



SCHOOL DISTRICT 51 (BOUNDARY)

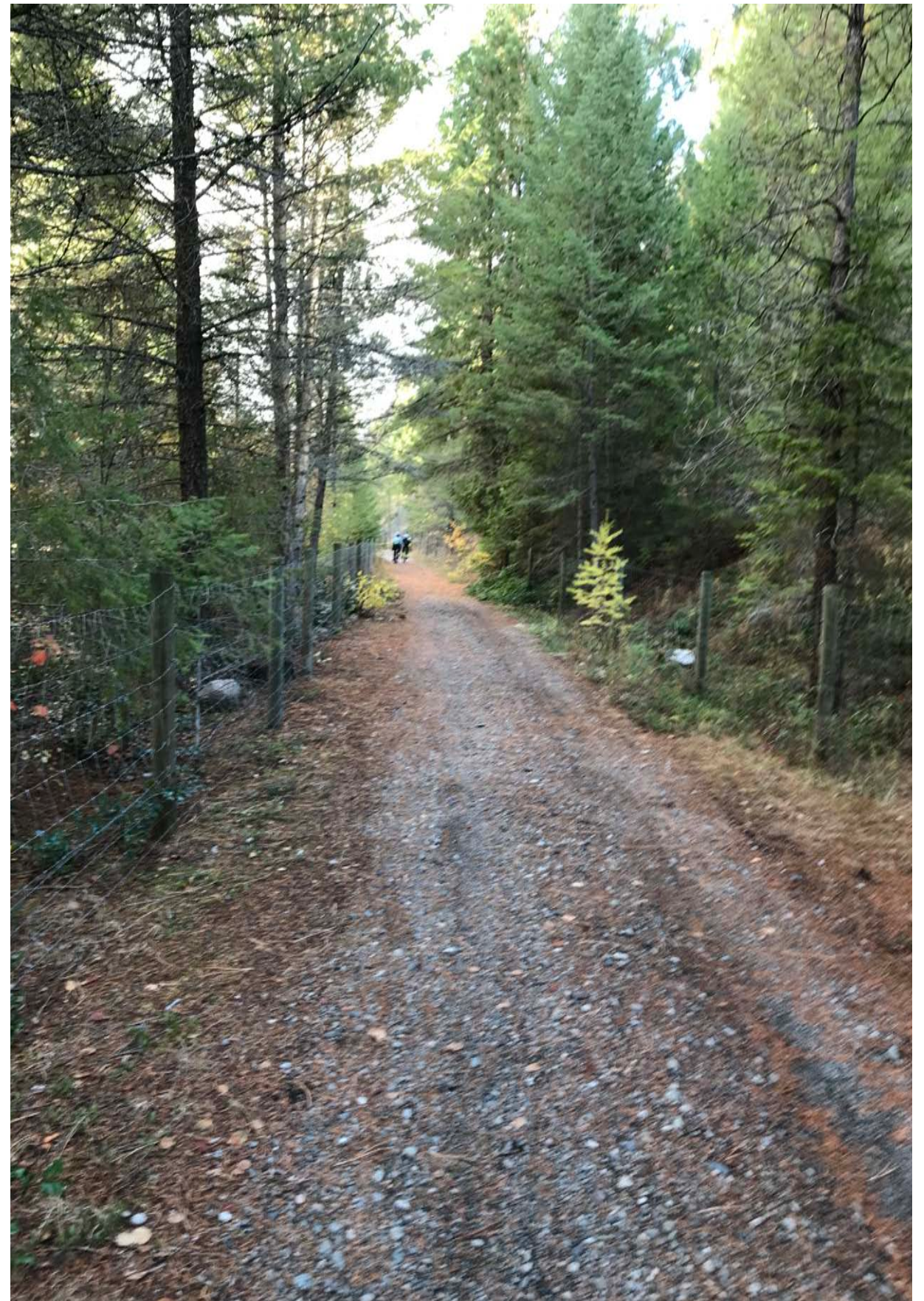
STRATEGIC PLAN 2021 - 2026

Acknowledgement

With gratitude, we acknowledge that School District 51 resides on the unceded traditional territory of the Interior Salish people.

We also acknowledge the enduring presence of all First Nations, Inuit and Métis People.

May we always live and care for these lands with respect.





Our Vision

To nurture curiosity, resilience and joy
in all

Our Mission

To ensure our students are flourishing
today so they can build a confident
future tomorrow



We value

Kindness and compassion

Indigenous ways of knowing

Growth mindset

Honesty and courage

Connectedness and relationships

We believe

Everyone has a role to play in Reconciliation

Students need a sense of belonging, mastery, independence and generosity to reach their full potential

Everyone has something to contribute

We are stronger together

Students flourish when they feel safe and are connected to nature and community

Students who feel a sense of purpose and power over their learning are more engaged

Mistakes are opportunities to learn

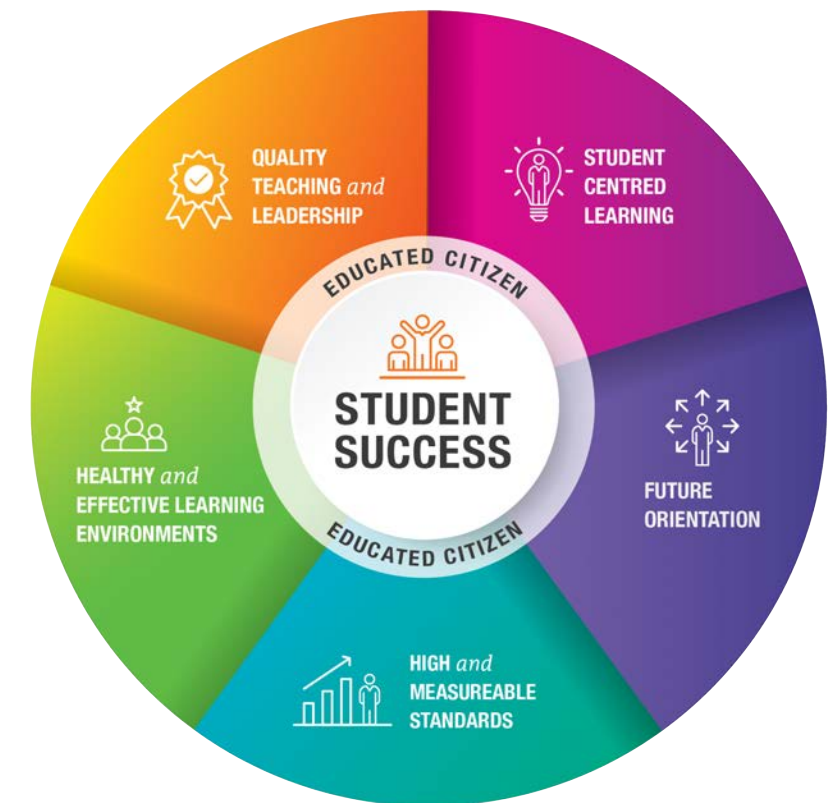
Educated Citizen

As specified in the Statement of Education Policy Order, the purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

To achieve this purpose, we have a collective mandate to develop the “educated citizen” which is defined as having:

- 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.
- 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.
- 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.

Continuous improvement on student success will be guided by the following principles: quality teaching and leadership; student centred learning; future orientation; high and measurable standards; healthy & effective learning environments.





Strategic Directions

Equity, Inclusion & Belonging

Student Voice & Agency

Wellness & Resilience

Community Connections

SD 51 (Boundary)
Strategic Operational Plan 2021-2026
Year Three of Five

LIVING DOCUMENT

For the District's vision, mission, values and beliefs to resonate and come alive with students, staff, families and the community, we must work towards the strategic directions. While lofty aspirations, these are the directions integral to creating a better future.

Equity, Inclusion & Belonging:

For students to reach their potential, it is essential to remove barriers that exist, including systemic ones. Through student-centred, strength-based approaches, we will meet student needs, creating environments, both physical and emotional, where all can flourish. Using the Circle of Courage, we will focus on our most vulnerable learners to ensure all are reaching their full potential in all aspects of their being. Systemic challenges that exist in the school system and the District must be addressed before Reconciliation occurs, and everyone needs to be part of this process.

Student Voice & Agency:

Students who are engaged, passionate and have voice in and power over their learning will be more fulfilled, not only in school, but outside of school as well. Student-centred, strength-based approaches will help students grow not only in skills and knowledge, but also in confidence, self-awareness and wellbeing. Through this process-based approach, students will understand how mistakes are opportunities for learning and will develop a strong sense of personal strengths, stretches and identity.

Wellness & Resilience

Building personal resilience and support networks is essential to wellbeing . We are committed to strengthening mental health and wellness in schools and the District, embedding mental health promotion in all areas, including culture, leadership and learning environments. It is essential to destigmatize mental health and to create comfortable environments to talk about wellness.

Community Connections:

Building opportunities for learners and the community to connect will strengthen relationships, helping learners to position themselves not only as students within a school, but also as valued, contributing citizens. Learning needs to emphasize connections to community and environment, encouraging deep connections that are bi-directional.