

School District 60: Peace River North

Framework for Enhancing Student Learning

Framework for Enhancing Student Learning 2026-2029 - 2026 Update

OUR MISSION

All students will graduate crossing the stage with dignity, purpose and options.

OUR VALUES

The core values that guide the work of the school district in English and Dane-zaa Ẕáágé? are:

Respect	Dane ęjíínúúnaleh
Compassion	Ts'úúnayéh
Honesty	Ihǫ?eh
Responsibility	Dááhwǫ́ghelh
Relationships	Ęhtah węs?ǫh

Board Strategic Priority Goals

Student Learning - School District 60 will nurture an engaging and productive learning environment where every student receives the necessary support, resources, and opportunities to thrive and succeed.

People Development - School District 60 will foster a welcoming and inclusive environment that prioritizes the well-being, development, and professional growth of all employees.

Operations & Facilities - School District 60 will provide facilities and maintain a safe and supportive learning environment, appropriately equipped to facilitate quality teaching and learning.

Governance - School District 60 Board and leaders will prioritize collaboration, accountability, and transparency in ensuring student-centered decision-making.

Truth & Reconciliation - School District 60 recognizes that we operate on the traditional territory of the Dane-zaa within Treaty 8, and will focus on building strong connections with local Indigenous communities and integrating Indigenous knowledge and culture into learning and the school community. All Indigenous students need to feel that they are valued and respected.

Early Learning & Child Care - School District 60 will provide an early learning and child care environment that supports a positive transition for children from home, pre-school and day care into schools.

For more on our Board Strategic Plan visit https://www.prn.bc.ca/board/strategicplan/

Framework for Enhancing Student Learning Goals

Goal 1: Increase Dogwood Completion Rates
Goal 2: Support Student & Staff Social/Emotional Competency
Goal 3: Enhance Student Options and Engagement through Career Education and Experiential Learning
Goal 4: Promote student success through inclusive practices that remove barriers, honour diversity, and provide targeted supports based on student strengths and needs
Goal 5: Provide quality Early Learning & Child Care opportunities to address community need

Introduction

Peace River North serves communities north of the Peace River to south of Mile 226 on the Alaska Highway, and from the Rockies east to the Alberta border. We live, work, and learn on the traditional territory of the Dane-zaa or Tsáá? Ché Ne Dane within Treaty 8. Communities of Fort St John (Gat Tah Kwą), Hudson's Hope, Taylor, Blueberry River First Nations, Doig River First Nation, and Halfway River First Nation, and several other rural areas contribute to a population of over 35,000 inhabitants. Our student population is approximately 5963 in our 21 standard schools. We also have a Provincial Online Learning School that provides service to K-12 and adult students. 11 of our schools are in urban areas with 10 in rural areas. The school district employs 1185 staff (1042 FTE) with an operating budget of $87 million for 2026-2027. School District 60 works to engage with our communities that we serve. Our Board of Education, Senior Staff, School Leaders and teachers strive to connect with families, communities, and partners.

Truth and Reconciliation

We recognize that we operate on the traditional territory of the Dane-zaa within Treaty 8, and will focus on building strong connections with local Indigenous communities and integrating Indigenous knowledge and culture into learning and the school community. All Indigenous students need to feel that they are valued and respected.

Our work continues on Truth & Reconciliation through our Equity Scan, our Local Education Agreements (LEAs) with the Doig River First Nation, Halfway River First Nation, and Blueberry River First Nations, our Indigenous-focused grad courses and our curriculum development initiatives. This work is integrated into all aspects of our planning at the school and District level. Our long established Indigenous Education Council is a further connection to local First Nations and local Métis, Cree, and other Indigenous people.

School District 60's Indigenous Education Council (IEC) serves as an important partnership between the district and local Indigenous communities. The Council provides guidance and feedback on programs, services, and strategic priorities that support Indigenous student success and well-being. By fostering ongoing collaboration with First Nations, Métis, and Indigenous partners, the IEC helps advance Truth and Reconciliation, strengthen cultural connections, and ensure that Indigenous perspectives inform district planning, and educational opportunities for all learners.

Framework Development Process & Engagement

The Board Strategic Plan, available at https://www.prn.bc.ca/board/strategicplan/, was developed through a comprehensive consultation process that enabled voice from stakeholders in our communities. The Framework for Enhancing Student Learning goals are aligned with the

Board's Strategic Priorities. We use quantitative and qualitative data from local and provincial sources to develop goals and monitor progress. The goals in the Framework for Enhancing Student Learning are reviewed regularly through school FESL presentations, Board Reports, and annual updates to this document.

To inform the development of the Board Strategic Plan, comprehensive engagement was conducted with members of the School District 60 community, including staff, students, families, and First Nations community partners.

Engagement focused on gathering input on six key areas, including:

- Student Learning and Wellness
- Early Learning and Childcare
- Truth and Reconciliation
- Operations and Facilities
- People Development
- Governance

Specific audiences that were targeted through the engagement process included, **Senior leadership and administration, Staff**, including teaching, support and operational staff; **Parents, families, and guardians**, through the Parent Advisory Councils and District Parent Advisory Council; **Students**, elementary, middle and secondary students; **First Nations** communities and Indigenous partner organizations, including the **Indigenous Education Council;**, **External community partner organizations**, including the City of Fort St. John, Peace River Regional District, Chamber of Commerce, the **local unions**, and more.

Engagement was carried out through a number of means. First of all through an online survey, which garnered over 600 responses and allowed the district to break out data by demographic information. Over 12 in-person workshops were also carried out across the entire geographic region of SD60. Students engaged through age-appropriate workshops and all 21 schools provided student feedback.

Reflection - What the Evidence Told Us

The district's six-year completion rate data shows a generally positive long-term trend, with meaningful improvement across most student groups over the past decade. For students in standard school settings, the overall completion rate increased from 71.9% in 2014–15 to 84.7% in 2024–25, reflecting a gain of nearly 13 percentage points. This indicates that, over time, more students are successfully completing their graduation program within six years.

At the same time, the 2024–25 results suggest a pause in that momentum. After reaching 89.5% in 2023–24, the standard-school completion rate declined to 84.7% this year. A similar pattern is evident in the combined measure for standard school plus online learning, which fell from 83.3% to 77.4%. While current results remain well above where the district began a

decade ago, the decline this year warrants closer attention to understand what factors may be affecting completion for the current cohort.

Gender results continue to show strong outcomes overall, but also point to a widening gap. Female students in standard schools achieved a completion rate of 89.2% in 2024–25, maintaining a consistently high level of achievement over time. Male students, while improved from earlier years, declined to 80.6% this year after reaching 87.8% in 2023–24. As a result, the gap between female and male students widened noticeably in the most recent year.

The long-term results for Indigenous students are encouraging but work remains. The six-year completion rate for Indigenous learners in standard schools increased from 56.7% in 2014–15 to 79.9% in 2024–25, representing one of the strongest gains among the groups presented. Although year-to-year fluctuation remains, the most recent result shows progress and a narrowing of the gap between Indigenous learners and the overall standard-school population. This improvement is significant and points to the importance of continuing district efforts focused on belonging, connection, tracking, and responsive support for Indigenous students. The 4.8% gap between the All students and Indigenous students measures is the second smallest over the last 12 years.

For ELL students, the overall trend is also upward, with completion increasing from 54.0% to 70.3% across the period shown. However, the pattern is less consistent and appears to have plateaued in recent years in the low 70% range. This suggests that while progress has been made, ELL learners continue to experience barriers that may affect long-term completion. Continued focus on language support, transitions, course planning, and connection to school will be important in sustaining further growth.

Students with diverse needs have also demonstrated substantial improvement over time, rising from 52.4% in 2014–15 to 73.5% in 2024–25. Recent results for this group have remained relatively stable in the low-to-mid 70% range, which suggests that gains are being maintained. At the same time, a notable gap remains between students with diverse needs and the district average, underscoring the need for sustained attention to individualized planning, timely intervention, and coordinated support across grades.

Gaps still need to be addressed, along with the overall 5-year and 6-year graduation rates compared to the province. Successful transition rates had notable declines last year for students leaving grade 10 into grade 11 and grade 11 into grade 12.

Literacy achievement according to district assessments in early primary has seen improvements over the last three years but remains lower than achievement a decade ago. Reading Comprehension in grades 7, 8, and 9 improved over the last three years. Support for numeracy instruction and achievement is needed system-wide. There is an ongoing need to support the social and emotional learning of our students and staff.

Students with a special education designation have an achievement gap in measures including the FSA in grades 4 and 7, numeracy and literacy graduation assessments, and in five & six year completion rates. Students with a designation had a higher positive response compared to All and Indigenous Students for the number of adults who cared about them. While masked, our Indigenous Students on Reserve and our Child in Youth in Care responded higher than other groups for the number of adults who cared about them. Significant increases are noted for those two groups on that student learning question for last year.

While we had a positive response regarding the number of adults who care for them, students who have ever been a Child or Youth in Care (CYIC) are at significant risk of non-completion. As an identifiable group there are often too few students who are CYIC to report publicly due to privacy concerns. Even though there are significant variations in success for CYIC students it is observed over time that they are one of the most vulnerable populations.

Likewise, there is a large variation in results for Indigenous Students who live on reserve. Numbers are often too small to report on publicly due to privacy concerns. Even with significant variations in success for On-Reserve students it is observed over time that they are a group of students at risk for non-completion.

Learning Update (Report Card) marks for Indigenous students compared to Non-Indigenous students show that our Indigenous students experience an achievement gap compared to our Non-Indigenous students in middle and secondary grades in core academic course areas of English, Math, Science, and Socials.

We have noted that much of our data is quantitative. Starting in 2026 we will explore strategies to include systemic student voice and listening practices to better understand learners' experiences and inform improvement strategies.

Data figures are footnoted and analysis is provided at the end of the document by figure.

Goal 1: Increase Dogwood Completion Rates

Strategic Plan Alignment - Student Learning

Reflection on Effectiveness of Strategies and Resources

In alignment with the Board Strategic Plan's focus on student learning, district funding remains targeted at key literacy and numeracy initiatives. By working directly with educators and building teacher self-efficacy, the district continues to foster inclusive practices, improve student achievement, and support diverse classroom learning needs.

To address an underlying need for comprehensive instructional planning across all elements of the mathematics program, the district is focusing heavily on conceptual teaching and understanding of the curricular competencies. There continues to be a downward trend in achievement in grade 7 based on learning update data. Further focus in middle school practices will be on-going.

- **Instructional Resources & Inclusion:** There is ongoing expansion of district anchor resources—paired with side-by-side teacher mentorship—supports inclusive practices and aligns seamlessly with the First Peoples Principles of Learning.
- **Vertical Team Continuity:** There is an on-going need to continue to work more deeply with vertical math teams. These will continue for the 2026/27 school year, building on the work of the Grade 3, and adding grade 4 as well as grade 6–7 cohorts to further strengthen the understanding of conceptual mathematics and assessment and planning.
- **Direct & Expanded Support:** Regular, district-level numeracy support is provided directly to schools. To deepen this impact, 2.0 FTE Numeracy Support Teachers are deployed to offer intensive, in-depth guidance, with a specific focus on middle school achievement. There continues to be a need to improve student success in middle school mathematics.

The district maintains a focus on intentional literacy instruction by modernizing resources, implementing foundational assessments, and investing in high-quality professional learning. Although there have been some gains in reading comprehension data, there continues to be a gap in achievement for some sub populations.

- **Resource Innovation & Pilots:** Resources are being updated through active pilots centered on language foundations, morphology, and reading comprehension.
- **Systemic Early Literacy Screening:** To ensure early intervention and track student progress, the district is prioritizing the phased rollout of literacy screeners as per the Ministry's requirement:
    - **2025/26:** Kindergarten Literacy Screener implementation.
    - **2026/27:** Grades 1–3 Literacy Screener implementation, paired with targeted in-service training for primary teachers.

- **Expert Consultation & Staffing:** Collaborative work with literacy consultant Karen Filewych continues to successfully build instructional capacity across the district. This work is further reinforced by 2.0 FTE Literacy Support Teachers providing dedicated, hands-on classroom mentorship.

Objective 1.1: Increase Indigenous Engagement & Achievement with a Focus on school connectedness

Key Strategies

- Indigenous Education Support Teachers in middle/secondary schools
    - Early awareness, prevention and re-engagement of Indigenous students at risk of dropping out.
    - Communicating Student Learning strategy for Indigenous students (learning updates, core competencies, goal setting, graduation progress)
    - Numeracy support in secondary
- Connecting with LEA First Nations about Learning Updates twice a year, with a third meeting for students at risk in the spring
- Identifying at risk students due to absenteeism in October, December, and March

Objective 1.2: Focus on instructional practice with vertical teacher teams in mathematics

Key Strategies

- Maintain staffing of 2.0 FTE district numeracy support teachers
- Continue vertical team inservices of grade 6 & 7 teachers to focus on the development of reasoning in mathematics
    - Expand vertical team inservices with grade 3 & 4 teachers to focus on math through the curricular competencies and build mathematical understanding
- Continue to support the Mathology program and district anchor resources in both elementary and middle grades using 1:1 support model with district numeracy team
    - Expand the Matific pilot for intermediate & middle school teachers (part of Mathology program)
- Expand use of math intervention program *Do The Math* used by elementary and middle school Learning Assistant Teachers
- Complete implementation and support documents of district numeracy assessments including Computation Assessment & Practice (CAP) and Problem Solving Assessment & Practice (PSAP)

Objective 1.3: Increase successful transitions in grades 6-10

Key Strategies

- Continue Middle School Transition Support Teacher position (0.2 FTE) in 2026-27. This staff member will assist School Based Teams with the implementation of supported transition strategies for Grade 6 to 7 transitions as outlined in the newly developed District Transitions Procedures document. Staff member to schedule monthly meetings with the District Elementary to Middle School Transitions Committee to monitor progress, seek feedback, and adjust District Procedures document as required.
- Enhanced transition program opportunities for incoming middle school students and parents with an aim for earlier and higher frequency.
- Increasing accessibility to after school activities to build positive connections with school and staff.
- Examine internal transition decline within secondary grades.
- The Transitions committee will continue to examine MDI data to identify action items with schools, inform district practices, and documented procedures.

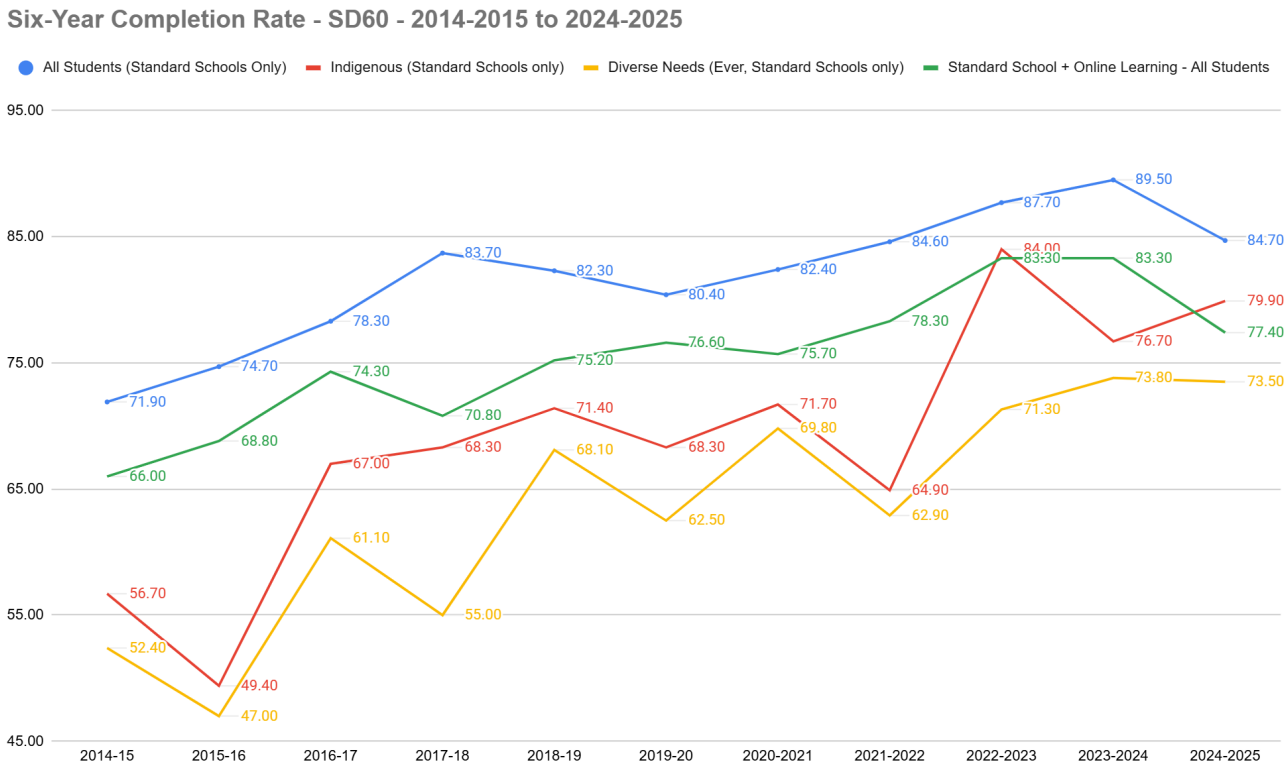
Objective 1.4: Focus on the intentionality of literacy instruction

Key Strategies

- Complete Implementation of the literacy grant plans for 2026-27
- Maintaining staffing of 2.0 FTE Literacy Support Teachers for 2026-27
- Implementation of Early Literacy Intervention Program in 2026-27 to support complex reading challenges in primary and replace the Reading Recovery Program.

Indicators

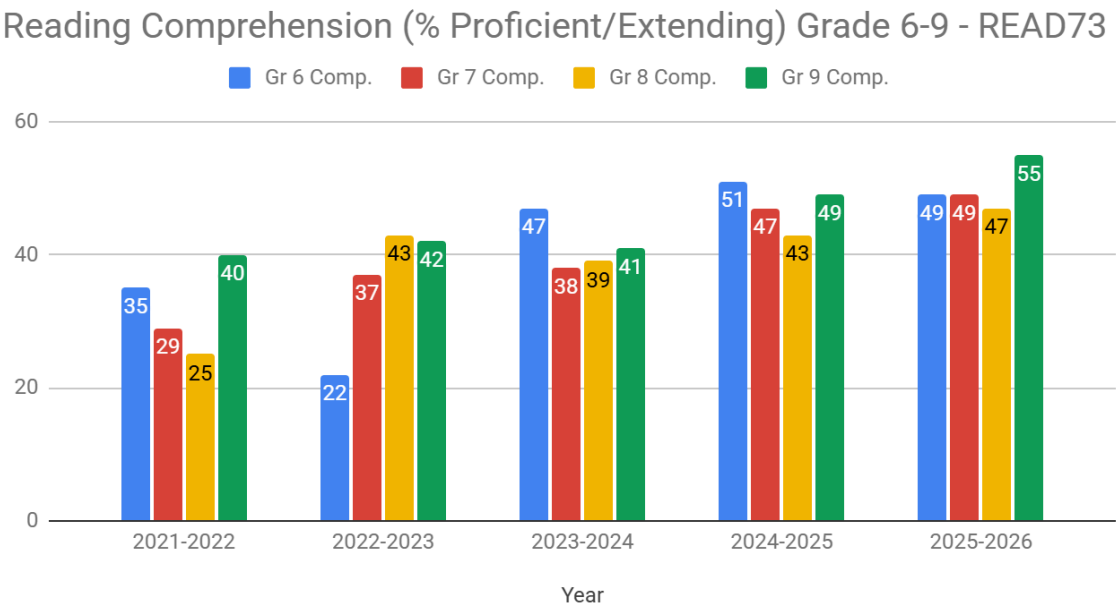
Graduation -Six-Year Dogwood Completion Rate - 2014-2025[1]



[1] Figure 1 - Graduation Six Year Completion Rate

Reading Comprehension[2]

Grades 6-9



Grade to Grade Transitions[3]

Year	Gr 9 to 10	Gr 10 to 11	Gr 11 to 12
2018/2019	92%	92%	88%
2019/2020	89%	92%	83%
2020/2021	94%	95%	91%
2021/2022	93%	91%	90%
2022/2023	95%	90%	84%
2023/2024	93%	95%	94%
2024/2025	92%	85%	82%

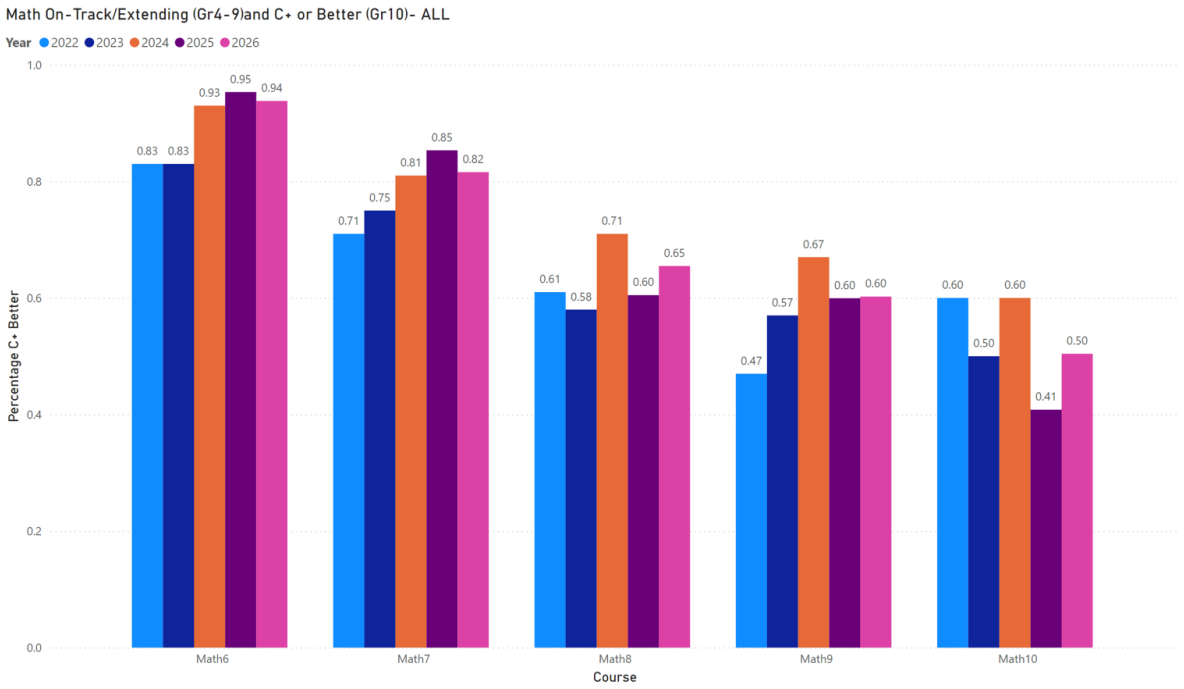
Drawn from Ministry FESL Data.

[2] Figure 2 - Reading Comprehension Grades 6-9
[3] Figure 3 - Grade to Grade Transitions

On Track or Extending (C+/Developing or better) in Grades 6-10 in Mathematics 2025-2026[4]

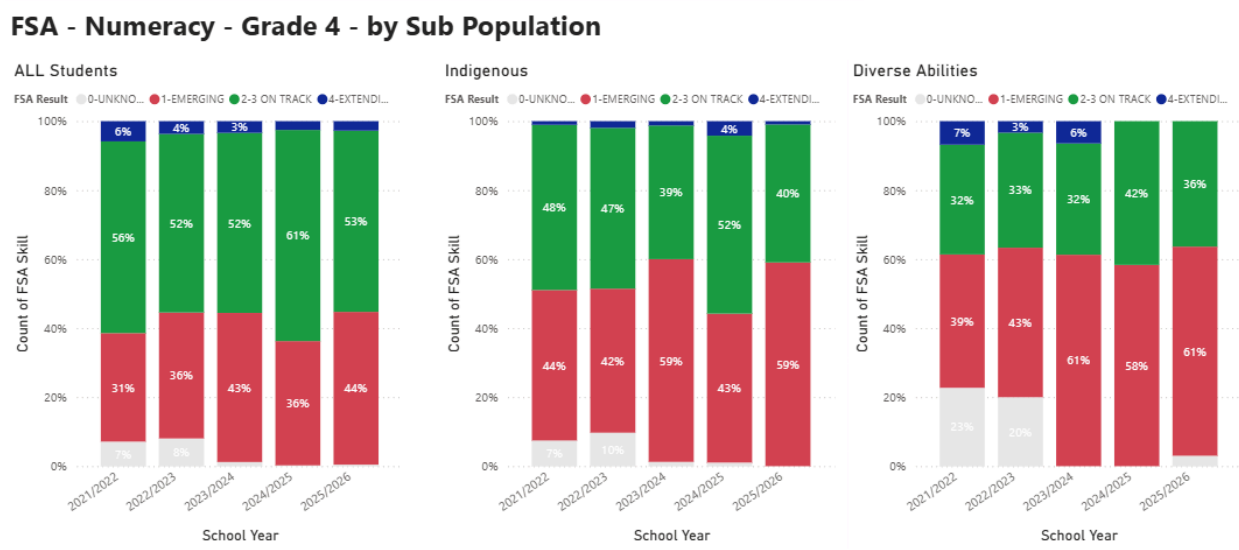
Group	Math 6	Math 7	Math 8	Math 9	Math 10
ALL	94%	82%	65%	60%	50%
Indigenous	90%	73%	52%	51%	36%
Indigenous Male	87%	71%	44%	60%	34%
Indigenous Female	93%	76%	59%	41%	39%
Non-Indigenous	95%	84%	70%	63%	56%
Non-Indigenous Male	95%	83%	68%	60%	50%
Non-Indigenous Female	96%	87%	71%	66%	61%
ELL	93%	88%	64%	60%	39%
Disabilities and Diverse Abilities not incl Gifted	90%	67%	46%	47%	29%

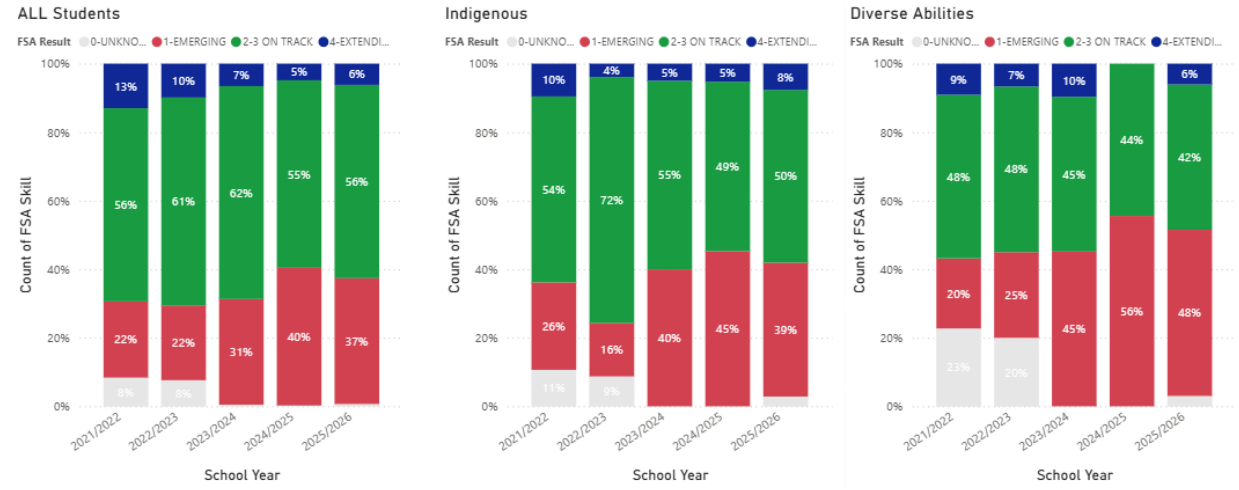
5 Year View - All On Track or Extending (C+/Developing or better) in Grades 6-10 in Mathematics[5]



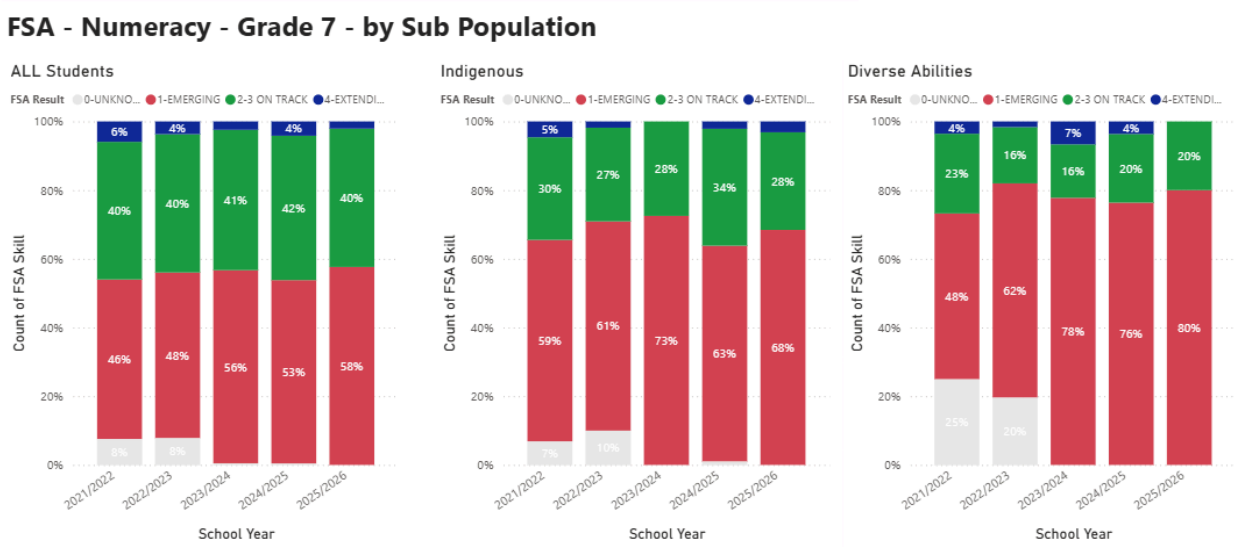
[4] Figure 4 On Track or Extending (C+/Developing or better) in Grades 6-10 in Mathematics
[5] Figure 5 5 Year View - All On Track or Extending (C+/Developing or better) in Grades 6-10 in Mathematics

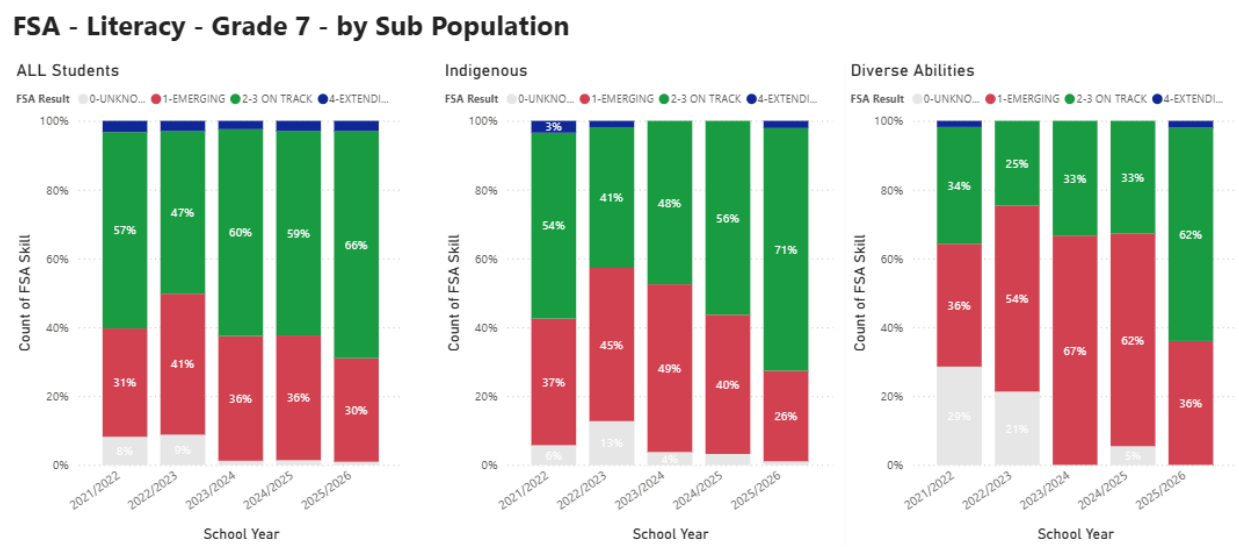
Foundation Skills Assessment by Skill and Sub Population[6]





[6] Figure 6 - FSA by Sub Population Grade 4, 7 - Literacy, Numeracy





Focus on Indigenous Students

- Implementation of data strategy to examine school level data with educators to better understand gaps between groups. Collaboration around school level strategies to close gaps to follow.

Focus on Child and Youth In Care

- Continue to support the new CYIC district coordinator

Focus on Students with Disabilities or Diverse Abilities

- Implementation of data strategy to bring school level data to educators to better understand gaps between groups continues. Collaboration around school level strategies to close gaps to follow.

Targets

- A trend of improving 6-year completion rates for all students with a target of reaching the provincial average
- A trend of improving achievement in reading comprehension between grades 6-9
- A trend of improving achievement between grades 5-7 in Learning Updates Math marks (report card marks)
- A trend of improving FSA results and closing achievement gaps between groups

Alignment of Resource Allocations With This Goal:

- Numeracy initiative grant $209,600
- Literacy Initiative grant: $238,600
- District Collaboration: $40,000

Goal 2: Support Student & Staff Social/Emotional Competency

Strategic Plan Alignment - People Development & Student Learning

Reflection on Effectiveness of Strategies and Resources

Throughout the 2025-2026 school year, the District Social Emotional Learning (SEL) Team has implemented several strategies to support the development of social and emotional competencies among both students and staff. Key actions included direct school-based coaching, classroom modelling, co-planning with educators, and the facilitation of targeted professional learning focused on trauma-informed practice, regulation strategies, and the integration of SEL into curricular instruction.

School communities continue to reference Middle Years Development Instrument (MDI) and Student Learning Survey data to guide the development of their school-based SEL goals, particularly as part of their Framework for Enhancing Student Learning (FESL) planning. While this data serves as a valuable entry point, there remains room for growth in terms of more deeply analyzing and responding to specific trends and areas of concern identified through the data.

The District SEL Team also offered a variety of professional development sessions during district-wide Pro-D days. These sessions were designed to build staff capacity in core SEL competencies and align practices across schools. Despite the relevance and quality of these offerings, teacher attendance at these sessions was often at or below half capacity. This suggests a need to further explore barriers to participation and consider alternative models or formats for professional learning that might better meet the needs of educators.

While many schools have made meaningful progress in aligning SEL, behavioural, and mental health supports within a district-wide Multi-Tiered System of Supports (RTI), continued work is needed to refine and fully integrate these approaches. Ensuring alignment between school-level interventions and the district's behavioural process framework remains an area of focus, particularly to ensure consistency and equity in support provided to students across all school communities.

Through the 2025-2026 school year, the CYIC district coordinator provided robust advocacy and interagency support by responding to requests from MCFD, multiple schools, families, and community agencies. Regular meetings with MCFD helped strengthen collaboration and streamline service delivery. The coordinator successfully advocated for urgent access to mental health services and emergency financial support such as food, rent, and daycare. Direct advocacy and service navigation were also provided to students and families to enhance well-being and educational outcomes.

Family and caregiver engagement remained a priority. Three parenting groups were offered to MCFD clients, foster parents, and school families, focusing on topics like ADHD and child-centered play. Intensive, multi-agency coordination supported a high-risk family, while ongoing communication with MCFD social workers ensured consistent planning for children and youth in or out of care. Efforts to collaborate with Community Bridge's Foster Parent Support were initiated but delayed due to criminal record check related issues.

To build staff capacity, training sessions were delivered on ADHD and child-centered play breaks. The team co-hosted workshops on relational classroom management and family systems theory for counsellors. A new training module on supporting students with ADHD was developed for future launch, and individualized coaching was provided to an ISSW working with a CYIC student.

In terms of systems work and policy alignment, the team participated in CYIC- and Indigenous-focused workshops at the Child and Youth Trauma Symposium and co-led two Indigenous student workshops on land-based learning and ribbon skirt making. File reviews for CYIC students were initiated to identify systemic strengths and gaps, with half completed and the rest in progress. Policy and legislative reviews were conducted to guide improved collaboration between MCFD and Education, with draft resources currently in development. Findings were shared with MCFD leadership and social workers to further strengthen coordination.

Objective 2.1: Establish Social Emotional Learning (SEL) as being foundational to school practices and student achievement

Key Strategies

- District Counsellors support/coach school-based teams in trauma-informed approaches aligned with Bruce Perry's Neurosequential Model.
- The District SEL Team will model co-regulation practices and support the implementation of these practices into daily routines across classrooms and school settings.
- District SEL Team will provide data literacy workshops and coaching to enhance staff capacity in interpreting and using SEL-related data meaningfully (ie FESL goals).
- Continue to clarify and increase awareness of the roles of counsellor consultants, SEL Specialists, SEL teacher and youth care workers as integral to implementing tiered SEL supports

Objective 2.2: Cultivate a Community of Adults Who Engage in Their Own Social/Emotional Learning

Key Strategies

- District SEL team available to facilitate staff wellness sessions (eg, mindfulness, stress regulation and self-awareness) and offer collaborative planning support to embed well-being into staff school routines.
- District SEL team will offer to facilitate/model team-based practices that encourage reflection and relational trust during staff meetings and professional learning days.
- Community of practice working group with trained Compassionate Systems Leaders to apply the tools and continue to engage in their own social-emotional learning.

Objective 2.3: Explicit SEL Programs and Practices are Implemented in the Classroom Setting

Key Strategies

- District SEL Teacher available to co-plan and co-teach lessons with classroom teachers, modeling how to embed SEL seamlessly into curriculum.
- Staff are supported by District Counsellors and SEL Specialists to increase their confidence in their ability to facilitate SEL programs and practices independently
- Staff have access to SEL resources, materials and supports from the district and within their school context
- District SEL Team support alignment between SEL instruction in the classroom (Tier1) and Tier 2, 3 interventions for students needing additional support

Objective 2.4: Prioritize Positive Staff-Family Relationships

Key Strategies

- Offer monthly parent-child relationship skills workshops through art, with a focus on children's social-emotional development based on the five CASEL indicators, and providing strategies for parents to support their children' s development at home across four schools
- The District SEL Team will develop family friendly SEL materials to be shared with families throughout the school year by school administration/staff (positive suggestions to families on how to support their student(s) social emotional development).

- The District SEL Team will support staff in building trusting, culturally safe relationships with families.

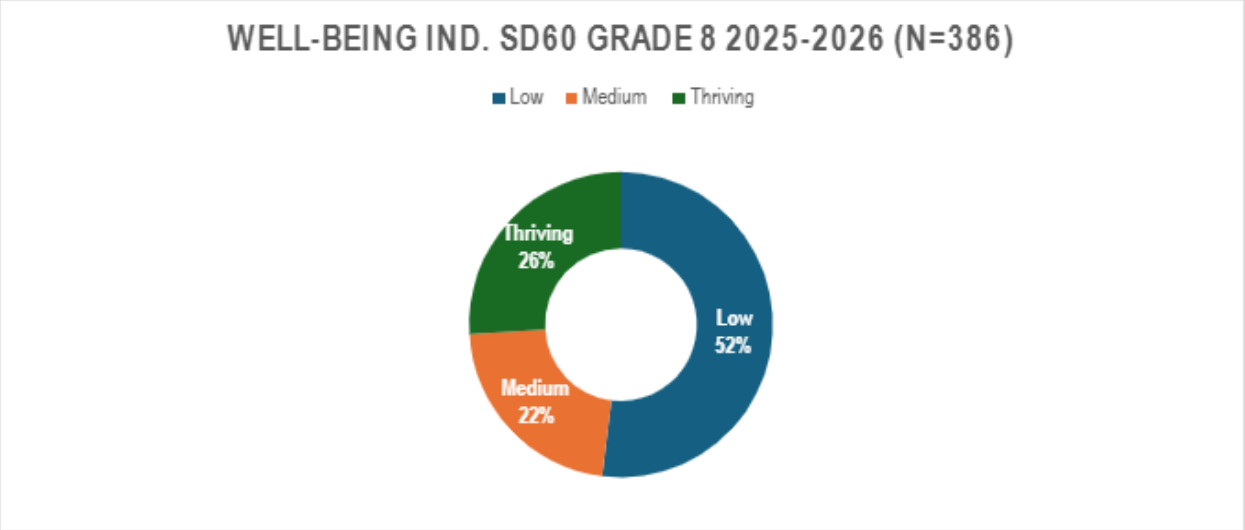
Objective 2.5: Cultural Safety / Anti-Racism

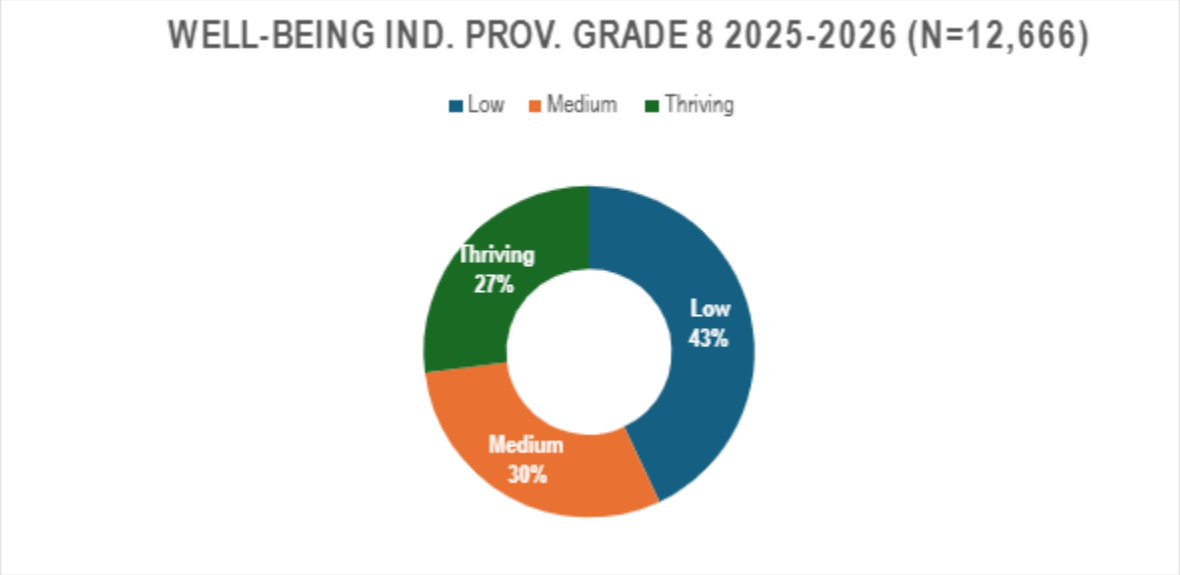
Key Strategies

- Complete the BC Educators Course on Anti-Racism with the leadership team
- Bert Bowes and Dr Kearney Middle schools continue to meet and work with a student group on bystander training and anti-racism initiatives
- Offer another round of Bystander training to Intermediate groups at 2 Elementary Schools
- Increase the number of schools receiving support from SWIS in terms of anti-racism workshops - from 4 to 8.
- Roll out Indigenous Cultural Safety training with all staff groups and the Board by the end of the school year

Indicators

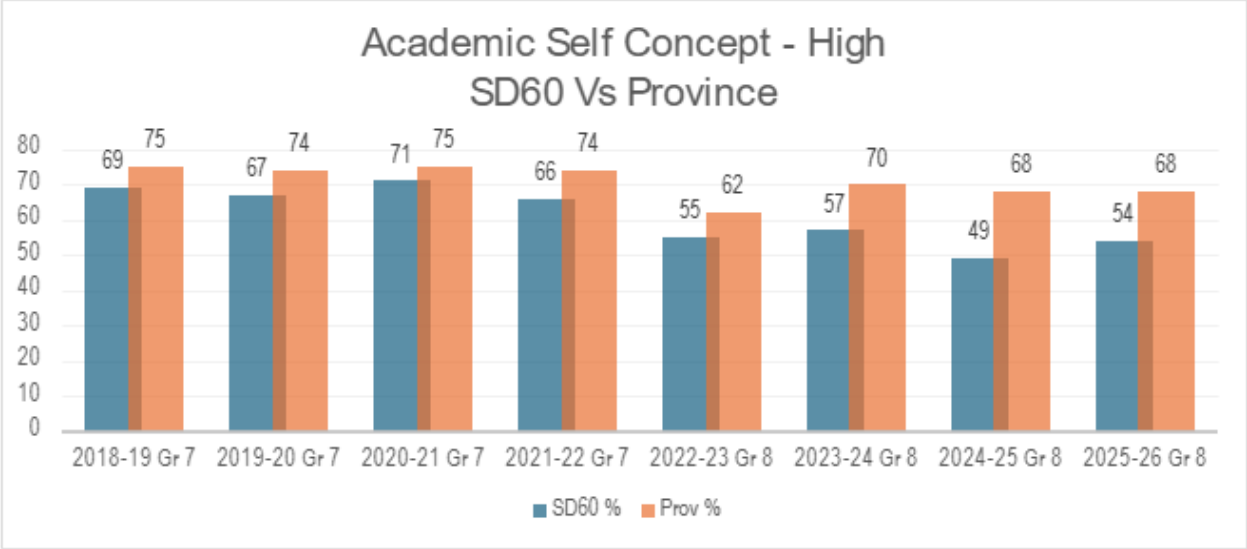
Grade 8 MDI Well-being Index (%) and Number of Children Responding compared to province[7]



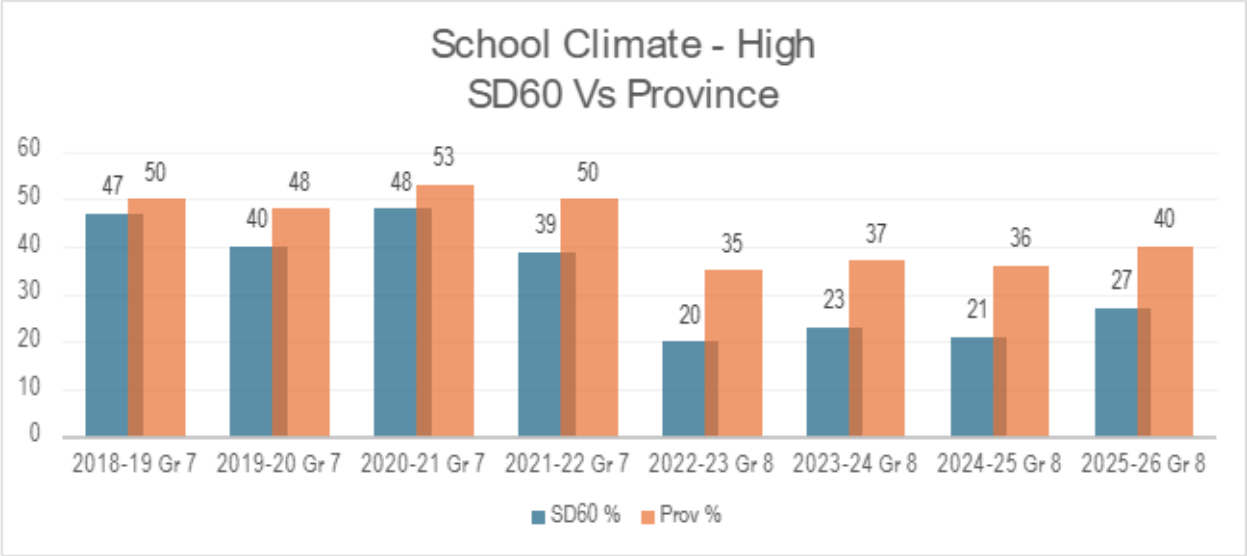


[7] Figure 7 - Grade 8 MDI Well-being Index (%) and Number of Children Responding in district and compared to province

Grade 8 MDI Academic Self Concept - High - "I am certain I can learn the skills taught in school this year." compared to province[8]

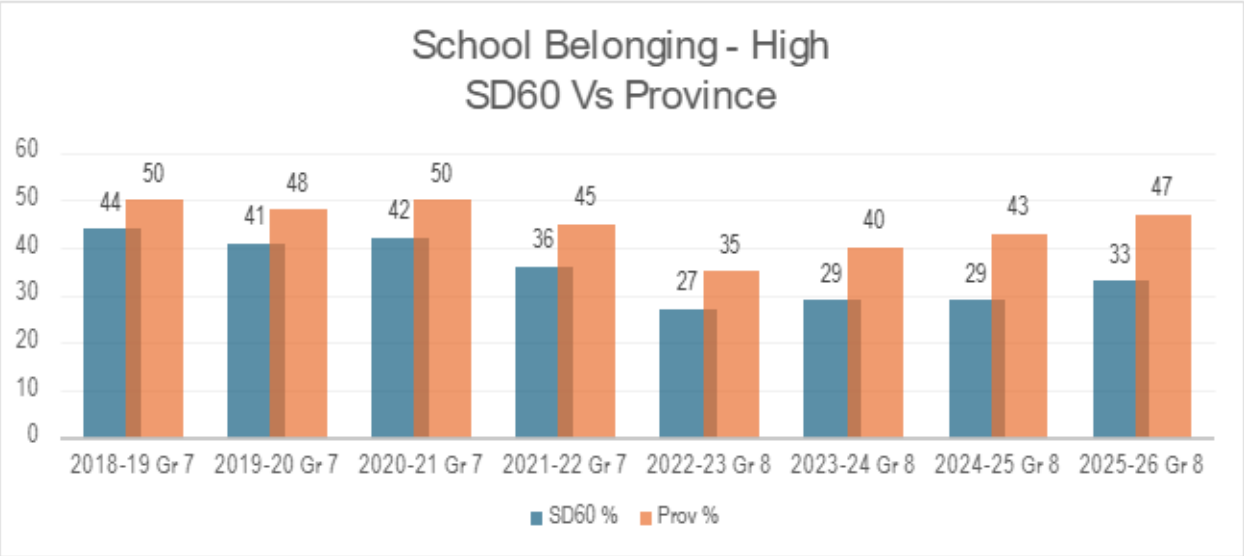


Grade 8 MDI School Climate - High - "People care about each other in this school" compared to province[9]



[8] Figure 8 - Grade 8 MDI Academic Self Concept - High - "I am certain I can learn the skills taught in school this year." compared to province
[9] Figure 9 - Grade 8 MDI School Climate - High - "People care about each other in this school" compared to province

Grade 8 MDI School Belonging - High - "I feel like I am important to this school." compared to province[10]



Focus on Indigenous Students

- Two district Indigenous SEL Specialists (School Social Workers) dedicated to supporting Indigenous students and their families while building capacity with school staff. Indigenous SEL Specialists in the school district play a vital role in supporting Indigenous students and fostering a culturally responsive environment. Their work is focused on directly assisting students and their families while enhancing staff capacity to meet these students' needs.
- Culturally Responsive Support:The specialists offer culturally relevant support, integrating students' cultural backgrounds and identities into the SEL framework to ensure they feel respected and valued, which is crucial for their well-being and academic success
- Family Engagement:They actively engage with families, providing resources and guidance, acting as a bridge between the school and Indigenous communities to foster trust and collaboration.
- Staff Capacity Building:Specialists train school staff in understanding and addressing Indigenous students' needs through professional development on cultural awareness and trauma-informed practices, creating a more inclusive school environment.
- Community Collaboration:They partner with local Indigenous communities to ensure support aligns with community values and needs, making the school district's approach culturally relevant.
- Advocacy and Systemic Change:The specialists advocate for systemic changes within the district to remove educational barriers, promote equity, and integrate Indigenous

[10] Figure 10 - Grade 8 MDI School Belonging - High - "I feel like I am important to this school." compared to province

perspectives into school procedures.
- Social-Emotional Development: Focusing on students' social-emotional growth, they provide counseling, develop culturally relevant SEL programs, and foster a sense of belonging within schools.

Focus on Child and Youth In Care

- Continuing with a Consistent Tracking System developed in 2024-2025 - a centralized process to identify, track, and update CYIC status and transitions across schools in collaboration with MCFD.
- Standardize Support Planning and Monitoring - Continue with a district-wide approach to create, monitor, and review CYIC support plans using a trauma-informed, competency-based model.
- Link Data to Outcomes - Track key indicators (e.g., achievement, attendance, well-being) and connect them to interventions to assess impact and guide future supports.
- Strengthen Collaboration and Communication - Develop a district-wide framework to support consistent communication between schools, MCFD, and caregivers, reducing fragmentation and improving continuity of care.
- Ensure Inclusive Planning for All CYIC - Create proactive support plans for all CYIC, regardless of designation, and explore early intervention strategies that are non-stigmatizing and strengths-based.
- Align Practices with Equity Standards - Embed the 8 equity pillars from the CIC Youth Initiative into school practices, including student voice, mentorship, access to culturally relevant supports, and upholding children's rights.

Focus on Students with Disabilities or Diverse Abilities

- Personalized SEL: Tailor social-emotional learning (SEL) strategies to each student’s unique needs, considering diverse abilities and disabilities.
- Individualized Approach: Implement personalized SEL strategies tailored to students' unique needs, recognizing the diverse abilities and disabilities of each learner.
- Inclusion and Accessibility: Ensure that SEL programs are accessible to all students by adapting materials, activities, and approaches (e.g., visual aids, sensory tools, simplified language) for diverse learning profiles.
- Collaborative Support Teams: Work with educators, support staff (including Indigenous SEL specialists), and families to create a comprehensive support system that aligns SEL goals with Competency Based Individual Education Plans (CB-IEPs).
- Trauma-Informed Practices: Incorporate trauma-informed and culturally sensitive approaches to SEL, providing safe, inclusive spaces where students feel emotionally supported.
- Professional Development: Train teachers and staff in SEL strategies for diverse learners, including how to adapt the curriculum, manage challenging behaviors, and promote positive social interactions among peers.
- Family Engagement: Collaborate with families to support SEL practices at home, providing guidance and resources for consistent support.

- Monitoring and Feedback: Regularly assess SEL progress through student feedback, IEP reviews, and educator observations, adapting the approach as needed to ensure continuous growth.

Targets

- Provide SEL - focused professional development sessions monthly by implementing flexible, responsive formats such as after-school sessions, online modules, embedded coaching, or team-based inquiry models.
- Summary data/reflection collected via school survey showing how specific findings from MDI/SLS shaped SEL focus.
- Increase percentage of grade 8 students indicating ‘Thriving” on the MDI Well-Being Index (2025-2026 school year)
- Increase percentage of grade 8 students rating “School Climate” and “School Belonging” as high on the MDI

Alignment of Resource Allocations With This Goal:

- SEL Specialists: 4 FTE
- District Counsellors: 3.6 FTE
- SEL Teacher 0.4 FTE
- Child and Youth in Care Coordinator: 0.4 FTE
- TTOC time for coaching/collaboration and Professional Development sessions: $7,000
- Indigenous curriculum development: $20,000
- SEL/Mental Health Wellness ProD/ Resources: $15,000
- Settlement Workers in Schools (SWIS) support for anti-racism workshops
- Federal grant for anti-racism bystander training: $15,000

Goal 3: Enhance Student Options and Engagement through Career Education and Experiential Learning

Strategic Plan Alignment - Student Learning

Reflection on Effectiveness of Strategies and Resources

Since the 2021-2022 school year, more career education opportunities have been created to benefit all students while focusing on increasing Indigenous graduation rates. An example of this is the Grade 9 Indigenous Welding Camp. Seventeen Indigenous students participated in this 5 day camp at NPSS. This camp helped students develop skills, learn about possible career pathways, and helped in their transition to high school. In the 2024-2025 school year, a new program was offered to expose students to career pathways in the medical field and this continues in 2026-2027. The six year completion rate for Indigenous students in the 2024-25 school year was 79.9%, up from 76.7% in the 2023-24 school year. This is trending upward from an average of 72% in the previous 5 years. In 2023-2024, the district saw the highest satisfaction rates for job and post secondary preparation in the last 5 years. 44% of Indigenous students reported being satisfied “many times” or “all of the time” with their preparation for a job in the future. This is 5% higher than the response from all students. 47% of Indigenous students reported being satisfied “many times” or “all of the time” with their preparation for post-secondary education. This is 2% higher than the response from all students. Satisfaction levels for the 2024-25 school year have declined for Indigenous (24% job preparation/27% post secondary preparation) and non-indigenous (28% job preparation/35% post secondary preparation) students in both of these areas indicating the need for continued focus.

Objective 3.1: Increase the number of Indigenous Students completing Career Pathway programs at High School and increase their satisfaction with career and post-secondary education preparation.

Key Strategies

- Career Education presentations for Grade 9 (Middle Schools) and for Grade 10-12 students - Career Education Staff
- Individual student/small group meetings with Indigenous students to promote career pathways and opportunities (Career Staff/Industry Professionals)
- Annual Presentations to the communities of Upper Halfway, Doig River and Blueberry regarding Career Pathways and opportunities for Secondary Students (Career Education Staff)
- Project Heavy Duty - engage Indigenous high school students in heavy equipment career opportunities. In 2025-2026, 23% of participants were Indigenous (up from 18% in 2023-2024).

- Expansion of dual credit programs for secondary students to include academic courses - promote this option and increase indigenous student participation.
- College Program Tours for Indigenous students
- Grade 9 Trades Transition Camp for Indigenous Students - 16 Indigenous students to participate in Trades activities for 5 days at NPSS (2026-27 school year)
- Women of Steel Camp - offered to 12 female students in Grade 8-12 participating in Trades activities for 5 days. Goal of at least 6 Indigenous student participants (2026-27 school year)
- Increase focus on expanding work experience opportunities in the healthcare career fields - ie. Adventures in Healthcare (work experience placements, post-secondary tours, learning events)

Objective 3.2: Increase the integration of Numeracy within Applied Design Skills and Technology

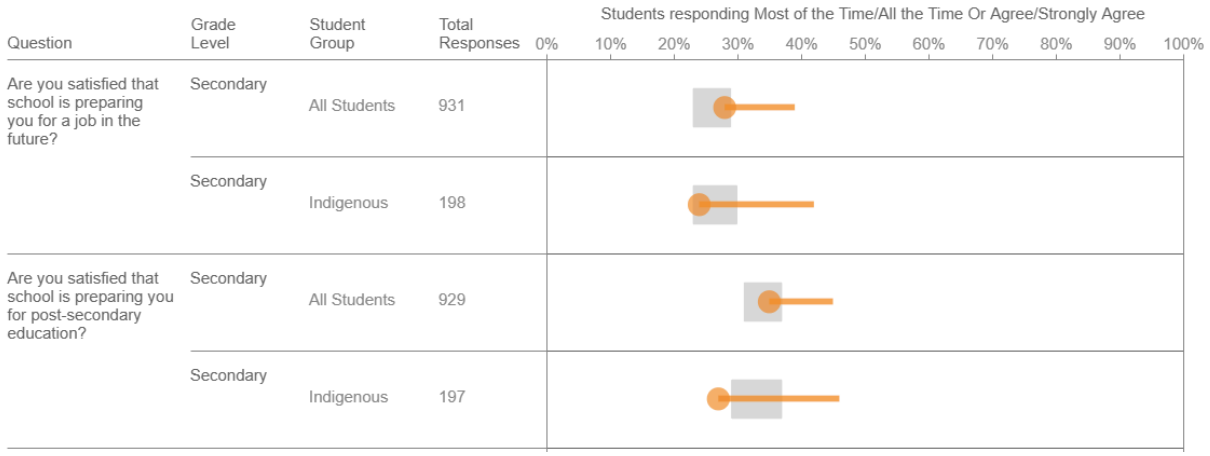
Key Strategies

- Create District Resource Guide for Elementary Career programs - collection of ADST lessons and resources.
- Mentorship support offered to Elementary teachers focused on these resources and ADST lessons - (to be offered in the 2026-27 school year)
- XPlorefest - 1 day event for all Grade 5 students across the district to participate in ADST activities in connection with local industry partners.
- Honour The Work - Grade 1 to 6 Career Education Kits to be distributed to all elementary schools designed to introduce students to skilled trades and architecture/engineering/construction careers. Turn-key kits contain hands-on building materials and lesson plans.

Indicators

- Graduation rate for Indigenous students
- Percentage of indigenous students participating in Career Programs
- Monitor Implementation level across the district for ADST in elementary
- Student Satisfaction levels - Job / Post Secondary Preparation[11] (yellow dot shows current year for district, orange band shows typical range for district, grey band shows typical range across middle 50% of BC districts)

[11] Figure 11 - Student Satisfaction levels - Job / Post Secondary Preparation



Student Success website - Figure 11(2024/2025)

Focus on Indigenous Students

- Developing Learning Journeys with Indigenous secondary students supported by Transition Coaches

Focus on Students with Disabilities or Diverse Abilities

- Career Education Department supporting Evergreen program students with work experience programs

Focus on Youth in Care

- Career Education staff to collaborate with the SEL team to support students with Post Secondary Transition planning.

Targets

- Increasing levels of student satisfaction with job and post secondary preparation
- Increasing graduation rates for Indigenous students

Alignment of Resource Allocations With This Goal:

- ADST Supplies for professional development - $1,000
- Teacher hired to edit District Resource Guide for Elementary Career Programs - $1,000
- Trades Transition Camp for 32 students - $20,000

Goal 4: Promote Student Success Through Inclusive Practices That Remove Barriers, Honour Diversity, and Provide Targeted Supports Based on Student Strengths and Needs

Strategic Plan Alignment - Student Learning

Reflection on Effectiveness of Strategies and Resources

Support student achievement through inclusion by fostering equitable, accessible, and responsive learning environments where all students can participate meaningfully and reach their potential. This includes UDL-based instruction (Universal Design for Learning), individualized support through collaborative planning, culturally responsive and trauma-informed practices, and ongoing use of data to guide decisions and improve outcomes.

In alignment with the Accessible BC Act: Guidance for the K–12 Sector, the district continues to prioritize two key objectives: increasing meaningful participation in school communities and developing standards for improved service delivery in areas such as education, entranceways, playgrounds, sidewalks, accessible transportation, and employment opportunities. These priorities reinforce our commitment to creating barrier-free environments that promote inclusion, celebrate diversity, support self-determination, and ensure equitable access to education for all learners.

The consolidation of special education funding, supplemented by additional district resources, has enabled the development of a robust inclusive education budget for every school in the district. In alignment with the Ministry's philosophy of fostering student independence and promoting a collaborative approach to inclusion, schools are gradually transitioning away from relying solely on the allocation of Educational Assistant (EA) hours as the primary means of student support.

Instead, a broader range of interventions is now available to support both individual students and entire classrooms. These supports include professional development opportunities, additional teacher time, enhanced learning resources, and access to specialists such as youth care workers and counsellors. This year, the district is also advancing the implementation of Competency-Based Individual Education Plans (CB-IEP), a student-focused and strength-based approach that brings together the full team school staff, specialists, the student, and their family to develop meaningful, competency-aligned goals that support growth and independence.

Recognizing the essential role Educational Assistants play in inclusive education, the district has prioritized targeted training to build their skills and confidence. Continued non-violent crisis prevention training remains a key component of this work, equipping EAs with effective strategies to support diverse learners safely and proactively. Additional professional learning opportunities will be offered through Dr. Richard Stock, POPARD, and new this coming year **POPFASD**, further strengthening staff capacity in evidence-based interventions and inclusive practices.

A key component of this inclusive approach is the intentional focus on building strong professional relationships among school staff. Teachers, Educational Assistants, administrators, and specialists are encouraged to collaborate regularly, drawing on each other's expertise to develop comprehensive, student-centered support plans. This collaborative culture not only enhances the quality of interventions but also promotes consistency, shared responsibility, and mutual respect among professionals working with students. To support this, administrators will receive additional training on 1701 designation package submissions, helping ensure accuracy, alignment, and confidence in school-based decision-making.

Previously, EA hours accounted for 98% of the inclusion budget; today, now at 82%, reflecting a more diversified and strategic use of resources. Most importantly, the process for determining student support now involves a collaborative school-based team, ensuring both a problem-solving approach and greater transparency in budget allocation. As part of this shift, the district is intentionally building capacity among administrators to lead inclusive practices, guide teams through complex planning decisions, and support the effective implementation of competency-based IEPs.

Objective 4.1: Support A Sustainable, Transparent, School-Based Learning Support Model with a Focus on Classrooms

Key Strategies

- Principals will work with the School-Based Team to align Learning Support Fund decisions with their Framework for Enhancing Student Learning goals, using the Guiding Principles for the Learning Support Fund to collect evidence of impact.
- Invite four schools to present their Learning Support Model during Education Committee meetings to share intentional, data-informed approaches to inclusive education.
- Ongoing after-school training sessions will support administrators in deepening their understanding of Inclusive Education processes, Learning Support Fund decision-making, and designation requirements.
- Continue to use the Inclusive Education SharePoint and expand the usefulness of this site by adding guidelines, templates, training materials, designation resources, and examples of effective school-based models to ensure consistent access to up-to-date information.

Objective 4.2: Increase Achievement and Independence of Students with Diverse Needs Through an Inclusive Classroom Support Plan

Key Strategies

- Allocate learning supports based on the collective strengths, needs, and abilities of the entire class, with the goal of fostering student independence utilizing class profiles.
- Assign a Social-Emotional Learning (SEL) Specialist (Social Worker) to schools identified as having high populations of Children and Youth in Care to provide targeted support.
- Use disaggregated data (All, Indigenous, Diverse Needs) within school-based frameworks to monitor student progress and inform instructional adjustments.
- Ensure consistency and safety in supporting students who exhibit violent behaviours by training Educational Assistants, Administrators, Bus Drivers, and Administrative Assistants in alignment with WorkSafeBC regulations; utilizing standardized behaviour support protocols such as Blue Duotangs; and promoting clear, consistent communication across staff teams. In addition, the district will create a process for teachers to complete the online “De-Escalation Basics” course offered through the Crisis Prevention Institute to ensure all members of the school team use shared language and aligned strategies when responding to behaviours.
- Case managers are required to attend monthly Case Manager inservices at Learning Services to remain up to date on district processes, ministry requirements, and professional development.
- Continue to provide professional development for Educational Assistants and teachers to strengthen inclusive instructional practices and support diverse learners.
- Expand the Inclusive Education SharePoint with strategies, resources, and updated 1701 templates while strengthening barrier-free learning environments by identifying and removing physical, sensory, and procedural barriers across classrooms, entranceways, playgrounds, sidewalks, and transportation access to ensure equitable participation for all learners.
- Increase meaningful participation in school communities by allocating classroom-based supports that promote belonging, self-determination, peer collaboration, and active engagement for students with diverse needs, ensuring they can contribute meaningfully to all aspects of school life.

Focus on Indigenous Students

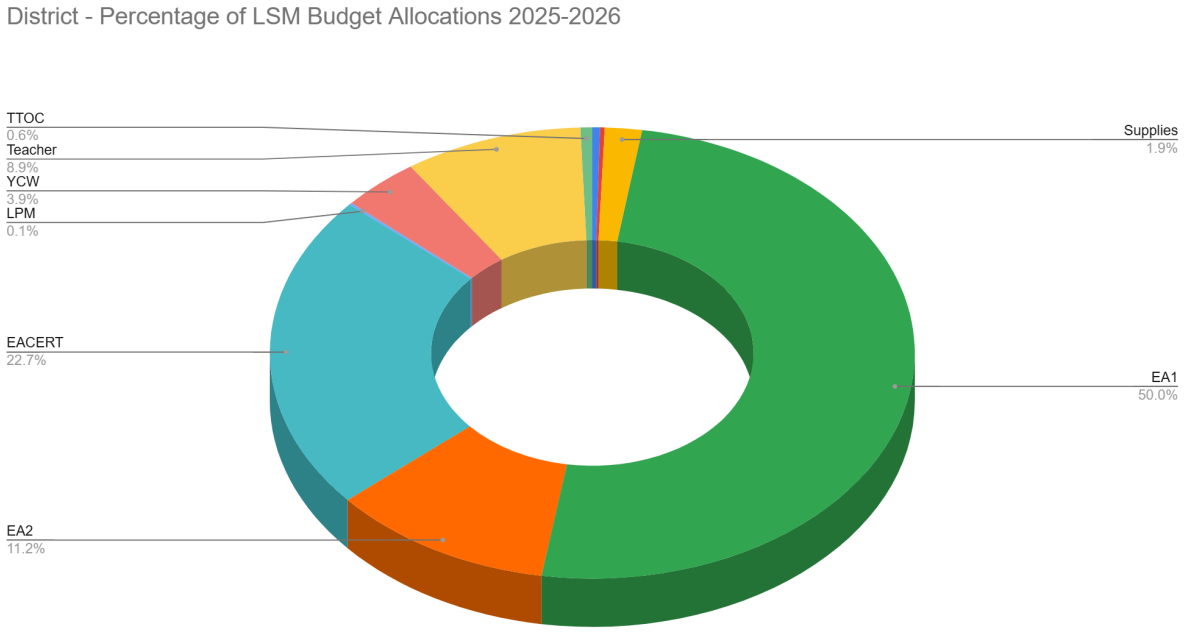
- Learning Journeys and Struggling Student processes

Focus on Child and Youth In Care

- Assigning a SEL Specialist to support schools with Children and Youth in Care

Indicators

Diverse Allocations of Learning Support Model Fund across District in 2025-2026[12]



Alignment of Resource Allocations With This Goal:

- Learning Support Fund to Schools - Phase 1 Designation Funding allocated at approximately $8.6M to begin the 2026-27 school year with possible increases after September 1701 enrolment reporting. Phase 2 Learning Improvement/SSEAC funding along with Community LINK allocated at $355k targeted specifically towards educational assistants supporting personal care and delegated medical plans. Phase 3 (contingency) funding to be allocated after Sept 30th for emergent needs which develop in the district.

[12] Figure 12 - District Allocations of Learning Support Model Fund

Goal 5: Provide quality Early Learning & Child Care opportunities to address community need

Strategic Plan Alignment - Early Learning & Child Care

Reflection on Effectiveness of Strategies and Resources

In the past year we've been able to build on our work based on feedback from the Indigenous Education Council for School District 60, community partners, local municipalities, and service providers. We've worked to become "cost neutral" in our Child Care programs understanding that there is a fluidity within Child Care.

Other highlights from last year's objectives

- We continue to expand School Aged child care access for families. We've been able to license another space in one program and will open in the Fall adding 24 spaces.
- A morning PreSchool Program was licensed to open in the Fall at Ecole Central. The ECE will be offering AM and PM pre-school classes with French instruction.
- Continue to increase access to quality early learning programs such as our StrongStart BC and Ready Set Learn programs.
- "Pretend to be a Kindergartener Day" happened in all four district run PreSchools. Kindergarten teachers were invited to participate in the afternoon.
- CPI training made available to Child Care and Early Learning staff
- ECE Learning Series with new ECE staff to district
- Joint inservice with Kindergarten teachers and ECE educators
- Ministry initiatives including Ready Set Learn, and Welcome to Kindergarten (RSL, WTK), supported collaboration between school district staff and community ECE's.
- The building project to increase infant/toddler seats in an accessible, culturally safe, and welcoming environment will be opening in 2026-2027.

Objective 5.1: Connect with Local Communities on future needs

Key Strategies

- Follow up with SD60 Indigenous Education Council about previous consultation and future child care and early learning needs
- Continue to connect with service providers and communities about future child care and early learning needs.
- Use additional Ready Set Learn funded events at rural schools to provide more accessibility to Indigenous and rural families.
- Support families with navigating funding to make programming more accessible.

Objective 5.2: Address needs by connecting and enhancing programs

Key Strategies

- Build capacity within the Early Learning and Child Care department through professional development and quality programming using the Early Learning Framework and other Ministry resources.
- Enhance collaboration between Early Childhood Educators and Kindergarten teachers.
- Continue to address needs for Before and After School care where financially sustainable and needed
- Collaborate with Feeding Futures program to support nutritious food options with child care and early learning programs
- Work to foster reconciliation through opportunities and programming in early learning and child care.
    - Place based learning outdoor inquiry with ECE professional development
    - Welcome to Kindergarten bags with loose parts & storytelling aligned with Indigenous ways of knowing and learning
- Implement a Preschool program with a French language and fine art focus
- Work collaboratively with Learning Services Department

Indicators

- Numbers of contacts with communities and organizations
- Number and type of offered programs in district schools
    - 6 district run Before and After School Care programs, 4 additional programs through a service provider - examine new opportunities
    - 1 Seamless Day Kindergarten program
    - 3 Just B4 Preschool
    - 3 Preschools
    - 7 StrongStart / outreach locations
    - 4 Infant / Toddler / 30 months+ daycare run by services providers
    - Number of licensed seats in district schools
- Number of collaboration opportunities with Learning Services professionals (e.g. Speech and Language)

Alignment of Resource Allocations With This Goal:

- 1 FTE District Principal
- 2 FTE exempt coordinators for early learning and child care
- Administrative Assistant

Focus on Indigenous Students

- Continue to work with Indigenous Education Council on culturally appropriate child care.

- Explore the Learning in the Primary Years document and the Indigenous Early Learning and Child Care Framework and Métis Nation Early Learning and Child Care Framework with ECEs.
- Explore the Elements of Quality Child Care from the BC Aboriginal Child Care Society within our local context.

Focus on Child and Youth In Care

- Examine information sharing within School District departments.
- Engage with MCFD, NENAN, and Community Bridge to increase participation of children in care in early learning opportunities.

Focus on Students with Disabilities or Diverse Abilities

- Engage with community partners (Child Development Centre, Settlement Workers in Schools, etc.) to invite families into early learning opportunities.
- Support staff with professional development opportunities regarding inclusion

Data Analysis

The following are notes regarding data in this document as well as the Ministry FESL data addendum that follows.

SD60 Document Data

Figure 1: Graduation 6 Year Completion Rate

- Source: Ministry Completion Rates
- Positive trend for all groups
- long term increasing trend over period with significant improvement for students with diverse abilities.
- A significant gap continues to exist between the Diverse Abilities sub population, and the All Students measure. A decreasing gap exists between Indigenous students and All Students.
- Standard school completion rate is notably higher than the measure with online school completion rate

Figure 2: Reading Comprehension Grades 6-9

- Source: Read73 Local assessment data
- Improvements for grades 7, 8, and 9 in comprehension have been noted over the previous year.
- Comprehension remains an area of focus
- A positive trend exists over all four grades over four years.

Figure 3: Grade to Grade Transitions

- Source: Ministry FESL Data
- Grade to grade transitions notes

    - A slight decline in grade 9-10 transition
    - Large declines in last year in 10-11 and 11-12 transition rate

Figure 4: C+ or Better in Grade 4-10 Mathematics

- Source: Final Marks
- Significant decline in all groups in grade 7 compared to grade 6 and grade 8 compared to 7.

Figure 5: 5 Year View - All On Track or Extending (C+/Developing or better) in Grades 6-10 in Mathematics

- Source: Final Marks
- Strong increasing trend in grades 6, and 7 over five years.

Figure 6: FSA by Sub Population Grade 4, 7 - Literacy, Numeracy

- Source: Local Power BI reporting with Ministry data
- Increasing number of students in grade 4 with an extending result in Literacy and a small decrease in the Emerging results for All, Indigenous, and Diverse Abilities.
- Uptick in numbers of students On-Track and Extending in Grade 4 Literacy.
- Largest number of students with the on-track result in the Indigenous group for literacy in grade 7 and increases for that group four years in a row.
- Significant growth in number of students with On-Track or Extending for students with Diverse Abilities in grade 7.
- Growing number of students with Emerging for all groups in grade 7 numeracy.

Figure 7: Grade 8 MDI Well-being Index (%) and Number of Children Responding

- Source: Middle Years Development Instrument
- Higher rate of Low category for district students in the Well-being index compared to province.
- Similar rate of Thriving category for students in province and district.

Figure 8: Grade 8 MDI Academic Self Concept - High - "I am certain I can learn the skills taught in school this year." compared to province

- Source: Middle Years Development Instrument
- Rebound in the district for academic self concept in the past year while provincial measure remained flat.

Figure 9: Grade 8 MDI School Climate - High - “People care about each other in this school” compared to province

- Source: Middle Years Development Instrument
- A significant drop is noted between the grade 7 and grade 8 students when our focus shifted to grade 8 four years ago.
- A growing number of students are reporting that more people care about each other compared to the last three years. A large gap exists between provincial results and lower district results.

Figure 10: Grade 8 MDI School Belonging - High - “I feel like I am important to this school.” compared to province

- Source: Middle Years Development Instrument
- A significant drop is noted between the grade 7 and grade 8 students when our focus shifted to grade 8 four years ago.
- Less than a third of students in grade 8 answer in the High response
- Growing number of students reporting a high academic self concept compared to the last three years. A large gap exists between provincial results and lower district results.

Figure 11: Student Satisfaction levels - Job / Post Secondary Preparation

- Source: District Report Student Success Website
- Lowest results in five years.

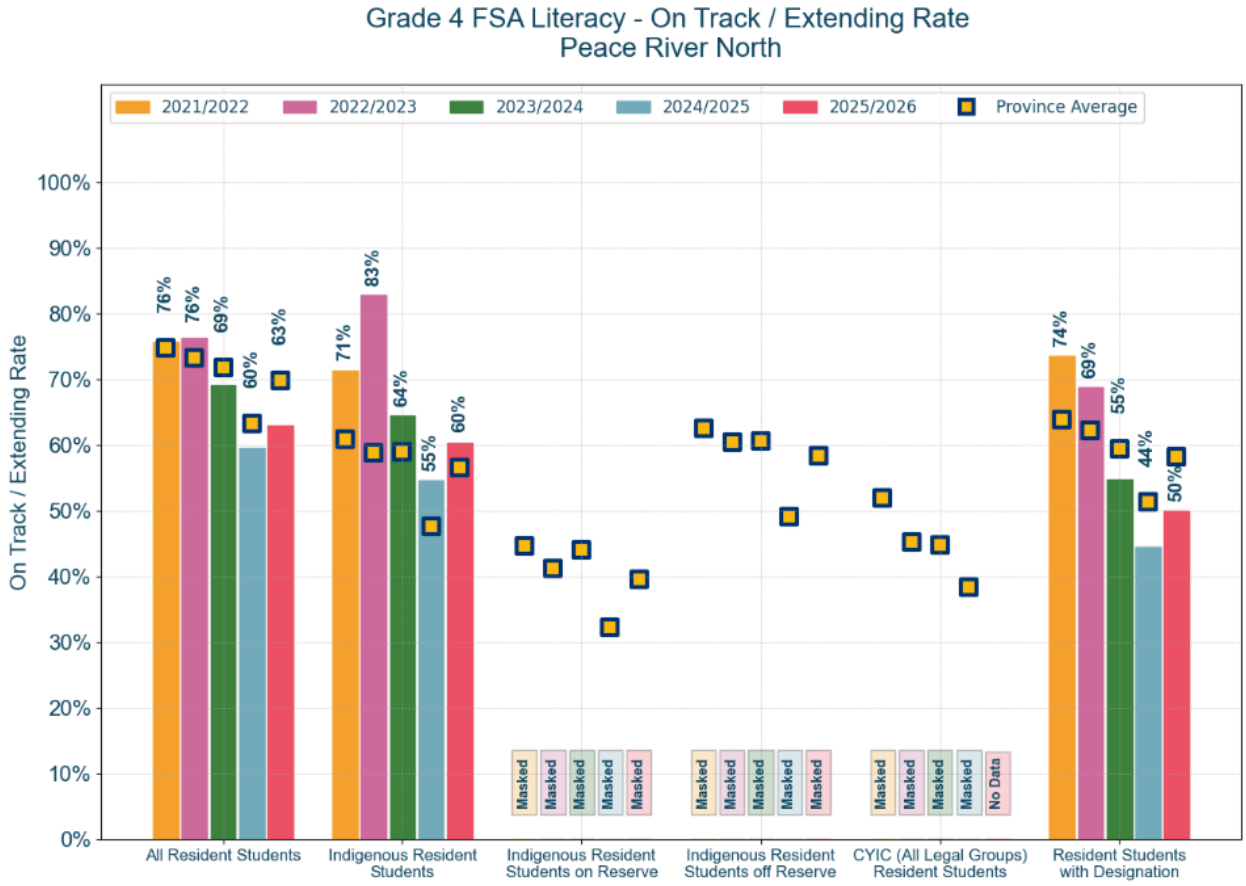
Figure 12: District Allocations of Learning Support Model Fund

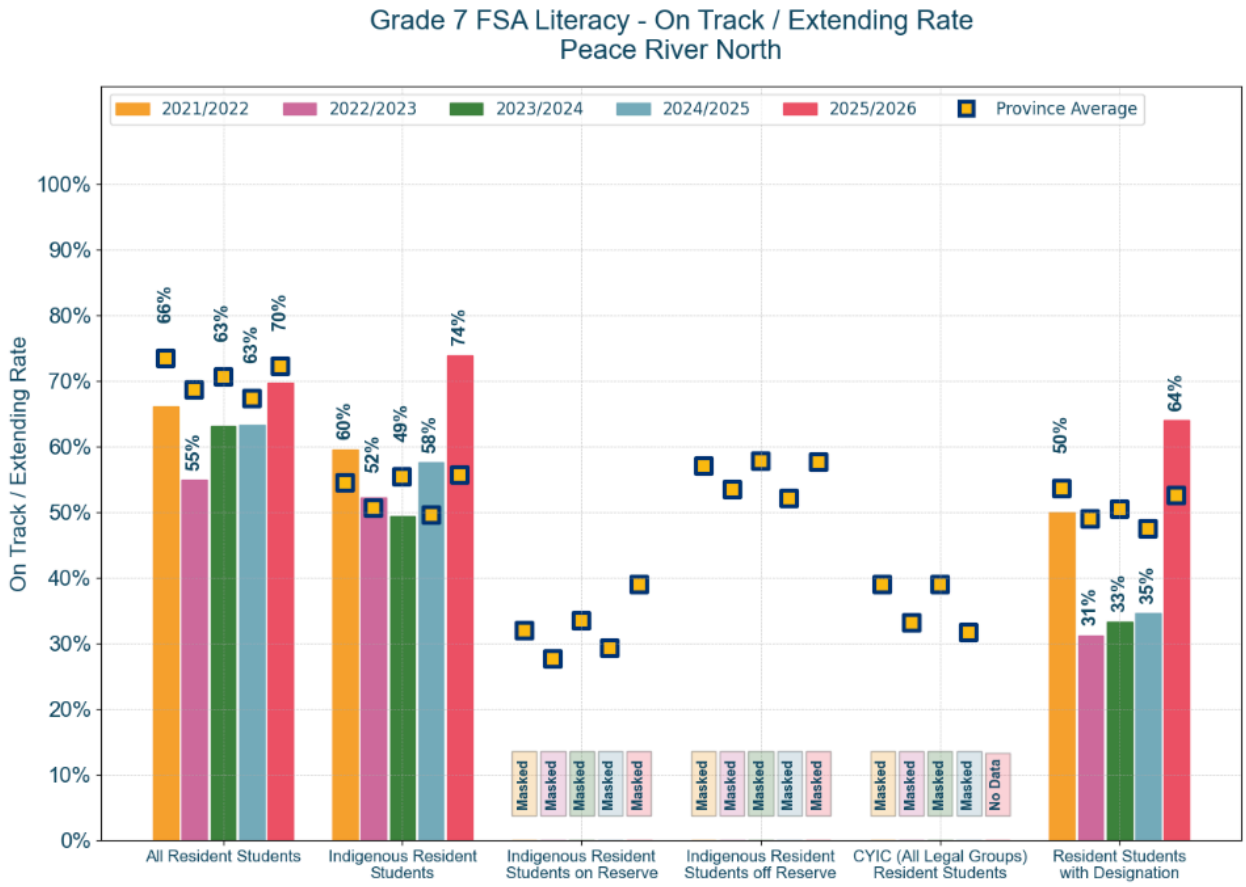
- Source: Local data
- Schools have added additional Youth Care Workers and Teacher FTE through the Learning Support Model in 2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025-2026 Majority spent on Education Assistants

Ministry Enhancing Student Learning Report Data

In the following pages we have included the Ministry provided Enhancing Student Learning Report Data. Our analysis is provided below by themes of Intellectual Development, Human and Social Development, and Career Development. Listed Outcomes and Measures are as per Ministerial Order 302/20. Data is masked where an identifiable group has 9 or fewer students in the data and data points will be omitted from the following graphs. Where appropriate analysis of unmasked data will provide further information.

Intellectual Development
Educational Outcome 1: Literacy
Measure 1.1: Grade 4 & Grade 7 Literacy Expectations



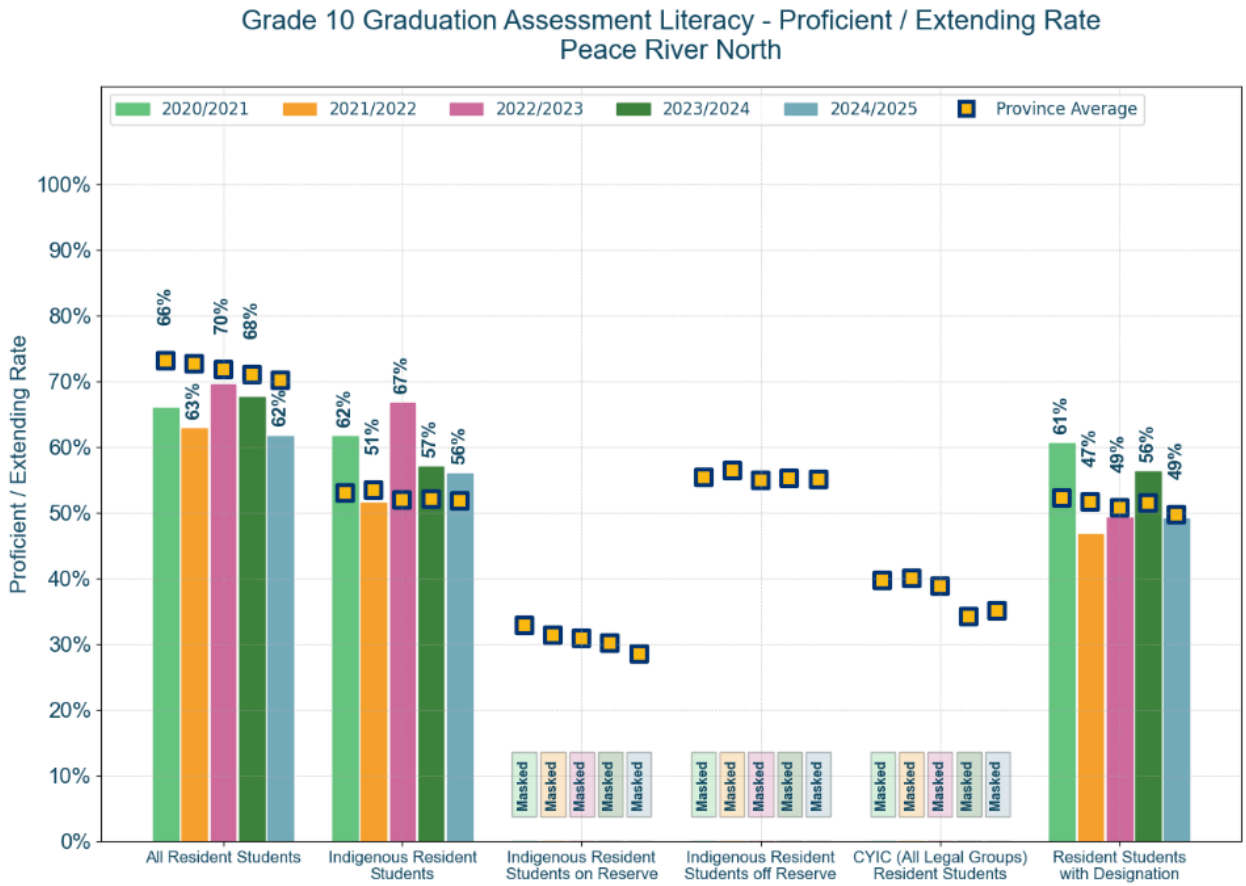


Data Analysis for Measure 1.1

- Grade 4
    - A small rebound noted in the All students measure over last year after a significant decrease
    - Indigenous students have a higher level of achievement than the provincial results for all years of the data including a significant positive difference in some years. A gap small exists between All and Indigenous students.
    - Indigenous students on reserve data are masked due to small numbers. Over the last five years local results are variable with last year 43% higher than the province.
    - Students with Disabilities / Diverse Abilities are above the provincial results for three of the last five years. A decline is noted in district and provincial results over the last five years.
    - CYIC results are masked due to small numbers. Results are similar between district rates and province.
- Grade 7
    - The All Students group has improved and is nearing the provincial result.
    - All sub-populations are performing significantly higher than provincial results
    - Indigenous students on reserve data is masked. Results are significantly higher than provincial results in the last two years.

- Students with Disabilities / Diverse Abilities are following a similar change with a very large improvement last year. A 6% gap exists between the Diverse Abilities group and the All group.
- CYIC results are masked due to small numbers.

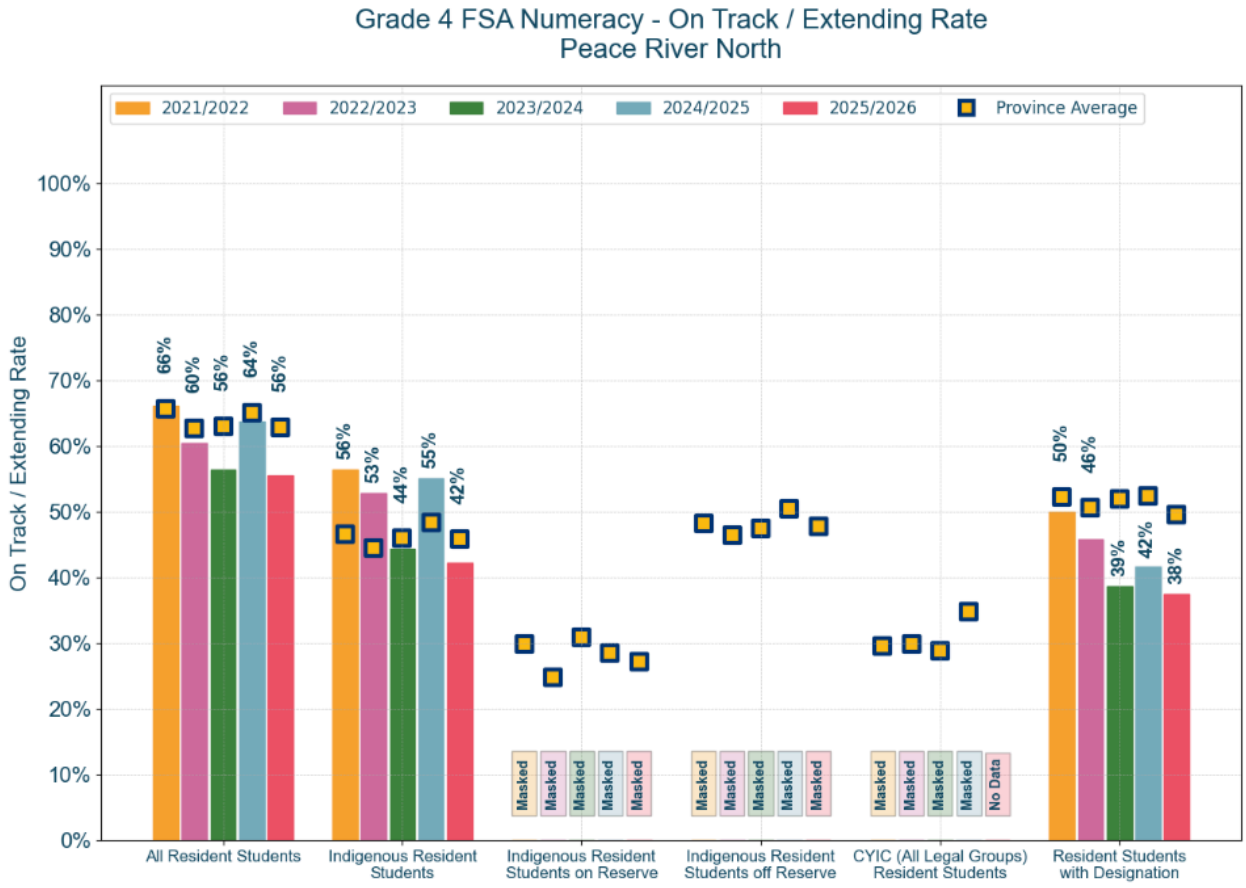
Measure 1.2: Grade 10 Literacy Expectations

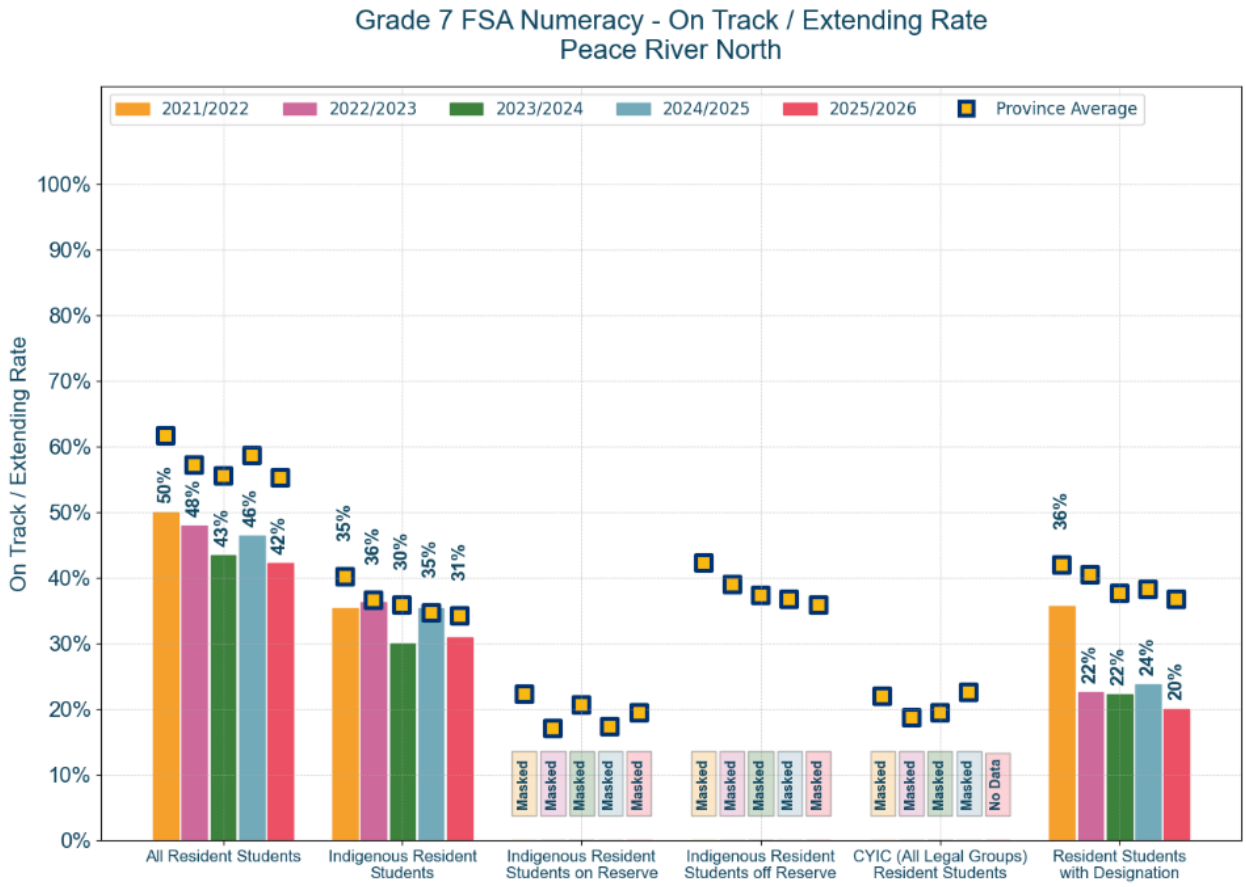


Data Analysis for Measure 1.2

- A gap between the provincial and district results varies from 1% to roughly 8% over five years
- District trend is flat compared to a declining trend for the province.
- Indigenous students' results were at least five percent higher than the province with four of the last five years.
- Overall Improving trend for all sub populations with a noted gap for students with diverse abilities.
- Indigenous students on reserve data are masked and are highly variable.
- Results for CYIC students are masked and are highly variable.

Educational Outcome 2: Numeracy
Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations



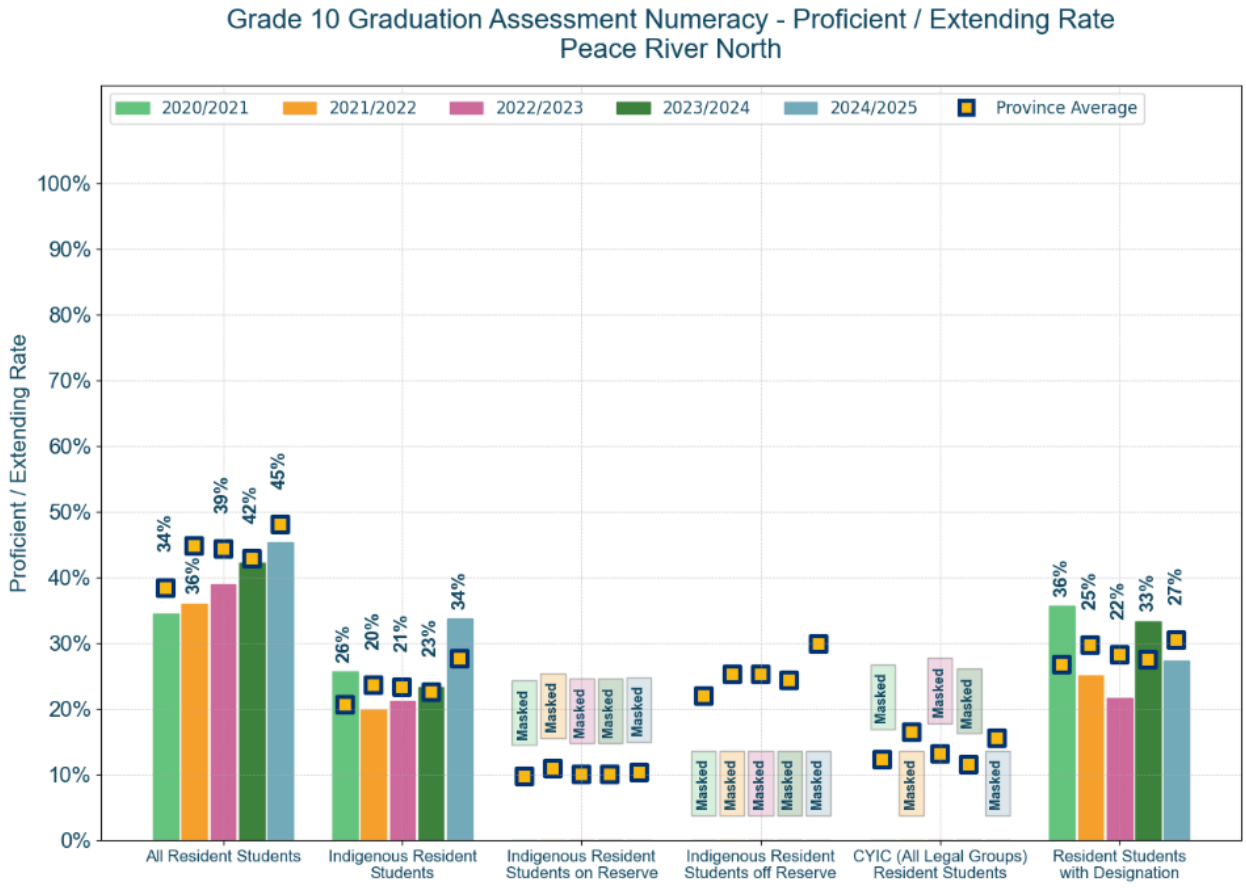


Data Analysis for Measure 2.1

- Grade 4
  - A gap exists between the district All Students, Indigenous students, and students with diverse abilities
  - Last year results declined in all groups.
  - Indigenous students on reserve data while masked have been above the provincial results for three of the last five years.
  - CYIC results are masked due to small numbers. Results are above the provincial results for three of the last five years.
- Grade 7
  - Results for all students in District follow the Provincial results with a gap for district results over that last five years
  - Downward trend in all sub populations over five years with improvements in results in the last year.
  - Indigenous student results closely follow the Provincial results
  - Indigenous students on reserve results are masked due to small numbers.
  - Over five years the results follow the province with similar declines.
  - Students with Disabilities / Diverse Abilities results show a large gap between the District and Provincial results for the last four years.

- CYIC results are masked due to small numbers. Results are highly variable.

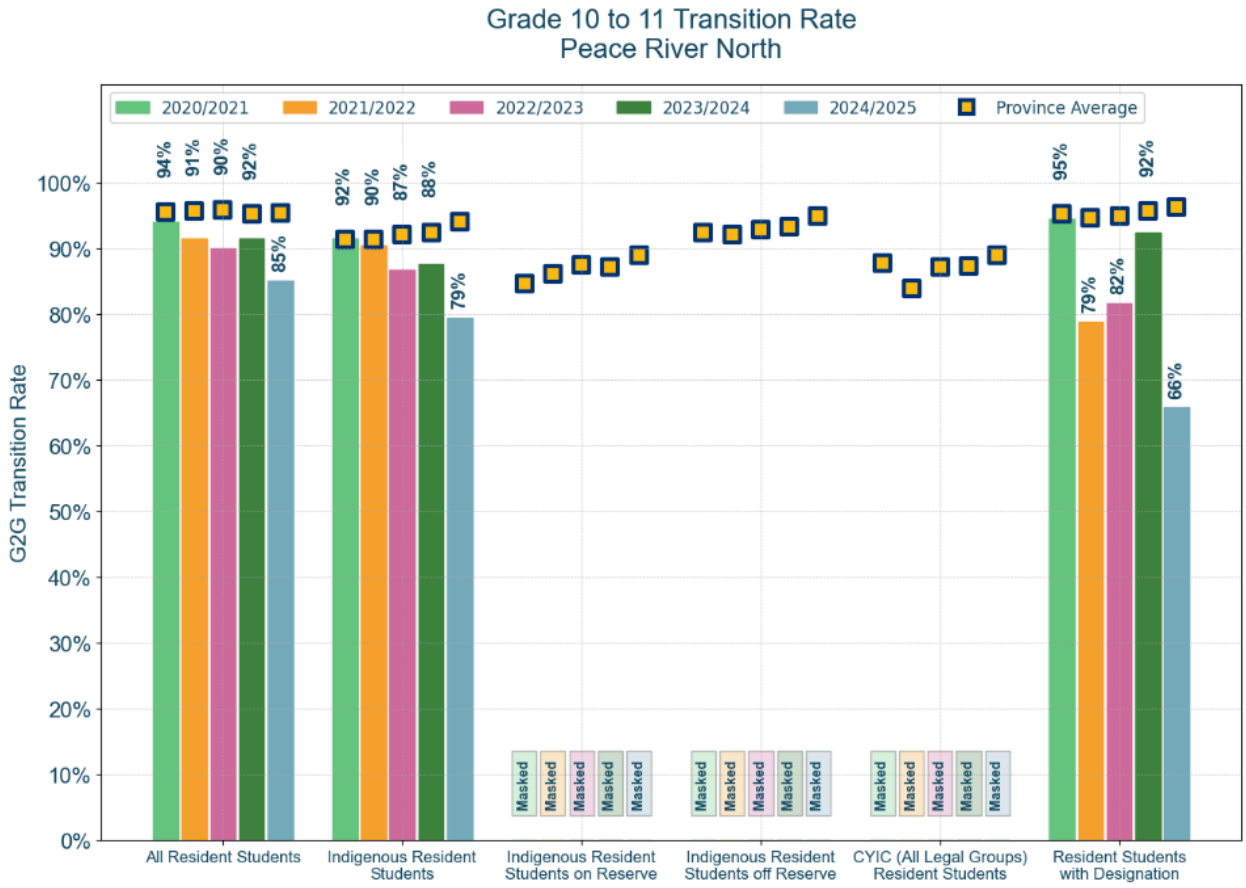
Measure 2.2: Grade 10 Numeracy Expectations

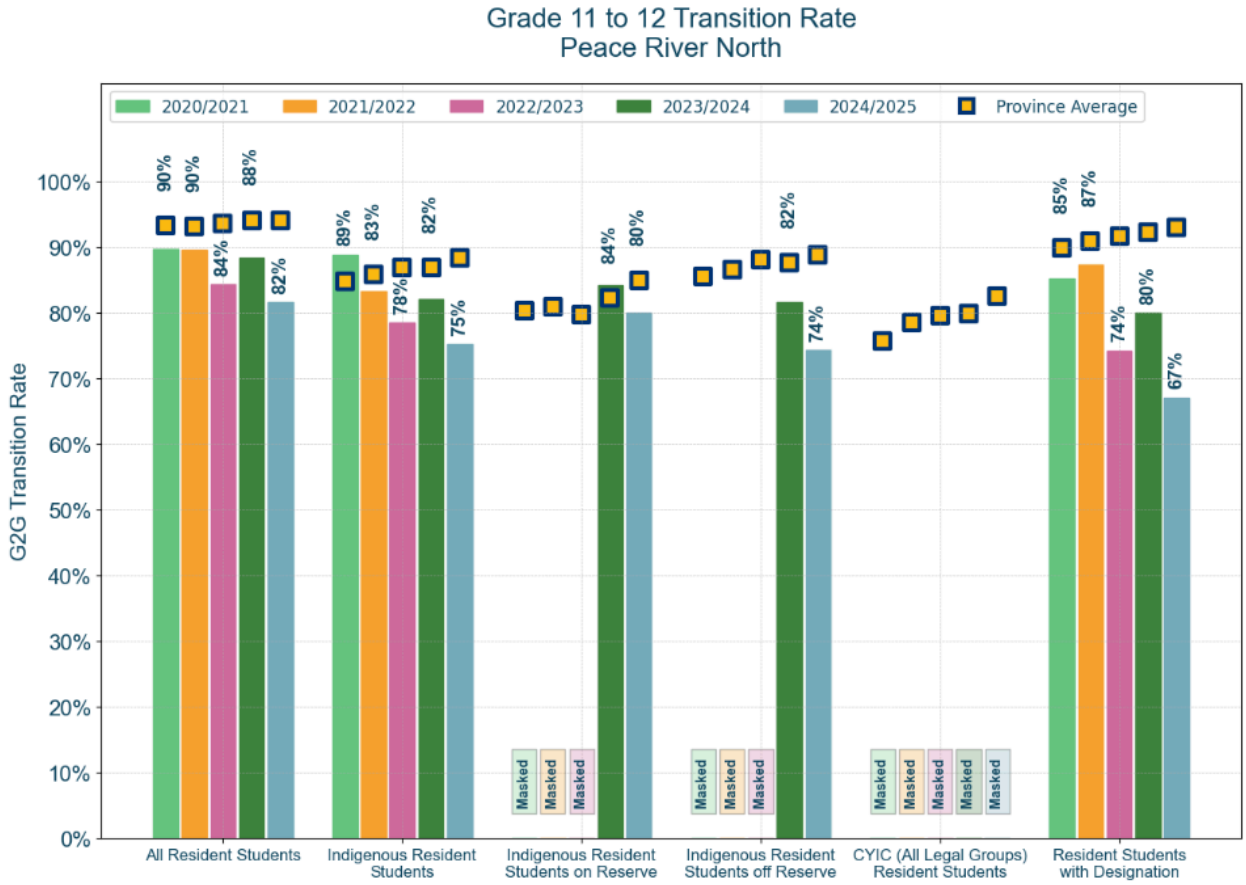


Data Analysis for Measure 2.2

- Proficient / Extending rate is improving over five years and has matched the province two years ago. The gap is reducing over time.
- Indigenous students, while similar to the Provincial results in four of the past five years, have a significant gap compared to the All Student results. A large increase in the rate is noted for Indigenous students last year.
- Indigenous students on reserve results are masked with a large gap between the All Students results. In two of the last five years district results have been above provincial results for Indigenous students on reserve.
- Students with Disabilities / Diverse Abilities results show similar results with the province and a gap between the All Students results. Large variability over five years is noted.
- CYIC results are masked due to small numbers and are highly variable.

Measure 2.3: Grade to Grade Transitions



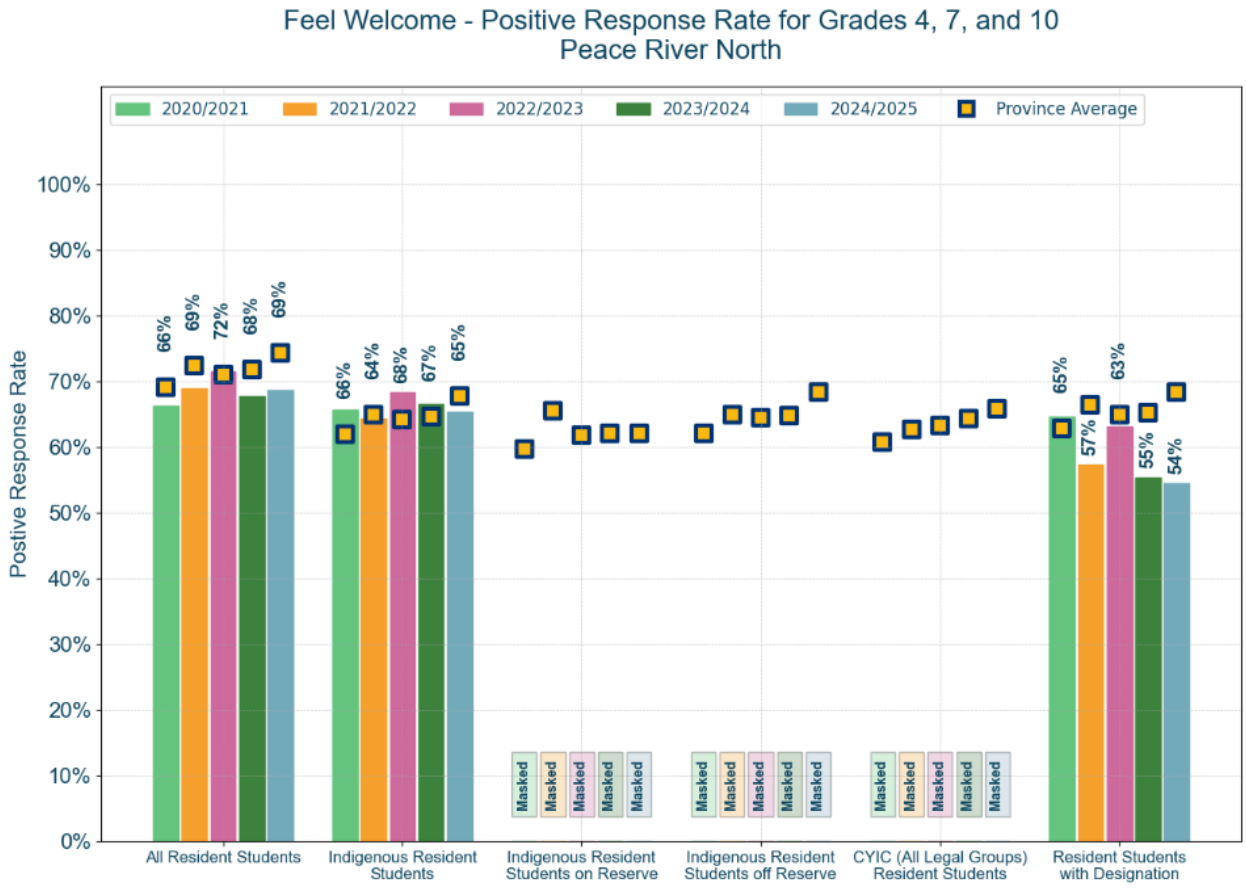


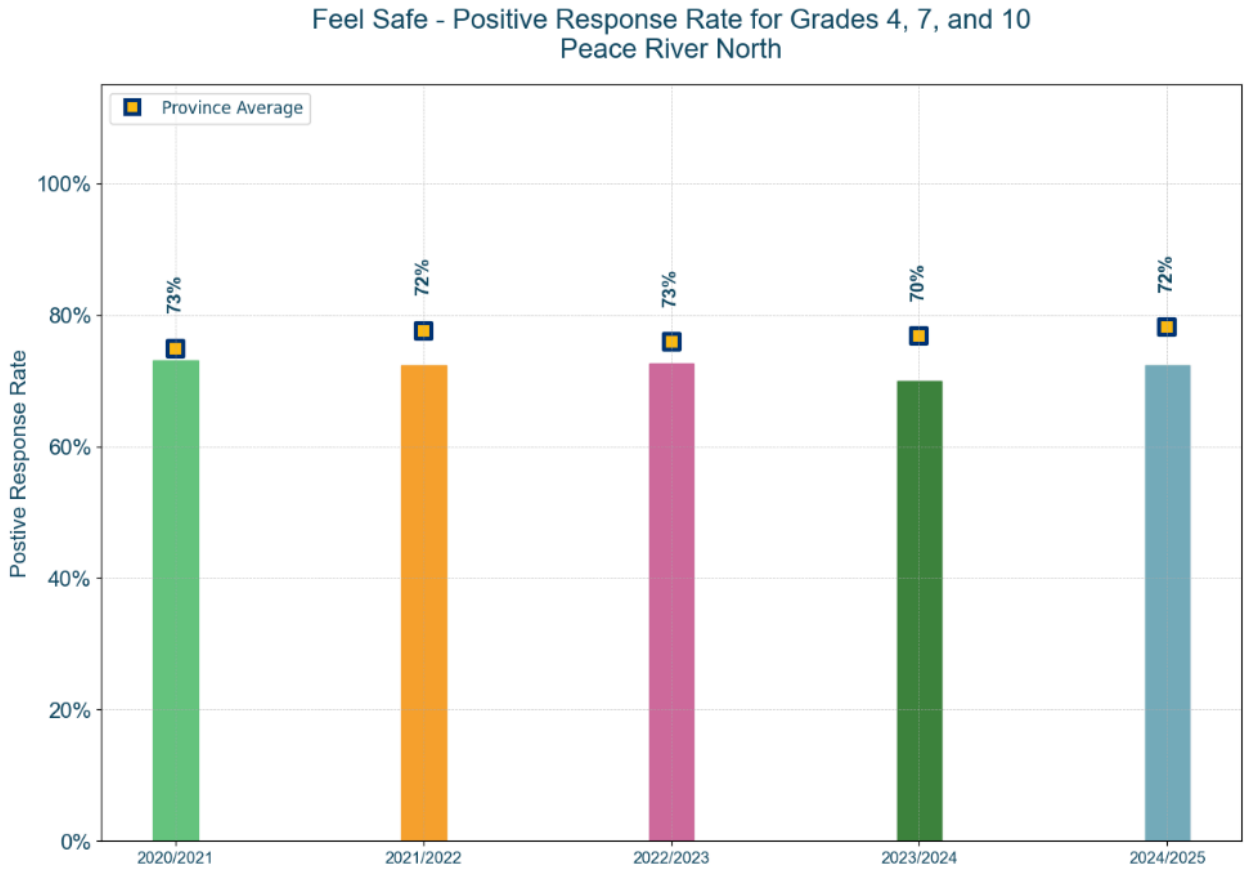
Data Analysis for Measure 2.3

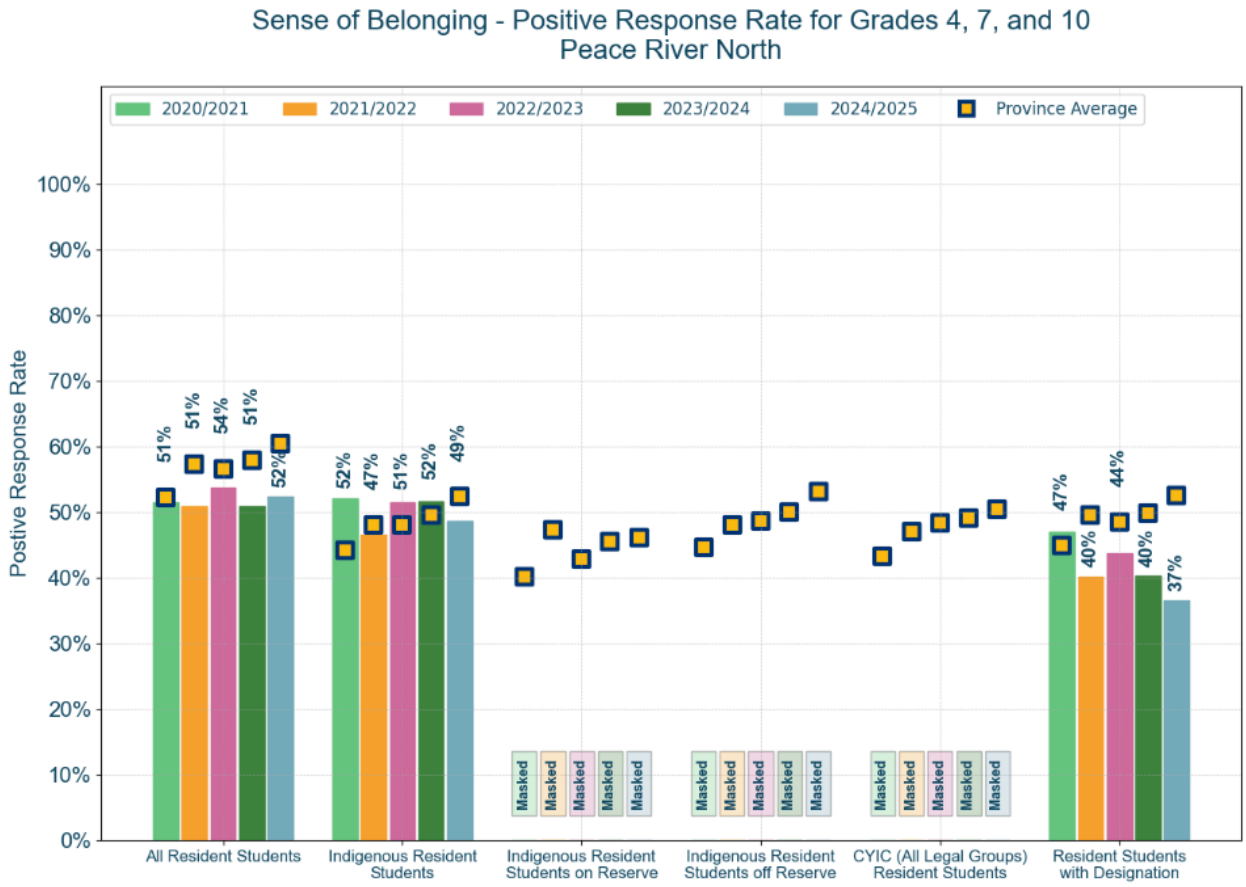
- Grade 10 to 11
  - District data shows a declining trend over the five-year period, with most student groups experiencing lower Grade 10 to 11 transition rates than in previous years.
  - Transition rates for All Resident Students decreased to 85% continuing a downward trend and widening the gap with provincial results.
  - Indigenous Resident Student transition rates declined to 79%, remaining below the provincial average and reflecting a widening gap over time.
  - While masked the results for Indigenous students on reserve have a gap with the All result.
  - CYIC results are masked due to small numbers.
  - Students with designations experienced a notable decline in transition rates and continue to show a significant gap compared to provincial results.
  - Transition rates for 10 to 11 are a concern.
- Grade 11 to 12
  - District rates declined for all groups in the most recent year with all being the lowest of five years.
  - Transition rates for Indigenous Students on reserve, while mostly masked, had improved over the last several years before declining in the latest year. A gap exists compared to the All Students results.

- CYIC results are masked due to small numbers.
- Transition rates for 11 to 12 are a concern.

Human and Social Development
Educational Outcome 3: Students Feel Welcome, Safe, and Connected
Measure 3.1: Student Sense of Belonging




Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Peace River North
Province Average
Postive Response Rate
100%
80%
60%
40%
20%
0%
73%
72%
73%
70%
72%
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025



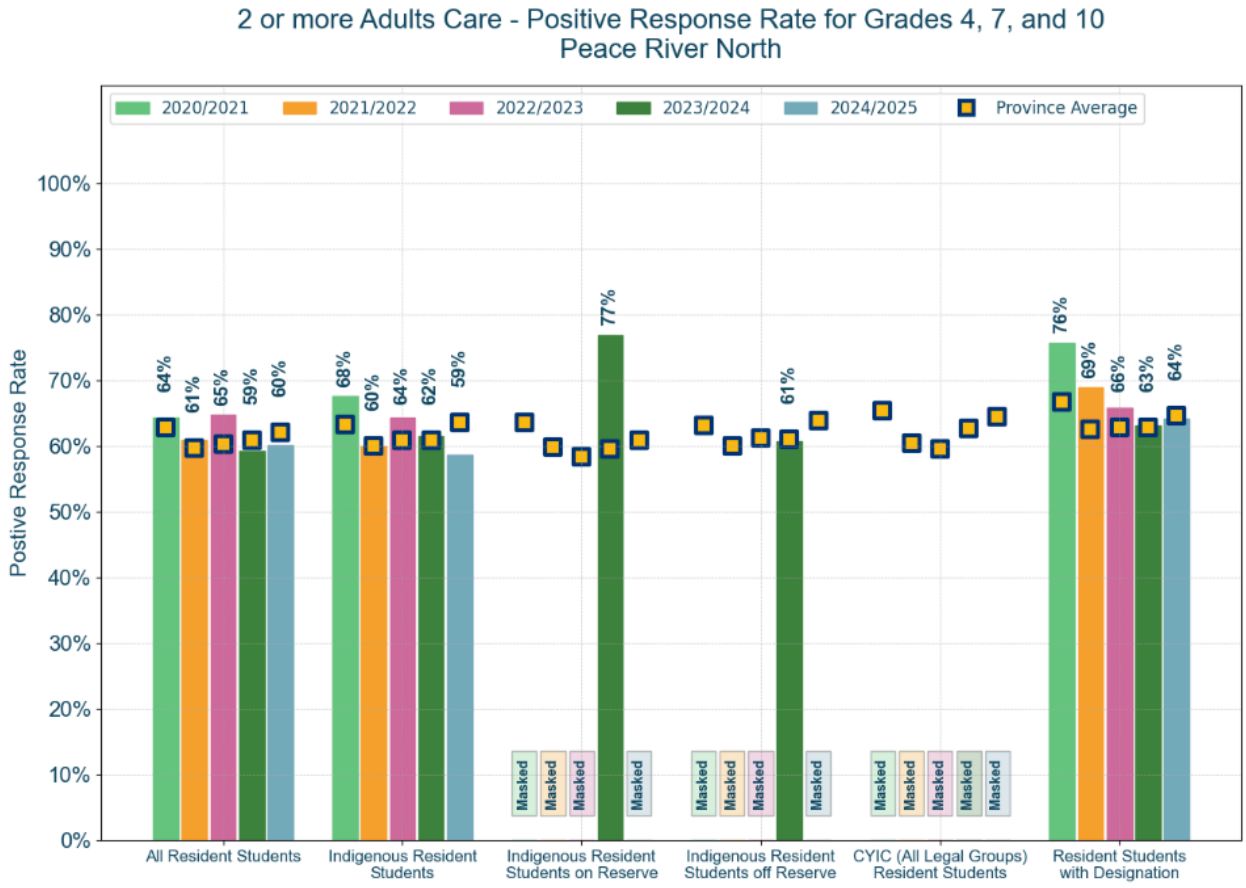
Data Analysis for Measure 3.1

- Feel Welcome
  - Results for All Students, Indigenous Students, and roughly follow Provincial results.
  - While masked, the results for Indigenous students on-reserve are mostly above the provincial results with three of five years significantly above.
  - The result for All and Indigenous students has a gap at or below 5% for the last five years.
  - CYIC results are masked due to small numbers and show variability over the last five years with results above and below the province.
  - Students with diverse abilities have results showing a declining trend over five years, with the lowest result in the latest year, compared to the increasing provincial trend.
- Feel Safe
  - District results have remained generally stable, with only minor fluctuations over time.
  - A slight increase is evident in the most recent year, reversing the decline observed previously.

- Approximately seven in ten students report feeling safe at school, reflecting a consistently positive but largely unchanged pattern.
- District results continue to remain below provincial averages with a persisting gap

- School Sense of Belonging
  - Results for All Students remain stable while provincial results increase resulting in a widening gap.
  - The Indigenous students results closely match with the All students measure in the district this last year except for a decline in the most recent year.
  - Results for Indigenous students on-reserve are masked due to small numbers with four of the last five years near or significantly above the provincial results.
  - Students with designations show a downward trend over time, with the most recent result representing the lowest level of positive responses in the five-year period.
  - CYIC results are masked due to small numbers and show high variability.

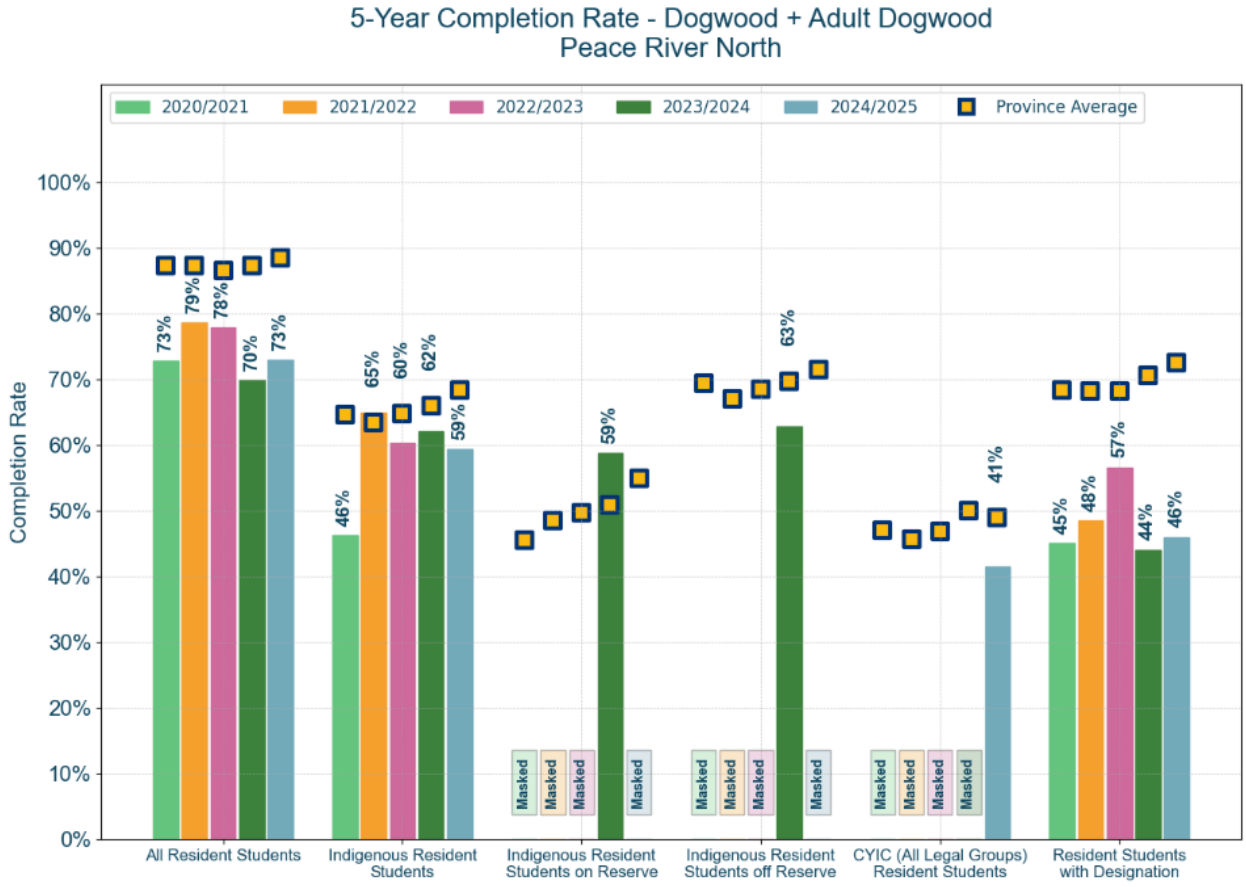
Measure 3.2: Two or More Adults who Care About Them

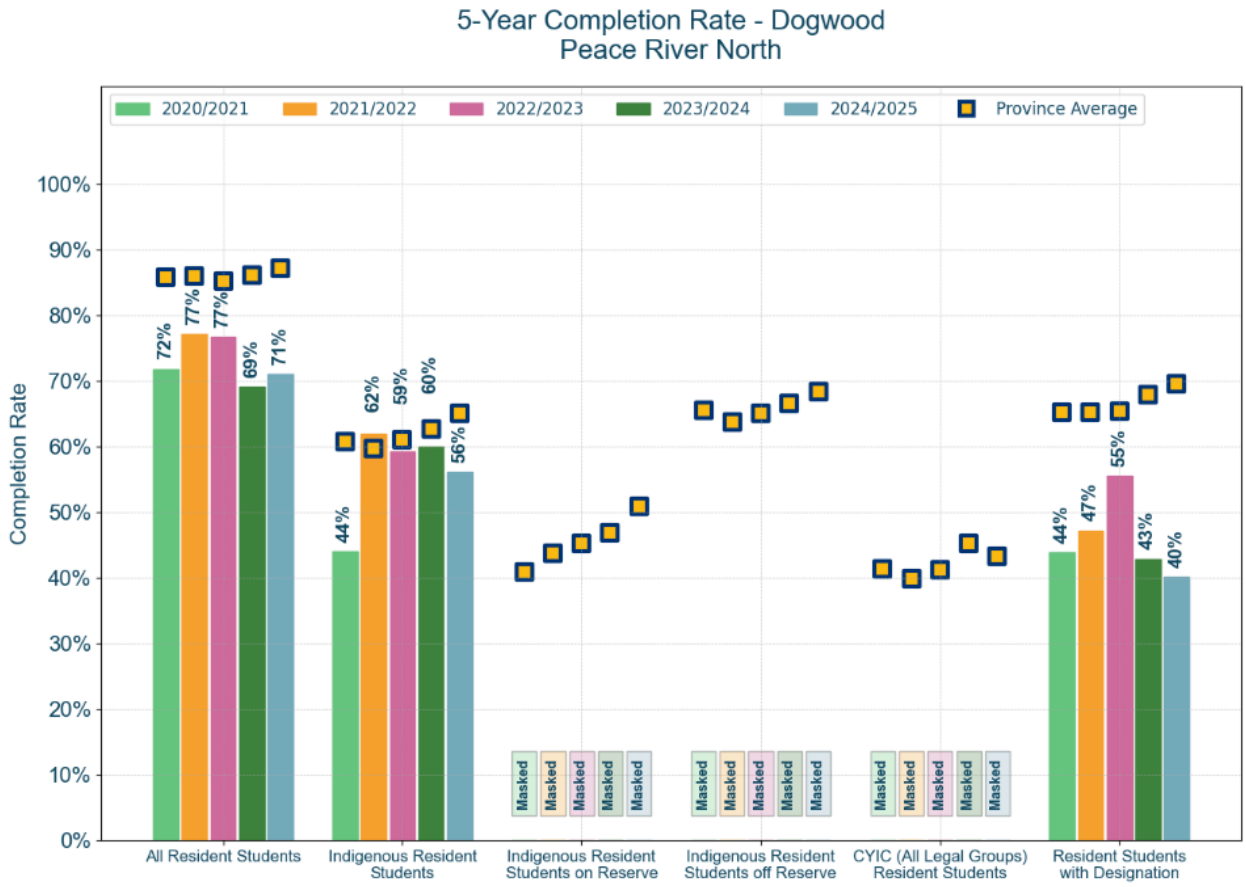


Data Analysis for Measure 3.2

- Results for Indigenous Students and All Students closely match each other and the Provincial Results. All have a slight negative trend over five years.
- While masked for four of the last five years an improving trend exists for Indigenous students on reserve.
- Results for Students with disabilities / diverse abilities show a mostly higher percentage of students reporting that 2 or more adults care about them compared to other groups. The last two years saw a higher result for this group compared to the All Students group.
- CYIC results are masked due to small numbers and have high variability. Three years of the five are at or significantly above the provincial results.

Career Development
Educational Outcome 4: Students Will Graduate
Measure 4.1: Achieved Dogwood Within 5 Years

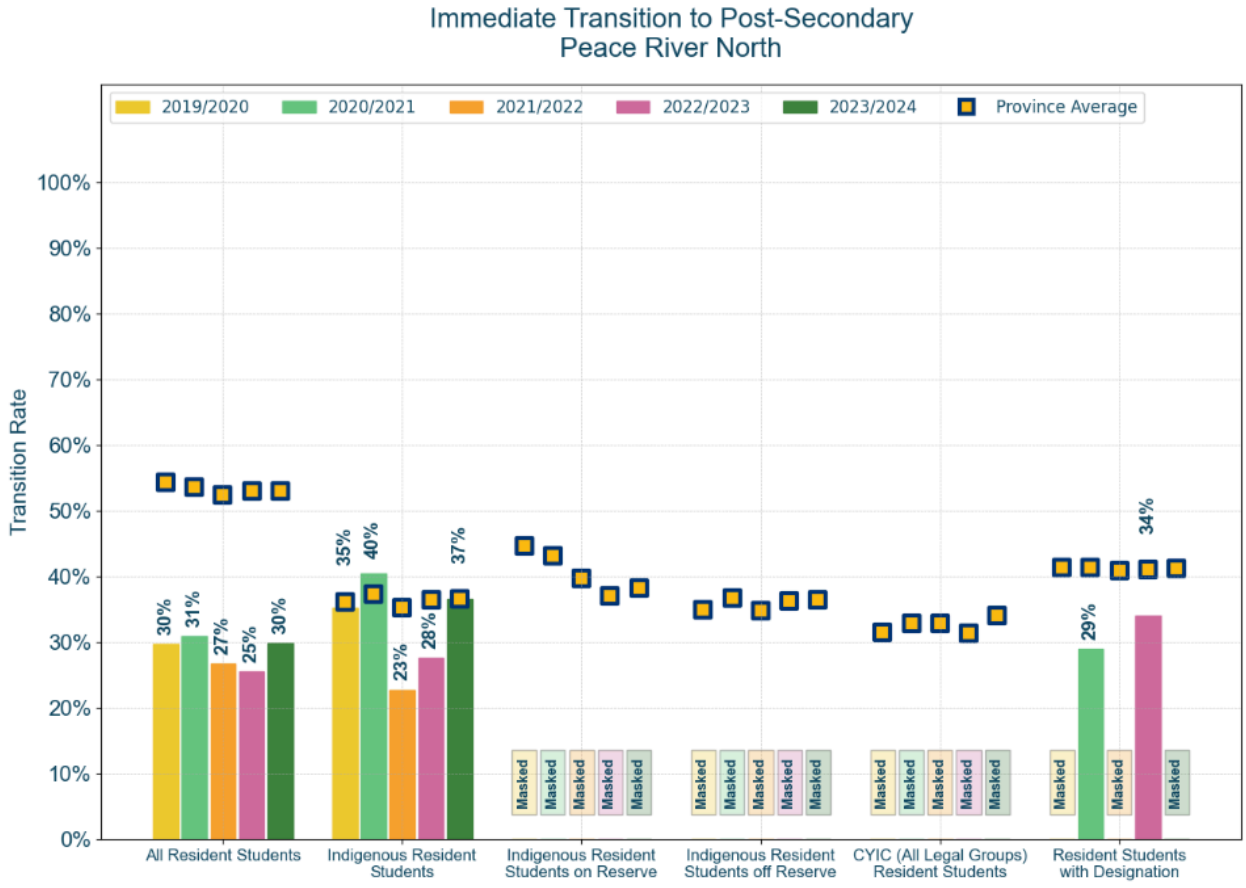


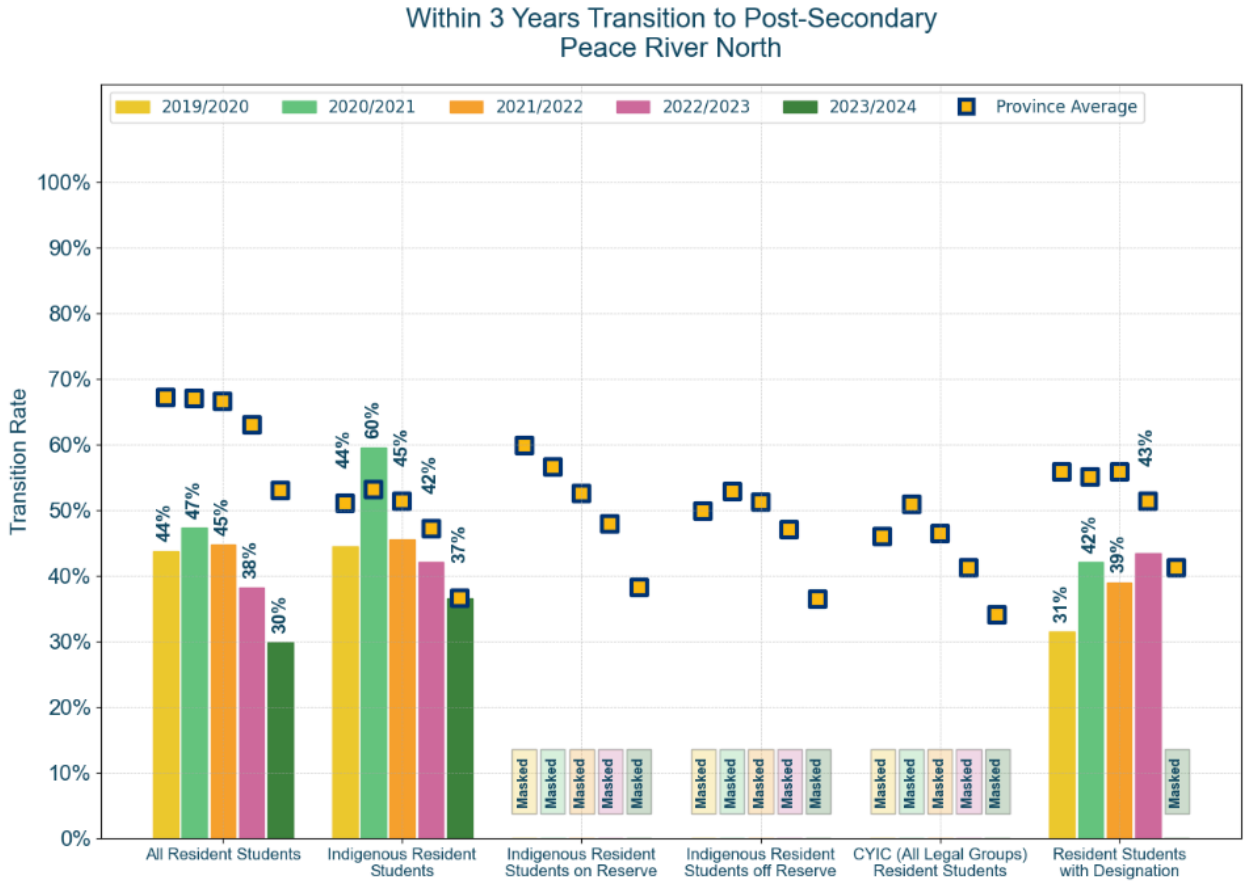


Data Analysis for Measure 4.1

- The All Students result gap had been closing on the Provincial results for three of the last five years. The gap increased in the last two years of data.
- The Indigenous Students results are increasing with a positive trend although a decline in the last year's data is noted. A gap exists between them and the All Students results.
- While masked, the results for Indigenous students on reserve are variable with one year over the Provincial results. A gap exists for students on reserve compared to the All Students, Indigenous students measures.
- Results for Students with Disabilities / Diverse Abilities shows a gap compared to the Provincial results and a lower rate than the All Students measure.
- CYIC results have the largest negative gap compared to the All Students measure.
- The Adult Graduation + Dogwood data has small differences with the five year rate alone. A small number of students utilize this important option for graduation.

Educational Outcome 5: Life and Career Core Competencies
Measure 5.1: Transitioning to Post-Secondary





Data Analysis for Measure 5.1

- Post Secondary Transition Rates do not incorporate transitions to post secondary outside of British Columbia. As a border district we see a large number of graduates accessing post secondary education in Alberta.
- When the 21/22 BC immediate transition to post secondary data is combined with the 21/22 Statistics Canada data for immediate transition to post secondary out of province our district has an immediate transition rate of 47.1%. The approximate gap narrows to around 5% compared to the BC post-secondary only transition rate given in the graphs.
- Indigenous Students results are above the district results for immediate transition and 3-year transition rate in the last four years.
- An increasing trend is noted for Students with diverse abilities.

Glossary

A glossary of terms is available on our website at the bottom of the page at https://www.prn.bc.ca/district/fesl/

Together We Learn - Ęhtaah jęnajęh

