

**COMMITTEE REPORT OF THE  
EDUCATION-POLICY COMMITTEE  
School Board Office  
November 7, 2023 – 6:00 p.m.**

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Present: Allison Watson, Trustee (Committee Chair)  
Cendra Beaton, Trustee (Committee Member)  
Christina Kempenaar, STA  
Betty-Lou Leslie, CUPE  
Georgette Walker, SPVPA  
Scott Stinson, Superintendent/CEO  
Paul Block, Deputy Superintendent  
Dave Strange, Associate Superintendent  
Monica Braniff, Associate Superintendent

Regrets: Russ Chipps, Trustee (Committee Member)

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

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

2. **Opening Remarks from Chair, Allison Watson**

Chair Watson spoke to the recent celebration of the signing of the Local Education Agreement (LEA) for the T'Sou-ke Nation. Chair Watson asked Deputy Superintendent Block to share some comments on the content, process and purpose of LEA's in the district.

Committee members introduced themselves and shared experiences, commentary and feelings about their experiences with Indigenous culture, languages and peoples and Indigenous Education in SD62.

3. **COMMITTEE REPORT** of October 3, 2023 Education-Policy Committee meeting

The committee report for the October 3, 2023 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**

a. Draft Revised Regulations B-132 "Career Education" – Paul Block

Deputy Superintendent Block shared the highlights of the changes to the Work Experience documentation and processes that came from the Ministry of Education and Child Care over the

summer for implementation for the 23/24 school year. The district team will now work with school-based staff to ensure they are aware and feel confident in accessing and using the new materials.

6. **NEW BUSINESS**

a. Q1 Strategic Plan Report – Scott Stinson

Superintendent Stinson introduced the report by clarifying the timeline for Quarter 1 and a quick review of the Strategic Plan goals as a pre-cursor to highlighting progress towards the Goals and Objectives from the Strategic Plan. Mr. Stinson shared evidence of progress towards goals and acknowledged the work of staff towards many initiatives that took place in the first three months of the school year.

**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 November 7, 2023.

b. Feeding Futures Update – Dave Strange

Associate Superintendent Dave Strange shared a summary of SD62's progress and actions to implement the Feeding Futures program. Mr. Strange was reporting from Vancouver (online) where he was preparing to present the next day at a conference hosted by the Ministry of Education and Child Care. Presenting with Flourish team lead, Matthew Kemshaw, Mr. Strange spoke to the benefits and highlights of the SD62 program that will be shared with the provincial conference attendees.

7. **FOR INFORMATION**

- a. Research Project Approval – Sadownik, Stephanie – “Exploring Primary Educator Use of BioBlitz to Develop Capacity”
- b. Research Project Approval – McNulty, Cheymus – “Na'tsa'maht – Co-constructing Our Cultural 'Lellum”
- c. Research Project Approval – Beaudoin, Emily – “Learning Disability and Anxiety: Interventions and Teachers' Perspectives”

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** Dec. 5, 2023

**Information Note**  
**Education-Policy Committee Meeting**  
**November 7, 2023**  
**Agenda Item: 6a. – Strategic Plan Quarterly Report**

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**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 2021-2025](#), 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 Framework for Enhancing Student Learning (FESL).
- The [Annual Report](#) from the 2022-23 school year was submitted to the Board of Education at the September 2022 Board Meeting. A link to the report has been provided to the Ministry of Education and Child Care (MECC).
- 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 [2023-24 Operational Plan](#) builds on the [2022-23 Operational Plan](#).
- The [\(FESL\) 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. FESL reports on:
  - 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 2023-24 Operational Plan**

- The Quarter 1 Report contains updates for work undertaken between July 1 - September 30, 2023. It details each item contained in the 2023-24 Operational Plan, and is reported under the headings of Learning, Engagement and Growth.
- Included in the quarterly report (p.2-3), is the colour demarcated snapshot of overall progress for each item in the 2022-23 Operational Plan.
- Given that a good portion of Q1 occurs when students are not in session, much of this quarter is dedicated to planning. You will see in this update the amount of planning and preparation that has been done to ensure significant progress occurs in relation to the strategies and tasks articulated in the Operational Plan.
- Some of the highlights detailed in the report include:

- Details of the course enrollment and system support for the Indigenous graduation credit courses which become mandatory in the 2023-24 school year (p.5).
- Assessment of records management in the district to assist in the development of a records management policy for the Board (p.10).
- Accessibility Act work started (p.11).
- Provision of meals in school via the Feeding Futures Fund got underway (p.12).
- The final section of the report contains newly released Student Learning Survey (SLS) data from the MECC which reflects the 2022-23 school year (p.18).

**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 November 7, 2023.

Respectfully submitted,

Scott Stinson, Superintendent/CEO

# Quarterly Reporting 2023-2024

# Q1



## STRATEGIC PLAN

2021-2025



# Operational Plan 2023-24

## Quarter 1 Update

### Introduction

#### **Reporting Context:**

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

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

Data and evidence from a variety of sources becomes 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. Q1 Updates: Strategic Priority 1 – Learning
3. Q1 Updates: Strategic Priority 2 – Engagement
4. Q1 Updates: Strategic Priority 3 – Growth
5. Government Data from the Ministry of Education and Child Care

## Report Summary:

Quarter 1 (Q1) encompasses work completed between July 1 and September 30, 2023, in relation to the 2023-2024 Operational Plan. Given that a good portion of Q1 occurs when students are not in session, much of this quarter is dedicated to planning. You will see in this update the amount of planning and preparation that has been done in order to ensure significant progress occurs in relation to the strategies and tasks articulated in the Operational Plan.

Some key highlights include:

- Details of the course enrollment and system support for the Indigenous graduation credit courses which become mandatory in the 2023-24 school year (p.5).
- Assessment of records management in the district to assist in the development of a records management policy for the Board (p.10).
- *Accessibility Act* work started (p.11).
- Provision of meals in school via the Feeding Futures Fund commenced (p.12).

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

### SD62 Operational Plan 2023-2024 – Progress

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

LEARNING	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.	
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	PROGRESS
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: <ul style="list-style-type: none"> <li>• The Feeding Futures Fund</li> <li>• Digital safety and wellness.</li> </ul>	
Implement a new Employee Attendance and Wellness Support Program with an emphasis on: <ul style="list-style-type: none"> <li>• Developing a data-informed process to support constructive communications with individual employees regarding attendance performance;</li> <li>• Providing supports for staff in need; and</li> <li>• Raise organizational awareness regarding attendance issues.</li> </ul>	
<b>GROWTH</b>	<b>PROGRESS</b>
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 which 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 child care 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 – Q1 Updates: Learning

The strategic priority for learning in the strategic plan is to: **Develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.**

2021-2025 Learning Priority	
Develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens	
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

### Updates on the 2023-2024 Operational Plans for Learning

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.

In Q1, the Sooke School District (SD62) made significant progress in implementing Indigenous studies courses as part of the graduation program. Achievements included:

- Collaborative Learning: The district has fostered collaboration among teachers from different courses, such as English First Peoples (EFP), BC First Peoples (BCFP), and Contemporary Indigenous Studies. This collaboration has included sharing resources, lesson ideas, and teaching approaches, as well as engaging in place-based reflections and outdoor learning.
- Curriculum Transformation: The Curriculum Transformation Department and the NIE Department have been actively involved in supporting teachers by providing collaborative learning sessions and necessary resources to ensure the successful implementation of Indigenous courses.
- Course Offerings: All secondary schools within the district are now offering Indigenous courses for students to enroll in and complete as part of their graduation program requirements. These courses are in high demand, with several students enrolled in various courses across different schools, including Belmont, EMCS, Royal Bay, Westshore Secondary, and Eagle Ridge Secondary.
- Diversity of Offerings: The Indigenous courses being offered encompass a wide range, including BC First Peoples, Contemporary Indigenous Studies, English First Peoples, Literary Studies, and New Media, both in traditional classroom settings and online.

Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen student learning.

In Q1, while progress was made by our consultants to finalize the report, it was not at a stage for implementation in Quarter 1. High school student focus groups, held over from June, were completed in September.

Implement the objectives of the [Early Learning Framework](#) (ELF) through existing networks and through strengthening effective pathways for the transition to school.

In Q1, the program focused on increasing and supporting Early Childhood Educator (ECE) staffing while actively engaging in collaboration, networking, and partnership efforts. The key achievements during this period include:

**Staffing:**

- Two new ECEs were successfully hired to support Kindergarten-ECE (K-ECE) partnerships at Savory and John Stubbs elementary schools. This demonstrates a commitment to strengthening the educational support system at the early childhood level.
- Orientation and onboarding support was provided to a new ECE at Hans Helgesen elementary, ensuring a smooth transition into their role and contributing to the program's staffing development.

**Collaboration, Networking, and Partnership:**

- A K-ECE workshop was conducted, involving 16 teachers and 13 ECEs, with a focus on partnership framework and pedagogical narration. This workshop aimed to enhance collaboration and educational practices between teachers and ECEs.
- The program engaged in meetings with various stakeholders, including the Nature Kindergarten Team at Saseenos, District Principals, CCRR community partner Daphne Raymond, Hulitan Family & Community Services Society childcare lead, and executive director. These meetings strengthened connections and partnerships with different organizations.
- Discussions with Happy Campers staff at Willway aimed to explore a partnership for shared space, fostering collaborative opportunities.
- Participation in the Island ELCC (Early Learning Childcare) community of practice meeting highlighted the program's commitment to staying informed and engaged in the early childhood education community.
- Preparation and planning for the Island Early Years Network conference on October 20 indicated proactive involvement in larger educational events and initiatives.

Continue to implement and expand the K-12 Literacy plan which includes professional development, increasing resources, intervention support and K-3 Universal Screening.

In Q1, the program made progress in the implementation of the K-12 Literacy Plan, with a particular focus on supporting Literacy Intervention Teachers, providing resources, and collecting data. Here are the key achievements and activities during this period:

**Resources and Collaboration:**

- The program distributed the University of Florida (UFLI) program guide and sets of 50 classroom decodable books to every school. This resource distribution reached a total of 58 teachers, with one school having 4 teachers benefitting from these materials.
- A job-embedded primary literacy series, consisting of multiple sessions, was initiated. This series aims to enhance the skills and knowledge of primary literacy teachers.
- Collaborative meetings involving Literacy Intervention Teachers (LITs) and primary teachers from all schools were conducted. These meetings foster collaboration and information sharing among educators.
- Program staff-initiated conversations with teachers of English Language Learners (ELL) and International Students to develop a common understanding and alignment in literacy instruction. This demonstrates a commitment to inclusivity and supporting diverse student needs.

**Screening Data:**

- Literacy Intervention Teachers (LITs) screened every student in Kindergarten through 3rd grade across all schools. The collected data will be analyzed to inform targeted instruction within classrooms and intervention strategies, demonstrating a data-driven approach to literacy improvement.

Continue to implement the Middle School Philosophy with a focus on aligning Applied Design, Skills and Technologies (ADST) and middle school programming.

In Q1, ongoing work ensured the effective implementation of middle school philosophy as it relates to ADST. Specific examples included:

- Review current year Band and ADST staffing/scheduling, including additional staffing, to ensure programs were able to continue at all grade levels in Middle School.
- Work with school-based principals to support the planning and resourcing for current year programming.

Define and enhance the practices and processes of the work of the Safe Schools Team, particularly regarding Violence Threat Risk Assessment (VTRA).

In Q1, the focus was on supporting school district staff in understanding procedures related to VTRA and ensuring that the processes for initiating a response are clearly understood. Work included:

**Training:**

- Provided information for PVP on provincial training & opportunities for student sessions on digital safety as offered through Safe Schools.
- Threat Assessment training completed for Student Advocates and Communications Manager.

**Processes:**

- Review and refinement of intake & referral form process for Student Advocate support.
- System scan completed on policy & regulations to identify those pertaining to 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.	
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In Q1, the focus of work was on developing structures to support training and professional resources. Work included:

**Structures:**

- Established the framework for creating a district network of support for early intervention and collaborative work
- Identified areas of focus for professional learning throughout the school year.

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.	
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A key part of a multi-year plan is to ensure adequate staff resources that have expertise in delivery of pedagogy using digital tools and platforms. In Q1 work was focused on staffing:

- Funding for hiring a Digital Literacy Coordinator was approved as part of the Board’s annual budget setting process. Q1 focused on the development of a job description to accompany a posting for the position which are currently with HR in preparation for launching.

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.	
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In Q1, work continued SD62s involvement with the developing Westshore post-secondary site. Work included:

- Attending the inaugural Academic Committee meeting for the Westshore post-secondary site to meet institution leads, discuss potential programming with all partner institutions, shared resources and facility needs and opportunities.
  - At the meeting (September), we were informed that the completion of construction for the new post- secondary will be delayed from September 2024 to facility access in April/May 2025 and official opening in September 2025. As a result, this mandate goal will need to be revised moving forward.
- Meeting with Royal Roads Indigenous Education Lead, Russell Johnston, and agreement to participate in bi-monthly meetings for this academic year to help build out a vision and collaboration (both community and organizations) for Indigenous Education and presence in the new facility and programming.

<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>	
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In Q1, work commenced in September to discuss enhanced support for ADST.

- There was an initial meeting between staff from both Pathways & Choice and Curriculum Transformation, to discuss the gaps in supporting ADST and to reach consensus on how and who will take the lead in developing and providing this support K-12. Pathways and Choice will be taking the lead on supporting ADST teachers. Pathways and Choice Operational plan reflects this decision and direction.
- Met with OH&S Manager to discuss the need for a Secondary ADST committee to address equipment and shop maintenance from a Health and Safety lens.

## Section 3 – Q1 Updates: Engagement

The strategic priority for engagement in the strategic plan is to: **Create a culture of belonging.**

2021-2025 Engagement Priority Create a culture of belonging	
E1	Develop, expand and implement, inclusive and collaborative, practices and processes.
E2	Further the goals of the Na'tsa'maht Agreement following the objectives of 'One Mind' and 'One Spirit.'
E3	Develop, expand and implement respectful, effective, clear and transparent communications.
E4	Continue to develop, expand and implement a culture of wellness.

### Updates on the 2023-2024 Operational Plans for Engagement

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)

In Q1, staff undertook approximately 20 interviews with key stakeholders across the Executive, district departments, and schools are being conducted to support an assessment of records management practices in the district. The required policies, regulations, and procedures include:

- School District 62 Records Management Policy
- Destruction of Records
- Effectively Managing Email Procedures
- Naming Conventions for Records Protocol
- Records Management Remote Work Guidelines
- Records Management Transfer and Transport Protocol
- Transitory Records
- Vital Records Identification and Classification
- Student Records access and update protocol
- Records classification and retention schedule for administrative and operational records.

Develop a model to support succession planning for the Leadership Team.

In Q1, work commenced by:

- Researching different structures and methodologies for capturing and reporting on succession data.
- Choosing a model as the basis for the development of a first draft of the first SD62 succession plan.

For the initial plan, the emphasis will be placed exclusively on leadership positions within the district, which includes Managers, PVP, and Executive roles.

The goal is to develop a visual and intuitive “heat map” that will allow the District to pinpoint upcoming vacancies within the Leadership Team and identify internal, or possibly external, resources that may be capable of performing the role.

Implement an accessibility plan, develop an accessibility committee and engage in a feedback mechanism for issues of accessibility in the district.

In Q1, the focus was on meeting the Ministerial requirements as outlined in the Accessibility Act:

- Develop and post Accessibility Plan,
- Create an Accessibility Advisory Group & develop its Terms of Reference
- Create and post the public feedback mechanism

Create authentic learning resources & narratives to support the teaching of local Indigenous languages in schools.

In Q1 the work undertaken was to start:

- Planning and coordination between the videographer, elders (Grandma Lavina Charles, Dr. Shirley Alphonse) and SD62 staff on content, set and overall messaging. The videographer has been inspired from previous videos and the direction emerging in the new concepts.
- To develop script and sets of which the Elders are excited about production and content.

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

In Q1 the work undertaken was on the Indigenous Information Management System (IMMS):



- All NA'TSA'MAHT department staff were provided with refresher training and a focus-group for staff new to the application. Daily data is now being collected on all identified Indigenous students as of October 1, 2023.

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.

In Q1, the work undertaken has seen the completion of the strategic communications plan as a tool for engaging SD62 stakeholders in a respectful, effective, clear and transparent manner. Some examples of progress include:

- Work is progressing in relation to digital skills and resources through the addition of a curriculum coordinator with skills in this area.
- The revised plan focused on increased equity of opportunity for communications. It was circulated to the Superintendent, Deputy Superintendent and the Board of Education.
- The Strategic Communications Manager met with middle and secondary principals at level meetings in Q1 to discuss communication strategies and stories.
- Digital Solutions, Curriculum Transformation and Human Resources staff have been working to create, post and implement a curriculum support position to assist with training of digital skills and digital resources.
- Support for the creation of resources for staff communications which can be easily accessed and adapted for school emergencies or incidents, these resources have been utilized over a dozen times since September 5.

Continue to develop, expand and implement a culture of wellness in the district through the Healthy Schools Healthy People plan and include work on: The Feeding Futures Fund; Digital safety and wellness.

In Q1, initial responses from staff, families and students to the Feeding Futures Fund have been very positive. The following has been achieved:

- The Feeding Futures Fund has been effectively actioned during Q1. The district completed its Request for Proposals (RFP) and selected the Flourish School Food Society. This nonprofit agency is preparing and delivering almost 600 meals to schools across the district. In addition, funding from the grant has been allocated to schools to support additional local projects. Examples include food service being actioned through secondary school culinary arts programs. Service
- Additionally, School Meal Program Coordinators were hired to facilitate food service at each school. These are CUPE positions, and we have been paying for Food safe training for them.

- Funding was provided to the NIE department to use in work with the First Nations we work with in SD62.
- Funding was provided to the ISP program to support newcomer and refugee students and families.
- Monthly meetings are held with Flourish School Food Society to review the program and to make changes as required.
- Presentations were made to SPEAC at their October meeting. Feedback from SPEAC members was very positive.
- All 29 of our schools and several departments are benefitting from the fund through a combination of food service and or school-based feeding future school grants. 17 schools are receiving breakfasts and-or lunches daily. Currently over \$1 million has been allocated.

Implement a new Employee Attendance and Wellness Support Program with an emphasis on:

- Developing a data-informed process to support constructive communications with individual employees regarding attendance performance;
- Providing supports for staff in need; and
- Raise organizational awareness regarding attendance issues.

In Q1, the following progress was made:

- Created and filled the newly created position of Employee Attendance Support and Wellness Coordinator. This role is critical in the district's efforts to collaborate with those employees who are not able to attend work consistently, thereby improving outcomes for employees and the system. The role will also increase the District's capacity to proactively support the wellness of all employees.
- Gathered samples of other Employee Attendance Support & Wellness (EASW) Programs currently in place at other school districts in BC. It is noted that there are a small number of districts that have such a program in place at this time.
- Ensuring robust and accurate employee absenteeism data, that is available without a great deal of manual effort, is a critical enabler of program success. It is proving to be more difficult than expected to develop the necessary data-gathering and reporting methodologies to support EASW objectives - deliverables.

## Section 4 – Q1 Updates: Growth

The priority for growth in the strategic plan is to: **Pursue organizational excellence to support a vibrant school district.**

2021-2025 Growth Priority	
Pursue organizational excellence to support a vibrant school district	
G1	Develop, expand and implement, inclusive and collaborative, practices and processes
G2	Further the goals of the NA'TSA'MAHT Agreement following the objectives of 'One Mind' and 'One Spirit'
G3	Develop, expand and implement respectful, effective, clear and transparent communications
G4	Continue to develop, expand and implement a culture of wellness

Receive approval for and implement a Special Hiring Program, including the development and implementation of a supporting equity hiring practices policy.

In Q1, work continued towards achieving a Special Hiring Program:

- Reviewed feedback, received late in the 2022-23 school year, from various stakeholder groups.
- Adjusted draft Special Hiring Program Application to the BC Office of the Human Rights Commissioner (BCOHRC) considering stakeholder input. Once submitted, it will take at least 90 days to receive a response from the BCOHRC.

Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen organizational practices

In Q1, while progress was made by our consultants to finalize the report, it was not at a stage for implementation in Quarter 1. High school student focus groups, held over from June, were completed in September.

Create and implement the use of technical specifications that complement the design guidelines and standards and expand implementation to existing spaces.

In Q1, the initial set of specifications have been developed based on other districts that are experiencing similar growth. The process has been accelerated in hopes that the specifications can be used during the modular pilot project design in late 2023-early 2024.

Implement the Long-Range Facilities Plan (LRFP) to support annual and multi-year space planning activities.

In Q1, the working draft of the LRFP was completed with final completion set for the end of Q2. As intended, the final LRFP will be used to inform and support the District's annual major and minor capital plan submissions in June and September 2024.

Develop and undertake a scan of available information and data about the district ahead of renewing the strategic plan.

In Q1, planning got underway to develop the timelines and scope of work with roll out of the process beginning in Q2. The planning includes contact points with the Leadership Team as well as the Resources Committee, a process like the one we undertake for budget development, to ensure full consultation.

Develop a strategy to ensure effective community use of our spaces.

Q1 saw the start of the development of the strategy along with consideration of existing challenges. Discussions will be held in Q2 with the Resources Committee to determine the Board's vision of community use of our spaces and to address the operational challenges of implementing the vision.

Develop and implement a digital governance policy and structure which formalizes the boards' role in overseeing Digital Solutions including the acquisition, integration, and management of digital assets in support of educational and support services.

In Q1, conversations with Executives have been initiated. Software and hardware selection, procurement and implementation continue to be largely decentralized. This creates organizational risk. Establishing clear Board policy will ensure clarity of accountability and improve alignment, coherence and efficacy.

Continue to raise awareness, provide training and implement cyber security and privacy policies in partnership with curriculum, inclusive, and safe school objectives.

In Q1, work included the review and selection of training vendors and the development of a privacy awareness program. Staff worked with Curriculum and Safe & Healthy schools to ensure planned training is relevant to the district context. Multi-factor authentication (MFA) was installed and configured.

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.

In Q1, due to September startup (1701, FESL, Enrolment), progress on this item has been slow but expected to pick up in Q2. A draft of possible metrics that could be gathered has been created.

Develop a sustainable proposal to provide equitable access to technology for students and support staff.

In Q1: Meetings initiated with 1) Student Device Working Group and 2) CUPE representatives to gather information and begin working on the plan.

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.

In Q1, the following work was undertaken:

- Reviewed options for ways in which to gather relevant data from other BC school districts to support project deliverables.
- Decided upon an approach whereby the project team will review organizational charts from a representative sample of small, medium and large sized BC school districts to identify differences and commonalities regarding organizational design. Of particular interest is how organizational design evolves based on the size of each school district.
- SD62 will also consult with relevant BCPSEA and/or BCASBO representatives for information that may be available to “fill-out” our understanding of organizational design elements currently in place across the BC K-12 Sector.

Develop a plan to increase the number of child care spaces on school grounds by looking to utilize grants to support the construction of new spaces.

In Q1, the following work was undertaken:

- **Childcare Maintenance:** Ensured childcare spaces by organizing shared areas in two schools.
- **Seamless Day Transition:** Facilitated a smooth transition for kindergarten students in the Seamless Day program.
- **Financial Planning:** Established a workable budget and managed childcare subsidies.
- **Childcare Center Visits:** Gained insights from visits to Lower Mainland childcare centers.
- **Childcare Grant Submission:** Prepared for Childcare BC New Spaces Grant submission.
- **Collaborative Projects:** Discussed collaborative childcare initiatives.
- **Community Partnership:** Supported Hulitan Family and Community Services Society's childcare project.

- **Family Outreach Services:** Set up outreach services for SD62 StrongStart centers.

Continue to implement the Energy Sustainability Plan by reducing our vehicle and building Green House Gas emissions towards the 2030 provincial targets.

In Q1, work was assigned to staff to include in updated Facilities Department Plan. Work to reduce emissions continues through School Enhancement Projects (SEP) and electrification of the yellow fleet.

Create an ethical framework for decision-making to guide board-level decisions through a lens of diversity, equity, inclusion, and social responsibility.

In Q1, planning for the ethical framework got underway with scanning for existing ethical frameworks and initial discussions on what lenses to use for the framework.

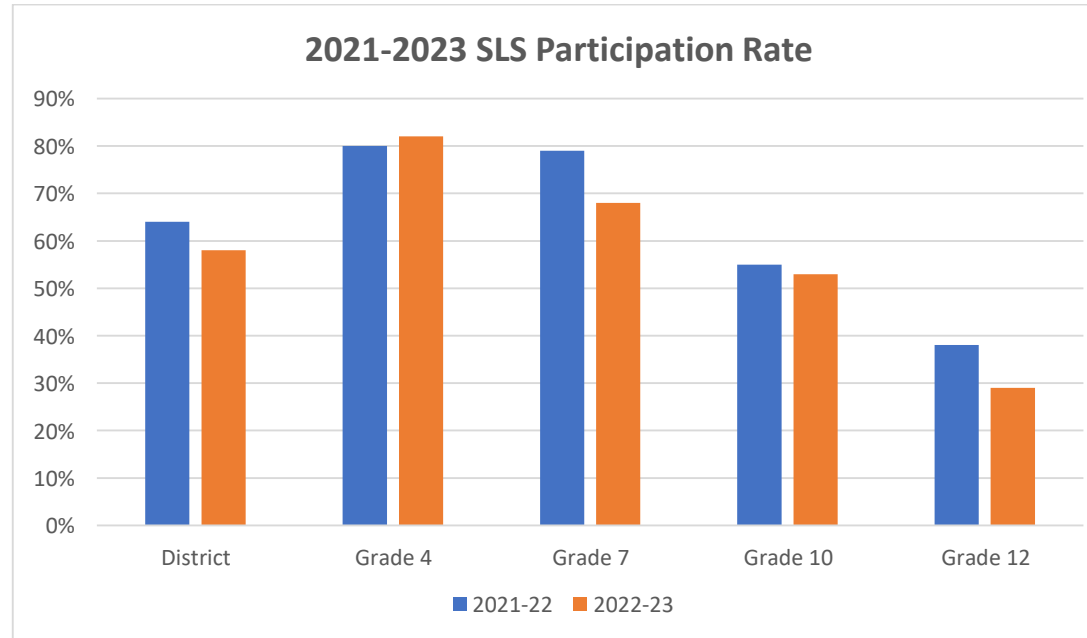
## Section 5 - Updates on 2022-23 Ministry of Education and Child Care Data

**Student Learning Survey (SLS):** The Ministry of Education and Child Care (MECC) recently released the 2022-23 Student Learning Survey Data. Key elements related to the Operational Plan for this year are shown below. The full results can be found at: <https://catalogue.data.gov.bc.ca/dataset-student-learning-survey-sls->

### Participation in the SLS

Participation in the SLS was, overall, lower than the previous year.

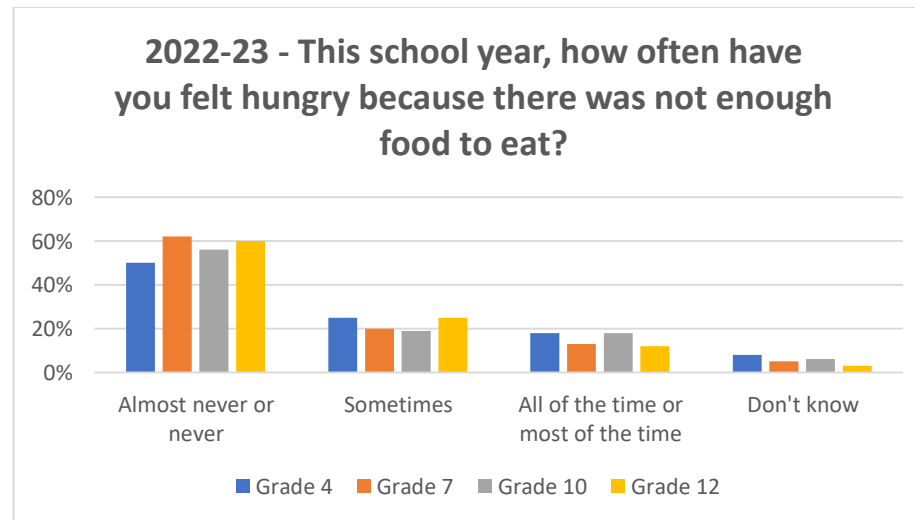
2022-23 District SLS Participation Rate			
Grade	Enrollment	Respondents	SLS Participation Rate
District (Gr 4, 7, 10, 12)	3893	2250	58%
Grade 4	966	790	82%
Grade 7	965	655	68%
Grade 10	1000	527	53%
Grade 12	962	278	29%



## Focus on Food Security

**Question: This school year, how often have you felt hungry because there was not enough food to eat?**

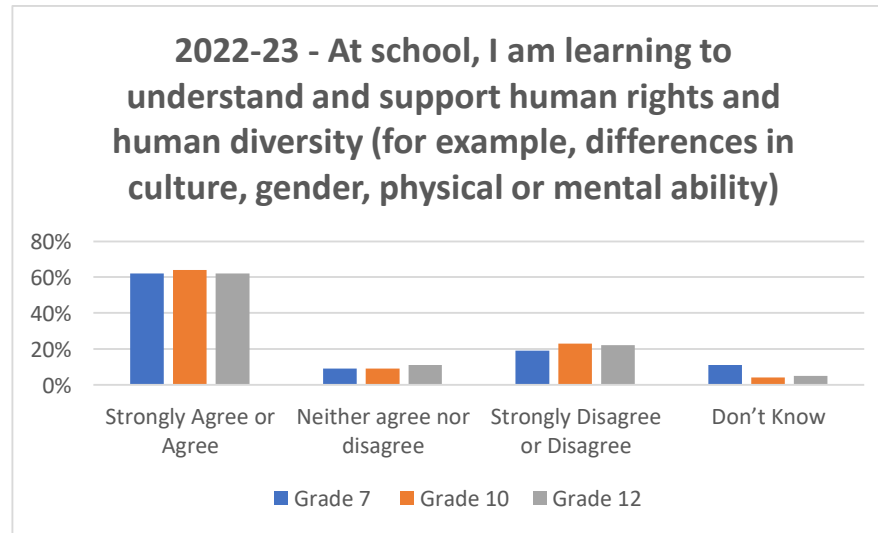
		Positive	Neutral	Negative	Don't Know
School Year	Grade	Almost Never- Never	Sometimes	All of the Time- Most of the Time	Don't Know
2021-22	4	50%	24%	18%	8%
	7	65%	16%	15%	5%
	10	50%	22%	22%	6%
	12	54%	23%	19%	4%
2022-23	4	50%	25%	18%	8%
	7	62%	20%	13%	5%
	10	56%	19%	18%	6%
	12	60%	25%	12%	3%
		57%	22%	15%	6%



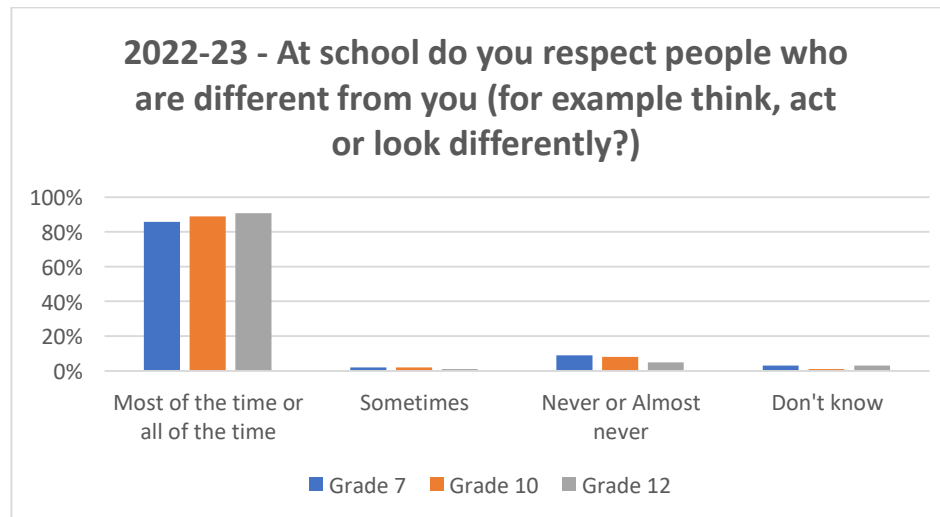


## Focus on Diversity

Question - At school, I am learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability)									
School Year	Grade	Positive		Neutral		Negative		Don't Know	
		Strongly Agree or Agree		Neither agree nor disagree		Strongly disagree or Disagree		Don't Know	
2018-19	7	67%		15%		8%		10%	
	10	54%		23%		16%		8%	
	12	59%		27%		11%		3%	
2019-20	7	66%		17%		6%		11%	
	10	57%		22%		13%		8%	
	12	59%		18%		16%		7%	
2020-21	7	68%		15%		6%		10%	
	10	57%		21%		12%		10%	
	12	62%		22%		13%		3%	
2021-22	7	66%		5%		18%		12%	
	10	62%		10%		23%		4%	
	12	65%		13%		18%		4%	
2022-23	7	62%	63%	9%	10%	19%	21%	11%	7%
	10	64%		9%		23%		4%	
	12	62%		11%		22%		5%	



Question - At school do you respect people who are different from you (for example think, act or look differently?)									
		Positive		Neutral		Negative		Don't Know	
School Year	Grade	Most of the time All the time		Sometimes		Never Almost Never		Don't Know	
2018-19	7	91%		5%		2%		3%	
	10	83%		8%		3%		5%	
	12	86%		8%		5%		1%	
2019-20	7	90%		5%		2%		2%	
	10	83%		8%		6%		3%	
	12	86%		6%		4%		4%	
2020-21	7	89%		5%		2%		3%	
	10	87%		6%		2%		4%	
	12	91%		5%		2%		1%	
2021-22	7	87%		6%		2%		5%	
	10	88%		7%		1%		3%	
	12	93%		4%		1%		3%	
<b>2022-23</b>	<b>7</b>	<b>86%</b>	<b>89%</b>	<b>2%</b>	<b>2%</b>	<b>9%</b>	<b>7%</b>	<b>3%</b>	<b>2%</b>
	<b>10</b>	<b>89%</b>		<b>2%</b>		<b>8%</b>		<b>1%</b>	
	<b>12</b>	<b>91%</b>		<b>1%</b>		<b>5%</b>		<b>3%</b>	



## Focus on Belonging

Question – Is school a place where you feel like you belong?					
		Positive	Neutral	Negative	Don't Know
School Year	Grade	Most or all of the time	Sometimes	Never or Almost never	Don't Know
2018-19	4	64%	19%	13%	3%
	7	52%	25%	20%	3%
	10	48%	28%	21%	3%
	12	51%	26%	19%	4%
2019-20	4	52%	23%	18%	6%
	7	42%	32%	21%	4%
	10	52%	25%	20%	3%
	12	44%	34%	20%	2%
2020-21	4	57%	22%	15%	6%
	7	46%	30%	19%	4%
	10	43%	33%	19%	5%
	12	49%	28%	20%	3%
2021-22	4	51%	29%	14%	6%
	7	52%	28%	13%	7%
	10	48%	33%	15%	4%
	12	52%	32%	12%	3%
2022-23	4	60%	23%	11%	6%
	7	55%	25%	16%	4%
	10	52%	30%	13%	5%
	12	52%	33%	13%	2%

