

Annual Report 2021-22



STRATEGIC PLAN

2021-2025



We acknowledge the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

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Message from the Board of Education

Dear Students, Families, Colleagues and Community Partners,

Just a year ago we approved the 2021-2025 Strategic Plan to guide our work over the next four years by focusing on three priorities: learning, engagement and growth. We are proud of what we have been able to accomplish over the last year and look forward to continuing the important work laid out in our strategic plan.

The 2021-22 school year was an exciting year for growth in the district. Our new schools – PEXSISEN Elementary and Centre Mountain Lellum Middle School are approaching completion and we received approval to build our new 480-seat Elementary School in South Langford. The Memorandum of Understanding between the school district and the municipalities of Sooke, Colwood and Langford continues to grow stronger. As a result, we have collaborated on a sports box in Sooke, a multi-sport court at Dunsmuir Middle School in Colwood and will be announcing a project in North Langford later this fall.

We were proud to play a role in welcoming displaced Ukrainian students impacted by the unjust war caused by Putin. Vice-Chair Bob Beckett travelled to the Ukraine in June on an aid mission in his capacity as a community volunteer and retired fire chief. While he was not in the Ukraine on behalf of the Board of Education, he was able to develop connections with four local school districts. We have begun communicating with those districts and will look to support them through educational collaboration opportunities in the coming years.

As our enrollment climbs and we build new schools and facilities, it is important for the organization to find new ways to deliver our vision for learning, engagement and growth. There is a need to move the operation of the school district into a more mature model that leverages digital transformation and sophisticated ways of achieving and tracking progress. This annual report with its extensive use of data and innovative reporting rubric, reflects this growing organizational maturity.



Back row: L-R] Margot Swinburnson, Bob Beckett, Ravi Parmar, Dianna Seaton
[Front row:] Bob Phillips, Allison Watson, Wendy Hobbs

In the 2021-22 school year, Trustees were delighted to return to school events and celebrations after several years of events being postponed and cancelled due to the pandemic. It was great to meet and hear from students, their families and SD62 staff at these events. Several gatherings were held to break bannock together and discuss the renewal of the Na'tsa'maht Enhancement Agreement with our Indigenous Rights Holders and community members.

Our first Trustee Student Forum on designing capital projects offered the opportunity to hear from our students on how we should build our schools, aligning strongly with the Board's passion for student voice and choice. Students shared their experiences of school design and how we can design better buildings that are welcoming, environmentally sustainable and that help to facilitate student learning. With feedback from the Forum, community partners and staff, the Board passed the Building Design Guidelines in June 2022.

In June, we were fortunate to have a planning session with the Executive Team (pictured right), and a presentation from the former Minister of Education, Dr George Abbott, who reminded us that education can be a kind of magic.

We thank all the magicians in SD62 dedicated to honouring student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community.

Sincerely, on behalf of the Board of Education,



Ravi Parmar, Chair

Trustees: Ravi Parmar, Bob Beckett, Wendy Hobbs, Bob Phillips, Dianna Seaton, Margot Swinburnson, Allison Watson



Photo: Attendees at the Board and Executive Planning Retreat [Back row: L-R] Farzaan Nusserwanji (Executive Team), Paul Block (Executive Team), Ravi Parmar (Chair of Board of Education), Dianna Seaton (Trustee), Scott Stinson (Superintendent/ CEO), George Abbott (Guest Speaker), Stephanie Hedley-Smith (Executive), Bob Beckett (Vice-Chair), David Strange (Executive). [Front Row] Harold Cull (Secretary-Treasurer), Allison Watson (Trustee), Dan Haley (Executive), Margot Swinburnson (Trustee).

Message from the Superintendent

Dear Trustees, Colleagues and Community Stakeholders:

When I reflect on the 2021-22 school year, I am reminded of how much we accomplished together despite the ongoing challenges of the pandemic and continued rapid growth of our student population. To begin the school year with students back in their classrooms and the return of many of our events and celebrations later in the year reinforced the crucial role that schools play, not only for education but as a pillar in our communities. We witnessed the resilience of our students and staff, and I could not be prouder of what we were able to accomplish amidst circumstances of unknowns due to the on-going pandemic.

A year ago, the Sooke School District Board of Education launched a new Strategic Plan to drive the district vision forward and focus on three priority areas (Learning, Engagement and Growth) over the next four years. As we worked together to execute the first year of the plan, we were faced with shocking growth that doubled our enrollment projection of 400 new students to 827 new students. The funding announcement for the South Langford Elementary School build in June was a welcome relief for our growing West Shore community. While we are excited about our two new schools set to open for the 2022-23 school year, we expect them to be close to capacity within the next couple of years. Raising awareness of our growth and getting new schools built will continue to be a priority for our district.

Our mission of helping to develop educated citizens means that how our students see themselves in the community is important. We want our learning environments to be inclusive and reflective of the needs of our students, staff and the community at large. Last year we announced several collaborative partnerships with community in mind:

- Beacon Community Services will offer childcare at PEXSISEN Elementary School beginning in September 2022.
- Hulitan Family & Community Services will build a childcare space on the grounds of Colwood Elementary in partnership with M'akola Development Services. The childcare programming will be focused on offering culturally grounded, trauma-informed, school readiness services to Indigenous families.
- An unprecedented collaboration with Royal Roads University, the University of Victoria, Camosun College and the Justice Institute of British Columbia to offer programming and pathways for students at a future West Shore campus location.
- The introduction of a Climbing Academy at Belmont Secondary School with the support of BoulderHouse and the City of Langford.

POINTS OF PRIDE

- Completion of in-depth and extensive program reviews of our district which resulted in 137 recommendations and flowed into decisions for the 2022-23 Budget.
- The 2022-2027 Na'tsa'maht Enhancement Agreement draft has been approved and will be formally adopted in a signing ceremony with the local Nations in September 2022.
- Creation of an Employment Equity Survey to be reviewed and implemented annually to hear from our staff on how we can create a more inclusive, flexible and respectful work environment.
- Our secondary students earned almost \$1 million collectively in scholarship funding last year.
- A student and Trustee forum was held in March to hear from our students on how we approach designing future schools. Their feedback led to the development and creation of our Building Design Guidelines.
- Our Inclusive Education team developed a Communication Board to help students who are non-verbal or have limited language skills express themselves. The boards have been installed at all our elementary schools. The adoption of the boards has reached beyond our schools and we have partnered with stakeholders such as the City of Colwood to install them at community playgrounds.
- We facilitated a Trustee and staff gathering in April with a guest keynote who focused on the importance of sleep and how to set healthy boundaries between work and personal life.

I am privileged to do this work alongside colleagues and a Board of Education who continually focus on student success, the importance of creating a culture of belonging and who are brave enough to lean in and learn from mistakes.

As I prepare for the next school year, I am reminded of the words from Elder Shirley Alphonse "Together, working side by side, supporting each other, walking together for the good of our children." I look forward to walking with you next year.

Sincerely,



Scott Stinson

Superintendent/CEO

Executive Summary

The SD62 Annual Report 2021-22, looks at the progress that has been made to the three strategic priorities in the Strategic Plan 2021-25: Learning, Engagement and Growth. The [Strategic Plan 2021-25](#) reflects the vision, mission, values and beliefs of the Board of Education. [Operational Plans](#) are developed each year by the Superintendent and the district Executive Team to detail what will be done that year to make progress towards the objectives outlined in the strategic plan.

The section in the report on [Measuring Progress](#) looks at the rubric that has been devised to monitor progress on the strategic objectives laid down in the Board of Education's Strategic Plan 2021-25. Developing the rubric has been an ambitious undertaking this year by the Executive and the District Principals. It works similarly to how student progress reports are undertaken to pinpoint where, on a 4-point continuum (Emerging, Developing, Proficient, Extending), progress has been made.

The [overall goal rubric achievement](#) for the 2021-22 school year has been determined as:

Learning – Proficient

Growth – Developing

Engagement – Developing

In the 2021-22 school year:

The [Learning Goal was determined as proficient with regards to the rubric](#). This reflects:

- Students and staff are conscious of diversity and demonstrate understanding of diversity and inclusion.
 - E.g., 89% of students, all the time or many times, respect people who are different from them (for example think, act or look different).
- Most students have the skills to think creatively and critically
 - E.g., 79% of students agree that, sometimes, many times or all the time, they are learning ways to be a critical thinker (for example analyzing, making connections, asking questions, challenging assumptions).
- Most students, families and staff feel safe, that they belong, and are valued.
 - E.g., 78% of students agree that, all the time or many times, they feel safe at school.
- Enhanced pathways for student choice including more routes to graduation and greater opportunities for hands on learning.
 - E.g., 69% of students agree that, all the time, many times or sometimes, they get to provide input into what they learn and how they learn (such as suggesting topics that interest them and choosing their own projects).

[The Engagement Goal was marked overall as Developing on the rubric.](#) This reflects:

- Some opportunities for students, staff and other community partners to provide input.
 - E.g., There were 52 strategic engagement activities in 2021-22 including gatherings, surveys and use of the platform 'Thought Exchange' to gather views of students, staff and the wider community.
- Indigenous student graduation rates are approaching parity with non-Indigenous students.
 - There is still progress to be made on this item as the gap between indigenous and non-indigenous graduation rates is 20% - which means it is in the emerging category of the rubric.
- A basic communications plan.
 - E.g., The Communications Plan has been developed and extended (to a proficient level).
- Some systems are in place to inform the state of wellness of staff and students.
 - E.g., As well as multiple training offerings to staff, 48% of students agreed that they are learning how to care for their physical health at school.

[The Growth Goal was rated as Developing on the rubric.](#) This reflects:

- Some systems in place to support the growth of our facilities.
 - E.g., The Program Review of 2020-21 resulted in 137 recommendations to implement.
- Parts of the organization have defined practices in operation with regards to diversity, equity and inclusion (DEI)
 - E.g., The 2021-22 school year saw the creation and undertaking of the first SD62 Employment Equity Survey. Results will be used to create equity practices to remove barriers for hiring processes and support fair and equitable hiring.
- Some resources, policies, that directly support environmental sustainability.
 - E.g., While the number of students, staff, buildings and fleet vehicles have increased since 2010, our emissions have decreased by 27.5% for buildings and 13.3% for the fleet.

The report has a significant amount of information on achievements along with government data on the district. The data that provide support to the rubric are a work in progress and will be updated as data are publicly released. It is the first time we are undertaking this approach and, as such, it has set the district up to work towards planning and achieving strong outcomes across the system in the strategic plan. Along with numerical data, the report contains more contextual details of the success of work from the 2021-22 Operational Plan. Some of the data in the report will also be reported in the Framework for Enhancing Student Learning (FESL) which is the report on student educational performance that is provided, annually, to the provincial government.

The Appendices overview the rubric categories for each strategic objective: [Learning](#), [Engagement](#) and [Growth](#). Each goal has an appendix that overviews data and activities based on the 2021-22 Operational Plan. Later in the Appendices, there are sections on the [SD62 students](#), [SD62 staffing](#), and the [budget](#). 2021-22 was a record year for new students with an additional 827 students enrolled in the district. We also began to welcome increased numbers of international students since the start of the pandemic.

Overview of the Strategic Plan

Our Strategic Priorities 2021-2025

	GOAL	Objective 1	Objective 2	Objective 3	Objective 4
Learning	To develop and support adaptable learners who are creative, critical and social thinkers with capacity to be educated citizens.	Provide opportunities for learners to understand, respect and appreciate diversity and inclusion.	Provide opportunities for learners to develop critical and creative thinking skills.	Ensure our learning environments are safe, accessible and welcoming.	Enhance student choice and voice.
Engagement	To create a culture of belonging.	Develop, expand and implement inclusive and collaborative practices and processes.	Further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit.'	Develop, expand and implement respectful, effective, clear and transparent communications.	Continue to develop, expand and implement a culture of wellness.
Growth	To pursue organizational excellence to support a vibrant school district.	Strengthen organizational practices to ensure equity, diversity and inclusion.	Build and maintain spaces and resources that support our creative and critical learning, and our culture of belonging.	Embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources.	Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment.

Measuring Progress

Understanding the SD62 Rubric

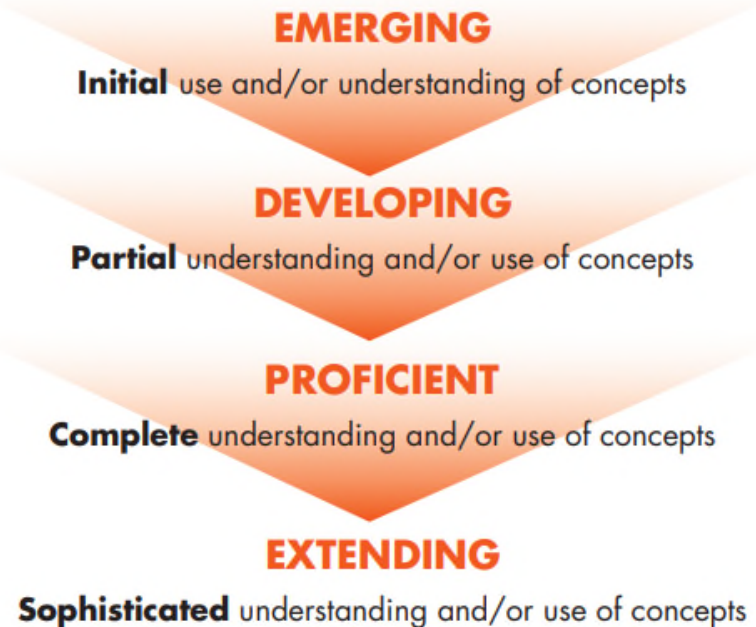
The district has developed a rubric to report on overall progress on the goals of the strategic plan. The rubric is organized into four categories: *Emerging*, *Developing*, *Proficient* and *Extending*, to help distinguish progress at various points over the next four years. These categories are those used to describe student learning under revised Ministry policy.

The rubric takes the three goals and twelve strategic plan objectives and details a description of what achievement of each level of the rubric would be. The emerging level is to have achieved some initial level of use or understanding. The developing level is to have achieved some partial use or understanding. The proficient level us to have achieved a complete understanding or use. The extending level would be to have achieved a sophisticated use of understanding of the strategic objective.

Creating the [rubric](#) was a powerful process as it describes the status of work across four proficiency levels articulating a target state for the objectives of the strategic plan. Outlining the different levels enables consideration of gaps in the current work being undertaken. This stage of developing the rubric provoked constructive discussions about what the district would be required to do to achieve a 'proficient' outcome by 2025.

A rubric uses evidence gathered from several sources to assist in determining the appropriate placement on the scale. Questions asked in the Student Learning Survey and the Equity in Action Survey are detailed in [Appendix 5](#).

The Rubric enables us to plan future progress by focusing on where we are now. It helps determine what future actions are required for progress and thus what should be included in operations plans each year. The full rubric can be found in [Appendix 4](#).



Below is a table of where the district believes it is currently placed on the continuum with regards to the rubric. The placement is based on available evidence (Appendices [1](#), [2](#), [3](#)) to determine overall ratings.

Note:

- The rubric has been created by senior staff in SD62 and is not required reporting to the Ministry of Education and Child Care.
- The rubric cannot be used to compare SD62 to other districts.
- As this is the first time, we have developed a rubric for the strategic plan, there are measures still under development and not available for reporting.
- The survey data reflects the specific students who completed it. If the whole student body completed the surveys, there may be different results.
- The rubric category of proficient, is where at minimum, the district aims to get to with by June 2025 of the 2021-25 Strategic Plan.
- Some of the data collected in 2021-22 is still under analysis and has not been publicly released by the government. Therefore, placement on the rubric may reflect data collected in previous school years.

Overall Rubric Proficiency 2021-2022

			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						
OBJECTIVE	1	To provide opportunities for learners to understand, respect and appreciate diversity and inclusion				
	2	To provide opportunities for learners to develop critical and creative thinking skills				
	3	To ensure our learning environments are safe, accessible and welcoming.				
	4	To enhance student choice and voice				
ENGAGEMENT GOAL Create a culture of belonging						
OBJECTIVE	1	To develop, expand and implement, inclusive and collaborative, practices and processes				
	2	To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'				
	3	To develop, expand and implement respectful, effective, clear and transparent communications				
	4	To continue to develop, expand and implement a culture of wellness				
GROWTH GOAL Pursue organizational excellence to support a vibrant school district						
OBJECTIVE	1	To strengthen organizational practices to ensure diversity, equity and inclusion (DEI).				
	2	To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging.				
	3	To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources				
	4	Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment				

Appendix 1 – Learning Goal Evidence

This section looks at information and data that supports the selected placement on the rubric.

Learning Goal

Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens

Learning - Objective 1

Provide opportunities for learners to understand, respect and appreciate diversity and inclusion

Respect

Student Learning Survey:

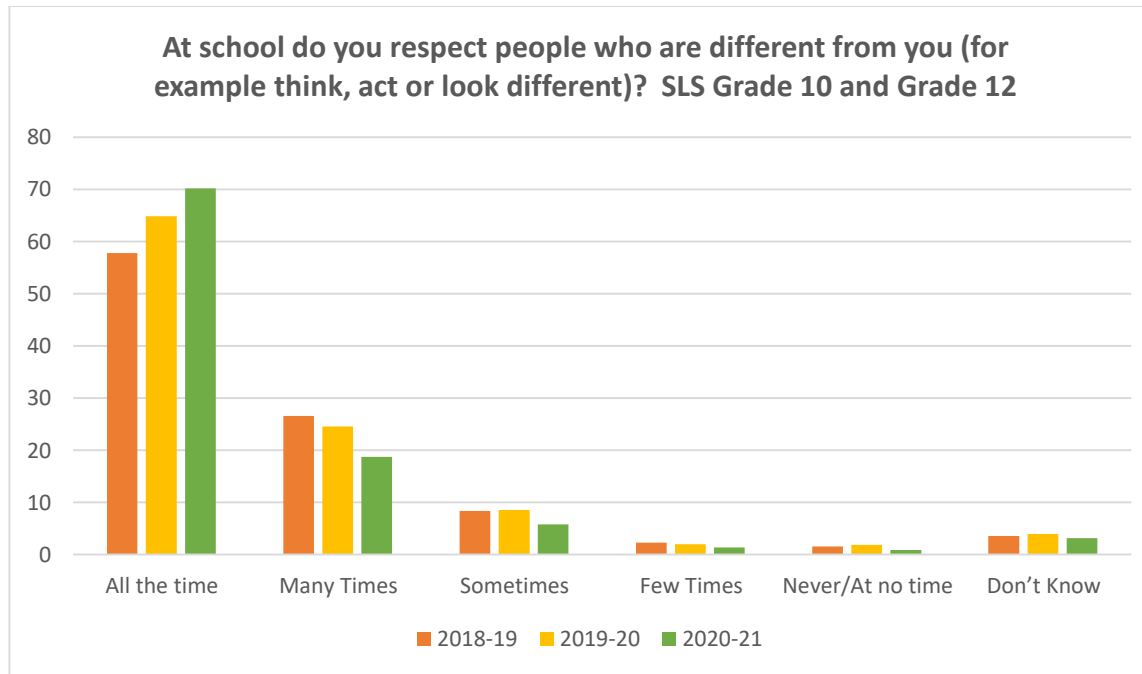
Data from the Student Learning Survey (SLS) is as follows:

- In 2020-21, 88.87% of students said that they respect people who are different than them.

Question - At school do you respect people who are different from you (for example think, act or look differently)? (SLS)

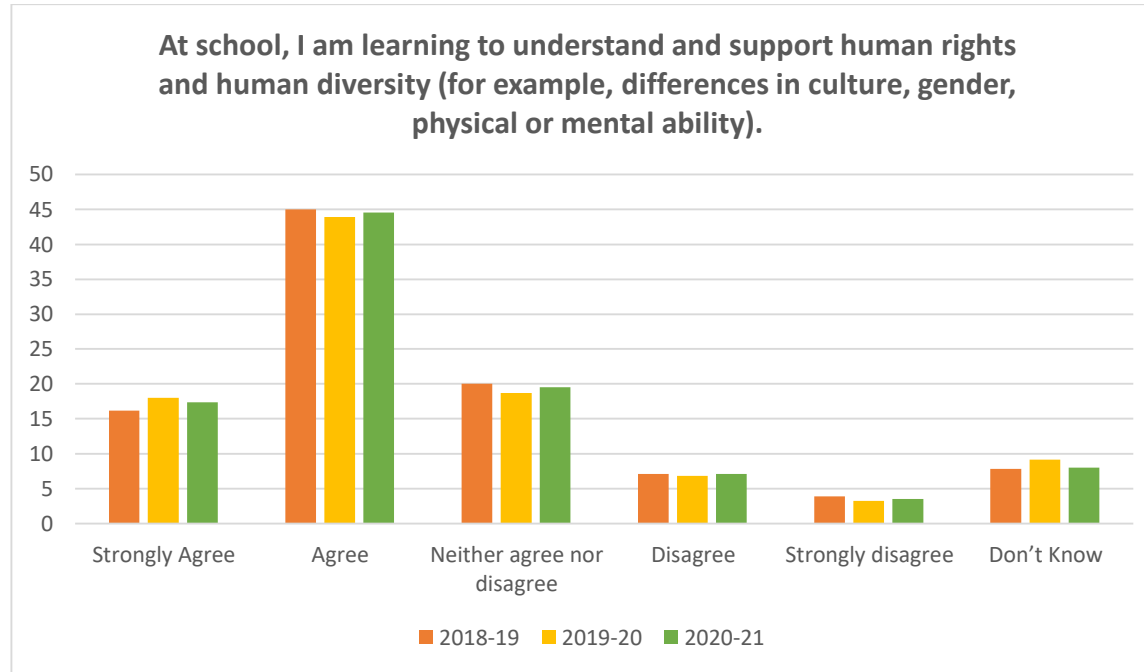
Question:	% of those selecting a response	2018-19		2019-20		2020-21	
		At school do you respect people who are different from you (for example think, act or look different)? SLS Grade 10 and Grade 12	All the time	57.83	84.35%	64.83	89.38%
	Many Times	26.52		24.55		18.71	
	Sometimes	8.32		8.51		5.79	
	Few Times	2.26		1.99		1.34	
	Never/At no time	1.55		1.83		0.89	
	Don't Know	3.53		3.94		3.12	

The **Student Learning Survey (SLS)** has been administered every year in B.C. public schools since 2001. Prior to 2016-17, it was known as the Student Satisfaction Survey. The SLS provides feedback on the implementation of the curriculum changes, learning environment, student wellness and satisfaction, student belonging and engagement, and career preparation. The SLS is the only source of province-wide information about students' learning experiences through the perspectives of students, parents, guardians/caregivers, and school staff. Schools and districts use the SLS to make informed decisions around long-term planning and goal setting, and in providing individual students personalized support. In 2021, the student survey underwent a review to accommodate an updated conceptual framework that align questions with the core competencies of the curriculum and the British Columbia's Policy for Student Success.



Question - At school, I am learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability). SLS Grades 7, 10 and Grade 12

Question:	% of those selecting a response	2018-19		2019-20		2020-21	
		Strongly Agree	16.18	61.22%	18.01	61.95%	17.34
Agree	45.04		43.94		44.56		
Neither agree nor disagree	19.99		18.70		19.52		
Disagree	7.08		6.83		7.08		
Strongly disagree	3.88		3.26		3.50		
Don't Know	7.83		9.16		8.01		



- 61.90% of students agreed that they are **learning to understand and support human rights and human diversity**.

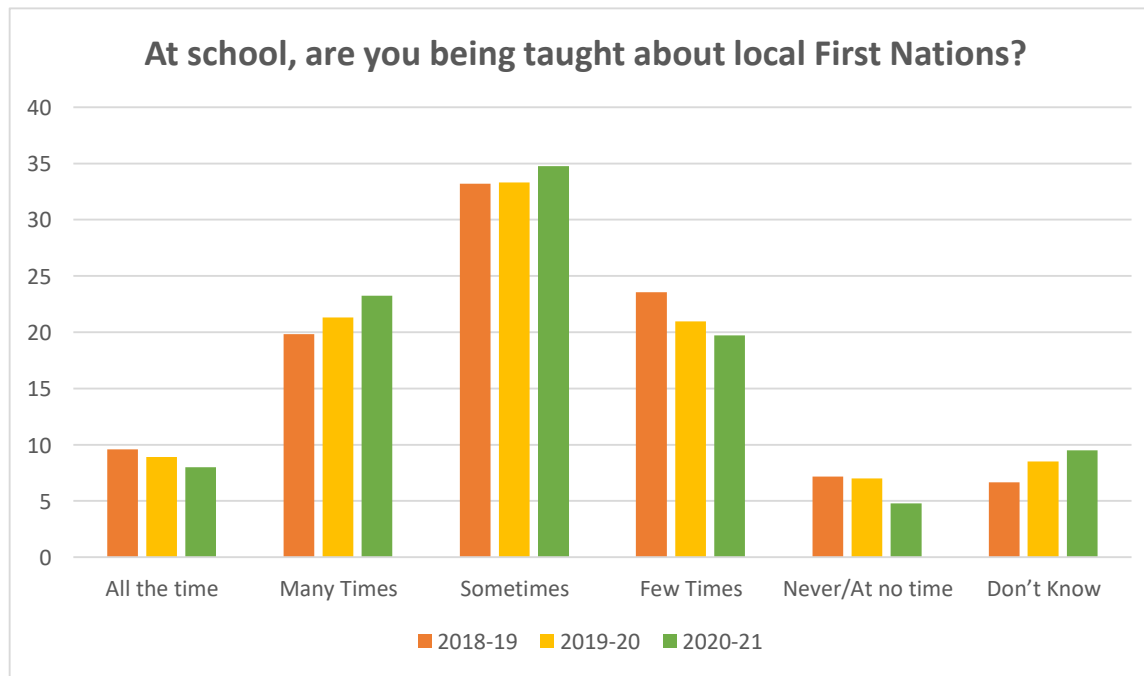
The following tables, illustrate that, of the Grade 4,7,10,12 students who responded to SLS questions in 2020-21:

- 66% said they sometimes, many times or all the time **were being taught about local First Nations**.
- 30.65% said they sometimes, many times or all the time **participated at school in any Indigenous programs or activities**.
- 19.35% said they sometimes, many times or all the time **were being taught a First Nation Language**.
- 11.47% said they sometimes, many times or all the time **participated at school in ongoing Indigenous programs or activities**.

Diversity – Indigenous

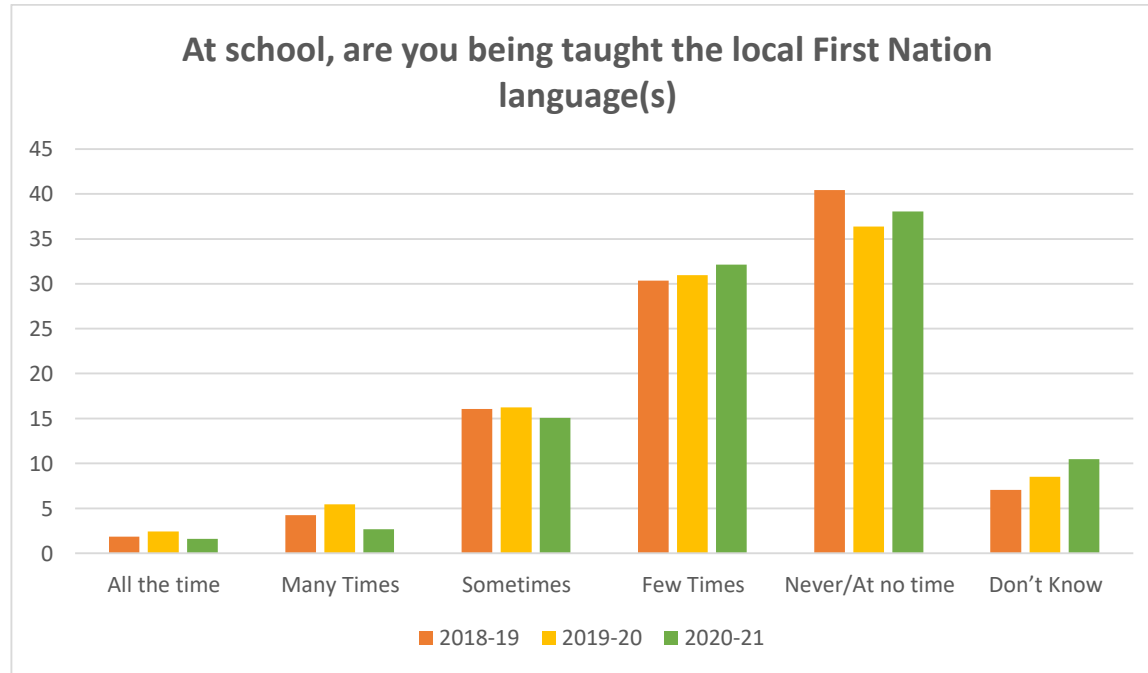
Question - At school, are you being taught about local First Nations? SLS Grades 4, 7, 10, 12

Question: At school, are you being taught about local First Nations? SLS Grades 4, 7, 10, 12	% of those selecting a response	2018-19		2019-20		2020-21	
	All the time	9.60	62.61%	8.92	63.55%	8.00	66.00%
Many Times	19.81	21.30		23.23			
Sometimes	33.20	33.33		34.77			
Few Times	23.55		20.96		19.70		
Never/At no time	7.18		6.99		4.78		
Don't Know	6.67		8.50		9.51		



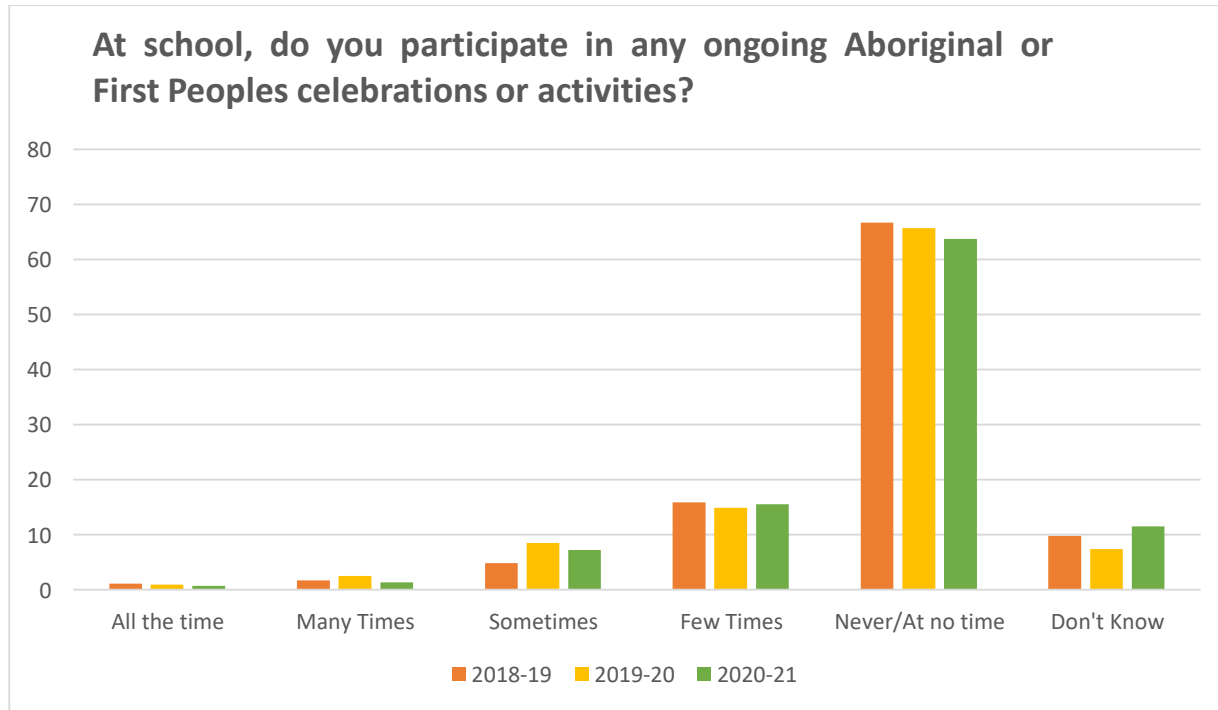
Question - Are you being taught the local First Nation language(s) SLS Grades 4, 7, 10, 12

Question: Are you being taught the local First Nation language(s) SLS Grades 4, 7, 10, 12	% of those selecting a response	2018-19		2019-20		2020-21	
	All the time	1.87	22.15%	2.44	24.16%	1.60	19.65%
Many Times	4.24	5.47		2.69			
Sometimes	16.04	16.25		15.06			
Few Times	30.37		30.98		32.14		
Never/At no time	40.42		36.36		38.04		
Don't Know	7.06		8.50		10.46		



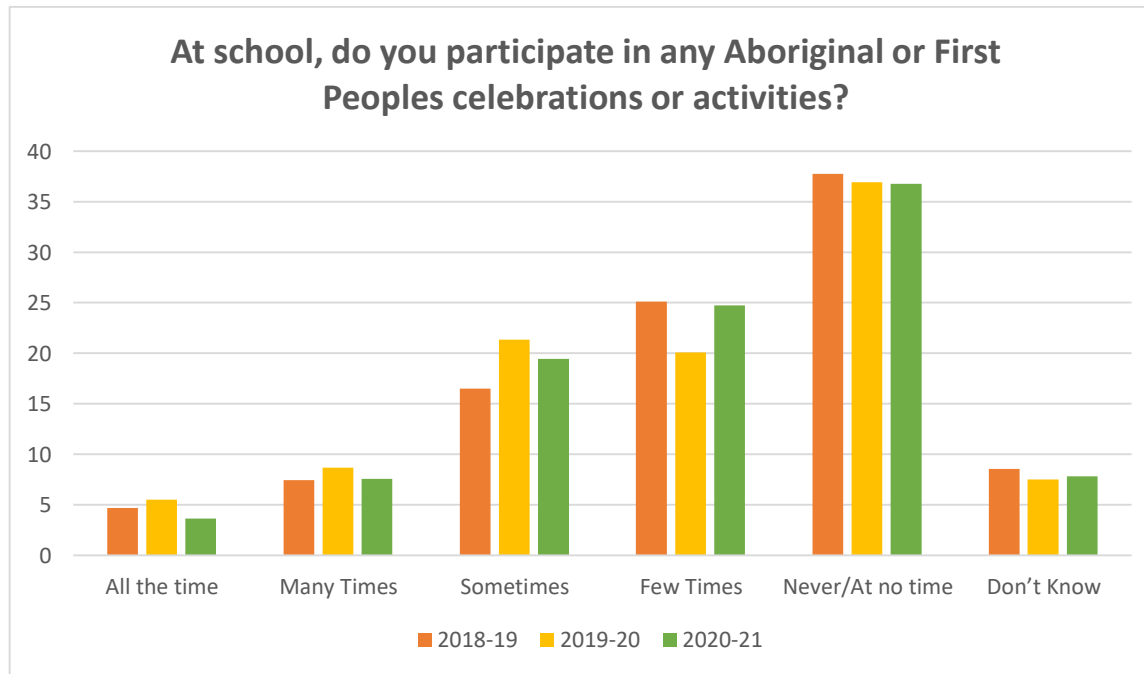
Question - At school, do you participate in any ongoing Aboriginal or First Peoples programs or activities? SLS

Question:	% of those selecting a response	2018-19		2019-20		2020-21	
		At school, do you participate in any ongoing Aboriginal or First Peoples celebrations or activities? SLS Grades 7, 10, 12	All the time	1.10	7.61%	0.93	11.94%
	Many Times	1.68		2.48		1.30	
	Sometimes	4.83		8.53		7.25	
	Few Times	15.87		14.88		15.56	
	Never/At no time	66.72		65.74		63.69	
	Don't Know	9.80		7.44		11.52	



Question: At school, do you participate in any Aboriginal or First Peoples celebrations or activities? SLS Grades 4, 7, 10, 12

Question: At school, do you participate in any Aboriginal or First Peoples celebrations or activities? SLS Grades 4, 7, 10, 12	% of those selecting a response	2018-19		2019-20		2020-21	
		All the time	4.68	28.61%	5.50	35.50%	3.64
Many Times	7.44		8.67		7.58		
Sometimes	16.49		21.33		19.43		
Few Times	25.09		20.08		24.73		
Never/At no time	37.76		36.92		36.78		
Don't Know	8.55		7.50		7.84		



Equity in Action Student Survey

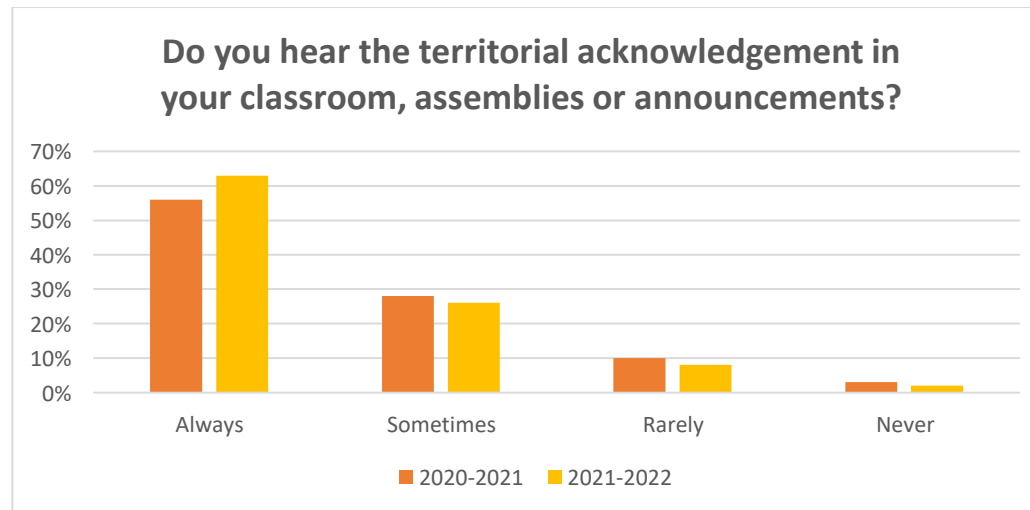
Question: Do you hear the territorial acknowledgement in your classroom, assemblies or announcements? (Equity Survey)

Of those students who responded to the Equity Survey, 89% reported always (63%) or sometimes (26%) hearing the **Territorial Acknowledgement** in classrooms, assemblies or announcements.

Equity in Action Student Survey

School District 62 is engaged in the BC Ministry of Education 'Equity in Action Project'. The Equity Scan defines a collective and collaborative decision-making process for school districts to enter genuine and meaningful self-assessment dialogue about the experience of education for Indigenous learners and to respond in strategic ways to create conditions for success for ALL students. The Equity in Action survey is an annual survey on what students think about the learning environment (educational approach, cultural context, or physical setting in which teaching, and learning occur) at school: what is going well and what can be improved.

Question:	% of those selecting a response	2020-2021	2021-2022
Do you hear the territorial acknowledgement in your classroom, assemblies or announcements?	Always	56%	63%
	Sometimes	28%	26%
	Rarely	10%	8%
	Never	3%	2%



Parent Survey - Student Learning Survey¹

Parent responses:

- that their children were respectful of people who are different than them (97%).
- More than three-quarters of parents who responded said that their child was being taught about local First Nations (79%) and about human rights and human diversity (77%).
- Fewer parents (58%) believed that you could see diverse sexual orientations and gender identities represented in their children's school.

Parent SLS 2021-22. Those parents answering <u>yes</u> to the question		Count	%
QUESTIONS	Are you satisfied with the efforts at your child's school to teach students about Indigenous peoples in Canada?	208	72%
	At your child's school, are students being taught about local First Nations?	228	79%
	Is your child learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability)?	207	77%
	Is your child respectful of people who are different from them?	262	97%
	Do you see diverse sexual orientations and gender identities represented in your child's school?	155	58%

Equity in Action Student Survey:

Respondents to the Equity in Action Survey (Equity Survey) said that they:

- Sometimes (43%) or always (38%) had **role models or Elders visit their classroom** or school (Grades 3-12)
- Sometimes (37%) or always (29%) could see their **culture reflected in the classroom**. Fewer students reported rarely (19%) or never (16%) seeing their culture reflected in the classroom. (Grades 3-5)
- Rarely (21%) or never (62%) experienced **racism in school**.
- Rarely (21%) or never (49%) witnessed racist acts or remarks in school.

	% of those selecting a response	2020-2021	2021-2022
Question: Do Role Models or Elders visit your classroom or school? (Equity Survey)	Always	9%	12%
	Sometimes	41%	60%
	Rarely	33%	24%
	Never	17%	4%
Question: Do you see family and/or people from your community in your classroom? (Equity Survey)	Always	17%	36%
	Sometimes	46%	26%
	Rarely	18%	22%
	Never	18%	17%

¹ Data were drawn from an Interim Report to Parents available at <https://www.awinfosys.com/SurveyFull1/central/main/results.asp>

	% of those selecting a response	2020-2021	2021-2022
Question: Do you experience racism in your school? (Equity Survey)	Always	2%	7%
	Sometimes	8%	10%
	Rarely	18%	21%
	Never	71%	62%
Question: Do you witness racist remarks or acts of racism in your school? (Equity Survey)	Always	4%	11%
	Sometimes	14%	19%
	Rarely	20%	21%
	Never	62%	49%

District Communications:

The Communications Department makes regular posts to the district social media accounts that are created to have **diverse and inclusive messaging** to reach stakeholders of all backgrounds and interests.

Our district social media accounts regularly share resources from Family Smart and Kelty Mental Health BC with information geared towards parents and guardians and how to support them. Below are examples of messaging that took place May 1 – June 1, 2022.

District Social Media Examples (May 2022)
"Pride month is a celebration of how far human rights and acceptance has come and a reminder of the work that needs to be done to create more equitable communities where everyone feels a sense of belonging. Be you + Be here + Belong = Be #SD62 "
"HÍSWŪE / Hych'ka Kleco / ʔekoo! Gilakas'la Marsee Thank you to our Elders, Role Models, and Knowledge Keepers who share their experiences and understandings of Indigenous histories, cultures and ways of being to support a culture of belonging at #SD62 "
"Our online spaces will always be safe for all members of our communities, but especially our students. We all share a digital responsibility to engage and interact respectfully online."
"An end to Something Good Friday with an extra good one. Sooke Elementary welcomed 3 students from Ukraine this week. We'd be lying if we said there wasn't a few tears of joy and compassion shed. Welcome, you are home and part of our community"
"Role Model Ren Louie visited John Muir Elementary this morning and shared his new book "Drum from the Heart." In case you are unfamiliar with our Role Model program, it supports the integration of First Peoples' perspectives, worldviews and content throughout SD62."
"Millstream Kindness Ninjas are at it again spreading positive messages throughout our school. Bracelets with encouraging words are hanging from the fences for anyone to take and enjoy."

<p>“Very cool news about Ecole Poirier Elementary, Students voted on a local animal to represent them. A local artist, Isabelle St. Pierre, from T’Souke Nation designed the new representation. Isabelle was a student of Poirier for Grades 1-3. Hello Poirier Black Bears!”</p>
<p>Have you ever seen a sensory room? Our very talented Education Assistant Megan Radatzke created one at Poirier Elementary this year. It is a space where students can visit if they need relaxation, stimulation or to reduce anxiety.</p>
<p>“We stand in solidarity with the 2SLGBTQ+ community. We all play a role in challenging stigmas, denouncing prejudice and condemning violence to build safer, more compassionate, inclusive communities that celebrate and see strength in diversity.”</p>
<p>“Today is the #MooseHideCampaign day. Wearing the moose hide pin is a commitment to honour, respect and protect the women and children in your life, work to end gender-based violence and take action towards reconciliation with Indigenous peoples. https://moosehidecampaign.ca”</p>
<p>“Lakewood Elementary has a beautiful display of the Pexsisen moon created by Ms. Mauger’s class on the top. Zayah, a Grade 5 student shared his knowledge of his Nation by creating a wonderful vignette on the bottom.”</p>
<p>“A powerful event to mark #RedDressDay2022 at EMCS this morning. Thank you to all involved.”</p>
<p>“Thank you to Trish McNabb, our Na’tsa’maht Classroom Program Assistant at Ruth King Elementary for taking the lead and inspiring the whole school to participate in creating a beautiful tribute to those lost and to bringing awareness to the Red Dress Campaign.”</p>
<p>“Today is the National Day of Awareness for Missing and Murdered Indigenous Women, Girls, and Two-Spirit People. #RedDressDay”</p>

The District Resource Centre also runs a Twitter account where they share resource packs for teachers – the resource packs are often curated with diversity and inclusion in mind. There are resources available for **staff in their work supporting diversity, inclusion and equity**.

Examples of **District Resource Centre (DRC) resources**

- 63 literature circle novel packs, 25 multi-book packs, 9 Language Art kits, 21 Social Studies kits (contain multiple titles – some upwards of 30+ books), 4 SOGI book packs, 53 individual books ordered – not yet put in the system – will probably make 6-8 more book packs. Indigenous Education kits/book packs/instruments/artifacts – we have 139 Indigenous Education items between this location & the Na’tsa’maht office.

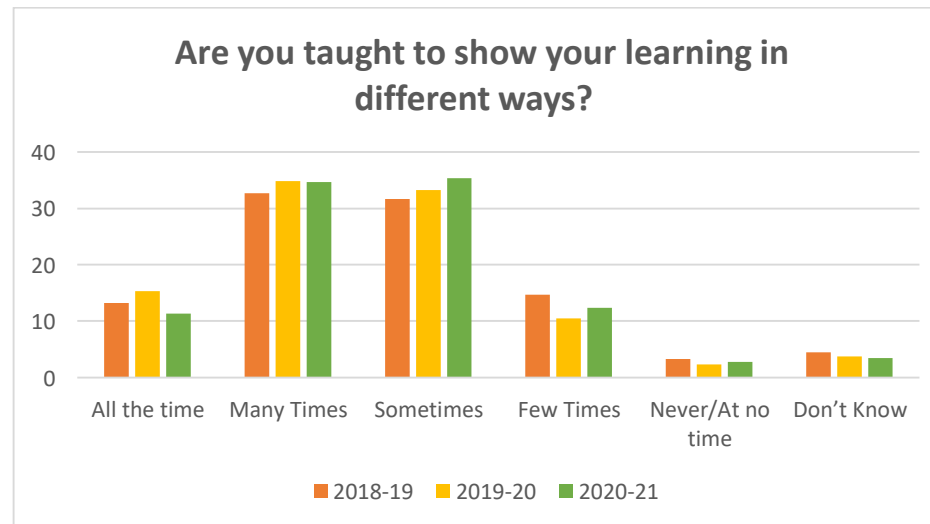
Critical and Creative Thinking Skills

Student Learning Survey:

Question: Are you taught to show your learning in different ways?

- 81.42% said that they, sometimes, many times or all the time, were **taught to show their learning in different ways**.

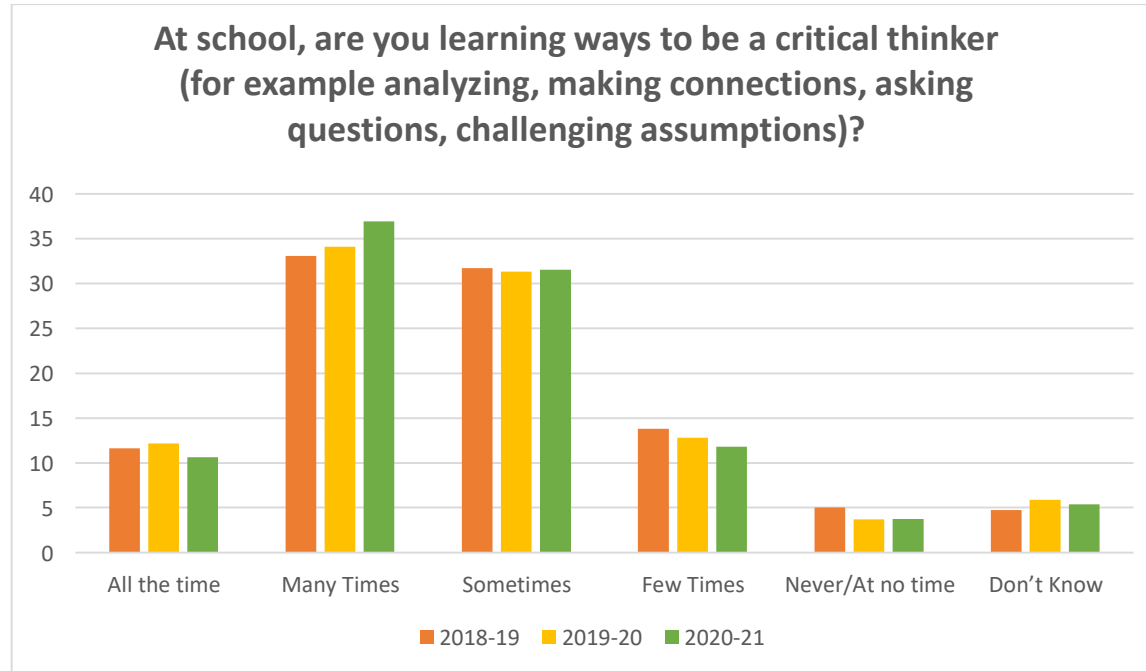
Question: Are you taught to show your learning in different ways? SLS#5 Gr 7/10/12	% of those selecting a response	2018-19		2019-20		2020-21	
	All the time	13.20	77.60%	15.31	83.43%	11.33	81.42%
Many Times	32.72	34.84		34.70			
Sometimes	31.68	33.28		35.39			
Few Times	14.69		10.47		12.34		
Never/At no time	3.26		2.34		2.78		
Don't Know	4.45		3.75		3.47		



Question At school, are you learning ways to be a critical thinker (for example analyzing, making connections, asking questions, challenging assumptions)?

- 79.10% of students who responded to this question, said that they, sometimes, many times or all the time, were **learning ways to be a critical thinker**.

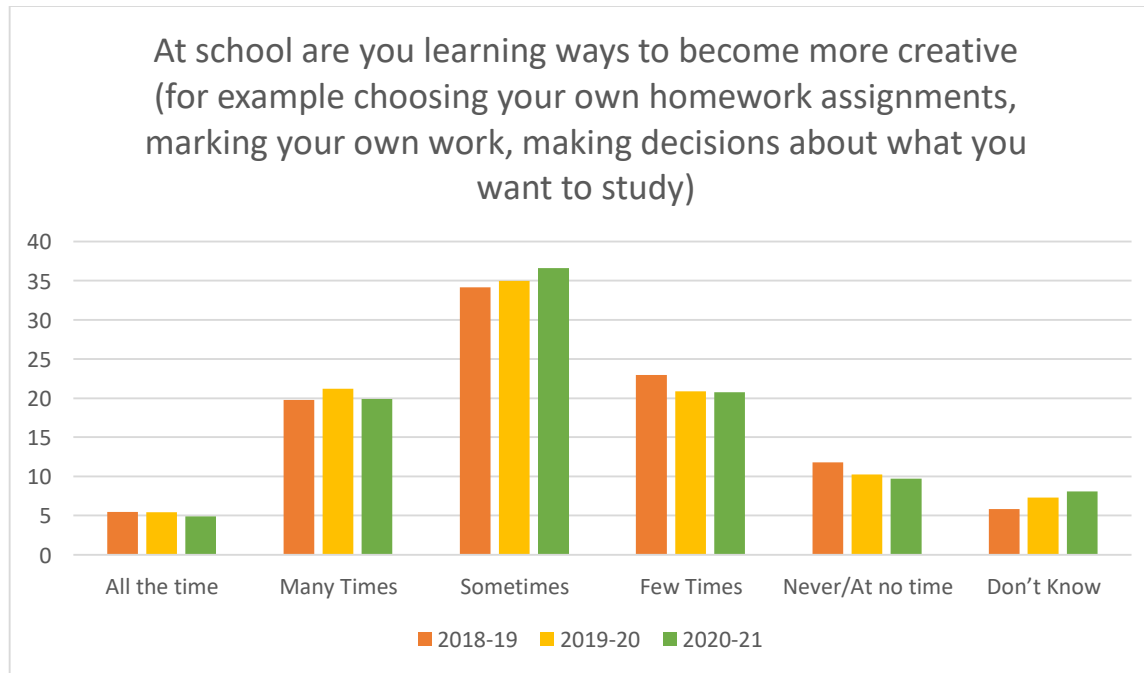
Question: At school, are you learning ways to be a critical thinker (for example analyzing, making connections, asking questions, challenging assumptions)? SLS Gr 7/10/12	% of those selecting a response	2018-19		2019-20		2020-21	
	All the time	11.65	76.42%	12.19	77.62%	10.64	79.10%
Many Times	33.06	34.10		36.91			
Sometimes	31.71	31.33		31.55			
Few Times	13.82		12.81		11.81		
Never/At no time	5.03		3.70		3.73		
Don't Know	4.73		5.86		5.36		



Question At school are you learning ways to become more creative (for example choosing your own homework assignments, marking your own work, making decisions about what you want to study).

- 61.44% students who responded to this question reported that they sometimes, many times or all the time were **learning ways to become more creative at school** (for example choosing your own homework assignments, marking your own work, making decisions about what you want to study).

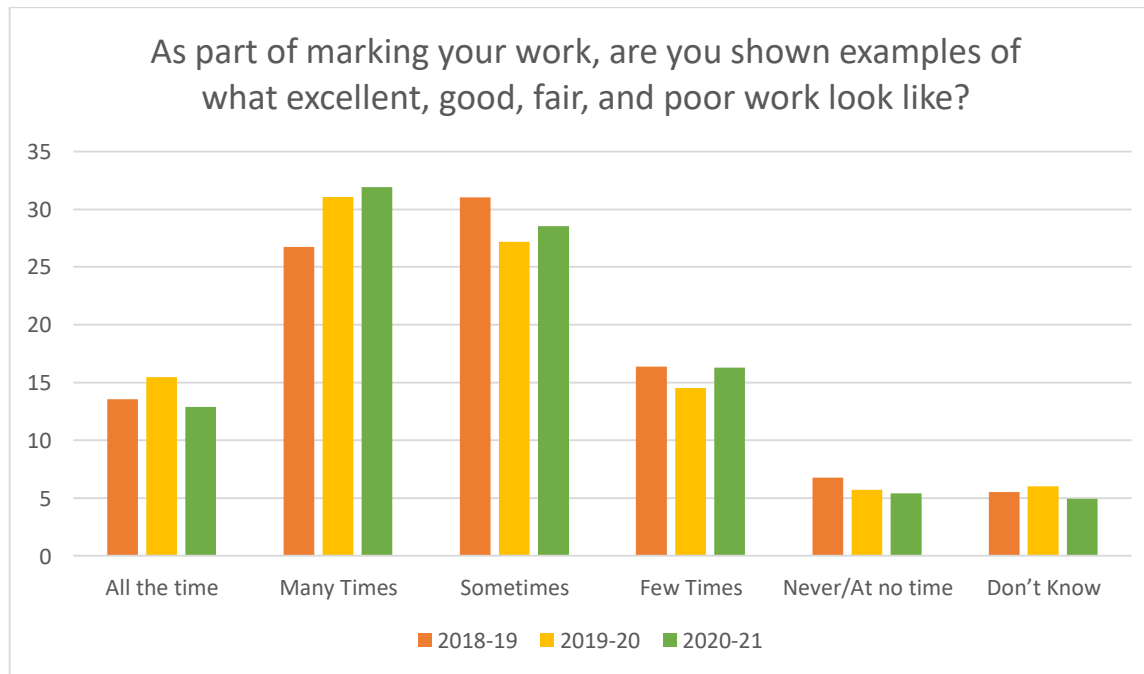
Question: At school are you learning ways to become more creative (for example choosing your own homework assignments, marking your own work, making decisions about what you want to study). SLS Gr 7/10/12	% of those selecting a response	2018-19		2019-20		2020-21	
	All the time	5.45	59.41%	5.42	61.61%	4.90	61.44%
Many Times	19.78	21.21		19.91			
Sometimes	34.18	34.98		36.63			
Few Times	22.99		20.90		20.76		
Never/At no time	11.79		10.22		9.72		
Don't Know	5.82		7.28		8.09		



Question: As part of marking your work, are you shown examples of what excellent, good, fair, and poor work look like?

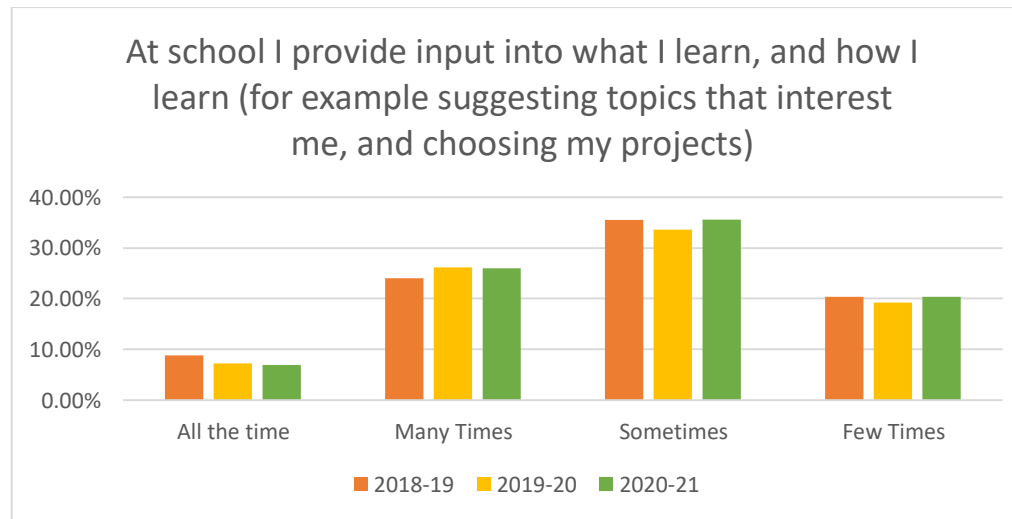
- 73.38% said that they sometimes, many times or all the time were show examples of what excellent through to poor work looked like.

Question: As part of marking your work, are you shown examples of what excellent, good, fair, and poor work look like? SLS Gr 7/10/12	% of those selecting a response	2018-19		2019-20		2020-21	
	All the time	13.55	71.33%	15.46	73.73%	12.89	73.38%
Many Times	26.73	31.07		31.94			
Sometimes	31.05	27.20		28.55			
Few Times	16.38		14.53		16.28		
Never/At no time	6.78		5.72		5.40		
Don't Know	5.51		6.03		4.94		



Question: At school I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects). SLS Grade 10 and Grade 12

Question:	% of those selecting a response	2018-19		2019-20		2020-21	
		All the time	8.77%	68.25%	7.23%	66.98%	6.89%
Many Times	23.96%			26.10%		25.93%	
Sometimes	35.52%			33.65%		35.56%	
Few Times		20.33%		19.18%		20.35%	
Never		6.41%		8.81%		5.58%	
Don't Know		5.01%		5.03%		5.69%	



Middle School Beliefs:

One of the items in the Operational Plan for 2021-22 was to complete a set of beliefs regarding Middle Schools. The Middle School Beliefs were developed by staff over an 18-month period and were informed by three Thought Exchanges (staff, student, parents). The Beliefs were adopted by the Board of Education in May 2022. The beliefs supply a set of guiding principles to support the specific development experienced by students in Grades 6-8 and will guide future decisions about district middle schools.

Parent Survey - Student Learning Survey:

Data show number and percentage of 'yes' responses

Parents agreed that:

- Their child was learning to become a critical thinker (70%) and
- That they believed their child was helped to understand how to improve their learning (61%).
- Over half of respondents said that their child was being helped to understand important ideas that are critical for understanding (58%) and learning to become more creative (51%).

Parent SLS 2021-22			Yes Responses	
			Count	Percent
QUESTIONS	Is your child:	helped to understand how they can improve their learning?	170	61%
		being helped to understand important ideas that are critical for understanding (e.g., scientific laws, big ideas)?	162	58%
		learning to become more creative (for example, creating things on-the-spot without preparation, reusing things for entirely new purposes, unstructured exploration)?	141	51%
		learning to become a critical thinker (for example, analyzing, making connections, asking questions, challenging assumptions)?	194	70%
		learning basic age-appropriate reasoning skills such as pattern recognition, rational argument, skepticism, critique, persuasion, deduction, inference?	188	68%
		learning basic life skills such as budgeting, independent living, skills for financial planning and taxes?	48	17%
		learning emotional self-regulation (how to express emotion, and deal with emotional problems through self-regulation, empathy, and compassion)?	169	61%

Foundation Skills Assessment (FSA) Grades 4 and 7, 2016/17 - 2020/21

The **Foundation Skills Assessment (FSA)** is an annual province-wide assessment of all B.C. students' academic skills in grades 4 and 7, and provides parents, teachers, schools, school districts and the ministry with important information on how well students are progressing in the foundation skills of Literacy and Numeracy.

The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths based. The levels are Emerging - On Track - Extending. Previous categorization was Not yet meeting - Meeting - Exceeding.

FSA grade 4 - Reading Comprehension - 24 participants identifying as Aboriginal (31%) with 79% on track/meeting compared to 224 non- Aboriginal with 71% on track/meeting	Students identifying as Aboriginal had stronger results than those not identifying as Aboriginal +8% difference for Aboriginal students
FSA grade 4 - Writing - 21 participants (27%) with 81% on track/meeting compared to 214 non- Aboriginal with 80% on track/meeting	Students identifying as Aboriginal had similar results to those not identifying as Aboriginal +1% difference for Aboriginal students
FSA grade 4 - Numeracy - 22 participants (29%) with 50% meeting compared to 222 non- Aboriginal with 72% on track/meeting	Students identifying as Aboriginal had much lower results than those not identifying as Aboriginal -22% difference for Aboriginal students
FSA grade 7 - Reading Comprehension - 27 participants (21%) with 59% on track/meeting compared to 188 non-Aboriginal with 63% on track/meeting	Students identifying as Aboriginal had slightly lower results than those not identifying as Aboriginal -4% difference for Aboriginal students
FSA grade 7 - Writing - 24 participants (19%) with 67% on track/meeting compared to 171 non- Aboriginal with 73% on track/meeting - Aboriginal lower	Students identifying as Aboriginal had lower results than those not identifying as Aboriginal -6% difference for Aboriginal students
FSA grade 7 - Numeracy - 25 participants (19%) with 56% meeting compared to 185 non- Aboriginal with 61% meeting- Aboriginal lower	Students identifying as Aboriginal had lower results than those not identifying as Aboriginal -5% difference for Aboriginal students

Letter Grade Data:

Students achieving 'letter grades at or above a C+ (Proficient) in the subject areas of Social Studies 10 (81%), Science 10 (63.4%) and New Media 10 (81.1%), which students identified as the disciplines that helped the most in completing the assessment provides a fulsome measure of achievement (this is a comparator to Grade 10 Literacy Assessment).

The percentage of SD62 students who are 'Proficient' or 'Extending' in the Grade 10 Numeracy assessment is 33.8% and below the provincial rate of 46.2%. However, there is a three-year trend of increasing proficiency from year over year. To supplement this data and lend a higher validity comparison of how our students are achieving in Numeracy relative to the Provincial Assessment, students achieving a letter grade of C+ or higher in aggregate achievement in Foundations 10, Pre-calculus 10 and Workplace Math 10 is 64.2%.

Academic achievement	Data from 2019-2020		Data from 2020-21		Data from 2021-22	
Percentage % of students enrolled received 'Proficient / Extending' or received 'A' or 'B' letter grades;			Science	77.5%		
			Social Studies	78.4%		
			English	63.0%		
			Math	68.0		
Percentage % of students 'On-track' or 'Extending'	Numeracy	52.6%	Numeracy	71.9%	Numeracy	57.5%
	Reading Comprehension	61.4%	Reading Comprehension	74.6%	Literacy	69.0%
	Writing	67.4%	Writing	79.7%		
Percentage % of students 'Proficient' or 'Extending'	Numeracy	32.6%	Numeracy	27.6%	Numeracy	34.1%
	Literacy	73.2%	Literacy	69.7%	Literacy	no data yet

Grade 7 MyEdBC English Language Arts Summative Reports

(English and French Immersion combined)

	2020-21			2021-22		
	Students	Proficient/ Extending	PFT/ Extending %	Students	Proficient/ Extending	PFT/ Extending %
	#	#	%	#	#	%
ALL STUDENTS	973	681	70.0%	923	633	68.6%
Aboriginal	118	60	51.0%	86	41	47.7%
Special Needs	156	59	38.0%	178	66	37.1%

Grade 4 MyEdBC English Language Arts Summative Reports

(English and French Immersion combined)

	2020/21			2021-22		
	Students	Proficient/ Extending	Proficient/ Extending	Students	Proficient/ Extending	Proficient/ Extending
	#	#	%	#	#	%
ALL STUDENTS	889	529	60.0%	809	487	61.0%
Aboriginal	74	36	49.0%	68	38	56.0%
Special Needs	97	25	26.0%	80	18	23.0%

Grade 4 Math MyEdBC Summative Reports

(English and French Immersion combined)

	2020/21			2021/22		
	Students	Proficient/ Extending #	Proficient/ Extending %	Students	Proficient/ Extending #	Proficient/ Extending %
ALL STUDENTS	698	482	69.1%	581	402	69.2%
Aboriginal	63	28	44.4%	46	27	58.0%
Special Needs	88	35	40%	77	26	34.0%

Grade 7 Math MyEdBC Summative Reports

(English and French Immersion combined)

	2020/21			2021/22		
	Students	Proficient/ Extending #	Proficient/ Extending %	Students	Proficient/ Extending #	Proficient/ Extending %
ALL STUDENTS	747	516	66.4%	808	529	65.5%
Aboriginal	118	63	53.4%	78	31	40.0%
Special Needs	146	53	36.3%	164	61	37.2%

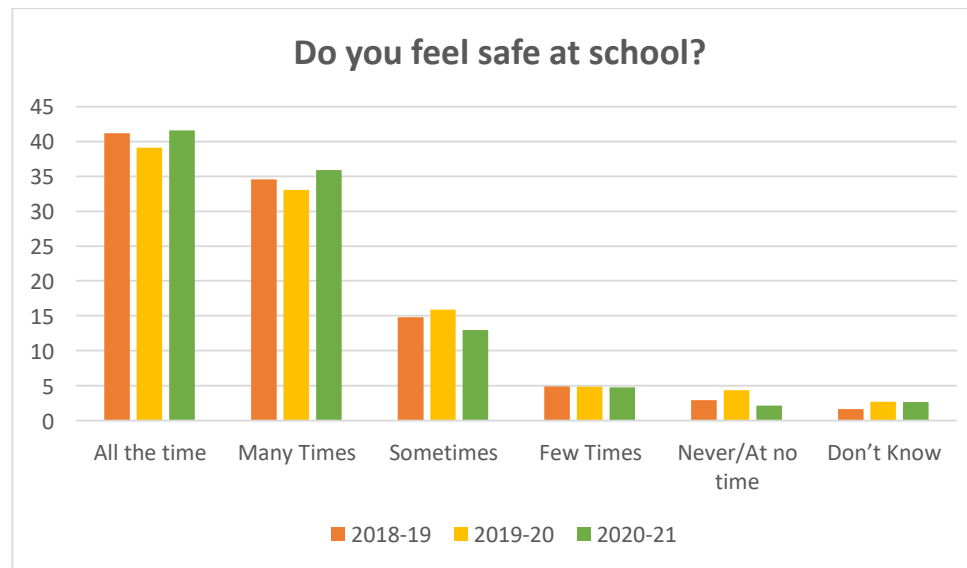
Safe

Student Learning Survey:

Question: Do you feel safe at school?

- 77.57% of students reported feeling safe at school either all the time or many times.
- While this data is for all the grades surveyed in the SLS, looking at the data by grade suggests that more students in the lower grades report feeling safe, than those in the higher grades.

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: Do you feel safe at school? SLS ANON Gr 3-4/7/10/12	All the time	41.19	75.79%	39.13	72.24%	41.62	77.57%
	Many Times	34.60		33.11		35.95	
	Sometimes	14.78	15.89	12.94			
	Few Times	4.89	4.85	4.74			
	Never/At no time	2.90	4.35	2.12			
	Don't Know	1.65	2.68	2.63			



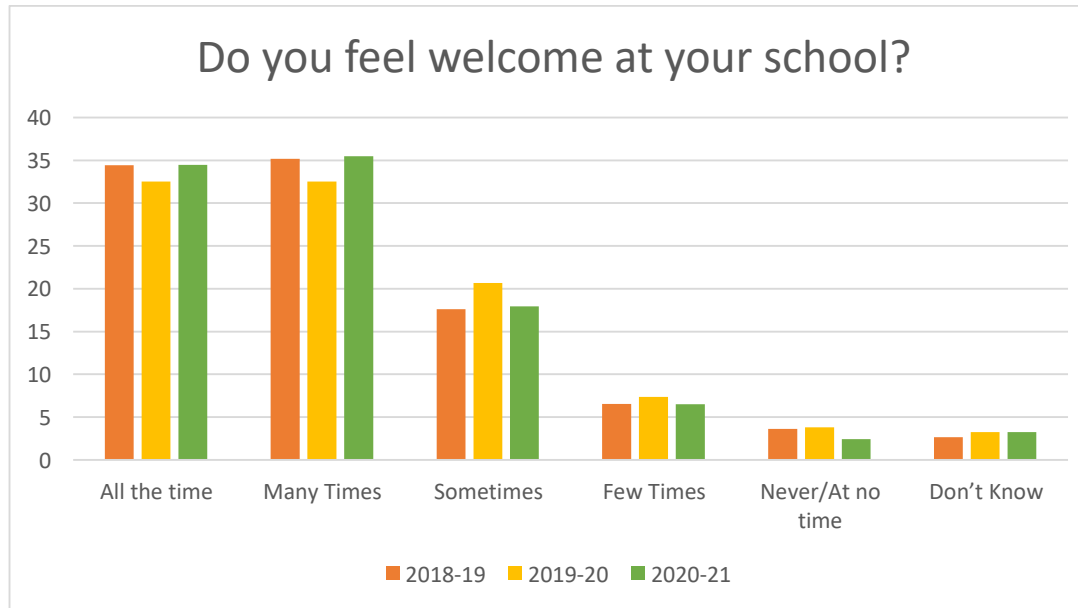
Welcoming

Student Learning Survey:

Question: QU – Do you feel welcome at your school?

- 70% of students responding to this question reporting feeling welcome at school.

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: Do you feel welcome at your school? SLS ANON Gr 3-4/7/10/12	All the time	34.44	69.63%	32.51	65.02%	34.48	69.94%
	Many Times	35.19		32.51		35.46	
	Sometimes	17.62		20.66		17.93	
	Few Times	6.52		7.33		6.47	
	Never/At no time	3.59		3.78		2.41	
	Don't Know	2.64		3.21		3.24	



Parent Survey - Student Learning Survey:

- The 2021-22 Parent Student Learning Survey found that 66% of parents felt welcome at their child’s school. This figure will likely rise as we move away from pandemic protocols that limited access into school buildings.

	Yes Responses	
	Number	Percent
Question: Do you feel welcome at your child’s school?	177	66%

Belonging

Student Learning Survey:

Question: Is school a place where you feel like you belong? SLS

- In the student learning survey, 77.02% of students who responded to the survey reported feeling a sense of belonging in school either all the time, many times or sometimes.

	% of those selecting a response	2019-20		2020-21			
Question: Is school a place where you feel like you belong?	All the Time	23.46	78.44%	21.87	75.55%	19.20	77.02%
	Many Times	31.17		26.51		29.74	
	Sometimes	23.81		27.17		28.08	
	Few Times	10.96		11.52		9.91	
	Never/At no time	7.37		8.12		8.00	
	Don’t Know	3.25		4.81		5.06	

Middle Development Instrument (MDI)

In the MDI (Middle Years Development Instrument), students were asked to rate their agreement with a series of statements:

- 49% of students agreed or strongly agreed to the statement: “People care about each other in this school.”
- 42% of students agreed or strongly agreed to the statement “I feel like I am important to this school.”

The **Middle Years Development Instrument** (MDI) is a self-report questionnaire that asks children in Grades 4 through 8 about their thoughts, feelings and experiences in school and in the community.

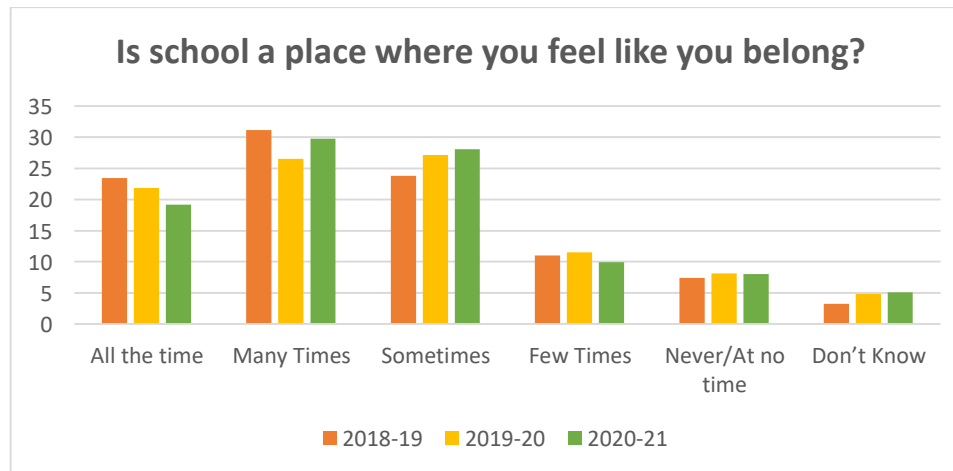
Equity in Action Student Survey

Student Responses

Question: Do you feel welcome at your school?

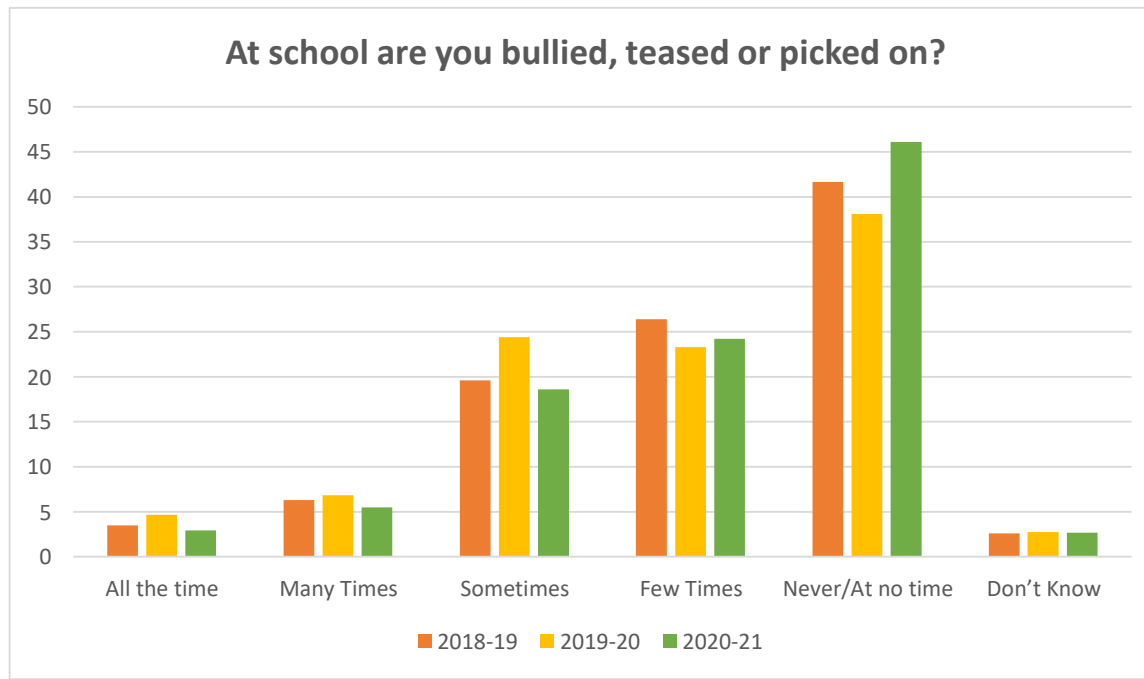
- Students reported feeling welcome at their school all the time or most of the time (70%) in the 2020-21 SLS.
- There are SOGI learning resources for staff, SOGI leads in all schools, school-based clubs, professional learning opportunities for staff.

	% of those selecting a response	2020-2021	2021-2022
Question: Are children in your classroom kind and caring? (EQS – 2021-22)	Always	15%	24%
	Sometimes	35%	45%
	Rarely	16%	13%
	Never	35%	18%
Question: Are there times when children in your classroom are unkind or hurt your feelings? (EQS – 2021-22)	Always	7%	11%
	Sometimes	28%	26%
	Rarely	27%	27%
	Never	38%	21%



Question: At school are you bullied, teased or picked on?

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: At school are you bullied, teased or picked on? SLS ANON Gr 3-4/7/10/12	All the time	3.50	9.29%	4.66	11.48%	2.94	8.41%
	Many Times	6.29		6.82		5.47	
	Sometimes	19.58	24.38		18.59		
	Few Times	26.37	23.29		24.21		
	Never/At no time	41.66	38.11		46.1		
	Don't Know	2.60	2.75		2.68		



Accessibility

- One of the items in the 2021-22 Operational Plan was, as per the goals of the Healthy Schools, Healthy People Growth Plan 2020-23, install Gender Neutral Washroom signage at all single stall washrooms throughout our schools and facilities sites. In addition, the Inclusive Washroom study has been completed and the draft proposals for retrofitting our existing middle and secondary schools has been shared with our Inclusive Washroom Committee.

Accessibility has been achieved throughout the district in the following areas:

- Gender Neutral Washrooms
- Specialized Equipment
- Communication Boards outside of schools and more planned for inside schools.
- Accessible Busing

Accessibility has been achieved in parts of the district:

- Schools are completely accessible
- Sensory/calm down spaces
- Accessible playgrounds
- Projects and work orders listed to be undertaken to improve accessibility.

The Inclusive Education (IES) department has allocated staffing in support of staff and students in the effort to fully enable our learners. We have invested in growing numbers in key positions while developing and investing in new positions to match student need. The following table highlights key staffing allocations.

Position	Number
IS/LA School Based Teachers	65.138 FTE
Education Assistants	326 staff
Communication Facilitators incl 2 transcribers & 2 braillists	9 staff
Student Engagement Facilitators	29 staff
Health Care Assistants	6 staff
Inclusion Coaches	6.4 FTE
Speech Language	7.8 FTE
School Psychologists	5.0 FTE
Other (OT/PT)	5.55 FTE
Middle SEL	1.4 FTE

The district is using technological resources to best support the 1898 students who currently have an Individual Education Plan. For instance:

- Technology from SETBC (17 current students supported with eye gaze systems, tactile symbol communication systems, iPads with communication apps and vision technologies)

All schools now have Visual Communication boards in their outdoor areas. Work being done to install in the interior. Single use gender neutral washrooms are all properly signed. Many schools have Indigenous displays and signage.

Specialized Accessibility Supports

CBIEP Implementation (Competency Based Individual Education Plan)

Implementation Rate: As of June 2022, there were 1898 active IEPs and 566 of those are CBIEPs which is 29.8%. To support the transition to CBIEP's the department:

- Embedded a 0.2 FTE position in each school to support collaboration between case managers and classroom teachers to support inclusion, and competency-based learning
- Offered in school training and learning by the inclusion coaches. Specific data is not immediately available. In the future, the inclusion coaches can track this with their school visits. The direct mentoring model was highly appreciated and seemed most effective in capacity building for school-based teams and individual Inclusion Support Teachers (ISTs).

The goal in implementation year 2 is to reach a conversion rate of 60%, and full conversion to CBIEP's by end of year 3.

Accessible Technology - Specialized Resources and Supplies

This year a significant amount of funding was invested in a variety of resource and supply purchases, both at the district and school-based level. These purchases were aimed at supporting work in the areas of equity, diversity and inclusion. The following list highlights some key expenditures:

- UDL kits order in the amount of \$5025.00
- Total amount spent on Supplies – Integration (renovations for room accommodations, communication boards, Compass chair etc.) is \$14,997 with an additional \$38, 835 estimated additional costs in progress as detailed in the attached spreadsheet for a total of \$42,587.
- Total amount budgeted for schools to spend on Supplies-Integration such as WJ-IV assessment protocols, rings for visuals and various other items for inclusion support \$140, 760.
- Total amount spent on Operating – Special Ed. Equipment such as Sound Field Systems, Rocker chairs, Custom chair for student = \$27,877

Specialized Spaces and Programs

Investment has been made in many of schools to create sensory spaces, calming rooms, and dedicated bootcamp space. This work continues through access to available space is becoming increasingly challenging.

Inclusive Technology and Resources

The district has worked with our IT department, SET BC and department staff to purchase and provide technology supporting diversity, equity and inclusion. The following highlights some key initiatives:

- Inclusive Education has 621 Chromebooks and 132 iPads in our District Wide Inventory Report (responsibility based).
- Technology from SETBC (17 current students supported with eye gaze systems, tactile symbol communication systems, iPads with communication apps and vision technologies
- Multiple low-tech options for AAC such as, Go Talks and BIG Macs (battery powered speech generating devices), communication boards, environmental boards and choice boards.

Inclusive Education has 536 students, with assigned devices, that are supported using this technology. This includes:

- Technology from SETBC
- Personal devices with AAC apps. This does not include students that benefit from staff devices (assessment, trials, loans, etc.)

Learning - Objective 4 Enhance student choice and voice

The Learning #4 objective is to enhance student choice and voice.

One item in the 2021-22 Operational Plan was to develop recommendations regarding enhanced educational pathways for learning and graduation. (L4). Some recommendations relating to this item were developed during the program review. In addition, the Byte program renamed and brought into the Westshore Campus. The 'Take a Hike' Program was established earlier in the year and started in September 2022. Take a Hike is a full-time mental health and well-being program empowering vulnerable youth to unlock their full potential and achieve success. Take a Hike uses the outdoors and adventure to engage youth in experiential learning, intentional clinical counselling, and community.

Academies – The Board of Education passed the creating of a new climbing academy at Belmont High School for the 2022-23 school and student registration was full within days. Demand for all SD62 Academy Programs continues to grow.

With regards to enhancing student voice, the first Trustee Student Forum was held on March 11, 2022, at Belmont Learning Commons. Thirty-eight (38) students from SD62 Middle and Secondary schools around the district, attended and spoke with Trustees on issues related to designing new schools. Their thoughts helped developed design principles for the district. The most frequent feedback on the best thing about the Forum was that students liked being listened to and having their thoughts valued.

As a District with one of our stated values as *Choice*, we have many programs that provide opportunities for students and families. Examples of programs of choice are District Academy Programs (Middle/Secondary), French Immersion (K-12), Nature Kindergarten (Primary/Elementary) and Blended Learning (Middle). Approval was made to launch a new climbing academy in the 2022-23 school year – registration was at capacity within days.

We offer many curricular choices in our Middle (Applied Design, Skills and Technology – ADST & Band Programs) and Secondary schools (Elective & BAA courses). Opportunities for students & families to exercise choice in programming is considered a real strength for the district: and on its own an assessment of **Proficient**, with indications of leaning towards Extending is where the district falls on our rubric.

Although the Learning goal and the value of choice is being met via our programs of choice. It is important to note that this Objective has a dual focus, turning our attention to on the district's ability to engage and provide access for students, families, staff and our greater community to provide input and feedback on all aspects of the school district.

To determine the district's efficacy in working towards the Learning 4 goal, we have reviewed SD62 specific data collected in 2019-2020 and 2020-2021 school years from the Ministry of Education, Student Learning Survey and the District's own Equity in Action surveys.

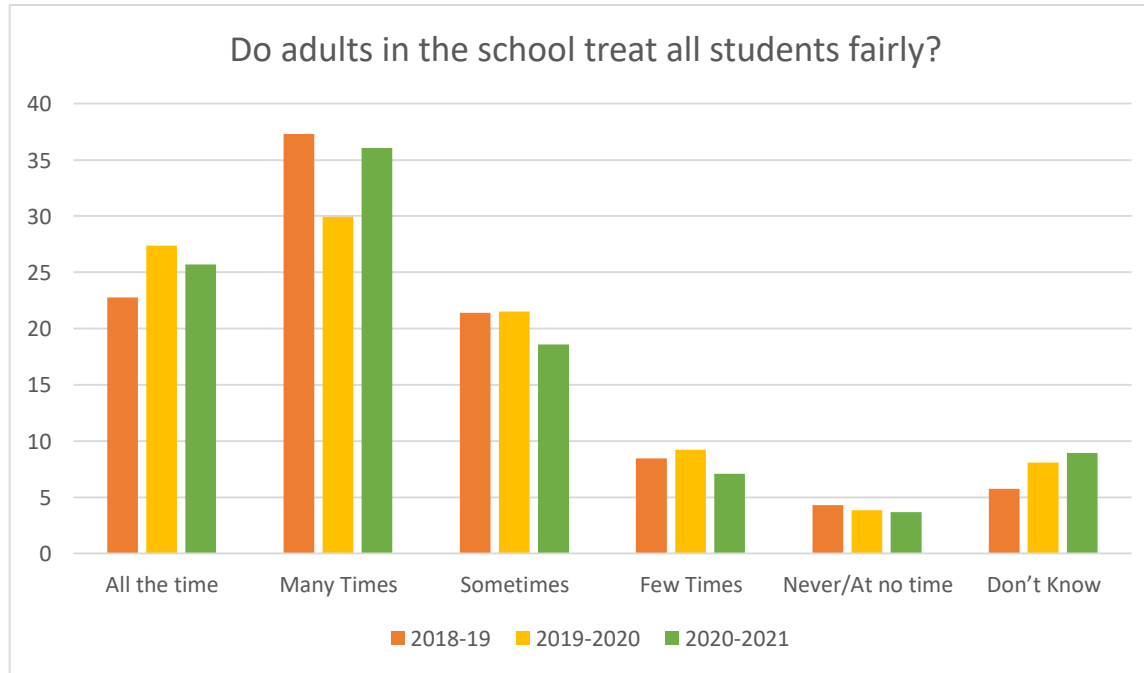
In response to the SLS question: '**Do adults in the school treat all students fairly?**' 57.30% of those students who responded to the question in 2019/2020 indicated many times or all the time "that all students are treated fairly" and in 20/21 that increased to 61.74%. There is still work needed to increase a perceived fair treatment for all.

Other questions that illustrate choice and engagement in this is the competency of "provides input" speaking to **opportunity for a student to provide input on what they learn**. In 20/21, 68.54% of respondents agreed that this happens (Agree, all the time, many times, or sometimes). Similarly in terms of **working on topics they are interested in as part of course work**, 65.94% of respondents agreed that this happens (Agree, all the time, many times, or sometimes).

We reviewed additional data sets on the 'opportunity to provide input and engage' and a similar trend of modest improvement emerges. Although we are improving the indication is we have more work to do this with this focus area within this objective and in assessing this area, the district is **Developing**.

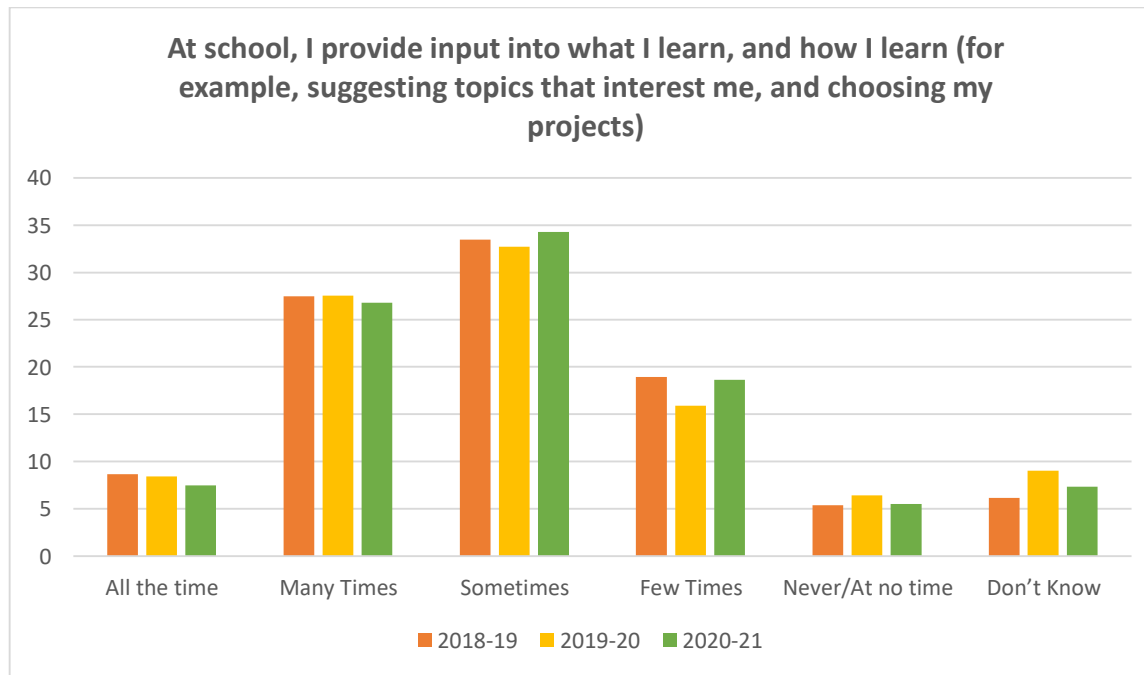
Question: Do adults in the school treat all students fairly?

	% of those selecting a response:	2018-19		2019-20		2020-21	
Question: Do adults in the school treat all students fairly?	All the time	22.75	60.06%	27.37	57.30%	25.68	61.74%
	Many Times	37.31		29.93		36.06	
	Sometimes	21.41	21.52	18.59			
	Few Times	8.47	9.23	7.09			
	Never/At no time	4.31	3.87	3.65			
	Don't Know	5.75	8.08	8.94			



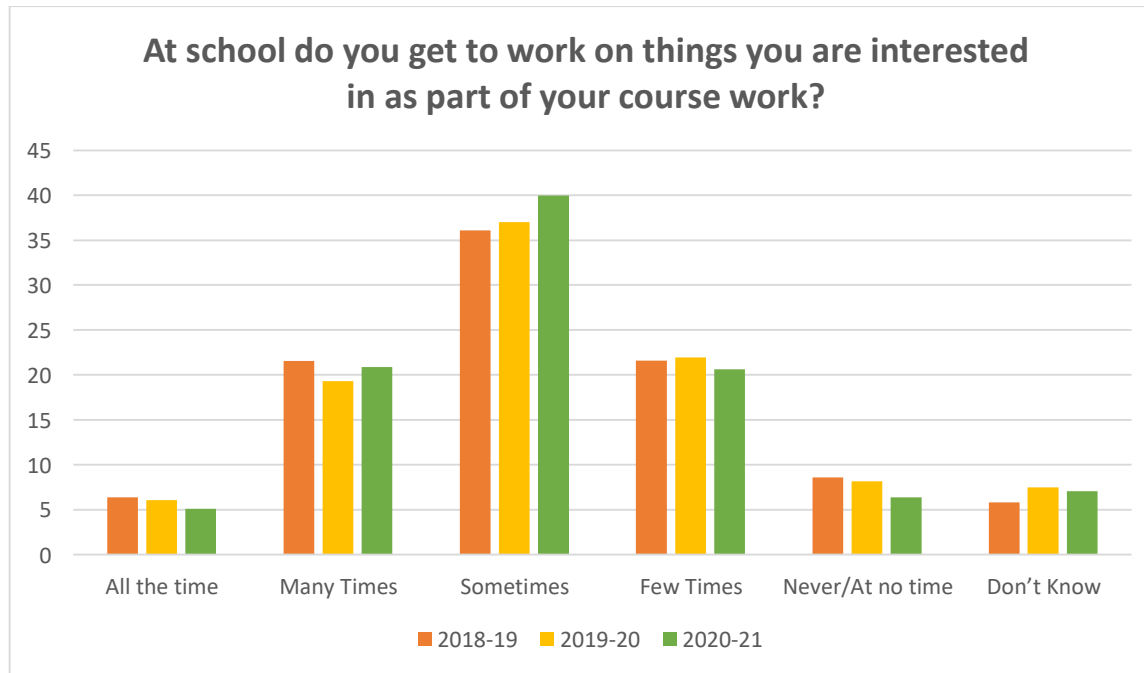
Question: At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects) SLS

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects) SLS	All the time	8.66	69.56%	8.41	68.63%	7.48	68.54%
	Many Times	27.44		27.52		26.79	
	Sometimes	33.46		32.72		34.27	
	Few Times	18.93	15.90		18.63		
	Never/At no time	5.36	6.42		5.50		
	Don't Know	6.16	9.02		7.33		



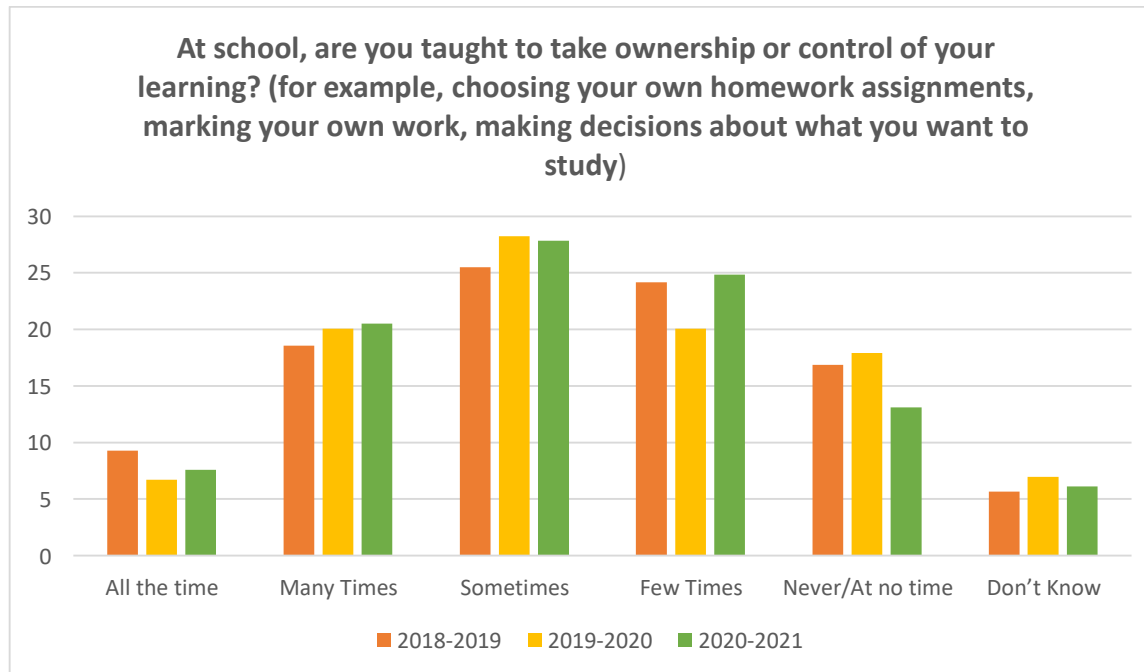
Question: At school do you get to work on things you are interested in as part of your course work? SLS Grade 3,4, 7, 10, 12

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: At school do you get to work on things you are interested in as part of your course work? SLS Grade 3,4, 7, 10, 12	All the time	6.37	64.01%	6.07	62.40%	5.09	65.94%
	Many Times	21.54		19.31		20.87	
	Sometimes	36.10		37.02		39.98	
	Few Times	21.59	21.92	20.61			
	Never/At no time	8.60	8.18	6.38			
	Don't Know	5.81	7.50	7.06			



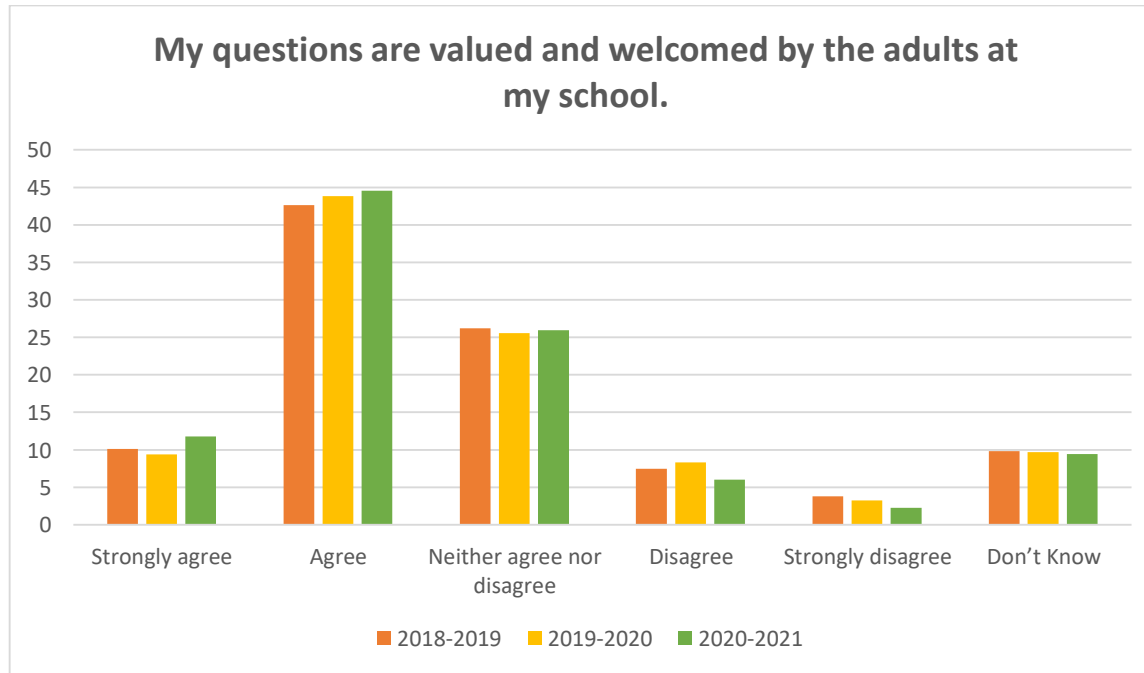
Question: At school, are you taught to take ownership or control of your learning? (for example, choosing your own homework assignments, marking your own work, making decisions about what you want to study) SLS Gr 7,10,12

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: At school, are you taught to take ownership or control of your learning? (for example, choosing your own homework assignments, marking your own work, making decisions about what you want to study) SLS Gr 7,10,12	All the time	9.29	53.34%	6.70	55.00%	7.56	55.93%
	Many Times	18.57		20.06		20.52	
	Sometimes	25.48		28.24		27.85	
	Few Times	24.15	20.06	24.85			
	Never/At no time	16.86	17.90	13.12			
	Don't Know	5.65	6.94	6.10			



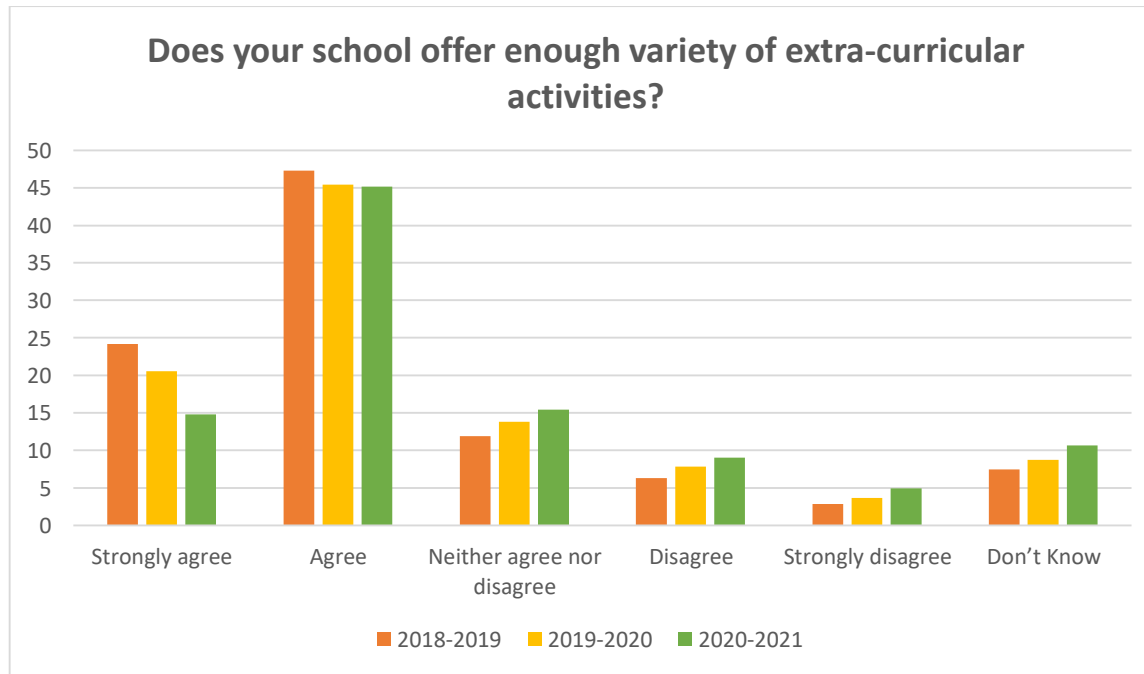
Question: My questions are valued and welcomed by the adults at my school. SLS

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: My questions are valued and welcomed by the adults at my school. SLS	Strongly agree	10.10	52.75%	9.38	53.23%	11.79	56.35%
	Agree	42.65		43.85		44.56	
	Neither agree nor disagree	26.19		25.54		25.93	
	Disagree	7.46		8.31		6.01	
	Strongly disagree	3.80		3.23		2.28	
	Don't Know	9.80		9.69		9.43	



Question: Extra-Curricular Choice - Does your school offer enough variety of extra-curricular activities? SLS Grades 4/7/10/12

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: Extra-Curricular Choice - Does your school offer enough variety of extra-curricular activities? SLS Grades 4/7/10/12	Strongly agree	24.18	71.49%	20.55	65.97%	14.77	59.94%
	Agree	47.31		45.42		45.17	
	Neither agree nor disagree	11.89		13.81		15.44	
	Disagree	6.32		7.82		9.03	
	Strongly disagree	2.84		3.66		4.95	
	Don't Know	7.46		8.74		10.64	



Appendix 2 - Engagement Goal Evidence

Engagement Goal
Create a culture of belonging

Engagement - Objective 1
Develop, expand and implement inclusive and collaborative practices and processes

Objective 1 of the engagement goal is to develop, expand and implement inclusive and collaborative practices and processes.

SD62 Staff Competencies

One item in the 2021-22 Operational Plan was to create an approach to performance management that enables talent development and management in pursuit of achieving strategic objectives (E1).

In October 2020, SD62 staff were asked their views on “what skills or abilities do we all need to have to work in SD62” through Thought Exchange. The thoughts were merged into draft competencies which were shared through another survey that was sent out in October 2021 asking all SD62 staff to supply their feedback on the proposed competencies to make sure we got them right. This further feedback was reviewed and incorporated to complete the SD62 competencies for both Staff and Leaders. These competencies define who we are as a District and who we want to attract to join the SD62 team. These competencies also align to **BC’s Curriculum - Student Core Competencies** and encompass SD62 Values (Relationships, Choice, Respect, Integrity, Trust, Safety, Diversity, Equity).

Strategic Engagement Framework

This year, the Executive approved a Strategic Engagement Framework that will shape the development of SD62s engagements. The framework is intended to create a district process for undertaking engagement with the community to ensure there is thought and planning at a strategic level on the engagements that the district does. This is intended to move the organization away from departments creating their own unique engagements which sometimes are live at the same time and may ask similar questions. A webpage has been created to share information about current, future and previous engagements. Two staff are now trained with a Certificate in Public Participation with IAP2 (International Association of Public Participation) to advance district work on stakeholder engagement.

Engagement - Objective 2

Further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'

Objective 2 of the engagement goal is to further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit.'

In the 2021-22 Operation Plan an important item was to **Renew the Na'tsa'maht Agreement** and support schools to have plans in place. (E2)

- The Na'tsa'maht Enhancement Agreement Renewal (NEAR) Committee developed a Terms of Reference for the renewal process which included:
 - Revisiting the goals in the existing Enhancement Agreement, ensuring the goals continue to create equity and enhance opportunities for Indigenous students and families.
 - Ensuring that all partners and stakeholders understand the relationship between the Na'tsa'maht Enhancement Agreement and the Na'tsa'maht Indigenous Education Department's Operational Plan.
 - Ensuring that the Enhancement Agreement reflects the collective voice of all partners and stakeholders.
- As part of the original development of the Na'tsa'maht Enhancement Agreement, an Advisory Team consisting of representation from the T'Sou-ke Nation, Sc'ianew Nation, Pacheedaht Nation and the Métis Association of Greater Victoria was created. A new team consisting of some original members as well as new members was set up to oversee the renewal process. The committee implemented a consultation plan that mirrored the original plan implemented in 2016. This included:
 - Leadership Meeting Consultation Activity (April 5).
 - Surveys for all Partner Groups and the General Public: Surveys were open for three weeks (beginning April 4 and closing April 22).
 - Community Consultation Dinner Gatherings: Saseenos Elementary (April 11) and Ruth King Elementary (April 12).
 - Student Forums at all Middle and Secondary Schools in April and May.
 - Na'tsa'maht Indigenous Education Council Consultation Activity (April 20).
 - In consultation with SD62's Manager of Strategic Communications, regular communication will occur with families and communities to ensure everyone is aware of the opportunities for involvement.
- All survey and consultation data were reviewed by the NEAR Advisory Team and the team supplied regular input and feedback as the draft of the new Enhancement Agreement was created.

***Na'tsa'maht** means... 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*

The official signing ceremony on September 29th was planned to coincide with the Truth and Reconciliation Day (Friday, September 30th).

- Data for the 6-year completion show that in the 2020/21 year, 71% of Indigenous students completed their BC Certificate of Graduation (Dogwood). The rate for non-Indigenous students was 91%.
- In 2020-21, 53% of elementary students identifying as Indigenous and 53 % of secondary students identifying as Indigenous who responded to the Student Satisfaction Survey felt welcome at school compared to 72% (Elem) and 67% (Sec) of all students.
- There is a 20% difference in 6-year completion rates between Indigenous students and non-Indigenous.
- Indigenous content, culture and pedagogy was reported as taught all the time, many times or sometimes (66%) in the 2020-21 Student Learning Survey. The subjects reported to have had indigenous content include Socials 35%; Language Arts 27%; Arts 18%, Careers 6%, Science 6%, Math 5%; PHE 3%.
- Indigenous language is part of SD62 classes (SLS). If we add the numbers of students who responded Sometimes or Always-Often to the question 'Are you being taught the local First Nation language(s)?', the percentage is 51%.

Dogwood Diploma

A B.C. Certificate of Graduation (Dogwood Diploma) is awarded to students upon completion of a minimum of 80 credits and writing the Graduation Numeracy Assessment (GNA) and the Graduation Literacy Assessment (GLA).

Student Learning Survey

Question: Are you being taught the local First Nation language(s)? SLS

	Don't Know	Rarely	Sometimes	Always Often	Total Students
Gr7	11%	38%	47%	4.00%	100%
Gr10	8%	43%	46%	3%	100%
Gr12	Not Counted	46%	50%	4%	100%
ALL	7%	42%	47%	4%	100%

Student and District Context (Kindergarten - Grade 12), 2016/17 - 2020/21

The number of students identifying as Aboriginal is 10.9% in 2020-21 (range from 10.6-12.2% since 2011-12); which is stable increasing on par with population growth within district – (For more information see the Government of British Columbia’s [‘How Are We Doing Report’](#)) (HAWD)

- We have significantly more students identifying as Aboriginal who live off-reserve than on-reserve (under 10% live on-reserve) (HAWD, p.5).
- The number of students identifying as Aboriginal who are in alternate programs, continues to decline, a pattern that has been ongoing for a number of years (32% in 2020-21 with a range of 35%, 35%, 39% and 40% in previous years) (HAWD, p. 7).
- The number of students identifying as Aboriginal with disabilities or diverse abilities continues to decline (20% in 2020-21 with a range 22%, 23%, 23% and 24% in previous years) (HAWD, p.8).
- The number of students identifying as Aboriginal with learning disabilities represent close to the same percentage as non-Aboriginal students (29% vs 30% in 2020-21; 33% vs 31%; 34% vs 32%; 34% vs 34%; 31% vs 36% in previous years) (HAWD, p. 9).
- The number of students identifying as Aboriginal who have behaviour disabilities represent higher percentage than non-Aboriginal students (42% vs 32% in 2020-21; 38% vs 34%; 37% vs 33%; 37% vs 30%; 36% vs 30% in previous years) (HAWD, p. 9).

Students With Disabilities or Diverse Abilities

Groups: Sensory Disabilities includes categories E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Disabilities includes category Q (Learning Disability); Behaviour Disabilities includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness); and Gifted includes category P (Gifted).

School Year	Abor #	Non-Abor #	Sensory Disabilities		Learning Disabilities		Behaviour Disabilities		Gifted									
			Aboriginal #	Non-Aboriginal %	Aboriginal #	Non-Aboriginal %	Aboriginal #	Non-Aboriginal %	Aboriginal #	Non-Aboriginal %	Aboriginal #	Non-Aboriginal %						
2018/19	317	1,077	Msk	Msk	15	1	107	34	346	32	117	37	358	33	Msk	Msk	47	4
2019/20	319	1,160	Msk	Msk	14	1	106	33	359	31	122	38	399	34	Msk	Msk	40	3
2020/21	307	1,216	Msk	Msk	16	1	89	29	370	30	129	42	394	32	Msk	Msk	37	3

Progress of Students Who Entered Grade 8 in September 2015

If we follow the progress of students Grade 8 Cohort in 2015/16, a decline in progress begins in grade 9 for students who identify as Indigenous; this decline continues each year through to grade 12 where there is a significant decline (99%, 98%, 96%, 89%). There was a 71% completion in 2020-21 of students with an Aboriginal background compared with those of students who don’t identify as Aboriginal (91% - non-Aboriginal) The table below illustrates that progress for Aboriginal males declines at faster rate than Aboriginal females (HAWD, p. 34). For those students who do not identify as Indigenous, female students’ progress declines earlier than their male counterparts.

School year	year	Aboriginal			Non-Aboriginal		
		All %	Female%	Male%	All%	Female%	Male%
2015/16	Grade 8	100	100	100	100	100	100
	Grade 9	99	100	98	100	100	100
	Grade 10	98	99	98	100	98	100
	Grade 11	96	98	94	100	99	100
	Grade 12	89	93	85	98	99	98
2020/21	Completion	71	80	61	91	92	90

Engagement - Objective 3

Develop, expand and implement respectful, effective, clear and transparent communications

Objective 3 of the engagement goal is to develop, expand and implement respectful, effective, clear and transparent communications.

Strategic Communications & Engagement

Great strides have been made by the district in 2021-22 to develop, expand and implement respectful, effective, clear and transparent communications.

Strategic Communications

- Utilizing the previously developed plan, our new Manager of Strategic Communications has been observing district actions and culture to assist in next steps and direction. The Communications Manager role was redefined to provide a strategic lens to district communications.
- Broad-based communications to district families and communities, using social media, direct email contact and website posting.
- Transition social media to one-way communication to track and respond to inquiries more effectively.
- Forming new relationships with local media. Arranging interviews, comments and connections for the media.
- A calendar of events, including national and international “day-of” entries to acknowledge and recognize the diversity in our district as well as key district events and initiatives.
- Draft Branding Guidelines, templates and style guide have been created and are currently being vetted.

Engagement Opportunities:

- Over the course of this school year several engagement activities have been offered, including staff gatherings, a Trustee Student Forum, Surveys and engagement through a platform called Thought Exchange.:

Engagement Activity	Survey Audience	Number
All Staff Gatherings	SD62 Staff	2
Student/Trustee Forum	Students	1
Surveys	Students	8
	Staff	21
	Parents	9
Thought Exchange	Students	3
	Staff	4
	Families/Wider Community	4
	Grand Total	52

Survey Audience	Number of survey respondents
Internal Staff	4,860
Students	3,347
Parents	2,743
Internal Staff and Parents	64
Grand Total	11,014

Thought Exchanges Undertaken in the 2021-22 School Year

Name	Audience	Date	Participants	Thoughts	Ratings
Strategic Plan Launch	Staff	Nov 3-Nov 19 2021	26	11	58
Health and Wellness Email protocol	Staff	Jan 7-Mar 18, 2022	177	142	2142
Middle School Philosophy Teachers	Middle School Teachers	Feb 25-March 15	27	21	136
Middle School Philosophy Parents	Parents of Middle School Students	Feb 25-March 15	194	238	3112
Middle School Philosophy Students	Middle School Students	Feb 25-March 15	69	104	1906
SD62 Transportation	Parents?	March 1-April 4	462	671	11296
Qualities of the teacher	Students?	March 16	8	9	64
SD62 Budget	Community wide	April 13-May 19	48	36	553
Leadership Team Feedback	Leadership Team Staff	May 3-May 5	21	12	32
Principles for Designing New Schools	Community wide	May 12-May 26	316	150	3987
Outdoor Learning Spaces	Students	May 4-June 20	92	41	472

Engagement - Objective 4

Continue to develop, expand and implement a culture of wellness

Objective 4 of the engagement goal is to continue to develop, expand and implement a culture of wellness

The 2021-22 Operational Plan included the item: Broaden the Wellness Plan and reflect a holistic approach to wellness (E4).

Student Wellness

Student Learning Survey:

In the Student learning Survey (2020-21) with Grade 10 and Grade 12 students:

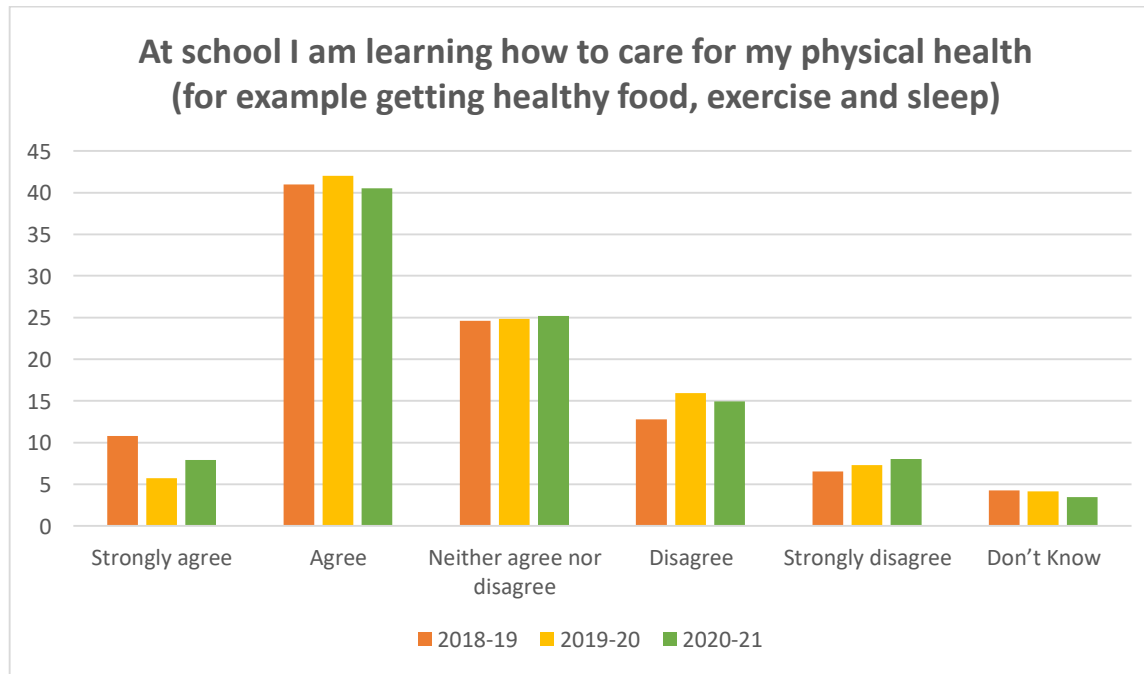
- 23.05% strongly agreed or agreed that, at school, they are learning to care for their mental health (for example, anxiety and stress management, anger management, relationship skills).
- 48.44% strongly agreed or agreed that, at school, they are learning to care for their physical health.

In the Student Learning Survey (2020-21) with Grade 3,4,7,10 and Grade 12 students:

- 37.60% of students responding to the survey reported that school made them feel stressed or anxious either all the time or many times. This figure rises to 67.36% when adding in students (29.76%) who sometimes felt stressed or anxious.

Question: At school I am learning how to care for my physical health (for example getting healthy food, exercise and sleep. SLS Grade 10 and Grade 12

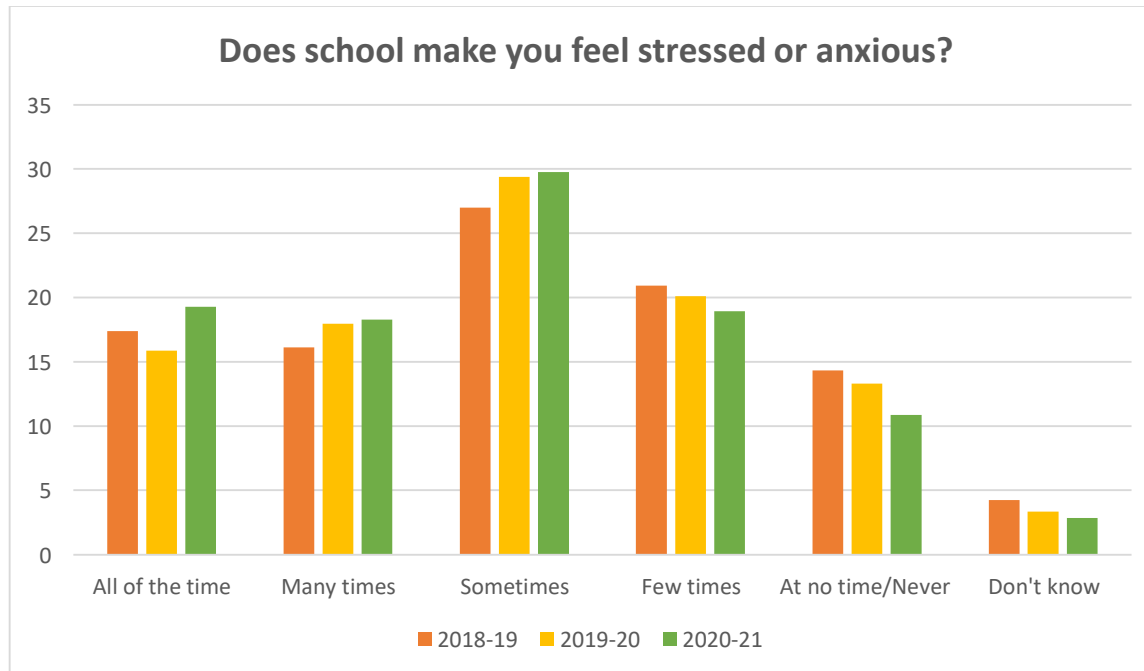
	% of those selecting a response	2018-19		2019-20		2020-21	
Question: At school I am learning how to care for my physical health (for example getting healthy food, exercise and sleep) SLS Grade 10 and Grade 12	Strongly agree	10.81	51.78%	5.73	47.77%	7.91	48.44%
	Agree	40.97		42.04		40.53	
	Neither agree nor disagree	24.61		24.84		25.17	
	Disagree	12.80		15.92		14.92	
	Strongly disagree	6.54		7.32		8.02	
	Don't Know	4.27		4.14		3.45	



Question: Does school make you feel stressed or anxious?

SLS ANON Grade 3,4, 7,10 and Grade 12

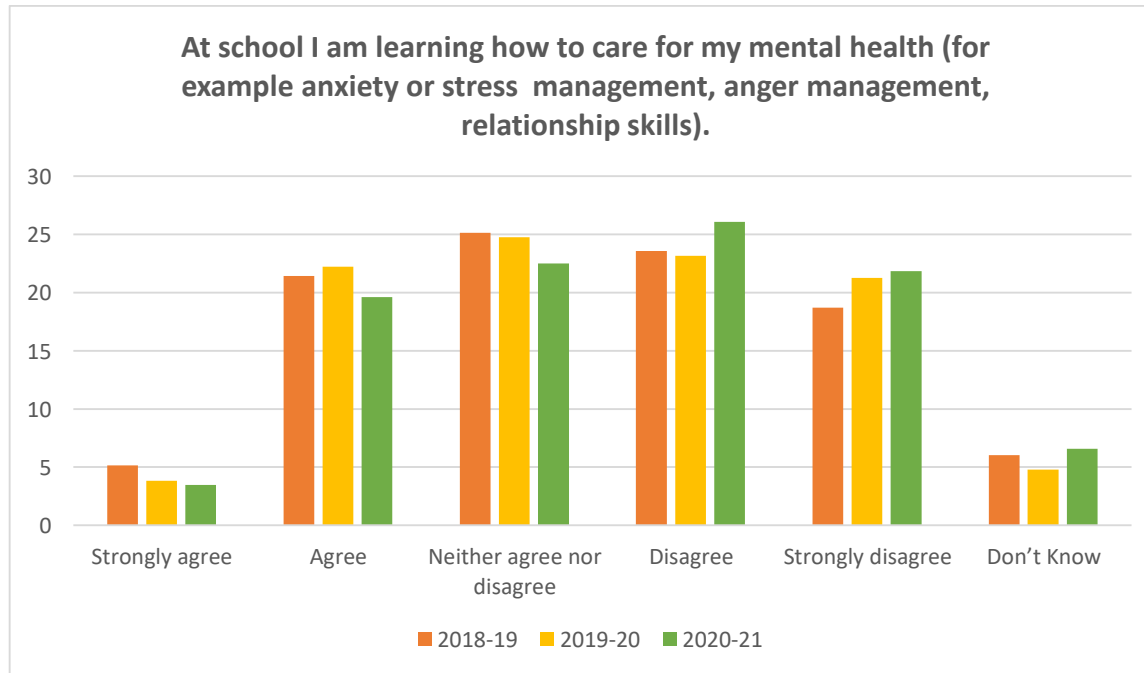
	% of those selecting a response	2018-19		2019-20		2020-21	
Question: Does school make you feel stressed or anxious? SLS ANON Grade 3,4, 7,10 and Grade 12	All the time	17.40	33.52%	15.89	33.85%	19.30	37.60%
	Many times	16.12		17.96		18.30	
	Sometimes	26.99	29.38		29.76		
	Few times	20.92	20.10		18.93		
	At no time/Never	14.34	13.32		10.88		
	Don't know	4.23	3.35		2.84		



Question: At school I am learning how to care for my mental health (for example anxiety or stress management, anger management, relationship skills).

SLS Grade 10 and Grade 12

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: At school I am learning how to care for my mental health (for example anxiety or stress management, anger management, relationship skills). SLS Grade 10 and Grade 12	Strongly agree	5.14	26.57%	3.81	26.03%	3.45	23.05%
	Agree	21.43		22.22		19.60	
	Neither agree nor disagree	25.14		24.76		22.49	
	Disagree	23.57		23.17		26.06	
	Strongly disagree	18.71		21.27		21.83	
	Don't Know	6.0		4.76		6.57	



SD62 Parent Views on Student Learning About Student Health and Wellbeing

Most parents who responded to the SLS Parent Survey in 2021-22 believed that their child was learning emotional self regulation (61%) and to care for their physical health (65%). Some parents (45%) agreed that their child was learning how to care for their mental health. In the SLS itself, of the students in Grade 10 and 12 who undertook the survey, only 23% agreed or strongly agreed that they were learning how to care for their mental health at school. The numbers of students and parents undertaking SLS Surveys is extremely low, and it is not clear what the results would be if all students and parents in the district undertook their respective survey.

Parent Responses 2021-22

	Yes Response	
	Count	Percent
Is your child learning emotional self-regulation (how to express emotion, and deal with emotional problems through self-regulation, empathy, and compassion)?	169	61%
Is your child learning how to care for their mental health (anxiety or stress management, conflict management, or relationships skills)?	126	46%
Is your child learning how to care for their physical health (for example, getting access to healthy food, adequate exercise and sleep)?	176	65%

Staff Wellness

Several initiatives have been undertaken in the 2021-22 school year, with the aim of enhancing staff wellness. One item in the 2021-22 Operational Plan was: Ensure the effective and impactful utilization of return-to-school provincial funding that supports mental wellness (L3/E4)

Safe and Healthy School's staff have continued to work to support efforts in mental wellness. Teachers Teaching on Call (TTOC) shortages impacted some of the planned projects and plans needed to be modified to offer programs and projects that were less dependent on release time.

Several important wellness activities and projects were offered and/or completed in the 2021-22 school year. These included:

- District Social and Emotional Learning (SEL) coaches have been collaborating with school-based staff to develop their awareness and capacity related to Social Emotional Literacy.
- District staff are collaborating closely with school staff co-planning and co-teaching students on topics related to Social and Emotional Learning (SEL).
- Professional Development sessions were offered at the April Collaborative Professional Development (Pro-D) day.
- Wellness Mini Grants: Funds (\$27,900) released for school and worksite Wellness plans. Sites are actively planning and offering staff wellness opportunities. Grants range from \$650-2500 depending on the size of the school.
- Staff Learning opportunities offered including Sleep (42 attendees), Grief and Loss (20 attendees), Mental Health Literacy (several full day or part day sessions at schools where all staff attended, 4 classes at RBSS), Trauma Informed Practice (85 attendees)
- Thought Exchange was used to seek staff input for new email communication guidelines.
- Safe and Healthy Schools' staff supported development of the Staff Wellness Forum.
- The district continued its leadership role at the Healthy Schools Healthy People Community Table including a key rebranding of the table and working collaboratively with ministries, non-profits and municipalities to partner in space sharing and space development for service delivery.

Appendix 3 - Growth Goal Progress

Growth Goal

To pursue organizational excellence to support a vibrant school district

Growth - Objective 1

Strengthen organizational practices to ensure equity, diversity and inclusion

Employment Equity Diversity Survey

Staff have created a Diversity Equity and Inclusion Committee which has been meeting to discuss the scope of a survey for all staff that will focus on collecting and analyzing equity data towards ensuring we have an equitable workforce and to advance employment equity at SD62. SD62 is committed to the practices of equity, diversity and inclusion in all aspects of employment. These resources will help remove barriers for hiring processes and support fair, equitable hiring. We hope to understand how bias affects decisions and produce self-start guides for hiring using an equity lens. We will create equity practices at different phases of the search process. The survey was undertaken in June 2022 with about a third of staff completing it. The data are being analysed and the findings will be used to develop relevant policy and practices in the 2022-23 and 2023-24 school years.

Student Success Dashboard Extension

Under the Provincial policy on the Framework for Enhancing Student Learning (FESL), SD62 is required to develop school plans that are aligned with the District Strategic Plan. In support of this, Information Technology (IT) in partnership with District Principals has developed a template and website for schools to enter their school plan information. IT has also developed dashboards per school related to Student Success. These dashboards contain enrolment and projections, school demographics, attendance, grade to grade transitions, equity scan, student learning survey, assessments, course marks, and other relevant metrics. Dashboards can be found under [IT Services and Processes | Staff Intranet \(sd62.bc.ca\)](#) via [Student Success - School Plan Data | Staff Intranet \(sd62.bc.ca\)](#).

Automation of Practices Occupational Health & Safety (OH&S)

OH&S, with the help of the IT department, bought an online tracking and forms software platform. It is designed to eliminate duplication and streamline reporting providing greater efficiency. There is less manual inputting and less chance for missing data as the function sends reminders and blocks moving forward without required fields populated. The platform supports easy access and faster response times.

Growth - Objective 2

Build and maintain spaces and resources that support our creative and critical learning and our culture of belonging.

SD62 Spaces and Resources

Objective 2 of the Growth goal of the strategic plan is to build and maintain spaces and resources that support our creative and critical learning and our culture of belonging.

In the 2021-22 Operational Plan items that fitted under Objective 2 of the Growth goal included:

Action	Outcome
Undertake a feasibility study for the renewal of the School Board Office (G2)	<ul style="list-style-type: none">Completed. Received June 2022 and under consideration for next steps which are Report will be reviewed by the Board of Education and a decision made.
Review of performance indicators as referenced in the Facilities Operations Plan (G2).	<ul style="list-style-type: none">Reviewed.Next Steps - Measure performance against baselineGuiding Principles creating through consultation with students, staff, partners and stakeholders. Next steps - Develop Facility Standards (capital, maintenance, space use, etc.,) that are in alignment with guiding principles and that support creative and critical learning.Created the Minor Capital Committee to ensure fair and equitable access to funding that supports our creative and critical learners in a culture of belonging.
Complete a report with recommendations on how to manage community use bookings (G2).	<ul style="list-style-type: none">CompletedBeginning in September 2022, SD 62 will make its own bookings through the Book King Facility Scheduling Software. A few facilities will continue to have bookings made by WSPR and the City of Langford.
Creation of New Learning Spaces that allow for creative and critical learning (G2)	<ul style="list-style-type: none">Opened up PEXSISEN Elementary school and nearing completion of Centre Mountain Lellum Middle

Operational Capacity and Class Size

Our schools' capacity percentages are currently above the provincial average – a figure we aim to reduce through the District's Capital Plan submission. The district continues to grow exponentially and is the fastest growing district in B.C. The forecasted growth for 2021-22 was 206 FTEs (full time equivalents) but the actual growth was 735 FTEs and 22/23 is shaping up to be another huge year in growth. If forecasts are accurate, we will have increased by 2,000 students in 5 years and 3,300 by 2035. The district is forecast to be at 120.11% capacity by 2027.

Currently we have nine schools operating at between 5-19 percent over operational capacity. Seven schools are working at 20 per cent or more over operational capacity. Eleven schools are at standard operational capacity.

Year	School Maintenance and Upgrades
2021-22	Replaced chillers at Spencer with air source heat pumps
	Upgraded boilers at David Cameron
2020-21	Installed DDC system for furnaces at Millstream, Saseenos, Sangster, Port Renfrew Elementary School
	Installed CO2 sensor for better ventilation at various schools
	Completing ESP consulting and Mechanical auditing
2019-20	Upgraded Unit Ventilators at Dunsmuir Middle School - Phase 2
	Upgraded single-pane windows at Dunsmuir Middle School - Phase 2
	Installed DDC Fault Diagnostic Detection System
	Upgraded DDC controller at Dunsmuir Middle School

For Minor Capital (AFG) 2021-2022:

- We completed 70 projects
- Spent \$300,000 on roof replacements
- Spent \$100,000 on flooring replacements
- Installed 3 nature playgrounds with outdoor learning spaces

Growth - Objective 3

Embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources.

Strategic Use of Resources

The Growth 3 objective is to embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources.

In the 2021-22 Operational Plan, items that fitted under Objective 2 of the Growth goal included:

Action	Outcome
Undertake Program Reviews (G3)	<ul style="list-style-type: none"> Extensive review of all SD62 programs completed. Outcome was 137 recommendations to aid Alignment, Coherence, Efficacy and Risk Management. Of the recommendations: <ul style="list-style-type: none"> 38 were departmental with no cost. 10 were cross-departmental with no cost. 30 require further analysis 18 require one-time funding to implement 41 were multi-year items <p>Next steps</p> <ul style="list-style-type: none"> Of the recommendations, three are areas that will be focussed on to aid strategic priorities. Actioning the 'no-cost' recommendations. Program Review (phase 2) – lead review from a more financial lens.
Develop a Budget 2022/23 using the insights from the Program Reviews (G3).	<ul style="list-style-type: none"> 2022-23 Budget reflects the work identified through the Program Reviews. Next steps - Implement internal no cost items cost. Research those items that needed more depth of understanding before being considered for implementation.
Continue onto the next phase of work from 2020-21 on the Student Success Dashboard Extension (G3).	<ul style="list-style-type: none"> Under the Provincial policy on the Framework for Enhancing Student Learning (FESL), SD62 must develop school plans that align with the District Strategic Plan. In support of this, Information Technology (IT) in partnership with District Principals has developed a template and website for schools to enter their school plan information. IT has also developed dashboards per school related to Student Success. These dashboards hold enrolment and projections, school demographics, attendance, grade to grade transitions, equity scan, student learning survey, assessments, course marks, and other relevant metrics. Dashboards can be found under IT Services and Processes Staff Intranet (sd62.bc.ca) via Student Success - School Plan Data Staff Intranet (sd62.bc.ca).

As a rapidly growing district, SD62 continues to heavily leverage digital technology to further its learning, engagement, innovation, resource management and process automation goals.

We have achieved our goal to establish a standard classroom package for all schools. Maintenance and currency of the technology is now the next challenge.

Schools use IT in the classroom for online learning, sharing lessons and math skills training, as well as computer programming, coding and design and other subject areas. IT also gives students quick access to the Internet for research. Teachers use IT to help design and deliver lessons, and for administrative tasks such as tracking attendance and grades. As data from the Student Learning Survey shows, Digital Literacy in our schools can be improved. Unlike other districts, currently, we have no Learning Technology department, and this work often falls through the cracks.

The pandemic demonstrated that the use of technology was critical in the continued operational capability of the district.

While we continue to automate processes and purchase software packages, these are being done in siloes and appear to be specific to each department or process. A catalogue of processes will help with this.

Our focus needs to shift to security, privacy and integration of data and user experience to fully leverage the power of automation.

Staff and student satisfaction with digital technologies and services continue to be high but we are stretched to maintain this level of service given rising expectations and growth.

Spending on IT continues to be disaggregated. Centralized IT spend is currently at 1.7% whereas other districts devote up to 2.7%. Given inflationary pressures and increasing costs, we will be challenged to maintain equipment and services.

The establishment of the Digital Services TWG and the Digital Governance Working Group speaks to the recognition of the growing role of technology and information in supporting all aspects of district operations beyond classroom technology to include HR, Finance, Facilities, and other departments.

For 2022/23 we will be focused on refreshing the IT Operational Plan, building out Cyber Risk and Security Policy, Business Continuity Policy, and a Digital Governance Framework to inform Board decisions and obligations.

Evidence

Sources of Evidence:

- Established Classroom Standards and Refresh Cycle. # of Applications in Catalogue reviewed by IT+ # of Data Dashboards in use
- Create Staff Survey + Number of Interfaces that re-use or leverage existing data sources + IT Cust Satisfaction rating system

- Develop Catalogue of District Wide Processes & Capabilities
- HR/Finance/Facilities + Educ Department Specific /Unit Ops plans that identify processes and practices that will be digitized
- Review of Jira Tickets and SHS Cyber incidents + Curricular competencies + Blended Learning adoption + FOIPPA and Security Training
- Provide list of technical trainings offered to staff and how many attended/ Evaluation survey results?
- Staff satisfaction with IT + Dept Ops Plan. Board Policies in place. % of district budget spent on IT + list of IT projects

Digital Tools and Processes

Data Dashboards	18
Applications	66 approved applications, complete Inventory u
Classroom Package	
Number of classrooms with standard package	562
Projectors	572
Student Devices	
Number of iPads	994
Number of Chromebooks	5331
Staff Devices	
Number of laptops	1954
Wireless Access Points	906

Catalogue of District-Wide Processes & Capabilities

Requires development.

Integrated User Experience

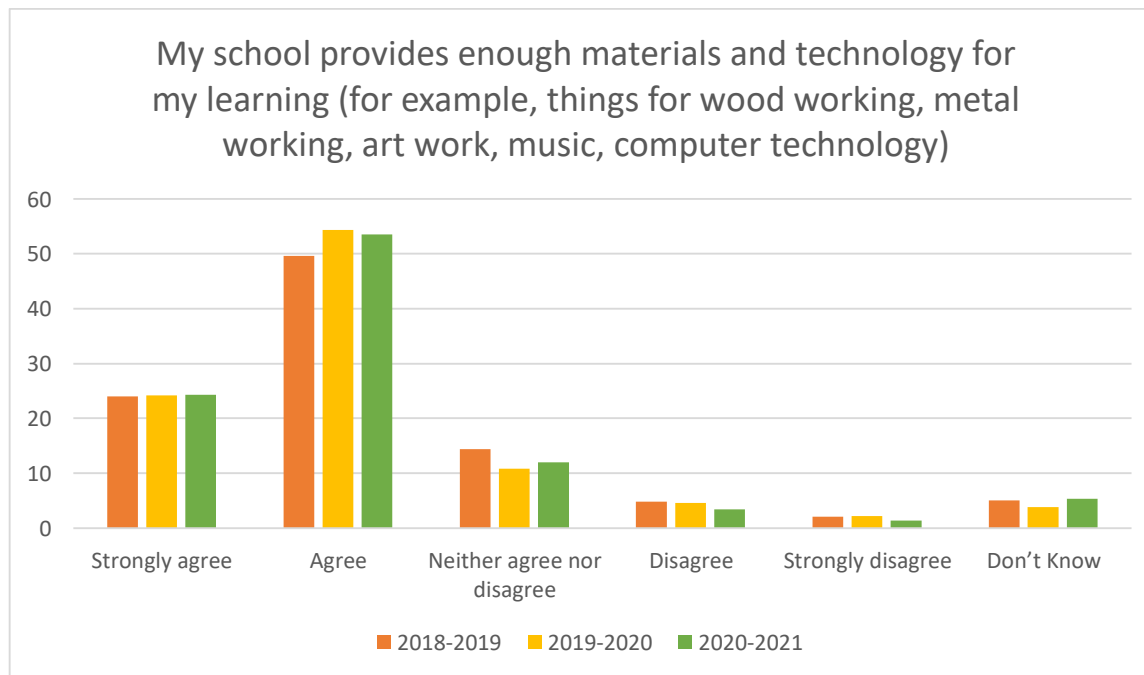
Jira Ticket Satisfaction: 4.9/5.0 with 1,556 satisfaction reports over the past 12 months.

Provision of Materials and Technology

Student Learning Survey:

Question: My school provides enough materials and technology for my learning (for example, things for wood working, metal working, art work, music, computer technology) SLS Grade 7,10,12

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: My school provides enough materials and technology for my learning (for example, things for wood working, metal working, art work, music, computer technology) SLS Grade 7,10,12	Strongly agree	24.06	73.68%	24.20	78.50%	24.32	77.84%
	Agree	49.62		54.30		53.52	
	Neither agree nor disagree	14.36		10.83		12.01	
	Disagree	4.81		4.62		3.41	
	Strongly disagree	2.11		2.23		1.39	
	Don't Know	5.04		3.82		5.34	



Digitalized processes and projects

Traversa, Prismatic, Surveys, Engagements, vaccination status collection, daily health check, vaccine mandate collection, school lockers. Looking at additional modules from Atrieve, SAS Financial Controls, and Indigenous Information Management System, IES student files

Documentation and Automation

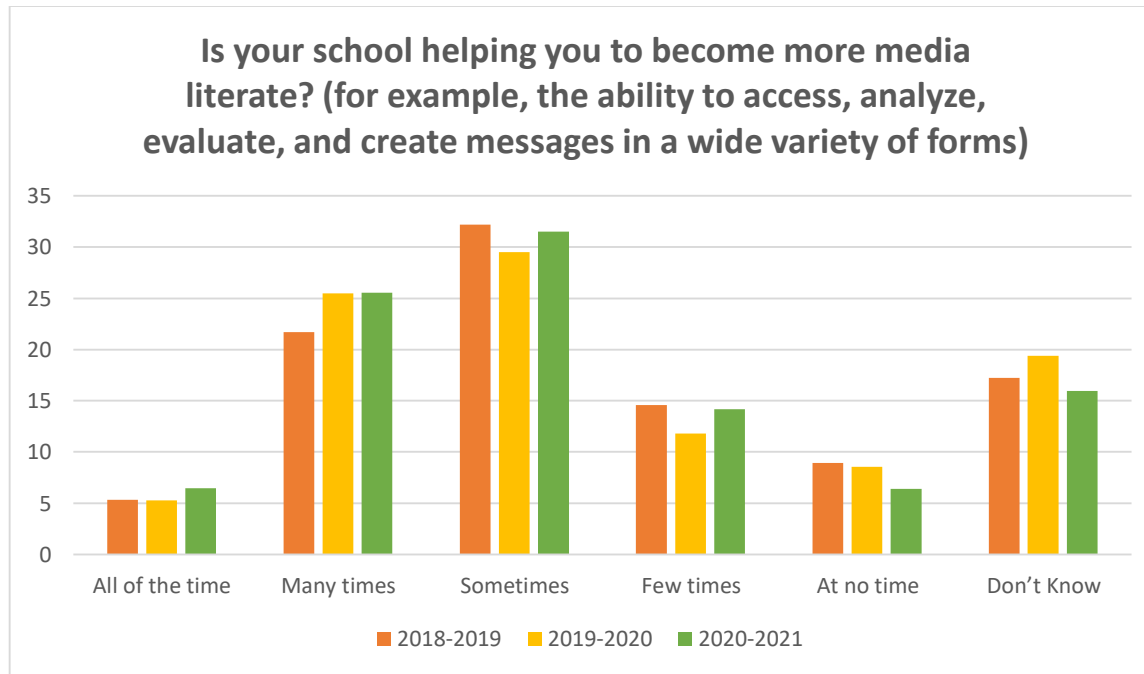
SAS – automation of staffing allocation and associated strategic allocation of resources.
 Enrolment Projections – Monthly enrolment projections for the upcoming academic year
 1701 – data gathering and quality automation
 Online Consent, Password reset. Family/Parent Portal in MyEdBC, Integration of data between MyEdBC, Atrieve and other systems (Traversa, Prismatic, G Suite for Education, Teams Classroom, etc.),

Digital Literacy – Students

Student Learning Survey:

Question: Is your school helping you to become more media literate? (for example, the ability to access, analyze, evaluate, and create messages in a wide variety of forms) SLS Grade 7,10,12

	% of those selecting a response	2018-19		2019-20		2020-21	
Question: Is your school helping you to become more media literate? (for example, the ability to access, analyze, evaluate, and create messages in a wide variety of forms) SLS Grade 7,10,12	All the time	5.35	59.25%	5.28	60.25%	6.47	63.52%
	Many times	21.71		25.47		25.56	
	Sometimes	32.19		29.50		31.49	
	Few times	14.57	11.80	14.16			
	At no time	8.92	8.54	6.39			
	Don't Know	17.25	19.41	15.94			



Digital Literacy – Staff

Webinars – PVP, Teaching and District Staff (Google Classroom, G Suite for Education Apps, MS Teams, OneDrive, OneNote, Excel, MyEdBC Gradebook and Reporting, Digital Apps A-Z, LOFT Board, Screen casting and Video Editing)

Digital Literacy Lessons – Students (Digital Magazines, Digital Citizenship, Video Editing/Creation, G Suite Apps, Office 365)

Regular Formalized Training

Number of staff completed security and privacy awareness course: 1001 (70%)

Number of staff who have NOT completed security and privacy awareness course: 423 (30%)

Multiple training courses offered in MyEdBC, MS Office, Productivity and communication tools, Data analysis

Digital services are core to district strategy

Digital Governance Working Group

Information and Technology Security Policy

Digital Governance and Controls Framework

Student Success Dashboard Extension

Under the Provincial policy on the Framework for Enhancing Student Learning (FESL), SD62 is required to develop school plans that are aligned with the District Strategic Plan. In support of this, Information Technology (IT) in partnership with District Principals has developed a template and website for schools to enter their school plan information. IT has also developed dashboards per school related to Student Success. These dashboards contain enrolment and projections, school demographics, attendance, grade to grade transitions, equity scan, student learning survey, assessments, course marks, and other relevant metrics.

Dashboards can be found under [IT Services and Processes | Staff Intranet \(sd62.bc.ca\)](#) via [Student Success - School Plan Data | Staff Intranet \(sd62.bc.ca\)](#)

Automation of Practices OH&S

OH&S with the help of the IT department bought an online tracking and forms software platform. It is designed to cut duplication and streamline reporting creating greater efficiency. There is less manual inputting and less chance for missing data as the function sends reminders and blocks moving forward without required fields populated. The platform supports easy access and faster response times.

Growth - Objective 4

Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment

Emissions Report

The district collects emissions data monthly and reports out on a calendar basis. The following table reflects these emissions for the 2021 year as compared to 2010 (base year) and from last year's performance. This table reflects, even though the number of students, staff, buildings and fleet vehicles have increased since 2010, our emissions have decreased by 27.5% for buildings and 13.3% for the fleet. Staff will break the total emissions down to a per building and fleet unit perspective to better reflect the actual reductions.

The Board has also made the commitment to buy only electric buses moving forward. To start the 22/23 school year, approximately 16% of the bus fleet is electric will more electric buses being requested through the capital plan submission.

School District #62 Summary of Energy Consumption, Cost and GHG Emissions

Fiscal 2017/18 to 2021/2022

Energy Consumption				
Utility	2017/2018	2018/2019	2019/2020	2020/2021
Electricity	25,112	24,622	23,941	25,940
Light Fuel Oil	507	428	389	414
Natural Gas	28,156	24,482	26,872	25,772
Propane Gas	783	666	732	784
Sum	54,557	50,196	51,934	52,911
Reduction in Energy Consumption using 17/18 as the base year		-7.99%	-4.81%	-3.02%
Energy Cost				
Utility	2017/2018	2018/2019	2019/2020	2020/2021
Electricity	\$843,206	\$833,808	\$800,678	\$843,551
Light Fuel Oil	\$16,573	\$14,458	\$12,025	\$12,967
Natural Gas	\$224,518	\$223,125	\$270,551	\$284,049
Propane Gas	\$25,802	\$23,604	\$27,052	\$29,490
Sum	\$1,110,099	\$1,094,995	\$1,110,306	\$1,170,057
GHG Emissions				
				Unit: tonne CO2 equivalent
Source	2017/2018	2018/2019	2019/2020	2020/2021
Electricity	198	227	266	289
Light Fuel Oil	35	29	27	28
Natural Gas	1,208	1,084	1,340	1,285
Propane Gas	48	41	45	48
<i>Energy subtotal</i>	<i>1,488</i>	<i>1,381</i>	<i>1,677</i>	<i>1,650</i>
Diesel-fleet	737	723	521	458
Gasoline-fleet	178	191	184	202
Paper	110	93	64	75
Sum	2,513	2,387	2,447	2,385
Reduction in GHG Emissions using 17/18 as the base year		-5.01%	-2.65%	-5.10%

Minor Capital Projects 2017/18 – 2020/21

2017/2018

- Installing condensing boiler at Poirier Elementary School
- Upgrading lighting with LED at Dunsmuir Middle School
- Operation optimization of HVACs

2018/2019

- Upgrading Unit Ventilators at Dunsmuir Middle School - Phase 1
- Upgrading single-pane windows at Dunsmuir Middle School - Phase 1
- Upgrading DDC controllers at Edward Milne Community School
- Upgrading DDC controls for hot water pump at Lakewood Elementary School
- Upgrading DDC network cables at Hans Helgesen Elementary School
- Upgrading DDC controllers at Spencer Middle School

2019/2020

- Upgrading Unit Ventilators at Dunsmuir Middle School - Phase 2
- Upgrading single-pane windows at Dunsmuir Middle School - Phase 2
- Installing DDC Fault Diagnostic Detection System
- Upgrading DDC controller at Dunsmuir Middle School

2020/2021

- Installing DDC system for furnaces at Millstream, Saseenos, Sangster, Port Renfrew Elementary School
- Installing CO2 sensor for better ventilation at various schools
- Completing ESP consulting and Mechanical auditing

2021/2022

- Replacing chillers at Spencer with air source heat pumps
- Upgrading boilers at David Cameron

Appendix 4 – Overall Rubric

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 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. 	<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. 	<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. 	<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.

<ul style="list-style-type: none"> 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 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 Where possible, some physical spaces for learning are inclusive and accessible 	<ul style="list-style-type: none"> 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. Learning Resources are available and accessible at the district and school level. Where possible, most physical spaces for learning are inclusive and accessible 	<ul style="list-style-type: none"> 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. Where possible, all physical spaces for learning are inclusive and accessible
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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 	<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 times, learning opportunities allow for multiple access points, responses and approaches 	<ul style="list-style-type: none"> Students have multiple opportunities 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. 	<ul style="list-style-type: none"> Students have multiple opportunities to 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
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multiple access points and approaches.		<ul style="list-style-type: none"> Learning opportunities allow for multiple access points, responses and approaches. 	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 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 	<ul style="list-style-type: none"> Our district (schools) demonstrates a partial understanding of the necessity to 	<ul style="list-style-type: none"> Our district (schools) demonstrates a solid understanding of the necessity to provide students and 	<ul style="list-style-type: none"> Our district (schools) demonstrates a sophisticated understanding of the necessity to provide students and

<p>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.).</p> <ul style="list-style-type: none"> • 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 students district wide vs total number of students district wide). • Few students & parents report an awareness of possible alternate routes to graduation. 	<p>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.).</p> <ul style="list-style-type: none"> • 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 students district wide vs total number of students district wide) • Students & parents report being somewhat aware of possible routes to graduation. 	<p>families with a platform for feedback (feedback via surveys, course selection, student forums, town hall, Thought Exchange, Board/Committee Meetings, SPEAC/PAC, etc.).</p> <ul style="list-style-type: none"> • 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 	<p>families with a platform for feedback (feedback via surveys, course selection, student forums, town hall, Thought Exchange, Board/Committee Meetings, SPEAC/PAC, etc.).</p> <ul style="list-style-type: none"> • 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 students 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
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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 graduation rates and the Indigenous student graduation 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 graduation 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 collab and inclusivity. Indigenous student success. 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 build with staff on how to engage. Indigenous student graduation 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. 	<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. 	<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 build 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

<ul style="list-style-type: none"> • A loosely formulated plan for engaging with school district stakeholders. • Some consideration for equitable representation amongst stakeholders 	<ul style="list-style-type: none"> • Regular consideration for equitable representation amongst stakeholders 		<p>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.</p>
<p>Engagement 2 To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'</p>			
<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 graduation 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 graduation 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.
<p>Engagement 3 To develop, expand and implement respectful, effective, clear and transparent communications</p>			
<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
<p>Engagement 4 To continue to develop, expand and implement a culture of wellness</p>			

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			
<ul style="list-style-type: none"> Few systems are in place to support the growth of our facilities. No support for schools that need repair. Minimal access to funding for growth (resources, furniture) There is initial work to define the district's organizational practices with regards to DEI 	<ul style="list-style-type: none"> Some systems in place to support the growth of our facilities. Parts of the organization have defined practices in operation with regards to DEI Some resources, policies, that directly support environmental sustainability. 	<ul style="list-style-type: none"> Practices and standards that support the diverse pop of the school district. Physical assets, space and resources that support student success and the school community. Utilizes data to support the organization increased productivity and adaptability Enhanced service levels to student, staff and the community, Decisions and actions are ethical and socially to positively impact society and the environment. 	<ul style="list-style-type: none"> Organizational DEI practices undergo continuous improvement and follow current best practice.
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. Limited understanding of diversity in our workplaces and have No or limited awareness of barriers. No attention to diversity on hiring 	<ul style="list-style-type: none"> Parts of the organization have defined practices in operation with regards to DEI. Partial understanding of diversity in our workplaces and have Limited understanding of barriers and limited attempts to reduce Some attempt to understand diversity needs when we hire 	<ul style="list-style-type: none"> The whole organization has defined practices in operation with regards to DEI Initiatives. Full understanding of diversity in our workplaces and have Barriers understood and reduced Consciously seeking out hires in the areas to reflect our community. 	<ul style="list-style-type: none"> Organizational DEI practices undergo continuous improvement and follow current best practice Sophisticated understanding of diversity in our workplaces and have Sophisticated understanding of barriers and system wide reduction 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.			
<ul style="list-style-type: none"> The need for capital, custodial, grounds and maintenance work to maintain our learning spaces. 	<ul style="list-style-type: none"> Capital, custodial, grounds and maintenance work sometimes enhances our learning spaces to become learning environments. 	<ul style="list-style-type: none"> The design and completion of capital, custodial, grounds and maintenance work often enhance our learning spaces to become 	<ul style="list-style-type: none"> The need for capital, custodial, grounds and maintenance work to enhance our learning spaces. To become learning environments that are inclusive, diverse and equitable and

<ul style="list-style-type: none"> • Prepare a District-wide financial management process that includes budgeting, forecasting and reporting. • Identify the need for our financial, transportation and space resources to be linked to equity, diversity and inclusion 	<ul style="list-style-type: none"> • The Annual Long-Range Facilities Plan identifies the need to enhance our spaces to become creative and critical learning environments. • Facilitate the financial management process to end the year in a positive financial position. 	<p>learning environments that are inclusive, diverse and equitable.</p> <ul style="list-style-type: none"> • An annual and long-range capital plan is in place to create space that allows creative and critical thinking. • Proactive, responsive and resourced facilities plan that links maintenance & minor capital request to support our creative and critical learning and our culture of belonging. • The SD budget is aligned to the goals and outcomes of the strategic plan and student success. • Facilitate a transparent budget process and effective financial management and forecasting processes to end the year in a positive financial position while meeting the District's Strategic Plan goals. 	<p>create a sense of belonging for students and staff.</p> <ul style="list-style-type: none"> • Develop and lead a transparent budget process and effective financial management and forecasting processes that are an example to other districts across the province. • School Plans include a capital/maintenance component to ensure spaces are directly supporting learning objectives and creating a sense of belonging. • Multi-year resource plan (human and \$) that supports the timing of work over the life of the Strategic Plan
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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 and tasks are increasingly tracked using digital tools and reports • Staff and students have increased levels of digital competencies. • Regular role specific formalized training - e.g., Cybersecurity and Privacy, MyEdBC, Atrieve. 	<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.
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		<ul style="list-style-type: none"> Digital services are core to the district strategy and a well-defined digital operations plan exists with clear leadership. 	
Growth 4 Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment			
<ul style="list-style-type: none"> Identify the importance of being socially responsible as a public sector entity. Identify areas to be pursued to ensure socially responsible behaviour. 	<ul style="list-style-type: none"> Implementation of policies and practices supporting social responsibility. Reduction in carbon emissions of our buildings and fleet. 	<ul style="list-style-type: none"> Utilization of ethical decision-making framework for district (bias, reduction in systemic racism, environmental impacts) Reduced environmental footprint for district operations. 	<ul style="list-style-type: none"> Meet annual targets ensuring the district meets the Clean BC standards. Removal of any known or perceived barriers around equity, diversity and inclusion.

Appendix 5 – Survey Information and Questions

The **Student Learning Survey (SLS)** has been administered every year in B.C. public schools since 2001. Prior to 2016-17, it was known as the Student Satisfaction Survey. The SLS provides feedback on the implementation of the curriculum changes, learning environment, student wellness and satisfaction, student belonging and engagement, and career preparation. The SLS is the only source of province-wide information about students’ learning experiences through the perspectives of students, parents, guardians/caregivers, and school staff. Schools and districts use the SLS to make informed decisions around long-term planning and goal setting, and in providing individual students personalized support. In 2021, the student survey underwent a review to accommodate an updated conceptual framework that align questions with the core competencies of the curriculum and the British Columbia’s Policy for Student Success.

Data were drawn from the following survey questions contained in the Student Learning Survey and the Equity in Action Student Survey.

Student Learning Survey - Questions and Descriptions

QUESTION_LABEL	Grade 3/4 Question	Grade 7/10/12 Question
AB_ACTIV_PARTIC	Do you participate in any ongoing First Peoples activities outside	At school, do you participate in any ongoing Aboriginal or First Peoples programs or activities?
AB_CELEB_PARTIC	Do you participate in any First Peoples activities?	At school, do you participate in any Aboriginal or First Peoples celebrations or activities?
AB_CULT_LOCAL	Are you learning about local First Nations at school?	At school, are you being taught about local First Nations?
AB_LANG_LOCAL	Are you learning the local First Nations’ language at school?	Are you being taught the local First Nation language(s)?
ADULTS_CARE	How many adults do you think care about you at your school?	How many adults at your school care about you?
AGENCY		I feel that I can make a difference in my community (for example, by volunteering with local organizations).
CLEAR_RULES	I know how my school expects me to behave.	At school, rules and expectations for behaviour are clear (for example, school rules or codes of conduct).
COMMUNIC_DEV		At school, I am learning to communicate effectively. (for example, listening fully, watching for visual cues, asking for clarity, considering your audience when speaking, summarizing clearly)
CONNECT_LEARN		My learning is connected to the local environment and community (for example, learning things in local parks or businesses).
CONSIDER_OTHERS	When you make a choice, do you think about how it might affect others?	When I am making a decision to do something, I stop to think about how it might affect other people.
CONTROL_LEARN		At school, are you taught to take ownership or control of your learning? (for example, choosing your own homework assignments, marking your own work, making decisions about what you want to study)
CREATIVE_DEV	Are you learning ways to think of and explore new ideas?	At school, are you learning ways to become more creative? (for example, creating things on-the-spot without preparation, reusing things for entirely new purposes, unstructured exploration)
CRITICAL_DEV		At school, are you learning to be a critical thinker? (for example, analyzing, making connections, asking questions, challenging assumptions)
DIFF_SCHOOL	I am happy at my school.	I would like to go to a different school.
EMOTION_DEV		I am satisfied that in school I learn how to express emotion, and deal with emotional problems that I may face in the future. (for example, self-regulation, empathy, compassion)
EMPLOYMENT_PREP		Are you satisfied that school is preparing you for a job in the future?
ENV_HUMAN_ACT	Are you learning about how people change our environment?	At school, are you learning about how human activity affects our environment? (for example, the health of different plants and animals, climate change)
EVAL_EXEMPLAR	Are you shown different samples of what work looks like?	As part of marking your work, are you shown examples of what excellent, good, fair, and poor work look like?

EVAL_FORMATIVE	Do you know what things are considered when your work is	Do you know what things are considered when your work is marked?
EVAL_SELF	Do students share their work with others?	At school, do you get to discuss the quality of your work or other students' work?
EXERCISE_COUNT_HOURS	On a normal school day, how many hours do you exercise (can include recess, lunch, P.E. class)?	In the past week (seven days) how many hours did you exercise or do physical activities that made you sweat and breathe hard, such as soccer, running, dancing, swimming, bicycling or similar aerobic activities?
EXPLAIN_LEARN	Are you learning to explain the way you solve problems?	At school, are you taught to explain, as you work, the way that you solve problems? (for example, describing step by step how you figured something out)
EXTRACURRICULAR	Do you go to any clubs, dance, sports, or music classes outside of school time?	At school, do you participate in activities outside of class hours (for example, clubs, dance, sports teams, music)?
EXTRACURR_CHOICE	My school gives me choices of sports or other activities to do after school.	Does your school offer enough variety of extra-curricular activities? (for example, sports or other activities that you do after school)
EXTRACURR_MISSING		Have you ever not been able to take a course at your school? (for example, due to a lack of enough interested students, or qualified staff)
FAIR_TREATMENT	Do adults in the school treat all students fairly?	Do adults in the school treat all students fairly?
FEEL_WELCOME	Do you feel welcome at your school?	Do you feel welcome at your school?
GET_ADVICE	If you have a problem, can you get the help you need from adults at your school?	At school, are you able to get the information and advice that you need? (for example, from teachers or counsellors)
GIVE_INPUT	Do you feel you have choice about what you are learning?	At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects).
GOAL_PLANNING	Do you set a learning intention or goal when learning something	I plan my learning based on my goals.
HUM_RIGHTS		At school, I am learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability).
IMPROVE_LEARN	Are you helped to understand how you can improve your	At school, are you helped to understand how you can improve your learning?
INTEREST_STUDY	Do you get to work on things you are interested in as part of	At school, do you get to work on things you are interested in as part of your course work?
LEARN_IDEAS		At school, are you helped to understand important ideas? (for example, ideas that are critical for understanding – such as scientific laws)
LEARN_PIAGET	If you do not understand something at school, do you ask for	When you do not understand something at school, is it explained again in other ways?
LIFESKILLS_DEV		I am satisfied that in school I am learning basic life skills that I need for the future. (for example, skills for financial planning and taxes, budgeting, independent living)
LIKE_ACAD		I like the academic aspects of my school. (for example, subjects like mathematics or science)
LIKE_SCHOOL	Do you like school?	Do you like school?
LIKE_SOCIAL	I like making new friends and meeting people at school.	I like the social aspects of my school.
LIKE_SPORT	I like the gym and P.E. activities at my school.	I like the athletic aspects of my school. (for example, sports teams, physical education)
MATH_DEV	I feel I am getting better at math.	I continue to get better at mathematics (for example, even if my problem-solving is already good, there is something else that is continuing to improve).
MEDIA_LITERACY		Is your school helping you to become more media literate? (for example, the ability to access, analyze, evaluate and create messages in a wide variety of forms)
MENTAL_HLTH	Are you learning how to care for your mental health?	At school, I am learning how to care for my mental health. (for example, anxiety or stress management, anger management, relationship skills)
NUTRI_BREAKFAST	How many times a week do you eat breakfast?	How often do you usually eat breakfast?
NUTRI_VEG	How many times a week do you eat fresh vegetables?	How often do you usually eat fresh vegetables? (for example, in a salad, or fresh-cooked from raw)
OPP_LEARN		At school, are you told about possible learning experiences in your community?
PEACE_PROB_RES	Are you learning how to solve problems in peaceful ways?	At school, I am learning how to solve problems in peaceful ways.
PHYSICAL_HLTH	Are you learning how to care for your body?	At school, I am learning how to care for my physical health. (for example, getting healthy food, exercise and sleep)
PHYS_SLEEP	I feel like I participate in too many activities outside of school.	How often, usually, do you get a good night's sleep?
PSI_PREP		Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?
READ_DEV	I feel I am getting better at reading.	I continue to get better at reading (for example, even if my word knowledge is already good, there is something else that is continuing to improve).
REASON_DEV		I am satisfied that in school I am learning basic reasoning skills that I need for the future. (for example, pattern recognition, rational argument, skepticism, critique, persuasion, deduction, inference)

Equity in Action Student Survey

Questions
Academic Year
School
School Code
Grade
Aboriginal
Born in Canada
Born Elsewhere
Years Living in Canada
Do you see family and/or people from your community in your classroom?
Do you feel included in your classroom?
Does your classroom spend time outside learning?
Do you hear the territorial acknowledgment in your classroom, assemblies or announcements?
Are children in your classroom kind and caring?
Are there times when children in your classroom are unkind or hurt your feelings?
When you have a problem, are you comfortable seeking help from an adult?
Who do you talk to if you have a problem? Principal or Vice-Principal
Who do you talk to if you have a problem? Teacher
Who do you talk to if you have a problem? An Aboriginal Education Staff Member
Who do you talk to if you have a problem? Parent(s) / Guardian(s)
Who do you talk to if you have a problem? School Counselor
Who do you talk to if you have a problem? Secretary
Who do you talk to if you have a problem? No one
Do you feel like these problems get solved?
Does your classroom and school connect with members of your family and community?
Do you witness racist remarks or acts of racism in your school?
Do you experience racism in your school?
Do you feel supported and that your concerns are resolved?
You indicated that you witness or experience racism in your school. What does it look like?
Who would you talk to if you experienced or witnessed racism at school? Principal or Vice-Principal
Who would you talk to if you experienced or witnessed racism at school? Teacher
Who would you talk to if you experienced or witnessed racism at school? An Aboriginal Education Staff Member
Who would you talk to if you experienced or witnessed racism at school? Parent(s) / Caregiver(s)
Who would you talk to if you experienced or witnessed racism at school? School Counselor
Who would you talk to if you experienced or witnessed racism at school? Secretary
Who would you talk to if you experienced or witnessed racism at school? No one
When you make mistakes at school, who helps you learn from those mistakes? Principal or Vice-Principal

When you make mistakes at school, who helps you learn from those mistakes? Teacher
When you make mistakes at school, who helps you learn from those mistakes? An Aboriginal Education Staff Member
When you make mistakes at school, who helps you learn from those mistakes? School Counselor
When you make mistakes at school, who helps you learn from those mistakes? Secretary
When you make mistakes at school, who helps you learn from those mistakes? Other
Do you see meaning (relevance) in what you are learning at school?
Do you have choice in what you learn, how you learn, and how you share what you learn?
Does your learning at school connect you to the land, sea, and sky around you?
When studying Indigenous (Aboriginal, First Nation, Métis, Inuit) content, do you learn the source of the information (where the information comes from such as author, artist, traditional territory, or other)?
Do Role Models or Elders visit your classroom or school?
What subjects have included Indigenous content so far this year? English Language Arts
What subjects have included Indigenous content so far this year? Math
What subjects have included Indigenous content so far this year? Socials
What subjects have included Indigenous content so far this year? Science
What subjects have included Indigenous content so far this year? Arts
What subjects have included Indigenous content so far this year? Physical & Health Education
What subjects have included Indigenous content so far this year? Careers
Does your school offer English First Peoples?
Did you enroll in the English First Peoples course?
Did you enroll in the English First Peoples course? Why or Why not?
In my class, I have opportunities to: Understand and apply what I have learned
In my class, I have opportunities to: Take the time I need to learn, know and understand
In my class, I have opportunities to: Share my stories, thoughts, and questions with others
In my class, I have opportunities to: Hear the stories, thoughts, and questions of others
In my class, I have opportunities to: Collaborate and work cooperatively with others
In my class, I have opportunities to: Mentor other students with something I know and understand
In my class, I have opportunities to: Be mentored by other students
In my class, I have opportunities to: Participate in sharing circle / group discussions

Appendix 6 - SD62 Students

Enrolment

Student enrolment for 2021-22 in SD62 was 12,351 with 1385 of those students identifying as Indigenous. A number of our students (1689) have special needs. The headcount at school levels is 5534 domestic students at elementary school, 2701 domestic students at middle school, and 3255 domestic students at secondary school.

SD62 Enrollment 2021-22

All students	12,351
Students identifying as Indigenous	1385
Students with special needs	1689
Headcount – Elementary	5534
Headcount – Middle	2701
Headcount – Secondary	3255
International Students	315

Source: [B.C. Education System Performance - Sooke School District: Contextual Information \(gov.bc.ca\)](https://www.gov.bc.ca/education/system-performance/sooke-school-district-contextual-information)

Students with Indigenous ancestry

In the 2021-2022 school year, there were 1385 Indigenous students attending schools in SD62 and the majority received funded academic support and culture/language support from the Na'tsa'maht Indigenous Education Department. A minority of Indigenous students live on reserve. About a third of the students are of Métis ancestry. Many students are self-identified (status and/or non-status) First Nations, Métis and Inuit from regions across Canada. The district ensures Indigenous students receive a quality education that fosters a strong sense of pride, confidence and knowledge of their heritage.

In November 2021, the government released the [Aboriginal Report 2016/17 – 2020/21 How Are We Doing?](#) The report is district specific and built from data generated from 2016-17 to the 2020-21 school year with a focus on the most current year (2020-2021) which enables a comparison to previous year's trends.

International Student Program

In the 2021-2022 school year, 315 international students (264 FTE) were enrolled in the district. 73 of these students were returning to the district whereas 242 were new. Students predominantly came from Germany (24%), China (18%), Japan (12%). Mexico (9%), Italy (9%),

Spain (7%), and Korea (5%). Most of these students (57%) are visitors on a cultural immersion track, while the remainder (43%) are here to stay until they graduate. The last few years have been challenging with the pandemic, reducing the number of students able to travel. For those who have traveled, there have been additional pressures from being apart from family at a time of global insecurity, and additional travel challenges due to constantly changing travel protocols and requirements. Out of the pandemic, there is an ongoing shortage of host families in our school district and across the country.

English Language Learners (ELL)

There was significant growth of ELL students in the 2021-22 school year. Numbers jumped from 291 in 2020-2021 school year to 406 in September 2021 and up to 487 by February 2022. The major increase in ELL student numbers was impossible to anticipate as many students are here with parents who are on work or study permits or are newly landed families with refugee status. The growth in enrollment that occurs later in the school year (after the September funding deadline) is a financial challenge for the district to manage, as many of these students come with English Language Learning needs but do not receive additional ELL support funding.

SD62 class sizes are above the provincial average. As fast as new schools are built, they are full following the fast pace of residential building happening in the district, particularly on the Westshore.

Class Size

Grade	Average SD62 Class Sizes			Provincial Average
	2019	2020	2021	Sept 2021
Kindergarten	18.7	18.3	19.6	17.4
Grades 1-3	20.9	18.1	21.2	19.2
Grades 4-7	25.6	22.2	25.2	23.2
Grades 8-12	23.7	12.5 ¹	23.7	21.4

Appendix 7 - SD62 Staffing

2021-22 was a busy year for SD62 hiring with 1674 postings, and 313 new hires. 143 staff exited their roles.

The district was able to hold a celebration to acknowledge the dedication of our retiring staff and those achieving long service in their role.

SD62 Staffing 2018-2022

Total Number of Employees

# of Employees	2018-2019	2020-2021	2021-2022
Total Employees	1606	1753	1896

Staff Hiring and Exits 2021-22

	CUPE	STA	Exempt	Total
2021-22				
Total Active Employees	752	1029	115	1896
	CUPE	STA	Exempt	Total
New Hires	148	157	8	313
	CUPE	STA	Exempt	Total
Staff Exits	81	11	51	143
	CUPE	STA	Exempt	Total
Postings	792	848	34	1674

Appendix 8 - SD62 Budget

Note 2021-22 figures are subject to audit confirmation.

	2018-2019	2019-2020	2020-2021	2021-2022
Revenues	110.231	116.724	118.416	131.286
Expenses	108.470	113.726	120.302	130.211
Net Revenues	1.761	2.998	(1.886)	1.075