	Aspiration	Outcomes	Actions	Measures	TEAM - Who is Responsible	Submitted & Reviewed	How far along are we?
Truths, Reparation, and Restoration (KNOW)	Identify settler/colonial bias in policy and practice as we create awareness and work to decolonize systems that perpetuate inequity and racism (healing)	Policy and practice are respectful and inclusive of Indigenous understandings and ways of being	• Policy and practice are regularly reviewed and updated to reduce bias and colonial emphases	• Self-reflection • Policy review • Administrative Practices Review • Anti-Racism Educators Survey	Indigenous Education team Principals Senior Leadership Team		
		All students and staff have a constructive and respectful understanding of the distinct history and unique rights of Indigenous Peoples in B.C	• Adult learners engage in learning that helps uncover personal bias and deepens learning with humility as we acknowledge truths and commit to changed behaviour				
	Achieve equitable educational outcomes for all Indigenous students in our district	Indigenous learners feel welcomed, respected, and comfortable learning in our schools	• Create Indigenous-focused educational spaces in every school • Indigenous Education lead in every school	• How Are We Doing Report • Student Learning Survey • Student feedback – conversational/street data • Equity Tool • Indigenous Education Tracking Tool	Indigenous Education team Principals Senior Leadership Team		
		Indigenous learners lead graduation rates and are supported to pursue their dreams and passions	• Approach instruction and assessment through the lens of the First Peoples Principles of Learning • Provide targeted support for Indigenous learners				
		Greater visibility of language and culture in all SD64 schools	• Increase the number of language and culture courses offered in SD64 • Facilitate and encourage the use of more Indigenous resources • Collaborate with Indigenous Education Council to initiate development of localized curriculum				
	Acknowledge, honour, and respect rights holders by strengthening and sustaining productive and respectful relationships (reparation)	The school district functions in such a way that distinct local Indigenous cultures and identities are understood, upheld and respected	• Regularly meet with local nations • Invite participation in school/district ceremonies and events	• Feedback from rightsholders and Indigenous Education Council • Self-reflection • Evidence of learning (anecdotal)	Indigenous Education team Principals Senior Leadership Team		
		Learning language, culture, governance, and history of local nations	• Connect with neighbouring school districts' Indigenous Education teams • Share resources • Focused in-service and professional learning of language, culture, governance, and history of local nations				
	Embed Indigenous worldviews, ways of knowing and being, language, and culture throughout the District (restoration)	Local Indigenous languages are living, used, taught and visible throughout the district	• Use local Indigenous languages more consistently across the district • Create language learning opportunities for students and staff • Create courses focused on local Indigenous language, culture, and history	• Anecdotal – teacher and student feedback • Indigenous graduation requirement – course assessment • Indigenous course selection and enrolment • Youth on the land feedback (and credit) • Presence of language and culture (learning walks)	Indigenous Education team Principals Senior Leadership Team		
		Indigenous worldviews, ways of knowing and being, and culture are visible throughout the district	• First Peoples Principles of Learning are used as lens for teaching and learning • Increase participation in land-based learning, language and culture				

	Aspiration	Outcomes	Actions	Measures	TEAM	Submit-Review	How far along…?
Belonging and Relationships (BE)	Be a leader in cultivating well-being and championing social justice	Enhance inclusion and accessible school environments and remove barriers within the district, school, and classroom environments	• Increase public engagement through the accessibility feedback tool to identify barriers to access within the district • Support the multi-year accessibility plan to address barriers that are attitudinal, physical, informational/communicational, systemic and/or sensory • Support teacher and staff growth around accessibility • Create and maintain accessibility SharePoint site for all educators	• Equity Tool • District and provincial assessments • PVP feedback • How Are We Doing Report • Student Learning Survey • McCreary Adolescent Health Survey (every 5 years) • Accessibility feedback • Anti-racism reporting and feedback • Attendance • Anecdotal (street data)	Senior Leadership Team Inclusive Education Team Principals Teachers		
		Improved long-term outcomes for identified children and youth in care, Indigenous learners, and learners with disabilities and diverse abilities	• Engage PVP and lead teachers in evidence-informed professional learning and practice for supporting children and youth in care, Indigenous learners, and learners with diverse and disabilities, through the provision of individualized supports • Create quality competency-based Individual Educational Plans • Provide evidence informed targeted and individualized supports, interventions, and services				
		Students of diverse sexual orientation and gender identities feel safe, empowered, included, and represented in schools	• SOGI leads in every school • Safe Schools resources • Professional learning				
		Increased awareness and capacity in addressing mental health challenges	• Engage in compassionate systems awareness training and implement tools, strategies, and practices in schools and classrooms (mental health)				
		Students feel welcome, safe, connected, and know that adults care about them at school	• Support teacher and staff growth around anti-racism • Maintain and expand anti-racism SharePoint site for all educators • Explore ways, in collaboration with students, to create safer and more inclusive spaces in our schools				
	Strengthen and maintain relationships with community partners	Collaborative dialogue with community partners/agencies to ensure future success of all learners	• Develop broad community strategies to respond to the EDI (Early Development Index) data and reduce childhood vulnerabilities	• Partner feedback • District-wide career development and programing participation results • Student Learning Survey	Senior Leadership Team Principals Teachers		
		Expand career options for students	• Strengthen Career Education K-9 • Connect to and with post-secondary institutions to create collaborative projects that expand career options for students • Grow practice and strengthen relationships among Collaborative Practice Team members				

An Ethic of Learning (UNDERSTAND)

	Aspiration	Outcomes	Actions	Measures	TEAM	Submit-Review	How far along…?
	Empower student agency, engagement, and voice	Students are meaningfully included in the learning environment	• Develop student understanding and ownership of their learning process • Create safe, caring, compassionate, and collaborative learning environments	• Student Learning Survey • Street data/student feedback	Senior Leadership Team Principals Teachers Students		
		Students have choice about how, when, and where their learning takes place	• Provide resources for personalized learning • Engage student leadership in operational planning				
	Nurture curious, critical, and creative learners so that every student is prepared and ready for world beyond PreK to 12	Flexibility and options that nurture students' passions and interests as they meet the requirements for the graduation program	• Strengthen supports and services for learners to adapt to shifting learning requirements, including technology • Apply trauma-informed practices • Utilize teaching practices that encourage critical and creative thinking • Encourage programming for students on interconnectedness locally, regionally, and globally	• IPass • CBIEPs • Core Competency self-reflection • Assessment of service use • Student Learning Survey	Senior Leadership Team Principals Teachers Early Learning team		
		Growth in early learning programs	• Collaborate with community partner organizations, agencies, and Elders Provide professional learning for staff				
	Foster deeper learning experiences	Positive engaging learning experiences that support foundational literacy and numeracy skill development	• Support numeracy collaboration, practice, and assessment • Support literacy collaboration, practice, and assessment	• FSA • Graduation literacy and numeracy assessments • IPass • report cards • anecdotal feedback – street data	Senior Leadership Team Principals Teachers		
		Supports in place for all staff to adapt to the rapidly changing educational environment and students' needs	• Grow awareness and capacity in students and staff in the areas of digital literacy and citizenship (ethical use of technology)				
		More collaborative, professional learning experiences	• Grow capacity through targeted and relevant collaboration, professional development, and in-service that uses the expertise of our staff				

	Aspiration	Outcomes	Actions	Measures	TEAM	Submit-Review	How far along…?

Integrity & Responsibility (DO)	Implement sustainable practices for alignment and coherence	All departments have annual, mid/long-range plans	• Departments create plans that foster sustainable and future-oriented practices with student well-being at the center	• Assessment of site/department plans:
				  - *School plans*
				  - *Long-range facilities and maintenance plan*
				  - *Long-range balanced budget plan*
				  - *Information and Technology plan*
				  - *HR plan (retention, recruitment, and succession planning)*
				  - *Communications plan*
				  - *Enhancing Student Learning Report*
				  - *Indigenous Education Enhancement Agreement*
				  - *Inclusive Education Framework for Action*
				  - *Annual Early Years Plan*
				  - *District child care Intentions*
				  - *Annual programs review*
				• Anecdotal (street data)
					Senior Leadership Team
					
					Director of Operations
					
					IT Manager
					
					Principals
					
					Teachers		

		Department plans align with district commitments, direction, and values	• Cycles of reflection and review are in place for plan				
		School plans align with district commitments, direction and values	• In-service, review, and feedback provided to schools on their plans for enhancing student learning • Support and develop skills for using data to inform decision-making, instruction, and planning				
		School district staff, students, families, and community partners understand processes for communicating concerns and sharing feedback	• Create a regular process for seeking feedback from staff, students, families and community partners • Regularly review communication protocols	• Feedback/survey results • Anecdotal (street data)	Senior Leadership Team Principals		
	Be a leader in environmental stewardship and sustainability	Ongoing learning for students and staff on climate action and environmental sustainability	• Assess and review district sites and vehicles for increased awareness and understanding of how to reduce emissions • Reduce district greenhouse gas emissions • Transition to using electric buses • Communicate and encourage a "pack in - pack out" practice	• Carbon-neutral report • Assessment of environmental programs and practices in schools • Feeding Futures reporting, including student feedback • Amount of time spent learning outdoors	Senior Leadership Team Director of Operations Principals Teachers		
		Food security initiatives that include community partners and are stigma-free	• Promote food security and create community partnerships to help feed students				
		Increased opportunities for outdoor learning experiences and programming	• Encourage and provide opportunities for staff to grow skills and qualifications related to outdoor place-based learning				