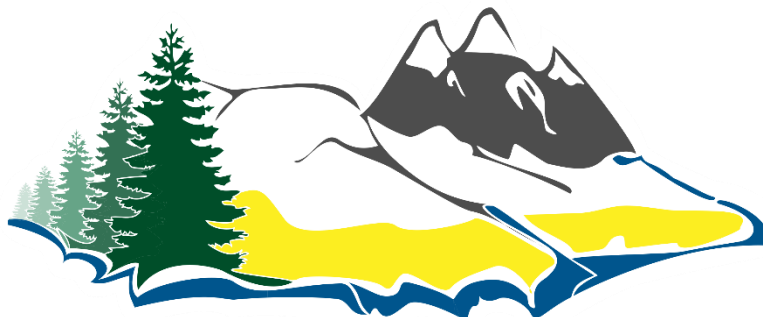




BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)

STRATEGIC PLAN 2024-2028



School District 59 ~ Peace River South

INTRODUCTION

LAND ACKNOWLEDGEMENT

School District No. 59 (Peace River South) is located on Treaty 8 territory in northeastern British Columbia. The District works closely with Saulteau First Nations, West Moberly First Nations, our strong Metis community, Inuit families and students, and First Nations students and families from across Canada. We are grateful to do our work on this land and acknowledge the Indigenous footsteps that have marked this land for centuries.

STRATEGIC PLAN 2024-2028

The Board of Education of School District No. 59 (Peace River South) is guided by practices that challenge all to learn, work, and lead together in equitable and effective ways. The Board values inclusion, equity, Truth and Reconciliation, effective communication, and positive culture within school communities that focus on student learning. We look forward to advancing our plan to ensure the success of each learner in School District No. 59 (Peace River South).

ENGAGEMENT PROCESS

Throughout the 2023-2024 school year, the Board of Education undertook an extensive consultation process to determine priorities for the school district. An environmental scan, called a S.O.A.R., was conducted throughout the district with various stakeholders providing input. Groups included representation from First Nations, parents, students, and staff who were asked to reflect on the strengths, opportunities, aspirations, and results for the Peace River South School District.

In January 2024, a budget/strategic plan consultation meeting was held. In total, 71 individuals attended the event with representatives from district staff, community partners, stakeholders, First Nations, Indigenous Councils, municipalities, and Regional District. Topics were focussed on Graduating Students as Educated Citizens, Commitment to Truth and Reconciliation, Community, and Sustainability.

The process identified the strengths of the District:

1. Access to resources
2. Inclusion
3. Focus on Indigenous Education and the district's commitment to Truth and Reconciliation
4. Diverse learning opportunities including outdoor learning
5. Addressing areas of inequity
6. Collecting and using data to determine next steps

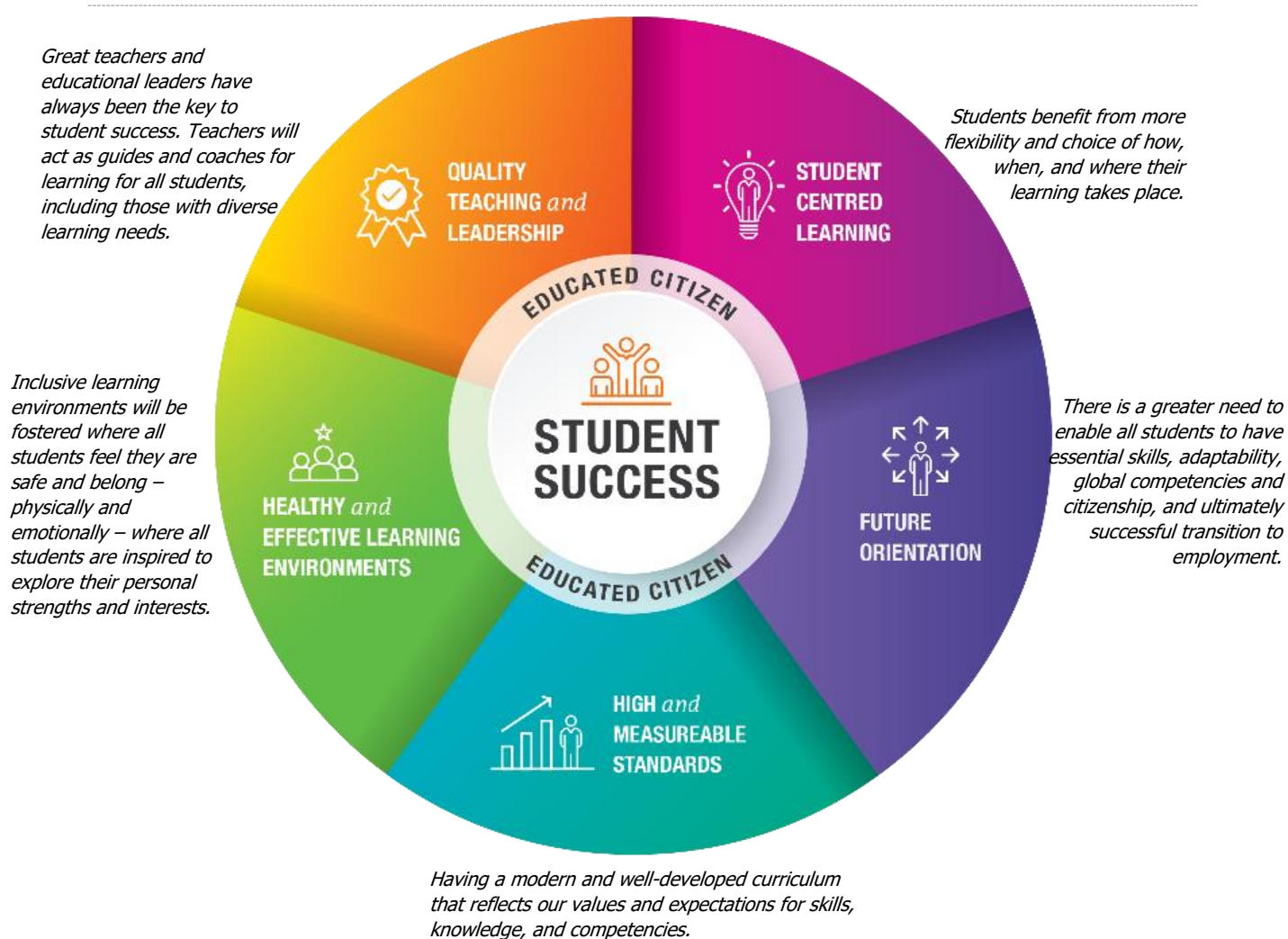
The engagement process also identified three areas of focus for the 2024-2028 Strategic Plan:

1. Student Success
2. Building Capacity
3. Communication

ALIGNMENT WITH THE MINISTRY OF EDUCATION AND CHILD CARE PRIORITIES

This plan aligns with the Ministry of Education and Child Care’s **Vision for Student Success**. As specified in the Statement of Education Policy Order, the Ministry’s mandate is to develop the “**Educated Citizen**,” through support of the BC school system 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. An “Educated Citizen” is defined as having intellectual development, human and social development, and career development.

British Columbia’s Policy for Student Success states that the following principles will guide continuous improvement of student success:



ALIGNMENT WITH THE INDIGENOUS EDUCATION ENHANCEMENT AGREEMENT (2021-2026 and beyond)



The Strategic Plan aligns with the Indigenous Enhancement Agreement (2021-2026) developed in partnership with the Dawson Creek Indigenous Education Council, Chetwynd Indigenous Education Council, and the Ministry of Education and Child Care.

The vision and spirit of the agreement is to improve the educational performance and sense of belonging of each Indigenous learner within the School District’s jurisdiction.

School District No. 59 supports the Indigenous community’s commitment to the achievement of its children and the desire to receive educational benefits to fulfill personal and professional goals.

The 2021-2026 Indigenous Enhancement Agreement focuses on the following priorities:



STRATEGIC PLAN PRIORITIES 2024-2028

PRIORITY 1: STUDENT SUCCESS

Through an equity lens, each student has access to rich learning opportunities and supports that connect them to their passions and aspirations.

Student belonging, wellness, and mental health are key components of the success of our learners.

GOAL 1:

School District No. 59 schools will build foundational numeracy and literacy skills in all learners and provide supports and interventions to allow for success.

GOAL 2:

Each school will create and implement its plan for students' sense of belonging and wellness by explicitly teaching social-emotional learning at all levels.

GOAL 3:

Through Applied Design Skills Technology (ADST) and career education, School District No. 59 will provide opportunities for students to connect and develop skills to successfully transition into their future.



STRATEGIC PLAN PRIORITIES 2024-2028

PRIORITY 2: BUILDING CAPACITY

In an ever-changing world, students and staff need to be provided with new learning based on research and best practice and have access to resources and supports that enhance their rich, learning experience.

GOAL 1:

School District No. 59 will integrate differentiated instruction and practices, and visible learning to meet students where they are at and move them forward in their individual success.

GOAL 2:

School District No. 59 will resource our schools and departments to meet the needs of students and staff. This will include recruitment and retention, training, policy development, inclusion and diversity, anti-racism, truth and reconciliation, technology, and implementation of the Accessibility Act.



STRATEGIC PLAN PRIORITIES 2024-2028

PRIORITY 3: COMMUNICATION

Consistent and clear communication impacts the culture of a school district at all levels. Through an equity lens, communication needs to be accessible for everyone, in different forms. Positive communication will further increase our connectedness and strong relationships.

GOAL 1:

Improve collaborative partnerships with families to strengthen academic success, relationships, and connectedness to school. School District No. 59 will provide timely information to students and families to allow for informed decision-making.

GOAL 2:

School District No. 59 will showcase and celebrate student learning and initiatives.

GOAL 3:

School District No. 59 will engage with all rightsholders, stakeholders, and community partners to facilitate collaborative communication.



In creating this strategic plan each board member was asked what they valued about School District No. 59 (Peace River South).

The Board of Education values:

- *The dedication and willingness to learn, listen, and make changes where needed.*
- *Support from top to bottom of staff/students, a good working environment, and the work that is invested to understand what is needed to improve student success.*
- *The caring of our staff and the ideals they hold and share throughout the district, and their commitment to learning and equity.*
- *That what is best for students guides our work.*
- *Innovation, community, communication, and a variety of experiences.*
- *That we are inclusive in our schools.*
- *Our curiosity to learn and do better.*
- *Our leadership team, staff and students.*
- *The knowledge that each individual is valued in the district.*

"Our commitment to excellence is driven by what is best for our students, guiding us to continuously learn, improve, and lead with integrity."

Board of Education of SD59



NEXT STEPS:

The Strategic Plan is the foundation from which an Operational Plan is developed. The Board of Education is responsible for creating a Strategic Plan, while the senior administration staff develops the operational initiatives to meet the goals in each priority of the over-arching plan. Targets and fiscal responsibility (if required) are attached to each initiative and reviewed on an ongoing basis. At the end of the cycle, a new Strategic Plan will follow the same process to ensure the board’s vision and priorities are carried out.

Each year, in June, the district’s data is reviewed and analyzed in the Framework for Enhancing Student Learning report. The report provides accountability with evidence-informed decision making that allows the district to develop the next steps to improve student achievement. Continuous improvement of student achievement is an on-going process of looking at data to support improving equity of learning outcomes and enhancing the intellectual, social, and career development of all students.

2024-2028

