Appendix 1 – Overall Rubric with Performance Descriptors

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			
• 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.	• 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.	• 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.	• 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.

	• 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.		

Learning 1 To provide opportunities for learners to understand, respect and appreciate **diversity and inclusion**

• Few learning opportunities are evident district wide, school wide and classroom specific regarding racism, equity, disability, and diverse ability. • Minimal to no physical evidence, i.e., posters, messaging, and interactions that model inclusion and diversity are present. • A few classroom teachers are using resources that support immersing diversity and inclusion in their curriculum (international speakers, elders, authors, parents, diverse educational materials). • School and District social media rarely post	• Some learning opportunities are evident district wide, school wide and classroom specific regarding racism, equity, disability, and diverse ability. • Some physical evidence, i.e., posters, messaging, and interactions that model inclusion and diversity are present. • Some classroom teachers are using resources that support immersing diversity and inclusion in their curriculum (international speakers, elders, authors, parents, diverse educational materials). • School and District social media occasionally post	• Multiple learning opportunities are evident district wide, school wide and classroom specific regarding racism, equity, disability, and diverse ability. • Strong evidence of positive communication, i.e., posters, messaging, and interactions that model inclusion and diversity are present. • Classroom teachers are using resources that support immersing diversity and inclusion in their curriculum (international speakers, elders, authors, parents, diverse educational materials). • School and District social media regularly and	• Learning opportunities are common and embedded district wide, school wide and classroom specific regarding racism, equity, disability, and diverse ability. • Physical evidence, i.e., posters, messaging, and interactions that model inclusion and diversity are ubiquitous. • Classroom teachers consistently use resources that support immersing diversity and inclusion in their curriculum (international speakers, elders, authors, parents, diverse educational materials). • School and District social media often intentionally

inclusive and diverse messaging.	inclusive and diverse messaging.	intentionally post inclusive and diverse messaging.	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	• 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	• 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	• 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

Learning 2 To provide opportunities for learners to develop critical and creative thinking skills

• 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	• 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	• Students have multiple opportunities to demonstrate evidence of their creative and critical thinking skills and abilities across all grade levels through authentic learning tasks.	• 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

learning tasks. Intermittent opportunities for students to engage in thinking tasks through multiple access points and approaches.	learning tasks. At times, learning opportunities allow for multiple access points, responses and approaches	• Educators incorporate explicit instruction and personalized descriptive feedback of creative and critical thinking in all relevant learning tasks. • Learning opportunities allow for multiple access points, responses and approaches.	and critical thinking in all relevant learning tasks across subject areas. Learning opportunities for all students allow for multiple access points, responses and approaches across all subject areas from K-12
Learning 3 To ensure our learning environments are **safe, accessible and welcoming.**			
• **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	• **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	• **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	• **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.

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.	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. .	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.**	• **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**			
• 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	• 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,	• Our district (schools) demonstrates a **solid understanding of the necessity to provide students and families with a platform for feedback** (feedback via surveys, course selection, student forums, town hall, Thought	• 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

hall, Thought Exchange, Board/Committee Meetings, SPEAC/PAC, etc.). • **Voice** - Few opportunities for student input is represented in classroom, school, and district decisions. • **Choice** – Few options for student learning in programs of choice are available. (Percentage of student's district wide vs total number of students district wide). • Few students & parents report an awareness of possible alternate routes to graduation.	Thought Exchange, Board/Committee Meetings, SPEAC/PAC, etc.). • **Voice** - Some opportunities for student input are represented in classroom, school, and district decisions. • **Choice** – Some options for student learning in programs of choice are available. (Percentage of student's district wide vs total number of students district wide) • Students & parents report being somewhat aware of possible routes to graduation. • Some Programs of Choice available	Exchange, Board/Committee Meetings, SPEAC/PAC, etc.). • **Voice - Multiple opportunities for student input** is represented in classroom, school, and district decisions. Students, staff and families report feeling comfortable speaking up regarding decisions around their learning • **Choice – Multiple options for student learning are available**, including how, when, and where learning occurs to reflect many learning styles. Students are aware of and accessing multiple routes to graduation. • Multiple Programs of Choice exist to support a variety of student interests or abilities	forums, town hall, Thought Exchange, Board/Committee Meetings, SPEAC/PAC, etc.). • **Voice** - Student input is expected, valued, and incorporated in classroom, school, and district decisions. Students, staff and families consistently contribute to decision making processes around learning • **Choice** – Multiple options for student learning are available. (Percentage of student's district wide vs total number of students district wide). Students & parents are consistently accessing multiple routes to graduation (percentage of students accessing programs trending up from proficient). • Programs of Choice are intentionally built throughout the district – operational plan complete

Engagement

Emerging	Developing	Proficient	Extending
ENGAGEMENT Goal Create a culture of belonging			
• Few opportunities provided for students, staff and other community partners to provide input. There is a significant gap between the Non-Indigenous grade rates and the Indigenous student grade rates. • The district is creating a communications plan to develop and expand its communication processes. • Few systems are in place to inform the state of wellness of staff and students.	• Some opportunities for students, staff and other community partners to provide input. • Indigenous student grad rates are approaching parity with non-Indigenous students. • Basic communications plan. • Some systems are in place to inform the state of wellness of staff and students.	• Specific practices and processes that enhance collaboration and inclusivity. • Indigenous student success at parity with non-Indigenous students. • Awareness and understanding of indigenous cultures and ways of being. • Effective communication and engagement that follows a practice of transparent. • Holistic approach to wellness.	• Well thought out engagement. Capacity built with staff on how to engage. • Indigenous student grad rates exceed parity with Non-Indigenous students. • The district has implemented a robust communications plan that actively develops and expands clear communication processes. • Robust systems are in place to inform the state of wellness of staff and students.
Engagement 1 To develop, expand and implement, **inclusive and collaborative, practices and processes**			

• Few opportunities provided for students, staff and other community partners to provide input. • Engagement limited in scope and tools not part of a wider district process. • Engagement mostly about informing community. • Stakeholder engagement is rarely undertaken, poorly planned with few results shared. • Some inclusive engagement processes are used to allow more than one method for input. • A loosely formulated plan for engaging with school district stakeholders. • Some consideration for equitable representation amongst stakeholders	• Some opportunities for students, staff and other community partners to provide input. • Engagements operated with District tools. • Engagement mostly about seeking community preferences. • Stakeholder engagement is occasionally undertaken, loosely planned with some results shared. • Several inclusive engagement processes are used with multiple methods for input. A clear plan for engaging with most school district stakeholders. • Regular consideration for equitable representation amongst stakeholders	• 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.	• Well thought out engagement. Capacity built with staff on how to engage. Streamlined engagement process with a continuous improvement loop. • Consistency in engagement across staff, students, parents, community. Integrated tools, practices and processes create and enhance shared culture across staff, student and parent community. Broad stakeholder engagement is always used, well planned with detailed results shared consistently. A wide range of inclusive engagement processes that allow for multiple input modalities. Clearly articulated plan that is publicly shared with a strong focus on engaging with a broad representation of school district stakeholders. Equitable representation amongst stakeholders is always part of district engagement processes.

Engagement 2 To further the goals of the **Na'tsa'maht agreement** following the objectives of 'One Mind' and 'One Spirit"

• 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.	• 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.	• Most Indigenous students achieve a Dog Wood Certificate in six-years. • Indigenous students often feel welcome at school. • Indigenous student grad rates are at parity with non-Indigenous students when looking at the six-year completion rate. • Indigenous content, culture and pedagogy is often central, key and a regular part of most classes and school activities. • Indigenous language is often central, key and a regular part of most classes and school activities.	• Nearly all Indigenous students achieve a Dog Wood Certificate in six-years. • Indigenous students always feel welcome at school. • Indigenous student grad rates exceed parity with non-Indigenous students when looking at the six-year completion rate. • Indigenous content, culture and pedagogy is always central, key and a regular part of all classes and school activities. • Indigenous language is always central, key and a regular part of all classes and school activities.

Engagement 3 To develop, expand and implement **respectful, effective, clear and transparent communications**			
• Emerging Communications plan • Unclear or no process for communications	• Developing communications plan that has elements of inclusion	• Proficient communications plan that is clearly articulated, inclusive and	• Sophisticated communications plan that is accessible, inclusive, multi-

• No organizational branding or identity • Little or no staff training in communications	• Basic process for communications • Basic organizational branding and identity • Some basic staff training in communications	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	language and multi-platform processes • Consistent and integrated process for communications • Trusted brand, clearly identified by staff and students and the community • Tailored training available for staff alongside regular training

Engagement 4 To continue to develop, expand and implement **a culture of wellness**

SYSTEMIC RESPONSIBILITY

• **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	• **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	• **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	• **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

and implemented that establish healthy work/school boundaries and wellness. • Wellness objectives are not incorporated in school and district operational plans	and implemented that establish healthy work/school boundaries and wellness. • Wellness objectives incorporated in some school and district operational plans	collaboratively developed and implemented that establish healthy work/school boundaries and wellness. • Wellness objectives are incorporated in most school and district operational plans	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

- 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

- 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			
• 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	• 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.	• 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.	• Organizational DEI practices undergo continuous improvement and follow current best practice.
Growth 1 To strengthen **organizational practices to ensure diversity, equity and inclusion (DEI).**			
• There is initial work to define the District's organizational	• Parts of the organization have defined practices in	• The whole organization has defined practices in	• Organizational DEI practices undergo continuous

practices with regards to DEI.	operation with regards to DEI.	operation with regards to DEI Initiatives	improvement and follow current best practice
• Limited understanding of diversity in our workplaces and have	• Partial understanding of diversity in our workplaces and have	• Full understanding of diversity in our workplaces and have	• Sophisticated understanding of diversity in our workplaces and have
• No or limited awareness of barriers. •	• Limited understanding of barriers and limited attempts to reduce	• Barriers understood and reduced	• Sophisticated understanding of barriers and system wide reduction
• No attention to diversity on hiring	• Some attempt to understand diversity needs when we hire	• Consciously seeking out hires in the areas to reflect our community.	• 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.

• The **need** for capital, custodial, grounds and maintenance work to maintain our learning spaces to become learning environments that are inclusive, diverse and equitable and create a sense of belonging for students and staff.	• Capital, custodial, grounds and maintenance work **sometimes enhances** our learning spaces to become learning environments that are inclusive, diverse and equitable and create a sense of belonging for students and staff.	• **Proactive, responsive and resourced** facilities plan that links maintenance & minor capital request to support our creative and critical learning and our Culture of Belonging and support learning spaces that are inclusive, diverse and equitable and create a sense of belonging for students and staff.	• In addition to proficient, School Plans include a capital/maintenance component to ensure spaces are directly supporting learning objectives and creating a sense of belonging.
• Prepare a District-wide financial management process that includes	• Facilitate the financial management process to end the year in a	•	• Develop and lead a transparent budget process and effective financial

budgeting, forecasting and reporting.	positive financial position.		management and forecasting processes that are an example to other districts across the province. • Multi-year resource plan (human and $) that supports the timing of work over the life of the Strategic Plan
•	• The Annual Long-Range Facilities Plan identifies the need to enhance our spaces to become creative and critical learning environments.	• An annual and long-range capital plan is in place to create space that allows creative and critical learning and our culture of beloning.	•
• Identify the need for our financial, transportation and space resources to be linked to equity, diversity and inclusion	•	• 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. • 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	• Develop and lead a transparent budget process and effective financial management and forecasting processes that are an example to other districts across the province. • Multi-year resource plan (human and $) that supports the timing of work over the life of the Strategic Plan

		end the year in a positive financial position while meeting the District's Strategic Plan goals.	
Growth 3 To embrace **digital technologies and manage increasing complexity** by leveraging the strategic use of resources			
• Working practices are mostly paper based or supported by analog processes. • Multiple and inconsistent user experience across functions. • Processes are adhoc or undocumented. • Staff and Student have low levels of Digital competencies. • Training is ad hoc.	• 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	• Digital tools and design led processes are being used to improve existing services, practices and ways of working and learning. • Integrated user experience. • Many processes have been documented and automated. • Projects, tasks and processes are increasingly completed and measured digitally using configured hardware and software. • Staff and students have high levels of digital competencies. • Regular formalized training. • Digital services are core to the district strategy and a well-defined digital operations plan exists with clear leadership.	• Digital tools and processes are being used to deliver joined up end to end processes and user experience. • Shaping culture, processes and practices to anticipate and adapt to changing needs of staff, students and community in a digital world. • Staff, students and community are using best practices to deliver learning, engagement and effective organizational practices. • An integrated ecosystem of information and imagery that automatically synchronizes across staff, students and community

Growth 4 Expand our **culture of social responsibility** and implement long-term commitments that strive to support society and protect the environment			
• Identify the importance of being socially responsible as a public sector entity. •	• Implementation of policies and practices supporting social responsibility. •	• Utilization of ethical decision-making framework for district (bias, reduction in systemic racism, environmental impacts) •	• Meet annual targets ensuring the District meets the Clean BC standards.
• Identify areas to be pursued to ensure socially responsible behaviour.	• Reduction in carbon emissions of our buildings and fleet.	• Reduced environmental footprint for district operations.	• Removal of any known or perceived barriers around equity, diversity and inclusion.