

What connections do you notice about the alignment of school district policies/programming and their vision towards education, teaching, and learning?

- [*District Plan Report](#) *Important read as starting point to learning about District)
- [Alignment graphic](#)
- [Strategy Map](#)
- [Common data sets available and reviewed](#) to make and adjust decisions and plans
- [Focus Area Posts](#) – schools and departments sharing stories of success bringing key focus areas for improvement to life
- [Learning Series](#) - repeated, embedded quality workshops and learning rounds in key areas for improvement
- Themes and activities ([Walking Together](#), indigenous learning, place-based learning) carried through Leadership Retreat, [District Day](#) with all staff, [School Start Up with staff and students](#)
- District Day for all staff (ed/ops/admin) to hear same message about priorities and focus for District
- Superintendent Reports to Board: [Sep](#) and [Oct](#)

How do the various roles and responsibilities of those within school districts work together to support schools, students, staff, and families?

- [Collective Responsibility Framework](#) (CRF)
- First Nations as rightsholders - [FNEC](#) and monitoring and supporting students down to the individual student level, monthly LEA meetings– Band Education Coordinators work directly with schools and Indigenous Education Department.
- [Education Collective for new teacher supports](#)
- Education roles - District: Superintendent, Directors, District PVP, helping teachers, specialist staff in student services (occupational and physical therapy, elementary councillors, teachers for deaf and hard of hearing, vision), manager of youth community connections). School: PVP, teachers, sec counselors, education assistants, Indigenous support workers, youth engagement workers, noon hour supervisors, custodians, secretaries
- Youth Engagement Workers trained as Community Navigators
- Active communication to help operations, administration staff understand they play a direct supporting role to educators and students (e.g. Review of [CRF](#) with ALL staff on District Day; Oct 5 [Teacher Day](#), [Focus Area Posts](#))
- Families: [core relationship](#) of system as classroom teacher-students-caregivers is explicit in CRF and community service providers invited to learning events and training such as Threat Assessment, Trauma-informed Schools, etc.

In what ways do school districts support the work of decolonizing and Indigenizing practices?

- [District Plan Report](#) -Indigenous learning and culture key focus area
- [District Day](#) welcome and what they want to see from us by Chiefs to whole staff; key note presenter Monique Gray Smith
- School Annual Culture Plans based on Traditional Calendar
- Indigenous Education Department:
 - [FNEC](#) (*will become [IEC](#))
 - [Indigenous Role Models](#)
 - [Local Education Agreements](#)
- Pro-D sessions on every NID (Sep: *Traditional Pitch Medicine Workshop and Tsilqhot'in Worldview of the Natural World*, and *Beading Workshop – Orange Shirt Pins*; Oct - *Tsilqhot'in Culture and Sweat, Esk'etemc Cultural Learning, Learning About Traditional Medicines*,
- Focus Area Posts – [Indigenous Learning and Culture](#)
- [Knowledge Keepers and Elders in Schools](#)
- District-funded courses for staff (Language, 4 Seasons of Reconciliation, Ripple Effect of Resilience, etc.)
- Circle of Courage as organizing framework. Extensive training in Trauma-Informed Schools Through lens of Circle of Courage (see Learning Series poster)

In what ways do school districts support ecological justice and land-based practice?

- See Take Me Outside for Learning (TMO4L): [Fall Inspirations](#) for many examples of District support for place-based learning training and learning for staff
- Place-Based learning [Focus Posts](#)
- [Outdoor learning structures](#) at all schools
- District partnerships with
 - [Outdoor Learning School & Store](#), (SD 27 [sign up](#) for paid courses)
 - [Outdoor Council of Canada](#) (paid [Field Leader](#) course and piloting Supervisor)
 - [Classrooms to Communities](#) ([sponsor](#), [Board rep](#))
 - [Take Me Outside Canada](#) (conference partner)
 - [EEPSA](#) (sponsor local memberships)
- Partnerships with [Gavin Lake Forest Education Society](#) (for day and [overnight trips](#)) and [Scout Island Nature Centre](#) (visits and [programming](#), daily bus for single school that has no direct access to nature from school yard)
- [District Mental Health Plan](#): *Nurtured by Nature*
- Outdoor component to all PVP meetings, Leadership Retreat, District Day
- Place-based learning pro-d at all Non-Instructional Days (e.g. Sep – *Welcome to Outdoor Learning*, Oct - *Scout Island Nature Center: 1 on 1 Planning Sessions*)

In what ways do school districts support inclusive education and learners with diversities and unique abilities?

- POPARD, SET BC and other Provincial supports
- School-Based Team (SBT) processes
- Monthly [Student Support Services](#) Meetings/Newsletters/Sharing sessions to build staff capacity
- Non-violent Crisis Intervention (NVC) Training for staff
- School and district student support services connections with community service providers to help plan and support for individual students and families (see Collective Responsibility Framework)
- Community tables: Situation Table, Suicide and Sudden Death team, Integrated Case Management for family violence, Integrated Youth Case Management, Violence Risk Threat Assessment teams, others
- Student Psych Ed Assessments
- K – 12 Transition Planning
- Community Outreach including Youth Community Connections support for youth engaged in or victimized by gang activity

In what ways do school districts conceptualize and support equity, inclusion and belonging? (e.g. how do districts respond to diversity and social justice in areas such as learning differences, language, culture, socio-economic status, race, sexuality, neuro-diversity, mental health, etc.?)

- Focus area Posts: [Inclusive Learning Communities](#)
- Children and Youth In care: see [District Plan Report](#), [Oct Superintendent Report](#)
- [Equity Scan](#) (to be redone this school year)
- [District Mental Health Plan](#)
- PVP Lead Team for [Compassionate Systems Leadership](#) (embedded in all PVP meetings to model for school application)
- Teachers compensated for completing [EASE](#) and [Mental Health Literacy](#) Training
- *Creating a Trauma-Informed and Resilience-Focused School* certification course and pro-d day workshops; Ripple Effect of Resilience course
- *Special events* (e.g. [Gathering of Hope](#), [Finding Your Purpose](#))
- [SOGI](#) school leads team ([SOGI 1 2 3](#), yearlong program with [Bryan Gidinski](#))
- Anti-racism work – Jo Chrona work with district, book [Wayi Wah!](#) for all school staff, anti-racism workshops at pro-d days (e.g Sep - *Reconciliation and Anti-Racism in the Classroom: Tools for Creating Safety and Belonging*), Oct - *Responding to Incidents of Racism and Discrimination*, school initiatives
- [Community LINK](#) funds: youth Engagement Workers, social-emotional learning, clubs and extra-curricular activities, clothing and experiences for outdoors.
- [Feeding Futures](#) : expand nutrition programs, breakfast, lunch, snacks, family food security in collaboration with community partners

Need more Information?

See District Website: www.sd27.bc.ca •

Questions to Superintendent cheryl.lenardon@sd27.bc.ca

Link to [recorded session](#)

Interested in a [practicum](#) (or a [career](#)) with us?