

Nechako Lakes School District

School District No. 91



Enhancing Student Learning Report

September 2024

In Review of Year 4 of Nechako Lakes School District Strategic Plan, 2020-2025



Approved by the Board of Education on September 25, 2024

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Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

District Context

Nechako Lakes School District (SD91) gratefully acknowledges that we are situated on the traditional unceded territories of fourteen [First Nations](#) representing the Dakelh, Nedut'en and Wet'suwet'en peoples. The District encompasses five municipalities: the Districts of Fort St. James and Vanderhoof, and the Villages of Fraser Lake, Burns Lake, and Granisle.

The region has traditionally been reliant on forestry, mining, and agriculture but has seen an emerging tourism sector over the last decade. Our District's large geographic region has a population of just under 40,000 people. Each of our communities has experienced declining enrollment with some stabilization; however, we anticipate a further gradual decline of student enrollment in the coming school years. SD91 operates 15 standard schools in five communities. In addition to the community schools, Nechako Lakes also serves learners through [EBUS Academy](#), a Provincial Online Learning School (POLS) that enrolls over 1,000 full- and part-time online students. EBUS serves families and students across the province, and is one of the most established and largest online schools in British Columbia.

In the 2023-24 school year, the District enrolled 4,309 students (2,962 in standard and alternate schools and the remainder in the Provincial Online Learning School). Within our standard schools, SD91 serves approximately 40% Indigenous learners (14% of whom are Indigenous on-reserve, 13% are Indigenous off-reserve, 9% First Nation non-status, 3.8% Metis, and less than 1% are Inuit). Approximately 2% of all learners are Children and Youth in Care (CYIC), and learners with designations represent 17% of all learners in our standard schools. In consideration of our total student body (4,309 students), learners with designations represent over 30% of our total enrollment.

The District has experienced serious workforce challenges in recent years, and great efforts have been required to increase the number of qualified teachers in front of students. Over the past two years, the District has employed almost 40 unqualified teachers on Letters of Permission (LOPs). The District is also experiencing a chronic shortage of support staff who predominantly assist students with diverse and complex needs. In September 2024, over 35 support staff postings were still unfilled. In the last few years, the shortage of certified teachers, support staff, and replacement employees has disrupted the learning environment and continues to be a critical matter for the District and is a matter of equity in Northern BC.

Our School District has been involved in the [Ministry of Education's Equity Scan](#), which has contributed significantly to our strategic goals and objectives. We completed an updated Equity Scan in June of this year, and the learnings from this process are being used to look forward into the 2024-25 school year.

The District is committed to Truth and Reconciliation which, in part, can be achieved through continuous improvement and success of each Indigenous learner. This can only be attained through authentic relationships with First Nations as well as implementation of evidence-informed practices that enhance learning, inclusivity, and equity of outcomes. In 2024, eleven Local Education Agreements (LEAs) were in place with First Nations whose children we serve.

Current Strategic Plan Priorities

We are entering the final year of the Board's [Strategic Education Plan](#), and the 2024-25 school year represents the last year of the current strategic workplan. Starting next school year, the District will engage in consultations with community, schools, students, parents, and Indigenous communities to chart the course for the next iteration of the Strategic Education Plan.

The current plan is guided by the annual operational plan ([Strategic Workplan Objectives](#)) which describes the evidence-informed strategies guiding the work during the course of the 2020-2025 plan. This plan has articulated four primary goals, which are to:

Honour Diversity

Create Student Success

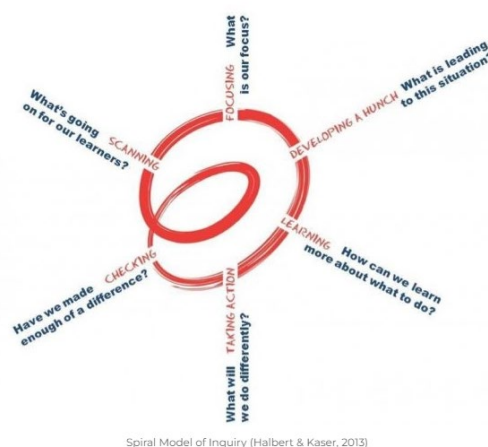
Engage our Workforce

Enhance Connections

[Monthly reporting](#) to the Board by the Superintendent is centered around progress towards these four strategic goals, and the reports are widely shared with our partners, including municipalities, Indigenous communities, and families.

In Nechako Lakes, the process of supporting student success is ongoing and aligns with the key objectives outlined in the District's [Strategic Education Plan](#) and the [Ministry's Framework for Enhancing Student Learning](#).

SD91 is committed to continuous improvement and success of each learner through the implementation of evidence-informed practices that enhance student learning, inclusivity, and equity of outcomes. The approach to school growth within the District is based on continual reflection and improvement, with [School Plans to Enhance Student Learning](#) accessible on websites and regularly updated with evidence of learning three times a year (typically May, November, and February). Within the process it is acknowledged that each school serves distinct communities and plans are specific to the student population the schools serve, with careful attention to the needs of Children and Youth in Care, diverse learners, and Indigenous students. Nechako Lakes School District is extensively involved in the Network



of Inquiry for Indigenous Education and so the [NOIEE Spiral of Inquiry](#) is encouraged as a framework through which improvements at the school and district level can be attained.

It is also important to acknowledge that reflection upon and use of local, provincial, and classroom evidence of learning are as important as incorporating actions related to the stories that come from our students and school communities.

Schools are required to build their plans around the four goals of the Board's Strategic Education Plan and review the District's Framework for Enhancing Student Learning document as part of the planning process. Throughout the process, schools must meaningfully engage students, staff, parents/caregivers, and Indigenous communities. Collaboration among stakeholders is key to enhancing student outcomes and success.

Looking Back on the Year: Effectiveness of Implemented Strategies

The 2023-24 school year had numerous highlights that support improving short- and long-term student outcomes. In order to make gains, it has been critical to align the objectives within the District's operational plan with the Ministry's Framework while moving towards a deeper focus on priority populations.

District Objectives

Some examples from the Strategic Workplan that demonstrate this alignment include the following objectives from the 2023-24 plan:

- Increase accountability and deepen effective working relationships between the District and local First Nations.
- Provide a variety of learning opportunities for both educational and operational staff to ensure a continued focus on equity and student success.
- Increase learner success through a focus on literacy, numeracy, and well-being.
- Increase students' "sense of connection and belonging" at high school (based on Student Learning Survey questions) to above the provincial average.
- Deepen the professional capacity of staff through collaborative inquiry teams across the District.
- Improve long-term outcomes for identified Children and Youth in Care through the provision of individualized supports.
- Enhance inclusive and accessible school environments and remove barriers within the District, school, and classroom environments.

District Highlights

Some highlights from this year which we believe are contributing to growth include:

- We are on track to successfully negotiate eleven Local Education Agreements with First Nations for the 2024-25 year with further discussions on future agreements that incorporate the new LEA framework.
- District staff engaged with principals and vice-principals (PVPs) in deeper learning about our obligations within Local Education Agreements.
- District staff collaborated with Elders from each community, as well as Live.It Earth to bring an augmented reality Territorial Welcome Reconciliation project to fruition at each school and worksite in the District.
- At the request of our IEC, the District co-hosted events with Education Directors in First Nation communities to support families in understanding inclusive education supports, including IEPs.
- At the request of our IEC, the District hosted online educational sessions about cyberbullying for families.
- District staff joined IEC members for engagement sessions related to: Strategic Plan (Operational Plan), Feeding Futures, Adolescent Health Survey, Accessibility Plan, Mental Health Plan, literacy learning, personal digital devices in schools, and the "Aboriginal: How Are We Doing?" Report.
- District staff collaborated with IEC to establish a Language and Culture working group, which met in First Nations communities to focus on priorities (including sharing resources and strategies) during the 2023-24 school year.
- District staff collaborated with Lake Babine Nation educational representatives, community members and Elders to successfully submit a K-12 Curriculum Integrated Resource Package to the Ministry for recognition of the Nedut'en Language course.
- The 5th Annual Indigenous Education Conference engaged all employees across all divisions, as well as Trustees and members of local First Nations. The day hosted local Indigenous speakers and featured Richard Van Camp who also engaged our teachers in professional learning throughout the school year.
- Indigenous students, Rightsholders and stakeholders were re-engaged in the Equity Scan process in the spring of 2024. A new cycle is beginning in the District, and information from the Scan (once themed) will inform the District's planning.
- We held a PVP meeting on-reserve for the first time in the District's history, and we were honoured by the Nation's Chief joining us in a community circle to share experiences about our connection to land, community, and school.
- Elders and community representatives were invited to our new teacher sessions during the year, which included the summer gathering and a winter gathering at Nadleh Whut'en First Nation.
- The Elders in Residence program has expanded to a second high school.

- The Hundiyn Indigenous Girls Group expanded to all high schools, and a Young Men's Group was piloted this year in Burns Lake. These groups are student-driven and focus on traditional teachings and connections to language, culture, and community.
- The District continued the multi-year collaboration with UNBC, local First Nations and the [Koh Learning group](#) to engage students in numerous land-based learning opportunities and research related to watershed health and sustainability.
- We have experienced some challenges and barriers with consistently identifying CYIC through official channels, so this year we began an internal process of collating and reflecting on school-based information regarding these children. We have begun to examine success in numeracy, literacy, well-being, attendance, and behaviour amongst these learners.
- A multi-year Accessibility Plan has been developed to address barriers that are attitudinal, physical, information/communication, systemic, or sensory. As part of this plan, PVP and school staff are receiving support in creating competency-based IEPs, the District and school websites have been upgraded for accessibility, and a public feedback mechanism has been initiated.

Literacy and Numeracy in SD91: Ongoing Cycles of Professional Learning

The Curriculum Services team has supported teacher practices throughout the year, focusing on success for Indigenous learners, including the response to local and provincial assessment results. Highlights from the 2023-24 school year include:

Literacy: The District has just completed our thirteenth year of collaborative marking sessions in literacy that involve staff at each of our schools. We have also just completed a three-year revision process of the assessment tool to localize and decolonize the content and the assessment approach.

Numeracy: Following a revision of our District Numeracy Assessment, we also completed the third year of collaborative numeracy marking sessions involving staff at each of our schools. By shifting our District assessment to align with the provincial curriculum, teachers are engaging in learning and conversation around evidence-based instruction.

The purposes of the marking sessions in both Literacy and Numeracy have been to:

- Develop an understanding of curricular competency and proficiency standards-based learning and assessment.
- Develop educator knowledge of learners' skills and strategies and ways to address needs.

- Create a more consistent approach across schools to assess learning and develop educators' understandings of students' capacities.

Lead Teacher Support - Curriculum Services Team

Based on local assessments, lead teacher coaching was offered to individual teachers and teams to support improved student learning. Also, new educators to the District were offered support that allowed for personal exploration of B.C.'s curriculum with a competency-based focus. The District provides or recommends resources to support teachers in developing holistic, Indigenous, and decolonized approaches to learning, as well as resources that attend to new research that is showing promise.

Outside Experts (Engaging Our Workforce & Enhancing Student Learning)

In-District work with leading educational experts involved one to three years of a cycle of learning opportunities for teachers and PVPs. This included new learning in workshops (virtual and face-to-face) as well as co-teaching lessons (learning rounds) with experts that allowed our educators to observe, debrief, and then delve into the professional learning with:

- Dr. Peter Liljedahl & Dr. Judy Larson (Building Thinking Classrooms)
- Faye Brownlie (Inclusive cross curricular literacy strategies)
- Dr. Jen Kelley (POPEY; Rural Residency Outreach for early literacy)

Network of Inquiry and Indigenous Education (NOIE)

This year, ten Educator Learning Teams actively engaged in professional growth to improve their own efficacy and their students' learning opportunities. Team topics included self-regulation, decolonization and Indigenization of online learning, literacy and numeracy planning for instruction using our Indigenous Seasonal Rounds, Indigenous transitions, and embedding Core Competencies.

Three teams were involved in specialized strategies focusing on literacy and numeracy improvements for Indigenous learners (special provincial network), with observed growth as follows:

School A:

Documented measurable reading growth for 14 of 16 learners who had literacy interventions.

School B:

The number of grade 1 students who could successfully identify and describe patterns increased from 46% in May/June 2023 to 64% in May/June 2024.

Grade 3 District Number Sense Assessment (represent number concepts proficiently):

2022-23

- Total **19%** (fall) **to 27%** (spring)
- Indigenous learners **54%** to **66%**

2023-24

- Total **20%** (fall) to **47%** (spring)
- Indigenous learners **8%** to **39%**

School C:

Due to small student numbers the data has been masked; however, the trajectory of growth for many learners was positive as evidenced in District-collected data and individual personal reflections.

Two teams specialized in improving self-regulation (special provincial network), as follows:

School A:

Worked closely with provincial middle school educators, focusing on positive identity and belonging.

School B:

Developed self-regulation skills and strategies through learning on the land.

Existing and/or Emerging Areas for Growth

The work being done in schools and the District with a focus on priority populations has promoted gains in the following areas in our most recent data sets:

Indigenous Learners (On-reserve)	Indigenous Learners (Off-reserve)	Students with Disabilities / Diverse Learners
FSA – Grade 4 Literacy	FSA – Grade 7 Literacy	Grade 10 Grad Assessment (Literacy)
Grade 10 Grad Assessment (Literacy)	Grade 10 Grad Assessment (Literacy)	Grade 10 Grad Assessment (Numeracy)
FSA – Grade 4 Numeracy	FSA – Grade 4 Numeracy	Grade 11 to 12 Transition Rates
Grade 10 to 11 Transition Rates	Grade 10 to 11 Transition Rates	Sense of Belonging
5-Year Completion Rates (Dogwood)	Sense of Belonging	5-Year Completion Rates (Dogwood)
Post-secondary Transition (Immediate)	5-Year Completion Rates (Dogwood)	Post-secondary Transition (Immediate)

In addition, there has been growth in *“Feeling Safe at School”* for all SD91 learners over the last four years, and this self-reported measure is now back in line with the province at approximately 75% of students reporting positively. The work being done within the current Strategic Education Plan regarding supporting Gay-Straight Alliance groups (GSAs) and creating safe spaces in schools, especially for LGBTQ2S+ learners has been a focal point, and students qualitatively report feeling valued and seen by the District. Student leadership and opportunities to co-create experiences with school and District staff are valued by learners (e.g. SD91 Share the Love Day). De-mystifying [SOGI](#) education at the local level continues to be at the forefront as an area of growth and is embedded within the SD91 Strategic Education Plan – this work is critical as students have identified within the Adolescent Health Survey that approximately 25% identify as “not straight.” Growth may also be attributed to specific actions within the Strategic Education Plan to ensure that Indigenous learners feel represented, and their culture is valued and celebrated in an ongoing manner, including the integration of land-based learning, NOIE efforts, and Indigenous ways of knowing and being into the life of schools and classrooms. In spite of some growth, 25% of students continue to report feeling unsafe. We look forward to the work to come within the District’s operational plan that is aligned with the [BC Anti-Racism](#)

[Action Plan](#), and we believe this will continue to address Indigenous-specific and other forms of racism.

Numerous provincial and local measures continue to highlight the persistent and noteworthy opportunity gap that exists between the achievement of priority populations as compared to all SD91 learners (as well as compared to the province as a whole). For example, grade 7 literacy achievement for learners with designations has trended down below 30% proficient/extending (down from 50% in 2019-20). Grade 7 and 10 numeracy results continue to trend downward for Indigenous off-reserve learners. SD91 learners, however, outperform the province in a variety of measures including 5-year completion rates for Indigenous off-reserve learners, Children and Youth in Care, learners in online learning, and learners attending alternate education programs.

Regarding Children and Youth in Care, our most recent data set tells us that CYIC report having two or more adults who care is less likely; the trend is negative over the last five years, but more dramatically so since the last data set. The District has begun to work on internal tracking of the measures of success and regular touchpoints with schools for CYIC to gain a better understanding of their life circumstances and improve outcomes for these learners. These actions are embedded within the 2023-24 and 2024-25 operational plans for the Board's Strategic Education Plan.

The District and provincial data sets have been reviewed by the elected Board, schools and Rightsholders (IEC) in an ongoing manner this year. Collaboration with IEC has identified the need for a pilot program and new approaches to address children's learning needs, especially in the early years. This work is embedded in the 2024-25 operational plan of the Board's Strategic Education Plan and summer training for staff occurred at the two pilot schools.

To review detailed achievement results, please refer to Appendix A. This information continues to inform planning for actions in the upcoming school year.

Ongoing Strategic Engagement (Qualitative Data)

The School District engages in ongoing strategic collaboration with its partners at multiple levels throughout the school year. These scheduled, meaningful connections involve a wide range of groups, including 14 First Nations through the Indigenous Education Council (IEC), Student Voice groups, the School District 91 Language and Culture Working Group, principals and vice-principals, Burns Lake Nechako Teachers' Union, CUPE, District Parent Advisory Council (DPAC), Northern Health, and various other partners. This comprehensive approach ensures that diverse perspectives are considered in decision-making processes and that initiatives are aligned with the needs of the communities we serve.

Engagement with the Indigenous Education Council has been particularly impactful. Throughout the year, we have engaged in sessions related to the Adolescent Health Survey, the *"Aboriginal: How Are We Doing?"* Report, the District Mental Health Plan, school completion rates, use of

technology in schools, Feeding Futures, competency-based IEPs, literacy achievement and supports, and various other relevant topics. Of note, the District received feedback that families have been expressing a need for more clarity about the Individualized Education Plan (IEP) process as well as additional information regarding inclusive education supports. This feedback and dialogue with the IEC resulted in the organization of community meetings for those Nations who wished to host District staff. These sessions aimed to clarify the IEP process and provide detailed information regarding available supports, thus enhancing understanding and collaboration between the District and Indigenous families.

The District has also partnered with the Indigenous Education Council to review student evidence of learning, leading to the Nations' interest in collaborating on District pilots for structured literacy, set to be implemented in the 2024-25 year. This initiative will involve a cross-departmental approach, including Inclusive Education, Curriculum Services, and Indigenous Education. This collaboration is crucial for developing early literacy in learners from an equity perspective as it ensures that all students, especially those from Indigenous communities, receive exceptional and relevant instruction across Tiers 1-3, as well as the resources needed to succeed academically from the start.

The School District's engagement with the Indigenous Education Council has led to efforts to expand language offerings and cultural opportunities within District schools, including the formation of the School District 91 Language and Culture Working Group. District staff partnered with Lake Babine Nation education staff, Elders, and community members to submit a K-12 curriculum Integrated Resource Package (IRP) for the Nedut'en Language course to be recognized by the Ministry. There is interest in development of additional language IRPs, and District staff are currently collaborating with a second Nation to finalize work on their Language IRP document. This ongoing committee work is vital for language revitalization and the development of strong cultural identity for youth.

Another significant example of the District's strategic engagement is the feedback received from the District Parent Advisory Committee (DPAC). Parents reported that they did not always feel welcome in schools, and this prompted District staff to collaborate with DPAC to create a communication tool for teachers and administrators to consider while focusing on building welcoming and inclusive environments for parents. The emphasis is on accessibility and ensuring that families see themselves represented in the schools. This initiative was further refined through collaboration with the teachers' union, principals and vice-principals, incorporating their feedback to effectively address the concerns raised by parents. Collaboration with DPAC near the end of the 2023-24 school year indicates that there is a collective will to do some work around the Adolescent Health Survey about addressing "*sleep (and lack thereof)*" as a concerning issue.

The School District is actively collaborating with secondary Student Voice representative members and began working with elementary schools to garner student input and feedback. This year, students reviewed the Adolescent Health Survey and expressed a desire for support in

addressing vaping statistics at their schools. This aligns with our ongoing efforts to help them achieve their goals and improve the health and well-being of their peers. Additionally, Student Voice highlighted the need for more land-based learning opportunities, hands-on experiences, and visits to post-secondary institutions. This valuable feedback has guided us in supporting engagement opportunities involving UNBC, local First Nations, and District staff. These collaborative efforts aim to provide students with insights into sustainable practices, watershed health and connections to future careers.

Our School District actively engages with and receives feedback from members of the disability community through a collaborative partnership with the Northern BC School District Accessibility Advisory Committee. This committee is comprised of eight members representing individuals with varying physical, sensory, and neurodivergent abilities, including one Indigenous member, three who identify as having a disability, and two from the Northern BC School District Accessibility Working Group. The Accessibility Working Group assists with committee tasks and connects with key contacts from each represented school district. Through this collaboration, we have identified priorities within our District's [Accessibility Plan](#). Our commitments include engaging staff, community members, and people with disabilities in the development and review of our School District's [Accessibility Plan](#), ensuring Board policies and procedures align with accessibility principles, improving access to facilities, programs, and services for all stakeholders, and responding to feedback to enhance accessibility. Initial priorities include conducting an accessibility inventory with community input, performing a policy/practices scan to ensure alignment with accessibility principles, and promoting accessibility and inclusion education to increase visibility, provide targeted training, and promote meaningful inclusion in schools. In 2024-25 we will invite students, staff, and the public to offer feedback through our online tool, and we will use this ongoing feedback to develop strategies for more inclusive and accessible school environments.

These examples highlight the District's commitment to listening and responding to our communities' needs through strategic engagement. By promoting open communication and collaboration with various stakeholders, the District ensures that its educational environment is inclusive, supportive, and responsive to the diverse needs of its students and their families.

One obvious focus area is to continue to make best efforts in deepening relationships with MCFD to be better informed about understanding the specific needs of Children and Youth in Care. Professional learning for staff would help to increase this knowledge and understanding of the complexities that exist as well as co-create education plans to meet the needs of this priority population.

Adjustment and Adaptations: Next Steps

Analysis of our data tells us that many of the actions taken by schools and the District within the current Strategic Education Plan have had a gradual positive impact on achievement over time, especially graduation rates for Indigenous learners and children who attend alternative

pathways programs within the District. The first Strategic Goal of the Board is to “Honour Diversity” and numerous strategies within this goal have proven impactful. For example, the review of alternative education programs and strategic alignment of instruction within those programs, as well as networking opportunities for teachers, have increased the 5-year graduation rate significantly. The ongoing efforts of teachers, administrators, and District staff to embed Indigenous ways of knowing into the life of the school and within the curriculum have increased student connections to school, and this is evident in the “Sense of Belonging” data from the SLS survey.

It is noteworthy, however, that a persistent opportunity gap continues to exist for Indigenous learners, and learners with designations (many of whom are Indigenous), especially within the areas of literacy and numeracy (both provincial and District evidence of learning). Qualitatively we know that educators are struggling to understand and then embed Curricular Competencies within day-to-day mathematics and numeracy instruction. While there has been growth in *communicating and representing*, there is still a significant need to understand how metacognition and reflection impact problem solving in numeracy, and what that looks like in a mathematics classroom. Educators are extensively searching for more support as they develop authentic ways to embed Core Competency learning and student self-assessment, which will continue in the 2024-25 school year. A planned Leadership for Numeracy professional learning series for PVP, including assessment and curricular competencies workshops, with BC educator Phil Stringer started in August 2024. A two-year commitment with Phil has been secured, and includes additional sessions for teachers in the 2024-25 school year.

The District’s commitment to support teacher growth through professional learning and instructional coaching will continue; however, as a next step it has become evident that specific and purposeful collaboration in developing and curating common research-based literacy and numeracy resources to support student growth is essential. Through this collaboration, we can create an increased focus on teacher needs as they develop deeper skillsets and understanding, while establishing shared beliefs about instruction and assessment.

In alignment with these efforts, there must be clearer communication about impactful and appropriate resources for use in schools (and pedagogical philosophies aligning with BC curriculum). This year the District made a required shift to implement a common report card that aligns with the BC Curriculum – this shift has revealed the need for increased support that aligns teaching practices/resources, reporting on student progress, and the curriculum.

At this time, we do not collect and analyze foundational early literacy data focusing on phonological awareness, letter/sound knowledge, etc. Primary teachers currently collect most of this information to guide their instruction, but District results are not gathered. We look forward to upcoming support from the Ministry of Education and Child Care with ways to collect and interpret this information which will inform teacher instructional strategies.

A collaborative effort will begin among the IEC, Indigenous Education, Inclusive Education, and Curriculum Services, regarding a structured early literacy pilot that will be initiated in 2024-25, beginning with training for teachers and Indigenous Advocate support staff at interested schools. Training will focus on improving students' skills in phonemic awareness, phonics, spelling, language development, reading fluency, reading comprehension, and working memory. Our District School Psychologist will support the training intended to strengthen practices across the three tiers of instruction, use assessment results effectively, monitor progress, and adjust.

Analysis of performance and service to Children and Youth in Care tells us that the District must continue the momentum begun in the spring of 2024 regarding literacy and numeracy achievement to continue the upward trend in graduation rates for CYIC. By way of next steps, a plan is now in place to host school-based touchpoint meetings during the 2024-25 school year to ensure wrap around services are in place to the greatest extent possible, as well as a District system of follow-up on educational plans. It is recognized that deeper relationships with MCFD are a critical part of this work, and efforts will continue next year. In addition to these strategies, professional learning for staff to better understand the challenges of CYIC, a focus on extracurricular engagement for youth, and communication with caregivers are all essential elements of planning forward. These strategies will be embedded within the operational plan in 2024-25.

Alignment for Successful Implementation

The purpose of the British Columbia school system is to enable all learners to become literate, develop their individual potential, and acquire the knowledge, skills, and attitudes needed to contribute to a healthy, democratic, and pluralistic society and a prosperous and sustainable economy. To achieve this purpose, the education sector has a collective mandate to develop the "Educated Citizen" defined as the intellectual, human and social, and career development of every student.

In order to ensure a system-wide focus on continuously improving educational outcomes for all students, the provincial [Framework for Enhancing Student Learning Policy](#) specifies the responsibilities for the Ministry of Education and Childcare and Boards of Education with respect to strategic planning and reporting out on educational outcomes. The policy also identifies ways that the Ministry, Boards, Indigenous peoples, and other education partners can contribute to improving educational outcomes in the K-12 education system.

As such, our Board of Education has created and maintained a Strategic Education Plan, annually reported on student outcomes, and put systems in place to continuously improve the educational outcomes for all students and improve equity for Indigenous students, Children and Youth in Care, and students with disabilities or diverse abilities.

The Nechako Lakes School District Board of Education is accountable for the quality and equity of educational programs in the District and requires all staff to be accountable for the same. As per [British Columbia's Policy for Students Success](#), each member of our school communities

contributes to our collective focus of all talents, efforts, and resources on improving student success.

District Alignment for Student Success

The Board of Education has developed a [Strategic Education Plan \(2020-2025\)](#) for the School District. The plan outlines the mission and goals for the School District and sets a clear vision for our education system. As the Board begins to prepare for public engagement in 2025, which will be important for the next iteration of their Strategic Education Plan, the District and Board remain committed to:

[BC Declaration of Rights of Indigenous Peoples Act](#)

[BC Tripartite Agreement](#)

[Bill 40](#)

[Calls to Action - Truth and Reconciliation Commission](#)

[Distinctions Based Primer](#)

[SD91 Equity in Action Plan](#) (re-scanning June 2024)

Local Education Agreements (11 in development – June 2024)

As well as in alignment with:

[The School Act](#)

[Provincial Regulations](#) and [Provincial Policies](#)

[Ministerial Orders](#)

[K-12 Anti Racism Action Plan](#)

Senior staff of the District, under the responsibility of the Superintendent of Schools, work to align and monitor the efforts of departments with the greater vision of the Board, which is supporting and enhancing student success and well-being through the following:

[Strategic Plan \(Workplan Objectives\)](#)

[Facilities Department](#)

[Finance Department](#)

[Human Resources](#)

[Information Technology](#)

Departments are responsible for ensuring that efforts and resources align with enhancing student learning through efficient and effective processes and procedures, as well as financial allocations that support the goals of student achievement and well-being goals. As we look forward to the upcoming school year, these plans must be further refined with the goal of clear and public articulation. A deeper conceptual understanding of “funding the plan,” as opposed to the opposite, continues to progress within the District.

Over the past year, targeted financial resources have been allocated to support recruitment and retention efforts for new teachers, as well as training in assessment and instruction practices for

new teachers and staff on Letters of Permission (LOPs). This has required designated and experienced support at the District level through a District Vice-Principal, as well as Lead Teachers in Curriculum Services. The District has recruited approximately 40 new teachers in the last two years, and the retention rates for new teachers remains high due to this ongoing support, quality professional learning (for all staff), a focus on relationships and a sense of community among new staff.

In addition, we are making shifts in assistive technology allocations in order to focus support on refreshing plans that support students with diverse abilities. A District technology inventory has begun with the intent of aligning an overall technology plan and ratio with the goals of student learning, innovation, and accessibility in mind.

Throughout the school year, opportunities to support learning and well-being through Feeding Futures has also been a focus. As a District, we prioritized funds to hire a District Food Program Manager who has proven to be an invaluable partner in working with schools and partners to begin to bring the vision to life. This work has been exciting and has focused on laying the foundation for cultural connections, nourishment, student involvement, creativity, local partnerships, and above all else, equity.

School Plans to Enhance Student Learning

As per [Section \(2\)8.3 of the School Act](#), the Board must approve a school plan for every school in the District on an annual basis. All school plans align with the four goals of the Board's Strategic Education Plan and the province's objectives. School Growth Plans are available to students, families, and communities on each school's website and on the District website. School growth planning has evolved to become a continually reflective model instead of an annual submission. Under this structure, new evidence is considered more regularly by school communities, resulting in more timely responses. School plans are updated throughout the school year as new data emerges. "Check-in" opportunities with senior staff throughout the year support this ongoing reflection. Schools update their data and information online in an effort to keep school communities informed of progress, and schools are expected to engage parents/caregivers, Indigenous communities, staff, and students in ongoing planning for improvement. Although the success of Indigenous learners and learners with designations have been at the forefront of efforts for many years, strategic efforts to examine the achievement of Children and Youth in Care as a priority population are emerging, with further required alignment within school plans in the upcoming school year. Although support plans for children as individuals has been an ongoing practice, considering CYIC as a sub-group is in the early stages and professional learning opportunities must be embedded within school enhancement and District operational plans going forward to meet the evolving needs of these children.

Closing

This report has been written in compliance with the BC Ministry of Education's Framework for Enhancing Student Learning (FESL).

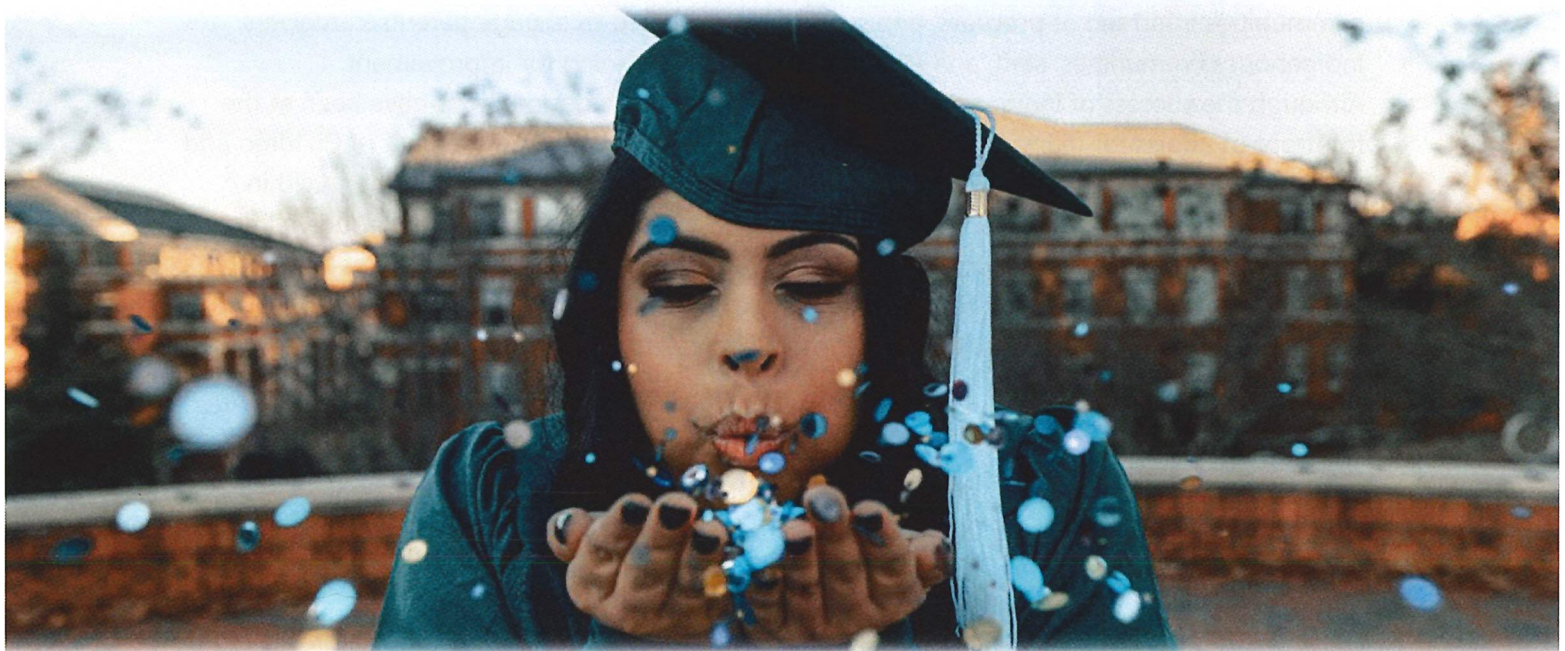
Signatures

A stylized, handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the left.

Mike Skinner
Interim Superintendent of Schools

A stylized, handwritten signature in black ink, featuring a large, bold 'D' followed by several horizontal strokes.

Dave Christie
Chair, Nechako Lakes School District



APPENDIX

Section A:

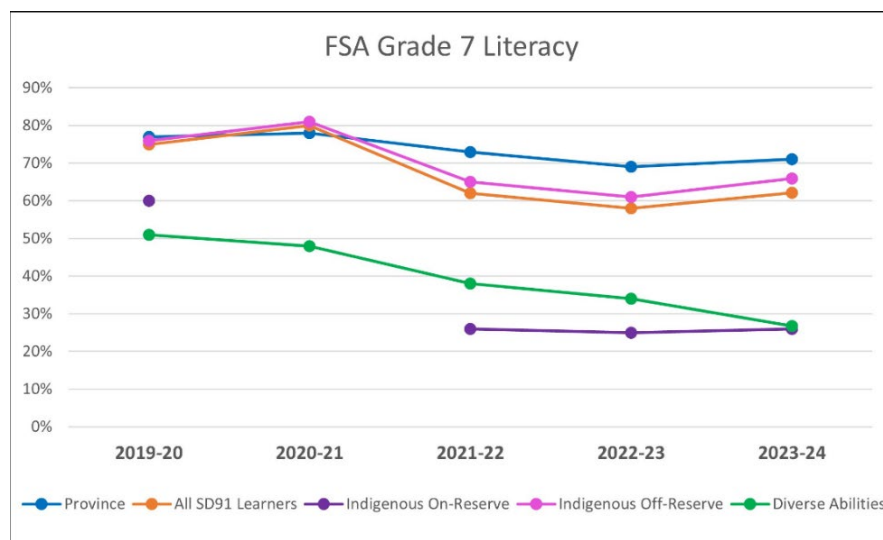
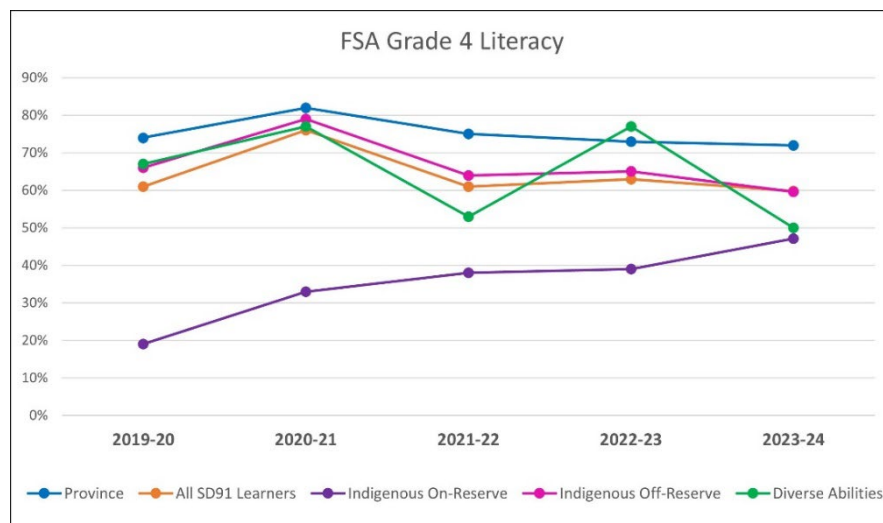
Reflecting on Student Learning Outcomes

Intellectual Development

Educational Outcome 1: Literacy

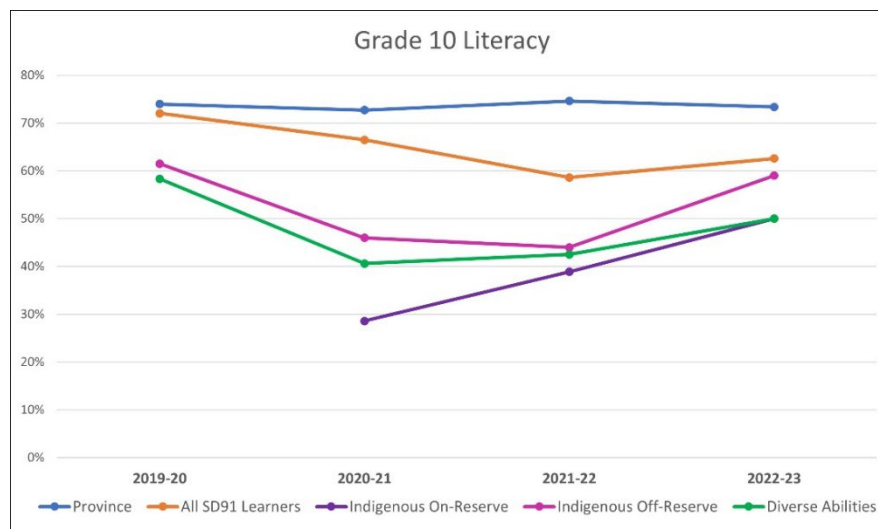
Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 & Grade 7 Literacy/Reading (On-Track / Extending Rate)



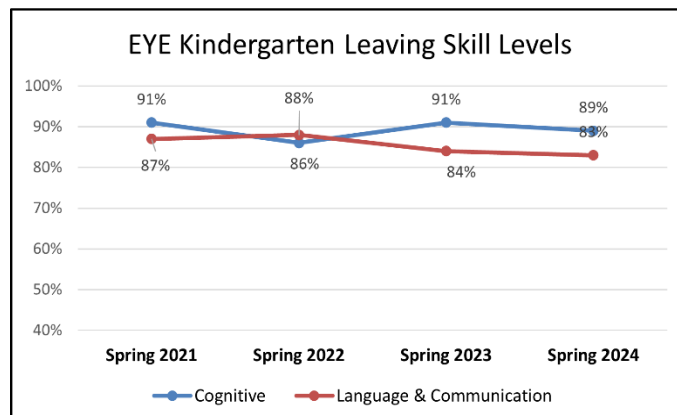
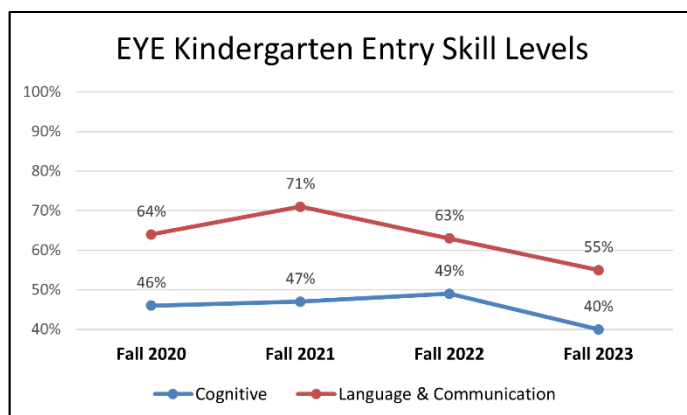
Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



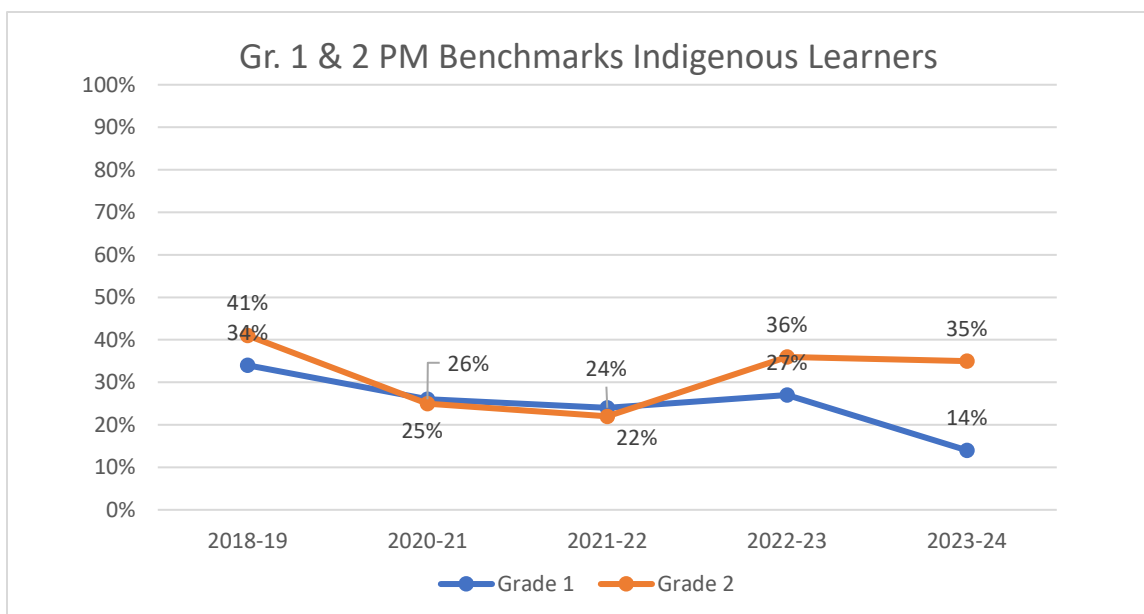
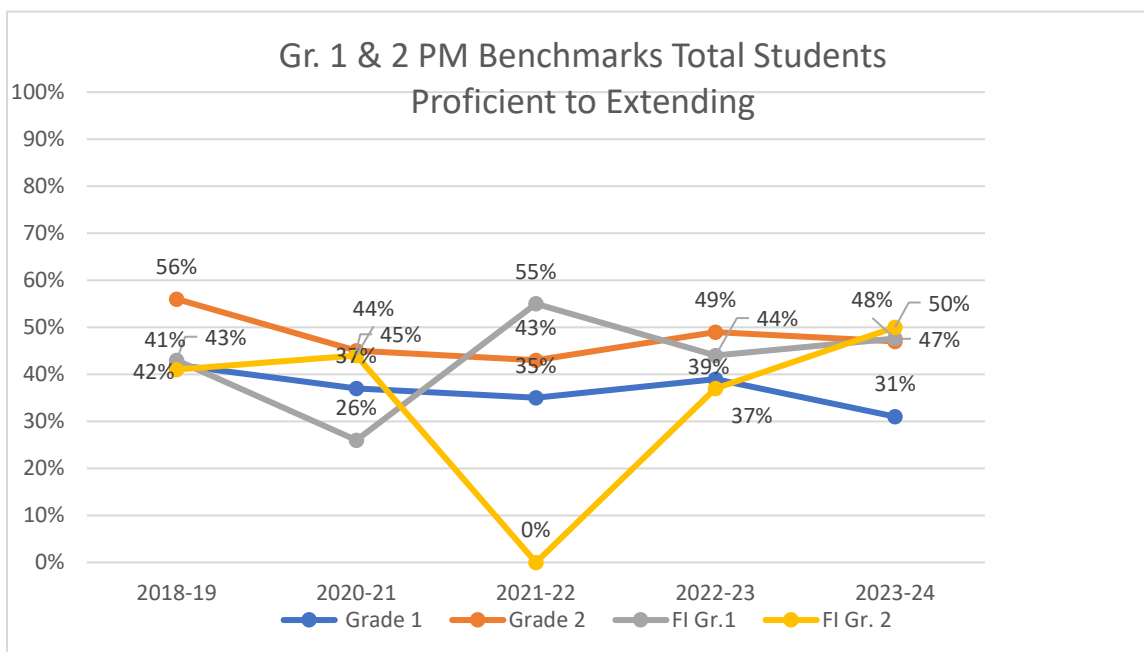
Measure 1.3: Early Years Evaluation Direct Assessment (EYE-DA)

Local Data – Early Years Evaluation Direct Assessment



Measure 1.4: Grade 1 & 2 PM Benchmarks

Local Data - PM Benchmarks (Meeting / Exceeding Expectations)



Analysis and Interpretation

Outcome 1: Literacy

In general, Nechako Lakes students have gaps in achievement compared to provincial data, and this continues to be a focus for staff. Also, some of the numbers in a variety of categories are so small that they need to be masked in this and other data reports.

On a positive note, Indigenous on-reserve learners have been showing dramatic improvements on the grade 10 GLA (over 20% increase) and Indigenous off-reserve learners, who have generally shown relatively greater academic success than their on-reserve counterparts, also are showing improvement over the past two to three years. FSA results highlight a dramatically lower success rate for Indigenous learners living on-reserve. Staff are working with schools to discuss each of the learners as a way to understand the individual circumstances behind the data and to design impactful interventions.

The District continues to have variable rates of absenteeism in some schools since COVID and increased student anxiety in some groups of learners. Data analysis, including attendance as it connects to individual achievement rates, is the next step in the fall.

The Early Years Evaluation (EYE) results highlight a potentially worrying trend: the data shows two consecutive years of declining entry skills, with Indigenous learners in last year's grade 1 cohort particularly affected as they move into early literacy and reading in grades 1 and 2. We are seeing strong educational practices in Kindergarten classrooms, as illustrated by the data for these students at the end of the year showing dramatic improvements in their development from the start of the year! Unfortunately, the data also shows that they continue to struggle and are not meeting expected reading milestones in grades 1 and 2.

District assessment data currently cannot disaggregate Indigenous on-reserve students, Indigenous off-reserve students, students with disabilities or diverse learning needs, and Children and Youth in Care. We have requested that our data management program be updated to filter for more details within grade groups and student populations.

We continue to work to ensure the Foundation Skills Assessment (FSA) is consistently administered and has high participation rates each year, with students adequately prepared and fully understanding the process. Principals continue to work with staff to interpret and analyze FSA results to inform teaching to improve literacy outcomes.

To address these overall challenges in reading achievement, the District will launch Early Literacy Intervention pilots at two schools this fall, following staff training in late August. Led by the District Principal of Indigenous Education and District staff, these pilots will focus on structured literacy pedagogies across the primary grades in these schools. District staff will work closely with principals to support interventions for the current primary students.

Last school year, five schools participated in the POPEY Rural Residency project with an early literacy expert co-teaching, doing model lessons, and providing workshops on two pro-d days. A similar project will continue but will involve two to three different schools in the coming year.

Early career and experienced teachers are part of both initiatives, as is the District Literacy Support Teacher.

At the District level, efforts are ongoing to develop a comprehensive framework for foundational pedagogy. The District actively supports grassroots learning groups that positively influence outcomes across the system. We have multi-year partnerships in high-quality professional development around classroom practices and strategies. However, this professional learning is optional for staff, and the participation rates have not been as high as expected.

Additionally, a gap in assessment practices has been identified, and work is underway to establish a district-wide framework to guide teachers in their next steps. This includes screeners focused on phonological, phonics, and metacognitive development. Given the current challenges in teacher recruitment and a shortage of certified teachers, these efforts are critical in addressing the inconsistency in classroom instruction and support.

The Lead Literacy teacher works directly in classrooms, offering resources and research-based strategies to strengthen literacy instruction. We are committed to providing equitable learning support through all departments, with specialists such as speech and language therapists, counsellors, and occupational therapists available to offer additional assistance when necessary.

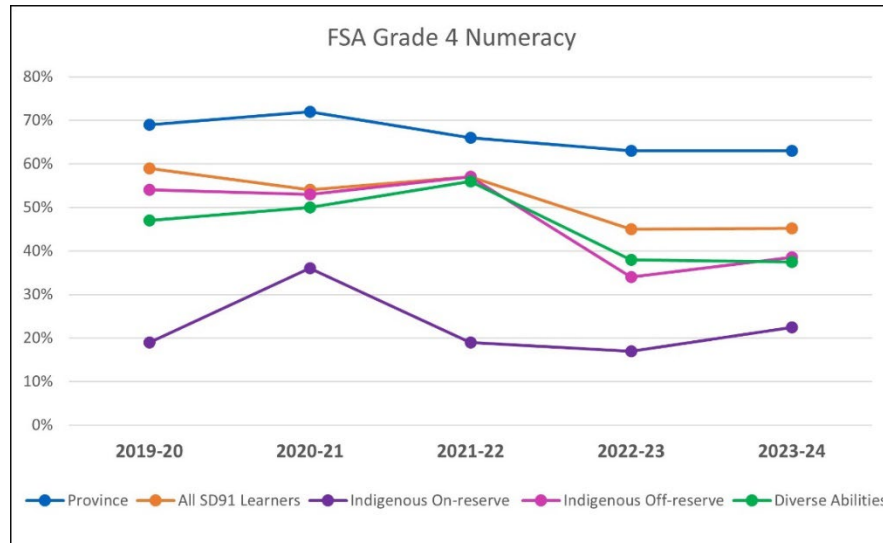
There has also been a strong focus on integrating Indigenous literature across all grades and systematically implementing the English First Peoples courses in grades 10-12 across the District. While current data may not fully capture the positive impact of these initiatives, students are gaining valuable knowledge of Indigenous language and culture. Schools such as LDSS, BESS, David Hoy, and Fort St. James Secondary are demonstrating the benefits of these approaches to literacy acquisition. Over the next three to five years, we expect to see powerful stories of learning that highlight the depth of knowledge and joy connected to these meaningful educational strategies.

However, concerns remain about the completeness of data as lower student attendance and participation rates in assessments may hinder accurate data analysis. For instance, how many grade 10-12 students on reserves participate in the Graduation Literacy Assessment? Could attendance issues be obscuring the actual literacy data? Additionally, questions arise about on- and off-reserve Indigenous student transitions.

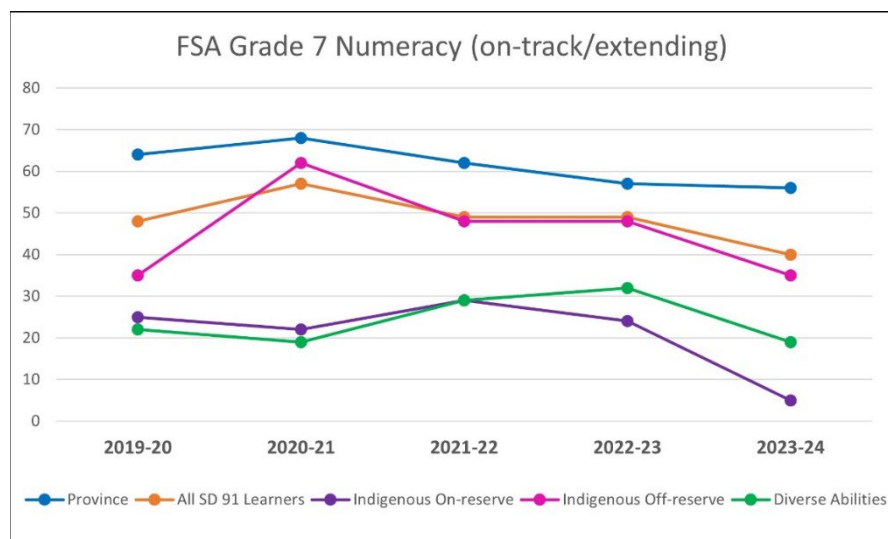
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 Numeracy (On-Track / Extending Rate)

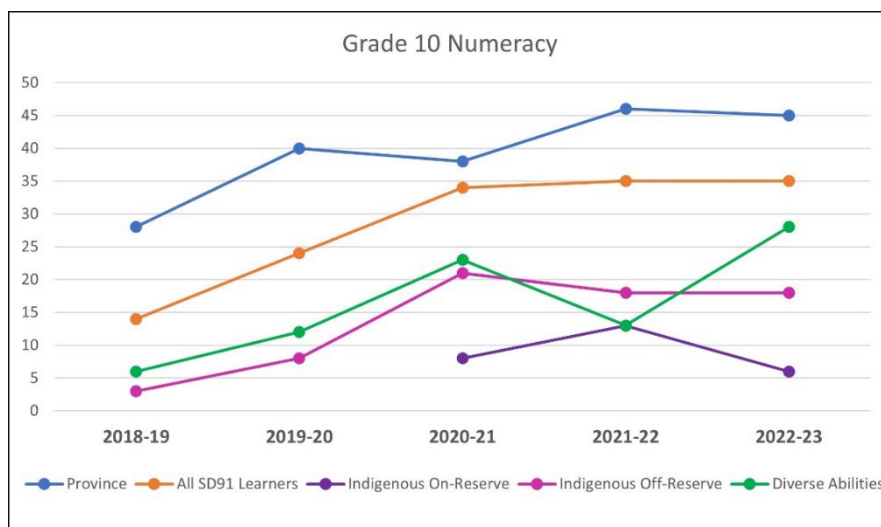


Grade 7 Numeracy (On-Track / Extending Rate)



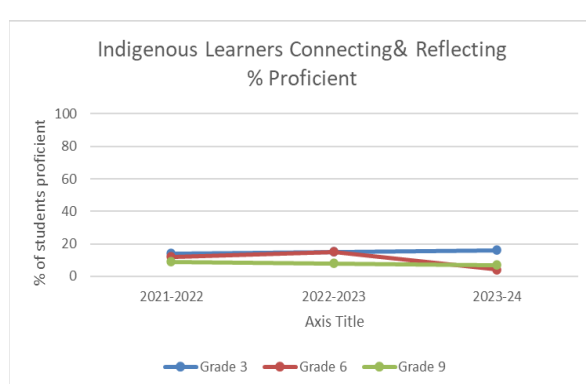
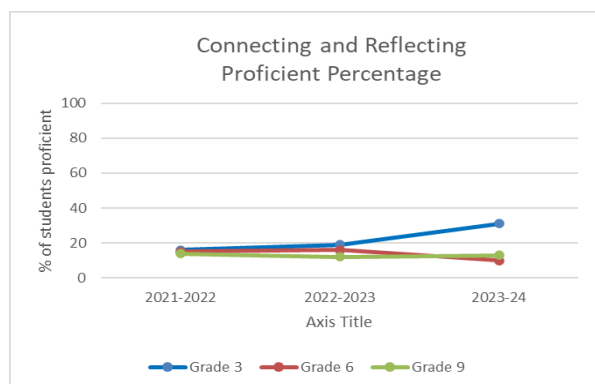
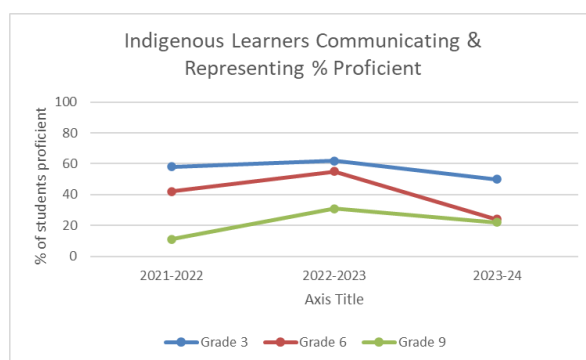
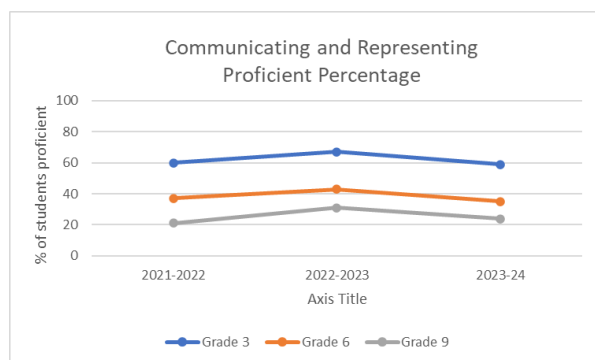
Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)



Measure 2.3: District Numeracy Assessments

District Numeracy Assessment (Proficient / Extending Rate)



Analysis and Interpretation

Outcome 2: Numeracy

In general, Nechako Lakes students have gaps in numeracy achievement when compared to provincial data, and this continues to be a concern and focus area.

There is a significant gap in achievement between Indigenous on-reserve learners and Indigenous off-reserve learners, especially when considering the Grade 10 numeracy assessment.

District assessment data currently cannot disaggregate Indigenous on-reserve students, Indigenous off-reserve students, students with disabilities or diverse learning needs, and Children and Youth in Care. We have requested that our data management program be updated to filter for more details within grade groups and student populations.

The provincial data shows that Indigenous learners, especially those living on-reserve, are not having their numeracy learning needs met by the current teaching approaches, particularly at the higher grade levels.

The local data indicates that, as a District, learners are struggling with the curricular competencies in numeracy. It also tells us that as learners progress through the grades, they become less proficient than younger learners. We continue to see learning gaps between Indigenous students and non-Indigenous students.

The data generally shows that the current approaches are not effectively impacting student learning. As such, we have worked systematically to impact change in various ways: through the District Numeracy Teacher Lead, professional learning and resources for teachers and the administration group, collaborative teacher-to-teacher support, inquiry-based learning support, and changing the local district-wide numeracy assessment and assessment protocols.

We have taken an ongoing and consistent approach to support educators as they shift their numeracy pedagogy to align with the current BC curriculum, Indigenous ways of knowing, and the First Peoples' Principles of Learning. With increased support time, the Numeracy Teacher Lead can collaborate with classroom teachers to build programming that supports all learners.

The professional learning that has been supported has focused on engaging learners in hands-on, inquiry-based collaborative learning. We have engaged in a 3-year learning journey with Thinking Classrooms, and the strategies are impacting learning beyond the Mathematics curriculum. This professional learning has been supported at all levels, including teachers and school and senior administration. Additionally, BC-aligned resources that leverage engaging learning opportunities have been provided to teachers.

Authentic inquiry has been committed to and supported across the District. We have also worked to highlight pockets of excellence, as schools have focused on pedagogical practices that impact student learning, with a focus on Indigenous learners.

There are pockets of excellence where teams of educators use a systematic approach through a formal inquiry process involving teacher professional learning. This process has helped teachers learn more about learning progressions and effective instructional strategies that build conceptual understanding for learners rather than focus on memorization and algorithms.

Some classrooms still rely on worksheets, math packs, and packaged resources that do not fully align with the BC curricular competencies. Teacher-pay-teacher resources have become more prevalent in recent years, and more needs to be done to review these resources to ensure high-quality lessons. A focus in the coming year is to ensure resources are aligned with the curriculum and outcomes. Where classrooms have learners involved in hands-on experiences, they are engaged and enthusiastic and can explain their thinking very well orally. Writing their thinking down is still challenging, indicating that writing skills require attention.

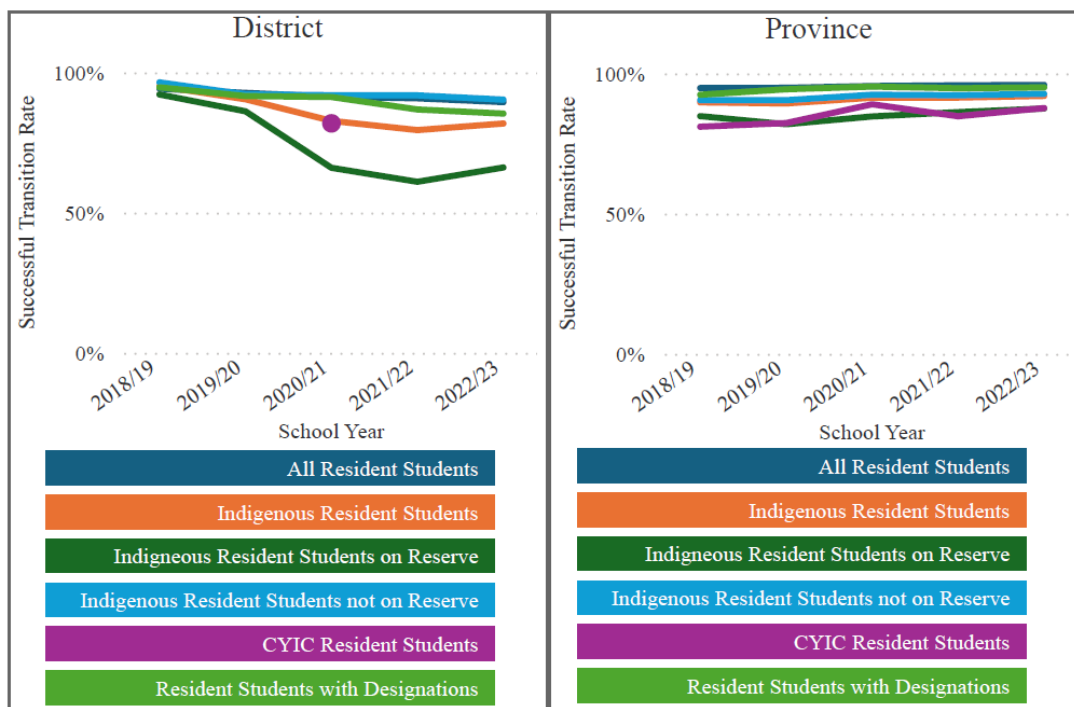
Assessment of learning strategies is diverse across classrooms, and this was more evident with the recent change in reporting in BC. We still have work to do in this area as completing worksheets and assignments are still overused in many classrooms to gauge learning, which does not align with the provincial proficiency standards. We offer professional education at the school and District level on incorporating competency-based assessment strategies.

As we plan for the next steps in Numeracy, we are committed to the following:

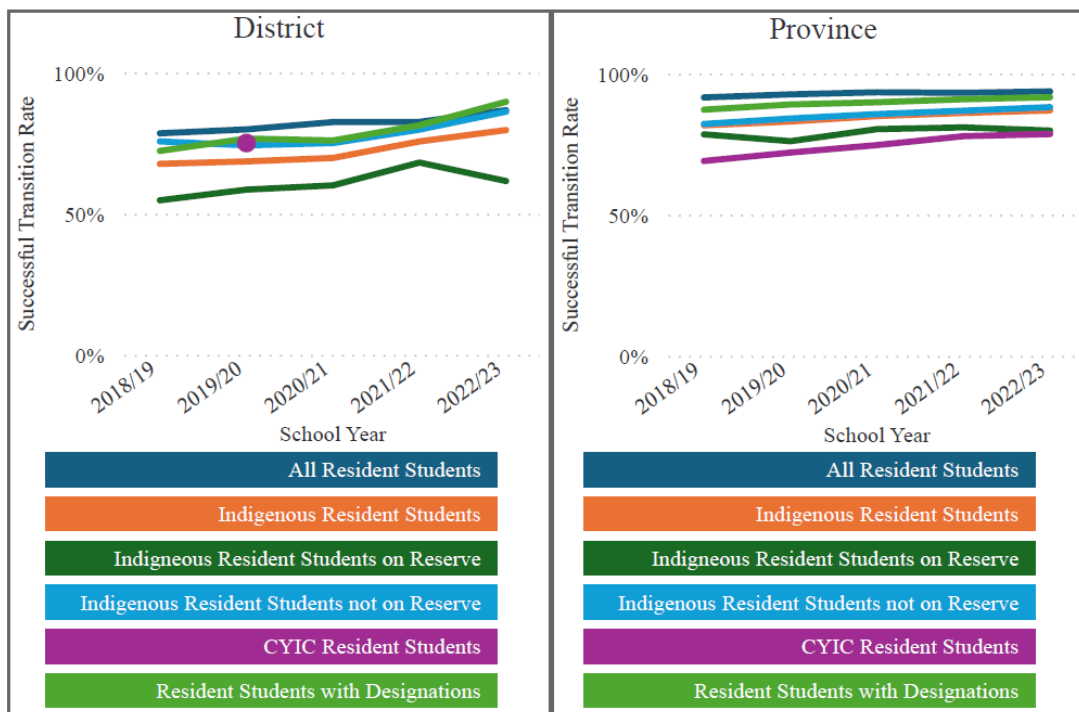
- Increasing time for the District Numeracy Teacher Lead to work collaboratively with educators across the District and province, focusing on support pedagogy in the intermediate and secondary grades.
- Working with the Principal and Vice-Principal group each month to analyze data to build leadership capacity to support teachers as they shift pedagogy at the classroom level.
- District staff liaising with the union to leverage and support professional learning that aligns with strategic planning and data-informed practice.

Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate



Intellectual Development Summary

Overall grade-to-grade transition rates for students moving from grade 10 to 11 have shown a slight, gradual decline over time for all students, as well as for Indigenous off-reserve students and students with designations. However, transition rates for these groups remain generally high and are within 5-10% of provincial sub-groups. Indigenous students on-reserve transition at much lower rates than non-Indigenous learners (more than 20% differential); however, a slight increase was noted in the last data set.

There has been a general upward trend in grade-to-grade transition over the last five years for students moving from grade 11 to 12. The District trends at rates similar to the province for most sub-groups, except Indigenous on-reserve students. Although there has been a general, slight upward trend for these students over the last five years, there remains a 15-20% differential as compared to other groups in the District, which is the subject of urgent focus at the District and school levels.

Over the last two years, further disaggregation of the data for grade-to-grade transitions has helped us to understand the transitions at a deeper level and identify emerging needs. Further analysis indicates that Indigenous on-reserve male students transition at lower rates as compared to their Indigenous female peers. This deeper understanding has caused us to focus our efforts through the lenses of cultural connection, staff learning, and educational programming.

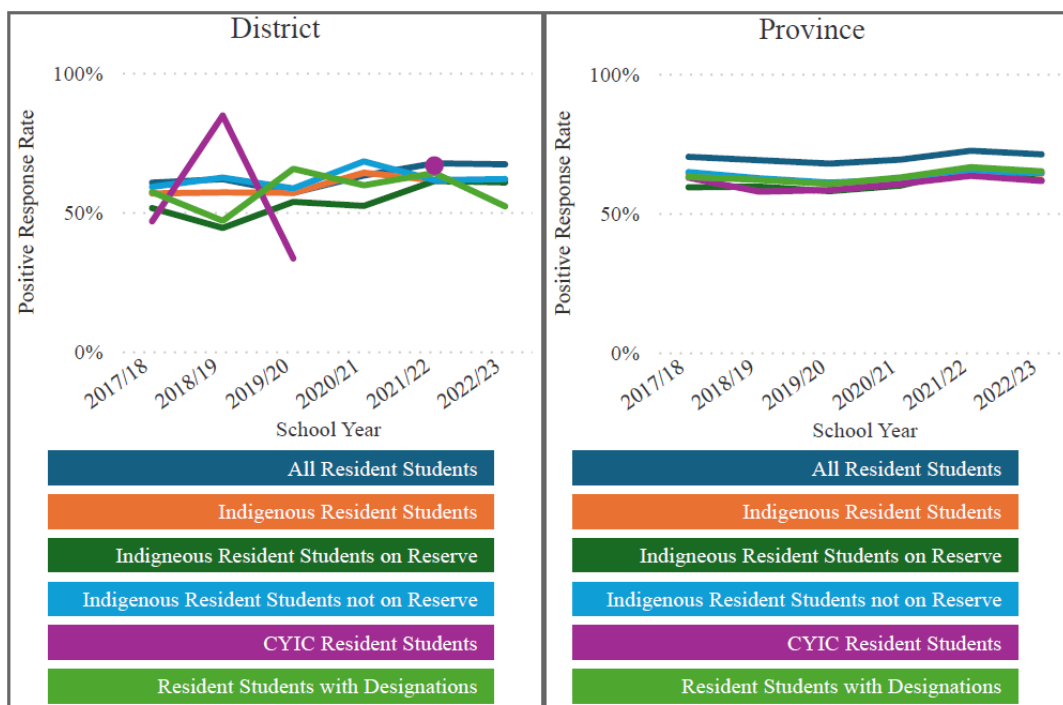
Provincial data for Children and Youth in Care at the District level has been masked for the most part; this data set is under development at the District and school level for further examination and response. The initial analysis undertaken by senior staff and PVP in the spring of 2024 revealed no surprises. It qualitatively indicated that the literacy and numeracy achievement of CYIC is trailing behind that of their non-CYIC peers.

Human and Social Development

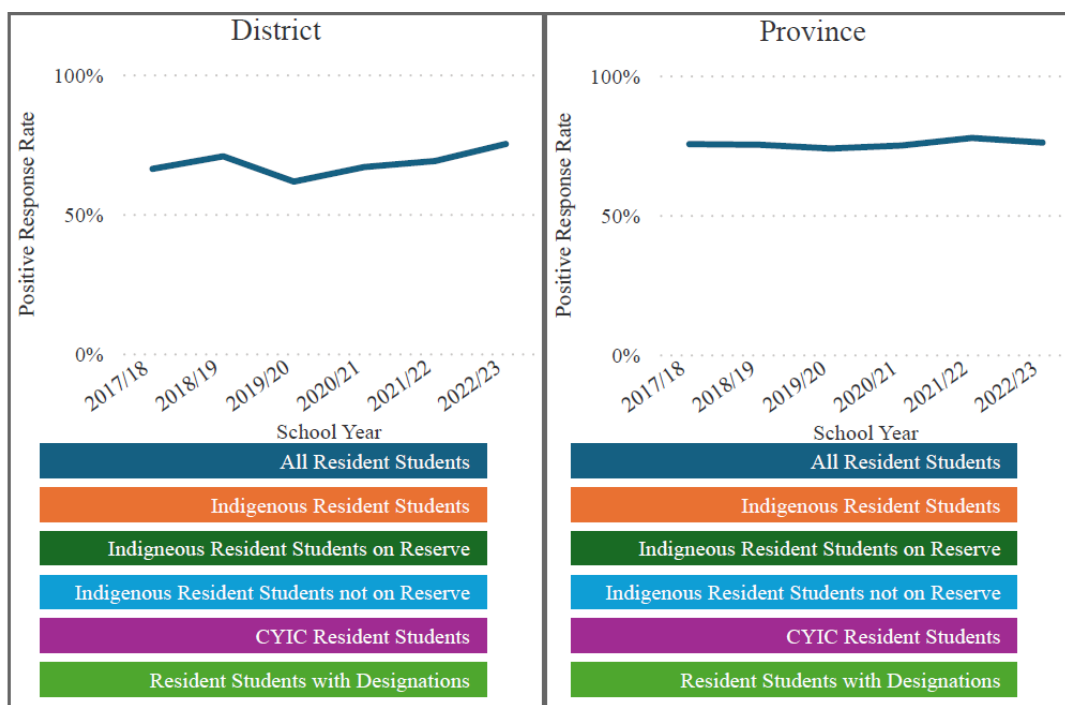
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

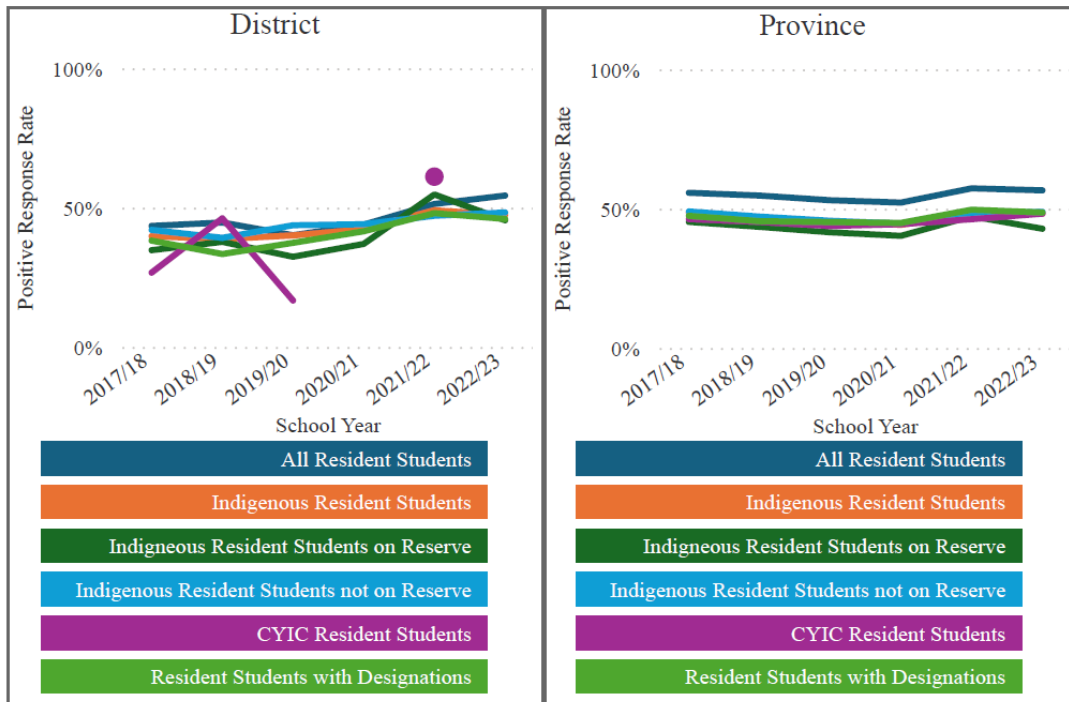
Feel Welcome (Positive Rate for Grades 4, 7, and 10)



Feel Safe (Positive Rate for Grades 4, 7, and 10)

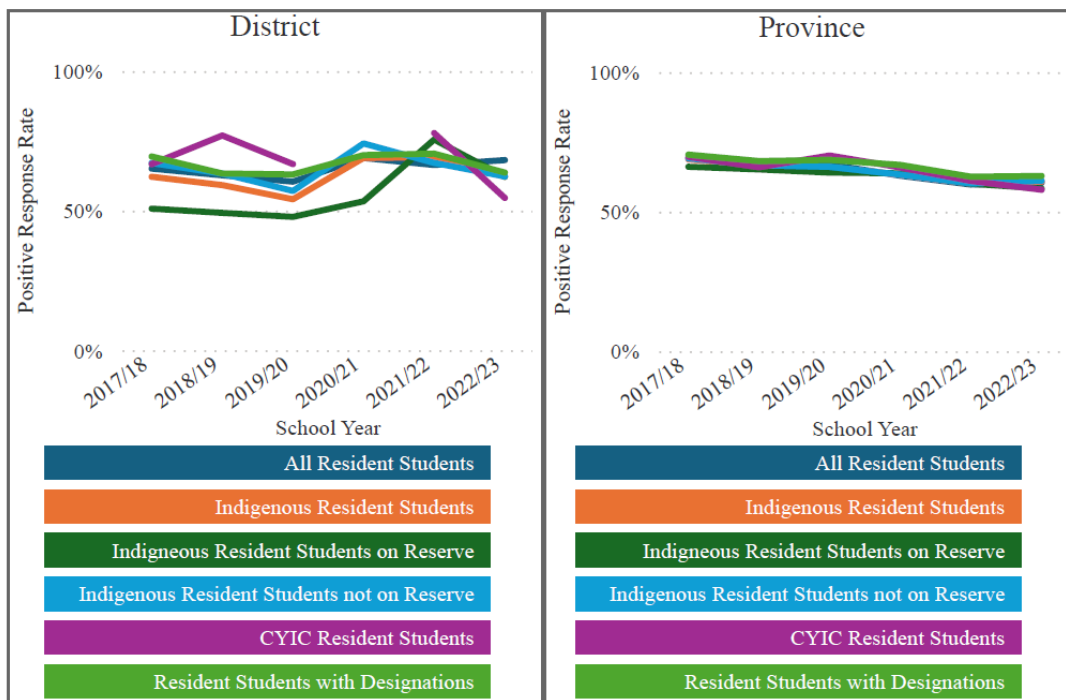


Sense of Belonging (Positive Rate for Grades 4, 7, and 10)



Measure 3.2: Students Feel that Adults Care About Them at School

Two or More Adults Care (Positive Rate for Grades 4, 7, and 10)



Human and Social Development Summary

There has been a general, modest upward trend for students across all populations with regard to **feeling safe** at school (approximately 15-20% growth over the last five years; up to approximately 75%) – this is a noteworthy improvement for the District, one which is believed to be connected to actions taken to ensure that Indigenous learners feel represented and their culture is valued and celebrated in an ongoing manner, including the integration of land-based learning, NOIE efforts, and incorporating Indigenous ways of knowing and being into the life of schools and classrooms. It also speaks to the growing school-based and public efforts by schools and the District (co-planned with learners) to ensure student members of the LGBTQ2S+ community feel safe, supported, and valued as members of the school community. There has been some growth with regards to Indigenous on-reserve students **feeling welcome** at school (growth of approximately 10% over the last five years). Students with designations have declined in **feeling welcome**, and this requires increased focus and attention moving forward. Planned actions within the District's Accessibility Plan are designed to improve the experiences of youth with disabilities and designations.

Students report their **sense of belonging** at school (which has grown by approximately 10% in the last five years) is around 50%. Students who report that **two or more adults who care** about them at school has remained consistent over the last five years (between 60-70%). Although the data generally plateaued this year, there has been a general upward trend in the data for groups within SD91 with regard to caring adults over the last three years, which differs from the province where there is a general downward trend during the same time frame.

Data regarding the experiences of Children and Youth in Care remains inconsistent and masked in numerous instances, making analysis based on provincial data sets difficult. However, the most recent data set tells us that CYIC report having **two or more adults who care** is less likely; the trend is a negative one over the last five years, but more dramatically so since the last data set. The District has begun to work on internal tracking of the measures of success for CYIC in order to improve outcomes for these learners.

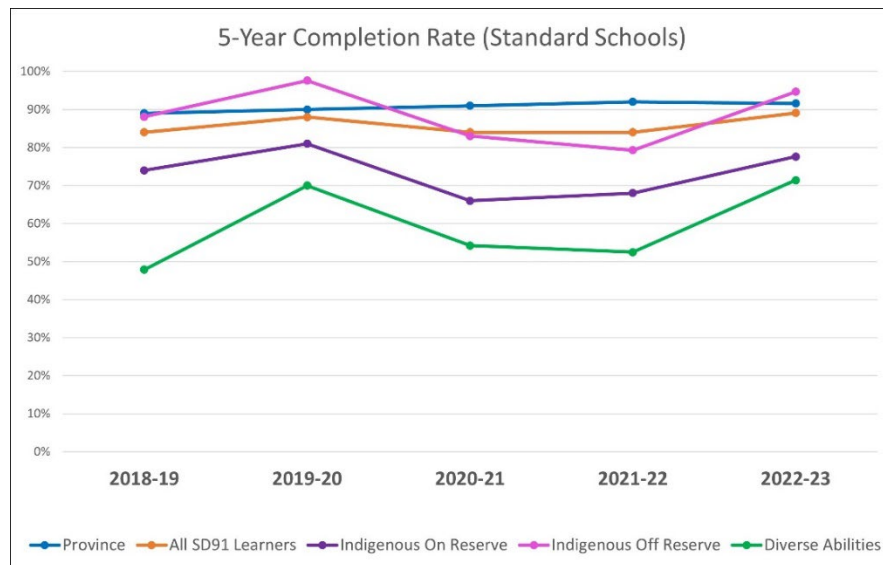
None of the Student Learning Survey data is markedly different from provincial data in a noteworthy manner. Continual connection with School District Student Voice groups, both secondary and the newly formed elementary group, will support ongoing improvements over time.

Career Development

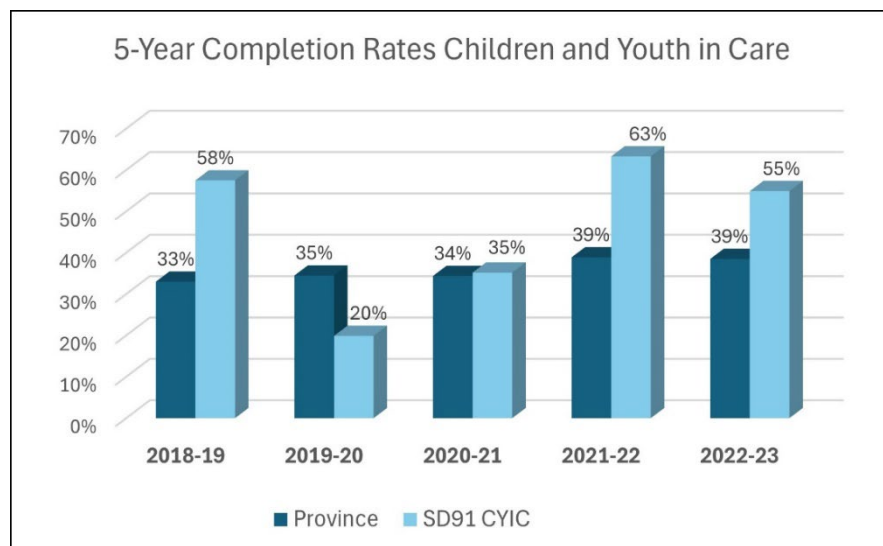
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

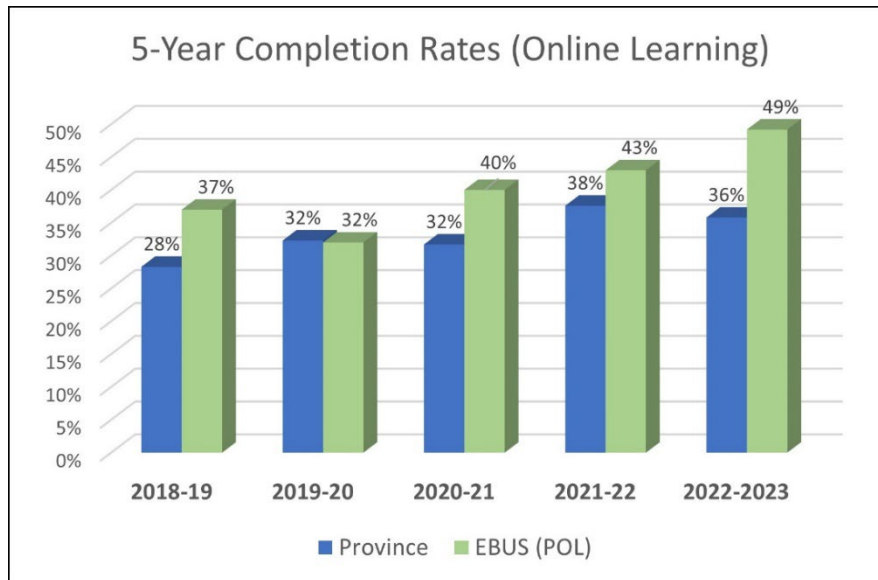
5-Year Completion Rate (Dogwood Only)



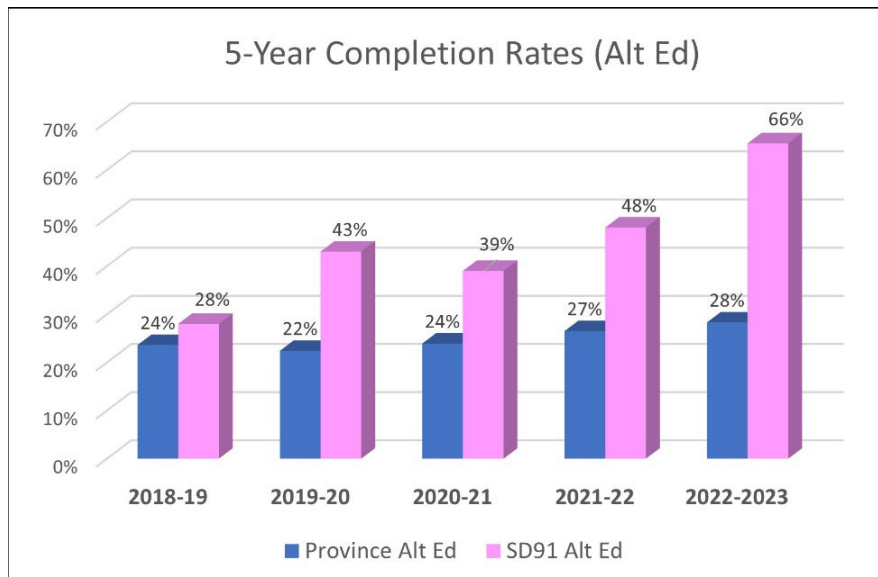
5-Year Completion Rate (Children and Youth in Care)



5-Year Completion Rate (Provincial Online Learning School)



5-Year Completion Rate Alternative Education



Analysis and Interpretation

Outcome 4: Graduation

The **5-year completion** rates for students attending standard (brick-and-mortar schools) in the District have shown significant progress, particularly among Indigenous learners and students with disabilities. This data specifically represents students who graduate with a Dogwood Diploma, excluding Adult Dogwood recipients. The District has intentionally reduced the number of Adult Dogwood Diplomas awarded over recent years, resulting in minimal impact on the overall completion rates across all subgroups when these figures are included. Therefore, Adult Dogwood data is not graphically represented. Notably, Indigenous off-reserve learners have achieved over a 90% completion rate, surpassing the provincial average and all other groups within the District. This accomplishment highlights the District's dedicated efforts in Indigenous Education over the past decade, as well as ongoing collaboration with First Nations in support of learner success.

The **5-year completion** rates are on an upward trend for both students with disabilities and Indigenous on-reserve students. These improvements are indicative of the District's commitment to inclusivity and engagement. The gap between different student subgroups is steadily narrowing, with the most notable progress observed in the 2022-23 academic year. This trend reflects the District's effective strategies, such as cultural connections and mentorship for learners, especially in secondary schools over the last two years. Professional learning opportunities through the District, inquiry opportunities within NOIE, and lead teacher mentorship support have all been aimed at ensuring equitable educational outcomes for all students.

Increasing graduation rates and success for Children and Youth in Care is a multifaceted challenge that requires a comprehensive approach. Completion rates for Children and Youth in Care has trended back up towards pre-pandemic rates, although their success remains at 55% in our last data set. This represents the lowest completion rate of all groups in SD91 and therefore has prompted deeper focus in the second half of the 2023-24 school year, with greater focus in planning forward. It is recognized that deeper relationships with MCFD are a critical part of this work, and efforts will continue next year. Until that occurs, internal tracking, school touch points, and planned responses between the District and schools that have already begun will forge ahead. In addition to these strategies, staff professional learning to better understand the challenges of CYIC, a focus on extra-curricular engagement for youth, and communication with caregivers are all essential elements of planning forward.

The increase in **5-year completion** rates for students in SD91's online learning school, EBUS Academy, is reflective of the school's commitment to student success and innovative educational practices. Over the past several years, EBUS Academy has seen a steady increase in

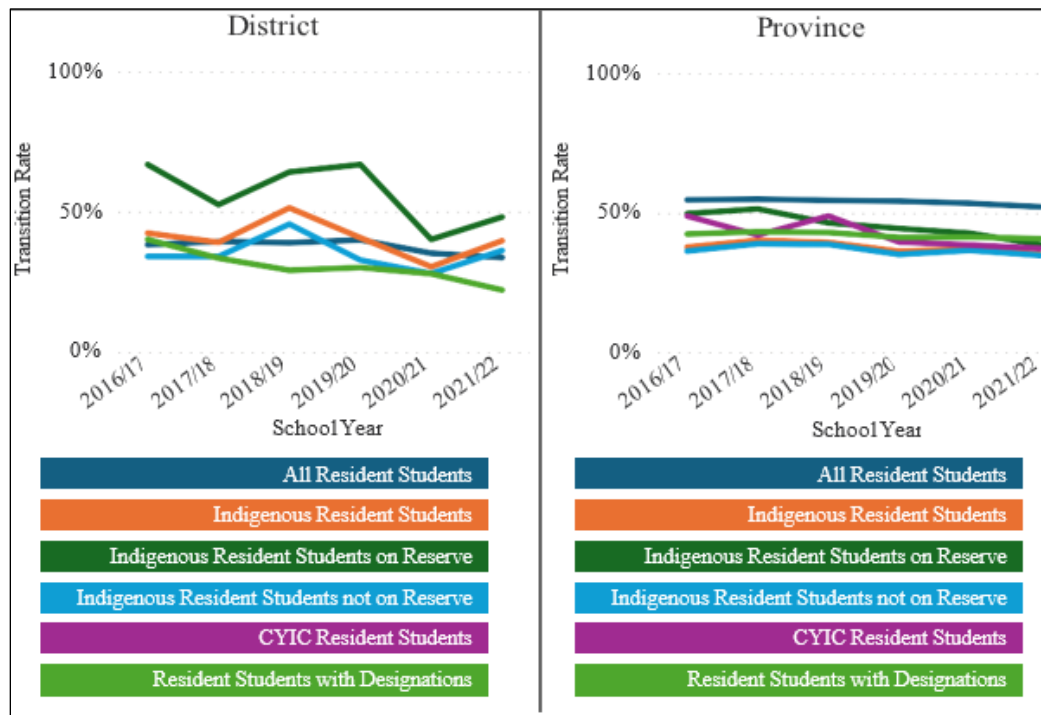
graduation rates, currently reaching 49% (over 10% increase in five years). This figure not only highlights significant progress but also places EBUS Academy ahead of the provincial average. A key factor in this growth has been its heightened focus on relationship building within the online learning environment. Despite the physical distance inherent in online education, EBUS prioritizes making strong, supportive connections among students, teachers, and staff. Supports for staff regarding learning about and reflecting Indigenous education, as well as personalized supports for learners with designations are a priority at EBUS. Financial allocations have reflected this commitment in an ongoing manner.

Increasing five-year completion rates for students in alternative pathways programs are critical, as they indicate the effectiveness of these programs in supporting youth toward graduation. In the District, five-year completion rates for students have steadily increased from 28% to 66%. This improvement began with an in-depth review of alternative education programs during the pandemic, which led to a shift in practices, thus impacting important data points, particularly graduation rates. Teachers and District staff have been actively networking to align and enhance the quality of alternative education programs. Their goal is to ensure these programs are engaging, inclusive, and relevant to the students' lived experiences. This collaborative effort is vital for creating an environment where all students can thrive and prepare for what the future holds. It is important to note that Indigenous learners are over-represented in alternative education program, and this issue has been discussed with the Indigenous Education Council (IEC), emphasizing the need for culturally responsive and inclusive teaching practices regardless of educational setting. The District's focus on these areas aims to provide equitable opportunities for all students, contributing to the over 40% rise in five-year completion rates.

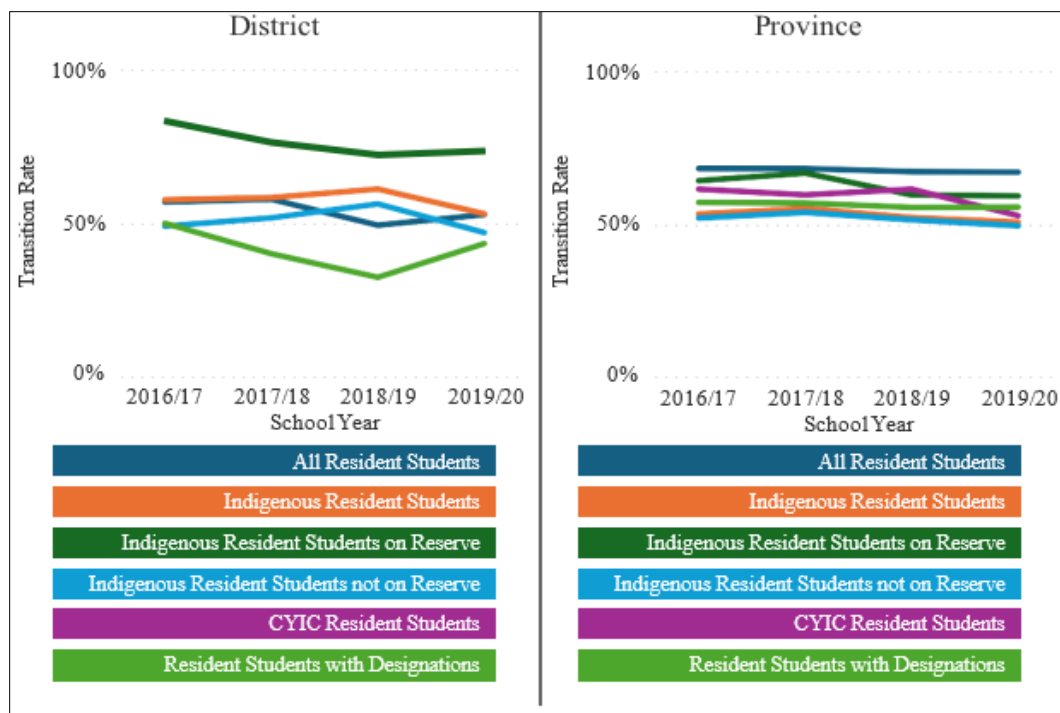
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)



Analysis, Interpretation, and Summary

Outcome 5: Post-Secondary Interpretation

The transition rate of students from BC public schools to post-secondary institutions immediately after graduation, as well as three years after, is a critical indicator of the effectiveness of the educational system in preparing students for further academic pursuits. Our data sets indicate that less than 50% of students move on to post-secondary education immediately after completing high school. This metric may reflect the academic readiness of students but also the accessibility and appeal of post-secondary options available to them. However, interpreting this data is complex, as numerous factors can influence a student's decision to pursue further education (including belief systems, socioeconomics, and individual career aspirations).

The District's role in supporting each graduate is multifaceted, encompassing academic preparation and guidance on post-secondary pathways. The goal is to ensure that every student who graduates with a Dogwood Diploma is equipped with the skills and competencies necessary to succeed in higher education if that is what they so choose. Additionally, we strive to provide comprehensive information about post-secondary options, the steps required to pursue these opportunities, and the various supports available to students.

Upon analysis, it is apparent that we must enhance environments that encourage informed decision-making, while better supporting students in navigating the transition from high school to post-secondary institutions, ultimately aiming to broaden students' educational and career prospects. This work has been ongoing for the last number of years and has been driven by an active Careers Department within Curriculum Services. Connecting this department in a planned and strategic manner to Student Voice groups as well as a greater range of students across the District will help us to remain connected to students' future plans, broaden their understanding of possibilities, as well as re-affirm our commitment to belief in the students we serve. Preparing students to be socially and academically prepared to engage in higher learning continues to be at the forefront.

It is noteworthy that Indigenous students, both on- and off-reserve transition to post-secondary at rates higher than all other SD91 groups and comparable to rates at the provincial level for all learners. This can be attributed to skilled and highly motivated First Nations who are deeply invested in the success of their children as well as messages and actions that demonstrate belief – these messages surround the children within their communities. We at the District are deeply invested in mutually respectful relationships with Indigenous communities and work towards the Nations' individual definitions of "success" which are embedded within Local Education Agreements. We continue to grow towards providing exceptional and innovative service.

It should be noted that data for Children and Youth in Care is unavailable for the District from a provincial source, so the District is in the process of creating this data set over time. It should also be noted that children with disabilities and/or designations transition to post-secondary institutions at rates lower than all other learners. This trend warrants deeper examination regarding preparation, accessibility, and belief systems.