

Honouring People, Land and History



Strategic Plan: Superintendent's Year-End Update to the Board

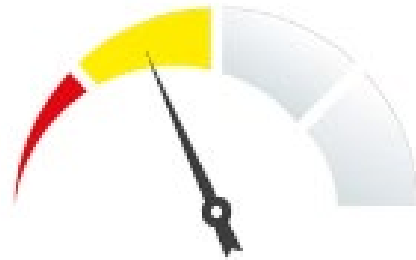
June 2024



Measuring Our Progress



Beginning



Progressing



Complete



Goal 1 Honouring Diversity

Honouring People, Land and History

Inclusive Spaces

Objective	Progress	Highlights
Increase accountability and deepen effective working relationships between the district and local First Nations.		• We are on track this year to successfully negotiate LEAs with 11 of 14 First Nations. • Equity Scan has been completed with students; Rightsholders/IEC are next • We are working on the new IEC terms of reference and will be hosting a summer meeting and community engagement sessions in 24-25.
In compliancy with the Accessible BC Act, enhance inclusive and accessible school environments and remove barriers within the district, school, and classroom environments.		• Our public feedback mechanism is now live on the district website • A three-year accessibility plan is posted on the website • Continuing to work on quality competency- based IEP's • Next step - consult with Student Voice about barriers

Excellence, Innovation, Community

Inclusive Curriculum & School Environment

Objective	Progress	Highlights
Improve long-term outcomes for identified Children and Youth in Care (CYIC) through the provision of individualized supports.		• Have developed a mechanism to track success for CYIC • Begun to consider CYIC as a priority population; PVP have examined success in literacy, numeracy, behavior, attendance • New hire was impacted by budget constraints • Next steps - scheduled school check points for support next year (2 per YEAR)
Ensure students of diverse sexual orientation and gender identities (SOGI) feel safe, empowered, included, and represented in schools.		• The District GSA is meeting and advising on creating safer school environments • We continue to support PVP in ongoing learning • We are providing opportunities for other school staff (beyond teachers) to learn about SOGI • Next steps - respond to the provincial report on Two-Spirited Youth

Indigenous Language & Curriculum

Objective	Progress	Highlights
Increase the number of language and culture courses offered within SD91 schools.		• We are now offering Dakelh, Nedut'en and Wet'suwet'en language programming in 8 of 16 schools. We are offering programming at an additional school in the 24-25 school year. • The Lake Babine Nation, SD91 and the Ministry have successfully approved and will be implementing the Nedu'ten IRP. We have advertised an additional position at LDSS. We are working with D2L on an online component of the course. • We held 2 community language engagement sessions and have interest in the future development of language IRPs. • Next step - engage with local First Nations for feedback on an Indigenous Languages Policy.

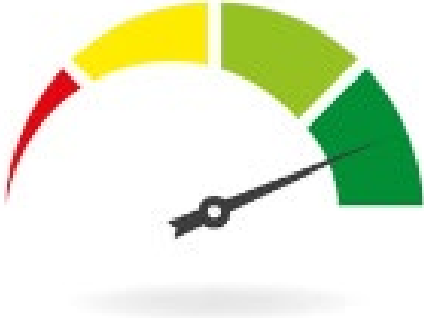
Excellence, Innovation, Community



Goal 2 Engage our Workforce

Honouring People, Land and History

Staff Development

Objective	Progress	Highlights
Provide a variety of learning opportunities for both educational and operational staff to ensure a continued focus on equity and student success.		• The Annual Indigenous Education conference was held in September and engaged all staff member across divisions. We are well into planning our next Annual Conference which will be focused on the messaging from the text The Good Ancestor. Our main focus will be long-term thinking in a short- term world. • Continued to offer quality professional learning for staff: Richard Van Camp (Indigenous Education), Faye Brownlie (literacy), Peter Lilledahl (Thinking Classrooms), Sarah Ward (Executive Function) and Provincial Outreach Program for the Early Years (POPEY). • Expanded Compassionate Systems Leadership Training and hosted a year-long weekly community of practice.

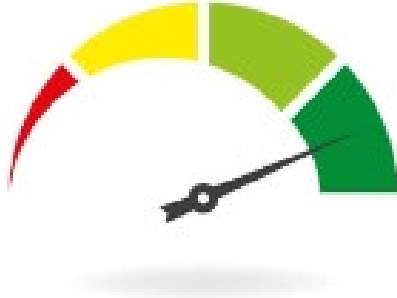
Excellence, Innovation, Community

New Employee Recruitment, Orientation & Welcome

Objective	Progress	Highlights
Expand recruitment and retention efforts to reduce workforce vacancies and increase employee diversity		• Completed last term of Northern Recruitment Pilot Project. • Joined new Provincial Hiring Incentive Grant program. • Attended career fairs in BC, Alberta, Ontario, Nova Scotia - hired 15 new teachers. • New Teacher Orientation Summer Session and two Community Check in Dinner Sessions in multiple communities (engaged Elders and education staff of Nations). • Successful implementation of the Teacher Mentorship and Support with District VP and Curriculum Services Dept. • UBC Hybrid Teacher Education Partnership - Five local residents are graduating July 2024 and applying to work in district. • Participation in Post Secondary Practicum Bursary Program initiative for 2024-25, where a UVIC candidate will be in district next year.

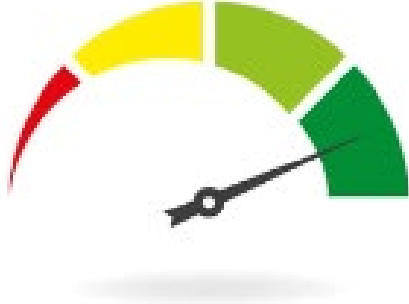
Excellence, Innovation, Community

Expand & Support a Culture of Inquiry

Objective	Progress	Highlights
Deepen the professional capacity of staff through collaborative inquiry teams across the district		• Nine school teams were involved with the Networks of Inquiry and Indigenous Education (NOIIE). • Two district teachers are provincial co-coordinators of the NOIIE Numeracy and Literacy project focusing on improving the numeracy and literacy skills of Indigenous learners. They are working with 12 schools across the province. One district VP is a provincial coordinator of Social Emotional Learning project. She worked with ten schools across the province including two from SD91. • One school participating in the Canadian Playfull Schools Network. This network supports the wellbeing and learning of students and educators through play. • One school is now involved with the UBC Growing Innovations in Rural Sites project. • Two school teams (including new teachers) presented their learning journey at the NOIIE Symposium in May. The NOIIE Symposium was attended by eighteen SD 91 educators.

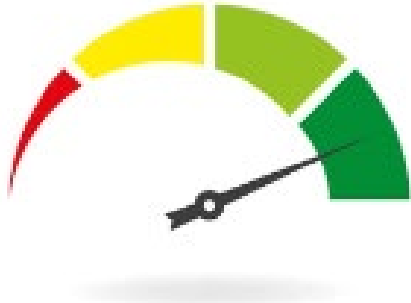
Excellence, Innovation, Community

Valuing Employee Contributions

Objective	Progress	Highlights
Use a variety of tools and opportunities to encourage & recognize employee contributions		• Long service recognition awards • Annual Retirement recognition dinner • Superintendent's Monthly report • New Teacher Spotlights • Using the District website to promote nomination for various provincial and national awards • Social media features

Excellence, Innovation, Community

Supporting Employee Well-being

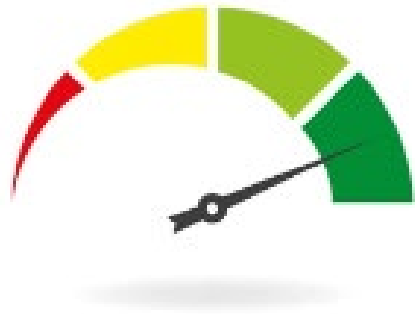
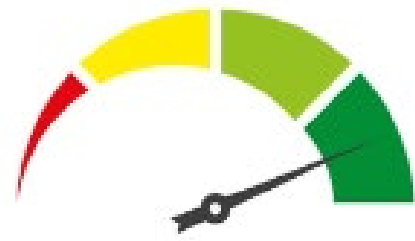
Objective	Progress	Highlights
Develop a wholistic, sustainable plan to support employee well-being.		• The District Well-being Committee was formed with members from across employee groups, met during the year, has developed Terms of Reference and is working on collecting data to inform the next steps. • Director of Instruction (Inclusive Education) is the liaison between the Committee, PVP, and senior staff. Early feedback has been discussed so that improvements can be made.



Goal 3 Create Student Success

Honouring People, Land and History

Strengthen Learner Success

Objectives	Progress	Highlights
Increase learner success through a focus on literacy, numeracy, and well-being		• District Lead Teachers collaborated with, supported and co-taught with teachers across the district. • Ongoing focus on success for Indigenous learners • The District provided learning opportunities as well as key resources for teachers, including new and Letter of Permission teachers. • District Numeracy and Literacy assessment continues to identify strengths of students as well as identify areas that need additional supports and resources. • Planning an interdepartmental approach for improving early literacy outcomes for learners in our system. This program which will be led by the Indigenous Education Department has had funding approval through the IEC.
Ensure rich opportunities for growth as well as equity of access for learners within offsite educational pathways		• Alternate education teachers have networked this year, and new resources have been acquired for staff. Additional resources to support learning and engagement are being reviewed. • New forms, intake processes and Student Learning Plans have been developed collaboratively with teachers.

Excellence, Innovation, Community

Supporting School Engagement

Objective	Progress	Highlights
Increase student engagement in support of learning and well-being		• The secondary Student Voice group and District GSA continues to meet and inform the District about their experiences in school. • An elementary school Student Voice group started and met six times over the year. • The District Mental Health Plan has been written and initiated. • Students from high schools across the district were engaged in Student Equity Scan. Their voices will be the foundation of our 5-year plan in Indigenous Education and our Strategic Plan. • Next steps - engage school staff in strategies of Universal Design for Learning

Excellence, Innovation, Community

Increase Student Belonging

Objective	Progress	Highlights
Increase students' "sense of connection and belonging" at high school (based on Student Learning Survey questions) to above the provincial average		• This is a key focus area in Enhancing Student Learning Plans at the school level • We have identified data trends through Our School surveys compared to Canadian norms; responded to at the school-level • Young women and men's groups have been established at 4 of the 4 high schools for Indigenous students grades 8-12. This has been a very positive change for those students and learning communities. • Next step - the young men's groups will expand to the FSJSS community • Next steps - broaden student voice to represent students with disabilities

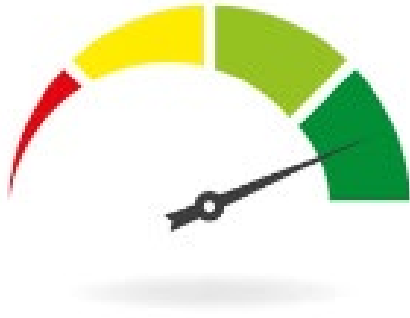
Excellence, Innovation, Community



Goal 4 Enhance Connections

Honouring People, Land and History

Strengthen Partnerships

Objectives	Progress	Highlights
Expand future career options for secondary students through collaborative projects with post-secondary institutions.		• ECE Partnership for Training with CNC and twelve students from across the district completed an ECE dual credit course. • Career programs and projects - Project Health etc. • UNBC Achiever program - all High Schools involved • SFU - School of Interactive Arts and Technology (SIAT) partnership. Professional learning for teachers and interactive workshops for students • Continued work with Koh Learning in the Watershed (UNBC)
Increase engagement with the Speaker Series Online Events in the 2023-24 school year.		• Continue to seek feedback from parents and IEC on Speaker series opportunities. • We have hosted 2 sessions on Online safety

Excellence, Innovation, Community

Strengthen Partnerships

Objective	Progress	Highlights
Engage community partners/agencies in collaborative dialogue to ensure future success of all learners.		Strategies to respond to the EDI data to reduce childhood vulnerabilities included: • POPEY – Rural Residency Literacy Project • Changing Results for Young Children Project (CR4YC) - SEL • Strengthening Early Years Transition to Kindergarten (SEY2KT) Project (pending acceptance) • Ready, Set, Learn events • StrongStart – pilot for vulnerable families • SEED/Early Years Tables • EYE-DA – data teams and Early Intervention Workers at schools • Roots of Empathy Programs • Regular online meetings with outside agencies.

Excellence, Innovation, Community

Strengthen Partnerships

Objective	Progress	Highlights
Support DPAC in their goal of setting up “parent-friendly” spaces and meeting rooms at schools.		• Collaborated with DPAC to co-create a joint support document for schools to ensure families feel welcome in schools. The document has been shared with schools and is on the DPAC section of the website. • Next step - collaborate with DPAC to address some data sets in Adolescent Health Survey

Evidence of Student Learning & Well-being

- Early Development Index (EDI)
- Early Years Evaluation (EYE - DA)
- Foundational Skills Assessment (FSA)
- Middle Development Index (MDI)
- Attendance
- Adolescent Health Survey (AHS)
- Student Learning Surveys (SLS)
- OurSchool Survey (secondary schools)
- District Assessments
- Graduation Assessments & Transition Rates



Key Indicators of Success

Honouring People, Land and History

Early Development Instrument (EDI) – Wave 8

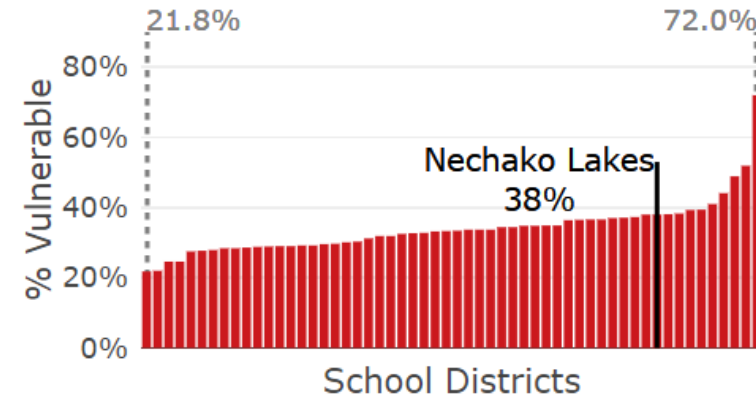
38% (132 K children) in SD91 were vulnerable on one or more measures. Higher than the province (32.9%).

A community snapshot of vulnerability shows that Burns Lake and Fort St. James are areas of concern with 45.6% and 49.0% of children demonstrating vulnerability in one or more measures.

Greatest Areas for Concern – Emotional Maturity / Physical Health & Well-being

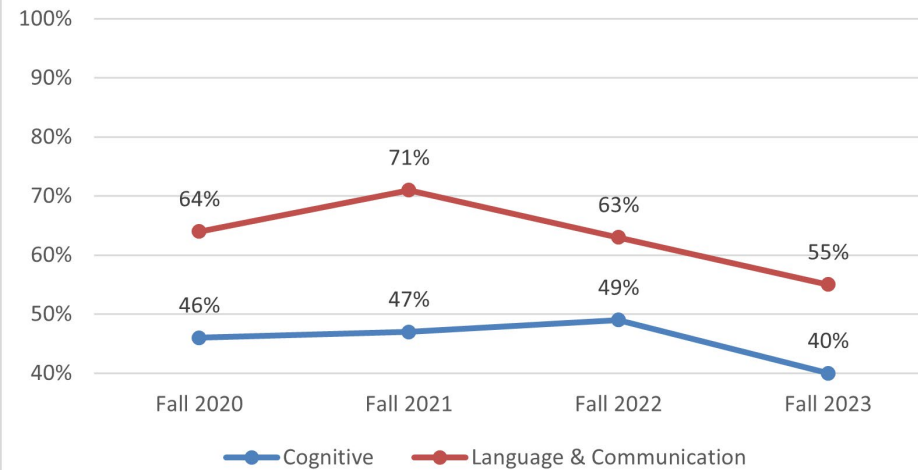
EDI will be on an a 4-year rotation

RANGE IN VULNERABILITY ⓘ ↓

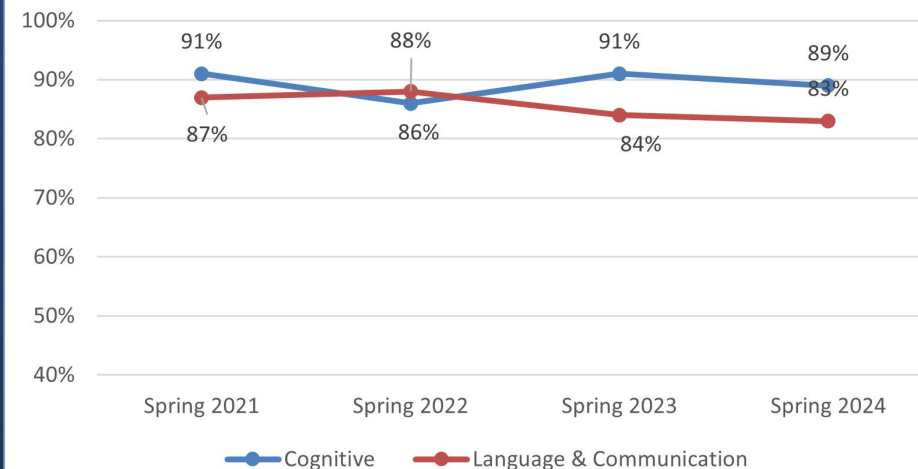


EYE - DA Kindergarten Entry and Leaving

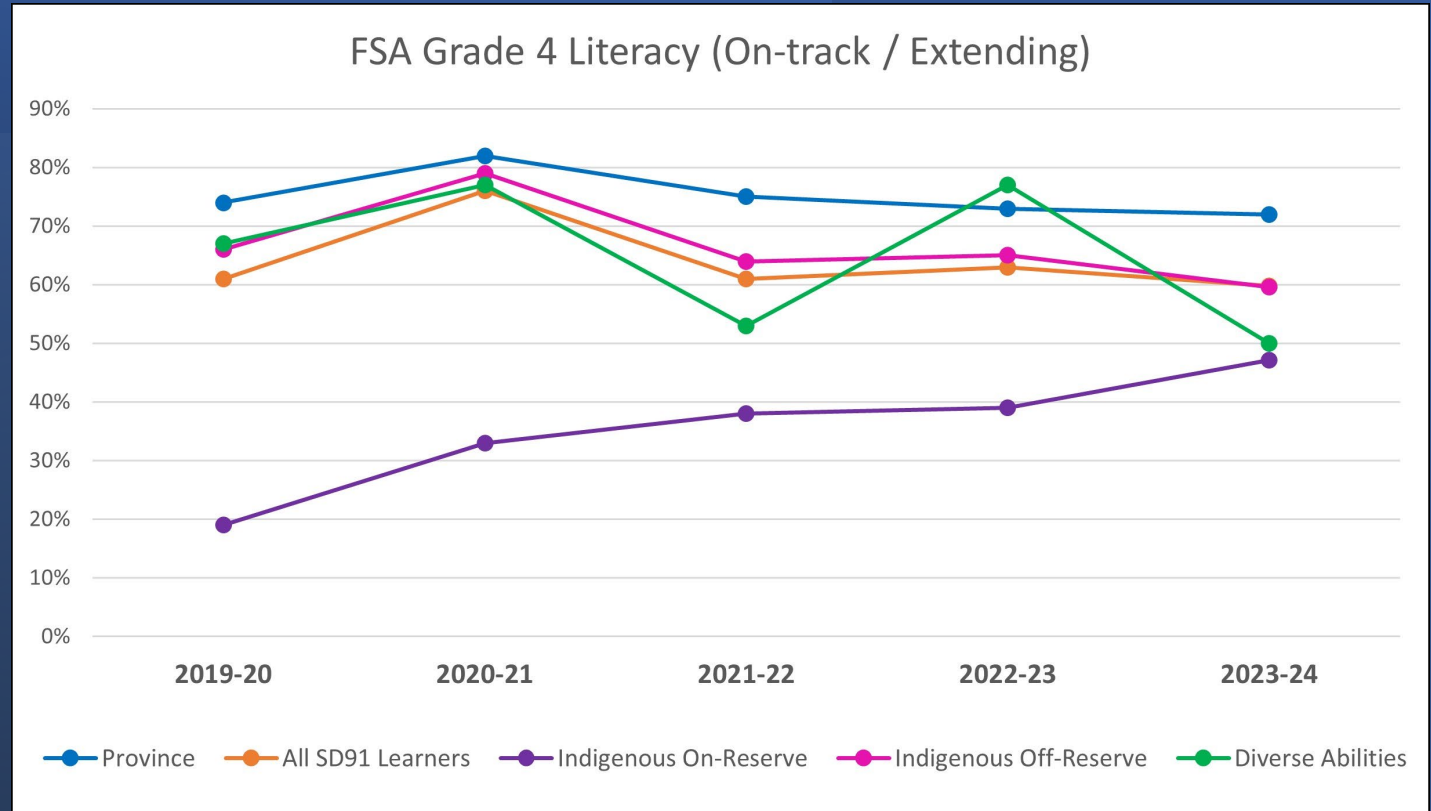
EYE Kindergarten Entry Skill Levels



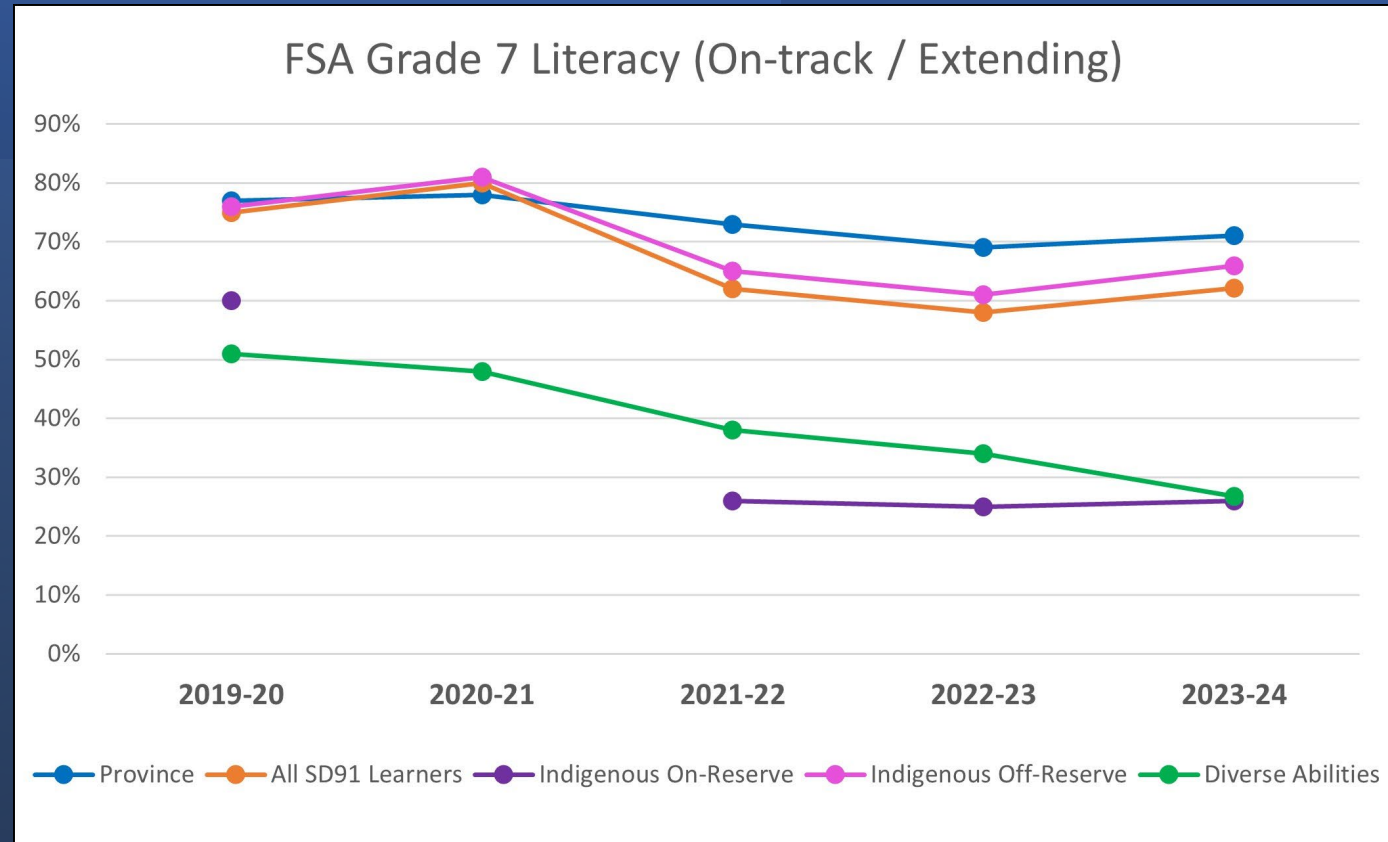
EYE Kindergarten Leaving Skill Levels



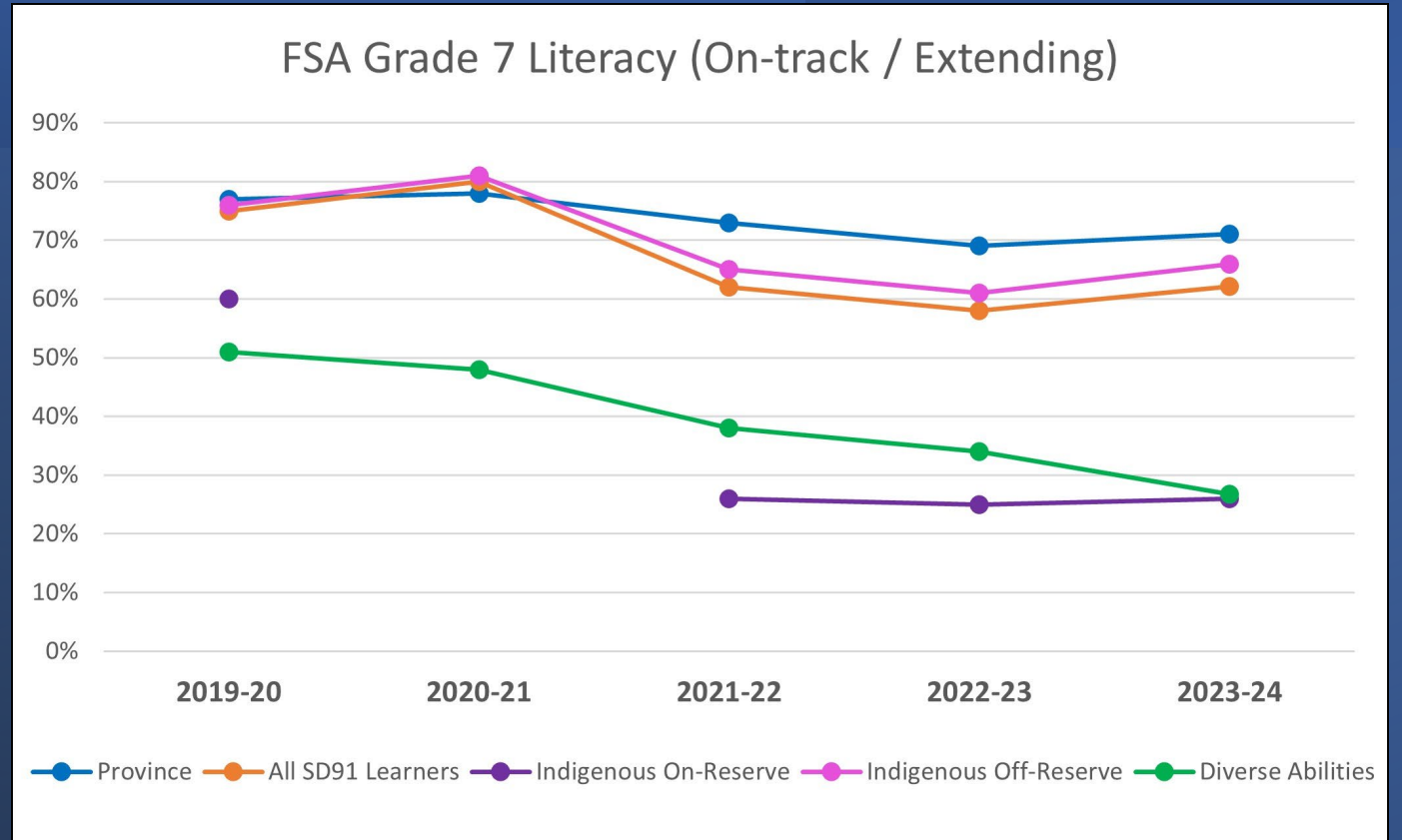
FSA Literacy (Grade 4)



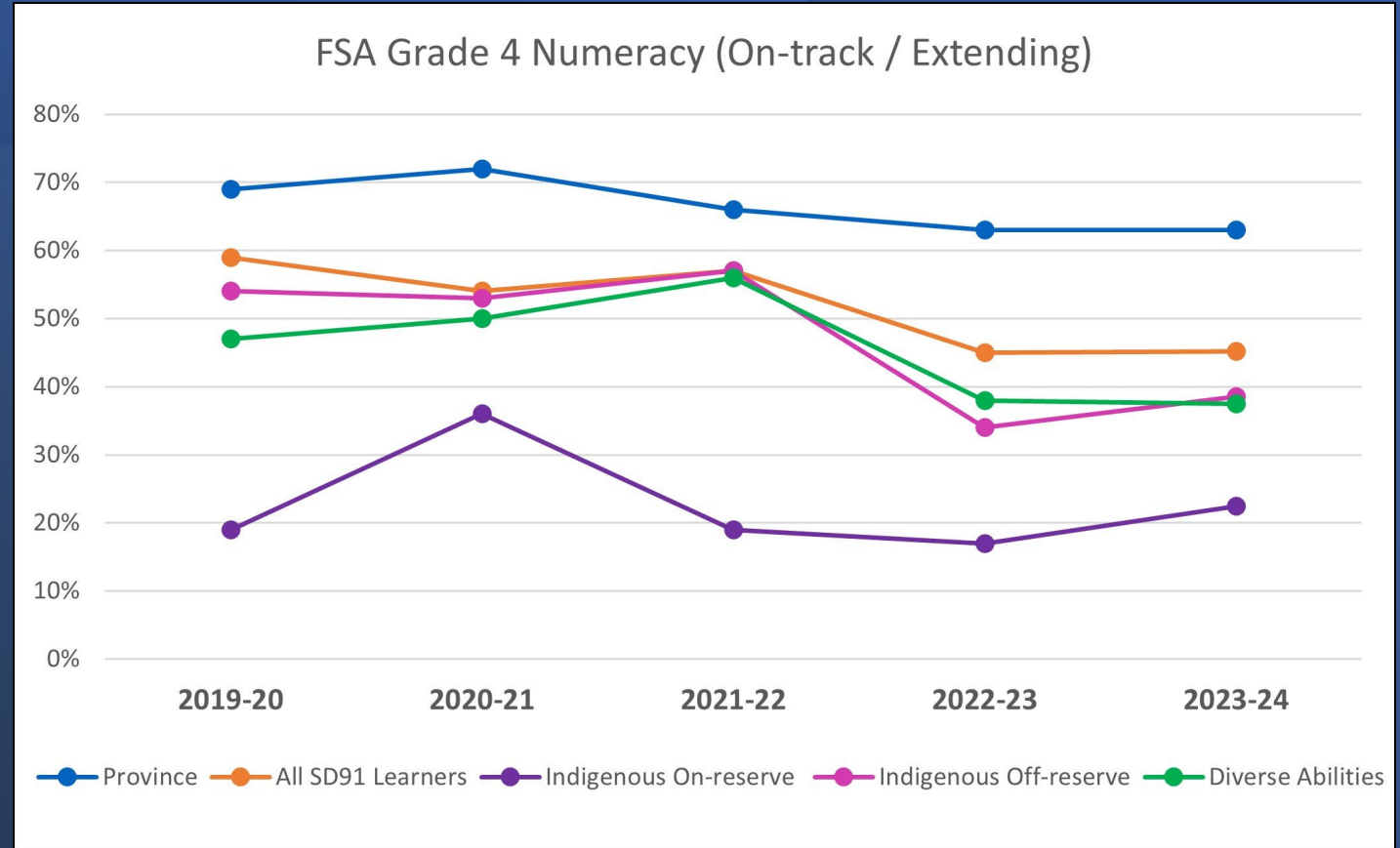
FSA Literacy (Grade 7)



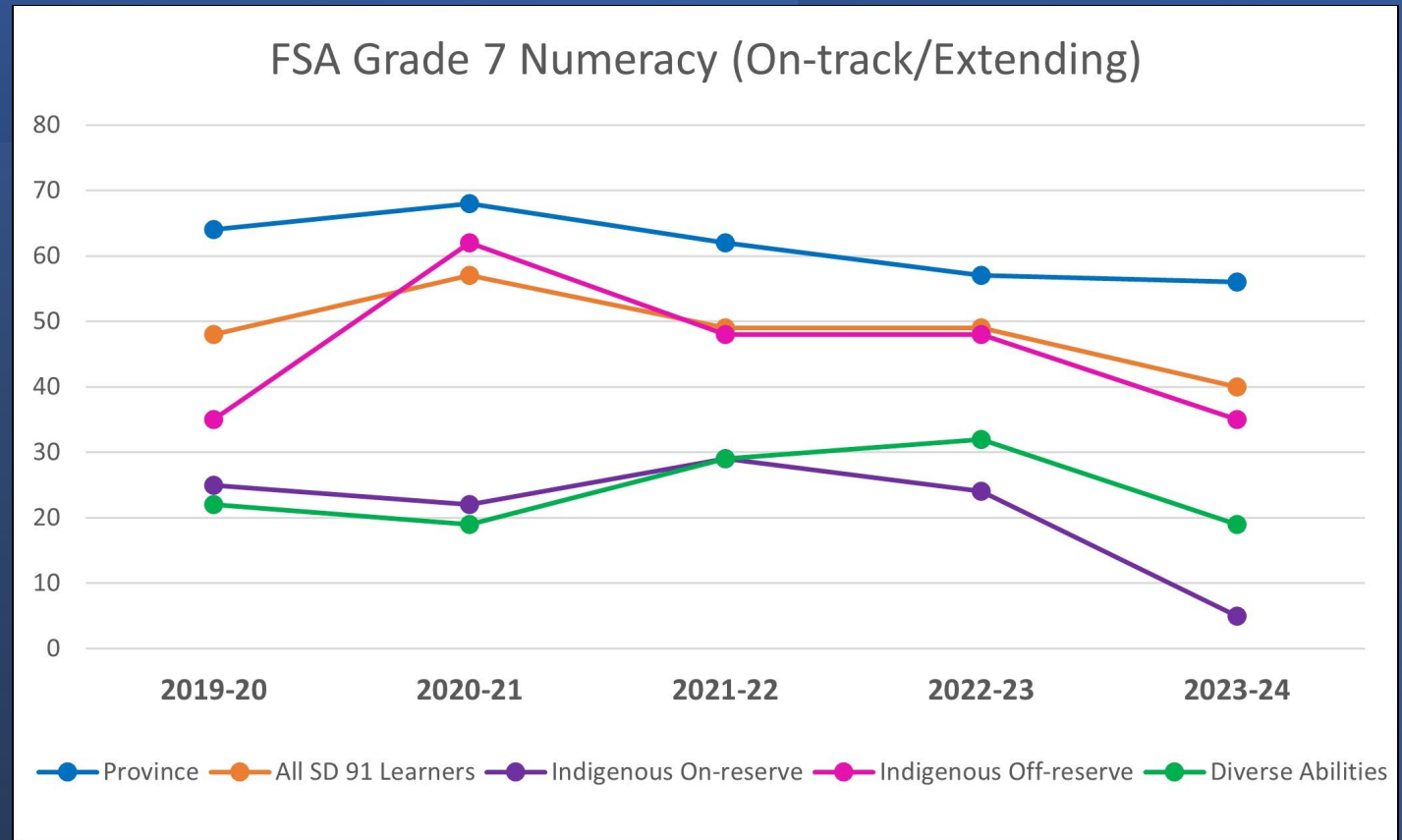
Literacy Assessment (Grade 10)



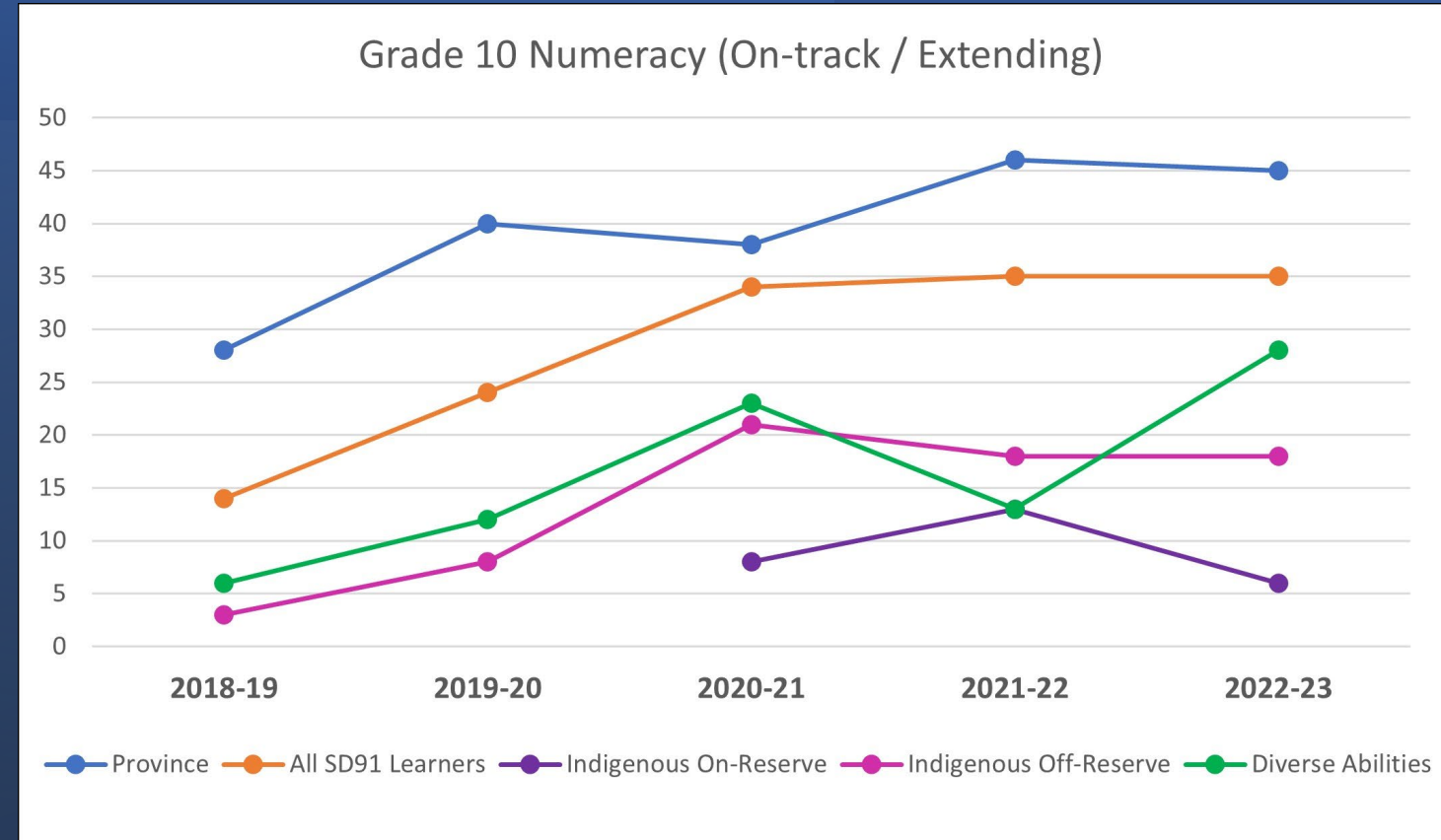
FSA Numeracy (Grade 4)



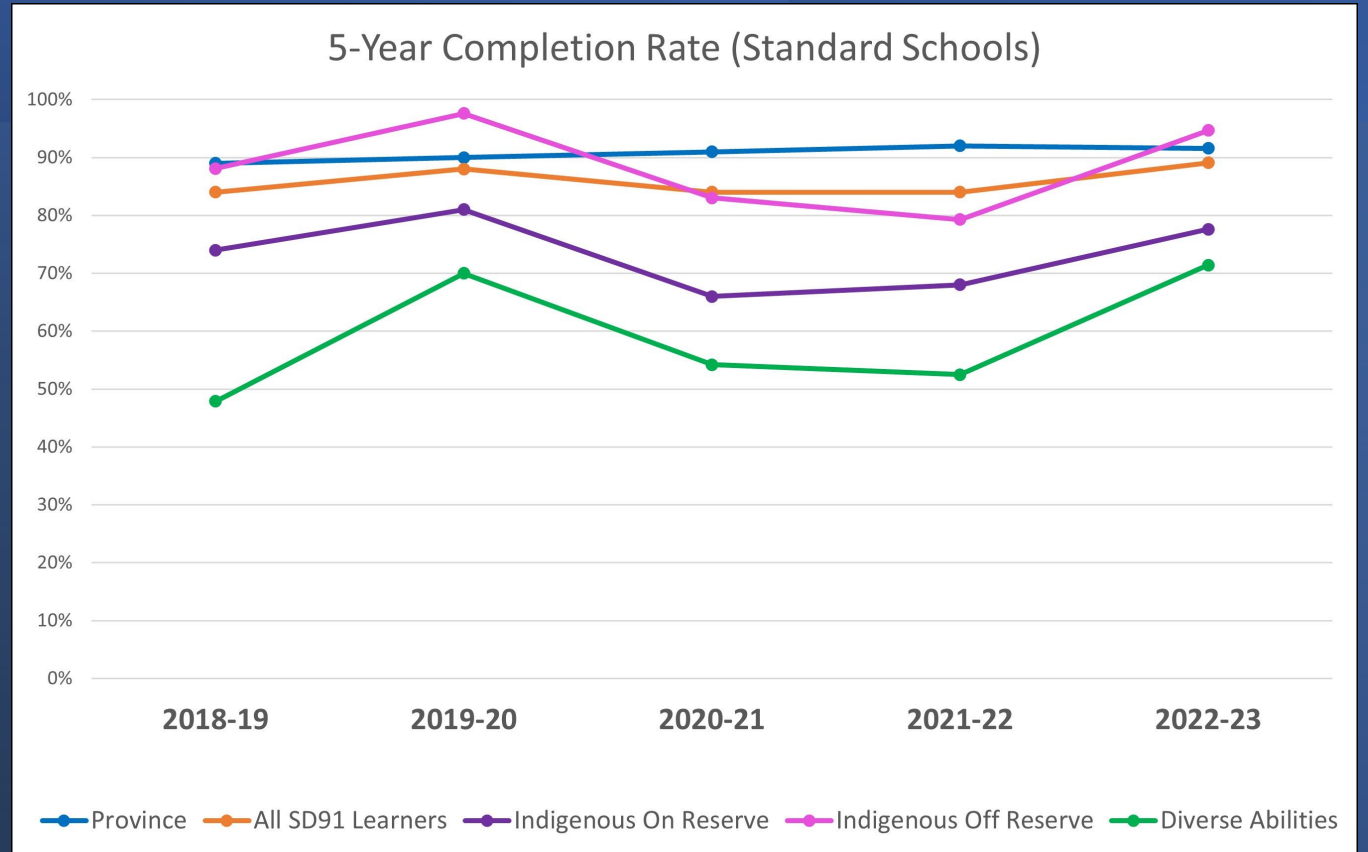
FSA Numeracy (Grade 7)



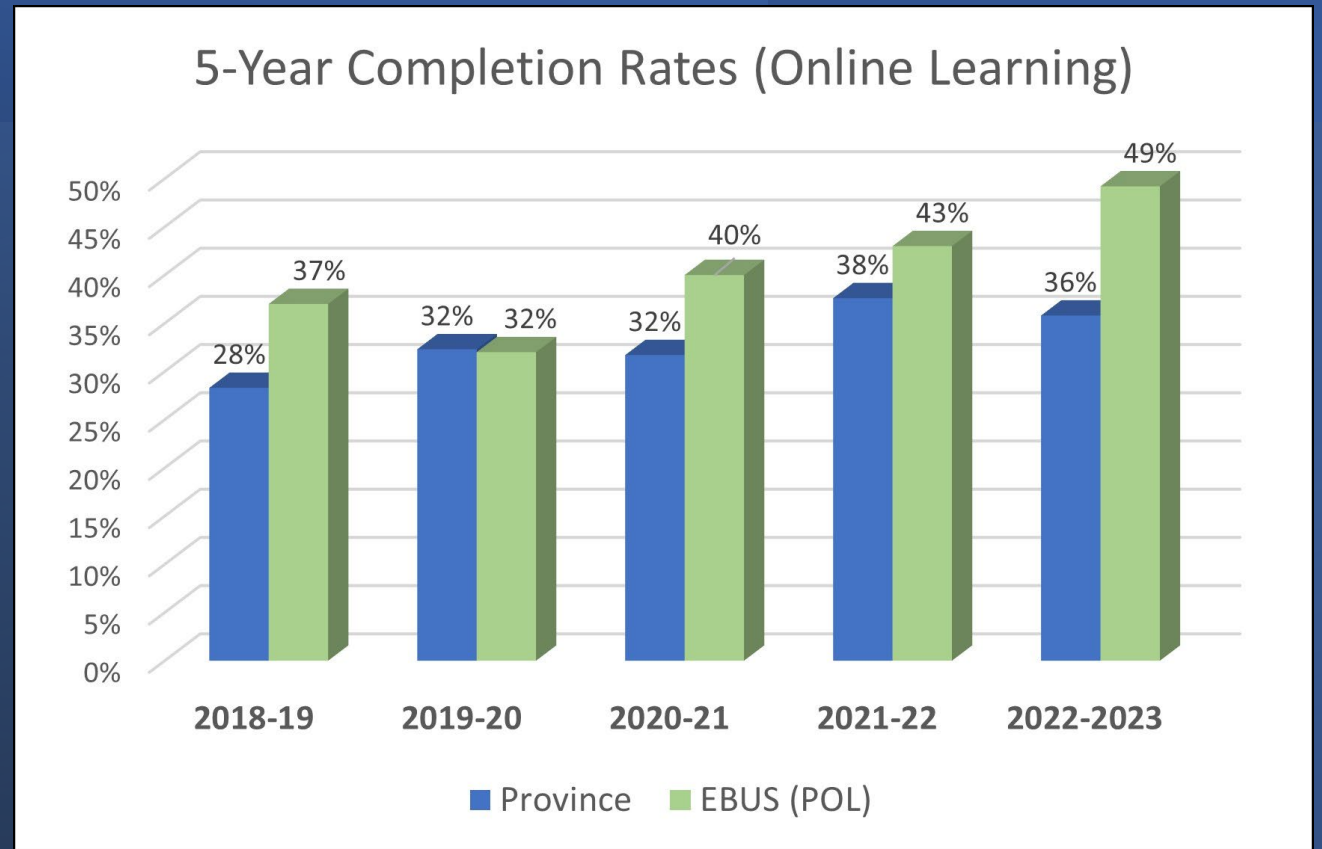
Numeracy Assessment (Grade 10)



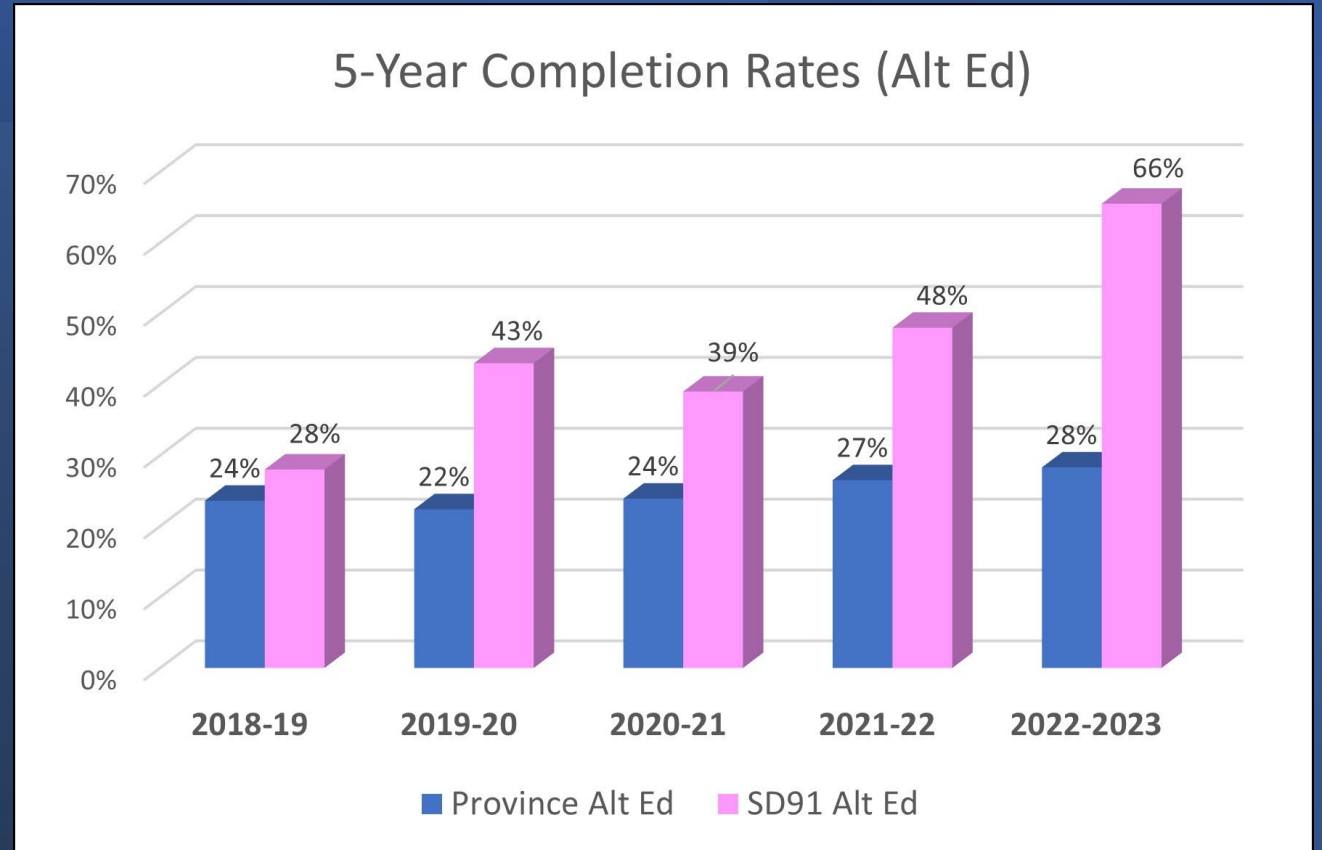
5-Year Completion Rates Standard Schools



5-Year Completion Rates Online Learning



5-Year Completion Rates Alternate Pathways



5-Year Completion Rates CYIC

5-Year Completion Rates Children and Youth in Care

