

"The Pathway to a Diverse Learning Community with Purpose, Options and Choices for all"
Skeh Huhoont'i hodul'eh ti.



École Duchess Park Secondary

School Plan for Student Success 2025-2026



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.

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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

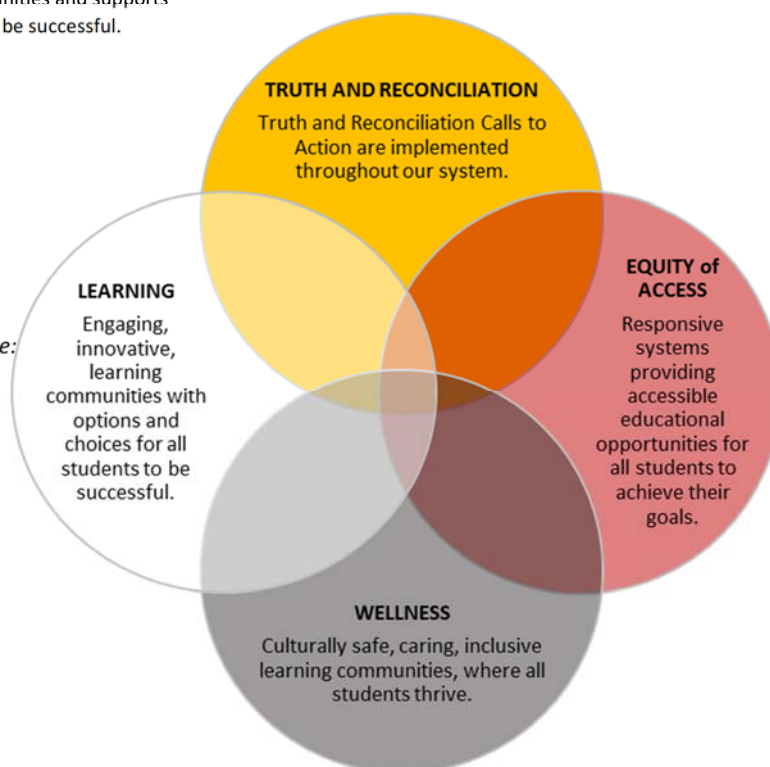
We create systems where every student has opportunities and supports to be successful.

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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About our School

Ecole Duchess Park Secondary resides on the unceded ancestral lands of the Lheidli T’enneh First Nation.

Our beautiful school was built in 2010 on the site of the former King George V Elementary School and adjacent to the site of the original Duchess Park building in downtown Prince George. We have a rich heritage of excellence in academics, arts, and athletics along with a strong school and community spirit.

Duchess Park Secondary is unique in that we are the only triple track school in the province. We serve students in our regular English program, as well as students in French Immersion and Francophone students from Conseil Scolaire Francophone, SD 93. We have 950 students enrolled at this time in our different programs.

Each year we welcome Grade 8 students from Harwin, Ron Brent, Lac Des Bois, École College Heights, École Heather Park, and Franco-Nord Elementary Schools along with any other student who moves into our catchment area. We offer a Grade 8 program designed for a successful and safe transition into high school for our students. Each Wednesday we provide opportunities for all of our teachers to collaborate and work to improve the instruction we offer to all of our students. Every teacher and administrator at Duchess Park have committed to learning with the goal of improving our practice.

At Duchess Park, we are proud of our socially and racially diverse student population and community. As a school we strive to provide a safe and inclusive space where student learning will be enhanced by the school community. We have activities and clubs to celebrate diversity daily and throughout the year.

We are fortunate at Duchess Park to have a strong team of two Indigenous Education Workers (IEW’s). Our IEW’s work with our two Indigenous Social Workers, our Community Schools Coordinator and the rest of our team to support Indigenous students. We have both Junior and Senior Grad Coaches to enhance our learning support for Indigenous Students. In June 2021 we officially opened our CONDOR (Connecting Our Nations Developing Our Relations) room with support from Lheidli T’enneh and new art work representing the clans of Lheidli T’enneh. Our CONDOR room is literally at the heart of our school and we are excited to make it a centre for culture and connection.

We seek to provide numerous opportunities for our students to pursue their curiosities and passions. We offer a full slate of academic programming, a vibrant arts program, and exceptional programs in applied skills such as home economics and industrial arts. Students at Duchess Park will also have opportunities to engage in learning outside of our school through partnerships with CNC, UNBC, and the Northern Sport School. Students can achieve both secondary and post-secondary credits at Duchess Park.

Duchess Park Secondary seeks to be responsive to the needs of our learners and we have created a system of supports for students experiencing difficulty with academics, mental wellness and/or social emotional needs. We have three Counselors, and two Youth Care Workers to support students with mental wellness and to help navigate positive social-emotional strategies. We offer learning assistance support in every period to best meet the academic needs of our learners.

Duchess Park has fifty-two teachers, and thirty support staff who work with our students, care-givers, Principal, two Vice-Principals and Business Manager to reach the goals in this plan.

School Planning Engagement Process

As we enter this cycle of planning, we wish to move forward in the directions outlined by the School District 57 Strategic plan with engaged communities: Parents, First Nations Rights Holders, Staff and Students. We have had several engagement sessions with our school staff and have planned engagement activities throughout the year for our Community and Students to have a voice in the direction of our school.

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School Directions

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

- ♦ **Truth and Reconciliation**
Truth and Reconciliation Calls to Action are implemented throughout our system.
- ♦ **Equity of Access**
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

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Truth and Reconciliation

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.

We will work with our Indigenous communities to help guide us in this work prioritizing the Calls to Action for Education #6-12, and Education for Reconciliation #62 and #63. Implementation will include consideration of The United Nation Declaration of Indigenous People (UNDRIP) which safeguards the individual rights of Indigenous People.

Year 1 and 2 Goals

- 1. We intend to take a culturally responsive approach to the TRC Calls to Action, and to examine them with the communities we serve to better understand what our communities need from us to feel seen and heard.**
- 2. Create a systems approach to ensure our staff and students know and understand the TRC Calls to Action so they can make commitments to action.**
- 3. Enhance trauma informed and resilience approaches in our schools.**

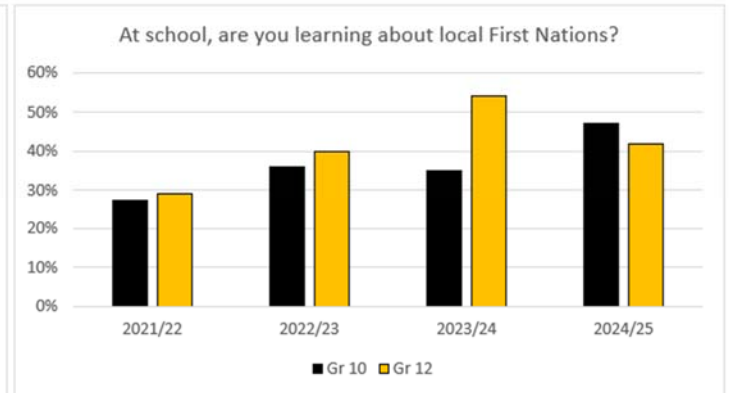
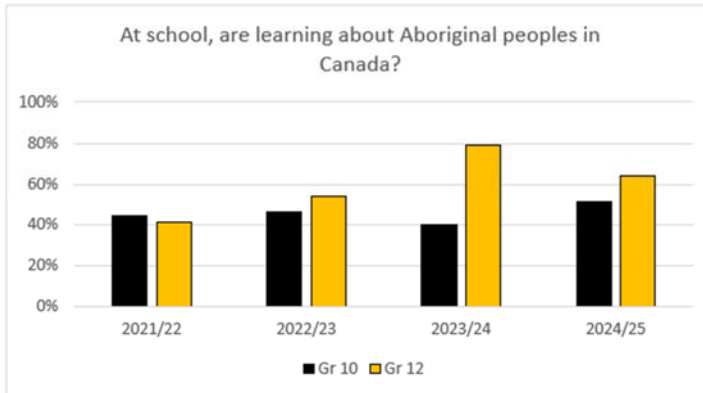
Strategies

- ♦ Have each teacher create a personal growth plan focusing on BC Professional Educator Standard 9
- ♦ Staff learning how to indigenize curriculum and de-colonize their practice
- ♦ Increase Elders and Knowledge Holders in Duchess Park to support and mentor staff in the education of Residential Schools, Indigenous culture and Indigenous languages
- ♦ Inclusion of Lheidli T’enneh Elder territory welcome in school events
- ♦ Support Residential School survivors by wearing orange shirts on Wednesdays throughout the year
- ♦ Dedicate a full week of school-wide activities around Truth and Reconciliation culminating with an assembly on Sept. 27th (preceding National Truth and Reconciliation Day)
- ♦ Review school structures and programs to decolonize and Indigenize with local ways, thereby ensuring that learning can happen through a cultural and inclusive lens
- ♦ Meet with Lheidli T’enneh to discuss school directions and align with community needs
- ♦ Provide professional learning opportunities to staff about Truth and Reconciliation Calls to Action and Trauma Informed approaches
- ♦ Teacher learning time on Wednesdays to address the TRC and improving outcomes for Indigenous and non-Indigenous students.
- ♦ Increase use of Dakelh in school and classes.
- ♦ Explore and implement Restitution and Restorative approaches in our practice.
- ♦ Establish the CONDOR room as a cultural and connection centre for Duchess Park, and a community hub to connect with parents.
- ♦ Access student voice in multiple ways to best meet their needs
- ♦ Ensure the authentic implementation of both English First Peoples 12 and BC First Peoples 12
- ♦ Continually enhance the content and delivery of Indigenous Identity 8 course to all of our Grade 8 students
- ♦ Ensure that the LEA agreements in place are honored and engage meaningfully in LEA meetings with both Lheidli T’enneh and Takla First Nations
- ♦ Provide opportunity for students to connect with their culture and promote wellness through drumming every Wednesday with the Duchess Park Drum Group
- ♦ Celebrate the achievements of Indigenous Students with families at our Ts’udelhti led by our Indigenous Valedictorian
- ♦ Welcome Indigenous families to Duchess Park with the annual Flight of the 7th Grader
- ♦ Support team meetings to plan timely interventions for students
- ♦ Grad Coach meetings bi-weekly to ensure academic progress for Indigenous students
- ♦ School wide displays to bring attention to and remember MMIW and Red Dress Day
- ♦ Helping students identify and connect to their heritage and ancestry

Success Measures

We will look to our Student Learning Survey administered at grades 10 and 12 to measure the % of students identifying that they are learning about Indigenous content in schools. We expect to see an increase of 10% or higher of students reporting they are learning about Indigenous and First Peoples in Canada in each year of this implementation plan.

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Equity of Access

Duchess Park Secondary School 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, and our students with diverse abilities/disabilities.

We acknowledge that not all children learn 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 path.

Year 1 and 2 Goals

- 1. Create a continuum of support to ensure all students have access to personalized learning.**
- 2. Enhance our learning environments to build diverse supports for students to feel connected, engaged and safe to take learning risks.**

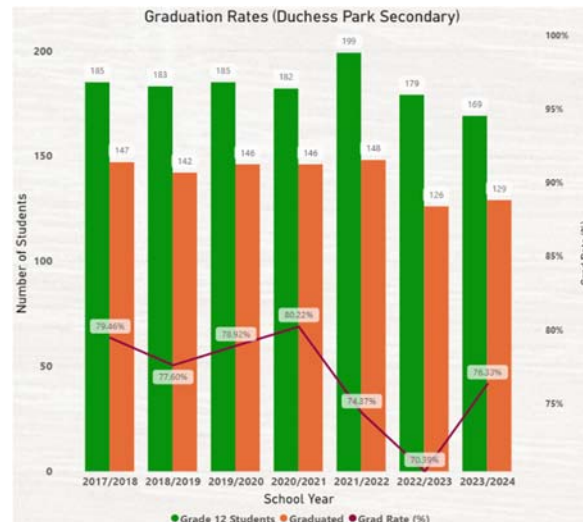
Strategies

- ♦ Develop a culturally-responsive system for supporting students (academic, behavioural, and social-emotional)
- ♦ Increase our communication with students and families, with a systematic approach to communication with the parent/guardians of students at academic risk (6 Week Intervention)
- ♦ Within the new reporting order, develop a work habit recognition program (Social and Academic) that is accessible to all learners (Tubeh soo Hodul’eh-un)
- ♦ Refine our academic supports, including the use of our Grad Coaches, to ensure all students are on a graduation path with opportunities and choice
- ♦ Principal, Vice Principals, Counselors, Social Workers, Community School Coordinator, Youth Care Workers, and Indigenous Education staff will meet weekly to ensure our students have adequate supports
- ♦ Ensure that all students have access to food throughout the day and improve the quality of lunch and breakfast to increase equity
- ♦ Continually refine student programming to ensure students have a pathway to graduation with as many options as possible
- ♦ Increase student awareness of future opportunities with a re-designed Grade 9 careers program
- ♦ Develop Careers 8 to increase student success and school readiness
- ♦ Create strategies and actions with staff and students to explicitly address racism and discrimination (including LGBTQ+) within our school
- ♦ Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens
- ♦ Provide professional learning to staff about Continuums of Support at the school (SBT) and district level (ESBT)
- ♦ Teacher learning time on Wednesdays devoted to addressing TRC and improving outcomes for Indigenous students
- ♦ Continue to identify systems and structures that are not equitable and adjust or create systems and structures of equity
- ♦ Continue our partnership with the YMCA- Alternate to Suspension program for students
- ♦ Access student voice to ensure equitable and desirable programming
- ♦ Develop course selection plan that increases student choice and parental involvement
- ♦ Increase cross-program interactions between French Immersion and English programs in Grade 8

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Success Measures

We will closely monitor the success of our goals by reviewing our 5-year graduation rates and our grade to grade transitions. We will pay attention to the result of our students living in care, our students with diverse abilities/disabilities and our Indigenous learners. By the end of year 2, we expect to see a 10% increase in our students who graduate with a Dogwood Certificate after 5 years starting in grade 8 and we expect to see a 10% increase of students transitioning from Grade 11 to 12.



Wellness

We believe that in order for students to learn, they need a culturally safe, caring, inclusive learning community. 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 our students, staff, and families.

Year 1 and 2 Goals

1. Create a systems approach to support equity, diversity, inclusion and belonging.
2. Enhance Mental Health Literacy understanding and its implementation.

Strategies

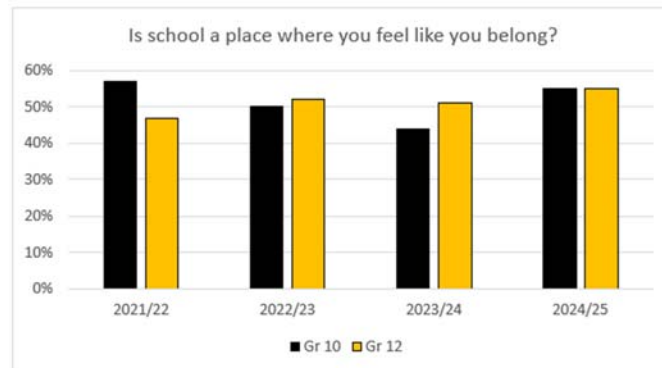
- ♦ Continue work towards providing a sense of belonging for all students through various strategies.
 - Diversity audit of resources, Afterschool Art and Sport Programming, etc.
- ♦ Continue work with educational researchers and curriculum developers towards implementation of a new course on Identity at the grade 8 level
- ♦ Engage student voice to identify student needs
- ♦ Conduct DPSS Student Survey on Improving Supports for SEL and Mental Health
- ♦ Continue with Family of Schools work on the NOIIE Project to improve student sense of belonging
- ♦ Create and implement a set of custom questions for the Student Learning Survey to gauge student needs.
- ♦ Administer the MDI (Middle Years Development Instrument), at grade 8 then use the data to inform practice.
- ♦ Develop an EDIB (equity, diversity, inclusion and belonging) team to address racism and support anti-racism initiatives
- ♦ Focus on transition into our school, from grade 7 to grade 8.
 - Flight of the 7th Grader for students and Families in June
 - Grade 7 class visits and tours
 - Grade 7 immersion into Grade 8 classes
- ♦ Work with our Post-Secondary institutions on seamless transitions out of our system
- ♦ Grade 8 Camp to promote self-esteem, confidence, citizenship and sense of belonging
- ♦ Provide instruction for Mental Health Literacies to staff and students
- ♦ Continue to partner with Northern Health to develop stronger supports for students struggling with mental health and/or addictions
- ♦ Develop inclusive intramural athletic program to build stronger connections and sense of belonging
- ♦ Continue developing a school cafeteria program to provide nutritious and affordable lunches in a healthy environment
- ♦ Establish a staff Mental Health Literacy Team

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- ♦ Promote the use of Open Parachute with our teachers

Success Measures

Our Student Learning Surveys for our Grades 10 and 12 students help us identify a sense of belonging for our students. When students are connected and feel like they belong, they are successful. For this implementation cycle ending in 2023, we expect to see a 10% increase in students feeling like they belong for each year. We will also be looking for an increase in students knowing that at least 2 adults care about them and they have systems for support. Our overall measure of success will be students feeling safe at school. We expect a 10% increase in all students feeling safe at the end of this implementation plan in 2023.



Learning

We will work to become an engaging, innovative, learning community with options and choice for all students to be successful. The focus of increasing 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

Year 1 and 2 Goals

- 1. Increase graduation rates for all students and close the gap for Indigenous learners, children and youth in care and students with diverse abilities/disabilities.**
 - a. Increase student success rates in all required courses for graduation.**
- 2. Increase Numeracy and Literacy results on Provincial Assessments.**
- 3. Enhance the school's academic learning opportunities connected to people, place and land (Land based, Experiential, Passion based, Connected to Identity).**

Strategies

- ♦ Focus on data dialogue to move from data as information to data that informs actions.
- ♦ Use of Street Data to inform practice
 - Book studies and learning groups focused on Street Data by Shane Safir
- ♦ Align student recognition criteria and focus with Circle of Courage.
- ♦ Support continued work on looking for evidence of learning in multiple ways (triangulating student assessment).
- ♦ Provide professional learning to staff for Numeracy and Literacy Instruction. All teachers are teachers of Literacy and Numeracy.
- ♦ Review resources for both literacy and numeracy at DPSS to ensure current and culturally responsive resources are being used with students.
- ♦ Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens.
- ♦ Continue to support equity in our schools with professional development and supports for teachers to provide intervention in both literacy and numeracy.
- ♦ Refine our academic supports to ensure all students are on a graduation path with opportunities and choice.
- ♦ Develop a Grade 8 program that promotes connection and inclusion while building numeracy and literacy skills
- ♦ Include personal and academic strategies course in Grade 8 program
- ♦ Full time Grad Coach to support Indigenous learners moving through required courses
- ♦ Promote District's "Weaving Together Strands of Practice" professional learning opportunities
- ♦ Create a school Pro D team to ensure learning opportunities are identified and available for DPSS staff

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Success Measures

We will look to our Provincial Graduation Assessments, our Core Course Success Rates and Graduation Rates to monitor our progress towards our goals. Our Core Course Success Rates are a new measure that we will begin collecting this year as a baseline.

