



STRATEGIC PLAN:

WORKPLAN OBJECTIVES 2025-26

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	25 - 26 Strategies	Timeframe	Team
Deepen Relationships			
HD - A1 Increase accountability and deepen effective working relationships between the district and local First Nations.	A1 Engage IEC in ongoing dialogue regarding measures of student achievement and well-being for Indigenous learners, including Children and Youth in Care.	Report to Board: September January June	District LEAD: Director of Indigenous Education Superintendent Additional Supports: District Principal - Indigenous Education Indigenous Education Council School Administration
	A1 Collaborate with remaining Nations on new LEA agreements to be in place before start of next school year. Our goal is to have 10 of 14 LEA agreements signed by the end of June 2026.		
	A1 Implement governance to governance meetings between Rightsholder leadership and Board of Trustees.		
	A1 Review and revise current Indigenous Education Policy in consultation with local First Nations and Indigenous Stakeholders.		
HD - A2 In compliancy with the Accessible BC Act, enhance inclusive and accessible school environments and remove barriers within the district, school, and classroom environments.	A2 Complete School Site Accessibility Assessment Tool for school sites		District LEAD: Directors of Instruction and District Principal (Inclusive Education) Superintendent Additional Supports: Inclusive Education Team Senior Team School Administration Student Voice
	A2 Continue to provide learning opportunities for PVP and teachers to support teacher growth around accessibility, accommodations, and competency-based, learner-centered IEPs.		
	A2 Engage students, parents and caregivers of children with disabilities in consultation sessions regarding school experiences, successful practices, and barriers to inclusion, accessibility, well-being and achievement.		

Objective	25 - 26 Strategies	Timeframe	Team
Inclusive Curriculum, School & District Environments			
HD - B2 Improve long-term outcomes for identified Children and Youth in Care (CYIC) through the provision of individualized supports.	<p>B2 Work with school principals and vice-principals to identify CYIC and maintain the database of those learners.</p> <p>B2 Track and improve success in literacy, numeracy, and measures of well-being (including extra-curricular and family engagement) for identified CYIC. Review annual CYIC How are We Doing Survey results.</p> <p>B2 Engage in bi-annual touchpoints with schools regarding educational plans, progress and well-being of CYIC.</p> <p>B2 Continue building relationships with MCFD, CSFS, Nezul Be Hunuyeh to support Care Plans for CYIC, including continuation of monthly interagency meetings.</p>	Report to Board:	<p>District LEAD: Director of Instruction and District Principal - Inclusive Education; Superintendent</p> <p>Additional Supports: School Principals</p>
HD - B3 Ensure students of diverse sexual orientation and gender identities (SOGI) feel safe, empowered, included, and represented in schools.	<p>B3 Engage PVP and lead teachers in evidence-informed professional learning regarding <i>Best Practices for Serving LGBTQ2+ Students</i>.</p> <p>B3 Engage school GSA's, District GSA and District Student Voice in an ongoing manner and respond with improved school environments.</p>	October January March June	<p>District LEAD: Director of Instruction - Inclusive Education</p> <p>Additional Supports: District SOGI School Leads Director of Instruction - Curriculum Services District Principal - Inclusive Education Principals</p>
HD - B4 Improve knowledge of and access to mental health support	<p>B4 Create and implement a Mental Health Plan.</p> <p>B4 Host student Healing Grief Workshops (Embers of Hope) at all 4 bricks and mortar high schools.</p> <p>B4 Continue building relationships with Connexus, CSFS, and BCCH, including continuation of monthly interagency meetings.</p> <p>B4 Pilot addiction prevention program.</p> <p>B4 Assess the effectiveness of existing SEL programs and fill gaps in available resources for teachers and counsellors.</p>		<p>District LEAD: Director of Instruction - Inclusive Education</p> <p>Additional Supports: District Principal - Inclusive Education District Principal of Indigenous Education District Counsellors Principals</p>

HD – B5 Ensure students of diverse abilities feel safe, empowered, included, and represented in schools.	<p>B5 Engage PVP and lead teachers in evidence-informed professional learning regarding <i>Best Practices for Serving Students with Diverse Abilities</i>.</p> <p>B3 Engage School District Student Voice in an ongoing manner and respond with improved school environments.</p>		<p>District LEAD: Director of Instruction - Inclusive Education</p> <p>Additional Supports: Director of Instruction - Curriculum Services District Principal - Inclusive Education District Inclusive Education Staff Principals Case Managers</p>
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Objective	25 - 26 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 IEC and the SD91 Language and Culture working group to continue the development of localized curriculum and resources for schools.</p> <p>C1 Consult with local First Nations regarding the development and completion of additional First Nations language IRPs.</p> <p>C1 Consult with local First Nations for feedback on draft Indigenous Education Policy, specifically regarding the Indigenous Languages portion of the Policy.</p>	<p>Report to Board:</p> <p>October January February June</p>	<p>District LEAD: District Principal of Indigenous Education</p> <p>Additional supports: Indigenous Education Council Culture and Language Teachers</p>

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	25 - 26 Strategies	Timeframe	Team
Staff Development			
EW - A1 Provide a variety of learning opportunities for both educational and operational staff to ensure a continued focus on equity and student success.	A1 September 19th District Planning Day focused on Ancestors (7 th Annual Indigenous Education Conference) and engage all SD91 staff. Include sessions that is school team based for planning and reflection on learning and data.	Report to Board: September January June	District LEAD: Directors of Instruction (Curriculum Services; Inclusive Education, Indigenous Education) Additional supports: Superintendent Curriculum Services Team School Principals
	A1 Review feedback from staff regarding the 7 th Annual Indigenous Education Conference to inform planning for future Indigenous Education Conferences.		
	A1 Engage education staff in professional learning with Kendra Jacobs (numeracy) and Maria Walthers (early literacy)		
	A1 Expand learning opportunities for Compassionate Systems Leadership.		
	A1 Work in collaboration with CUPE Local to offer expanded professional development specific to and for our support staff		

Objective	25 - 26 Strategies	Timeframe	Team
New Employee Recruitment, Orientation & Welcome			
EW - B1 Continue recruitment and retention efforts to reduce workforce vacancies and increase employee diversity.	B1 Continue new teacher and LOP support through the District VP lead and other departments.	Report to Board: November January May June	District LEAD: Assistant Superintendent Manager of CUPE HR Additional Supports: Superintendent Directors of Instruction District VP – New Teacher Support Curriculum Services Team
	B1 Continue to partner with Ministry and Universities on Recruitment & Retention Initiatives.		
	B1 Support the Northern cohort for the Rural and Remote Teaching Program that will take place in Vanderhoof in the summer of 2026.		
	B1 Senior staff & Trustees to continue advocating with Ministry staff and elected officials to share recruitment context, strategies and impacts on schools and student learning.		
	B1 In partnership with BLNTU, review the Mentorship Program to support teacher learning opportunities.		
	B1 Explore additional online recruitment platforms for teaching staff.		
	B1 Participate in regional job fairs to recruit additional support staff.		

Objective	25 - 26 Strategies		Timeframe	Team
Expand & Support Culture of Inquiry				
EW - C1 Deepen the professional capacity of staff through collaborative inquiry teams across the district.	C1	Provide a Fall 2025 orientation to NOIIE for school teams.	Report to Board: January May June	District LEAD: Curriculum Services Team Additional Supports: District Leadership Team School Principals Board of Education
	C1	Encourage school teams to attend the NOIIE Symposium.		
	C1	Provide a monetary subsidy to every school involved with an inquiry question and additional specific resources related to Indigenous Education.		
	C1	Through the SD 91 Regional NOIIE Leaders, support school-based inquiry teams, through regular check-ins and sharing of inquiry questions and progress among schools.		
	C1	Continue sharing/celebration event that showcases staff growth in relation to student success.		
	C1	Continue engagement of leaders in supporting the Inquiry process.		
Principal and Vice-Principal Leadership				
EW- D1 Support formal leadership development across the district.	D1	Engage with PVPA on mentorship and professional learning initiatives that support leadership growth and improved student learning.	Report to Board: December January June	District LEAD: Superintendent Assistant Superintendent PVPA Pro-D Working Group Additional Supports: District Leadership Team School Principals
	D2	Develop strategies for regular and ongoing professional learning.		
	D3	Collaborate with PVPA on mentorship structures for staff in their first three years.		
Employee Well-being				
EW - E1 Develop a wholistic, sustainable plan to support employee well-being.	E1	Seek new avenues for staff wellness including, but not limited to, Pacific Blue Cross and Open Parachute.	Report to Board: November January June	District LEAD: Director of Instruction (Inclusive Education) Additional Supports: Inclusive Education Team Manager of Human Resources Union Group Representatives
	E1	Continue to offer access to learning in Compassionate Systems Awareness.		
	E1	Review current employee assistance programs with union group representatives.		

Strategic Goal 3: 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	25 - 26 Strategies	Timeframe	Team
Strengthen Learner Success			
SS - A1 Expand Literacy strategies and support in primary/intermediate grades	A1 Expand professional learning opportunities for new teachers and Letter of Permission teachers regarding instruction & assessment, as well as responding to assessment results with a focus on Indigenous learners.	Report to Board: November January April June	District LEAD: Director of Instruction (Curriculum Support) District Literacy Lead District Principal of Early Learning and Childcare District Principal of Indigenous Education Additional Supports: District Leadership Team District Numeracy Lead School Principals / Managers
	A1 Continue to meet with the Provincial Community of Practice group to develop and implement new K-3 Screener.		
	A1 Implement goals as outlined in our Early Literacy Plan.		
	A1 Continue to support work on Structured Literacy project.		
	A1 Engage leaders and school staff in literacy foundations focusing on structured approaches to reading, scope and sequence.		
	A1 Engage teachers in specific and purposeful collaboration in developing and curating common research-based literacy resources to support student growth.		
	A1 Develop explicit communication from the District regarding impactful and appropriate resources for use in schools, as well as pedagogical philosophies that align with BC curriculum.		
	A1 Review existing data platform and other alternatives to ensure the needs of the district are being met.		
	A1 Enhance the ongoing analysis of district data results to support timely responses for learning improvement.		

<p>SS - B1 Expand Numeracy strategies and support in primary/intermediate grades</p>	<p>B1 Create a working group to analyze current data and recommend key strategies for improvement.</p> <p>B1 Meet regularly with school-based PVP to analyze district data results and determine strategies for improvement.</p> <p>B1 Work with teachers, especially new teachers and LOPs, to integrate best practices in Math: manipulative use, thinking classroom strategies, land-based learning, and play-based learning.</p> <p>B1 Ensure interventions have a systematic, hands-on approach based on current, effective assessment of number sense.</p> <p>B1 Engage teachers, especially new teachers and LOPs, to integrate best practice in Math: manipulative use, thinking classrooms strategies, land-based learning, and play-based learning.</p> <p>B1 Engage teachers in specific and purposeful collaboration in developing and curating common research-based literacy resources to support student growth.</p> <p>B1 Review existing data platform and other alternatives to ensure the needs of the district are being met.</p>		<p>District LEAD: Directors of Instruction District Numeracy Lead Elementary Principals Teachers</p> <p>Additional Supports: District Literacy Lead District Principal of Early Learning and Child Care High School Principals</p>
<p>SS - C1 Ensure rich opportunities for growth and equity of access for learners within offsite educational pathways.</p>	<p>B1 Continue with professional learning opportunities that support trauma-informed practice.</p> <p>B1 Increase the number of learners engaged with the Careers Department programming.</p>	<p>Report to Board:</p> <p>November January April June</p>	<p>District LEAD: Directors of Instruction Assistant Superintendent District Principals</p> <p>Additional Supports: High School Principals</p>

Supporting School Engagement				
SS - D1 Increase student attendance and connection in support of learning and well-being.	C1	Co-develop attendance protocols that monitor and support school strategies to improve attendance.	Report to Board: December January March June	District LEAD: District Leadership Team Additional Supports: School Principals and staff Student Voice Food Program Manager Parent Advisory Councils
	C1	Continue to support schools in creating quality competency-based Individual Education Plans.		
	C1	Implement the district Mental Health Plan with support from BCCH.		
	C1	Develop equitable access to nourishing food through the Feeding Futures initiative by expanding the District Food program to ensure equitable student access to nourishing food.		
Increasing Student Belonging				
SS - E1 Increase students’ “sense of connection and belonging” at high school (based on Student Learning Survey questions) to above the provincial average.	D1	Expand leadership and cultural mentorship opportunities for Indigenous learners.	Report to Board: January February June	District LEAD: Assistant Superintendent Director of Instruction (Inclusive Education) Director of Instruction – Curriculum Services Director of Instruction – Indigenous Education Additional Supports: District Leadership Team Indigenous Education Team Student Voice Inclusive Education Team Principals and Vice-Principals
	D1	Encourage broad diversity for Student Voice participation.		
	D1	Consult with Student Voice to broaden student consultation on topics, including those related to school connectedness and belonging.		
	D1	Inclusive Ed. And District Leadership Teams to investigate student belonging and develop strategies to address areas of concern.		
	D1	Support Student Voice as they address data from the Student Learning Survey.		
	D1	Include Student Voice in the development of our updated Strategic Plan.		
SS – F1 - Assessment and Communicating Student Learning	F1	Provide collaboration opportunities for staff to improve staff understanding of enhancing assessment practices, strength-based reporting, and formative assessment strategies.		District Lead Director of Instruction (Curriculum Services) Additional Supports Curriculum Services Team Principals

Strategic Goal 4: Enhance Connections

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

Objective	25 - 26 Strategies	Timeframe	Team
Strengthen Partnerships			
EC - A1 Expand future career options for secondary students through collaborative projects with post-secondary institutions.	A1 Expand opportunities for early admission, dual credit and other post-secondary options for students. A1 Continue working with SFU (School of Interactive Arts and Technology) around our Digital/Graphic Design partnership and Project Illustration. A1 Continue to work with CNC with regards to trades and other programs like ECE, EA Support, and Intro to Medical Terminology.	Report to Board: October January April June	District LEAD: Superintendent Director of Instruction (Curriculum Services) Assistant Superintendent Additional Supports: School Principals SD 91 Careers Dept. Indigenous Education Council
EC - A2 Engage community partners/agencies in collaborative dialogue to ensure the future success of all learners.	A2 Develop broad community strategies to respond to early learning data (e.g. EDI, EYE-DA) to reduce childhood vulnerabilities. A2 Expand and continue with various Careers Projects and initiatives that expose learners to various career paths and employment opportunities that exist in our local region.		District LEAD: District Principal of ELCC District Careers Program Coordinator Additional Supports: School Principals District Leadership Team Existing ELCC organizations/ providers Community Stakeholders
EC - A3 Collaborate with DPAC on common goals to support student success and well-being.	A3 Collaborate with DPAC and PACs regarding strategic plan development and ways to strengthen student safety and school connection.		District LEAD: Superintendent Additional Supports: District Leadership Team School Principals DPAC