



**SOOKE 62**  
SCHOOLS  
Shaping Tomorrow Today



# 2023-24 ANNUAL REPORT

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# Message from the Superintendent

The 2023/2024 school year was a year of transition and transformative change which brought positive accomplishments and opportunities for growth to the school district. This year was a full return to a pre-pandemic environment with students, staff and community fully embracing processes and activities that create a sense of belonging and a culture of community and family that are crucial to the wellbeing of our students and staff. With the full capacity and energy to re-focus on what matters most, student learning: the intellectual development, human and social development and career education were clearly the target the District strived to meet. As a system we have been humbly reminded of the importance of the role that schools play, not only for education but as a key support to our communities. As stewards of our community, we will continue to learn and lead from the challenges we overcome.

Having now completed year three of the Sooke School District Strategic Plan which is focused on three priority areas: Learning, Engagement and Growth, we are excited with the progress that we have made. Significant enrolment growth continues with a projection for 500 more students in the 2024/2025 school year. Construction of the new SCIANEW STEELTKEŁ Elementary School in South Langford is now over 60% complete. Additionally, planning is underway for a new childcare facility at Hans Helgesen Elementary in Metchosin, and we've received approval to prepare a business case for a new secondary school in North Langford. These projects will greatly support our growing Westshore community. Plans for the new Port Renfrew Elementary are near ready to go to tender and advocacy for a seismic replacement school at Sooke Elementary are all examples of the need to be raising awareness of our growth and why getting new schools built continues to be a priority for our school district.

Our mission of helping to develop educated citizens means that how our students see themselves in the community is important. We want our learning environments to be safe, inclusive and reflective of the needs of our students, staff and the communities we serve. I am privileged to do this work alongside supportive and committed colleagues as well as a Board of Education who are dedicated to making significant contributions to the life and outcomes of students. As we prepare to extend our work next year, we reaffirm the importance of thinking forward through our strategic planning process.



**Paul Block**



# Message from the Board Chair

As we reflect on the 2023/2024 school year, I am filled with both enthusiasm and optimism. To our students, I want to extend my heartfelt appreciation for your hard work and growth throughout the year. You are the reason my fellow Trustees and I are so dedicated to this work. We strive to ensure that the needs of every student are at the forefront of our planning, decision-making, and vision for the future. Our efforts are supported by nearly 2,250 dedicated employees who contribute both visibly and behind the scenes to each student's learning journey. From classroom teachers and education assistants to bus drivers, groundskeepers, payroll technicians, and electricians, each of our employees play a crucial role in making the Sooke School District a vibrant and nurturing place to live, work, and learn.



With renewed focus on student learning, this year has highlighted the essential role schools play in education and as community pillars. As stewards of this responsibility, we are committed to leading with resilience, equity, collaboration, and innovation. As we enter the final year of our Strategic Plan—centered on Learning, Engagement, and Growth—I'm excited to share our progress. As Superintendent Block shared, we eagerly anticipate the opening of the new SCIANEW STEELIᑕEᑕ (pronounced schee-ay-nuh ska-leetk-luth) Elementary School in South Langford next fall. This fall, we completed two prefabricated additions, adding 190 new seats at David Cameron Elementary and Ruth King Elementary. We are also making strides toward breaking ground on a new childcare facility at Hans Helgesen Elementary in Metchosin and are midway through a business case for a new Secondary School in North Langford. The tender process for the replacement of Port Renfrew Elementary is nearing completion, and we remain focused on advocating for a seismic upgrade at Sooke Elementary. We are grateful for the Ministry of Education and Child Care's substantial investment in the Sooke School District in recent years and will continue working collaboratively to address our rapid growth, while ensuring we prioritize student success and well-being.

Beyond academics, we are committed to creating safe, inclusive, and responsive learning environments where everyone feels valued and supported. It's an honour to work alongside such dedicated colleagues, all committed to making a meaningful impact on the lives and futures of our students. Together, we strive to make a lasting impact and ensure that every student has the opportunity to thrive.

A stylized, handwritten signature in black ink, consisting of several overlapping, fluid strokes.

**Amanda Dowhy**

# Executive Summary

The Strategic Plan 2021-25 was written to reflect the vision, mission, values, and beliefs of the Board of Education. Each of the goals and objectives are designed to assist the District in moving forward in key areas to support the development and learning of our students. This Annual Report for the 2023-24 school year provides highlights and evidence of the progress that has been made in the three strategic priorities articulated in the Strategic Plan 2021-25: Learning, Engagement and Growth. For the duration of the 2023-24 school year, staff have worked to implement the strategies and activities outlined in the 2023-2024 Operational Plan, developed by the Superintendent and District Executive Team with input from system leaders. The Operational Plan is developed annually and details what will be done during the year to make progress towards the goals and objectives outlined in the strategic plan.

## Highlights

- Our Literacy Intervention Program completed its first year, using locally developed measures to assess elementary students' literacy skills and identify at-risk learners. Data from screening 3,777 K-3 students informed classroom and school-level literacy instruction and interventions.
- A Leadership Working Group created the terms of reference for a multi-partner Diversity, Equity, and Inclusion Committee, paving the way for implementing recommendations from the 2022/23 system-wide report.
- To align with the District's middle school philosophy, schools reconfigured their timetables for the 2024/25 school year, ensuring equal instruction minutes and consistent start and end times daily. Additionally, Applied Design, Skills & Technology (ADST) programming was adjusted to meet provincial curricular outcomes for grades 6-8.
- The Safe Schools Team focused on building capacity and collaborating with regional partners to enhance processes. This included training principals and vice principals (PVP), senior staff, and key school staff in Violent Threat Risk Assessment protocols and tools. The team also engaged in a tri-district Safe Schools Team to review regional processes and communication pathways, sharing best practices and identifying areas for improvement. Additionally, annual training on responding to sexual misconduct was provided to PVP at middle and secondary levels.
- Senior staff developed a records management policy (F-329) and an implementation plan for the 2024/25 school year that features regulations, procedures and a classification and retention schedule.
- The District Accessibility Committee was established to review concerns submitted through the District's online feedback tool. Collaboration between the committee chair and the Director of Facilities led to effective planning and action on accessibility requests, making progress in addressing system gaps.
- A digital application was procured by the Na'tsa'maht Indigenous Education Department to track service delivery and adult to student contacts for all Indigenous students. The data is used to ensure Indigenous students receive academic, cultural, and language support, aiming for achievement levels equal to those of non-Indigenous students.

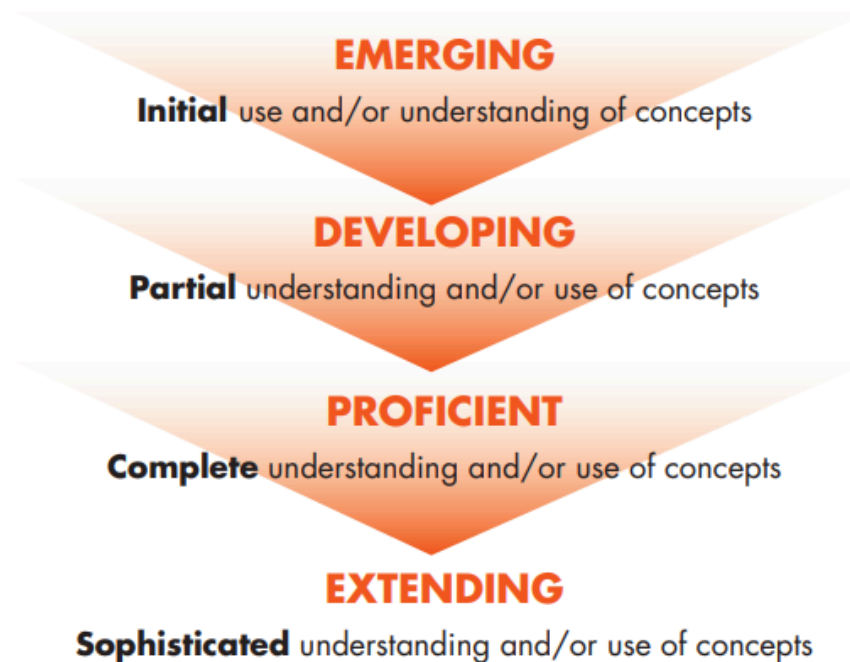
- The Employee Attendance and Wellness Support Program was piloted, offering consultative feedback to Human Resources and senior management teams to guide implementation and resource allocation.
- Senior staff expanded the provincial “Feeding Futures” program to deliver 800 meals daily to student’s district-wide, over \$3000 of nutritious snacks were provided per school and in our secondary schools an increase in food rescue produce was utilized in foods and culinary programs. Additionally, senior staff led 30 district partners in strategic planning on regional food security, developing a set of objectives to enhance regional collaboration.
- Senior staff raised awareness and provided training to further implement cyber security and privacy policies; trial implementation of Mobile Device Management (MDM) for Apple devices and a trial of Intune continues. A successful rollout of Multi-Factor Authentication (MFA) to a pilot group was completed with a planned expansion for the 2024/25 school year.
- The Energy and Sustainability Plan was realigned to strategically deploy current and additional electric buses, reducing greenhouse gas (GHG) emissions. Installation and maintenance of electric vehicle charging stations supported the District’s goal of making personal electric vehicles a viable transportation option for staff and parents.
- The Ethical Decision-Making Framework was implemented to ensure that decisions by the Board and staff are guided by the District’s core values – Relationships, Choice, Respect, Integrity, Trust, Safety, Diversity, and Equity – while also addressing environmental sustainability, systemic racism, and the Truth and Reconciliation Commission’s 94 Calls to Action.



## Assessment

To demonstrate progress towards our goals, a rubric proficiency scale was developed to provide a visual representation to describe and monitor progress on the strategic objectives outlined in the Strategic Plan. The rubric continues to be refined to improve goal and objective descriptions and to better reflect a continuum across the four proficiency levels: Emerging, Developing, Proficient, Extending.

The Board of Education is accountable for the goals and objectives of the three strategic priorities. Multiple data points will be used to measure, assess and understand progress. Measurements will be taken from the results of the activities detailed in SD62's annual Operations Plan.



In addition to the strategic plan measures for progress, the District reports annually to the Ministry of Education on standard measures of success in their Framework for Enhancing Student Learning (FESL) including:

- » Reading, writing and numeracy
- » Grade-to-grade transitions
- » Graduation assessments
- » Six-year and eight-year completion rates
- » Early development
- » Student satisfaction, including post-secondary and career preparation
- » Success metrics for all students, including those with unique needs, Indigenous ancestry, English Language Learners and more.

The overall goal achievement for the 2023-24 school year as defined on the rubric:

Priorities	Goal	Emerging	Developing	Proficient	Extending
<b>Learning</b>	Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens.				
<b>Engagement</b>	Create a culture of belonging.				
<b>Growth</b>	Pursue organizational excellence to support a vibrant school district.				

### Overall Interpretation

The Strategic Plan Proficiency Scale provides a visual representation of the District's progress in relation to each goal and objective articulated in the Strategic Plan. Learning has made significant progress this year, with ongoing efforts to develop critical and creative thinking skills. Literacy development has been grounded as a key focus from kindergarten through grade 12. Additionally, students are enhancing their social thinking skills by deepening their understanding of diversity, equity, and inclusion. Engagement is a key strategy that supports our primary learning goal. Through broad community and stakeholder engagement, students are supported in their learning, staff members feel connected, and the community feels that they have a voice in educating the next generation.

"We continue to work toward ensuring that all students feel safe and connected to our schools by fostering a 'culture of belonging.' Support for students with Indigenous ancestry to overcome historical prejudices and injustices, continues through the equity work being done in the district. Our hope and ongoing work are focused on creating a more equitable environment, including stronger results for Indigenous learners.

We continue to grow in various ways, most notably through increased student enrollment. Managing this growth requires a sustained focus on providing sufficient learning spaces and ensuring the successful recruitment and retention of professional staff. As our system expands and evolves, it's also crucial that our operations mature to remain efficient, effective, and responsive to the needs of students, staff, and the broader community.



## Introduction to the Operational Plan

To implement the Board of Education's goals, the Executive Team has developed a range of targeted strategies aligned with the Board's strategic plan and objectives. These strategies undergo an annual review to address the evolving needs of the District. This review process allows District staff, the Board, and the community to evaluate progress, identify gaps, and adjust priorities by either:

1. Retiring completed strategies,
2. Reducing focus on lower-priority strategies, or
3. Eliminating strategies that no longer align with the Board's goals.

The annual report provides a high-level summary of these objectives, highlights key initiatives that support them, and assesses the District's progress in implementing each strategy.

**For ease of reading, the objectives will be coded by road signs as follows:**



The District has achieved significant progress on an objective.



The District has begun work on an objective, but progress is ongoing.



The District has not progressed in a meaningful way.



# Learning Priority 2023-24

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



**Implement recommendations from the review on diversity, equity, and inclusion (DEI), to strengthen student learning.**

Evidence of progress made:

- The Executive Summary of the Bakau report was reviewed by the Leadership Team Working Group.
- A Terms of Reference has been developed for the Leadership Working Group, which will focus on determining the best approach to communicate key themes from the summary report and planning a broader district-wide DEI focus group for the next school year.
- The Leadership Working Group has developed a Terms of Reference for a multi-partner district DEI Committee, which will be established and active in the 2024/25 school year.



**Monitor the implementation of Indigenous graduation credit courses to: a) ensure students have access to Indigenous content through a variety of courses and; b) determine whether needed supports and resources for educators are available.**

Significant progress towards this multi-tiered objective have been achieved. Evidence of progress:

- Multiple Indigenous ministry courses offered at all secondary schools across the District.
- Building capacity with teachers through in-service training to deliver the courses.
- Range of courses currently being offered:
  - English First Peoples (EFP) 11, 12
  - EFP Literary Studies & Writing 10, 11
  - BC First Peoples
  - Contemporary Indigenous Peoples
  - Environmental Science/Outdoor Education 11, 12
  - Eco Academy 9, 10
  - Sustainability 11, 12
  - Working to add English First Peoples 10 for the 2024-25 school year
- Teachers have the necessary resources to begin teaching the courses and are actively building their resource banks and capacity. A particular emphasis is placed on ensuring high-quality practice in EFP courses, with capacity building as a central focus.

## Learning Objective 2 - To provide opportunities for learners to develop critical and creative thinking skills.



**Implement the objectives of the Early Learning Framework (ELF) through existing networks and through strengthening effective pathways for the transition into the public education system (kindergarten).**

Building capacity has enabled our staff to better understand, articulate and support an effective transition to kindergarten.

Professional Learning opportunities were provided to classroom teachers and early childhood educators in our system:

- Professional learning dinner series (ELF 2.0) for elementary PVP, kindergarten teachers & ECEs.
- Pedagogical narration workshops for K-ECE Partnerships, nature kindergarten teachers & CR4YC network.
- Planning of Ready, Set, Learn (RSL) events, including working with Digital Solutions to determine the distribution of promotional materials.
- Hosted Ready, Set, Learn event at Goldstream Nature House for 50+ participants.
- Planned events for SEY2KT (John Muir Elementary) and hosted performers at T'Sou-ke Nation Preschool & Poirier Elementary.



**Continue to implement and expand the K-12 Literacy Plan focused on: a) professional learning opportunities; b) increasing resources; c) intervention support; and d) K-3 Universal Screening.**

Significant progress towards this multi-tiered objective has been achieved. Evidence of progress:

- An update was presented to the Education Policy Committee policy presentation in March 2024. Link: [Presentation](#)
- A summary report of the K-12 Literacy Plan achievements in 2023/24 school year. Link: [Summary Report](#)
- Provincial data (Foundation Skills Assessment) illustrates the need for increased focus and interventions in the 2024/25 school year in particular for priority student populations. Link: [2023-24 Provincial Literacy Data Evidence & Commentary](#)



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

Through consultative processes at the school and district level the following outcomes were achieved to support programming consistent with the District's middle school philosophy:

- All middle schools reconfigured their timetables for the 2024/25 school year with consistent daily start and end times and equal daily minutes of instruction.
- Schools focused on adjusting ADST programming to be consistent with provincial curricular outcomes for grades 6-8.





**Build a multi-year plan to enhance staff use of: a) technology to deliver pedagogy in the classroom; and b) information tools and digital platforms for administrative and support work.**

Evidence of significant progress made:

- An environmental scan of departments and partner groups was completed.
  - Four key themes for training and support emerged from the scan:
    - Communication Tools – Outlook, Teams, One Drive
    - Basic Digital Literacy – computer terminology, staying safe online
    - Post on-boarding – Atrieve, MyEDBC, Engage
    - Pedagogical Tools – iPads and Chrome books apps
  - An action plan to provide training opportunities based on a multi-modal approach of Online, Hybrid, In-person training was created.
  - Nine-part learning series has been developed and is currently being delivered.

**Learning Objective 3 - To ensure our learning environments are safe, accessible and welcoming.**



**Review the processes, practices and structures provided through Inclusive Education Services (IES) that support the increasing complexity and presentation of student behaviour across all school levels.**

Evidence of significant progress made:

- IES Department created a community of practice for staff working in a behavior support role. Best practices, structures and professional learning were included as part of the community of practice.
- Visual aids were developed for classroom teachers as a quick reference to illustrate the practices and roles available to support and build consistency when engaging student's needing support with self-regulation.



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

Evidence of significant progress made:

- The Safe Schools Team focused on building capacity and collaborating with regional partners to improve processes:
  - Senior staff provided training opportunities for PVP and key school-based staff.
  - A tri-district Safe Schools Team met to review regional processes and communication pathways, sharing best practices and discussing areas for improvements.
  - PVP at the middle and secondary levels completed annual training for responding to sexual misconduct through a trauma-informed and Violent Threat Risk Assessment lens.

## Learning Objective 4 - To enhance student choice and voice.



**Develop an organizational approach to establishing the District's presence at the Westshore post-secondary site, including a comprehensive plan for program pathways and course offerings to launch in 2024/25.**

Evidence of progress made:

- Building construction continues behind schedule. We anticipate the opening in September 2025 in partnership with UVIC, Royal Roads, and the Justice Institute of British Columbia (JIBC).
- Letters of support were written for UVIC Westshore Computing Program – to be a computer gateway for Westshore first and second-year undergraduates, expanding the computer engineering student seats for year 1 and 2 before transitioning to the main campus in year 3.
- The District has created a new partnership with JIBC to offer the dual credit program, emergency medical responder course in 2024/25 school year.
- Progress continues towards offering an adult graduation program for students aged 18+ based at the Westshore post-secondary site.
- Progress continues towards offering foundations levelled ministry of education and child care courses for newcomer adults.



**In consultation with students and all 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.**

Evidence of significant progress made:

- The following experiential learning opportunities were developed or accessed to create new learning opportunities district-wide in the areas of Applied Design, Skills and Technology:
  - Students district-wide participated in local, regional and provincial Junior, Senior Trade Skills Competitions.
  - Youth work and trades annual awards at RBSS in early April recognized a record of students engaged in pre-apprenticeship and apprenticeship programs and employment opportunities.
  - A successful grant application earned a \$5000 grant to support a focus on middle school engagement with a focus on health careers.
  - In partnership with JIBC, the Emergency Medical Career Sampler course at EMCS will be offered in the 2024-25 school year.

**For a summary review of the 2023/24 Operational Plan Learning Goals and additional commentary, please access the following link: [Monitoring Strategy Effectiveness](#).**

# Engagement Priority 2023-24

## Engagement Objective 1 - To develop, expand and implement inclusive and collaborative practices and processes.



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

Evidence of progress made:

- A succession planning heat map was developed by senior staff in January 2024 to review status, projected future vacancies and discuss opportunities and challenges of succession planning in a blended unionized and exempt employee environment.
- Members of the Executive Team developed an Executive Team succession plan with the next development stage to be extended to the Leadership Team in the 2024/25 school year.
- The Superintendent (new hire) and the current job competition for Secretary-Treasurer are direct results of the heat mapping process informing and preparing for transition in critical executive positions in the 2023/24 and 2024/25 school years.



### Develop a Records Management policy for the Board and create a proposal for operationalizing the policy in the District.

Evidence of significant progress made through actions of senior staff to develop a records management policy and implementation plan for the 2024/25 school year:

- The Executive Team met with the consultant that undertook a review of records to discuss recommendations on approach to 1) Records Management Review Report; 2) Records Management Draft Policy; 3) Records Management Draft regulation; 4) Records Management Procedures; 5) Records Classification and Retention Schedule.
- Policy and Regulation F-329 – Records Management was approved at the June 2024 Board of Education Meeting.



### Ensure the District is meeting its legislated requirements under the Accessibility Act by: a) implementing an accessibility plan; b) developing an Accessibility Advisory Group; and c) engaging in a feedback mechanism for issues of accessibility in the District.

Significant progress toward this multi-tiered objective has been made by senior staff through the following actions under the Accessibility Act:

- Established a District Accessibility Committee in Q1 of 2023/24 to review concerns from an online feedback tool.
- Launched an awareness campaign for September 2024.
- Fostered cross-departmental collaboration between the Accessibility Committee Chair and the Director of Facilities to address accessibility requests.

## **Engagement Objective 2 - To further the goals of the Na'tsa'maht Agreement following the objectives of 'One Mind' and 'One Spirit'.**



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

This objective is a long-term project that will continue in successive years. Evidence of progress towards this objective in the 2023/24 school year:

- Signage now appears in many schools across the District using SENĆOŦEN language
- On-going consultation with elders leads to monthly updates from the Na'tsa'maht Indigenous Education (NIE) Department on correct spellings and design sets
- NIE Department sends “words of the month” to PVP and NIE team to be featured in classrooms, school publications, newsletters and bulletin boards.
- NIE offers SENĆOŦEN language videos to schools and departments through online teaching resources.
- NIE have and continue to develop SENĆOŦEN language videos featuring local Elders.
- Tri-district (61,62,63) consortium supports collaboration and sharing of local language resources
- SENĆOŦEN kindergarten language program is active at 5 elementary schools in Sooke, in 2 classes per school for a total of 10 kindergarten classes per year.



**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.**

Evidence of significant progress made:

- A digital application has been procured by the NIE Department to track service delivery and adult to student contacts for all Indigenous students. Use and evidence of success of data collections and associated actions on the 2023/24 school year are as follows:
  - All members of the department engaged in indirect and direct service to students have been trained and are actively using the app to track student progress.
  - Speed and efficiency of app use and accessing data has improved significantly over the year.
  - Data gathered by the app informed “Pathways to Graduation” meetings at schools across the district, providing data on the services are received, enabling staff to assess and reflect on the effectiveness of current service delivery and support data informed decision-making regarding programming and supports.

### **Engagement Objective 3 - To develop, expand and implement respectful, effective, clear and transparent communications.**



**Continue to implement the Strategic Communications Plan with a specific focus on a) expanding digital skills and digital resources for staff to use; and b) broadening the reach of District communications to provide equity of inclusion for specific schools that have received little or no coverage on the District's website or social media.**

Significant progress towards this multi-tiered objective has been achieved:

- A) Creation of District Digital Literacy Coordinator position dedicated to enhancing digital proficiency of all staff.
- B) Direct support to PVP with time sensitive communication needs and partnering with departments to promote and execute operational needs.
- B) Continuous evaluation and adjustment of the plan and supports guided by feedback and evolving demands.
- B) District's social media accounts promoted diversity and inclusion with a focus on a monthly calendar indicating upcoming celebrations or dates of recognition that may be important to our school communities.
- B) Identification of specific schools lacking adequate coverage on the District website or social media platforms was completed. Ongoing collaboration with Associate Superintendents to facilitate the incorporation of school events and achievements into communications efforts.



### **Engagement Objective 4 - To continue to develop, expand and implement a culture of wellness.**



**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; providing supports for staff in need; and raising organizational awareness regarding the impact of attendance issues.**

Significant progress towards this multi-tiered objective has been achieved:

- The Employee Attendance and Wellness Support Program documentation is complete and consultation with employee partner groups was sought and received.
- The Employee Attendance and Wellness Support Program was presented to Leadership Team. Human Resources and senior management teams received consultative feedback to inform implementation processes.
- A legal review was undertaken to identify potential areas of contention prior to implementation.
- A pilot program was developed in Q4 for deployment in Q1 & Q2 (2024/25) prior to full implementation.





**Continue to develop, expand and implement a culture of wellness in the District through the Healthy Schools, Healthy People (HSHP) Framework, specifically focused on: a) the Feeding Futures Fund; and b) Digital Safety and Wellness.**

Evidence of significant progress made:

- A) Expanded the Feeding Futures program to deliver 800 meals daily to students district-wide.
- A) Pilot Project Food Banks BC is in 10 schools. Over \$3000 of nutritious snacks were provide per school.
- A) In secondary schools, there has been an increase in the use of food rescue produce in foods and culinary programs.
- A) 30 district partners undertook strategic planning about regional food security developed a set of objectives to focus regional collaboration.
- B) Completed the second year of the substance use project funded by a Government of BC grant.
- B) In-service training with counsellors, teacher and PHE staff was completed.
- B) Plan includes sexual health for K-12 and consent focused for secondary school students.



# Growth Priority 2023-24

## Growth Objective 1 - To strengthen organizational practices to ensure equity, diversity and inclusion.



Apply for approval from the Office of the Human Rights Commissioner and then implement a Special Hiring Program, including the development and implementation of a supporting equity hiring practices policy.

Evidence of progress pursued:

- The District sought support from union partners to proceed with our application for Special Hiring Program from the BC Office of Human Rights Commission (BCOHRC).
- The District was unable to reach consensus with union partners and did not receive a support letter from STA and CUPE to move forward with an application to BCOHRC.
- At the provincial level, a joint letter to support employment equity through the BCTF and BCPSEA was developed and shared with districts and locals.
- The letter will be the foundation to engage with union locals and move this initiative forward in the 2024/25 school year.



Begin implementing review recommendations for diversity, equity, and inclusion (DEI) that relate to District organizational practices and processes.

Evidence of significant progress made:

- The Executive Summary of the Bakau report was reviewed by the Leadership Team Working Group.
- A Terms of Reference has been developed for the DEI Leadership Working Group. The focus of the group will be to determine how best to communicate themes from the summary report and to plan for a broader district DEI focus group for the next school year.
- Leadership Working Group developed a term of reference for a multi-partner district DEI Committee to be formed and active in the 2024/25 school year.



## Growth Objective 2 - To build and maintain spaces and resources that support our creative and critical learning, and our culture of belonging.



The plan includes a) creating and implementing technical specifications to complement the Design Guidelines and Standards, expanding their application to existing spaces; b) executing the Long-Range Facilities Plan (LRFP) to support annual and multi-year space planning; c) conducting a scan of available district data to inform the renewal of the Strategic Plan; and d) developing a strategy to ensure effective community use of school spaces.

Significant progress towards this multi-tiered objective has been achieved:

- A) The Ministry of Education and Child Care has simplified their design guidelines resulting in revision work being considered to align with the District Design Guidelines.
- B) Senior staff completed the Long-Range Facilities Plan and was presented to the [Resources Committee](#) on January 16, 2024.
- C) Senior staffs' implementation process occurred through the Capital Plan submission made prior to June 30, 2024.
- D) Senior staff completed the E-Scan to gauge community feedback and engagement which was received at the [Resources Committee](#) meeting on February 13, 2024.

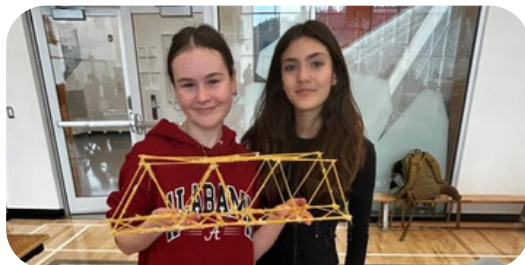
## Growth Objective 3 - To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources.



Develop a digital governance policy that defines the Board's role and articulates the structures and processes necessary to manage digital assets (e.g. committees, scope, engagement model, accountability, reporting, etc.)

Evidence of progress made:

- Processes developed and implemented in the 2023/24 school year:
  - Digital Asset Intake Process with a fast track for simple deployments and a more thorough review process for complex initiatives;
  - Statement of Acceptable Risk for software and 3rd-party cloud services; and
  - Mandatory Privacy Impact Assessment.
  - Progress towards documentation of digital governance policies to ensure accountability, awareness and practice.



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

Evidence of progress made:

- Approximately 7,000 student devices are in use across the District, with a 1:2 device-to-student ratio based on the September 2023 headcount of 13,767 students. The Student Device Working Group provides data and recommendations to improve device numbers and system-wide implementation.
- In response to system requests, 90 laptops were provided to support CUPE staff, while the Digital Solutions Department actively collaborates with leadership and employee groups to address growing technology demands, despite inflationary pressures on resources.

**Continue to raise awareness, provide training and implement cyber security and privacy policies in partnership with Curriculum, Inclusive, and Safe School objectives.**

Evidence of significant progress made:

- Implementation of the training module from our vendor partner allowed a successful delivery of training to CUPE staff members during CUPE Pro-D day. The content for the training was developed in conjunction with district educational departments.
- An action plan was developed and delivered to support staff training in response to privacy breaches in schools. The training was delivered at staff meetings and was well received.
- Trial implementation of Mobile Device Management (MDM) for Apple devices and trial of Intune continues. Successful rollout of Multi-Factor Authentication (MFA) to a pilot group completed. Work on remediation of Security Audit findings continues.

**Investigate the requirements to integrate data between business (Finance, HR) and education departments in order to align strategic and operational resources to support student success.**

Evidence of significant progress made:

- Senior staff's investigation was completed and concluded at this time, the current metrics and reports produced by the Finance, HR and Communications teams cannot be directly linked to student success metrics.
- Recommendations from the investigation are as follows: explore opportunities to develop department metrics in the 2024/25 Operational plan that uncover key performance indicators (KPI's) and metrics in support of student learning and extend that work in preparation for KPI's and metrics to support the work of the 2025-2029 Strategic Plan.
- Senior staff will continue to document and further develop indirect metrics and KPI's that articulate the evidence of business department's support role and actions that by extension support student achievement.



**Conduct an environmental scan of organizational design structures for the delivery of district administration and support services within large BC school districts in support of future strategic and organizational planning.**

Evidence of significant progress made:

- Analyzed the organizational design of several BC school districts within the following categories:
  - Peer districts: SD57 Prince George, SD68 Nanaimo Ladysmith, SD37 Delta, and SD62 Sooke
  - Large districts: SD44 North Vancouver, SD33 Chilliwack, and SD73 Kamloops Thompson
  - Very large districts: SD35 Langley, and SD34 Abbotsford
- HR staff gathered metrics to further understand the organizational structure, staffing allocations, and leadership portfolios at each district, with notation to organizational elements that are not currently present in the District.
- Results of the analysis will be presented to the Executive Team on October 1, 2024. Insights gathered will be used to inform organizational design decisions as the District continues to grow.

**Growth Objective 4 - To expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment.**



**Develop a plan to increase the number of child care spaces on school grounds balanced against K-12 enrolling space needs, that utilizes grants for the construction of child care facilities on school spaces.**

Evidence of significant progress made:

- BC Childcare New Spaces Grant Application was successfully submitted and in spring 2024, the District received approval and funding of \$7.421 million to construct a new standalone childcare facility to support 85 children on the grounds of Han Helgesen Elementary in the District of Metchosin.
- Senior staff conducted a research project and prepared a report of current District third-party provider childcare lease rates to inform future decision-making and action planning on the expansion of before and after school childcare programming district-wide.
- Senior staff reviewed and revised Policy F-302, Use of School Facilities for Child Care Programs, engaging third-party providers through a consultation process and district partners through the Education Policy Committee leading to board approval of the revised policy. The revised policy will guide our work in pursuing the expansion of before and after school child care services, in addition to further strategic applications for ages 0-4 standalone childcare facilities on school grounds.
- As a result of the report, senior staff established an internal process leading to the creation of a lease formula District third-party providers focusing on equitable rates for before and after school providers and full day childcare providers.
- Senior staff in consultation with Boys and Girls Club South Vancouver Island (BGCSVI) explored the expansion of before and after school care at Crystal View Elementary. As a result, an additional 12 before and after school spaces were created for the 2024/25 school year.



**Continue to implement the Energy Sustainability Plan, with a specific focus on reducing our vehicle and building greenhouse gas emissions towards the 2030 provincial targets.**

Evidence of progress made:

- Following consultations and research, resulting in revisions and improvements, Senior staff presented an update on Energy Sustainability Plan to the Resources Committee. Link: [Resources Committee](#) on March 6, 2024.
- The Energy and Sustainability Plan is actively being re-aligned into the 2024/25 school year. Evidence of these initiatives captured in the 2023/24 school year are: strategic deployment of current electric buses with 38% of our fleet being electric, the purchase of additional electric buses facilitated the District in reducing the use of gasoline powered buses thereby reducing greenhouse gas (GHG) emissions. The installation and maintenance of electric vehicle charging posts, and the requisite minor capital work further supported the district's efforts to create options for employees and community to reduce GHG emissions by making personal electric vehicles a viable transportation option for staff and parents.
- Senior staff explored funding supports for energy management strategies through BC Hydro's Shared Energy Coach Program. The District is pursuing an internal Energy Specialist position to lead the Energy and Sustainability Plan, managing our internal energy data and making recommendations for action.
- Senior staff have ensured that in major capital builds (SCIANEW STEELTKEE Elementary) utilized sustainable building materials such as mass timber products that create a lower carbon footprint. Additionally, heat pumps are being utilized at schools providing higher heat efficiency in comparison to electric heaters and reducing the installation of GHG producing gas-powered boiler units as possible.
- As of the 2023/24 school year, the District is on target to meet our commitments for the 2030 CleanBC Act with a 30% reduction in tCO<sub>2</sub>e in total emissions from 2018 to 2022.



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

Evidence of significant progress made:

- Senior staff completed the Ethical Decision-Making Framework and presented to the Resources Committee in March that was subsequently approved by the Board of Education at their March monthly meeting: [Resources Committee](#) on March 6, 2024.
- The Ethical Decision-Making Framework was implemented to ensure that Board and staff decisions consider an ethical lens grounded in the District's Values, (Relationships, Choice, Respect, Integrity, Trust, Safety, Diversity and Equity) in addition to environmental sustainability; systemic racism and the Truth and Reconciliation Commission's 94 Calls to Action.
- Immediate examples of implementation of the framework began with the amendment of Information Note templates to include a section on the ethical framework for consideration when drafting key documents for the Board of Education.

# Appendices

The list below contains clickable links.

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- [→ 01 Proficiency Rubric with Performance Descriptors](#)

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  - [→ 02 Sooke School District 2023-24 Operational Plan](#)

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  - [→ 03 2023-2024 Sooke School District Enhancing Student Learning Report](#)

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  - [→ 04 Sooke School District Annual Report 2022-23](#)

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  - [→ 05 Strategic Plan 2021-2025](#)

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  - [→ 06 NA'TSA'MAHT Enhancement Agreement 2022-2027](#)
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