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SD78 (Fraser Cascade) Board Strategic Plan

**Everyone pulling together for the
achievement of all Learners.**



**All Learners graduating with dignity, purpose,
options and a passion for life-long learning.**

Living Document - Revised: Fall, 2022

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Strategic Planning Cycle



Draft Vision Statement



Everyone pulling together to improve the achievement of ***all*** Learners.

It is our vision that **every student** leave our school community more curious than when they arrived. It is of great importance that they are fully equipped to be lifelong learners, crossing the stage with dignity, pride, purpose and options. It is imperative that all of our students gain significant knowledge and understanding of inclusion, equity, authentic indigenous history and ways of knowing, and the importance of Truth and Reconciliation.

Mekw > wat i:xel “Everyone Pulling Together”

Tekm kt x^wuý ck^wəm “All We Will Pull”

Inclusion

**Literacy
&
Numeracy**

Transition



**Indigenous
Education**

Fraser Cascade Schools operate within a Circle of Courage philosophy. Enclosed within our communities are ways to give students a sense of **belonging**, which strengthens their self-worth so that they can learn **independently**, gain **mastery** and continue with sharing that understanding **generously**. Staff and students flourish with this guide as their foundation.

SD78 Mission Statement



At Fraser-Cascade, we commit to a learning community where everyone will reach their potential through an inclusive and caring environment that fosters a love of learning, personal growth, and respect for others.



SD78 Belief Statements

The Board of Education for School District #78 (Fraser- Cascade) believes that these core values are foundational to our governance:

- All students can develop social, emotional, physical and intellectual capacity — from wherever their starting point — when supported by caring, capable adults who work collaboratively.
- Inclusive teaching that consistently provides responsive, engaging, relevant learning opportunities is an effective way to improve learning for all students.
- Age, race, culture, different abilities, individual talents and gender are to be considered positive assets that enrich the culture by diversifying the school experience.
- A safe and caring learning environment treats all individuals respectfully with understood expectations, rôles and responsibilities.
- The school district is a learning community that both shapes and remains responsive to changing student characteristics and learning needs.
- Analyzing the data and using it to set our goals means ultimately celebrating our successes in collaboration with parents and other stakeholders.
- Acknowledging the truth of history, and forging a way to reconciling it to current practices can make schooling a positive experience for Indigenous students and their peers.
- All of us recognize that learning is a lifelong activity, to be fostered at all levels of education, from the classroom to the boardroom.

Draft *Inclusion*

Goals:

- 1 - Literacy & Numeracy*
- 2. Indigenous Education*
- 3. Transition*
 - Grades 8 - 12*
 - Post-Secondary*



The Educated Citizen

Belonging

The Educated Citizen is one who is creative, flexible, self-motivated and who has a positive self-image; the Educated Citizen is also co-operative, principled, and respectful of others, regardless of differences.

Mastery

The Educated Citizen is one who is thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base.

Generosity

The Educated Citizen is one who is skilled (who can contribute to society generally, including the world of work) and is productive (who gains satisfaction through achievement and who strives for physical well-being).

Independence

The Educated Citizen is one who is capable of making independent decisions and is aware of his or her rights, and prepared to exercise the responsibilities of an individual within the family, the community, and the wider world.



We will identify students' different interests, strengths and needs.
We will intervene as early as possible to help students at risk to read at grade level.
We will create support and effective communication throughout the system, including transitions from preschool to kindergarten and within classrooms, in order to ensure an inclusive, welcoming environment for all students and parents (right to post secondary).

We will make schools welcoming and inviting for all students.
We will integrate and embed culture and language into the curriculum.
We will encourage family involvement in the school.
We will ensure that all students are given the opportunity to graduate.
We will honour students' successes and support their challenges.



We will speak and publish in clear and brief language.
We will ask for advice from partner groups through committee work.
We will foster and encourage student voice.

We will ensure that transitions from preschool to kindergarten, grade to grade, from school to school, and from secondary to post secondary and career are made with the best continuation of learning and confidence.



Draft Our Commitments

In order to Engage All Learners, we are committed to maintaining and enhancing our learning community. It is critically important for students, parents and guardians, staff, and community partners and the board to come together to collaborate in order to support student achievement.

In order to help Indigenous Students achieve success at school, we propose to work collaboratively with the Indigenous Education Council to assess programs and to construct and create new ones.

In order to further Personalized Learning, we propose to watch for evidence of program success within and outside our district, so that we may enhance current practice and encourage innovative practice.



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Ways in which Fraser-Cascade Supports students in transition stages of their lives:

- Trades Training, apprenticeships and work experience.
- Dual Credit Courses with universities.
- Portfolio creation (beginning in Grade 9) with Community Feedback (Grade 12).
- Child Care Counsellors and School Counsellors meet discuss student needs as they transition from grade to grade, and from school to school.
- Intensive Reading Support and Intensive Math Support at all grade levels to reach standards toward graduation.



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Charter for Public Education



Public Education is a sacred trust. As a community we promise to prepare learners for a socially responsible life in a free and democratic society, to participate in a world which each generation will shape and build. We promise a public education system which provides learners with knowledge and wisdom, protects and nurtures their natural joy of learning, encourages them to become persons of character, strength and integrity, infuses them with hope and with spirit, and guides them to resolute and thoughtful action.

Everyone has the right to a free, quality public education.

Each first Nation has the right to be recognized and respected by those within the educational institutions located in their traditional territory.

We promise:

- To recognize** that the learner is at the centre of public education.
- To offer** learners a broad-based education which includes aesthetic, artistic, cultural, emotional, social, intellectual, academic, physical and vocational development in order that they can find and follow their hopes, dreams and passions.
- To nurture and value** critical thinking so that learners are equipped to be reflective and analytical global citizens.
- To respect, encourage and foster** the learner's role as a full participant, together with others in the educational community, in developing their own goals, learning activities and curricula.
- To create** an environment in which each learner can reach their greatest potential, each learning style is affirmed, and the achievements of each learner are measured and assessed accordingly.
- To provide** a safe and respectful environment for life-long learning which celebrates diversity, embraces the physical, spiritual, emotional and intellectual integrity of each individual, recognizes and acknowledges differences and prevents discrimination in all of its forms.

We expect:

- Government to be responsible for fully funding all aspects of a quality education.
- The public education system to guarantee each First Nations learner the right to an education respectful of their history, language and culture.
- Learners, parents, early childhood educators, teachers, support staff, administrators, school boards, post-secondary educators, the Government of British Columbia and communities to work in partnership to meet the needs of all learners.
- Strong local democratic governance within the provincial education system.
- Equitable access for communities to programs, resources, experiences and opportunities for learners, regardless of geographic location or socio-economic status.

These principles reflect the consensus heard during public hearings across British Columbia, Canada, 2002-03.



Draft Our Schools

Tap on any circle for more information



**Q'aLaTKu7em
Community
School**



**Agassiz
Elementary
Secondary**



**Boston Bar
Elementary
Secondary**



**Coquihalla
Elementary**



**Two Rivers
Education Centre**



**Harrison Hot
Springs
Elementary**



**Hope
Secondary**



**Silver Creek
Elementary**



**Agassiz
Centre for
Education**



**Kent
Elementary**

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