

EDUCATION COMMITTEE AGENDA



September 13, 2023 – 4:00 p.m.

WELCOME AND ACKNOWLEDGEMENT

This meeting is being held on the traditional and unceded territory of the Secwépemc People.

1. June 14, 2022, Education Committee Report
2. District Plan for Learners Success FESL Reporting
3. Outdoor Learning
4. September 5 - District Learning Day Update
5. Future Meeting Dates:

MEETING	DATE	TIME	LOCATION
Education Committee	October 11, 2023	4:00 p.m.	Board Office
Education Committee	November 8, 2023	4:00 p.m.	Board Office
Education Committee	December 6, 2023	4:00 p.m.	Board Office
Education Committee	January 10, 2024	4:00 p.m.	Board Office
Education Committee	February 7, 2024	4:00 p.m.	Board Office
Education Committee	February 27, 2024	4:00 p.m.	Board Office
Education Committee	April 10, 2024	4:00 p.m.	Board Office
Education Committee	May 15, 2024	4:00 p.m.	Board Office
Education Committee	June 12, 2024	4:00 p.m.	Board Office

“Learning, Growing, and Belonging Together”

Education Committee Meeting Report



June 14, 2023 (4:00 p.m. – 5:25 p.m.)

Trustees in Attendance: Anne Kohut, (Chaired Mtg.) Mary Forbes, Willow Macdonald (4:08)

TEAMS: Ciel Patenaude

Regrets:

Staff: Superintendent / Acting ST Chris van der Mark, Deputy Superintendent Cheryl Lenardon, Directors of Instruction Sean Cameron, Cathy van der Mark, Anita Richardson, Executive Assistant Jodi Symmes.

Agenda Item	Notes	Action
Acknowledgment of Traditional Territory		
1. May 10, 2023, Committee Report	The committee reviewed the report and recommended no changes.	None.
2. Learning Highlights	<p>Our team of teachers and administrators who belong to the Leadership Series provided presentations on what they have viewed as the highlights of their year.</p> <ul style="list-style-type: none"> Tracy Walton, LCSS – presented on learnings gained from Shelly Moore attending the district April 27 Pro-D day. Holly Zurak, Alina Cameron, Caitlin Currie – presented on the NOIIE Symposium 2023, and the Learning Series Groups year in review. 	None. Information only.
3. Community Field Experience	Deputy Superintendent Cheryl Lenardon provided an update on this springs CFE candidates.	None. Information only.
4. Presentations International Field Trips	<p>Peter Skene Ogden – Japan: Principal Caitlin Currie and teacher lead Tai St Pierre will briefly present their trip plan.</p> <ul style="list-style-type: none"> Cancelation policy reviewed, Students who travel, fall under the school code of conduct, All travel rules, and questions will be covered in the first meeting due to be held in September with the parents. 	THAT the Board of Education approve the Peter Skene Ogden – Japan field trip in principle with final approval pending confirmation of details prior to the trip.

“Learning, Growing, and Belonging Together”

Agenda Item	Notes	Action
5. Presentations International Field Trips	Lake City Italy Greece Band Tour: Principal Curt Levens and Teacher lead Laura Eilers will briefly present their trip plan <ul style="list-style-type: none"> • Spring Break 2025, • Reviewed cancelation insurance, • Discussion around student behavior concerns – a letter to parents’ states that any student who does not comply with school code of conduct, will be sent home, at the parent’s expense, • First parent meeting has taken place. 	THAT the Board of Education approve the Lake City Italy Greece Band Tour in principle with final approval pending confirmation of details prior to the trip.

6. Proposed Future Meeting Dates

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TO: Board of Education

FROM: Cheryl Lenardon

DATE: September 13, 2023

RE: District Plan for Learner Success 2023 Draft Report

BACKGROUND

We are now in the third and final year of the District Plan for Learner Success approved by the Board in September 2021. The Enhancing Student Learning Report will be reviewed by the Board at the September 26 Board Meeting prior to submission to the Ministry of Education and Child Care. Highlights of the report will be shared at the Education Committee Meeting.

INFORMATION

The draft report of progress on the District Plan for Learner Success in the 2022-2023 school year for Cariboo-Chilcotin School District has been prepared using the template provided by the Ministry of Education and Child Care. This draft will be refined prior to the Board Meeting.

The Enhancing Student Learning Report must present, for the purpose of public transparency and assurance, the disaggregated student achievement data required in the [Enhancing Student Learning Reporting Order \(Reporting Order\)](#), include information relating to the board's approach to continuous improvement of student achievement, such as summaries of successes and strategic engagement processes and an outline of strategic and operational adaptations, and be submitted to the Ministry by September 30th as a PDF and district website link.

The template requires the inclusion of 85 graphs showing the provincial and district comparators for at least three years for a number of measures each disaggregated for all students, Indigenous students, Indigenous students on-reserve, Indigenous students off-reserve, students with disabilities and diverse abilities, and children and youth in care. Local data may be added. An analysis is to be provided of the evidence of intellectual development, human and social development, and career development. Also to be addressed are current strategic plan priorities, successes for the past year, areas for growth, strategic engagement, next steps, and alignment for successful implementation. We have made some adjustments to the order of the elements and combined areas for growth with next steps.

“Learning, Growing, and Belonging Together”

Deputy Superintendent Lenardon will make a presentation on highlights of the report. These will include the trends in achievement data over the past three to five years which show some improvements in some areas, and some drops last year coming out of the pandemic and the prolonged disruption to learning. Some of these mirror provincial trends. There is an equity gap between the results for all students and groups of students including Indigenous students, students with disabilities and diverse abilities, and children and youth in care although there are incidences when cohorts of these students surpass average results.

A notable observation about the student learning data is the lack of alignment between provincial assessments and district and classroom assessments. The latter reflects far greater student success than the results on BC curriculum assessments with which we have reasonable alignment with provincial outcomes. This discrepancy will be something to monitor over the next few years as we continue to build instructional and assessment capacity and use the data in deeper conversations about learning by school teams.

The most compelling data set is our local attendance data. 70% of students in the district were chronically absent missing a month or more of school last year. This will be a significant focus for the coming year as we change that pattern so we can raise achievement and improve outcomes for children and youth.

There are a number of successes to celebrate from the past year and some areas for growth that are continuing or emerging for the current year. The report and presentation will highlight these.

RECOMMENDATION

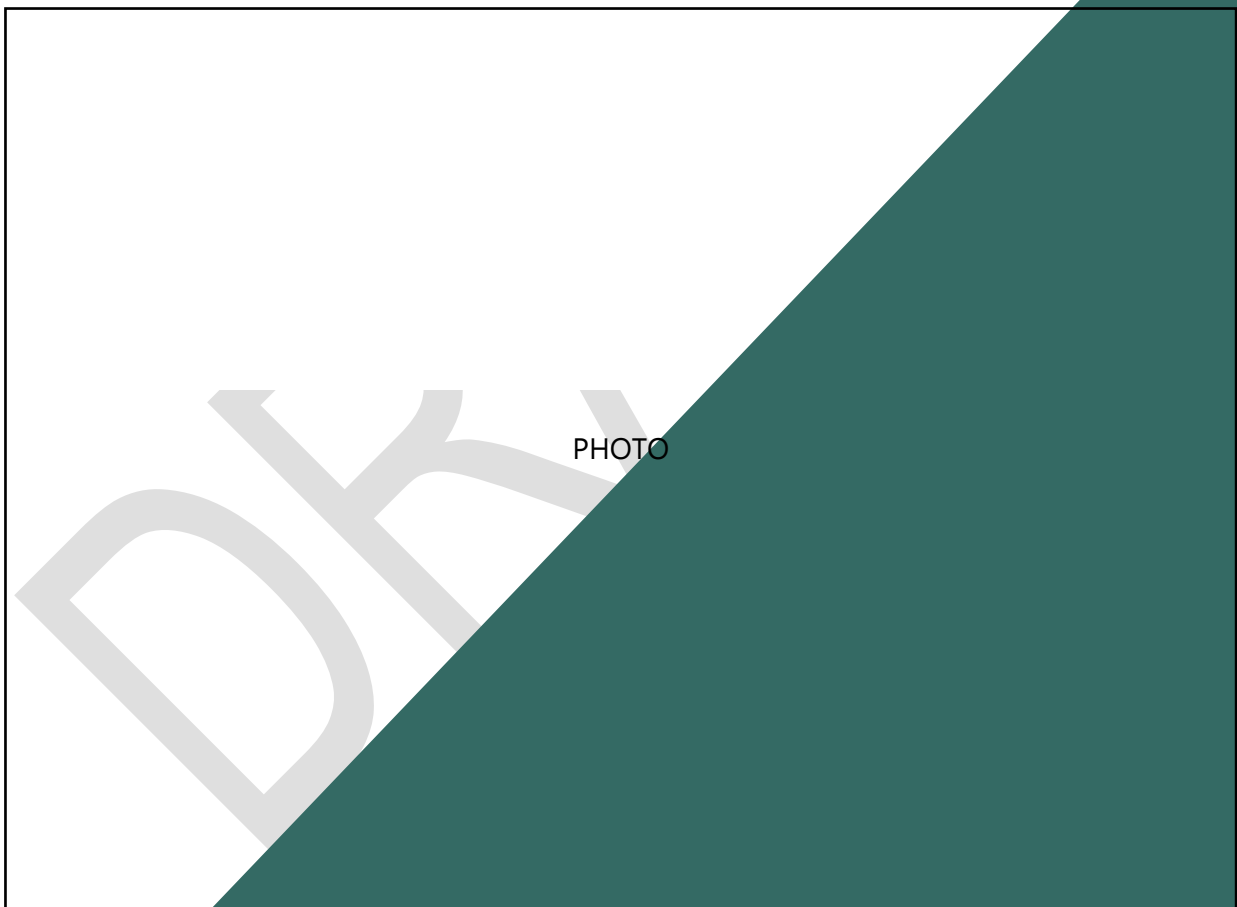
None. For information and discussion.



Enhancing Student Learning Report

September 2023

In Review of Year 3 of District Plan for Learner Success 2021-2024



Reviewed by Board on September 26, 2023

Introduction: District Context

Cariboo-Chilcotin School District No. 27 is a large [geographic area](#) roughly the size of New Brunswick in the beautiful interior of BC on the traditional and unceded territories of the Secwepemc, Tsilhqot'in and Dakelh Nations and the [communities](#) of Tsideldel First Nation (Alexis Creek Band), Tl'etinqox Government (Anaham Band), Yunesit'in Government (Stone Band), Tl'esqox (Toosey Band), Xení Gwet'in First Nation (Nemiah Valley), ?Esdilagh (Alexandria Band), Tsq'escen' (Canim Lake Band), Stswecem'c/Xget'tem (Canoe Cree/Dog Creek Band), Esk'etemc First Nation (Alkali Lake), Xats'ull (Soda Creek First Nation), T'exelc (Williams Lake First Nation) and Ulkatchot'en (Ulkatcho First Nation).



We are proud to serve XXXXX learners in kindergarten to Grade 12 in 24 schools. XXXX students identify as having Indigenous ancestry. XXX students live in 12 of the 13 First Nation communities within the district. XXX students are Metis. XX% of the student population have designations representing disabilities and diverse abilities. There are XX Children in Care at this time.

There are other factors that provide context for Cariboo-Chilcotin School District. The region was significantly affected by the 2017 wildfires and there have been alerts and evacuations in recent years including the current season. We are one of the Ministry of Public Safety and Solicitor General's nine priority districts in relation to gangs and organized crime. During the pandemic some communities had periodic or prolonged closures during which their children did were not in school. Attendance overall was very low during the pandemic and remains at concerning levels. The accumulated effect of prolonged disruption to learning is showing up in current results. Although our Human Resources team has done exceptional work in recruitment and hiring, we have not escaped the global workforce shortage issues and we have had a number of non-certified teachers on letters of permission in recent years. These factors are reflected in our planning and response.

It is important to note that Cariboo-Chilcotin School District has been engaged in a comprehensive review and rebuilding of all systems, structures, and practices following the appointment by the Ministry of Education of a Special Advisor in 2018. Since then we have an almost entirely new Board of Education and a new senior leadership team with a wealth of experience from other districts and sectors. All efforts are laser focused on enhancing student learning and outcomes. The district is making significant progress toward modernization and alignment especially in the foundational systems and structures that will support us in meeting our long-term goals.

Section A: Reflecting Back

2022-23 Student Learning Outcomes

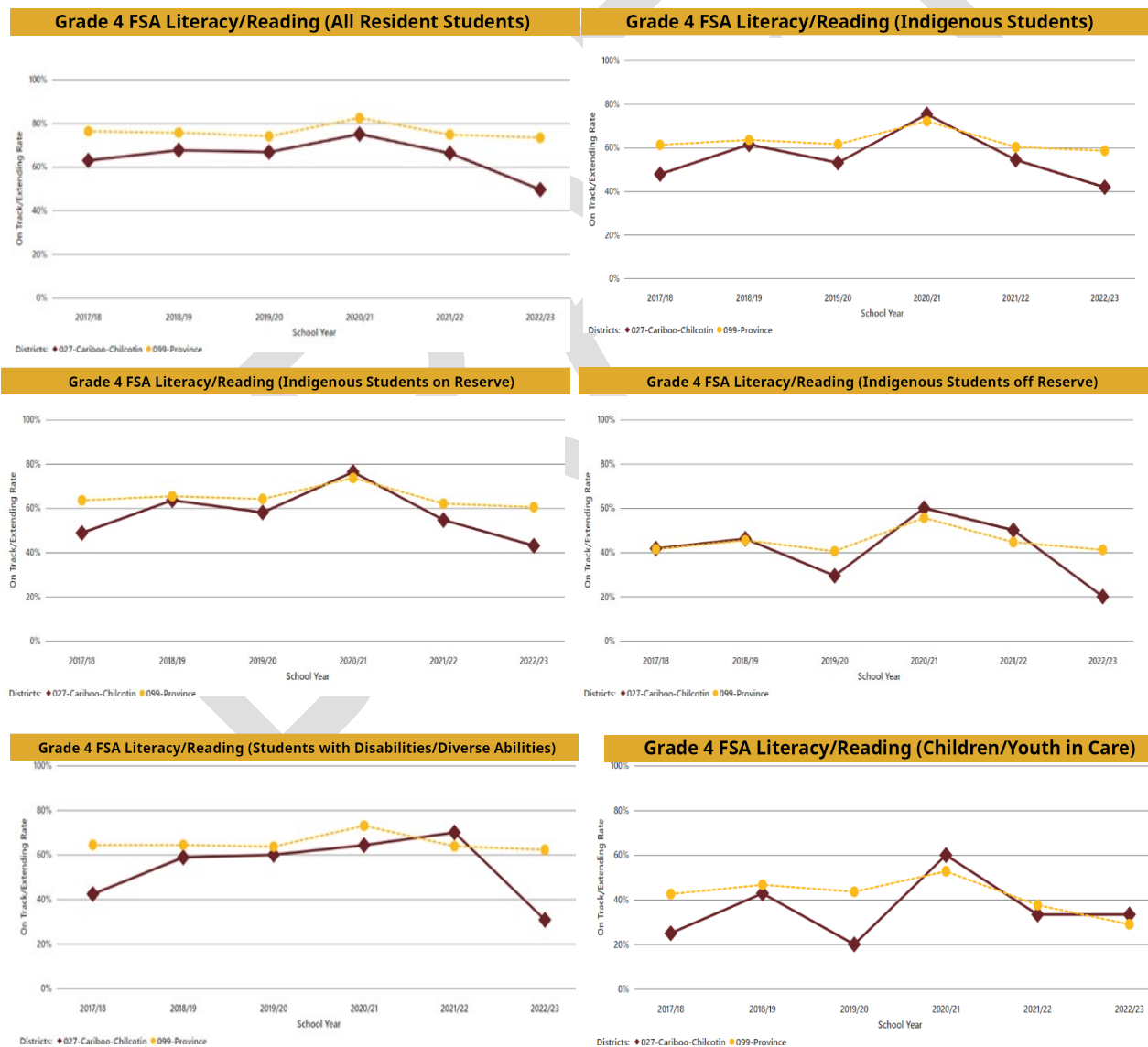
The following information on student learning outcomes represents a large number of data sets required under the Framework For Enhancing Student Learning (FESL) and a few supplemental measures unique to the district. The complete set of [BC Education system performance data](#) is available online for the province and individual districts. Where possible links to information about the measures are provided.

Intellectual Development

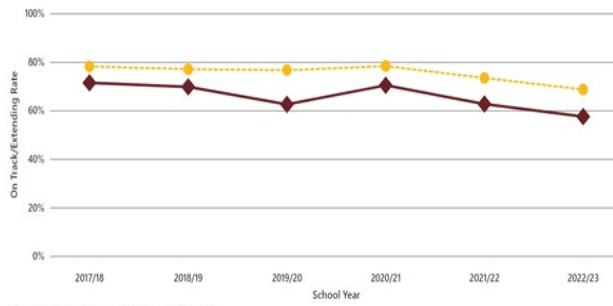
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

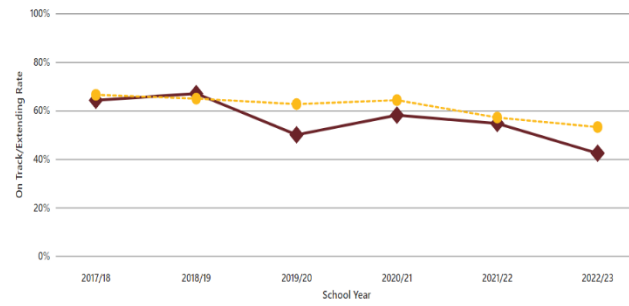
The [Foundational Skills Assessment](#) (FSA) is a provincial curriculum assessment.



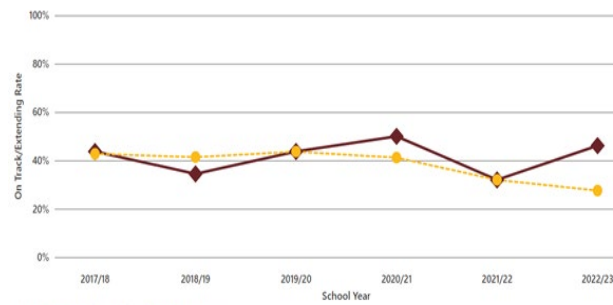
Grade 7 FSA Literacy/Reading (All Resident Students)



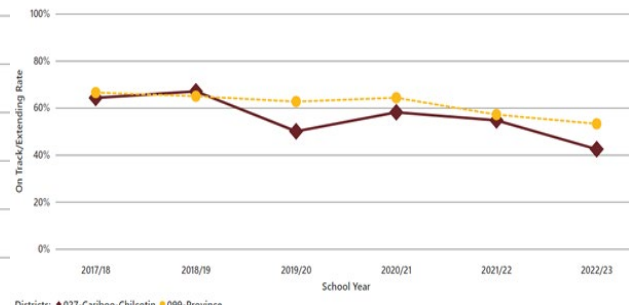
Grade 7 FSA Literacy/Reading (Indigenous Students)



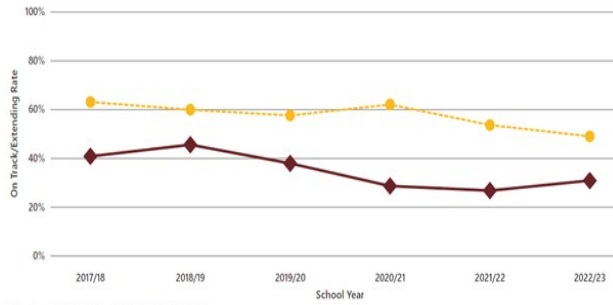
Grade 7 FSA Literacy/Reading (Indigenous Students on Reserve)



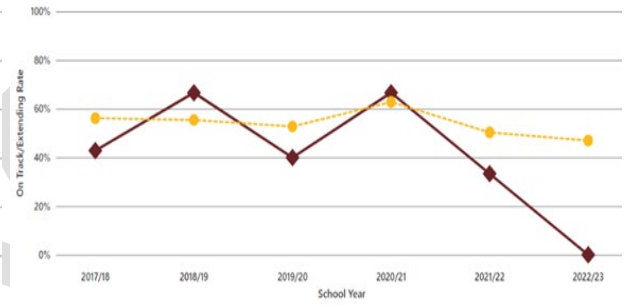
Grade 7 FSA Literacy/Reading (Indigenous Students off Reserve)



Grade 7 FSA Literacy/Reading (Students with Disabilities/Diverse Abilities)

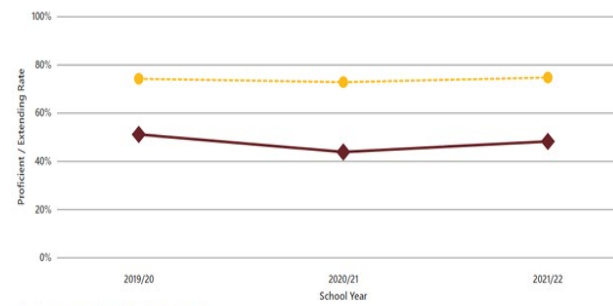


Grade 7 FSA Literacy/Reading (Children/Youth in Care)

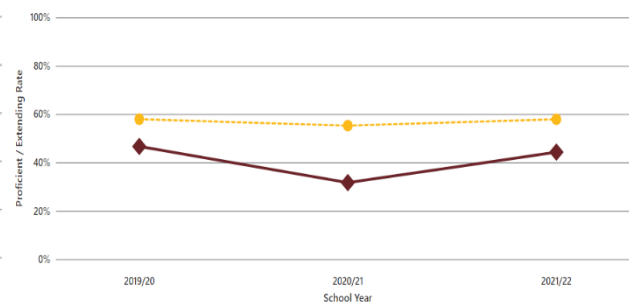


Measure 1.2: Grade 10 Literacy Expectations

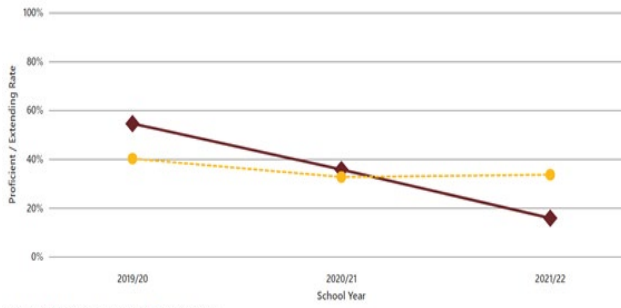
Grade 10 Grad Assessment Literacy (All Resident Students)



Grade 10 Grad Assessment Literacy (Indigenous Students)

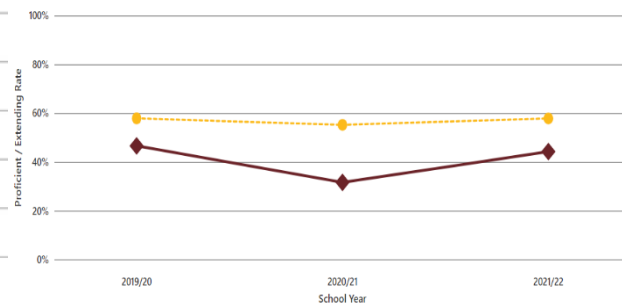


Grade 10 Grad Assessment Literacy (Indigenous Students on Reserve)



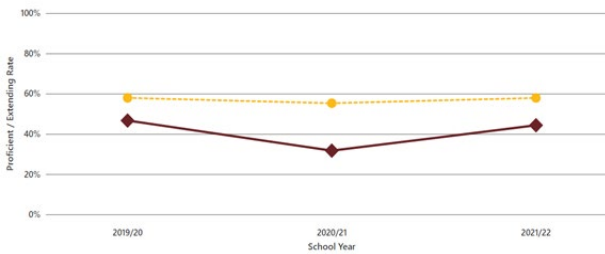
Districts: 027-Cariboo-Chilcotin 099-Province

Grade 10 Grad Assessment Literacy (Indigenous Students off Reserve)



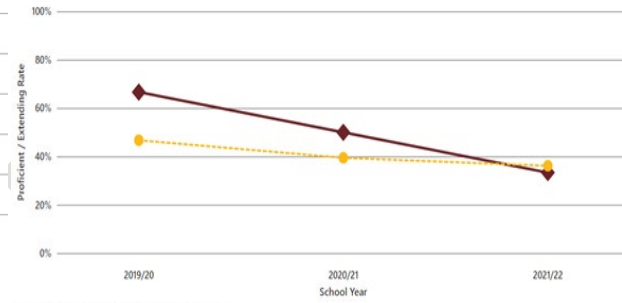
Districts: 027-Cariboo-Chilcotin 099-Province

Grade 10 Grad Assessment Literacy (Students with Disabilities/Diverse Abilities)



Districts: 027-Cariboo-Chilcotin 099-Province

Grade 10 Grad Assessment Literacy (Children/Youth in Care)



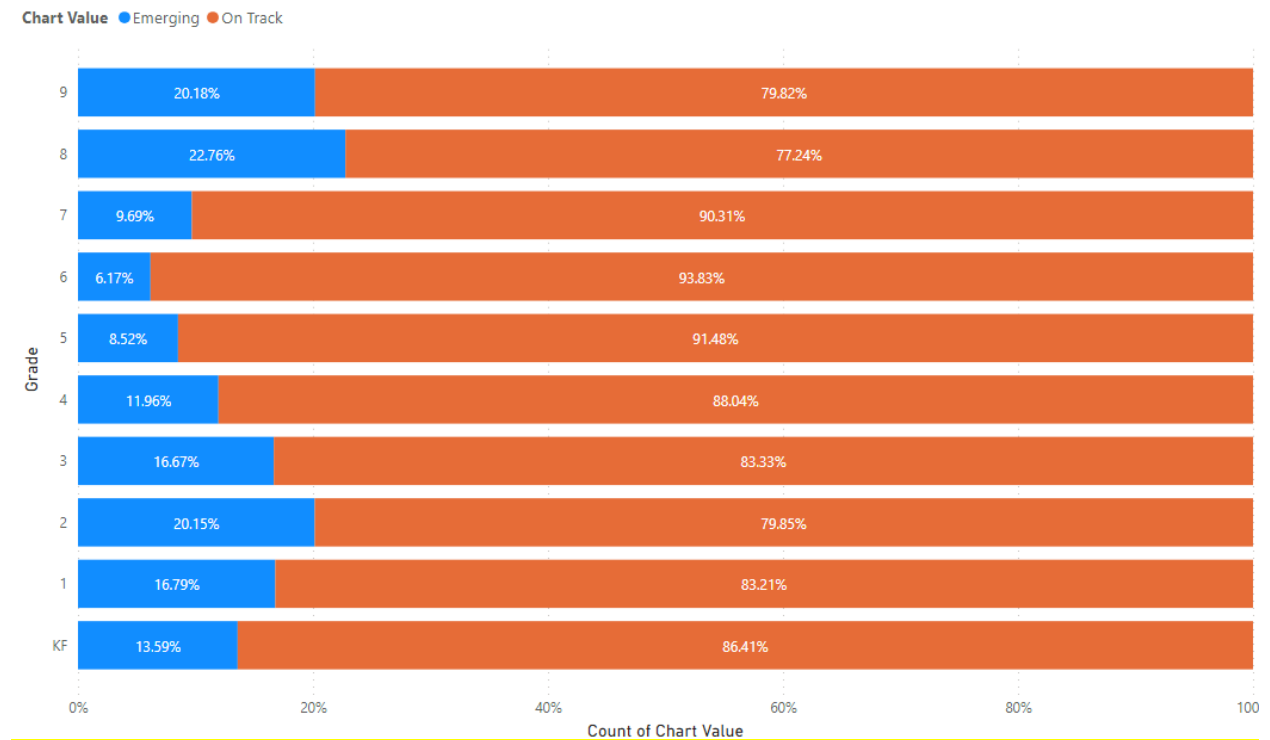
Districts: 027-Cariboo-Chilcotin 099-Province

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Relevant Additional/Local Data and Evidence

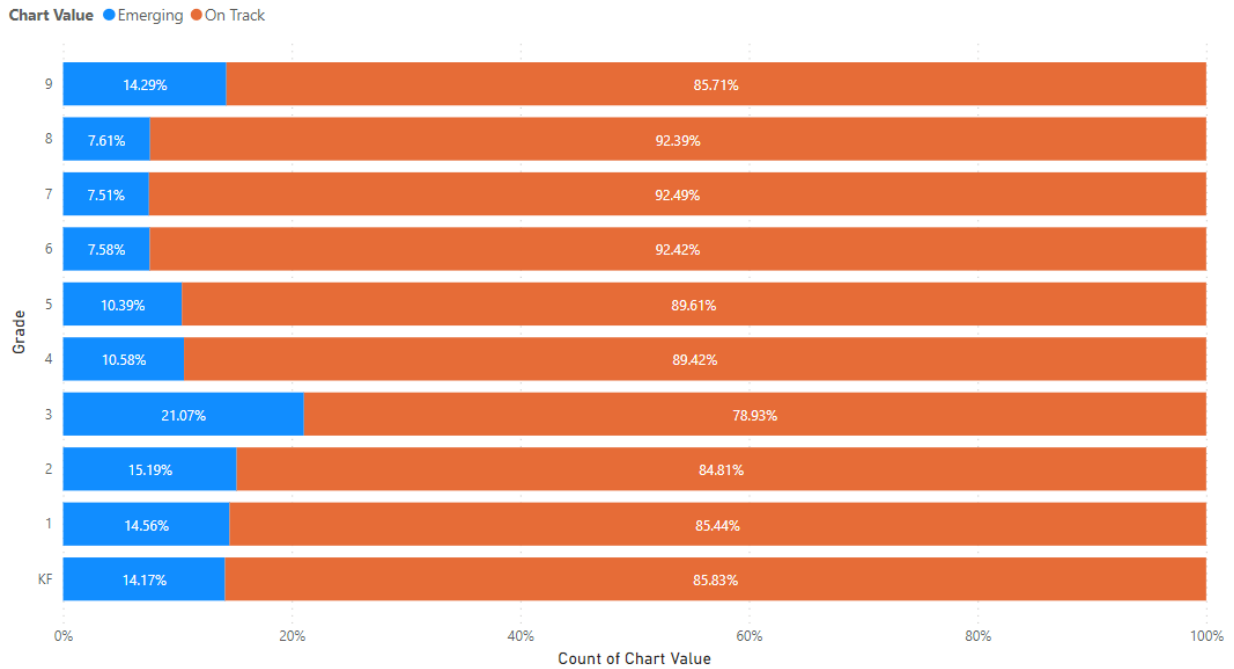
District Reading Assessment Team (DART) K-9

[DART](#) is a reading assessment widely used in BC focused on providing information to teachers that is closer to the context of the classroom. Done in the Fall and Spring it informs instructional decisions at the classroom and school level.



District School Wide Write K-9

The School Wide Writing Assessment is a formative assessment tool used in SD27. It uses the BC Writing Performance Standards and is meant to assess writing from Experience (Grade 1), personal writing (Grades 2—7), and personal views and response (Grades 8—9).

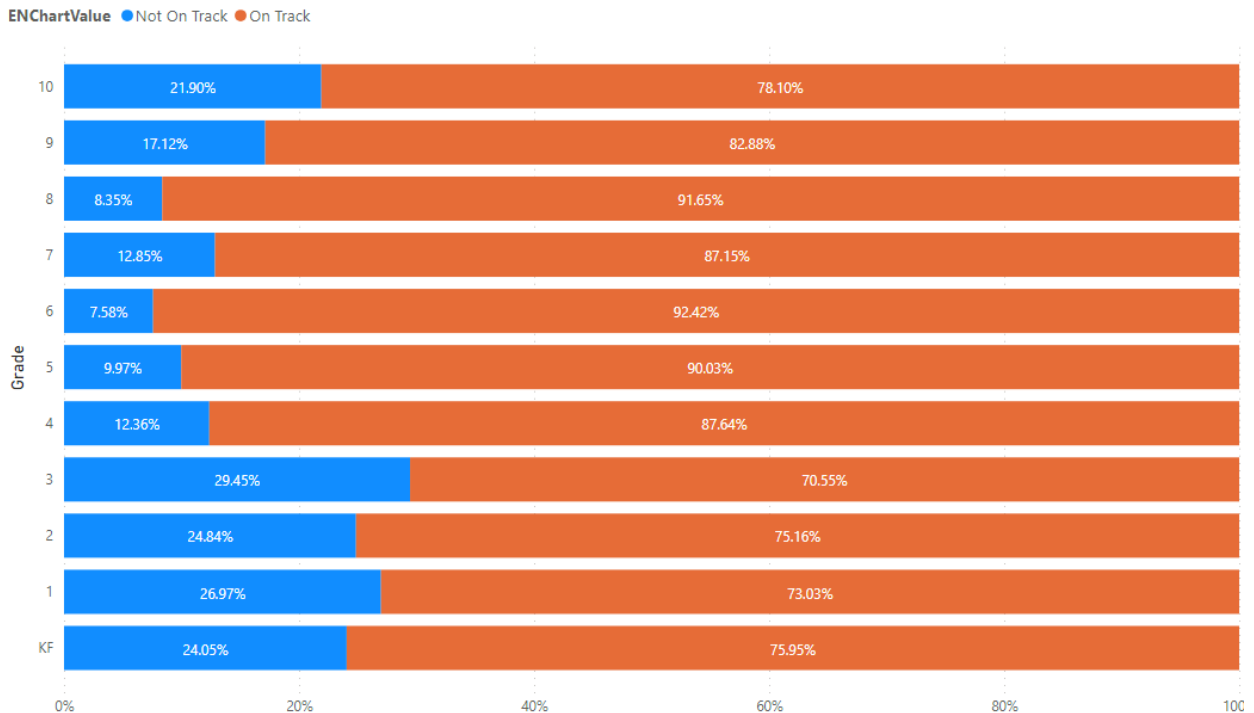


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On Track for Literacy by Grade – Report Cards K-10

On Track is a local measure based on report card information. It represents the teachers' professional judgement of students' achievement from the evidence of learning in the classroom over the reporting period (in this case the full year). Students are on track in literacy if they are approaching, proficient, or exceeding with respect to curricular outcomes in Language Arts/English.

Literacy On Track by Grade



Analysis and Interpretation: What Does this Mean?

FSA results in Literacy are up and down over the past few years across grades and groups of students we are paying particular attention to with a drop in the most recent year. There remains a gap in achievement between Cariboo-Chilcotin students and the BC average, and Indigenous students in SD 27 and the students in general in the district. This is particularly pronounced at Grade 4 for Indigenous students on-reserve and students with disabilities and diverse abilities. The FSA Grade 7 Literacy results for Indigenous students on-reserve and children in and youth in care are an exception where the result is up, and higher than SD 27 students and BC students in general. This may be promising but both are small numbers of students and tend to fluctuate year to year.

The percentage of students meeting expectations on the Grade 10 Literacy assessment is low provincially and our results are lower with the exception of the small group of children and youth in care. Adolescent literacy is clearly an area requiring more attention.

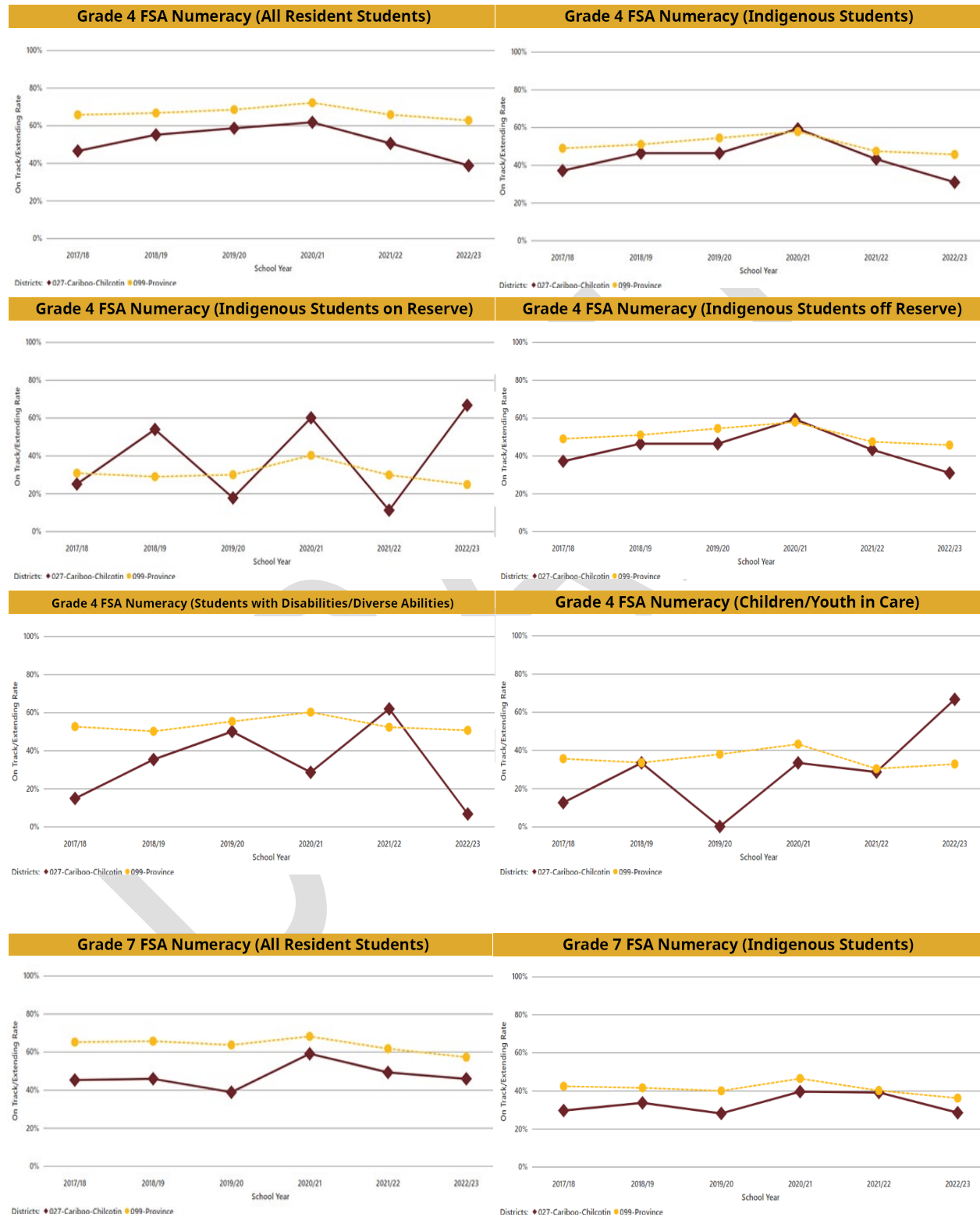
While participation in high quality professional development in classroom practice and assessment initiatives are leading indicators of future improvements in student achievement, other factors such as prolonged interruption to schooling (discussed later in the report) and workforce challenges are reflected in current results that we are not satisfied with.

We have work to do with FSA being administered consistently with students adequately prepared for and understanding the assessment. We have been thrilled with the recent participation of teachers in the marking sessions, working with their school teams to make meaning from the results, and using the information to inform instruction. Having the provincial, district, and school level assessments actively used to support teaching and learning in schools will improve results in literacy.

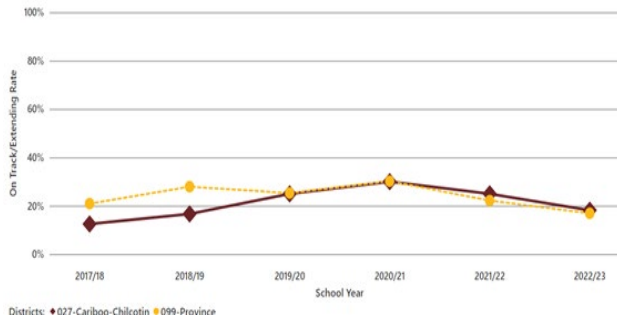
There is very little alignment between the provincial curriculum assessment (FSA) and district assessments and report card information. Classroom summative evaluation and district assessments have significantly higher results than the provincial snapshot assessments (FSA and Graduation Literacy Assessment). We will be exploring this with schools.

Educational Outcome 2: Numeracy

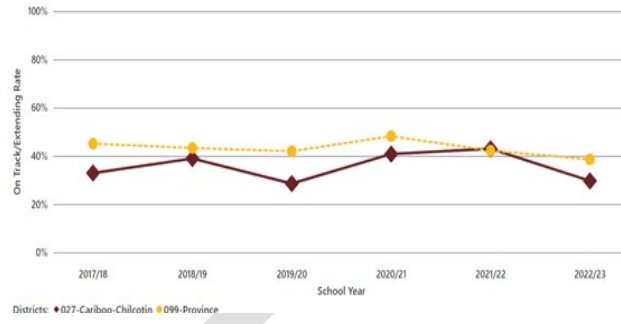
Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations



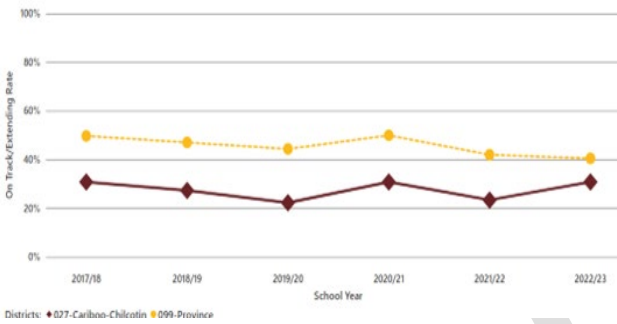
Grade 7 FSA Numeracy (Indigenous Students on Reserve)



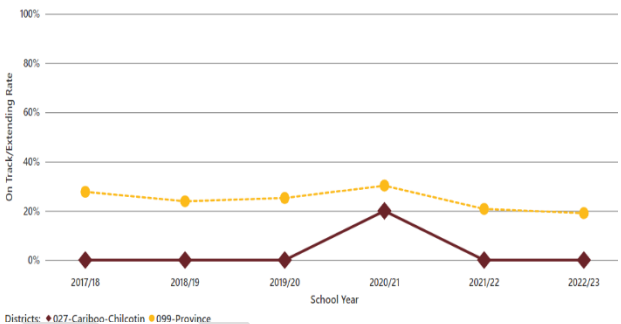
Grade 7 FSA Numeracy (Indigenous Students off Reserve)



Grade 7 FSA Numeracy (Students with Disabilities/Diverse Abilities)

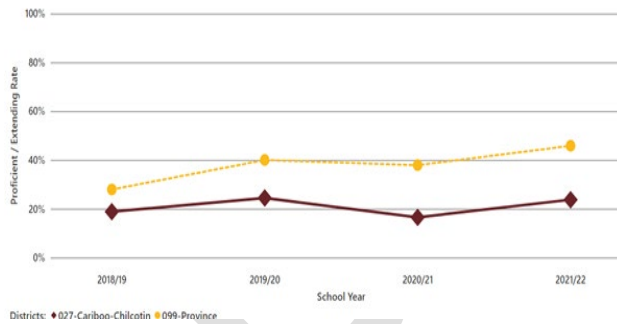


Grade 7 FSA Numeracy (Children/Youth in Care)

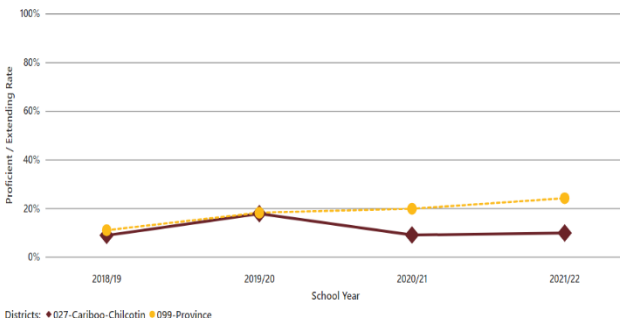


Measure 2.2: Grade 10 Numeracy Expectations

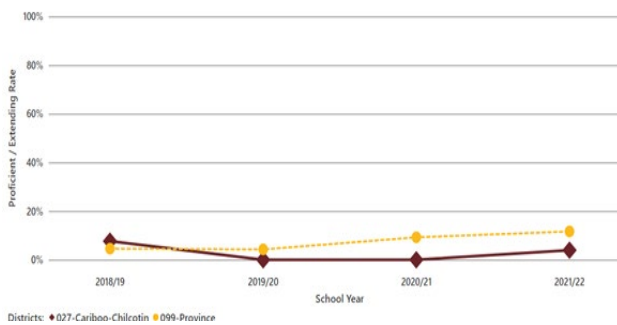
Grade 10 Grad Assessment Numeracy (All Resident Students)



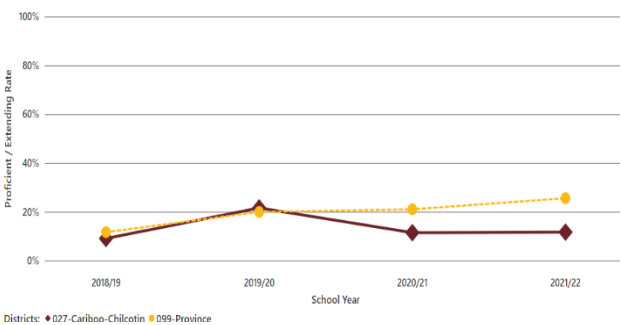
Grade 10 Grad Assessment Numeracy (Indigenous Students)



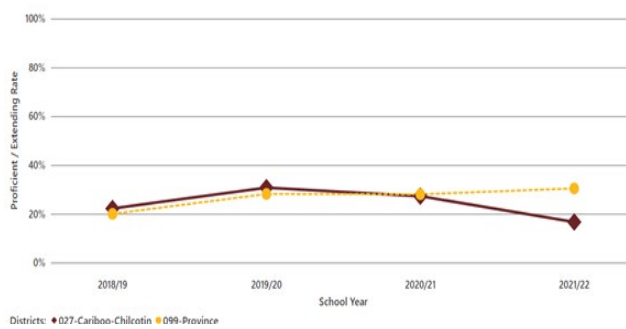
Grade 10 Grad Assessment Numeracy (Indigenous Students on Reserve)



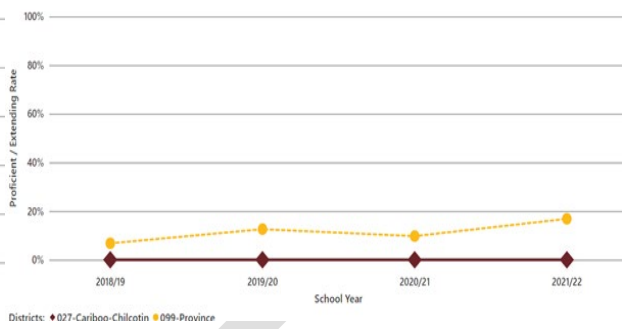
Grade 10 Grad Assessment Numeracy (Indigenous Students off Reserve)



Grade 10 Grad Assessment Numeracy (Students with Disabilities/Diverse Abilities)



Grade 10 Grad Assessment Numeracy (Children/Youth in Care)



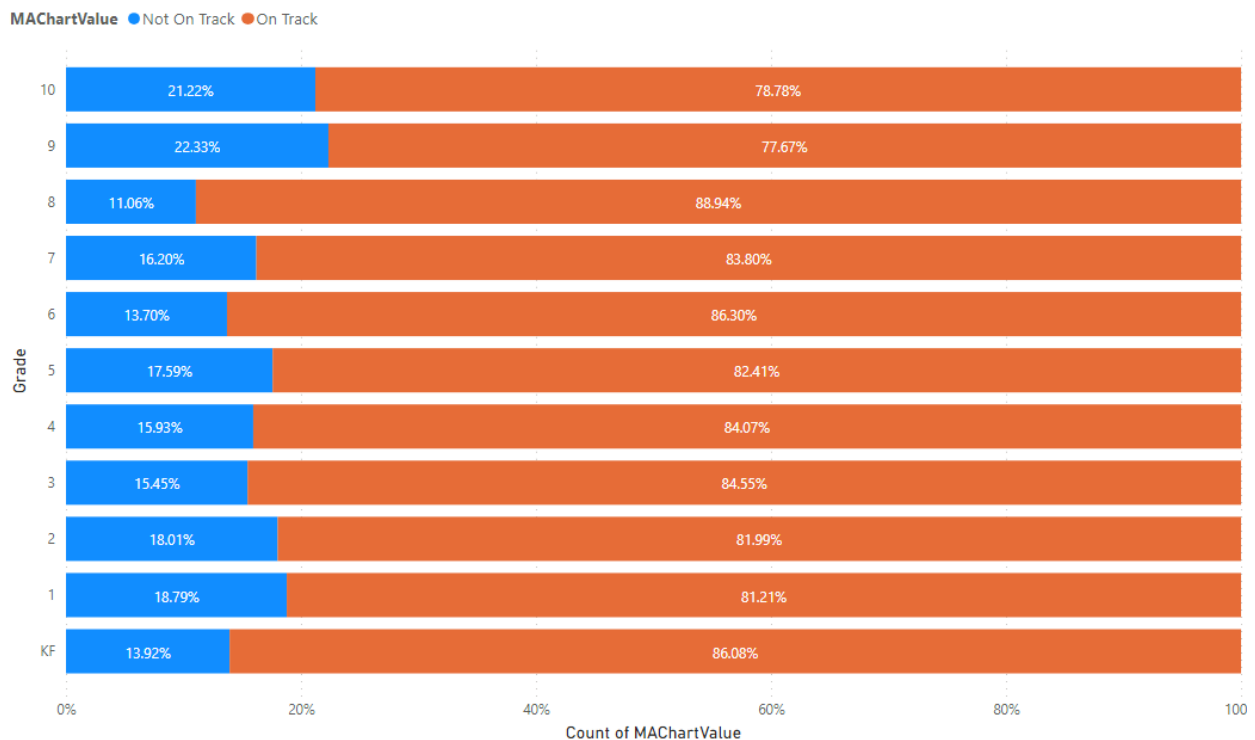
Relevant Additional/Local Data and Evidence

On Track for Numeracy by Grade – Report Cards K-10

On Track is a local measure based on report card information. It represents the teachers' professional judgement of students' achievement from the evidence of learning in the classroom over the reporting period (in this case the full year). Students are on track in numeracy if they are approaching, proficient, or exceeding with respect to curricular outcomes in Math.

Numeracy On-Track Based on Report Cards

Numeracy On Track by Grade



Analysis and Interpretation: What Does this Mean?

Provincial assessment results in numeracy are far lower than for literacy in general. Our district results have dropped overall since the change in the FSA to match the redesigned curriculum. This suggests we have more work to do toward fully implementing the shift in focus of Math to more numeracy and application. We saw a higher than provincial or historical result last year for Grade 4 Indigenous students on-reserve. We will see what that means for this cohort into the future. Overall there is a gap between the achievement of all students and Indigenous students in the district. The results for the small cohorts of children in care and students with disabilities is highly variable. The percentage of students meeting expectations on the Grade 10 Numeracy assessment is well below an acceptable level provincially and in our district.

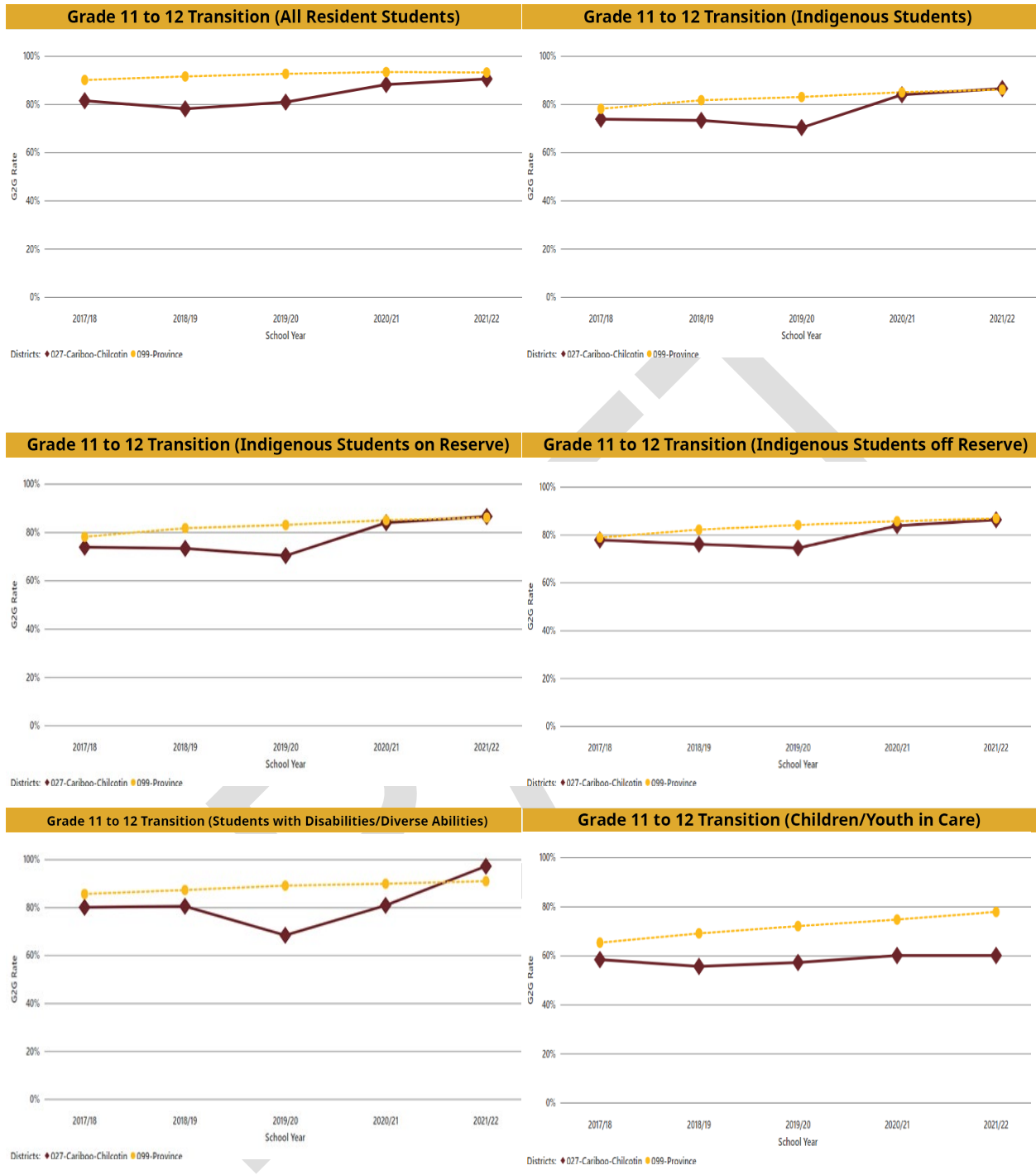
There is very low alignment between the provincial curriculum assessments (FSA and Graduation Numeracy Assessment) and report card information. Classroom summative evaluation is significantly higher than results on the provincial snapshot assessments. This will be the subject of ongoing exploration with schools.

As discussed for literacy, meaningful teacher engagement in marking the FSA and reflecting on the information from the results is expected to make a positive difference. Participation in professional development workshops and classroom-embedded learning rounds continues to grow. We are piloting a numeracy assessment this year that is directly connected to this professional learning and will provide a third level of data for triangulation of results.

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Measure 2.3: Grade-to-Grade Transitions





Analysis and Interpretation: What Does this Mean?

We are not emphasizing this data set at this time. Our current results in transition from grade to grade in the graduation program years is on par with provincial average with the exception of children and youth in care. Recent changes may reflect improvements in district administrative practice rather than actual outcomes for students. This is an inconsistent data set as there is

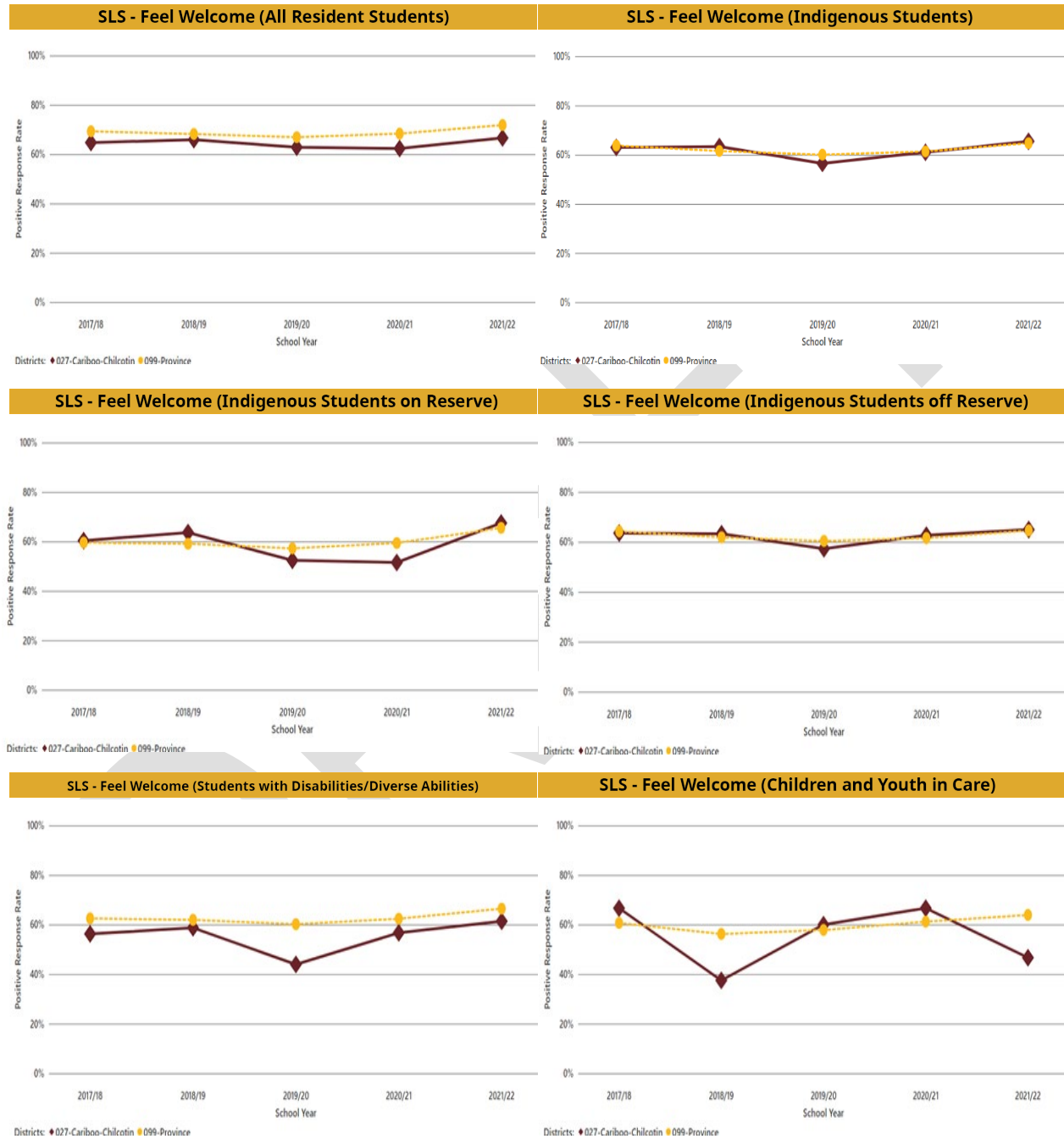
different criteria across schools and districts for how students are assigned secondary grade levels. Our schools are now consistently keeping students tracked with their cohorts even when some courses may be out of synch with that grade level. In future years we will be able to reliably track drop out and retention of students through each year of the graduation program with transition data.

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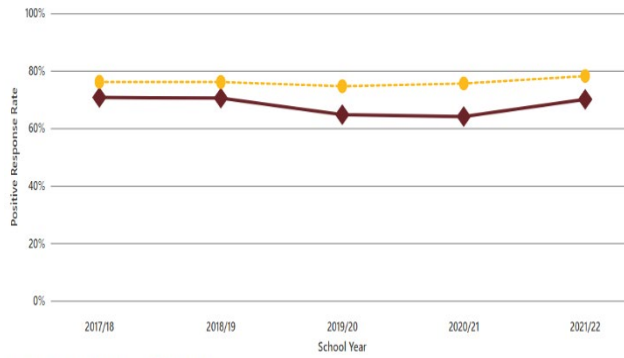
Human and Social Development

Educational Outcome 3: Students Feel Welcome, Safe, and Connected

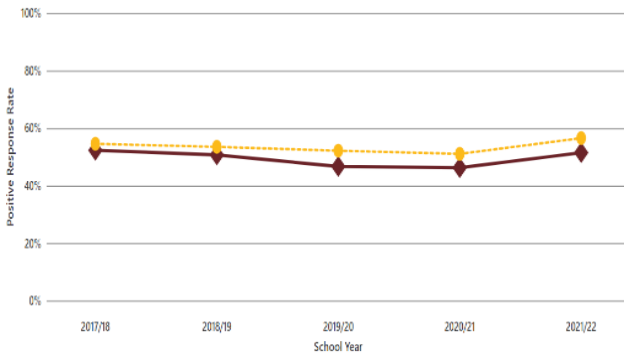
Measure 3.1: Student Sense of Belonging



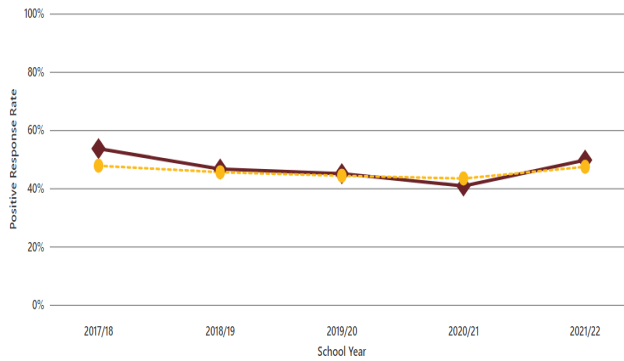
SLS - Feel Safe (All Resident Students)



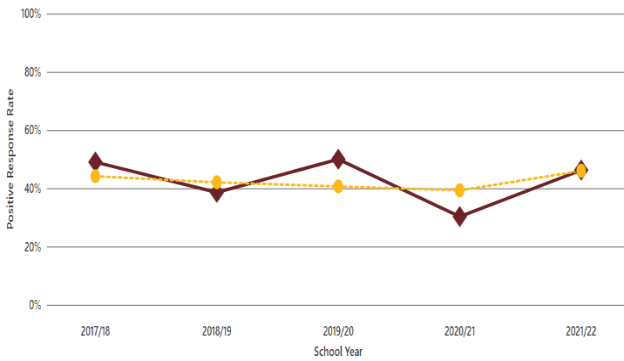
SLS - School Belong (All Resident Students)



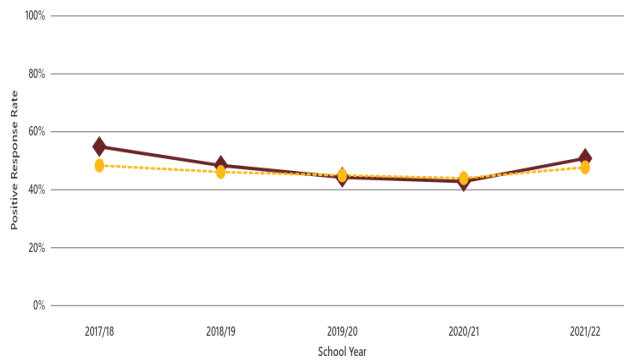
SLS - School Belong (Indigenous Students)



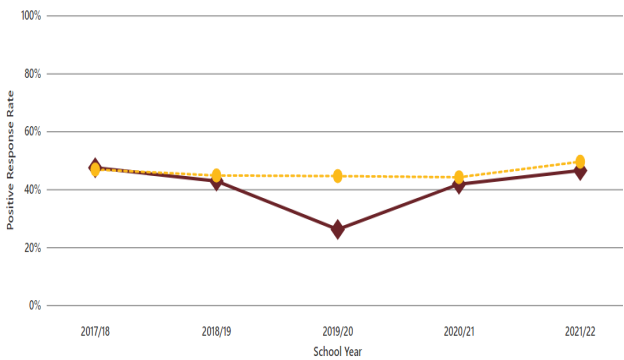
SLS - School Belong (Indigenous Students on Reserve)



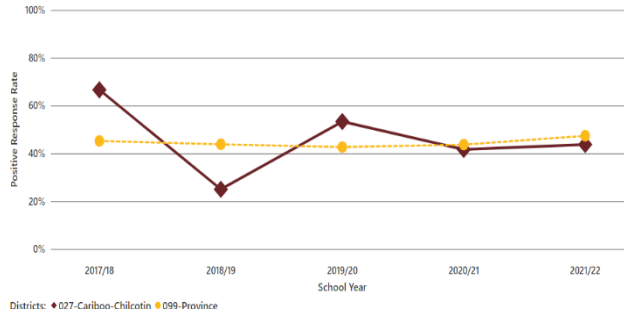
SLS - School Belong (Indigenous Students off Reserve)



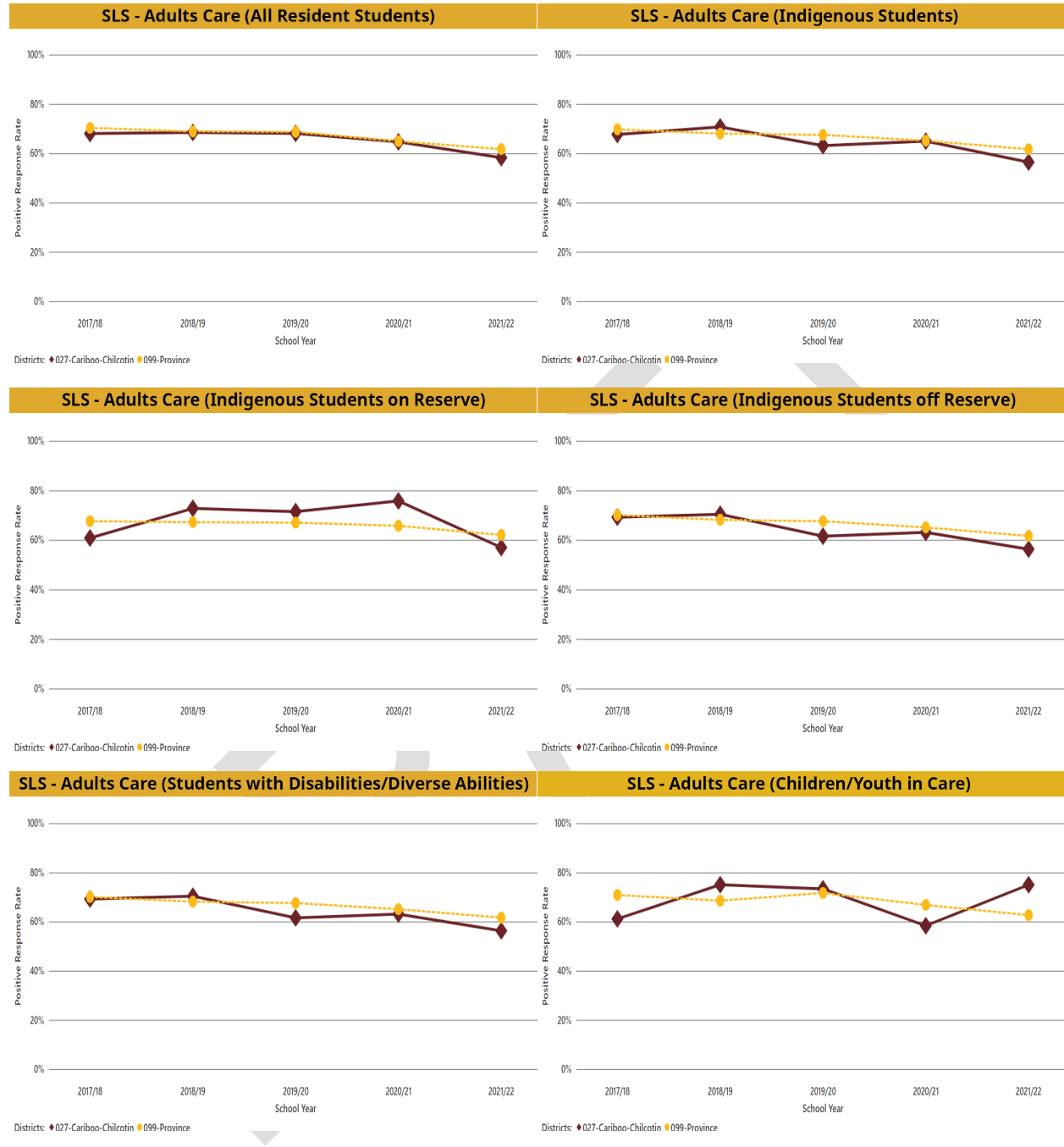
SLS - School Belong (Students with Disabilities/Diverse Abilities)



SLS - School Belong (Children/Youth in Care)

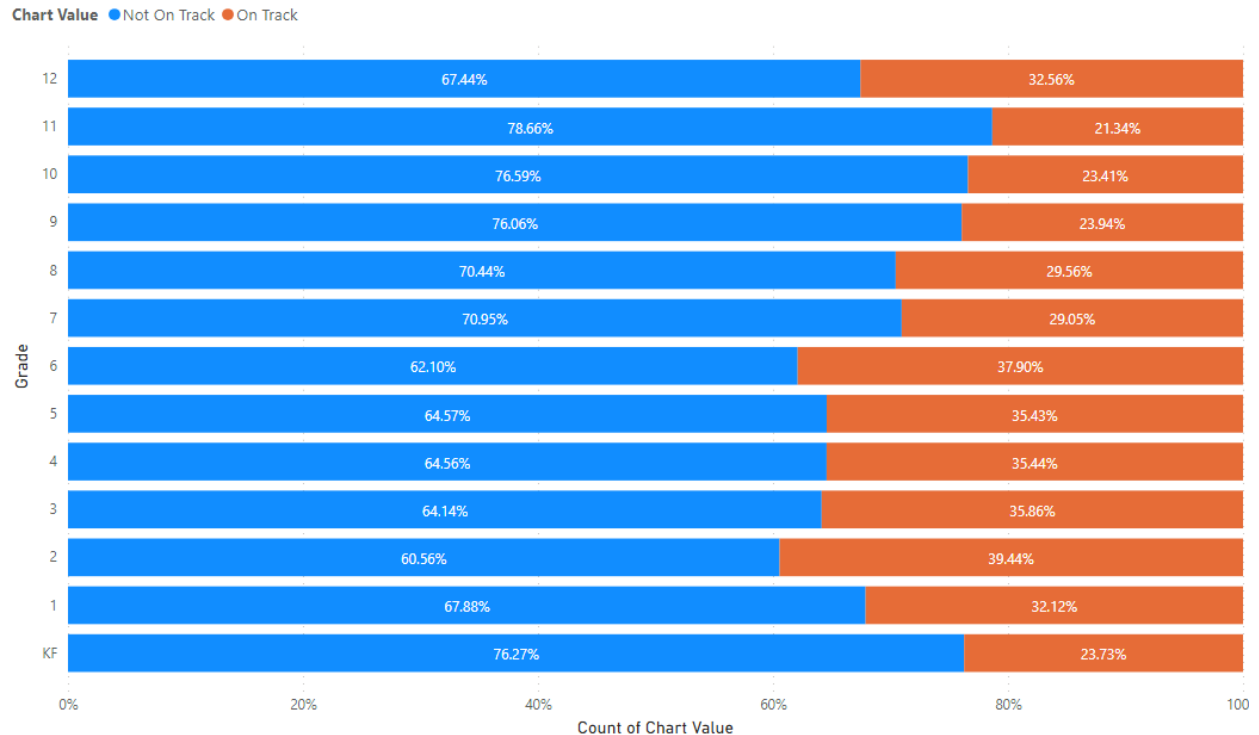


Measure 3.2: Two or More Adults who Care About Them



Relevant Additional/Local Data and Evidence

Attendance On Track By Grade



Analysis and Interpretation: What Does this Mean?

The most student learning survey results around feeling safe, welcome, and connected are consistent with other students in BC. There is a slight increase from the previous year in student sense of belonging and decrease in their belief that two or more adults in the school care about them. There is less variability in the results between all students and the groups of students we are paying particular attention than for other measures. These are important protective factors and belonging is an intentional focus of school plans for learner success in Cariboo-Chilcotin School District. How students know we care was a theme of the district planning day session with Jo Chrona as we began this school year with all staff. This is data we will be watching closely to see the effects of our collective efforts.

A local data set that is closely connected is attendance. It was shocking for leadership and school teams to learn that 70% of students in Cariboo-Chilcotin School District were chronically absent last year, missing more than a month of school. This is probably the most important data point for us at this time. Until we have children and youth regularly attending school it will be difficult to positively affect their learning outcomes. We have set up a district data system that provides schools with ready access to attendance data in a user-friendly format with alerts

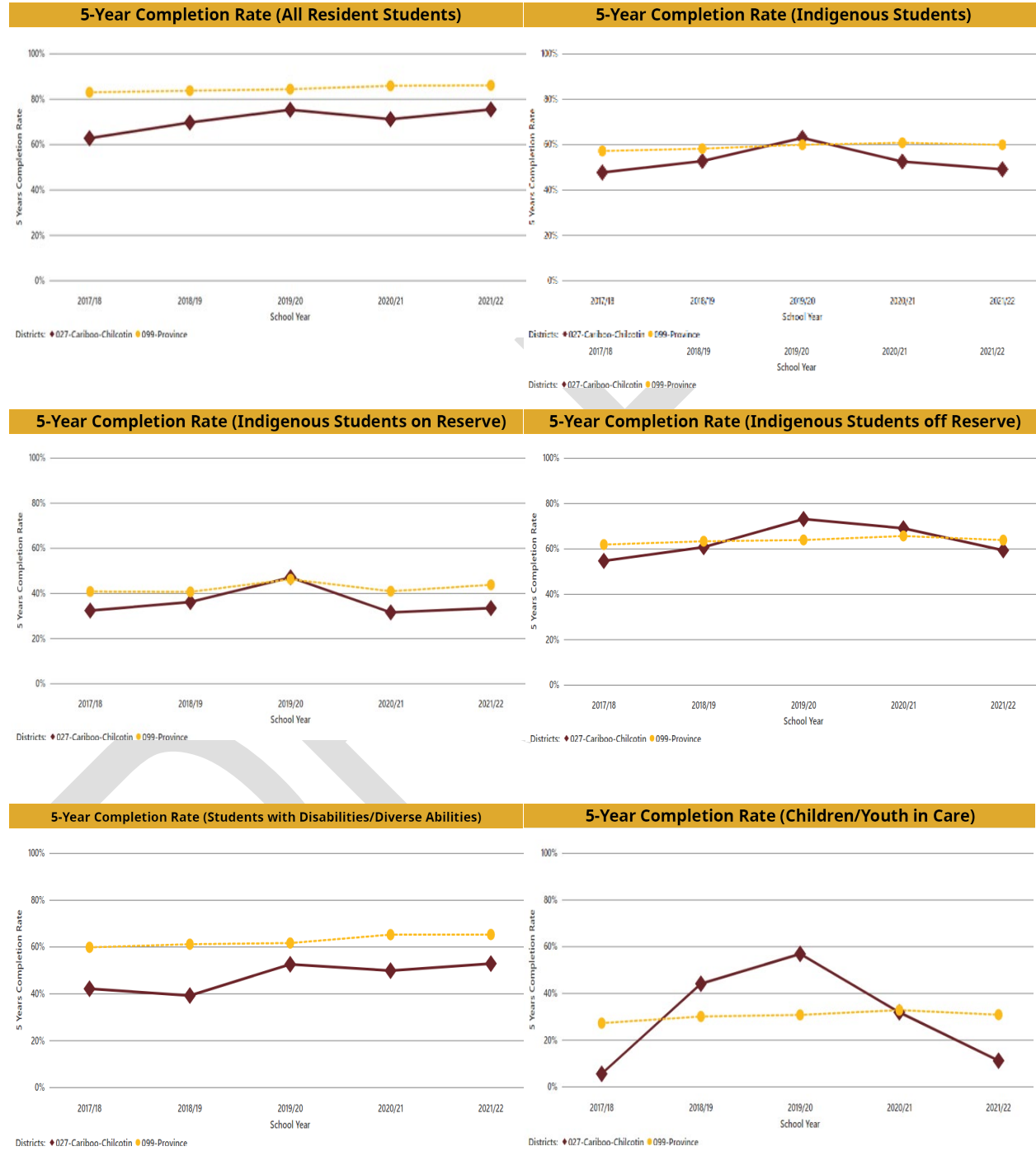
to draw attention to students with high cumulative absences and absences during the current two week window. Attendance will be a frequently reviewed data set.

DRAFT

Career Development

Educational Outcome 4: Students will Graduate

Measure 4.1: Achieved Dogwood Within 5 Years

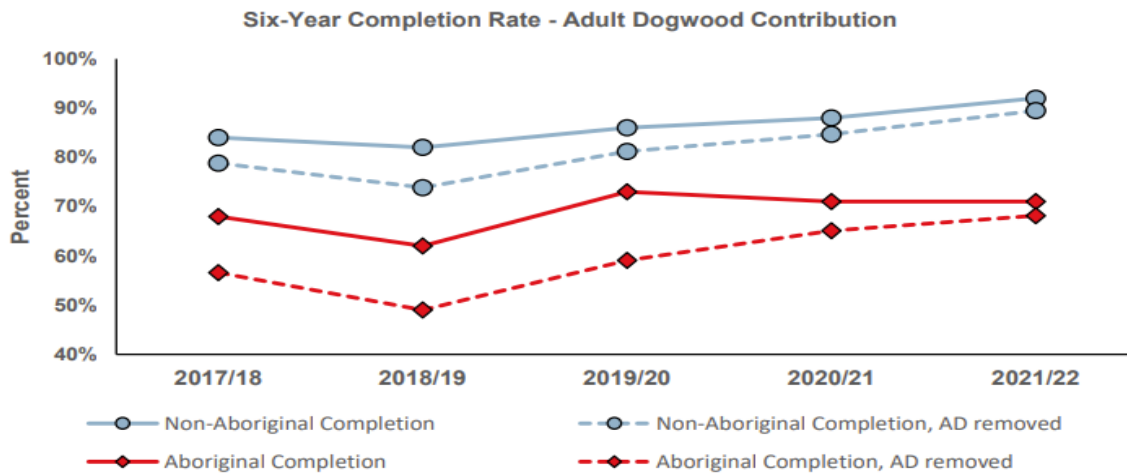


Relevant Additional/Local Data and Evidence

SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

Adult Dogwood recipients are removed from the success count (numerator) only. They are kept in the denominator.

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
2017/18	68	-11	57	84	-5	79
2018/19	62	-13	49	82	-8	74
2019/20	73	-14	59	86	-5	81
2020/21	71	-6	65	88	-3	85
2021/22	71	-3	68	92	-3	89



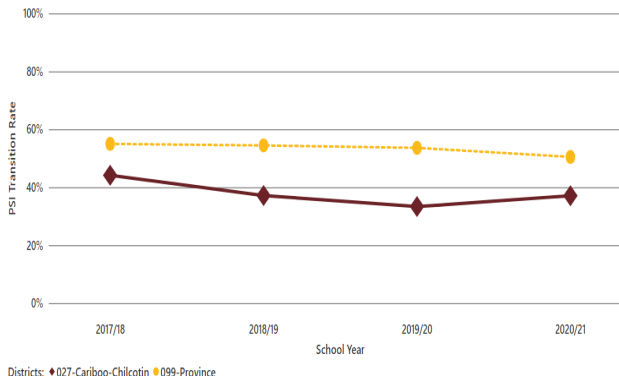
STUDENTS IN ALTERNATE PROGRAMS

School Year	All Students #	District			Province *						
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2017/18	178	57	57	114	30	34	64	1,519	1,535	1,990	2,389
2018/19	125	38	34	72	24	29	53	1,513	1,457	1,952	2,330
2019/20	43	11	17	28	Msk	Msk	15	1,576	1,506	2,122	2,537
2020/21	64	20	21	41	12	11	23	1,423	1,323	1,786	1,846
2021/22	90	39	23	62	16	12	28	1,442	1,255	1,778	1,651

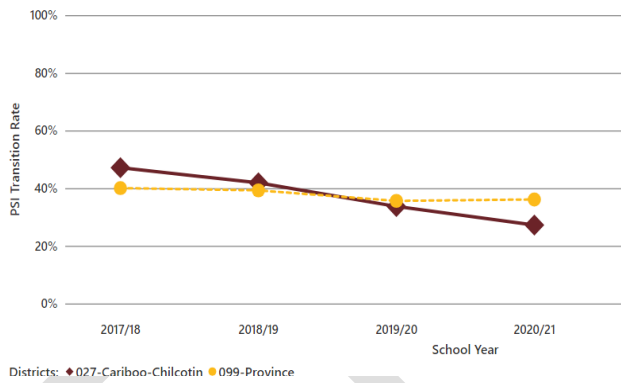
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary

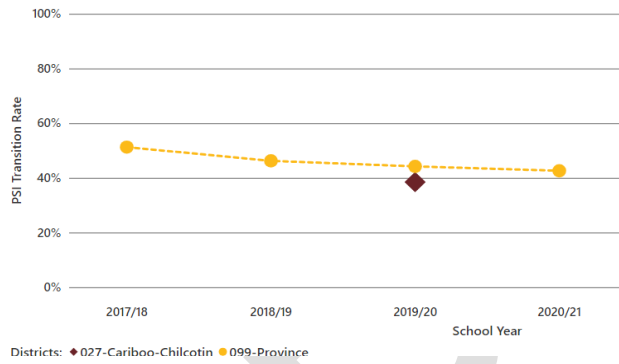
Post Secondary Transition - Immediate (All Resident Students)



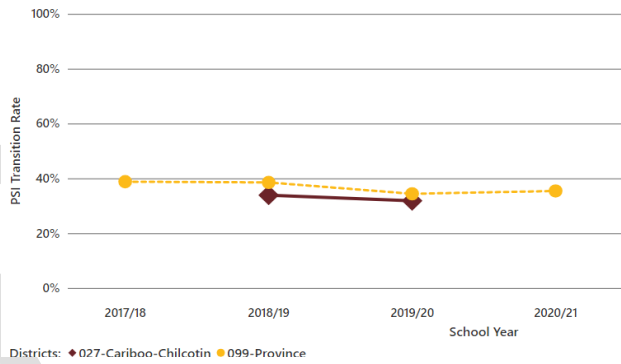
Post Secondary Transition - Immediate (Indigenous Students)



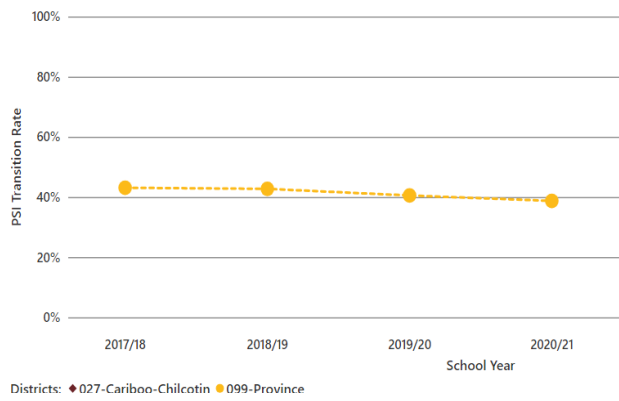
Post Secondary Transition - Immediate (Indigenous Students on Reserve)



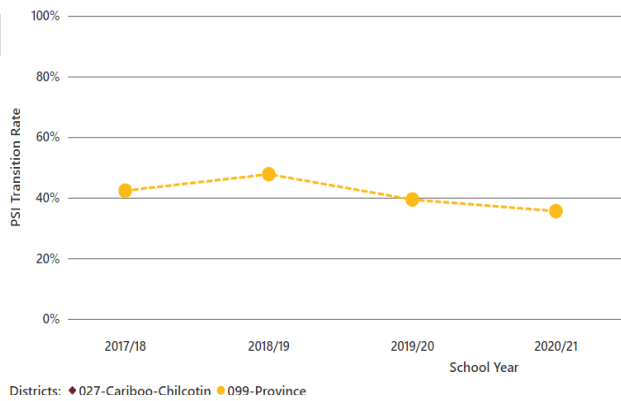
Post Secondary Transition - Immediate (Indigenous Students off Reserve)

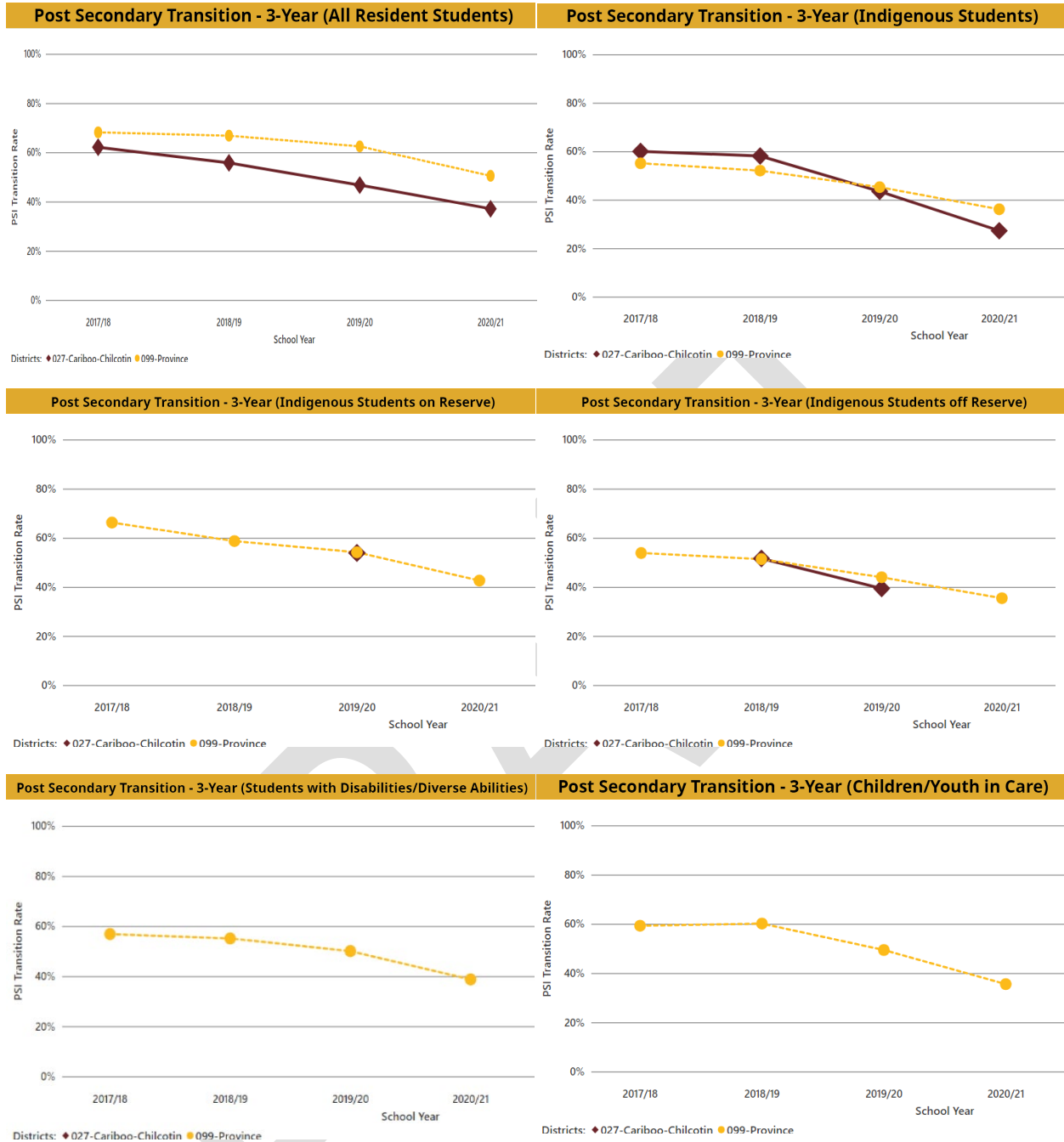


Post Secondary Transition - Immediate (Students with Disabilities/Diverse Abilities)



Post Secondary Transition - Immediate (Children/Youth in Care)





Analysis and Interpretation: What Does this Mean?

The 5 year grad rate has replaced the 6 year result as the focus for improvement planning because of the inequity it reveals with the lower rates of completing on time for Indigenous students. While the overall rate for Cariboo-Chilcotin students is gradually improving, the gap between all and Indigenous students has not closed. An important step toward improved graduation success is the transition of students from alternate programs in the district to the regular high school where the graduation success is far more likely. Indigenous students have been overly represented in alternate programs and the shift will have a proportionately higher

positive impact on Indigenous students. At the same time we have greatly reduced the number of students graduating with an adult dogwood diploma, which is a credential that affords fewer options. In this measure we have closed the gap between Indigenous and all students. As we are improving the rate and quality of graduation we will also achieve equity for all learners.

Additional data to support higher success will come from the new graduation progress report in MyEd. This will inform Local Enhancement Agreement meeting monitoring of individual student graduation status. A district-created grad tracking system will be in place this year to provide alerts based on specific missing graduation requirements of individual students. This will be a powerful tool for timely and targeted response.

Much of the disaggregated data for transition to post-secondary is masked for our district due to small numbers of students. There is room for improvement. With more students graduating and with transcripts that afford more options, and a return to more engagement with post-secondary programs through visits and other collaborations, we will see this climb.

Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

Current Strategic Plan Priorities



Seven key focus areas for growth in our district emerged from review of student achievement and school experience data, reflections on the findings and recommendations of the Equity Scan, stakeholder and community input, and examination of our internal processes and practices. These are **collective responsibility, instructional capacity, leadership capacity, systems thinking, Indigenous learning and culture, inclusive learning communities, and place-based learning**. These are high leverage improvement areas that will make a difference across our district and remain priorities in this third year of our plan. Our approach is to build capacity in our staff, systems, and infrastructure so we can engage in more effective practices and, as a result of those better ways of doing things, students will have enhanced experiences and services and their outcomes will improve. We have specific action planned around each focus and are regularly reviewing progress. We will continue to celebrate examples and success stories on our website.

Collective Responsibility

We are working more collaboratively and seamlessly to support student needs. We are ALL responsible for working together for the success of ALL students. Improving communication and access to common information, establishing effective instructional and support teams, and focusing on wrapping around and strengthening the core relationship of teacher-student - families will improve student success. We have developed a **Framework for Collective Responsibility** that helps guide the work we do from creating, implementing, and monitoring School Plans for Learner Success, Local Education Agreements with First Nation communities, Individual Education Plans (IEP), and interventions by School Based Teams (SBT). Common district assessments, with results made available in a timely and user-friendly format in our district data system, support collaborative learning conversations by teams. Collective responsibility is a theme that emerges across all the other focus areas as we all do our parts toward common goals.

Some examples:

- Improved School-based Team processes

- Meaningful engagement of schools and district in Local Education Agreements (LEA) (regular meetings, frequent communication, data sharing, individual student learning plans, staff education on LEA purpose and commitments)

Instructional Capacity

The highest leverage strategy of educational improvement efforts is development of staff capacity. We are making significant investments in quality professional learning for educators in current, research-based practice to increase knowledge and confidence. The BC curriculum was redesigned a number of years ago. We have more work to do for the changes to be fully realized in all our classrooms in the district. There are promising practices that are coming to life in pockets across our schools but there is more to be done to ensure every student is receiving effective instruction to meet their individual and collective needs.

Some examples:

- Shifting from one-off workshops to a robust learning series with successive sessions, time to practice and reflect in between, and a participant group as a community of practice to support one another. The **2023/24 Learning Series** features renowned and respected presenters on reconciliation and Indigenous learning, assessment, engaging all learners, literacy and numeracy.
- **Helping Teachers** for side-by-side professional development in the classroom (co-planning, co-teaching)
- Continuing to support the shift from use of externally developed programs to responsive teaching
- Common district assessments with support for learning how to administer them, analyze results, and use what is learned to plan for instruction
- Common standards and staff learning about reporting and communicating student learning
- Mentoring program for new teachers in their first three years

Leadership Capacity

We are intentional about supporting the development of formal and informal leadership. We are ensuring the direction we are headed is understood and we are equipping staff at all levels with knowledge, skills, and efficacy to take action to improve our system and success for students.

Some examples:

- Dedicated time to meet with Principals and Vice-Principals
- Deepening understanding of school leadership
- Connecting moral imperative and collective responsibility
- Developing and fostering initiative and provide project opportunities
- Explicitly connecting student outcomes and school leadership

- Yearlong Leadership Series for all interested Principals, Vice-Principals, and Teachers
- Engagement of leaders in Learning Series to enhance instructional leadership capacity

Systems Thinking

We are creating consistency, predictability, and efficiency by setting up systems for accomplishing our work in the District so individual staff members, sites, and departments are not duplicating efforts, dividing resources, and potentially working at cross-purposes. With planning based on the big picture and consideration of how all the pieces fit together, staff, students, and parents/guardians will be able to rely on a similar experience and level of service across the district. Some examples:

- School Plans for Learner Success redesigned to align with the goals and structure of District Plan
- Development of administrative and operating procedures for schools and departments to follow
- Technology review and roadmap for ensuring reliable, modern and equitable infrastructure, hardware, software, and support
- Fully integrated online systems for Finance and Human Resources.
- District data system to provide information for instruction and planning
- Senior Leadership Team communication and collaborative planning
- Budgeting and staffing intentionally planned to align with District Plan goals and strategy
- Capital and Annual Facility Grant planning developed in alignment with District Plan

Inclusive Learning Communities

We are developing district-wide understanding and capacity so that all our students are members of classrooms that are inclusive learning communities. We are becoming more able to grow the strengths and meet the needs of students in their classrooms with their peers. We will provide appropriate supports and interventions whether a student has a diagnosis connected to a special education category or not. We are creating learning environments that enable students to develop a sense of belonging and ensure they see themselves in the curriculum. We know the improvements we make for vulnerable students or students with different interests and talents will benefit all students.

Some examples:

- Fostering a growth mindset: all students can be successful
- Shift from pull-out to push-in supports so learning happens with peers in the context of the classroom learning
- Shift from pre-designed programs to universal design for effective instruction for all students.
- Shift from finding the right place for students to creating classroom communities for all students
- Updated policies and administrative procedures to ensure accountability and transparency

- Community-wide protocols and partnerships for supporting students (Violence Threat Risk Assessment, Suicide Risk Assessment, Situation Table, Integrated Case Assessment Team, Suicide and Sudden Death Committee, Communities That Care, other)
- **District mental health plan** that integrates learning about mental health, building community, and Indigenous and place-based learning

Indigenous Learning and Culture

We strive for equity of outcomes for Indigenous students and Indigenous learning for all students and staff. We are intentionally directing attention, resources, and effort to improve outcomes and take action for Truth and Reconciliation. We will continue to examine our environments, structures, and practices to identify and address barriers to the success of Indigenous students. We are committed to continuing to strengthen relationships with First Nation communities and community partners. We will embed learning about Indigenous culture, perspectives, and language in the daily experience of learners in our schools.

Some examples: District-wide staff learning about Truth and Reconciliation including District Day (for all staff), learning series, Four Seasons of Reconciliation year-long course, other.

- Increased visible language and culture across schools (Elders in schools, welcome signage, elders posters, indoor and outdoor Indigenous spaces, other)
- Intentional embedding of the First Peoples Principles of Learning by schools.
- Review of school libraries and resource collections and additional funding for Authentic First Peoples Resources
- Recognizing cultural learning in community with graduation program IDS credits (local Independent Directed Study framework)
- Expectation of raising the bar and narrowing the gap versus the racism of low expectations



Place-based Learning

Place-based learning uses the local environment and community as the starting point for teaching the objectives of the curriculum. We provide resources and create opportunities for cross-curricular learning on the land and in and around local communities while fostering relationships between school and community partners and members. Teachers are expected and supported to take more learning outdoors for all the health and learning benefits that come with spending time outside and in nature.

Some examples:

- Outdoor learning structures at all schools
- Investment in equipment for outdoor activities and learning
- Ensuring all students have access to clothing, footwear for outdoor activities
- Participation in the year-long Take Me Outside For Learning Challenge
- Support for educator participation in learning opportunities to build capacity for outdoor learning (Cariboo-Chilcotin Teachers Association workshops and network, Environmental Education Provincial Specialist Association (EEPSA) partnerships, Open Learning Store webinars, Outdoor Council of Canada certification, other)
- Relationships with community educators, organizations, and facilities to bring community educators into the classroom and students out into community settings
- Independent Directed Study (IDS) framework to honour community and cultural learning with graduation program credits

Strategic Engagement

Cariboo-Chilcotin School District has a Board of Education with a strong governance approach. The Board hired the current Superintendent to lead rapid systemic change for improvement. The Board was actively engaged in setting the strategic priorities of the current three-year plan and supportive of the staff's operational planning to achieve significant growth in those priority areas. Through the budget process the Board has ensured resources are targeted to high leverage initiatives and priorities to achieve plan goals and enhance student learning and success. The Board has fully reviewed and updated policy to create the conditions for the effective operation of the district in alignment with planning.

The Board has reviewed FESL and local data on an ongoing basis over the life of the plan to monitor progress. The same information is reviewed at the district [First Nations Education Council \(FNEC\)](#) table. The data review cycle of the District Plan for Learner Success aligns with *BCSTA Improving Student Outcomes: A Guide for Boards of Education* and will be updated for the current target dates for Ministry data to be made available. Each School Plan for Learner Success includes a specific timeline for what data the school team will review and when to monitor and adjust actions.

The Board has invited presentations by school administration and teachers throughout the year to share their goals, initiatives, and stories of success. Leadership from the Cariboo-Chilcotin Teachers Association and International Union of Operating Engineers (IUOE) participate in committee meetings of the Board and liaison meetings with senior staff. There is Board representation on the FNEC Council which meets monthly. There are Local Education Agreements (LEAs) setting out the agreed upon engagement between the School District and the communities of Stswecem'c/Xget'tem (Canoe Cree/Dog Creek Band), Esk'etemc First Nation (Alkali Lake), Tsideldel First Nation (Alexis Creek Band), Ulkatchot'en (Ulkatcho First Nation), T'exelc (Williams Lake First Nation), Xats'ull (Soda Creek First Nation), and Yunesit'in Government (Stone Band).

This Fall the Board will plan engagement with school district community, partners, and rightsholders over the course of the school year to determine the strategic priorities for the next

plan. The existing plan was developed during the pandemic and this round will have far greater opportunity to meet and have good conversations.

Celebrating our Successes for the Past Year

We have had another year of tremendous growth as a district and there is much to celebrate.

Indigenous learning and culture has been a visible priority like never before. We are in our third year of start up with the entire staff – all levels and departments - involved in a day learning about Truth and Reconciliation to ground our preparation for the year. There has been uptake by hundreds of staff members in learning offerings including the courses Ripple Effect of Resiliency and Seasons of Reconciliation and webinars on Indigenous learning. The professional development series led by the First Nations curriculum support teacher was fully subscribed once again. School staff have spent time hosted by and learning in First Nations communities. Secondary school staff have begun to go into community for information sharing, course selection, and other events. Indoor and outdoor Indigenous learning spaces have been created at schools with more planned. Coming out of the pandemic schools are enjoying having elders and knowledge keepers visit schools to share teachings and connect with students and adults. The LEA process is yielding richer communication and collaboration between schools and Band education staff. The visible signs in schools of respect for local First Nations Culture are throughout the district now and growing. They include welcome signage in First Nation language appropriate to the traditional territories, students being drummed in as they return to school after breaks and at graduation ceremonies, artwork, song, and students learning traditional skills. The Cariboo-Chilcotin School District Role Models have been active in the region at events. We are making progress here. We will build on some of the very successful LEA working relationships to strengthen communication and collaboration with other communities.

Principal leadership of and staff engagement in school improvement planning has been a success. This past year the quality of the learning conversations and intentionality around the goals has been encouraging. The plans are much more meaningful and as a result will have more impact than they previously did.

Professional learning is a highlight again. The **2022-2023 District Learning Series** was exceptional and teachers engaged in non-instructional day workshops, after-school sessions, and classroom learning rounds to work with leaders in BC education to improve teaching and learning. Feedback from participants was extremely positive. Collaboration with the CCTA on has allowed phenomenal access for teachers to high quality professional learning.

The rising level of **formal and informal leadership** is a success. We have a strong senior leadership team with members who have been involved in initiatives and held leadership roles at the regional and provincial levels and been consulted or seconded by the Ministry. We have a number of new principals and vice-principals who have come from within the district and from other jurisdictions to enhance our pool. There is increased ownership and leadership by school administrators who have been provided with procedures and guidance to streamline and create

systemic consistency in the day to day work, and at the same time empowered and resourced to make decisions with their school communities about the best way to meet the needs at their school. The team is embracing and growing into this model. We are beginning a mentorship program for new principals and vice-principals.

The open-invitation to staff to participate in a year-long **leadership cohort** to engage in learning and dialogue about big picture directions in Cariboo-Chilcotin School District attracted more than forty participants including teachers, support staff and principals.

Inclusive Learning Communities have been enhanced by physically locating a number of positions that support school teams and students at school sites and connecting their work directly to school-based teams under the supervision of the principal has been transformational in bringing services closer to the classroom where they need to be happening. The revitalization of school-based teams has shifted them from ad hoc mechanisms to facilitate referrals for external services to support teams focused on strengthening the teacher-student-family working relationship and supporting learning in the classroom environment for all students. This is a powerful shift that is a cornerstone of the responsive planning for students we will need to make the next leap in student success. Our work with a team of school districts in the region to get to meet the tight timelines and requirements of the Accessible BC Act is to be celebrated. This collaboration will help us move from compliance to vibrancy next.

Human Resources had success in some very important areas. Bargaining was successfully concluded with both the CCTA and IUOE. The agreements reached represented improved relationships where interests on a given issue are not always the same but there is mutual respect and willingness to have the dialogue. The HR department staff did an incredible job of recruitment for postings across employee groups. More than 60 teacher positions alone have been filled since Spring. Modernized and streamlined hiring processes with an earlier timeline, and days dedicated to participation in face to face and virtual job fairs made a difference. The enthusiastic promotion by HR, principals and members of CCTA of our district as a great place to live and work was invaluable.

Ongoing re-culturing of the **Operations and Transportation** departments is creating a greater commitment to working within **structures and procedures** established for more consistent service levels and better use of time and resources. New route management and registration software with integration with a parent app has **improved bussing processes**. Cross departmental cooperation between IT and Operations continues to reduce duplication of work and improve compatibility of building of and network systems.

Responsible fiscal management has allowed us to direct more resources to schools including growth funds, and additional funds for collaboration and extra-curricular activities and field trips. The finance department made great headway moving antiquated paper-based processes into digital systems and supporting school leaders to manage their budgets and make decisions to better meet the needs in their building. Payroll and Human Resource departments improved

communication and workflow for greater effectiveness. We are in much better shape with efficiencies and controls as well as strategic budgeting.

Existing and/or Emerging Areas for Growth and Next Steps

Attendance is possibly the most pressing challenge for schools to address in the current year. Schools are making intentional plans to communicate the importance of attendance, build stronger relationships with students and families, and respond through school-based teams working within the district framework for collective responsibility with individual students.

There has been a positive response to and engagement with the redesigned **school-based team (SBT) processes** and the Collective Responsibility Framework but we will need to ingrain those into the daily way of doing things in all schools to realize the full potential for improving outcomes student by student. This will remain a focus.

The re-imagining of our response in the case of students who have higher than typical social-emotional, behavioural, and substance use support needs is underway but there is some resistance to a new model. We will improve our collective understanding of and ability to operate along a **continuum of inclusive programming, alternate programs, and outreach**. This means high schools building capacity to meet the needs of more diverse learners. This is expected to be visible in School Plans for Learner Success. Alternate programming is being redesigned to build student belonging, generosity, independence and mastery, lead to graduation, and create paths with greater options for youth. Both alternate sites are going to work together this year to continue to reshape their programs in these ways.

Student voice is a missing piece of our improvement efforts to date. Schools will be challenged and supported to actively include student input across decision-making to improve environments and plans and understand the stories of the students and families we are working with.

We have an opportunity to move forward in a big way on the **child-care agenda** with the new role of Director of Instruction – Early Learning, Child Care and Inclusive Education on the senior leadership team. With the foundational work done with Student Support Services over the past three years we are also poised to see more **seamless integration of push-in supports** for students with disabilities and diverse abilities.

We continue to experience **workforce pressures** associated with the provincial and national labour market. Lack of qualified teachers is particularly problematic for our efforts to improve instructional capacity as a system. Human Resources has a recruitment strategy centered on a few universities with potential to supply some of our demand over time. We have targeted non-certified teachers on letters of permission for classroom-embedded support by district helping teachers to co-assess, co-plan, and co-teach. We have the good fortune to have had a great response to the call for experienced teachers to mentor new teachers and will start the new teacher mentor program in mid-September.

We set out last year to review some historic catchment anomalies causing problems with bussing and discovered a multi-layered set of bussing practices that have grown into an unwieldy transportation system that is well-beyond the scope of our district policy. We also have space issues overall and particularly at some schools. A **comprehensive review of bussing and catchments** will be required to plan a way forward.

A final challenge worth noting is the legacy of **deferred maintenance** in the tens of millions of dollars that is being prioritized and planned to be addressed over time. Critical building systems well beyond our existing capital budgets and grants will need to be budgeted for and scheduled.

Alignment for Successful Implementation



We are **aligning** our attention, efforts, and financial and human resources from the Ministry mandate through the values, priorities, and needs at the district and school community levels, to the planning and supports for individual learners. We can draw a line through all the levels to show how they connect.



School Plans for Learner Success are designed to reflect the Framework For Enhancing Student Learning and target the focus areas of the District Plan for Learner Success. Common assessments and data sets allow for dialogue and collaboration within and across schools. The School Based Team (SBT) role, function, and referral process has been redesigned and is fully aligned with the **Framework for Collective Responsibility** adopted by SD 27. The framework is the basis of our work with partners and service providers.



There is more and more breakdown of silos across the district and the way we do things considering the system implications and connections. There are common themes across Indigenous learning, place-based learning, and mental health support planning, for example, that staff are noticing. We are seeing a shift from changes being seen as additions to understood as adjustments and streamlining of existing processes for the better, as in the case of school-based teams.

Capital and operations planning is explicitly aligned with the strategic plan and this connection is communicated in presentations to Board and public. There is involvement by the full senior leadership team in the budget and staffing processes to ensure financial and human resources are directed at the highest priority areas of the strategic plan.

We make intentional reference to our strategic plan and focus areas in communications and meetings to ensure the school district community is aware of the direction we are going and how the pieces of the plan fit together. The "bricks" graphic of our key focus areas for growth is becoming well recognized by staff and partners as we are being explicit about everything connecting to them.

Conclusion

As we begin the final year of our three-year [District Plan for Learner Success](#) we have made significant improvements in our capacity, structures and systems, and practices. Student achievement gains will follow but will lag behind the changes that will enable them. There is still much work to do in each of the seven focus areas of our plan to [raise the bar of achievement](#) in our district and level it so achievement is on par with the most successful places in BC and all of our students share in that success equitably.

We look forward to current year [School Plans for Learner Success](#) being presented to the Board in October and shared on school websites. We will expand our use of the district website to publicly celebrate success in our focus areas and the student achievement gains that result. We will continue to engage with staff, students, families, First Nation communities, and partners to bring our plan to life in Cariboo-Chilcotin School District.

TO: Education Committee

FROM: Cheryl Lenardon

DATE: September 13, 2023

RE: Place-based Learning Update

BACKGROUND

Building capacity for place-based learning is one of the key focus areas of the District Plan For Learner Success. We have seen tremendous growth across the school district in teachers taking learning out into the natural environment and community and engaging students with local examples and content as they explore the big ideas and competencies of the BC curriculum.

There remain some school sites where there has not yet been meaningful uptake and we will continue to communicate the expectation that our students will experience learning beyond the walls of the classroom, and outdoors in particular, on a regular basis. We will continue to provide support in the form of professional learning opportunities, resources, and increased school budgets for field trips, to grow this pedagogy in Cariboo-Chilcotin School District.

INFORMATION

A newsletter titled Outdoor Learning Inspirations Fall 2023 was shared with all teachers and principals the first week of school and posted in the portal for all staff. The newsletter outlines abundant professional learning and engagement opportunities for educators. A few examples include.

- Take Me Outside for Learning Day, Week, and Yearlong Challenge.
- Outdoor learning webinars with accompanying resources provided.
- A District online hub for place-based learning.
- Courses available for SD 27 staff including Ripple Effect of Resiliency with Monique Gray Smith, Outdoor Council of Canada Field Leader in Hiking certification, Secwepemctsin Language for Educators, and Seasons of Reconciliation.
- Field trip information about Gavin Lake and Scout Island.
- Other opportunities to network and share information.

The Cariboo-Chilcotin Teachers Association also promoted this newsletter and is planning professional development offerings and an Outdoor Learning Network with sessions throughout the year with an emphasis on being prepared and safe outdoors. SD 27 is

“Learning, Growing, and Belonging Together”

pleased to sponsor at least 50 memberships for the local Chapter of the BCTF Environmental Education Specialist Association (EEPSA).

Strong Starts in SD 27 were each provided a resource set to support outdoor learning and activity in the early years.

RECOMONDATON

None. Information only.



Take Me Outside for Learning

PLACE-BASED LEARNING

Cariboo-Chilcotin School District

For health. For learning. For students. For staff. For ALL the reasons.

Fall 2023 Inspirations



Place-based Learning

Place-based learning is a key focus area of the [District Plan for Learner Success](#). There is a continuum from doing what you do now but doing it outside, to learning about the big ideas and competencies of the BC curriculum through examples and experiences in the local community and

environment. More time outdoors can be planned for the work, break, and collaboration time of the adults in our system too. Outdoors is the healthiest place to be and the schoolyards and communities across SD 27 are rich with opportunities. See you out there in the beautiful Cariboo-Chilcotin!

Take Me Outside for Learning Challenge



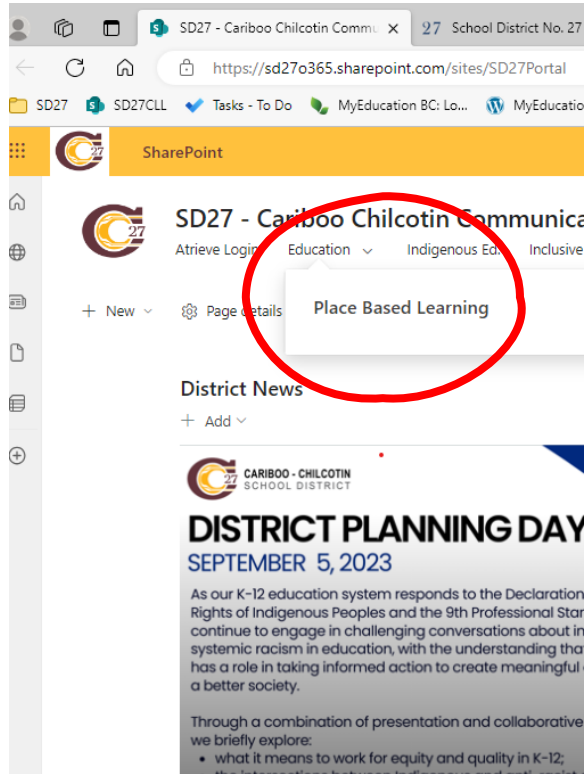
The expectation in Cariboo-Chilcotin School District is that all students will experience outdoor learning on a regular basis. That looks different at each school. Some have outdoor prep, scheduled time outdoors on and off site, buddy class activities . . . so many ways take advantage of the outdoor learning spaces and nearby nature that our schools enjoy. An important initiative for us is [Take Me Outside For Learning Yearlong Challenge](#). We challenge all teachers and principals to join in with a commitment to outdoor learning with their learners – at least once a week from September to June with support from TMO and a growing community of educators doing the same across North America. Last year more than 100 educators in School District 27 took part!

Take Me Outside Day October 18 – Week October 16-20

Watch for more news about local events connected to [Take Me Outside Day/Week](#) and how to win prizes for participating! Are you in or are you out?



The great news is you aren't *out there* alone!



Check out the place-based learning page in the SD 27 staff portal under Education on the top ribbon. We will continue to add links and resources! Email or Teams message Cheryl to contribute!



EDUCATION
RESOURCES

SHARE OUT
when you
GO OUT!

Focus area post
for website
(Email principal)

#sd27TMO4L
@SD27_CC

Face Book:
School District
No. 27

Watch for Pro-D opportunities offered by Cariboo-Chilcotin Teachers Association



EEPSA
Environmental Educators
Provincial Specialist Association

Join your local Environmental Education Provincial Specialist Association.

ljackman@sd20.bc.ca
[Membership - EEPSA](#)



The Ripple Effect of Resilience: An Indigenous Perspective

Through this self-paced online course, you will add to the bundle of gifts and knowledge that you carry in your work with Indigenous children, youth and families.

Woven into six modules, Monique shares her personal journey and offers practical tips for working with Indigenous children and youth, alongside readings from her various books. Together you will build a practice of hope and resilience.



View Monique's invitation video to learn more



CARIBOO - CHILCOTIN

[REGISTER HERE](#) to be emailed the link and code to begin the course

SESSION TOPICS INCLUDE: SECWÉPEMC STORIES • GREETINGS • FAMILY
• NUMBERS • DAYS OF THE WEEK/MONTHS • PLACES • ANIMALS •
PLANTS • COLOURS

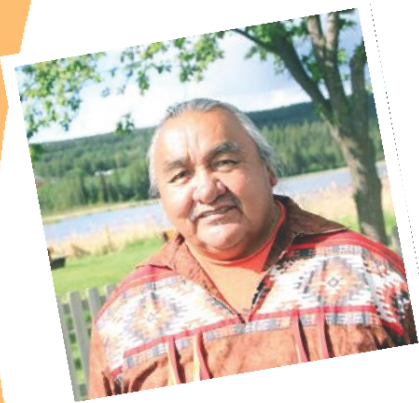
SECWÉPEMC TSI'N

LANGUAGE COURSE FOR EDUCATORS

6 WEEKS ON ZOOM
WEDNESDAYS AT 6PM PACIFIC
OCT 18, 25
& NOV 1, 8, 15, 22
90 MINUTES

SD 27 will pay the
registration for all staff
who use the code
SD27shuswap
at checkout!

REGISTER ONLINE
outdoorlearningstore.com



CHIEF MIKE ARCHIE
Chief Mike Archie is cultural advisor for the Northern Shuswap Tribal Council, focusing on finding ways to revitalize language and culture, promote reconciliation among the four bands and find ways to bring the youth and elders together. In 2006, he was elected chief, serving three terms until 2018.

JOHNSON ARCHIE
Johnson Ren skwest is Shuswap from Canim Lake. 69 years young, John has his teaching certificate from Gonzaga University in Spokane Washington. John has worked as an educator in his community over many years. He is experienced in teaching beginner Shuswap classes. John loves teaching about the Shuswap and guarantees a no pressure relaxed atmosphere for learning, full of laughter and kindness.



Early Bird Until
Sept 30

\$150

\$150 for 6
sessions
(\$25/session)
early bird (until
Sept 30) and \$175
for regular
registration (until
Oct 15).

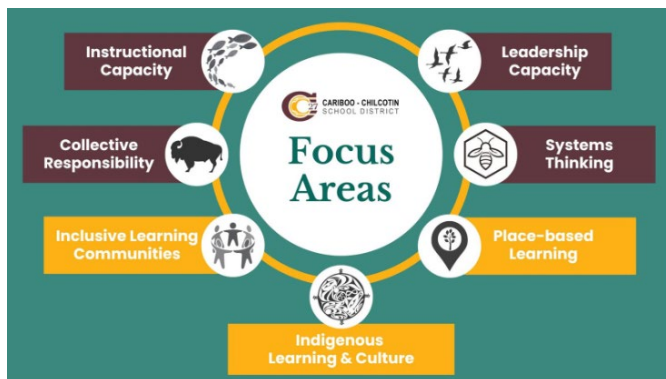


Walking Meeting Challenge



Have you tried holding any meetings or parts of meetings outdoors? How about walking meetings? Walking meetings between staff members or for conversations with a student are a great option. It is easy for 1:1 and small groups and can be incorporated as a portion of larger group meetings with break out or pair and share activities. For online meetings or portions of meetings focused on discussion rather than visuals, participants can easily be outside walking while on mobile devices. Learn about the benefits and [tips](#) and give it a try.

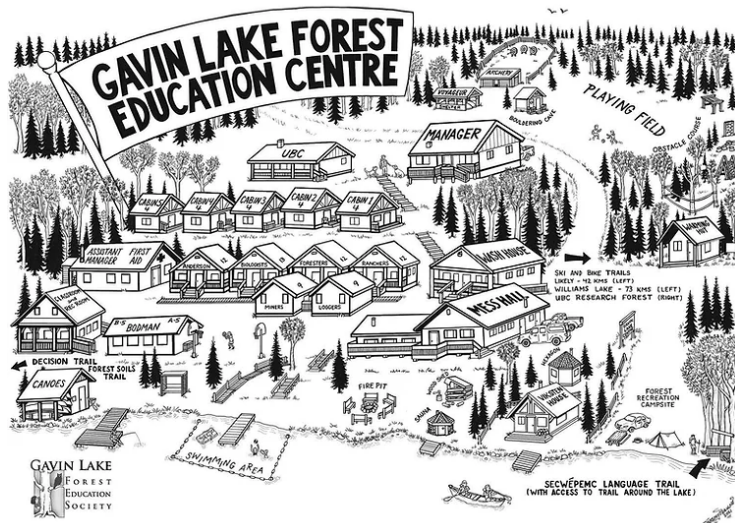
Share Your Adventures



We are posting photos and small write-ups to give our school community a glimpse into the fantastic work of schools to bring the key focus areas of the District Plan for Learner Success to life. Principals are gathering and submitting these snippets to create a narrative of the continuous growth toward success for all students. Be part of the story. [Check it out](#) and ask your principal how to contribute to place-based learning or any of the other areas.

Oct 20 NID Classrooms to Communities Virtual Gathering

Gavin Lake Forest Education Centre

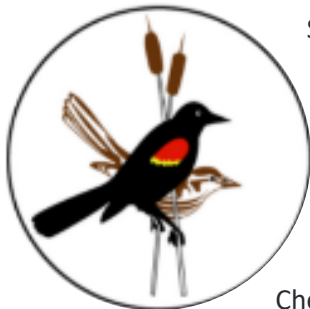


The camp is always open to bookings for schools and classes of any grade that want to run their own program. There is no fee to use the camp and its resources. Schools have increased budgets for field trips to accommodate bussing. Special free programs where Gavin Lake provides instruction and food services are scattered throughout the school year and are primarily aimed at grade 6 classes or combined classes that include grade 6 students. The amount of free availability any given year is determined by the amount of funding the Gavin Lake Forest Education Society receives through

donations and sponsorships for its school programming. School District 27 supports the society. Camp resources can be viewed on the website gavinlake.ca.

Gavin Lake Forest Education Society is a registered charity that believes in and supports outdoor learning and outdoor recreation for children. The Gavin Lake experience is a rich part of the school life of many SD 27 students.

Scout Island Nature Centre



Scout Island offers school programs designed to get K-12 students outdoors and up close and personal with nature. Programs may take place at the Nature Centre, at the school, or in the River Valley. The programs offered change with the season and with staff availability. All programs are linked to BC curriculum by grade and are led by environmental educators or naturalists. Teachers are encouraged to contact Scout Island to discuss specific information and activities they would like to have included in a field trip. Overnight visits can be arranged!

Check out their [website](#) and connect with them by email. School District 27 supports the society's programming. A visit to Scout Island should be part of all our students' school experience!

(Almost) No Bad Weather

We can experience variable Fall weather in our area. Appropriate clothing and footwear is essential for a safe and positive outdoor experience. **All students need stigma-free access to good clothing, footwear, and gear for all weather.** Cariboo-Chilcotin schools have done a fantastic job of using year-end lost and found recycling, thrift stores, donated items from individuals or community drives, and funds from sources such as Community Links to equip students properly. Now is a good time to check in on what your students might need for the current and next season. There are **resources available for what is needed.** Make this part of your staff conversations and planning as a school team.



Grow Your Garden Knowledge with Megan Zeni



The Garden Classroom Series with Megan Zeni

This online 10-part series will support K-7 elementary teachers eager to explore opportunities for teaching across the curriculum in their Westcoast school garden. Each month we will review timely tasks that help keep gardens growing, as well as specific curricular connections, and practical management tips for teaching outdoors. Seasonal resources will be shared, and participants are encouraged to share their own success stories and challenges to

broaden our collective expertise.

Registration is free and offered to practicing K-7 school teachers who currently use or support school-gardening spaces and/or projects in their school community . Please identify your school location and teaching role in the registration process.

Wednesdays - 7pm-8:30pm: September 6, October 11, November 8, December 6, January 10, February 7, March 6, April 10, May 8, June 5

[LEARN MORE & REGISTER HERE](#)

How is Your School Garden Feeding your Fall Food Program?



Does your school have a garden? Share (Focus Area post!) how it contributes to your school nutrition program. Do your school families or neighbours have extra garden produce that your students could eat, cook, freeze or can in the early days of this school year? Who in your school community can support food learning as well as your meal program?

Local food will be a theme as schools grow their food programs over the year. Start imagining the possibilities

and having the conversations that will lead to great nutrition and learning for students across Cariboo-Chilcotin School District.

4 SEASONS OF



★ Early Bird Registration Open!

Indigenous Learning

OCTOBER 2023 to JUNE 2024



Robin Wall Kimmerer



Kevin Lamoureux



Bonnie Harvey



Dr. Christopher Horsethief



Ariana Roundpoint



Smokii Sumac



Nasu?kin (Chief) Joe Pierre



Sophie Pierre



Doug Anderson



Dr. Niigaanwewidam James Sinclair

LEARN MORE!

www.outdoorlearningstore.com



CARIBOO-CHILCOTIN SCHOOL DISTRICT staff will have a separate registration link (see below) with paid registration and sponsorship of a local Environmental Education Provincial Specialist Association (EEPSA) membership.



CENTRAL BC EEPSA LOCAL CHAPTER will host participants who wish to *gather in person* at Columneetza to view the sessions together. Participants can indicate this option when they register. Snacks will be provided!

REGISTRATION FOR SD 27 STAFF

Field Leader Certification in Hiking for SD27

FRI & SAT
OCT 20-21



The Outdoor Council of Canada Field Leader program is designed to empower participants to ensure physical and emotional safety for their participants, manage logistics, solve problems as they arise, and provide meaningful experiences outside.

Earn a nationally recognized outdoor leadership certification.

Receive a one-year membership to the OCC.

This course offers a systematic approach to planning and managing a hiking activity for one day. Participants will read a 60 page manual and complete quizzes before attending the course. Course length is 16 hours. Graduates of the FL (Hiking) course are qualified to lead one day trips into class 1 hiking terrain as defined in the Outdoor Council of Canada's [Matrix](#). The scope of practice for a FL (Hiking) graduate can be found [Here](#).

- Cost to participating teachers
- Lunch provided on Friday
- Mileage provided from outside of the Williams Lake area (and accommodation if required.)
- Registration is limited to 20

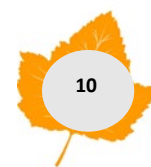
Day 1: 9 am – 5pm Workshop on site at UBC House on Fox Mountain

Day 2: 9 am – 5pm Field day in the local area (TBD)

REGISTER



**CARIBOO - CHILCOTIN
SCHOOL DISTRICT**



FREE! **TUESDAYS**
60 mins
Sept - Nov

Outdoor Learning

Fall Virtual Workshop Series!

September 19
Naturally Inclusive:
Engaging Children of
All Abilities Outdoors

October 17
Connecting Children
to Nature through
Indigenous Teachings

September 26
Wild Learning:
Practical Ideas to
Bring Teaching
Outdoors

Novembre 7
L'éducation en plein air:
Apprendre et enseigner
dehors en tous lieux et en
toutes saisons

October 3
Outdoor Learning
through Patterns in
Nature

November 14
BE OUT - A New
Outdoor Learning Tool
for Teacher Success

OUTDOORLEARNINGSTORE.COM



Instructional Capacity

A key focus area of our District Plan for Success of All Learners is building instructional capacity. Outdoor Learning Store offers free high quality workshops available online. **SD 27 supports educators who participate by providing the resource that goes with the session.** Register with [Outdoor Learning Store](https://www.outdoorlearningstore.com) for your session and **Sign up here for SD27 to order you the resource.** Resources are ordered the day after the session to make sure we get everyone.



Inclusive Learning Communities

Register for **September 19 Naturally Inclusive: Engaging Children of All Abilities Outdoors** and **sign up here for us to order you the book.** This is a great opportunity to learn how to approach your outdoor learning and field trip planning with the end in mind of ensuring inclusive learning environments and experiences for all students.

See you out there in the beautiful Cariboo-Chilcotin!

TO: Education Committee

FROM: Chris van der Mark

DATE: September 13, 2023

RE: District Day Highlights

BACKGROUND

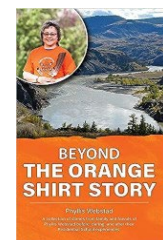
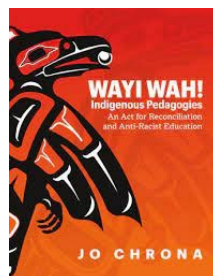
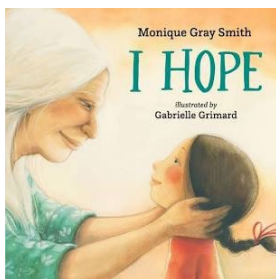
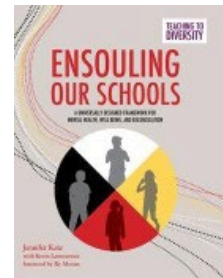
For the last few years, SD27 has organized its District Planning Day to be the very first day of school to allow school staffs to get together, learn together and plan. We have also used this day to gather all of SD27 employees to continue our very specific and crucial work towards Truth and Reconciliation.

INFORMATION

We were honored to have Kukpi7 Sellars join our day and welcome staff to the territory. The work that we do together is critical as we move forward. Our keynote speaker was Ms. Jo Chrona, author of *Wayi Wah!* Ms. Chrona will also return to work with staff throughout the year.

Welcome BACK!!

- A Quick Look Back at our District Days...
 - 2019-20 **Self Regulation and Intergenerational Trauma** (Stuart Shanker)
 - 2020-21 COVID
 - 2021-22 **Truth and Reconciliation- A National Perspective** (Kevin Lamoureux)
 - 2022-23 **Truth and Reconciliation** (Monique Gray Smith/ Phyllis Webstad)
 - 2023-24 **Truth and Reconciliation- Systemic Racism** (Jo Chrona)



“Learning, Growing, and Belonging Together”

FOCUS AREAS FOR GROWTH



We looked at what the student achievement and school experience data showed, reflected on the findings and recommendations of the Equity Scan, considered the community input, examined our internal processes and practices and tried to capture what was essential in some key focus areas for growth: collective responsibility, instructional capacity, leadership capacity, systems thinking, indigenous learning and culture, inclusive learning communities, and place-based learning. We sought input from staff, parents, and students to see if there were important ideas or themes that were missed before confirming our focus areas for planning.



RECOMMENDATION

None. Information only.