



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

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Present: Cendra Beaton, Trustee (Committee Chair)  
Allison Watson, Trustee (Committee Member)  
Trudy Spiller, Trustee (Committee Member)  
Christina Kempenaar, STA  
Tim Hamblin, CUPE  
Georgette Walker, SPVPA  
Nevada Kaludjar, SPEAC  
Paul Block, Superintendent/CEO  
Monica Braniff, Deputy Superintendent  
Dave Strange, Associate Superintendent

Guests: Janine Brooks, Mark Johnston, Sue Grundy  
Regrets: D’Arcy Deacon, Associate Superintendent

**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 gave her opening remarks. She began with gratitude to the past Chair, Allison Watson, for her strong and effective leadership. Ms. Beaton expressed her pleasure to work as part of this committee along with the District’s partners. She recognized the importance of the work of the committee and stated her enthusiasm and commitment to leading us moving forward.

The Chair moved on to share a celebration of the good work going on in the district with a particular focus on the French Immersion Celebration Week in SD62 as well as the Black History Month activities in our schools, including the District’s participation in the Black Day of Excellence.

Ms. Beaton then invited members of the committee to share examples of exciting events and accomplishments they have witnessed or have been a part of this past month. Several examples were shared by committee members.

Ms. Beaton reminded the group that questions and discussion should be limited to agenda items. Additionally, questions and comments from the public online should be to agenda items only and that questions and comments from anonymous parties will not be recognized.

3. **COMMITTEE REPORT** of January 11, 2024 Education-Policy Committee meeting

The committee report for the January 11, 2024 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

There are no BAA course proposals for this meeting.

5. **REVIEW OF POLICIES/REGULATIONS**

There were no policies/regulations for review.

6. **NEW BUSINESS**

a. Inclusive Education Services Update – Janine Brooks and Mark Johnston

Janine Brooks, District Principal - Inclusive Education Services, gave an overview of the department's vision, values, and responsibilities. She explained the Ministry designation process, the focus on needs-based supports regardless of designation, and the school/district communication to establish appropriate supports. Ms. Brooks spoke to the number of students identified as meeting Ministry designations and the respective support staff in schools and districts. She highlighted the innovative practices occurring through Inclusive Education and the impact on student learning and access to education: iBuckets, Communication Boards for playgrounds, and Creation Stations for Boardmaker. The team is currently working closely with community agencies to support new Kindergarten registration and ensure a continuity of care from Queen Alexander Hospital. Ms. Brooks emphasized the collaborative work across departments in support of students.

Mark Johnston, District Vice-Principal - Inclusive Education Services, highlighted inclusion through the eyes of a child. Through this PowerPoint presentation, committee members learned about the supports in place through the school, District, and external supports to create a safe, meaningful, and holistic educational program for this child. Mr. Johnston spoke to the CB IEP goals for this student and emphasized the importance inclusive education has in making such a significant difference in the life of a child.

The Chair thanked Ms. Brooks and Mr. Johnston for their presentation. Committee members expressed gratitude for the work of the IES team and engaged in conversation and asked questions of the presenters.

b. Quarter 2 Strategic Plan Report to Board – Sue Grundy and Paul Block

Superintendent Paul Block, and the Manager of Executive Operations, Sue Grundy, presented the Quarter 2 Strategic Plan Report. The report was well received, and committee members engaged in conversation and asked questions of the presenters.

**Recommended Motion:**

That the Board of Education of School District 62 (Sooke) receive the Quarter 2 Report as presented at the Education-Policy Committee meeting of February 6, 2024.

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

DRAFT

# Quarterly Reporting 2023-2024

# Q2



## STRATEGIC PLAN

2021-2025



# Operational Plan 2023-24

## Quarter 2 Update

### Introduction - Reporting Context:

The district is committed to regular reporting on its [Strategic Plan](#) 2021-2025, and in alignment with the [Framework for Enhancing Student Learning \(FESL\)](#).

The Board of Education, through motion, has directed staff to bring forward quarterly progress reports related to the Strategic Plan and student outcomes. The district accountability process links strategic plan outcomes and the Ministry of Education and Child Care student success metric reporting through a continuous improvement lens.

Data and evidence from a variety of sources become available at various times throughout the school year and are reported to the Board at key intervals. Quarterly reports are utilized as the base from which the Board's [Annual Report](#) will be completed.

### Report Organization:

The report is compiled in five sections:

1. [A visual overview of operational plan progress](#)
2. [Q2 Updates: Strategic Priority 1 – Learning](#)
3. [Q2 Updates: Strategic Priority 2 – Engagement](#)
4. [Q2 Updates: Strategic Priority 3 – Growth](#)
5. [Government Data from the Ministry of Education and Child Care](#)

### Report Summary:

The Quarter 2 (Q2) Report encompasses work completed between October 1 and December 31, 2023, on the 2023-2024 Operational Plan. Several items (5) are now fully or substantially completed. These include:

- To support graduation and improved life outcomes for students with Indigenous ancestry by utilizing a data-gathering tool to track indicators of academic, social-emotional, and engagement attributes.
- Implement the [Long-Range Facilities Plan](#) (LRFP) to support annual and multi-year space planning activities.
- Develop and undertake a scan of available information and data about the district ahead of renewing the strategic plan.
- Develop a strategy to ensure effective community use of our spaces.

- Investigate the requirements to integrate data across Business (Finance, HR) and Education departments to align resourcing across Strategic and Operational Objectives linking back to student success.

Four items (4) were stalled in Q2 including:

- Two diversity, equity, and inclusion (DEI) items (Implement audit recommendations for DEI to strengthen (a) student learning; (b) organizational practices) that were waiting on the final review report from the consultant.
- Building delays stalled work on developing programs for the Westshore Post-Secondary on Goldstream.
- The HR Special Hiring Program application to the Office of the Human Rights Commissioner has stalled as union partners are not in complete support of the application. In Quarter 3 staff will continue discussions with CUPE and STA regarding program support.

## Section 1 - A visual overview of operational plan progress

- By the end of Q2, out of the 32 operational plan projects underway in 2023-2024, 5 were completed, 21 are progressing, 2 are started, and 4 are stalled or not started.

**Legend:** Project completed Project is progressing Project is started Project not started or progress paused

LEARNING	Q1	Q2
Monitor the implementation of Indigenous graduation credit courses to ensure students have access to Indigenous content through a variety of courses and determine needed supports and resources for educators.		
Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen student learning.		
Implement the objectives of the (ELF) through existing networks and through strengthening effective pathways for the transition to school.		
Continue to implement and expand the K-12 Literacy plan which includes professional development, increasing resources, intervention support and K-3 Universal Screening.		
Continue to implement the Middle School Philosophy with a focus on aligning Applied Design, Skills and Technologies (ADST) and middle school programming.		
Define and enhance the practices and processes of the work of the Safe Schools Team, particularly regarding Violence Threat Risk Assessment (VTRA).		
Define the practices, processes and structures through Inclusive Education Services that support the increasing complexity and presentation of student behaviour across all school levels.		
Build a multi-year plan to enhance staff use of technology to deliver pedagogy in the classroom; and information tools and digital platforms for administrative and support work.		
Develop an organizational approach to establishing SD62's presence at the Westshore post-secondary site. Continue to refine the comprehensive plan for program pathways and course offerings for launch in 2024.		
In consultation with students and all SD62 Learning departments (Curriculum Transformation, Inclusive Education Services, NA'TSA'MAHT Indigenous Education, Pathways & Choice), articulate and enhance support for the Careers and Applied Design, Skills and Technologies (ADST) K-12 curriculums in support of student voice and choice.		

ENGAGEMENT	Q1	Q2
Develop a Records Management policy for the Board with the intent of developing a proposal for building out a sustainable capability (staff, software systems, resources)		
Develop a model to support succession planning for the Leadership Team.		
Implement an accessibility plan, develop an accessibility committee and engage in a feedback mechanism for issues of accessibility in the district.		
Create authentic learning resources & narratives to support the teaching of local Indigenous languages in schools.		
To support graduation and improved life outcomes for students with Indigenous ancestry by utilizing a data gathering tool to track indicators of academic, social emotional and engagement attributes.		
Continue to implement the Strategic Communications Plan to develop, expand and implement respectful, effective, clear and transparent communications. Expand the Plan to include a focus on digital skills and digital resources for staff to use. Broaden out the reach of district Communications to provide equity of inclusion to specific schools that have received little or no coverage on the district website or social media.		
Continue to develop, expand and implement a culture of wellness in the district through the Healthy Schools Healthy People plan and include work on: (1) The Feeding Futures Fund; (2) Digital safety and wellness.		
Implement a new Employee Attendance and Wellness Support Program with an emphasis on: (1) Developing a data-informed process to support constructive communications with individual employees regarding attendance performance; (2) Providing supports for staff in need; and (3) Raise organizational awareness regarding attendance issues.		
GROWTH	Q1	Q2
Receive approval for and implement a Special Hiring Program, including the development and implementation of a supporting equity hiring practices policy.		
Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen organizational practices.		
Create and implement the use of technical specifications that complement the design guidelines and standards and expand implementation to existing spaces.		
Implement the Long-Range Facilities Plan (LRFP) to support annual and multi-year space planning activities.		
Develop and undertake a scan of available information and data about the district ahead of renewing the strategic plan.		
Develop a strategy to ensure effective community use of our spaces.		
Develop and implement a digital governance policy and structure that formalizes the Boards' role in overseeing Digital Solutions including the acquisition, integration, and management of digital assets in support of educational and support services.		
Continue to raise awareness, provide training and implement cyber security and privacy policies in partnership with curriculum, inclusive, and safe school objectives.		
Investigate the requirements to integrate data across Business (Finance, HR) and Education departments to align resourcing across Strategic and Operational Objectives linking back to Student Success.		
Develop a sustainable proposal to provide equitable access to technology for students and support staff.		
Conduct an environmental scan of organizational design structures for the delivery of central administration and support services within large BC school districts in support of future strategic planning.		
Develop a plan to increase the number of childcare spaces on school grounds by looking to utilize grants to support the construction of new spaces.		
Continue to implement the Energy Sustainability Plan by reducing our vehicle and building Green House Gas emissions towards the 2030 provincial targets.		
Create an ethical framework for decision-making to guide Board-level decisions through a lens of diversity, equity, inclusion, and social responsibility.		

## Section 2 – Q2 Updates - Learning

The strategic priority for learning in the Strategic Plan 2021-2025 is to: **Develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.** The four objectives of the priority are:

L1	Provide opportunities for learners to understand, respect and appreciate diversity and inclusion
L2	Provide opportunities for learners to develop critical and creative thinking skills
L3	Ensure our learning environments are safe, accessible and welcoming
L4	Enhance student voice and choice

LEARNING	
2023-2024 Operational Plan Item	Q2 Progress
Monitor the implementation of Indigenous graduation credit courses to ensure students have access to Indigenous content through a variety of courses and determine needed supports and resources for educators.	<ul style="list-style-type: none"> <li>Secondary administration teams shared enrollment data and Indigenous course details at the Secondary PVP Meeting.</li> <li>The Curriculum Dept's Secondary Coordinator facilitated meetings for teachers delivering these courses to help share resources and provide space for collaboration.</li> <li>The initial data set from Semester 1 assessments (comments and grades) will be available in February 2024.</li> </ul>
Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen student learning.	<ul style="list-style-type: none"> <li>Implementation was delayed in Q2 while awaiting the report from the consultant who undertook analysis on DEI in the district.</li> </ul>
Implement the objectives of the (ELF) through existing networks and through strengthening effective pathways for the transition to school.	<ul style="list-style-type: none"> <li>ELCC and Early Learning Curriculum Coordinator co-hosted three Community of Practice sessions, for community-based ECE practitioners, with Sooke/Westshore Childcare Resource Referral.</li> <li>Co-hosted "Books for Breakfast" Ready, Set, Learn event on November 17, 2024.</li> <li>Kindergarten-ECE workshop, led by the Early Learning Curriculum Coordinator, on November 22, 2024.</li> <li>Planning for ELF 2.0, with Kim Atkinson. Dinner series for a four-person educator team from each elementary school to attend a January 2024 session.</li> <li>Afternoon Pro-D session, with BC Educator Alison Bledsoe, organized for ECEs on November 24, 2023, CUPE Pro-D Day.</li> <li>Ongoing ECE evaluations to support the implementation of pedagogical narration in K-ECE classrooms.</li> <li>Nature Kindergarten teams visited Mill Bay Nature School and had a critical friend, Enid Elliot, join their programs for feedback.</li> <li>Two monthly meetings were held with Changing Possibilities For Young Children (CR4YC) and Strengthening Early Years to Kindergarten Transitions (SEY2KT) participants, respectively.</li> </ul>



<p>Continue to implement and expand the K-12 Literacy plan which includes professional development, increasing resources, intervention support and K-3 Universal Screening.</p>	<ul style="list-style-type: none"> <li>• To date, 100 enrolling K-3 teachers are engaged in the learning rounds.</li> <li>• Staff have completed initial screening and progress monitoring on all K-3 students.</li> <li>• Writing workshops attended by 75 enrolling teachers 4-8, with more scheduled.</li> </ul>
<p>Continue to implement the Middle School Philosophy with a focus on aligning Applied Design, Skills and Technologies (ADST) and middle school programming.</p>	<ul style="list-style-type: none"> <li>• In Q2, staff communicated with music teachers and schools regarding the Grade 5 transition. Plans are in place for middle schools to visit elementary schools to promote music/band.</li> </ul>
<p>Define and enhance the practices and processes of the work of the Safe Schools Team, particularly regarding Violence Threat Risk Assessment (VTRA).</p>	<ul style="list-style-type: none"> <li>• In Q2, the Safe Schools team completed training to enhance proficiency in utilizing new applications and technology.</li> <li>• The Safe School Coordinator and District Principal participated in a Ministry meeting on November 6/7, receiving updates on the Ministry plan.</li> </ul>
<p>Define the practices, processes and structures through Inclusive Education Services that support the increasing complexity and presentation of student behaviour across all school levels.</p>	<ul style="list-style-type: none"> <li>• In Q2, the Inclusive Education Services made strides in supporting complex student behaviour. Noteworthy achievements include ongoing professional development, featuring a learning series and a half-day workshop.</li> <li>• Efforts to create a district network of early intervention supports for behaviour continued with regular meetings and the introduction of a Unified Behaviour-focused Functional Behavior Assessment (FBA).</li> <li>• Collaborative work with Safe Schools on mental health saw the implementation of a Healing Trauma pilot in elementary schools. The HEART tool is now active in John Muir, Happy Valley, and PEXSISEN, with ongoing training at Savory, David Cameron, and Crystal View.</li> <li>• Education Assistant Professional Development included the presentation of "Ten Ways to De-escalate Big Behaviours" in collaboration with the Trauma Research Institute on the Fall CUPE Pro D Day.</li> <li>• These initiatives contribute to improved support for complex students, promoting active participation, engagement, self-advocacy skills, and positive peer relationships.</li> </ul>
<p>Build a multi-year plan to enhance staff use of technology to deliver pedagogy in the classroom; and information tools and digital platforms for administrative and support work.</p>	<ul style="list-style-type: none"> <li>• A key part of the multi-year plan is to ensure adequate staff resources that have expertise in the delivery of pedagogy using digital tools and platforms.</li> <li>• In Q2, work focused on creating a job description, hiring a teacher to support the development of the plan, and identifying the initial scope of work.</li> </ul>
<p>Develop an organizational approach to establishing SD62's presence at the Westshore post-secondary site. Continue to refine the comprehensive plan for program pathways and course offerings for launch in 2024.</p>	<ul style="list-style-type: none"> <li>• Due to the Westshore Post-Secondary building construction being delayed, the date of the opening of the school has been revised to September 2025.</li> <li>• Planning and collaboration with post-secondary partners has been paused due to the delay and will commence again in Q3.</li> </ul>

<p>In consultation with students and all SD62 Learning departments (Curriculum Transformation, Inclusive Education Services, NA'TSA'MAHT Indigenous Education, Pathways &amp; Choice), articulate and enhance support for the Careers and Applied Design, Skills and Technologies (ADST) K-12 curriculums in support of student voice and choice.</p>	<ul style="list-style-type: none"> <li>• Discussions on enhanced support for ADST are ongoing.</li> <li>• Delivery of week-long welding simulator experiences for middle school students.</li> <li>• Staff are in discussions with secondary schools on how we can scale the Skilled Trades Sampler course (STX) which generates additional funding for student programming. These funds can be used to support resource maintenance and replacement costs.</li> <li>• The inventory of ADST tools, supplies and technology purchased by the district Careers Department is complete and efforts to reach equity across schools are being addressed.</li> <li>• Collaboration with Camosun via the South Island Partnership (SIP) has supported whole class/grade Ignite presentations.</li> </ul>
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### Section 3 – Q2 Updates - Engagement

ENGAGEMENT	
2023-2024 Operational Plan Item	Progress
<p>Develop a Records Management policy for the Board with the intent of developing a proposal for building out a sustainable capability (staff, software systems, resources)</p>	<ul style="list-style-type: none"> <li>• Consultants engaged and completed 21 interviews ranging from Executive to include all district departments, support groups, and school PVP representatives across levels. Work on identifying gaps and synthesizing recommendations into a summary for the Executive has been initiated.</li> </ul>
<p>Develop a model to support succession planning for the Leadership Team.</p>	<ul style="list-style-type: none"> <li>• We have created a "heat map" succession planning template to be used by departmental leaders to identify key roles and plan for anticipated vacancies in the short, medium and long term. Discussions are ongoing about potential refinements to the current "pool mechanism" used to identify upcoming PVP vacancies and potential successors.</li> </ul>
<p>Implement an accessibility plan, develop an accessibility committee and engage in a feedback mechanism for issues of accessibility in the district.</p>	<ul style="list-style-type: none"> <li>• The Accessibility Committee has met several times and reviewed data through the Feedback Mechanism and reports from the Facilities department. Recommendations for areas of focus have emerged through this review.</li> </ul>
<p>Create authentic learning resources and narratives to support the teaching of local Indigenous languages in schools.</p>	<ul style="list-style-type: none"> <li>• The NA'TSA'MAHT Indigenous Education (NIE) department organized authentic video resources that were filmed last summer, edited and released for this Winter/Spring featuring local Elders sharing stories, songs and local language. This is part of a multi-year project to increase authentic First Peoples resources for SD62 Teaching staff.</li> <li>• Tri-district (61, 62, 63) initiatives to share local resources between the 3 districts.</li> <li>• SENĆOTEN Kindergarten language program underway in 5 Elementary Schools.</li> <li>• SENĆOTEN Language Videos &amp; Supporting Resources promoted by the NIE department.</li> <li>• Discussions around Pacheedaht language resources started.</li> </ul>
<p>To support graduation and improved life outcomes for students with Indigenous ancestry by utilizing a data-gathering tool to</p>	<ul style="list-style-type: none"> <li>• The Indigenous Information Management System (IIMS) Tool has been fully implemented by the NIE department and their staff.</li> </ul>

<p>track indicators of academic, social-emotional and engagement attributes.</p>	<ul style="list-style-type: none"> <li>The tool tracks services provided by NIE department and collects data to inform Pathways to Graduation meetings at schools across the district, providing data on each student and the services they are receiving which allows staff to reflect on the efficacy of current service delivery and make data-informed decisions about programming and supports.</li> </ul>
<p>Continue to implement the Strategic Communications Plan to develop, expand and implement respectful, effective, clear and transparent communications. Expand the Plan to include a focus on digital skills and digital resources for staff to use. Broaden out the reach of district Communications to provide equity of inclusion to specific schools that have received little or no coverage on the district website or social media.</p>	<ul style="list-style-type: none"> <li>Work continued in Q2 on the implementation of the 2023-24 Strategic Communications Plan. The plan encompasses a broad spectrum of activities, ranging from handling general inbox messages to responding to parent phone calls, supporting Principals and Vice Principals (PVP) with time-sensitive communications, and collaborating with other departments for the awareness and implementation of their initiatives. Regular assessment and refinement of the plan are ongoing, driven by feedback and evolving needs.</li> <li>In Q2, the Manager of Strategic Communications attended courses including Incorporating Digital Accessibility Within Communications, and AI's Impact on Digital Content.</li> <li>To enhance equity of coverage, a list of schools with limited inputs on the district website and/or social media has been identified. In the second quarter, the Communications Manager attended middle and secondary-level meetings, emphasizing the importance of sharing events and achievements. Ongoing collaboration with Associate Superintendents is planned to support the inclusion of events and achievements from schools.</li> </ul>
<p>Continue to develop, expand and implement a culture of wellness in the district through the Healthy Schools Healthy People plan and include work on: (1) The Feeding Futures Fund; (2) Digital safety and wellness.</p>	<ul style="list-style-type: none"> <li>In Q2, the food delivery service increased the number of meals from 545 to over 650 inclusive of breakfast and lunch. Feedback from schools and partners has been very positive.</li> </ul>
<p>Implement a new Employee Attendance and Wellness Support Program with an emphasis on (1) Developing a data-informed process to support constructive communications with individual employees regarding attendance performance; (2) Providing supports for staff in need; and (3) Raise organizational awareness regarding attendance issues.</p>	<ul style="list-style-type: none"> <li>The second draft of the Employee Attendance Support &amp; Wellness Program is now complete.</li> <li>The planned path forward was presented at the December Leadership Team Meeting.</li> <li>Minimal feedback was received, but those who responded were supportive of the direction to be taken.</li> <li>The HR and Digital Solutions team are working to refine attendance statistics to ensure accuracy and ease of reporting.</li> </ul>

## Section 4 – Q2 Updates - Growth

GROWTH	
2023-2024 Operational Plan Item	Progress
<p>Receive approval for and implement a Special Hiring Program, including the development and implementation of a supporting equity hiring practices policy.</p>	<ul style="list-style-type: none"> <li>The item has stalled as staff have not been able to secure a letter of full support from union partners that would be provided with the district application to the Office of the Human Rights Commissioner. Discussions continue.</li> </ul>

<p>Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen organizational practices.</p>	<ul style="list-style-type: none"> <li>Implementation was delayed in Q2 while awaiting the report from the consultant who undertook analysis on DEI in the district.</li> </ul>
<p>Create and implement the use of technical specifications that complement the design guidelines and standards and expand implementation to existing spaces.</p>	<ul style="list-style-type: none"> <li>Technical Specifications that complement the Design Guidelines are on the way to being fully developed. They are utilized with contractors and architects as we design new schools.</li> </ul>
<p>Implement the Long-Range Facilities Plan (LRFP) to support annual and multi-year space planning activities.</p>	<ul style="list-style-type: none"> <li>The final draft of the LRFP was received at the end of Q2. The report was provided to the Resources Committee and the Board of Education Meeting in January 2024. Final adjustments to the plan included the recent Ministry funding to provide 16 prefabricated classrooms to two elementary schools in the district. The LRFP is a key district document and will be used to inform and support the district's annual major and minor capital plan submissions in June and September 2024 and beyond.</li> </ul>
<p>Develop and undertake a scan of available information and data about the district ahead of renewing the strategic plan.</p>	<ul style="list-style-type: none"> <li>In Q2, staff administered a community survey (students, parents, staff, and the public) on the current vision, mission, values, and thoughts on external opportunities and threats to the organization. Over 1700 people provided data to the survey. Stakeholder groups fed into the process by providing their thoughts on the future concerning education, politics, economics, and environmental forces that could impact the district. Staff attended the NA'TSA'MAHT Education Council to gather feedback from members on the vision, mission, and values. The Leadership Team provided a SWOT Analysis of the district's strengths, weaknesses, opportunities, and threats for the board to consider as they look to plan for the years ahead.</li> <li>The Environmental Scan (E-Scan) report was drafted and largely completed in Quarter 2. It will be used by the Board of Education as they develop their vision, mission, values and beliefs as part of the process of developing a new strategic plan.</li> </ul>
<p>Develop a strategy to ensure effective community use of our spaces.</p>	<ul style="list-style-type: none"> <li>The strategy has been completed. More SD62 spaces can be booked by the public, fulfilling the Board's desire to have more district facilities available. The resulting additional revenue generated pays for the increased need for custodial and maintenance services. Providing bookable spaces also enhances the culture of social responsibility that the district is pursuing in the Strategic Plan 2021-2025.</li> </ul>
<p>Develop and implement a digital governance policy and structure which formalizes the Board's role in overseeing Digital Solutions including the acquisition, integration, and management of digital assets in support of educational and support services.</p>	<ul style="list-style-type: none"> <li>A governance model for ensuring appropriate oversight of Digital Assets (Software, 3rd Party Cloud Services, hardware) was proposed to the Leadership team for consultation and feedback. This is in support of Board Governance around ensuring the protection of Security, Privacy, Risk, Support, Records Management, Data Integration, Business Continuity, Disaster Recovery, and overall Value associated with the procurement and project implementation (timeline, effort estimation) of these services.</li> </ul>
<p>Continue to raise awareness, provide training and implement cyber security and privacy policies in partnership with curriculum, inclusive, and safe school objectives.</p>	<ul style="list-style-type: none"> <li>Implementation of the cyber security and privacy training module from our vendor partner allowed a successful delivery of training to a section of CUPE staff members during CUPE Pro-D day. A plan was developed to deliver the training as a response to privacy breaches. Trial implementation of Mobile Device Management (MDM) for Apple devices and trial of</li> </ul>

	Intune continues. Successful rollout of Multi-Factor Authentication (MFA) to a pilot group was completed in Q2.
Investigate the requirements to integrate data across Business (Finance, HR) and Education departments to align resourcing across Strategic and Operational Objectives linking back to Student Success.	<ul style="list-style-type: none"> <li>Interviews with HR, Finance, Facilities, Capital Planning, Communication, and Executive Operations leaders were conducted as part of the investigation into data integration. Many operational reporting and analytics needs from each area were identified. However, staff in these departments did not see a direct link between their work and student success metrics.</li> </ul>
Develop a sustainable proposal to provide equitable access to technology for students and support staff.	<ul style="list-style-type: none"> <li>The work of the Student Device Working Group was presented to the Leadership Team. There are approximately 7000 student devices in the district which have been procured, over the years in a decentralized manner. Staff are working on a plan and template to ensure equity, support, literacy, and training. Options for funding include the exploration of centralized, decentralized, and hybrid approaches.</li> </ul>
Conduct an environmental scan of organizational design structures for the delivery of central administration and support services within large BC school districts in support of future strategic planning.	<ul style="list-style-type: none"> <li>This project is in the beginning stages. Staff have collected organizational charts from several BC public school districts, with an emphasis on those districts that are of equal or greater size than SD62.</li> </ul>
Develop a plan to increase the number of childcare spaces on school grounds by looking to utilize grants to support the construction of new spaces.	<ul style="list-style-type: none"> <li>Consultation with school and community partners informed the final stages of a Childcare BC New Spaces Fund grant application for Hans Helgesen school grounds.</li> <li>Concept design work for Hans Helgesen Childcare Facility was started in late November 2023 with the company <a href="#">Public: Architecture &amp; Communication</a>.</li> <li>Outreach to existing local childcare providers, Hans Helgesen StrongStart Program and Metchosin Community House's Parents &amp; Tots Program Participants was undertaken to gather input about waiting lists and childcare needs.</li> <li>SD62 Third-party childcare provider leases and lease rates were reviewed and as a result, <a href="#">Board Policy F-302 Use of School Facilities for Child Care Programs</a> was revised.</li> </ul>
Continue to implement the Energy Sustainability Plan by reducing our vehicle and building Greenhouse Gas emissions towards the 2030 provincial targets.	<ul style="list-style-type: none"> <li>Implementation of the Energy Sustainability Plan continues as the district works to reduce its vehicle and greenhouse gas emissions towards the 2030 provincial targets.</li> </ul>
Create an ethical framework for decision-making to guide board-level decisions through a lens of diversity, equity, inclusion, and social responsibility.	<ul style="list-style-type: none"> <li>Work continues exploring existing ethical frameworks. Community partners were asked for feedback, at the Resources Committee in November, on what factors should be considered in the development of an ethical decision-making framework.</li> </ul>

# Section 5 – Q2 Updates - Government Data from the Ministry of Education and Child Care

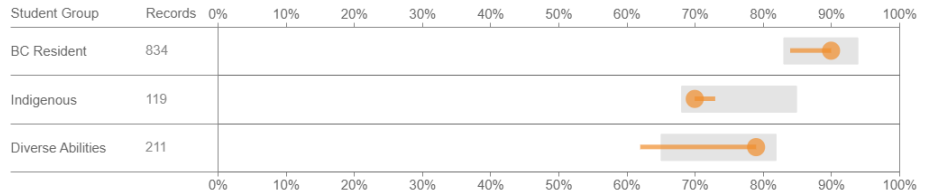
## Completion Rates District Comparison - 2022/23

	Resident	Indigenous	Diverse Abilities
BC Public Schools	92% (45,074)	74% (5904)	77% (9109)
Sooke School District 62	90% (834)	70% (119)	79% (211)
Greater Victoria School District 61	91% (1478)	61% (125)	79% (349)
Cowichan School District 63	85% (637)	58% (149)	69% (158)
Gulf Island School District 64	100% (115)	96% (14)	94% (20)
Nanaimo-Ladysmith 68	88% (1101)	73% (194)	76% (193)

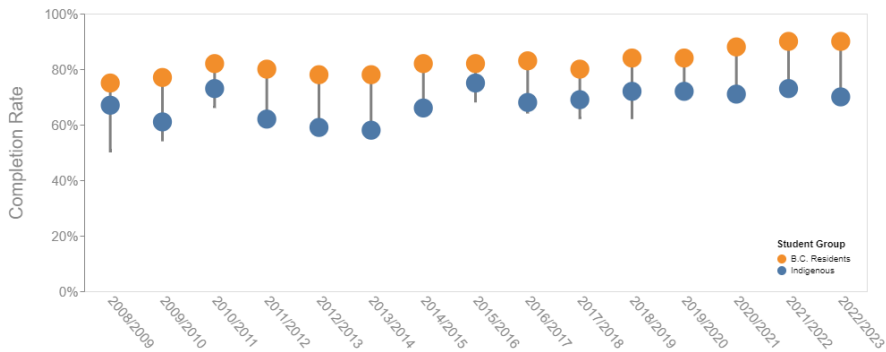
## SD62 Completion Rates Over Time

- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2022/2023)
- Range of school district's results over time (2018/2019 - 2022/2023)

### Completion Rates



## Completion Rates Over Time SD62 Students with and without Indigenous Ancestry



## Completion Rates Over Time SD62 Students with and without Diverse Abilities

