

LIVING DOCUMENT

SD 51 (Boundary) Strategic Operational Plan 2021-2026 Year One

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.

What did the data show us? What are the barriers to reaching our strategic directions?

- On average, Indigenous students, children and youth in care and students with disabilities or diverse abilities are below District averages in Literacy and/or Numeracy (Equity, Inclusion & Belonging, Student Voice & Agency, Wellness & Resilience)
- No District data for triangulation; overreliance on Foundation Skills Assessment (FSA) and other provincial data (Equity, Inclusion & Belonging)
- Participation in FSAs declined in last few years (Equity, Inclusion & Belonging)
- On Human Social development, there appears to be a decline in recent years especially with students feeling safe and feeling like they belong (Equity, Inclusion & Belonging, Student Voice & Agency, Wellness and Resilience)
- While District grade to grade transitions are on par with province, our transition to post-secondary is below provincial average, particularly with Indigenous students, children and youth in care and students with disabilities or diverse abilities belong (Equity, Inclusion & Belonging, Student Voice & Agency, Wellness and Resilience, Community Connections)

Equity, Inclusion and Belonging

Students not meeting expectations in literacy and numeracy, no baseline at District level

1. Establish baseline for literacy and numeracy

- Literacy/Numeracy Support teachers at all elementary schools
 - o Support best literacy and numeracy practices (Hattie/Adrienne Gear)
- Re-establish K-3 reading assessment
 - o Faye Brownlie's Early Primary Reading Assessment (EPRA) for K-2 and District Assessment of Reading Team (Grade 3)
 - o Fall and Spring
- Research & establish intermediate reading assessment Grade 4-7
 - o Spring
- Research & establish numeracy assessments K-7
 - o Spring
- Increase participation in FSAs with District Vice Principal of Administration support
- Support for high schools with Numeracy/Literacy Assessments

Measures

- District assessments
- Provincial FSAs
- Literacy/Numeracy assessments

Systemic biases, racism of low expectations

1. Begin journey to Truth and Reconciliation

- District inquiry
 - o relating to Calls to Action, invitation to individual, school action to promote healing
- Equity scan
 - o District Leadership team
- Establish Indigenous student voice with talking circles
- Circle of Courage framework with Elder in Residence
 - o emphasis on belonging, mastery, independence and generosity through storytelling
- teachers/staff working on Monique Gray Smith's Resiliency course

Measures

- Student Learning Survey
- Indigenous student feedback
- Number of calls to action completed

2. Diversity is the norm

- Libraries and books with variety of experiences/lives to reflect our world (new canon)
- Hiring practices

- Library assessment

Student voice & agency	
No formal framework for student voice in district/not tied with schools/little opportunity for consistent feedback	
1. Establish framework for increased student participation at all levels of district decision-making	Measures
<ul style="list-style-type: none"> - Board and student trustees as foundation - Through student trustees, establish process for student participation/feedback, based on students' needs - Monthly meetings (world cafés, coffee houses, superintendent and student lunches) 	<ul style="list-style-type: none"> - Student learning survey - Anecdotal feedback at meetings
Transition to standards-based assessment	
1. Support schools to embrace refreshed curriculum fully, shift assessment practices	
<ul style="list-style-type: none"> - District Leadership Team working with Katie White - Support for school team work with Katie White 	<ul style="list-style-type: none"> - Student learning survey

Wellness & Resilience – what are the current barriers to this happening?	
Still in midst of pandemic, trauma from adverse childhood experiences, previous traumatic events, poverty	
1. Build awareness of importance of self-care for staff	Measures
<ul style="list-style-type: none"> - Staff access to counselling time/mentoring - District Leadership team participating in Compassionate Systems Leadership with Peter Senge and Mette Boell 	<ul style="list-style-type: none"> - Number of staff accessing service - Webinar complete
2. Introduction of Neurosequential Model in Education to increase understanding of regulation and how brains work	
<ul style="list-style-type: none"> - Staff training - Staff book club with <i>The Boy Who was Raised as a Dog</i> 	<ul style="list-style-type: none"> - Training completed - Participants in book club
3. Access to mental health services for elementary schools	
<ul style="list-style-type: none"> - Elementary school counsellor for schools in east - Contract with counsellor for schools in west 	<ul style="list-style-type: none"> - Number of referrals, student progress
4. Support vulnerable students	
<ul style="list-style-type: none"> - Alternate blocks at high school - District support at high school level with Social Emotional programs - Continued growth of SAGA groups - Healthy School Coordinator continue to work with Mental Health Literacy programs & Food Security 	<ul style="list-style-type: none"> - Success rate, assessment data, retention, grade-to-grade transition, referrals

Community connections	
No intentional connections, no allocation of resources – does this influence the gap in our PSI transition?	Measures
1. Increase intentional opportunities for youth to participate in different trades or employment opportunities	
<ul style="list-style-type: none"> - More resources to encourage experimenting with different trades - Connecting with other kinds of employment in community - Facilitating volunteer opportunities 	<ul style="list-style-type: none"> - PSI rates - Student learning survey
2. Connect students with adult mentors to develop interests/passions, build meaningful relationships	
<ul style="list-style-type: none"> - Working with outside agencies that are developing mentorship programs to allow students to make connections with trusted adults 	<ul style="list-style-type: none"> - PSI rates - Student learning survey
3. Continue to build connections with outside organizations to allow inquiry-based projects across district	
<ul style="list-style-type: none"> - Facilitate work with projects with resources - Outdoor Education connections - Support Fish in Schools program 	<ul style="list-style-type: none"> - Student learning survey