

SD62 Proficiency Rubric 2021-2025 (version August 2023)

Learning

Emerging	Developing	Proficient	Extending
LEARNING Goal Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens			
<ul style="list-style-type: none"> Students and staff have limited awareness of diversity and inclusion. Limited opportunities for students to demonstrate evidence of their skills and abilities in their schools. Educators incorporate intermittent instruction of academic problem solving and critical thinking in learning tasks. Few students, families and staff report feeling physically, culturally, emotionally, and technologically safe and welcomed in schools and worksites. 	<ul style="list-style-type: none"> Students and staff have some understanding of the concepts of diversity and inclusion. Some opportunities for students to demonstrate evidence of their skills and abilities in their schools. Educators incorporate some explicit instruction of academic problem solving and critical thinking in learning tasks. Some students, families and staff report feeling physically, culturally, emotionally, and technologically safe and welcomed in schools and worksites. Student's report being somewhat aware of and occasionally accessing different routes to graduation. Some Programs of Choice available to support some interests or abilities. 	<ul style="list-style-type: none"> Students and staff are conscious of diversity and demonstrate understanding of diversity and inclusion. Most students have the skills to think creatively and critically. Most students, families and staff feel safe, that they belong, and are valued. Enhanced pathways for student choice including more routes to graduation and greater opportunities for hands on learning. 	<ul style="list-style-type: none"> Students and staff demonstrate a deep understanding of diversity and inclusion. Students demonstrate a sophisticated level of creative and critical thinking. Almost all students, families and staff feel safe, that they belong, and are valued. Multiple additional pathways are used for student choice including routes to graduation and opportunities for hands on learning.
Learning 1 To provide opportunities for learners to understand, respect and appreciate diversity and inclusion			
<ul style="list-style-type: none"> Few learning opportunities are evident district wide, school wide and classroom specific regarding racism, equity, disability, and diverse ability. Minimal to no physical evidence, i.e., posters, messaging, and interactions that model inclusion and diversity are present. A few classroom teachers are using resources that support immersing diversity and inclusion in their curriculum (international speakers, elders, authors, parents, diverse educational materials). School and District social media rarely post inclusive and diverse messaging. Students rarely speak out when educational practice is not inclusive. Students and staff rarely model language that model diverse and inclusive practice. Staff rarely engage and participate in learning opportunities that promote diversity, equity, and inclusion. Learning Resources are not available and accessible at the district and school level Very few physical spaces for learning are inclusive and accessible 	<ul style="list-style-type: none"> Some learning opportunities are evident district wide, school wide and classroom specific regarding racism, equity, disability, and diverse ability. Some physical evidence, i.e., posters, messaging, and interactions that model inclusion and diversity are present. Some classroom teachers are using resources that support immersing diversity and inclusion in their curriculum (international speakers, elders, authors, parents, diverse educational materials). School and District social media occasionally post inclusive and diverse messaging. Students sometimes speak out when educational practice is not inclusive. Students and staff sometimes use language that models diverse and inclusive practice. Staff occasionally engage and participate in learning opportunities that promote diversity, equity, and inclusion. Learning Resources are somewhat available and accessible at the district and school level Some physical spaces for learning are inclusive and accessible 	<ul style="list-style-type: none"> Multiple learning opportunities are evident district wide, school wide and classroom specific regarding racism, equity, disability, and diverse ability. Strong evidence of positive communication, i.e., posters, messaging, and interactions that model inclusion and diversity are present. Classroom teachers are using resources that support immersing diversity and inclusion in their curriculum (international speakers, elders, authors, parents, diverse educational materials). School and District social media regularly and intentionally post inclusive and diverse messaging. Students are speaking out when educational practice is not inclusive. Students and all staff commonly use language that models diverse and inclusive practice. Staff regularly engage and participate in learning opportunities that promote diversity, equity and inclusion. Learning Resources are available and accessible at the district and school level. Most physical spaces for learning are inclusive and accessible 	<ul style="list-style-type: none"> Learning opportunities are common and embedded district wide, school wide and classroom specific regarding racism, equity, disability, and diverse ability. Physical evidence, i.e., posters, messaging, and interactions that model inclusion and diversity are ubiquitous. Classroom teachers consistently use resources that support immersing diversity and inclusion in their curriculum (international speakers, elders, authors, parents, diverse educational materials). School and District social media often intentionally post inclusive and diverse messaging. Students are empowered to speak out when educational practice is not inclusive and advocating for change. Students and all staff consistently use language that models diverse and inclusive practice. Staff eagerly engage and participate in learning opportunities that promote diversity, equity and inclusion. Learning Resources are readily available and accessible at the district and school level. All physical spaces for learning are inclusive and accessible
Learning 2 To provide opportunities for learners to develop critical and creative thinking skills			
<ul style="list-style-type: none"> Limited opportunities for students to demonstrate evidence of their skills and abilities in their schools. Educators incorporate intermittent instruction of academic problem solving and critical thinking in learning tasks. Intermittent opportunities for students to engage in thinking tasks through multiple access points and approaches. 	<ul style="list-style-type: none"> Some opportunities for students to demonstrate evidence of their skills and abilities in their schools. Educators incorporate some explicit instruction of academic problem solving and critical thinking in most learning tasks. At-Sometimes, learning opportunities allow for multiple access points, responses and approaches 	<ul style="list-style-type: none"> Many opportunities for students to demonstrate evidence of their creative and critical thinking skills and abilities across all grade levels through authentic learning tasks. Educators incorporate explicit instruction and personalized descriptive feedback of creative and critical thinking in all relevant learning tasks. Learning opportunities allow for multiple access points, responses and approaches. 	<ul style="list-style-type: none"> Extensive opportunities for students to authentically demonstrate evidence of their skills and abilities across all grade levels and in most learning tasks. Educators incorporate explicit instruction of academic problem solving and critical thinking in all relevant learning tasks across subject areas. Learning opportunities for all students allow for multiple access points, responses and approaches across all subject areas from K-12

Learning 3 To ensure our learning environments are safe, accessible and welcoming.			
<ul style="list-style-type: none"> • Safe - Few students, families and staff report feeling physically, culturally, emotionally, and technologically safe in schools and worksites • Students, families and staff seldom speak up when they disagree with decisions or report when concerned about safety of self and others. Few pathways, both physical and virtual provide safe access to educational programming (e.g., Blended and virtual learning environments) • Welcoming – Students, families and staff rarely report a sense of belonging or report a sense of not belonging and may not see themselves reflected in schools and work sites. • Accessible – Multiple communication methods are not clearly evident throughout school buildings and district. • New buildings are constructed from a Universal Design approach with accessible and non-gendered spaces and only a few current buildings are updated to reflect a Universal Design approach. 	<ul style="list-style-type: none"> • Safe - Some students, families and staff report feeling physically, culturally, emotionally, and technologically safe in schools and worksites. • Students, families and staff sometimes speak up when they disagree with decisions or report when concerned about safety of self and others • Some pathways, both physical and virtual, provide safe access to educational programming (e.g., Blended and virtual learning environments) • Welcoming – Students, families and staff sometimes report a sense of belonging, and may see themselves reflected in schools and work sites. • Accessible – Some communication methods are evident throughout school buildings and district (e.g., Playground and indoor Communication Boards as well as Braille signs, sound field, systems and assistive technology). • New buildings are constructed from a Universal Design approach with accessible and non-gendered space and some current buildings are updated to reflect a Universal Design approach with accessible and non-gendered spaces. . 	<ul style="list-style-type: none"> • Safe - Majority of students, families and staff report feeling physically, culturally, emotionally, and technologically safe in schools and worksites. • Students, families and staff speak up when they disagree with decisions or report when concerned about safety of self and others, contributing to solutions • Multiple pathways, both physical and virtual, provide safe access to educational programming (e.g., Blended and virtual learning environments) • Welcoming – Students, families and staff report a sense of belonging, see themselves reflected in schools and work sites. • Accessible – Multiple communication methods are evident throughout school buildings and district (e.g., Playground and Indoor Communication Boards as well as Braille signs, sound field systems, and assistive technology). • New buildings are constructed and current buildings are being updated to reflect a Universal Design approach with accessible and non-gendered spaces. 	<ul style="list-style-type: none"> • Safe - Majority of students, families and staff consistently report feeling physically, culturally, emotionally, and technologically safe in schools and worksites. • Students, families and staff consistently speak up when they disagree with decisions or report when concerned about safety of self and others, naturally contributing to solutions. Multiple pathways, both physical and virtual provide safe access to educational programming (e.g., Blended and virtual learning environments) and are consistently accessed by learners. • Welcoming – Students, families and staff consistently report a sense of belonging, seeing themselves reflected in schools and work sites. • Accessible – Multiple communication methods are universally used and incorporated throughout school buildings and district (e.g., Playground and indoor Communication Boards as well as Braille signs, sound field, systems and assistive technology). • New buildings are constructed, and existing buildings are updated to reflect a Universal Design approach with accessible and non-gendered spaces.
Learning 4 To enhance student choice and voice			
<ul style="list-style-type: none"> • Our district (schools) demonstrates an initial understanding of the necessity to provide students and families with a platform for feedback (feedback via surveys, course selection, student forums, town hall, Thought Exchange, Board/Committee Meetings, SPEAC/PAC, etc.). • Voice - Few opportunities for student input is represented in classroom, school, and district decisions. • Choice – Few options for student learning in programs of choice are available. (Percentage of student’s district wide vs total number of students district wide). • Few students & parents report an awareness of possible alternate routes to graduation. 	<ul style="list-style-type: none"> • Our district (schools) demonstrates a partial understanding of the necessity to provide students and families with a platform for feedback (feedback via surveys, course selection, student forums, town hall, Thought Exchange, Board/Committee Meetings, SPEAC/PAC, etc.). • Voice - Some opportunities for student input are represented in classroom, school, and district decisions. • Choice – Some options for student learning in programs of choice are available. (Percentage of student’s district wide vs total number of students district wide) • Students & parents report being somewhat aware of possible routes to graduation. • Some Programs of Choice available 	<ul style="list-style-type: none"> • Our district (schools) demonstrates a solid understanding of the necessity to provide students and families with a platform for feedback (feedback via surveys, course selection, student forums, town hall, Thought Exchange, Board/Committee Meetings, SPEAC/PAC, etc.). • Voice - Multiple opportunities for student input is represented in classroom, school, and district decisions. Students, staff and families report feeling comfortable speaking up regarding decisions around their learning • Choice – Multiple options for student learning are available, including how, when, and where learning occurs to reflect many learning styles. Students are aware of and accessing multiple routes to graduation. • Multiple Programs of Choice exist to support a variety of student interests or abilities 	<ul style="list-style-type: none"> • Our district (schools) demonstrates a sophisticated understanding of the necessity to provide students and families with a platform for feedback (feedback via surveys, course selection, student forums, town hall, Thought Exchange, Board/Committee Meetings, SPEAC/PAC, etc.). • Voice - Student input is expected, valued, and incorporated in classroom, school, and district decisions. Students, staff and families consistently contribute to decision making processes around learning • Choice – Multiple options for student learning are available. (Percentage of student’s district wide vs total number of students district wide). Students & parents are consistently accessing multiple routes to graduation (percentage of students accessing programs trending up from proficient). • Programs of Choice are intentionally built throughout the district – operational plan complete

Engagement

Emerging	Developing	Proficient	Extending
ENGAGEMENT Goal Create a culture of belonging			
<ul style="list-style-type: none"> Few opportunities provided for students, staff and other community partners to provide input. There is a significant gap between the Non-Indigenous grade rates and the Indigenous student grade rates. The district is creating a communications plan to develop and expand its communication processes. Few systems are in place to inform the state of wellness of staff and students. 	<ul style="list-style-type: none"> Some opportunities for students, staff and other community partners to provide input. Indigenous student grad rates are approaching parity with non-Indigenous students. Basic communications plan. Some systems are in place to inform the state of wellness of staff and students. 	<ul style="list-style-type: none"> Specific practices and processes that enhance collaboration and inclusivity. Indigenous student success at parity with non-Indigenous students. Awareness and understanding of indigenous cultures and ways of being. Effective communication and engagement that follows a practice of transparent. Holistic approach to wellness. 	<ul style="list-style-type: none"> Well thought out engagement. Capacity built with staff on how to engage. Indigenous student grad rates exceed parity with Non-Indigenous students. The district has implemented a robust communications plan that actively develops and expands clear communication processes. Robust systems are in place to inform the state of wellness of staff and students.
Engagement 1 To develop, expand and implement, inclusive and collaborative, practices and processes			
<ul style="list-style-type: none"> Few opportunities provided for students, staff and other community partners to provide input. Engagement limited in scope and tools not part of a wider district process. Engagement mostly about informing community. Stakeholder engagement is rarely undertaken, poorly planned with few results shared. Some inclusive engagement processes are used to allow more than one method for input. A loosely formulated plan for engaging with school district stakeholders. Some consideration for equitable representation amongst stakeholders 	<ul style="list-style-type: none"> Some opportunities for students, staff and other community partners to provide input. Engagements operated with District tools. Engagement mostly about seeking community preferences. Stakeholder engagement is occasionally undertaken, loosely planned with some results shared. Several inclusive engagement processes are used with multiple methods for input. A clear plan for engaging with most school district stakeholders. Regular consideration for equitable representation amongst stakeholders 	<ul style="list-style-type: none"> Broad stakeholder engagement well planned and shared. Student forums, stakeholder outreach. Clearly articulated plan for engaging with a broad rep of school district stakeholder. Engagement mostly about collaborating with the community. Consistent consideration and reflection of equitable representation amongst stakeholders. Multiple inclusive engagement processes with a variety of input modalities available. 	<ul style="list-style-type: none"> Well thought out engagement. Capacity built with staff on how to engage. Streamlined engagement process with a continuous improvement loop. Consistency in engagement across staff, students, parents, community. Integrated tools, practices and processes create and enhance shared culture across staff, student and parent community. Broad stakeholder engagement is always used, well planned with detailed results shared consistently. A wide range of inclusive engagement processes that allow for multiple input modalities. Clearly articulated plan that is publicly shared with a strong focus on engaging with a broad representation of school district stakeholders. Equitable representation amongst stakeholders is always part of district engagement processes.
Engagement 2 To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'			
<ul style="list-style-type: none"> Few of Indigenous students achieving a Dog Wood Certificate in six-years Indigenous students rarely feel welcome at school. There is a significant gap between Indigenous and non-Indigenous students' annual Six-Year Completion Rate. Indigenous content, culture and pedagogy is rarely central, key and a regular part of some classes and school activities. Indigenous language is rarely central, key and a regular part of some classes and school activities. 	<ul style="list-style-type: none"> Some Indigenous students achieve a Dog Wood Certificate in six-years. Indigenous students sometimes feel welcome at school There is a small gap between Indigenous achieving the Six-Year Completion Rate compared with the rate of non-indigenous students. Indigenous content, culture and pedagogy is sometimes central, key and regular part of classes and school activities. Indigenous language is sometimes a central, key and regular part of classes and school activities. 	<ul style="list-style-type: none"> Most Indigenous students achieve a Dog Wood Certificate in six-years. Indigenous students often feel welcome at school. Indigenous student grad rates are at parity with non-Indigenous students when looking at the six-year completion rate. Indigenous content, culture and pedagogy is often central, key and a regular part of most classes and school activities. Indigenous language is often central, key and a regular part of most classes and school activities. 	<ul style="list-style-type: none"> Nearly all Indigenous students achieve a Dog Wood Certificate in six-years. Indigenous students always feel welcome at school. Indigenous student grad rates exceed parity with non-Indigenous students when looking at the six-year completion rate. Indigenous content, culture and pedagogy is always central, key and a regular part of all classes and school activities. Indigenous language is always central, key and a regular part of all classes and school activities.
Engagement 3 To develop, expand and implement respectful, effective, clear and transparent communications			
<ul style="list-style-type: none"> Emerging Communications plan Unclear or no process for communications No organizational branding or identity Little or no staff training in communications 	<ul style="list-style-type: none"> Developing communications plan that has elements of inclusion Basic process for communications Basic organizational branding and identity Some basic staff training in communications 	<ul style="list-style-type: none"> Proficient communications plan that is clearly articulated, inclusive and accessible that reflects multi-platform processes Well laid out and articulated process for communications Solid branding that is recognized in the community Regular staff training in communications that enhance respectful, clear and transparent communication 	<ul style="list-style-type: none"> Sophisticated communications plan that is accessible, inclusive, multi-language and multi-platform processes Consistent and integrated process for communications Trusted brand, clearly identified by staff and students and the community Tailored training available for staff alongside regular training

Engagement 4 To continue to develop, expand and implement a culture of wellness			
SYSTEMIC RESPONSIBILITY			
<ul style="list-style-type: none"> • Few systems are in place to inform the state of wellness of staff and students • Holistic benefits and support programs are not in place. • Few educational opportunities related to mental health and wellness are offered. • Limited staffing and resources are supplied to provide health and wellness activities. • A few policies, practices and processes are collaboratively developed and implemented that establish healthy work/school boundaries and wellness. • Wellness objectives are not incorporated in school and district operational plans 	<ul style="list-style-type: none"> • Some systems are in place to inform the state of wellness of staff and students. • Some holistic benefits and support programs are in place. • Some educational opportunities related to mental health and wellness are offered. • Some staffing and resources are supplied to provide health and wellness activities. • Some policies, practices and processes are collaboratively developed and implemented that establish healthy work/school boundaries and wellness. • Wellness objectives incorporated in some school and district operational plans 	<ul style="list-style-type: none"> • Many systems are in place to inform the state of wellness of staff and students. • Many holistic benefits and support programs are in place. • Educational opportunities related to mental health and wellness are consistently offered • Significant levels of staffing and resources are supplied to provide effective health and wellness activities. • Many policies, practices and processes are collaboratively developed and implemented that establish healthy work/school boundaries and wellness. • Wellness objectives are incorporated in most school and district operational plans 	<ul style="list-style-type: none"> • Robust systems are in place to inform the state of wellness of staff and students. • Sophisticated holistic and robust benefits and support programs are in place. • Educational opportunities related to mental health and wellness are embedded throughout the system. • Robust staffing and resources are supplied to provide system-wide health and wellness activities. • All policies, practices and processes are collaboratively developed and implemented that establish healthy work/school boundaries and wellness. • Wellness objectives are incorporated in all school and district operational plans
COLLECTIVE RESPONSIBILITY			
Few staff and students:	Some staff and students	Many staff and students	All or most staff and students
<ul style="list-style-type: none"> • Show compassion and awareness of others. • Are aware of available supports and can recommend resources to peers. • Are aware of and support each other in engaging in group educational and wellness activities. • Contribute to the collaborative development of policies, practices and processes that support health and wellness. • Encourage and respect healthy work/school boundaries with peers 			
INDIVIDUAL RESPONSIBILITY			
Few staff and students	Some Staff and Students	Many staff and students	All or most staff and students
<ul style="list-style-type: none"> • Show self-compassion and self-awareness. • Access health and wellness support when needed. • Engage in educational opportunities related to health and wellness • Engage in holistic personal health and wellness practices. • Respect the policies, practices and processes related to healthy work/school boundaries. 			

Growth

Emerging	Developing	Proficient	Extending
GROWTH Goal - Pursue organizational excellence to support a vibrant school district			
DEI PRACTICES <ul style="list-style-type: none"> Initial efforts to define and implement DEI practices. Limited understanding of diversity. 	<ul style="list-style-type: none"> Defined DEI practices in parts of the organization; some understanding of diversity. 	<ul style="list-style-type: none"> Comprehensive DEI practices across the organization; full understanding of diversity. 	<ul style="list-style-type: none"> Continuous improvement and sophisticated understanding of DEI practices.
LEARNING ENVIRONMENTS <ul style="list-style-type: none"> Initial recognition of the importance of inclusive and diverse learning environments. Basic understanding of the need to create a sense of belonging for students and staff. 	<ul style="list-style-type: none"> Active efforts to integrate inclusive practices within learning environments. Implementation of diversity-aware curricula and initiatives to support underrepresented groups. 	<ul style="list-style-type: none"> Full integration of equity, diversity, and inclusivity into all aspects of the learning environment. Established practices to address bias, promote cultural competency, and support diverse perspectives. 	<ul style="list-style-type: none"> Exemplary leadership in creating and sustaining learning environments that embody inclusivity and diversity. Innovative approaches that proactively address systemic inequities and barriers to inclusion.
DIGITAL TECHNOLOGIES <ul style="list-style-type: none"> Predominantly paper-based practices with minimal digital integration. 	<ul style="list-style-type: none"> Introduction of online services and basic digital competencies. 	<ul style="list-style-type: none"> Integrated use of digital tools and processes; increased digital competencies. 	<ul style="list-style-type: none"> Digital services and tools are central to the district's strategy; anticipation of changing digital needs.
SOCIAL RESPONSIBILITY <ul style="list-style-type: none"> Basic understanding of the concept of social responsibility as it pertains to the district. Awareness of the significance of social responsibility for the district. 	<ul style="list-style-type: none"> Demonstrated comprehension of the significance of social responsibility for the district. Active efforts to integrate social responsibility principles into district operations. 	<ul style="list-style-type: none"> Full incorporation of social responsibility principles into the core mission and operations of the district. Established processes and practices that reflect social responsibility. 	<ul style="list-style-type: none"> Exemplary leadership in promoting social responsibility within the district and beyond. Leading initiatives and practices that go beyond the basic requirements, showcasing the district as a model for others.
Growth 1 To strengthen organizational practices to ensure diversity, equity and inclusion (DEI).			
<ul style="list-style-type: none"> There is initial work to define the District's organizational practices with regards to DEI. 	<ul style="list-style-type: none"> Parts of the organization have defined practices in operation with regards to DEI. 	<ul style="list-style-type: none"> The whole organization has defined practices in operation with regards to DEI Initiatives 	<ul style="list-style-type: none"> Organizational DEI practices undergo continuous improvement and follow current best practice
<ul style="list-style-type: none"> Limited understanding of diversity in our workplaces and have 	<ul style="list-style-type: none"> Partial understanding of diversity in our workplaces and have 	<ul style="list-style-type: none"> Full understanding of diversity in our workplaces and have 	<ul style="list-style-type: none"> Sophisticated understanding of diversity in our workplaces and have
<ul style="list-style-type: none"> No or limited awareness of barriers. 	<ul style="list-style-type: none"> Limited understanding of barriers and limited attempts to reduce 	<ul style="list-style-type: none"> Barriers understood and reduced 	<ul style="list-style-type: none"> Sophisticated understanding of barriers and system wide reduction
<ul style="list-style-type: none"> No attention to diversity on hiring 	<ul style="list-style-type: none"> Some attempt to understand diversity needs when we hire 	<ul style="list-style-type: none"> Consciously seeking out hires in the areas to reflect our community. 	<ul style="list-style-type: none"> Hires reflect our community
Growth 2 To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging.			
Initiating Transparent Financial Practices <ul style="list-style-type: none"> Initial recognition of the importance of transparent budgeting and financial management. Basic steps taken to enhance transparency in budget processes and financial reporting. Initial efforts to improve financial forecasting practices to ensure greater accountability. 	Establishing Effective Financial Management <ul style="list-style-type: none"> Active efforts to create transparent and accountable budget processes. Implementation of streamlined financial management practices to ensure accuracy and efficiency. Progress in enhancing financial forecasting capabilities to inform decision-making. 	Integration of Transparent Financial Governance <ul style="list-style-type: none"> Full integration of transparent budget processes and financial management principles. Established practices that ensure accurate reporting, adherence to financial regulations, and accountability. Sophisticated financial forecasting methods in place to support strategic planning and resource allocation. 	Leading in Transparent Financial Governance <ul style="list-style-type: none"> Exemplary leadership in creating a model for transparent budget processes and financial management. Innovating new approaches that enhance financial transparency, accountability, and efficiency. Collaboration with other districts and provincial bodies to share best practices and drive industry standards. Pioneering advanced financial forecasting techniques that enable proactive decision-making and resource optimization.
Initiating Facilities Planning Awareness <ul style="list-style-type: none"> Initial recognition of the importance of facilities planning in supporting learning and a sense of belonging. Basic awareness of the need to connect maintenance and minor capital requests to educational goals. Initial steps taken to incorporate facilities planning considerations into broader discussions. 	Integrating Facilities Planning for Learning <ul style="list-style-type: none"> Active efforts to integrate facilities planning with educational objectives. Implementation of basic strategies that align maintenance and minor capital requests with learning outcomes. Ongoing exploration of ways to create facilities that foster a culture of belonging and support creative learning. 	Implementing Effective Learning-Centric Facilities Planning <ul style="list-style-type: none"> Full integration of facilities planning with creative and critical learning objectives. Established processes that link maintenance and minor capital requests to enhance the learning environment. Collaboration with educators, students, and communities to design facilities that reflect diverse perspectives and needs. 	Leading in Visionary Facilities Planning <ul style="list-style-type: none"> Exemplary leadership in facilities planning that sets a benchmark for fostering creative and critical learning. Innovating new approaches that transform facilities into dynamic spaces that promote engagement and belonging. Sharing insights and strategies globally to influence the evolution of educational spaces and experiences.
Initiating Awareness of Long-Range Facilities Planning	Integrating Long-Range Facilities Planning	Implementing Effective Long-Range Facilities Planning	Leading in Visionary Facilities Planning

<ul style="list-style-type: none"> Initial recognition of the importance of long-range facilities planning for managing growth. Basic understanding of the need to anticipate and accommodate increased enrollment. Initial steps taken to explore the concept of forward planning for facilities. 	<ul style="list-style-type: none"> Active efforts to integrate long-range facilities planning into district strategies. Implementation of basic strategies to address projected enrollment growth and space needs. Ongoing exploration of ways to optimize facilities utilization and adapt to changing needs. 	<ul style="list-style-type: none"> Full integration of long-range facilities planning to effectively manage growth and enrollment. Established processes that align facilities expansion with projected enrollment trends. Consistent efforts to optimize space usage, enhance infrastructure, and ensure a supportive learning environment. 	<ul style="list-style-type: none"> Exemplary leadership in forward-looking facilities planning that exceeds growth challenges. Innovating new approaches that anticipate future needs and embrace sustainable design principles. Collaboration with community stakeholders to create innovative learning spaces that cater to diverse needs. Sharing best practices and insights to influence provincial standards for long-range facilities planning.
Growth 3 To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources			
<ul style="list-style-type: none"> Working practices are mostly paper based or supported by analog processes. Multiple and inconsistent user experience across functions. Processes are ad hoc or undocumented. Staff and Student have low levels of Digital competencies. Training is ad hoc. 	<ul style="list-style-type: none"> Some information and services are available online. Some integration of user experience but still disjointed and relies on legacy technologies. Some processes are documented. Digital use of resources is recognized. Staff and students have basic level digital competencies. Some formalized training 	<ul style="list-style-type: none"> Digital tools and design-led processes are being used to improve existing services, practices and ways of working and learning. Integrated user experience. Many processes have been documented and automated. Projects, tasks and processes are increasingly completed and measured digitally using configured hardware and software. Staff and students have high levels of digital competencies. Regular formalized training. Digital services are core to the district strategy and a well-defined digital operations plan exists with clear leadership. 	<ul style="list-style-type: none"> Digital tools and processes are being used to deliver joined up end to end processes and user experience. Shaping culture, processes and practices to anticipate and adapt to changing needs of staff, students and community in a digital world. Staff, students and community are using best practices to deliver learning, engagement and effective organizational practices. An integrated ecosystem of information and imagery that automatically synchronizes across staff, students and community
Growth 4 Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment			
Recognizing the Importance of Social Responsibility	Integrating Social Responsibility	Operationalizing Social Responsibility	Leading in Social Responsibility
<ul style="list-style-type: none"> Basic understanding of the concept of social responsibility as it pertains to the district. 	<ul style="list-style-type: none"> Demonstrated comprehension of the significance of social responsibility for the district. 	<ul style="list-style-type: none"> Full incorporation of social responsibility principles into the core mission and operations of the district. 	<ul style="list-style-type: none"> Exemplary leadership in promoting social responsibility within the district and beyond.
<ul style="list-style-type: none"> Awareness of the need to consider societal and ethical implications in decision-making. 	<ul style="list-style-type: none"> Proactive efforts to incorporate social responsibility considerations. 	<ul style="list-style-type: none"> Established policies and processes to measure and report on social impact, transparency, and ethical practices. 	<ul style="list-style-type: none"> Innovating new approaches that contribute positively to society while achieving organizational objectives.
<ul style="list-style-type: none"> Initial steps taken to explore potential benefits of integrating social responsibility into operations. 	<ul style="list-style-type: none"> Ongoing exploration of partnerships and initiatives aligned with social and ethical goals. 	<ul style="list-style-type: none"> Consistent engagement with stakeholders to address concerns and foster positive societal outcomes. 	<ul style="list-style-type: none"> Lead the province by setting system standards of expectations for ethical practices, sustainability, and societal well-being.
Basic Awareness of Environmentally Protective Measures	Implementing Environmentally Protective Measures	Institutionalizing Environmental Sustainability	Leading in Environmental Stewardship
<ul style="list-style-type: none"> Initial recognition of the importance of environmentally protective measures within the school district. 	<ul style="list-style-type: none"> Active efforts to integrate environmentally protective measures into school district operations. 	<ul style="list-style-type: none"> Comprehensive conservation practices, waste reduction initiatives, and energy-saving measures. (buses, HVAC) 	<ul style="list-style-type: none"> Exemplary leadership in advancing environmental sustainability within the school district and beyond.
<ul style="list-style-type: none"> Initial steps taken to promote environmental awareness and encourage minimal resource consumption. 	<ul style="list-style-type: none"> Implementation of basic conservation practices, waste reduction initiatives, and energy-saving measures. (recycling program) 	<ul style="list-style-type: none"> Established programs for waste reduction, recycling, energy efficiency, and sustainable resource management. 	<ul style="list-style-type: none"> Innovation in developing and implementing cutting-edge, sustainable practices and technologies. Collaboration with local and regional partners to drive environmental initiatives, setting a model for others.