

Public Notice – Board of Education Online Public Meeting

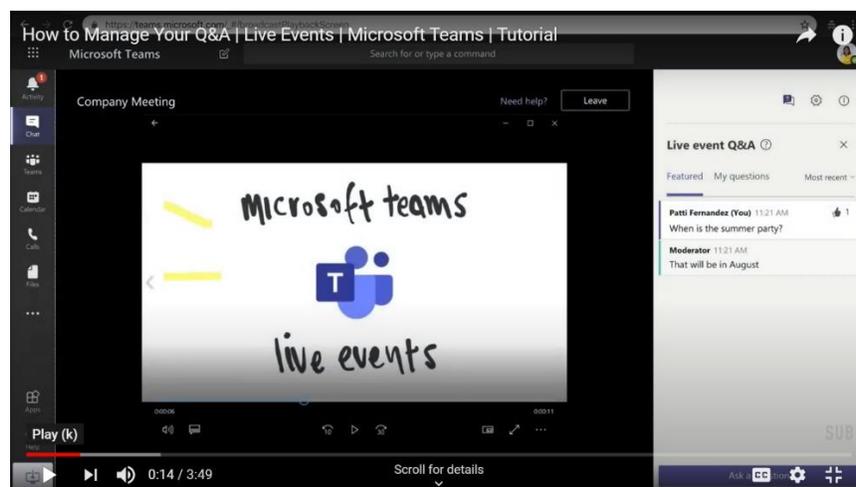
A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on October 1, 2024 at 6:00 pm.**

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

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Oct-01-2024>

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

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



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



EDUCATION-POLICY COMMITTEE

School Board Office

Via MS Teams

October 1, 2024 – 6:00 p.m.

A G E N D A

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

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

2. **Opening Remarks from Chair, Cendra Beaton**

3. **COMMITTEE REPORT** of Sept. 10, 2024 Education-Policy Committee meeting (attached) **Pg. 4**

4. **BAA COURSE PROPOSALS**

There are no BAA course proposals for this meeting.

5. **NEW BUSINESS** (attached)

- a. Academies and Scholarships – Wayne Kelly **Pg. 7**
- b. 2024/25 - Q1 Strategic Plan Report – Paul Block **Pg. 12**

Recommended Motion:

That the Board of Education receive the Q1 Strategic Plan Report as presented at the October 1, 2024 Education-Policy Committee meeting.

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

- a. Draft Revised Policy E-358 “Pension Plan Membership” – Fred Hibbs and Nora Reid **Pg. 24**

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy E-358 “Pension Plan Membership”.

- b. Draft Revised Policy E-139 “Death Benefits for Excluded Employees” – Fred Hibbs and Nora Reid **Pg. 26**

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy E-139 “Death Benefits for Excluded Employees”.

- c. Draft Revised Policy E-331 “Access and Appeal for Excluded Employees” – Fred Hibbs and Nora Reid **Pg. 28**

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy E-331 “Access and Appeal for Excluded Employees”.

7. **FOR INFORMATION**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** Nov. 5, 2024



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
September 10, 2024 – 6:00 p.m.**

Present: Cendra Beaton, Trustee (Committee Chair)
Allison Watson, Trustee (Committee member)
Trudy Spiller, Trustee (Committee member)
Russell Chips, Trustee
Amanda Culver, STA
Tim Hamblin, CUPE
Ruchi McArthur, SPVPA
Sandra Arnold, SPEAC
Paul Block, Superintendent/CEO
Dave Strange, Associate Superintendent
D’Arcy Deacon, Associate Superintendent

Guests: Fred Hibbs, Nora Reid, Heather Lait

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. Opening Remarks from Chair, Cendra Beaton

The Chair welcomed the committee and acknowledged the territory. The Chair gave thanks to all staff that worked so hard to prepare schools for the return of staff and students. The Chair recognized this date is World Suicide Prevention Day and reminded the group that September 30 is National Truth and Reconciliation Day.

Chair Beaton invited committee members to introduce themselves and, if they wished, to share a celebration of something of note that may have happened to start the new school year. Introductions were made and stories of early school year highlights were shared.

3. COMMITTEE REPORT of June 4, 2024 Education-Policy Committee meeting

The committee report for the June 4, 2024 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. BAA COURSE PROPOSALS

There were no BAA course proposals for this meeting.

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

a. Review of Mandate for the Committee – Cendra Beaton

The Chair reviewed the mandate of the committee, highlighting the purpose of the body and the roles and responsibilities of members of the committee. Chair Beaton opened the floor to questions or requests for clarification from the committee. No questions or requests for clarification were brought forward.

b. Draft Revised Policy E-110 “Job Descriptions for Excluded Employees” – Fred Hibbs & Nora Reid

Fred Hibbs, Executive Director – Human Resources and Nora Reid, Strategic Human Resources Manager, provided an overview of the draft revised policy. Committee members expressed gratitude for the work done on this draft policy. No questions came forward from committee members.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy E-110 “Job Descriptions for Excluded Employees”.

c. Draft New Policy E-152 “Salaries and Benefits for Excluded Employees” – Fred Hibbs & Nora Reid

Fred Hibbs and Nora Reid provided an overview of the draft revised policy. The Superintendent and Committee members expressed gratitude for the work done on this draft policy. No questions came forward from committee members.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft New Policy E-152 “Salaries and Benefits for Excluded Employees”.

d. Draft Revised Policy E-123 “Probationary Period for Excluded Employees” – Fred Hibbs & Nora Reid

Fred Hibbs and Nora Reid provided an overview of the draft revised policy. Committee members expressed gratitude for the work done on this draft policy. Questions and discussion followed.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy E-123 “Probationary Period for Excluded Employees”.

e. Draft Revised Policy and Regulations D-121 “Animals on District Property and in Classrooms” – Fred Hibbs

Fred Hibbs provided an overview of the draft revised policy. Highlighted were regulatory changes that required a policy update, in particular policy related to guide and service animals in the workplace. Also highlighted were the growing number of requests by staff and students to bring support animals into district spaces which required policy and regulation updates to address these requests in keeping with the BC Human Rights Code and *BC Guide Dog and Service Dog Act*. Questions and discussion followed. Fred Hibbs took notes based on feedback from the committee. These will be reviewed along with feedback that may come during the Notice of Motion period. Superintendent Block reinforced with the Committee that feedback via letter to the Superintendent during the Notice of Motion period is the process for ongoing revisions and consultation.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy and Regulations D-121 “Animals on District Property and in Classrooms”.

6. **NEW BUSINESS** (attached)

a. Full Credit Summer Learning Update – Principal Heather Lait

Principal Heather Lait was introduced by Associate Superintendent Deacon to present on the summer learning programs that were offered by the Sooke School District during the summer months. Heather Lait provided a comprehensive overview of this year’s offerings. This included information on program location, program benefits course offerings, program materials, number of students completing courses (329 students, approximately 95% success rate) and the Welcome to Summer Learning assembly. The presentation was well received, and the committee followed with questions and discussion.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** October 1, 2024

**Committee Info Note
Education-Policy Committee Meeting
October 1, 2024
Agenda Item 5a: Academies and Scholarships**

Background:

- During a meeting of the Board of Education in 2024 there was discussion regarding academy students moving on to post-secondary education and scholarships in their chosen sport.
- The Academy Principal was asked to provide information to the Board on the success of the academy students with respect to post-secondary scholarships.

Current Context:

- For the 2023/24 school year, 10 students in the Lacrosse Academy were recruited by various universities and offered scholarships to earn degrees and play their chosen sport and study.
- The scholarship value these SD 62 graduates earned in 2023/24 amounted to \$665,000 dollars per year or \$2.6 million for the full 4 years the students will study at their schools.
- In addition, since the 2021 school year, we have had 46 lacrosse students offered full 4-year scholarships valued at: 2020 grads \$165,000, 2021 grads \$615,000, 2022 grads \$650,000 and 2023 grads \$635,000.
- The total value of scholarships earned since the 2020 school year is \$10,920,000.
- PACE is also an area where students are moving on to post-secondary opportunities, including attending the Canadian Centre for Performing Arts (CCPA)
- Qelensen Á,Len Secondary (PCHA) Hockey Academy: 139 students have been able to move to Jr. A Hockey. 30 students have gone directly to NCAA or U-Sports.

Respectfully submitted,

Wayne Kelly, District Principal
District Sports Academy Programs and PACE Academy
Principal – Qelensen Á,Len Secondary School



1

Current Status for 2024/25

- 1401 Student Currently Enrolled
- 24 Academy Programs

2

LACROSSE ACADEMY



2023/4 School year

10 students earned full 4 year scholarships to study at post secondary institutions.

The value of these scholarships is \$665,000 per year or \$2.6 million over the full 4 years

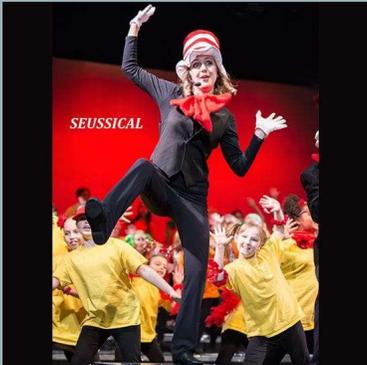
Past Years: scholarships amounts:
 2020 - \$165,000
 2021 - \$615,000
 2022 - \$650,000
 2023 - \$635,000

Total Value of scholarships earned over the past 5 years is \$10,920,000

3

PACE ACADEMY

PROGRAM FOR ACADEMIC AND CREATIVE ENRICHMENT



- Performing Arts includes curriculum content and experience for both stage and screen.
- The PACE shows all have a film component on screen.
- PACE instructors have connections with Casting Directors in Film/Television – PACE has become the go-to phone call to book kids and teens as Background Actors on movies and tv shows shooting in the Victoria area.
- As a result nearly 50% of the 300 K-12 PACE students end up having an opportunity to be a Background Actors on a movie shooting on the island at some point during their years in PACE.
- We currently have **36 students in our PACE program who are working child-teen actors in the film and television industry** - booking roles in movies and tv series shooting in Vancouver and beyond.
 - 8 year old Ezra - just finished a leading role in a 8-episode TV Series shooting in Vancouver.
 - 15 year old Cooper recently shot a Guest Star role on "The Good Doctor"
 - 10 year old Xander has a recurring role on Virgin River
 - 12 year old Kairo is a voice over actor in Paw Patrol
 - 17 year old Zach booked a 4 month tour as a performer on a Cruise Line

4

PACE ACADEMY
PROGRAM FOR ACADEMIC AND CREATIVE
ENRICHMENT



PACE Grads go on to post secondary programs in Performing Arts

- Canadian College of Performing Arts
- National Theatre School
- Various university programs theatre, music and dance

A few of our success stories

- **PERFORMERS**
- **Calum Worthy** – Based in Los Angeles. More than 100 Film-Television credits as a lead Actor. Writer with Disney and 20th Century Fox. Media Creative Producer with Gates Foundation, ONE and Climate Reality with Al Gore.
- **Michael Adamthwaite** – based in Vancouver. More than 200 tv-film credits and one of the busiest Voice Over and film-tv actors in Vancouver. Also teacher Voice Over at Capilano College.
- **Shawn Kilpatrick** – Busy working Musical Theatre actor - Starred in Jersey Boys on Broadway
- **Morgan Waters** – Writer, Director CBC Television
- **Derek Bayham** – Executive Producer and Director. Based in New York.
- **Shawn O'Hara** – One of Canada's leading Fringe Festivals writers/actors

5

PACE ACADEMY
PROGRAM FOR ACADEMIC AND CREATIVE
ENRICHMENT



- **Some PACE Grads have risen to executive positions in the Performing Arts.**
- Senior Manager of the Queen Elizabeth Theatre, Arts Club, Civic Theatre in Vancouver
- Manager of Pacific Opera
- CEO And Director of Operations at the International LeBlanc School of Acting
- Theatre Professor, UVic
- Theatre Professor, University of Ottawa
- Theatre Professor, McGill University
- Voice Over Instructor; Capilano College
- Technical Director -Cirque de Soleil
- Vice President of Creative Celebrity Management – working with Tim McGraw and Taylor Swift (and no I can't get you tickets)

6

QELENSEN À LEN SECONDARY SCHOOL

Hockey Academy (PCHA)

134 player have moved on to Jr A Hockey

20 players accepted scholarships to NCAA or U-Sports Universities.



** When a student accepts a spot on a Jr A team they immediately get 1 full year of paid tuition at a school of their choice.

** In addition each year they play adds another year to University

Information Note
Education-Policy Committee Meeting
October 1, 2024
Agenda Item: 5b – Strategic Plan Quarter 1 Report

Background:

- The Board of Education, through motion, has directed staff to bring forward for information, quarterly reports on progress towards the Strategic Plan and student outcomes:
 - Quarterly (Q) reports are tabled at meetings in November (Quarter 1: July - September), February (Quarter 2: October - December), May (Quarter 3: January - March) and September (Annual Report that includes Quarter 4 work: April - June).
- Under the district's [Strategic Plan 2021-25](#), we have developed a comprehensive process of charting accountability that links strategic plan outcomes, operational plans and the Ministry of Education's student success metric report: the Enhancing Student Learning (ESL).
- The [2023-24 Annual Report](#) was submitted to the Board of Education at the September 2024 Board Meeting. A link to the report has been provided to the Ministry of Education and Child Care (MoECC).
- Annually the district takes the direction of the Board through the Strategic Plan and develops an operational plan to assist in achieving the goals and objectives of the Strategic Plan. The [2024-25 Operational Plan](#) builds on the [2023-24 Operational Plan](#).
- The [Enhancing Student Learning Report](#) is submitted to the Ministry of Education annually on Sept 30. The report features data on SD62 (School District 62) student success. When newly released data become available, the Quarterly Reports will feature it. The Enhancing Student Learning Report covers:
 - Reading, writing and numeracy.
 - Grade-to-grade transitions.
 - Graduation assessments.
 - Six-year and eight-year completion rates.
 - Early development.
 - Student satisfaction, including postsecondary and career preparation.
 - Success metrics for all students, including those with unique needs, such as Indigenous ancestry, English Language Learners.

Quarter 1 Progress on the 2024-25 Operational Plan

- The Quarter 1 Report contains updates for work undertaken between July 1 – September 30, 2024. It details each item contained in the 2024-25 Operational Plan and is reported under the headings of Learning (blue), Engagement (green) and Growth (red).
- The report is structured with four columns:
 - **“Staff Will”**: describes the actions with target completion date that the executive will undertake to meet the operational goal.

- **“Students Will”**: describes the connection and outcomes for students that will be achieved through the project, initiative, or action.
- **“Measures”**: specific outcomes with target completion date that the executive will use to document progress towards a project, initiative, or action.
- **“Progress & Evidence”**: describes the actions taken within Q1 in support of the Operational goal.
- Progress Summary Q1 Report: 39 projects, initiatives or actions were planned for completion.
 - 20 projects, initiatives or actions were completed.
 - 19 projects, initiatives or actions are in progress.
 - Not all projects, initiatives or actions were intended to be completed in Q1 and may have an intended scope over quarters 2-4.

Recommended Motion:

“That the Board of Education of School District 62 (Sooke) receive the Quarter 1 Report as presented at the Education-Policy Committee meeting of October 1, 2024.”

Respectfully submitted,

Paul Block, Superintendent/CEO



2024-25 Operational Plan Quarter 1 Report

The Sooke School District Executive Team is pleased to present the Quarter 1 Report for the 2024-2025 school year. This report highlights the Executive Team's actions and initiatives to meet the goals and objectives outlined in our 2024-2025 Annual Operational Plan.

Each year, the Annual Operational Plan drives progress toward the priorities identified in our Strategic Plan 2021-2025, which focuses on Learning, Engagement, and Growth.

Our Strategic Priorities are:

- **Learning:** Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens.
- **Engagement:** Create a culture of belonging.
- **Growth:** Pursue organizational excellence to support a vibrant school district.

As one of the fastest-growing school districts in the province, we serve over 14,000 students with the support of 2,300 employees across the communities of Sooke, Port Renfrew, Metchosin, Highlands, Langford, and Colwood. The operational plan emphasizes the actions needed to support this dynamic growth.

For more information, visit our website at www.sd62.bc.ca.

A handwritten signature in black ink, appearing to read 'Paul Block'.

Paul Block
Superintendent/CEO

Staff Will	Students Will	Measures	Progress & Evidence
Implement recommendations outlined in the diversity, equity, and inclusion (DEI) review to enhance student learning (L1) (MB/DD).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Develop a Racism Response guidelines document (Q1). Publish and share a Terms of Reference for the District Committee (Q1). Establish a District Committee for DEI (Q1). Develop inclusive language guidelines (Q2). Undertake a Policy Review to ensure policies reflect the district approach to DEI (Q3). Create an opportunity for student voice in District DEI work (Q2-4). Develop a DEI Action Plan to align with the 2025-2029 Strategic Plan (Q4). Update student codes of conduct to include a deeper understanding of diversity, equity and inclusion (Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> Have enhanced learning that reflects inclusive language. Understand DEI concepts and be able to discuss how the concepts apply to their school. See their codes of conduct with more depth on diversity, equity and inclusion. Feel valued and appreciated for their unique backgrounds and views. Be given clear pathways to provide their voice to the district regarding DEI topics. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> District DEI Committee Established (Q1). Racism Response guidelines document complete (Q1). Policy review is completed and provides recommendations and/or updated policies (Q3). The Inclusive Language Guideline document is completed & shared with district leadership (Q3). Student codes of conduct contain a common language that demonstrates a deeper understanding of diversity, equity and inclusion (Q4). Students will have participated in student voice and engagement in DEI activities (Q4). Inclusive language is used in the classroom (Q4). DEI strategy to align with 2025-2029 Strategic Plan (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> District DEI Committee Established (Q1). <ul style="list-style-type: none"> This has been delayed. Aiming for TOR to be completed Q1 and committee established and meeting in Q2. Racism Response guidelines document complete (Q1). <ul style="list-style-type: none"> Document is drafted, consultation will continue through Q2 with distribution to follow.
o Implement the Middle/Secondary components of the K-12 Literacy Plan (L2) (DS/DD).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Establish a K-12 District Literacy Stewardship Team with school and district-level representation (Q1-2). Develop a collaborative cross-department K-12 literacy strategy (primary, intermediate, middle and secondary) (Q2-Q3). Pilot at Intermediate, Middle, and Secondary levels, a common district screening and assessment framework (Q2-Q4). Finalize a common district screening and assessment framework at each level (Q2-Q3). Establish a continuous data reporting structure (frequency and content) for the K-12 Literacy Plan (Q2-Q3). Review and refine professional learning and In-Service Models relative to Tier 1 and Tier 2/3 Instruction (Q2-Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> Students in elementary, middle and secondary will have improved levels of literacy. Students in elementary, middle and secondary will have access to high-quality literacy classroom instruction. Students in elementary, middle and secondary will have access to interventions as needed to achieve literacy levels expected at their grade level. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> K-12 Assessment and Progress Monitoring systems will have been established and implemented (Q1-Q4). Staff engagement (participation rates) in district professional learning activities (Q2-Q4). Completion of Intermediate, Middle, and Secondary levels pilots (Q2-Q4). Completed collaborative staffing, resource and training requirements for the K-12 Literacy Plan (Q4). K-12 Annual Literacy Report (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> K-12 Assessment and Progress Monitoring systems will have been established and implemented (Q1-Q4). <ul style="list-style-type: none"> K-3 Literacy Intervention is fully implemented and ongoing in all elementary schools District Literacy Stewardship Team in its initial form completed a review of K-12 Literacy data practices and developed several recommendations for the 2024-25 school year Composition of the District Literacy Stewardship team is being revisited with thoughts to including teacher representation (Dist/STA/Admin) under development. Literacy Intervention model being expanded to intermediate (gr. 4-5) at two schools and at one middle school gr 6-8. Similar staged rollout as was followed with the K-3 plan. Annual schedule mapped out. Initial planning meeting to align Literacy Stewardship Team around continuous improvement cycles Data templates (literacy/numeracy) for Middle/Sec PVP use in development
Identify the metrics and processes necessary to establish a continuous improvement cycle for the Framework for Enhancing Student Learning (FESL) and student achievement (L2) (DD/FN).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Identify and prioritize key processes for sharing student achievement data as part of the continuous improvement cycle (Q1-Q4). Identify all local data sources to inform the 2024-2025 FESL Report (Q1). Submit, where appropriate, questions for the Student Learning Survey to provide data to support the 2024-2025 FESL Report (Q1-Q2). Reflect on MoECC feedback on the SD62 2023-2024 FESL Report (Q2). Improve participation rates in the Student Learning Survey (Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> Make progress on student success indicators in 2024-2025. Improved course completion rates in 2024-2025. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Providing evidence of: <ul style="list-style-type: none"> Annual schedule for school data review of progress toward identified goals (Q1). Annual data gathering and sharing schedule for continuous improvement (Q2). Course completion rates in 2024-2025 with analysis to explain results (Q4). 6-year graduation rates in 2024-2025 with analysis to explain results (Q4). Numeracy and literacy scores in 2024-2025 with analysis to explain results (Q4). SLS 2024-2025 with analysis to explain results (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Identify and prioritize key processes for sharing student achievement data as part of the continuous improvement cycle (Q1-Q4). <ul style="list-style-type: none"> Annual schedule for school data review of progress toward identified goals (Q1). Identify and prioritize key processes for sharing student achievement data as part of the continuous improvement cycle (Q1-Q4). <ul style="list-style-type: none"> School continuous improvement engagement schedule mapped out Engagement communicated to system and processes

<ul style="list-style-type: none"> Design a plan to adjust and revise the 2024-2025 report based on the feedback (Q2). Identify key staff to support the draft and final report of FESL 2024-2025 (Q2). Develop an annual calendar for continuous improvement (Q3). Draft the 2024-2025 FESL Report (Q4). 		<ul style="list-style-type: none"> Report on FESL 2024-2025 team and intended process and outcomes (Q2). FESL Report (Q4). 	<ul style="list-style-type: none"> Identify all local data sources to inform the 2024-2025 FESL Report (Q1). <ul style="list-style-type: none"> Provincial/Local data templates for Associate/PVP use (FESL driven) in development Data team is populating the 1-pager summary templates with Student Success Measures for Elementary/Middle/Secondary Additional local data gathering/application (macro, meso, micro) exploration in progress Submit, where appropriate, questions for the Student Learning Survey to provide data to support the 2024-2025 FESL Report (Q1-Q2). <ul style="list-style-type: none"> FESL based SLS additional questions under review
<p>Review the current strategies and responses for supporting the needs of newcomer families, including language assistance, fostering a sense of belonging, and addressing cultural needs (L3) (MB).</p>			
<p>Staff Will:</p> <ul style="list-style-type: none"> Review and develop recommendations regarding current newcomer supports, needs, and resources (Q1-Q2). Collaborate with the Associate Superintendent and the Principal of Continuing Education to develop Foundational English Language Acquisition Programming for Adults of Newcomer Families (Q3). Develop a long-range plan to support newcomers informed by the review (Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> If they are new to Canada, <ul style="list-style-type: none"> Experience newcomer supports that enhance their academic performance and provide enhanced social and emotional well-being. Adult learners, experience foundational English Language Programming to improve their quality of life and career and occupational options. Experience opportunities to develop a sense of belonging to SD62 and the local community. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Creating a Review and Recommendations summary document that is shared with the Executive Team and the Board of Education (Q2). Reporting to the Executive Team on the long-range plan (Q4). Ensuring that the Foundational English Language Programming for adults is scheduled, advertised and enrolment is open for September 2025 at the Westshore Post Secondary Campus (Q4). 	<p>The Organization has demonstrated progress by:</p> <p>Review and develop recommendations regarding current newcomer supports, needs, and resources (Q1-Q2).</p> <ul style="list-style-type: none"> Meetings set with key district partners to review process; consultation will continue in Q2
<p>Promote and action Sexual Orientation and Gender Identity (SOGI)-related initiatives, including reviewing policies and retrofitting gender-neutral spaces (L3) (DS).</p>			
<p>Staff Will:</p> <ul style="list-style-type: none"> Review and revise policy to address gendered language (Q1-Q2). Develop inclusive language guidelines in partnership with the DEI District Committee (Q1-Q2). Develop a staff guidebook for SOGI-related conversations and events (Q2-Q3). Develop grade-level appropriate educational resources for SOGI (Q2-Q3). Develop an online place to house the staff guidebook and educational resources (Q2-Q3). Secure funding for one-bathroom retrofit for 2025-2026 (Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> Experience greater SOGI supports in schools. Have awareness of SOGI activities and supports in schools. Be aware of SOGI champions in their school. Be aware of how to share concerns or positive feedback of SOGI-related issues in their schools. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Completed policy to address gendered language (Q1-Q2). Completed inclusive language guidelines (Q1-Q2). Completed staff guidebook for SOGI-related and events conversations (Q2-Q3). Completed grade-level appropriate educational resources for SOGI (Q2-Q3). Completion of an online space to house the staff guidebook and educational resources (Q2-Q3). The feedback mechanism process has been communicated with students and staff (Q2-Q4). Funding secured for one-bathroom retrofit for 2025-2026 (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Review and revise policy to address gendered language (Q1-Q2). Develop inclusive language guidelines in partnership with the DEI District Committee (Q1-Q2). Completed policy to address gendered language (Q1-Q2). <ul style="list-style-type: none"> Working group to be finalized by end of September (Q1) Review of SOGI policy to be reviewed and updated by working group Plan to review other policy and regulations for gendered language to be finalized (Q2) Completed inclusive language guidelines (Q1-Q2).
<p>Prioritize enhancing student voice and engagement across all K-12 departments (L4) (DD/DS).</p>			
<p>Staff Will:</p> <ul style="list-style-type: none"> Environmental scan for current practices in student voice and engagement experience (Q1-Q2). Develop an annual student voice engagement plan (Q1-2). Develop, with the involvement of students, an annual student engagement plan (Q2-Q3). 	<p>Students will:</p> <ul style="list-style-type: none"> Have clear ways to provide their voices to the school district. Be listened to by staff in a way that addresses their concerns. Help to plan engagement which includes their voices. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Completing an environmental scan of student voice and engagement experience (Q1-Q2). Consistent student engagement established and aligned with the student engagement plan (Q2-Q4). Evidence of student involvement in all aspects of the deliverable (Q2-Q4). Annual student voice engagement plan (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Completing an environmental scan of student voice and engagement experience (Q1-Q2). <ul style="list-style-type: none"> Student voice and engagement surveys in draft form. To be reviewed through consult and administered early Q2. Develop an annual student voice engagement plan (Q1-2). <ul style="list-style-type: none"> Plan to be developed utilizing environmental scan data in late Q2 early Q3.

Operational Plan 2024-2025 Deliverables and Metrics: Engagement

Staff Will	Students Will	Measures	Progress & Evidence
Develop and implement a comprehensive engagement strategy for the new strategic plan (E1) (PB).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Create a comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q1-Q2). • Implement the plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q2-Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> • Be asked about their views on the new strategic plan giving them a sense of ownership and agency in shaping their educational experience. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • A comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q1-Q2). • Evidence of student engagement in developing the new strategic plan (Q4). • Evidence of district partner engagement (Q4). • Completing the 2025-2029 Strategic Plan with consideration of what was heard during the engagement (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • Create a comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q1-Q2). <ul style="list-style-type: none"> • A comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan has been finalized. This plan includes both in-person and digital engagement opportunities designed to ensure meaningful participation from all key stakeholder groups. Engagement activities will take place between September and November 2024, ensuring input from staff, students, and parents/caregivers is well represented. • The Board of Education received and approved the Engagement Plan at the August 27th Board Of Education meeting.
Collaborate with Sc’ianew, T’Sou-ke and Pacheedaht Nations and with Na’tsa’maht Indigenous Education to establish a new Indigenous Education Council (IEC) in alignment with the new ministerial order and changes to the School Act following Bill 40 (E2) (PB).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Collaborate with the land-based Nations to establish a new Indigenous Education Council (Q1-Q2). • Support the land-based nations with decision-making in relation to: <ul style="list-style-type: none"> ○ School of Choice (Q2). ○ Model the Learning Enhancement Agreement (Q2). ○ The implementation of Indigenous Education Councils (Q2-Q4). • Support the land-based Nations in establishing governance structures within the IEC (Q2-Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> • Experience a district with a significant commitment to honouring and respecting Indigenous cultures, histories, and worldviews. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Evidence of SD62s collaboration with the Nations (Q1-Q4). • Identify the school of choice for Sc’ianew Nation, T’Sou-ke Nation, Pacheedaht Nation (Q1). • Identify the Sc’ianew Nation, T’Sou-ke Nation, Pacheedaht Nations Individual LEAs as desired by each Nation (Q2-Q4). • The IEC has a Terms of Reference that is in alignment with Bill 40 and includes structures that address local matters and context (Q4). • Improved District-level consultation processes with the Nations (Q1-Q4). 	<p>The Organization has demonstrated progress by:</p> <p>Collaborate with the land-based Nations to establish a new Indigenous Education Council (Q1-Q2).</p> <ul style="list-style-type: none"> • Over the course of Q1, the IEC has held three meetings. Two informal and one formal meeting. • SD62’s 1st IEC meeting was held Sept. 10th, 2024 <p>Support the land-based nations with decision-making in relation to:</p> <ul style="list-style-type: none"> ○ The implementation of Indigenous Education Councils (Q2-Q4). <p>The current focuses of the I.E.C.:</p> <ul style="list-style-type: none"> • Developing a Terms of Reference • Appointments, Membership & Electing Co-Chairs • IEC Learning & Capacity Building Opportunities • Advising on the appropriate integration of Indigenous worldviews and perspectives via the SD62 Elder’s Advisory Circle • Starting conversations with applicable departments within the District • Approving grants related to Indigenous learners <ul style="list-style-type: none"> • The Board of Education has adjusted its public Board of Education meeting structures to create a standing agenda item for the IEC to report out and make recommendations t the Board of Education. <p>Support the land-based nations with decision-making in relation to:</p> <ul style="list-style-type: none"> ○ School of Choice (Q2). <ul style="list-style-type: none"> • As per Bill 40 and the T’Souke and Pacheedaht Nation’s Learning Enhancement Agreements, Schools of Choice for Elementary, Middle and Secondary schools have been identified and school staff and Associate Superintendent’s are informed and aware of the school district’s legislative responsibility with school of choice requests.

Create targeted communication strategies to facilitate the active sharing of achievements and successes by the school community throughout the year (E3) (PB).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Develop a Communications Plan for the active sharing of achievements and successes (Q1). Further the “Together We Are Better” recognition portion of District leadership Meetings <ul style="list-style-type: none"> Recognition is based on evidence of collaboration that is across departmental/school and yields demonstrable evidence of product or initiative (Q1-Q4). Develop a template (electronic fillable) for all schools and departments to access and share examples of “Together We Are Better” (Q1). Develop a process (for instance template that is electronically fillable) for students/staff or community members to nominate/report on students or staff deserving of recognition of a special accomplishment/ achievement or initiative in schools or community (Q1-Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> Have an avenue to share positive news about their school. See achievements and successes shared by their school. Will experience a staff that feels valued, heard and seen. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> # of examples shared of collaboration that is across departmental/school and yields demonstrable evidence of product or initiative (Q1-Q4). # of examples of gratitude expressed or awareness of said examples from staff (Q1-Q4). Templates complete for “Together We Are Better” (Q1). Examples of submissions Q1-Q4). # of submissions (Q1-Q4). 	<p>The Organization has demonstrated progress by:</p> <p>Develop a Communications Plan for the active sharing of achievements and successes (Q1).</p> <ul style="list-style-type: none"> The 2024-2025 Strategic Communications Plan has been finalized. This plan outlines our key communication strategies and protocols for the year ahead, ensuring clear and effective communication across the District. For more information, staff and Trustees can access the plan via the following link: Communication Plans and Protocols Staff Intranet (sd62.bc.ca). <p>Engagements:</p> <ul style="list-style-type: none"> In Q1, the District initiated collaborative discussions with several key partners and stakeholders, including: <ul style="list-style-type: none"> SPEAC (Sooke Parents’ Education Advisory Council) STA (Sooke Teachers’ Association) CUPE (Canadian Union of Public Employees) City of Colwood, District of Metchosin, City of Langford (with the Board Chair and Superintendent attending a Pacific FC game in the Mayor’s Box alongside the Mayor and Council) MLAs Mitzi Dean and Ravi Parmar Hulitan Family and Community Services Society Education leads from the Ministry of Education and Child Care (MoECC), who toured the Ruth King Elementary prefabricated addition to observe the progress on this significant infrastructure project. South Island Partnership (SIP) Westshore Post-Secondary Campus RCMP <p>These meetings reflect our ongoing commitment to building and maintaining strong partnerships that are foundational to the District’s success.</p> <p>Further the “Together We Are Better” recognition portion of District leadership Meetings</p> <ul style="list-style-type: none"> Recognition is based on evidence of collaboration that is across departmental/school and yields demonstrable evidence of product or initiative (Q1-Q4). <p>Develop a template (electronic fillable) for all schools and departments to access and share examples of “Together We Are Better” (Q1).</p> <ul style="list-style-type: none"> As part of our ongoing initiative to enhance collaboration, a new electronic form for the “Together We Are Better” initiative has been developed. The form will be soft-launched with the Leadership Team during the Leadership Meeting on October 2, 2024. Feedback from the leadership team will help refine the process before broader implementation across the district.
Conduct a thorough review of the Employee & Family Assistance Program (EFAP) and explore potential options and services to enhance its effectiveness (E4) (FH).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Review of EFAP (Q1-Q2). Develop a list of options and services to enhance the effectiveness of the program (Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> Benefit because addressing staff issues such as mental health challenges, family conflicts, or financial stress through EFAP support services reduces 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Signed contract with EFAP provider for the 2025/26 school year (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Review of EFAP (Q1-Q2). Develop a list of options and services to enhance the effectiveness of the program (Q2).

<ul style="list-style-type: none"> Complete the RFP process to review potential service providers and select the best option for the employees of SD62 and their families (Q2-Q3). 	<p>distractions and promotes a positive learning environment. This support helps teachers manage stress and personal challenges, leading to improved teaching quality and better academic outcomes for students. When staff feel valued and supported, they foster a compassionate school climate, providing students with a sense of belonging, safety, and emotional support, ultimately enhancing the student experience.</p>	<ul style="list-style-type: none"> Monitoring and tracking of key metrics post-implementation to measure the impact of changes on utilization rates, and overall program effectiveness (Q4). 	<ul style="list-style-type: none"> Sign contract with EFAP provider for the 2025/26 school year (Q4). <p>Q1 Progress Report:</p> <ul style="list-style-type: none"> Working group formed and detailed project plan completed. Completed employee survey to review current experiences and future expectations related to the provision of EFAP services. Secured month-to-month contract extension with current EFAP provider to ensure continuity of coverage during the RFP process. Secured representatives from various stakeholder groups to participate in the review/selection of the future EFAP provider. <ul style="list-style-type: none"> Monitoring and tracking of key metrics post-implementation to measure the impact of changes on utilization rates, and overall program effectiveness (Q4). <p>Q1 Progress Report:</p> <ul style="list-style-type: none"> Draft RFP document contains detailed reference to key metrics and reporting requirements to support analysis of future EFAP services.
<p>Initiate the implementation of the Employee Attendance Support and Wellness Program, incorporating stakeholder feedback to optimize program design and delivery (E4) (FH).</p>			
<p>Staff Will:</p> <ul style="list-style-type: none"> Build a detailed plan to guide the full implementation of the Employee Attendance Support & Wellness Program (Q1). Work with local Union representatives to share the proposed plan (Q1-Q2). Deploy a communications plan to ensure comprehension of EASWP among all staff and leaders (Q1-Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> Benefit because a well-designed Employee Attendance and Wellness Program promotes regular staff attendance, creating a stable learning environment with consistent instruction and support for students. Prioritizing staff wellness reduces stress, burnout, and absenteeism, enabling educators to better meet student needs. This focus on staff well-being fosters stronger teacher-student connections, positively impacting student engagement, behavior, and academic achievement, and ultimately enhances the overall student experience through a positive school culture. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Engage support for employees who are struggling with attendance (Q1-Q4). For each employee group measure and track the average absences per employee per year (Q4). Completed Communications plan activities (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Engage support for employees who are struggling with attendance (Q1-Q4). <p>Q1 Progress Report:</p> <ul style="list-style-type: none"> Refined and distributed communication to all employees regarding procedures for entering absences into dispatch system in a timely fashion such that replacements can be arranged in a manner that minimizes impacts to students and school communities. Defined and distributed clear guidelines to managers / PVP regarding follow-up with employees who have been off work for an extended period such that HR and EFAP supports can be deployed as necessary. <ul style="list-style-type: none"> For each employee group measure and track the average absences per employee per year (Q4). <p>Q1 Progress Report:</p> <ul style="list-style-type: none"> Continued to refine data analysis and reporting capabilities related to employee absenteeism at both the individual, employee group, and organizational levels. Data capabilities are sufficient to support the upcoming launch of the Employee Attendance Support & Wellness Program. <ul style="list-style-type: none"> Completed Communications plan activities (Q4). <p>Q1 Progress Report:</p> <ul style="list-style-type: none"> Prepared detail presentation regarding the new EASWP in preparation for Leadership Team meeting on October 2nd. This foundational communication material will help to inform future stakeholder / employee communications related to the new program.

Operational Plan 2024-2025 Deliverables and Metrics: Growth

Staff Will	Students Will	Measures	Progress & Evidence
Execute the Special Programs Hiring Process and establish continuous support to foster a more diverse workforce, including cultural holidays, learning opportunities, training, and accommodations for varying abilities (G1) (FH).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Develop a plan to implement special hiring in 2024-2025 (Q1-Q3). Special Programs Hiring Process Documentation: <ul style="list-style-type: none"> Development of a comprehensive hiring process tailored for special programs (Q1-Q2). Creation of job descriptions, screening criteria, and interview guidelines specific to special program positions (Q1-2). Diverse Workforce Support Initiatives: <ul style="list-style-type: none"> Establishment of cultural holiday observance policies and practices (Q1-Q3). Recruitment Strategies: <ul style="list-style-type: none"> Identification of target demographics for special programs recruitment efforts (Q1-Q3). Development of outreach strategies to attract diverse candidates (Q1-Q3). 	<p>Students will:</p> <ul style="list-style-type: none"> Benefit from a diverse staff who serve as role models with similar backgrounds and experiences. Educators knowledgeable about different cultures create inclusive learning environments where all students feel respected and valued, promoting cross-cultural understanding and preparing students for a diverse society. Accommodations for varying abilities ensure full participation in professional development, allowing educators to contribute their unique talents. Supported and included educators are more engaged, leading to improved outcomes for students. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Process documentation to hire for special programs completed and launched (Q1-Q2). Diversity in Hiring: <ul style="list-style-type: none"> (1) Percentage increase in the representation of underrepresented groups in special programs hires (2) Comparison of the demographic composition of new hires to the overall workforce demographic (Q3-Q4). Progress Tracking: Timeliness and completion of deliverables related to the implementation of the special programs hiring process and support initiatives (Q1-Q4). Number of engagements in our - Recruitment efforts specific to the target group (Q3-Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Process documentation to hire for special programs completed and launched (Q1-Q2). Q1 Progress Report: <ul style="list-style-type: none"> Re-initiated discussions from last year with employee representatives related to the district’s planned application to the BC Human Rights Commissioner regarding approval of a “Special Program” at SD62. Diversity in Hiring: <ul style="list-style-type: none"> (1) Percentage increase in the representation of underrepresented groups in special programs hires (2) Comparison of the demographic composition of new hires to the overall workforce demographic (Q3-Q4). Timeliness and completion of deliverables related to the implementation of the special programs hiring process and support initiatives (Q1-Q4). Number of engagements in our recruitment efforts specific to target groups (Q3-Q4).
Restructure Inclusive Education Services (IES) to include English Language Learners (ELL) in preparation for the 2025-2026 school year (G1) (MB).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Develop a clear communication and consultation process for impacted departments (Q1). Develop timelines to complete a restructure of departments by September 2025 (Q2). Review the two portfolios and consider where there is overlap or where a holistic approach to support can be taken (Q2-Q3). Develop a description of the restructured department composition and roles (Q3). Undertake a team-building session to work with key staff from both areas (Q4). Develop a 2025-2026 IES/ELL department plan (Q4). Create a plan to let the system know of the restructured department (Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> Experience stronger and more dynamic learning supports. Have consistent models of support across the district. Experience continued supports with little to no interruptions during the restructuring of the departments. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Completed timeline to restructure the departments (Q1-Q2). Completed Roles and Responsibilities document for the restructured department (Q3). Complete an inventory of potential financial, human resource and student outcome efficiencies because of the restructuring (Q4). Completed IES/ELL department 2025/26 plan (Q4). Completed communication plan to inform the system of the restructured departments (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Completed timeline to restructure the departments (Q1-Q2). Develop a clear communication and consultation process for impacted departments (Q1). <ul style="list-style-type: none"> Meetings set with key district partners to review process; consultation will continue in Q2 with timeline confirmation to follow.
Develop an Asset Management Plan (G2) (HC).			
<p>Staff Will:</p> <ul style="list-style-type: none"> To create a Capital Asset Management Plan that includes: <ul style="list-style-type: none"> List of applicable assets (Q1-Q2). Assess the current state/useful life of assets (Q2). Develop a replacement/sustainability schedule including funding needs (Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> Benefit from having buildings and equipment that are in good working order as district assets will be managed to ensure planned end-of-life replacement and ongoing timed maintenance. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Completion of Capital Asset Management Plan: <ul style="list-style-type: none"> completion of asset list (Q2). completion of assessment (Q2). completion of schedule (Q2). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Completion of Capital Asset Management Plan (Q1-Q2) <ul style="list-style-type: none"> Full list of capital assets, by school, and their replacement dates and costs identified based on information in MoECC’s Capital Asset Management System Estimate to replace all identified assets required in next 5 years is ~\$55m Staff need to determine priorities and/or process to follow that better align with budget realities Existing process is to use MoECC’s prioritized list and the Clean BC 2030 targets to create the annual Minor Capital Program submission Other assets are replaced using year end funding (non-structural)

			<ul style="list-style-type: none"> o Q2 work to be determined between Supe and ST
Conduct a review of departmental budgets (G2) (HC).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Conduct a review of existing departmental budgets to inform the 25/26 budget development process by analyzing: <ul style="list-style-type: none"> o Service & Supply budgets (Q1). o Staffing levels (Q2). o Efficacy (Q2). o Connection to Strategic Plan objective (Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> • Benefit from having effective departmental budgets that ensure funding is provided to areas focused on student learning and supports. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Departmental budgets have been reviewed including: <ul style="list-style-type: none"> o Review of service & supply budgets (Q1). o Review of staffing levels (Q2). o Review of connection to Strat Plan and efficacy (Q2). o Review of connection to Strat Plan and efficacy (Q2). o Provide a full report and recommendations (Q2). 	<p>The Organization has demonstrated progress by: Conduct a review of existing departmental budgets to inform the 25/26 budget development process by analyzing:</p> <ul style="list-style-type: none"> o Service & Supply budgets (Q1). <ul style="list-style-type: none"> • Departmental budgets have been reviewed including: <ul style="list-style-type: none"> o Review of service & supply budgets (Q1). o <u>Summary of Services & Supply budgets</u> created for each school and department o Total S&S budget compared to revenues to create a Net Expense amount o Staff recommend clearly defining scope and timing of project prior to proceeding to Q2 work o Recommendation: define scope in 24/25 school year and use in 25/26 so entire budget can be analyzed at once for the 26/27 budget development process <p>Options:</p> <ol style="list-style-type: none"> 1) Conduct light review of all dept/schools comparing budgets to each other (no efficacy) 2) Clearly define scope, timing and efficacy assessment of the review and use in future years 3) Review all services and supplies – internal comparison of amounts only (no efficacy) 4) Review all staffing – internal comparison of amounts only (no efficacy)
Enhance staff development, professional capacity and onboarding processes (G3) (FN/FH/DS).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Establish a staff training online portal to operationalize HR and other departments hosting courses and modules to address onboarding, staff development and capacity building (Q1-Q2). FN • Develop an implementation plan with timelines that includes: (Q1-Q2) FN/FH/DS: <ul style="list-style-type: none"> o A list of courses or modules for professional learning and training (Q1-Q2). o Blended learning modules incorporating both online and in-person components (Q2-Q4). o Collaboration with SD62 online and SD36 utilizing shared and unique courses on Brightspace (Q4). • Be able to utilize micro-credentialing for professional learning and to demonstrate career growth (Q4). FH/DS 	<p>Students will:</p> <ul style="list-style-type: none"> • Be more prepared for the future: from having utilized. • Improve their Academic and Social-Emotional growth by accessing enhanced learning experiences. • Have improved access and equity by working with staff who possess digital literacy skills. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Implementation Plan is developed (Q2). FN/FH • List of courses that are needed based on employee role and tenure in the role (new learning and/or re-certification) (Q4). FH/DS • Number of courses available on Brightspace or Moodle with the current baseline being zero (Q4). FN • Percentage of staff members participating in courses (Q4). FN/FH • Percentage of courses started and completed by staff (Q4). FN/FH 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • Implementation Plan is developed (Q2). <p><u>Q1 Progress Report:</u></p> <ul style="list-style-type: none"> o Established schedule for FN/DS/FH to meet on a regular basis throughout the 2024/25 school year to advance project deliverables. o Conducted two meetings to initiate the development of a project plan and define specific project goals. <ul style="list-style-type: none"> • Project plan under development. Selection criteria for choosing an LMS provider under development. HR, Curriculum and DS teams are being engaged as needed.
Initiate the operationalization of the records management policy and regulations (G3) (FN).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Assign the role of a Records Officer (Q1). • Review Electronic Records Management systems (Q2). • Review and then select an Electronic Records Management system or create an in-house using tools such as SharePoint/One Drive (Q1-Q3). • Provide training for staff on records management (Q2-Q3). • Pilot implementation - Focus on up to 3 departments and 3 schools (1 per level) (Q3-Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> • Benefit from safe and effective handling of records, which protects their own and the district's information, enhancing operational efficiency and allowing staff to focus on educational tasks. Accurate and accessible student records enable better tracking of academic progress, facilitating timely interventions and tailored support. Compliance with provincial and federal regulations regarding student data ensures transparency, protects privacy, and helps the district avoid legal penalties, further benefiting students. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • # of staff trained in Records Management (Q2-Q4). • Records Management System created/selected (Q3). • Report on the pilot implementation of the system (Q4). • Metrics on the implementation pilot study (up to 3 departments and up to 3 schools (1 per level) (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • Assign the role of a Records Officer (Q1). <p><u>Q1 Progress Report:</u></p> <ul style="list-style-type: none"> • Draft Records Manager Job description developed. Awaiting budgetary approvals prior to engage HR. • Interviews with all departments to finalize the Records Schedule in progress (met with HR, Finance, Westshore, Digital Solutions, etc. Once Retention schedule is finalized, will be sent to Legal for review. • Statement Of Work with ERM system provider (Spot Solutions) signed. System development kick-off underway.

Formalize a Digital Asset Management Plan (G3) (FN).			
Staff Will: <ul style="list-style-type: none"> Proactively manage risk and complexity, protect the district’s reputation, and ensure investment value by developing processes related to active management of digital assets including: <ul style="list-style-type: none"> Simple and Complex Software Intake process (Q2-Q3). Hardware Catalogue (Q3). Data Catalogue (Q3) Software Catalogue/ Virtual Library Learning Commons (VLLC)(Q3). Reporting (Q4). 	Students will: <ul style="list-style-type: none"> Enhance their learning experience by having access to quality Software and Hardware that has been vetted. Benefit indirectly when the district allocates resources optimally as investments in technology and educational tools directly impact the learning experience. Have a secure environment where their personal data and academic records are safeguarded and analyzed to identify opportunities to enhance student learning. This fosters trust and confidence in the district. 	The Organization will show progress by: <ul style="list-style-type: none"> Engagement of Leadership via working groups (Q1-Q4). Processes documented and published (Q3). Digital Governance Procedure defined as appropriate (Q3). Digital Asset (Hardware/Software/Data) Catalogue published (Q4). Regular reporting to the Executive and Board via appropriate committee (Q4). 	The Organization has demonstrated progress by: <p>Engagement of Leadership via working groups (Q1-Q4).</p> <ul style="list-style-type: none"> Student Technology Working Group with School based and District PVP – monthly Identified expired Digital Assets and working on a school-by-school replacement plan
Continue to raise awareness, provide training and implement cyber security policy and regulations (G3) (FN).			
Staff Will: <ul style="list-style-type: none"> Continue to progress the implementation of security initiatives including: <ul style="list-style-type: none"> Security and Privacy Training (Q1-Q4). Server Vulnerability Management (Q1). Password Complexity (Q2). Encrypted Secure Email (Q2). Multi-factor Authentication (MFA) for staff (Q1-Q4). Privileged Identity Management (Q3). 	Students will: <ul style="list-style-type: none"> Benefit from having a safer technology environment that protects the privacy and security of their personal and confidential information. Have greater trust in the school’s use of digital resources, fostering more engagement. Gain confidence in using technology. 	The Organization will show progress by: <ul style="list-style-type: none"> Metrics on the number of staff who have been trained (Q1-Q4). Number of vulnerabilities remediated/patched (Q1-Q4). Rollout of encrypted email for staff (Q2). Metrics on the number of staff using Multi-Factor Authentication (MFA) (Q3). Confirmation of privileged identities being actively managed (Q4). 	The Organization has demonstrated progress by: <p>Continue to progress the implementation of security initiatives including:</p> <ul style="list-style-type: none"> Security and Privacy Training (Q1-Q4). Server Vulnerability Management (Q1). Multi-factor Authentication (MFA) for staff (Q1-Q4). <ul style="list-style-type: none"> Initiated regular board updates on Cyber Security Plan progress Known risks and list of current initiatives, to mitigate including progress on Multi Factor Authentication, Vulnerability Management, Cyber Training and associated metrics are in confidential board report.
Implement the SD62 Ethical Framework to guide decision-making at the Board level (G4) (HC).			
Staff Will: <ul style="list-style-type: none"> Develop new templates for Board and Committee meeting packages that include headings to provide information about the ethical implications of the item (Q1). Overview templates with the Board of Education and the Executive Team (Q1-Q2). Develop an easy-to-read visually appealing graphic of the SD62 Ethical Framework (Q1). Attend to any updates required and the process to amend following possible revision of the SD62 Values (Q1). Monitor the use of the framework and review any aspects that need adjustment (Q1-Q4). 	Students will: <ul style="list-style-type: none"> Benefit from the leadership and direction of a District whose Board of Education considers the ethical impacts of their decisions. 	The Organization will show progress by: <ul style="list-style-type: none"> Monitor the use of the framework to provide reporting on when it was used, and which ethical aspects were detailed as impacted (Q2-Q4). 	The Organization has demonstrated progress by: <ul style="list-style-type: none"> Develop new templates for Board and Committee meeting packages that include headings to provide information about the ethical implications of the item (Q1). Overview templates with the Board of Education and the Executive Team (Q1-Q2). Develop an easy-to-read visually appealing graphic of the SD62 Ethical Framework (Q1). Attend to any updates required and the process to amend following possible revision of the SD62 Values (Q1). <p><u>Q1 Progress Report:</u></p> <ul style="list-style-type: none"> Work to meld Ethical framework and Board/Committee Info Note (IN) not started but concepts have been developed and discussed Revised timelines <ul style="list-style-type: none"> Revise IN format by September 30 Review with Executive by October 30 Implement revised IN for November Board/Committee meetings Create Ethical Framework Graphic by November 30 with assistance from KMc
Make progress towards the Clean BC 2030 Reduction Targets (G4) (HC).			
Staff Will: <ul style="list-style-type: none"> Make progress towards the Clean BC 2030 reduction targets (Q4). Identify minor and major capital projects on a priority basis, for Board consideration, that reduce carbon emissions to achieve the Clean BC reduction targets (Q1-Q4). 	Students will: <ul style="list-style-type: none"> Benefit from going to school where actions are being taken to reduce emissions and provide cleaner air. 	The Organization will show progress by: <ul style="list-style-type: none"> Achieving reductions as outlined in the performance goals (Q4): <ul style="list-style-type: none"> 2025 Less than 2114 tCO₂e (2024 rate was 2114 tCO₂e) Details of work undertaken to reduce emissions (Q4). 	The Organization has demonstrated progress by: <p>Make progress towards the Clean BC 2030 reduction targets (Q4).</p> <p>Identify minor and major capital projects on a priority basis, for Board consideration, that reduce carbon emissions to achieve the Clean BC reduction targets (Q1-Q4).</p> <p><u>Q1 Progress Report:</u></p>

			<ul style="list-style-type: none">• Minor Capital projects for Board consideration at Sept BoE meeting:<ul style="list-style-type: none">○ Mechanical Upgrades at John Muir (Phases 4a/b), Willway (Phases 2/3) and Sangster identified as highest impact projects○ Additional EV chargers throughout the District• Major Capital Projects include GHG Reduction and Mass Timber options being considered for Sooke Elementary replacement and North Langford Secondary business case• <u>Starting from 2010 baseline</u>, target reduction (40% or 2% per year) is equal to 1,150 tCO2e by 2030 – actual reduction as of 2023 is 740 tCO2E or 26%
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**Committee Info Note
Education-Policy Committee Meeting
October 1, 2024
Agenda Item 6a: Draft Revised Policy E-358
“Pension Plan Membership”**

Background:

This policy was last updated in 2005 and needed to be updated.

Current Context:

The policy has been updated to provide clarity that pension plans are governed by the BC Pension Corporation and employees have the responsibility to become familiar with their applicable plan. In addition, the updated policy has included that enrollment is a condition of employment and cannot be waived without necessary documentation. For ease of use, the updated policy now contains hyperlinks to the applicable pension plan.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy E-358 “Pension Plan Membership”.

Respectfully submitted,

Fred Hibbs, Executive Director – Human Resources
Nora Reid, Strategic Human Resources Manager

School District #62 (Sooke)

PENSION PLAN MEMBERSHIP	No.: E-358
	Effective: Apr. 26/88 Revised: Mar. 14/89; Oct. 25/05; Reviewed: Oct. 1/24

SCHOOL BOARD POLICY

Pensions for employees in the BC K-12 sector are governed by [BC Pension Corporation](#). Sooke School District employees without a valid BC Teacher Certification participate ~~The Board of School Trustees participates in the [Municipal Pension Plan](#) and~~ **those employees with valid BC Teacher Certification participate in the [Teachers' Pension Plan](#).** The Board will comply with the terms of both Plans **and encourages all employees to become familiar with the terms and conditions of their applicable plan.**

All eligible employees who meet the requirements as determined by the relevant Plan rules will be enrolled **as a condition of employment**, unless the relevant Plan permits the employee to waive enrolment **and the employee executes all necessary documentation required to waive enrolment.**

~~Exempt employees who are hired on full time permanent status will join the plan immediately upon appointment without waiting their probationary period.~~

~~Employees who wish to purchase past service may make application to the relevant Plan.~~

**Committee Info Note
Education-Policy Committee Meeting
October 1, 2024
Agenda Item 6b: Draft Revised Policy E-139
“Death Benefits for Excluded Employees”**

Background:

Death benefits have historically been outlined in initial employment contracts and the Sooke School District is working to ensure consistency between policy and contract.

Current Context:

Death benefits are included in the employment contracts for Principals and Vice-Principals as well as for Exempt employees; however, they are not included in the contract for Executives. It is also noted that instead of referring directly to the policy, the wording in the contracts slightly differs. Going forward, HR will ensure all excluded contracts provide details related to death benefits and refer directly to the policy for consistency.

The policy has been updated using the wording from the contracts with the addition that these benefits are for those excluded employees in permanent positions only.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy E-139 “Death Benefits for Excluded Employees”.

Respectfully submitted,

Fred Hibbs, Executive Director – Human Resources
Nora Reid, Strategic Human Resources Manager

School District #62 (Sooke)

<u>DECEASED EMPLOYEE DEATH BENEFIT FOR EXCLUDED EMPLOYEES</u>	No.: E-139
	Effective: Feb. 9/82 Revised: May 14/91; Oct. 25/05; Jan. 26/21 Reviewed: Dec. 1/20; Dec. 15/20; Jan. 26/21; Oct. 1/24

SCHOOL BOARD POLICY

This policy applies to all excluded/non-unionized employees including Executive Officers, Principals and Vice-Principals and exempt employees.

In the case ~~event~~ of an **a permanent/continuing excluded** employee who, **at the time of death, was employed by the Board continuously for at least six (6) months, the Board shall pay one month's salary to** ~~dies while in the Board's employ,~~ the estate **of the deceased.** ~~will receive the employee's salary for a one-month period from the date of the employee's death.~~

To ensure that this benefit is not duplicated for the same estate, this policy will not apply if the employee has Death Benefits coverage as part of their employment contract or Collective Agreement (~~Exempt, CUPE, STA~~).

This payment is in addition to any amount earned by the deceased up to the date on which they were last employed by the Board.

**Committee Info Note
Education-Policy Committee Meeting
October 1, 2024
Agenda Item 6c: Draft Revised Policy E-331
“Access and Appeal for Excluded Employees”**

Background:

This policy was last updated in 1984 and is due for a refresh.

Current Context:

The updated policy has been expanded to provide additional details regarding the steps to be followed to document and resolve matters related to the employment of excluded staff including, if necessary, escalation to the Board. Dispute resolution steps include discussion with Supervisor and Excluded staff member, followed by written submissions to both in sequential order prior to formal written submission to the Board as a final step.

Specific timelines have been added to the policy to ensure the expeditious resolution of issues. Once a decision has been provided by the Board, the matter shall be deemed resolved.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy E-331 “Access and Appeal Procedure – Excluded Staff”.

Respectfully submitted,

Fred Hibbs, Executive Director – Human Resources
Nora Reid, Strategic Human Resources Manager

School District #62 (Sooke)

<u>ACCESS AND APPEAL FOR EXCLUDED EMPLOYEES</u>	No.: E-331-3
	Effective: Feb. 28/84 Revised: Reviewed: Oct. 1/24

SCHOOL BOARD POLICY

The Board has established avenues of access and appeal for employees covered by the collective agreement with the Canadian Union of Public Employees, Local 459, and for members of the Sooke Teachers' Association. It recognizes also that occasions might arise when staff members who are not in either of these groups experience a need for similar procedures.

This policy applies to all excluded/non-unionized employees including Executive Officers, Principals and Vice-Principals and exempt employees.

The Board expects that **excluded employees** staff members in this group will seek to resolve difficulties related to personnel matters **related to employment** by discussion with the individual(s) concerned and subsequently, if necessary, with **their supervisor and, if necessary, with the appropriate Executive Officer.** an executive officer of the Board.

If the matter remains unresolved, the excluded employee shall submit the particulars, in writing, to the supervisor. The supervisor shall consider the written submission and respond to the employee, in writing, within fifteen (15) business days. If the matter is not successfully resolved, the employee shall submit the matter, in writing, to the appropriate member of the District's Executive Team. The Executive Team member shall respond, in writing, to the employee and the supervisor within fifteen (15) business days. Should the matter remain unresolved, as a final step, the employee may submit the matter to the Board of Education. in accordance The purpose of this policy is to ensure staff members of the Board's intent to treat all employee groups equitably, including provision of access to the Board or a designated committee of the Board, should such access be the necessary final step in resolving an individual's concern. **The Board of Education shall consider the written submission of the concern and respond to the employee, in writing, within thirty (30) business days. Following the written decision from the Board of Education, the matter shall be deemed resolved.**