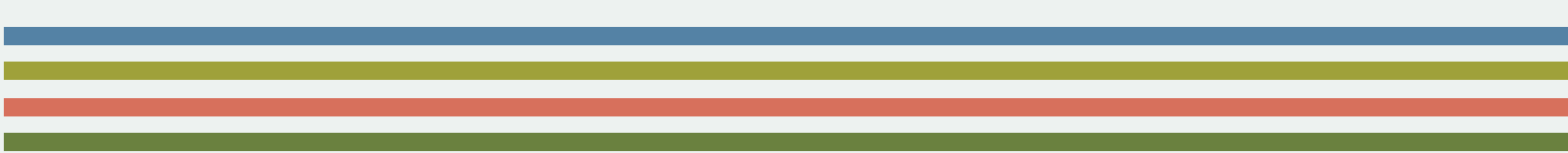




Inspired Supported Prepared

STRATEGIC PLAN 2027-2032
FINAL REPORT



Territorial Acknowledgement

School District 57 acknowledges our learning community spans across the traditional territories of Lheidli T'enneh First Nation, McLeod Lake Indian Band and Simpcw First Nation.

Who We Serve



**13,000
students**



41 schools

32 Elementary Schools
8 Secondary Schools,
1 District Learning Support
Centre

Contact Us

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School District No.57



MESSAGE FROM THE BOARD

The Board of Education is pleased to present School District 57's Strategic Plan, developed through engagement with students, families, staff, Indigenous partners, and the broader community.

The plan reflects our shared commitment to ensuring every learner feels safe, supported, included, and empowered to succeed.

Grounded in strong foundations of literacy, numeracy, equity, and well-being, the plan sets a clear direction for student success while honouring Indigenous perspectives and advancing our commitment to Truth and Reconciliation.

Achieving these goals will require collaboration, advocacy, and continuous improvement. We are grateful to our dedicated staff, whose expertise and commitment make a difference in the lives of students every day.

This strategic plan is both a roadmap and a commitment—to foster belonging, opportunity, and success for all learners.

Together, we will continue building a strong and inclusive learning community where every student can thrive.

Executive Summary

School District 57's (SD57) five-year strategic plan will guide the district from 2027 through 2032.

To ground the plan in the realities of the people it serves, SD57 undertook a multi-stream community engagement process in partnership with Roots & Rivers Consulting between early and mid-2026.

Throughout, particular care was taken to centre voices that have historically been underrepresented in district decision-making: Indigenous community members, students, support staff and rural communities.

The research and analysis was organized into four lenses:

- What is working
- What needs improving
- Where the opportunities lie
- External forces shaping what is possible

Together, the findings from these four lenses (explained on Pages 9-11) informed the Board's four main priorities:

EXCELLENCE FOR
EVERY LEARNER

RECONCILIATION
IN ACTION

WELL-BEING
AND
BELONGING

THRIVING
ORGANIZATIONAL
CULTURE

These priorities will set the direction for how the District will focus its energy and resources over the next five years.

Vision Statement

Inspired. Supported. Prepared.

Mission Statement

We nurture people, relationships, and environments so every learner has the foundation to succeed.

Core Values

BELONGING

We welcome and value all learners, staff, families, caregivers, and community members.

EQUITY

We design our systems and supports around what learners need to succeed.

ACCOUNTABILITY

We honour our commitments and report transparently on our progress.

RECIPROCITY

We build relationships grounded in respect, listening, and follow-through.

Research Summary

Methodology

Engagement was designed as a layered process, sequenced so that early input from leadership could inform broader community engagement, and so that community input could be analyzed alongside structured partner perspectives. Four engagement streams contributed to this engagement.

ENGAGEMENT STREAM	WHO PARTICIPATED	APPROXIMATE REACH
Internal Survey	Board trustees and senior staff	14 respondents
Community Survey	Parents and caregivers, teachers, education assistants and support staff, students, community partners	896 respondents
Interviews	Lheidli T'enneh, McLeod Lake Indian Band, College of New Caledonia, University of Northern British Columbia, Chamber of Commerce, Northern Health	6 interviews
Focus Groups	District Student Advisory Committee, Indigenous Education Council, District Parent Advisory Committee, Teachers, CUPE, Robson Valley communities (2 groups), District Staff, Students from Alternative Community Programs*	8 group sessions

** Insights from the students from the Alternative Community Programs were facilitated as 1 on 1 interviews by John McInnis Centre staff to be more accessible and safe for those students.*

Research Summary

Key Findings

1. WHAT IS WORKING WELL

Dedicated people across roles and communities. Across every engagement stream, participants named individual teachers, educational assistants, principals, support workers, and community partners as the reason the system continues to function. The single most consistent strength across the engagement is people.

- **Extracurricular and enrichment opportunities.** This is the top-rated strength by every role in the community survey, and students named it at nearly twice the rate of any other strength (47.5%). Sports, arts, clubs, and experiential learning are the most consistent positive experiences the District is delivering.
- **Literacy work is gaining real traction.** The District's early literacy work, including screeners, school-wide systems of support, and pilots, is generating genuine excitement among educators and leadership. It is widely cited as proof that a focused, evidence-based approach can produce results.
- **Indigenous Education Council as a meaningful step.** The establishment of the Indigenous Education Council is acknowledged across community partners and focus groups as a structural advancement. Land-based learning, language work, and graduation coaches are credited as foundational. This work is unfinished, but the foundation is strong.
- **Improved family communication and post-secondary pathways.** Community partners specifically named the District magazine as highly effective, the new logo consultation process as a thoughtful model of engagement, and the post-secondary partnership corridor with College of New Caledonia and The University of Northern British Columbia, as an underused strategic asset.

Research Summary

Key Findings

2. WHAT NEEDS IMPROVING

- **Support for staff is a key priority.** Across all engagements and demographics, participants called for more Education Assistants, counsellors, specialist staff, and certified support roles as the upstream cause of most other problems. Unspent inclusive education budget allocations and vacant specialist positions were specifically flagged as tangible examples of why this area needs focus.
- **The gap between policy and practice is wide and visible.** Every focus group named some version of this: Individualized Education Programs not followed; Sexual Orientation and Gender Identity policy not defended when challenged; Reconciliation commitments not being felt. Participants are not asking for new commitments. They are asking for follow-through on existing ones.
- **Trust in District Leadership differs across groups.** A pattern emerged where some groups described a noticeable and welcome change in leadership, while others described the current approach as colonial and impersonal. Some pointed to the realities and legacy of past challenges and high turnover in leadership as root causes of the challenges.
- **Mental health is under-resourced.** Named by every student-facing group as the single highest-leverage investment. School counsellors are absorbed by crisis work; prevention, social-emotional learning, and population-level resilience are highly under-resourced.
- **Rural communities are structurally underserved.** Representatives from rural communities communicated that the District treats rural schools as overflow rather than as primary sites. Specific examples include leadership change without consultation, soccer fields cut twice a year so students cannot play, and resources withdrawn under the banner of “equity.”

Research Summary

Key Findings

3. OPPORTUNITIES TO EXPLORE

- **Replicate the literacy model for numeracy.** Leadership, staff, and community survey respondents converged on this opportunity.
- **Explore alternative strategies for transparency and engagement.** Participants called for more communication and transparency with decisions that are made at the Board level.
- **Coordinate pathways with key educational and community partners.** Explore pathways to post-secondary and career opportunities in the local community including dual credit partnerships, career pathways within healthcare, and post-secondary educational opportunities to fill the capacity gap of the District's workforce shortage.
- **Reframe rural investment as a stabilizing strategy, not a cost.** Rural respondents offered the framing directly: borrow from the Northern Health model, which understands that investing in rural communities relieves pressure on urban centres. "Build from the outside in, not inside out."
- **Embed student voice structurally.** Participants named an Indigenous student seat on a youth advisory council, meaningful involvement in physical-environment decisions, and leadership opportunities that support voices to be heard and incorporated.

Research Summary

Key Findings

4. EXTERNAL FACTORS

- **Provincial fiscal pressure.** The provincial deficit is affecting education funding across BC, with direct implications for staffing, capital, and services. The strategic plan must be resilient to constrained resources.
- **Central BC labour market realities.** Persistent labour shortages in the community lead to teacher and staff shortages. Challenges with a lack of economic opportunities for students were also mentioned.
- **AI as a societal shift.** Community partners specifically named the need to build critical thinking, ethical reasoning, and adaptability for an artificial intelligence age.
- **Community culture.** Multiple participants named Prince George's culture of discrimination that show up in the broader community, as a force actively shaping the context SD57 is in.

Strategic Priorities & Goals

EXCELLENCE FOR EVERY LEARNER

Goal: Strengthen educational excellence and equitable access to learning.

Objectives:

1. Improve literacy and numeracy results using evidence-based approaches.
2. Connect every learner with timely, appropriate supports for their diverse learning needs.
3. Strengthen equitable access to courses, resources, and specialist services across the District.
4. Advance achievement and graduation rates for underserved populations.
5. Expand pathways to post-secondary and career options.

WHAT DOES SUCCESS LOOK LIKE?

- Learners across all demographics demonstrate measurable growth.
- Learners who have been systemically underserved graduate and thrive at the same rate as their peers.
- Learners have what they need to succeed, regardless of where they live or who they are.
- Learners leave with the skills, knowledge, and confidence to pursue the future they choose.

Strategic Priorities & Goals

RECONCILIATION IN ACTION

Goal: Deepen reconciliation commitments and progress from action to outcomes.

Objectives:

1. Reflect reconciliation in District policies, practices, and decision-making.
2. Report transparently on progress toward reconciliation commitments.
3. Deepen relationships and work collaboratively with Indigenous partners and the Indigenous Education Council.
4. Strengthen cultural, land-based, and language experiences.

WHAT DOES SUCCESS LOOK LIKE?

- Indigenous community members describe the District's reconciliation work as meaningful and sincere.
- Nations and Indigenous partners describe their relationship with the District as collaborative and grounded in mutual accountability.
- Reconciliation is visible in District decisions.
- The District measures tangible progress on its reconciliation commitments.

Strategic Priorities & Goals

WELL-BEING AND BELONGING

Goal: Nurture well-being and belonging for everyone in our learning community.

Objectives:

1. Strengthen well-being through education, prevention, and early intervention.
2. Prioritize mental health supports that build resilience.
3. Foster District spaces that are welcoming, safe, and inclusive.
4. Deepen relationships with families and caregivers as partners in learning.

WHAT DOES SUCCESS LOOK LIKE?

- Learners have what they need to learn, and staff have what they need to do their best work.
- Everyone in the District feels known, supported, and valued.
- Learners and staff describe their schools as physically and emotionally safe and inclusive.
- Families and caregivers describe themselves as genuine partners in their learner's experience.

Strategic Priorities & Goals

THRIVING ORGANIZATIONAL CULTURE

Goal: Strengthen organizational culture that drives improved outcomes for every learner.

Objectives:

1. Support staff growth, professionalism, and learning at every level of the District.
2. Provide leadership that is visible and present across the District.
3. Engage meaningfully with our learning community to inform continuous improvement.
4. Report transparently and publicly on progress toward the District's commitments.

WHAT DOES SUCCESS LOOK LIKE?

- Staff across all roles feel supported, equipped, and proud to work here.
- District leadership is consistent and present across all communities.
- The learning community sees its input reflected in District decisions.
- The District's decisions and reporting visibly reflect its commitments.