



DISTRICT STRATEGIC PLAN 2023-2028



PUBLIC VERSION

September 24, 2024

School District No. 83 Board of Education has established this strategic plan in consultation with its Rightsholders, stakeholders, staff, and students. The 2023-2028 Strategic Plan is an evolving document.

LAND ACKNOWLEDGEMENT

We introduce the Strategic Plan by acknowledging, honouring, and giving thanks for the traditional lands and history of the Secwépemc people. We value and honour the relationships with each of the First Nation communities on whose lands we have the privilege of educating children.



EDUCATION CALLS TO ACTION

#62:

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
- Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

#63:

We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- Building student capacity for intercultural understanding, empathy, and mutual respect.
- Identifying teacher-training needs relating to the above.

#64:

We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

#65:

We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

MESSAGE FROM THE BOARD OF EDUCATION

The Board of Education recognizes that the District is on the ancestral and unceded lands of the Secwépemc First Nations: Adams Lake Indian Band, Neskonlith Indian Band, Skw̓l̓x̓ te Secwepemcúl'ecw, and Splotsin.

We are dedicated to a clear vision, mission, and set of values that guide our efforts in shaping the educational experience for students.

These principles form the foundation of our commitment to providing a well-rounded education that not only nurtures academic growth but also fosters the development of responsible and compassionate citizens.

Our commitment to fostering confident, curious, and caring individuals who contribute to a diverse world is rooted in our values of belonging, respect, reconciliation, empathy, equity, and perseverance.



Tennile Lachmuth
Electoral Area 1
City of Armstrong
Township of Spallumcheen
CSR D Area D (Falkland,
Silver Creek, Rancho)



Brent Gennings
Electoral Area 2
City of Enderby
CSR D Area E (Malakwa)
District of Sicamous
RDNO Area F (Mara,
Grindrod, Mabel Lake)



Corryn Grayston
Electoral Area 3
CSR D Areas C, F, and G
(South Shuswap, North
Shuswap, Sorrento/Blind
Bay)



Amanda Krebs
Electoral Area 4
Salmon Arm



Marianne VanBuskirk
Electoral Area 4
Salmon Arm

MESSAGE FROM QUELMÚCW EDUCATION COUNCIL

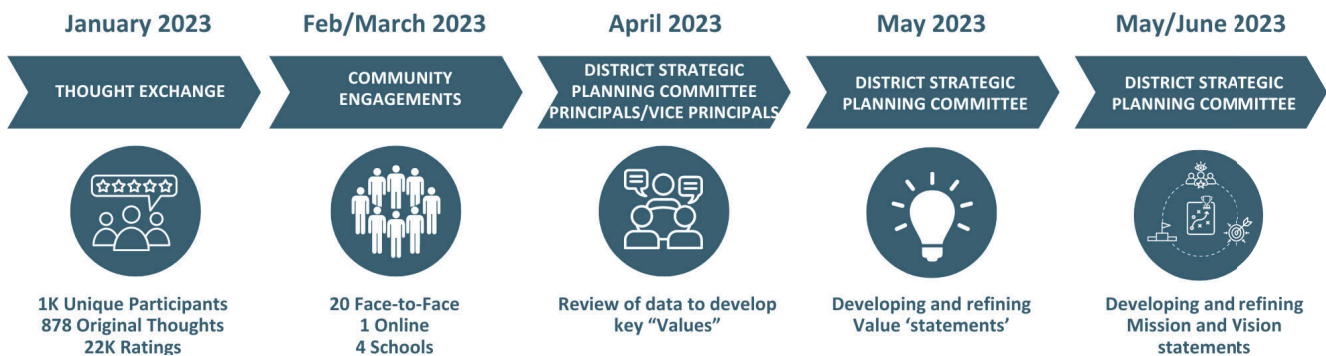
The Quelmúcw Education Council, composed of representatives from the communities of Adams Lake Indian Band, Neskonlith Indian Band, Skw̓l̓x̓ te Secwepemcúl'ecw, and Splotsin, as well as the Salmon Arm Métis Association, is an integral part of School District No. 83 and was actively involved in the consultation that led up to the creation of this Strategic Plan. We are very proud of the excellent working relationship that we have cultivated within School District No. 83. The value of Reconciliation is woven through all parts of the Strategic Plan, along with threads of our knowledge and advice. We truly are in a place of *k̓wsel̓tknéws* (we are all connected).



THE STRATEGIC PLAN

The Board of Education is responsible for the effective governance of School District No. 83. It is accountable to the Ministry of Education and Child Care, the public, and education partners. The Board remains deeply committed to operating in a respectful, transparent, and fiscally responsible manner.

The Strategic Plan was developed through extensive consultation. The commitment, genuine interest, and enthusiasm demonstrated while developing this plan shows the dedication and passion we hold for the education and well-being of our children. This renewed Strategic Plan will set the direction for the District, guiding our priorities, goals, projects, and financial stewardship for the next five years.



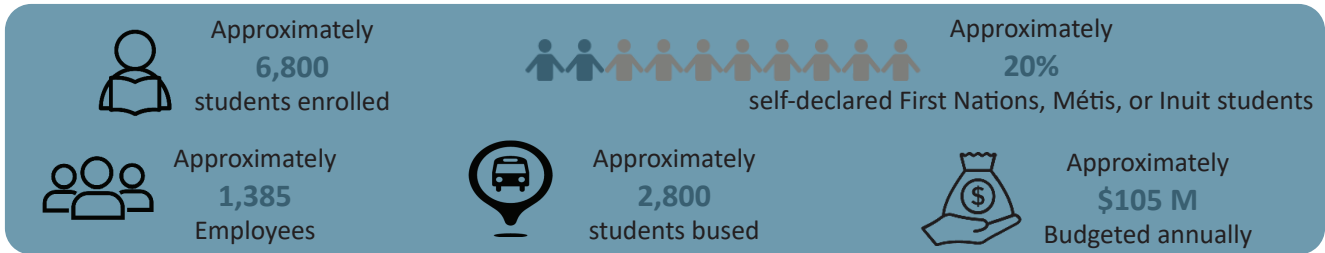
ENGAGEMENT APPROACH

The Strategic Plan engagement approach was rooted in inclusivity and participatory contribution. Led by the Superintendent, the strategic planning process was initiated through an engagement question that was shared with Rightsholders, parents, staff, stakeholders, and students. This was followed up with approximately twenty face-to-face sessions in various communities across the District, two sessions with members of the Adams Lake First Nation and Splotsin, and discussions with high school students throughout the District. The methodology used was intended to capture diverse perspectives, needs, and aspirations of students, employees, parents, and communities which the District serves. Information collected through these engagements was then shared with a District Strategic Planning Committee comprised of members from the Quelmúcw Education Council, Students, North Okanagan-Shuswap Teachers Association, CUPE 523, District Parent Advisory Association, Principals/Vice-Principals Association, District Senior Leadership, and the Board of Education.

Through this inclusive engagement approach, the planning process was informed by those directly impacted, fostering ownership and transparency, ensuring the Strategic Plan is aligned with the needs of Rightsholders, the community, and educational partners.

ABOUT US

School District No. 83 is located on the traditional territory of the Secwépemc people and encompasses the beautiful geographic area around Shuswap Lake and the valleys of Enderby and Armstrong. The 25 schools, located in the communities of Falkland, Armstrong, Enderby, Grindrod, Silver Creek, Ranchero, Salmon Arm, Canoe, Tappen, Sicamous, Sorrento, and Celista, are surrounded by lakes, rivers, mountains, and agricultural areas where all manner of wildlife thrives.



We are proud to provide safe, culturally diverse, and nurturing learning environments from kindergarten through grade 12 to meet unique learning needs. The District offers a wide variety of quality programs including Career Development, Early Learning, French Immersion, Inclusive Education, Indigenous Education, International Students, Literacy Support, Music, Outdoor Learning, and Strong Start to engage students in stimulating and relevant educational experiences. In addition, our dedication to social responsibility teaches our students to respect themselves, their environment and each other, and encourages them to find ways to give back to their local communities.

OUR LOGO



SD83

Through consultation with Rightsholders and feedback from staff and stakeholders, we are proud of our newly-designed District logo. The logo has deep significance and meaning as it depicts not only the geography of our District but also the commitment to reconciliation by honouring the Rightsholders of this place.

The circular shape represents healing, unity, and equality as we journey toward Truth and Reconciliation. The animals chosen have significant meaning in the Secwépemc culture. The bear is a symbol of strength and courage. Coyote is often tied to oral stories about societal values and traditional knowledge with the salmon symbolizing endurance and perseverance through hardship. Mount Ida was chosen to represent the geographic landmark of the District office, where the Board conducts its business. The golden colour within the logo symbolizes the rich contribution of the agricultural communities within the district and green represents the beauty of the vast forest that surrounds us.

The logo intentionally makes a distinction between sky, land, and water, recognizing that together they make up the ancestral lands of the Secwépemc people since time immemorial.

OUR MISSION

Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

OUR VISION

Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.



OUR VALUES

Belonging: We encourage relationships that support a culture of respect, empathy, and collaboration where individuals are supported, represented, and empowered to reach their full potential.

Respect: We nurture respectful and inclusive communities where everyone feels valued, safe, and appreciated.

Reconciliation: We are committed to true Reconciliation through working together and honouring Indigenous ways of knowing and doing.

Empathy: We offer kindness, compassion, and respect while recognizing a deep understanding of others.

Equity: We seek to understand individual perspectives and needs in order to provide access to opportunities, resources, and learning, and we honour our commitment to true Reconciliation.

Perseverance: We foster resilience and self-empowerment, recognizing one's journey toward success involves overcoming difficult challenges.

KEY THEMES

Though the strategic planning sessions were held in diverse communities across the District, there were discernable themes that consistently emerged. These themes are noted below.



Student Focus

Students must be at the centre of the District. This requires all departments to align their resources to enhance the student experience.




Indigenous Focus

In the spirit of true Reconciliation, the programming and student experience must be relevant and resonate with Indigenous students, families, and communities to facilitate engagement and a sense of belonging.




Student Growth

All students have the potential to learn and grow. Growth is not limited to academics, it must also include social-emotional well-being. Schools should foster student curiosity and voice.



Diversity, Equity, Inclusion

The District needs to create spaces where everyone belongs, is respected, and feels safe to be their authentic self.



Parents/Caregivers

Parents/Caregivers are crucial partners in the education of children. It is important to provide opportunities for authentic voice.




Advocacy

Continue to pay attention to the need for adequate resources required to properly support all students.



Employee Well-being

To be a high functioning and performing district, those who work within it must have their well-being supported. Professional development, feeling valued, appreciated, and engaged are necessary for the success of students and the organization as a whole.



Stewardship

Schools must continue to advocate for sustainable practices, nurture a mindset of conservation, and actively engage in initiatives that protect the traditional lands and water of the Secwépemc people.



Safety

Emotional, cultural, and physical safety require inclusive and nurturing spaces where all feel protected, respected, and empowered.



STRATEGIC PRIORITIES

INTELLECTUAL DEVELOPMENT

GOAL

Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.

OUTCOMES INCLUDE

Students will work to meet or exceed literacy and numeracy expectations at each grade level or as documented within an Individual Education Plan.

Support the transition of students from grade to grade with their peers.

Support families of children with learning differences as they transition into our schools.

Enhance student choice and voice in their learning to increase personal autonomy and accountability.

Provide opportunities for learners to develop communication, critical and creative thinking skills.

Engage all learners through innovative and responsive learning opportunities.

Pursue inclusive education practices to ensure all students have equitable access to learning.

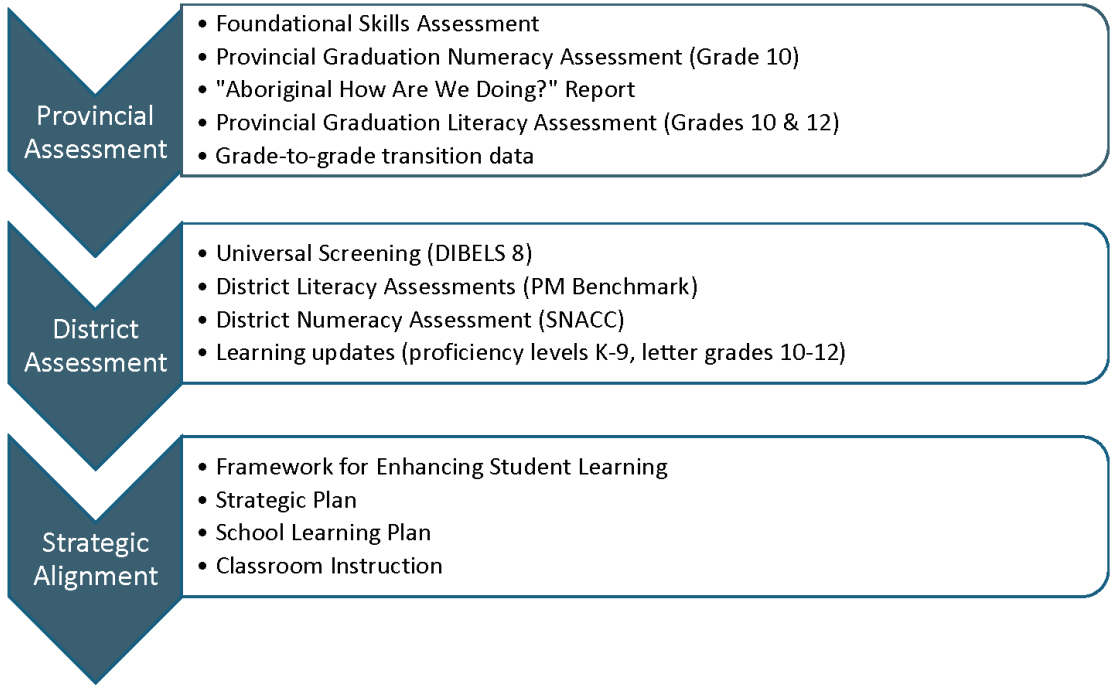
Support and expand teaching and learning practices and opportunities that address climate change and environmental sustainability.



ALIGNMENT ACROSS THE DISTRICT

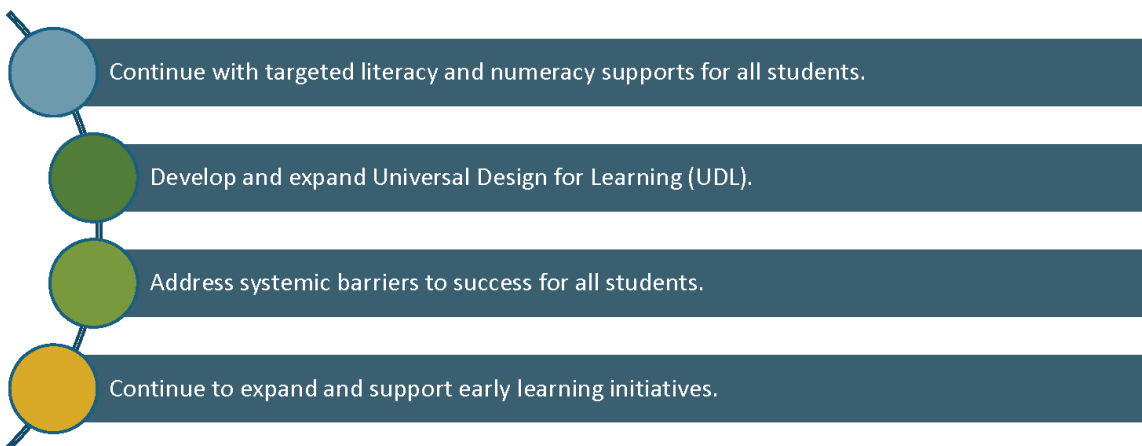
PERFORMANCE INDICATORS AND MEASURES

We will monitor our progress through the following performance indicators and measures.



STRATEGIES AND ACTIONS

These are some of the strategies we will use to achieve our outcomes.



HUMAN AND SOCIAL DEVELOPMENT

GOAL

Each student will feel welcome, safe, and connected to peers and adults in their school.

OUTCOMES INCLUDE

Students will report feeling welcome, safe, and a sense of belonging to their school community.

Ensure safe, inclusive spaces exist in our schools for all students.

Develop, expand, and implement inclusive and collaborative practices and processes.

Improve educational outcomes and well-being of Children and Youth in Care.

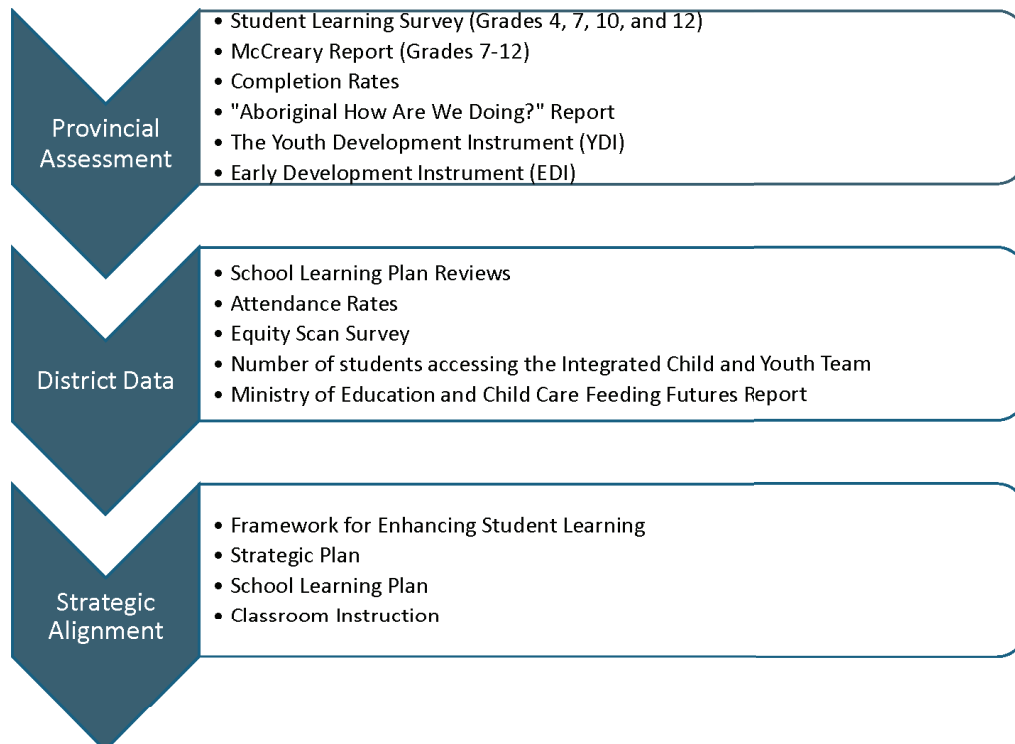
Prioritize Truth and Reconciliation to expand local Secwépemc perspectives for all.

Support the successful transition of children 0-5 years of age into K-12 education.

ALIGNMENT ACROSS THE DISTRICT

PERFORMANCE INDICATORS AND MEASURES

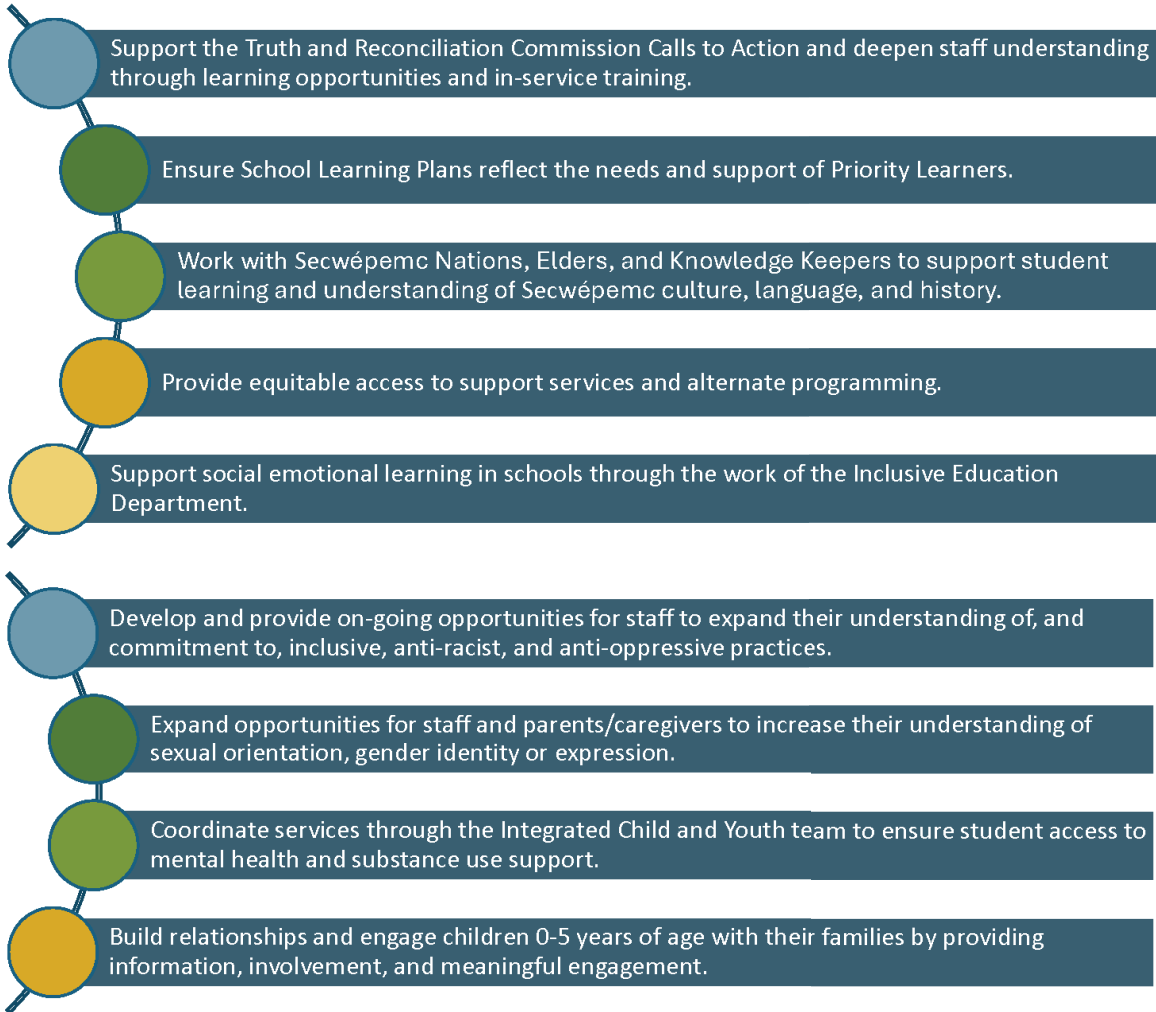
We will monitor our progress through the following performance indicators and measures.



HUMAN AND SOCIAL DEVELOPMENT *continued*

STRATEGIES AND ACTIONS

These are some of these strategies we will use to achieve our outcomes.



CAREER DEVELOPMENT

GOAL

Each student will develop the skills and competencies necessary to be successful in a career or community pathway of their choice.

OUTCOMES INCLUDE

All students who graduate with a Dogwood or Evergreen will have a meaningful transition plan based on their personal strengths and skills so they can be successful in navigating future transitions to post-secondary, employment opportunities, or community living.

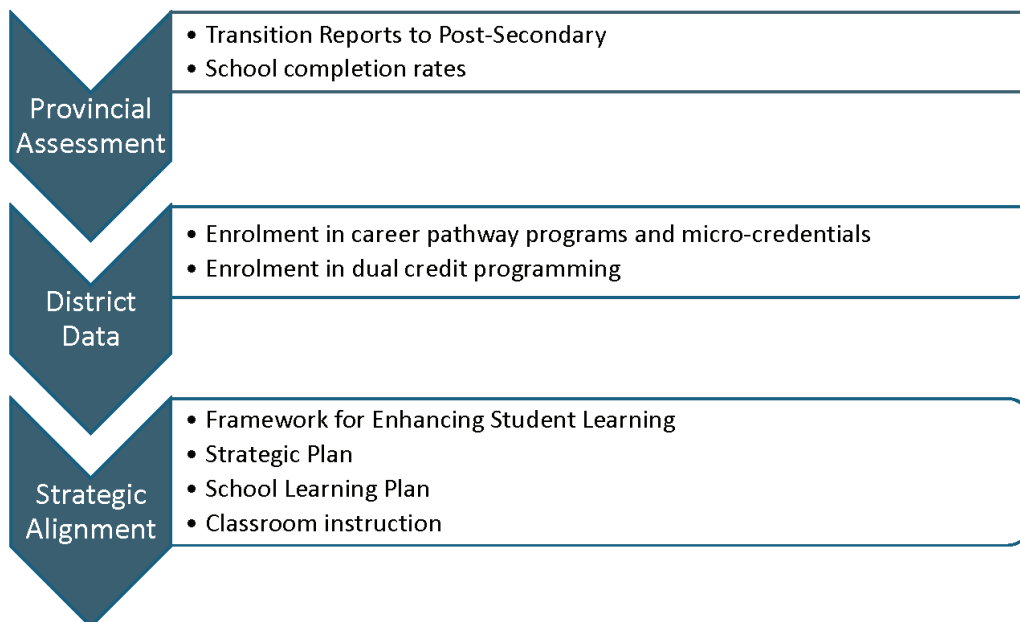
Priority Learners will have more involvement in, and successful completion of, dual credit programs and dual credit pathways.

Support successful transitions as learners enter and progress through to graduation and determine a life pathway.

ALIGNMENT ACROSS THE DISTRICT

PERFORMANCE INDICATORS AND MEASURES

We will monitor our progress through the following performance indicators and measures.



CAREER DEVELOPMENT continued

STRATEGIES AND ACTIONS

These are some of the strategies we will use to achieve our outcomes.



COMMUNITY PARTNERSHIP DEVELOPMENT

GOAL

We will strengthen existing and develop new strategic partnerships in gap areas.

OUTCOMES INCLUDE

Engage Rightholders, Parent Advisory Council (PAC), community partners, educational partners, and families through the International Association for Public Participation (IAP2) Spectrum of informing, consulting, involving, collaborating, and empowering.

Co-construct the Local Education Agreement with Splatsin.

Fulfill the responsibilities and commitments of the Local Education Agreements with the four local First Nations.

Expand our culture of social responsibility and implement long-term commitments that support society and protect the environment.

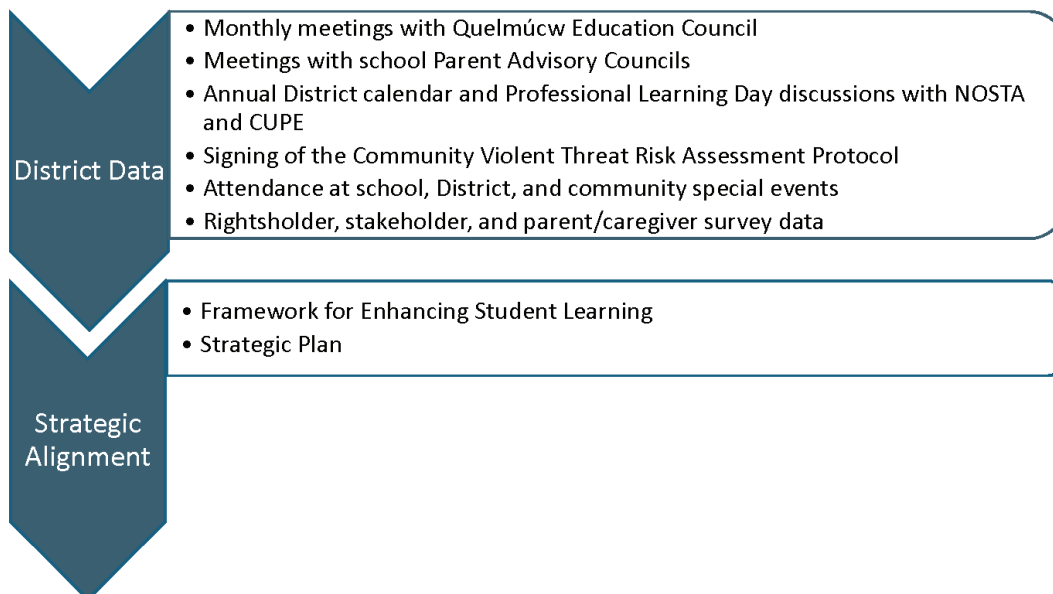
Develop, expand, and implement respectful, effective, and transparent communications.

Strengthen and expand our relationships with community groups.

ALIGNMENT ACROSS THE DISTRICT

PERFORMANCE INDICATORS AND MEASURES

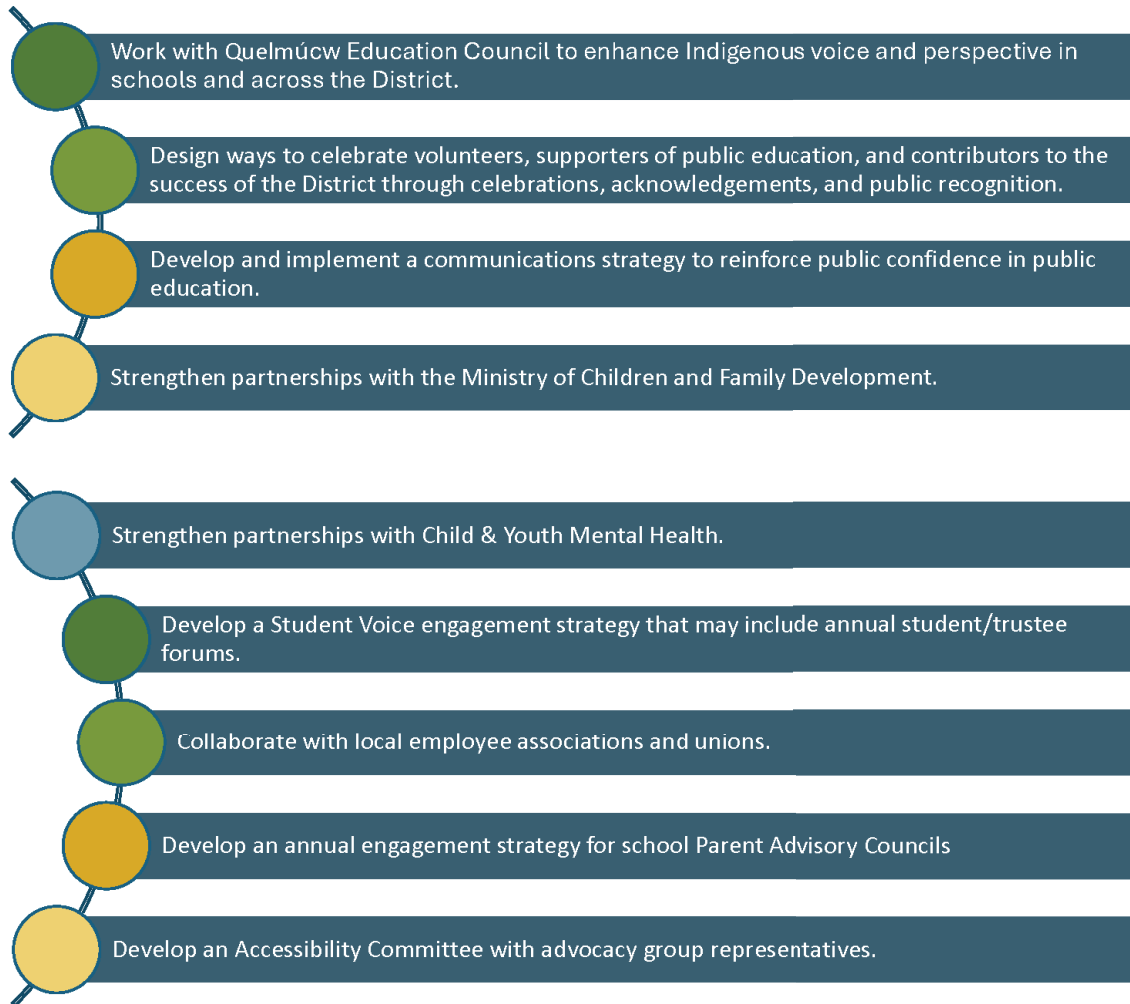
We will monitor our progress through the following performance indicators and measures.



COMMUNITY PARTNERSHIP DEVELOPMENT *continued*

STRATEGIES AND ACTIONS

These are some of the strategies we will use to achieve our outcomes.



ORGANIZATIONAL DEVELOPMENT

GOAL

We will develop and enhance procedures and practices that will assist in meeting the Strategic Priorities.

OUTCOMES INCLUDE

Establish school configurations that support positive relationships and educational outcomes for all students.

Foster a culture where staff feels socially, emotionally, and mentally supported within their schools and the District.

Build a shared commitment and capacity to facilitate an inclusive, safe, and healthy work culture.

Continue to invest in growing leadership capability and capacity across the District.

Provide targeted professional development and skills training which support the professional groups of our employees.

Develop an equitable and sustainable financial plan which supports the achievement of the Strategic Plan.

Provide safe and efficient transportation services that are as equitable as possible.

On-board and maintain digital technologies that improve workflow and organizational efficiency.

Create safe, healthy, and functional learning and working spaces.

Continue to develop, expand, and implement a culture of wellness.

Review operational processes and procedures to improve efficiency and service delivery.

Develop an Administrative Procedure Handbook to complement existing and future Board Policies.

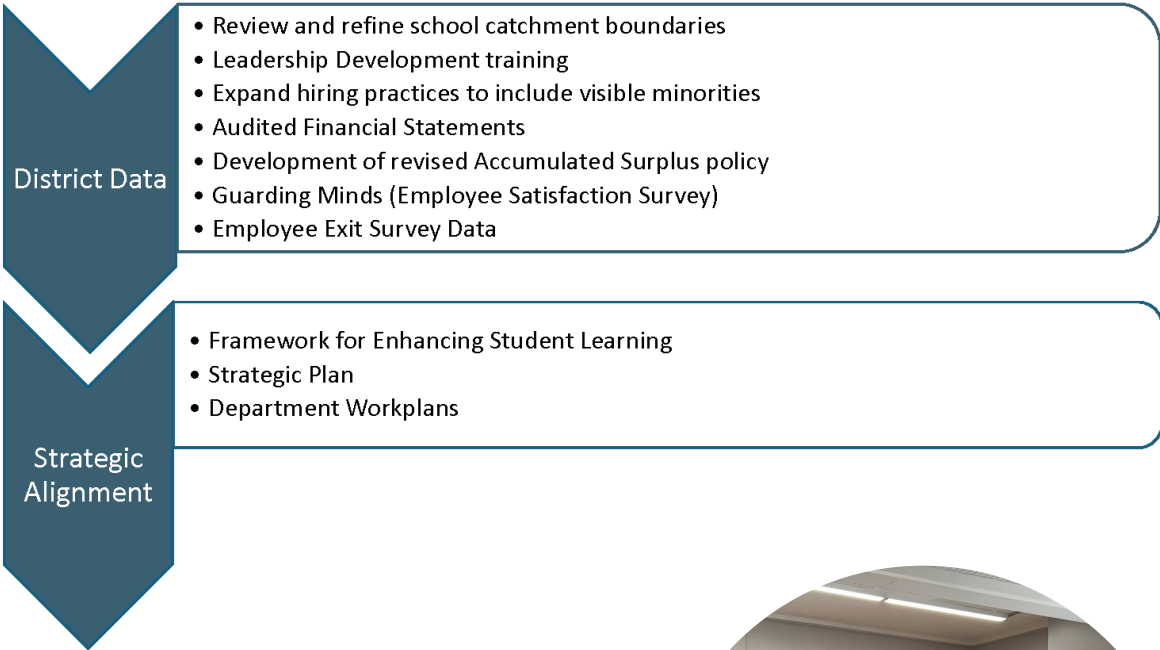
Establish recruitment and retention processes which provide greater opportunities for visible minorities to become part of the District workforce.

Develop and implement exemplary practices to recruit and retain staff.

ALIGNMENT ACROSS THE DISTRICT

PERFORMANCE INDICATORS AND MEASURES

We will monitor our progress through the following performance indicators and measures.



ORGANIZATIONAL DEVELOPMENT continued

STRATEGIES AND ACTIONS

These are some of the strategies we will use to achieve our outcomes.



EFFECTIVE GOVERNANCE AND LEADERSHIP

GOAL

The Board of Education will work to represent the interests of all students by actively advocating for student learning and well-being through Strategic Planning Policy and responsible Stewardship.

OUTCOMES INCLUDE

Ensure that financial reporting is accessible, current, and consistent with best practice.

Ensure annual budgets and resource allocation align with the Board's strategic priorities.

Increase stakeholder input into the development of the annual budget.

Continue the review, revision, and refinement of Board policies.

Advocate with various levels of government for programs, services, and facilities to meet the needs of the District.

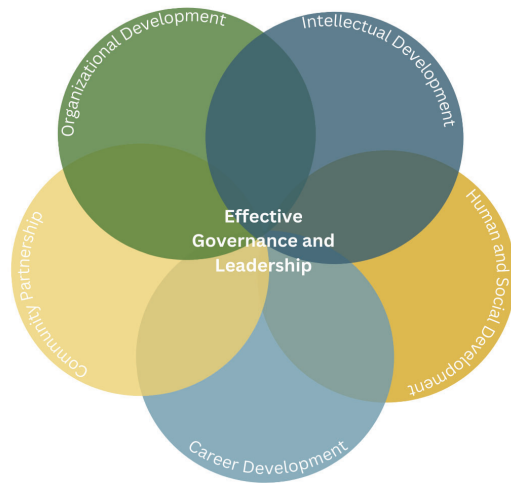
Continue visibility within the District and the communities which it serves.

Increase opportunities for Rightsholders, staff, and community engagement.

Continue building capacity around the roles and responsibilities of governance.

Promote environmental stewardship and sustainability.

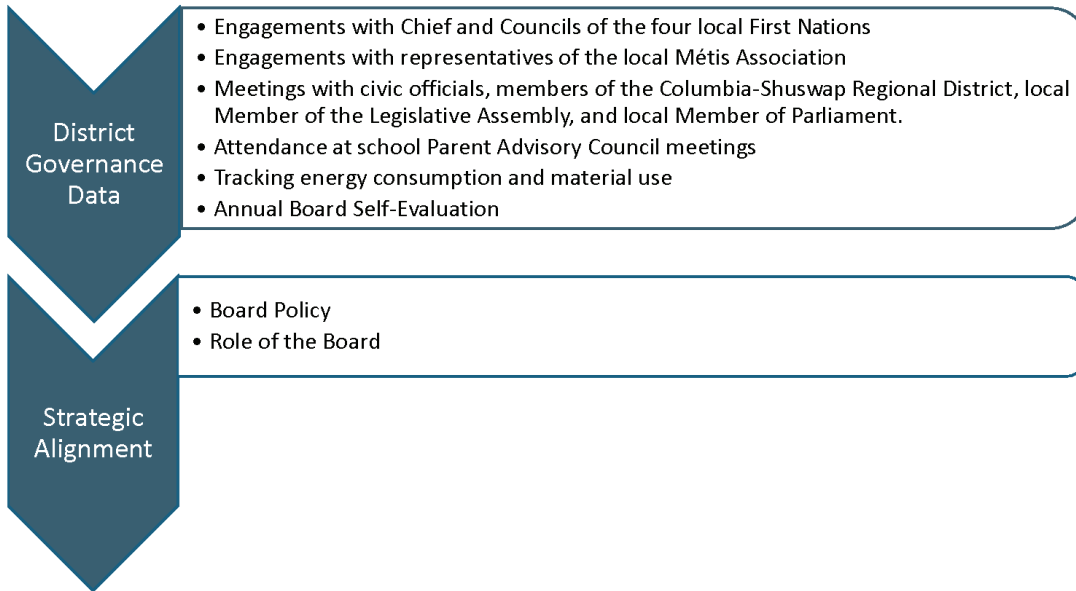
Continue commitment to Truth and Reconciliation.



ALIGNMENT ACROSS THE DISTRICT

PERFORMANCE INDICATORS AND MEASURES

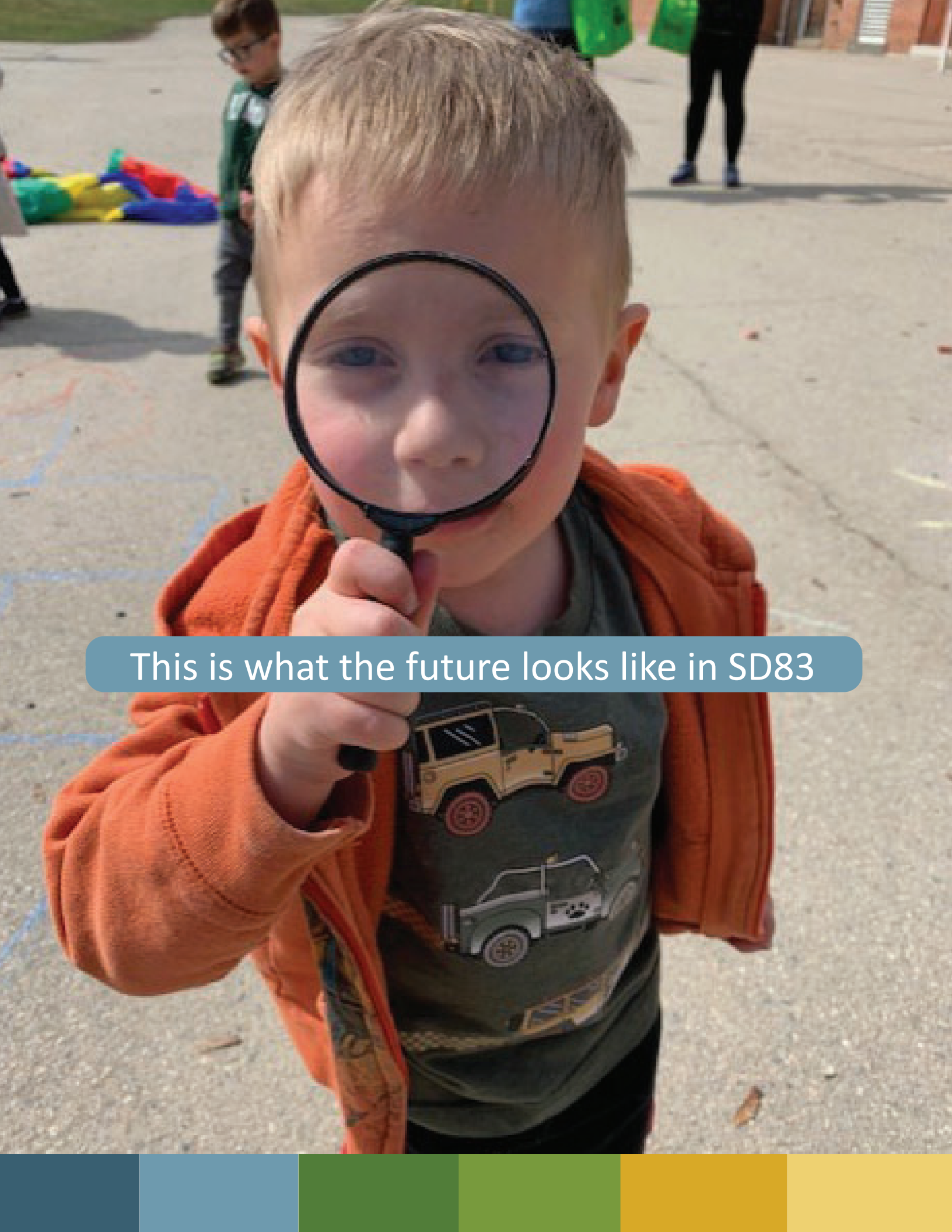
We will monitor our progress through the following performance indicators and measures.



STRATEGIES AND ACTIONS

These are some of the strategies we will use to achieve our outcomes.





This is what the future looks like in SD83





Our Mission

Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

Our Vision

Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

Our Values

Belonging
Respect
Reconciliation
Empathy
Equity
Perseverance

Our Strategic Priorities

Intellectual Development
Human and Social Development
Career Development
Community Partnership Development
Organizational Development
Effective Governance and Leadership





Visit our website: www.sd83.bc.ca

School District No. 83 2023-2028 Strategic Plan
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