

# SD62 Rubric for Strategic Plan 2021-25

## 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"><li>Students and staff have limited awareness of diversity and inclusion.</li><li>Limited opportunities for students to demonstrate evidence of their skills and abilities in their schools.</li><li>Educators incorporate intermittent instruction of academic problem solving and critical thinking in learning tasks.</li><li>Few students, families and staff report feeling physically, culturally, emotionally, and technologically safe and welcomed in schools and worksites.</li></ul>	<ul style="list-style-type: none"><li>Students and staff have some understanding of the concepts of diversity and inclusion.</li><li>Some opportunities for students to demonstrate evidence of their skills and abilities in their schools.</li><li>Educators incorporate some explicit instruction of academic problem solving and critical thinking in learning tasks.</li><li>Some students, families and staff report feeling physically, culturally, emotionally, and technologically safe and welcomed in schools and worksites.</li><li>Student’s report being somewhat aware of and occasionally accessing different routes to graduation.</li><li>Some Programs of Choice available to support some interests or abilities.</li></ul>	<ul style="list-style-type: none"><li>Students and staff are conscious of diversity and demonstrate understanding of diversity and inclusion.</li><li>Most students have the skills to think creatively and critically.</li><li>Most students, families and staff feel safe, that they belong, and are valued.</li><li>Enhanced pathways for student choice including more routes to graduation and greater opportunities for hands on learning.</li></ul>	<ul style="list-style-type: none"><li>Students and staff demonstrate deep understanding of diversity and inclusion.</li><li>Students demonstrate a sophisticated level of creative and critical thinking.</li><li>Almost all students, families and staff feel safe, that they belong, and are valued.</li><li>Multiple additional pathways are used for student choice including routes to graduation and opportunities for hands on learning.</li></ul>
Learning 1 To provide opportunities for learners to understand, respect and appreciate diversity and inclusion			
<ul style="list-style-type: none"><li>Few learning opportunities are evident district wide, school wide and classroom specific regarding racism, equity, disability, and diverse ability.</li><li>Minimal to no physical evidence, i.e., posters, messaging, and interactions that model inclusion and diversity are present.</li><li>A few classroom teachers are using resources that support immersing diversity and inclusion in their curriculum (international speakers,</li></ul>	<ul style="list-style-type: none"><li>Some learning opportunities are evident district wide, school wide and classroom specific regarding racism, equity, disability, and diverse ability.</li><li>Some physical evidence, i.e., posters, messaging, and interactions that model inclusion and diversity are present.</li><li>Some classroom teachers are using resources that support immersing diversity and inclusion in their curriculum (international speakers, elders, authors, parents, diverse educational materials).</li></ul>	<ul style="list-style-type: none"><li>Multiple learning opportunities are evident district wide, school wide and classroom specific regarding racism, equity, disability, and diverse ability.</li><li>Strong evidence of positive communication, i.e., posters, messaging, and interactions that model inclusion and diversity are present.</li><li>Classroom teachers are using resources that support immersing diversity and inclusion in their curriculum (international speakers, elders, authors, parents, diverse educational materials).</li></ul>	<ul style="list-style-type: none"><li>Learning opportunities are common and embedded district wide, school wide and classroom specific regarding racism, equity, disability, and diverse ability.</li><li>Physical evidence, i.e., posters, messaging, and interactions that model inclusion and diversity are ubiquitous.</li><li>Classroom teachers consistently use resources that support immersing diversity and inclusion in their curriculum (international speakers, elders, authors, parents, diverse educational materials).</li></ul>

<p>elders, authors, parents, diverse educational materials).</p> <ul style="list-style-type: none"> <li>• School and District social media rarely post inclusive and diverse messaging.</li> <li>• Students rarely speak out when educational practice is not inclusive.</li> <li>• Students and staff rarely model language that model diverse and inclusive practice.</li> <li>• Staff rarely engage and participate in learning opportunities that promote diversity, equity, and inclusion.</li> <li>• Learning Resources are not available and accessible at the district and school level</li> <li>• Very few physical spaces for learning are inclusive and accessible</li> </ul>	<ul style="list-style-type: none"> <li>• School and District social media occasionally post inclusive and diverse messaging.</li> <li>• Students sometimes speak out when educational practice is not inclusive.</li> <li>• Students and staff sometimes use language that models diverse and inclusive practice.</li> <li>• Staff occasionally engage and participate in learning opportunities that promote diversity, equity, and inclusion.</li> <li>• Learning Resources are somewhat available and accessible at the district and school level</li> <li>• Where possible, some physical spaces for learning are inclusive and accessible</li> </ul>	<ul style="list-style-type: none"> <li>• School and District social media regularly and intentionally post inclusive and diverse messaging.</li> <li>• Students are speaking out when educational practice is not inclusive.</li> <li>• Students and all staff commonly use language that models diverse and inclusive practice.</li> <li>• Staff regularly engage and participate in learning opportunities that promote diversity, equity.</li> <li>• Learning Resources are available and accessible at the district and school level.</li> <li>• Where possible, most physical spaces for learning are inclusive and accessible</li> </ul>	<ul style="list-style-type: none"> <li>• School and District social media often intentionally post inclusive and diverse messaging.</li> <li>• Students are empowered to speak out when educational practice is not inclusive and advocating for change.</li> <li>• Students and all staff consistently use language that models diverse and inclusive practice.</li> <li>• Staff eagerly engage and participate in learning opportunities that promote diversity, equity and inclusion.</li> <li>• Learning Resources are readily available and accessible at the district and school level. Where possible, all physical spaces for learning are inclusive and accessible</li> </ul>
<b>Learning 2 To provide opportunities for learners to develop critical and creative thinking skills</b>			
<ul style="list-style-type: none"> <li>• Limited opportunities for students to demonstrate evidence of their skills and abilities in their schools. Educators incorporate intermittent instruction of academic problem solving and critical thinking in learning tasks. Intermittent opportunities for students to engage in thinking tasks through multiple access points and approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Students have multiple opportunities to demonstrate evidence of their creative and critical thinking skills and abilities across all grade levels through authentic learning tasks.</li> <li>• Educators incorporate explicit instruction and personalized descriptive feedback of creative and critical thinking in all relevant learning tasks.</li> <li>• Learning opportunities allow for multiple access points, responses and approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have multiple opportunities to demonstrate evidence of their skills and abilities across all grade levels and in most learning tasks.</li> <li>• Educators incorporate explicit instruction of academic problem solving and critical thinking in all relevant learning tasks across subject areas. Learning opportunities for all students allow for multiple access points, responses and approaches across all subject areas from K-12</li> </ul>
<b>Learning 3 To ensure our learning environments are safe, accessible and welcoming.</b>			
<ul style="list-style-type: none"> <li>• <b>Safe</b> - Few students, families and staff report feeling physically, culturally, emotionally, and technologically safe in schools and worksites</li> <li>• 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)</li> <li>• <b>Welcoming</b> – 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.</li> <li>• <b>Accessible</b> – Multiple communication methods are not clearly evident throughout school buildings and district.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safe</b> - 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</li> <li>• Some pathways, both physical and virtual, provide safe access to educational programming (e.g., Blended and virtual learning environments)</li> <li>• <b>Welcoming</b> – Students, families and staff sometimes report a sense of belonging, and may see themselves reflected in schools and work sites.</li> <li>• <b>Accessible</b> – Some communication methods are evident throughout school buildings and district (e.g., Playground and indoor Communication</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safe</b> - Majority of students, families and staff report feeling physically, culturally, emotionally, and technologically safe in schools and worksites.</li> <li>• Students, families and staff speak up when they disagree with decisions or report when concerned about safety of self and others, contributing to solutions</li> <li>• Multiple pathways, both physical and virtual, provide safe access to educational programming (e.g., Blended and virtual learning environments)</li> <li>• <b>Welcoming</b> – Students, families and staff report a sense of belonging, see themselves reflected in schools and work sites.</li> <li>• <b>Accessible</b> – Multiple communication methods are evident throughout school buildings and district (e.g., Playground and Indoor Communication</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safe</b> - Majority of students, families and staff consistently report feeling physically, culturally, emotionally, and technologically safe in schools and worksites.</li> <li>• 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.</li> <li>• <b>Welcoming</b> – Students, families and staff consistently report a sense of belonging, seeing themselves reflected in schools and work sites.</li> <li>• <b>Accessible</b> – Multiple communication methods are universally used and incorporated throughout</li> </ul>

<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Boards as well as Braille signs, sound field, systems and assistive technology).</p> <ul style="list-style-type: none"> <li>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. .</li> </ul>	<p>Boards as well as Braille signs, sound field systems, and assistive technology).</p> <ul style="list-style-type: none"> <li>New buildings are constructed, and current buildings are being updated to reflect a Universal Design approach with accessible and <b>non-gendered spaces</b>.</li> </ul>	<p>school buildings and district (e.g., Playground and indoor Communication Boards as well as Braille signs, sound field, systems and assistive technology).</p> <ul style="list-style-type: none"> <li>New buildings are constructed, and existing buildings are updated to reflect a Universal Design approach with accessible and non-gendered spaces.</li> </ul>
<b>Learning 4 To enhance student choice and voice</b>			
<ul style="list-style-type: none"> <li>Our district (schools) demonstrates an initial understanding of the necessity to provide students and families with a platform for feedback (feedback via surveys, course selection, student forums, town hall, Thought Exchange, Board/Committee Meetings, SPEAC/PAC, etc.).</li> <li><b>Voice</b> - Few opportunities for student input is represented in classroom, school, and district decisions.</li> <li><b>Choice</b> – Few options for student learning in programs of choice are available. (Percentage of students district wide vs total number of students district wide).</li> <li>Few students &amp; parents report an awareness of possible <b>alternate routes to graduation</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Our district (schools) demonstrates a partial understanding of the necessity to provide students and families with a platform for feedback (feedback via surveys, course selection, student forums, town hall, Thought Exchange, Board/Committee Meetings, SPEAC/PAC, etc.).</li> <li><b>Voice</b> - Some opportunities for student input are represented in classroom, school, and district decisions.</li> <li><b>Choice</b> – Some options for student learning in programs of choice are available. (Percentage of students district wide vs total number of students district wide)</li> <li>Students &amp; parents report being somewhat aware of possible routes to graduation.</li> </ul>	<ul style="list-style-type: none"> <li>Our district (schools) demonstrates a <b>solid understanding of the necessity to provide students and families with a platform for feedback</b> (feedback via surveys, course selection, student forums, town hall, Thought Exchange, Board/Committee Meetings, SPEAC/PAC, etc.).</li> <li><b>Voice - Multiple opportunities for student input</b> is represented in classroom, school, and district decisions. Students, staff and families report feeling comfortable speaking up regarding decisions around their learning</li> <li><b>Choice – Multiple options for student learning are available</b>, including how, when, and where learning occurs to reflect many learning styles. Students are aware of and accessing multiple routes to graduation.</li> <li>Multiple Programs of Choice exist to support a variety of student interests or abilities</li> </ul>	<ul style="list-style-type: none"> <li>Our district (schools) demonstrates a sophisticated understanding of the necessity to provide students and families with a platform for feedback (feedback via surveys, course selection, student forums, town hall, Thought Exchange, Board/Committee Meetings, SPEAC/PAC, etc.).</li> <li><b>Voice</b> - 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</li> <li><b>Choice</b> – Multiple options for student learning are available. (Percentage of students district wide vs total number of students district wide). Students &amp; parents are consistently accessing multiple routes to graduation (percentage of students accessing programs trending up from proficient).</li> <li>Programs of Choice are intentionally built throughout the district – operational plan complete</li> </ul>

# Engagement

Emerging	Developing	Proficient	Extending
<b>ENGAGEMENT Goal Create a culture of belonging</b>			
<ul style="list-style-type: none"><li>Few opportunities provided for students, staff and other community partners to provide input.</li><li>There is a significant gap between the non-Indigenous graduation rates and the Indigenous student graduation rates.</li><li>The district is creating a communications plan to develop and expand its communication processes.</li><li>Few systems are in place to inform the state of wellness of staff and students.</li></ul>	<ul style="list-style-type: none"><li>Some opportunities for students, staff and other community partners to provide input.</li><li>Indigenous student graduation rates are approaching parity with non-Indigenous students.</li><li>Basic communications plan.</li><li>Some systems are in place to inform the state of wellness of staff and students.</li></ul>	<ul style="list-style-type: none"><li>Specific practices and processes that enhance collab and inclusivity.</li><li>Indigenous student success.</li><li>Awareness and understanding of Indigenous cultures and ways of being.</li><li>Effective communication and engagement that follows a practice of transparent.</li><li>Holistic approach to wellness.</li></ul>	<ul style="list-style-type: none"><li>Well thought out engagement. Capacity build with staff on how to engage.</li><li>Indigenous student graduation rates exceed parity with non-Indigenous students.</li><li>The district has implemented a robust communications plan that actively develops and expands clear communication processes.</li><li>Robust systems are in place to inform the state of wellness of staff and students.</li></ul>
<b>Engagement 1 To develop, expand and implement, inclusive and collaborative, practices and processes</b>			
<ul style="list-style-type: none"><li>Few opportunities provided for students, staff and other community partners to provide input.</li><li>Engagement limited in scope and tools not part of a wider district process.</li><li>Engagement mostly about informing community.</li><li>Stakeholder engagement is rarely undertaken, poorly planned with few results shared.</li><li>Some inclusive engagement processes are used to allow more than one method for input.</li><li>A loosely formulated plan for engaging with school district stakeholders.</li><li>Some consideration for equitable representation amongst stakeholders</li></ul>	<ul style="list-style-type: none"><li>Some opportunities for students, staff and other community partners to provide input.</li><li>Engagements operated with District tools.</li><li>Engagement mostly about seeking community preferences.</li><li>Stakeholder engagement is occasionally undertaken, loosely planned with some results shared.</li><li>Several inclusive engagement processes are used with multiple methods for input. A clear plan for engaging with most school district stakeholders.</li><li>Regular consideration for equitable representation amongst stakeholders</li></ul>	<ul style="list-style-type: none"><li>Broad stakeholder engagement well planned and shared. Student forums, stakeholder outreach.</li><li>Clearly articulated plan for engaging with a broad rep of school district stakeholder.</li><li>Engagement mostly about collaborating with the community.</li><li>Consistent consideration and reflection of equitable representation amongst stakeholders.</li><li>Multiple inclusive engagement processes with a variety of input modalities available.</li></ul>	<ul style="list-style-type: none"><li>Well thought out engagement. Capacity build with staff on how to engage. Streamlined engagement process with a continuous improvement loop.</li><li>Consistency in engagement across staff, students, parents, community. Integrated tools, practices and processes create and enhance shared culture across staff, student and parent community. Broad stakeholder engagement is always used, well planned with detailed results shared consistently. A wide range of inclusive engagement processes that allow for multiple input modalities. Clearly articulated plan that is publicly shared with a strong focus on engaging with a broad representation of school district stakeholders. Equitable representation amongst stakeholders is always part of district engagement processes.</li></ul>
<b>Engagement 2 To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'</b>			
<ul style="list-style-type: none"><li>Few of Indigenous students achieving a Dog Wood Certificate in six-years</li><li>Indigenous students rarely feel welcome at school.</li></ul>	<ul style="list-style-type: none"><li>Some Indigenous students achieve a Dog Wood Certificate in six-years.</li><li>Indigenous students sometimes feel welcome at school</li></ul>	<ul style="list-style-type: none"><li>Most Indigenous students achieve a Dog Wood Certificate in six-years.</li><li>Indigenous students often feel welcome at school.</li></ul>	<ul style="list-style-type: none"><li>Nearly all Indigenous students achieve a Dog Wood Certificate in six-years.</li><li>Indigenous students always feel welcome at school.</li></ul>

<ul style="list-style-type: none"><li>• There is a significant gap between Indigenous and non-Indigenous students’ annual Six-Year Completion Rate.</li><li>• Indigenous content, culture and pedagogy is rarely central, key and a regular part of some classes and school activities.</li><li>• Indigenous language is rarely central, key and a regular part of some classes and school activities.</li></ul>	<ul style="list-style-type: none"><li>• There is a small gap between Indigenous achieving the Six-Year Completion Rate compared with the rate of non-Indigenous students.</li><li>• Indigenous content, culture and pedagogy is sometimes central, key and regular part of classes and school activities.</li><li>• Indigenous language is sometimes a central, key and regular part of classes and school activities.</li></ul>	<ul style="list-style-type: none"><li>• Indigenous student graduation rates are at parity with non-Indigenous students when looking at the six-year completion rate.</li><li>• Indigenous content, culture and pedagogy is often central, key and a regular part of most classes and school activities.</li><li>• Indigenous language is often central, key and a regular part of most classes and school activities.</li></ul>	<ul style="list-style-type: none"><li>• Indigenous student graduation rates exceed parity with non-Indigenous students when looking at the six-year completion rate.</li><li>• Indigenous content, culture and pedagogy is always central, key and a regular part of all classes and school activities.</li><li>• Indigenous language is always central, key and a regular part of all classes and school activities.</li></ul>
<b>Engagement 3</b> To develop, expand and implement <b>respectful, effective, clear and transparent communications</b>			
<ul style="list-style-type: none"><li>• Emerging Communications plan</li><li>• Unclear or no process for communications</li><li>• No organizational branding or identity</li><li>• Little or no staff training in communications</li></ul>	<ul style="list-style-type: none"><li>• Developing communications plan that has elements of inclusion</li><li>• Basic process for communications</li><li>• Basic organizational branding and identity</li><li>• Some basic staff training in communications</li></ul>	<ul style="list-style-type: none"><li>• Proficient communications plan that is clearly articulated, inclusive and accessible that reflects multi-platform processes</li><li>• Well laid out and articulated process for communications</li><li>• Solid branding that is recognized in the community</li><li>• Regular staff training in communications that enhance respectful, clear and transparent communication</li></ul>	<ul style="list-style-type: none"><li>• Sophisticated communications plan that is accessible, inclusive, multi-language and multi-platform processes</li><li>• Consistent and integrated process for communications</li><li>• Trusted brand, clearly identified by staff and students and the community</li><li>• Tailored training available for staff alongside regular training</li></ul>
<b>Engagement 4</b> To continue to develop, expand and implement <b>a culture of wellness</b>			
<b>SYSTEMIC RESPONSIBILITY</b>			
<ul style="list-style-type: none"><li>• <b>Few systems</b> are in place to inform the state of wellness of staff and students</li><li>• Holistic benefits and support programs are not in place.</li><li>• Few educational opportunities related to mental health and wellness are offered.</li><li>• Limited staffing and resources are supplied to provide health and wellness activities.</li><li>• A few policies, practices and processes are collaboratively developed and implemented that establish healthy work/school boundaries and wellness.</li><li>• Wellness objectives are not incorporated in school and district operational plans</li></ul>	<ul style="list-style-type: none"><li>• <b>Some systems</b> are in place to inform the state of wellness of staff and students.</li><li>• Some holistic benefits and support programs are in place.</li><li>• Some educational opportunities related to mental health and wellness are offered.</li><li>• Some staffing and resources are supplied to provide health and wellness activities.</li><li>• Some policies, practices and processes are collaboratively developed and implemented that establish healthy work/school boundaries and wellness.</li><li>• Wellness objectives incorporated in some school and district operational plans</li></ul>	<ul style="list-style-type: none"><li>• <b>Many systems</b> are in place to inform the state of wellness of staff and students.</li><li>• Many holistic benefits and support programs are in place.</li><li>• Educational opportunities related to mental health and wellness are consistently offered</li><li>• Significant levels of staffing and resources are supplied to provide effective health and wellness activities.</li><li>• Many policies, practices and processes are collaboratively developed and implemented that establish healthy work/school boundaries and wellness.</li><li>• Wellness objectives are incorporated in most school and district operational plans</li></ul>	<ul style="list-style-type: none"><li>• <b>Robust systems</b> are in place to inform the state of wellness of staff and students.</li><li>• Sophisticated holistic and robust benefits and support programs are in place.</li><li>• Educational opportunities related to mental health and wellness are embedded throughout the system.</li><li>• Robust staffing and resources are supplied to provide system-wide health and wellness activities.</li><li>• All policies, practices and processes are collaboratively developed and implemented that establish healthy work/school boundaries and wellness.</li><li>• Wellness objectives are incorporated in all school and district operational plans</li></ul>
<b>COLLECTIVE RESPONSIBILITY</b>			
<b>Few staff and students:</b> <ul style="list-style-type: none"><li>• Show compassion and awareness of others.</li></ul>	<b>Some staff and students</b>	<b>Many staff and students</b>	<b>All or most staff and students</b>



<ul style="list-style-type: none"><li>• Are aware of available supports and can recommend resources to peers.</li><li>• Are aware of and support each other in engaging in group educational and wellness activities.</li><li>• Contribute to the collaborative development of policies, practices and processes that support health and wellness.</li><li>• Encourage and respect healthy work/school boundaries with peers</li></ul>			
INDIVIDUAL RESPONSIBILITY			
<ul style="list-style-type: none"><li>• Few staff and students</li></ul>	Some Staff and Students	<ul style="list-style-type: none"><li>• Many staff and students</li></ul>	All or most staff and students
<ul style="list-style-type: none"><li>• Show self-compassion and self-awareness.</li><li>• Access health and wellness support when needed.</li><li>• Engage in educational opportunities related to health and wellness</li><li>• Engage in holistic personal health and wellness practices.</li><li>• Respect the policies, practices and processes related to healthy work/school boundaries.</li></ul>			

# Growth

Emerging	Developing	Proficient	Extending
<b>GROWTH Goal - Pursue organizational excellence to support a vibrant school district</b>			
<ul style="list-style-type: none"><li>• Few systems are in place to support the growth of our facilities.</li><li>• No support for schools that need repair.</li><li>• Minimal access to funding for growth (resources, furniture)</li><li>• There is initial work to define the district's organizational practices with regards to DEI</li></ul>	<ul style="list-style-type: none"><li>• Some systems in place to support the growth of our facilities.</li><li>• Parts of the organization have defined practices in operation with regards to DEI</li><li>• Some resources, policies, that directly support environmental sustainability.</li></ul>	<ul style="list-style-type: none"><li>• Practices and standards that support the diverse pop of the school district.</li><li>• Physical assets, space and resources that support student success and the school community.</li><li>• Utilizes data to support the organization increased productivity and adaptability</li><li>• Enhanced service levels to student, staff and the community,</li><li>• Decisions and actions are ethical and socially to positively impact society and the environment.</li></ul>	<ul style="list-style-type: none"><li>• Organizational DEI practices undergo continuous improvement and follow current best practice.</li></ul>
<b>Growth 1 To strengthen organizational practices to ensure diversity, equity and inclusion (DEI).</b>			
<ul style="list-style-type: none"><li>• There is initial work to define the district's organizational practices with regards to DEI.</li><li>• Limited understanding of diversity in our workplaces and have</li><li>• No or limited awareness of barriers.</li><li>• No attention to diversity on hiring</li></ul>	<ul style="list-style-type: none"><li>• Parts of the organization have defined practices in operation with regards to DEI.</li><li>• Partial understanding of diversity in our workplaces and have</li><li>• Limited understanding of barriers and limited attempts to reduce</li><li>• Some attempt to understand diversity needs when we hire</li></ul>	<ul style="list-style-type: none"><li>• The whole organization has defined practices in operation with regards to DEI Initiatives.</li><li>• Full understanding of diversity in our workplaces and have</li><li>• Barriers understood and reduced</li><li>• Consciously seeking out hires in the areas to reflect our community.</li></ul>	<ul style="list-style-type: none"><li>• Organizational DEI practices undergo continuous improvement and follow current best practice</li><li>• Sophisticated understanding of diversity in our workplaces and have</li><li>• Sophisticated understanding of barriers and system wide reduction</li><li>• Hires reflect our community</li></ul>
<b>Growth 2 To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging.</b>			
<ul style="list-style-type: none"><li>• The need for capital, custodial, grounds and maintenance work to maintain our learning spaces.</li><li>• Prepare a District-wide financial management process that includes budgeting, forecasting and reporting.</li><li>• Identify the need for our financial, transportation and space resources to be linked to equity, diversity and inclusion</li></ul>	<ul style="list-style-type: none"><li>• Capital, custodial, grounds and maintenance work sometimes enhances our learning spaces to become learning environments.</li><li>• The Annual Long-Range Facilities Plan identifies the need to enhance our spaces to become creative and critical learning environments.</li><li>• Facilitate the financial management process to end the year in a positive financial position.</li></ul>	<ul style="list-style-type: none"><li>• The design and completion of capital, custodial, grounds and maintenance work often enhance our learning spaces to become learning environments that are inclusive, diverse and equitable.</li><li>• An annual and long-range capital plan is in place to create space that allows creative and critical thinking.</li><li>• Proactive, responsive and resourced facilities plan that links maintenance &amp; minor capital request to support our creative and critical learning and our culture of belonging.</li></ul>	<ul style="list-style-type: none"><li>• The need for capital, custodial, grounds and maintenance work to enhance our learning spaces.</li><li>• To become learning environments that are inclusive, diverse and equitable and create a sense of belonging for students and staff.</li><li>• Develop and lead a transparent budget process and effective financial management and forecasting processes that are an example to other districts across the province.</li><li>• School Plans include a capital/maintenance component to ensure spaces are directly supporting learning objectives and creating a sense of belonging.</li><li>• Multi-year resource plan (human and \$) that supports the timing of work over the life of the Strategic Plan</li></ul>

		<ul style="list-style-type: none"><li>• The SD budget is aligned to the goals and outcomes of the strategic plan and student success.</li><li>• 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.</li></ul>	
<b>Growth 3 To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources</b>			
<ul style="list-style-type: none"><li>• Working practices are mostly paper based or supported by analog processes.</li><li>• Multiple and inconsistent user experience across functions.</li><li>• Processes are ad hoc or undocumented.</li><li>• Staff and Student have low levels of Digital competencies.</li><li>• Training is ad hoc.</li></ul>	<ul style="list-style-type: none"><li>• Some information and services are available online.</li><li>• Some integration of user experience but still disjointed and relies on legacy technologies.</li><li>• Some processes are documented.</li><li>• Digital use of resources is recognized.</li><li>• Staff and students have basic level digital competencies.</li><li>• Some formalized training.</li></ul>	<ul style="list-style-type: none"><li>• Digital tools and design led processes are being used to improve existing services, practices and ways of working and learning.</li><li>• Integrated user experience.</li><li>• Many processes have been documented and automated.</li><li>• Projects and tasks are increasingly tracked using digital tools and reports</li><li>• Staff and students have increased levels of digital competencies.</li><li>• Regular role specific formalized training - e.g., Cybersecurity and Privacy, MyEdBC, Atrieve.</li><li>• Digital services are core to the district strategy and a well-defined digital operations plan exists with clear leadership.</li></ul>	<ul style="list-style-type: none"><li>• Digital tools and processes are being used to deliver joined up end-to-end processes and user experience.</li><li>• Shaping culture, processes and practices to anticipate and adapt to changing needs of staff, students and community in a digital world.</li><li>• Staff, students and community are using best practices to deliver learning, engagement and effective organizational practices.</li><li>• An integrated ecosystem of information and imagery that automatically synchronizes across staff, students and community.</li></ul>
<b>Growth 4 Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment</b>			
<ul style="list-style-type: none"><li>• Identify the importance of being socially responsible as a public sector entity.</li><li>• Identify areas to be pursued to ensure socially responsible behaviour.</li></ul>	<ul style="list-style-type: none"><li>• Implementation of policies and practices supporting social responsibility.</li><li>• Reduction in carbon emissions of our buildings and fleet.</li></ul>	<ul style="list-style-type: none"><li>• Utilization of ethical decision-making framework for district (bias, reduction in systemic racism, environmental impacts)</li><li>• Reduced environmental footprint for district operations.</li></ul>	<ul style="list-style-type: none"><li>• Meet annual targets ensuring the district meets the Clean BC standards.</li><li>• Removal of any known or perceived barriers around equity, diversity and inclusion.</li></ul>