

School District 87 Stikine
SD87



Enhancing Student Learning Report

September 2023

In Review of Year 2022-23 SD87 Stikine Strategic Plan, 2022-2026



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Introduction: District Context

School District 87, Stikine, serves learners in the territories of the Tāltān, Kaska and Taku River Tlingit First Nations and we are honoured to live, work, and learn on these traditional territories. The Board of Education envisions strong and sustainable partnerships between the three Nations we serve to create and maintain proud, successful, culturally vibrant communities whose children and youth are engaged in life-long learning. Our objective as a school district is to utilize a wholistic approach that enhances the learning success of all learners; protects and strengthens their unique cultural identity; and supports the wellness of the whole child. SD87, Stikine, is in a beautiful area, comprising 188,034 square kilometers in Northwestern British Columbia. Our small communities are spread throughout this vast region, which stretches north to the Yukon and west to Alaska. Atlin and Iskut, at the north-west and south extremes of our school district, are separated by over 750 kilometres.

The distance between schools makes it challenging to bring teachers together for consultation and professional development. For example, this past year we were unable to physically connect with the Community of Telegraph Creek due to a land slide that eliminated part of the dirt road that connects Dease Lake and Telegraph Creek. Therefore, we continue to look to technology to support communication and collaboration, even as we try to balance creating a unified district culture of learning with honouring the unique identities and cultures of three First Nations whose children and youth make up 81% of our school district enrolment.

SD87 District Profile

- 2 Kindergarten to Gr. 12 Schools
- 1 Kindergarten to Gr. 9 School
- 1 Kindergarten to Gr. 7 School
- 2 Yukon School Programs

Our school population is drawn mainly of learners from First Nations communities.

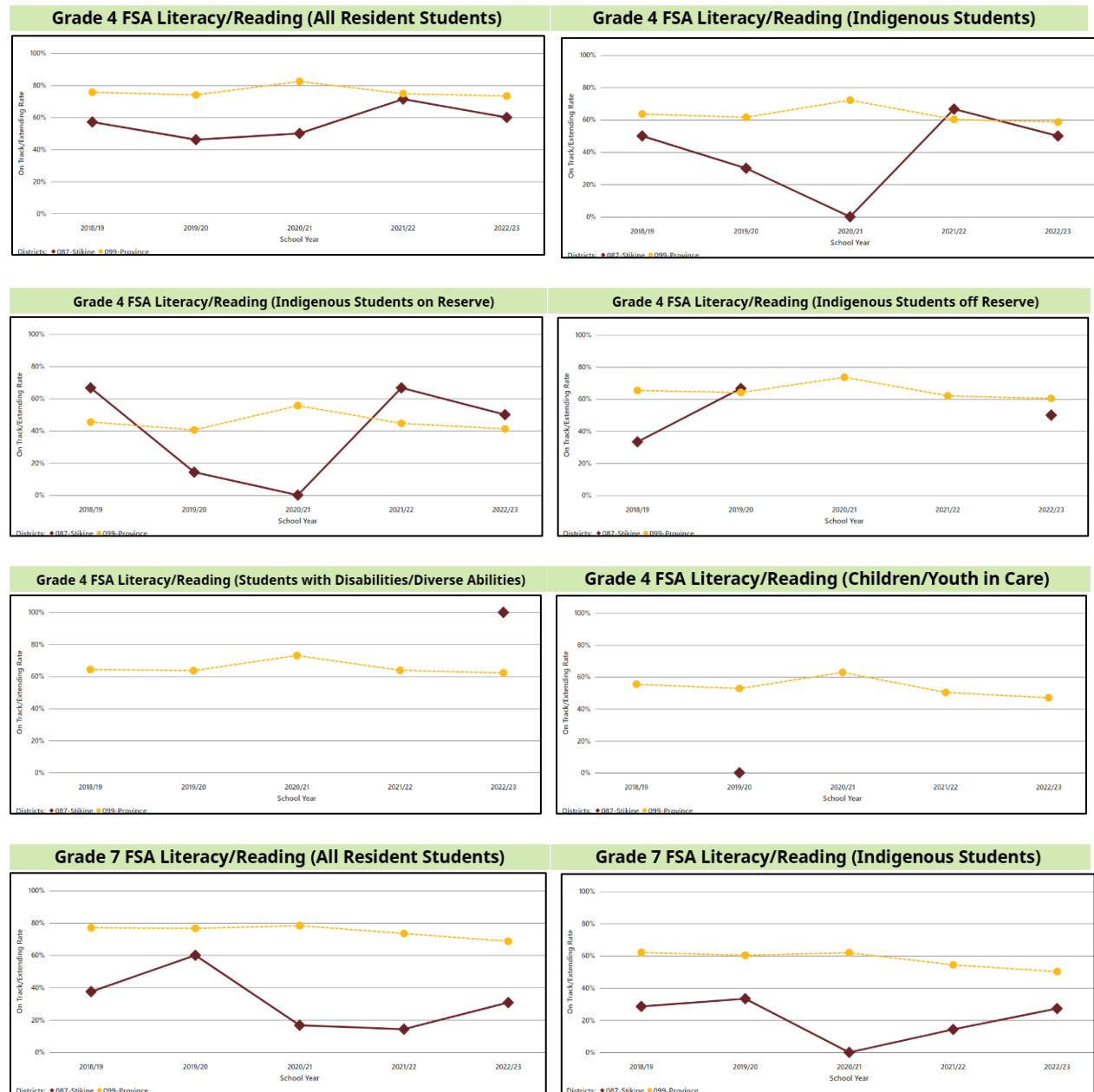
Hunting, fishing, and gathering are important to community and family life. Leaders in the First Nations communities are working hard to promote traditional language and culture.

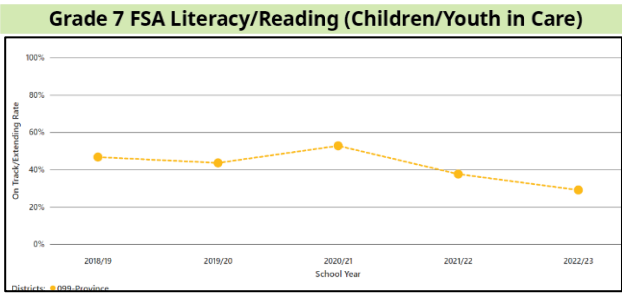
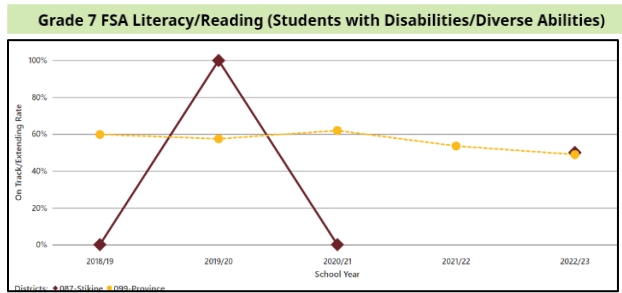
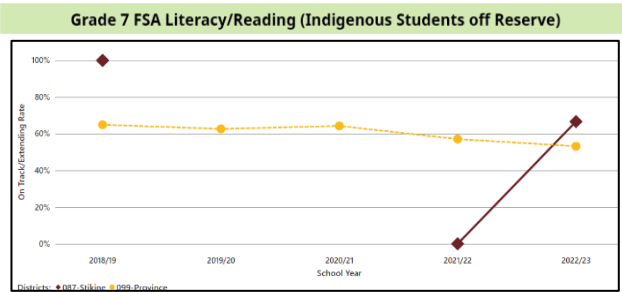
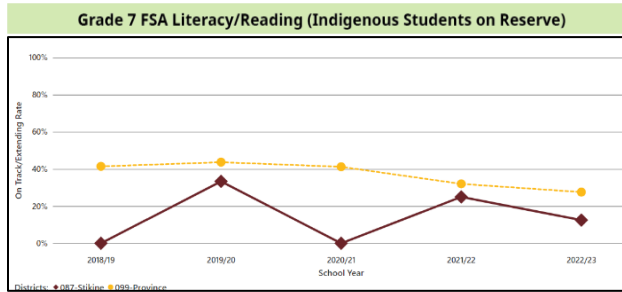
It is with respectful consideration that the programs and services provided to learners and staff acknowledge their histories, cultural contributions, and contemporary concerns.

It is important to note, as you review the following graphs, that SD87, Stikine percentages are based on small learner numbers. Therefore, the overall results for smaller groups of learners can be unduly influenced by scores of just a few (one or two) individuals. Consequently, small sample sizes may visually skew graphic data charts.

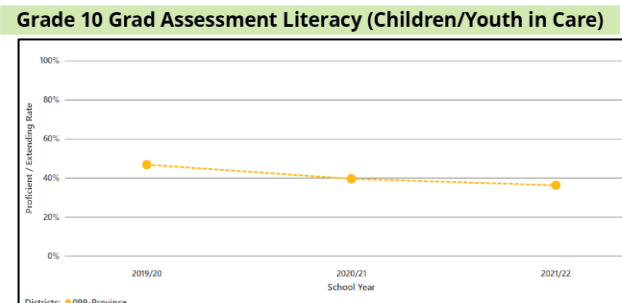
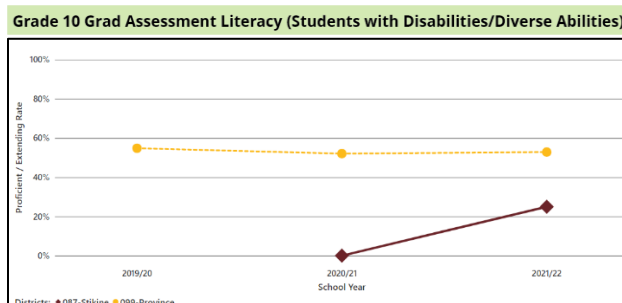
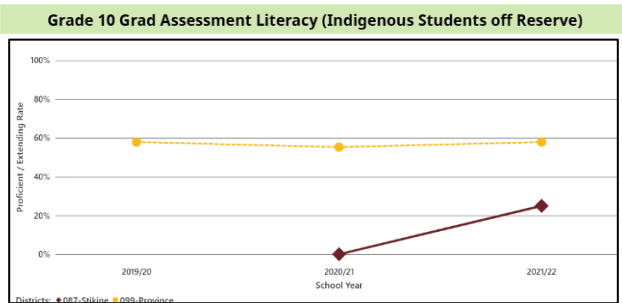
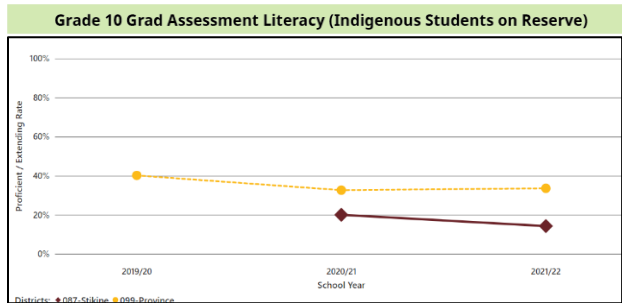
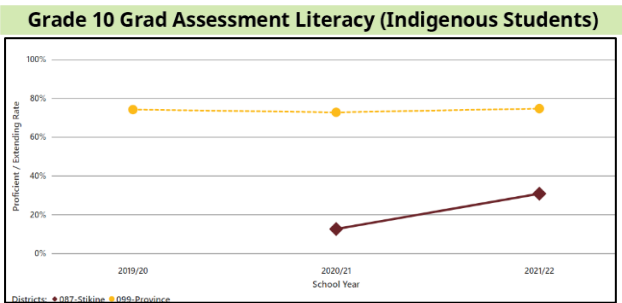
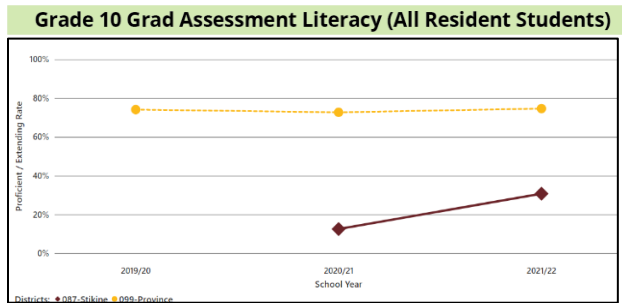
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations





Measure 1.2: Grade 10 Literacy Expectations



Analysis and Interpretation: What Does this Mean?

Foundation Skills Assessment (FSA) Literacy results for learners in Grade 4 demonstrate a slight decrease in reading/literacy proficiency. Learners in Grade 7 demonstrate a gradual increase of students who are on track. Although our results remain below the provincial average our goal is to support and increase learning for Literacy as it pertains to the Strategic Plan.

Indigenous Grade 7 learners have improved from the previous year. However, the Grade 4 Indigenous learners are slightly below the provincial average.

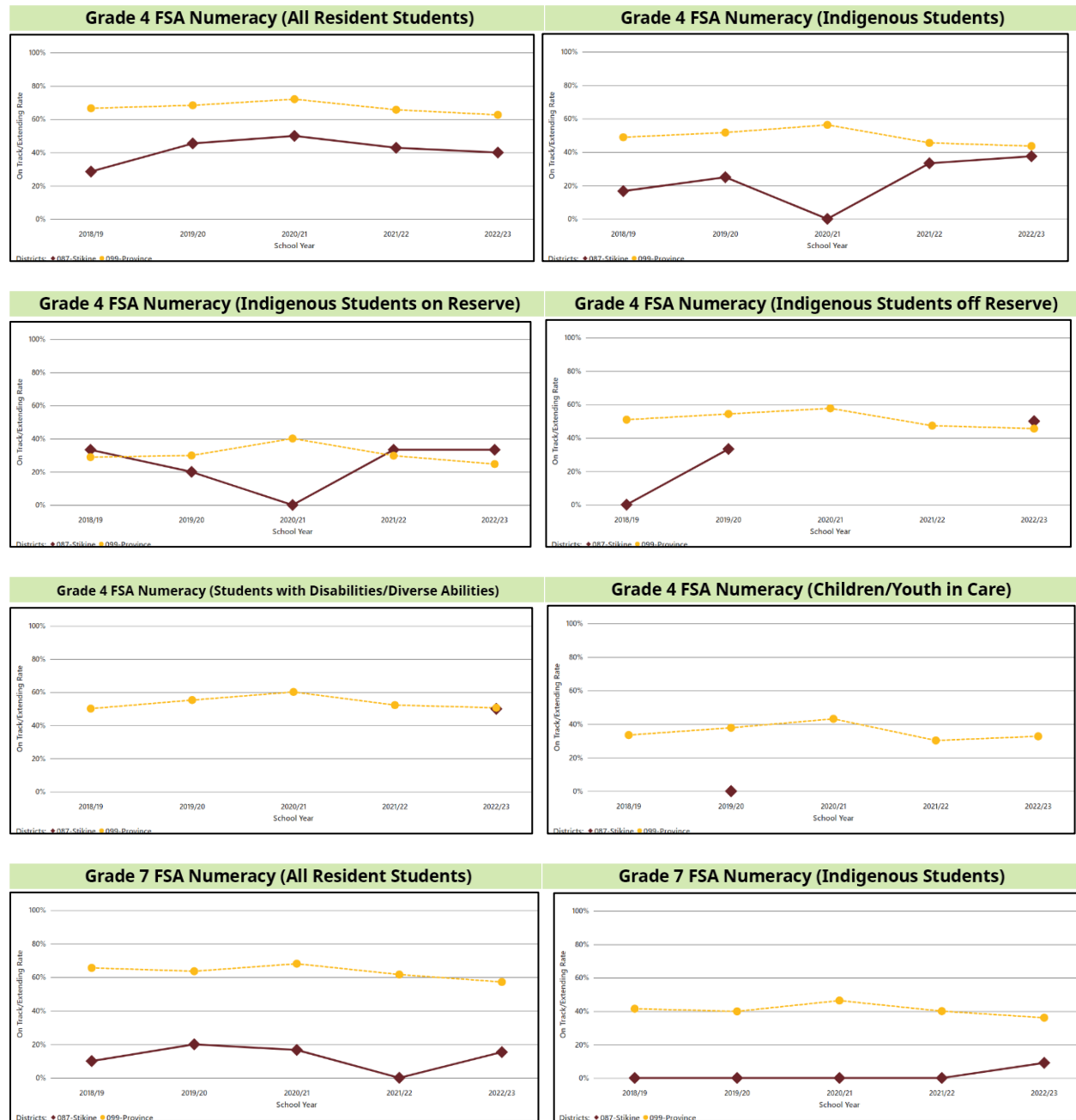
The data for Grade 4 learners with disabilities or diverse abilities in reading/literacy shows a slight decrease whereas data for the Grade 7 learners with disabilities or diverse abilities has shown an increase over 4 years.

Literacy 10 Assessment data for the learners show that we fall below the provincial average. As stated in the Strategic Plan, we are committed to supporting and increasing the results for graduation path learners.

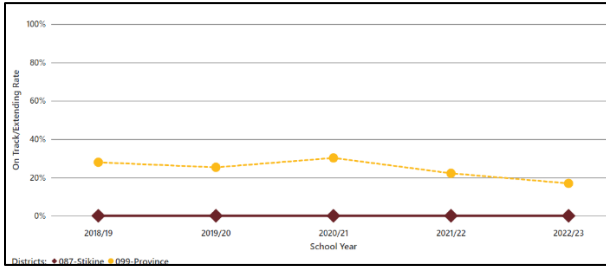
Over the four-year span, FSA Literacy data indicates a positive change in trajectory for overall growth.

Educational Outcome 2: Numeracy

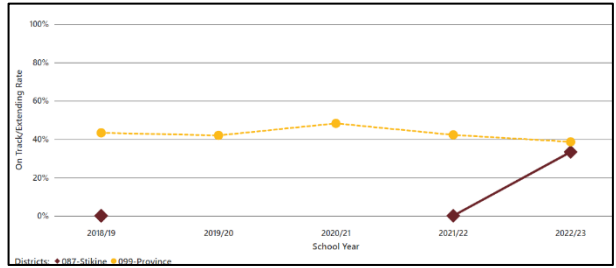
Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations



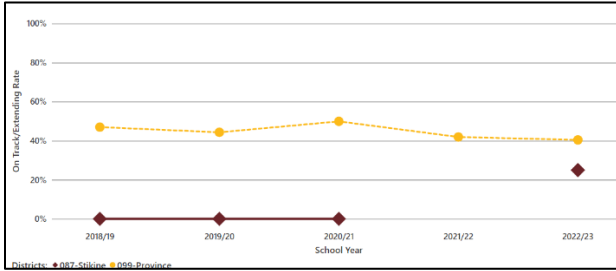
Grade 7 FSA Numeracy (Indigenous Students on Reserve)



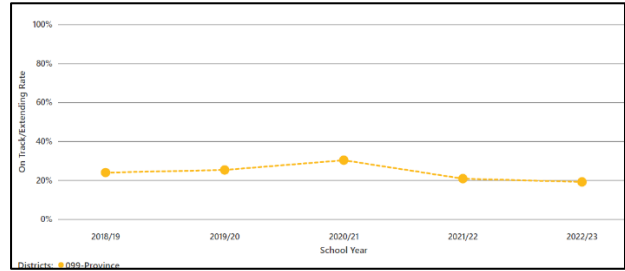
Grade 7 FSA Numeracy (Indigenous Students off Reserve)



Grade 7 FSA Numeracy (Students with Disabilities/Diverse Abilities)

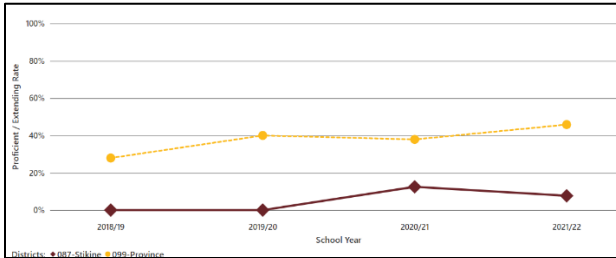


Grade 7 FSA Numeracy (Children/Youth in Care)

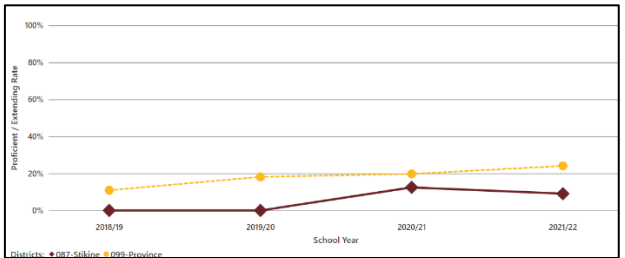


Measure 2.2: Grade 10 Numeracy Expectations

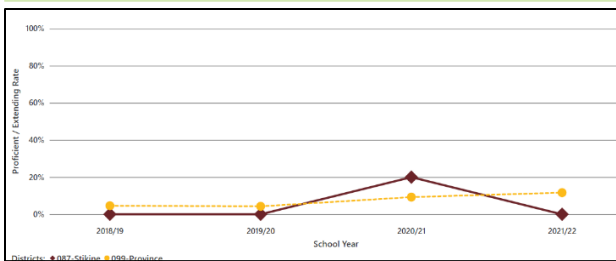
Grade 10 Grad Assessment Numeracy (All Resident Students)



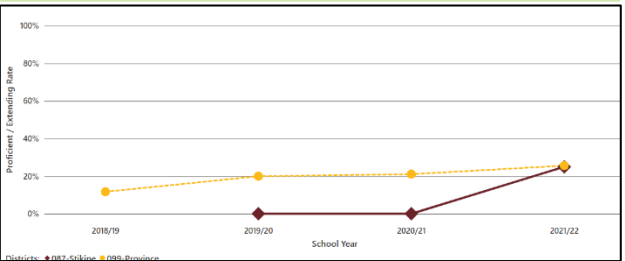
Grade 10 Grad Assessment Numeracy (Indigenous Students)



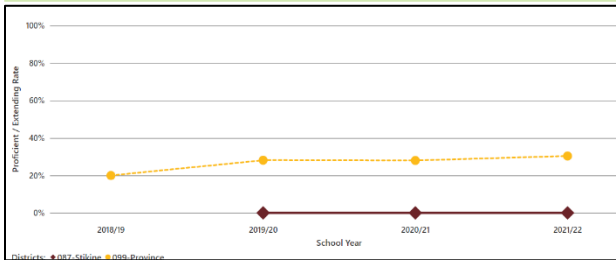
Grade 10 Grad Assessment Numeracy (Indigenous Students on Reserve)



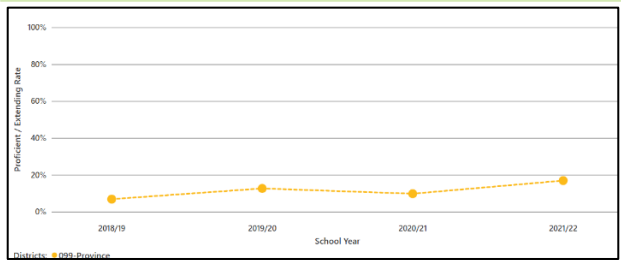
Grade 10 Grad Assessment Numeracy (Indigenous Students off Reserve)



Grade 10 Grad Assessment Numeracy (Students with Disabilities/Diverse Abilities)



Grade 10 Grad Assessment Numeracy (Children/Youth in Care)



Analysis and Interpretation: What Does this Mean?

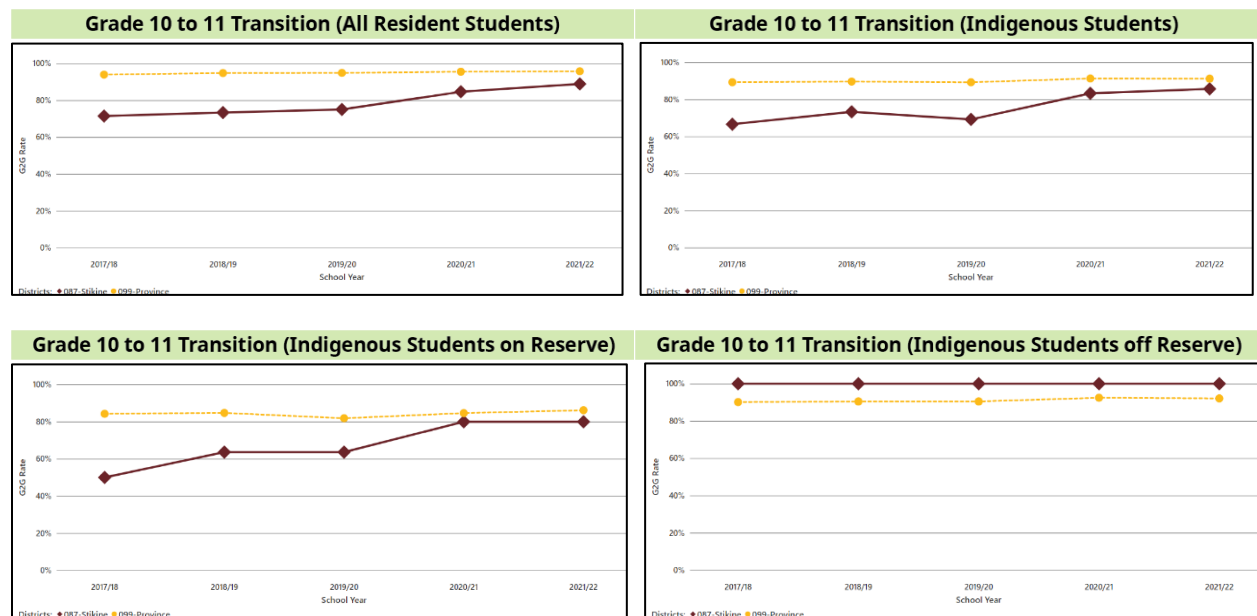
Foundation Skills Assessment (FSA) Numeracy results for learners in Grade 4 demonstrate an increase for learners On-Track and just below the provincial average. Learners in Grade 7 demonstrate an increase compared to previous years. Although our results remain below the provincial average our goal is to support and increase learning for Numeracy as pertains in the Strategic Plan. It is the focus to build critical numeracy skills amongst the learners through the adoption of District level assessments and supports.

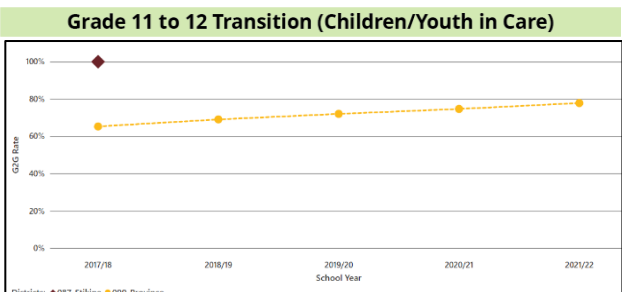
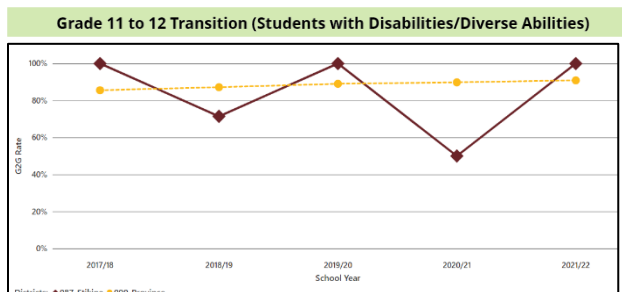
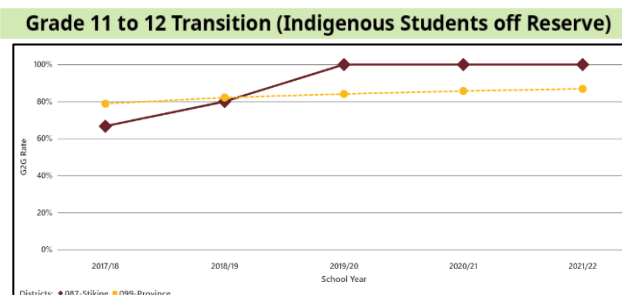
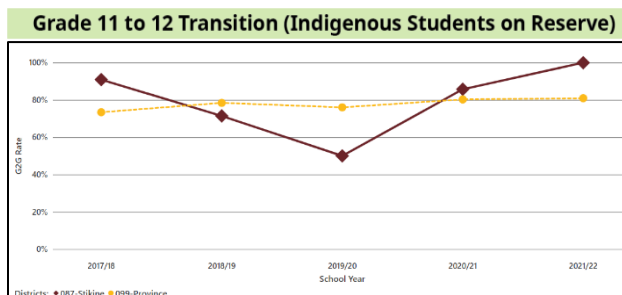
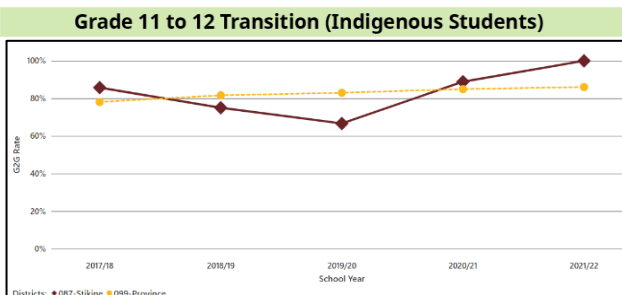
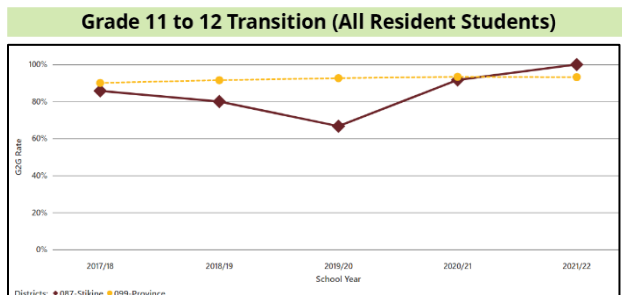
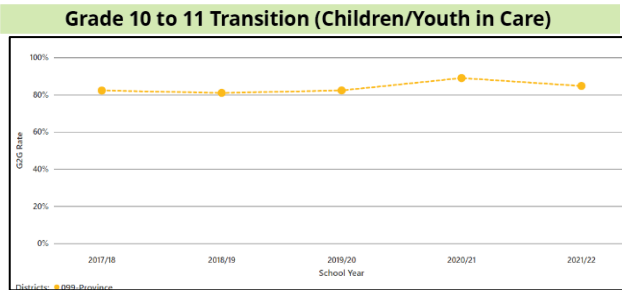
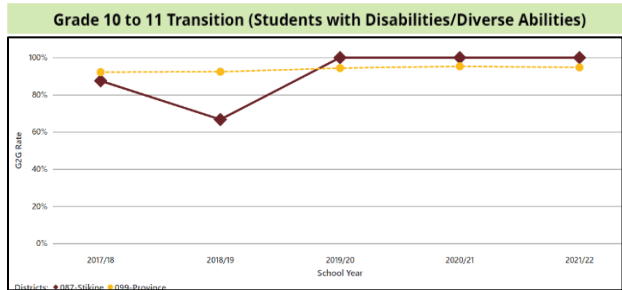
Indigenous Grade 7 learners have improved from the previous year. Grade 4 Indigenous learners are slightly below the provincial average with an increase at the district level.

The data for Grade 4 learners with disabilities or diverse abilities in numeracy show that the learners are on par with provincial average, whereas data for the Grade 7 learners disabilities or diverse abilities is increasing.

We are below the provincial average for the Numeracy 10 assessment, but we recognize that our Numeracy success rates need to improve. Absenteeism has had an impact on results of the participation rate and data results. In addition, due to high teacher turnover rates and cultural Elder deaths, it had a negative social and psychological impact on the community.

Measure 2.3: Grade-to-Grade Transitions





Analysis and Interpretation: What Does this Mean?

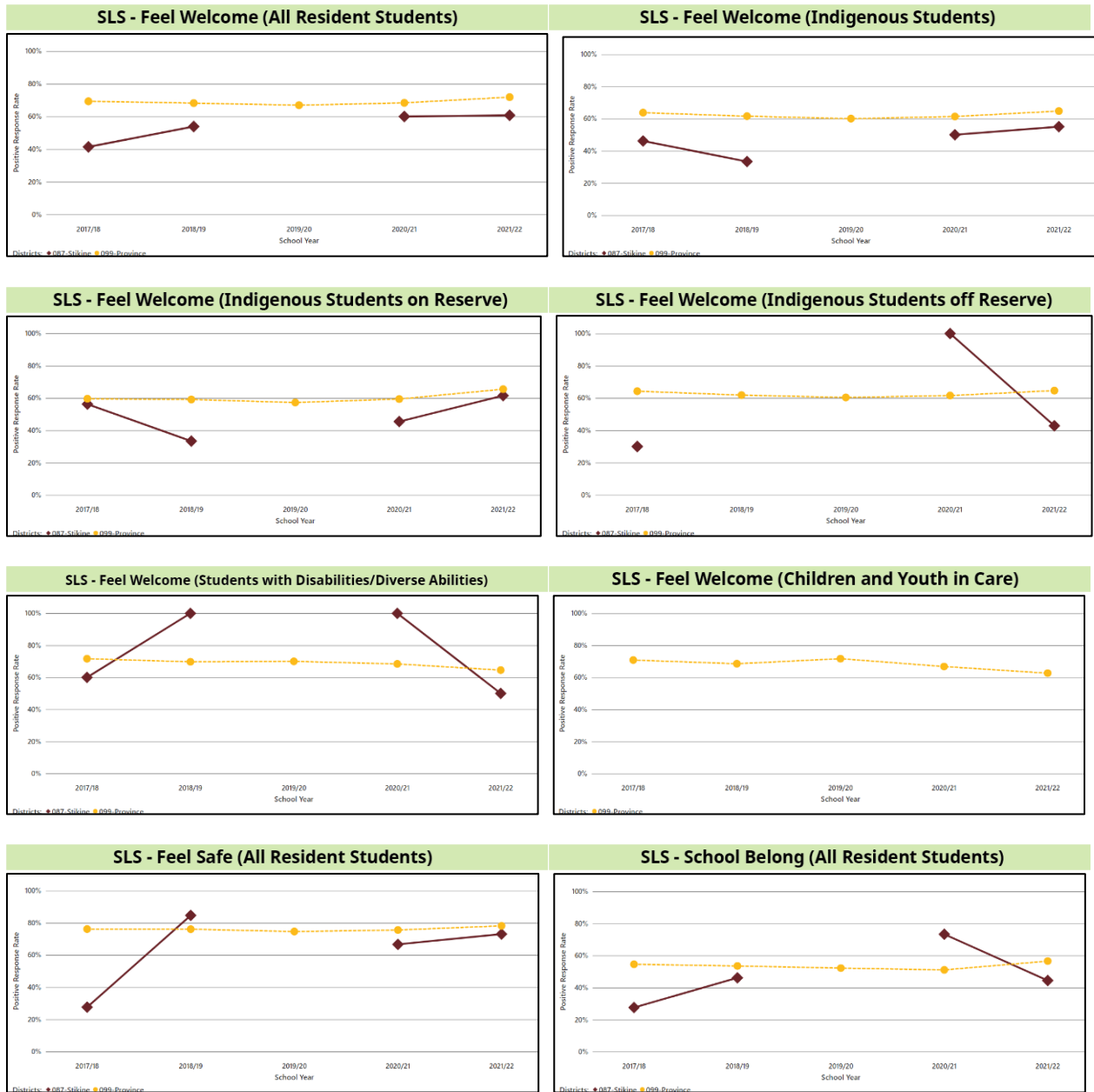
SD87, Stikine, primarily serves learners and families of First Nations communities. Consequently, we strive to maintain cultural sensitivity when we unpack student achievement data. Privacy and confidentiality is important from a public and internal lens. A small sample size is disadvantageous when trying to share aggregated data publicly, but it is advantageous when designing individualized instructional response.

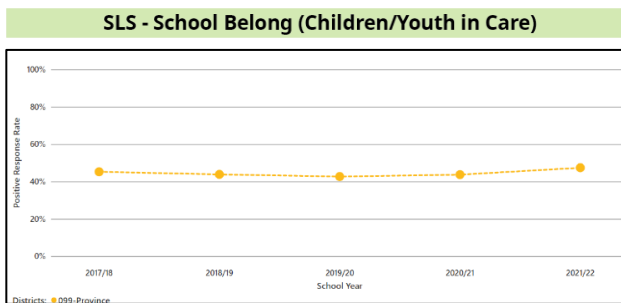
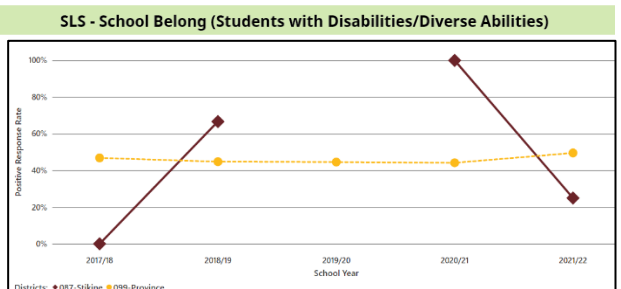
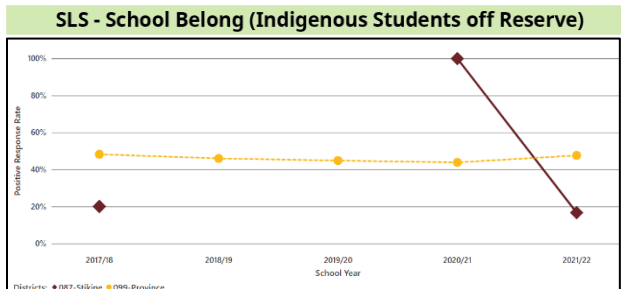
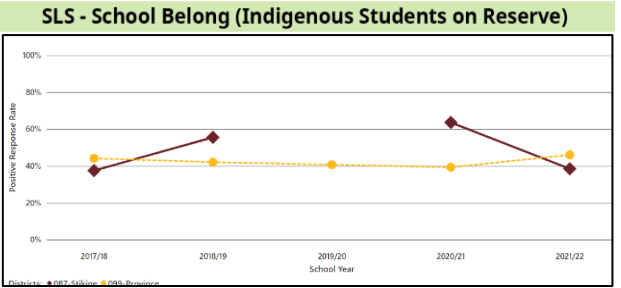
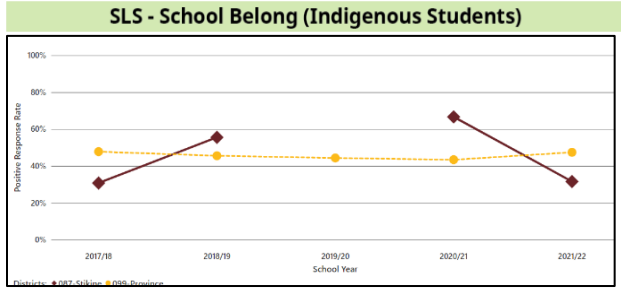
The data reflects success of grade-to-grade transitions for all learners through the 3Nations Agreements. Close monitoring will ensure that the learners are transitioning with the courses and credits they require from kindergarten to grade 12.

Human and Social Development

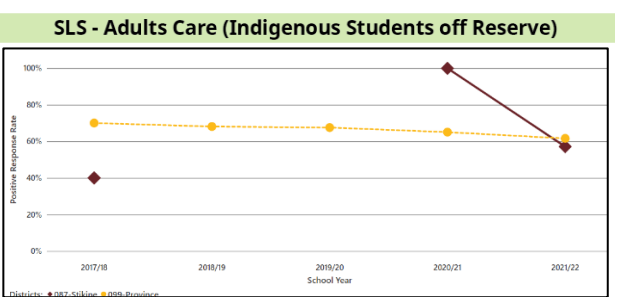
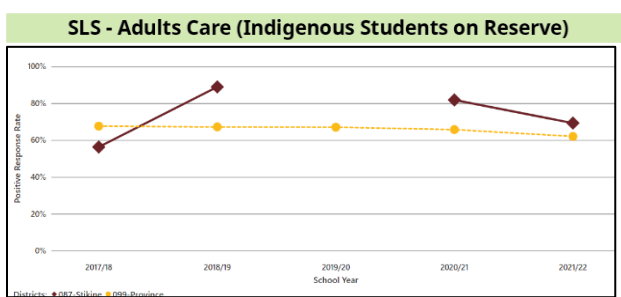
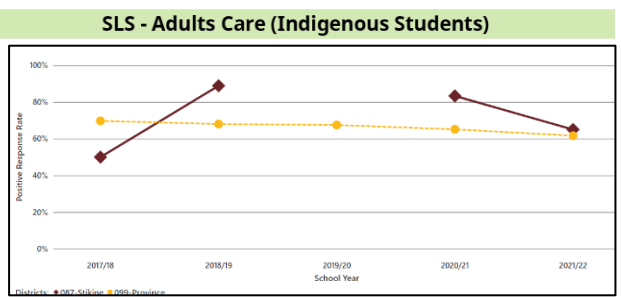
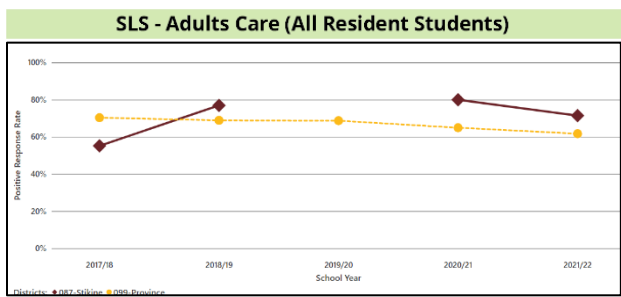
Educational Outcome 3: Students Feel Welcome, Safe, and Connected

Measure 3.1: Student Sense of Belonging

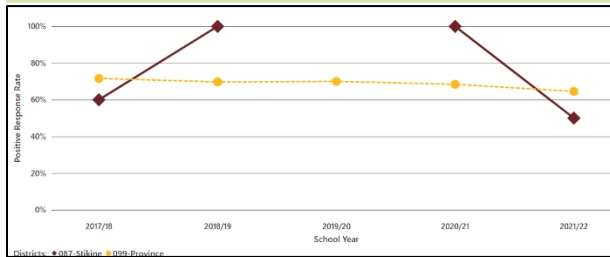




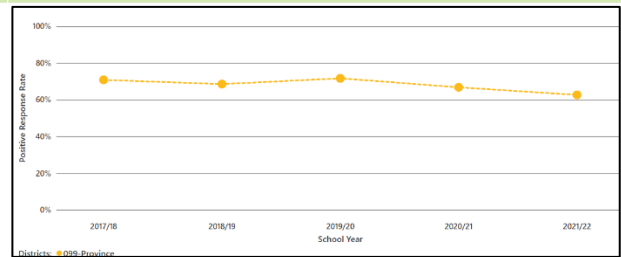
Measure 3.2: Two or More Adults who Care About Them



SLS - Adults Care (Students with Disabilities/Diverse Abilities)



SLS - Adults Care (Children/Youth in Care)



Analysis and Interpretation: What Does this Mean?

A primary focus within SD87, Stikine, is the development of culturally responsive learning environments where all learners are connected to their learning and are provided with a welcoming, safe and caring environment. We acknowledge that creating culturally responsive learning environments supports improved outcomes for Indigenous learners, families and communities. The Student Learning Survey (SLS) data for grades 4, 7, 10 and 12 examined engagement and belonging.

Most of the learners in SD87, Stikine, feel the schools are safe and caring places. However, SD87, Stikine recognizes that not all learners feel the schools are welcoming. This has been rectified by an intensive recruitment and retention efforts that has enabled the schools to hire competent and qualified personnel who have a sensitivity to the cultural mosaic.

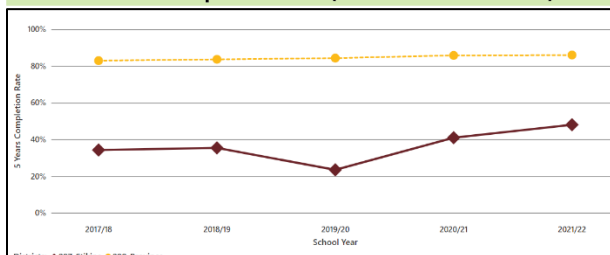
As a component of the Strategic Plan, SD87, Stikine, promotes indigenous pride; the creation of belonging and resilience; the improvement of physical and emotional wellness for learners; and a culturally responsive approach with all 3 Nations that we serve.

Career Development

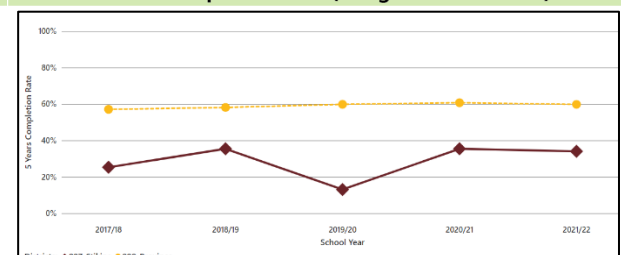
Educational Outcome 4: Students will Graduate

Measure 4.1: Achieved Dogwood Within 5 Years

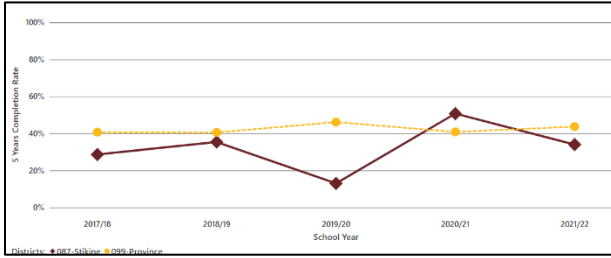
5-Year Completion Rate (All Resident Students)



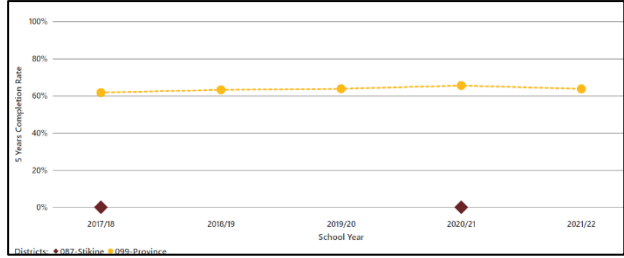
5-Year Completion Rate (Indigenous Students)



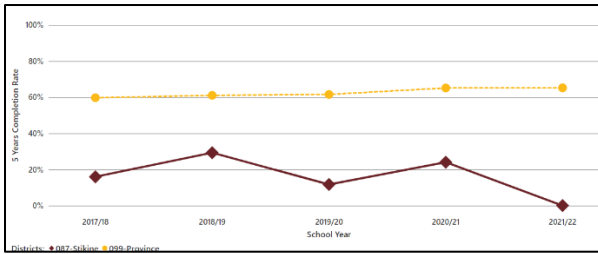
5-Year Completion Rate (Indigenous Students on Reserve)



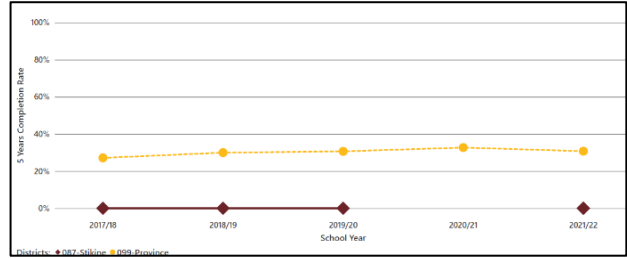
5-Year Completion Rate (Indigenous Students off Reserve)



5-Year Completion Rate (Students with Disabilities/Diverse Abilities)



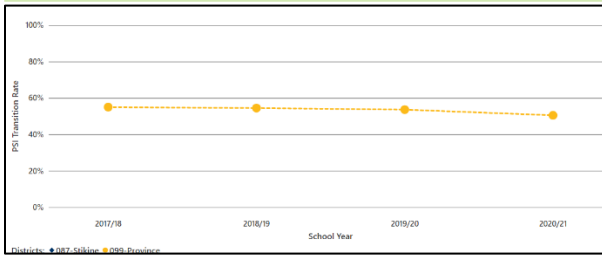
5-Year Completion Rate (Children/Youth in Care)



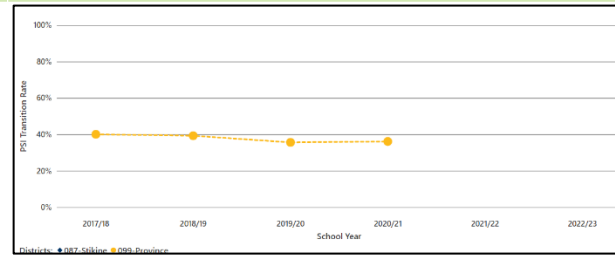
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary

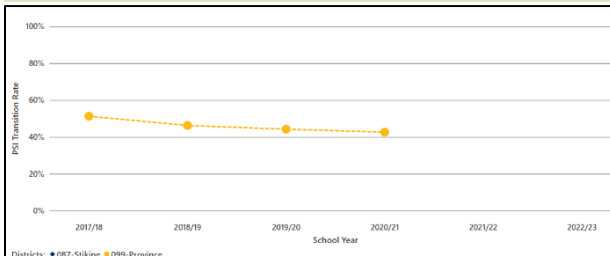
Post Secondary Transition - Immediate (All Resident Students)



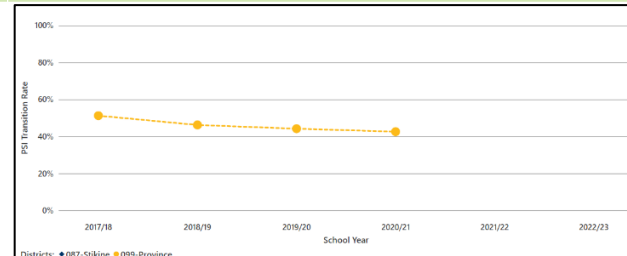
Post Secondary Transition - Immediate (Indigenous Students)



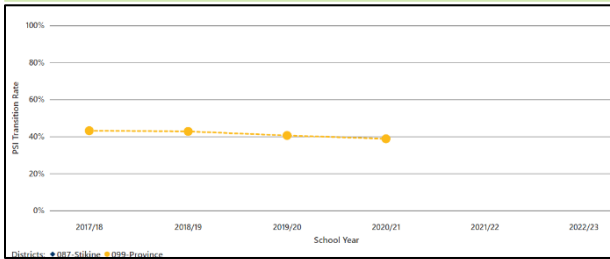
Post Secondary Transition - Immediate (Indigenous Students on Reserve)



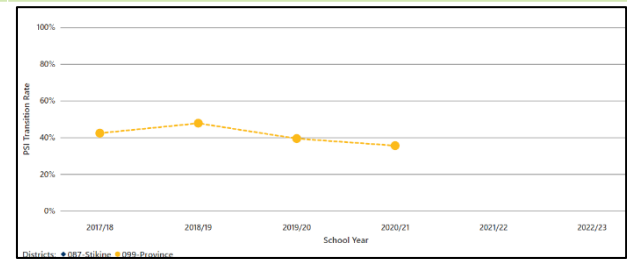
Post Secondary Transition - Immediate (Indigenous Students off Reserve)

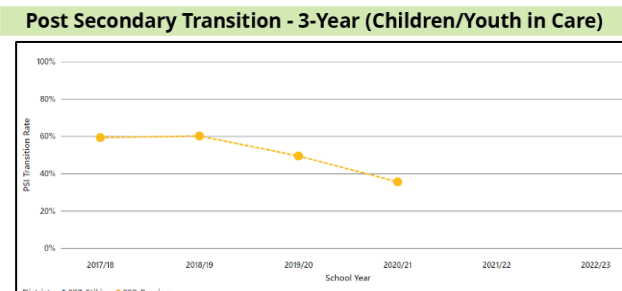
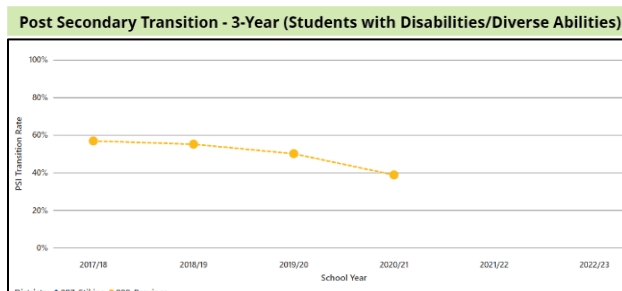
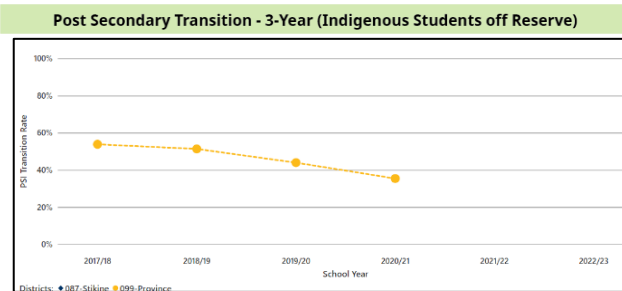
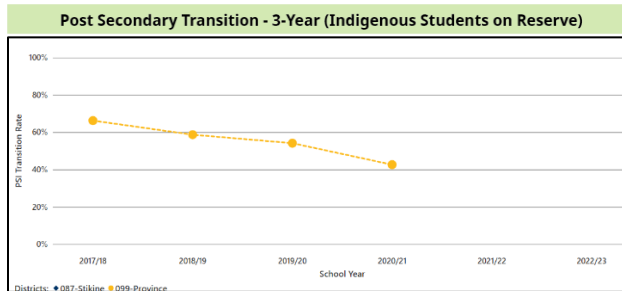
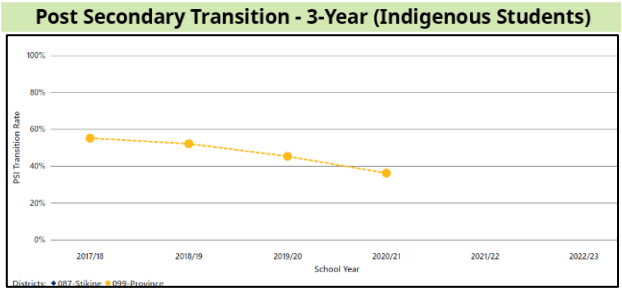
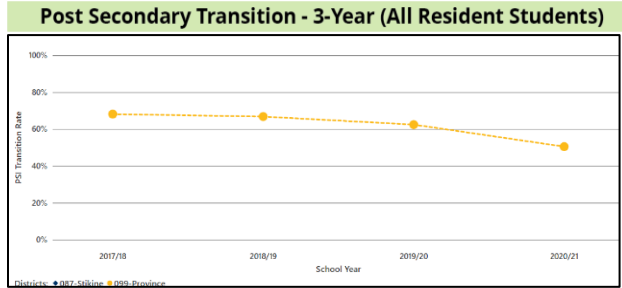


Post Secondary Transition - Immediate (Students with Disabilities/Diverse Abilities)



Post Secondary Transition - Immediate (Children/Youth in Care)





Analysis and Interpretation: What Does this Mean?

The learner's success rate has positively increased each year over the past 5 years. We prioritized it to guide and monitor our learners on the graduation path. The emphasis was on graduating more students with a full Dogwood diploma rather than an Adult Diploma. We specifically concentrated efforts on Indigenous learners.

The Five-Year Completion Rate for Indigenous learners has increased 3.1 percent points from 58.8% in 2017/18 to 61.9% in 2021/22. The rate for non-Indigenous learners has increased 30.3% from 69.7% in 2017/2018 to 100% in 2021/22. This positive shift can be attributed to some of the following:

- ❖ During 2021 /2022 the District, SD87, Stikine, closed an Alternate Education Site. Due to an administrative change at the school the parents of the returning students chose to re-enroll in the main school in Dease Lake. It was a positive adjustment. Parents and learners cited the additional supports and programming options available, as well as significant improvements in school culture, as the reasons for their decisions.

- ❖ Significant personnel changes and improved programming both contributed to the dynamic where the Alternate Site could be closed due to lack of enrollment.
- ❖ A more diverse High School Program, including higher level courses (e.g., Math, Chemistry, Biology, etc.) was implemented.
- ❖ Dedicated personnel were tasked with individually monitoring the Graduation Path for all High School learners. This included individual meetings with learners/ parents and guardians.
- ❖ In partnership with the 3-Nations, a change in the approach to conflict resolution and student discipline was made to reflect a culturally responsive approach.

Transition to Post Secondary Institution: Due to sample size, data does not show the transition rates for Post Secondary Institutions.

Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

Current Strategic Plan Priorities

In February 2022, the Board formally adopted its first ever Strategic Plan. This was completed following an extensive consultation process with learners, staff, rightsholders, parents, guardians and community members. [SD87Final Strategic Plan 2022-2026.pdf](#)

The following strategic priorities emerged from the engagement process:

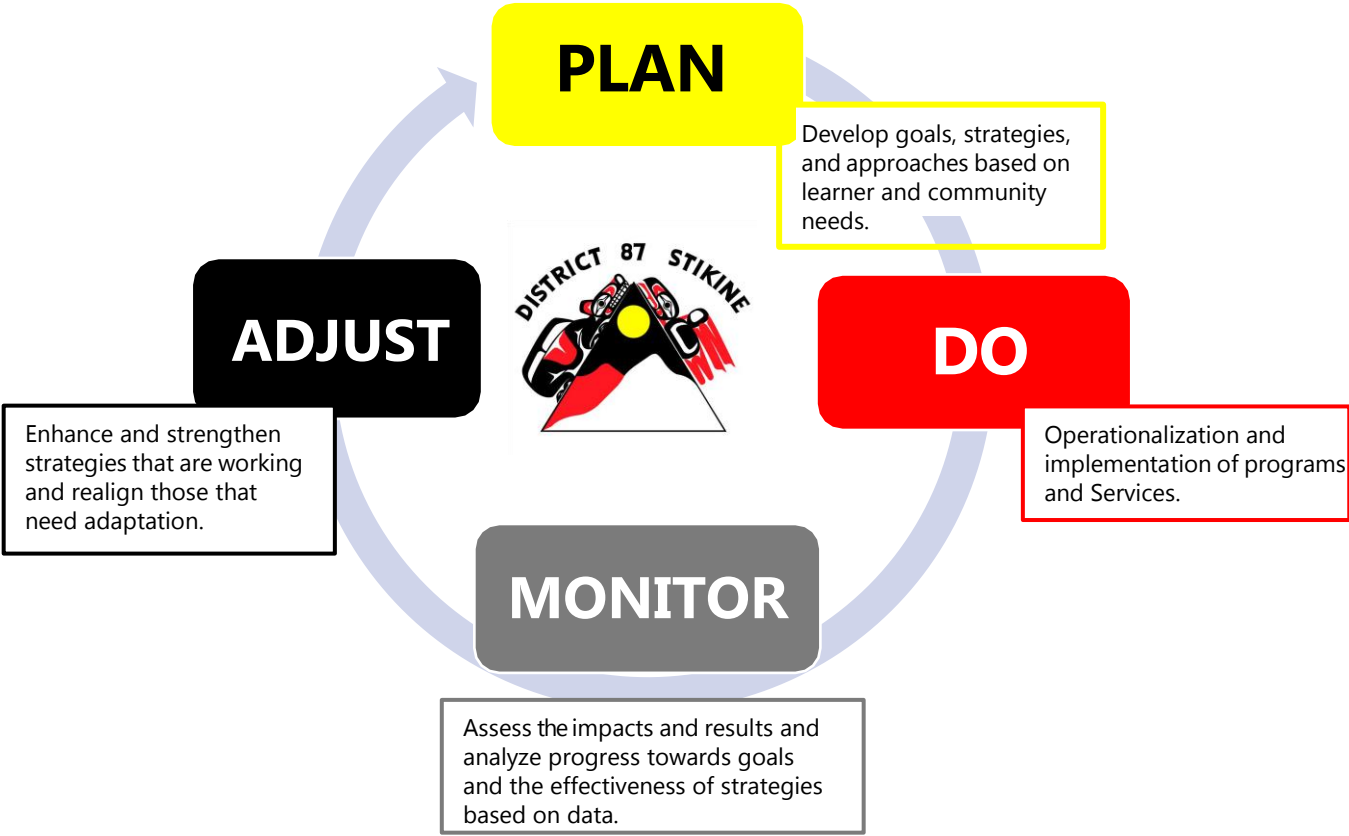
1. Student Learning, Communicating and Thinking: Reading, Writing, Numeracy, pathways to graduation, and transition to trades and post-secondary education.

2. Student Health and Wellbeing: Emotional Wellness (Indigenous Identity, Self Esteem, Self-Regulation, Competency and Capacity for Learning); Inclusion and Belonging (Culture, History, Traditions, Connection and Community); and Diversity and Equity (Acknowledging History, Embracing Truth, Achieving Reconciliation).

3. School System Sustainability: Employee Recruitment and Retention; Resources for Operational Effectiveness; Capital Planning and Maintenance of Assets.

A primary outcome of the strategic planning process was the development of a new mission statement which focused the efforts of the school district on the aspirations for learners, in contrast to the previous version which focused extensively on the relationships and activities of the adults. Similarly, the core values were addressed to include the concepts of professionalism and Indigenous culture.

The completion of the Strategic Plan and the articulation of goals and approaches in the Framework for Enhancing Learning Plan, positioned the district to adopt a regular review of the Continuous Improvement Cycle. This mirrored the cycle outlined in the FESL guidelines and will follow a four-step cycle: PLAN; DO; MONITOR; and ADJUST. Key to each stage of the Continuous Improvement Cycle is communication, collaboration, reflection, and data analysis.



The Strategic Plan is reviewed annually. It is adjusted based on the review of learner performance data and indicators of their well-being. While the annual review is important, the monitoring of student progress and the degree of attainment of strategic goals will be continuous rather than episodic. Therefore, the District will ensure the continuation of practices adopted during the 2022-2023 school year including:

- ❖ Strategic Plan goals are a regular agenda item for each district Administration and Board Meeting.
- ❖ Data review is a standing agenda item at Administration and Board Meetings.
- ❖ Superintendent school visits three times (minimum) annually.

- ❖ The involvement of: Secretary Treasurer; Director of Instruction; Human Resources personnel; and the District Vice Principal of Indigenous Education and Learner Support are maintained in the continuous improvement and review cycle.
- ❖ Hiring practices will ensure that the most qualified professionals available are employed and assigned appropriately to meet learner needs.
- ❖ Operational Plans have been developed to support and align with strategic priorities.
- ❖ Principals, Vice Principals and school staffs receive the support and supervision afforded by the addition of the Director of Instruction and the District Vice Principal of Indigenous Education of Learner Support positions.

Celebrating our Successes for the Past Year

We are successful in operationalizing the 3-Nations and School District 87 Educational Partnership Agreement (3N Agreement). In this agreement, the Tahltan, Kaska and Taku River Tlingit Nations, SD87 Stikine and communities acknowledge their sacred and shared responsibility for learners to attain success. A cornerstone of this partnership is a commitment to collectively address long-standing barriers and act on coordinated joint solutions.

The successes achieved in the 2022-23 school year were numerous.

Unique to the 3N Agreement in SD87 Stikine are the collaborations and partnerships with the Community Based Teams (CBT). These teams are responsible for ensuring the achievement of the Purpose, Objectives and Outcomes of the partnership. School Administrators and Band / Education Managers co-manage the CBT, which includes developing and implementing work plans and actions. Additionally, we have successfully secured two positions within the District: Director of Instruction; and District Vice Principal of Indigenous Education and Learner Support. These positions work in partnership with CBT.

The 3Nations Agreement established Community Based Teams. They are now active for the communities of Dease Lake, Telegraph Creek and Lower Post. The CBT in Atlin, with the support of the Taku River Tlingit First Nations and leadership team of the school district, were active in the 2022/2023 school year. Partnerships with the Taku River Tlingit First Nation (TRTFN) and the Tahltan First Nation has improved learner supports and the learning conditions for students. The continued efforts of cost sharing for counseling services, cultural enhancements and student excursions to colleges and universities sends an important message to our school communities. It stresses the importance of education, collaboration, and cooperation. We are making progress in removing past barriers to learner success.

The Strategic Plan acknowledges the Tahltan Nation ways of knowing, being, and doing. It honours input received from the three Tahltan communities (Iskut, Telegraph Creek, Dease Lake) which emphasizes the need to address focus areas such as wellness, mental health, and belonging. This is important if learners are to be academically successful. This is reflected within the goals of the Strategic Plan.

The District has achieved success in fostering a sense of belonging and resilience in educational settings. In part, this can be attributed to our partnerships in planning and developing cultural outdoor learning activities and spaces. This focus is essential as we endeavour to create a sense of ownership for Tahltan, Kaska, and Taku River Tlingit learners and families. The recognition of identity and pride is important in achieving these goals.

School District 87, Stikine, has aggressively pursued efforts to recruit and retain competent and capable personnel. Consequently, it has allowed for a greater expansion in course offerings that are reflective and relatable to the region in which we live (e.g. Chemistry, higher level Math, Biology, etc.). As well, initiatives have been undertaken with the First Nations partners to provide students with the opportunities to travel to colleges and universities to explore potential career opportunities. This has resulted in the shared expenditure of funds to achieve these goals. Consequently, the establishment of the D2L Platform has further enhanced IT offerings for students and provided our smaller schools with equal opportunities to participate in courses that are similarly offered within larger schools in B.C.

Similarly, there have been increased efforts to engage local Mining Companies within our schools. Consequently, this has resulted in presentations and Career Fairs. This exposure to the operations of these entities has enabled our students to gain a broader perspective on the opportunities that await them in what is referred to as the "Golden Triangle".

Other successful initiatives were:

- ❖ A targeted emphasis on learner attendance.
- ❖ A major focus on learners pursuing a full Dogwood diploma as opposed to an Adult Dogwood Diploma.
- ❖ The expansion of outdoor learning spaces and an increase partnership with the Tahltan Guardians and the Taku River Tlingit Warriors to enhance cultural offerings.
- ❖ Enhanced and aligned implementation of a District Assessment Framework for Literacy and Numeracy on all the schools for monitoring.
- ❖ Expansion of the Elders in Residence Programs and cultural activity (On-the-Land; Traditional Dance; local language);
- ❖ The Student Satisfaction Surveys indicated that students felt safer and more welcomed at school.
- ❖ Increased graduation rate at Dease Lake School and Atlin School.
- ❖ Completed a Local Education Agreement with the Taku River Tlingit First Nation Education Council to formalize and enhance partnership with the school district.

Existing and/or Emerging Areas for Growth

The existing and emerging areas of need were identified via triangulation of qualitative and quantitative data from various sources at the local, District and Ministerial levels. Consequently, the SD87 Strategic Plan encapsulates those strategies to address Literacy, Numeracy, Wellness, Culture and Language. We are aware that there are factors that exist within the Stikine that do affect learners and impact their success.

The extensive geography of the region and the great distances between schools make the provision of supports for both students and adults challenging. SD87 Stikine, like other northern jurisdictions, experiences challenges recruiting teaching, administrative and support personnel. As well, local communities and other agencies have trouble identifying qualified personnel. Learners and families regularly travel 8 to 10 hours to access specialized medical, dental, and counselling services. Mental health supports and critical incident responses are not available locally.

The distance and travel contribute to absenteeism. Combined with the inter-generational effects of residential schools and other socio-economic challenges in the communities, learner attendance has been and continues to be a concern. The District, through the Strategic Plan, committed to working with parents, communities, agencies and stakeholders to develop an approach to addressing attendance issues and the impact on graduation.

Maintaining enrollment of students after Grade Nine in some communities can be a challenge. Families often opt to have their secondary school students attend schools in Whitehorse YT, Terrace BC, Smithers BC, Watson Lake YT or Prince George BC. to complete graduation programs. Schools in these larger centres are often perceived as offering a wider range of programming than SD87. This perception becomes a self-fulfilling prophecy: the more students who leave often impact the options are available to those who remain.

The Equity in Action initiative is helpful to SD87, Stikine. We serve predominantly First Nations learners and families. Inclusionary practices and the incorporation of First Nations ways of knowing, being and doing are working in our district.

The Board has acknowledged and addressed the matter of management workloads by creating the Director of Instruction position as well as the District Vice Principal of Indigenous Education and Learner Support. These positions effectively double the capacity for system-wide educational leadership, as the Superintendent had been solely responsible for that function previously. The establishment of these positions significantly improved the district's capacity to make progress and address some of the items previously noted. It also sent a powerful message to the community about the Board's commitment to achieving the goals for learners set out in the Strategic Plan.

Strategic Engagement

School District 87, Stikine, relies on various forms of engagement with parents, guardians, First Nations and Stakeholders.

The 3-Nations Agreement, which was developed by the Taku River Tlingit First Nations (Atlin), Tahltan Central Government (Dease Lake) and Telegraph Creek Leadership in conjunction with SD87, Stikine, provides a platform for continuous engagements as it pertains to all facets of learner success. For example, one of the most effective collaboration strategies is utilizing the Community Based Teams (CBT). Community Based Teams are co-led and facilitated by school administration and a First Nation Representative, usually the Education Manager.

The topic of the focus item would determine the composition of the Community Based Team member engagement. For example, one of the areas of growth identified by the parents, staff and community members and supported by school data was to address student wellness via traditional restorative practices. Therefore, the CBT for this initiative involved regular planning meetings with students, parents, First Nation Leadership, and Elders.

Examples of engagement sessions held throughout the District to garner input and feedback from students, teachers, support staff, parents, guardians, Elders, Chief and Council Members, and Board Trustees at various opportunities include:

- ❖ The Board continuously reviews student achievement results during regularly scheduled meetings in person or via Zoom.
- ❖ In person meetings are held with First Nation Education Managers / Representatives. These are scheduled when District personnel are conducting their regular school / community visits.
- ❖ Principals and vice-principals are engaged in weekly Zoom sessions focused on student achievement, data analysis and planning. This included a review of the Student Learning Survey, FSA results, and District Level Assessments.
- ❖ Principals, Vice Principals, and teachers participate in a series of dedicated sessions to review and analyze FSA and local data.
- ❖ Elder consultations and Elder Sharing Circles were attended by District Staff, School Staff and stakeholders to create plans to further embed culture and language in our schools.
- ❖ A District Calendar Committee was formed which included representatives and input from both unions, district staff, families and all three Nations.
- ❖ Implementation of Community Cultural Orientation programs for school and district employees. Focus items are identified by the Nations.
- ❖ A Denetia School Operational Plan was jointly developed with the Daylu Denna Council, parents, and community stakeholders over a 1-year period. The plan focuses on student learning needs, community and Elder engagement, and cultural and personal wellness. As a result of these sessions, learning sessions for the 2023-24 school year will commence. This is an important success story that directly resulted from numerous engagement meetings held in

partnership with the District, DDC and the Community of Lower Post. Learners will greatly benefit. They will no longer have to travel out of the community to attend elementary school.

- ❖ A community engagement session was held in Telegraph Creek. This was in response to the community inquiry about offering a High School Program. District personnel, parents, staff, school administration and Tahltan Band Council Members met over a barbeque lunch to discuss needs and options. As a result, a staffing plan was formulated. This resulted in offering a High School Program on-site at Tahltan School. Learners will no longer be forced to attend High School outside of their community.

Adjustment and Adaptations: Next Steps

The Strategic Plan Review for 2022/23 has led us to promote increased engagement with: the Taku River Tlingit First Nations; the Daylu Dena Council/Kaska First Nation; the Tahltan Band representing Telegraph Creek and Dease Lake; the Iskut Band representing Iskut; and the Tahltan Central Government; and other educational northern Districts. The rationale for this approach would be for the purposes of joint advocacy and sharing resources and services. These actions have been undertaken and have resulted in various recommendations including:

- ❖ Leveraging existing and developing new partnerships with neighboring school jurisdictions for provision of counselling and other mental health supports.
- ❖ Leveraging and expanding partnerships with neighboring school districts for professional development initiatives and employee support services.
- ❖ Active participation in the BCSSA Northern Chapter Meetings i.e., the Northern Inquiry Project pertaining to Recruitment and Retention.
- ❖ Informal collaboration and networking with Northern Districts.
- ❖ Hiring of a *Director of Instruction* and a *District Vice Principal of Indigenous Education and Learner Support*.
- ❖ Strategic Hiring to address staffing needs and to seek specialist teachers to increase academic course offerings.
- ❖ Improved timetabling to offer more courses i.e., Biology, Chemistry, Psychology, higher level math courses.
- ❖ Supporting staff members in the pursuit of master's degrees in education; one staff member pursuing a bachelor's degree; several staff in pursuit of their Level B Assessments.
- ❖ Articulating and supporting the relationship between adult learning opportunities (professional development) and student learning outcomes.

Alignment for Successful Implementation

The District regularly engages with all stakeholders. This ensures open lines of communication, transparency and a reciprocal exchange of information that will benefit all learners. Consequently, the plans are living documents in that they continually modify to meet changing parameters and to reflect the growing nature and inclusiveness of the partnerships.

Examples of existing plans include the following:

- ❖ The *3-Nations and School District 87 Education Partnership Agreement*, which is normally referred to as the 3-N Agreement
- ❖ The implementation of the *School District 87, Stikine, Strategic Plan 2022-2026*
- ❖ The development of Operational Plans that will better serve in the delivery mechanism for the ongoing operational initiatives to strengthen and streamline SD87 as well as put in place policies and protocols to assist in the presentation of approaches to assist our most vulnerable learners.
- ❖ The formulation of School Plans that reflect consistency throughout the District and a commonality of approaches.
- ❖ The Local Education Agreements outline the authority and responsibility for the education of First Nation students and desires to ensure its students have access to, and receive, quality education that is respectful and reflective of their unique culture and history.

Because of the hiring of a Director of Instruction and District Vice Principal of Indigenous Education, the District has been able to both broaden and align functional operations that lead to the enhancement of student learning. These positions have allowed the District to assign particular portfolios to each of these positions. Therefore, there has been a concentration on efforts that have been directed to increase standards, outcomes and scores. By doing so it has served the benefit of all schools and learners and has created viable avenues for growth.

A key feature has been the creation of a District Level Assessment Matrix which embeds culturally responsive methodologies. These instruments serve as evidence and indicators that monitor student growth and help guide alignment with the learning priorities identified in the Strategic Plan.

We are aware of areas of concentration identified by Provincial indicators in the Stikine and Provincial averages. In keeping with the common goals and objectives presented in the development of the Strategic Plan, the 3Nations Agreement and Equity in Action initiatives, SD87, Stikine, has dedicated resources to support the following approaches:

- ❖ Elders in Schools / Cultural Knowledge Keepers: The intent is to engage Elder Advisors in each of our schools. Additionally, Knowledge Keepers will be engaged throughout the year to support learners in the classroom, on-the-land, and in outdoor learning spaces.
- ❖ Staff Cultural Orientation Days: The 2022-23 academic year began with school staff participating in a local Cultural Orientation Day. This was a combination of on-the-land and in-classroom sessions with Elders and community Knowledge Keepers. Elders met with teachers and provided input and support in the creation of curricular Year/Long Range Plans.
- ❖ SD87, Stikine, provided release time for teachers to meet one-on-one with the Cultural and Language Assistant, Elders and Knowledge Keepers to embed local Indigenous Pedagogy

and to supplement and replace curricular content with Tahltan, Kaska or Tlingit knowledge and perspectives.

- ❖ Dedicated partnerships with the Tahltan Central Government, Taku River Tlingit First Nation and the Daylu Denna Council/Kaska Nation has led to the revitalization, implementation and presentation of Language Programs in the curriculum.
- ❖ University/College/Trades Field Trips were introduced so learners could gain a broader perspective on the options that were available to them following graduation.

Support resources were dedicated to the development of Kuwegānh in Tahltan Territory; the development of Seasonal Rounds Programming in the Tahltan, Kaska and Tlingit Territories; and staff development. Some of the areas addressed were: Trauma Informed Practice; Compassionate Systems Leadership; Indigenous ways of knowing, being and doing; and working more effectively with the learners, parents, guardians and community members. It was meant to ensure that a responsive educational environment was culturally relevant to all learners in our schools.

Conclusion

The completion of the SD87, Stikine, Strategic Plan and the addition of senior positions has situated the district well to achieve its goals to improve learning opportunities as outlined in the Plan. This report demonstrated that efforts had been made to act on the feedback provided through last year's process. The Board, its senior staff, and its personnel are fully committed to improving the success of the learners they serve. This report provided an overview of the initiatives that occur to support and enhance learner achievement and success. SD87, Stikine, considers the partnerships with families and the 3 Nations as crucial to achieving the success the learners deserve. There has been progress in meeting the objectives of the 3Nations Agreement and we are finding new and effective ways to gather performance data, align our efforts with promising practices and monitor and adjust strategies as required. In keeping with the intention of the 3Nations Agreement our continued joint participation in operationalizing the SD87, Stikine, Strategic Plan 2022-2026 and completing the Equity Scan will result in better experiences for all learners.



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Framework for Enhancing Student Learning Report: September 29, 2023

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