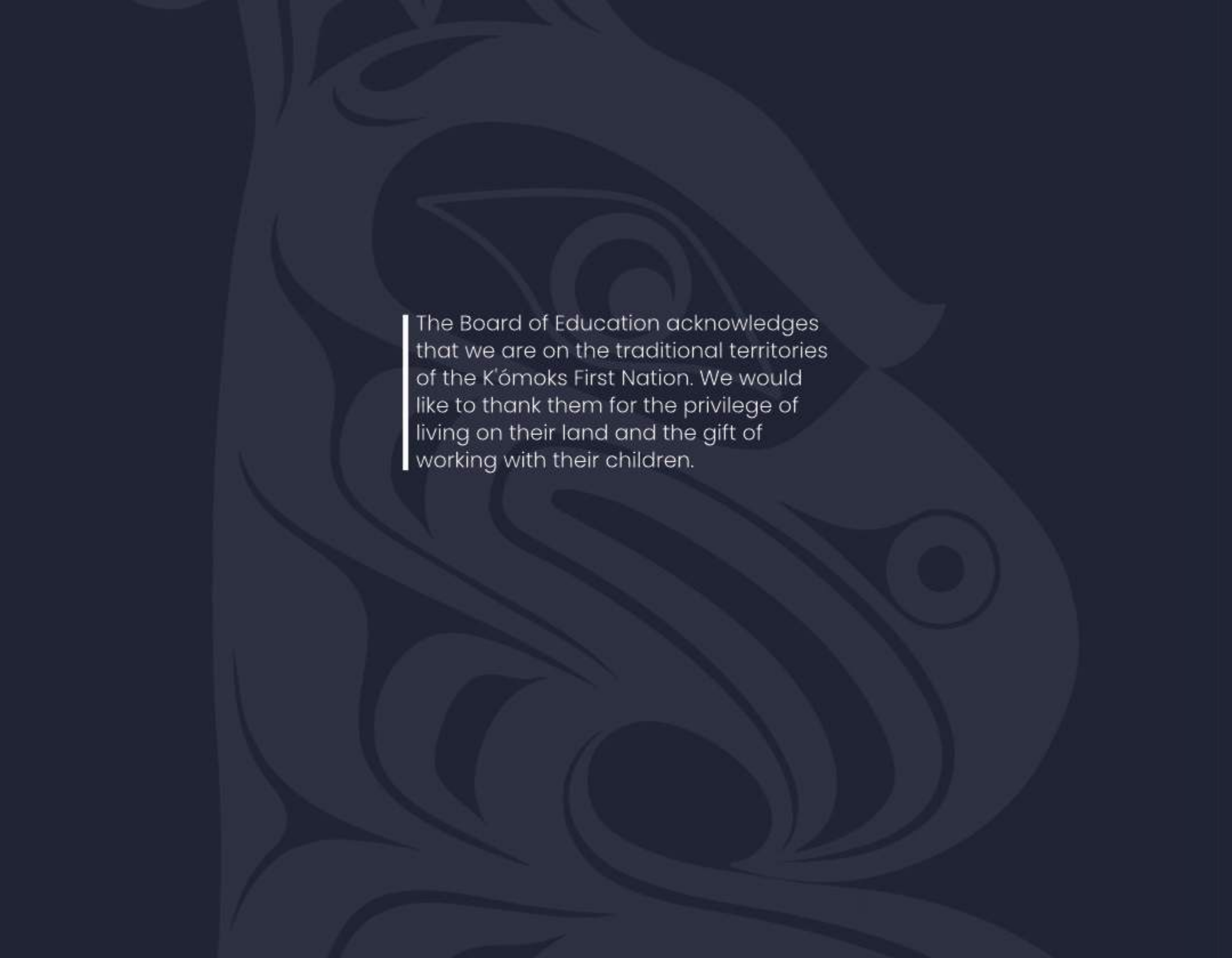




**COMOX VALLEY SCHOOLS**  
**STRATEGIC PLAN**  
**FOR EDUCATION**





The Board of Education acknowledges that we are on the traditional territories of the K'ómoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.

## **PURPOSE STATEMENT**

To create safe, equitable learning environments that lift each learner to thrive, to grow and to share their unique gifts.

## **VISION STATEMENT**

Compassionate, connected and personalized learning for all.



### **Artist Acknowledgement**

Comox Valley Schools gratefully acknowledges the Thunderbird artwork in this Strategic Plan, created by Karver Everson of the K'ómoks First Nation. Representing the Pentlatch people—on whose traditional lands the School Board Office resides. We thank Karver for generously sharing his artwork with our district.



## TRUTH AND RECONCILIATION COMMITMENT

We are deeply committed to learning, unlearning, and relearning and taking action for lasting Truth and Reconciliation.

## VALUES

Shared values establish the foundation for our interactions as we pursue common goals. They help us demonstrate consistent and fair leadership, guiding our collaborative and productive efforts to achieve our vision.

### LEARNING

Centering learning in all we do.

### EQUITY

Leading with diversity as a strength and inclusion as a right.

### RELATIONSHIPS

Connection, compassion, and respect in all that we do.

### SAFETY

Learning communities where all feel safe and belong.

### INTEGRITY

High ethical standards through transparency, honesty and accountability.

## LEARNING GOAL STATEMENT

Comox Valley Schools is committed to creating inclusive, wholistic, and personalized learning environments in order to enhance each student's development of the core competencies over time.





## DESIGN PRINCIPLES

“If we create inclusive, wholistic\*, and personalized learning environments through...”

### DECOLONIZING AND INDIGENIZING

Our approach incorporates decolonizing practices and learning from knowledge keepers to Indigenize our educational environments and practices. This restorative, strength-based method honours the traditional knowledge and ways of being of the K’omoks peoples, the traditional keepers of this territory. Gathering in a circle fosters relationships, identity, connection, and reflection, nurturing the whole person.

We are committed to ongoing education on our journey to reconciliation, including learning Canada’s true history and exploring cultural humility.

### INCLUSION

We honour diverse learning needs and respect every child’s dignity and unique gifts. Each student is seen, heard, and valued, driving the creation of compassionate learning environments that promote belonging, positive mental health, and deep, meaningful learning. Socially and emotionally safe spaces ensure the right tools, resources, spaces, and access points are available.

### PERSONALIZED LEARNING

This principle fosters student agency, encouraging creativity and inquiry through individual choice, voice, relevance, and engagement. Continuous feedback and reflection support progress along each student’s unique learning journey.

### STUDENT-CENTERED ASSESSMENT

This approach provides students with voice and choice in demonstrating their learning. It prioritizes formative, peer, and self-assessment, goal setting, co-creating criteria, and descriptive feedback.

### SOCIAL EMOTIONAL LEARNING (SEL)

SEL is a design principle that advances educational equity and excellence and the promotion of positive mental health. It aims to assist all students to acquire and apply the knowledge, skills, and attitudes to develop healthy identities, to manage emotions and achieve personal and collective goals, to feel and show empathy for others, to establish and maintain supportive relationships, and to make responsible and caring decisions.

SEL can help address various forms of inequity and empower young people and adults to co-create thriving, safe, healthy, and just classrooms, schools, and communities.

## DESIGN PRINCIPLES

### EXPERIENTIAL LEARNING

Experiential learning involves collaboration, communication, reflection, and hands-on, real-world learning. It connects learners with their gifts, strengths, and interests, creating time and space for relationships with the community, land, and natural environment. This approach is inclusive of diverse perspectives, interconnected with an Indigenous worldview, and incorporates the First Peoples' Principles of Learning.

### FLEXIBLE LEARNING ENVIRONMENTS

These settings offer various learning spaces, resources, equipment, and approaches that honour and respect each student's unique gifts and diverse learning needs. They engage students collaboratively and create reciprocal relationships with each other, the land, and the community.

### DIGITALLY ENHANCED LEARNING

This principle supports access to information, collaboration, knowledge construction, innovative design, computational thinking, and creative communication. It prepares learners for a technological landscape, providing digital tools that amplify engagement and make deeper learning accessible and learner-centered.

### LAND-BASED LEARNING

Honouring our connection to the land of the K'omoks peoples. Land-Based Learning fosters a respectful and reciprocal relationship with the natural world. This relationship nurtures individual well-being, identity, and strengths, encouraging stewardship for future generations.

...we enhance each student's development of the Core Competencies."



## DESIGN PRINCIPLES VISUALISED



Cedar and cedar weaving hold deep cultural, spiritual, and practical significance for the K'ómoks peoples. Known as the 'Tree of Life,' cedar provides materials for everything from shelter and clothing to tools and sacred ceremonial items.

