



Cariboo-Chilcotin School District No. 27

*Learning Better Together*

## SFU EDUC 400 Exploration C 2024



**Collective Responsibility • Instructional Capacity • Inclusive Learning Communities • Indigenous Learning & Culture • Place-Based Learning**



# Cheryl Lenardon

*Deputy Superintendent SD 27*



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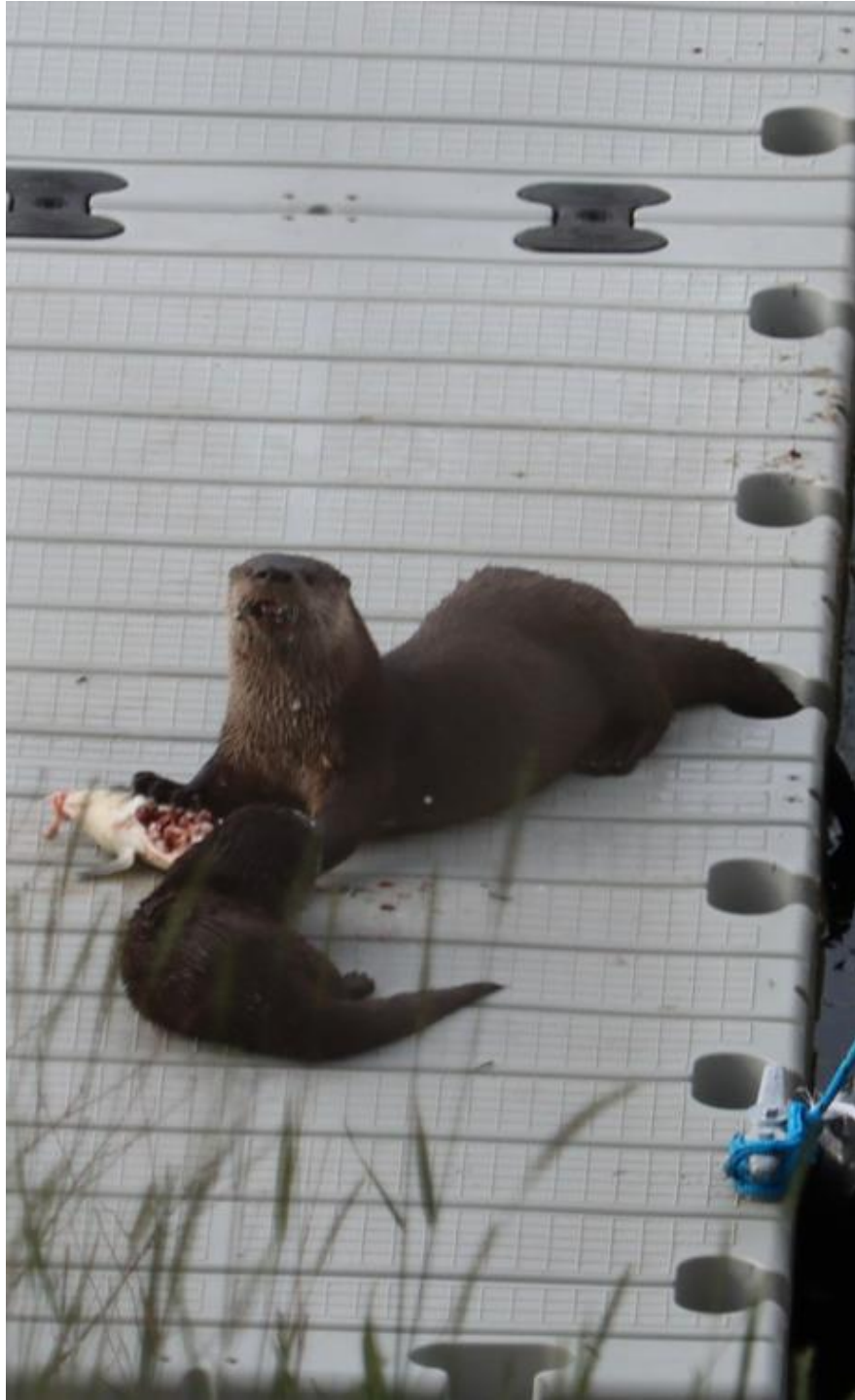


[www.sd27.bc.ca](http://www.sd27.bc.ca)













CARIBOO - CHILCOTIN  
SCHOOL DISTRICT







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**TIMBER  
KINGS**





# THE WILD ONES | New Series Premieres Janu...



Play (k)



0:05 / 0:30



YouTube







SPEAKER AUTHOR PHYLLIS WEBSTAD

# "The Orange Shirt Story"

Speaker Program for all Ages

SEPTEMBER 22ND, 2020  
9:30 AM - 11:00 AM

Presented by the First Nations House of Learning & UBC Learning Circle





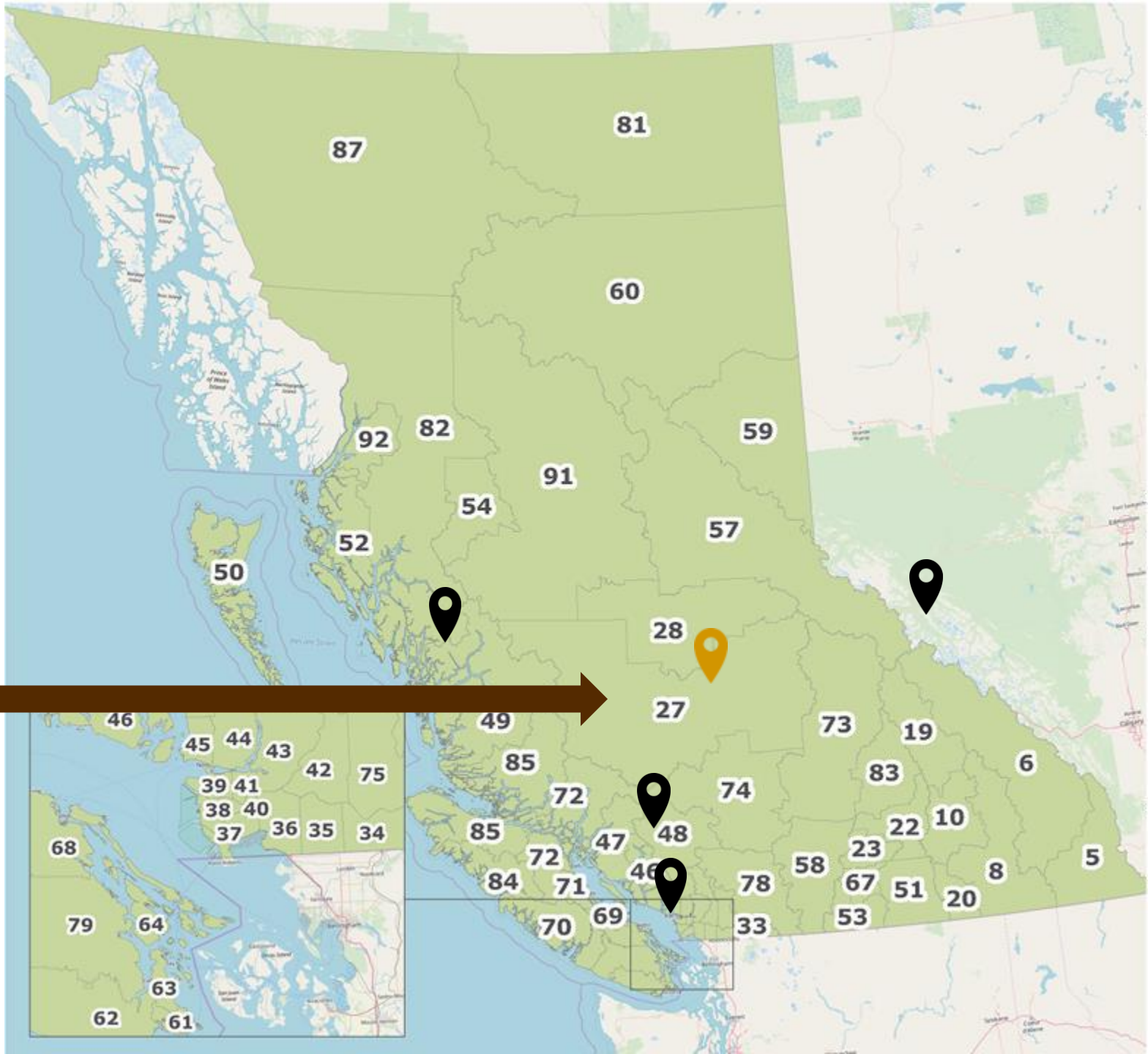


# Cariboo-Chilcotin School District No. 27



The geographic size of New Brunswick

6 hr circle around Williams Lake: Vancouver, Whistler, Jasper, Bella Coola





## Land Acknowledgement



**Cariboo-Chilcotin School District** operates on the traditional unceded territories of the Secwepemc, Tsilhqot'in, and Dakelh Nations. We recognize it is a privilege to do our work in this

special place. We understand our legislated responsibility and the moral imperative to act for truth and reconciliation with care, wisdom, and respect to right historic harm done by the education system. We are committed to the success of Indigenous learners and to learning about local First Nations culture by all members of the school district community.

We serve the students and families of [twelve First Nation communities](#), which include **Tsideldel First Nation** (Alexis Creek Band), **Tl'etinqox Government** (Anaham Band), **Yunesit'in Government** (Stone Band), **Tl'esoqox** (Toosey Band), **Xeni Gwet'in First Nation** (Nemiah Valley), **?Esdilagh** (Alexandria Band), **Tsq'escen'** (Canim Lake Band), **Stswecem'c/Xgat'tem** ( Canoe Creek/Dog Creek Band), **Esk'etemc First Nation** (Alkali Lake), **Xatšūll** (Soda Creek First Nations), **T'exelc** (Williams Lake First Nation) and **Ulkatchot'en** (Ulkatcho First Nation).





## District Context



**Cariboo-Chilcotin School District No. 27** extends over a large [geographic area](#) roughly the size of New Brunswick in the beautiful interior of BC. We are sparsely populated with 487 people per square kilometer of land, compared with the BC average of 3,644 people per square kilometer. We are one of the largest employers in the region with over 850 staff, serving approximately 4600 students from Kindergarten to Grade 12 in 24 schools. Our

enrollment had been in decline for many years, then increased unexpectedly following the pandemic, and is now levelling out.

More than 1350 Indigenous students attend our schools. These students are on-reserve, off-reserve, Métis, and Inuit in ancestry. Approximately 9% of learners have designations for disabilities or diverse abilities. The number of children and youth in care (CYIC) is variable with children moving in and out of care and reliance on individual MCFD workers and caregivers to update schools. There were 78 CYIC in October 2024.

[Socio-economic characteristics of the district](#) include lower rates of post-secondary credentials for adults (30%) than the provincial average (42%). We have a slightly higher percentage of single parent households (4.49%) than is typical in BC (4.29%). There is higher unemployment in the region (9.73%) than in the province as a whole (8.27%) and a lower median household income (\$93,265 versus \$113, 137)

There are other factors that provide important 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 a wildfire in the city of Williams Lake this 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 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 effects of national workforce shortage issues and have had a number of non-certified teachers on letters of permission in recent years and significant issues with replacement when teachers are away. These factors are reflected in our planning and response. Despite these challenges we have many strengths including strong relationships with an extensive network of community service providers and partners who support our students and their families.

**Cariboo-Chilcotin School District** has been engaged in a comprehensive rebuilding of all systems, structures, and practices since the appointment by the Ministry of Education of a Special Advisor in 2018. Since then, we have an almost entirely new Board of Education, now in its second term, and a turnover of nearly all members of the district senior leadership and management teams. Senior staff have brought a wealth of experience from other districts and sectors. All efforts are laser focused on enhancing student learning and outcomes. The progress toward modernization and alignment of structures and systems is gaining momentum. Staff is buying in and experiencing benefits of the changes. We are driven to lead in the province across all aspects of the organization and to achieve excellence in outcomes for all learners. We are investing in the development of our capacity as a highly intentional, coordinated, and effective learning organization.





## District Context



**Cariboo-Chilcotin School District** has diverse learners attending elementary, elementary-junior secondary, junior secondary, and secondary schools ranging in size from 724 students to 14 students. In SD 27 we believe that all learners can achieve success, thrive in our schools, and cross the stage with dignity, purpose, and options when they complete their programs with us.

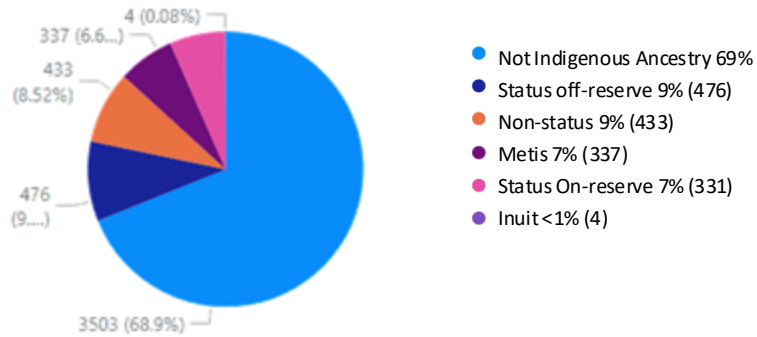
Total Head Count K-12

4593

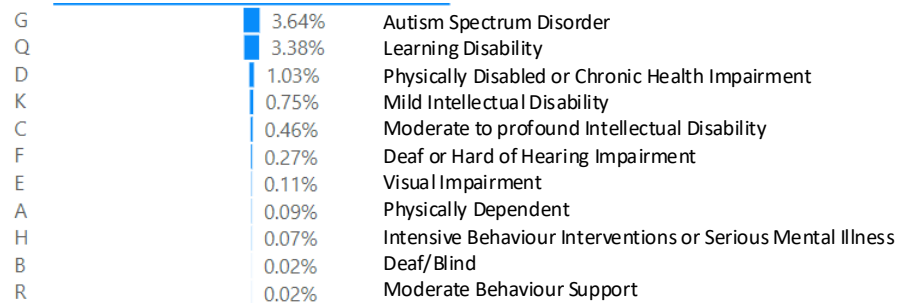
Children & Youth In Care

78

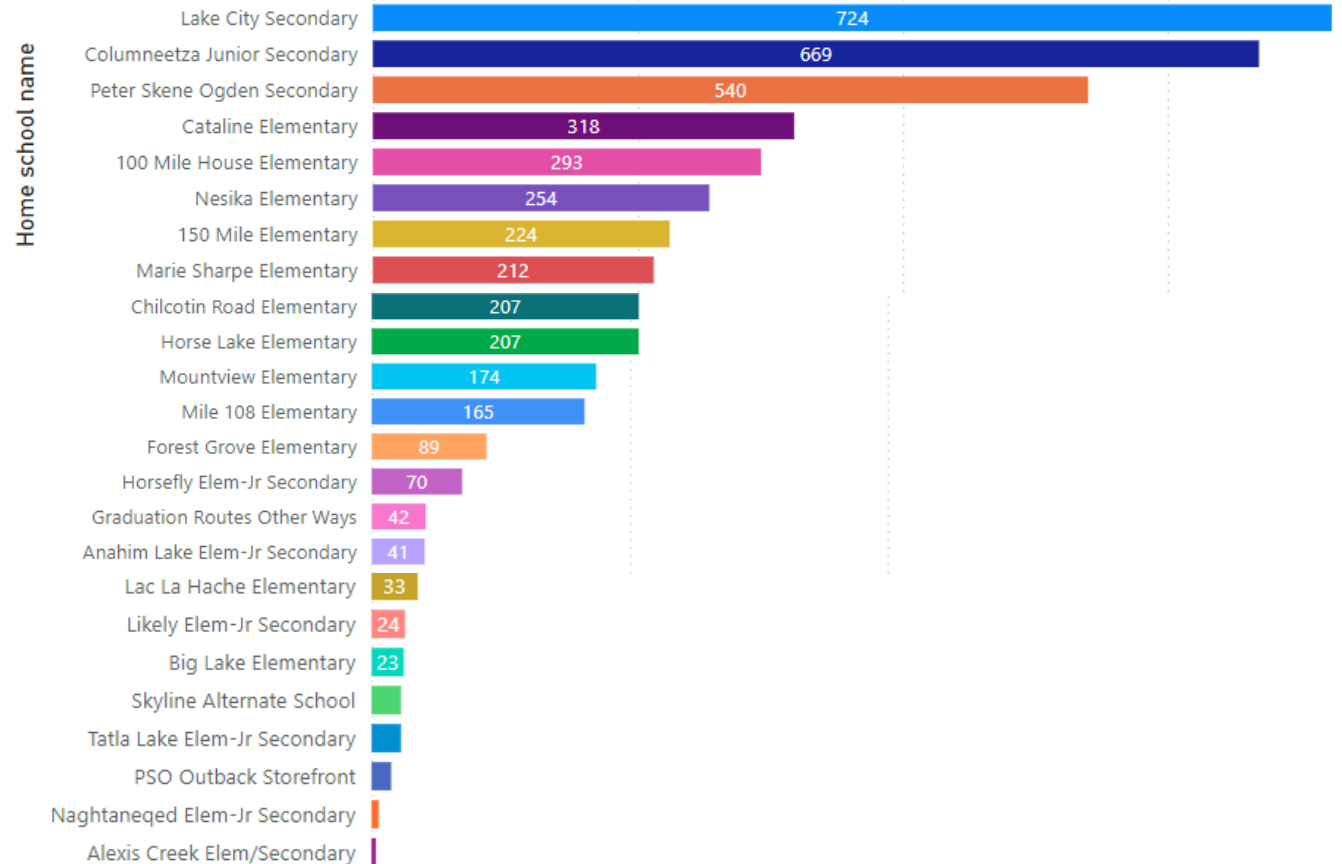
### % Students with Indigenous Ancestry



### % Students with Special Education \*Designation



### Student Count by School





## Alignment



# ALIGNING PLANNING FOR LEARNER SUCCESS

## BC MINISTRY OF EDUCATION & CHILDCARE Framework for Enhancing Student Learning

Focus Areas



A shared commitment to **improve** student success, equity and inclusivity of learning **outcomes for all students** with a particular focus on Indigenous students, children and youth in care and students with disabilities or diverse abilities.

GRADUATION

LITERACY

NUMERACY

SAFE, WELCOME,  
BELONGING

CORE  
COMPETENCIES

## CARIBOO-CHILCOTIN SCHOOL DISTRICT NO. 27 District Plan for Student Success

Focus Areas



The District has a multi-year plan to build capacity and improve processes and practices toward enhanced experiences and services for learners for greater student success. Evidence of success will be shared publicly. We have identified high priority focus areas for action for improvement.

COLLECTIVE  
RESPONSIBILITY

INSTRUCTIONAL  
CAPACITY

INCLUSIVE LEARNING  
COMMUNITIES

INDIGENOUS LEARNING &  
CULTURE

PLACE-BASED  
LEARNING

## SCHOOLS School Plans For Learner Success

Focus Areas



Redesigned annual school plans focus attention and resources on enhancing student success in key areas and also allow for school-based priorities. Plans are evidence-based, outcome-based, responsive, and collaborative.

LITERACY

NUMERACY

ATTENDANCE

SAFE, WELCOME,  
BELONGING

OTHER SCHOOL  
PRIORITIES

We can draw a straight line from our provincial mandate, through district and school level intentional work, to what we are doing with and in support of individual students.

## STUDENTS



Formal and informal planning to meet the needs and build on the strengths of groups of students and individual students





Best Place to start to learn about us:



<https://bit.ly/SD27Report24>

## Enhancing Student Learning Report September 2024

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



Reviewed by Board of Education  
September 24, 2024



<http://bit.ly/SD27Plan2024>





# Cariboo-Chilcotin School District

## Key Focus Areas for Enhancing Learner Success

We are committed to **continuous improvement for ALL learners in Cariboo-Chilcotin School District to flourish**. We intentionally act to **raise and level the bar of achievement**. This means higher achievement and **equity of outcomes across all groups of students**. We pay particular attention to the outcomes of **Indigenous students, children and youth in care, and students with disabilities or diverse abilities**. We direct our resources, time, and energy to the following **key focus areas**:

**COLLECTIVE  
RESPONSIBILITY**

**INSTRUCTIONAL  
CAPACITY**

**INCLUSIVE LEARNING  
COMMUNITIES**

**INDIGENOUS LEARNING  
& CULTURE**

**PLACE-BASED  
LEARNING**



We are proud of what we are doing in these areas to enhance the experience and success of all learners across our schools and district. By sharing the stories we spread the joy that comes from doing good work together and seeing the difference it makes for students, families, and community. Celebrate with us!

<https://bit.ly/SD27Focus24>



# District Strategy Map



## CARIBOO-CHILCOTIN SCHOOL DISTRICT NO. 27 PLAN FOR LEARNER SUCCESS 2024-2027



ENHANCED STUDENT SUCCESS



MEASURES

ACTION: EFFECTIVE STRUCTURES, PROCESSES, & PRACTICES

ACTION: CAPACITY BUILDING

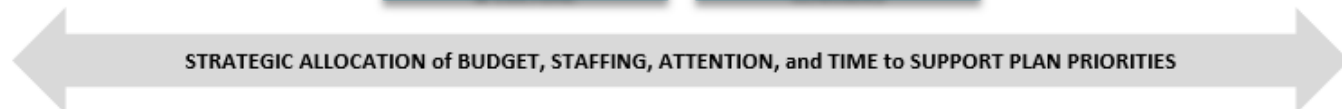
KEY GROWTH AREAS

In Cariboo-Chilcotin School District we are

- Developing collective capacity in our key focus areas, for growth,
- For improved practices,
- So learners have better experiences and service,
- Leading to greater success for ALL students.

Intellectual	Human & Social	Career
<ul style="list-style-type: none"> <li>• ON-TRACK IN LITERACY</li> <li>• ON-TRACK IN NUMERACY</li> </ul>	<ul style="list-style-type: none"> <li>• FEEL WELCOME, SAFE, CONNECTED TO SCHOOL</li> </ul>	<ul style="list-style-type: none"> <li>• GRADUATE</li> <li>• CORE COMPETENCIES FOR LIFE GOALS</li> </ul>
<ul style="list-style-type: none"> <li>•Gr 4 &amp; 7 FSA Reading, Writing, Numeracy</li> <li>•Gr 10 &amp; 12 Literacy Assessment</li> <li>•Gr 10 Numeracy Assessment</li> <li>•Gr to Gr Transitions</li> </ul>	<ul style="list-style-type: none"> <li>•Gr 4, 7, 10 Student Learning Survey: Safe, Welcome, Sense of Belonging</li> <li>•Gr 4, 7, 10 Student Learning Survey: Number of adults who care</li> </ul>	<ul style="list-style-type: none"> <li>•5 Year Graduation Rate</li> <li>•Post-Secondary Transition Rate to BC Institutions</li> </ul>
<ul style="list-style-type: none"> <li>• Report cards (On Track in Language Arts, Math, Attendance) • District Student Learning Reflection • Reading, Writing Assessments</li> </ul>		

INTERNAL SCORECARDS FOR WORKPLANS TO MONITOR PROGRESS OF ACTIONS			
School Plans For Learner Success and Cultural Plans	Data Warehouse & Cariboo-Chilcotin Information Management System	First Nation Education Council Bill 20 Implementation	District Process and Workflow Review
Literacy Assessment Reset	Equity in Action Reboot	Accessibility Plan	Long Term Capital Plan and Transportation Optimization
New District Numeracy Assessment	Youth Community Connections Program	Internal and External Communications Plan	Building Security and Communications Upgrade
First Nations and MCFD Secure Data Sharing	Staff Recruitment Plan	Staff Attendance Support Program	Cybersecurity Upgrade
School Culture Assessment	Place-Based Learning Framework	Board Process Review	Health & Safety Program Update
Learning Series with CCTA: Aligned with Plan Priorities	PVP Instructional Leadership Cohort with Dylan William	Collective Responsibility Framework Implementation	Outdoor Learning Support Partnerships: Local, BC, National
New Teacher and LOP Support Program with CCTA	Helping Teacher Model: Aligned with Learning Series, Assessments	Restorative Practice & Circle of Courage Training	Compassionate Systems Leadership Learning Team



- STUDENTS WE ARE PAYING PARTICULAR ATTENTION TO FOR EQUITY OF OUTCOMES
- Indigenous students living on reserve
  - Indigenous students living off reserve
  - Children & youth in care
  - Students with disabilities or diverse abilities

ADD QR CODE TO FULL PLAN ON WEBSITE

DRAFT Summary of 3 Year Plan (Full plan will be available on our [website](#) this Fall)



# Your EDUC 400 Exploration C Map to SD 27



**EDUC 400 Exploration C: October 28, 2024**  
Schools, Districts and the Communities They Serve



<p><b>What connections do you notice about the alignment of school district policies/programming and their vision towards education, teaching, and learning?</b></p> <ul style="list-style-type: none"> <li>• <a href="#">*District Plan Report</a> *Important read as starting point to learning about District)</li> <li>• <a href="#">Alignment graphic</a></li> <li>• <a href="#">Strategy Map</a></li> <li>• <a href="#">Common data sets available and reviewed</a> to make and adjust decisions and plans</li> <li>• <a href="#">Focus Area Posts</a> – schools and departments sharing stories of success bringing key focus areas for improvement to life</li> <li>• <a href="#">Learning Series</a> - repeated, embedded quality workshops and learning rounds in key areas for improvement</li> <li>• Themes and activities (<a href="#">Walking Together</a>, indigenous learning, place-based learning) carried through Leadership Retreat, <a href="#">District Day</a> with all staff, <a href="#">School Start Up with staff and students</a></li> <li>• District Day for <a href="#">all staff</a> (ed/ops/admin) to hear same message about priorities and focus for District</li> <li>• Superintendent Reports to Board: <a href="#">Sep</a> and <a href="#">Oct</a></li> </ul>	<p><b>How do the various roles and responsibilities of those within school districts work together to support schools, students, staff, and families?</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Collective Responsibility Framework</a> (CRF)</li> <li>• First Nations as rightsholders - <a href="#">FNEC</a> 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.</li> <li>• <a href="#">Education Collective for new teacher supports</a></li> <li>• Education roles - <a href="#">District</a>: Superintendent, Directors, District PVP, helping teachers, specialist staff in student services (occupational and physical therapy, elementary counsellors, teachers for deaf and hard of hearing, vision), manager of youth community connections). <a href="#">School</a>: PVP, teachers, sec counselors, education assistants, Indigenous support workers, youth engagement workers, noon hour supervisors, custodians, secretaries</li> <li>• Youth Engagement Workers trained as Community Navigators</li> <li>• Active communication to help operations, administration staff understand they play a direct supporting role to educators and students (e.g. Review of <a href="#">CRF</a> with ALL staff on District Day; Oct 5 <a href="#">Teacher Day</a>, <a href="#">Focus Area Posts</a>)</li> <li>• Families: <a href="#">core relationship</a> 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.</li> </ul>	<p><b>In what ways do school districts support the work of decolonizing and Indigenizing practices?</b></p> <ul style="list-style-type: none"> <li>• <a href="#">District Plan Report</a> -Indigenous learning and culture key focus area</li> <li>• <a href="#">District Day</a> welcome and what they want to see from us by Chiefs to whole staff; key note presenter Monique Gray Smith</li> <li>• School Annual Culture Plans based on Traditional Calendar</li> <li>• Indigenous Education Department: <a href="#">-FNEC</a> (*will become <a href="#">IEC</a>) <a href="#">-Indigenous Role Models</a> <a href="#">-Local Education Agreements</a></li> <li>• Pro-D sessions on every NID (Sep: <i>Traditional Pitch Medicine Workshop and Tsilhqot'in Worldview of the Natural World</i>, and <i>Beading Workshop – Orange Shirt Pins</i>; Oct - <i>Tsilhqot'in Culture and Sweat, Esk'etemc Cultural Learning, Learning About Traditional Medicines</i>,</li> <li>• Focus Area Posts – <a href="#">Indigenous Learning and Culture</a></li> <li>• <a href="#">Knowledge Keepers and Elders in Schools</a></li> <li>• District-funded courses for staff (Language, 4 Seasons of Reconciliation, Ripple Effect of Resilience, etc.)</li> <li>• Circle of Courage as organizing framework. Extensive training in Trauma-Informed Schools Through lens of Circle of Courage (see Learning Series poster)</li> </ul>	<p><b>In what ways do school districts support ecological justice and land-based practice?</b></p> <ul style="list-style-type: none"> <li>• See Take Me Outside for Learning (TMO4L): <a href="#">Fall Inspirations</a> for many examples of District support for place-based learning training and learning for staff</li> <li>• <a href="#">Outdoor learning structures</a> at all schools</li> <li>• District partnerships with <a href="#">-Outdoor Learning School &amp; Store</a>, (SD 27 <a href="#">sign up</a> for paid courses) <a href="#">-Outdoor Council of Canada</a> (paid <a href="#">Field Leader</a> course and piloting Supervisor) <a href="#">-Classrooms to Communities</a> (sponsor, <a href="#">Board</a> rep) <a href="#">-Take Me Outside Canada</a> (conference partner) <a href="#">-EEPSA</a> (sponsor local memberships)</li> <li>• Partnerships with <a href="#">Gavin Lake Forest Education Society</a> (for day and <a href="#">overnight trips</a>) and <a href="#">Scout Island Nature Centre</a> (visits and <a href="#">programming</a>, daily bus for single school that has no direct access to nature from school yard)</li> <li>• <a href="#">District Mental Health Plan: Nurtured by Nature</a></li> <li>• Outdoor component to all PVP meetings, Leadership Retreat, District Day</li> <li>• Place-based learning pro-d at all Non-Instructional Days (e.g. Sep – <i>Welcome to Outdoor Learning</i>, Oct - <i>Scout Island Nature Center: 1 on 1 Planning Sessions</i>)</li> </ul>	<p><b>In what ways do school districts support inclusive education and learners with diversities and unique abilities?</b></p> <ul style="list-style-type: none"> <li>• POPARD, SET BC and other Provincial supports</li> <li>• School-Based Team (SBT) processes</li> <li>• Monthly <a href="#">Student Support Services</a> Meetings/Newsletters/Sharing sessions to build staff capacity</li> <li>• Non-violent Crisis Intervention (NVCi) Training for staff</li> <li>• 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)</li> <li>• 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</li> <li>• Student Psych Ed Assessments</li> <li>• K – 12 Transition Planning</li> <li>• Community Outreach including Youth Community Connections support for youth engaged in or victimized by gang activity</li> </ul>	<p><b>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.?)</b></p> <ul style="list-style-type: none"> <li>• Focus area Posts: <a href="#">Inclusive Learning Communities</a></li> <li>• Children and Youth In care: see <a href="#">District Plan Report, Oct Superintendent Report</a></li> <li>• <a href="#">Equity Scan</a> (to be redone this school year)</li> <li>• <a href="#">District Mental Health Plan</a></li> <li>• PVP Lead Team for <a href="#">Compassionate Systems Leadership</a> (embedded in all PVP meetings to model for school application)</li> <li>• Teachers compensated for completing <a href="#">EASE</a> and <a href="#">Mental Health Literacy</a> Training</li> <li>• <i>Creating a Trauma-Informed and Resilience-Focused School</i> certification course and pro-d day workshops; Ripple Effect of Resilience course</li> <li>• <i>Special events</i> (e.g. <a href="#">Gathering of Hope</a>, <a href="#">Finding Your Purpose</a>)</li> <li>• <a href="#">SOGI</a> school leads team (<a href="#">SOGI 1 2 3</a>, yearlong program with <a href="#">Brvan Gidinski</a>)</li> <li>• Anti-racism work – Jo Chrona work with district, book <a href="#">Wavy Wah!</a> for all school staff, anti-racism workshops at pro-d days (e.g Sep - <i>Reconciliation and Anti-Racism in the Classroom: Tools for Creating Safety and Belonging</i>), Oct - <i>Responding to Incidents of Racism and Discrimination</i>, school initiatives</li> <li>• <a href="#">Community LINK</a> funds: youth Engagement Workers, social-emotional learning, clubs and extra-curricular activities, clothing and experiences for outdoors.</li> <li>• <a href="#">Feeding Futures</a> : expand nutrition programs, breakfast, lunch, snacks, family food security in collaboration with community partners</li> </ul>
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**Need more Information?**

See District Website: [www.sd27.bc.ca](http://www.sd27.bc.ca) • Questions to Superintendent [cheryl.lenardon@sd27.bc.ca](mailto:cheryl.lenardon@sd27.bc.ca)  
 Link to recorded session: [Join the meeting now](#) (Microsoft Teams, Meeting ID: 271 799 635 154 ,  
 Passcode: bs4NnB)

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

[Link to your cheat sheet](#)  
[Link to recorded session](#)

<https://bit.ly/SD27ED400ExC24>





# Cheryl Lenardon

*Deputy Superintendent SD 27*



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**Best wishes to you in your learning  
and development toward a  
rewarding career!**