

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

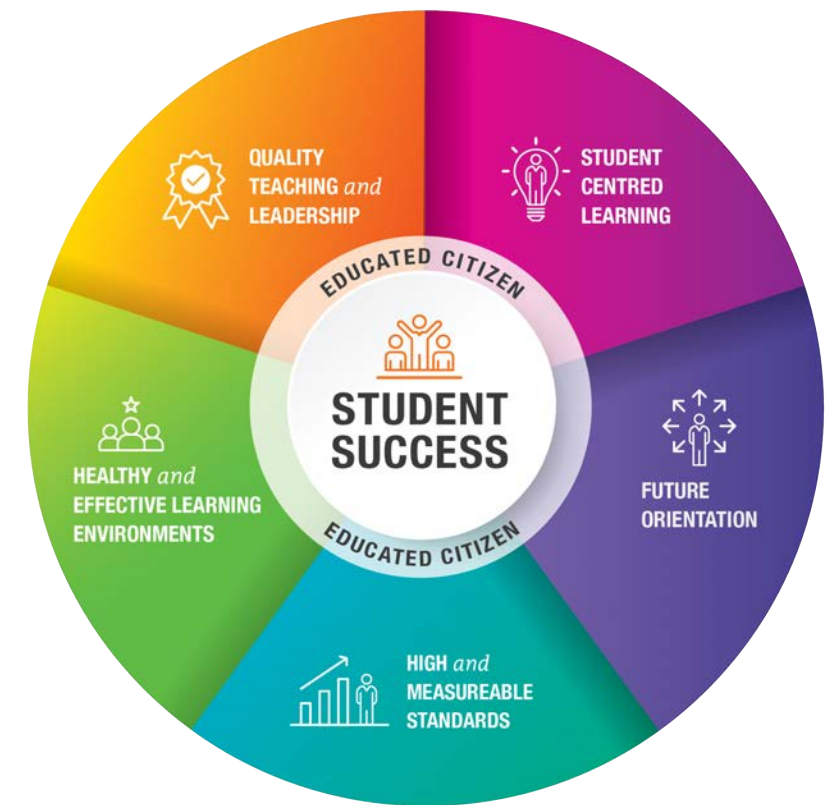
Educated Citizen

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.

Strategic Plan: Year Three

Priority One: Students have strong foundational skills and competencies

Area	Actions
Literacy	<ul style="list-style-type: none">• Literacy Support Teachers at all elementary schools• K-7 Writing Assessment• Cohort tracking with district data• Detailed FSA data• Learning Profiles• Transition to Learning Support Teachers
Numeracy	<ul style="list-style-type: none">• Establish K-7 numeracy assessment• Support implementation of assessment• Transition literacy support teachers to numeracy support• Use detailed FSA data• Survey/listening experiences re: numeracy• Build professional development opportunities• Math inquiry groups
Core & Curricular Competencies	<ul style="list-style-type: none">• Outdoor education and core competencies / Circle of Courage• District Applied Design, Skills and Technology• Supporting new reporting order

Priority 2: Students have developed a sense of identity, resilience, belonging, wellness and are centred in their learning

Area	Actions
Social Emotional Learning	<ul style="list-style-type: none">• Circle of Courage implementation for K-12• Create Mental Health in Schools district team to ensure broad, intentional actions are effective and district-wide

	<ul style="list-style-type: none"> • Supporting one-to-one counselling in more rural schools
Student Agency & Voice	<ul style="list-style-type: none"> • With District Student Advisory Council begin engagement with students throughout the year (every other month) <ul style="list-style-type: none"> ○ Engagement facilitator able to facilitate listening experiences and action plans ○ Seat at Board committee meetings • Use of ePortfolios to communicate student learning <ul style="list-style-type: none"> ○ Pilot project to support flexible, student-centred communication
Community Connections	<ul style="list-style-type: none"> • Continue with Early Years community engagement • Continued work with Okanagan Nation Alliance with Fish in Schools program <ul style="list-style-type: none"> ○ Classrooms and schools to intentionally increase of Okanagan Syilx • Strengthen transition to Kindergarten with specific attention to priority students including Indigenous children and students with disabilities or diverse abilities <ul style="list-style-type: none"> ○ Board Certified Behaviour Analyst working with Early Years
Priority Three: Systemic transformation to eliminate barriers to equity	
Area	Actions
Truth & Reconciliation	<ul style="list-style-type: none"> • Implement Circle of Courage as the framework for student self-assessment and goal setting with the new reporting order <ul style="list-style-type: none"> ○ K-12 implementation • Policy review with equity lens in 23/24 school year • Indigenous Education department merge with Outdoor Education • Create plan for including Indigenous language in SD 51 reflecting the unceded traditional land upon which the district lies • Initiate consultation with Syilx and Sinixt on cultural teachings for District
Inclusive Practices	<ul style="list-style-type: none"> • Learning Support teacher training to provide classroom support • Supporting assessment practices that reflect curriculum (New Reporting Order)

	<ul style="list-style-type: none"> • Establishment of Accessibility Committee to help with barrier identification and to give advice for 3-year plan
Radical Listening	<ul style="list-style-type: none"> • Listening experiences for students, former students, and families to gain greater clarity on personal experiences including, but not limited to: <ul style="list-style-type: none"> ○ Students who did not achieve 5-year or 6-year graduation, particularly Indigenous students ○ Students with disabilities or diverse abilities and/or their families on their experiences within Inclusive Education including Individual Education Plan meetings, transition between elementary and secondary, and readiness for careers
Priority Students	<ul style="list-style-type: none"> • Improve priority student tracking (Indigenous learners, students with disabilities or diverse needs, children and youth in care <ul style="list-style-type: none"> ○ New MyEd category for children and youth in care ○ Learning Profile for all priority students with continuous review framework