

Strategic Plan for District #49 2022-2027 (Central Coast)

Mission

Working together to create a safe, welcoming environment that prepares each learner to reach their potential

Vision

Healthy Community Encouraging Lifelong Learners

Values

Respect individuality, Nurture curiosity, Enrich outdoor experience,
Inspire academic opportunities, Cultivate diverse learning styles,
Communicate towards cultural/social understanding



Residing on the three traditional territories of the Nuxalk, Heiltsuk, and Wuikinuxv peoples, the Central Coast School District (SD #49) lies on the Central Coast of British Columbia, 452 km west of Williams Lake at the end of Highway 20. Geographically, one of the largest school districts with schools in Wuikinuxv in Rivers Inlet, Denny Island, Hagensborg and Bella Coola, the Central Coast School District educates approximately 200 students in areas abundant in spectacular scenery steeped in natural history.

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. As education evolves in our province, School District 49(Central Coast) remains committed to providing equity in education and accountability to our students, families and staff. Some examples to be acknowledged are: School board and Administration working to align good governance and effective leadership; Teachers have implemented a revised curriculum in grades K-12 including the new graduation requirements in 2019; Services to students with special needs are being addressed in a cohesive, effective, and inclusive way; Grade reconfiguration in our Valley schools is ensuring students' voice is forefront in educational planning; information technology decisions are being made with student needs and teacher input; and we continue to expand our involvement in Early Childhood Education.

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 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 put an emphasis on the whole child while continuing focus on the Educated Citizen.

This strategic plan shall continue to provide focus to the resource allocations which best prepare students of School District No.49 (Central Coast). It shall also serve as the foundation for the Framework for Enhancing Student Learning (FESL) for School District No.49 (Central Coast). Stakeholder review and input is desired and welcome.

Keys to Success

Maintain and enhance levels of support in the following:

Special Education

To ensure inclusive, research driven services to students with special needs.

Build leadership capacity

- Increase administrative position to build alignment between school services for students with exceptionalities in collaboration with Coordinator of Indigenous Education

Build capacity of teaching and support staff

- Alignment of programs and needs assessment for professional development of support staff
 - Establish clarification of roles for Education Assistants, Home School coordinators, and Youth/Child Care Workers
 - Develop meaningful in-service opportunities for staff in collaboration with employees

Practice Universal Design for Learning (UDL)

Review and ensure that leadership responsibilities are clear

- Regular administrative meetings to review priority tasks
- Organization shift in 2021-2022 ongoing

Access previous years' surplus to meet assessment demands (special consideration of Outer Coast schools)

- Line item in 2021-2022 Preliminary budget

Build team capacity in teachers as we bring about a shift in delivery of services (non-enrolling increase) to align with provincial inclusive philosophy

- Professional development encouraged and supported

Support the recruitment and retention of highly qualified Education Assistants through educational opportunities

- \$15,000 added to professional development of support staff in 2019-2022 contract negotiation
- 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

- Continue working with MCFD
- Continue working closely with Nuslhiixwta
- Maintain supportive role in the Children and Youth with Special Needs interagency committee

Strong focus on in-service and professional development in all areas of organization

- District level direction in collaboration with teachers and support staff to develop increased, focused in-service

- Use collaboration days for focused, district/school wide training
- Webinar opportunities
- Maintain 7 hour schedule for support to enhance training opportunities

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

Ensure 3-year cycle of every policy being reviewed

Regular review of administrative procedures which support Board policy

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

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

- Explore teacherage development

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

- 2 of 4 buses have cameras installed

Provide regular safety training to staff

- Annual Harassment training for new staff
- WHMIS training for new staff
- First Aid courses offered throughout the year
- Mental Wellness training opportunities

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.)

- Principals in Childcare management role(s)

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

- SET-BC represented
- ERAC technician and teacher

Maintain partnership with SD54 to ensure critical matters are attended to

- Continue to work closely including firewall, O365, and website hosting

Build capacity of support staff by providing direct oversight and supervision to the IT department

- Office assistant role to support S/T in management of IT staff

Prioritize technology for students (GAPE, current hardware, Tiny Eye, Moodle, access, etc.)

- One to one student to laptop ration achieved in 2020

Improve web presence

Ensure privacy concerns are addressed through regular impact assessments

Manage active directory and O365 locally

Strategic Priorities, Actions and Objectives

To provide high quality, essential Educational Programming:

Mathematics program review and resource development

Review numeracy baseline data

- Use EdPlan Insight reporting including Student Story Starter and FSA
- Sharepoint Dashboards
- How Are We Doing report

Align district programs

- Aim to have 8-12 mathematics taught by one qualified teacher

Ensure reporting of accurate student achievement

- Principals reviewing report card comments in particular
- Parent meetings ensure any adaptations are known and understood
- Classroom teacher communication with family
- Student Story Starter provides accurate grade level achievement
- Expansion of e-portfolio use to intermediate level
- Ensure alignment to Local Education Agreement(s) in reporting to Nuxalk Nation, Wuikinuxv Nation and Heiltsuk Nation

Support students with qualified academic support in mathematics through policy

- Policy committee task in 2021

Kindergarten to grade 9 focus

- Group, in-class Learning Assistance support in K-4
- Level B assessments continue K-9
- Focus on transition plans for all students moving from grade 7 to grade 8

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

Continue open dialogue with students, PAC and parents to inform needs

- Academic Counsellor working closely with principal
- Career Life Connections and Career Life Explorations being taught as full credit courses
- Engage First Nation Parent Support Group(s)

Continue early development of timetable

- Regular review and student voice

- Ensure parents are aware of student choices

Invest financially in shifts of practice

- District Days
- Support block (8-12)
- Develop job description/role for a Nuxalk support teacher

Develop trades program – invest in teacher training, listen to student voice, access NDIIT funds to build partnerships locally and with Post-Secondary, capital investment in safety and enhanced workspace

- Woodshop dust collection and equipment
- Consultant working to establish plan for increased enrollment in ITA courses including but not limited to WEX.
- Continue providing choice in mathematics to include Workplace Math as a path to graduation
- Seek understanding of Nuxalk Nation community direction and empower student choice

Continue consultation and reporting on Framework for Enhancing Student Learning

- 2019-2022 consultation under way

Further develop reporting policy to reflect assessment practices addressing grade/level assessment

- E-Portfolio K-4 expanding to 5-7

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

- Expand application of First People Principles of Learning for all staff
- K-7 outdoor opportunities
- ADST curriculum
- Outdoor Education 10-12
- Woodshop and fine arts programs
- Expand arts education

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

- School based collection of student needs through projects, dialogue and surveys
- Grade 4 opportunity for tour and meet the NES staff in the Spring of their final year at BCE
- Explore connection opportunities for Grade seven students to student leaders in Sir Alexander Mackenzie School

Work to provide age-appropriate activities within school hours

- School libraries open at lunch

Provide teacher collaboration between sites, specifically to align programs and student assessment/reporting

- BCE and NES have shared resources to align F&P assessments
- Focus on student support plans, specific to students assigned to next grade

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

To improve Indigenous student achievement and success:

Students require a strong foundation in academic skills such as literacy and numeracy. These skills are not just required for success in school, but also to achieve success and fulfillment in life beyond high school graduation, in careers and post-secondary education. In our district, and in the province of B.C., there is a critical disparity in the academic achievement and graduation rates of Indigenous and non-Indigenous learners. In order to fulfill our mission of providing a quality education to all students, it is imperative that we focus efforts on increasing achievement for Aboriginal learners.

1) Improve Curricular Opportunities

- Reinforce Aboriginal Education curricular content learning opportunities for all staff
- Provide multiple types of local assessment to ensure student strengths are identified
- Ensure clear reporting to parents
- Maintain cultural awareness in resources and curricular content

2) Address Issues facing youth

- Increase the sense of belonging and community relations with students, families, schools and community members
- Enforce anti-bullying policy and 'Expect Respect and a Safe Education'
- Address prejudice and racism by maintaining an inclusive philosophy
- Mental Health supports
- Build HSC capacity based on defined roles and responsibilities
- Explore possibility of providing schools an Elder in residence
- Maintain and increase intramural programs
- Increase club, sporting, cultural and arts opportunities for students
- Re-establish quality after-school programming

3) Enable Cultural celebration

- Continue to support involvement in celebrations and grieving
- Build structures to reinforce school community understanding of local culture(s)

- Continue sharing time with Nuxalk, Wuikinuxv and Heiltsuk nations

4) *Recognize and act upon our role(s) toward Truth and Reconciliation*

- Educate ourselves and the district community on the Truth and Reconciliation Commission of Canada: Calls To Action, the United Nations Declaration on the Rights of Indigenous Peoples, and the BC Tripartite Education Agreement
- Continue with local focus including regular meetings with Wuikinuxv, Heiltsuk, and Nuxalk Nation Band Council(s)
- Participate in the collaborative implementation of the Equity In Action Project
- Negotiate Local Education Agreements in good faith

Next Steps

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

2020-2021 Amended budget and 2021-2022 Preliminary Budget

Annual Budget

Preliminary Budget