



# *District Strategic Plan*

**2022-2027**



SCHOOL DISTRICT NO. 73 (KAMLOOPS-THOMPSON)

# Cwesét-kt Walking Together

## Land Acknowledgement

*Secwepemcúl'ecw yi7élye ell, re tmicws re Secwépemc n7élye.*

School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwépemc.

School District No. 73 (Kamloops-Thompson) is located within the traditional territory of the Secwépemc people specifically within seven Secwépemc First Nations:

- Tk'emlúps te Secwépemc
- Sexqeltqin (Adams Lake Indian Band)
- Quaaout (Little Shuswap Lake Band)
- Sk'emtsin (Neskonlith Band)
- Simpcw
- Pelt'iq't (Whispering Pines/Clinton Band)
- Skítsesten (Skeetchestn Band)

# School District No. 73 (Kamloops-Thompson)

is geographically almost the size of Vancouver Island.

School District No. 73 (Kamloops-Thompson) operates 48 schools across 27,000 sq km, and 12 communities in the Interior of BC.

We address both urban and rural challenges in operating a large school district. SD73 employs 2,650 people and has an annual budget of \$207 million dollars.

**48**

SCHOOLS

**27,000**

SQUARE KILOMETRES

**12**

URBAN & RURAL COMMUNITIES

**2,650**

EMPLOYEES

**16,000**

STUDENTS

**\$207M**

ANNUAL BUDGET





## Our Commitment

School District No. 73 (Kamloops-Thompson) Board of Education is proud of the five-year roadmap that we have developed, through extensive consultation, with students, parents, staff, the Aboriginal Education Council, and many student and community groups.

Over 2,000 participants met repeatedly over the last eight months to determine our **foundational framework** (mission, vision, values, Seven Grandfather Teachings) and **operational framework** (priorities, goals, outcomes, strategies).

As we walk together, we look forward to sharing milestones of successes and next steps towards further growth each year.

Heather Grieve  
Chair, Board of Education

Dr. Rhonda Nixon  
Superintendent

## **Our Mission**

Supporting learning opportunities and environments which inspire students to thrive.

## **Our Vision**

Fostering educated and resilient citizens empowered to contribute to a diverse, inclusive, caring, and sustainable society.

## **Value Commitments**

### **Connection/Relationships**

Building meaningful relationships that support and strengthen learning and growth.

### **Equity**

Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.

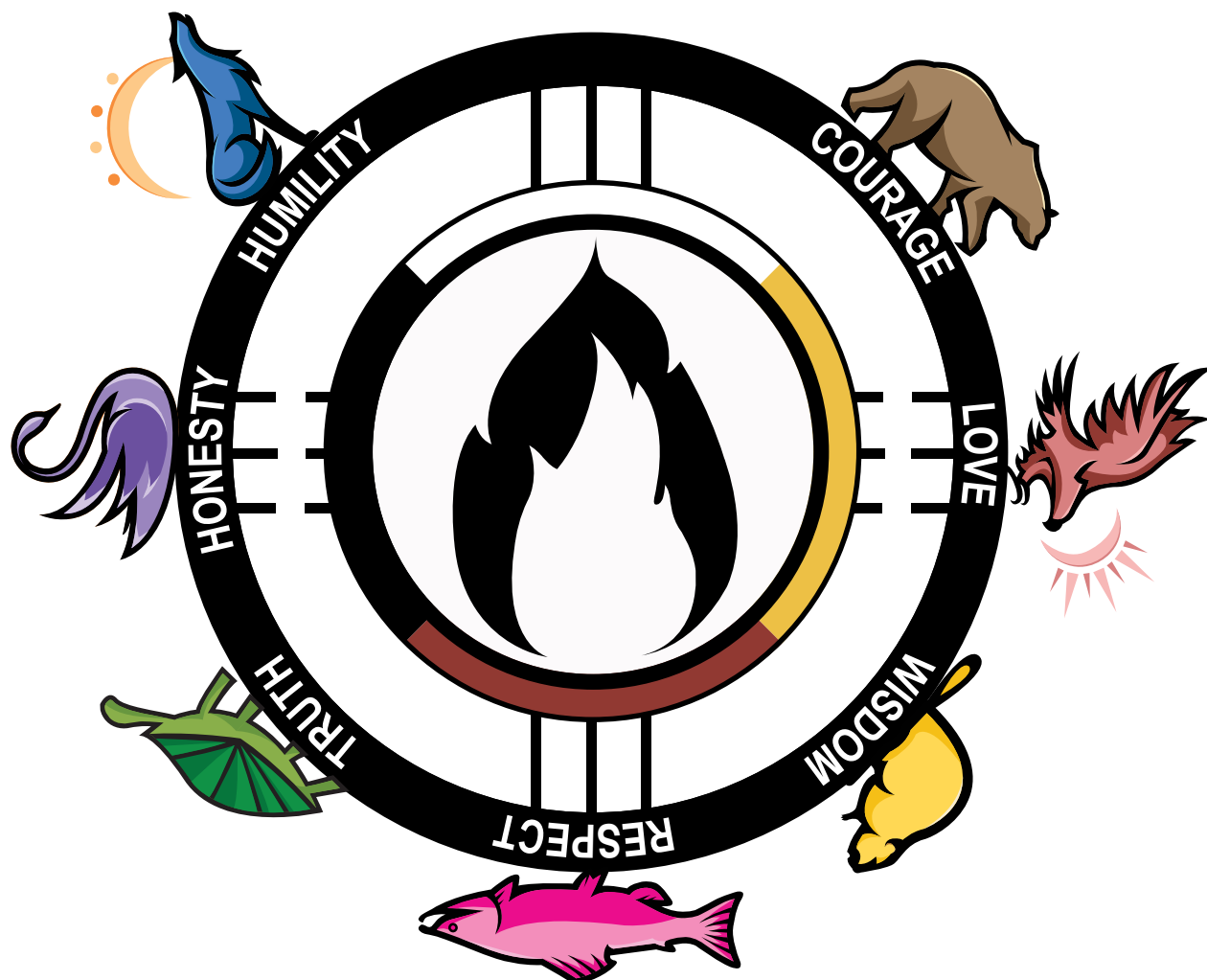
### **Well-being**

Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.

### **Sustainability**

Embracing our responsibility to contribute to a sustainable environment.

## Seven Grandfather Teachings



The hearthfire is in the centre because it represents our community gathering together and living these teachings to achieve our mission, vision, and values.



## **Our Priorities**

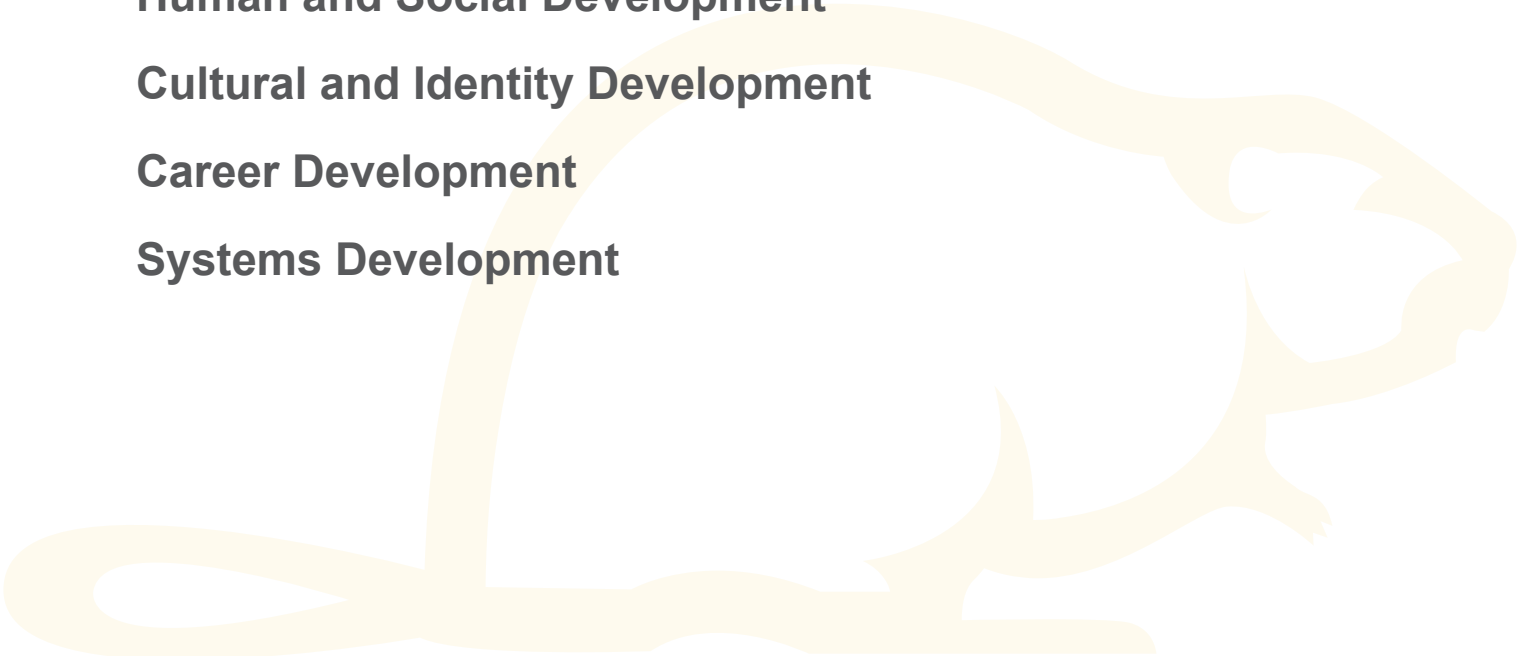
**Intellectual Development**

**Human and Social Development**

**Cultural and Identity Development**

**Career Development**

**Systems Development**



# Intellectual Development

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

## Goal

Every learner will develop competencies and skills to succeed academically.

## Outcomes

Students will meet or exceed literacy expectations for each level.

Students will meet or exceed numeracy expectations for each level.

Students will progress through grades on time.

## Literacy Strategies

- Provide diverse learning opportunities featuring multi-leveled resources that promote joyful reading, thoughtful written responses, and interesting conversations.
- Use proficiency-based and formative assessments to identify appropriate interventions and guide classroom instruction.
- Implement literacy interventions in reading, writing, and oral language.
- Implement strategies from Local Education Agreements and the Aboriginal Education Enhancement Agreement.



## Numeracy Strategies

- Provide diverse learning opportunities that ensure an entry point for all learners that promotes a positive mathematical mindset and conceptual understanding.
- Implement effective numeracy approaches using real life problems so that students can interpret, apply, solve, analyze, and communicate.
- Use proficiency-based and formative assessments to identify appropriate interventions and guide classroom instruction.
- Implement strategies from Local Education Agreements and the Aboriginal Education Enhancement Agreement.

## Transition Strategies

- Support Aboriginal students and students who have diverse needs to move to the next grade through differentiated programming and specialized resources.
- Communicate the next steps in students' educational journeys with parents and legal guardians as early and as frequently as possible.
- Implement formative assessment strategies and share with parents and legal guardians as partners in learning.

# Human and Social Development

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

## Goal

Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

## Outcomes

Students will feel welcome, safe, and connected to their school.

## Strategies

- Teach social emotional skills to support mental health, physical well-being, and student success.
- Expand opportunities for school staff, parents/caregivers, and students to increase their understanding of mental health literacy.
- Expand opportunities for school staff, parents/caregivers, and students to increase their understanding of sexual health education.
- Proactively address inequities experienced on the basis on race, physical, mental, intellectual ability, sex, sexual orientation, gender identity, or expression and others to support meaningful and positive connections within the school community.
- Implement trauma-informed school support models to ensure that every student feels safe and connected to school.
- Implement strategies in Local Education Agreements and the Aboriginal Education Enhancement Agreement.

# Cultural and Identity Development

To develop a sense of identity in individuals and cultural safety and humility in communities.

## Goal

Every learner will feel safe and thrive personally and culturally.

## Outcomes

Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.

Establish a baseline of awareness about cultural safety, cultural humility, and identity with students, staff, and parents.

## Strategies

- Implement targeted professional learning (e.g., training modules for onboarding staff) focused on diversity, cultural humility and safety, and inclusive practices.
- Visibly acknowledge and celebrate diversity in our learning environments (e.g., multicultural events, multi-languages on signs, Pride poster).
- Annually review and revise school, district, and classroom policies and practices for biases and report on and revise strategies based on results.
- Create opportunities for inclusive community consultation and supports.
- Implement strategies in Local Education Agreements and Aboriginal Education Enhancement Agreement.





## Career Development

To prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

### Goal

Every learner will graduate, know who they are, and have plans for who they aim to become through their career pathway.

### Outcomes

Students will graduate.

Students will have the core competencies to achieve their career, continuing education, and life goals.

## Graduation Strategies

- Engage students in goal setting and self-assessment related to core competencies, career pathways, and programming needed to graduate.
- Communicate with parents and students about competencies, career pathways, and programming needed to graduate.
- Collaborate within and across district departments to accomplish career development goals.
- Implement strategies in Local Education Agreements and the Aboriginal Education Enhancement Agreement.

## Life Goal Strategies

- Support students to explore their sense of self and who they want to be in the world.
- Support students to participate in career exploration opportunities.
- Support our diverse and under-represented learners and their parents and legal guardians as partners to participate in career exploration.
- Partner with community associations and organizations whenever possible.
- Implement strategies in Local Education Agreements and the Aboriginal Education Enhancement Agreement.



# Systems Development

To engage in operational and reporting structures and practices that enact Ministry and District priorities.

## Goal

Students will improve continuously within a system that allocates resources responsibly, fairly, and sustainably.

## Outcomes

Every person who has budget oversight stays within an allocated budget that is connected to priorities in the District Strategic Plan.

Every staff member articulates how their work is related to achieving the District Strategic Plan Priorities, Goals, Objectives and Outcomes reflect continuous improvement.

## Strategies

### Human Resource Services

- Redesign and implement a recruitment, application, and hiring process strategy that supports the District Strategic Priorities, goals, and objectives and is focused on hard-to-fill positions and under-represented groups.
- Create a hiring and mentorship program for inspiring leaders including recruitment, selection, supervision, and evaluation processes that are criteria-referenced, standards-based, and growth-focused.

### Facilities, Operations, Information Technology, and Transportation

- Develop department and school strategies and procurement processes to ensure high efficiency, cost-effectiveness, and sustainability of resource allocation and facility use within the system.

## Community Partnership

- Partner with municipalities and regional authorities to improve creative solutions to shared commitments and sustainability of resources.

## Health and Safety

- Ensure all staff, students, and parents feel safe, welcomed, and connected to schools.

## Communications

- Communicate progress on all priorities in the District Strategic Plan through multimedia for parents, students, staff, and the community.
- Support schools and departments to tell the story of how their work relates to the District Strategic Plan.

## Financial Services

- Establish a sustainable staffing and budgeting model that meets the operational needs of a growing district.
- Implement an annual budget plan, review, and reporting process that connects budget to District Strategic Plan priorities, goals, and objectives.



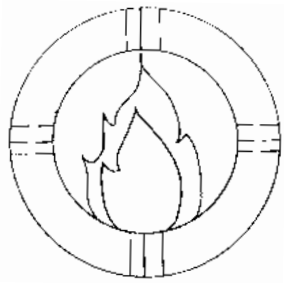
# Glossary

## Seven Grandfather Teachings

Beginning with pictograph-inspired sketches (left), Secwépemc artist Kelsey Jules has guided the vision of the graphic art (right) for the District Strategic Priorities. Explanations of the connections between the sketches and the graphic art are in the centre.

**Hearthfire** = The flame is the gathering place for all communities.

The circle represents the Tk'emlúps te Secwépemc Powwow Arbour which is located along the South Thompson River and is an open air structure.



The **lines** on the arbour represent when young girls improve their root digging skills by digging lines in the soil to strengthen their upper body. Women take care of the children and community which shows their physical, spiritual, and emotional strength.



The **four colours** (white, yellow, red ochre, black) represent the four cardinal directions, stages of life, times of day, seasons, and the four basic elements (fire, water, earth, air). The way the four entrances are placed in the outer circle represents how many nations will gather together from all directions. It also is our medicine wheel and is used as a guide to help balance our intellectual, spiritual, emotional, and physical health.

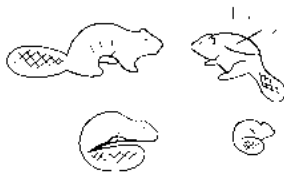
The **four sacred medicines** (sage, cedar, kinnikinnik (tobacco), sweetgrass) are also represented in the colours of the medicine wheel.



**Bear *skémcis*** represents **Courage** *crelrelálltše* and is known to be the **medicine keeper** who guides communities with the knowledge held in the medicines. The picture of Mount Peter and Mount Paul inside Bear's paw represents how Bear holds the **knowledge of Mother Earth** in his steps and he has the courage to assist those in need by carrying medicines to them.



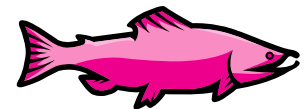
**Eagle *spełqwéqs*** represents **Love** *xwexwi7úystem*. He is our messenger. Eagle is the one who is closest to *tqeltkúkwpí7* and sends positive thoughts and good medicine to Creator. He will also guide those who pass to the next part of their journey.

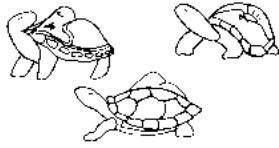


**Beaver *squ7úwi*** represents **Wisdom** *slexléx* and is known to guide communities through role modeling hard work. The pictograph in beaver represents the pithouse, a traditional winter home of the Secwépemc people. Everyone needed to work together to create this home. Women would decide where the home would go, men would gather supplies, and together they would build a home to survive the winter months.

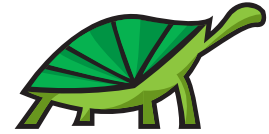


**Salmon *squłéten*** provides us with food and offers wisdom to those who approach **respectfully** *xyemstem*. He swims against the flow to complete his job; this shows how he endures hardship to achieve higher goals. There is a legend of how Salmon sacrificed himself to provide food for the people so they may survive on the land. These are the medicines that he provides for the people.





**Turtle *spelqwéqs*** represents **Truth *wenécwem*** and is known to represent the sacred lands we live on known as Turtle Island. Mount Peter and Mount Paul are depicted on the back of turtle to show how she is carrying us and holding us and the earth on her back.



**Swan *speqmíc*** A legend tells of Swan resolving differences through the spirit of respect, reciprocity, and by sharing knowledge with others. Swan takes action and leadership to overcome problems. This shows how swan moves gracefully, openly, and **honestly *wenecwem7úy*** with his community.



**Coyote *sklep*** represents **Humility *tkwekwelkstsút-kt*** and is known to be the **trickster** and **teacher**. He is in the Legend of how Coyote and Bear made day and night. Coyote had to compromise with bear who wanted night all of the time while coyote wanted day. Instead, they agreed to have both, half of the time was day and the other half was night. The ability to compromise shows Coyote's humility.



# Acknowledgements

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Secwepemctsin translations and stories by Knowledge Keeper, Jackie Jules

Secwépemc Artist, Kelsey Jules

## Consultations With:

- A Way Home Kamloops
- Aboriginal Education Council
- Aboriginal Student Advisory Council
- ASK Wellness
- BC Child and Youth Mental Health
- Board of Education
- Boys and Girls Club of Kamloops
- Canadian Union of Public Employees (Local 3500)
- Children's Therapy and Family Resource Centre
- Directors, Thompson Nicola Regional District
- District Parent Advisory Council
- District Strategic Planning Committee
- District Student Advisory Council
- Early Years and Family Resource Centre
- Indigenous Family Voices for Education
- Interior Community Services
- Kamloops and District Chamber of Commerce
- Kamloops Food Bank
- Kamloops-Thompson Principals' and Vice-Principals' Association
- Kamloops-Thompson Teachers' Association
- Lii Michif Otepemisiwak (LMO)
- Literacy in Kamloops
- Mayors of Kamloops, Clearwater, Chase, Sun Peaks, Barriere, and Logan Lake
- Ministry of Children and Family Development
- North Thompson Aboriginal Centre
- Principals & Vice-Principals, Support Managers, Directors, and Coordinators
- Rotary Clubs of Kamloops
- RCMP (School Liaison Officer)
- Secwépemc Child and Family Services
- Sexual Orientation and Gender Identity Committee
- Superintendent's Council
- British Columbia United Way
- Thompson Rivers University



Learn more at  
[sd73.bc.ca/strategic-priorities](https://sd73.bc.ca/strategic-priorities)