



School District 59 ~ Peace River South

SCHOOL DISTRICT NO. 59 (PEACE RIVER SOUTH)

OPERATIONAL PLAN – 2024 TO 2028



School District No. 59 (Peace River South)

MISSION: *To embrace, inspire, and value learning, meaningful communication, and integrity for each individual and the communities we serve.*

The Board of Education of School District No. 59 (PRS) is guided by practices that challenge all to learn, work and lead together in equitable and effective ways. The Board values inclusion, equity, Truth and Reconciliation, effective communication and positive culture within school communities that focus on student learning. We look forward to advancing our plan to ensure the success of each learner in School District No. 59 (PRS).



PRIORITY 1: STUDENT SUCCESS



Through an equity lens, each student has access to rich learning opportunities and supports that connect them to their passions and aspirations.

Student belonging, wellness and mental health are key components of the success of our learners.

➤ **GOAL 1:**

School District No. 59 (PRS) will build foundational numeracy and literacy skills in all learners and provide supports and interventions to allow for success.



Intention	Action	Evaluation
Determine areas of inequity in numeracy and literacy at each grade level.	<ul style="list-style-type: none"> Gather data in all areas to determine the parity between Indigenous and non-Indigenous students in literacy and numeracy. Analyze the data to address gaps at each school. This will be done each November including Advisory Council reps, principals, and coach mentors. Each school creates a goal they will work on for the year to address areas of inequity at their location . 	<ul style="list-style-type: none"> Gaps of inequity would decrease in FSA scores, graduation rates, literacy and numeracy scores, and Student Learning Surveys <p>Target: Conducted every term and semester. Constant cycle.</p> <ul style="list-style-type: none"> Meetings will be held in May for schools to present data around the goal they created for themselves and reflect on what their new data is showing them.
Revisit research from balanced literacy, the science of reading, and the Ministry's work on literacy to determine next steps.	<ul style="list-style-type: none"> Present findings around research at the literacy and numeracy PLC's. 	<ul style="list-style-type: none"> Take findings of research and apply them to training at the PLC's. On-going cycle each year.
In Kindergarten to Grade 3 literacy refocus learning resource teachers into a response to intervention model based on data.	<ul style="list-style-type: none"> Focus on K/1 phonological awareness. A district EA position will be hired to address issues of consistency. 	<ul style="list-style-type: none"> Analyze Kindergarten screens in June of 2025 to address impact.

PRIORITY 1: STUDENT SUCCESS



Research strategies that have the biggest impact on Literacy achievement in the intermediate grades.	<ul style="list-style-type: none"> Create a comprehensive literacy framework for intermediate grades using the Visible Learning Framework. 	<ul style="list-style-type: none"> Using framework to guide the intermediate PLC's. Analyze the data to see if the framework is having an impact.
Gather consistent data in Grades 8 and 9 to share with Grades 10, 11, and 12 teachers to determine where intervention and differentiation needs to happen.	<ul style="list-style-type: none"> Collect reading comprehension data for Grades 8 and 9 to determine differentiation strategies and interventions for Grade 8 and 9 students district wide. 	<ul style="list-style-type: none"> Analyze the 8/9 data to determine next steps for interventions at that level June 2025. <p>Years 2 to 4 continue to collect and monitor data to show achievement gaps.</p>
Create a framework in Grades 10 to 12, to assess data to inform their instructional practices and how to differentiate at the high school level.	<ul style="list-style-type: none"> Create a structured meeting model with the high schools to analyze the Literacy 10 and 12 data to determine next steps. 	<ul style="list-style-type: none"> Focused conversations on data in department meetings or classroom profiles to guide instruction. (Each term).
Numeracy:		
To strengthen numeracy instruction at the K-7 level based on research to increase student achievement.	<ul style="list-style-type: none"> Collect data from the kindergarten screen, the K/1 assessment, the FSAs, and the district SNAP to determine if we are having success. Track and apply interventions to early numeracy skills at the K/1 level district wide. Skills that are not yet met will be given a short intervention to complete the skill. <p><i>(NRT's, EA's and teachers to complete interventions)</i></p>	<ul style="list-style-type: none"> Assessments for the K and Grade 1s using the locally created numeracy skill assessment. The assessment will be completed in June and entered in the database for ongoing monitoring. Ongoing.
Build efficacy to teach numeracy.	<ul style="list-style-type: none"> Integrate Numeracy into Primary Literacy PLC and the Intermediate Literacy PLC. Create a group of Math leaders at the intermediate level to research programs and teaching strategies to increase numeracy results. 	<ul style="list-style-type: none"> Ongoing. Year 1: Select team and create a team plan. Year 2-3: Research. Year 4: Disseminate findings.
	<ul style="list-style-type: none"> To pilot different numeracy resources in an action research model and collect qualitative and quantitative data to see which one's impact student achievement. 	<ul style="list-style-type: none"> Year 1: Purchase different resources. Year 1-2: Release time to unpack the resource and gather feedback.

PRIORITY 1: STUDENT SUCCESS



- To support teachers with training on direct instruction, scope and sequence, fact fluency resulting in rapid automaticity of basic math facts, and the optimal learning model for application in teaching numeracy.
- Year 1-4: In-service - numeracy workshops.
- Year 1-2: Look to other districts to see what tool they use to collect numeracy data?
- Continue to analyze data to look for gains in FSA's and the SNAP.

➤ GOAL 2:

Each school will create and implement its' plan for student sense of belonging and wellness by explicitly teaching social emotional learning at all levels.



Intention	Action	Evaluation
Improve students' sense of belonging.	<ul style="list-style-type: none"> • Build inclusive learning communities at schools. • Review ICBIEP 	<ul style="list-style-type: none"> • Year 1: Implement school-wide at a Respecting Diversity from UDL at pilot elementary school. (collect data on impact using a pre/post survey) • Year 2- 4: Expand RD pilot to other schools. Continue to review data and look at program impact. • Year 1: Form a working group with the middle and high schools to review ICBIEP goal setting and school-wide programming for inclusion and collect data. • Year 2 – 4: Develop and implement action plan – reviewing data and updating plan as needed.

PRIORITY 1: STUDENT SUCCESS



Indigenous Education department's focus on sense of belonging.	<ul style="list-style-type: none"> • Collect narratives from students about their school experience. • Provide training to Coach Mentors using the Relationship Based Learning Framework and Visible Learning who then share and model to school staff. • Collect bi-weekly attendance data. • Collect monthly data on two-way parent communication. 	<ul style="list-style-type: none"> • Attendance and graduation rates increase for Indigenous students. • Students entering high school visit the school in the fall, winter and spring.
Transition plans for students.	<ul style="list-style-type: none"> • Offer 2-3 additional transition visits throughout the year for students going into the high school. • The high school Coach Mentors connect with students entering the high school before June. 	<ul style="list-style-type: none"> • High school representatives and Coach Mentors attend these visits and connect with students in their own school at least once before June.
Improve student wellness.	<ul style="list-style-type: none"> • Expansion of Mental Health Literacy (MHL) in grades 4-12. 	<ul style="list-style-type: none"> • Year 1: Implementation of MHL elementary curriculum (grades 5-7) - pilot school (collect data pre-post). • Year 2-4: Expand MHL Elementary curriculum to other schools Continue to review data and look at program impact. • Work with high schools to outline school specific plans for teaching MHL from grades 8-12. Train new staff as needed.
	<ul style="list-style-type: none"> • Development of a plan for healthy living. 	<ul style="list-style-type: none"> • The district identifies a plan for students and families on healthy living – the whole person, medicine wheel, sleep, nutrition, physical activity, social/emotional. • Schools communicate this out to families.
	<ul style="list-style-type: none"> • Development of plan for fair play, sportsmanship, skill attainment and inclusion to create lifelong pursuits of active living. 	<ul style="list-style-type: none"> • Every school K-12 – is providing athletic development based on fair play, sportsmanship, skill attainment and inclusion to create lifelong pursuits of active living.

PRIORITY 1: STUDENT SUCCESS



	<ul style="list-style-type: none"> The district has a fair play model that school's base theirs' on. 	
	<ul style="list-style-type: none"> Implementation of the Integrated Child and Youth Team (ICY). 	<ul style="list-style-type: none"> Year 1 - Work with Local Employers Table (LET inter-ministry partners) to review policies, procedures and practices. <ul style="list-style-type: none"> Hire Staff. Design plan for supporting all communities in SD59. Year 2-4 - Continue to work with LET and ICY Team (Review, Plan, Do yearly cycle).
Build student sense of belonging and wellness through social emotional learning	<ul style="list-style-type: none"> Use data from the MDI/YDI to develop school plans to support students. Create and implement plans at schools to explicitly teach social-emotional learning at all grade levels. Social emotional learning is addressed in school growth plans. 	<ul style="list-style-type: none"> Year 1 - Schools will Identify a plan for teaching SEL at each grade level and identify a way to collect data assess impact. Pilot of Open Parachute (MHL and SEL) at DCSS Central Campus (grade 8/9) Year 2-4 - Continue to review impact of SEL programming at schools (Review, Plan, Do yearly cycle). Expand Open Parachute pilot to other schools depending on data or research other programs. IF Open Parachute is successful, develop a plan with all middle and high schools to integrate it with MHL.



PRIORITY 1: STUDENT SUCCESS



➤ **GOAL 3:**

Through Applied Design Skills Technology (ADST) and Career Education, School District No. 59 will provide opportunities for students to connect and develop skills to successfully transition into their future.



Intention	Action	Evaluation
Streamline work experience data flow and work site connections.	<ul style="list-style-type: none"> Using WEX grant and the careers team build a database for each community with opportunities to do Capstones, WEX and volunteer. 	<ul style="list-style-type: none"> Year 1: Completion of the database. Year 2-4: Review and update in following years.
Create connections and collaborations within the careers department.	<ul style="list-style-type: none"> Move to a district database for tracking work experience and youth in trades. Explore options. Streamline the WEX programing. Use DL Brightspace for this model. 	<ul style="list-style-type: none"> Year 1: Research and select database tracking tool and DL to streamline WEX. Year 2: Train staff and implement new system. Years 3-4: Ongoing use.
Increase access to a variety of career options and post-secondary opportunities for K-12.	<ul style="list-style-type: none"> Expose Grade 8's and 9's to different experiences before arriving in Grade 10. Health Care funding - including Grade 8's and 9's into overall plan for career's and exposing them to a number of presentations before arriving in Grade 10. Providing release time for regular, consistent meetings. Northern Opportunities grant with FSJ and FN. 	<ul style="list-style-type: none"> Increase staff involvement in the careers team. Ongoing. Ongoing: Track number of exposures. Get student feedback on exposure's quality. Ongoing. Year 1: Work with SD 60 and NLC to hire a NOPs Executive Director.

PRIORITY 1: STUDENT SUCCESS



	<ul style="list-style-type: none"> ADST working group – to identify and gather resources so educators can access kits for the K to 7 level. This connects to the Junior Skills Competition that takes place. Increase participation in junior skills competition. 	<ul style="list-style-type: none"> Year 1: Explore and plan for the working group. Year 2: Implement working group and begin outlining steps and funding resources. Year 3-4: Create working group. Track data on junior skills participation.
Expand our outdoor education spaces into areas focused on land stewardship, climate change, and environmental science.	<ul style="list-style-type: none"> Create a working group to optimize our outdoor learning spaces. Create workshops and resources for teachers to access and use when engaging in the outdoors. Create catalogue for educators to access. 	<ul style="list-style-type: none"> January 2025 – create working group. September 2025 – begin to offer workshops to showcase available resources. September 2026 – continue resource development and workshops.



PRIORITY 2: BUILDING CAPACITY



In an ever-changing world students and staff need to be provided with new learning based on research and best practice and have access to resources and supports that enhance their rich learning experience.

- **GOAL 1:**
School District No. 59 (PRS) will integrate differentiated instruction and practices, and visible learning to meet students where they are and move them forward in their individual success.



Intention	Action	Evaluation
Differentiated instruction and practices.	<ul style="list-style-type: none"> Provide ongoing in-service for classroom teachers on Universal Design for Learning and other inclusion best practices to support inclusive planning. 	<ul style="list-style-type: none"> Year 1: Continue with Introduction to UDL Implement Introduction to UDL Level 2. Establish a middle/high school focused UDL group Year 2: Continue to review training plan and adapt as needed (Review, Plan, Do yearly cycle).
Staff will participate in the two-day Visible Learning Workshop that focuses on strategies that have the greatest impact on achievement.	<ul style="list-style-type: none"> Workshop is offered to admin as they are the lead learners in their buildings. The Indigenous Educations department will take the training in year 1. A Visible Learning working group is created to provide resources for the school teams in year 2. In year 2, in-service is offered to teams at schools to implement the strategies at their site and data is collected. 	<ul style="list-style-type: none"> Year 1: Admin are trained. Year 2: each school has identified staff that have taken the training. Year 3: Data is analyzed to look for themes and trends.

PRIORITY 2: BUILDING CAPACITY



<p>Expand Student Voice Membership with the intention of gathering an elementary perspective within the meeting sessions versus through environmental scans.</p> <p>Hold seven meetings throughout the school year with actionable activities happening during and between meetings.</p>	<ul style="list-style-type: none"> • Seek representation from students grades 5-7. • The <i>new</i> Student Voice Team will assess the data they gathered between 2022-24, with the intention of building a plan around their next steps (intentional connection with the Board of Education and the Senior Leadership Team), the creation of a SD59 Student Voice Strategic Plan. 	<ul style="list-style-type: none"> • Grow the group by an additional 25 students. Evaluation will show evidence of regular attendance and participation by all members. • Anecdotal evidence will show dialogue connected to Student Voice as an entity that is becoming a part of the fabric of School District No. 59.
<p>Compassionate Systems Leadership – Use compassionate systems as a base for Student Voice, we will teach the students related parts of Compassionate Systems.</p>	<ul style="list-style-type: none"> • We will use the seven sessions to teach components of Compassionate Systems and to teach structures related to strategic and operational planning. 	<ul style="list-style-type: none"> • Students will understand Social Generative Fields and its connection to leadership and working with others. Students will understand the roles they take within group structures and recognize the potential of the Systems Thinking Iceberg, The Ladder of Inference and the Four Player Model.
<p>Build capacity in students and staff will become responsible digital/educated citizens.</p>	<ul style="list-style-type: none"> • Continued in-service/training for teacher librarians will be created to provide them with the skills and knowledge to be digital citizenship leaders in their schools. 	<ul style="list-style-type: none"> • Teacher Librarians will have the resources and skills they need to support students and staff in their schools. Ongoing.
<p>StrongStart, Welcome to Kindergarten, Ready Set Learn, Just B4, SEY2K.</p>	<ul style="list-style-type: none"> • All Strong Start programs in SD59 are open and near full capacity. • Partnerships are created with the JustB4 facilitator and Kindergarten teacher to organize joint activities within the school community. • The Early Learning Co-ordinator supports new teachers with RSI/WTk events. • The SEY2K program provides 3-5 events for children and families entering kindergarten. 	<ul style="list-style-type: none"> • Attendance at events has increased. Collected monthly. • Anecdotal information on school readiness. • New teachers identify supports and access monthly. • On-going.

PRIORITY 2: BUILDING CAPACITY



➤ Goal 2:

School District No. 59 (PRS) will resource our schools and departments to meet the needs of students and staff. This will include recruitment and retention, training, policy development, inclusion and diversity, anti-racism, truth and reconciliation, technology and the implementation of the Accessibility Act.



Intention	Action	Evaluation
Technology:		
Streamline practices and processes for the IT/Electronics department	<ul style="list-style-type: none"> • Consultation with education. • Monthly meetings between departments. • Project management cycle for new projects. • Yearly operational plan for departments. • Security features implemented. • Develop a process for reviewing technology that looks at educational best practice. • Develop a PIA process. • Processes created around aging devices and evergreening. • Establish a technology working group. • Updating networks. 	<ul style="list-style-type: none"> • Starting Sept 2024. • Continuing monthly. • September 2024 to June 2028. • Yearly process over four years. • January 2025. • Review occurs annually. • January 2025 • Planning in the 2024/25 school year. Begins for the 2025/26 school year. • May 2024 – ongoing. • January 2025 to June 2027.
Accessibility:		
Strengthen Accessibility practices throughout the district	<ul style="list-style-type: none"> • Establish an accessibility plan based on information gathered through the accessibility assessment tool and feedback form. 	<ul style="list-style-type: none"> • 2024-2025 school year. • Year 1: Review physical accessibility inventory that was completed in Spring of 2024; Identify priorities and create an action plan for addressing needs.

PRIORITY 2: BUILDING CAPACITY



	<ul style="list-style-type: none"> • Complete accessibility inventory of sensory and social emotional needs using BC CAISE Accessibility tool. • Gather data and on technology being used in schools to support accessibility for students; create action plan to address gaps or areas of need. 	<ul style="list-style-type: none"> • Year 2 - Identify priorities and create action plan for sensory and social emotional accessibility • Year 2 - 4 - Ongoing implementation of action plans addressing accessibility: physical, sensory, social-emotional, technology.
Recruitment and Retention:		
Engagement with Make A Future.	<ul style="list-style-type: none"> • Meet with Make a Future. • Publish SD59 Blog on MAF site. • Send physical assets (Discover 59 pamphlets) to MAF for distribution and discussion at in-person events SD59 cannot attend (2024-25). • Schedule SD59 Virtual Information session • Invite new teachers to present at the virtual session. • Update the SD59 content on the MAF website. • Continue to use the MAF platform to post teaching position. 	<ul style="list-style-type: none"> • September 2024 to June 2025. • Process reviewed annually. • February 2025.
Engagement with Indeed.	<ul style="list-style-type: none"> • Schedule SD59 Virtual Hiring Events. 	<ul style="list-style-type: none"> • February, April and May.
Attend in-person hiring events.	<ul style="list-style-type: none"> • University of British Columbia, University of Calgary, Concordia University of Edmonton and the Teacher Education North Event in Grande Prairie. • Seek an opportunity to complete an information session at the University of Northern British Columbia. 	<ul style="list-style-type: none"> • January 2025 to June 2025. • Repeat in years 2026, 2027, 2028. • Review and update the Discover Your Path website.

PRIORITY 2: BUILDING CAPACITY



<p>Explore the possibility of forging a recruiting team for Northwestern, British Columbia. This team would represent School District's 59, 60 and 81.</p> <p>The purpose of this team would be to maximize the resources available between the three districts while promoting the region and enticing teachers to come to work in Northeastern British Columbia.</p>	<ul style="list-style-type: none"> • Consult with SD 60 and 81. • Schedule planning meetings and develop a budget. • Create schedule that each district is responsible for in quest to hire for all three districts. 	<ul style="list-style-type: none"> • Summer 2025. • Maintain schedules that lead to the recruitment of qualified teachers for the District. • Reflect and respond annually to determine if this solution is working. • Assess the value of the recruiting efforts made in the 2024-25 school year.
Anti-Racism:		
<p>Continue Anti-Racism working group.</p>	<ul style="list-style-type: none"> • Educate staff on anti-racism, micro-aggressions, bias, and discrimination. • Create and deliver workshops. • Create school district web page focused on anti-racism. 	<ul style="list-style-type: none"> • September 2024 to June 2028 – group will meet 5 times throughout the year. • Action plan will be reviewed each year.
Compassionate Systems Leadership:		
<p>Continue to train and design the framework from the larger system, to schools, to classrooms to enable the SD 59 community to access the tools and strategies.</p>	<ul style="list-style-type: none"> • Attend four-day training workshop. • Create a Compassionate Systems Leadership working group. • Create workshops and resources that are available for all schools for grades K to 12. • Train a master practitioner. • Continue guidance from BC Network. 	<ul style="list-style-type: none"> • September 2024 to June 2028. • September 2025. • January 2026. • September 2025. • October 2024.



PRIORITY 2: BUILDING CAPACITY



Truth and Reconciliation:

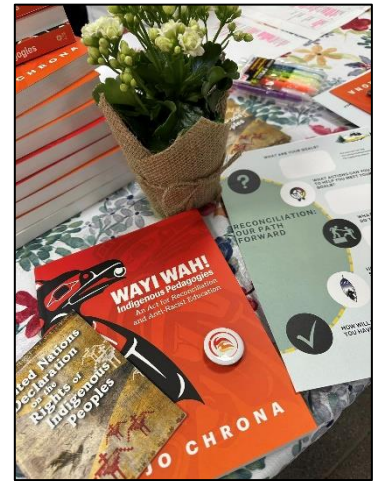
Identifying the truth and determining where the district is on its' path of reconciliation.	<ul style="list-style-type: none"> • Truth and Reconciliation Professional Development Day planned by the Indigenous Education Department and the Indigenous Education Advisory Council. • Workshops are created for staff raising awareness of Truth and Reconciliation by a sub-working group of the anti-racism working group. 	<ul style="list-style-type: none"> • Scheduled in calendar for late April/early May in 2025, 2026, 2027, and 2028. • 2024/25 planning year. • Scheduled workshops and release time September 2025 to June 2028.
Policy development with the Board of Educations' policy committee.	<ul style="list-style-type: none"> • Continue to update policy and regulation to align with the strategic plan. • Create administrative procedures to align with policy and regulation. 	<ul style="list-style-type: none"> • September 2024 to June 2028. • Ongoing.



PRIORITY 3: COMMUNICATION



Consistent and clear communication impacts the culture of a school district at all levels. Through an equity lens, communication needs to be accessible for everyone, in different forms. Positive communication will further increase our connectedness and strong relationships.



➤ GOAL 1:

Improve collaborative partnerships with families to strengthen academic success, relationships, and connectedness to school. School District No. 59 (PRS) will provide timely information to students and families for informed decision-making.

Intention	Action	Evaluation
Each school will create a communications plan to activate when topics of concern arise that need clear messaging.	<ul style="list-style-type: none"> Emergency Response Plan. Reunification. Method for quick communication. 	<ul style="list-style-type: none"> Completed paperwork – on-going at the beginning of each year.
Establish standards and practices regarding communications for school administrators to implement for school/home communication practices. These will be addressed through an equity lens to ensure all families receive timely and meaningful communication.	<ul style="list-style-type: none"> Monthly newsletters, updated websites, telephone calls, and in-person communication. Planned school events that welcome parents. Survey parents to see their satisfaction with communication. 	<ul style="list-style-type: none"> Monthly newsletters. Update web sites. Survey results. Meeting for next steps.
To provide families with timely information on developmental stages from birth to 4.	<ul style="list-style-type: none"> Early Learning meeting with Learning Services Dept, CDC, BLT, NLC, YMCA, PT/OT to create an informational document that goes out to the 0 to 4 for activities that help hit developmental benchmarks. 	<ul style="list-style-type: none"> Year 1: Data gathering and planning. Year 2: Evening meetings for information sharing quarterly. Year 3 and 4: Evaluate and adapt based on feedback.
SD 59 staff will engage in mindful communication that is respectful, agentic, and forward thinking.	<ul style="list-style-type: none"> A communication working group will be formed to create workshops that can be offered throughout the district to different departments. 	<ul style="list-style-type: none"> Bi-monthly meetings will occur. Guidelines are established for productive communication.

PRIORITY 3: COMMUNICATION



➤ GOAL 2:

School District No. 59 (PRS) will showcase and celebrate student learning and initiatives.



Intention	Action	Evaluation
To celebrate learning successes and initiatives.	<ul style="list-style-type: none"> Learning and initiatives will be showcased and made visible at school events already happening. Schools will communicate/celebrate learning/initiatives out to families in a more explicit way. Timely and informative school newsletters/web site school and district. 	<ul style="list-style-type: none"> Learning is showcased in newsletters, web sites, and social media. On-going Participation in the parent learning survey has increased.

➤ GOAL 3:

School District No. 59 (PRS) will engage with all rights holders and stake holders, and community partners to facilitate collaborative communication.



Intention	Action	Evaluation
Build meaningful relationships with rights holders and stakeholders.	<ul style="list-style-type: none"> The Board of Education will engage with chief and council meetings with Saulteau First Nations and West Moberly First Nations. 	<ul style="list-style-type: none"> Yearly.

PRIORITY 3: COMMUNICATION



	<ul style="list-style-type: none"> Budget engagement meetings with community will be held in April. The ST will have student symposium focused on the budget. 	<ul style="list-style-type: none"> Every April. Yearly.
Create connection with partners that flourish and thrive to strengthen student success.	<ul style="list-style-type: none"> Indigenous Education Advisory Councils. LEA Oversight Committee. DPAC and PAC's. 	<ul style="list-style-type: none"> Monthly. Bi-annually. Monthly.

