

# qathet School District



## OPERATIONAL PLAN

LEARNING & STUDENT SUPPORT SERVICES PLAN 2023/2024



# CULTIVATING AN ETHIC OF LEARNING (titlwšɛm ʔəms taʔow)

## DISTRICT OBJECTIVES      DEPARTMENT ESTABLISHED & ONGOING ACTIONS      PLANNED ACTIONS

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

- Focus on foundational learning in literacy and numeracy.

- Continue to focus on early literacy foundational skills.
- Continue to focus on ensuring that Indigenous students, children/youth in care, and students with disabilities/diverse abilities show growth that is consistent with students in the general population by finding ways to eliminate inequities.
- Continue to reinforce and create district and school-based structures to facilitate continuous improvement and regular monitoring of student growth.
- Continue to offer teacher learning opportunities for evidence-based practices that enhance literacy and numeracy for all.
- Deepen understanding of formative assessment in the classroom.
- Support the use of common learning targets to inform instruction and intervention.
- Support Literacy and Numeracy Graduation Assessment activities.
- Continue to support an inclusive delivery model for students with diverse needs using a Response to Intervention (RTI) Framework.

- Collaboratively create a K-7 Literacy Framework and K-7 Numeracy Framework that clearly articulates what components are required to create a rich literacy and numeracy environment for all students.
- Select, pilot, and implement an elementary numeracy assessment that can be utilized across the district to determine where to focus improvement efforts.
- Provide opportunities for grade 8-12 teachers to learn about adolescent literacy and disciplinary literacy.
- Strengthen knowledge, understanding, and application of assessment principles necessary to support and empower students in their learning.
- Support a Multi-tiered System of Support (MTSS) approach for enhancing student success.

### EVIDENCE/METRICS

Foundational Skills Assessment (FSA)  
Graduation Program Literacy & Numeracy Assessments  
Student Learning Survey  
How Are We Doing? Report

DIBELS Assessments  
K-12 Learning Updates/Summary of Learning  
Class Reviews  
Course Completion Rates



# CULTIVATING AN ETHIC OF LEARNING (titlwšem ʔəms taʔow)

## DISTRICT OBJECTIVES      DEPARTMENT ESTABLISHED & ONGOING ACTIONS      PLANNED ACTIONS

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

- Enhance early learning plans, opportunities, and partnerships.

- Continue to participate and coordinate the Early Years Planning Table.
- Continue to engage with community partners and families such as the Tla’amin Kindergarten Health Fair and Kindergarten Health Fair to gather feedback and find ways to support early learning in schools and the community.
- Continue to support smooth transitions from home to school.
- Continue to host pre-school transition meetings to ensure supports are in place.
- Continue to provide opportunities to engage ECE’s and Kindergarten teachers with the Early Learning Framework.
- Continue to support early learning programs such as Strong Start, Strong Start Go, Just B4, and Seamless Kindergarten.
- Participate in EDI data collection and use results to inform program development.
- Maintain and enhance relationships with community partners and establish ongoing collaborative projects.
- Ongoing participation in Changing Possibilities for Young Children initiative.

- Deepen engagement with K-3 teachers with the Early Learning Framework.
- Deepen family and community engagement in new and existing early years (birth to 5) programs.
- Provide opportunities for collaboration with ECE’s and Kindergarten teachers.
- Investigate and pilot early learning assessment tools and techniques.
- Enhance the sharing of information from pre-school transition meetings with Kindergarten teachers.

### EVIDENCE/METRICS

- Early Years Developmental Instrument (EDI)
- Kindergarten Assessment
- K-12 Learning Updates/Summary of Learning
- Class Reviews
- Parent Surveys



# CULTIVATING AN ETHIC OF LEARNING (titlwšɛm ʔəms taʔow)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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*Ensure early learners and students have the best possible learning experience.*

- Foster deep learning so all students can flourish in a rapidly changing world.
- Increase student engagement and voice.

- Continue to focus on ensuring that Indigenous students, children/youth in care, and students with disabilities/diverse abilities show growth that is consistent with students in the general population by finding ways to eliminate inequities.
- Provide opportunities for learners to develop core competencies and engage in goal setting.
- Enhance student engagement and skill development through personalized and project-based learning initiatives and specialized programs.
- Support universal design for learning (UDL) to meet the diverse needs, skills, and interests of learners.
- Support staff use of technology to enhance teaching and learning.
- Build support for educators through department heads, coordinators, and student success teachers.
- Continue to offer opportunities for student engagement on district committees.

- Strengthen knowledge, understanding, and application of assessment principles necessary to support and empower students in their learning.
- Promote the use of the ISTE Standards for students, educators, and leaders to create high-impact, sustainable, and equitable learning experiences.
- Facilitate and support opportunities for school-based staff to collaborate on initiatives that enhance student choice, student engagement, and differentiation of instruction.
- Reestablish the district elementary student leadership committee.
- Provide opportunities for student leaders to collaborate.

## EVIDENCE/METRICS

- Completion Rates
- Transition Rates
- Student Learning Survey
- How Are We Doing? Report
- Middle Years Development Instrument (MDI)

- Youth Development Instrument (YDI)
- Learning Updates/Summary of Learning
- Self-Reflections on Core Competencies
- Student Goal Setting Artifacts
- Class Reviews

- Listening Campaigns
- Empathy Interviews
- Surveys



# CULTIVATING AN ETHIC OF LEARNING (titlwšɛm ʔəms taʔow)

## DISTRICT OBJECTIVES      DEPARTMENT ESTABLISHED & ONGOING ACTIONS      PLANNED ACTIONS

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

- Expand school food programs to ensure all students have access to nutritious meals and are ready to learn.

- Continue to support the Principal of Early Learning, Child Care, and School Nutrition and the Food Literacy Coordinator.
- Continue to provide resources to ensure access to nutritious food in all schools.
- Continue to support the development and maintenance of school gardens.
- Continue to support teachers in planning for and implementing students' hands on experiences in the garden and kitchen.

- Create a cohesive plan that further supports nutritious food programs in all schools.
- Develop a food security strategy in consultation with community partners.

**EVIDENCE/METRICS**  
Student Learning Survey  
Middle Years Development Instrument (MDI)  
Youth Development Instrument (YDI)





# CULTIVATING CURIOSITY (payot gagayεttən)

## DISTRICT OBJECTIVES      DEPARTMENT ESTABLISHED & ONGOING ACTIONS      PLANNED ACTIONS

*Transform our learning environments into places of innovation.*

- Continue to support land based and place based learning.
- Strengthen our competencies around environmental stewardship.

- Continue to support the Outdoor Learning Coordinator.
- Continue to develop and promote quality outdoor learning spaces and learning (e.g. school gardens, outdoor classrooms, CMA, LEAP, Environmental and Sustainability Club) to support and enhance learning in nature.
- Continue to offer ongoing opportunities for learning at the Outdoor Learning Centre.
- Continue to hold end of year outdoor learning camps for all Grade 7 students.
- Continue to support the Food Literacy Coordinator.
- Implement the Seed to Plate food skills program for Gr 4-7 students where students engage in seasonal land-based learning opportunities to understand food production in local context and climates.

- Enhance use of our school gardens to further develop students' understanding of climate action on food production.
- Support collaboration between the Outdoor Learning Coordinator and the Numeracy Coordinator to offer learning opportunities in providing numeracy instruction outdoors.
- Create a Sustainability Coordinator position to support environmental stewardship professional learning opportunities and K-12 curriculum.
- Explore partnerships with Tla'amin Nation on integrating local Indigenous land stewardship practices into food systems.

### EVIDENCE/METRICS

- Student Learning Survey
- Middle Years Development Instrument (MDI)
- Surveys



# CULTIVATING CURIOSITY (payot gagayɛtən)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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*Transform our learning environments into places of innovation.*

- Strengthen personalized and flexible learning opportunities, including redesigning learning spaces.
- Create a culture of inquiry and innovation.

- Continue to focus on ensuring that Indigenous students, children/youth in care, and students with disabilities/diverse abilities show growth that is consistent with students in the general population by finding ways to eliminate inequities.
- Continue to use a collaborative team approach to teaching and learning.
- Build support for educators through department heads and coordinators.
- Continue to provide purposeful career-life development opportunities for all students (e.g. career education curriculum, BAA courses, dual credit programs, Skilled Trades BC programs, career fairs).
- Continue collaboration with PSIs and community partners.
- Support experiential learning opportunities.
- Support exploration of a school library learning commons model.
- Continue to support ADST Innovator.
- Implement ADST Scope and Sequence.

- Increase opportunities that support interdisciplinary inquiry and core competencies.
- Create common resources and procedures for Career Life Connections and Capstone.
- Support the transition to a Provincial Online Learning School (POLS) while continuing to offer other online and blended spaces .
- Transform school library spaces into vibrant library learning commons.
- Increase the application of ADST curriculum.
- Increase student agency throughout the system enabling voice and choice in decision making within a classroom, school, and district.

## EVIDENCE/METRICS

- Completion Rates
- Transition Rates
- Student Learning Survey
- How Are We Doing? Report
- Middle Years Development Instrument (MDI)

- Learning Updates/Summary of Learning
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Focus Groups



# CULTIVATING CONNECTION (paʔa kʷʊms qʷayigən)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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*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.

- Continue to focus on ensuring that Indigenous students, children/youth in care, and students with disabilities/diverse abilities show growth that is consistent with students in the general population by finding ways to eliminate inequities.
- Continue to offer learning opportunities to students and staff connected to mental health literacy and social emotional learning skills
- Implement the Mental Health in Schools Strategy.
- Continue to support a K-7 Mental Health Coordinator to assist educators with implementation of the mental health curriculum.
- Support PHE educators with curriculum using a Professional Learning Community (PLC) model.
- Strengthen successful transitions (school to school and school to community) (district wide events like the Grade 7 Health and Wellness Conference, tours, work experience and other experiential learning, etc.).
- Offer Compassionate Systems Leadership training to Principals/Vice-Principals.
- Continue to participate in the BC SOGI Educator Network

- Support the K-12 Anti-Racism Action Plan
- Establish a Justice, Equity, Diversity, Inclusion (JEDI) committee.
- Implement the Elementary Mental Health Literacy Resource and Mental Health and High School Curriculum Guide.
- Reestablish the district elementary student leadership group and provide opportunities for them to connect with secondary school student leaders.
- Expand the Compassionate Systems Leadership framework training to other staff and students.
- Enhance mentorship opportunities for educators.
- Create opportunities for greater parent involvement in the learning process.
- Support the Integrated Child and Youth (ICY) Team implementation.
- Support establishment of a community Foundry.

## EVIDENCE/METRICS

- Student Learning Survey
- Early Years Developmental Instrument (EDI)
- Middle Years Development Instrument (MDI)
- Youth Development Instrument (YDI)
- How Are We Doing? Report

- Student and Staff Surveys
- Listening Campaigns
- Empathy Interviews





# CULTIVATING CONNECTION (paʔa kʷʊms qʷayigən)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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*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.

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- Continue to support opportunities that promote staff wellness (e.g. Staff Wellness Committee initiatives, Homewood Health, LifeSpeak).
- Implement Safe Schools and erase strategies (e.g. Codes of Conduct, online reporting tool, training modules, nonviolent crisis intervention training).
- Continue strengthening ongoing community relationships (e.g. Tla’amin Nation, MCFD, CYMH, Youth and Family, VCH).

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- Create and share a year-long SOGI inclusive professional learning BINGO activity.
- Provide intersex-inclusive progress pride flags for each school and provide student-led SOGI-inclusive learning and activities during flag-installation ceremonies.

## EVIDENCE/METRICS

- Student Learning Survey
- Early Years Developmental Instrument (EDI)
- Middle Years Development Instrument (MDI)
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- How Are We Doing? Report

- Student and Staff Surveys
- Listening Campaigns
- Empathy Interviews



# SUPPORTING SELF DETERMINATION (ʔajɛnɪx<sup>w</sup>egəs)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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*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 (ʔimot θ titiwšɛm, toχnegosəmx<sup>w</sup>om θoθo).

- Implement ʔaʔamin (Tla’amin) Education Agreement (TEA).
- Increased focus on Indigenous perspectives, knowledge, and worldviews.
- Continue to review school and district data focused on Indigenous students.
- Strengthen successful transitions for Indigenous students (home to school, school to school, and school to community).
- Support inclusive and anti-racist education and practices.
- Support a competency based inclusive support model and competency based IEP process.
- Continue to provide professional development opportunities for staff that reinforce and model learning that is culturally responsive and embraces the First Peoples Principles of Learning (e.g. ʔayʔajuθəm language lessons, cultural humility training).

- Support the Guided Indigenized Journey to Excellence (GIJE) program in a new semester.
- Review school based assessments using an equity lens.
- Reinforce school based structures to facilitate regular monitoring of student growth.
- Begin a district appreciative inquiry/street data project focusing on the school experiences of Indigenous learners.
- Create a district wide framework to support the successful transition of Indigenous learners between schools.
- Establish regular meetings with school principals to examine the inequities that exist within the school system and find ways to support Indigenous students.

## EVIDENCE/METRICS

- Completion Rates
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# CULTIVATING TRUTH AND RECONCILIATION (gʷnaʔxʷuθs)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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- Honour Truth and Reconciliation.*
- Work to undo the legacies of colonialism through diverse pathways including supporting ʔayʔajuθəm 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.

- Increase initiatives tied to the Truth and Reconciliation Commissions Calls to Action (Four Seasons of Indigenous Learning, Blanket Exercise, Truth and Reconciliation Week, Indigenous-focused courses, Equity in Action Project, etc.).
- Raise awareness and understanding of Standard 9 of the BC Teacher Council Professional Standards.
- Create safe and welcoming learning environments for Indigenous learners through regular language, history, and culture lessons provided by the Indigenous Education Team.

- Pilot an afternoon ʔayʔajuθəm language Kindergarten program called qaymɪxʷqenəmšt qay-mixw qeh-numsht (we are all speaking our language) at Tla’amin.
- Support the expansion of Indigenous Education Team positions (čepθ [auntie or uncle] positions, Indigenous Student Success Teachers)
- Support a planned school district name change to qathet with education resources

## EVIDENCE/METRICS

- Completion Rates
- Transition Rates
- Student Learning Survey
- How Are We Doing? Report

Learning Updates/Summary of Learning Surveys



# CULTIVATING INTEGRITY/RESPONSIBILITY (hays qaymεmix<sup>w</sup> ?ay?aytawθ)

DISTRICT OBJECTIVES	DEPARTMENT ESTABLISHED & ONGOING ACTIONS	PLANNED ACTIONS
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- 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.

- Continue to support the Outdoor Learning Coordinator in encouraging outdoor learning that is grounded in Indigenous ways of knowing
- Continue to provide professional development opportunities for staff that reinforce and model learning that is culturally responsive and embraces First Peoples Principles of Learning
- Implement strategic planning reporting and accountability measures.
- Align the review and evaluation of district and school data with the continuous improvement cycle.
- Support the Professional Growth Plan, School Growth Plan, and Operational Plan processes.

- Support a collaboration between the Outdoor Learning Coordinator and the Indigenous Success Teacher to create collaborative learning sessions that support outdoor learning opportunities embedded in Indigenous ways of knowing.
- Create a Sustainability Coordinator position to support sustainability and climate action professional learning opportunities and K-12 curriculum.
- Support the implementation of the K-12 Student Reporting Policy.
- Support the implementation of the *Accountability and Quality Assurance (AQA) Framework* for online schools.
- Provide monthly professional learning sessions for Principals/Vice Principals on topics related to continuous improvement.
- Create an Accessibility Committee and implement an Accessibility Plan in alignment with the Accessible BC Act.
- Develop tools and resources to support departmental Operational Plans.

## EVIDENCE/METRICS

- FESL Report
- Student Learning Survey
- Middle Years Development Instrument (MDI)
- School Growth Plan Reports

