

# DISTRICT STRATEGIC PLAN 2023-2028







**PUBLIC VERSION** 

September 24, 2024

School District No. 83 Board of Education has established this strategic plan in consultation with its Rightsholders, stakeholders, staff, and students.

The 2023-2028 Strategic Plan is an evolving document.

# LAND ACKNOWLEDGEMENT

We introduce the Strategic Plan by acknowledging, honouring, and giving thanks for the traditional lands and history of the Secwépemc people. We value and honour the relationships with each of the First Nation communities on whose lands we have the privilege of educating children.



# **EDUCATION CALLS TO ACTION**

#### #62:

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples'
  historical and contemporary contributions to Canada a mandatory education requirement for
  Kindergarten to Grade Twelve students.
- Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

#### #63:

We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- Building student capacity for intercultural understanding, empathy, and mutual respect.
- Identifying teacher-training needs relating to the above.

#### #64:

We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

#### #65:

We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

# MESSAGE FROM THE BOARD OF EDUCATION

The Board of Education recognizes that the District is on the ancestral and unceded lands of the Secwépemc First Nations: Adams Lake Indian Band, Neskonlith Indian Band, Skwlāx te Secwepemcúl'ecw, and Splatsin.

We are dedicated to a clear vision, mission, and set of values that guide our efforts in shaping the educational experience for students.

These principles form the foundation of our commitment to providing a well-rounded education that not only nurtures academic growth but also fosters the development of responsible and compassionate citizens.

Our commitment to fostering confident, curious, and caring individuals who contribute to a diverse world is rooted in our values of belonging, respect, reconciliation, empathy, equity, and perseverance.



Tennile Lachmuth Electoral Area 1 City of Armstrong Township of Spallumcheen CSRD Area E (Malakwa) CSRD Area D (Falkland, Silver Creek, Ranchero)



**Brent Gennings** Electoral Area 2 City of Enderby District of Sicamous RDNO Area F (Mara, Grindrod, Mabel Lake)



Corryn Grayston Electoral Area 3 CSRD Areas C, F, and G (South Shuswap, North Shuswap, Sorrento/Blind Bay)



Amanda Krebs Electoral Area 4 Salmon Arm



Marianne VanBuskirk Electoral Area 4 Salmon Arm

# MESSAGE FROM QUELMÚCW EDUCATION COUNCIL

The Quelmúcw Education Council, composed of representatives from the communities of Adams Lake Indian Band, Neskonlith Indian Band, Skwlāx te Secwepemcúl'ecw, and Splatsin, as well as the Salmon Arm Métis Association, is an intergral part of School District No. 83 and was actively involved in the consultation that led up to the creation of this Strategic Plan. We are very proud of the excellent working relationship that we have cultivated within School District No. 83. The value of Reconciliation is woven through all parts of the Strategic Plan, along with threads of our knowledge and advice. We truly are in a place of kwseltktnéws (we are all connected).



# THE STRATEGIC PLAN

The Board of Education is responsible for the effective governance of School District No. 83. It is accountable to the Ministry of Education and Child Care, the public, and education partners. The Board remains deeply committed to operating in a respectful, transparent, and fiscally responsible manner.

The Strategic Plan was developed through extensive consultation. The commitment, genuine interest, and enthusiasm demonstrated while developing this plan shows the dedication and passion we hold for the education and well-being of our children. This renewed Strategic Plan will set the direction for the District, guiding our priorities, goals, projects, and financial stewardship for the next five years.



# **ENGAGEMENT APPROACH**

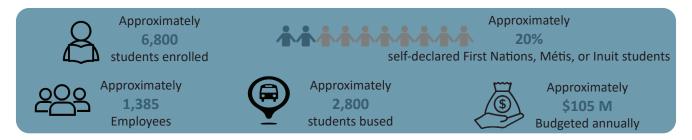
The Strategic Plan engagement approach was rooted in inclusivity and participatory contribution. Led by the Superintendent, the strategic planning process was initiated through an engagement question that was shared with Rightsholders, parents, staff, stakeholders, and students. This was followed up with approximately twenty face-to-face sessions in various communities across the District, two sessions with members of the Adams Lake First Nation and Splatsin, and discussions with high school students throughout the District. The methodology used was intended to capture diverse perspectives, needs, and aspirations of students, employees, parents, and communities which the District serves. Information collected through these engagements was then shared with a District Strategic Planning Committee comprised of members from the Quelmúcw Education Council, Students, North Okanagan-Shuswap Teachers Association, CUPE 523, District Parent Advisory Association, Principals/Vice-Principals Association, District Senior Leadership, and the Board of Education.

Through this inclusive engagement approach, the planning process was informed by those directly impacted, fostering ownership and transparency, ensuring the Strategic Plan is aligned with the needs of Rightsholders, the community, and educational partners.

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# **ABOUT US**

School District No. 83 is located on the traditional territory of the Secwépemc people and encompasses the beautiful geographic area around Shuswap Lake and the valleys of Enderby and Armstrong. The 25 schools, located in the communities of Falkland, Armstrong, Enderby, Grindrod, Silver Creek, Ranchero, Salmon Arm, Canoe, Tappen, Sicamous, Sorrento, and Celista, are surrounded by lakes, rivers, mountains, and agricultural areas where all manner of wildlife thrives.



We are proud to provide safe, culturally diverse, and nurturing learning environments from kindergarten through grade 12 to meet unique learning needs. The District offers a wide variety of quality programs including Career Development, Early Learning, French Immersion, Inclusive Education, Indigenous Education, International Students, Literacy Support, Music, Outdoor Learning, and Strong Start to engage students in stimulating and relevant educational experiences. In addition, our dedication to social responsibility teaches our students to respect themselves, their environment and each other, and encourages them to find ways to give back to their local communities.

# **OUR LOGO**



Through consultation with Rightsholders and feedback from staff and stakeholders, we are proud of our newly-designed District logo. The logo has deep significance and meaning as it depicts not only the geography of our District but also the commitment to reconciliation by honouring the Rightsholders of this place.

**SD83** 

The circular shape represents healing, unity, and equality as we journey toward Truth and Reconciliation. The animals chosen have significant

meaning in the Secwépemc culture. The bear is a symbol of strength and courage. Coyote is often tied to oral stories about societal values and traditional knowledge with the salmon symbolizing endurance and perseverance through hardship. Mount Ida was chosen to represent the geographic landmark of the District office, where the Board conducts its business. The golden colour within the logo symbolizes the rich contribution of the agricultural communities within the district and green represents the beauty of the vast forest that surrounds us.

The logo intentionally makes a distinction between sky, land, and water, recognizing that together they make up the ancestral lands of the Secwépemc people since time immemorial.

# **OUR MISSION**

Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

# **OUR VISION**

Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.











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# **OUR VALUES**

**Belonging**: We encourage relationships that support a culture of respect, empathy, and collaboration where individuals are supported, represented, and empowered to reach their full potentional.

**Respect**: We nurture respectful and inclusive communities where everyone feels valued, safe, and appreciated.

Reconciliation: We are committed to true Reconciliation through working together and honouring Indigenous ways of knowing and doing.

**Empathy**: We offer kindness, compassion, and respect while recognizing a deep understanding of others.

**Equity**: We seek to understand individual perspectives and needs in order to provide access to opportunities, resources, and learning, and we honour our commitment to true Reconciliation.

**Perseverance**: We foster resilience and selfempowerment, recognizing one's journey toward success involves overcoming difficult challenges.

# **KEY THEMES**

Though the strategic planning sessions were held in diverse communities across the District, there were discernable themes that consistently emerged. These themes are noted below.



#### **Student Focus**

Students must be at the centre of the District. This requires all departments to align their resources to enhance the student experience.



#### **Indigenous Focus**

In the spirit of true Reconciliation, the programming and student experience must be relevant and resonate with Indigenous students, families, and communities to facilitate engagement and a sense of belonging.



#### **Student Growth**

All students have the potential to learn and grow. Growth is not limited to academics, it must also include socialemotional well-being. Schools should foster student curiosity and voice.



#### Diversity, Equity, Inclusion

The District needs to create spaces where everyone belongs, is respected, and feels safe to be their authentic



#### Parents/Caregivers

Parents/Caregivers are crucial partners in the education of children. It is important to provide opportunities for authentic voice.



#### **Advocacy**

Continue to pay attention to the need for adequate resources required to properly support all students.



#### **Employee Well-being**

To be a high functioning and performing district, those who work within it must have their well-being supported. Professional development, feeling valued, appreciated, and engaged are necessary for the success of students and the organization as a whole.



#### Stewardship

Schools must continue to advocate for sustainable practices, nurture a mindset of conservation, and actively engage in initiatives that protect the traditional lands and water of the Secwépemc people.



#### Safety

Emotional, cultural, and physical safety require inclusive and nurturing spaces where all feel protected, respected, and empowered.







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# STRATEGIC PRIORITIES

# INTELLECTUAL DEVELOPMENT

#### **GOAL**

Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.

# **OUTCOMES INCLUDE**

Students will work to meet or exceed literacy and numeracy expectations at each grade level or as documented within an Individual Education Plan.

Support the transition of students from grade to grade with their peers.

Support families of children with learning differences as they transition into our schools.

Enhance student choice and voice in their learning to increase personal autonomy and accountability.

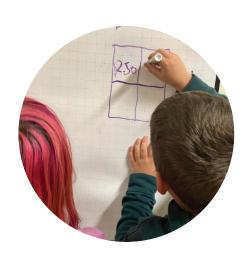
Provide opportunities for learners to develop communication, critical and creative thinking skills.

Engage all learners through innovative and responsive learning opportunities.

Pursue inclusive education practices to ensure all students have equitable access to learning.

Support and expand teaching and learning practices and opportunities that address climate change and environmental sustainability.





### ALIGNMENT ACROSS THE DISTRICT

### PERFORMANCE INDICATORS AND MEASURES

We will monitor our progress through the following performance indicators and measures.



- Foundational Skills Assessment
- Provincial Graduation Numeracy Assessment (Grade 10)
- "Aboriginal How Are We Doing?" Report
- Provincial Graduation Literacy Assessment (Grades 10 & 12)
- Grade-to-grade transition data

District Assessment

- Universal Screening (DIBELS 8)
- District Literacy Assessments (PM Benchmark)
- District Numeracy Assessment (SNACC)
- Learning updates (proficiency levels K-9, letter grades 10-12)

Strategic Alignment

- Framework for Enhancing Student Learning
- Strategic Plan
- School Learning Plan
- Classroom Instruction

# STRATEGIES AND ACTIONS

These are some of the strategies we will use to achieve our outomes.

Continue with targeted literacy and numeracy supports for all students.

Develop and expand Universal Design for Learning (UDL).

Address systemic barriers to success for all students.

Continue to expand and support early learning initiatives.

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# **HUMAN AND SOCIAL DEVELOPMENT**

# **GOAL**

Each student will feel welcome, safe, and connected to peers and adults in their school.

### **OUTCOMES INCLUDE**

Students will report feeling welcome, safe, and a sense of belonging to their school community.

Ensure safe, inclusive spaces exist in our schools for all students.

Develop, expand, and implement inclusive and collaborative practices and processes.

Improve educational outcomes and well-being of Children and Youth in Care.

Prioritize Truth and Reconciliation to expand local Secwépemc perspectives for all. Support the successful transition of children 0-5 years of age into K-12 education.

### ALIGNMENT ACROSS THE DISTRICT

# PERFORMANCE INDICATORS AND MEASURES

We will monitor our progress through the following performance indicators and measures.

Provincial Assessment

- Student Learning Survey (Grades 4, 7, 10, and 12)
- McCreary Report (Grades 7-12)
- Completion Rates
- "Aboriginal How Are We Doing?" Report
- The Youth Development Instrument (YDI)
- Early Development Instrument (EDI)

• School Learning Plan Reviews

- Attendance Rates
- Equity Scan Survey
- Number of students accessing the Integrated Child and Youth Team
- Ministry of Education and Child Care Feeding Futures Report

Strategic Alignment

District Data

- Framework for Enhancing Student Learning
- Strategic Plan
- School Learning Plan
- Classroom Instruction

#### **HUMAN AND SOCIAL DEVELOPMENT continued**

#### STRATEGIES AND ACTIONS

These are some of these strategies we will use to achieve our outomes.

Support the Truth and Reconciliation Commission Calls to Action and deepen staff understanding through learning opportunities and in-service training.

Ensure School Learning Plans reflect the needs and support of Priority Learners.

Work with Secwépemc Nations, Elders, and Knowledge Keepers to support student learning and understanding of Secwépemc culture, language, and history.

Provide equitable access to support services and alternate programming.

Support social emotional learning in schools through the work of the Inclusive Education Department.

Develop and provide on-going opportunities for staff to expand their understanding of, and commitment to, inclusive, anti-racist, and anti-oppressive practices.

Expand opportunities for staff and parents/caregivers to increase their understanding of sexual orientation, gender identity or expression.

Coordinate services through the Integrated Child and Youth team to ensure student access to mental health and substance use support.

Build relationships and engage children 0-5 years of age with their families by providing information, involvement, and meaningful engagement.







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# **CAREER DEVELOPMENT**

#### **GOAL**

Each student will develop the skills and competencies necessary to be successful in a career or community pathway of their choice.

#### **OUTCOMES INCLUDE**

All students who graduate with a Dogwood or Evergreen will have a meaningful transition plan based on their personal strengths and skills so they can be successful in navigating future transitions to post-secondary, employment opportunities, or community living.

Priority Learners will have more involvement in, and successful completion of, dual credit programs and dual credit pathways.

Support successful transitions as learners enter and progress through to graduation and determine a life pathway.

# **ALIGNMENT ACROSS THE DISTRICT**

#### PERFORMANCE INDICATORS AND MEASURES

We will monitor our progress through the following performance indicators and measures.

Provincial Assessment

- Transition Reports to Post-Secondary
- School completion rates

District Data

Strategic

Alignment

- Enrolment in career pathway programs and micro-credentials
- Enrolment in dual credit programming
- Framework for Enhancing Student Learning
- Strategic Plan
  - School Learning Plan
  - Classroom instruction

#### **CAREER DEVELOPMENT continued**

# STRATEGIES AND ACTIONS

These are some of the strategies we will use to achieve our outomes.

Engage students in goal-setting and self-assessment related to core competencies, career pathways, and programming.

Prioritize Indigenous learners' participation in trade samplers, dual credits, microcredentials, etc.

Continue to explore partnerships with post-secondary institutions and community organizations.

Implement the Local Education Agreement with local First Nations.

Utilize myBlueprint and SpacesEDU to collect and curate students' learning journeys.

Offer opportunities for parents/caregivers to learn about trades, career pathways, and dual credit programming.

Develop more career pathway opportunities for students transitioning directly into the workplace and for workplace micro-credentials.



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# COMMUNITY PARTNERSHIP DEVELOPMENT

# **GOAL**

We will strengthen existing and develop new strategic partnerships in gap areas.

### **OUTCOMES INCLUDE**

Engage Righthsholders, Parent Advisory Council (PAC), community partners, educational partners, and families through the International Association for Public Participation (IAP2) Spectrum of informing, consulting, involving, collaborating, and empowering.

Co-construct the Local Education Agreement with Splatsin.

Expand our culture of social responsibility and implement long-term commitments that support society and protect the environment.

Fulfill the responsibilities and commitments of the Local Education Agreements with the four local First Nations.

Develop, expand, and implement respectful, effective, and transparent communications.

Strengthen and expand our relationships with community groups.

# **ALIGNMENT ACROSS THE DISTRICT**

#### PERFORMANCE INDICATORS AND MEASURES

We will monitor our progress through the following performance indicators and measures.

- Monthly meetings with Quelmúcw Education Council
- Meetings with school Parent Advisory Councils
- Annual District calendar and Professional Learning Day discussions with NOSTA and CUPE

District Data

- Signing of the Community Violent Threat Risk Assessment Protocol
- Attendance at school, District, and community special events
- Rightsholder, stakeholder, and parent/caregiver survey data
- Framework for Enhancing Student Learning
- Strategic Plan

Strategic Alignment

#### **COMMUNITY PARTNERSHIP DEVELOPMENT continued**

### STRATEGIES AND ACTIONS

These are some of the strategies we will use to achieve our outomes.

Work with Quelmúcw Education Council to enhance Indigenous voice and perspective in schools and across the District.

Design ways to celebrate volunteers, supporters of public education, and contributors to the success of the District through celebrations, acknowledgements, and public recognition.

Develop and implement a communications strategy to reinforce public confidence in public education.

Strengthen partnerships with the Ministry of Children and Family Development.

Strengthen partnerships with Child & Youth Mental Health.

Develop a Student Voice engagement strategy that may include annual student/trustee forums.

Collaborate with local employee associations and unions.

Develop an annual engagement strategy for school Parent Advisory Councils

Develop an Accessibility Committee with advocacy group representatives.







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# ORGANIZATIONAL DEVELOPMENT

# **GOAL**

We will develop and enhance procedures and practices that will assist in meeting the Strategic Priorities.

#### **OUTCOMES INCLUDE**

Establish school configurations that support positive relationships and educational outcomes for all students

Foster a culture where staff feels socially, emotionally, and mentally supported within their schools and the District.

Build a shared commitment and capacity to facilitate an inclusive, safe, and healthy work culture.

Continue to invest in growing leadership capability and capacity across the District. Provide targeted professional development and skills training which support the professional groups of our employees.

Develop an equitable and sustainable financial plan which supports the achievement of the Strategic Plan.

Provide safe and efficient transportation services that are as equitable as possible.

On-board and maintain digital technologies that improve workflow and organizational efficiency.

Create safe, healthy, and functional learning and working spaces.

Continue to develop, expand, and implement a culture of wellness.

Review operational processes and procedures to improve efficiency and service delivery. Develop an Administrative Procedure Handbook to complement existing and future Board Policies.

Establish recruitment and retention processes which provide greater opportunities for visible minorities to become part of the District workforce.

Develop and implement exemplary practices to recruit and retain staff.

# **ALIGNMENT ACROSS THE DISTRICT**

# PERFORMANCE INDICATORS AND MEASURES

We will monitor our progress through the following performance indicators and measures.

4

- Review and refine school catchment boundaries
- Leadership Development training
- Expand hiring practices to include visible minorities
- Audited Financial Statements

District Data

- Development of revised Accumulated Surplus policy
- Guarding Minds (Employee Satisfaction Survey)
- Employee Exit Survey Data



- Framework for Enhancing Student Learning
- Strategic Plan
- Department Workplans

Strategic Alignment





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#### **ORGANIZATIONAL DEVELOPMENT continued**

# STRATEGIES AND ACTIONS

These are some of the strategies we will use to achieve our outcomes.

Build a leadership development framework to enhance capacity and to address succession planning.

Develop a Staff Wellness Committee.

Develop supervision and evaluation processes which are focused on growth.

Develop recruitment and retention strategies.

Implement an annual budget, review, and reporting process that ensures alignment with the District Strategic Priorities and Goals.

Develop a facility plan that provides a comprehensive assessment of building infrastructure, accessibility, and projected student numbers to guide future capital decisions.

Develop a comprehensive professional development and training plan for Facilities, Finance, Payroll, and Transportation staff.

Provide Truth and Reconciliation learning opportunities for all employee groups.

 $Continue\ to\ explore\ childcare\ partnerships\ and\ childcare\ spaces.$ 





# **EFFECTIVE GOVERNANCE AND LEADERSHIP**

# **GOAL**

The Board of Education will work to represent the interests of all students by actively advocating for student learning and well-being through Strategic Planning Policy and responsible Stewardship.

#### **OUTCOMES INCLUDE**

Ensure that financial reporting is accessible, current, and consistent with best practice.

Ensure annual budgets and resource allocation align with the Board's strategic priorities.

Increase stakeholder input into the development of the annual budget.

Continue the review, revision, and refinement of Board policies.

Advocate with various levels of government for programs, services, and facilities to meet the needs of the District.

Continue visibility within the District and the communities which it serves.

Increase opportunities for Rightsholders, staff, and community engagement. Continue building capacity around the roles and responsibilities of governance.

Promote environmental stewardship and sustainability.

Continue commitment to Truth and Reconciliation.





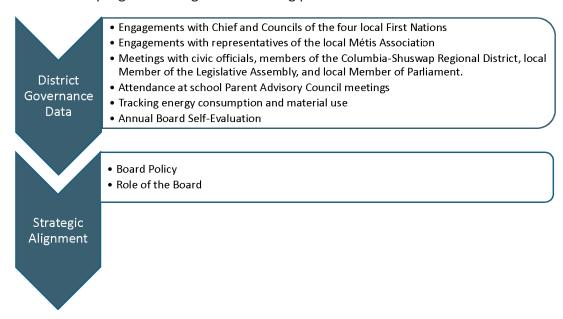
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#### **EFFECTIVE GOVERNANCE AND LEADERSHIP continued**

# ALIGNMENT ACROSS THE DISTRICT

#### PERFORMANCE INDICATORS AND MEASURES

We will monitor our progress through the following performance indicators and measures.



#### STRATEGIES AND ACTIONS

These are some of the strategies we will use to achieve our outomes.







