



INCLUSIVE. ENGAGING. REAL.

2017-2021
SD52
PRINCE RUPERT
STRATEGIC PLAN

BOARD OF EDUCATION



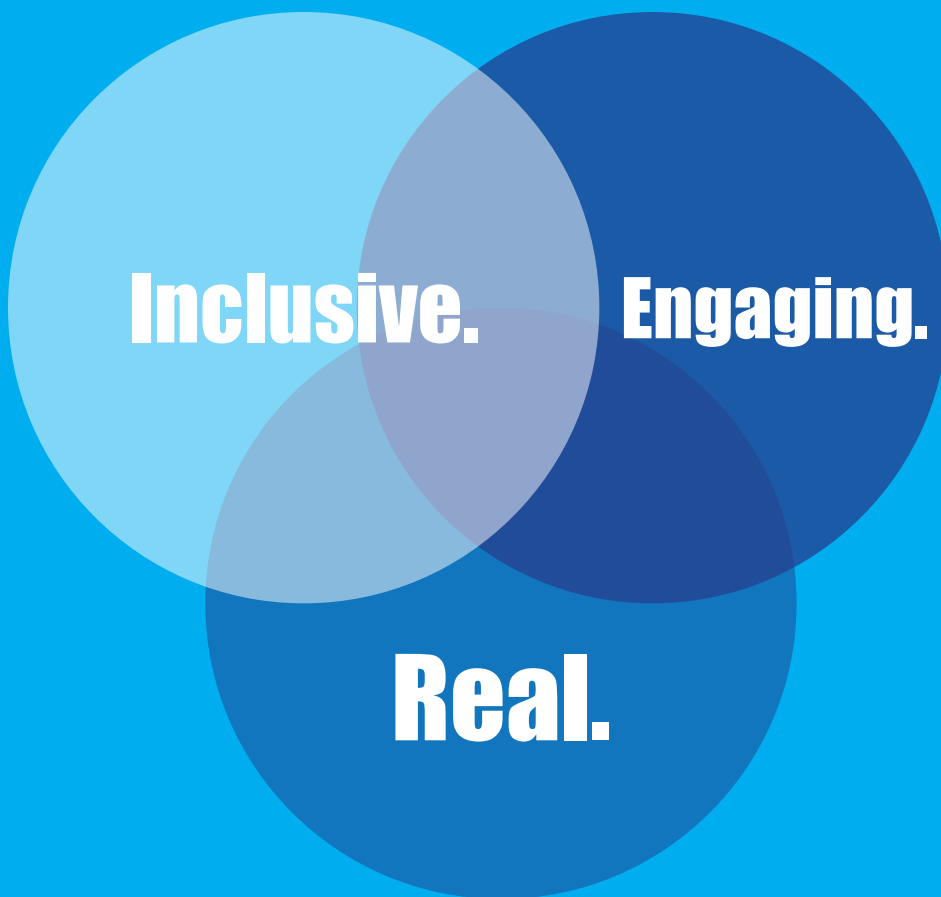
Tina Last (Chair)
Janet Beil (Vice Chair)
James Horne
Terri-Lynne Huddlestone
Bart Kuntz
Louisa Sanchez

Message from the Chair

This document was developed over the course of the 2016–17 school year by the Board of Education, staff, and stakeholders. It includes a new vision that reflects both new directions in education and our beautiful community as a whole. The plan confirms our Mission and clarifies our values and beliefs, and is designed to guide decision making as we conduct the business of the School District. Board members actively participate in committee work—the Framework for Enhancing Student Learning; The Aboriginal Education Council; the Tech Steering Committee and more—and this strategic plan is both informed by and aligned with the work of those and other committees. Regular review dates will provide us with the opportunity to reflect on our progress and recalibrate our direction.

OUR VISION

The School District 52 Experience:



OUR MISSION

Ensure each student successfully completes their educational program with a sense of hope, purpose and control.



CARING

We are a compassionate and empathetic community.

COLLABORATIVE

We accomplish more together.

ETHICAL

We honour integrity, respect and trust.

Fun

We pursue the passions of our choice, nurturing an active curiosity to learn.

INCLUSIVE

We embrace diversity and each person's gifts.

OUR VALUES

Educational Beliefs

We believe:

- Positive relationships are essential to success
- Students must feel safe, secure, and connected
- Reflecting on instruction improves effectiveness
- Learning must connect with past experience
- Culturally relevant and place-based learning is more engaging
- The First Peoples Principles of Learning benefit everyone
- Feedback should be timely, relevant, and descriptive
- Students must have choice in what they learn and how they demonstrate that learning
- Inclusive instruction meets the needs of each student
- Self-assessment improves learning
- Learning takes place everywhere

School District 52

Context:



School District 52 includes the communities of Port Edward, Metlakatla and Hartley Bay (the Gitga'at First Nation), as well as Prince Rupert. Prince Rupert is a port city situated on Kaien Island, just north of the mouth of the Skeena River, which lies at the heart of the traditional territory of the Ts'msyen First Nation. This territory is bordered by the neighbouring nations of the Gitksan, Nisga'a, Haida, Haisla, Wet'suwet'en, and Heiltsuk people.

Prince Rupert was established in 1910 as the terminus of the Grand Trunk Pacific Railway (now CN Rail). It is the transportation hub of BC's north coast through land, air and water, and has a population of approximately 13,000. The city enjoys a mild oceanic climate and is located in a temperate rainforest.

The Prince Rupert School District offers K-12 education programs in 9 schools.

- 5 elementary schools (K-5)
- 1 middle school (6-8)
- 1 secondary school (9-12)
- 1 alternate secondary school (9-12)
- 1 village school (K-12)

STRENGTHS & OPPORTUNITIES

LOCATION

Rich and diverse culture and community
Access to natural environment
Traditional territory of the Ts'msyen people

EDUCATION

Innovative and professional team of educators
Recognized provincially for innovative practices
Responsive to requests for new initiatives
Many extracurricular programs

ABORIGINAL EDUCATION

Aboriginal Education Partnership Agreement
Local Education Agreements with Hartley Bay and Metlakatla
Sm'algyax language K–12 in our schools
Improving Aboriginal success rate

GOVERNANCE AND OPERATIONS

Focused and collegial board of education
Strong operations team
Strong technology resources and department

COMMUNITY ENGAGEMENT

Partnerships with local businesses and organizations
Potential for economic growth through new port facilities
Community support—bursaries, scholarships, extracurricular fundraising

CHALLENGES & AREAS OF FOCUS

BUDGET

Ongoing loss of funding protection and budgetary concerns

EDUCATION

Declining enrolment

Graduation rates below Provincial average

Need to continue to close the gap between Aboriginal and other students' success

FACILITIES

Aging facilities

LOCATION

Remote location

Cost of travel for curricular and extracurricular activities

HUMAN RESOURCES

Human resources capacity

Recruitment and retention



FOUNDATIONAL PRINCIPLES



Educational Principles

The district embraces five foundation principles for Education. These are embedded in programs, services, and instruction throughout the district. Each foundation principle enables the district to work towards its vision and mission. The principles are a framework for effective instruction, and maintain a culture of respect and inclusion to meet the needs of each student. The principles are consistent with the new BC curriculum and reflected in the Framework for Enhancing Student Learning.

1. ABORIGINAL WAYS OF KNOWING

2. ASSESSMENT FOR AND AS LEARNING

3. ABORIGINAL EDUCATION

4. INCLUSIVE EDUCATION

5. INQUIRY AND INNOVATION

ABORIGINAL WAYS OF KNOWING

Aboriginal ways of knowing will be embedded into all classes

Aboriginal ways of knowing encompasses language, history and culture.

The District operates under an Aboriginal Education Partnership Agreement with local First Nations.

The Aboriginal Education Department creates and supports local educational materials with cultural relevancy.

Educators incorporate Aboriginal content and understandings to create a sense of belonging, a sense of pride, and a feeling of inclusion.

Educators incorporate First People's Principles of Learning into their teaching.

ASSESSMENT FOR AND AS LEARNING

Assessment for/as learning drives significant improvements in student outcomes

Assessment for/as learning is a formative practice used to determine:

- where the students are in their learning,
- where they need to go, and
- how best to get there.

Teachers adjust their instructional plans to address their students' needs.

Timely descriptive feedback is one of the most impactful strategies to help students learn.

INCLUSIVE EDUCATION

**Inclusive education provides the foundation for a society
where diversity is celebrated**

Inclusive education is responsive to students' strengths, interests and learning needs.

Designing curriculum for all learners provides access, challenge, and success.

Students are more invested in their education when they have a meaningful voice.

INQUIRY & INNOVATION

Inquiry leads to innovative approaches to instruction and student learning

The inquiry based model:

- asks a critical question,
- develops an action research plan,
- gathers evidence/data, reflects on what was learned and how it made a difference in student learning.

SD52 educators are supported through the provincial Network of Inquiry and Innovation (NOII) and Aboriginal Enhancement Schools Network (AESN) to guide practice and learning.

SOCIAL EMOTIONAL LEARNING

**Social emotional learning develops citizenship,
a positive sense of self and responsible decision-making skills**

Social emotional learning helps young people develop resiliency, pro-social attitudes, and healthy relationships.

Students are taught to better manage emotional difficulties in order to overcome challenges.

COMMUNITY ENGAGEMENT PRINCIPLES

“It takes a village
to raise a child.”

The district recognizes that parents and guardians are partners in the education of their children, and strives to improve communication and to increase opportunities for meaningful involvement by them.

The district will continue to support:

- Student activities outside the classroom that encourage positive interactions with community members.
- Enhanced partnerships with local businesses that provide opportunities for programs that support employment-ready graduates.
- Dual credit programs that provide students with an alternate pathway to graduation
- Work Experience courses that allow students to explore the world of work in our community and possible career pathways.

The district will continue to hold public meetings and to provide social media presence that will inform the community of activities in the District.

The district will support school and district events that allow the community to share in the success of our students.

DISTRICT OPERATIONS PRINCIPLES

The district aspires to be a first-class employer and a prudent manager of public resources

HUMAN RESOURCES

The district will continue to attract and retain employees through supportive human resources practices.

Implementation of the Attendance and Wellness Initiative will support employees through challenging circumstances.

Recruitment and retention is an ongoing challenge for our remote community that is addressed through a variety of strategies.

OCCUPATIONAL HEALTH AND SAFETY

The district will provide a safe and healthy workplace for all employees and will promote a workplace that is free from injuries and industrial disease.

CAPITAL ASSET MANAGEMENT

The district will protect, upgrade, and maintain facilities and infrastructure for the long-term and will be a careful administrator of capital funds.

The district will advocate for the replacement and upgrade of aging building components, schools and other facilities.

Energy Conservation and Environmental Stewardship

The district will endeavour to be a responsible steward of the environment and will continuously look at ways to reduce greenhouse gas emissions and the environmental impact of business operations.

Improvements in energy conservation and sustainability will be implemented as funds are available.

FINANCES

A balanced budget, including a practical reserve for future contingencies, will be approved by the Board.

The District budget must clearly support the work of the Board as set out in the strategic plan.

SUPPORTING THE STRATEGIC PLAN

Framework for Enhanced Student Learning:

<http://sd52.bc.ca/sd52root/content/framework-enhancing-student-learning>

Aboriginal Education Partnership Agreement:

<http://sd52wap.wixsite.com/abed>

School Plans:

<http://sd52.bc.ca/sd52root/content/school-plans>

“site unseen”

by West Vancouver Secondary and Hartley Bay Schools, 2017



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