

2026–2030 STRATEGIC PLAN

STRATEGIC PRIORITY 1: Success for All Learners

The district will support every learner to achieve their highest potential by improving literacy and numeracy outcomes, preparing students for post-secondary pathways, and supporting their physical and mental well-being.

Goal

The district supports every learner to achieve their highest potential.

Objectives

1. Improve literacy and numeracy outcomes for all learners to support success in all areas of the kindergarten to Grade 12 curriculum: curriculum.gov.bc.ca and curriculum.gov.bc.ca/curriculum/overview.
2. Enhance student preparation for post-secondary pathways, careers and opportunities by developing the skills, interests, confidence and adaptability needed to thrive in a diverse and ever-changing world.
3. Actively support and enhance the physical and mental well-being of all learners.

Actions	Measures
<ol style="list-style-type: none">Support educators to enhance literacy and numeracy instruction by expanding access to training, resources and professional learning opportunities.Develop common district proficiency rubrics for literacy and numeracy to ensure consistent and equitable assessment practices.Increase the use of evidence-based literacy and numeracy screening tools to identify students at risk and provide timely interventions.Provide all students with opportunities to develop essential skills, adaptability, critical thinking and global competencies, preparing	<ul style="list-style-type: none">Increase the percentage of students who are on-track or above on the Foundations Skills Assessment (FSA), proficient or above on the Graduation Numeracy Assessment (GNA) and Graduation Literacy Assessment (GLA), and proficient or extending on report cards.Increase the percentage of students who demonstrate measurable progress toward their IEP goals.Increase the percentage of students meeting grade level literacy expectations as measured by evidence-based literacy screening tools.

<p>them for lifelong learning and successful transition after graduation from K-12.</p> <p>e. Expand opportunities for students with local industry, trades and post-secondary institutions for work placement, mentorship and apprenticeship.</p> <p>f. Integrate AI literacy into curricula to equip students with proficiency in emerging technologies.</p> <p>g. Continue to support educators and schools with implementation and delivery of K-12 physical and health education curriculum.</p> <p>h. Develop and implement K-12 mental health promotion framework and resources for all schools and classrooms.</p> <p>i. Support, enhance and expand opportunities that promote physical and mental health for students.</p>	<ul style="list-style-type: none"> • Increase the percentage of students who feel school is preparing them for post-secondary and careers as measured on the annual Student Learning Survey (SLS). • Data demonstrates increasing levels of student well-being on: <ul style="list-style-type: none"> - Early Years Development Index (EDI) - Middle Years Development Index (MDI) - Youth Development Index (YDI) - Student Learning Survey (SLS) <p>Monitor and track the percentage of students in Grade 11 and 12 who choose to take physical health education courses as electives each year.</p>
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STRATEGIC PRIORITY 2: Diversity, Equity and Inclusion

The district will:

- Continue to cultivate a culture of truth and reconciliation, fostering diversity, anti-racism and anti-oppression.
- Strengthen equitable and inclusive learning environments where all students, including English Language Learners (ELL) and Ministry identified priority populations (Indigenous learners, children and youth in care, and learners with disabilities and diverse abilities) receive targeted support to close achievement gaps and feel a strong sense of belonging and personal identity.

Goal

District environments are equitable and inclusive so all members of the school community can participate with dignity, purpose and options while experiencing a strong sense of belonging. These environments will also support individuals in expressing their identities with confidence in the world.

Objectives

1. Provide equitable opportunities for all students to achieve their physical, intellectual and personal potential.
2. Ensure equitable access to opportunities, resources and all areas of the curriculum to support every students' success.
3. Promote inclusive school environments where all students develop a strong sense of personal identity, feel safe and have a deep sense of belonging.
4. Cultivate a culture of truth and reconciliation, diversity, anti-racism and anti-oppression throughout the organization.

Actions	Measures
<ol style="list-style-type: none"> a. Adjust strategies to improve the graduation rates and to narrow the achievement gaps for all priority populations. b. Ensure well-supported transitions for all students including to school, between schools and to post-secondary. c. District specialists will design and implement effective, targeted and intensive supports for transitions. These designs will be 	<ul style="list-style-type: none"> • Track graduation rates for all priority populations and report how these rates compare to the overall student population. • Track achievement gaps for all priority populations and report how these rates compare to the overall student population. • Collect qualitative evidence through surveys and focused conversations on the transition

<p>adjusted based on feedback and collected data.</p> <p>d. Continue inclusive learning networks to build capacity and alignment in practices.</p> <p>e. Examine ELL support structures to enhance and ensure supports for ELL students are equitable and support their academic and language development.</p> <p>f. Investigate methods to collect data on secondary transitions to academic, trades, and vocational programs to establish a baseline and five-year trends.</p> <p>g. Conduct a comprehensive inclusive education review and make recommendations to the board.</p> <p>h. Recommendations from reviews are analyzed for implementation and a timeline established.</p> <p>i. Ensure a diversity of students is represented at district student initiatives such as Table 38, Student Voice Forum, etc.</p> <p>j. Establish an authentic means to gather Indigenous student voice to improve the school experience for Indigenous learners.</p> <p>k. Continue annual data gathering regarding student feelings of connection, belonging, and positive personal and cultural identity with disaggregation for priority populations.</p> <p>l. Increase opportunities for staff to build their understanding of anti-racism and anti-oppression in relation to providing positive and inclusive environments.</p> <p>m. Continue to improve and refine how the district and schools respond to incidents of harm for students and employees.</p> <p>n. Ensure that equity and inclusion initiatives are continually reviewed and expanded to include all members of the district community.</p> <p>o. Support implementation of the Indigenous Education Council by continuing to engage in relationship-building with representatives</p>	<p>experience for families and students, particularly for priority populations.</p> <ul style="list-style-type: none"> • Track achievement for ELL students so that it is on par with the overall student population as measured by FSA and report card data. • Track and compare data on transitions to academic, trades and vocational programs. • Monitor and track the success of the implemented recommendations from the inclusive education review. • Monitor and track student participation based on student self-identification in all student leadership and student voice initiatives such as Table 38 and Student Voice Forum. • Collect responses on the district belonging survey and track the rate of positive responses. • Collect data from employee groups, schools and areas of instruction for all professional learning and training to establish interest and needs. Use exit slips and follow up surveys to determine efficacy and future planning. • Gather qualitative feedback to identify what competencies are needed for staff to foster a culture of truth and reconciliation, diversity, anti-racism and anti-oppression. • Collect data on the use/circulation of the developed resources on Learn38 via website analytics.
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<p>of local Indigenous nations.</p> <ul style="list-style-type: none">p. Train student leaders to be anti-oppression ambassadors.q. Develop (with community consultation) and distribute anti-oppression backgrounders to accompany responding to incidents of harm protocols.r. Develop anti-oppression curriculum resources for use by staff.s. Continue to ensure that resources provided for schools are appropriate and reflect the values and diversity of the district and MECC curriculum and guidelines by reviewing and updating library and school resource collections regularly.t. Continue to consult the Diversity, Equity and Inclusion Advisory Committee (DEI AC) and the Sexual Orientation Gender Identity Advisory Council (SOGI AC) for feedback regarding district initiatives related to equity, inclusion and SOGI, and report annually to the Board of Education on progress with established DEI priorities.u. Continue to consult the Indigenous Education Advisory Committee (IEAC) and Indigenous Education Council (IEC) for feedback regarding best practices to support Indigenous student success and cultural education.	
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STRATEGIC PRIORITY 3: Organizational Effectiveness

The district will:

- Enhance teaching, learning and operations by leveraging secure and current technologies, integrating new technologies including artificial intelligence, and increasing equitable access to digital resources and infrastructure.
- Strengthen organizational capacity by recruiting a diverse workforce, promoting wellness, and offering professional development and leadership growth opportunities aligned with equity and inclusion principles.
- Provide clear, inclusive and responsive communication practices to build trust, support collaboration, and ensure equitable access to information across diverse communities.
- Ensure facilities and capital planning provide safe, accessible and sustainable learning environments that align with educational priorities and demographic changes.

Goal

The district aligns resource allocation with the board's mandate and priorities.

Objectives

1. Utilize secure, stable and current technologies to enhance teaching and learning, ensure equitable and inclusive access, and strengthen operational effectiveness.
2. Build organizational capacity by recruiting, developing and retaining a diverse workforce while strengthening a culture of well-being, professional learning, leadership and engagement to support student success and system excellence.
3. District communication practices are clear, inclusive and responsive in support of a well-coordinated, engaged and trusted education system.
4. Provide safe, inclusive, well-maintained and sustainable learning environments.
5. Effectively allocate district resources and sustain a balanced multi-year fiscal plan that aligns with the board's mandate and strategic priorities.

Actions	Measures
<ol style="list-style-type: none"> a. Provide ongoing professional learning, mentoring and resources to support meaningful integration of technology into teaching, learning, and district operations. b. Enhance and modernize computing systems, 	<ul style="list-style-type: none"> • Use staff surveys and focus groups to monitor and track confidence in the use of technology, including artificial intelligence, to effectively support teaching, learning and district operations.

<p>management information platforms, and technological infrastructure to be secure, stable, resilient and adaptable to evolving teaching and learning, operational, and business requirements.</p> <p>c. Continue to learn about AI and create resources to support its safe, responsible and ethical use.</p> <p>d. Increase equitable access to technology hardware and software.</p> <p>e. Increase equitable access to wireless networks and network connectivity within all school and district sites.</p> <p>f. Develop a cohesive and strategic recruitment plan that aligns with the district's mission, values and long-term staffing needs that ensures a commitment to hiring practices and recruitment training for managers that are aligned with diversity, anti-racism and anti-oppression across the organization.</p> <p>g. Enhance diversity recruitment efforts by implementing targeted strategies to attract candidates from priority populations to reflect the diversity of the student population.</p> <p>h. Continue to promote the district as an employer of choice through targeted messaging, storytelling and outreach that highlights its commitment to diversity, innovation and student success.</p> <p>i. Continue to promote compassionate leadership and support employee wellness that includes mental health resources, preventative health services, and wellness-focused professional development.</p> <p>j. Develop a multi-year professional development and training plan for the organization, which incorporates diversity, equity, inclusion and reconciliation into all professional development.</p> <p>k. Create pathways and support for leadership growth among teachers, support staff, administrators and managers through</p>	<ul style="list-style-type: none"> Engagement data is collected and analyzed to track how staff and students are using digital tools. Analysis of findings will guide further enhancements. Technology infrastructure updates are completed in alignment with the district's capital plan and within approved budgets to meet the needs of users. Cybersecurity analytics demonstrate improved security posture and reduced risk exposure across systems. Track analytics and feedback from staff on AI guidelines and resources, and establish a review cycle to update documents, marked with the date of the last revision. Student-to-device ratios are reviewed annually, and data demonstrates increased equitable allocation of hardware and software across schools. Staff and students report improved network connectivity and reliability across all school and district sites, measured through staff and student survey results and focus groups. Complete a district-wide recruitment strategy document that explicitly incorporates mission, values and DEI (diversity, equity, inclusion) principles. Track the number and percentage of diverse candidates, including those from priority populations, at each stage of the hiring process (application, interview, offer, hire) and their feedback of the hiring process using post-interview surveys. Track the growth in the number of qualified applicants across key roles, including applicants generated through social media and website engagement. Conduct annual employee wellness surveys to assess needs, satisfaction and effectiveness of wellness programs — and use data to adjust practices accordingly. Track the availability of and collect participation rates in equity, inclusion and
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<p>mentorship, succession planning and advanced training.</p> <p>I. Build public trust and support informed decision-making by ensuring consistent, accessible and relevant communication across all district channels.</p> <p>m. Promote timely and accurate internal communication that supports alignment and collaboration.</p> <p>n. Communication practices support equitable access to information, with a specific focus on Richmond's diverse and multilingual communities.</p> <p>o. Embed public engagement principles that reflect the International Association of Public Participation standards in consultation processes across the district.</p> <p>p. Ensure communication processes support transparency and accountability in decision-making.</p> <p>q. Build internal capacity by providing staff with tools, training and governance structures that support high-quality, consistent communication.</p> <p>r. Advance long-range facilities planning and capital planning to align with educational priorities and demographic shifts.</p> <p>s. Work with the Ministry of Infrastructure to advance major capital projects, including the new school, school expansion, and seismic mitigation programs.</p> <p>t. Strengthen sustainability and climate action through an updated District Sustainability and Climate Action Plan (DSCAP).</p> <p>u. Maintain welcoming, accessible, safe and well-cared learning environments.</p> <p>v. Ensure financial statements and budget reports demonstrate alignment of resources with the board's mandate and priorities on a multi-year basis.</p> <p>w. Ensure statutory and legislative compliance in finance, payroll and procurement, in addition to collective agreement provisions.</p>	<p>anti-racism training across all employee groups, including role-specific sessions and required training days.</p> <ul style="list-style-type: none"> • Expand workplace training for non-school based managers to include antiracism, reconciliation, DEI and 2SLGBTQ+ education. Collect participation data of training offerings. • Track the availability and participation rates of leadership development opportunities, including mentorship, coaching, and succession planning. • Percentage of families who report feeling informed through district communications, based on an annual district-wide survey. • Monthly and annual growth in reach, impressions and engagement across external digital platforms as tracked through analytics reports. • Volume and trend analysis of traffic and engagement on internal communication platforms. • Staff-reported satisfaction with internal communication tools and updates, gathered through engagement surveys. • Completion and implementation of accessibility audits across all digital communication platforms. • Annual summary of key changes made to communication practices, demonstrating continuous improvement. • Annual reporting on facility condition, safety, and environmental standards to demonstrate improvement. • Progress reports on implementation of Long-Range Facilities Plan (LRFP) and capital project recommendations presented to the board on a scheduled basis. • Completion of regular updates to the LRFP and Capital Plan incorporating current enrolment projections and program locations. • Annual reporting on District Sustainability
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	<p>and Climate Action Plan initiatives and alignment with sustainability targets.</p> <ul style="list-style-type: none">• Completion of planned renewal, modernization and accessibility projects as outlined in the district's facilities renewal plan.• Scheduled reporting to the board, audit committee, and finance and legal committee.• Positive fiscal position based on financial reports, independent audits, and ministry reviews.• Ensure the district adheres to federal and provincial statutory and legislative requirements, and collective agreement requirements.• Ensure government procurement and trade agreement requirements are followed.• Ensure the district follows board policies in risk management, procurement, financial reporting and budgeting.
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STRATEGIC PRIORITY 4: Community and Partnerships

The district will actively seek meaningful input and strengthen collaboration with students, staff, families and partner groups to enhance learning, well-being and success for all.

Goal

Gather meaningful input and deepen collaboration with students, staff, families and partner groups to enhance learning, well-being and success for all.

Objectives

1. Provide opportunities for community and partner groups to actively participate in decision-making by attending open houses, public forums and board advisory committees.
2. Provide timely, transparent and culturally responsive communication to students, families and partner groups to build trust and a shared understanding of district priorities.

Actions	Measures
<p>Trustees will:</p> <ol style="list-style-type: none"> a. Engage with Parent Advisory Councils (PACs) and Richmond District Parent Advisory Council (RDPA) regularly to share information. b. Elicit community feedback via opportunities to engage community members. c. Elicit student voice and student feedback through initiatives such as the Student Voice Forum and Table 38 engagements. d. Visit schools regularly as school trustee liaisons. e. Provide a quarterly trustee newsletter to the community. 	<p>Feedback from partner groups indicate satisfaction with the board's engagement process vis-a-viz participation in advisory committee meetings and working groups.</p>