

D.P. Todd Secondary School
School Plan for Student Success 2025-2026
"The Pathway to a Diverse Learning Community with Purpose, Options and Choices for all"
Skeh Huhoont'i hodul'eh ti.

D.P. Todd Secondary

SCHOOL PLAN FOR STUDENT SUCCESS

2025-2026

GOALS, STRATEGIES AND OBJECTIVES:
ACTIONS TOWARD OUR DISTRICT DIRECTIONS



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This framework for education was developed in collaboration with our local Lheidli T’enneh and local Dakelh Elders, visually presented by Pam Spooner and created by Becky Dochstader.

We respectfully acknowledge School District 57, resides on the unceded ancestral lands of the Lheidli T’enneh First Nations, McLeod Lake Indian Band and the Simpcw First Nation. It is our honour to walk alongside our indigenous communities in educating our students.

Our Vision:

All students are prepared for each step of their life’s journey with the skills, knowledge, options, and choices to be successful.

Our Mission

Through innovation, high standards and culturally responsive care, we nurture and empower all students where they are to be proud, confident, and engaged lifelong learners.

Our Values

Community

We engage all members of our learning community through open and respectful relationships.

Integrity

We are ethical, fair and follow through on our commitments.

Inclusion

We ensure all students contribute and participate in all aspects of school life.

Transparency

We are open, honest and accountable for the decisions we make.

Respect

We demonstrate kindness and care for ourselves, others and the environment.

Equity

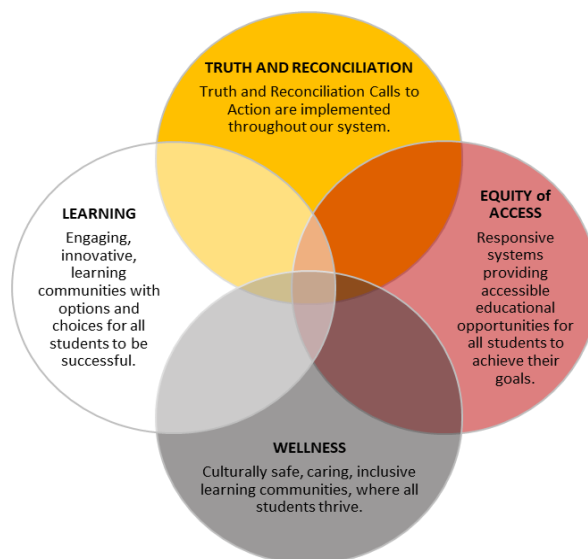
We create systems where every student has opportunities and supports to be successful.

First Peoples Principles of Learning are integral in all we do.

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- 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.

Our District Directions

For the next five years, our priorities will be:



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D.P. Todd Mission Statement

A collaborative learning focused community that values empathy, patience and humor, resulting in a culture of respect and compassion that benefits students, staff and parents.

D.P. Todd Learning Community

D.P. Todd Secondary School (DPTS) is one of the five secondary schools in the community of Prince George and resides on the unceded ancestral lands of the Lheidli T’enneh First Nations. The family of schools for DPTS include Spruceland School of the Arts, Edgewood Elementary, Foothills Elementary, Quinson Elementary and Heritage Elementary.

DP Todd Learning Community is made up of approximately 819 students and 83 adult learners. Of the 800+ students approx. 280 identify with Indigenous Ancestry and close to 165 are identified as diverse learners.

In addition to regular programming DP Todd offers a variety of programs to support all learners. A thriving music program, a supportive model for inclusion, social emotional supports at all levels and a Land Based approach to learning are all a part of what makes DP Todd the comprehensive learning community that it is.

DP Todd Engagement Plan

This year DP Todd will work on formal engagement with the entire learning community. We will be seeking input around a new school wide goal- increasing student engagement. We will be using the Observable Impact model. While we work on engagement with our community our current school plan will be our work.

- Implement a Parent/Guardian Survey
- Student survey pertaining to engagement in school/classroom
- Classroom observations
- Focus groups at PAC, LEA meetings, Parent Teacher nights
- Staff diversified learning sessions

District Directions

School District No. 57 has identified 4 district directions that set our priorities for the next 5 years. These directions will guide our work.

♦ **Truth and Reconciliation**

Truth and Reconciliation Calls to Action are implemented throughout our system.

♦ **Equity of Access**

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Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities.

♦ **Wellness**

Culturally safe, caring, inclusive learning communities, where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff and families.

♦ **Learning**

Engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities

Truth and Reconciliation

In school district 57 over the next 5 years we will work towards seeing the 94 Calls to Action outlined in the Truth and Reconciliation Commission of Canada (TRC) Report realized in our school. We acknowledge the land we are on and respect the local language and culture of the area.

Goal 1: At DP Todd we will deepen student understanding of Truth and Reconciliation and foster leadership in promoting reconciliation through education, advocacy and community engagement.

Strategies:

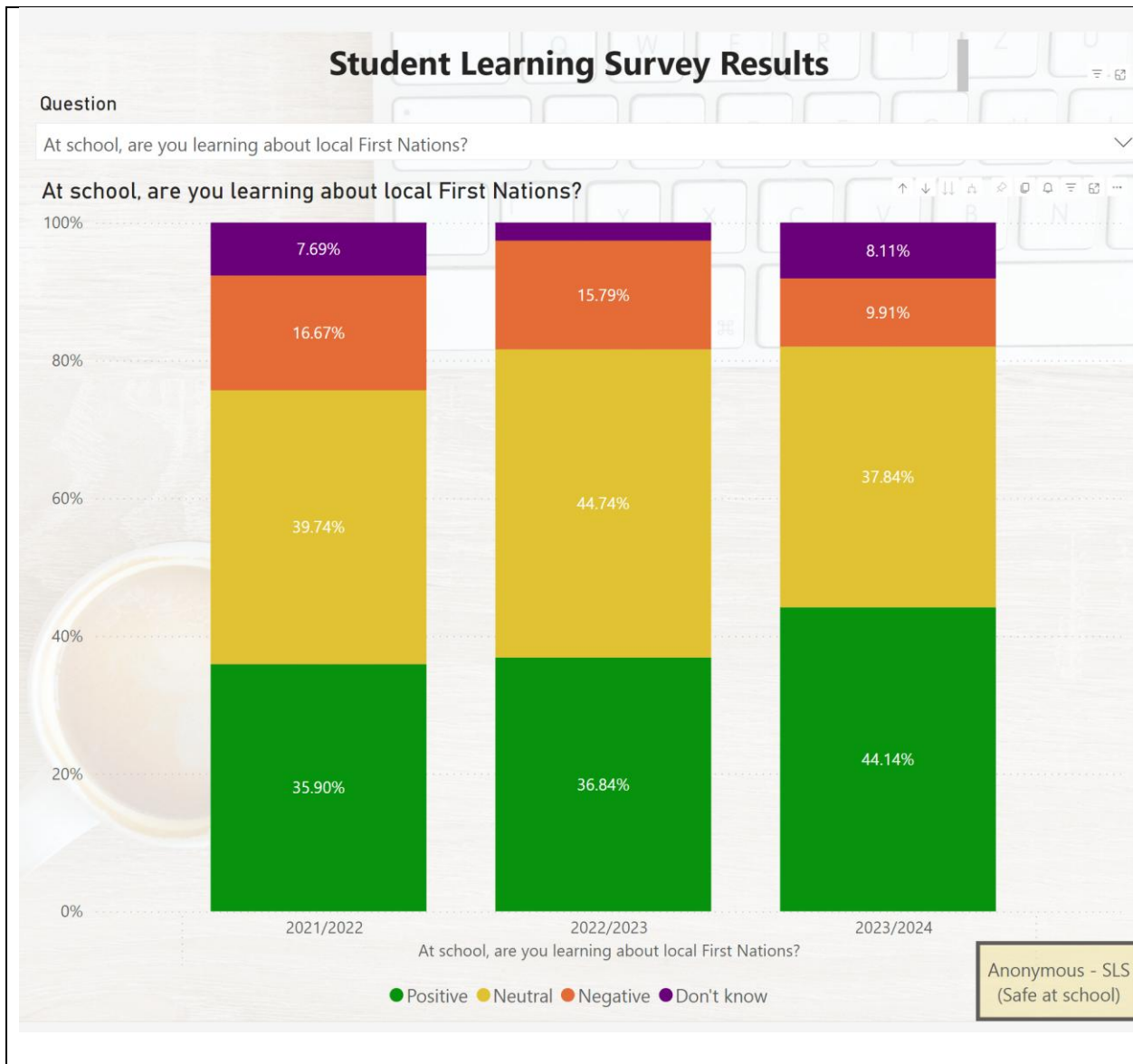
- Embedded Indigenous perspectives across subjects
- Professional development opportunities
- Inviting guest speakers, Elders to events and assemblies
- Encourage student leadership at assemblies and events (ie. Emcee, land acknowledgements etc)
- Addition of Jr. Indigenous Grad coach position

Success Measures:

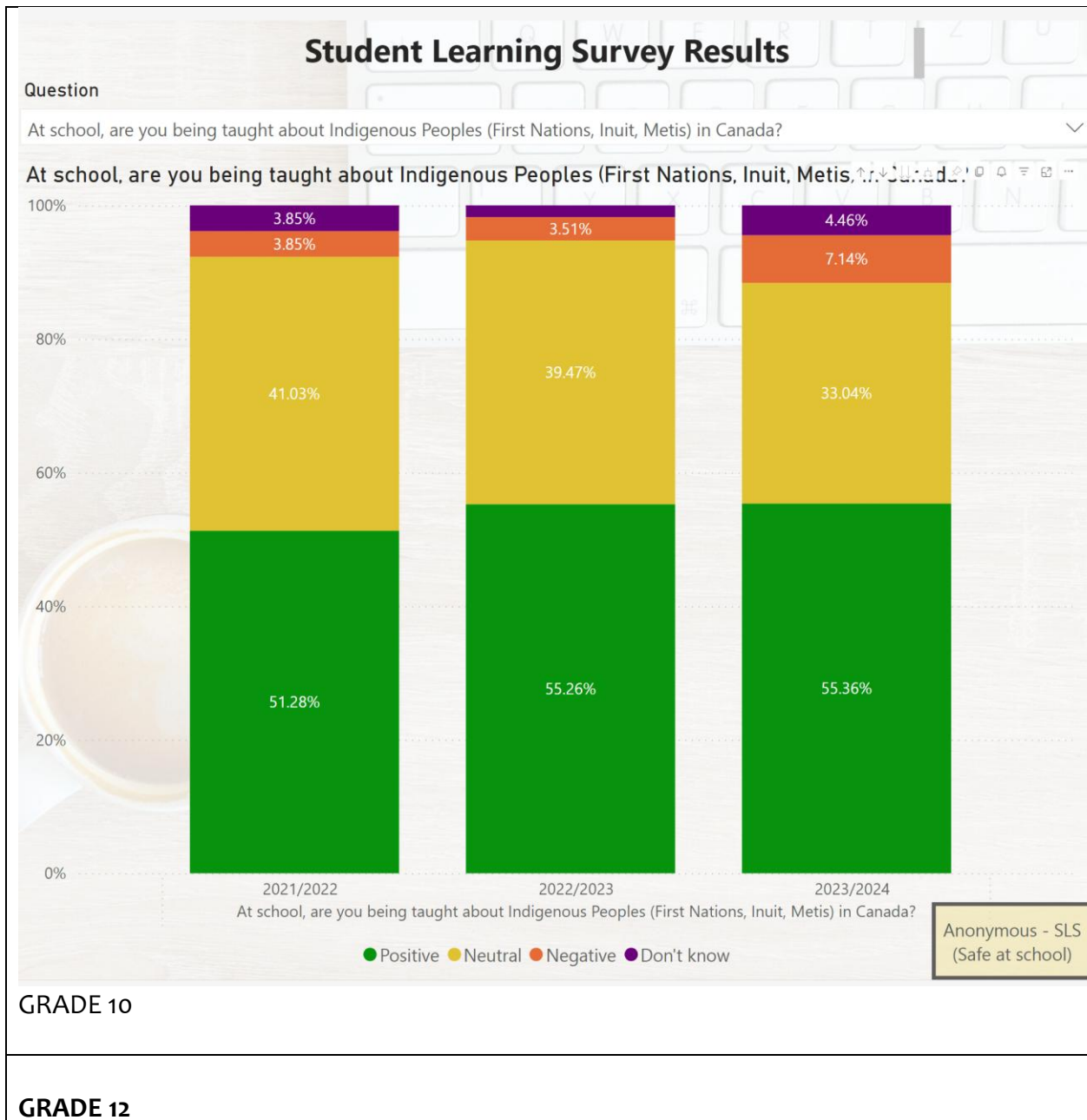
- Student Learning Survey data will increase in the area of “Students being taught about local First Nations” and “Students being taught about Indigenous peoples in Canada”.
- Observed leadership from our students
- Increased Indigenous graduation rates

GRADE 10

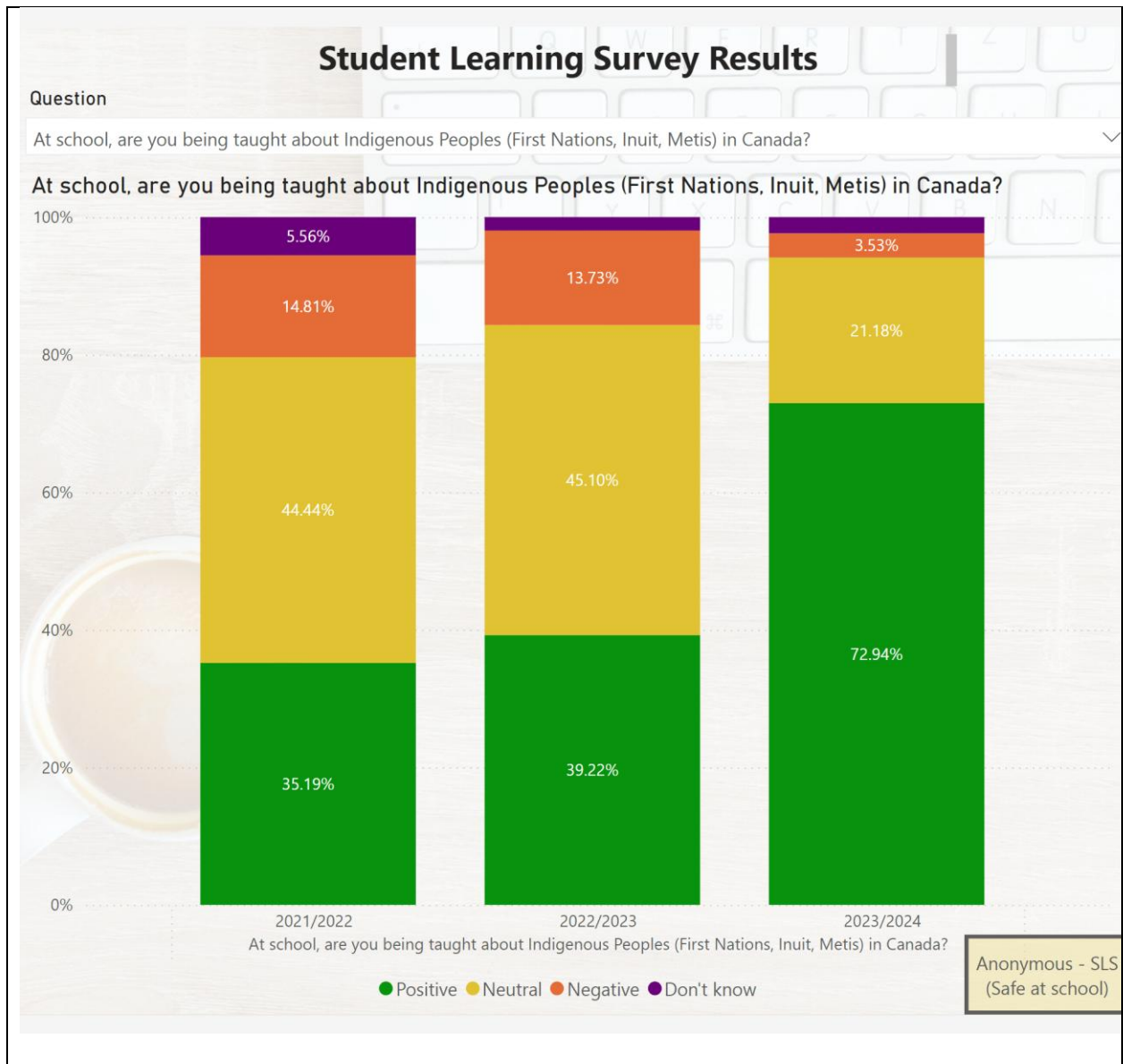
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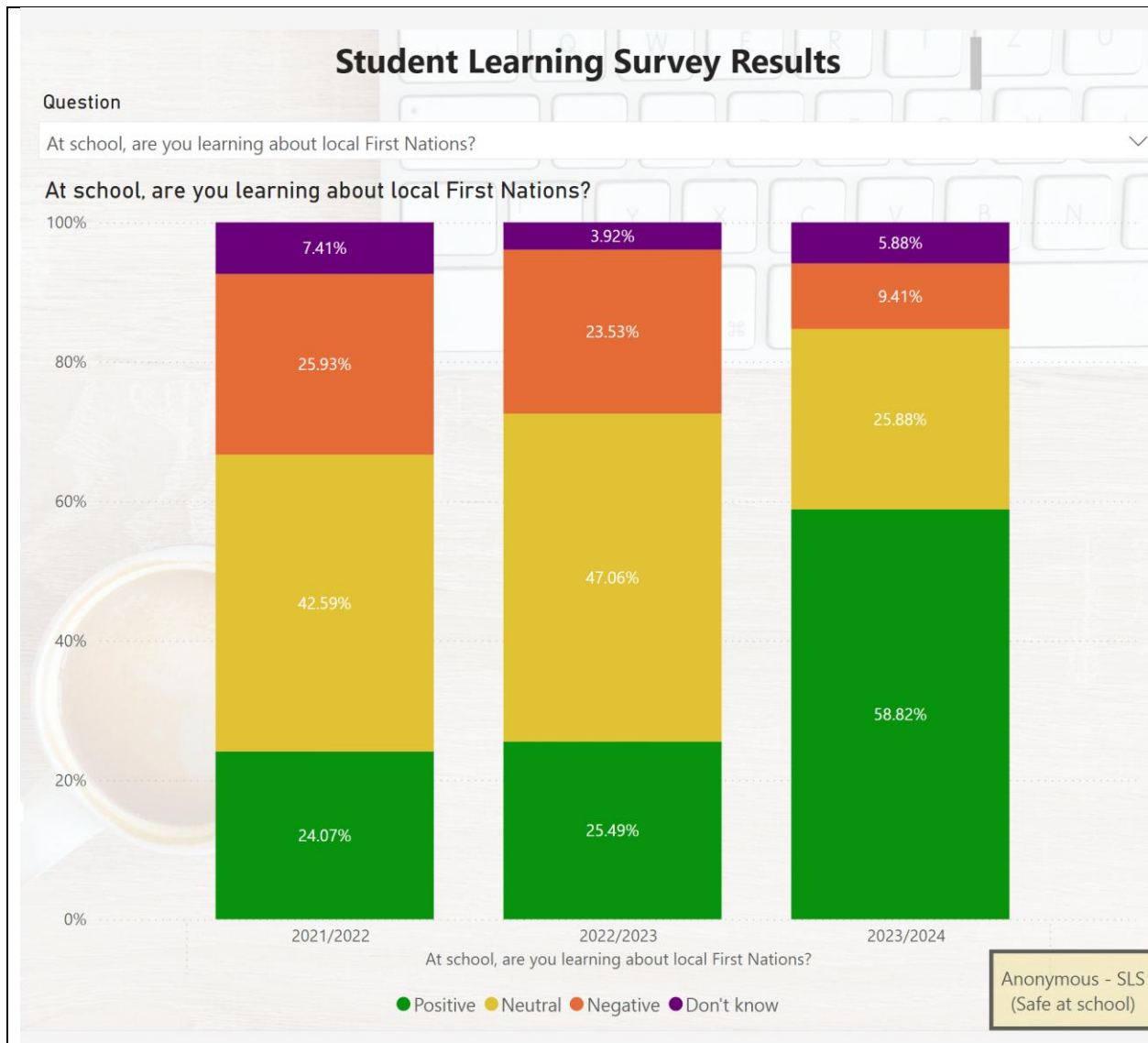
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Equity

In school district 57 we will be responsive in providing accessible educational opportunities for all students to achieve their goals. We will pay attention to the needs of our indigenous learners, our children and youth in care. Our students with diverse abilities and our students learning in remote communities. We acknowledge that not all children learn in the same way, and require diverse supports. It falls upon us to ensure all students have access to quality educational opportunities needed to be successful on their learning paths.

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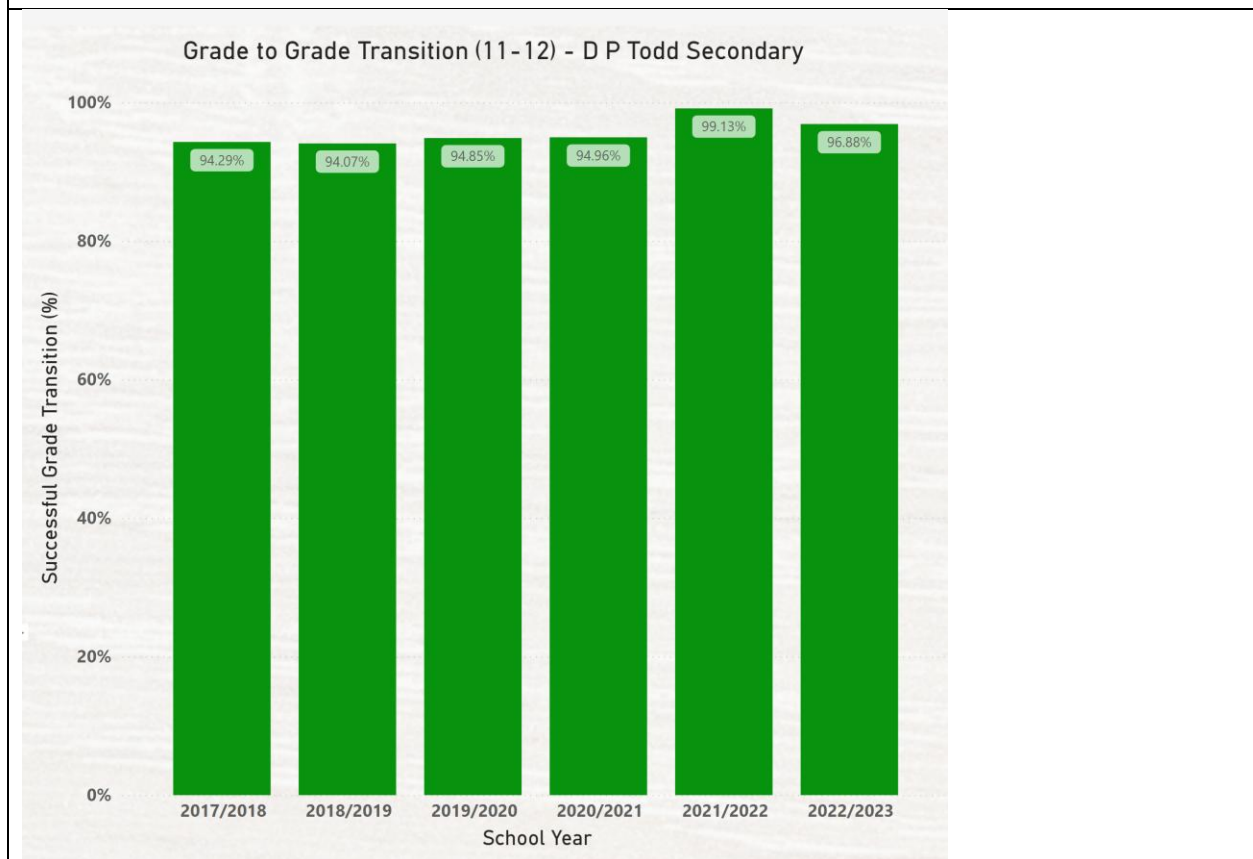
At DP TODD we will: Review systems of support in the school to ensure ALL students have equitable access to learning opportunities to improve academic outcomes for students with diverse learning abilities.

Strategies:

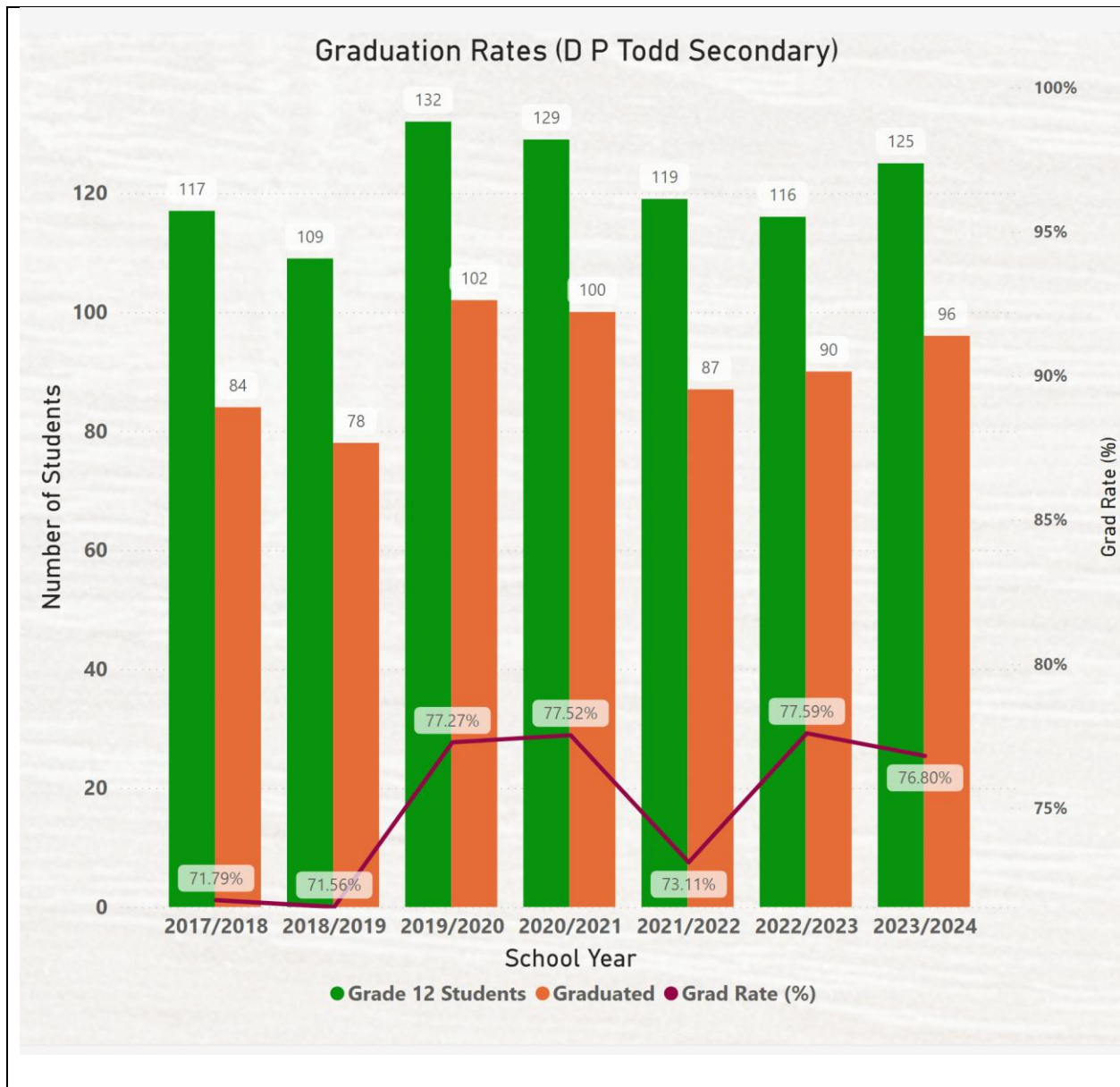
- Increase our communication with families around our processes and procedures.
- Humanities 8, yearlong connection to grade 8’s to build foundation
- Case management of Youth in Care through support team structures
- Develop a tiered process for school-based team and Student of Concern meetings.

Success Measures:

- Increase student participation in clubs and teams
- We will see an increase in attendance rates for individual students.
- Grade to grade completion rates will increase and five-year completion rates will increase.



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Wellness

In school district 57, we believe that in order for students to learn, they need culturally safe, caring, inclusive learning communities. As our world moves out of a pandemic, now more than ever we need to emphasize the support for mental health, physical health and overall well-being of students, staff and families.

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At DP Todd we will : Increase our communication with students and families about opportunities to improve wellness at school.

Strategy:

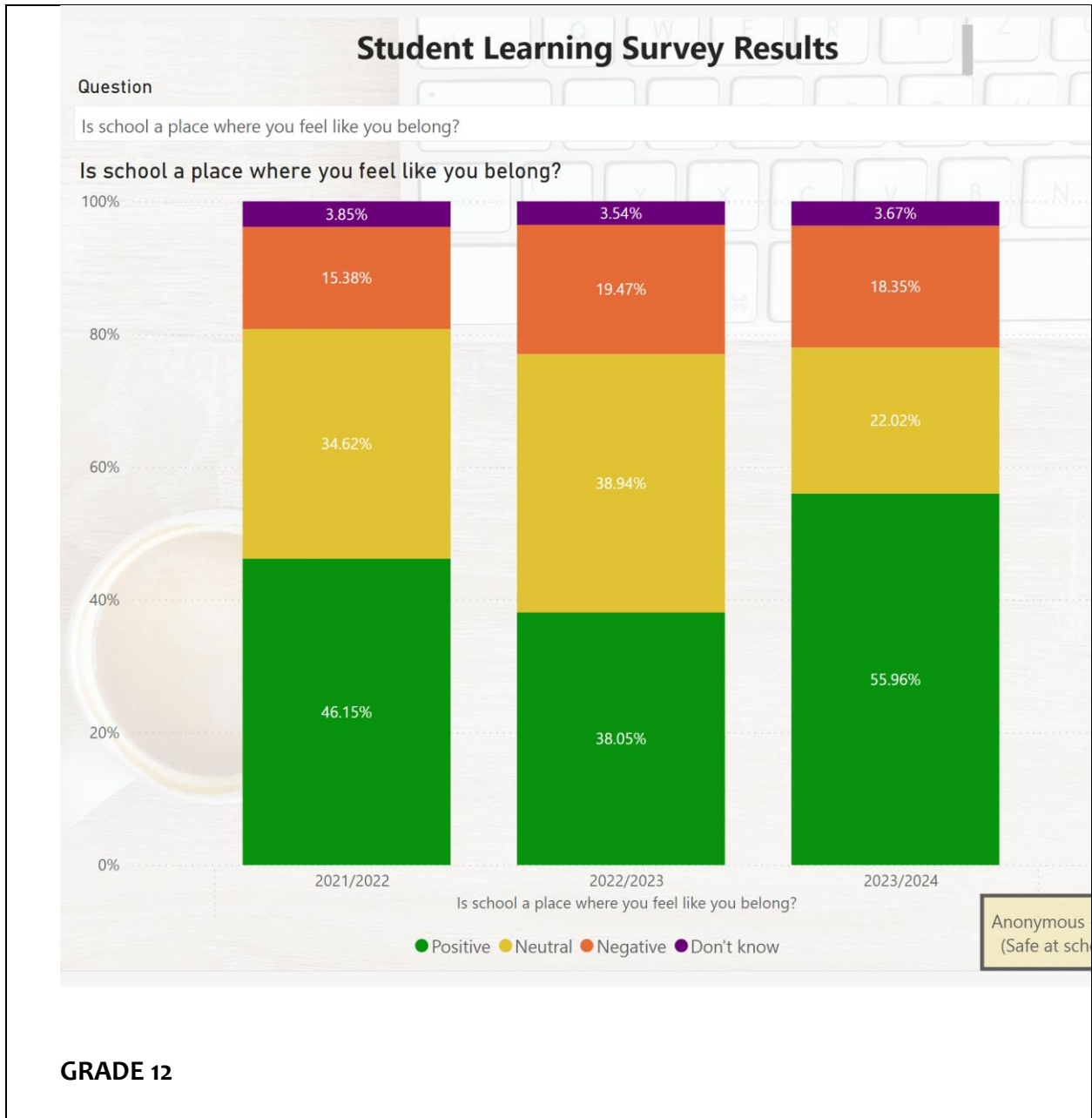
- Equitable access to extracurricular activities and supports for all students
- Communication about teams/sports and clubs via monitors, newsletters, social media etc.
- Implement Mental Health Literacy in classrooms
- Addition of third counsellor
- Monthly addition to newsletter from counselling

Success Measures:

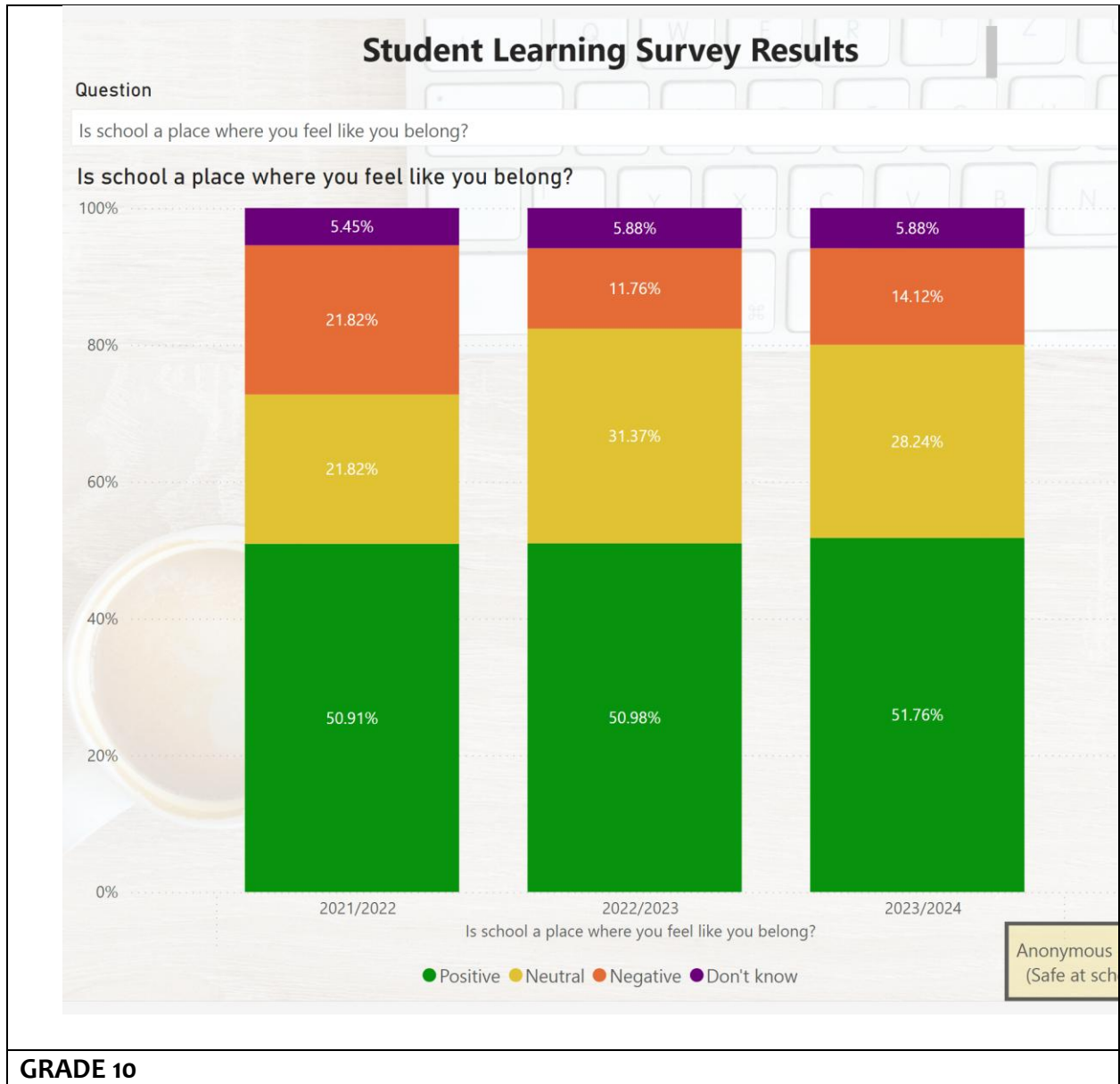
- Student attendance will increase
- Student involvement in extracurricular will increase
- Positive Response on the Student Learning Survey around belonging will increase.
- Positive Response on the Student Learning Survey around adult connection will increase.

GRADE 10

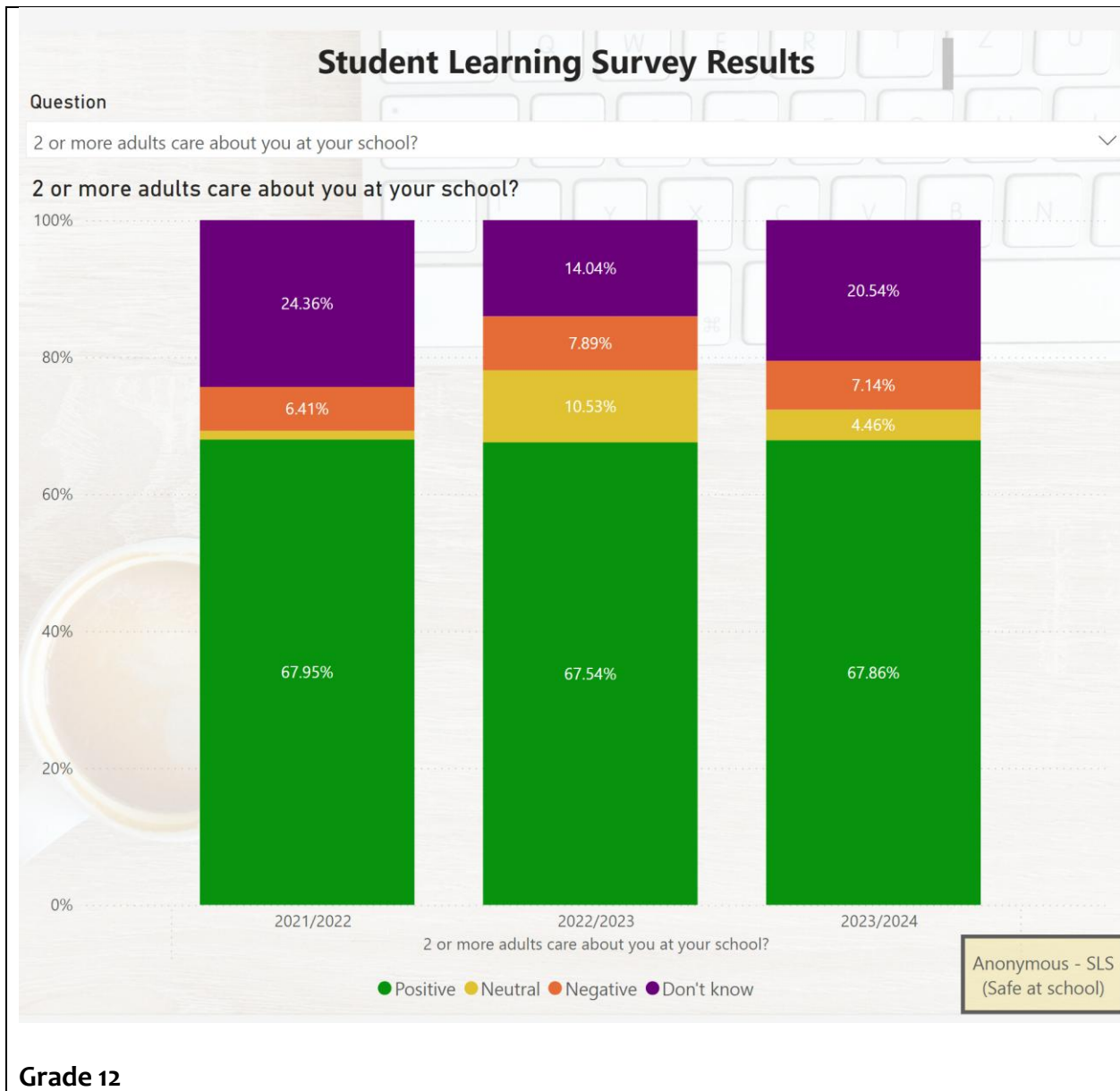
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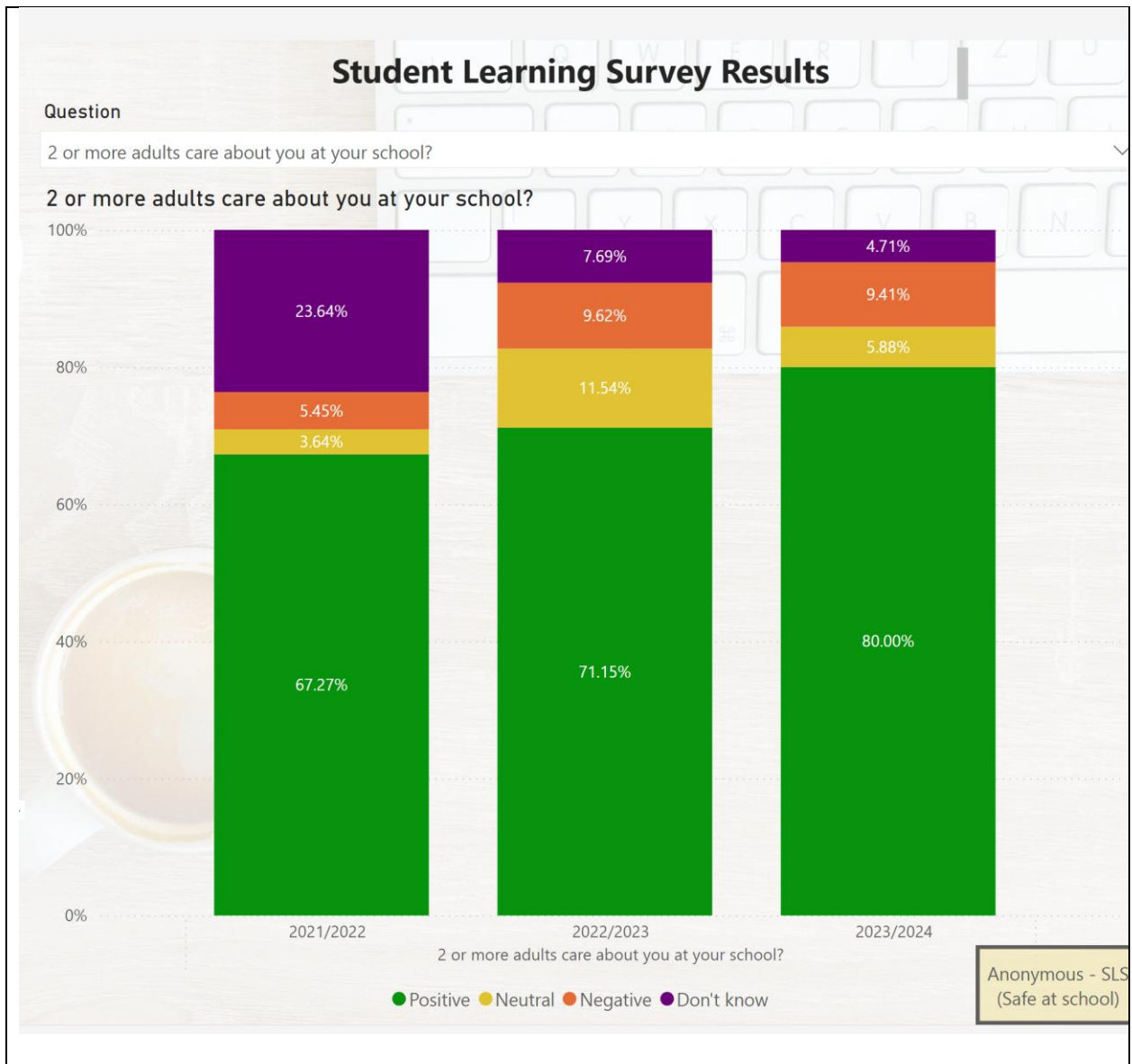
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Learning

In school district 57 we will work to achieve engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our indigenous learners, our children and youth in care and our students with diverse abilities.

At DP Todd we will: increase in Literacy and Numeracy Rates for Grade 10’s, and Indigenous student grad rates.

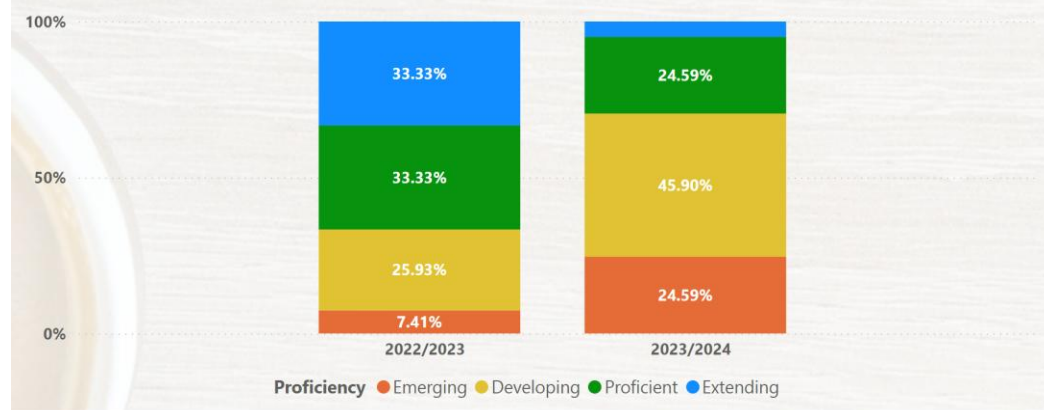
Strategies:

- Implement Humanities 8, for yearlong support for grade 8
- Grade 8 specific SBT
- Develop Grade 9 Math strategy for support
- Increase of part time Jr Indigenous grad coach role and support grade 8/9 students in creating stronger foundation to the graduation pathway in Grade 10.

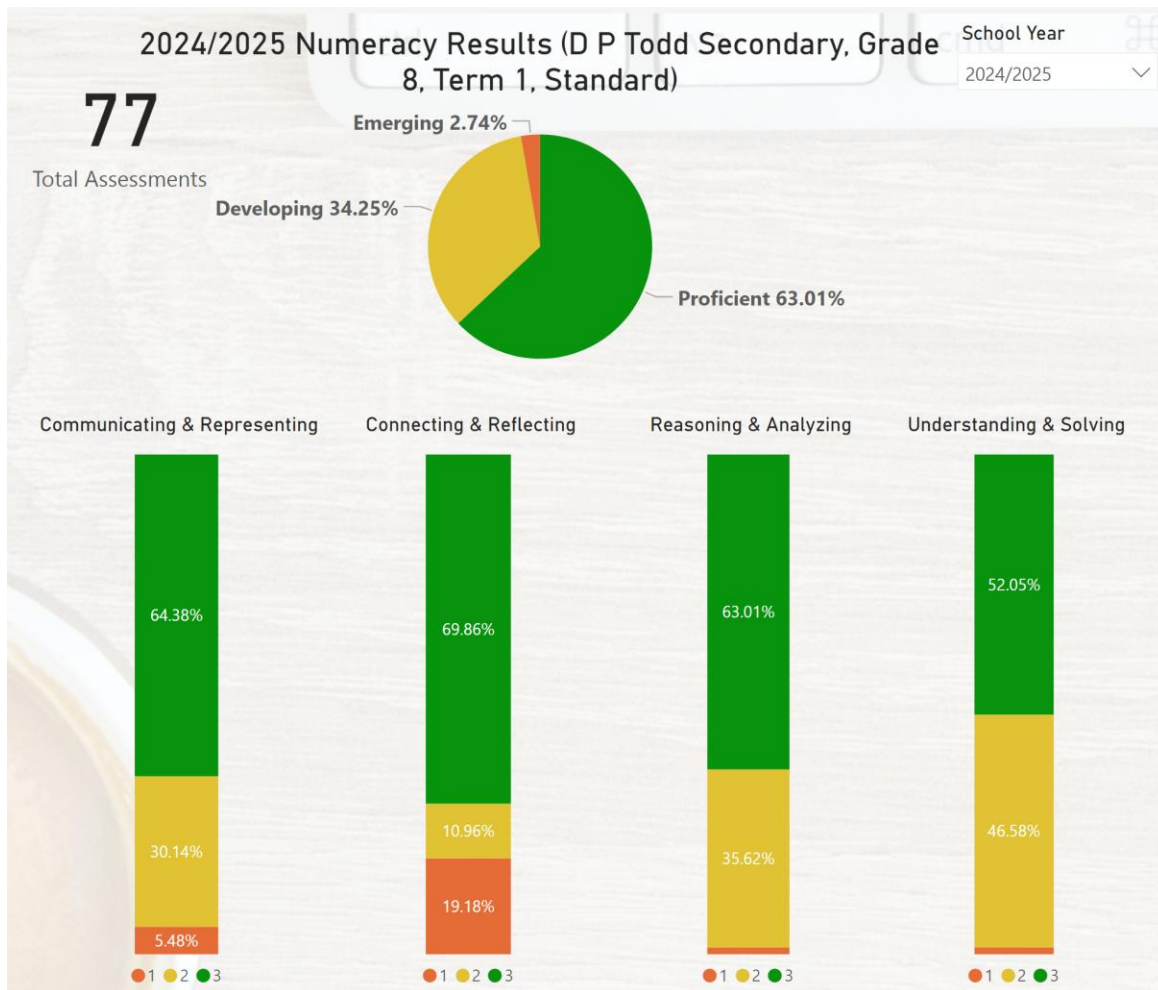
Success Measures:

- We will see an increase in Indigenous Graduation Rates
- Numeracy and Literacy Rates will increase
- Increase in students achieving higher academic math pathways

Literacy Trend (D P Todd Secondary, 57 - Non Fiction Reading Assessment, Term 3)



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