

DISTRICT #87 STIKINE



**School District No.87 – Stikine
Strategic Plan
2022-2026**

SCHOOL DISTRICT NO. 87

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The 2022-2026 Strategic Plan is the legacy of the 2018 – 2022 Board of Education for School District 87 (Stikine). We acknowledge the dedication to its completion of:

Yvonne Tashoots, Telegraph Creek (Chair)

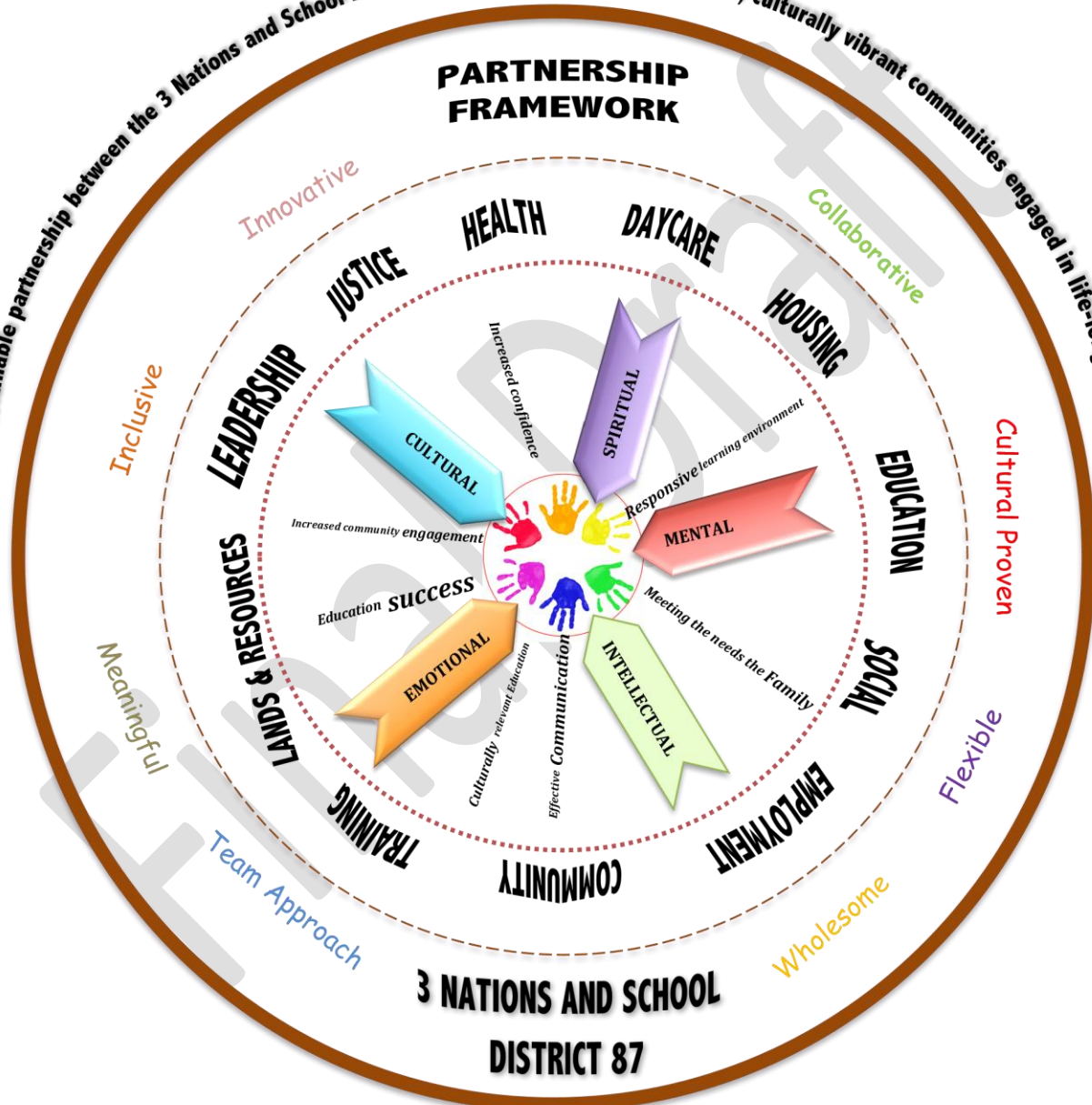
Mike Strange, Atlin (Vice Chair)

Joleen Hawkins, Iskut

Fred Loots, Lower Post

Teneal Nole, Dease Lake

A sustainable partnership between the 3 Nations and School District 87 to achieve proud, successful, culturally vibrant communities engaged in life-long learning.



PARTNERSHIP FRAMEWORK

3 NATIONS AND SCHOOL DISTRICT 87

SCHOOL DISTRICT 87 STIKINE STRATEGIC PLAN

School District No. 87 (Stikine) acknowledges that it operates on traditional territory of the Tahltan, the Taku River Tlingit and the Kaska First Nations people.

School District 87 Stikine serves approximately 160 students and their families in 4 schools in the rural and remote northern communities of Atlin, Dease Lake, Lower Post, and Telegraph Creek. Students from the community of Iskut also attend school in Dease Lake. The needs and interests of learners are diverse: meeting those needs is the Board of Education's highest priority.

Students benefit daily from the efforts of dedicated administrator, instructional, and support staff; as well as from the partnerships the school district has created with the 3 Nations Society, local Indigenous organizations, and other community agencies. District staff are committed to confronting the racism of low expectations and to demonstrating a high standard of professionalism in educational leadership, as well as supporting excellence in teaching and learning across the District.

The strategic plan which follows is intended to build on and enhance the many successful practices and programs that already exist in the district, and to provide a renewed focus on ensuring that all available human, fiscal, and physical resources are focused on and being fully utilized in support of student success.

Our Students

The district's enrollment as of September 30, 2021 is 162 FTE, and numbers have been relatively stable in recent years.

72% of the District's population are of First Nations ancestry. Ministry and local data indicate vulnerability factors in a high proportion of the student population. The complexity and diversity of student needs, combined with the wide geographic dispersion of the schools that serve them, is a defining feature of the school district. Access to specialized services is unavailable locally and often involves travel to Whitehorse YT or Terrace BC.

MISSION, VISION, AND VALUES

Our Mission

In School District 87 Stikine, we support our students' success by providing opportunities for them to excel as learners in an environment that celebrates Indigenous heritage, creates a sense of belonging, and supports their capacity to be leaders in their communities.

Our Values

The core values that guide the work of the school district are important in both Indigenous and non-indigenous cultures. Reflecting the wisdom of the elders and our commitments to each other, in School District 87 (Stikine), we value:

CARING	COMMITMENT	COMMUNICATION
CULTURE	RESPECT	OUR ELDERS
EQUITY	FAIRNESS	HONESTY
LIFELONG LEARNING	PROFESSIONALISM	RESPONSIBILITY
INDEPENDENCE	SUSTAINABILITY	

Our Vision

School District 87 Stikine is inclusive and student focused. We honor diversity and maintain a supportive, safe, and success focused environment for all students.

STRATEGIC GOALS

The Board of Education, its management team, and employees are highly committed to the spirit of Truth and Reconciliation. Implicit in this commitment are the concepts of respecting and valuing local Indigenous culture, a sense of shared responsibility with local communities, and a focus on learning for both students and adults in our school system. The Board, like its District staff, are committed to confronting the racism of low expectations. We are also committed to providing quality governance to support and lead the work of the professional staff across the district.

The Board and District leadership have invested significant time and energy in developing local educational priorities that align with and support the Ministry of Education's Framework for Enhancing Student Learning and the Ministry of Education's Service Plan 2021 - 2023. A copy of the district's Framework for Enhancing Learning Report is available [here](#).

A description of the process used to develop the strategic plan is included in Appendix A.

STRATEGIC PRIORITY ONE: Student Learning, Communicating and Thinking

Focus: Literacy and Numeracy

Goal: Increasing the number of students who are achieving at or exceeding grade level (or to an individually appropriate developmental standard) in:

Literacy

Numeracy

Thinking and Communicating.

Strategies	Evidence Sources/ Indicators
<p>Literacy</p> <p><i>Intentionally embed indigenous content into instructional processes and curriculum.</i></p> <p><i>Engage parents and community in a process to understand and support the need to improve student attendance.</i></p> <p><i>Establish a common assessment framework and timetable for the District.</i></p> <p><i>Increase teacher and support staff knowledge about learning supports and individualized education plans.</i></p> <p><i>Add an educational leadership position to district staff.</i></p> <p><i>Provide in service training to improve literacy instruction.</i></p> <p><i>Identify and purchase learning resources with indigenous content.</i></p>	<p><i>Report Cards</i></p> <p><i>Classroom Assessments</i></p> <p><i>District Level Assessments</i></p> <p><i>Foundation Skills Assessment Results</i></p> <p><i>Course Attempts and Completion Data</i></p> <p><i>Grade to Grade Transition Data</i></p> <p><i>Individualized Education Plan Goal Achievement</i></p> <p><i>Graduation Rates</i></p>

Numeracy

Incorporate indigenous language, symbols, and real-life applications into numeracy instruction.

Supplement traditional textbooks and current resources with manipulative and experiential learning opportunities.

Acquire and implement a common assessment tool for the district in order to establish baseline data and better track student learning.

Provide in service training and professional development in numeracy instruction for all staff.

Thinking and Communicating

Validate and foster indigenous ways of knowing and expressing learning.

Adopt a district wide approach to improving writing and speaking skills.

Use instructional strategies that make steps in problem-solving, decision-making, and message creation explicit.

Encourage alternate ways of expressing or representing learning.

STRATEGIC PRIORITY TWO: Student Learning, Personal and Social Competency

Focus: Student Health and Well-being

Goals: Sustaining Indigenous Identity and Pride

Creating Belonging and Resilience

Improving Physical and Emotional Wellness

Strategies	Evidence Sources/Indicators
<p><i>Continue to develop outdoor learning activities and opportunities.</i></p> <p><i>Expand the elders in schools' program.</i></p> <p><i>Continue to engage with 3N partners individually and collectively in support of student success.</i></p> <p><i>Ensure all staff understand their role in Truth and Reconciliation and their responsibility for meeting the Calls to Action with respect to education.</i></p> <p><i>Ensure all staff have appropriate training in trauma-informed practice and Violent Threat Risk Assessment.</i></p> <p><i>Leverage existing and develop new partnerships with neighboring school jurisdictions for provision of counselling and other mental health supports.</i></p> <p><i>Ensure all schools display appropriate local cultural artifacts and signage in local indigenous language.</i></p> <p><i>Ensure all staff members receive a cultural orientation to the communities in which they live and work.</i></p> <p><i>Encourage daily physical education in all schools.</i></p>	<p><i>Participation Rates Outdoor and On the Land Learning</i></p> <p><i>Participation and Completion Rates in Physical Education and Extra-Curricular Sports</i></p> <p><i>Mental Health and Counselling Caseloads</i></p> <p><i>Student Satisfaction Survey Data</i></p> <p><i>Elder Involvement in Schools</i></p> <p><i>Number of Cultural Events Held</i></p> <p><i>How Are We Doing Report Data?</i></p>

Work with 3N community partners to improve access to local mental health support personnel.

Inventory and make staff aware of on-line mental health resources.

Final Draft

STRATEGIC PRIORITY THREE: Effective and Efficient District Operations

Focus: School System Sustainability

Goals:

Improving Recruitment and Retention

Optimizing Financial Resources

Maximizing Capital Assets

Strategies	Strategies	Strategies
Improving Recruitment and Retention	Optimizing Financial Resources	Maximizing District Capital Assets
<p><i>Aggressively market geographic, cultural, economic, and educational advantages of working in the Stikine School District.</i></p> <p><i>Re-design and maintain the district website to include an employment and Human Resources portal.</i></p> <p><i>Develop and implement a Long-term Strategic Housing Maintenance and Improvement Plan.</i></p>	<p><i>Align annual budget development and decisions with identified student learning needs and established priorities.</i></p> <p><i>Monitor spending patterns and adjust, as necessary, to achieve desired outcomes.</i></p> <p><i>Ensure tendering and procurement processes are aligned with best practice.</i></p> <p><i>Invite input from education partners, staff, students, and the public during the District’s budget development process</i></p>	<p><i>Continually assess facility conditions and learning spaces in support of safety, efficiency and effectiveness, suitability for intended purpose, and intentional visibility of local culture.</i></p> <p><i>Implement a planned Preventative Maintenance Schedule.</i></p> <p><i>Create a renewal or replacement schedule for all capital assets, including vehicles and equipment.</i></p> <p><i>Ensure heating, lighting, and ventilation systems are efficient and environmentally sustainable.</i></p>

<p><i>Periodically assess employee satisfaction, and support and professional growth needs.</i></p> <p><i>Institute a Service Recognition Program.</i></p> <p><i>Leverage and expand partnerships with neighboring school districts; for professional development and employee support services.</i></p> <p><i>Initiate an on-boarding and mentoring program for new teachers.</i></p>		
<p><i>Evidence Sources/ Indicators</i></p> <p><i>Vacancy rates and duration of postings</i></p> <p><i>Retention Rates for All Employee Groups</i></p> <p><i>Employee Satisfaction Surveys</i></p> <p><i>Staff Absentee Rates</i></p> <p><i>Rates of Sick Leave Use</i></p> <p><i>Tenant Satisfaction Surveys</i></p>	<p><i>Evidence Sources/ Indicators</i></p> <p><i>Balanced Annual Budgets</i></p> <p><i>Quarterly Financial Reports, including periodic variance to budget analysis</i></p> <p><i>Annual Audits</i></p> <p><i>Operating Surplus Status</i></p>	<p><i>Evidence Sources/ Indicators</i></p> <p><i>Facility Condition Index Reports</i></p> <p><i>Annual Capital Contribution Reports</i></p> <p><i>Work Requisition initiation and completion Rates</i></p> <p><i>Planning and Reporting of all long-term capital assets.</i></p>

LOOKING AHEAD

The goals and strategies outlined in this strategic plan represent our highest aspirations for both the students, families, and communities served by School District 87 Stikine. Further they are intended to build on many positive aspects of the District's unique history and location; and to create, for both students and staff, a sense of purpose, hope, and direction for the District's future.

SD 87 will continue to evolve and grow; as will the demands and expectations placed on it by its communities, its families, and its partners. The Board recognizes the need to incorporate this necessary evolution into its strategic planning process and is therefore committed to periodic strategic plan renewal. While intended to encompass a four-year period, the strategic plan and the operational plans that support it will be reviewed annually and adjusted to meet students' needs and aspirations.

Appendix A

STRATEGIC PLANNING PROCESS

Review of mission, vision and values

As part of the 2020 - 2021 strategic planning process, the Board of Education, management team, and school-based leaders, reviewed the District's MISSION, VISION, AND VALUES statements, originally developed in 2010, and affirmed that these still substantially reflect the purpose, core beliefs, and desired direction of School District 87 Stikine. A new mission statement was adopted to improve the focus on student learning. Explicit references to Indigenous and non-Indigenous shared values were added, and professionalism and wisdom were added as values, as well.

Engagement, Environmental Scan, and Evidence Review

The Covid 19 pandemic, coupled with the distance between and among the Stikine School District's communities, created the need to conduct the engagement activities for this strategic plan in a variety of ways.

- ❖ The Board was guided through a review of student achievement results and an environmental scan process using Zoom.
- ❖ Principals and vice-principals were engaged in several Zoom sessions.
- ❖ The local 3 Nations Society was engaged in both in-person and on-line meetings
- ❖ Students and parents in Dease Lake, Telegraph Creek, and Atlin were engaged through a survey.
- ❖ The staff, community leaders, and parents in Lower Post participated jointly in a facilitated Zoom session.

In each session, the Superintendent reviewed some of the District's achievement data; including attendance data and literacy and numeracy data on a school by school basis. Overall graduation rates and appropriately masked data about students with special needs were also shared and reviewed.

After reviewing the mission, vision, and values, participants were guided through completion of a SWOC (Strengths, Weaknesses, Opportunities and Challenges) analysis.

The surveys used provided an opportunity for respondents to identify the strengths, weaknesses, opportunities and challenges facing their communities and the school districts. The 56 survey respondents were also given an opportunity to comment on the extent to which they perceived the Core Competencies in the BC curriculum were being met.

There was a high level of congruence in the responses of the Board, management staff, school personnel, students and parents about challenges faced and aspirations held for Stikine students.

Planning Principles

The Board and district staff of School District 87 (Stikine) are committed to the planning principles outlined in the British Columbia Framework for Enhancing Student Learning. District staff also articulated guiding principles for its local strategic planning process that are congruent with the District's values.

Creating student success is our core function.

Human, fiscal, and capital assets must be deployed effectively to support student success.

Local Indigenous history, culture, and ways of knowing, being, and doing, must be respected, celebrated, and infused in our schools.

Strategic Direction

The results of the engagement process and the planning principles were reviewed by management in September 2021, and, during a facilitated planning session, three areas of priority focus emerged.

Student Learning (Literacy, Numeracy, Thinking and Communicating)

Student Health and Well-being (Indigenous Identity and Pride, Creating Belonging and Resilience, Physical and Emotional Wellness)

School System Sustainability (Employee Recruitment and Retention, Optimizing Financial Resources, and Maximizing District Facilities)

The Board reviewed and finalized a draft strategic plan in a workshop in early 2022, approved the use of a new mission statement, and formalized its approval of the plan in a subsequent board meeting.

Appendix B THREE NATIONS (3N) AGREEMENT

3-NATIONS AND SCHOOL DISTRICT 87 EDUCATION PARTNERSHIP AGREEMENT

1. VISION

A sustainable partnership between the 3-Nations and School District 87 to achieve proud, successful, culturally vibrant communities engaged in life-long learning.

2. PARTNERSHIP DEVELOPMENT

The Kaska, Tahltan, Tlingit Nations and School District 87 acknowledge their sacred and shared responsibility for the care and learning of children and families.

A new wholistic and community-based approach requires full commitment and accountability by all partners in order for all children, to realize their potential and have the success they deserve. The School District, Nations, and communities are ready for this commitment.

The responsibility for students to attain the success they deserve is the owned responsibility of the entire community, Nation and region.

A cornerstone of this new partnership is to collectively address long-standing barriers and act on coordinated joint-solutions.

3. PURPOSE

This framework provides the mandate to develop the action plans, activities, monitoring tools and resources required to achieve our shared vision.

4. OBJECTIVES

Our objective is to encompass a wholistic approach that enhances the learning success, protects and strengthens the unique cultural identity, and supports the wellness of the whole child.

To do this, the partners will establish structures and processes that:

- Develop a responsive learning environment that is culturally relevant for children at all stages;
- Utilize community networks to support the school in meeting the needs of families;
- Nurture and promote effective communication between family, school and community;
- Welcome, promote and encourage community engagement and involvement in the education of children;
- Support the successful transition from high school into career and post-secondary education;

5. DESIRED OUTCOMES

- ❖ Increased sense of confidence and pride within our children and communities;
 - High levels of respect and empathy demonstrated between school community members
 - School systems of accountability in line with First Nation's ways of knowing
 - Increased sense of prestige as evidenced by interviews with students
 - Increased competence in one's ancestral language
 - First Nations ways of knowing integrated across the curricula
 - A K-12 scope and sequence for cultural knowledge for all students
 - Frequent opportunities to display pride in one's ancestry
- ❖ Increased community engagement and involvement in life-long learning;
 - All students frequently exposed to culturally relevant experiences
 - All students exposed to experiences that facilitate living in the Stikine
 - Community members visible in the educational lives of children assisting with their learning
- ❖ Evidence of increased education success;

- Dogwood Graduation rates consistently above the provincial average
- Improved overall academic performance as evidenced by a range of assessments
- Increased attendance rates for all grades with student attendance rates of 90% or better
- Increased levels of self-regulation by students
- ❖ A collaborative approach to early childhood development;
 - All preschool aged children able to access quality early childhood programs
 - Increased school readiness as evidenced by an early development indicator
- ❖ Increased collaboration between the SD 87 and the 3 Nation service providers;
 - Quick and effective community responses to children and families in need
 - First Nation's ways of knowing integrated into all curricular areas
 - Opportunities for academic support for students outside of the school within the greater community
- ❖ Enhanced curriculum which includes relevant cultural components for all grades;
 - Frequent opportunities to display pride in one's ancestry
 - All students frequently exposed to culturally relevant experiences
 - All students exposed to experiences that facilitate living in the Stikine
 - First Nations ways of knowing integrated into curricular areas
- ❖ Successful graduation from career and post-secondary education programs;
 - Annual orientation to post-secondary institutions
 - Successful transition to post-secondary as evidenced by first and second year completion rates

6. ACCOUNTABILITY

Tahltan, Kaska and Tlingit Nations are responsible for the wellbeing of their membership. Therefore, their involvement in education is critical to the success of their children.

School District 87 is responsible for delivering education services to students in the Stikine Region public schools as per the *School Act of BC*.

7. MEMBERSHIP

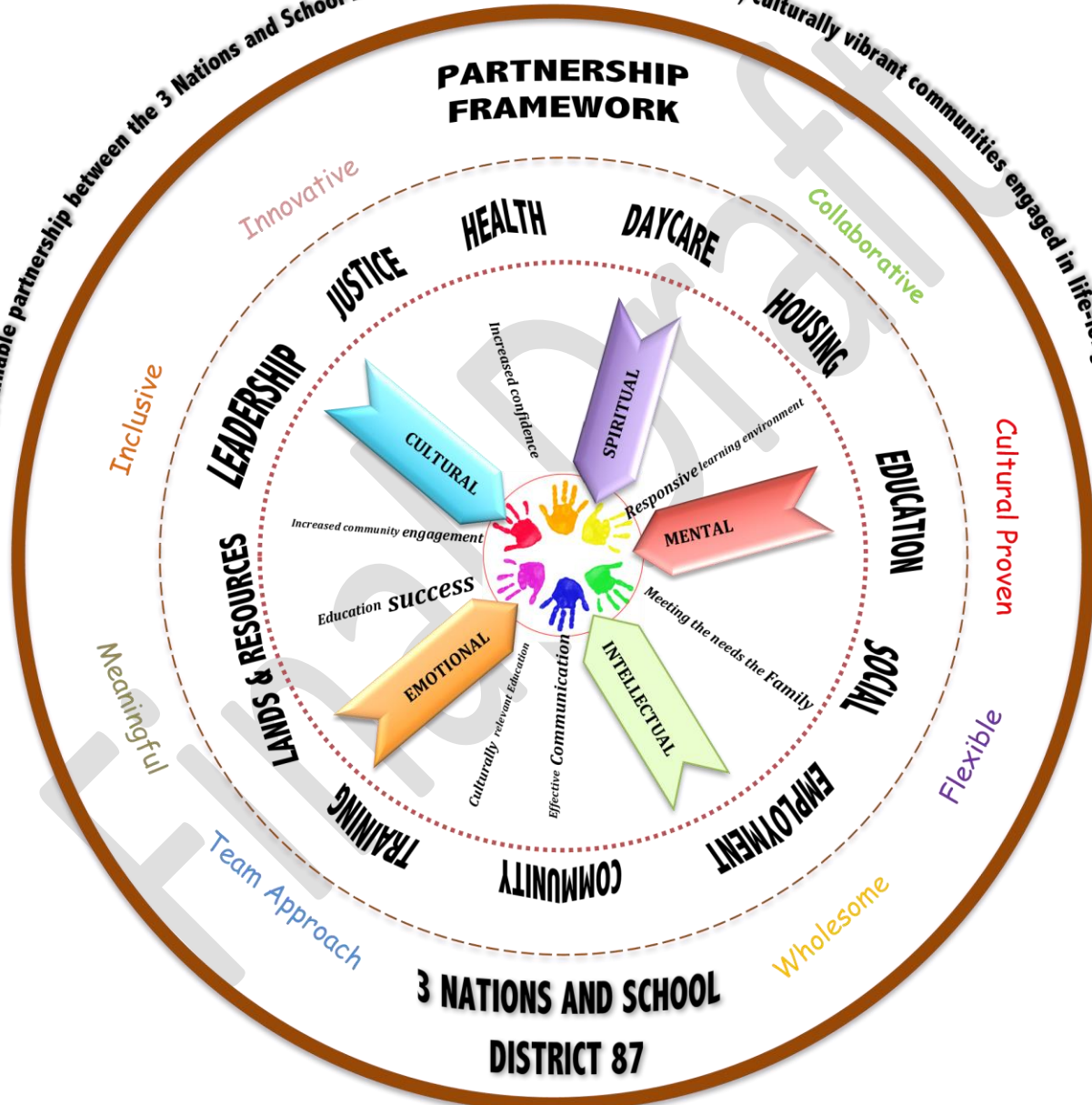
The partners include:

- 1.1. Daylu Dena Council
- 1.2. Dease River First Nation
- 1.3. Iskut Band Council
- 1.4. Kaska Dena Council
- 1.5. Tahltan Band Council
- 1.6. Tahltan Central Government
- 1.7. Taku River Tlingit First Nation
- 1.8. School District 87

8. GOVERNANCE STRUCTURE

The implementation of the collective vision and objectives is governed as follows:

A sustainable partnership between the 3 Nations and School District 87 to achieve proud, successful, culturally vibrant communities engaged in life-long learning.



8.1 Leadership Team

The Leadership Team's responsibilities are to ratify this Framework, strengthen the partnership and support the Community Based Teams to take actions that achieve the objectives of this Framework.

The Leadership Team will conduct its business as a board, receive an annual report, meet no less than once per year, and consist of the following 7 members:

- 1.1. Deputy Chief: Daylu Dena Council
- 1.2. Chief: Dease River First Nation
- 1.3. Chief: Iskut Band Council
- 1.4. Chair: Kaska Dena Council
- 1.5. Chief: Tahltan Band Council
- 1.6. President: Tahltan Central Government
- 1.7. Spokesperson: Taku River Tlingit First Nation
- 1.8. Board of Education Chair: School District 87

8.2 Proxy

In the event the designated Leader representing one of the Nations or School District is unable to attend a meeting, a proxy will be appointed by the Leader, who has written authority to make decisions on behalf of their community and/or organization.

8.3 Community Based Teams

The Community Based Teams are responsible for ensuring the achievement of the Vision, Purpose and Objectives of this partnership.

A lead administrator of each community (Executive Director, General Manager, Band Manager, Education Manager etc) and a school district administrator will co-manage the Community Based Team.

Agendas, work plans and actions will be based on the Objectives of this Framework.

The representatives are chosen based on their role and familiarity with education, social and community issues and proven ability to work collaboratively and build strong partnerships.

Knowledge keepers will be invited to the Community Based Team when required.

The Community Based Team will meet no less than 4 times per year.

9. CONFIDENTIALITY AND CODE OF CONDUCT

As leaders and community representatives there is an obligation and expectation to set an example by demonstrating high ethical and professional standards in their own conduct. This conduct must instil confidence and trust as it relates to this Framework.

Maintaining confidentiality around sensitive and personal information is critical to the integrity of the Kaska, Tahltan, Tlingit and School District.