



AS OF SEPTEMBER 15, 2023

## Aberdeen Elementary

Annual School Learning Plan 2022-2027

Principal: Carol DeFehr Vice Principal: Kristen Crawford

**UPDATED REVIEW DUE: SEPTEMBER 19, 2023 for 2023-2024**

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## Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.  
School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school partners with Tk'emlúps te Secwépemc through our Local Education Agreement and the Aboriginal Education Enhancement Agreement.



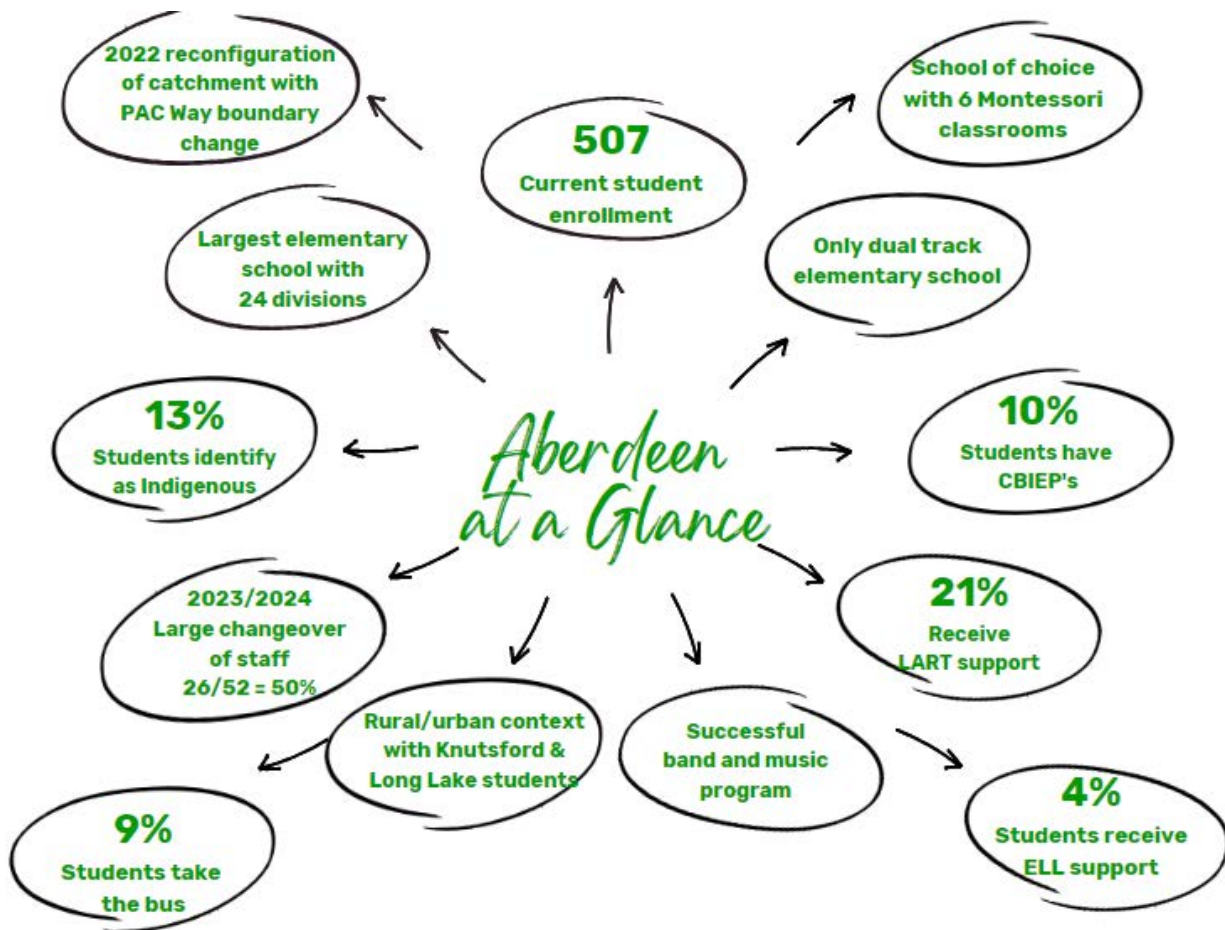


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## CONTEXT

Aberdeen Elementary is nestled on the beautiful slopes of Aberdeen and on the traditional territories of the Secwepemc peoples. Aberdeen Elementary was established in 1981 and ever since has been an integral part of the Aberdeen community. Grade 7 students leaving Aberdeen transition primarily to South Kamloops Secondary School although some transition to Sahali Secondary. Administrators meet monthly in our Family of Schools teams to further deepen connections for our community. Aberdeen has the best views of the district - we are the learners of the Highlands (C.wísenk re tmicw te qelmucw = the people of the high land). At Aberdeen, we seek to align with the District's Mission & Vision statements and Strategic Learning Plan, with a focus on the key goals of building strong Literate, Numerate and Self-Regulated students. Our students follow the expectations under our PBIS RoaRS Matrix (Respectful, Responsible and Safe). As per the District Strategic Plan, at Aberdeen we are "Supporting learning opportunities and environments which inspire students to thrive."



### Learning Partner Engagement Process

Throughout the upcoming year, we hope to engage our learning partners in the ongoing development and fine tuning of our school plan in the following ways:

- During PAC meetings, highlight different strategies being used to support our goals
- Providing opportunities for parents/guardians to give street data and provide suggestions
- Publishing monthly newsletters/weekly updates, Twitter, Facebook and Instagram highlighting activities and ideas associated with our Numeracy and Wellness goals
- Highlighting learning successes using Principal Passes and Prestigious Principal Awards
- Creating parent/guardian engagement sessions i.e. PAC/Admin team morning 'meet and greets' and specific afternoons/evenings focussed on numeracy, literacy and wellness topics that engage the whole family in activities

- Accessing District Curriculum coordinators and experts in the field to support staff development
- Continuing to access the expertise of our AEW, Anthony Michel, who leads us all in our journey to deepen our understanding of the First People’s Principles of Learning and how to authentically engage in this learning here at Aberdeen.
- Parents are invited to Open Houses to see Evidence of Student Learning, Christmas Concerts, Talent Shows, and they come to our classrooms to support special projects.

## Learning Goal

### **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.

**DISTRICT GOAL:** Every learner will develop competencies and skills to succeed academically.

**DISTRICT OUTCOME:** Students will meet or exceed literacy/numeracy expectations for each level.

### **SCHOOL RESULTS ANALYSIS:**

When analyzing the current data [appendix](#), it is evident that our Numeracy results have been slowly decreasing over time and grades. Aberdeen Elementary students consistently demonstrate a higher level of performance on FSAs compared to the District achieving on average over the 4 to 5 year trend. There has been a significant decline in our FSA results trend line for grade 7 students, while the grade 4 results have declined slightly over the past three years. For our Indigenous students, trends show we are doing better than District rates, however, there is a gap between results for Aberdeen Indigenous students and Non-Indigenous Students at both grade 4 and 7 levels (58% to 69% and 50% to 74%, respectively). For our diverse students, although trends show we are again doing better than District rates, comparing Aberdeen diverse to non-diverse students, we are trending lower in both our grade 4 and 7 cohorts.

### **SCHOOL GOAL:**

All students will develop foundational skills in numeracy, specifically by developing a stronger number sense.

### **AREAS TO CELEBRATE:**

- According to FSA numeracy results, our grade 4 & 7 students are consistently above district data results in all areas (all students, Indigenous students, diverse students) and over time.
- Diverse students in grades 4 and 7 have both seen improvements in FSA numeracy scores since the 2021/2022 school year.

**AREAS TO GROW:**

- Overall, our numeracy results have been trending downwards.
- Although our Indigenous and diverse students in grade 4 & 7 numeracy FSA results are showing greater success than the district, when compared to their peers at Aberdeen, they are over 20% less successful.

**OBJECTIVES:**

All students will be proficient or extending in numeracy expectations.

**SCHOOL STRATEGIES:** To improve in numeracy, we will utilize the following strategies in various areas:

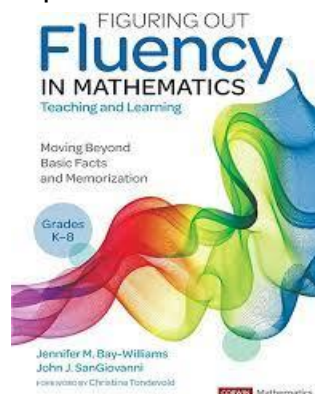
**Classroom Practices (may include some or all of the following):**

- Implement the use of a Fall and Spring *District Number Sense Assessment (1-3)* to determine needs, instructional practices, RTI
- Focusing on developing a positive math disposition (for staff and students) by adding a growth mindset and mathematics section under “Learning Experiences” during staff meetings
- Use the *District Numeracy Assessment (DNA)* in the Fall and Spring to measure growth, determine needs and inform practice for grade 6 students
- Use the DEWRS survey questions specific to math to support progress
- Compile and compare Fall/Spring data and further disseminate the data to look at Indigenous and Non-Indigenous students
- Clearly communicate the district and school calendar and processes for numeracy data collection (FSA, NSA, DNA, DEWRS) through the Aberdeen Year at a Glance
- Numeracy/math will be highlighted to parents through newsletters, math videos, student samples
- SPARK Welcome to Kindergarten - in one of our four sessions there will be a Numeracy specific information session with resources and information made available to families
- Continue to support the use of manipulatives, math toolkits, and whiteboards in math at all grade levels and financially support this using learning resource funds
- Build a classroom and school culture with a “Mathematical Mindset” i.e., Jo Boaler/ Carol Dweck

- Implement a Math Week in the Spring of the 2023-2024 school year.
- Continue use of the MathUp program by the five teachers with licenses
- Focus on the strategies K-7 of Count On/Count Back, Make Tens, Partial Sums and Differences, Compensation, Think Addition and Standard Algorithms for Addition and Subtraction

**Professional Development Strategies (we will):**

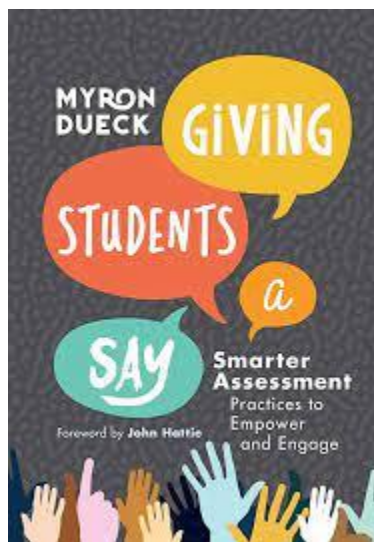
- Offer onboarding opportunities for new staff (an Onboarding Google Classroom, opportunities for in class training and team teaching with the District Math Resource Teacher (Stacey Kaczur), or a colleague, and mentorship opportunities)
- Start a Math Minds Committee for professional growth and planning of activities
- Provide staff meeting inservice and collaboration time to build common practices, explore resources, develop common math language and focus on school goals
- Use and continue to update the Staff Professional Numeracy Google Classroom which contains shared resources, past professional development materials, Math Minds Meeting minutes. This is the Aberdeen ‘Intranet’ for Numeracy.
- Every second staff meeting will be deemed for Collaboration so grade level groupings can focus on Numeracy strategies/discuss practices/resources being used
- Continue professional conversations about our definition and strategies of academic belonging related specifically to our work with Numeracy  
[https://docs.google.com/document/d/1Lp\\_a6pK6rPgKuvHwuXqrU8nOxPWncFgGkDjklV\\_XIOQ/edit](https://docs.google.com/document/d/1Lp_a6pK6rPgKuvHwuXqrU8nOxPWncFgGkDjklV_XIOQ/edit)
- A voluntary professional development book club based on math theme using the book, “Figuring out Fluency in Mathematics” by Bay-Williams and SanGiovanni is set for 2023-2024 with 21 copies ordered and 11 staff in the book club



- September 25, 2023 Professional Learning day with Monica Bergeron, Darren Clark and Stacey Kaczur (HGEC) to focus on Figuring out Fluency and Classroom Companion resources
- December 4, 2023 Professional Learning Day with Carole Fullerton at HGEC



- Encouraging staff to use the CoastMetro.ca website for Number Sense and Computational Fluency resources <https://coastmetro.ca/>
- Pilot Project with Monica Bergeron to access Matific for RTI and grade level number sense development <https://www.matific.ca/ca/en-ca/home/>
- On the BC Numeracy Network website, we will encourage the use of the collection of resources to embed Indigenous ways of knowing and being into designing for mathematics teaching and learning.  
<https://www.fnesc.ca/math-first-peoples/>
- In our Family of Schools for 2023-2024 the book will be Giving Students A Say by Myron Dueck and our goal is to use the strategies for smarter assessment and share them with our teachers.



### **Support for Grade-to-Grade Transitions (we will):**

- Early Learning/Intervention (K/1):
  - Offer side by side mentoring support for teachers new to our school and wanting support in the implementation of assessments, teaching, RTI supports, etc.
  - Based on data collected from grade level math assessment, targeted small group intervention via teachers implementing small group in-class guided math, support staff supports during math time, LART supports
  - Invite District Curriculum coordinators and resource teachers, Aboriginal support teachers & District Inclusive Ed support teachers in for additional resources and support specific to this area of need
  - Provide training with Stacey Kaczur (DNRT) about the developmental progression of math skills and understanding including the Number Sense Trajectory

- Use data from the school, district and provincial Math and Numeracy Assessments to guide our instructional practices
- Primary to Intermediate:
  - In the Spring, grade 3 & 6 students may complete practice Foundational Skill Assessments
  - Common math language (i.e., Math Word Walls) and common practices (i.e., operation strategies) will support the transition between classrooms
- Grade 7 to High School:
  - Utilizing our LART, SFC & AEW: providing time to ensure this transition for more vulnerable students is done with success in mind and support plans clearly in place.
  - Use and offer the Math Assessment data to the high school

**Support for Diverse Learners:**

- Targeted intervention support via LART, CEAs, AEW to get ‘in addition to’ practice \*we need more LART time in Numeracy set aside for this
- Invite District Curriculum coordinators and resource teachers, Aboriginal support teachers & District Inclusive Ed support teachers in for additional resources and support specific to this area of need.
- Ensuring RTI, UDL and differentiated instruction is accurately defined and implemented at all grade levels by all staff to ensure Academic Belonging in Numeracy
- Ensuring it is well defined, based on data, who our Level 2 & 3 students needing intervention are and prioritize additional supports based on this data.
- Ensuring staff continue to use and refer to their classes individual data so they know who needs what specific supports; how to create targeted small groups for intervention/instruction

**To improve in learning, we are continuing to ensure that our resources meet our students’ needs:**

- Curriculum Resources:
  - Targeting our learning resources for next year to specific inquiry, pro-d specific to our school plan goals
  - Ensuring all classes & teachers have the necessary tools, manipulatives and resources needed
  - Consult and collaborate with District Numeracy team and Director of Curriculum and Instruction, Lisa Carson to look at investing in a Math Intervention Program such as “Do the Math” or the following intervention kits below:

<https://www.hand2mind.com/item/math-fluency-intervention-bundle-kit>  
<https://store.mathlearningcenter.org/s/product/bridges-intervention-set-2/01t5d00000C3QKSAA3>

<https://store.mathlearningcenter.org/s/product/bridges-intervention-set-1/01t5d00000C3QK8AAN>

- Classroom companions of “Figuring out Fluency in Mathematics: Teaching and Learning” by Jennifer M. Bay-Williams and John J. SanGiovanni have been purchased June 2023



- Human Resources:
  - Inviting district personnel in whenever possible to support both students and staff moving forward
  - Ensuring LART supports are targeted and specific to Level 2 & 3 students in need
- Field Trips:
  - Providing ‘learning on the land’ opportunities where math/numeracy concepts can be authentically practiced, reviewed, learned.

## Evidence and Next Steps

Plan to be revised:

- As assessments are implemented and data is added to EdPlan Insight, this plan will be reviewed (see below) and revised as necessary. Additionally, as we get feedback from staff, students and parents moving forward, their ideas, if feasible, will also be part of the revised plan.
- Assessments used for this goal area moving forward:
  - Fall DEWRS
  - Fall FSA
  - Fall & Spring DNA
  - Winter Student Learning Survey
  - School based:
    - Fall & Spring *District Number Sense Assessment* (1-3)

Plan to be reviewed in 2023-2024:

- September staff meetings: 5th
- September NID: 25th
- September Support Staff meetings: 12 & 26th
- October 3rd: PAC meeting
- October Student Advisory Council meeting
- September to June: School newsletter Numeracy Section
- November staff meetings: 20 & 27th & support staff meeting
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- March PAC meeting (follow up and feedback from Mid Year Review): 5th
- March staff meeting: 11th
- April staff meetings: 15 & 29th
- May staff meeting: 13th & support staff meeting
- June PAC AGM : 4th
- As well, once between September - February & again between March - June, an update and an opportunity to provide feedback will be provided specifically to our Indigenous families; a report will also be made to the Education Band Coordinator for the Tk'emlups te Secwepemc Band specific to our nominal roll students if Aberdeen has these students for 2023-2024 after the 1701 is completed.

**Wellbeing Goal**  
Sense of Belonging

**HUMAN & 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.

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

**DISTRICT OUTCOME:** Students will feel welcome, safe, and connected to their school.

**SCHOOL RESULTS ANALYSIS:**

Our DEWRS results show 70% of participating students (grade 4-7) report having a positive sense of belonging, which is below the Canadian norm of 77%. 65% for Indigenous students who participated. Our grade 6 students were the only cohort who indicated they felt a higher sense of belonging than the Canadian norm at Aberdeen Elementary. The Ministry Student Learning Survey shows Aberdeen students almost consistently feel welcome, have a sense of belonging, feel safe, and have adults that care when compared to District averages. In 2021/2022, Diverse students at Aberdeen showed significant increase to their sense of belonging when compared to both the district (82% to 48%) and non-diverse students (82% to 66%).

**SCHOOL GOAL:**

Students & staff will demonstrate respectful and inclusive behaviour to create a sense of belonging for all.

**AREAS TO CELEBRATE:**

- When considering our SLS results, we are consistently above both province and district results, although below Canadian norms
- We surveyed the parents as part of our Street Data collection in December and 94% of parents feel their child has a positive sense of belonging at Aberdeen
- According to the Student Learning Survey, our Aboriginal and diverse students show above district results in School Belonging, 14% and 34% respectively
- Montessori program classroom environments where children show academic choice pace

**AREAS TO GROW:**

- According to the Student Learning Survey, Canadian norm of sense of belonging at school is 77% and Aberdeen is 70%
- Application of the Universal and Essential Supports as outlined on CBIEP's
- Consistency of the utilization of tier one UDL strategies between classrooms and teachers

**With regards to Student Learning Survey:**

- All students' sense of belonging is too low
- Aberdeen Indigenous students are showing below the district results. There is a significant discrepancy between Indigenous and Non-Indigenous sense of belonging at our school
- We wonder what is attributing to the sense of belonging decreasing as students get older

**SCHOOL STRATEGIES:** To improve students sense of belonging:

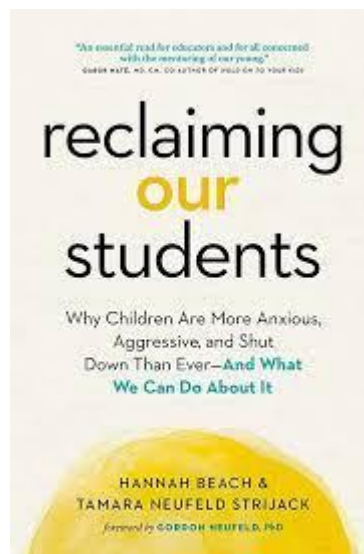
**Classroom Practices (may include some or all of the following):**

- Create emotionally healthy learning environments through the use of SEL, Mental Health Literacy and Trauma Informed Practices (providing onboarding, inservice, collaboration, and shared staff resources and spaces to facilitate successful implementation)
- Complete a Student-Staff connection activity where students identify at least two adults they are connected to at Aberdeen to identify who the marginalized students are
- Implement UDL, RTI and differentiated practices to honour all learners embed First Peoples' Principles of Learning into our curriculum and school culture Indigenize the school in all aspects and spaces of learning where possible
- Continue with monthly meetings of the SEL Committee
- Follow a PBIS model {behaviour matrix (RoRS)} including a year long theme, collaborative startup week in September(meeting is June 19, 2023 to plan)
- Tracking of unexpected behaviours to target interventions required with the use of Action Plans and Conduct slips
- Implement classroom based SEL practices (2022 SEL Pilot resources to be shared with staff, MindUP, Staff MindUP, EASE, KITK, Spirit Buddies, W.I.T.S.) and provide SEL tools and spaces
- Request from Deanna Brady the program Second Steps Program as per the June School Leader's Meeting
- Include student voice through the intermediate Student Advisory Committee (SAC). Among other leadership opportunities, they will choose the monthly Grandfather's Teaching, and theme days
- Class Review RTI Meetings in the Fall
- Encourage all classrooms to have a Buddy Class for purposeful shared learning and coaching
- SPARK for Kindergarten Welcome April and May - ensuring that during the event there is a SEL specific information session
- Invite classrooms to join the Kind Kids Club
- Share SEL practices with families through newsletters, PAC meetings, etc.
- Offer a variety extra-curricular activities and student "choice days" of indoor activities led by volunteers in the winter months
- Offer Primary and Intermediate Indigenous Groups at lunch hour with the Aboriginal Education Worker
- Offer LART Lunch Hour groups (art club, soft starts) for diverse learners, students in need of additional social/emotional connections and supports
- Check In/Check outs with the Principal and Vice Principal

- Continue with Parent Open House to Celebrate Learning- potentially twice a year (November and April)

**Professional Development Strategies (we will):**

- Provide extensive in person and online onboarding for new staff
- Continue to encourage Restorative Practices learned through Trainer, Cammy Plummer, to implement Circles and Restorative Practices
- Continue the ongoing work done by our Aboriginal Education Worker that specifically focuses on connection to each other, the land and culture
- Continue to provide training on Trauma Informed Practices (Jenna Ewert support if possible)
- Invite Deanna Brady in to share about RTI beliefs and practices to support our goal of Academic Belonging
- Provide training on Competency Based IEPs Triangulated Evidence for Diverse Learners (using the example below as a benchmark for all staff)  
[https://docs.google.com/presentation/d/1ntBKhVbpmX8065mM3O6lKfXvs3t4uX1uUhc73wQrQNM/edit#slide=id.g224b8c14759\\_0\\_53](https://docs.google.com/presentation/d/1ntBKhVbpmX8065mM3O6lKfXvs3t4uX1uUhc73wQrQNM/edit#slide=id.g224b8c14759_0_53)
- Offering a voluntary professional development Book Club in January 2024 using the Book Reclaiming our Students by Hannah Beach (staff were given their book June 9, 2023 to read over the summer)



- Continue to provide and update an SEL Staff Google Classroom
- Provide staff with collaboration time to focus on school goals around Belonging

**Support for Aboriginal Students and Diverse Learners:** The specific subpopulation who are needing targeted strategies would be Indigenous Students who are not feeling the same sense of belonging as non-Indigenous peers.

- Targeted intervention support via LART, CEAs, AEW to get 'in addition to' practice
- Invite District Curriculum coordinators and resource teachers, Aboriginal support teachers & District Inclusive Ed support teachers in for additional resources and support specific to this area of need
- Ensuring RTI, UDL and differentiated instruction is accurately defined and implemented at all grade levels by all staff
- Ensuring it is well defined, based on data, who our Level 2 & 3 students needing intervention are and prioritize additional supports based on this data.
- Ensuring staff continue to use and refer to their classes individual data so they know who needs what specific supports; how to create targeted small groups for intervention/instruction

**Staff Strategies (we will):**

- Include Spirit Buddies at staff meetings using Randomizer app to shuffle groups
- Provide onboarding for new staff
- Create shared spaces to gather
- Provide opportunities for collaboration, team teaching, platooning, mentorship
- Provide numerous opportunities to have staff voices heard through the distributed leadership offered with the many staff committees (ie. SEL, Math Minds, Early Literacy, Learning Experiences section at Staff Meetings, Leading professional learning on NID that are school based)
- Continue in September to complete the 10 by 2 Strategy on the learners we have identified as Marginalized at our campus

**Resources**

To improve in learning, we are continuing to ensure that our resources meet our students' needs.

- Curriculum resources:
  - Targeting our learning resources for next year to inquiry/pro-d specific to our school plan goals
  - Ensure LART has programs & resources necessary to support
  - Ensure staff are trained with EASE, Mind-Up, Second Steps, Zones of Regulation, SuperFlex, etc. programs
  - Continue to highlight the School District SEL Monthly Newsletter
  - Continue to encourage accessing the Curriculum tab on the SD73 Intranet
- Human resources:



- Inviting district personnel in whenever possible to support both students and staff moving forward (Jennifer Dundass (IRT), Jenna Ewert or Alex Inglis)
- Accessing more intentionally the Aboriginal Education teachers and their areas of expertise
- Accessing through the district Worry Dragons support- Request has been made to Deanna Brady to put Aberdeen on the list for this program for 2023-2024
- Ensuring LART supports are targeted and specific to Level 2 & 3 students in need of social/emotional/behavioural support
- Field trips:
  - Providing 'learning on the land' opportunities where concepts (connection to the land and each other) can be authentically practiced, reviewed, learned.
  - School wide Stream of Dreams <https://www.streamofdreams.org/> planned to build a sense of community Spring 2024
- Financial:
 

To improve wellbeing, we are allocating our financial resources towards:

  - Ensuring staff, students and classrooms have the tools and resources needed to self-regulate, connect and belong to school, land and each other
  - Each teacher provides Principal with Wish List items for their classrooms in June and September annually related to SLP goals
  - Ensuring that monies are available for our snack/lunch program for students (Using the Student and Family Affordability Fund in 2023 and Feeding Futures Grant in 2024)

As of September 7, 2023- two Feeding Futures Grants were submitted to District Principal Michelle Mattias for consideration "Principal Pitstop" and "Team Aber-Bin"

  - Applying for Community Link Grants to provide Art Club and buy the materials
  - Through the SEL and Sunshine committee, continuing to plan staff wellness & connection activities regularly throughout the year

## **Evidence and Next Steps**

Plan to be revised:

- As assessments are implemented and data is accumulated, this plan will be reviewed (see below) and revised as necessary. Additionally, as we get feedback from staff, students and parents moving forward, their ideas, if feasible, will also be part of the revised plan.

- Assessments used for this goal area moving forward:
  - Fall DEWRS
  - Winter Student Learning Survey
  - School based:
    - Street Data Collection (informal conversations)
    - Check In/Check Out data
    - Connecting to Adults Survey data (Spirals of Inquiry Data)
    - Student Core-Competency Self-Reflection

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## CULTURAL & IDENTITY GOAL

**Aberdeen will wait for the Superintendent, Dr. Nixon to advise when a specific Cultural & Identity goal needs to be in the SLP. We will refer to and follow the district's vision below.**

## **CULTURAL & IDENTITY DEVELOPMENT**

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

**DISTRICT GOAL:** Every learner will feel safe and thrive personally and culturally.

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

**DISTRICT OBJECTIVE:** Establish a baseline of awareness with students, staff, and parents about cultural safety and humility.

**SCHOOL STRATEGIES:** Although not specifically pursuing this goal, safety for all students plays a part in our specific well-being goal = belonging. We also actively engage and take part in celebrating a diverse spectrum of cultural based days:

- Orange Shirt/National Truth & Reconciliation Day
- World Educator Day
- Pink Shirt Day
- Equity Month
- Black Excellence Day
- National Indigenous People's Day
- The Missing Memorial Day
- Day of Suwentwecw
- Pride Day
- MMIW Day
- May the Fourth Be With You Day
- We attended the District Powwow June 14, 2023; and celebrate/recognize other cultural days/events such as Lunar New Year

### **Evidence and Next Steps**

Not applicable for the 2022-2023 school year.

"Diversity is a fact. Inclusion is an action. Equity is a choice.  
Belonging is an outcome."

**WE ALL BELONG.**

