
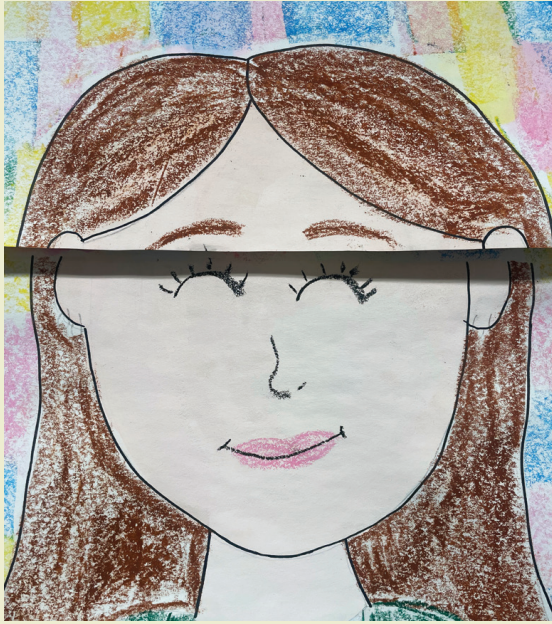




2023-2027

# Strategic Plan Framework

 qathet SCHOOL DISTRICT





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## Territorial Acknowledgement

čεčεhašt k<sup>w</sup> ʔaʔamin  
qaymɪx<sup>w</sup>. ʔəsna tεʔε giʔε.

We would like to express our respect for and gratitude to the Tla'amin peoples whose traditional and treaty territory qathet School District resides on.

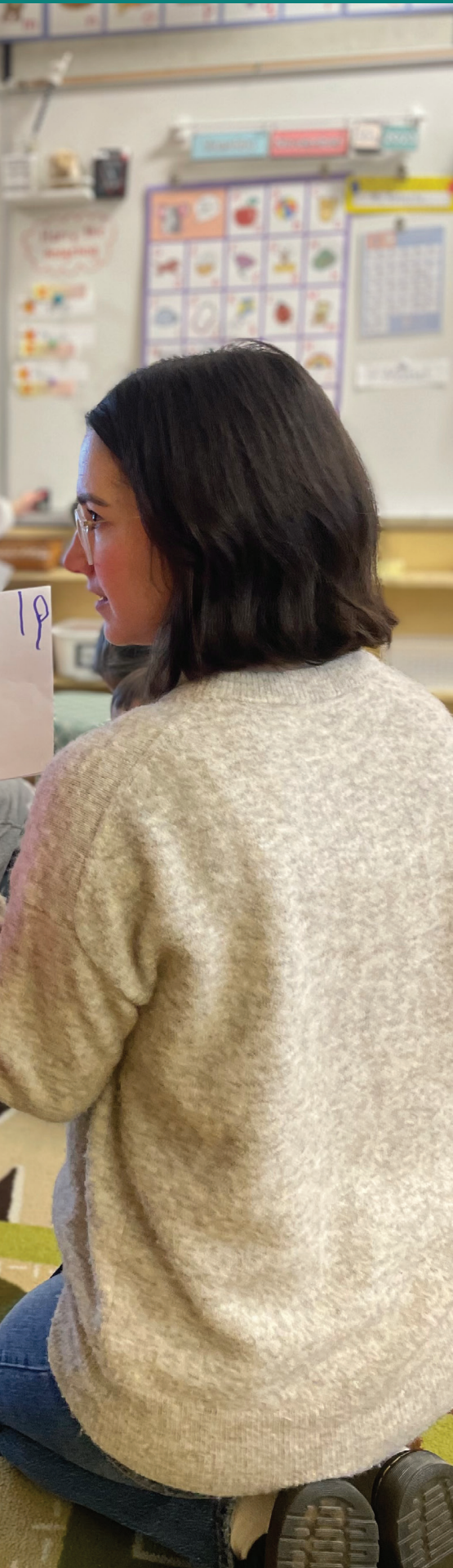
We recognize the ongoing impacts of colonialism and are committed to our own learning and unlearning while courageously working towards decolonization and Indigenization through truth, healing, celebration, and reconciliation.

**We are dedicated to promoting a culture of belonging and understanding, where differences are embraced and celebrated.**

## **Equity Statement**

We are committed to fostering an inclusive and equitable learning environment that celebrates diversity and empowers all students to thrive. We firmly believe that every individual deserves equal access to high-quality education, regardless of their race, ethnicity, gender, sexual orientation, socioeconomic status, or ability. We are dedicated to promoting a culture of belonging and understanding, where differences are embraced and celebrated. Our commitment to equity is ingrained in our policies, curriculum, and practices, ensuring representation, promoting understanding, and fostering a culture of belonging. By embracing diverse perspectives and advocating for social justice, we prepare our students to become compassionate, responsible, and engaged global citizens.





## Introduction

qathet School District and its over 400 employees proudly serve approximately 3,400 students in five elementary schools, one remote island elementary school, one online learning school, an alternate school, and one secondary school.

This strategic plan was developed in partnership with a wide variety of rights-holders, including the Tla'amin Nation. These groups included parents, staff, students, and community members.

In May 2023, the Board launched a public survey, which received over 500 responses, indicating priorities, visions, and ambitions for the future. Focus groups and meetings were held with qathet Teachers' Association (qTA), Canadian Union of Public Employees (CUPE), and other key partners, at schools and local meeting places.

All decisions made by qathet School District are guided by its vision and core values, and based on research and consultation. Similarly, the district's initiatives and resources are aligned to support its commitment to fostering a culture of care and belonging where the well-being and success of all learners is supported; providing intentional support for a growth mindset, collaboration, interdependence, and staff development; and being a forward-thinking, research-based, ethical, effective, efficient, sustainable, and connected organization.

As a priority, this plan centres students' needs – their learning, well-being, and voices – in programming and supports at schools, operations, and management by staff as well as decisions by the Board.



## *Our Principles*

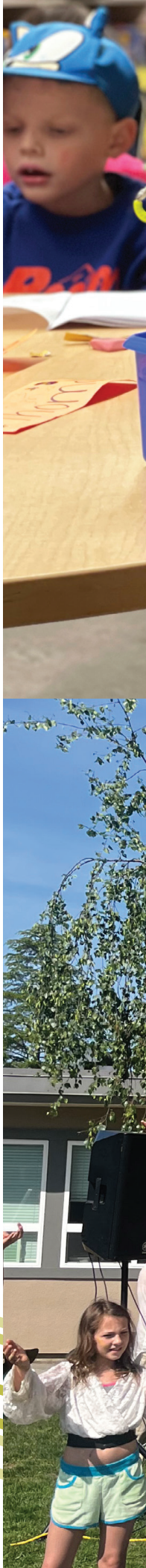
**Many Ways of Knowing,  
Learning, and Being**

**Diversity, Equity,  
and Human Dignity**

**A Healthy Work and  
Learning Environment**

**Innovation, Curiosity,  
and Creativity**

**Openness, Transparency,  
and Accountability**







## *Our Mission*

**Learning and  
Growing, Together**



## *Our Vision*

**Creating Brighter  
Tomorrows for All**

# Our Values

## Integrity

We strive to be a living example of what we want to see in the education system through continued self and organizational reflection to ensure the confidence of those we serve.

## Respect

We honour others, value selflessness, and always strive to act considerately and honestly. We are intentional with our words and actively listen to others. We promote collaboration and power sharing to achieve positive change that benefits the entire learning community.

## Courage

We practice courage by moving beyond our comfort zones, embracing obstacles, and taking responsibility for our errors, allowing us to better ourselves and serve our learning community with excellence.

## Curiosity

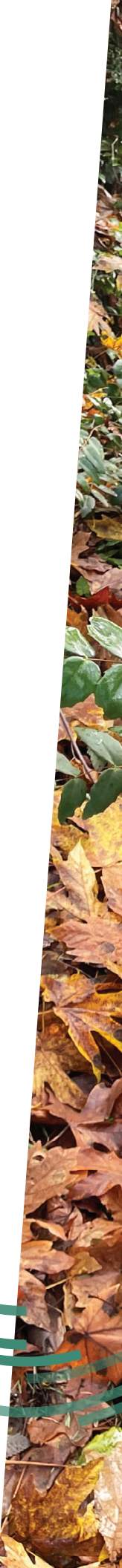
We cultivate a safe environment to explore new ideas, take risks, and challenge the status quo. We understand curiosity as critical for transformative growth, change, and innovation.

## Inclusivity

We promote inclusivity by changing mindsets and behaviours, and cultivating welcoming and fair environments that actively oppose oppression. We strive to ensure everyone is seen, connected, supported, and proud.

## Good Relations

We strive for balance in our relationship with ourselves, others, and the lands and waters that sustain us. We consider the impact of our actions on past, present, and future generations and strive to leave a positive legacy for them.





**Public education is  
a shared responsibility  
with global, provincial,  
and local communities.**

**The Board of Education aims to ensure that  
big picture aspirations and goals are always  
translated into concrete and meaningful actions  
within our community, while honouring and  
upholding provincial and local legislation,  
policies, and agreements.**



# Our Commitment

The ultimate goal of public education is for all learners to achieve their individual potential and become independent adults, who have lifelong appreciation for learning, a curiosity about the world around them, and a capacity for creative thought and expression through compassionate and empathetic worldviews.

The Board of Education is committed to helping every learner develop as a whole person with the knowledge, skills, attitudes, and values needed to contribute to a healthy society and a prosperous and sustainable economy. In the face of an increasingly complex and rapidly changing world, it is imperative that we do this while remaining flexible, adaptable, and focused on priorities that are important to our community.

We also acknowledge our commitment to achieving lasting and meaningful reconciliation. This includes upholding our responsibility to implementing the *BC Tripartite Education Agreement (BCTEA)*, *United Nations Declaration on the Rights of Indigenous Peoples, Truth and Reconciliation Commission Calls to Action*, *Declaration on the Rights of Indigenous Peoples Act (Declaration Act)*, *Tla'amin Final Agreement*, and *ƛaʔamin Education Agreement (TEA)*.

The *Tla'amin Final Agreement* provides Tla'amin Nation with certain rights and benefits regarding land and resources and self-government over its lands, resources, and its members, including education. The *ƛaʔamin Education Agreement (TEA)* provides a contract for the best educational outcomes for Tla'amin students.

The Board of Education has a responsibility to ensure that all students have access to a quality education, set education policies that reflect the aspirations of our community, provide leadership and encouragement to schools and the wider community, and govern the district and schools in a manner that creates public trust and confidence.

## **We uphold these responsibilities by:**

- providing governance and oversight to ensure that the education system reflects the diverse needs and goals of our learners and community;
- creating a strategic plan that is guided by local and provincial legislation, policy, and agreements;
- governing in a responsive manner, acting in the interests of students' learning and well-being;
- taking a collective approach to continuous improvements that include the voices of students, parents and guardians, Indigenous rights holders and Indigenous peoples, and education partners;
- recognizing that all education partners and Indigenous rights holders and Indigenous peoples, each with unique contributions, share responsibility for student learning; and,
- focusing on student success and equity of learning outcomes.





## Our Purpose

Student success is at the heart of all we do. The Board of Education is committed to creating the conditions that will provide a high-quality education for every student to succeed in school and life. All talents, efforts, and resources are focused on improving student success.

**We do this by:**

- aligning our education vision and activities with the principles outlined in the *Policy for Student Success*;
- anchoring our beliefs in the *First Peoples Principles of Learning*;
- using an equity framework to support student achievement; and,
- partnering with Indigenous Peoples, particularly Tla'amin Nation who are guided by ʔəms taʔow (Tla'amin traditional teachings).



**We are privileged to encompass an incredible group of students, families, caregivers, staff, and community members, each with their own unique stories.**

**As a district, we welcome a diverse group of learners and strive to be creative, adaptable, and flexible to meet their varying needs.**



# Our Strategic Priorities (čĕčĕgatawł)

## Cultivating an Ethic of Learning titıwšem ʔams taʔow

*Ensure early learners and students have the best possible learning experience.*

- Focus on foundational learning in literacy and numeracy.
- Enhance early learning plans, opportunities, and partnerships.
- Foster deep learning so all students can flourish in a rapidly changing world.
- Increase student engagement and voice.
- Expand school food programs to ensure all students have access to nutritious meals and are ready to learn.





## Cultivating Curiosity payot gagayɛtən

*Transform our learning environments into places of innovation.*

- Continue to support land based and place based learning.
- Strengthen personalized and flexible learning opportunities, including redesigning learning spaces.
- Create a culture of inquiry and innovation.
- Strengthen our competencies around environmental stewardship.

## Cultivating Connection paʔa kʷɔms qʷayigən

*Prioritize mental health, community connections, and social-emotional learning.*

- Enhance mental health opportunities and partnerships that support well-being.
- Engage, involve, and support connections within the school and community.
- Continue to create and promote safe, welcoming, and inclusive learning environments.
- Promote the development of social-emotional learning skills.



A photograph of several children playing on a colorful, multi-level playground structure in a park. The structure has red, blue, yellow, and green bars and platforms. The children are engaged in climbing and playing. The background is filled with lush green trees under a clear blue sky.

## Supporting Self-Determination

### ᑭᐱᑭᑭᑭᑭᑭᑭᑭ

*Ensure holistic Indigenous student success.*

- Ensure consistent access to enriching, innovative, identity affirming, and culturally relevant opportunities and supports.
- Ensure educational spaces are culturally safe by committing to system wide respect of this place and our shared history by prioritizing Indigenous languages, perspectives, values, and cultures.
- Support students with setting goals for the future (ᑭᐱᑭᑭᑭᑭᑭᑭᑭ, ᑭᐱᑭᑭᑭᑭᑭᑭᑭᑭᑭᑭᑭᑭᑭ).

## Our Strategic Priorities (ᑭᐱᑭᑭᑭᑭᑭᑭᑭ)

CONTINUED

## Cultivating Truth and Reconciliation

g̃naʔx<sup>w</sup>uθs

*Honour Truth and reconciliation.*

- Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔaj̃uθəm language revitalization initiatives and education.
- Continue our commitment to the Truth and Reconciliation Commissions Calls to Action and the United Nation's Declaration on the Rights of Indigenous Peoples.

## Cultivating Integrity/Responsibility

hays qayumix<sup>w</sup>

ʔayʔaytawθ

*Prioritize climate change, organizational health, and sustainability.*

- Provide climate action education and leadership opportunities grounded in Indigenous ways of knowing.
- Align planning, processes, policies, and procedures to improve the effectiveness of the system.



## Next Steps

The Board is committed to ensuring this plan becomes a guide for our district. As with any strategic plan, the words on the page are not as important as the hearts and spirits of those who contributed to the plan and those bringing the plan to life. While the Strategic Plan sets out the 'why' and 'for whom', the subsequent Operational Plan, as well as School Growth Plans, indicate the 'how', 'when', and 'what'. We will develop and implement operational plans over the strategic plan's five-year period to guide priority setting and lay out a clear action plan to achieve the strategic goals.

## Measuring Success

Our work to deliver on our commitments within the strategic plan includes evaluating the progress and success of the six priorities. The district plans to report on these priorities through annual reports and community updates. A combination of quantitative and qualitative measures will be captured as evidence of success and progress, as well as where we may need to refocus our efforts to ensure we continue to improve student success. This ongoing evaluation will support further strategic planning and will help inform the operational plan.



## In Closing

This strategic plan is a commitment to the priorities of the Board of Education over the next five years. The Board would like to acknowledge the considerable amount of planning, time, and effort that went into the development of their new strategic plan. The hard work and dedication of staff, students, rights holders, parents, guardians, and the broader community made this a truly collaborative process. We are confident that together we can make a difference in improving outcomes for children and youth in our District.

*Emote.  
Thank you.*



Dale Lawson, Board Chair



**qathet School District Board Trustees:** Maureen Mason, Dale Lawson, Kirsten Van't Schip, Jaclyn Miller, Rob Hill



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