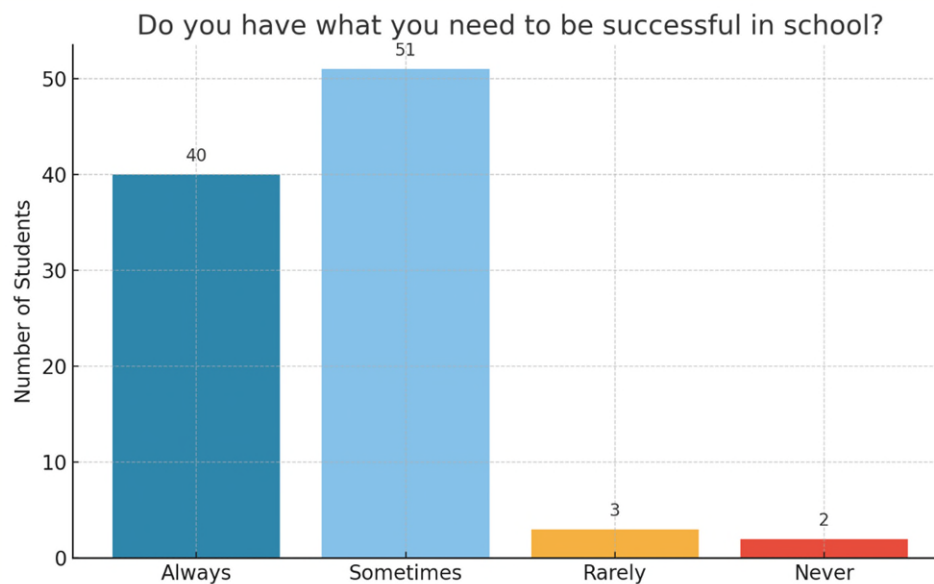
Trends (2019/20 to 2023/24):	Equity Gap 2023/24
<ul style="list-style-type: none"> Belonging: decreased from 54% (2022/23) to 37% in 2023/24 	<ul style="list-style-type: none"> Belonging: Indigenous 37% Non-Indigenous 51% → -14%



- | | |
|---|---|
| <ul style="list-style-type: none"> • Safety: decreased from 89% to 73% • Adults Who Care: remained stable at 70%, matching previous years | <ul style="list-style-type: none"> • Safety: Indigenous 73% Non-Indigenous 80% → -7% • Adults Who Care: Indigenous 70% Non-Indigenous 71% → -1% |
|---|---|

Equity in Action Indigenous Student Responses (Gr 6-12)

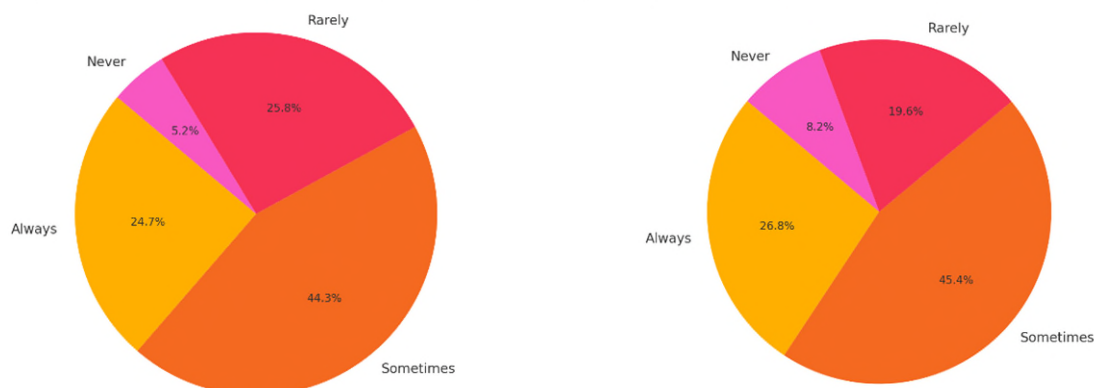
- When Indigenous students were asked “Do you have what you need to be successful in school” A combined 43.7% of students responded “Always” or “Sometimes”, indicating that fewer than half of students consistently feel they have the supports they need to succeed. The low percentages for “Rarely” and “Never” are encouraging, but the majority of students (over 56%) did not indicate full or partial agreement, suggesting ongoing gaps in perceived access to resources



When Indigenous students (Gr 3-12) were asked “If they see their family or cultural background in the classroom”: 69% of Indigenous students responded with Always or Sometimes to seeing their family or cultural background in the classroom; and 72% of Indigenous students responded with Always or Sometimes seeing their culture reflected in the classroom. These results show that a majority of



Seeing Family or Cultural Background in Classroom (Excludes No Response) Seeing Culture Reflected in Classroom (Excludes No Response)



Indigenous students see their cultural representation at least sometimes, with room to improve frequency and consistency.

2.2 Indigenous Content in Learning Environments

Data Sources:

- Student Learning Survey - British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., , pp. 49, 51, 53, 56).

Summary of Grade 4, 7, 10 and 12 Respond to “Are You Being Taught About Indigenous Peoples?”:

- Indigenous students consistently report more frequent learning about Indigenous Peoples at all grade levels.
- The equity gap has reversed from earlier years. Indigenous students now experience higher reported engagement with Indigenous content than non-Indigenous students.
- Grade 12 shows the most progress, reflecting efforts to embed Indigenous learning across the curriculum and the requirement to complete at least 4 credits in Indigenous-focused coursework to graduate



Grade 4:

Trends (2019/20 to 2023/24)	Equity Gap 2023/24
<ul style="list-style-type: none"> Indigenous students reporting “All or many times” increased significantly from 38% (2019/20) to 58% (2023/24). Non-Indigenous students also showed improvement from 39% to 48% over the same period. 2023/24 marks the highest rate recorded for both groups. 	<ul style="list-style-type: none"> Indigenous: 58% Non-Indigenous: 48% → +10 percentage points Indigenous students now report more frequent learning about Indigenous Peoples than their non-Indigenous peers, reversing earlier parity.

Grade 7:

<ul style="list-style-type: none"> Indigenous student rates have fluctuated, rising slightly from 38% to 43%, but generally hovering in the low 30s to low 40s. Non-Indigenous students have remained largely flat around 33–36%, ending at 34% in 2023/24. 	<ul style="list-style-type: none"> Indigenous: 43% Non-Indigenous: 34% → +9 percentage points A slight but growing equity lead in perception of Indigenous learning for Indigenous students.
---	--

Grade 10:

<ul style="list-style-type: none"> Indigenous students’ responses have increased consistently, from 35% (2020/21) to 49% (2023/24). Non-Indigenous student responses have plateaued, slightly decreasing from 42% (2022/23) to 37% (2023/24). 	<ul style="list-style-type: none"> Indigenous: 49% Non-Indigenous: 37% → +12 percentage points Indigenous students report significantly more frequent exposure to Indigenous content than their peers, the largest equity gap at this level to date.
---	--

Grade 12:

<ul style="list-style-type: none"> Indigenous student responses increased sharply, from 33% (2020/21) to 70% (2023/24). Non-Indigenous students also improved from 36% to 62% in the same timeframe. Both groups showed the largest year-over-year growth between 2022/23 and 2023/24. 	<ul style="list-style-type: none"> Indigenous: 70% Non-Indigenous: 62% → +8 percentage points Indigenous students are 8% more than Non-Indigenous, and overall engagement with Indigenous content has improved dramatically in Grade 12 for all learners.
---	---



Section 3: Career Development

3.1: Completion Rates

Data Source:

- British Columbia Ministry of Education and Child Care. (2024). Indigenous student outcomes dashboard: School District 62 – Sooke [Power BI dashboard]. Internal report, retrieved via BC Ministry of Education secure portal.

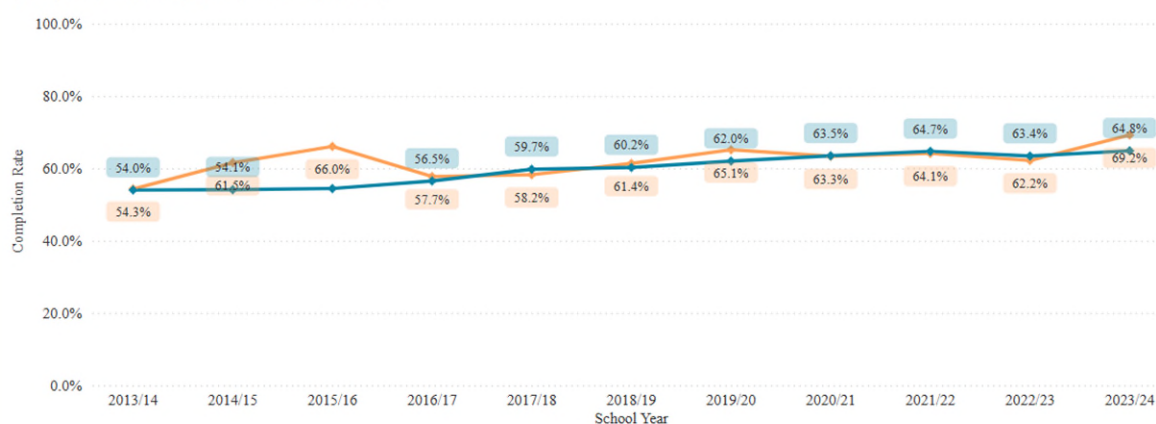
Summary:

- The 5-year Indigenous student completion rate increased from 62% to 69%, the largest single-year improvement over the last 5 years, with a narrowing equity gap from 25–27% in previous years to 22% (69% vs. 91%)
- The 5-year Indigenous completion rate for CYIC (Child or Youth In Care) increased to 57.3% in 2023/24, the highest in the ten year period, reversing previous declines
- The 6-year completion rate for Indigenous students reached 78%, marking a strong recovery from a 5-year low of 70% in 2022/23
- Adult Dogwood Adjusted Rate: the adjusted rate drops to 68% when Adult Dogwood recipients are removed, which is a 10 percentage point difference, the largest gap in the last 5 years. This suggests that an increased proportion of Indigenous graduates completed the Adult Dogwood pathway last year.

5-year Completion Rate for Indigenous Students – District & Provincial (last 10 years)

5 Year - Completion Rate

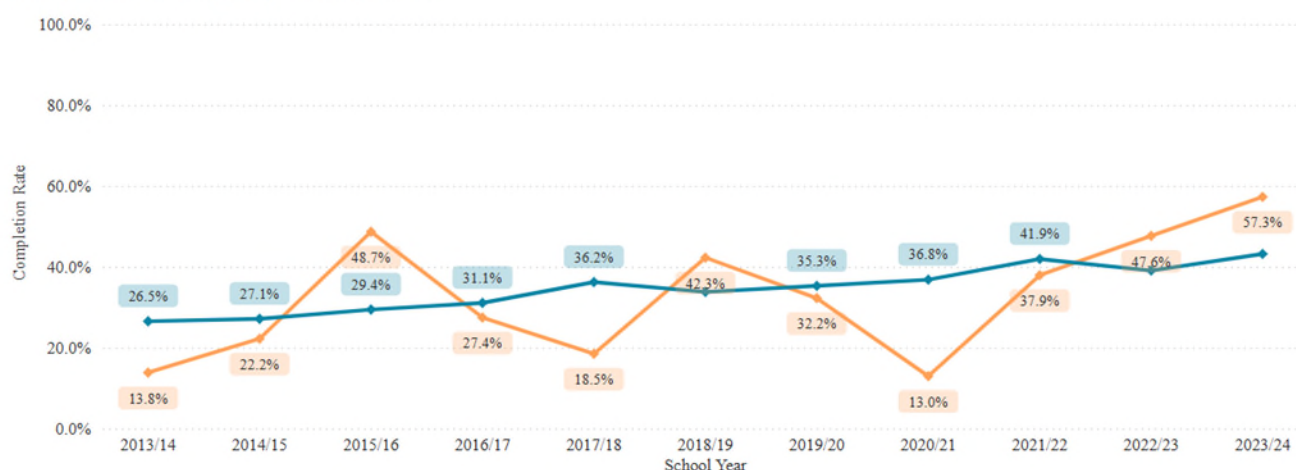
◆ Completion Rate (District) ◆ Completion Rate (Provincial)



5 Year Completion Rate for Indigenous Students who were ever a Child/Youth In Care (CYIC) – District & Provincial

5 Year - Completion Rate

◆ Completion Rate (District) ◆ Completion Rate (Provincial)



3.2 Transition to Post-Secondary

Sources:

- Student Learning Survey - British Columbia Ministry of Education and Child Care. (2024). *How are we doing? Report: School District 062 – Sooke* (2023/24 ed., , pp. 54, 57).
- Equity in Action Survey – Indigenous Student Responses (2023/24) Sooke School District

Summary:

- In 2021/22, 16.2% of Indigenous Grade 12 graduates transitioned immediately to community college, down from 32.3% in 2020/21. This marks the lowest immediate transition rate in the last 4 years.
- Equity Gap: 24.5% of Non-Indigenous students made the same transition in 2021/22, which highlights a growing gap in immediate post-secondary access.
- In the most recent year (2021/22), no data is available for Indigenous students entering post-secondary institutions with transition values masked or unreported across all years.
- Indigenous Grade 10 students: 36% reported feeling that school is preparing them for post-secondary “all of the time or many times,” a drop from a high of 51% in 2022/23.

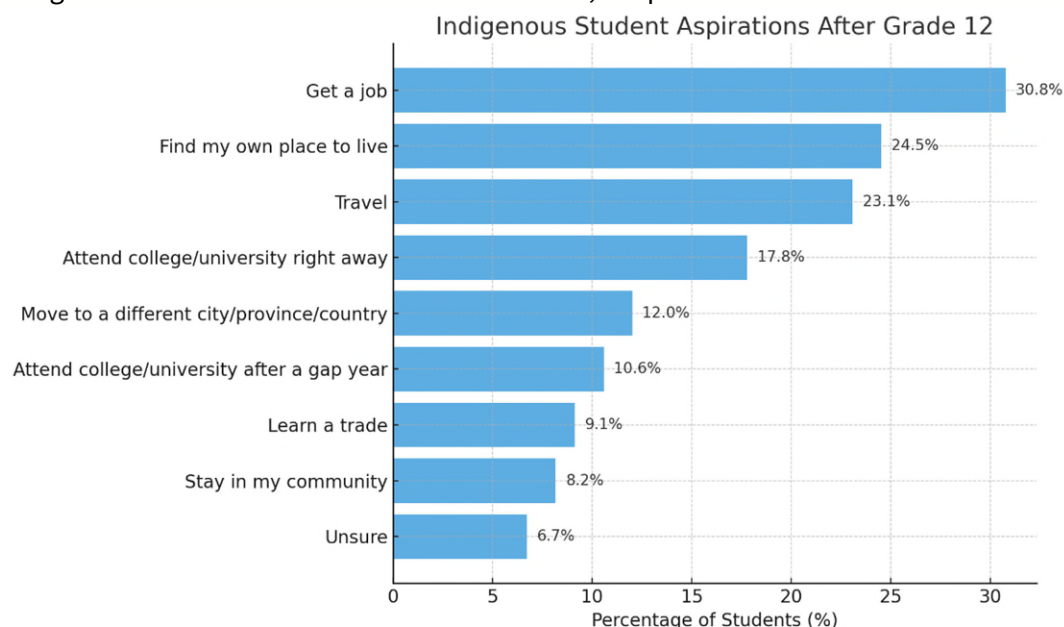


While this is still above the earlier rates of 34% (2020/21) and 37% (2021/22), there is a notable decline

- Indigenous Grade 12 students: 38% reported they felt school prepared them for post-secondary “all or most of the time” in 2023/24. This was the same for Non-Indigenous students (38%)
- When Indigenous students were asked what they hoped to do after Grade 12, most focused on immediate independence and employment, with interest in travel and post-secondary education. Fewer students intend to stay in their community or pursue trades, and a small but meaningful portion remain unsure about their path.

Equity in Action Survey Data:

Indigenous students were asked “After Grade 12, I hope to”



Conclusion: Are we meeting the goals?

One Mind Goal: In Progress / Partially Met

To progress individual Indigenous student success K to 12, leading to a Dogwood diploma and supporting pathways to employment beyond graduation that reflect student choice and voice

Strengths:

- Literacy & Numeracy (Gr. 4 & 10):
 - Grade 4 Indigenous students show high proficiency than non-Indigenous peers in both literacy and numeracy “On Track” categories (65% vs 52% literacy; 65% vs 52% numeracy).
 - Grade 10 proficiency gaps are closing in both areas. Literacy (62% Indigenous vs. 64% non-Indigenous), numeracy slightly exceeds non-Indigenous rates.
- Completion Rates:
 - 5-year completion rate rose from 62% to 69%, the largest 1-year gain to date.
 - 6-year completion rate for Indigenous students reached 78%, a significant improvement from a 5 year low of 70% the year before.
 - The rate for Children/Youth in Care (CYIC) also reached its highest point at 57.3%, indicating improvement for a this priority learner group.
- Well-Being Indicators (Gr. 10):
 - Equity gaps in belonging and adult care were closed or reversed. Indigenous students reported more support than their peers in some indicators.

Stretches:

- Middle Years Lag (Gr. 7):
 - Literacy and numeracy rates remain low (24% On Track for literacy, 76% in Emerging for numeracy), and no Grade 7 Indigenous student has reached “Extending” in literacy in five years.
- Post-Secondary Transition:
 - Immediate post-secondary transition rates have declined (16.2% in 2021/22) with a growing gap compared to non-Indigenous students (24.5%).
 - Only 38% of Grade 12 Indigenous students felt school prepared them for post-secondary, mirroring non-Indigenous rates, but indicating general unpreparedness.
- Adult Dogwood Adjustment:
 - When removed, the adjusted grad rate drops by 10 points (from 78% to 68%), suggesting many students graduate on this pathway rather than the standard Dogwood.



One Spirit Goal: In Progress / Partially Met

To build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming, and inclusive learning environments K to 12.

Strengths:

- Indigenous Content Across Grades:
 - Indigenous students now report more frequent learning about Indigenous Peoples than non-Indigenous peers at all levels.
 - Grade 12 saw the highest jump (70% report frequent Indigenous learning).
 - This reverses the historical equity gap and reflects curriculum alignment (e.g., new Indigenous-focused grad requirements).
- Cultural Visibility in Classrooms:
 - 69% of students see their family/cultural background in class “Always” or “Sometimes.”
 - 72% feel their culture is reflected — a strong foundation for inclusive environments.
- Well-Being Gains:
 - Grade 7 & 10 students report improving belonging and care.
 - Grade 10 students exceeded their peers in perceived adult support and belonging.

Stretches:

- Belonging & Safety Drop (Gr. 12):
 - Belonging dropped from 54% to 37% in 2023/24.
 - Safety also declined (from 89% to 73%).
 - Indicates possible disengagement nearing graduation.
- Disproportionate Representation in Alternate & Designated Programs:
 - Indigenous students are overrepresented in alternate programs (40.2% of enrolment but only 11% of district population).
 - They also comprise 29–32% of behaviour/mental health designations in Grades 4–10.
- Access to Support:
 - Only 44% of Indigenous students (Gr. 6–12) feel they “Always” or “Sometimes” have what they need to be successful in school.
 - Over 56% did not express agreement, pointing to barriers in access to resources, guidance, or culturally aligned supports.



Information Note
Education-Policy Committee Meeting
May 7, 2025
Agenda Item: 5b. – Q3 Strategic Plan Quarterly Report

Background:

- The Board of Education, through motion, has directed staff to bring forward for information, quarterly reports on progress towards the Strategic Plan and student outcomes:
 - Quarterly (Q) reports are tabled at meetings in November (Quarter 1: July - September), February (Quarter 2: October - December), May (Quarter 3: January - March) and September (Annual Report that includes Quarter 4 work: April - June).
- Under the district's [Strategic Plan 2021-2025](#), we have developed a comprehensive process of charting accountability that links Strategic Plan outcomes, operational plans and the Ministry of Education's student success metric report: the Framework for Enhancing Student Learning (FESL).
- Annually, the district takes the direction of the Board through the Strategic Plan and develops an operational plan to assist in achieving the goals and objectives of the Strategic Plan. The [Operational Plan 2024-2025](#) builds on the [Operational Plan 2023-2024](#).
- The [Enhancing Student Learning Report](#) is submitted to the Ministry of Education annually on September 30th. The report features data on SD62 (School District 62) student success. When newly released data becomes available, the Quarterly Reports will feature it. The Enhancing Student Learning Report covers:
 - Reading, writing and numeracy.
 - Grade-to-grade transitions.
 - Graduation assessments.
 - Six-year and eight-year completion rates.
 - Early development.
 - Student satisfaction, including postsecondary and career preparation.
 - Success metrics for all students, including those with unique needs, such as Indigenous ancestry, English Language Learners.

Quarter 3 Progress on the 2024-25 Operational Plan

- The Quarter 3 Report contains updates for work undertaken between January – March 30, 2025. It details each item contained in the 2024-25 Operational Plan and is reported under the headings of Learning (blue), Engagement (green) and Growth (red).
- The report is structured with four columns:
 - **“Staff Will”**: describes the actions with target completion date that the executive will undertake to meet the operational goal.
 - **“Students Will”**: describes the connection and outcomes for students that will be achieved through the project, initiative, or action.

- **“Measures”**: specific outcomes with target completion date that the executive will use to document progress towards a project, initiative, or action.
 - **“Progress & Evidence”**: describes the actions taken within Q2 in support of the Operational goal.
- Progress Summary Q3 Report: 39 projects, initiatives or actions were planned for completion over Q3-Q4:
 - 30 projects, initiatives or actions are complete.
 - 6 projects, initiatives or actions are in progress.
 - 3 projects have been delayed as per plan.

Recommended Motion:

“That the Board of Education of School District 62 (Sooke) receive the Quarter 3 Report as presented at the Education-Policy Committee meeting of May 7, 2025.”

Respectfully submitted,

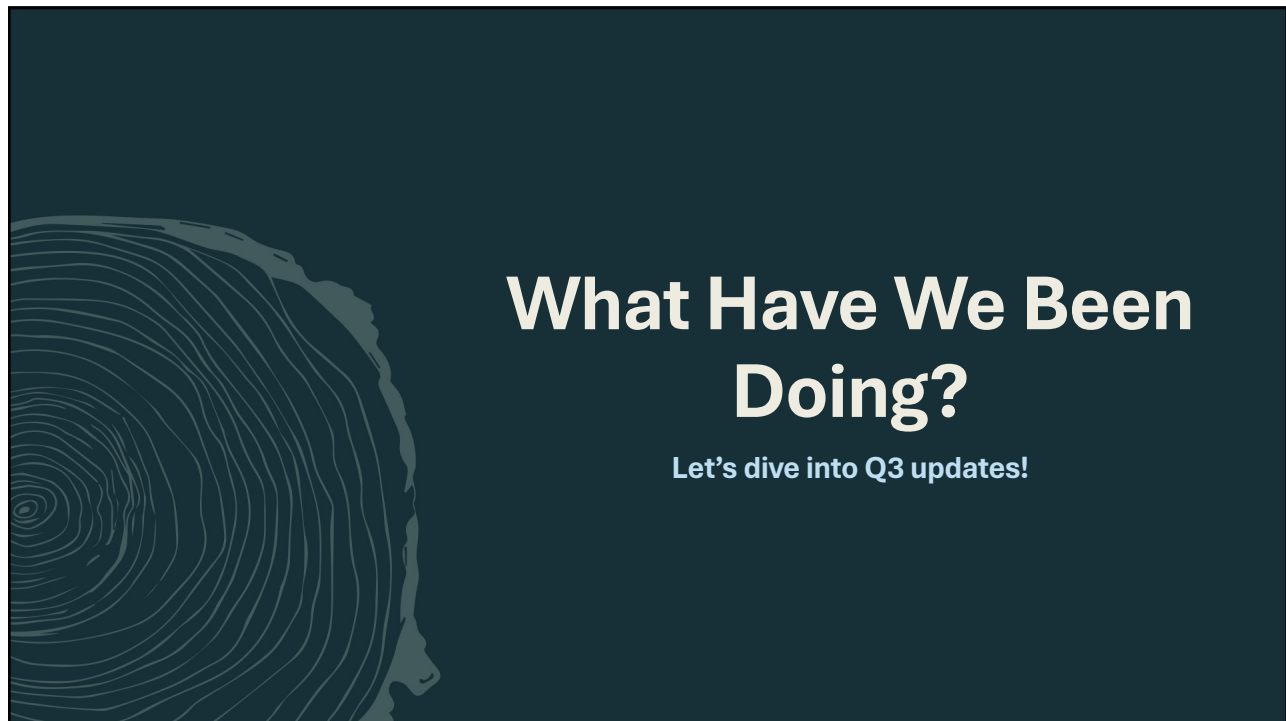
Paul Block, Superintendent/CEO



1



2



3

Implement Diversity, Equity & Inclusion Review to Enhance Student Learning

- A consultant has been contracted to establish Terms of Reference and develop a multi-year plan to support Belonging, Access and Equity (BAE) throughout the district.
- A review of published documents for language and inclusivity is underway.
- A provincial Anti-Racism network has been established, PVP representatives are part of this network and have been attending regional meetings.
- Committee and Leadership have received a document from the Ministry, "Anti-Racism in Education: A Guide for Teachers" with plans to distribute to staff in the fall of 2025.



4

Implementing the Middle/Secondary Components of the K-12 Literacy Plan



- Expanded implementation of the Middle School components of K-12 Literacy Plan
- Goal of expanding literacy instruction and intervention grounded in universal screening, diagnostics and progress monitoring
- Full project pilots at two middle schools (Centre Mountain Lellum and Spencer Middle Schools) with outreach involvement at other middle school sites
- Involves Inclusion Support Teachers, Learning Support Teachers and Classroom teachers
- Complements additional pilots at the intermediate level (Gr. 4-5)
- Currently 114 teachers involved in literacy focused instruction/intervention (Grades 4-8 across 4 middle schools and 4 elementary schools)

5

Grade 9 Cohort Program

- Recognizing the challenges of transitioning from grade 8 to 9, particularly for students who did not attend a middle school, EMCS took a proactive approach.
- Each student and their family met with staff to understand their needs and barriers to attendance.
- In response, a specialized program was designed for 25 students to address their needs and foster a strong sense of community and belonging.
- Increase in student attendance and engagement and a closing of learning gaps through targeted interventions.



Who was involved?

- IES Teacher
- Career Teacher
- Counsellors
- School-based Social Worker

6

Restructuring IES to include ELL for 2025-26

- A transition timeline has been completed.
- Consultation meetings were held with staff to review and discuss questions/concerns.
- Restructured roles and responsibilities were finalized and shared with the department.
- Determined leadership roles and personnel for restructured department. System announcements have been made.
- Will continue to communicate and consult with impacted departments and key leaders.



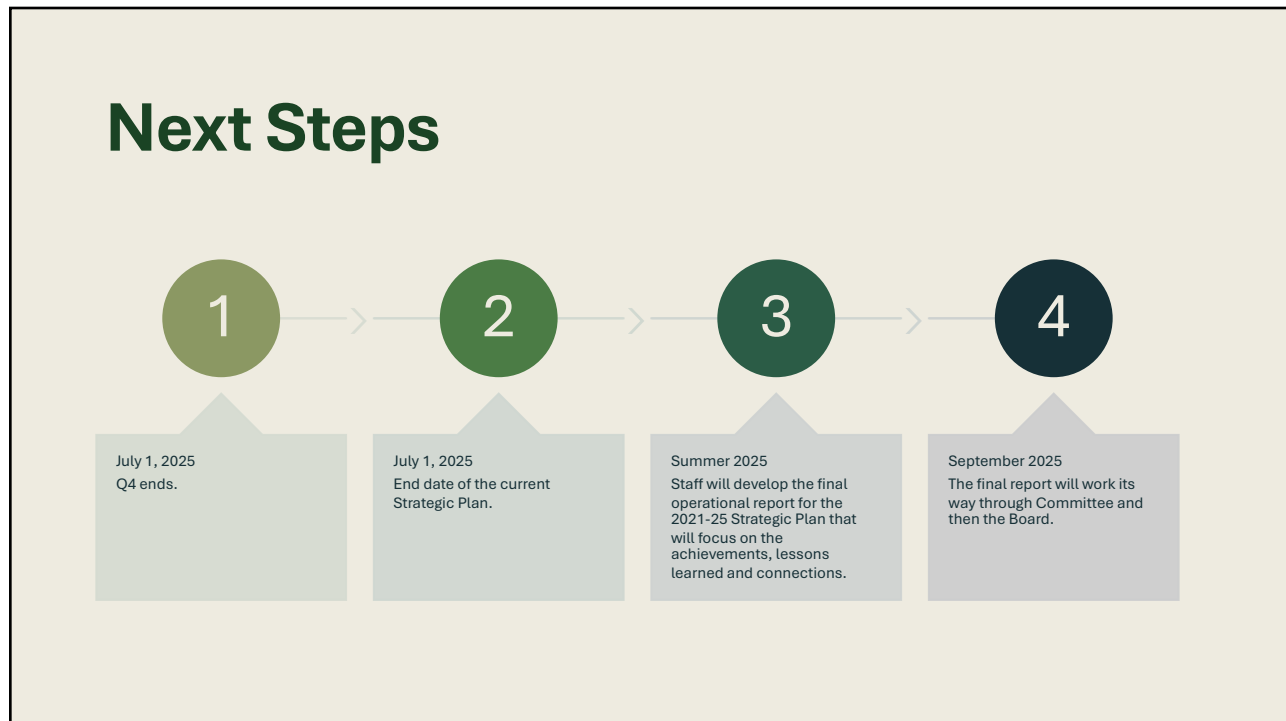
7

Formalize a Digital Asset Management Plan



- In collaboration with the Student Technology Working Group, a draft five-year Student Technology Refresh & Replacement Plan has been developed.
- 350 new Chromebooks have been delivered to replace expired devices across elementary schools, with replacement work scheduled for Q4.
- The Virtual Library Learning Commons is in beta testing, with staff from Curriculum and Digital Solutions refining the platform.
- A Software Intake Process is being developed in partnership with the Curriculum team and Student Technology Working Group to streamline software adoption and integration.

8



9



10



2024-25 Operational Plan Quarter 3 Report

Operational Plan 2024-2025 Deliverables and Metrics: Learning

QUARTER 3 REPORT

Staff Will		Students Will		Measures		Progress & Evidence	
Implement recommendations outlined in the diversity, equity, and inclusion (DEI) review to enhance student learning (L1) (MB/DD).							
Staff Will: <ul style="list-style-type: none">Develop a Racism Response guidelines document (Q1-Q2).Publish and share a Terms of Reference for the District Committee (Q1-Q2).Establish a District Committee for DEI (Q2).Develop inclusive language guidelines (Q2).Undertake a Policy Review to ensure policies reflect the district approach to DEI (Q3).Create an opportunity for student voice in District DEI work (Q2-4).Develop a DEI Action Plan to align with the 2025-2029 Strategic Plan (Q4).Update student codes of conduct to include a deeper understanding of diversity, equity and inclusion (Q4).		Students will: <ul style="list-style-type: none">Have enhanced learning that reflects inclusive language.Understand DEI concepts and be able to discuss how the concepts apply to their school.See their codes of conduct with more depth on diversity, equity and inclusion.Feel valued and appreciated for their unique backgrounds and views.Be given clear pathways to provide their voice to the district regarding DEI topics.		The Organization will show progress by: <ul style="list-style-type: none">District DEI Committee Established (Q1).Racism Response guidelines document complete (Q1).Policy review is completed and provides recommendations and/or updated policies (Q3).The Inclusive Language Guideline document is completed & shared with district leadership (Q3).Student codes of conduct contain a common language that demonstrates a deeper understanding of diversity, equity and inclusion (Q4).Students will have participated in student voice and engagement in DEI activities (Q4).Inclusive language is used in the classroom (Q4).DEI strategy to align with 2025-2029 Strategic Plan (Q4).		The Organization has demonstrated progress by: <ul style="list-style-type: none">District DEI Committee Established (Q1-Q2)<ul style="list-style-type: none">This has been delayed. Aiming for TOR to be completed Q1 and committee established and meeting in Q2.DEI update and presentation was made to the board.RFP completed, seeking a consultant to finalize TOR and establish committee.Racism Response guidelines document complete (Q1-Q2)<ul style="list-style-type: none">Document is drafted, consultation will continue through Q2 with distribution to follow.Q3 Progress Report<ul style="list-style-type: none">DEI advisory group meets regularly with consultant to establish Terms of Reference and develop a multi-year plan to support Belonging, Access and Equity (BAE) throughout the district.Consultant is beginning to review published policies for language and inclusivity of BAE.Anti-Racism network in province is established, Sooke has joined this and attended regional meetings through PVP representation.Ministry document, “Anti-Racism in Education: A Guide for Teachers” shared with committee and leadership.Internal documents will remain draft until committee able to review and revise (either Q4 or Q1 of next year).	
Implement the Middle/Secondary components of the K-12 Literacy Plan (L2) (DS/DD).							
Staff Will: <ul style="list-style-type: none">Establish a K-12 District Literacy Stewardship Team with school and district-level representation (Q1-2).Develop a collaborative cross-department K-12 literacy strategy (primary, intermediate, middle and secondary) (Q2-Q3).Pilot at Intermediate, Middle, and Secondary levels, a common district screening and assessment framework (Q2-Q4).Finalize a common district screening and assessment framework at each level (Q2-Q3).Establish a continuous data reporting structure (frequency and content) for the K-12 Literacy Plan (Q2-Q3).Review and refine professional learning and In-Service Models relative to Tier 1 and Tier 2/3 Instruction (Q2-Q4).		Students will: <ul style="list-style-type: none">Students in elementary, middle and secondary will have improved levels of literacy.Students in elementary, middle and secondary will have access to high-quality literacy classroom instruction.Students in elementary, middle and secondary will have access to interventions as needed to achieve literacy levels expected at their grade level.		The Organization will show progress by: <ul style="list-style-type: none">K-12 Assessment and Progress Monitoring systems will have been established and implemented (Q1-Q4).Staff engagement (participation rates) in district professional learning activities (Q2-Q4).Completion of Intermediate, Middle, and Secondary levels pilots (Q2-Q4).Completed collaborative staffing, resource and training requirements for the K-12 Literacy Plan (Q4).K-12 Annual Literacy Report (Q4).		The Organization has demonstrated progress by: <ul style="list-style-type: none">K-12 Assessment and Progress Monitoring systems will have been established and implemented (Q1-Q4)<ul style="list-style-type: none">K- 3 Literacy Intervention is fully implemented and ongoing in all elementary schools.District Literacy Stewardship Team in its initial form completed a review of K-12 Literacy data practices and developed several recommendations for the 2024-25 school year.Composition of the District Literacy Stewardship team is being revisited with thoughts to including teacher representation (Dist/STA/Admin) under development.Literacy Intervention model being expanded to intermediate (gr. 4-5) at two schools and at one middle school gr 6-8. Similar staged rollout as was followed with the K-3 plan.Annual schedule mapped out.Initial planning meeting to align Literacy Stewardship Team around continuous improvement cycles.Data templates (literacy/numeracy) for Middle/Sec PVP use in development.Literacy intervention assessment tool developed and active fully at K-3 and being piloted 4/5 and 6/8. (Q2)Literacy Intervention Model is currently up and active at the intermediate and middle school level. Rollout	

			<div>has been successful, and pilot will inform requirements for system wide implementation. (Q2)</div> <div><div><div>o</div><div>District Numeracy Assessment drafted with suggested assessments and timelines. (Q3)</div></div><div><div>o</div><div>Work progressing on development of suite of system assessment tools. (Q3)</div></div><div><div>o</div><div>Literacy Intervention Handbook. Draft developed and nearing completion. (Q3)</div></div><div><div>o</div><div>Winter Screening completed. Schools using comparative data from the fall to determine student progress and inform instructional approaches and interventions. (Q3-4)</div></div></div>
--	--	--	---

			<ul style="list-style-type: none">• Submit, where appropriate, questions for the Student Learning Survey to provide data to support the 2024-2025 FESL Report (Q1-Q2)<ul style="list-style-type: none">○ FESL based SLS additional questions under review.○ No additional questions submitted. (Q2)• Reflect on MoECC feedback on the 2023-2024 FESL Report (Q2)<ul style="list-style-type: none">○ 2023-24 MOECC FESL report feedback was not received in time for Q2.○ 2023-24 MOECC FESL report feedback received. (Q3)○ District moved into proficient level of performance. (Q3)○ District recognized for strong practice in supporting Indigenous learners – presenting at FESL COP. (Q3)• Improve participation rates in the Student Learning Survey (Q2)<ul style="list-style-type: none">○ Draft participation improvement plan in development. (Q2)○ Current SLS questions undergoing feedback process with schools. (Q2)○ 2024-25 SLS scheduled for spring 2025. (Q3)○ 2024-25 SLS currently underway in schools○ Regular publication reminders in Wednesday bulletins ongoing. (Q3)○ Monthly agenda item at leveled meetings. (Q3)○ Ongoing monitoring of school progress through Ministry participation rate dashboard. (Q3)• Design a plan to adjust and revise the 2024-2025 report based on the feedback (Q2)<ul style="list-style-type: none">○ Draft FESL adjustment and revision plan developed. (Q2)○ Awaiting MoECC FESL 2023-24 feedback to finalize plan. (Q2)○ Plan to be reviewed by associates. (Q2)○ Maintained focus on literacy and numeracy success for all students K-12 specific lens on Ind, CYIC, diverse abilities (Q3)○ Feedback focused on next steps building connections between operational plan and school plans. (Q3)• Identify key staff to support the draft and final report of FESL 2024-2025 (Q2)<ul style="list-style-type: none">○ Key staff identified in Draft FESL adjustment and revision plan. (Q2)○ District Principals and exec educators reviewing 2023-24 ESL report in preparation for 2024-25 ESL report. (Q3)○ Final plan to be drafted by Exec educators and completed by Deputy Superintendent.○ Develop an annual calendar for continuous improvement. (Q3)○ Completed in (Q1)- to be revised annually.○ Annual continuous improvement calendar scheduled for review at leveled and district principal meetings. (Q3)
--	--	--	---

Review the current strategies and responses for supporting the needs of newcomer families, including language assistance, fostering a sense of belonging, and addressing cultural needs (L3) (MB).			
Staff Will: <ul style="list-style-type: none">Review and develop recommendations regarding current newcomer supports, needs, and resources (Q1-Q2).Collaborate with the Associate Superintendent and the Principal of Continuing Education to develop Foundational English Language Acquisition Programming for Adults of Newcomer Families (Q3).Develop a long-range plan to support newcomers informed by the review (Q4).	Students will: <ul style="list-style-type: none">If they are new to Canada,<ul style="list-style-type: none">Experience newcomer supports that enhance their academic performance and provide enhanced social and emotional well-being.Adult learners, experience foundational English Language Programming to improve their quality of life and career and occupational options.Experience opportunities to develop a sense of belonging to SD62 and the local community.	The Organization will show progress by: <ul style="list-style-type: none">Creating a Review and Recommendations summary document that is shared with the Executive Team and the Board of Education (Q2).Reporting to the Executive Team on the long-range plan (Q4).Ensuring that the Foundational English Language Programming for adults is scheduled, advertised and enrolment is open for September 2025 at the Westshore Post Secondary Campus (Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">Review and develop recommendations regarding current newcomer supports, needs, and resources (Q1-Q2)<ul style="list-style-type: none">Meetings set with key district partners to review process; consultation will continue in Q2.ELCC and ELL departments partnered to pilot the CHEQ with kindergarten students of newcomer families (Q2). Q3 Progress Report <ul style="list-style-type: none">Data analyzed for sharing at the school level. District trends and themes informed action plans to support newcomer students and their families. (Q3)Review and Recommendation summary document delayed until Q4. Changes in federal programs has impacted community supports, subsequently impacting on supports at the district/school level. These changes will be reviewed for actioning support in Q4 and 25/26.Considerations for Foundational English Language Acquisition for adults (in 25/26) included in staffing process in Q3.
Promote and action Sexual Orientation and Gender Identity (SOGI)-related initiatives, including reviewing policies and retrofitting gender-neutral spaces (L3) (DS).			
Staff Will: <ul style="list-style-type: none">Review and revise policy to address gendered language (Q1-Q2).Develop inclusive language guidelines in partnership with the DEI District Committee (Q1-Q2).Develop a staff guidebook for SOGI-related conversations and events (Q2-Q3).Develop grade-level appropriate educational resources for SOGI (Q2-Q3).Develop an online place to house the staff guidebook and educational resources (Q2-Q3).Secure funding for one-bathroom retrofit for 2025-2026 (Q4).	Students will: <ul style="list-style-type: none">Experience greater SOGI supports in schools.Have awareness of SOGI activities and supports in schools.Be aware of SOGI champions in their school.Be aware of how to share concerns or positive feedback of SOGI-related issues in their schools.	The Organization will show progress by: <ul style="list-style-type: none">Completed policy to address gendered language (Q1-Q2).Completed inclusive language guidelines (Q1-Q2).Completed staff guidebook for SOGI-related and events conversations (Q2-Q3).Completed grade-level appropriate educational resources for SOGI (Q2-Q3).Completion of an online space to house the staff guidebook and educational resources (Q2-Q3).The feedback mechanism process has been communicated with students and staff (Q2-Q4).Funding secured for one-bathroom retrofit for 2025-2026 (Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">Review and revise policy to address gendered language (Q1-Q2)<ul style="list-style-type: none">Completed policy to address gendered language. (Q1-Q2)Work group near finalization. Work plan developed and ready to be implemented. Focus will initially be on policy and regulations beginning with the district Sexual Orientation and Gender Identity policy and regs. (Q2)Develop inclusive language guidelines in partnership with the DEI District Committee (Q1-Q2)<ul style="list-style-type: none">Work in progress. Materials gathered from other school districts to be reviewed (Q1-Q2)Develop an online place to house the staff guidebook and educational resources (Q2-Q3).SOGI Policy to be Reviewed and Updated by Working Group (Q2)<ul style="list-style-type: none">SOGI School Lead team created on MS Teams. Site hosts policy, ministry guides, tools to fight mis and disinformation, as well as educational resources and links to supportive sites and educational materials.All school and departments leads as well as all PVP are listed as members and have access to all materials.
Prioritize enhancing student voice and engagement across all K-12 departments (L4) (DD/DS).			
Staff Will: <ul style="list-style-type: none">Environmental scan for current practices in student voice and engagement experience (Q1-Q2).Develop an annual student voice engagement plan (Q1-2).Develop, with the involvement of students, an annual student engagement plan (Q2-Q3).	Students will: <ul style="list-style-type: none">Have clear ways to provide their voices to the school district.Be listened to by staff in a way that addresses their concerns.Help to plan engagement which includes their voices.	The Organization will show progress by: <ul style="list-style-type: none">Completing an environmental scan of student voice and engagement experience (Q1-Q2).Consistent student engagement established and aligned with the student engagement plan (Q2-Q4).Evidence of student involvement in all aspects of the deliverable (Q2-Q4).Annual student voice engagement plan (Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">Completing an environmental scan of student voice and engagement experience (Q1-Q2)<ul style="list-style-type: none">Student voice and engagement surveys in draft form. To be reviewed through consult and administered early Q2.Student voice engagement surveys administered with schools and district PVP. (Q1-Q2)Survey data compiled and analyzed for planning purposes. (Q1)Compiled survey data presented to leadership and at Ed policy meeting for progress to date. (Q3)Develop an annual student voice engagement plan (Q1-2)

			<ul style="list-style-type: none">○ Plan to be developed utilizing environmental scan data in late Q2 early Q3.○ School/department survey data compiled into draft annual student voice engagement outline. (Q2)○ Draft plan utilizing current practices from environmental scan developed. (Q3)● Develop, with the involvement of students, an annual student engagement plan (Q2-Q3).<ul style="list-style-type: none">○ Student survey, feedback engagement sessions currently being scheduled at individual school sites. (Q2)○ Student survey questions and engagement session planning in development. (Q2-Q3)○ Student feedback sessions underway in schools. (Q3)
--	--	--	---

Operational Plan 2024-2025 Deliverables and Metrics: Engagement

Staff Will		Students Will	Measures	Progress & Evidence
Develop and implement a comprehensive engagement strategy for the new strategic plan (E1) (PB).				
Staff Will: <ul style="list-style-type: none">Create a comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q1-Q2).Implement the plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q2-Q4).	Students will: <ul style="list-style-type: none">Be asked about their views on the new strategic plan giving them a sense of ownership and agency in shaping their educational experience.	The Organization will show progress by: <ul style="list-style-type: none">A comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q1-Q2).Evidence of student engagement in developing the new strategic plan (Q4).Evidence of district partner engagement (Q4).Completing the 2025-2029 Strategic Plan with consideration of what was heard during the engagement (Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">Create a comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q1-Q2).<ul style="list-style-type: none">All Strategic Plan engagement sessions were facilitated by Mike McKay, each spanning three hours. These sessions focused on the district's three key priorities: Learning, Engagement, and Growth. Participants reviewed data and engaged in facilitated discussions, with District leadership staff meticulously recording insights at each table.The feedback gathered during these sessions was synthesized in Q2 and used to inform the development of a public survey. This survey provided all stakeholders with the opportunity to share their perspectives on the goals and objectives for the new Strategic Plan, building on the valuable insights gathered from students, parents, leadership, and district partners during the feedback sessions. (Complete)Summary of Q2 Engagement Sessions:<ul style="list-style-type: none">Students – October 15<ul style="list-style-type: none">Attendees: 40Schools represented: Belmont, Centre Mountain Lellum, Dunsmuir, Edward Milne, John Stubbs, Journey, Qelensen A Len, Royal Bay, Spencer, Westshore SecondaryTrustees – October 15<ul style="list-style-type: none">All Trustees participated.Leadership Team – November 6<ul style="list-style-type: none">The leadership team, comprising Principals, Vice Principals, Directors, and Managers, participated in the session.DPAC (SPEAC) – November 13<ul style="list-style-type: none">Attendees: 22Schools represented: Belmont, Centre Mountain Lellum, David Cameron, John	

			<div>Stubbs, Lakewood, Millstream, Royal Bay, Ruth King, Sangster, Spencer</div> <div><div><div>○ District Partners – November 25</div><div><div>▪ Attendees: 20</div><div>▪ Partners represented: CUPE 459, STA, SPVPA, Indigenous Education Council, SPEAC, SD62 Executive</div></div></div></div> <div><div>○ Public Survey – December 2-16</div><div><div>▪ As this survey was held in late Q2, further information about the public survey will be shared in Q3.</div><div>▪ The public survey results for Q3 are available in the Teams file for Board Members to review.</div></div></div>
--	--	--	---

● Preparation to Launch Strategic Plan

○ A draft Engagement Plan for the 2025-2029 Strategic Plan has been prepared and is ready for review by the Board and Executive. (Q3)

○ A branding refresh is underway to align with the new Strategic Plan. (Q3)

			<p>are informed and aware of the school district’s legislative responsibility with school of choice requests. (Complete)</p> <ul style="list-style-type: none">• IEC & Connections to Schools/Departments<ul style="list-style-type: none">○ IEC representatives participate in School Student Success Circles, providing advice on programs and services for Indigenous students and ensuring the appropriate integration of Indigenous worldviews and perspectives. (Q1–Q4, ongoing)○ Local Education Agreement (LEA) meeting cycles continue with schools, aligning with T’Sou-ke and Pacheedaht reporting requirements. (Q1–Q4, ongoing)○ A Pacheedaht Student & Family Forum Lunch was held in January, bringing together school and district staff to gather feedback from the community on improving student achievement. (Complete)• IEC Cultural Consultation & Advisory<ul style="list-style-type: none">○ The Elder’s Advisory Circle met in March to discuss the integration of local cultural content, protocols, and language through a co-developed consultation process established with the IEC. (Ongoing)○ IEC representatives serve as advisors on School District Interview Panels in accordance with the Ministerial Order. (Q2, Q3, ongoing)○ The IEC is actively involved in planning District Indigenous Events. (Ongoing into Q4)• Additional Initiatives<ul style="list-style-type: none">○ The IEC participated in Strategic Planning discussions and was consulted on the 2025–26 Budget Development. (Q3)○ The IEC will take part in the planning committee for the Indigenous-Focused Learning Day on September 22, 2025. (Q4?)○ At the next meeting, the IEC will review the Indigenous Education Targeted Funds Budget for the next school year and assess IEC membership for 2025–26. (Q4)
Create targeted communication strategies to facilitate the active sharing of achievements and successes by the school community throughout the year (E3) (PB).			
<p>Staff Will:</p> <ul style="list-style-type: none">• Develop a Communications Plan for the active sharing of achievements and successes (Q1).• Further the “Together We Are Better” recognition portion of District leadership Meetings<ul style="list-style-type: none">○ Recognition is based on evidence of collaboration that is across departmental/school and yields demonstrable evidence of product or initiative (Q1-Q4).• Develop a template (electronic fillable) for all schools and departments to access and share examples of “Together We Are Better” (Q1).• Develop a process (for instance template that is electronically fillable) for students/staff or community members to nominate/report on students or staff deserving of recognition of a special accomplishment/ achievement or initiative in schools or community (Q1-Q2).	<p>Students will:</p> <ul style="list-style-type: none">• Have an avenue to share positive news about their school.• See achievements and successes shared by their school.• Will experience a staff that feels valued, heard and seen.	<p>The Organization will show progress by:</p> <ul style="list-style-type: none">• # of examples shared of collaboration that is across departmental/school and yields demonstrable evidence of product or initiative (Q1-Q4).• # of examples of gratitude expressed or awareness of said examples from staff (Q1-Q4).• Templates complete for “Together We Are Better” (Q1).• Examples of submissions Q1-Q4).• # of submissions (Q1-Q4).	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none">• Develop a Communications Plan for the active sharing of achievements and successes (Q1)<ul style="list-style-type: none">○ The 2024-2025 Strategic Communications Plan has been finalized. This plan outlines our key communication strategies and protocols for the year ahead, ensuring clear and effective communication across the district. For more information, staff and Trustees can access the plan via the following link: Communication Plans and Protocols.• Together We are Better Reporting (Q2)<ul style="list-style-type: none">○ E-template developed for staff to submit and recognize collaborative efforts across schools, departments and the district.○ Multiple examples were submitted over Q2. The following are some brief examples and highlights:<ul style="list-style-type: none">• Submission: Intermediate Literacy Intervention - Curriculum Department<ul style="list-style-type: none">○ Collaborators: Happy Valley IS/LS team, intermediate teachers and admin○ Summary: This is to support our school literacy goal of gathering base literacy assessments on all students K-5 to inform our literacy supports and programming at Happy Valley. PVP met with

			<div>Shelby Pollitt to discuss what would be the best way to support our intermediate students struggling with reading and writing. Then our team was invited to participate in the district’s intermediate literacy pilot project. Our LS team worked with Shelby to learn how to assess every student and then our teachers and LS team are receiving in-service on how to best support literacy in grades 3-5. It is still in progress, but we now have baseline assessment information on all students in the school and are using this to plan interventions both in small groups and classroom settings. We are feeling positive about this collaboration and are hopeful it will help us support our HV learners more efficiently.</div> <div><div>○ Submitters: Kendra Laidlaw and Kristin Holland</div><div>Submission: Link2Practice</div><div><div>○ Collaborators: A School District collaboration with the University of Victoria, Curriculum and Na'tsa'maht departments</div><div>○ Summary: An afternoon of learning for preservice and current teachers in K-12 to deepen collective understanding of Indigenous Worldviews, Bishops 6, and First Peoples' Principles of Learning. Educators in the Faculty of Education, Sooke School District's Curriculum Transformation Department and Na'tsa'maht Department collectively strategize on contemporary topics for learning for both pre-service and current educators. We raise our hands to Erin Russell and Katie Gaetz for planning and delivering together. The afternoon of learning happened on October 23, and we heard overwhelming gratitude from many in the room for the new teachings and to engagement in these pedagogies in an accessible way.</div><div>○ Submitter: Denise Wehner</div><div>○ Early Learning and Child Care - EDI Session – HELP UBC / School Based & District Based Staff, The Village Initiative was held in Q2.</div></div><div><div>• Together We are Better Reporting Q3</div><div>Submission: Learning Together</div><div><div>○ Collaborators: NIE, Curriculum, EAs, Teachers, PVP</div><div>○ Summary: The Equity Team is composed of CUPE staff (Education Assistants and NCPA), teachers, and principals/vice principals (PVP). Together, we engage in Season 2: Four Seasons of Outdoor Learning through Reconciliation Education, with a focus on equity, inclusion, and belonging. Additionally, more than half of our classroom teachers, Inclusive Education teachers, and PVP are collaborating as part of the Literacy Project, supported by Denise Wehner and the Curriculum Transformation team. The hope is for greater understanding of Reconciliation Education and to continue supporting priority literacy learners.</div><div>○ Submitter: Jen Nixon</div></div></div></div>
--	--	--	---

			<div><div><div><div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div></div></div><div><div><div><div><div></div><div></div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div></div></div> <div><div><div><div><div></div><div></div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div></div>
--	--	--	--

Conduct a thorough review of the Employee & Family Assistance Program (EFAP) and explore potential options and services to enhance its effectiveness (E4) (FH).			
<p>Staff Will:</p> <ul style="list-style-type: none">Review of EFAP (Q1).Develop a list of options and services to enhance the effectiveness of the program (Q2).Complete the RFP process to review potential service providers and select the best option for the employees and their families (Q2).	<p>Students will:</p> <ul style="list-style-type: none">Benefit because addressing staff issues such as mental health challenges, family conflicts, or financial stress through EFAP support services reduces distractions and promotes a positive learning environment. This support helps teachers manage stress and personal challenges, leading to improved teaching quality and better academic outcomes for students. When staff feel valued and supported, they foster a compassionate school climate, providing students with a sense of belonging, safety, and emotional support, ultimately enhancing the student experience.	<p>The Organization will show progress by:</p> <ul style="list-style-type: none">Signed contract with EFAP provider for the 2025/26 school year (Q4).Monitoring and tracking of key metrics post-implementation to measure the impact of changes on utilization rates, and overall program effectiveness (Q4).	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none">Sign contract with EFAP provider for the 2025/26 school year (Q4). <u>Q2 Progress Report</u><ul style="list-style-type: none">RFP was issued on BC Bid – closed on Oct. 4th.Seven (7) proponents responded. Following the detailed list of requirements outlined in the RFP, the Evaluation Committee reviewed several hundred pages of submitted material to choose a shortlist of three (3) proponents.The shortlisted proponents continued to the final stage of the selection process, i.e. proponent presentations.The Evaluation Committee (aided by an Advisory Committee made up of representatives from the STA, CUPE, SPVPA and Excluded employee groups) completed the proponent presentations on November 15th.The Evaluation Committee then determined the highest scoring proponent.Ahead of schedule - contract negotiations are expected to be complete prior to Winter Break.<u>Q3 Progress Report</u><ul style="list-style-type: none">Contract signed with new EFAP provider, Walmsley EFAP Inc., on December 9, 2024.Created/deployed a robust internal communications plan to ensure that stakeholders were aware of program changes. Communication highlights include:<ul style="list-style-type: none">Distributed posters and wallet cards to all facilities2 emails to all-staff.Wednesday Bulletin announcements.Walmsley video shown at all January staff meetings.Walmsley in-person presentations to key stakeholders.EFAP launch date was February 1, 2025.Project completed ahead of schedule.Monitoring and tracking of key metrics post-implementation to measure the impact of changes on utilization rates, and overall program effectiveness (Q4) <u>Q2 Progress Report:</u><ul style="list-style-type: none">EFAP Service Agreement contains a detailed section regarding the proponent’s reporting requirements regarding EFAP usage and trends.Regular meetings will be held with proponent representatives to review EFAP statistics and adjust EFAP offerings and professional development opportunities based on the data.<u>Q3 Progress Report:</u><ul style="list-style-type: none">Conducted post-launch meeting on Feb 19th with senior Walmsley representatives to review launch status.34 employees/family members reached-out to Walmsley for service within the first 18 days of program operations – a very robust start.Established format for regular quarterly reporting re. EFAP usage.Quarterly meetings scheduled with Walmsley representatives to review each report and discuss deployment of additional supports based on the data. First meeting – May 20, 2025.Protocol established for quarterly invoicing.

Initiate the implementation of the Employee Attendance Support and Wellness Program (EASWP), incorporating stakeholder feedback to optimize program design and delivery (E4) (FH).			
Staff Will: <ul style="list-style-type: none">Build a detailed plan to guide the full implementation of the Employee Attendance Support & Wellness Program (Q1).Work with local Union representatives to share the proposed plan (Q1-Q2).Deploy a communications plan to ensure comprehension of EASWP among all staff and leaders (Q1-Q2).	Students will: <ul style="list-style-type: none">Benefit because a well-designed Employee Attendance and Wellness Program promotes regular staff attendance, creating a stable learning environment with consistent instruction and support for students. Prioritizing staff wellness reduces stress, burnout, and absenteeism, enabling educators to better meet student needs. This focus on staff well-being fosters stronger teacher-student connections, positively impacting student engagement, behavior, and academic achievement, and ultimately enhances the overall student experience through a positive school culture.	The Organization will show progress by: <ul style="list-style-type: none">Engage support for employees who are struggling with attendance (Q1-Q4).For each employee group measure and track the average absences per employee per year (Q4).Completed Communications plan activities (Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">Engage support for employees who are struggling with attendance (Q1-Q4) Q2 Progress Report<ul style="list-style-type: none">Continue to refine PVP/Manager processes to follow-up with employees who are experiencing absenteeism.Employee Attendance & Wellness Coordinator continues to refine internal processes for maintaining regular contact with ill/injured employees to ensure connectivity to SD62 is maintained, thus facilitating a safe and early return to work.Completed an immunization program for employees in October. A total of 423 employees received an Influenza vaccine. 352 employees also received the latest version of a COVID vaccine. The district invested \$13,600 into the delivery of the vaccines, plus the cost of replacement staff, where applicable.For each group measure and track the average absences per employee per year (Q4) Q2 Progress Report<ul style="list-style-type: none">Created reports for tracking the timeliness of absence reporting. Historic data suggests that late reporting of absences is running at approximately 15%.Continuing employee communications to improve this metric.Timely absence reporting is a critical determining factor regarding the district’s ability to secure replacement staff, if required.Completed Communications plan activities (Q4) Q2 Progress Report<ul style="list-style-type: none">Continue to collaborate with internal stakeholders to refine employee communications related to program activities. Q3 Progress Report<ul style="list-style-type: none">Continue “soft start” activities with district’s Attendance Support & Wellness Coordinator supporting district leaders to address individual absenteeism concerns.District is taking a measured approach to EASWP program launch to mitigate adverse labour relations implications during a collective bargaining year.

Operational Plan 2024-2025 Deliverables and Metrics: Growth

Staff Will	Students Will	Measures	Progress & Evidence
Execute the Special Programs Hiring Process and establish continuous support to foster a more diverse workforce, including cultural holidays, learning opportunities, training, and accommodations for varying abilities (G1) (FH).			
Staff Will: <ul style="list-style-type: none">Develop a plan to implement special hiring in 2024-2025 (Q1-Q3).Special Programs Hiring Process Documentation:<ul style="list-style-type: none">Development of a comprehensive hiring process tailored for special programs (Q1-Q2).Creation of job descriptions, screening criteria, and interview guidelines specific to special program positions (Q1-2).Diverse Workforce Support Initiatives:	Students will: <ul style="list-style-type: none">Benefit from a diverse staff who serve as role models with similar backgrounds and experiences. Educators knowledgeable about different cultures create inclusive learning environments where all students feel respected and valued, promoting cross-cultural understanding and preparing students for a diverse society. Accommodations for varying abilities ensure full participation in professional development, allowing educators to contribute	The Organization will show progress by: <ul style="list-style-type: none">Process documentation to hire for special programs completed and launched (Q1-Q2).Diversity in Hiring:<ul style="list-style-type: none">(1) Percentage increase in the representation of underrepresented groups in special programs hires(2) Comparison of the demographic composition of new hires to the overall workforce demographic (Q3-Q4).Progress Tracking: Timeliness and completion of deliverables related to the implementation of the special programs hiring process and support initiatives (Q1-Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">Process documentation to hire for special programs completed and launched (Q1-Q2). Q2 Progress Report<ul style="list-style-type: none">As planned, activities on this project are paused to allow for the completion of 2024/25 collective bargaining with union partners. Q3 Progress Report<ul style="list-style-type: none">With the recent conclusion of STA collective bargaining, talks have recommenced regarding the special program.

<ul style="list-style-type: none">o Establishment of cultural holiday observance policies and practices (Q1-Q3).• Recruitment Strategies:<ul style="list-style-type: none">o Identification of target demographics for special programs recruitment efforts (Q1-Q3).o Development of outreach strategies to attract diverse candidates (Q1-Q3).	their unique talents. Supported and included educators are more engaged, leading to improved outcomes for students.	<ul style="list-style-type: none">• Number of engagements in our - Recruitment efforts specific to the target group (Q3-Q4).	<ul style="list-style-type: none">o STA continues to request more internal supports for individuals from historically marginalized communities, before proceeding with a special program.o Discussed the possibility of a special program to target hiring from Indigenous Communities as a starting point. This approach would be in-line with provincial LOU #4, as signed by the BCTF in October 2022.• Diversity in Hiring:<ul style="list-style-type: none">o (1) Percentage increase in the representation of underrepresented groups in special programs hires.o (2) Comparison of the demographic composition of new hires to the overall workforce demographic (Q3-Q4).• Timeliness and completion of deliverables related to the implementation of the special programs hiring process and support initiatives (Q1-Q4).• Number of engagements in our recruitment efforts specific to target groups (Q3-Q4).
Restructure Inclusive Education Services (IES) to include English Language Learners (ELL) in preparation for the 2025-2026 school year (G1) (MB).			
Staff Will: <ul style="list-style-type: none">• Develop a clear communication and consultation process for impacted departments (Q1).• Develop timelines to complete a restructure of departments by September 2025 (Q2).• Review the two portfolios and consider where there is overlap or where a holistic approach to support can be taken (Q2-Q3).• Develop a description of the restructured department composition and roles (Q3).• Undertake a team-building session to work with key staff from both areas (Q4).• Develop a 2025-2026 IES/ELL department plan (Q4).• Create a plan to let the system know of the restructured department (Q4).	Students will: <ul style="list-style-type: none">• Experience stronger and more dynamic learning supports.• Have consistent models of support across the district.• Experience continued supports with little to no interruptions during the restructuring of the departments.	The Organization will show progress by: <ul style="list-style-type: none">• Completed timeline to restructure the departments (Q1-Q2).• Completed Roles and Responsibilities document for the restructured department (Q3).• Complete an inventory of potential financial, human resource and student outcome efficiencies because of the restructuring (Q4).• Completed IES/ELL department 2025/26 plan (Q4).• Completed communication plan to inform the system of the restructured departments (Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">• Completed timeline to restructure the departments (Q1-Q2).<ul style="list-style-type: none">o Transition timeline completed, will be shared at the start of Q3. (Complete)• Develop a clear communication and consultation process for impacted departments (Q1).<ul style="list-style-type: none">o Meetings set with key district partners to review process; consultation will continue in Q2 with timeline confirmation to follow.o Meetings completed with ELL/IES leadership—reviewed and documented the key areas of consideration for the transition.o Meetings held with full department to hear concerns/questions and build relationships, open communication.o Reviewed leadership needs for a restructured IES department, will action in Q3. Q3 Progress Report <ul style="list-style-type: none">o Restructured Roles and Responsibilities document finalized and shared with department.o Determined leadership roles and personnel for restructured department. System announcements made.o Continuing to communicate and consult with impacted departments and key leaders.o Beginning to develop inventory of potential efficiencies because of restructuring, will finalize in Q4.
Develop an Asset Management Plan (G2) (BJ).			
Staff Will: <ul style="list-style-type: none">• To create a Capital Asset Management Plan that includes:<ul style="list-style-type: none">o List of applicable assets (Q1-Q2).o Assess the current state/useful life of assets (Q2).o Develop a replacement/sustainability schedule including funding needs (Q2).	Students will: <ul style="list-style-type: none">• Benefit from having buildings and equipment that are in good working order as district assets will be managed to ensure planned end-of-life replacement and ongoing timed maintenance.	The Organization will show progress by: <ul style="list-style-type: none">• Completion of Capital Asset Management Plan:<ul style="list-style-type: none">o completion of asset list (Q2).o completion of assessment (Q2).o completion of schedule (Q2).	The Organization has demonstrated progress by: <ul style="list-style-type: none">• Completion of Capital Asset Management Plan (Q1-Q2)<ul style="list-style-type: none">o Full list of capital assets, by school, and their replacement dates and costs identified based on information in MoECC’s Capital Asset Management System.o Estimate to replace all identified assets required in next 5 years is ~\$55mo Staff need to determine priorities and/or process to follow that better align with budget realities.o Existing process is to use MoECC’s prioritized list and the Clean BC 2030 targets to create the annual Minor Capital Program submission.

			<ul style="list-style-type: none">Other assets are replaced using year end funding (non-structural) (Complete)Initiate the development of a decision-making framework to make strategic decisions around asset management. (Q3)
Conduct a review of departmental budgets (G2) (BJ).			
Staff Will: <ul style="list-style-type: none">Conduct a review of existing departmental budgets to inform the 25/26 budget development process by analyzing:<ul style="list-style-type: none">Service & Supply budgets (Q1).Staffing levels (Q2).Efficacy (Q4).Connection to Strategic Plan objective (Q2).	Students will: <ul style="list-style-type: none">Benefit from having effective departmental budgets that ensure funding is provided to areas focused on student learning and supports.	The Organization will show progress by: <ul style="list-style-type: none">Departmental budgets have been reviewed including:<ul style="list-style-type: none">Review of service & supply budgets (Q1).Review of staffing levels (Q2).Review of connection to Strat Plan and efficacy (Q2).Review of connection to Strat Plan and efficacy (Q2).Provide a full report and recommendations (Q2).	The Organization has demonstrated progress by: <ul style="list-style-type: none">Conduct a review of existing departmental budgets to inform the 25/26 budget development process by analyzing: Service & Supply budgets (Q1).<ul style="list-style-type: none">Discussion and decision at Nov 12th Exec Meeting:Review to focus on services & supplies only for the last few years.Trends to be identified and actual financial results to be compared to operational performance.Use trends identified to inform the 25/26 budget process with a focus on resourcing the new Strat Plan.Initial trend analysis to be completed by January 31/25. (Complete)LBWG convened to aid in 2025/26 budget development process by reviewing the TOC and Services and Supplies budget items and tasked with identifying funds to be reallocated to strategic plan goals and objectives. (Q3)LBWG reviewed 3-year trends for each of the TTOC and Services and Supply budgets to inform their recommendations for budget 2025/36 reallocation. (Q3)LBWG to present recommendations to Executive on April 1. (Q3)
Enhance staff development, professional capacity and onboarding processes (G3) (FH/DS).			
Staff Will: <ul style="list-style-type: none">Establish a staff training online portal to operationalize HR and other departments hosting courses and modules to address onboarding, staff development and capacity building (Q1-Q2). FNDevelop an implementation plan with timelines that includes: (Q1-Q2) FN/FH/DS:<ul style="list-style-type: none">A list of courses or modules for professional learning and training (Q1-Q2).Blended learning modules incorporating both online and in-person components (Q2-Q4).Collaboration with SD62 online and SD36 utilizing shared and unique courses on Brightspace (Q4).Be able to utilize micro-credentialing for professional learning and to demonstrate career growth (Q4). FH/DS	Students will: <ul style="list-style-type: none">Be more prepared for the future: from having utilized.Improve their Academic and Social-Emotional growth by accessing enhanced learning experiences.Have improved access and equity by working with staff who possess digital literacy skills.	The Organization will show progress by: <ul style="list-style-type: none">Implementation Plan is developed (Q2). FN/FHList of courses that are needed based on employee role and tenure in the role (new learning and/or re-certification) (Q4). FH/DSNumber of courses available on Brightspace or Moodle with the current baseline being zero (Q4). FNPercentage of staff members participating in courses (Q4). FN/FHPercentage of courses started and completed by staff (Q4). FN/FH	The Organization has demonstrated progress by: <ul style="list-style-type: none">Implementation Plan is developed (Q2).<ul style="list-style-type: none">Engaged a larger team, from a variety of functional areas to further define organizational and employee needs for a new LMS system.Working towards developing a proposal that will help inform 2025/26 budget process.Work continued to define scope to support a potential Brightspace licence for all employees. (Q3)Looking to incorporate licencing into 2025/26 budget request. (Q3)
Initiate the operationalization of the records management policy and regulations (G3) (PB).			
Staff Will: <ul style="list-style-type: none">Assign the role of a Records Officer (Q1).Review Electronic Records Management systems (Q2).Review and then select an Electronic Records Management system or create an in-house using tools such as SharePoint/One Drive (Q1-Q3).Provide training for staff on records management (Q2-Q3).Pilot implementation - Focus on up to 3 departments and 3 schools (1 per level) (Q3-Q4).	Students will: <ul style="list-style-type: none">Benefit from safe and effective handling of records, which protects their own and the district’s information, enhancing operational efficiency and allowing staff to focus on educational tasks. Accurate and accessible student records enable better tracking of academic progress, facilitating timely interventions and tailored support. Compliance with provincial and federal regulations regarding student data ensures transparency, protects	The Organization will show progress by: <ul style="list-style-type: none"># of staff trained in Records Management (Q2-Q4).Records Management System created/selected (Q3).Report on the pilot implementation of the system (Q4).Metrics on the implementation pilot study (up to 3 departments and up to 3 schools (1 per level) (Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">Assign the role of a Records Officer (Q1).<ul style="list-style-type: none">Work is underway to finalize a records retention schedule draft to send off for legal review.Meetings with schools and departments have been completed to gain knowledge and input for the retention schedule.The pilot departments and school have been selected, and an implementation plan is being developed.Records Management Operationalization (Q3)<ul style="list-style-type: none">Three departments and four schools have completed consultations with Hooper Consulting, gathering

	privacy, and helps the district avoid legal penalties, further benefiting students.		comprehensive information on their records management practices. <ul style="list-style-type: none">Engaged with Spot Solutions, the selected vendor for implementing the records management system. They will develop dedicated sites for each department to host and manage their records retention schedules efficiently.
Formalize a Digital Asset Management Plan (G3) (BJ).			
Staff Will: <ul style="list-style-type: none">Proactively manage risk and complexity, protect the district’s reputation, and ensure investment value by developing processes related to active management of digital assets including:<ul style="list-style-type: none">Simple and Complex Software Intake process (Q2-Q3).Hardware Catalogue (Q3).Data Catalogue (Q3)Software Catalogue/ Virtual Library Learning Commons (VLLC)(Q3).Reporting (Q4).	Students will: <ul style="list-style-type: none">Enhance their learning experience by having access to quality Software and Hardware that has been vetted.Benefit indirectly when the district allocates resources optimally as investments in technology and educational tools directly impact the learning experience.Have a secure environment where their personal data and academic records are safeguarded and analyzed to identify opportunities to enhance student learning. This fosters trust and confidence in the district.	The Organization will show progress by: <ul style="list-style-type: none">Engagement of Leadership via working groups (Q1-Q4).Processes documented and published (Q3).Digital Governance Procedure defined as appropriate (Q3).Digital Asset (Hardware/Software/Data) Catalogue published (Q4).Regular reporting to the Executive and Board via appropriate committee (Q4).	The Organization has demonstrated progress by <ul style="list-style-type: none">Engagement of Leadership via working groups (Q1-Q4).<ul style="list-style-type: none">Student Technology Working Group with School based and District PVP – monthlyIdentified expired Digital Assets and working on a school-by-school replacement plan<ul style="list-style-type: none">Engagement of Leadership has continued via the Student Technology Working Group.Student device refresh project - Expired elementary school Chromebooks have been targeted to be refreshed. 100 devices have been refreshed, 350 additional have been purchased and will be replaced next quarter.Virtual Library Learning Commons (Software Catalogue) has moved from planning to active development by vendor partner.Software intake process beginning to develop through engagement with Student Technology Working Group. Digital Asset Management Plan Development (G3) <ul style="list-style-type: none">In collaboration with the Student Technology Working Group, a draft five-year Student Technology Refresh & Replacement Plan has been developed. The final scope will be determined based on available funding.350 new Chromebooks have been delivered to replace expired devices across elementary schools, with replacement work scheduled to begin in Q4.The Virtual Library Learning Commons (Software Catalogue) is in beta testing, with staff from Curriculum & Digital Solutions actively refining the platform.A Software Intake process is being developed in partnership with the Curriculum team and the Student Technology Working Group to streamline software adoption and integration.
Continue to raise awareness, provide training and implement cyber security policy and regulations (G3) (PB/BJ).			
Staff Will: <ul style="list-style-type: none">Continue to progress the implementation of security initiatives including:<ul style="list-style-type: none">Security and Privacy Training (Q1-Q4).Server Vulnerability Management (Q1).Password Complexity (Q2).Encrypted Secure Email (Q2).Multi-factor Authentication (MFA) for staff (Q1-Q4).Privileged Identity Management (Q3).	Students will: <ul style="list-style-type: none">Benefit from having a safer technology environment that protects the privacy and security of their personal and confidential information.Have greater trust in the school’s use of digital resources, fostering more engagement.Gain confidence in using technology.	The Organization will show progress by: <ul style="list-style-type: none">Metrics on the number of staff who have been trained (Q1-Q4).Number of vulnerabilities remediated/patched (Q1-Q4).Rollout of encrypted email for staff (Q2).Metrics on the number of staff using Multi-Factor Authentication (MFA) (Q3).Confirmation of privileged identities being actively managed (Q4).	The Organization has demonstrated progress by: <ul style="list-style-type: none">Continue to progress the implementation of security initiatives including:<ul style="list-style-type: none">Security and Privacy Training (Q1-Q4).Server Vulnerability Management (Q1).Multi-factor Authentication (MFA) for staff (Q1-Q4).Acquired cybersecurity awareness training materials and draft plan to integrate with employee onboarding established.Updated privacy awareness training module drafted and will be combined with new cybersecurity training for onboarding.5-week information campaign during October, Cybersecurity Awareness Month, was completed.Encrypted e-mail is now available for all staff to utilize. Messaging about usage was communicated to the system during Cybersecurity Awareness Month.DS continues to work with Leadership to support staff conversations and supporting new cybersecurity tools.Multi-factor Authentication school pilots established and scheduled for early 2025 in collaboration with district

			<p>departments and schools at all levels. Currently 318 users registered for MFA. ~15% of employees.</p> <ul style="list-style-type: none">○ Communicating and collaborating with union leadership on how best to support their members through technology and cybersecurity changes ongoing.○ Server vulnerability management continues with work to reduce number of legacy systems for support.○ Password complexity changes will be coming with a focus to ensure change management processes and technical support considerations are in place to support other ongoing initiatives (MFA, onboarding training, encrypted email.○ Multi-factor authentication (MFA) school pilots are underway and have been successfully implemented to enhance security. (Q3)○ The Digital Services (DS) team continues to collaborate with Leadership to ensure staff receive the necessary support for adapting to evolving technologies and cybersecurity measures. (Q3)○ Initial engagements have begun with Focused Education to establish a Cybersecurity Incident Response Retainer, strengthening our ability to respond to potential threats. (Q3)○ DS is actively procuring a disaster recovery solution to safeguard core IT infrastructure and ensure operational resilience. (Q3)
Implement the SD62 Ethical Framework to guide decision-making at the Board level (G4) (BJ).			
<p>Staff Will:</p> <ul style="list-style-type: none">• Develop new templates for Board and Committee meeting packages that include headings to provide information about the ethical implications of the item (Q1).• Overview templates with the Board of Education and the Executive Team (Q1-Q2).• Develop an easy-to-read visually appealing graphic of the SD62 Ethical Framework (Q1).• Attend to any updates required and the process to amend following possible revision of the Values (Q1).• Monitor the use of the framework and review any aspects that need adjustment (Q1-Q4).	<p>Students will:</p> <ul style="list-style-type: none">• Benefit from the leadership and direction of a District whose Board of Education considers the ethical impacts of their decisions.	<p>The Organization will show progress by:</p> <ul style="list-style-type: none">• Monitor the use of the framework to provide reporting on when it was used, and which ethical aspects were detailed as impacted (Q2-Q4).	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none">• Develop new templates for Board and Committee meeting packages that include headings to provide information about the ethical implications of the item (Q1).• Overview templates with the Board of Education and the Executive Team (Q1-Q2).<ul style="list-style-type: none">○ In review yielded no need to update as IN should not include a decision (Decision Note).○ A Decision Note format will be introduced for Executive based off our Ethical Decision Making Framework.• Develop an easy-to-read visually appealing graphic of the SD62 Ethical Framework (Q1).<ul style="list-style-type: none">○ Initial draft of EDF graphic ready for review and consideration. (Q2)• Attend to any updates required and the process to amend following possible revision of the SD62 Values (Q1).<ul style="list-style-type: none">○ Graphic does not need to be updated as values change.○ A Decision Note format will be introduced for Executive based off our Ethical Decision Making Framework. (Q2)
Make progress towards the Clean BC 2030 Reduction Targets (G4) (BJ).			
<p>Staff Will:</p> <ul style="list-style-type: none">• Make progress towards the Clean BC 2030 reduction targets (Q4).• Identify minor and major capital projects on a priority basis, for Board consideration, that reduce carbon emissions to achieve the Clean BC reduction targets (Q1-Q4).	<p>Students will:</p> <ul style="list-style-type: none">• Benefit from going to school where actions are being taken to reduce emissions and provide cleaner air.	<p>The Organization will show progress by:</p> <ul style="list-style-type: none">• Achieving reductions as outlined in the performance goals (Q4).:<ul style="list-style-type: none">○ 2025 Less than 2114 tCO₂e (2024 rate was 2114 tCO₂e)• Details of work undertaken to reduce emissions (Q4).	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none">• Make progress towards the Clean BC 2030 reduction targets (Q4).• Identify minor and major capital projects on a priority basis, for Board consideration, that reduce carbon emissions to achieve the Clean BC reduction targets (Q1-Q4).<ul style="list-style-type: none">○ Progress continues on 24/25 MiCap projects noted above.○ Emission reduction strategies in the forefront of business case development for NLSS.○ Planning to start in Q3 for 25/26 MiCap projects required to allow the SD to meet 2030 standards.○ Staff met with Thinkspace Architects to discuss carbon emissions on capital projects and discovered that 90% of

			<div>building emissions occur during construction and 10% during operations (outside of 2030 standards).</div> <div><div></div><div>This discovery will help inform construction methods of future capital projects.</div></div> <div><div></div><div>Integrate CleanBC 2030 priorities into the district’s decision-making framework.</div></div> <div><div></div><div>Recruit and onboard a dedicated Energy Lead to support sustainability initiatives. (Q3-Q4)</div></div> <div><div></div><div>Install EV charging stations for students and staff at Dunsmuir, Spencer, and Journey middle schools (Q3–Q4).</div></div> <div><div></div><div>Awaiting a funding decision for additional electric school buses, with an update expected in Q4.</div></div> <div><div></div><div>Tender issued for the construction of electric bus charging infrastructure, including underground conduit for 36 charging stations and installation of 18 chargers to meet current demand.</div></div>
--	--	--	---



Permission to Conduct Non-Board-Initiated Research

Date of application	April 22, 2025
Applicant's Name	Lyndze Harvey
Address	3800 Finnerty Rd, Victoria, BC V8P 5C2
Phone Number(s)	
E-Mail Address	lcharvey@uvic.ca
Present Position	Assistant Teaching Professor
SD62 Employee?	No
Affiliated institution or organization	University of Victoria
Name of facility supervisor (if applicable)	Dr. Todd Milford
Title of study	Considering Classroom Management Through a Lens of Coloniality
Type of study	Qualitative study of teacher beliefs and practices, focus groups.
Requested date to start and anticipated end date	April 30-May 25, 2025
Type of participants (i.e. student, parent, teacher, support staff)	6-8 teachers with 5+ years experience.
Any specific cohort focus	self-identified Canadian settlers (non-Indigenous)
Plan for recruitment to study	Ask school principals (and admin assistants) to send a pre-written email and allow researcher to place a poster and/or flyers. See attached.
Specific location(s) of study	Sooke Public Library or SeaParc
Data collection tools	Audio-recording, note-taking, storytelling prompts.
Ethics approval, date and organization	UVic Human Research Ethics Protocol Number: 25-0062, April 7, 2025 (certificate attached)
Anticipated research completion date	Data collected completed May 25, 2025, analysis and writing/presentation Fall 2025.
Once completed would you like to present your research to the Education-Policy Committee (15 min.)?	Yes <u>X</u> No _____
Would you prefer to present virtually or in-person?	Virtual <u>X</u> In-Person _____

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



Invitation to Participant – School Board

April 21, 2025

Dear Mr. Paul Block, Superintendent of the Sooke School District,

Hello,

I'm Dr. Lyndze Harvey and I would like to conduct a small research study in your district. The study would not occur in schools or during school hours, but it would involve teachers. I would be asking School Principals to support recruitment efforts by forwarding an email and allowing me to put out posters and flyers.

The Study: Considering Classroom Management Through a Lens of Coloniality

This study will examine what K-8 teachers in mainstream public schools in British Columbia, who identify as settlers or non-Indigenous, and what they believe and think about coloniality and how this affects classroom management tools and practice. In particular, this study is interested in what teachers think about the relationship between classroom management and coloniality (the beliefs and thinking that uphold colonialism), and what impacts thinking about this connection might have on classroom practice.

In British Columbia, teachers are challenged to “decolonize” as well as “Indigenize” their content and their teaching. Many settler/non-Indigenous teacher are committed to diversity, equity, inclusion, and confronting coloniality. It is with a good heart that many teachers are open to shifting their beliefs and practice to make their classrooms more safe, with a sense of belonging, and a culturally responsive atmosphere.

There is very little discussion or research on the coloniality embedded in classroom management. This study is about storytelling and sharing our beliefs, practices, and experiences as we learn and unlearn.

This study is important because although content and pedagogy have been considered through a lens addressing coloniality, classroom management has yet to be critically engaged. There is also evidence that coloniality in classroom management may be harmful to our goals as educators and to the well-being of our students, both Indigenous and non-Indigenous.

The Research Participants

This study seeks 6-8 participants. Participants in this study should be K-8 teachers with more than 5 years of experience in the mainstream, public school system in British Columbia. Participants should self-identify as a settler or non-Indigenous. No prior



Invitation to Participant – School Board

knowledge, training, or reading needs to take place for participation in this study. All participation is voluntary and will include informed consent.

What will the study consist of?

After informed consent is attained, participants will take part in two (2) in-person group discussions called “Story Circles.” Each Story Circle is about 90 minutes and includes 6-8 teachers. The participants will be offered some prompts and time to talk in pairs and in the small group. The Story Circles will take place at a public library meeting room or recreation centre and there will be snacks and beverages provided. With consent, the Story Circles will be audio-recorded. The recording will be made into a transcript (which participants can review) and the recording file deleted. The recording will not be shared and will be erased after the transcript is created.

This will take about 2.5 hours of participant time (two 90 minute in-person meetings). The meetings will be after school in May and will be planned to accommodate the busy schedules of participants.

Who will be conducting the research?

This research is being conducted Assistant Teaching Professor, Lyndze Harvey, from the Faculty of Education at the University of Victoria. Dr. Harvey is a former elementary school teacher and field advisor for the Teaching Education Program, and currently works with pre-service teachers in the areas of Social Studies and Foundation in Education. She is also trained in this form of research and the study has met the standards of the University of Victoria’s Human Research Ethics Board. Dr. Harvey will be the sole researcher in this small project.

Possible Benefits & Risks

Although there are no known risks associated with taking part in this study, participants will be adding to their schedules. Because this study takes place in-person and indoors, there is a risk of COVID-19 exposure. Masks and hand sanitizer will be available and the UVic Communicable Disease Plan will be followed.

Participants may benefit from the study through meeting other teachers and spending time listening and storytelling. They may experience a shift in their own thinking and learning/unlearning that supports their professional goals. Another important benefit is to the field of teaching in British Columbia, Canada, and possibly other places with the impacts of coloniality. They would be part of research that is continuing the conversation and important truths surrounding coloniality in Canadian schooling and teaching.



Invitation to Participant – School Board

Ethics Details

This study has been reviewed and received ethics clearance through the University of Victoria Human Research Ethics Board (HREB). If you have questions for the HREB contact the Office of Human Research Ethics, at 250-472-4545 or email ethics@uvic.ca.

For all other questions, please feel free to ask the researcher. If you have additional questions at a later date, please contact Lyndze Harvey via the phone number or email address listed at the bottom of the page.

Next Steps Checklist

- Review the letter above.
- Contact Lyndze Harvey with any questions you have regarding the above (contact information listed below).
- Complete the attached *Agreement to Participate* and scan to lcharvey@uvic.ca OR contact the Lyndze Harvey for more information.

Thank you so much for your cooperation with me on this project.

Sincerely,

Lyndze Harvey B.Ed, M.A., Ph.D
Principal Investigator and Assistant Teaching Professor
Department of Curriculum & Instruction
Faculty of Education
University of Victoria

Email: lcharvey@uvic.ca
Phone: 778-678-1183

