

STRATEGIC PLAN 2022-2027

MISSION

Supporting all learners to achieve their individual success while inspiring a passion for lifelong learning.

VALUES

Engagement, Culture, Diversity, Relationships, Equity and Well-Being.

VISION

Learning together, realizing success for all.

OUR GOALS

CREATE STUDENT SUCCESS

All students will realize their full potential.

DIVERSITY

Honour and respect culture, diversity and inclusion.

ORGANIZATIONAL WELLNESS

Facilitate well-being across CMSD82.



COAST MOUNTAINS
BOARD OF EDUCATION
SCHOOL DISTRICT 82

Engage, Ignite, Empower



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BOARD OF EDUCATION
SCHOOL DISTRICT 82

STRATEGIC PLAN 2022-2027

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THE STRATEGIC PLAN



The Board of Education thanks students, staff, parents, partner groups and the wide community who have contributed insights into the ongoing work of the Strategic Plan which is established on the fundamental principles of providing:

- Caring, safe and welcoming schools
- Educational opportunities to improve student success
- Proactive planning for maintaining healthy and sustainable schools
- Responsible stewardship of resources

A series of virtual interactive Strategic Planning Engagement Sessions were held February 17 to April 15, 2021 which included a ThoughtExchange gathering survey. The sessions and survey provided an opportunity for everyone to participate and have their voice heard.

The input received played an important role in the direction of Coast Mountains School District 82 by assisting the Board of Education in the creation and development of the 2022-2027 Strategic Plan.

DISTRICT CONTEXT

Coast Mountains School District 82 is situated on the traditional unceded territories of the Gitxsan, Haisla, Nisga'a and Tsimshian Peoples.

The Gitxsan territory of the Hazelton area is made up of seven First Nations band communities consisting of Gitanmaax, Gitanyow, Gitsegukla, Gitwangak, Glen Vowell, Hagwilget and Kispiox located through the Hazelton communities and on up the Kispiox Valley. The Haisla Nation is centered in Kitamaat Village and the Tsimshian Nation has two distinct First Nations band communities consisting of Kitselas and Kitsumkalum in the Terrace and Thornhill areas.

The school district includes the main communities of the Hazeltons, Kitimat, Kitwanga, Stewart, Terrace and Thornhill. The Board of Education Office is located in Terrace with Kitimat a forty-five minute drive from the office, Kitwanga one hour, the Hazeltons one and a half hours, and Stewart three and a half hours. Coast Mountains School District serves a student population of approximately 4,100 students in nineteen schools including three alternate programs and a trades learning centre that encompasses dual-credit, distance learning and continuing education programs, with approximately 800 employees (casual employees included). The operating budget is approximately \$63 million and the geographical area covered by the district is of equivalent size to the country of Finland.



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Board of Education for Coast Mountains School District 82



Trustee Brand-Danuser
Stewart



Trustee Harrison
Terrace



Trustee Jonkman
Kitimat



Trustee McCrory
Hazelton/Kitwanga



Trustee Raj
Kitimat



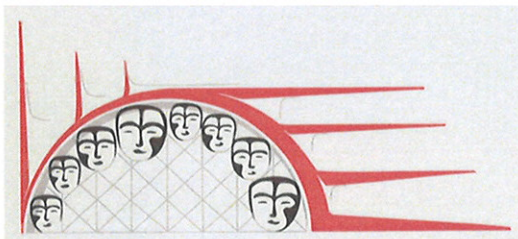
Trustee Warcup
Terrace



Trustee Watson
Thornhill

Coast Mountains School District 82 gratefully acknowledges that the lands on which we work and learn are the traditional territories of the Gitxsan, Haisla, Nisga'a and Tsimshian Peoples.

We honour our relationships with these peoples, as well as all other Indigenous peoples, Metis, and Inuit peoples who reside in the territories we serve.



Gitxsan, Haisla, Nisga'a & Tsimshian Crests



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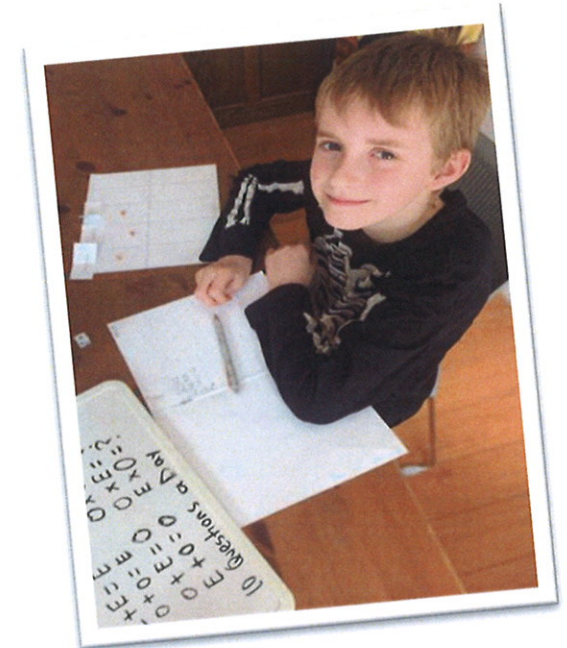
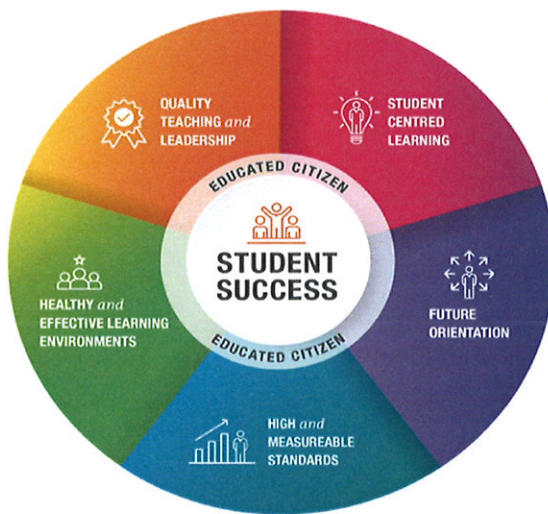
Message from the Board of Education

The new Strategic Plan, is the culmination of months of work where Coast Mountains School District 82 (CMSD82) explored and engaged with students, staff, parents, and community. The plan built on the work that is happening within the school district, and now supports the District's future-focused priorities.

This Strategic Plan was developed through the most comprehensive, future-focused, engagement exercise the District has ever undertaken virtually. Our learners, staff, parents, rightsholders and community shared their vision for the future and then told us what skills and attitudes would be needed to get there.

The plan is guided by our Mission and Vision statements and identifies our strategic priorities. These priorities reflect our commitment to:

***All Students Realizing their Full Potential
Honouring and Respecting Culture and Diversity
Well-Being within the Educational Community***



Now that the Board of Education has finalized the priorities, the school district's Senior Leadership will create the Framework for Enhancing Student Learning (FESL).

The goals outlined in the operational plan (FESL) will be clearly outlined, with measurable and achievable goals, the next steps for School District 82. There is a commitment from the District to use the plan for continuous quality improvements, being reflective, accountable and innovative in our focus on excellence in achieving learning outcomes.

The Board of Education thanks all for participating and our Leadership team for their leadership in accomplishing this important guiding document.



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MISSION Supporting all learners to achieve their individual success while inspiring a passion for lifelong learning.

VALUES Our values guide our work and connections with students, parents, staff, partners, and communities.

We value:

- Student engagement. We ignite curiosity and innovation.
- Culture and diversity. We believe in genuine inclusion.
- Respectful and meaningful relationships. We build trust through openness and honesty.
- Welcoming, safe and caring communities. We strive for equity.
- The vital importance of well-being. We support one another and nurture compassion and empathy.



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Our work is guided by the following principles:

- **Learning** ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- **Learning** is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- **Learning** involves recognizing the consequences of one's actions.
- **Learning** involves generational roles and responsibilities.
- **Learning** recognizes the role of Indigenous knowledge.
- **Learning** is embedded in memory, history, and story.
- **Learning** involves patience and time.
- **Learning** requires exploration of one's identity.
- **Learning** involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



First People's Principles of Learning printed here with permission from FNEESC.



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EDUCATIONAL OPPORTUNITIES

VISION ... Learning together, realizing success for all.



GOAL: *We facilitate opportunities for all students to realize their full potential.*

ACTIONS

- Increase Six Year Completion for all.
- Address the over-representation of Indigenous students in the Adult Dogwood.
- The gap between Indigenous and non-Indigenous student graduation rates will be eliminated.
- Promote and encourage opportunities for personalized learning by leveraging and amplifying students' strengths, interests and passions.
- Continue our focus on the essential skills of numeracy and literacy through the development of critical thinking and communication skills.
- Students will demonstrate proficiency in education, career and life planning.

PERFORMANCE INDICATORS

- School based literacy and numeracy assessments (e.g. PM Benchmarks)
- How Are We Doing Report
- Percentage of students reading at grade level
- Teacher reflection
- Parent Voice
- Capstone Projects
- Student self-assessments – core competencies



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EDUCATIONAL OPPORTUNITIES *(Continued)*

VISION ... Learning together, realizing success for all.

GOAL: *We honour and respect culture, diversity and inclusion.*

ACTIONS

- Students appreciate the historical and contemporary contributions of Indigenous people and the local nations, how cultural identity shapes worldview and experience learning through Indigenous ways of knowing and doing.
- We work towards building a responsive, and compassionate system that embraces culturally safe, caring and inclusive practices for all learners.
- We create an anti-racism multi-year strategy to address racism, equity and discrimination in the District. This plan will be aligned to the MOE's AR Action Plan.
- We engage in a recruitment strategy that reflects the diversity in communities.
- We provide cultural safety and sensitivity training in each of the traditional territories.
- Respect the strength of all diversities within our communities.
- Recognize the barriers (financial, academic, personal) and identify and support the needs of specific groups of students who haven't traditionally found success at school in order to address the inequities of outcomes for these students.

PERFORMANCE INDICATORS

- School based literacy and numeracy assessments (e.g. PM Benchmarks)
- How Are We Doing Report
- Percentage of students reading at grade level
- Teacher reflections
- Parent Voice
- Capstone Projects
- Equity Scan
- Street Level Data
- Early Development Index
- Middle-Year Development Index



EDUCATIONAL OPPORTUNITIES *(Continued)*

VISION ... Learning together, realizing success for all.

GOAL: *We facilitate well-being across Coast Mountains School District 82.*

ACTIONS

- Continue to build a culture of care and a compassionate system.
- Ensure all schools are safe and welcoming with a strong sense of belonging focusing on Mental Well-Being.
- Ensure Social Emotional Learning and Trauma Informed Practice is embedded within all schools.

PERFORMANCE INDICATORS

- Early Development Instrument (EDI) and Middle-Years Development Instrument (MDI)
- Locally developed student surveys
- Annual review of school growth plans
- Attendance data
- Workplace Scan (Spring 2023)
- Middle Year Development Index
- Early Learning Index
- Mental Health Dashboard
- Suspension Data
- Violent Threat Risk Assessment Data



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CONSISTENCIES FOR ALL GOALS

In addition to the strategic measures for progress, Coast Mountains School District 82 reports annually to the Ministry of Education on standard measures of success in their Framework for Enhancing Student Learning including:

- Reading, Writing and Numeracy
- Grade-to-Grade Transitions
- Graduation Assessments
- Six-Year and Eight-Year Completion Rates
- Early Development
- Student Learning Surveys (including post-secondary and career preparation)
- Success metrics for all students including those with unique needs, Indigenous ancestry, English Language Learners and more



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