



STRATEGIC PLAN 2024-2027

SCHOOL DISTRICT 81
FORT NELSON

**Empowering Growth,
Inspiring Futures**



Fort Nelson School District 81 operates in Treaty 8 territory, within the traditional territories of the Fort Nelson First Nation, Prophet River First Nation, Acho Dene Koe First Nation, and the Kaska Dena peoples.

We are proud to serve families from Fort Nelson First Nation, Prophet River First Nation, and the Acho Dene Koe First Nation, and the families of other First Nations, Metis, and Inuit communities who reside within the territories we serve.



Left to Right: Kathi Dickie, Bill Dolan (Vice Chair), Yvette Taylor, Frank Peach, Linda Dolen (Chair).

THE BOARD OF EDUCATION AND CHILD CARE

The combined expertise of Fort Nelson's Board of Education and Child Care represents a broad range of experience supporting learning in our schools, with many decades of active work in education as trustees, educators, administrators, and parents in our community.

The Board is very pleased to present the 2024 - 27 Strategic Plan, "Empowering Growth, Inspiring Futures." They are very proud of the success of our students, and intend that the priorities and goals established in this plan will continue to build and grow on this strong foundation. The board is committed to working together, with rights-holders and stakeholders, to support the success of all learners in our district.

THE EDUCATED CITIZEN

The development of the District's Strategic Plan was informed by BC's Vision for Student Success and its mandate to develop the Educated Citizen, as defined in the Statement of Education Policy Order:

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy. To achieve this purpose, we have a collective mandate to develop the “educated citizen.” which is defined as having:

- *Intellectual Development – to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.*
- *Human and Social Development – to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.*
- *Career Development – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.*



THE WHOLE CHILD

The development of the Strategic Plan was also rooted in a “whole child” approach to education, understanding that the academic success of our students is connected to their mental, emotional, and physical well-being; and that environments that allow a child to be healthy, safe, engaged, supported, and challenged best promote the long-term development and success of the child.



VISION

Our students will develop the skills and competencies, along with a strong sense of self-worth, resiliency, citizenship, dignity, and purpose, to thrive throughout their lives.

MISSION

To provide the environment and resources to inspire and prepare all students to flourish.

WE VALUE:

- Schools where each child can flourish
- Safe, supportive, and inclusive environments
- Celebrating the accomplishments of all learners
- Respecting and honouring the uniqueness and dignity of each person
- The diversity and culture of all people
- Equitable access to education
- Indigenous worldviews, knowledge, and perspectives

OUR PRIORITIES ARE:

1. Cultivating a Culture of Learning

- Build learning environments where all learners are included and can be successful
- Focus on building the skills and competencies needed for student success in numeracy and literacy at all levels, beginning with strong foundational skills in their primary years
- Focus on building the skills and competencies needed for students at all levels to successfully analyse, interpret, and make decisions in a changing world
- Build and strengthen our early learning partnerships and programs



2. Cultivating a Culture of Care

- Support positive relationships with students, families, staff, and community members to ensure that everyone in our school system feels connected and welcome
- Support the social, emotional, cultural, physical, and digital safety of everyone in our school communities
- Support the well-being of students and staff

3. Building for the Future

- Be flexible and adaptive in helping our students navigate rapid changes in society
- Build leadership capacity at all levels of the district
- Provide opportunities for students to contribute to planning through input, decision making, and innovative thinking
- Ensure long-term sustainability for our district

Accountability Framework

The District's annual Framework for Enhancing Student Learning (FESL) report, published each September, will continue to be the primary means of reporting on and responding to data related to the three areas of Intellectual, Human and Social, and Career Development for our students.

A Strategic Plan Update will be published in April of each year outlining progress on the Strategic Plan, which will include any initiatives, results, and data not encompassed by the annual FESL report.

As the Strategic Plan was published in June of 2024, for the 2024-25 school year annual school plans will be in alignment with the District's Strategic Plan and FESL report. For the 2025-26 school year, the annual budget, facilities plans, and technology plans will also be brought into alignment.

These documents will be generated and shared with rights-holders and stakeholders on an annual basis, as well as published on our district website.





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