

Strategic Plan Objectives

2022 – 23



Strategic Goal 1: Honour Diversity

- *Respect the strength of all diversities within our communities.*
- *Support the transformation of an education system that recognizes, celebrates, and includes Indigenous history, worldviews, and perspectives*

Objective	22 - 23 Strategies	Timeframe	Team
Inclusive Spaces			
HD - A1 Review high school PHE curriculum and practices for inclusion and belonging to meet the needs of the diverse student body.	<p>A1 Meet with High School Department Heads and Principals to scan the Physical Health Education curriculum to assess current practices and plan next steps.</p> <p>A1 Consult with Student Voice in order to respond to needs regarding current classroom practices.</p>	Report to Board: • Sept. '22 • Jan. '23	<p>District LEAD: Directors of Instruction (Curriculum Services; Inclusive Education), Assistant Superintendent</p> <p>Additional Supports: School Principals Student Voice</p>
HD - A2 Support DPAC in their goal of setting up “parent-friendly” spaces and meeting rooms at schools.	<p>A2 DPAC representative(s) to attend November PVP meeting to share rationale and explore strategies to establish parent-friendly meeting rooms in each school.</p> <p>A2 Principals to communicate with PACs about the on-going progress towards parent-friendly meetings spaces.</p>	Report to Board: • Sept. '22 • Jan. '23	<p>District LEAD: DPAC Assistant Superintendent</p> <p>Additional Supports: District Leadership Team School Principals</p>
HD - A3 Establish an updated baseline for the Equity Scan	A3 Re-engage Rightholders and Stakeholders in the scanning process to compare to 2018 data and report out to community.		<p>District LEAD: Director of Instruction (Indigenous Education)</p> <p>Additional Supports: Aboriginal Education Council School Administration</p>

Objective	22 - 23 Strategies	Timeframe	Team
Inclusive Curriculum & School Environments			
HD - B1 Support schools in creating quality competency-based Individual Education Plans.	B1 Collaborate with Inclusive Education Teachers, classroom teachers at learning sessions; continue to develop resources.	Report to Board: <ul style="list-style-type: none">• Oct '22• Feb '23	District LEAD: Director of Instruction and District Principal (Inclusive Education) Additional Supports: Inclusive Education Teachers
HD - B2 Support schools in timely identification and supports for Children in Care.	B2 Establish an internal tracking tool to describe success in literacy, numeracy, and attendance for children in care.		District LEAD: Director of Instruction and District Principal (Inclusive Education); Superintendent Additional Supports: School Principals
HD - B3 Ensure students of diverse sexual orientation and gender identities (SOGI) feel safe, included, and represented in schools.	B3 Engage PVP and lead teachers in evidence-informed professional learning regarding Best Practices for Serving LGBTQ2+ Students. B3 Review and respond to the provincial report on two-spirited youth.		District LEAD: Director of Instruction (Inclusive Education) Additional Supports: Director of Instruction (Indigenous Education) SOGI School Leads Principals DPAC

Objective	22 - 23 Strategies	Timeframe	Team
Indigenous Language and Curriculum			
HD - C1 Increase the number of language and culture courses offered within SD91 schools.	<p>C1 Collaborate with AEC to Establish SD91 Language and Culture working group to initiate the development of localized curriculum.</p> <p>C1 Review the Draft Indigenous Languages Policy and consult with local First Nations for feedback.</p>	Report to Board: <ul style="list-style-type: none"> Oct. '22 Feb. '23 	District LEAD: Director of Instruction (Indigenous Education) Additional supports: Aboriginal Education Council Culture and Language Teachers
HD - C2 Ensure that every student who will graduate beginning in 2023-24 will meet the new Indigenous Graduation requirement.	C2 Work with schools to identify teachers and then offer supports specific to Indigenous Graduation credits.		District LEAD: Director of Instruction (Indigenous Education) Additional supports: Board of Education Aboriginal Education Council Reps School Principals

Strategic Goal 2: Engage Our Workforce

- Nurture school and district cultures that inspire and support passion-based teaching, learning and leading.
- Create opportunities for every member of our organization to contribute to student success.

Objective	22 - 23 Strategies		Timeframe	Team
Development of Leadership				
EW - A1 Support and expand leadership opportunities within SD91.	A1	Engage SD91 Senior Leadership in monthly professional learning as related to the BCSSA Spirit of Leadership Competencies.	Report to Board: • Nov. '22 • March '23	District LEAD: Superintendent Additional Supports: District Leadership Team
EW - B1 Provide a variety of learning opportunities for both educational and operational staff to ensure a continued focus on student success.	B1	September 23 rd District Planning Day will focus on Reflection & Renewal (4 th Annual Indigenous Education Conference) and engage all SD91 staff.	Report to Board: • Sept. '22 • June '23	District LEAD: Directors of Instruction (Curriculum Services; Inclusive Education, Indigenous Education) Additional supports: Curriculum Services Team School Principals

Objective	22 - 23 Strategies	Timeframe	Team
New Employee Recruitment, Orientation & Welcome			
EW - C1 Expand recruitment and retention efforts to reduce workforce vacancies and increase employee diversity.	<p>C1 Personalize invitations to new employee sessions to increase participation and create community.</p> <p>C1 Survey new employees to obtain feedback regarding orientation, onboarding and to plan future sessions.</p> <p>C1 Examine dual credits with local post-secondary to extend to ECE and LSW training.</p> <p>C1 Explore the feasibility of a bursary program for students to ensure their status as future employees.</p> <p>C1 Research and develop exit interviews for employees leaving the district.</p> <p>C1 Recruit specifically for diverse candidates at post-secondary institutions.</p> <p>C1 Senior staff & Trustees to continue advocating with Ministry staff and elected officials to share recruitment context, strategies and impacts to schools and student learning.</p> <p>C1 Enhance relationships with post-Secondary for practicums and new teacher learning in district.</p>	<p>Report to Board:</p> <ul style="list-style-type: none"> • Nov. '22 • May '23 	<p>District LEAD: Assistant Superintendent Directors of Instruction (Indigenous Education; Curriculum Services) Superintendent District Principal of Early Learning and Childcare Manager of CUPE HR</p> <p>Additional Supports: District Career and Trades Program Coordinator</p>

Objective	22 - 23 Strategies	Timeframe	Team
Expand & Support Culture of Inquiry			
EW - D1 Increase the number and professional capacity of staff collaborative inquiry teams across both elementary and high schools.	<p>D1 Provide a Fall 2022 orientation to NOIIE for school teams.</p> <p>D1 Provide a \$1000 subsidy to every school involved with an inquiry question, plus additional specific resources as related to Indigenous Education.</p> <p>D1 SD 91 Regional NOIIE Leaders to support school-based inquiry teams, through regular check-ins and sharing of inquiry questions and progress among schools.</p> <p>D1 Increase the profile of Inquiry through a sharing/celebration event that showcases staff growth in relation to student success.</p> <p>D1 Increase engagement of leaders in supporting the Inquiry process.</p>	Report to Board: <ul style="list-style-type: none"> • Nov. '22 • May '23 	<p>District LEAD: Curriculum Services Team</p> <p>Additional Supports: District Leadership Team School Principals Board of Education</p>

Objective	22 - 23 Strategies	Timeframe	Team
Valuing Employee Contributions			
EW- E1 Use a variety of tools and opportunities to recognize and celebrate employee contributions across roles.	<p>E1 Establish a schedule of employee awards (Premiere, Prime Minister, Indspire, Association Awards, community recognitions, and SD91 awards, etc.), to ensure nominees from all Departments are put forward on an annual basis.</p> <p>E1 Use monthly Superintendent Report to the Board of Education to highlight employee contributions.</p>	<p>Report to Board:</p> <ul style="list-style-type: none"> Dec. '22 	<p>District LEAD: Superintendent Director of Instruction (Indigenous Education)</p> <p>Additional Supports: District Leadership Team School Principals Managers Unions Board of Education</p>
Supporting Employee Well-being			
EW – F1 Develop a wholistic, sustainable plan to support employee well-being.	F1 Form a Well-being Committee to begin to address the Spring 2022 <i>Well-being at Work Report</i> and other data.	<p>Report to Board:</p> <ul style="list-style-type: none"> Jan. '23 	<p>District LEAD: Director of Instruction (Inclusive Education)</p> <p>Additional Supports: Inclusive Education Team</p>

Strategic Goal: Create Student Success

- *A continued focus on the essential skills of literacy, numeracy and social-emotional well being*
- *Support effective teaching and learning strategies*

Objective	22 - 23 Strategies	Timeframe	Team
Strengthen Learner Success			
SS - A1 Increase learner success through a focus on assessments/results in the areas of literacy, numeracy, and well-being.	<p>A1 Advance the collaborative work on re-writing and piloting RAD Literacy Assessment to ensure both reliability and validity.</p> <p>A1 Collaborate with Student Voice to ensure student thoughts are captured in redesigned format and implementation of district assessments.</p> <p>A1 Ensure that the promising practice of multiple rewrites of graduation assessments is implement at each SD91 high school in the 22 – 23 school year.</p> <p>A1 Explore primary literacy interventions and supports specifically for 'on-reserve' learners.</p> <p>A1 Facilitate and support school team collaborative marking to grow classroom practices that positively impact student learning.</p> <p>A1 Embed data review sessions within the ongoing work of Senior Leadership and at PVP meetings.</p> <p>A1 Provide professional learning opportunities for new teachers and Letter of Permission teachers regarding forms of assessment, as well as responding to assessment results.</p> <p>A1 Communicate annual calendar to all educators, parents, and community members beginning in Fall 2022. Events Nechako Lakes (SD 91)</p>	<p>Report to Board:</p> <ul style="list-style-type: none"> • Nov. '22 • June '23 	<p>District LEAD: Director of Instruction (Curriculum Support) Curriculum Services Team</p> <p>Additional Supports: District Leadership Team School Principals / Managers</p>

<p>SS - B1 Continue the review of alternative programs within SD91 to identify strengths as well as opportunities for growth, such as equity of access.</p>	<p>B1 Collect feedback on the final report for consideration in the implementation of next steps.</p> <p>B1 Begin to implement recommendations according to an established timeline.</p>	<p>Report to Board:</p> <ul style="list-style-type: none"> Oct. '22 	<p>District LEAD: Directors of Instruction Assistant Superintendent District Principals</p> <p>Additional Supports: High School Principals</p>
<p>Supporting School Engagement</p>			
<p>SS - C1 Increase student engagement to support student learning and well-being.</p>	<p>C1 Collaborate with Ministry Power BI Data Team to provide access to attendance dashboard to school principals.</p> <p>C1 Implement Power BI and train PVP in its effective use to support identification and respond to trends, as well as provide timely individual supports for students.</p> <p>C1 Engage families, external organizations, and First Nation communities to develop new or enhance existing supports to improve attendance, engagement, and success.</p>	<p>Report to Board:</p> <ul style="list-style-type: none"> Dec. '22 	<p>District LEAD: District Leadership Team</p> <p>Additional Supports: School Principals and staff MyEDBC Staff Aboriginal Education Council Community Partners</p>

Objective	22 - 23 Strategies	Timeframe	Team
Increasing Student Belonging			
SS - D1 Increase students' "sense of connection and belonging" at high school (based on Student Learning Survey questions) to above the provincial average.	D1 Embed specific strategies in <i>School Growth Plans</i> that respond to the following questions at the high school level. Specific questions to be reported on include: <ul style="list-style-type: none"> • How many adults do you think care about you at your school? • I am happy at school. • Do you feel safe at school? • Is school a place where you feel like you belong? D1 High schools will consult with learners, parents, and staff to act on priorities from the <i>Our School</i> survey. D1 Continue District support for Student Voice to provide feedback and insights on improving success. D1 Establish an upper elementary Student Voice to elicit feedback and insights from younger students.	Report to Board: <ul style="list-style-type: none"> • Nov. '22 • March '23 	District LEAD: Assistant Superintendent Director of Instruction (Inclusive Education) Principals Additional Supports: District Leadership Team Student Voice Inclusive Education Team DPAC

Strategic Goal: Enhance Connections

- *Create opportunities and assist schools to engage in valuable learning activities with community partners.*

Objective	21 – 22 Strategies	Timeframe	Team
Strengthen Partnerships			
EC - A1 Expand future career options for secondary students through collaborative projects with UNBC.	<p>A1 Develop and sign updated MOU with UNBC specific to the transformative KOH Learning Project.</p> <p>A1 Work towards implementation of the early admission and dual credit program for SD91 students.</p>	Report to Board: • Oct. '22 • April '23	<p>District LEAD: Superintendent Director of Instruction (Curriculum Services) Assistant Superintendent</p> <p>Additional Supports: School Principals SD 91 Careers Dept. Aboriginal Education Council</p>
EC - A2 Engage parents and DPAC with the Speaker Series Online events in the 2022-23 school year.	<p>A2 Collaborate with DPAC on parent engagement strategies for Speaker Series.</p> <p>A2 Communicate schedule of speaker series via a variety of methods (including technology and school-based) by end of September. Tentative speakers include:</p> <ul style="list-style-type: none"> • Shelley Moore (Inclusive Education) • Faye Brownlie (Literacy) • Peter Lilljedahl (Thinking Classrooms) • Jo Chrona (Indigenous Education) • Monique Gray-Smith (Published Author) 		<p>District LEAD: Assistant Superintendent Director of Instruction (Curriculum Services)</p> <p>Additional Supports: District Leadership Team</p>

Objective	22 - 23 Strategies	Timeframe	Team
Early Learning & Child Care (ELCC)			
<p>EC - B1 Complete a comprehensive scan of existing services as well as District, school and community needs related to Early Learning and Childcare, in order to make recommendations for next steps towards meeting the goals of the Ministry mandate.</p>	<p>B1 Under the direction of the new District Principal of Early Learning and Child Care, organize community consultations with parents, Rightsholders, municipalities and agencies to gather data and feedback, as well as report out on current and future needs.</p>	<p>Report to Board:</p> <ul style="list-style-type: none"> • April '23 	<p>District LEAD: District Principal of ELCC</p> <p>Additional Supports: School Principals District Leadership Team DPAC Local Governments Aboriginal Education Council Existing ELCC organizations/ providers</p>

Board Meeting	Annual Reporting on Strategic Plan Objectives	
September 2022	<ul style="list-style-type: none"> ○ Honouring Diversity - SCHOOLS AS SAFE SPACES 	<ul style="list-style-type: none"> ○ Engage Our Workforce - STAFF DEVELOPMENT
October 2022	<ul style="list-style-type: none"> ○ Honouring Diversity - INCLUSIVE CURRICULUM & SCHOOL ENVIRONMENT ○ Honouring Diversity - VALUING INDIGENOUS LANGUAGE & CURRICULUM 	<ul style="list-style-type: none"> ○ Create Student Success - REVIEW OF ALTERNATE SCHOOL PROGRAMS ○ Enhance Connections - STRENGTHEN PARTNERSHIPS ○ Enhance Connections - EARLY LEARNING & CHILDCARE
November 2022	<ul style="list-style-type: none"> ○ Engage Our Workforce - SUPPORTING LEADERSHIP ○ Engage Our Workforce - NEW EMPLOYEE RECRUITMENT, ORIENTATION & SUPPORT ○ Create Student Success - INCREASING STUDENT BELONGING 	<ul style="list-style-type: none"> ○ Engage Our Workforce - EXPAND & SUPPORT CULTURE OF INQUIRY ○ Create Student Success - STRENGTHEN SCHOOL & DISTRICT PLANNING WITH STUDENT ASSESSMENTS
December 2022	<ul style="list-style-type: none"> ○ Engage Our Workforce - VALUING EMPLOYEE CONTRIBUTIONS 	<ul style="list-style-type: none"> ○ Create Student Success - SUPPORTING SCHOOL ATTENDANCE
January 2023	<ul style="list-style-type: none"> ○ Honouring Diversity - SCHOOLS AS SAFE SPACES 	<ul style="list-style-type: none"> ○ Engage Our Workforce - SUPPORTING EMPLOYEE WELL-BEING
February 2023	<ul style="list-style-type: none"> ○ Honouring Diversity - INCLUSIVE CURRICULUM & SCHOOL ENVIRONMENT 	<ul style="list-style-type: none"> ○ Honouring Diversity - VALUING INDIGENOUS LANGUAGE & CURRICULUM
March 2023	<ul style="list-style-type: none"> ○ Engage Our Workforce - SUPPORTING LEADERSHIP 	<ul style="list-style-type: none"> ○ Create Student Success - INCREASING STUDENT BELONGING
April 2023	<ul style="list-style-type: none"> ○ Enhance Connections - STRENGTHEN PARTNERSHIPS 	<ul style="list-style-type: none"> ○ Enhance Connections - EARLY LEARNING & CHILDCARE
May 2023	<ul style="list-style-type: none"> ○ Engage Our Workforce - NEW EMPLOYEE RECRUITMENT, ORIENTATION & SUPPORT 	<ul style="list-style-type: none"> ○ Engage Our Workforce - EXPAND & SUPPORT CULTURE OF INQUIRY
June 2023	<ul style="list-style-type: none"> ○ Engage Our Workforce - STAFF DEVELOPMENT 	<ul style="list-style-type: none"> ○ Create Student Success - STRENGTHEN SCHOOL & DISTRICT PLANNING WITH STUDENT ASSESSMENTS