



School District #49 (Central Coast)
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Strategic Plan District #49 (Central Coast)

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Executive Summary

Highlights

School District 49 (Central Coast) is proud of its staff, students and parents. Much of what we have collectively accomplished aligns with a common strategic approach to improving student education on the Central Coast. In the last few years under the strategic plans of 2017-2018 we have seen some accomplishments. Some examples to be acknowledged are: School board and Administration are working closely to align good governance and effective leadership; teachers have implemented a revised curriculum in grades K-10 and are preparing to meet the new graduation requirements in 2019; Services to students with special needs are being addressed in a cohesive effective, and inclusive way; Nusatsum Elementary school is providing excellent schooling for students in grades 5-7 allowing additional leadership and educator time at all grade levels; information technology decisions are being made with student needs and teacher input at the forefront; we have successfully operated infant toddler childcare.

The next few years will continue to bring opportunity and change. The Provincial Funding Model Review will change funding formulas in BC. The Tripartite Agreement between Ministry of Education, the Government of Canada, and the First Nations Education Steering Committee will give support and direction as we continue to work towards bringing equity to educational opportunities and successes for our students of Aboriginal Ancestry. The revised graduation requirements puts an emphasis on the whole child and continues to focus on the Educated Citizen.

This strategic plan shall continue to provide focus to the resource allocations to best prepare the students of School District No.49 (Central Coast). Stakeholder review and input is desired and welcome.

Goals

- 1. To provide high quality, essential Educational Programming:**
 - Mathematics programming and resource development K-9
 - Literacy K-9
 - Grades 10-12 academic programming in line with revised curriculum and graduation requirements
 - Support literacy within grade reconfiguration K-4, 5-7, 8-12
- 2. To ensure inclusive, research driven services to students with special needs.**
 - Build leadership capacity
 - Build capacity of teaching and support staff
 - Practice Universal Design for Learning (UDL)

Mission Statement:

“We know and care about each and every student and value experiential learning to activate high academics.”

~Board of Education of School District No.49 (Central Coast)

Keys to Success

Maintain and enhance levels of support in the following:

First Nations Understanding and Education

- Educate ourselves on the Truth and Reconciliation report and our role within
- Continue with local focus including regular meetings with Band Council(s)
- Continue to support involvement in celebrations and grieving
- Reinforce Aboriginal Education curricular content learning opportunities for all staff, specifically teachers
- Address prejudice and racism by maintaining an inclusive philosophy
- Continue sharing time with Nuxalk, Wuikinuxv and Heiltsuk nations
- Differentiate between: 1) Curricular 2) Issues facing youth 3) Cultural celebration 4) Truth and reconciliation

Policy – Continue review process to ensure current and relevant regulations are generated to support District Policy

- Maintain policy committee
- Develop policy that drives student success in key areas such as numeracy and literacy
- Complete policy review and restructure by May, 2019
- Ensure 3-year cycle of every policy being reviewed
- Publish administrative procedures by March, 2019

Budget Process – Focus on transparency to public and capacity building within organization

- Continue stakeholder finance committee meetings at a minimum of four (4) per year
- Provide clear information and consultation process – stakeholder buy-in
- Ensure financial oversight of external auditor
- Ensure trustee awareness of spending, cost pressures and planned use of reserve – in-service
- Communicate budget planning process
- Adhere to prior year surplus policy developed in November of 2018

Communication – Improve communication within organization and public engagement.

- Regular internal reporting mechanism for all aspects of organization
- Social media presence and external communication plan development
- Website updating and connected to school sites

Staffing – Examine succession planning requirements and review retention incentives

- Develop additional recruitment and retention incentives
- Further develop exit interview procedures to inform hiring and retention planning
- Review internal staff capacities and explore training opportunities to deepen and widen qualifications
- Provide support staff training opportunities within the district

Transportation – Continue to support staffing and capital with a focus on an enhancement of safe, secure transportation of staff and students for extra-curricular opportunities.

- Install cameras on all buses
- Provide regular safety training to staff
- Enhance communication around safety at all levels including community
- Replace district vehicles for Home-School coordinator and consultant use

Facilities – Continue to provide adequate budget consideration and supervision to maintain sites and facilities

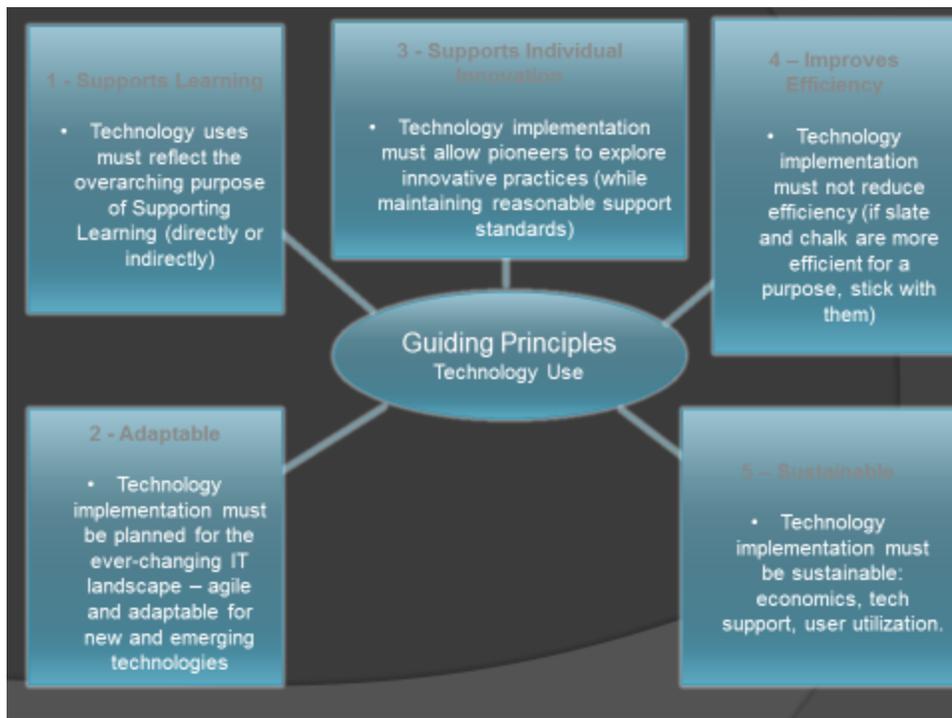
- Establish building review to reduce costs of storage buildings
- Pursue all capital grants including Northern Development Initiative Trust, Routine capital, Annual Facilities Grant, Transportation grants, public and private grant opportunities for building and site enhancements (ie: playgrounds)
- Re-examine shared service opportunities
- Continued review of long-term capital plan and three-year capital plan
- Provide training and professional opportunities at all levels

Early Childhood Education

- Maintain focus on Early Years programming (Strong Start, Pre-school, etc.)
- Provide cost neutral childcare services where feasible
- Invest in long term capital assets for provision of ECE programming
- Encourage ECE training in collaboration with families, early childhood educators and societies

Information Technology

- Utilize the Technology Advisory Group to consult with all stakeholders in the design of educational programming involving IT and to ensure the Principles of Technology Implementation for the district are upheld in the creation of a District Technology Plan to inform the IT budget:



- Delegate staff to be representatives of specific technology areas and budget for training opportunities
- Maintain partnership with SD54 to ensure critical matters are attended to
- Build capacity of support staff by providing direct oversight and supervision to the IT department
- Prioritize technology for students (GAFE, current hardware, Tiny Eye, Moodle, access, etc.)
- Improve web presence
- Ensure privacy concerns are addressed through regular impact assessments
- Manage active directory and O365 locally

Strategic Priorities

Educational Programming

Mathematics program review and resource development

- Review numeracy baseline data
- Align district programs
- Ensure reporting of accurate student achievement
- Support students with qualified academic support in mathematics through policy
- Kindergarten to grade 9 focus

Grades 10-12 academic programming in line with revised curriculum and graduation requirements

- Continue open dialogue with students, PAC and parents to inform needs
- Continue early development of timetable
- Invest financially in shifts of practice
- Develop trades program – invest in teacher training, listen to student voice, access NDIT funds to build partnerships locally and with Post-Secondary, capital investment in safety and enhanced workspace
- Continue consultation and reporting on Framework for Enhancing Student Learning
- Further develop reporting policy to reflect assessment practices addressing grade/level assessment
- Support teachers in implementation of assessment and reporting with in-service and consultation opportunities
- Engage with parents around assessment models
- Identify and invest in tangible resources for delivering the revised curriculum
- Provide academic growth to students through experiential learning opportunities

Support literacy within grade reconfiguration K-4, 5-7, 8-12

- Regularly review students' expressed needs in transitioning from school to school within the Bella Coola Valley
- Work to provide age-appropriate activities within school hours
- Provide teacher collaboration between sites, specifically to align programs and student assessment/reporting
- Review reporting models to align with student goals and revised curriculum
- Facilitate public input
- Align best practices across district
- Review and communicate student achievement to monitor areas of growth

Special Education

- Review and ensure that leadership responsibilities are clear
- Access previous years' surplus to meet assessment demands (special consideration of Outer Coast schools)
- Build team capacity in teachers as we bring about a shift in delivery of services (non-enrolling increase) to align with provincial inclusive philosophy
- Support the recruitment and retention of highly qualified Education Assistants through educational opportunities
- Acknowledge the impact and importance of Early Childhood Education by allocating senior staff to leadership roles with capacity building opportunities
- Integrate services with other agencies
- Strong focus on in-service and professional development in all areas of organization

Next Steps

Task sorting

Publish organizational task assignments for administration

Financial planning

Maintain transparent, regular financial reporting to public meetings

Review of Strategic priorities

Regular, planned approach to reporting on progress and task alignment with District Strategic Priorities

Appendix

2018-2019 Preliminary budget

Annual Budget

Miscellaneous Documents