



Ministry's Vision
of an Educated
Citizen



B.C.'s
Education Plan

District Strategic Plan
(Students First)



Ministry Inclusive Education
& Indigenous Education



SCHOOL DISTRICT NO.83 - DISTRICT EDUCATION PLAN

OUTCOMES			
Students are knowledgeable and empathetic to Indigenous worldviews and perspectives. - Ensure that culturally sensitive learning opportunities and environments are present for Indigenous students within regular classroom settings - Ensure equity of access to meaningful learning and career pathways for Indigenous students - Increase the presence of Indigenous culture, languages and history for <i>all</i> students and staff - Provide opportunities for all staff to build awareness and understanding of issues related to equity and the TRC Calls to Action - First Peoples' Principles of Learning are incorporated across all subject areas from K-12.	Students pursue and demonstrate growth and self-awareness in academic and personal goals. - Recognize the value of diversity and provide equity of access, opportunity and outcome for <i>all</i> students, including indigenous students and students with disabilities/diverse abilities - The principles of Universal Design for Learning (UDL), Response to Intervention (RTI), meaningful inclusion and personalization of learning are embedded into regular classroom instructional practices - Student learning needs are primarily addressed within the context of a regular classroom. Place-based learning (beyond the classroom & in the community) remains essential for some learners. - Effective assessment practices which include formative assessment and student self-assessment - Build students' skill and understanding of how to be an effective life-long learner (academic self-regulation and affective domain) - Effective processes for communicating student learning, both formally and informally (student goal-setting conferences, K-8 Three Term Report Card, Gr. 9-12 Report Card, CBIEPs, Triangulated Evidence) - Prepare students for their "journey through life " with the ongoing process of self-discovery, development of self-efficacy, self-agency, adaptation, and learning from experiences in educational, work-related, and personal life contexts - Increase staff and students' personal awareness and responsibility for their mental health and well being. - Supporting indigenous student academic achievement through relationships, cultural identity, and personal well being	Students demonstrate proficiency in literacy, numeracy and core competencies. - Increase the degree to which the core competencies are developed through daily activities - Build teacher capacity to utilize effective practices in reading, writing and numeracy instruction - Increase the use of formative assessments to drive instructional practices - To create assessment-capable students who can speak authentically about their learning. - Effectively use achievement data to inform instructional practices - Build skill in using effective practices to teach curricular competencies - Increase teacher understanding of content at a deep level to support student engagement - Increase teacher understanding of universal and essential supports to provide rich learning opportunities for all learners. - Increase the degree to which core competencies and social-emotional learning are embedded into daily instructional practices	Students are involved in decisions that affect them at individual and systemic levels. - Opportunities for gathering meaningful student input and data are part of our school and district practice. Examples include (but are not limited to): - Student representation on school and district committees (as appropriate and meaningful) - Focus group conversations - Pathways of eligibility (course offerings and course selection) - SIP process - MDI data - CBIEP process - Student self-assessment/reflections on learning - Goal-setting conferences - Leadership/student council activities - Class meetings
STRATEGIES & SUPPORTS			
- Indigenous Success Teachers, TRC Allies - Indigenous Outreach Workers/Education Workers - Knowledge Keepers Program, Youth Voice - Secwepemc Language & Culture Program - Ministry-Designated Pro-D Day - Course offerings that reflect Indigenous world views and perspectives - Disaggregate data for Indigenous and designated students, and children in care.	- My Blueprint, Capstone Presentations - Targeted learning supports for students provided by school and district-level specialists and support staff - K-8 Three Term Report Cards - Mental Health and Well Being Programs - Trauma-Informed Supports - Bridge Programs, Storefront School - Individual Achievement Program & Career Connections Programs	- District Numeracy Program - School-based data discussions - District Literacy Program - School Improvement Planning Process - Strong Start Program, K-3 Early Learning Framework, Ready Set Learn, Changing Results For Young Children (CR4YC)	- my Blueprint - CBIEP Process - Formative assessment processes
PROFESSIONAL LEARNING & INSERVICE INITIATIVES			
Transforming Assessment (K-12)	Inclusion and SEL	Curriculum	
- K-8 Communicating Student Learning & Three Term Report Card - Gr. 9-12 Competency-Based Grade Book & Report Card - Secondary Assessment (Myron Dueck) - School numeracy/literacy data discussions with District Principal of Numeracy - Assessment Capable Learners (Visible Learning, Triangulated Evidence) - Use classroom, school, district and provincial data to drive instruction and support learning.	- Universal Design for Learning/Differentiated Instruction - Zones of Regulation - Mental Health Literacy: Open Parachute, EASE, Preventure - Strength-based focus: Circle of Courage - Trauma Informed Practices - Social Thinking Curriculum - Executive Functioning - Autism Spectrum Disorder (ASD) & Behaviour Training - Cultural Safety Training	- Numeracy (Peter Liljedahl, District Numeracy Teachers, Box Cars & One-Eyed Jacks, weekly numeracy resources) - Literacy (Literacy Helping Teachers, Literacy for the Early Years (POPEY), Heggerty Phonological Awareness Program, Adrienne Gear: Powerful Writing Structures) - Literacy Book Club Series - K-3 Early Learning Framework - School Improvement Plans for Observable Impact (Cale Birk) - Physical Literacy (PHE) - Teacher Mentorship Program, New Teacher Induction Program, PVP Induction Program - Pro-D opportunities that deepen teacher understanding of instruction that incorporates Indigenous ways of knowing and doing	