



School District No.87 – Stikine
Framework for Enhancing Student Learning Report

Approved by Board: September 29, 2022

SCHOOL DISTRICT NO. 87

P.O. BOX 190
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DISTRICT CONTEXT

School District 87, (Stikine) serves students in the territories of the Tāltān, Kaska and Tlingit First Nations and we are honoured to live, work, and learn on their traditional territories. The Board of Education envisions strong and sustainable partnerships between the three Nations we serve to create and maintain proud, successful, culturally vibrant communities whose children and youth are engaged in life-long learning. Our objective as a school district is to utilize a wholistic approach that enhances the learning success of all students; protects and strengthens their unique cultural identity; and supports the wellness of the whole child.

SD87 is in a beautiful area, comprising 188,034 square kilometers in Northwestern British Columbia. Our small communities are spread throughout this vast region, which stretches north to the Yukon and west to Alaska. Atlin and Iskut, at the north-west and south extremes of our school district, are separated by over 750 kilometres.

The distance between schools makes it challenging to bring teachers together for consultation and professional development. We continue to look to technology to support communication and collaboration, even as we try to balance creating a unified district culture of learning with honouring the unique identities and cultures of three First Nations whose children and youth make up 81% of our school district enrolment.

CURRENT STRATEGIC PLAN PRIORITIES

The Board formally adopted its first ever strategic plan in February 2022 after an extensive consultation with students, staff, rightsholders, parents / guardians and community members. (Appendix 1)

The following strategic priorities emerged from the engagement process:

1. Student Learning, Communicating and Thinking: Reading, Writing, Numeracy, pathways to graduation, and transition to trades and post-secondary education.
2. Student Health and Wellbeing: Emotional Wellness (Indigenous Identity, Self Esteem, Self-Regulation, Competency and Capacity for Learning); Inclusion and Belonging (Culture, History, Traditions, Connection and Community); and Diversity and Equity (Acknowledging History, Embracing Truth, Achieving Reconciliation).
3. School System Sustainability: Employee Recruitment and Retention; Resources for Operational Effectiveness; Capital Planning and Maintenance of Assets.

One important outcome of the strategic planning process was a new mission statement which clearly focused the efforts of the school district on our aspirations for our students as learners, in contrast to the previous version which focused more extensively on the relationships and activities of the adults. Similarly, our core values were amended to include the concepts of professionalism and Indigenous culture.

SD87 District Profile

2 Kindergarten to Gr. 12 Schools
1 Kindergarten to Gr. 9 School
1 Kindergarten to Gr. 7 School
2 Yukon School Programs

Our school population is composed mainly of students from First Nations communities.

Hunting, fishing, and gathering are important to community and family life. Leaders in the First Nations communities are working hard to promote traditional language and culture.

It is with respectful consideration that the programs and services provided to students and staff acknowledge their histories, cultural contributions, and contemporary concerns.

DISTRICT SUCCESSES

We continue to have success in operationalizing the *3-Nations and School District 87 Educational Partnership Agreement (3N Agreement)*. In this agreement, the Tahltan, Kaska and Tlingit Nations, SD87 and communities acknowledge their sacred and shared responsibility for students to attain the success they deserve. A cornerstone of this partnership is a commitment to collectively address long-standing barriers and act on coordinated joint solutions.

The successes achieved in the 2021-22 school year were numerous.

Unique to the 3N Agreement in SD87 is the creation of Community Based Teams (CBT). These teams are responsible for ensuring the achievement of the Purpose, Objectives and Outcomes of the partnership. School Administrators and Band / Education Managers co-manage the CBT, which includes developing and implementing work plans and actions.

Since the inception of the 3N Agreement, the CBT had traditionally been active for the communities of Dease Lake and Telegraph Creek. The CBT in Atlin, with the support of the TRTFN and leadership of the school district, became more active in the 2021/2022 school year. Partnerships with the Taku River Tlingit First Nation (TRTFN) and the Tahltan First Nation has improved learner supports and the learning conditions for students. Additionally, cost sharing for counseling services, cultural enhancements and student excursions to colleges and universities sends an important message to our school communities about the importance of education, collaboration, and cooperation. We are making progress forward in removing barriers to student success.

The new Strategic Plan acknowledges the Tahltan ways of knowing, being, and doing. It honours input received from the three Tahltan communities which emphasizes the need to address issues like wellness, mental health, identify and belonging, etc. if students are to be more successful academically. This is reflected in the second goal area in the strategic plan.

Another significant achievement during 2021 /2022 was the District's ability to close a standalone storefront Alternate Education Site because 18 students had enrolled in the Alternate program during the academic year and had enjoyed success. Consequently, due to an administrative change at the school the parents of the returning students chose to re-enroll in the main school in Dease Lake. It was a positive inclusion event. Parents and students cited the additional supports and programming options available, as well as significant improvements in school culture, as the reasons for their decisions. Parents and community had been highly dissatisfied with the Dease Lake schools' approach to conflict resolution and student discipline in prior years. Significant personnel changes and improved programming both contributed to the dynamic where the Alternate Site could be closed due to lack of enrollment.

Other successful initiatives were:

- ❖ Having three high school students attend the UBC Summer Science Camp on campus, for the first time in the District's history.
- ❖ The creation of the "On the Land" Programming which engages students with Elders and community members in outdoor education activities focused on traditional activities such as camping, hunting, fishing, and trapping.

- ❖ The creation of an Outdoor Cultural Learning Space in Atlin to accommodate outdoor and Indigenous Education activities. Plans are now underway to duplicate this space on two other school sites.
- ❖ The creation of a partnership with the Tahltan Guardians to augment the On the Land Program which allowed students to accompany the Guardians in a helicopter for the purpose of spotting and counting wildlife as well as set trap lines for wolves.
- ❖ The creation and implementation of a District Assessment Framework including a locally adapted District Literacy Assessment Tool based on Fountas & Pinnell.
- ❖ Improving the identification, planning, and supports available for students with special learning needs, through working collaboratively with SD82 Coast Mountain and designating a local staff member to coordinate reporting and IEP supports in all schools.
- ❖ Increase student satisfaction as indicated in their responses to the Student Satisfaction Surveys.
- ❖ Eleven students graduated last year: Atlin School held an on-site ceremony for its first graduating class of 1 on-site since 2004; Dease Lake held a large community graduation program at the school gym for their 10 graduating students.
- ❖ Completing a Local Education Agreement with the Taku River Tlingit First Nation Education Council for the students in Atlin, the first in more than 20 years.

It must be acknowledged that while many innovative practices and programs have been initiated, and there has been a significant increase in learning opportunities and experiences, it is still too early for these changes to have a positive impact on conventional measures of achievement like the FSA.

STRATEGIC ENGAGEMENT

The Covid 19 pandemic, coupled with the distance between and among the Stikine School District's communities, created the need to conduct the engagement activities for this strategic plan in a variety of ways.

Consultations were held in each of our school communities to garner input and feedback from students, teachers, support staff, parents, guardians, Elders, Chief and Council Members, and Board Trustees.

- ❖ The Board was guided through a review of student achievement results and an environmental scan process using Zoom.
- ❖ Principals and Vice Principals also participated in a series of dedicated sessions for input into the Strategic Plan.
- ❖ Principals and vice-principals were engaged in weekly Zoom sessions focused on student achievement, data analysis and planning.
- ❖ The local 3 Nations Community Based Teams (CBT) was engaged in a series of in-person and on-line meetings which included Taku River Tlingit First Nations (Atlin), Tahltan Central Government (Dease Lake) and Telegraph Creek Leadership.
- ❖ Students and parents in Dease Lake, Telegraph Creek, and Atlin were engaged through a survey which yielded 54 responses.
- ❖ The staff, community leaders, and parents in Lower Post participated jointly in a facilitated in person Zoom session.

- ❖ A Denetia School Operational Plan was jointly developed with the Daylu Denna Council which focused on student learning needs, community and Elder engagement, and cultural and personal wellness.

*Due to lack of student enrollment, Denetia School was not in session during the 2021-22 academic year.

STUDENT PERFORMANCE AND DATA ANALYSIS & INTERPRETATION

Though School District 87, Stikine, is the largest school district geographically in the province, it has a small student population. Therefore, assessment results are masked for privacy, meaning that specific numbers will not be shown so as not to serve as identifiers. Please note Appendix 2 for this section of the report.

SD87 primarily serves students and families of First Nations communities. Consequently, we strive to maintain cultural sensitivity when we unpack student achievement data. Privacy is important both from a public and internal viewpoint. A small sample size is disadvantageous when trying to share aggregated data publicly, but it is advantageous when designing individualized instructional response.

As Stikine percentages are based on small student numbers, the overall results for smaller groups of students can be greatly influenced by scores of just a few (one or two) individuals. It is important to note that small sample sizes visually skew graphic data charts. Therefore, we rely on District generated data to closely monitor individual student achievement, address differentials, ensure learning supports are provided when identified, and provide staff with professional learning to support student success.

Ministry of Education assessment data includes the following results:

- ❖ Intellectual Development:
 - Foundational Skills Assessment (FSA) for Grades 4 and 7 Literacy and Numeracy
 - Grade 10 Literacy and Numeracy Results
- ❖ Human and Social Development:
 - Student Learning Survey Results
- ❖ Career Development:
 - Completion / Graduation Rates

School District 87:

To ensure a consistent approach across SD87 a *District Assessment Framework* was developed during the 2021-22 academic year. The assessments will be conducted twice annually. This ensures that student needs are addressed throughout the year. Among the tools being used are:

- Student Needs Assessment for each child:
 - Comprehend & Connect (Reading)
 - Create & Communicate (Writing)
 - Numeracy

Additionally, attendance, report cards, grade to grade transition and graduation rates are being monitored.

During the 2022-23 academic year, we have formalized plans to partner with SD91, Nechako Lakes, to implement the SNAP (Student Numeracy Assessment & Practice).

First Nations students form the majority of the SD87 student population, unlike other districts where First Nations students are the minority. In other words, due to the unique demographic of the district, we are comparing the entire student population (All Resident Students), which is primarily First nations, to “Indigenous Students” only data charts. This needs to be acknowledged in any interpretation of the Ministry data depicted in the Appendix. As well, the Ministry data charts do not share how many students participated in the assessment. This information may be misleading to parents if, in fact the data graph only depicts the participation of 4 students. Internal discussions of this data also need to acknowledge this uniqueness.

Given our small student population size, it is important for us to compare and analyze the Ministry provided data with the *Aboriginal Report: How Are We Doing?* with district, school, and classroom data. Triangulation of data with all classroom and district level assessments is even more critical in this context.

The tables in the Appendix are the provincial results of the Foundational Skills Assessments (FSA) for Literacy (Reading and Writing) and Numeracy. The tables indicate that student results, in most years, are lower than the provincial average. The data also indicates that there has not been a significant variance in results from year to year. This is a consistent pattern with Stikine District data.

Reducing the significant differential between the provincial average and student performance in SD87 will continue to inform the continuous improvement cycle and progress towards that goal will feature prominently in the first annual review of the SD87 Strategic Plan.

EXISTING AND EMERGING AREAS OF NEED

As referenced earlier in this report, existing and emerging areas of need were identified via triangulation of qualitative and quantitative data from various sources at the local, District and Ministerial levels. Consequently, the new SD87 Strategic Plan encapsulates strategies to address Literacy, Numeracy (which are below provincial averages), Wellness, Culture and Language. It is important to recognize that there are several factors that exist within the Stikine that affect student learning and impact their success.

The geography of the region and the distances between schools make the provision of supports for both students and adults difficult. Like all northern districts, SD87 has challenges recruiting staff. Similarly, communities and other local agencies have difficulty finding qualified personnel. Students and families regularly travel 8 to 10 hours to access medical, dental, and counselling services. Mental health supports and critical incidents response are also not available locally.

The travel time noted above contributes to a problem with absenteeism. Combined with the inter-generational effects of residential schools and other socio-economic challenges in the communities, poor student attendance has been and continues to be a challenge. The district has committed, as part of the strategic plan, to working with parents, communities, and other agencies to develop an understanding of the impact of poor attendance on student learning and likelihood of graduation, and to generating solutions.

Maintaining enrollment of students after Grade Nine is also a challenge. Families often opt to have their secondary school students attend schools in Whitehorse YT, Terrace BC, or Watson Lake YT, to complete

their graduation programs. Schools in these larger centers can generally offer a wider range of programming than SD87 is able to offer given its small population base in widely dispersed communities. This arrangement becomes a self-fulfilling prophecy: the more students who leave, the fewer options are available to those who remain behind.

Completion of high school, even for those who leave, is not a guarantee. Poor supports through transition to new communities, absence of family support, and the lure of highly paid employment in the resource sector close to their home communities (which does not require Grade 12 completion) all contribute to a high drop-out rate.

The Equity in Action initiative has been and will continue to be helpful to SD87. However, it is important to note that we serve predominantly First Nations students and families. Inclusionary practices and the incorporation of First Nations ways of knowing are not necessarily as challenging as they are in other school districts. However, the need to confront the, often inadvertent, racism of low expectations of predominantly non-indigenous staff continues to be a high priority. Similarly, the need to confront systemic barriers like Policy and Procedures, while addressing issues of appropriate pedagogy, will seriously stretch the workloads of a very small district leadership team.

The Board has acknowledged and addressed the matter of management workloads by creating a new Director of Instruction position. The position effectively doubles the capacity for system-wide educational leadership, as the Superintendent had been solely responsible for that function previously. The creation of the position significantly improves the district's capacity to make progress on addressing some of the challenges noted above. It also sends a powerful message to the community about the Board's commitment to achieving the goals for student learning set out in the strategic plan.

ADJUSTMENTS AND ADAPTATIONS

Engagement with other districts to see what can be learned had been recommended through the peer review feedback for 2021/22. That engagement has been identified as a key strategy in the SD87 Strategic Plan, particularly for the purposes of joint advocacy and sharing resources and services. Actions being undertaken to meet this recommendation include:

- ❖ Leveraging existing and developing new partnerships with neighboring school jurisdictions for provision of counselling and other mental health supports;
- ❖ Leveraging and expanding partnerships with neighboring school districts for professional development initiatives and employee support services;
- ❖ Active participation in the BCSSA Northern Chapter Meetings;
- ❖ Informal collaboration and networking with Northern Districts;
- ❖ The Superintendent's participation in FESL Cohort (2021-22);
- ❖ Strategic Hiring to increase staff allocation and seek specialist teachers to increase academic course offerings;
- ❖ Improved timetabling to offer more courses i.e., Biology, Chemistry, Psychology, higher level math courses (many for the first time) and to address barriers for First Nations Students;
- ❖ Supporting four staff members in the attainment of a Master's Degree in Education and one staff member working on a Bachelors degree;
- ❖ Hiring of Director of Instruction;
- ❖ Articulating and supporting the relationship between adult learning opportunities (professional development) and student learning outcomes (results through):

- Partnership with SD91 Nechako Lakes School District
 - Numeracy Assessment: SNAP (Student Numeracy Assessment & Practice) Adapted from SD33 (Chilliwack) District Assessment administered in Gr. 3, 6, & 9
 - Train-the-Trainer / In-person Sessions
 - Participation/hosting Learning Series Virtual / In-Person (the learning series has a strong First Nations emphasis):
 - i. Jo Chrona (supporting Equity and Reconciliation)
 - ii. Peter Liljedahl (Deep Thinking/Collaborative & De-Centralized Learning)
 - iii. Faye Brownlie (Literacy)
- Partnership with SD82, Coast Mountain (Terrace) focused on improving Special Needs Learning Supports, Trauma Informed Practice, and both student and employee wellness.

ALIGNMENT FOR SUCCESSFUL IMPLEMENTATION

As noted previously the mission statement for the school district has been revised to emphasize that the focus of our decision-making and our collective efforts is to make our students successful.

Old Mission Statement:

School District No.87 (Stikine) puts students' needs first, through the identification development and employment of standards of success. Decisions are transparent and made through open communication, teamwork, and competent leadership. We seek community, parent, staff and student input and involvement to support our decision-making throughout the District.

New Mission Statement:

In School District 87 Stikine, we support our students' success by providing opportunities for them to excel as learners in an environment that celebrates Indigenous heritage, creates a sense of belonging, and supports their capacity to be leaders in their communities.

The Peer Review Feedback for 2021/2022 indicated that connections between Enhancing Student Learning Report metrics and the strategies were not clearly described. It is hoped that the completion of the strategic plan, combined with the descriptions of initiatives undertaken in 2021/2022 in this report, have addressed this concern.

To address the learning gaps identified by Provincial indicators in the Stikine and Provincial averages, and in keeping with the common goals and objectives presented in the development of the Strategic Plan, the 3Nations Agreement and Equity in Action initiatives, SD87 has dedicated additional resources to support the following approaches:

- ❖ Elders in Schools / Cultural Knowledge Keepers: Full time Elder Advisors will be hired in each of our schools. Knowledge Keepers will be engaged throughout the year to support student learning in the school classroom, on-the-land, and in outdoor learning spaces.
- ❖ Staff Cultural Orientation Days: The 2021-22 academic year began with school staff participating in a local Cultural Orientation Day. This was a combination of on-the-land and in-classroom

sessions with Elders and community Knowledge Keepers. Elders met with teachers and provided input and support in the creation of curricular Year/Long Range Plans.

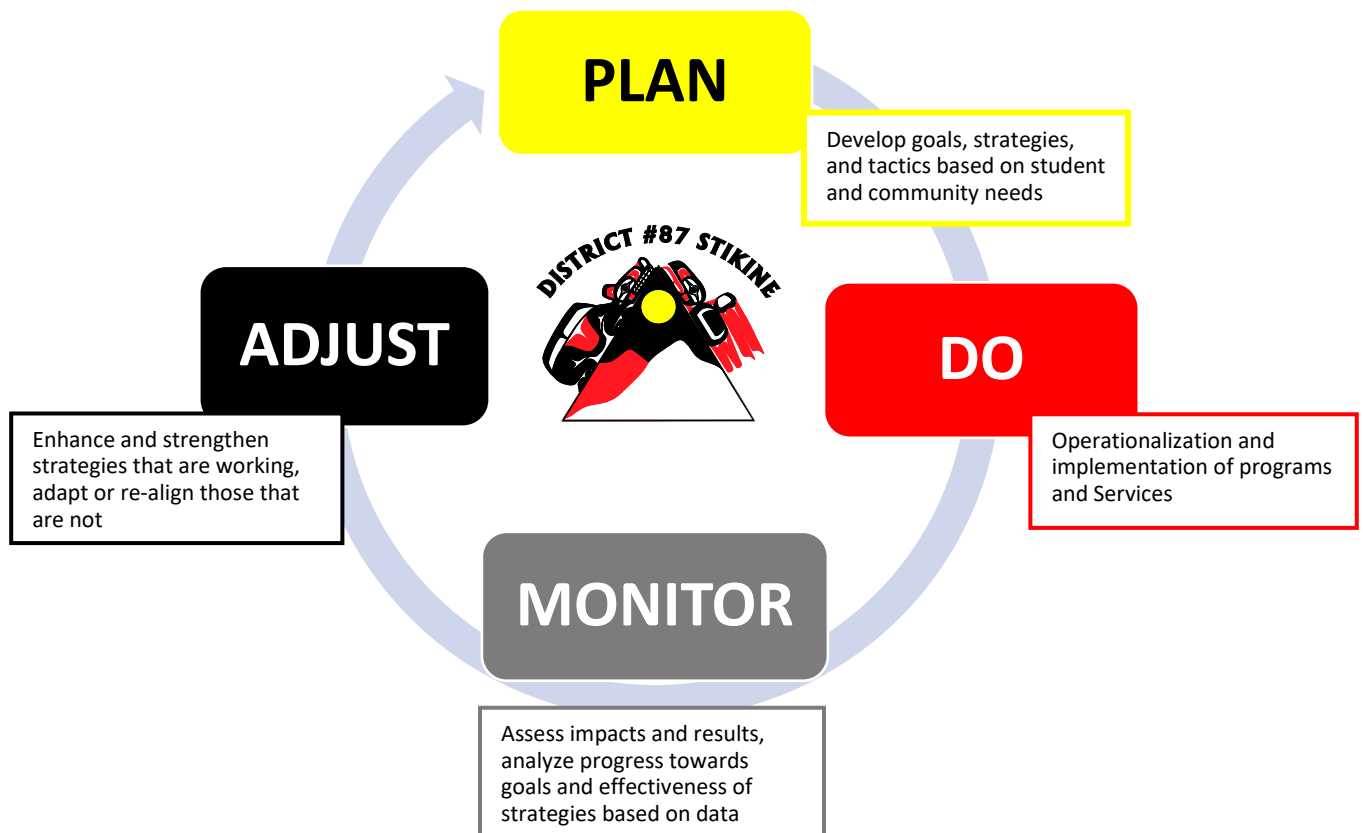
- ❖ SD87 has provided release time for teachers to meet one-on-one with the Cultural and Language Assistant, Elders and Knowledge Keepers to learn about local Indigenous Pedagogy and to supplement and replace curricular content with Tahltan, Kaska or Tlingit knowledge and perspectives.
- ❖ Dedicated partnerships with the Tahltan Central Government, Language Program Coordinator, have been formalized to revitalize and implement the Tahltan Language Curriculum.

Support resources continued to be dedicated to the development of Kuweghan in Tahltan Territory; the development of Seasonal Rounds in the Tahltan, Kaska and Tlingit Territories; and staff development in the areas of Trauma Informed Practice, Compassionate Systems Leadership; Indigenous ways of knowing, being and doing and working more effectively with our students, parents, guardians and community members; to ensure a responsive educational environment that is culturally relevant to all children in our schools.

DESCRIPTION OF REVIEW AND IMPROVEMENT CYCLE

With the completion of the strategic plan and the articulation of goals and approaches in the Framework for Enhancing Learning Plan, the district is now well-positioned to adopt a regular review and continuous improvement cycle. This process will mirror the cycle outlined in the FESL guidelines, and in simple terms will follow a four-step cycle: PLAN, DO, MONITOR, and ADJUST.

Key to each stage of the Continuous Improvement Cycle is communication, collaboration, reflection, and data analysis.



Our strategic plan will be reviewed annually and adjusted on the basis of the progress (or the lack of it) that the review of student performance data and indicators of their well-being reveals. While the annual review is important, the monitoring of student progress and the degree of attainment of strategic goals will be continuous rather than episodic. To that end, the District will ensure the continuation of new practices adopted during the 2021-2022 school year including:

- ❖ Strategic Plan goals are a recurring agenda item for each district administration and Board Meeting;
- ❖ Data review is a recurring agenda item at administration and Board Meetings;
- ❖ Superintendent visits school three times (minimum) annually;
- ❖ Full involvement of Secretary Treasurer, Director of Instruction and Human Resources personnel are maintained in both the continuous improvement and review cycle, just as they were in the creation of the plan;
- ❖ Hiring and personnel practises will ensure the most qualified professionals available are employed and assigned appropriately to meet student needs;
- ❖ Operational Plans have been developed to support and align with strategic priorities;
- ❖ Principals and school staffs receive the support and supervision afforded by the addition of the Director of Instruction position.

CONCLUSION

With the completion of the Strategic Plan and with the addition of a senior position, the district is well situated to achieve its goals to improve student learning as outlined in the new *SD87 Strategic Plan 2022 – 2026*. As this report demonstrates, every effort has been made to act on the feedback provided through last year's Peer Review process. The Board, its senior staff, and its employees are fully committed to improving the learning success and the life-chances of the students they serve.

This report provides a brief overview of the many initiatives that take place to support and enhance student learning, achievement, and success. SD87 considers the partnerships with its families and the 3 Nations crucial in achieving the success our students deserve. There has been commendable progress in meeting the objectives of the 3Nations Agreement and we are constantly finding new and more effective ways to gather performance data, align our efforts with promising practices and monitor and adjust strategies as required. In keeping with the intention of the 3Nations Agreement our continued joint participation in operationalizing the SD87 Strategic Plan and completing the Equity Scan will result in better experiences for all students.



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School District No.87 – Stikine

Framework for Enhancing Student Learning Report: September 29, 2022

Yvonne Tashoots

Yvonne Tashoots
Chairperson

[Signature]

Witness

Tracey MacMillan

Tracey MacMillan
Superintendent

[Signature]

Witness

APPENDIX 1



School District No.87 – Stikine Strategic Plan 2022-2026

SCHOOL DISTRICT NO. 87

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The 2022-2026 Strategic Plan is the legacy of the 2018 – 2022 Board of Education for School District 87 (Stikine). We acknowledge the dedication to its completion of:

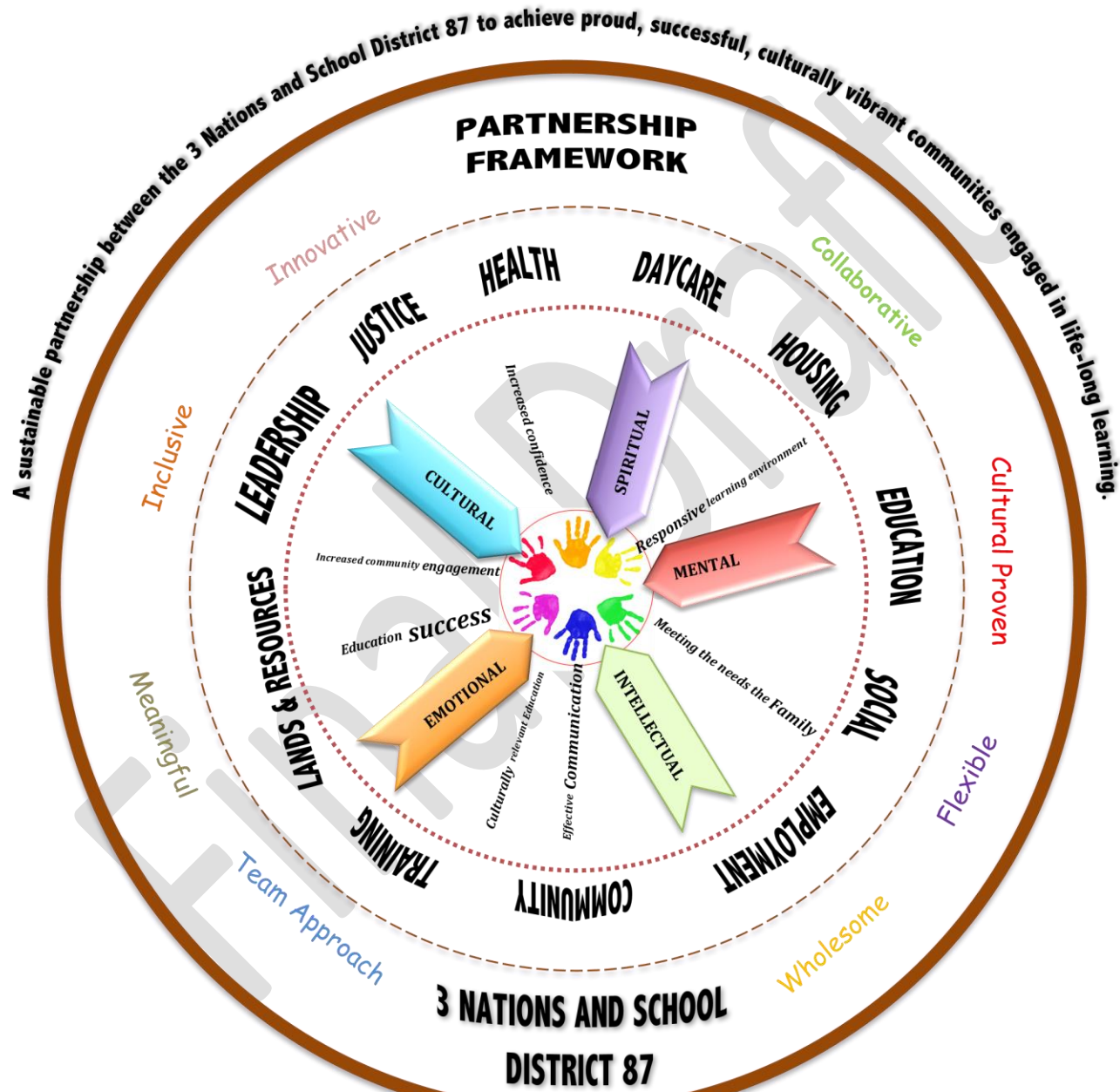
Yvonne Tashoots, Telegraph Creek (Chair)

Mike Strange, Atlin (Vice Chair)

Joleen Hawkins, Iskut

Fred Loots, Lower Post

Teneal Nole, Dease Lake



SCHOOL DISTRICT 87 STIKINE STRATEGIC PLAN

School District No. 87 (Stikine) acknowledges that it operates on traditional territory of the Tahltan, the Taku River Tlingit and the Kaska First Nations people.

School District 87 Stikine serves approximately 160 students and their families in 4 schools in the rural and remote northern communities of Atlin, Dease Lake, Lower Post, and Telegraph Creek. Students from the community of Iskut also attend school in Dease Lake. The needs and interests of learners are diverse: meeting those needs is the Board of Education's highest priority.

Students benefit daily from the efforts of dedicated administrator, instructional, and support staff; as well as from the partnerships the school district has created with the 3 Nations Society, local Indigenous organizations, and other community agencies. District staff are committed to confronting the racism of low expectations and to demonstrating a high standard of professionalism in educational leadership, as well as supporting excellence in teaching and learning across the District.

The strategic plan which follows is intended to build on and enhance the many successful practices and programs that already exist in the district, and to provide a renewed focus on ensuring that all available human, fiscal, and physical resources are focused on and being fully utilized in support of student success.

Our Students

The district's enrollment as of September 30, 2021 is 162 FTE, and numbers have been relatively stable in recent years.

72% of the District's population are of First Nations ancestry. Ministry and local data indicate vulnerability factors in a high proportion of the student population. The complexity and diversity of student needs, combined with the wide geographic dispersion of the schools that serve them, is a defining feature of the school district. Access to specialized services is unavailable locally and often involves travel to Whitehorse YT or Terrace BC.

MISSION, VISION, AND VALUES

Our Mission

In School District 87 Stikine, we support our students' success by providing opportunities for them to excel as learners in an environment that celebrates Indigenous heritage, creates a sense of belonging, and supports their capacity to be leaders in their communities.

Our Values

The core values that guide the work of the school district are important in both Indigenous and non-indigenous cultures. Reflecting the wisdom of the elders and our commitments to each other, in School District 87 (Stikine), we value:

CARING	COMMITMENT	COMMUNICATION
CULTURE	RESPECT	OUR ELDERS
EQUITY	FAIRNESS	HONESTY
LIFELONG LEARNING	PROFESSIONALISM	RESPONSIBILITY
INDEPENDENCE	SUSTAINABILITY	

Our Vision

School District 87 Stikine is inclusive and student focused. We honor diversity and maintain a supportive, safe, and success focused environment for all students.

STRATEGIC GOALS

The Board of Education, its management team, and employees are highly committed to the spirit of Truth and Reconciliation. Implicit in this commitment are the concepts of respecting and valuing local Indigenous culture, a sense of shared responsibility with local communities, and a focus on learning for both students and adults in our school system. The Board, like its District staff, are committed to confronting the racism of low expectations. We are also committed to providing quality governance to support and lead the work of the professional staff across the district.

The Board and District leadership have invested significant time and energy in developing local educational priorities that align with and support the Ministry of Education's Framework for Enhancing Student Learning and the Ministry of Education's Service Plan 2021 - 2023. A copy of the district's Framework for Enhancing Learning Report is available [here](#).

A description of the process used to develop the strategic plan is included in Appendix A.

STRATEGIC PRIORITY ONE: Student Learning, Communicating and Thinking

Focus: Literacy and Numeracy

Goal: Increasing the number of students who are achieving at or exceeding grade level (or to an individually appropriate developmental standard) in:

Literacy

Numeracy

Thinking and Communicating.

Strategies	Evidence Sources/ Indicators
Literacy <i>Intentionally embed indigenous content into instructional processes and curriculum.</i> <i>Engage parents and community in a process to understand and support the need to improve student attendance.</i> <i>Establish a common assessment framework and timetable for the District.</i> <i>Increase teacher and support staff knowledge about learning supports and individualized education plans.</i> <i>Add an educational leadership position to district staff.</i> <i>Provide in service training to improve literacy instruction.</i> <i>Identify and purchase learning resources with indigenous content.</i>	<i>Report Cards</i> <i>Classroom Assessments</i> <i>District Level Assessments</i> <i>Foundation Skills Assessment Results</i> <i>Course Attempts and Completion Data</i> <i>Grade to Grade Transition Data</i> <i>Individualized Education Plan Goal Achievement</i> <i>Graduation Rates</i>

Numeracy <i>Incorporate indigenous language, symbols, and real-life applications into numeracy instruction.</i> <i>Supplement traditional textbooks and current resources with manipulative and experiential learning opportunities.</i> <i>Acquire and implement a common assessment tool for the district in order to establish baseline data and better track student learning.</i> <i>Provide in service training and professional development in numeracy instruction for all staff.</i>	
Thinking and Communicating <i>Validate and foster indigenous ways of knowing and expressing learning.</i> <i>Adopt a district wide approach to improving writing and speaking skills.</i> <i>Use instructional strategies that make steps in problem-solving, decision-making, and message creation explicit.</i> <i>Encourage alternate ways of expressing or representing learning.</i>	

STRATEGIC PRIORITY TWO: Student Learning, Personal and Social Competency

Focus: Student Health and Well-being

Goals: Sustaining Indigenous Identity and Pride

Creating Belonging and Resilience

Improving Physical and Emotional Wellness

Strategies	Evidence Sources/Indicators
<i>Continue to develop outdoor learning activities and opportunities.</i> <i>Expand the elders in schools' program.</i> <i>Continue to engage with 3N partners individually and collectively in support of student success.</i> <i>Ensure all staff understand their role in Truth and Reconciliation and their responsibility for meeting the Calls to Action with respect to education.</i> <i>Ensure all staff have appropriate training in trauma-informed practice and Violent Threat Risk Assessment.</i> <i>Leverage existing and develop new partnerships with neighboring school jurisdictions for provision of counselling and other mental health supports.</i> <i>Ensure all schools display appropriate local cultural artifacts and signage in local indigenous language.</i> <i>Ensure all staff members receive a cultural orientation to the communities in which they live and work.</i> <i>Encourage daily physical education in all schools.</i>	<i>Participation Rates Outdoor and On the Land Learning</i> <i>Participation and Completion Rates in Physical Education and Extra-Curricular Sports</i> <i>Mental Health and Counselling Caseloads</i> <i>Student Satisfaction Survey Data</i> <i>Elder Involvement in Schools</i> <i>Number of Cultural Events Held</i> <i>How Are We Doing Report Data?</i>

<i>Work with 3N community partners to improve access to local mental health support personnel.</i>	
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<i>Inventory and make staff aware of on-line mental health resources.</i>	
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STRATEGIC PRIORITY THREE: Effective and Efficient District Operations

Focus: School System Sustainability

Goals:

Improving Recruitment and Retention

Optimizing Financial Resources

Maximizing Capital Assets

Strategies Improving Recruitment and Retention	Strategies Optimizing Financial Resources	Strategies Maximizing District Capital Assets
<i>Aggressively market geographic, cultural, economic, and educational advantages of working in the Stikine School District.</i> <i>Re-design and maintain the district website to include an employment and Human Resources portal.</i> <i>Develop and implement a Long-term Strategic Housing Maintenance and Improvement Plan.</i>	<i>Align annual budget development and decisions with identified student learning needs and established priorities.</i> <i>Monitor spending patterns and adjust, as necessary, to achieve desired outcomes.</i> <i>Ensure tendering and procurement processes are aligned with best practice.</i> <i>Invite input from education partners, staff, students, and the public during the District's budget development process</i>	<i>Continually assess facility conditions and learning spaces in support of safety, efficiency and effectiveness, suitability for intended purpose, and intentional visibility of local culture.</i> <i>Implement a planned Preventative Maintenance Schedule.</i> <i>Create a renewal or replacement schedule for all capital assets, including vehicles and equipment.</i> <i>Ensure heating, lighting, and ventilation systems are efficient and environmentally sustainable.</i>

<i>Periodically assess employee satisfaction, and support and professional growth needs.</i> <i>Institute a Service Recognition Program.</i> <i>Leverage and expand partnerships with neighboring school districts; for professional development and employee support services.</i> <i>Initiate an on-boarding and mentoring program for new teachers.</i>		
<i>Evidence Sources/ Indicators</i> <i>Vacancy rates and duration of postings</i> <i>Retention Rates for All Employee Groups</i> <i>Employee Satisfaction Surveys</i> <i>Staff Absentee Rates</i> <i>Rates of Sick Leave Use</i> <i>Tenant Satisfaction Surveys</i>	<i>Evidence Sources/ Indicators</i> <i>Balanced Annual Budgets</i> <i>Quarterly Financial Reports, including periodic variance to budget analysis</i> <i>Annual Audits</i> <i>Operating Surplus Status</i>	<i>Evidence Sources/ Indicators</i> <i>Facility Condition Index Reports</i> <i>Annual Capital Contribution Reports</i> <i>Work Requisition initiation and completion Rates</i> <i>Planning and Reporting of all long-term capital assets.</i>

LOOKING AHEAD

The goals and strategies outlined in this strategic plan represent our highest aspirations for both the students, families, and communities served by School District 87 Stikine. Further they are intended to build on many positive aspects of the District's unique history and location; and to create, for both students and staff, a sense of purpose, hope, and direction for the District's future.

SD 87 will continue to evolve and grow; as will the demands and expectations placed on it by its communities, its families, and its partners. The Board recognizes the need to incorporate this necessary evolution into its strategic planning process and is therefore committed to periodic strategic plan renewal. While intended to encompass a four-year period, the strategic plan and the operational plans that support it will be reviewed annually and adjusted to meet students' needs and aspirations.

Appendix A

STRATEGIC PLANNING PROCESS

Review of mission, vision and values

As part of the 2020 - 2021 strategic planning process, the Board of Education, management team, and school-based leaders, reviewed the District's MISSION, VISION, AND VALUES statements, originally developed in 2010, and affirmed that these still substantially reflect the purpose, core beliefs, and desired direction of School District 87 Stikine. A new mission statement was adopted to improve the focus on student learning. Explicit references to Indigenous and non-indigenous shared values were added, and professionalism and wisdom were added as values, as well.

Engagement, Environmental Scan, and Evidence Review

The Covid 19 pandemic, coupled with the distance between and among the Stikine School District's communities, created the need to conduct the engagement activities for this strategic plan in a variety of ways.

- ❖ The Board was guided through a review of student achievement results and an environmental scan process using Zoom.
- ❖ Principals and vice-principals were engaged in several Zoom sessions.
- ❖ The local 3 Nations Society was engaged in both in-person and on-line meetings
- ❖ Students and parents in Dease Lake, Telegraph Creek, and Atlin were engaged through a survey.
- ❖ The staff, community leaders, and parents in Lower Post participated jointly in a facilitated Zoom session.

In each session, the Superintendent reviewed some of the District's achievement data; including attendance data and literacy and numeracy data on a school by school basis. Overall graduation rates and appropriately masked data about students with special needs were also shared and reviewed.

After reviewing the mission, vision, and values, participants were guided through completion of a SWOC (Strengths, Weaknesses, Opportunities and Challenges) analysis.

The surveys used provided an opportunity for respondents to identify the strengths, weaknesses, opportunities and challenges facing their communities and the school districts. The 56 survey respondents were also given an opportunity to comment on the extent to which they perceived the Core Competencies in the BC curriculum were being met.

There was a high level of congruence in the responses of the Board, management staff, school personnel, students and parents about challenges faced and aspirations held for Stikine students.

Planning Principles

The Board and district staff of School District 87 (Stikine) are committed to the planning principles outlined in the British Columbia Framework for Enhancing Student Learning. District staff also articulated guiding principles for its local strategic planning process that are congruent with the District's values.

Creating student success is our core function.

Human, fiscal, and capital assets must be deployed effectively to support student success.

Local Indigenous history, culture, and ways of knowing, being, and doing, must be respected, celebrated, and infused in our schools.

Strategic Direction

The results of the engagement process and the planning principles were reviewed by management in September 2021, and, during a facilitated planning session, three areas of priority focus emerged.

Student Learning (Literacy, Numeracy, Thinking and Communicating)

Student Health and Well-being (Indigenous Identity and Pride, Creating Belonging and Resilience, Physical and Emotional Wellness)

School System Sustainability (Employee Recruitment and Retention, Optimizing Financial Resources, and Maximizing District Facilities)

The Board reviewed and finalized a draft strategic plan in a workshop in early 2022, approved the use of a new mission statement, and formalized its approval of the plan in a subsequent board meeting.

Appendix B THREE NATIONS (3N) AGREEMENT

3-NATIONS AND SCHOOL DISTRICT 87 EDUCATION PARTNERSHIP AGREEMENT

1. VISION

A sustainable partnership between the 3-Nations and School District 87 to achieve proud, successful, culturally vibrant communities engaged in life-long learning.

2. PARTNERSHIP DEVELOPMENT

The Kaska, Tahltan, Tlingit Nations and School District 87 acknowledge their sacred and shared responsibility for the care and learning of children and families.

A new wholistic and community-based approach requires full commitment and accountability by all partners in order for all children, to realize their potential and have the success they deserve. The School District, Nations, and communities are ready for this commitment.

The responsibility for students to attain the success they deserve is the owned responsibility of the entire community, Nation and region.

A cornerstone of this new partnership is to collectively address long-standing barriers and act on coordinated joint-solutions.

3. PURPOSE

This framework provides the mandate to develop the action plans, activities, monitoring tools and resources required to achieve our shared vision.

4. OBJECTIVES

Our objective is to encompass a wholistic approach that enhances the learning success, protects and strengthens the unique cultural identity, and supports the wellness of the whole child.

To do this, the partners will establish structures and processes that:

- Develop a responsive learning environment that is culturally relevant for children at all stages;
- Utilize community networks to support the school in meeting the needs of families;
- Nurture and promote effective communication between family, school and community;
- Welcome, promote and encourage community engagement and involvement in the education of children;
- Support the successful transition from high school into career and post-secondary education;

5. DESIRED OUTCOMES

- ❖ Increased sense of confidence and pride within our children and communities;
 - High levels of respect and empathy demonstrated between school community members
 - School systems of accountability in line with First Nation's ways of knowing
 - Increased sense of prestige as evidenced by interviews with students
 - Increased competence in one's ancestral language
 - First Nations ways of knowing integrated across the curricula
 - A K-12 scope and sequence for cultural knowledge for all students
 - Frequent opportunities to display pride in one's ancestry
- ❖ Increased community engagement and involvement in life-long learning;
 - All students frequently exposed to culturally relevant experiences
 - All students exposed to experiences that facilitate living in the Stikine
 - Community members visible in the educational lives of children assisting with their learning
- ❖ Evidence of increased education success;

- Dogwood Graduation rates consistently above the provincial average
- Improved overall academic performance as evidenced by a range of assessments
- Increased attendance rates for all grades with student attendance rates of 90% or better
- Increased levels of self-regulation by students
- ❖ A collaborative approach to early childhood development;
 - All preschool aged children able to access quality early childhood programs
 - Increased school readiness as evidenced by an early development indicator
- ❖ Increased collaboration between the SD 87 and the 3 Nation service providers;
 - Quick and effective community responses to children and families in need
 - First Nation's ways of knowing integrated into all curricular areas
 - Opportunities for academic support for students outside of the school within the greater community
- ❖ Enhanced curriculum which includes relevant cultural components for all grades;
 - Frequent opportunities to display pride in one's ancestry
 - All students frequently exposed to culturally relevant experiences
 - All students exposed to experiences that facilitate living in the Stikine
 - First Nations ways of knowing integrated into curricular areas
- ❖ Successful graduation from career and post-secondary education programs;
 - Annual orientation to post-secondary institutions
 - Successful transition to post-secondary as evidenced by first and second year completion rates

6. ACCOUNTABILITY

Tahltan, Kaska and Tlingit Nations are responsible for the wellbeing of their membership. Therefore, their involvement in education is critical to the success of their children.

School District 87 is responsible for delivering education services to students in the Stikine Region public schools as per the *School Act of BC*.

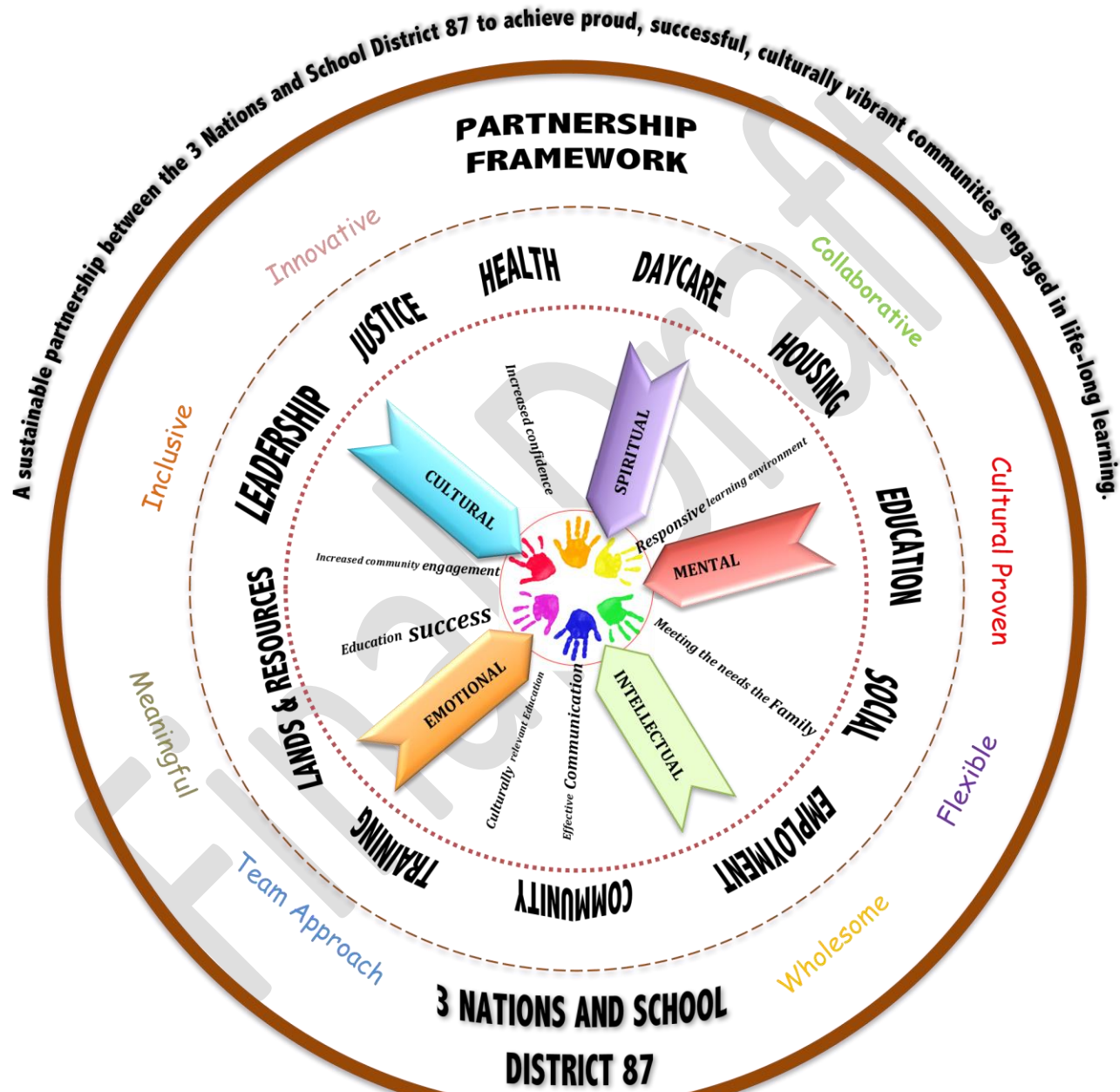
7. MEMBERSHIP

The partners include:

- 1.1. Daylu Dena Council
- 1.2. Dease River First Nation
- 1.3. Iskut Band Council
- 1.4. Kaska Dena Council
- 1.5. Tahltan Band Council
- 1.6. Tahltan Central Government
- 1.7. Taku River Tlingit First Nation
- 1.8. School District 87

8. GOVERNANCE STRUCTURE

The implementation of the collective vision and objectives is governed as follows:



8.1 Leadership Team

The Leadership Team's responsibilities are to ratify this Framework, strengthen the partnership and support the Community Based Teams to take actions that achieve the objectives of this Framework.

The Leadership Team will conduct its business as a board, receive an annual report, meet no less than once per year, and consist of the following 7 members:

- 1.1. Deputy Chief: Daylu Dena Council
- 1.2. Chief: Dease River First Nation
- 1.3. Chief: Iskut Band Council
- 1.4. Chair: Kaska Dena Council
- 1.5. Chief: Tahltan Band Council
- 1.6. President: Tahltan Central Government
- 1.7. Spokesperson: Taku River Tlingit First Nation
- 1.8. Board of Education Chair: School District 87

8.2 Proxy

In the event the designated Leader representing one of the Nations or School District is unable to attend a meeting, a proxy will be appointed by the Leader, who has written authority to make decisions on behalf of their community and/or organization.

8.3 Community Based Teams

The Community Based Teams are responsible for ensuring the achievement of the Vision, Purpose and Objectives of this partnership.

A lead administrator of each community (Executive Director, General Manager, Band Manager, Education Manager etc) and a school district administrator will co-manage the Community Based Team.

Agendas, work plans and actions will be based on the Objectives of this Framework.

The representatives are chosen based on their role and familiarity with education, social and community issues and proven ability to work collaboratively and build strong partnerships.

Knowledge keepers will be invited to the Community Based Team when required.

The Community Based Team will meet no less than 4 times per year.

9. CONFIDENTIALITY AND CODE OF CONDUCT

As leaders and community representatives there is an obligation and expectation to set an example by demonstrating high ethical and professional standards in their own conduct. This conduct must instil confidence and trust as it relates to this Framework.

Maintaining confidentiality around sensitive and personal information is critical to the integrity of the Kaska, Tahltan, Tlingit and School District.

Enhancing Student Learning Report Data

The purpose of this document is to provide a summary of the Ministry data related to the Enhancing Student Learning Reporting Order (the Order). The report is masked according to the Protection of Personal Information when Reporting on Small Populations policy (<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations>) so it can be shared with the public. Numbers that are masked will not appear on the charts. Please direct questions regarding this report to educ.reportingunit@gov.bc.ca

The student populations specified in the Order are:

Indigenous students	Students who have ever self-identified as Indigenous on an enrolment collection.
Indigenous students living on reserve	Based on enrolment records, students who have been identified as 'STATUS INDIAN ON RESERVE'.
Indigenous students living off reserve	Based on enrolment records, students who have never been identified as 'STATUS INDIAN ON RESERVE'.
Children and youth in care (CYIC)	Students who have been identified as Children/Youth in Care in the twelve months prior to September by the Ministry of Children and Family Development.
Students with disabilities or diverse abilities	All 12 categories including Gifted are used in identifying these students.

The measures specified in the Order are:

Measures	Notes	Page(s)
Number and percentage of students in grades 4 and 7 on-track or extending literacy expectations	Five years of resident student FSA data in BC Public schools based on a) proficiency scores and b) percentage of Literacy/Reading selected response questions that students in grades 4 and 7 answered correctly.	2-5
Number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments	As of the 2020/21 school year, only one year of resident student data in BC public schools is available as the Grade 10 literacy assessment started in 2019/20. The measure is based on the first write of grade 10 students.	6
Number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations	Five years of resident student FSA data in BC Public schools based on number of students Exceeding and Extending divided by Writers.	7-8
Number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments	Included the 3 years of resident student data in BC Public schools as the Grade 10 Numeracy assessments started in 2017/2018. The measure is based on the first-time Grade 10 students wrote the assessment.	9
Number and percentage of students who are completing grade to grade transitions on time	This measure is the rate of Grade 10 and 11 resident students in BC Public schools transitioning into the next higher grade.	10-11
Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school	Resident students in BC public schools who responded 'Often' or 'Always' to the 'Belonging' questions on the Student Learning Survey. The 'Do you feel safe?' question is anonymous so student population breakdown is not available.	12-14
Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them	Resident students in BC Public schools who responded to '2 adults' or '3 adults' or '4 or more adults' to the question, 'At your school, how many adults do you feel care about you?'.	15
Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8	Based on a sub-model of the six-year completion rate process for residents students in BC public schools; therefore, a) Data is not available until one year after the students have graduated ; and b) Data tables refers to year 6 (i.e. one year after the students have graduated).	16
Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years	Information is based on transitions of resident students in BC public schools into BC public post-secondary institutions. However, the Ministry is pursuing information for Canadian institutions.	17-18

See the last page for further information about sub-populations and measures captured in this document.

Foundation Skills Assessment (FSA) Literacy/Reading - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

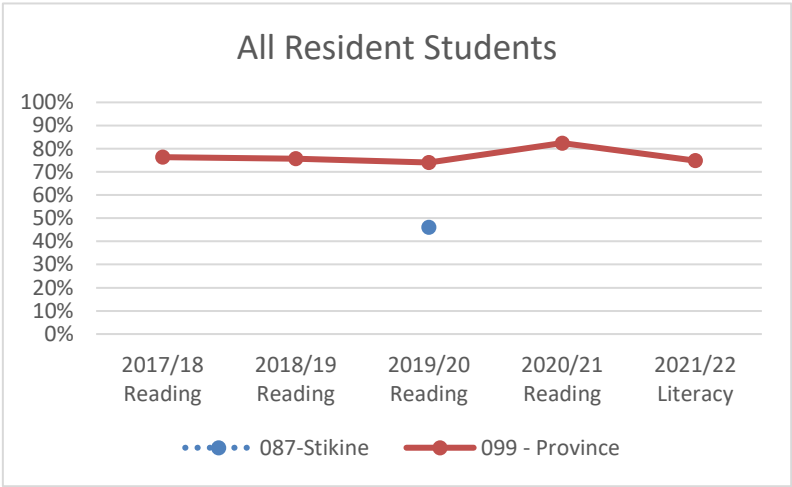


Figure 1: FSA Grade 4 Literacy/Reading - All Resident Students

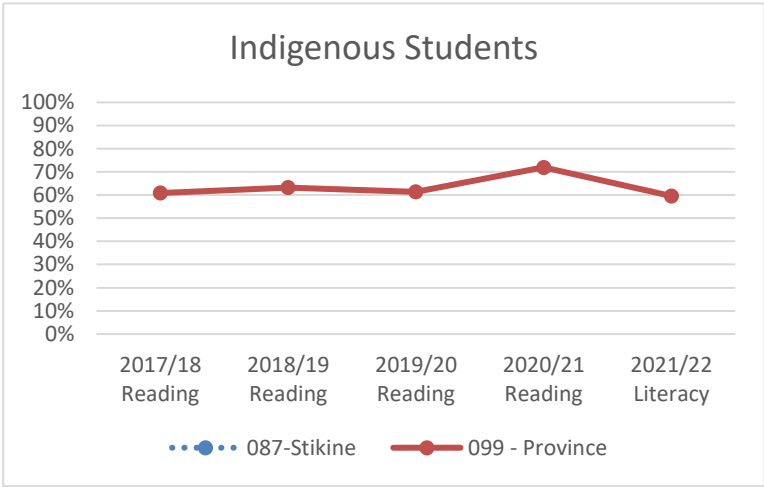


Figure 2: FSA Grade 4 Literacy/Reading - Indigenous Students

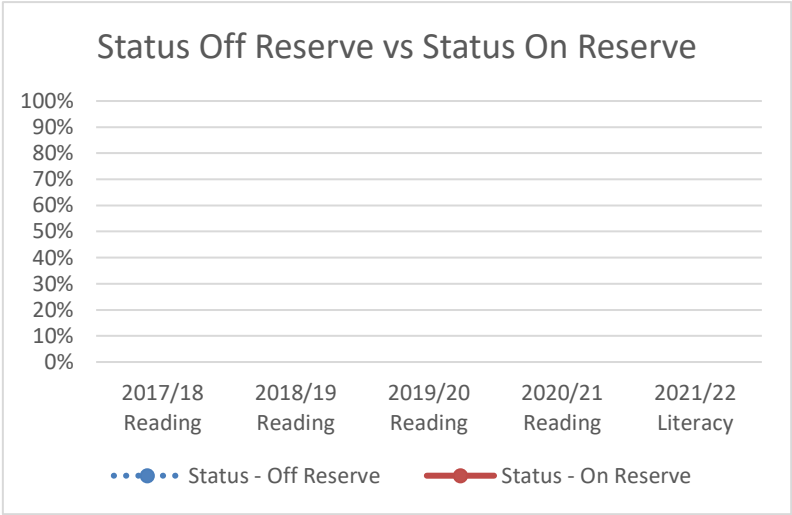


Figure 3: FSA Grade 4 Literacy/Reading - Status - Off Reserve and Status - On Reserve

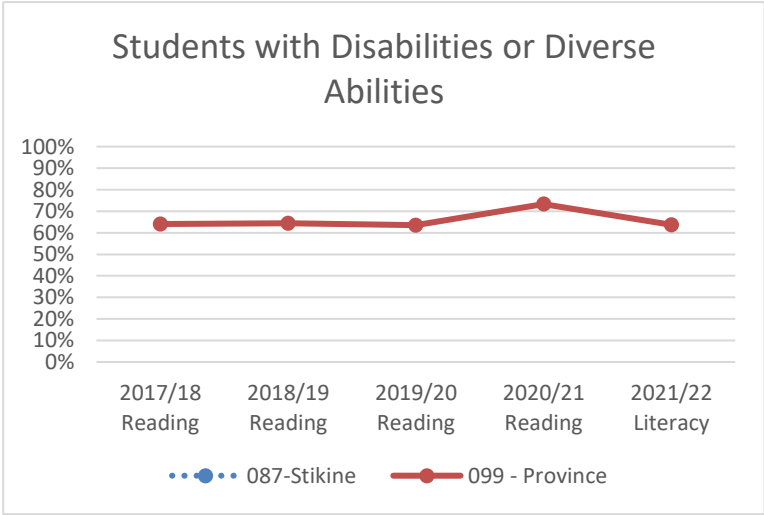


Figure 4: FSA Grade 4 Literacy/Reading - Students with Disabilities or Diverse Abilities

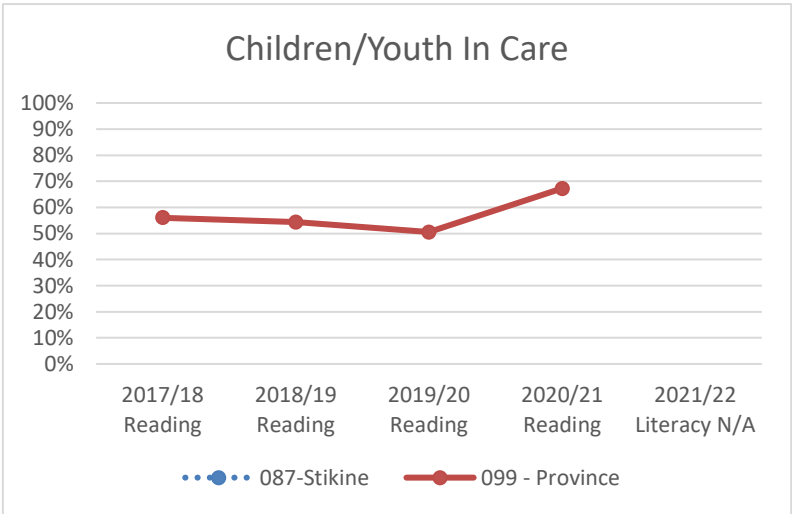


Figure 5: FSA Grade 4 Literacy/Reading - Children/Youth In Care

Foundation Skills Assessment (FSA) Literacy/Reading - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

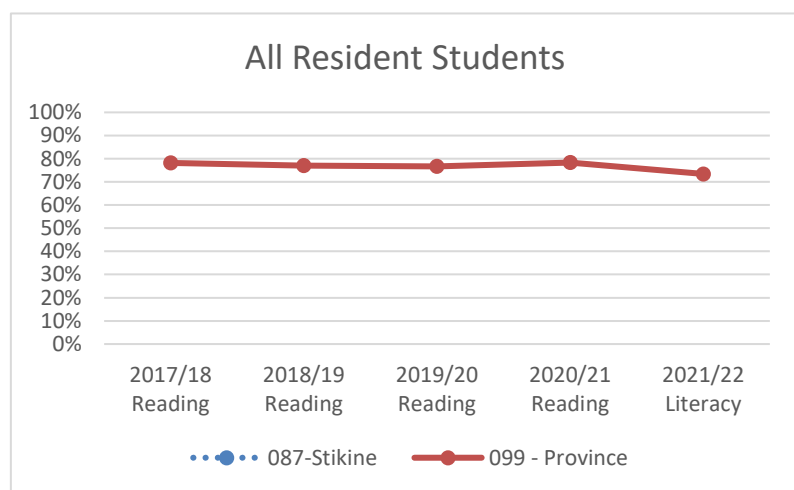


Figure 6: FSA Grade 7 Literacy/Reading - All Resident Students

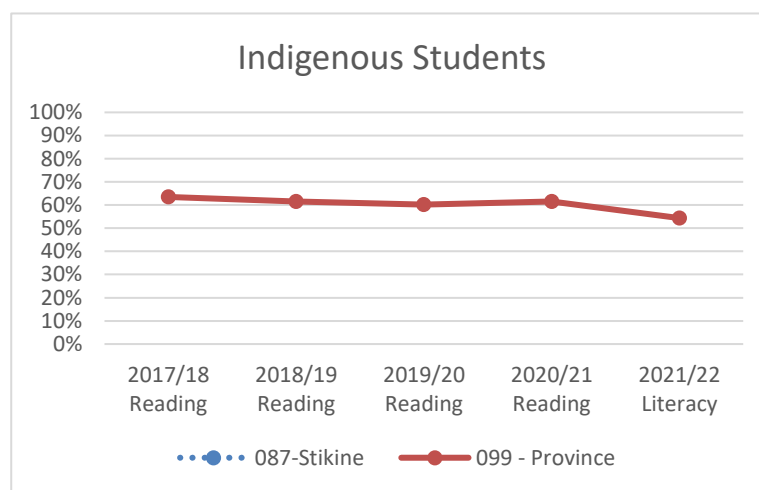


Figure 7: FSA Grade 7 Literacy/Reading - Indigenous Students

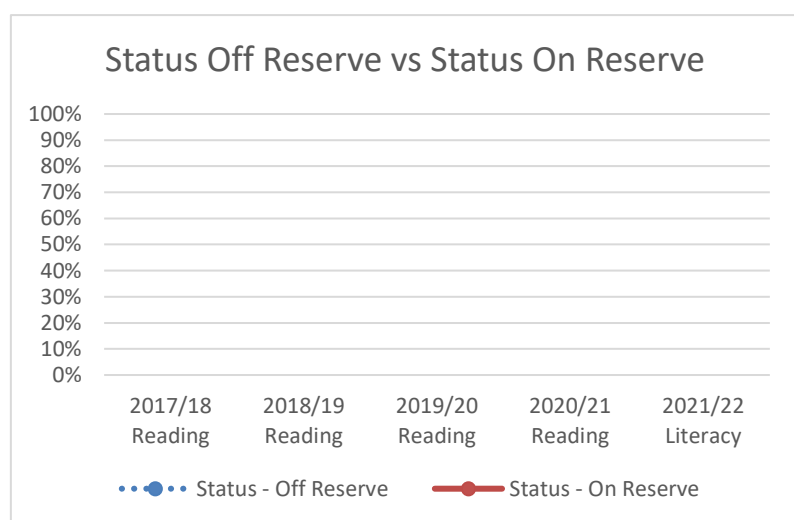


Figure 8: FSA Grade 7 Literacy/Reading - Status - Off Reserve and Status - On Reserve

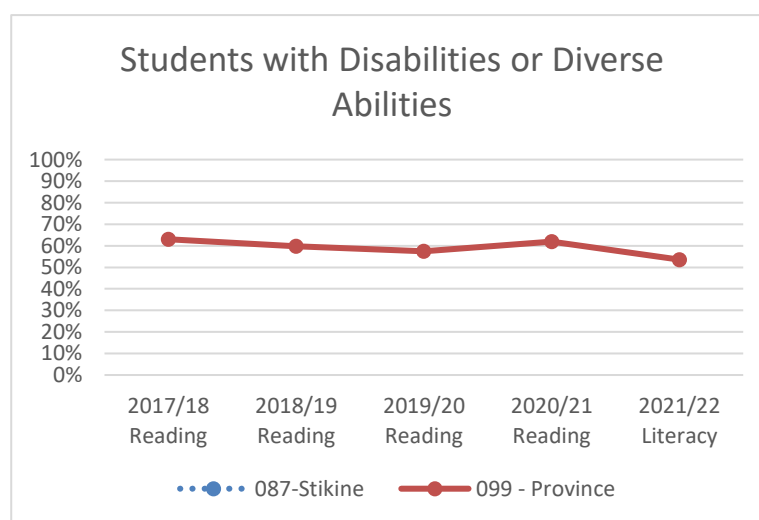


Figure 9: FSA Grade 7 Literacy/Reading - Students with Disabilities or Diverse Abilities

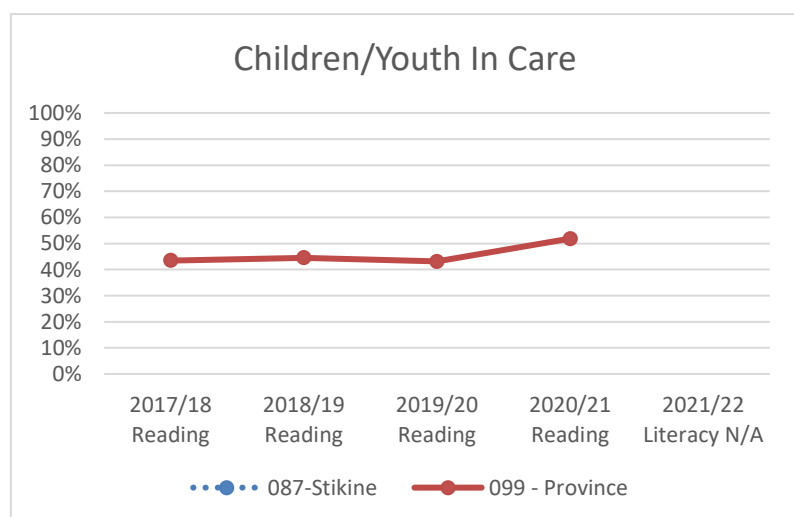


Figure 10: FSA Grade 7 Literacy/Reading - Children/Youth In Care

Foundation Skills Assessment (FSA) Literacy/Reading - Grade 4

(Percentage of Literacy/Reading selected response questions that students in grade 4 answered correctly)

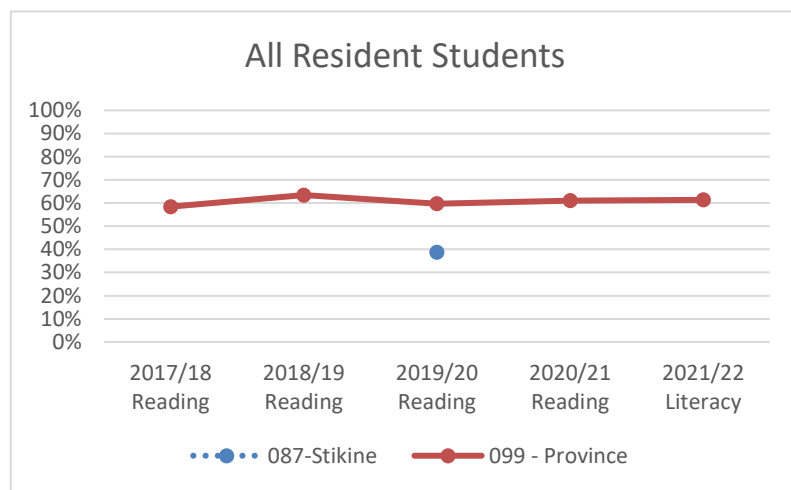


Figure 11: FSA Grade 4 Reading - All Resident Students

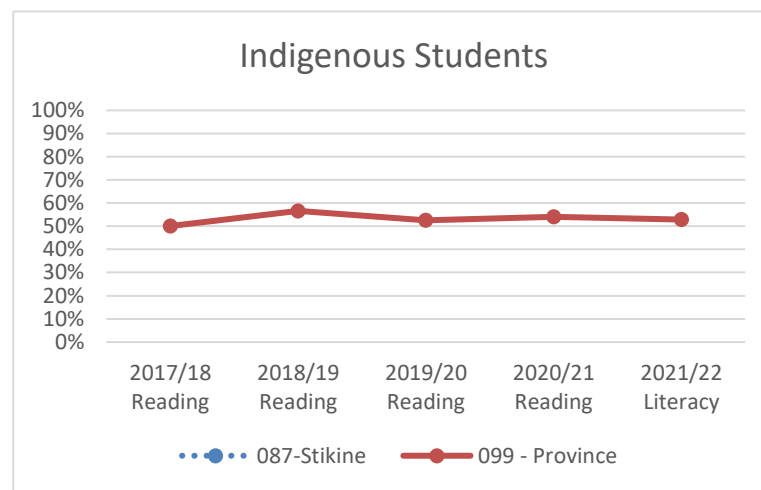


Figure 12: FSA Grade 4 Reading - Indigenous Students

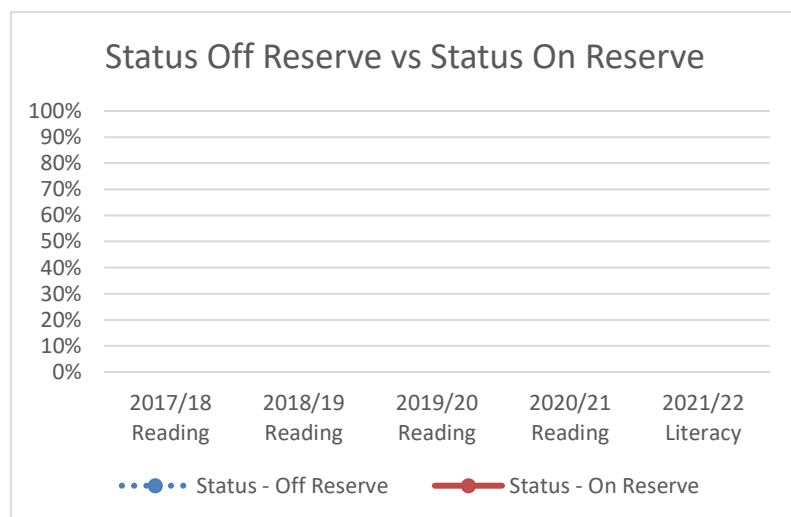


Figure 13: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

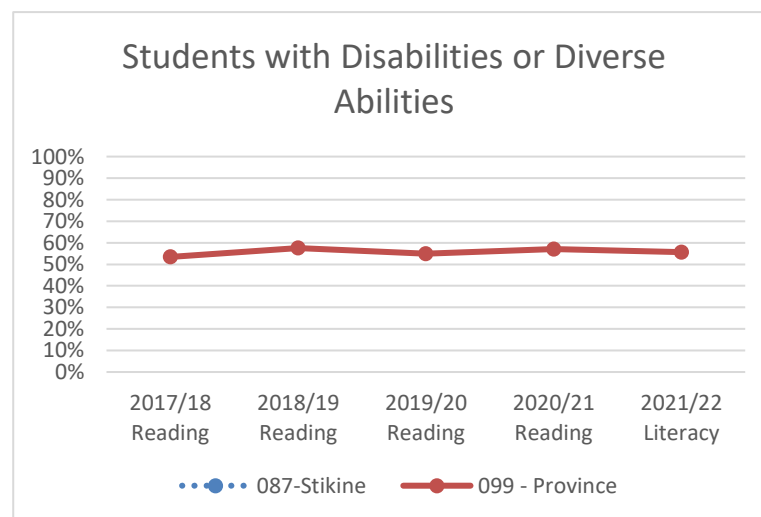


Figure 14: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

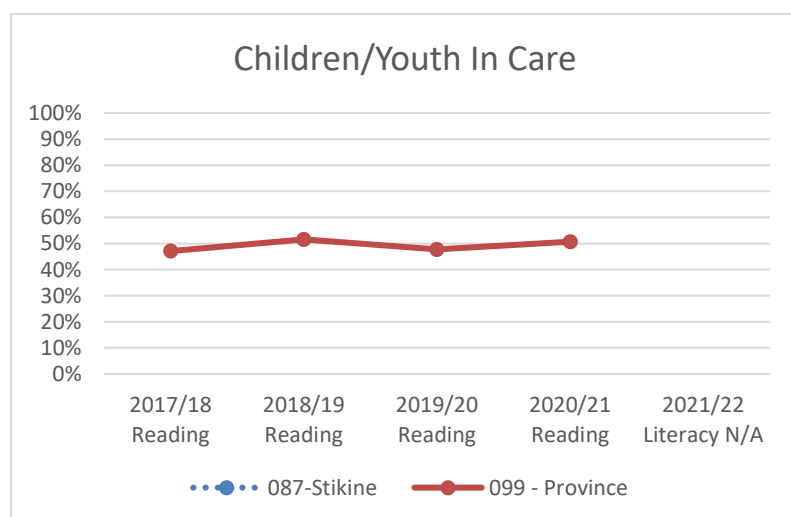


Figure 15: FSA Grade 4 Reading - Children/Youth In Care

Foundation Skills Assessment (FSA) Literacy/Reading - Grade 7

(Percentage of Literacy/Reading selected response questions that students in grade 7 answered correctly)

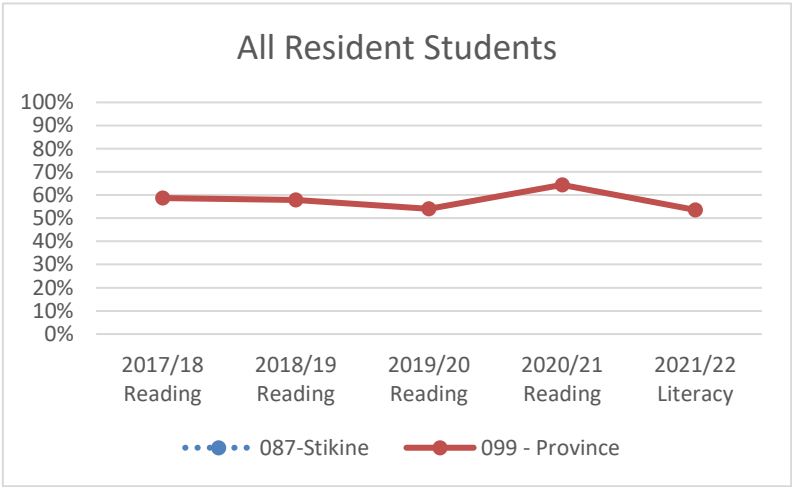


Figure 16: FSA Grade 7 Reading - All Resident Students

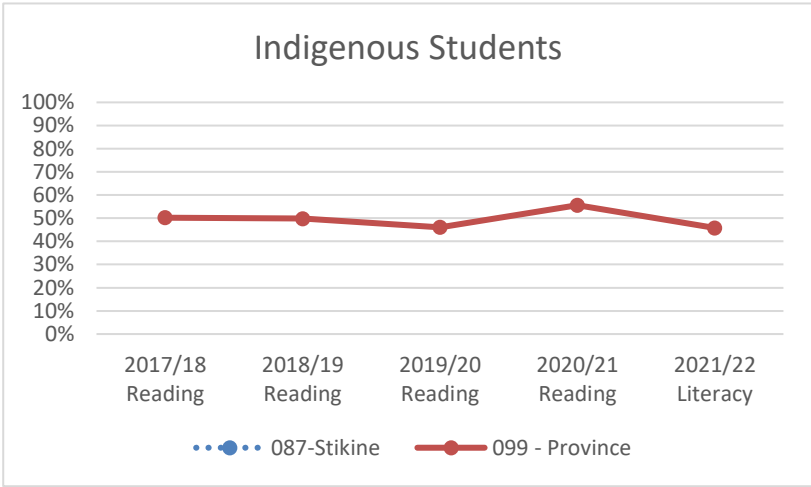


Figure 17: FSA Grade 7 Reading - Indigenous Students

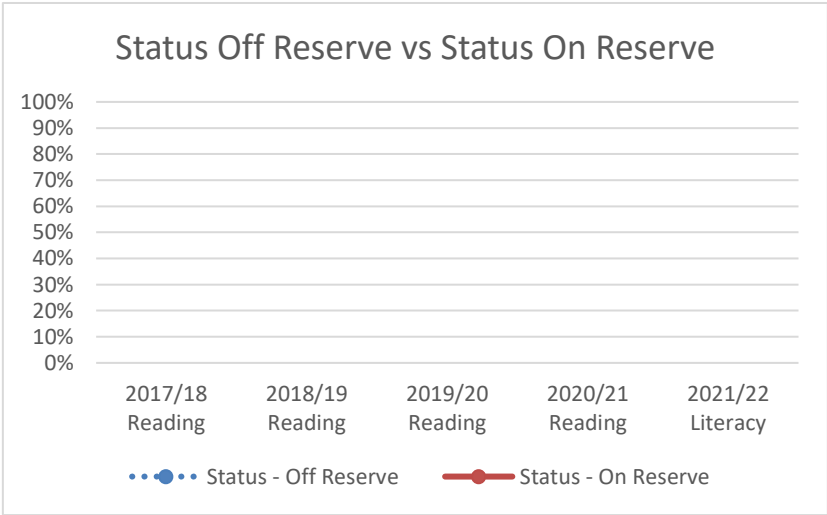


Figure 18: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

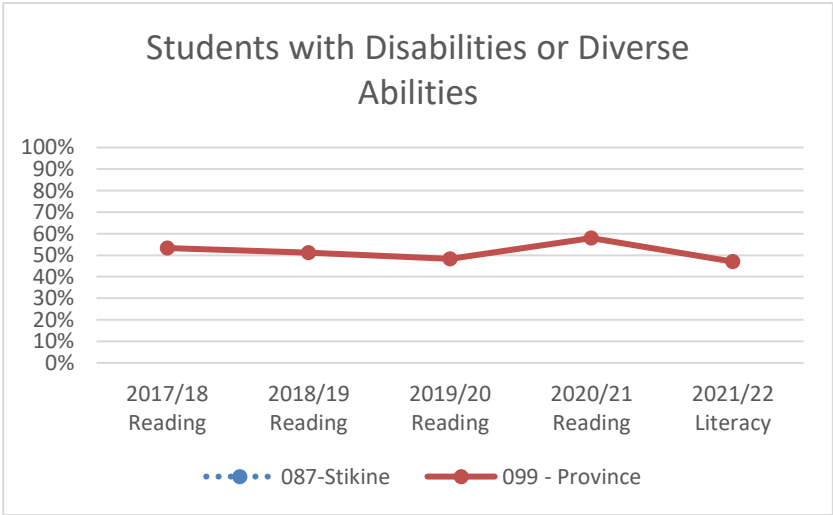


Figure 19: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

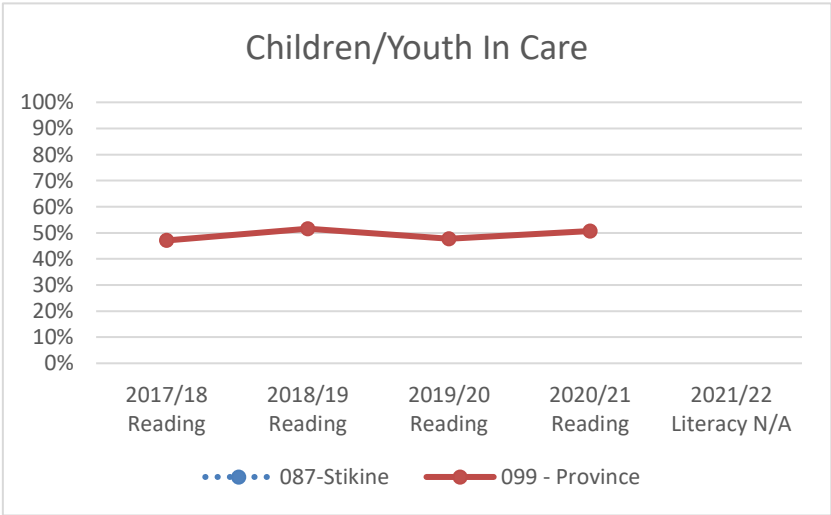


Figure 20: Grade 7 Reading - Children/Youth In Care

Graduation Assessment - Literacy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)

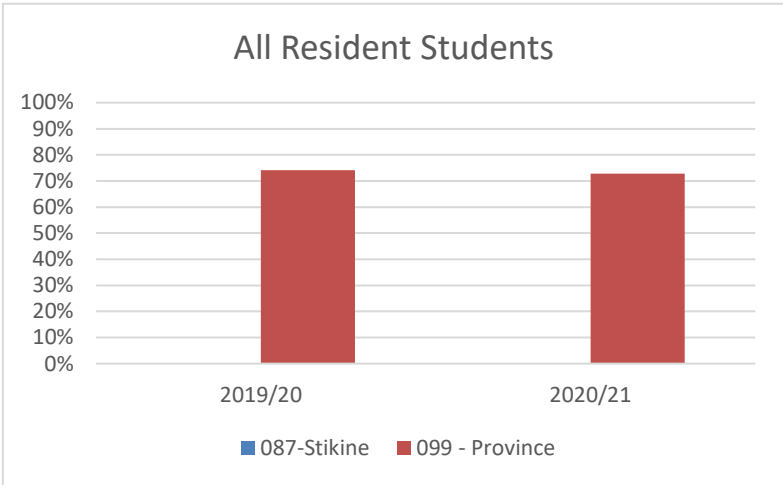


Figure 21: Graduation Assessment Grade 10 Literacy - All Resident Students

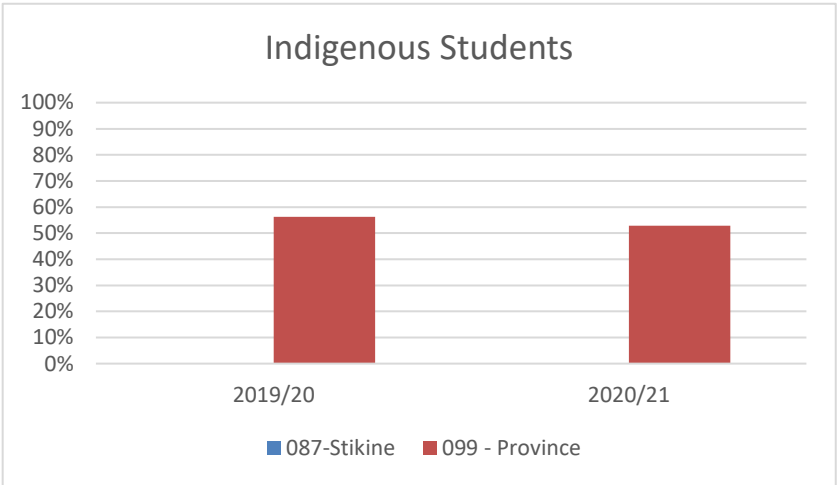


Figure 22: Graduation Assessment Grade 10 Literacy - Indigenous Students

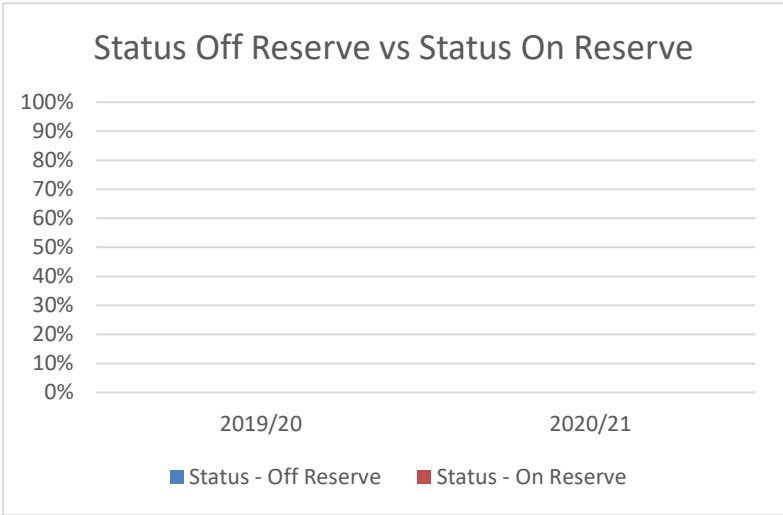


Figure 23: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve

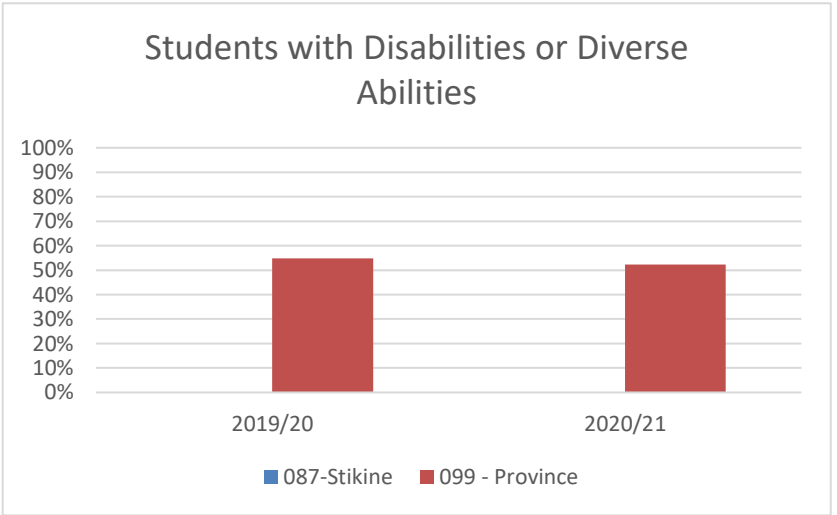


Figure 24: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

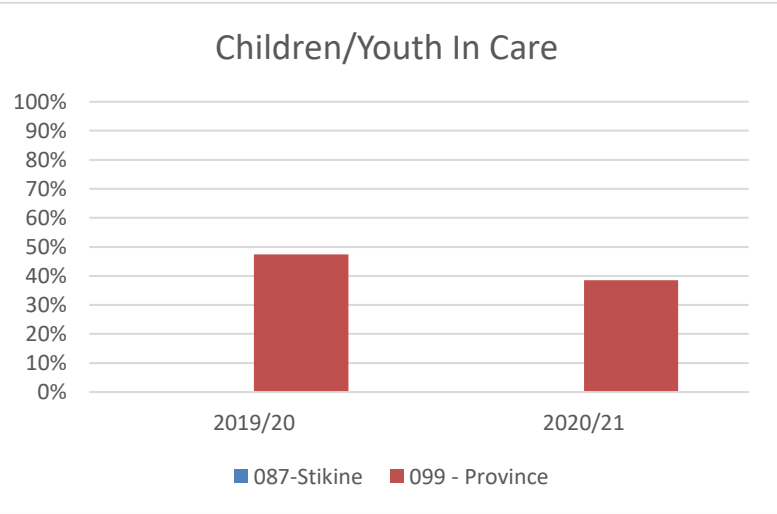


Figure 25: Graduation Assessment Grade 10 Literacy - Children/Youth In Care

Foundation Skills Assessment (FSA) Numeracy - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

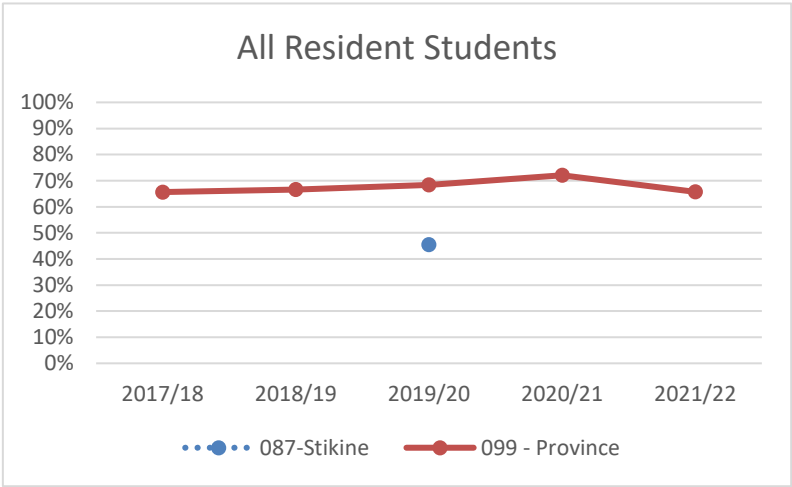


Figure 26: FSA Grade 4 Numeracy - All Resident Students

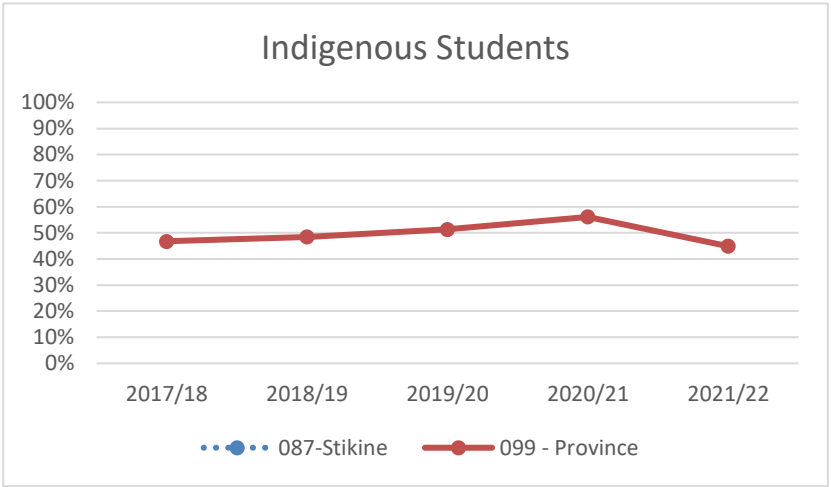


Figure 27: FSA Grade 4 Numeracy - Indigenous Students

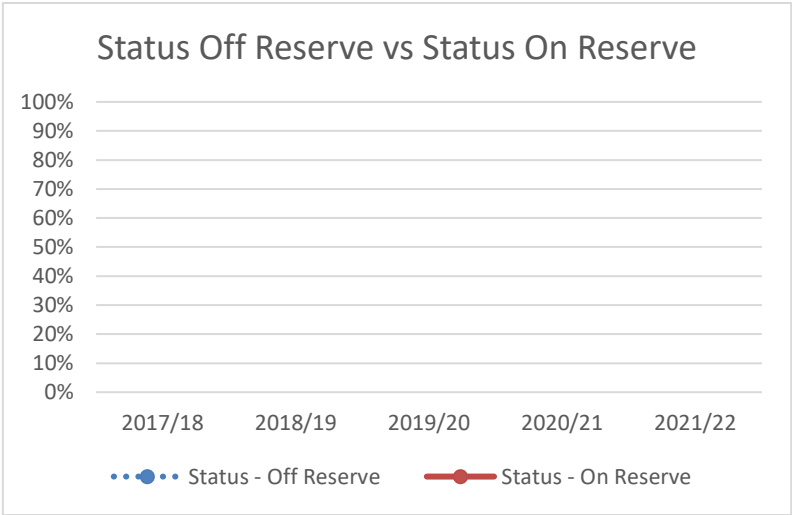


Figure 28: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

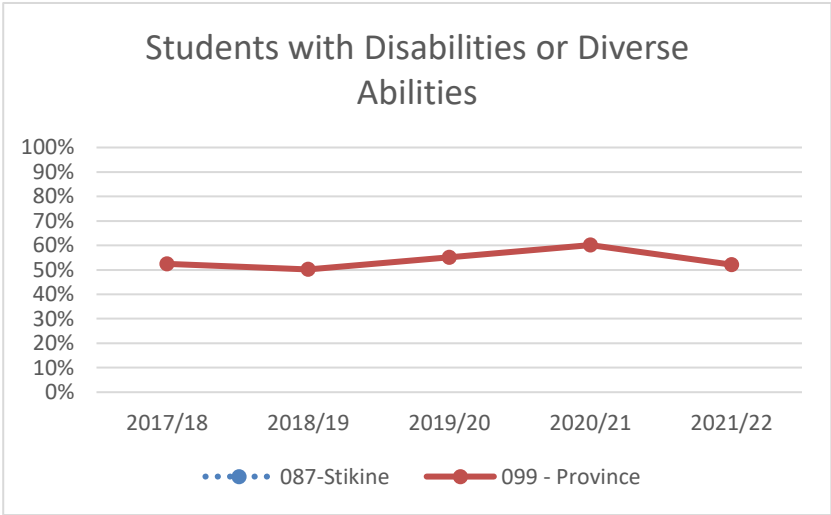


Figure 29: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

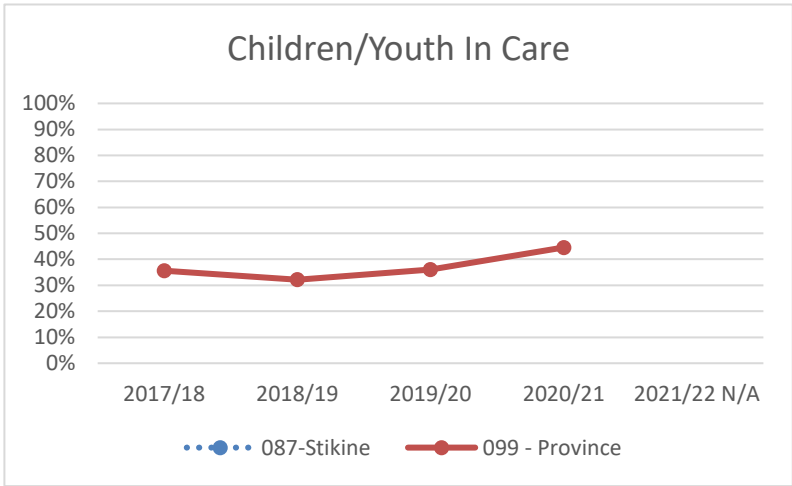


Figure 30: FSA Grade 4 Numeracy - Children/Youth In Care

Foundation Skills Assessment (FSA) Numeracy - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

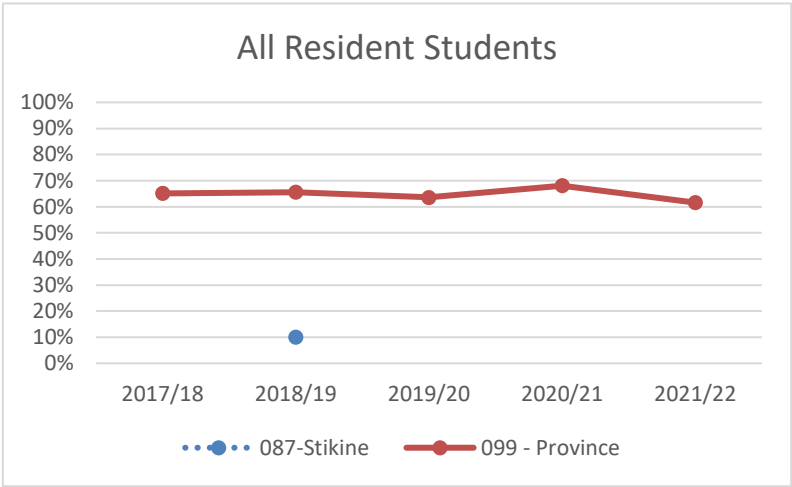


Figure 31: FSA Grade 7 Numeracy - All Resident Students

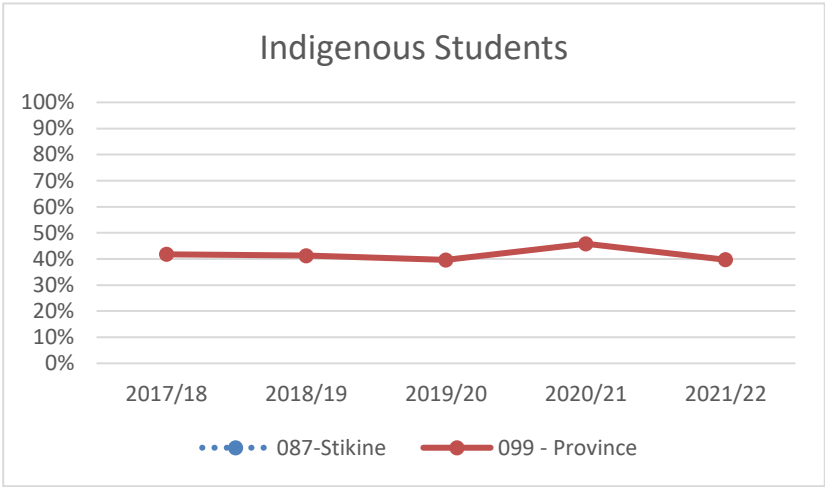


Figure 32: FSA Grade 7 Numeracy - Indigenous Students

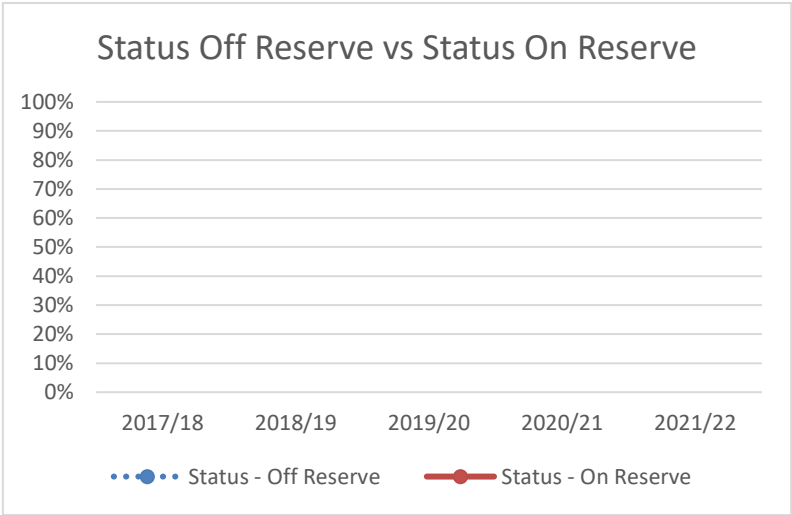


Figure 33: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

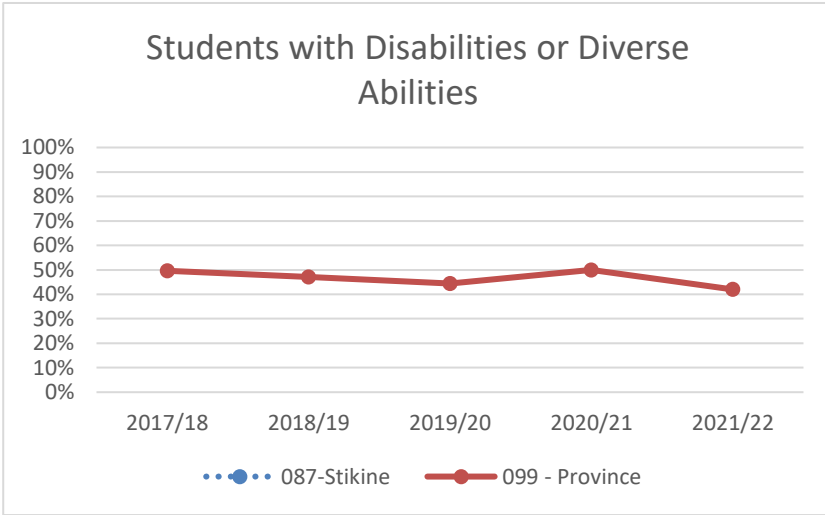


Figure 34: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

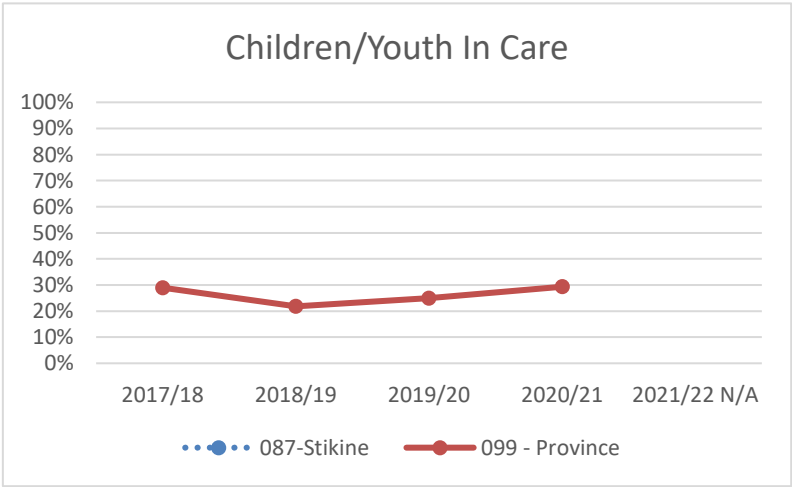


Figure 35: FSA Grade 7 Numeracy - Children/Youth In Care

Graduation Assessment - Numeracy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)

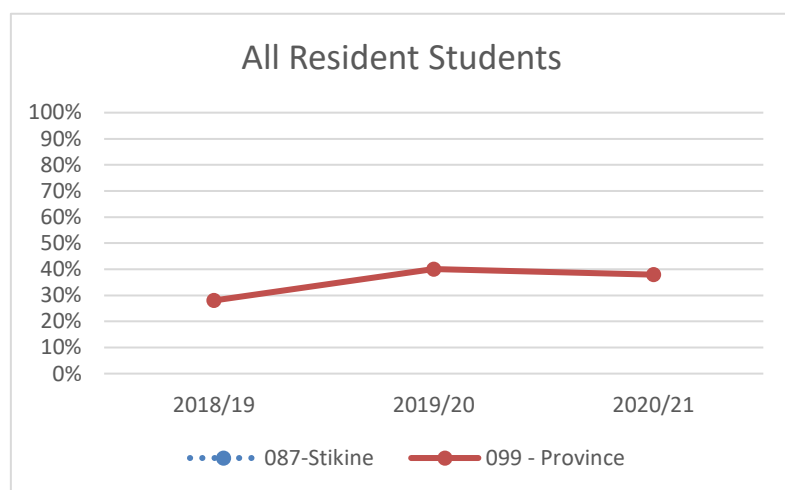


Figure 36: Graduation Assessment Grade 10 Numeracy - All Resident Students

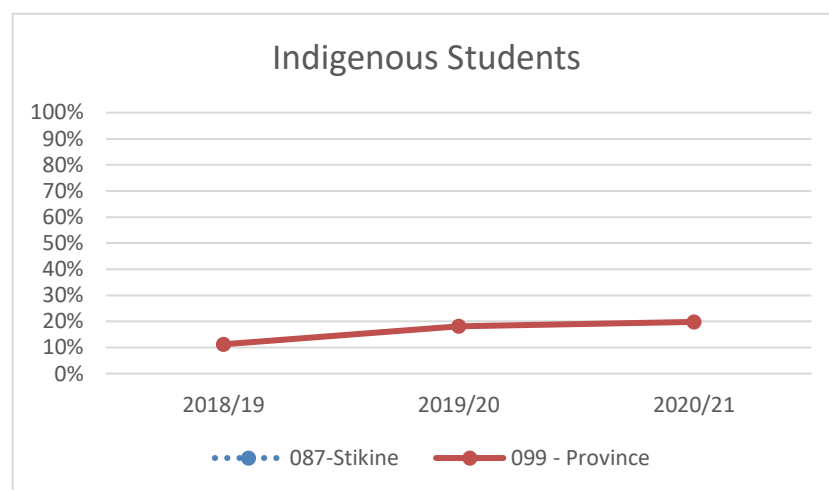


Figure 37: Graduation Assessment Grade 10 Numeracy - Indigenous Students

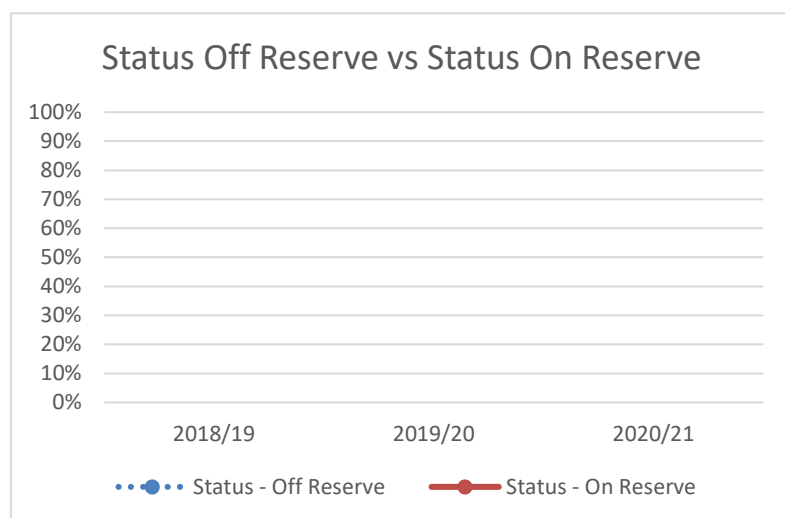


Figure 38: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve

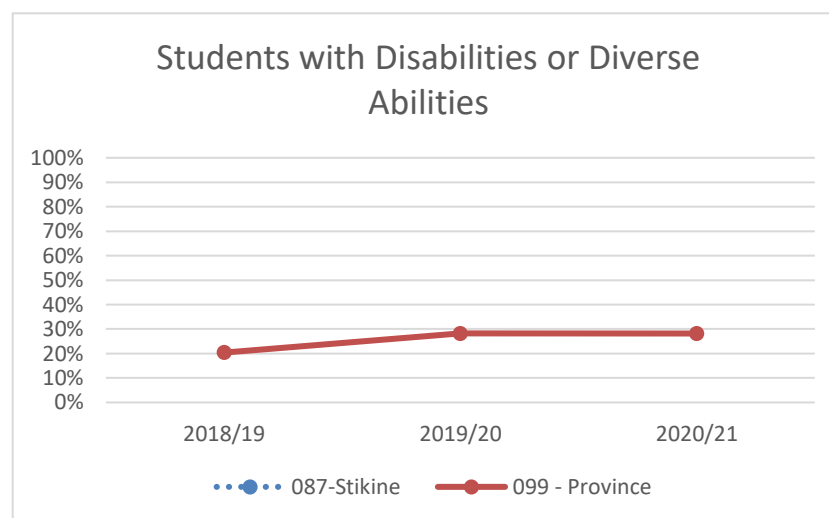


Figure 39: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

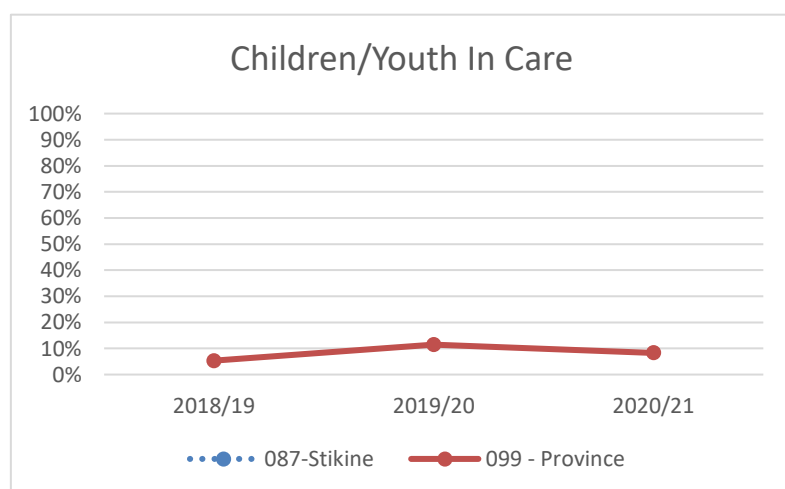


Figure 40: Graduation Assessment Grade 10 Numeracy - Children/Youth In Care

Grade to Grade Transition - Grade 10

(Portion of Grade 10 resident students who made the transition to Grade 11 in the next school year)

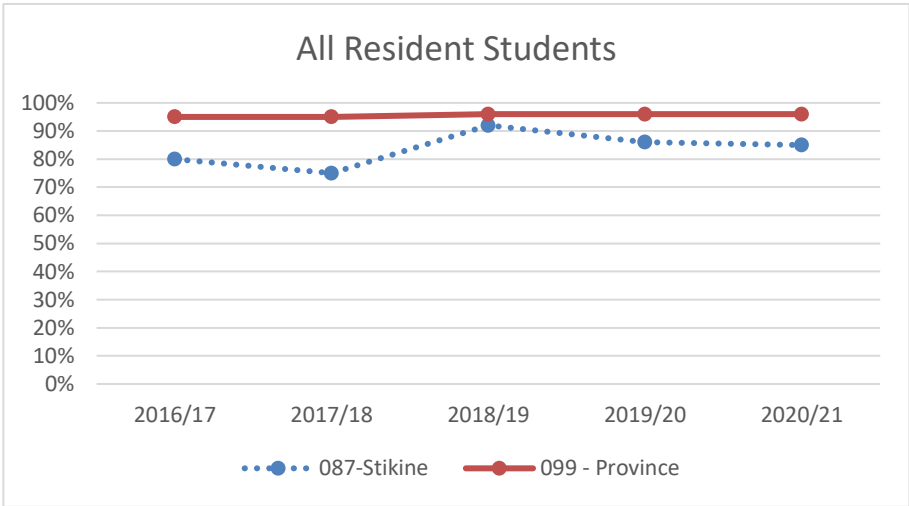


Figure 41: Transition Grade 10 to 11 - All Resident Students

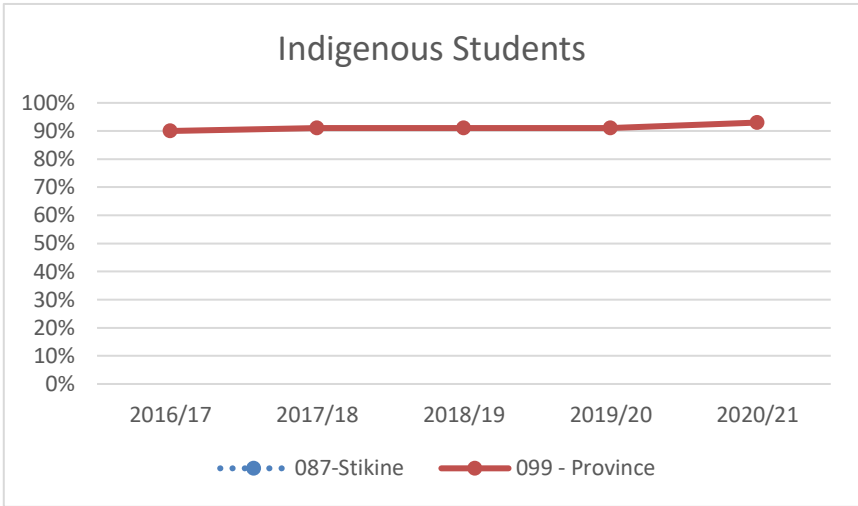


Figure 42: Transition Grade 10 to 11 - Indigenous Students

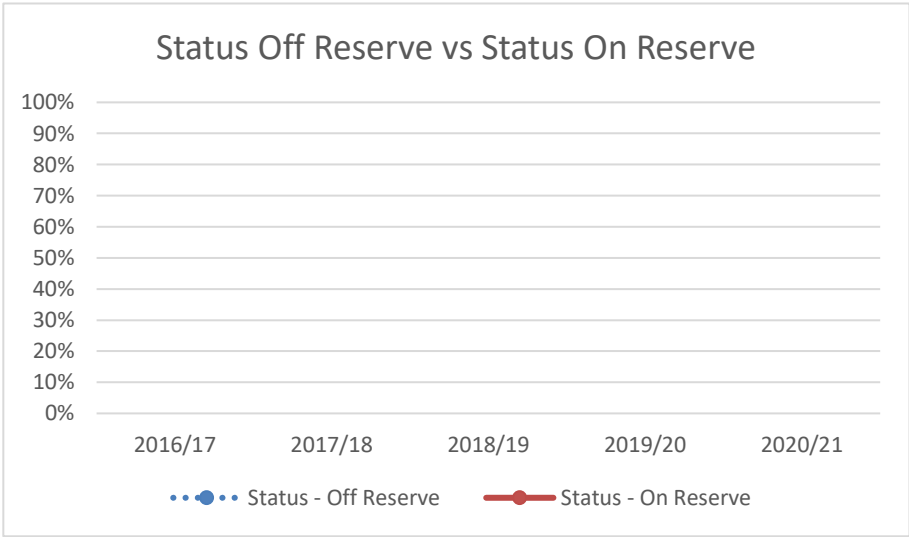


Figure 43: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve

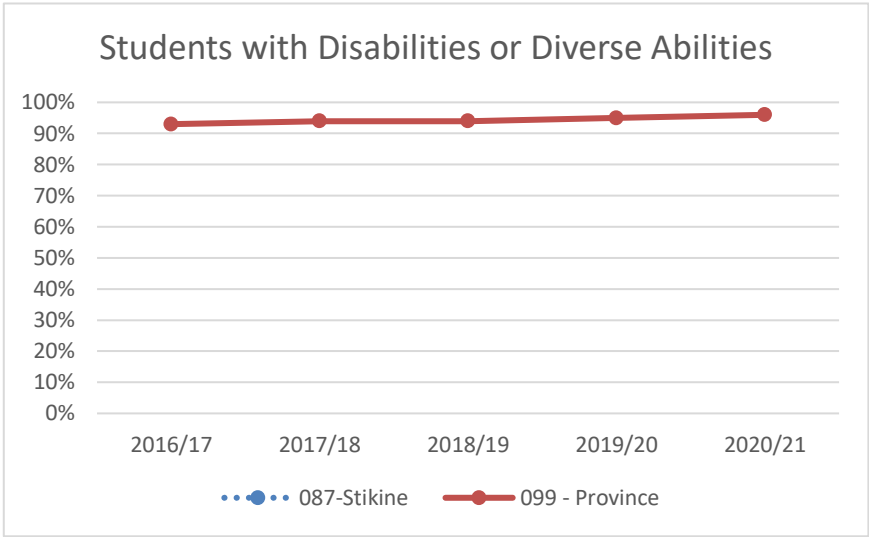


Figure 44: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities

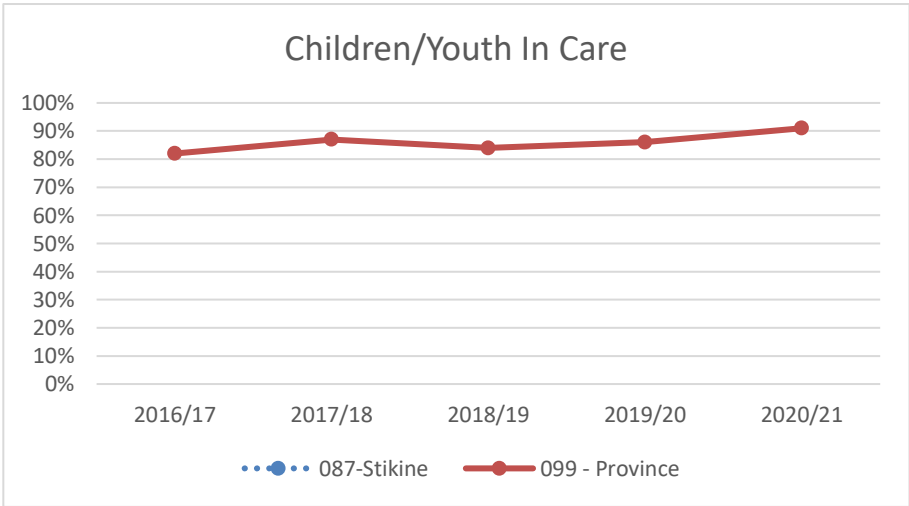


Figure 45: Transition Grade 10 to 11 - Children/Youth In Care

Grade to Grade Transition - Grade 11

(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)

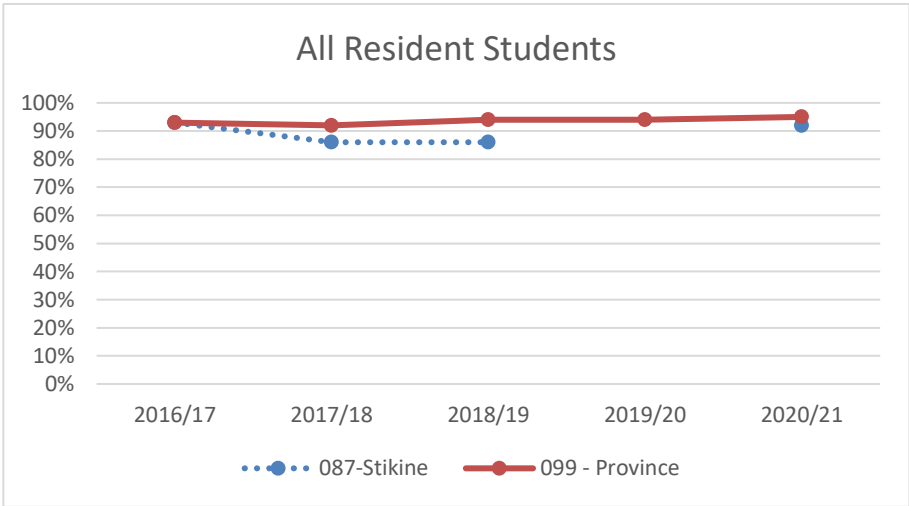


Figure 46: Transition Grade 11 to 12 - All Resident Students

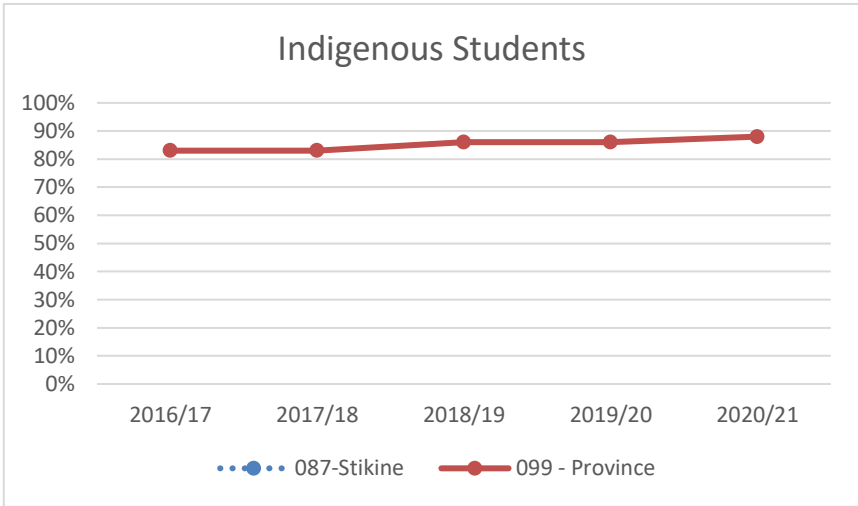


Figure 47: Transition Grade 11 to 12 - Indigenous Students

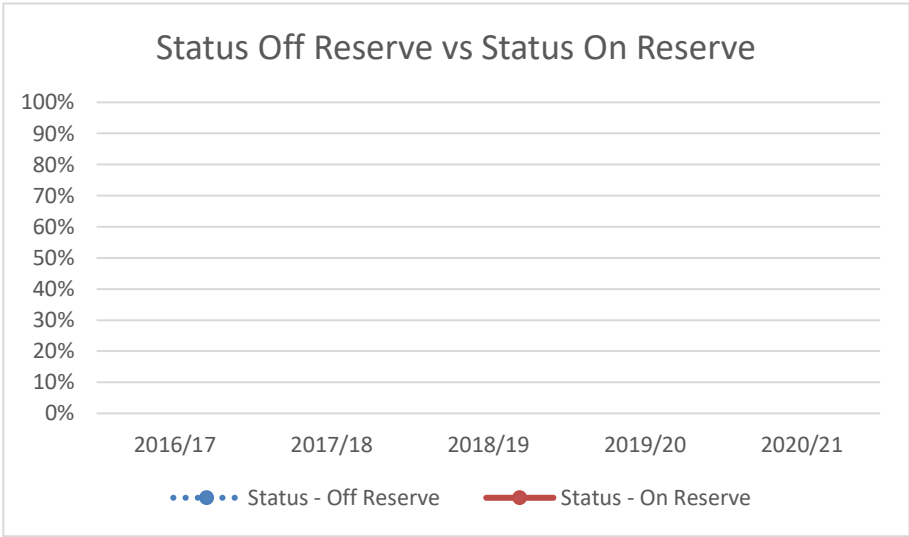


Figure 48: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

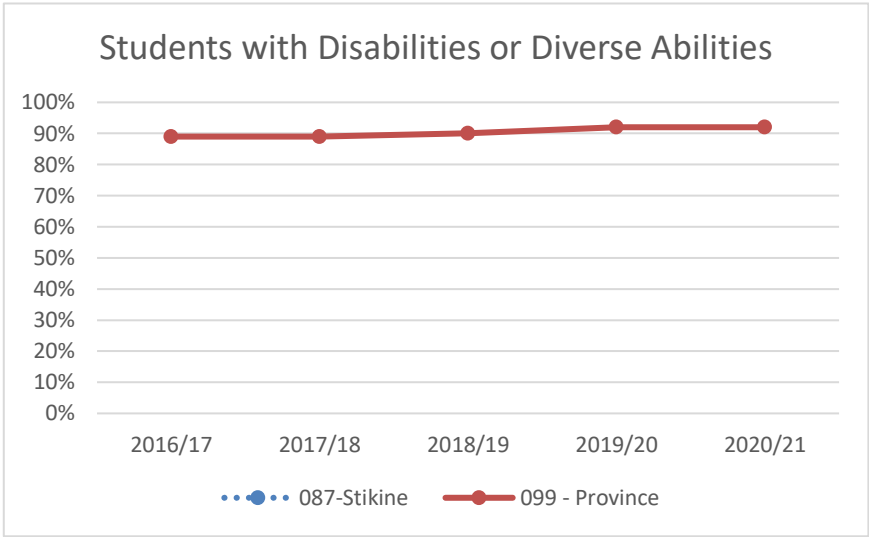


Figure 49: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

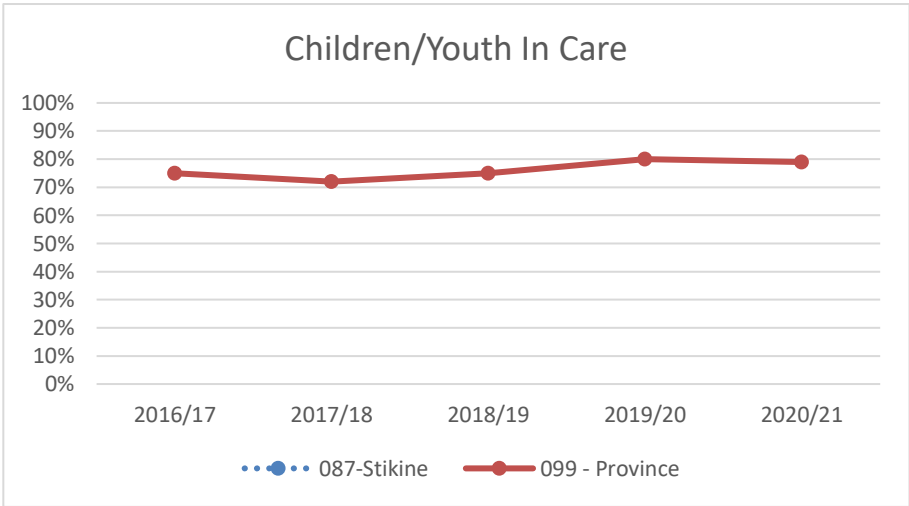


Figure 50: Transition Grade 11 to 12 - Children/Youth In Care

Student Learning Survey (SLS) - Feel Welcome

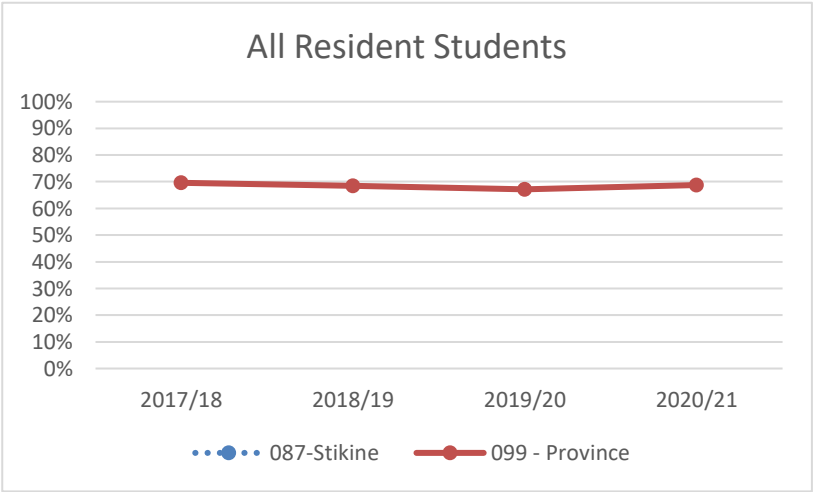


Figure 51: SLS - Feel Welcome - All Resident Students

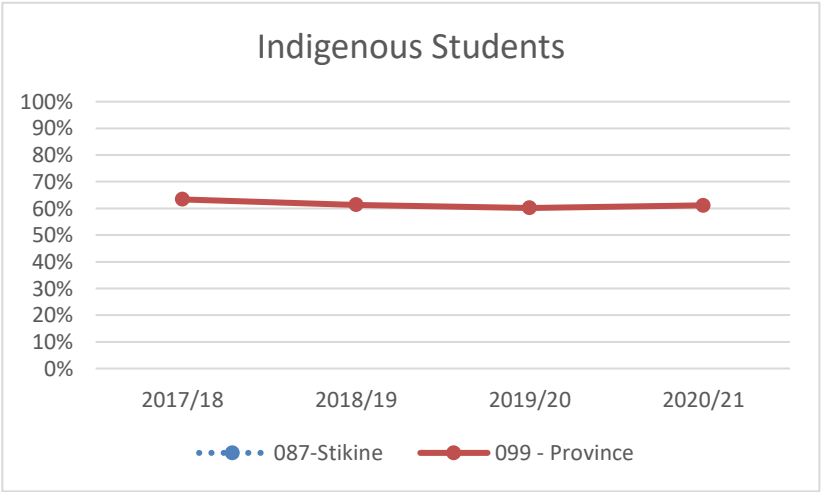


Figure 52: SLS - Feel Welcome - Indigenous Students

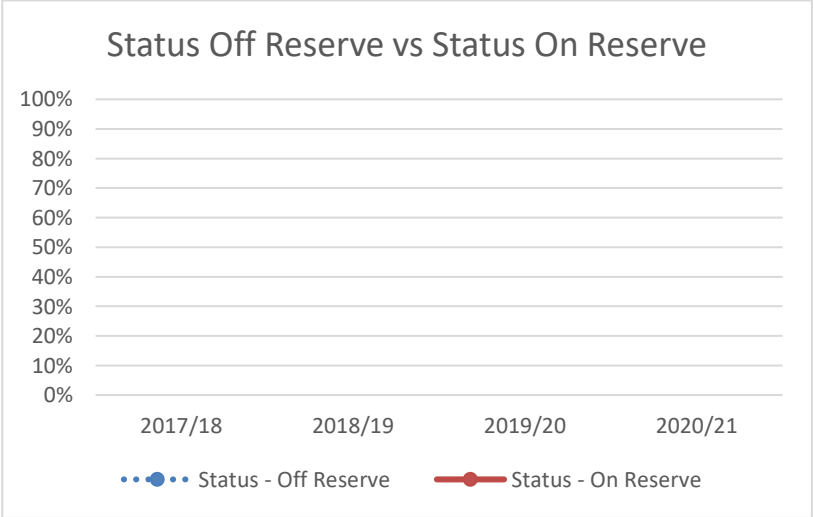


Figure 53: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

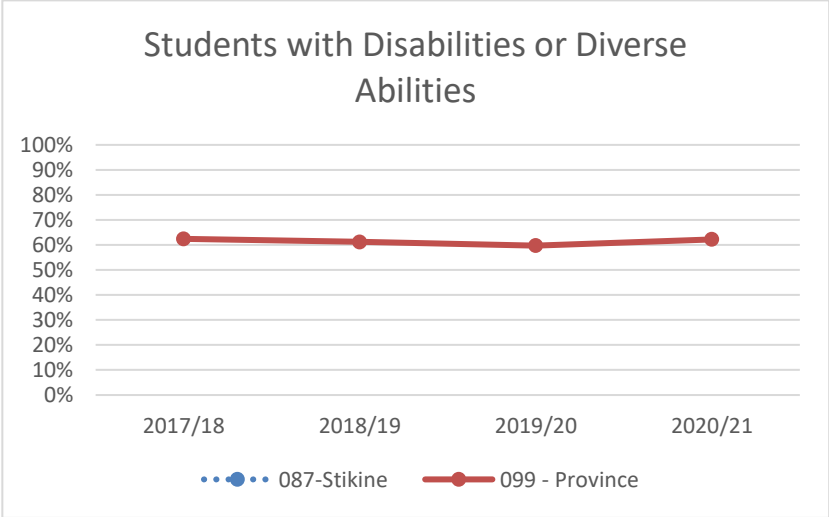


Figure 54: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

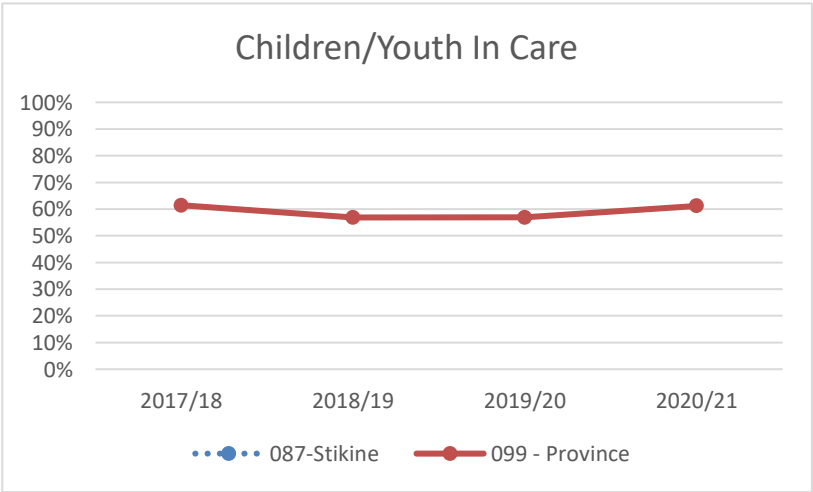


Figure 55: SLS - Feel Welcome - Children/Youth In Care

Student Learning Survey (SLS) - Feel Safe

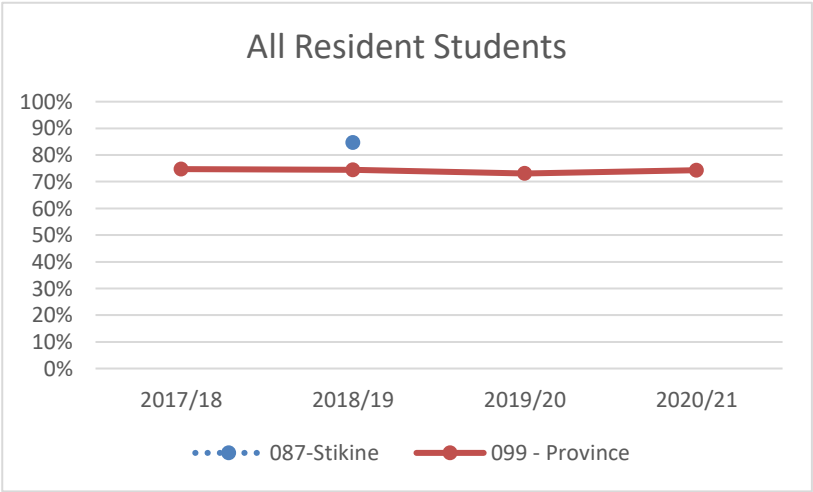


Figure 56: SLS - Feel Safe - All Resident Students

Student Learning Survey (SLS) - School Belong

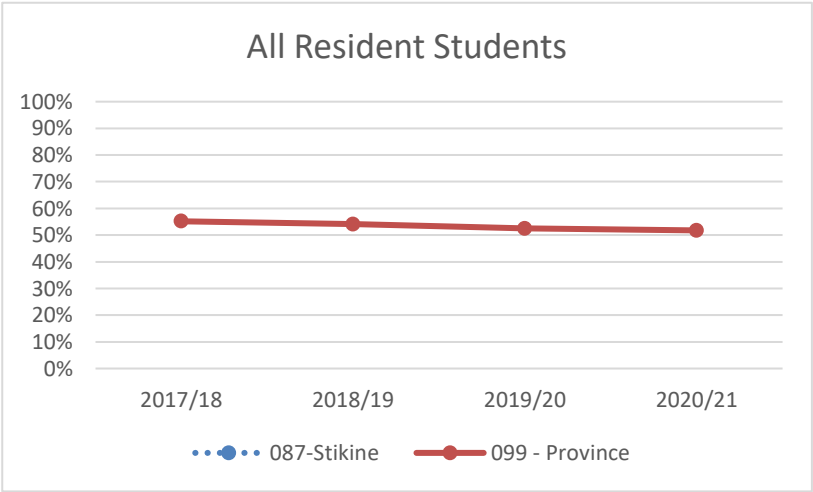


Figure 57: SLS - School Belong - All Resident Students

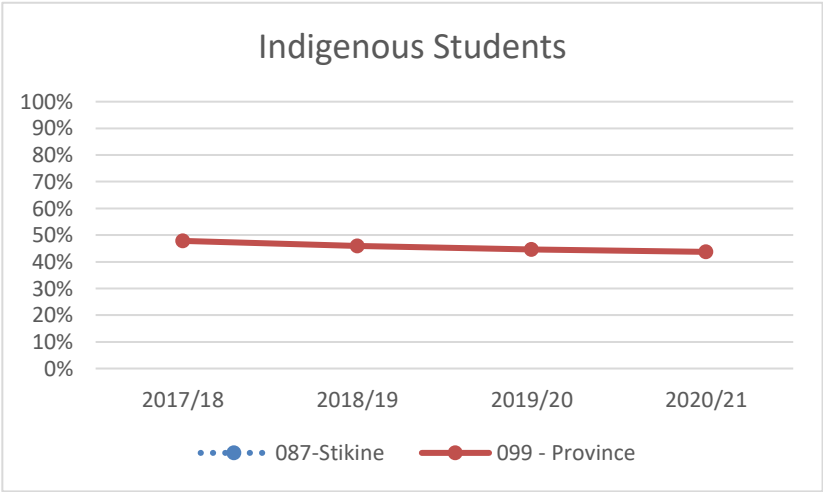


Figure 58: SLS - School Belong - Indigenous Students

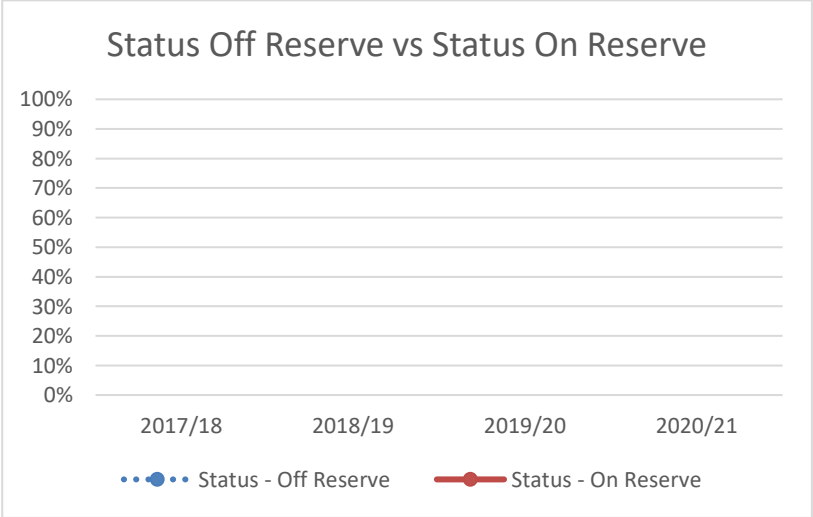


Figure 59: SLS - School Belong - Status - Off Reserve and Status - On Reserve

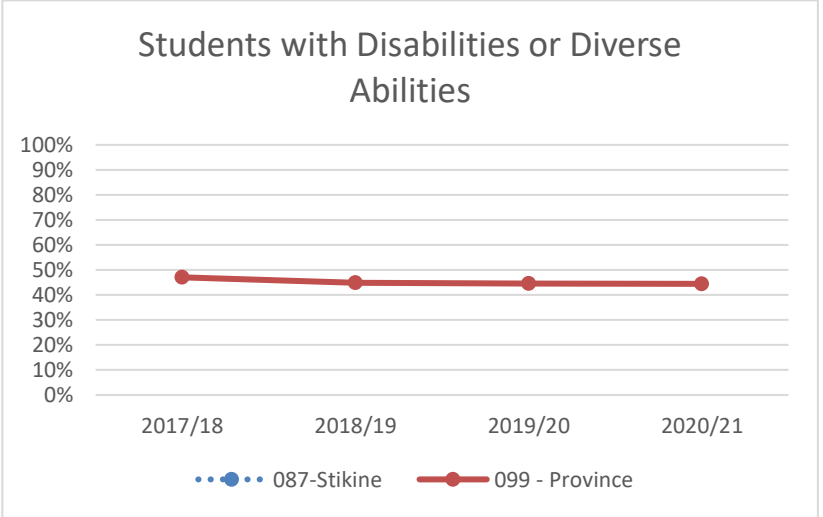


Figure 60: SLS - School Belong - Students with Disabilities or Diverse Abilities

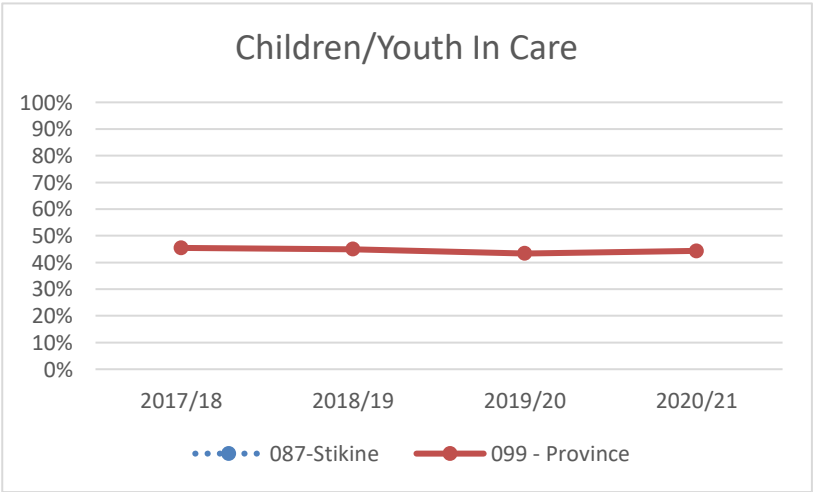


Figure 61: SLS - School Belong - Children/Youth In Care

Student Learning Survey (SLS) - Adults Care

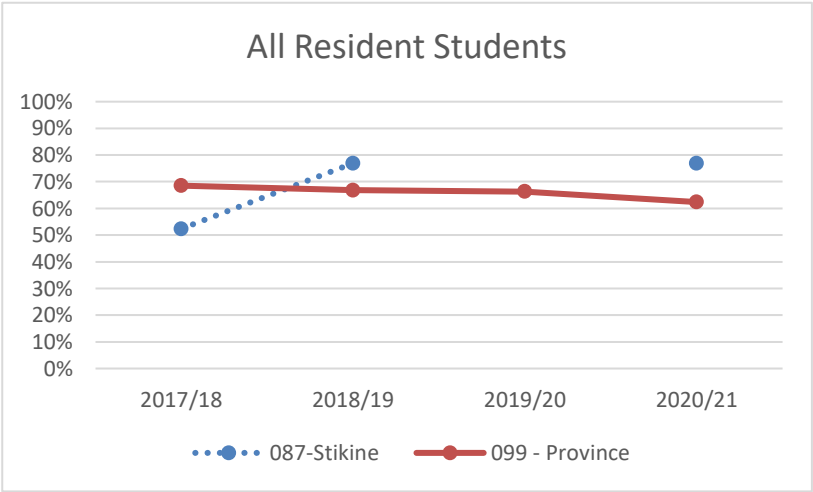


Figure 62: SLS - Adults Care - All Resident Students

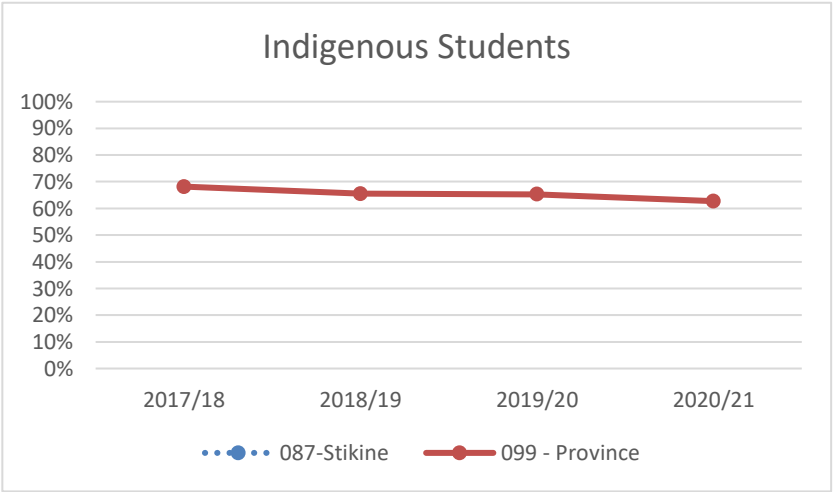


Figure 63: SLS - Adults Care - Indigenous Students

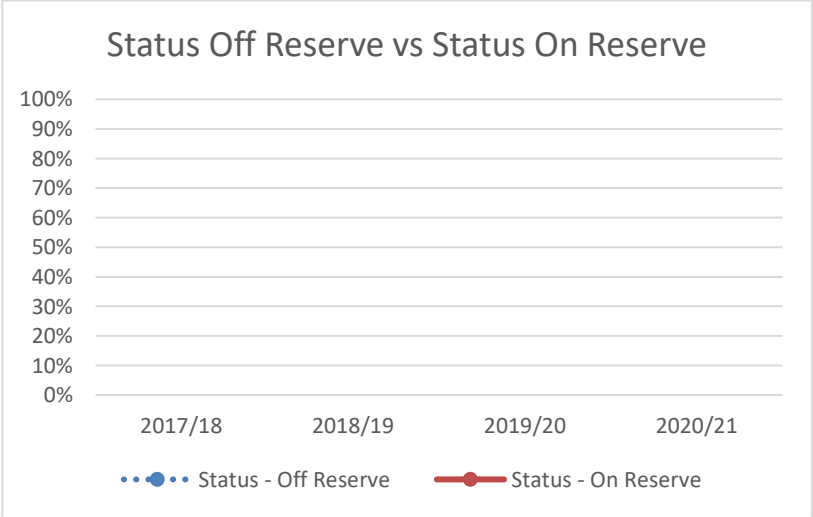


Figure 64: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

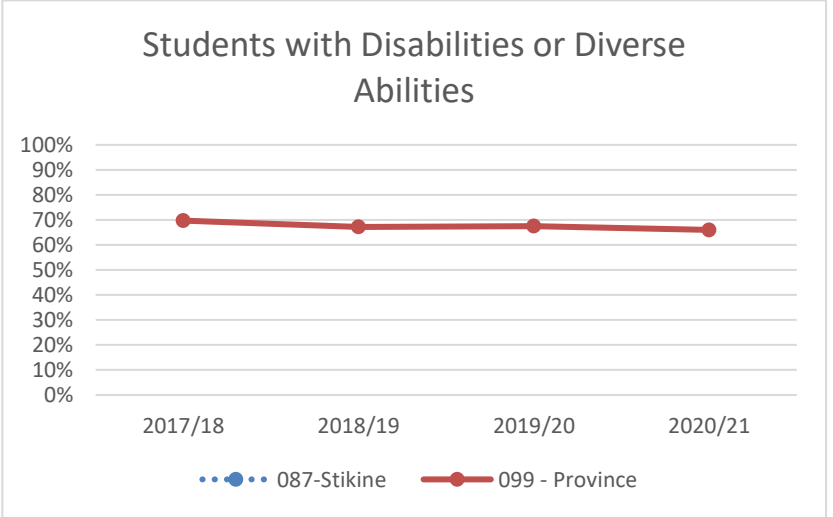


Figure 65: SLS - Adults Care - Students with Disabilities or Diverse Abilities

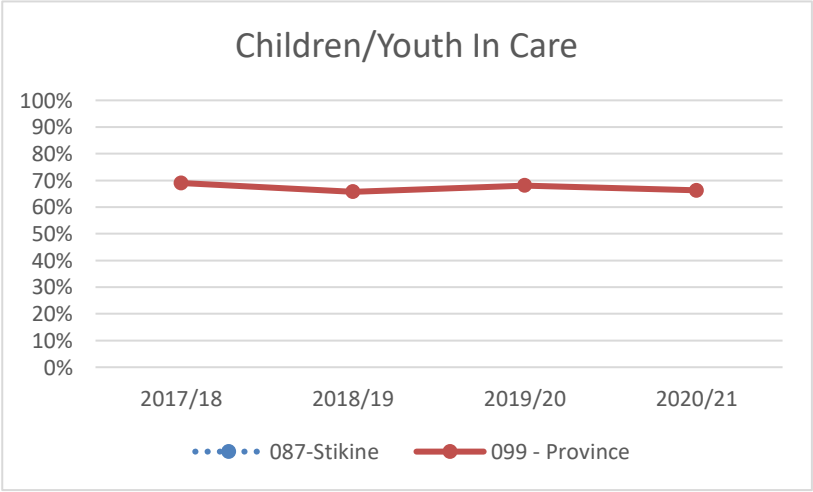


Figure 66: SLS - Adults Care - Children/Youth In Care

5 Year Completion Rate

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)

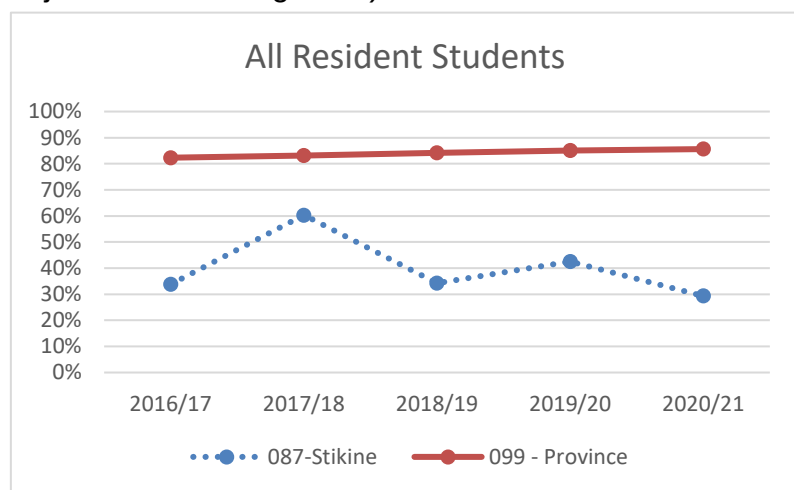


Figure 67: 5 Year Completion Rate - All Resident Students

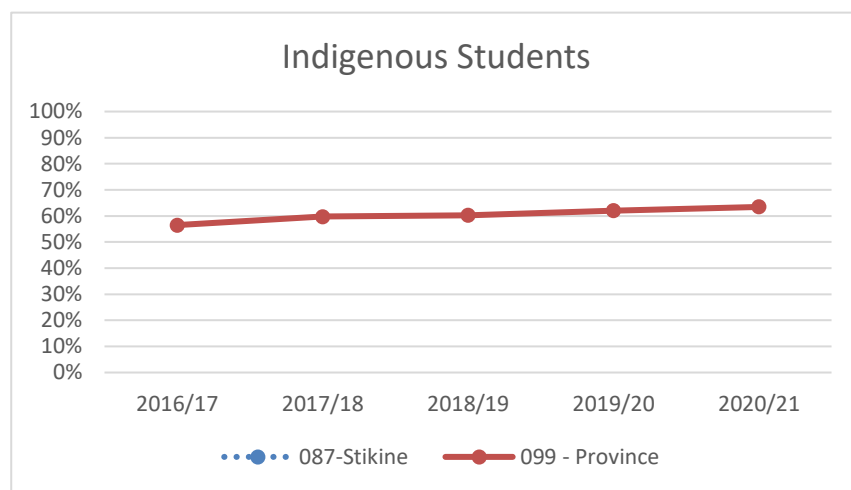


Figure 68: 5 Year Completion Rate - Indigenous Students

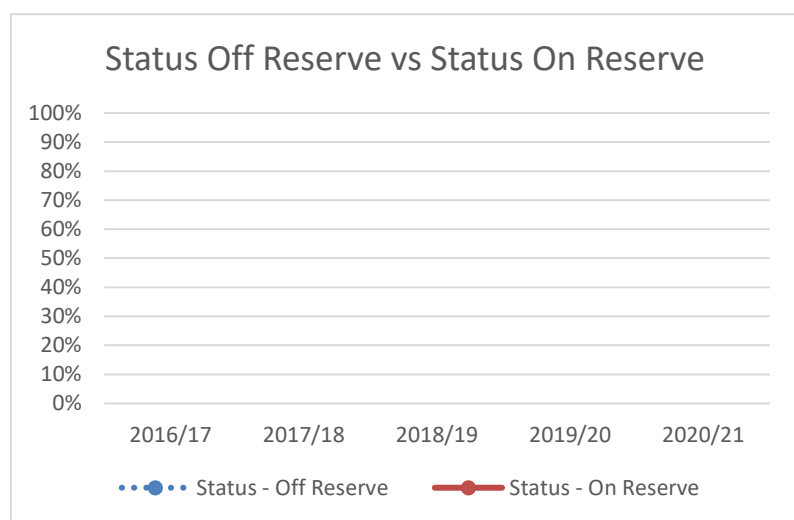


Figure 69: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

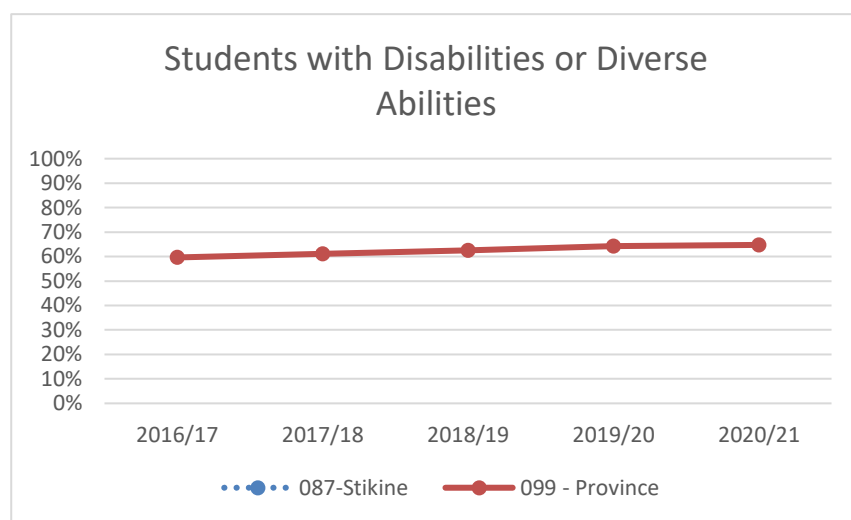


Figure 70: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

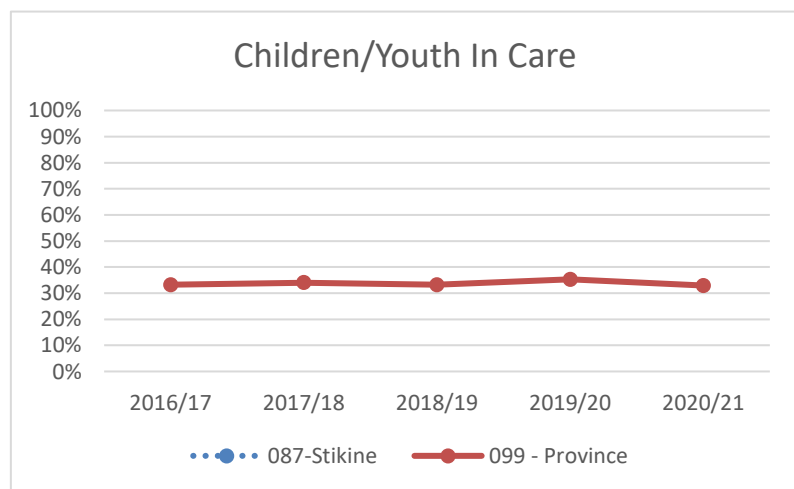


Figure 71: 5 Year Completion Rate - Children/Youth In Care

Post-Secondary Institute (PSI) Immediate Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program in the year following graduation)

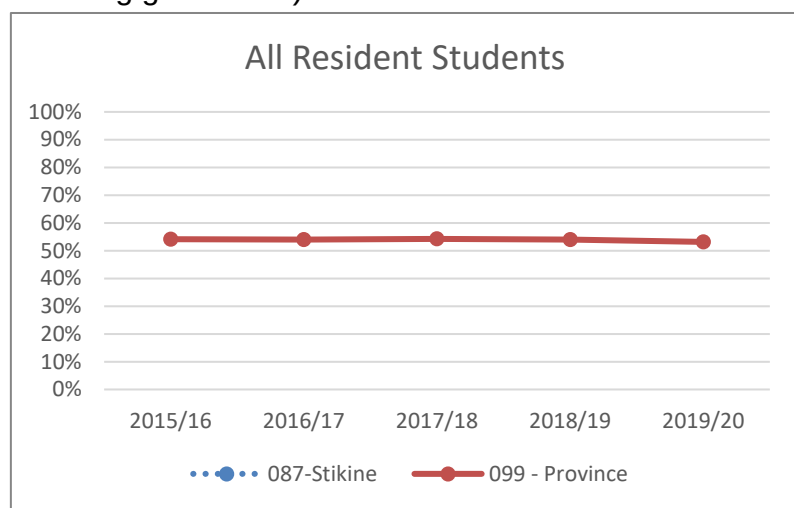


Figure 72: Post-Secondary Institute Transition - All Resident Students

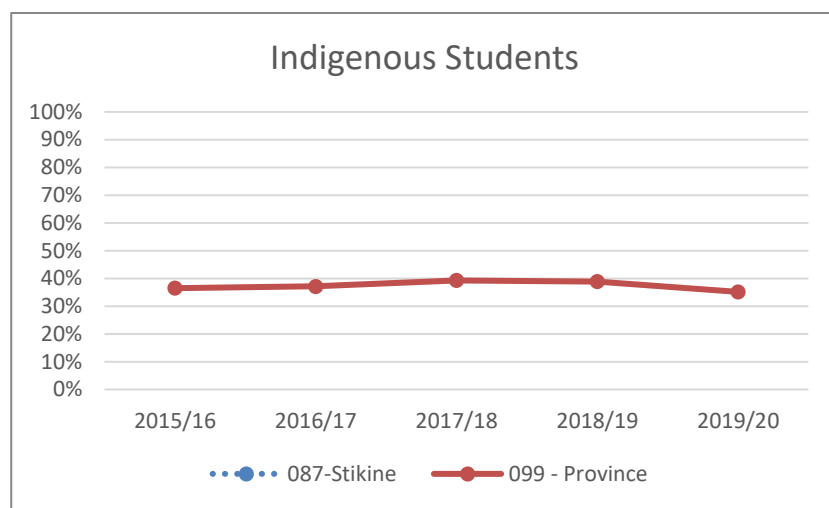


Figure 73: Post-Secondary Institute Transition - Indigenous Students

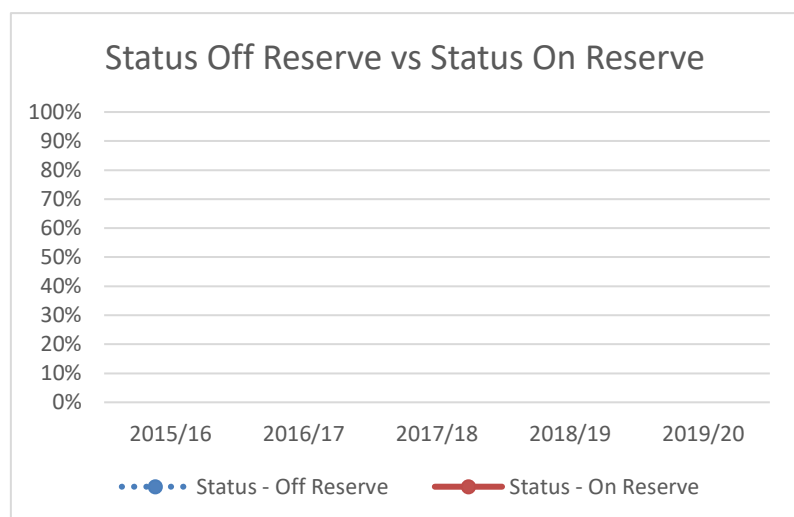


Figure 74: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

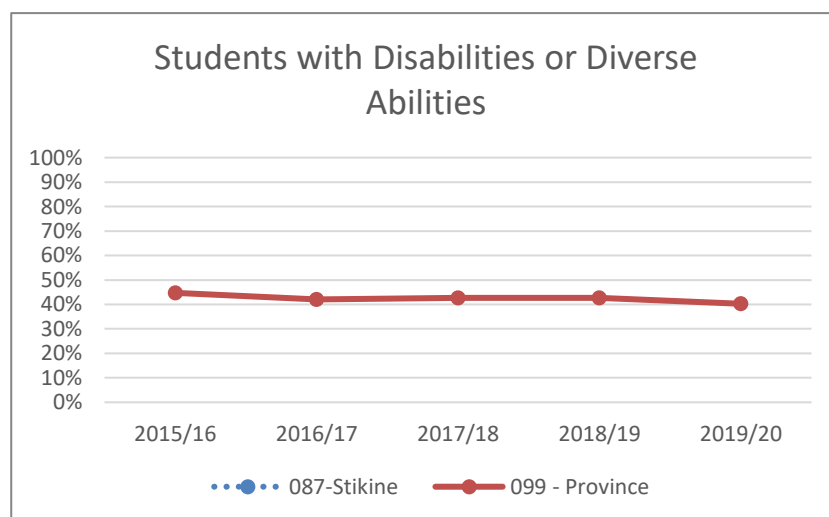


Figure 75: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

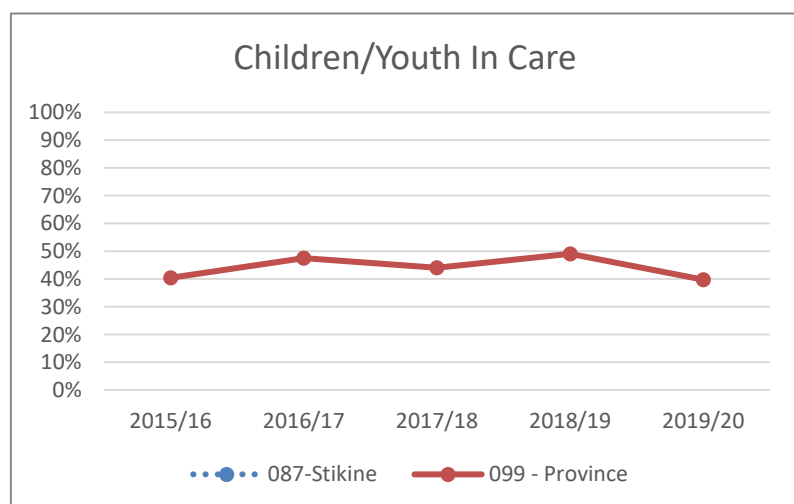


Figure 76: Post-Secondary Institute Transition - Children/Youth In Care

Post-Secondary Institute (PSI) 3 Year Transition Rate
(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)

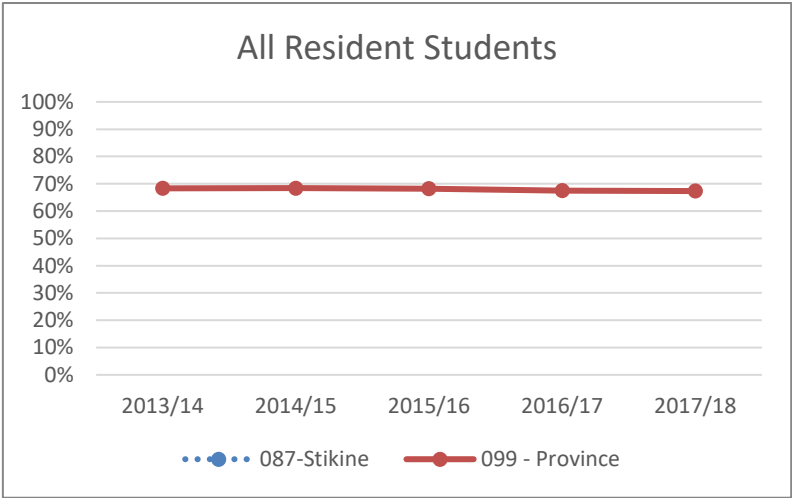


Figure 77: Post-Secondary Institute Transition - All Resident Students

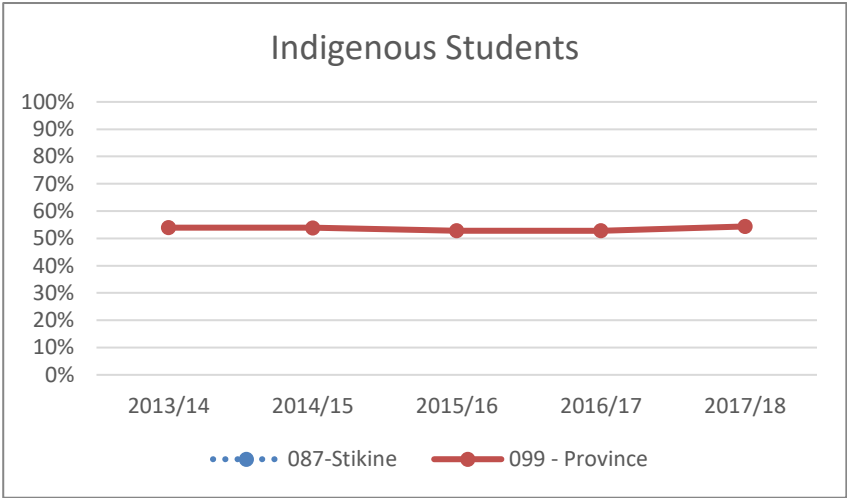


Figure 78: Post-Secondary Institute Transition - Indigenous Students

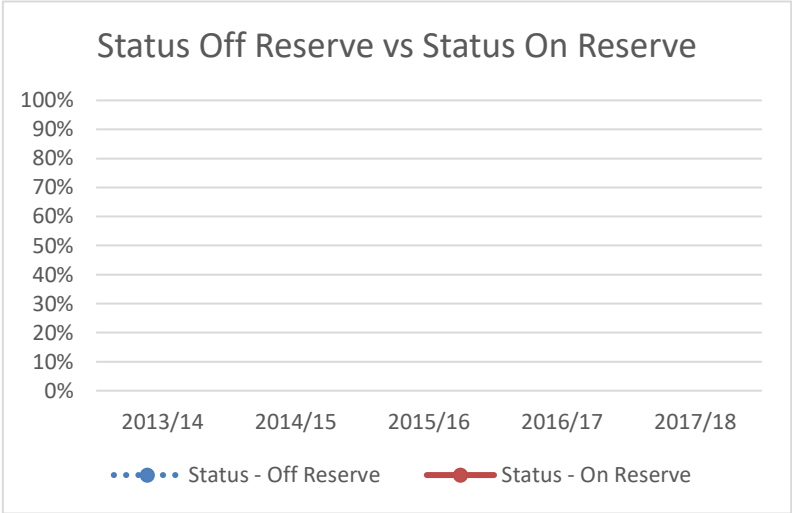


Figure 79: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

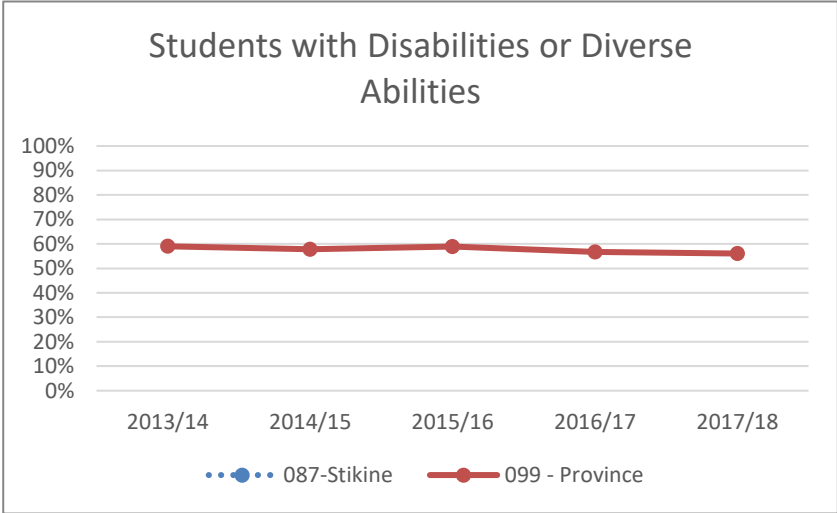


Figure 80: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

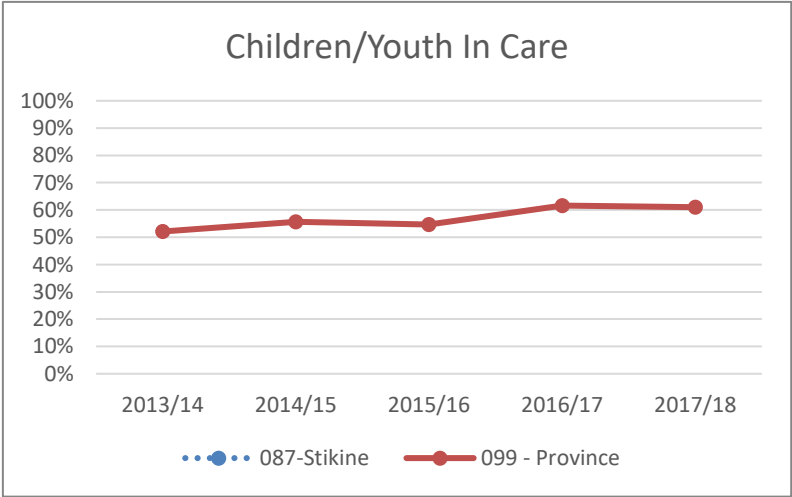


Figure 81: Post-Secondary Institute Transition - Children/Youth In Care

Additional notes

Subpopulations

All Resident Students

Students identified as residents through the annual enrolment collections in September and February.

Indigenous Students

Students who have ever self-identified as Indigenous on a enrolment collection.

Indigenous students living on reserve

Based on enrolment records, students who have been identified as 'STATUS INDIAN ON RESERVE'.

Indigenous students living off reserve

Based on enrolment records, students who have never been identified as 'STATUS INDIAN ON RESERVE'.

Children/Youth in Care

Students who have been identified as Children/Youth in Care in the twelve months prior to September.

Students with Disabilities or Diverse Abilities

Students who have been identified in any of the 12 categories: Physically Dependent; Deafblind; Moderate to Profound Intellectual Disability; Physical Disability / Chronic Health Impairment; Visual Impairment; Deaf or Hard of Hearing; Autism; Intensive Behaviour Interventions / Serious Mental Illness; Mild Intellectual Disability ; Gifted; Learning Disability; Moderate Behaviour Support / Mental Illness.

Foundation Skills Assessment (FSA)

FSA 2021/2022

Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy.

As a result of this shift, one of the three constructed response questions was modified to allow for a personal student response. It remains possible to compare the Literacy results of the FSA 2021/22 to past Reading results as this shift is not expected to significantly impact overall proficiency levels.

In addition to proficiency level results, year-to-year comparison of Literacy/Reading selected response comprehension questions is possible. Specifically, the Reading selected response comprehension questions from 2017/18 onward may be compared to the Literacy selected response comprehension questions. This additional data has been provided in the PDF.

Participation rates for the FSA 2021/22 FSA continue to be impacted by the COVID-19 pandemic, potentially effecting results.

FSA 2020/2021

Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the results of this year's administration to other years.

5-Year Completion Rate

This measure is a sub model of the 6-Year Completion Rate which identifies a cohort of students putatively in Grade 8 and tracks them over time. Since it is a sub-model, it is not available until after students complete Year 6. The year represents the year these students are in their sixth year.

Post-Secondary Institute Transition (PSI)

This measure examines the number of students who are eligible to graduate and identifies the proportion of these students who make a transition into a BC public post-secondary institution.

Student Learning Survey (SLS)

Sense of Belonging

This measure is a combination of three questions on the SLS, School Belonging, Feel Welcome, and Feel Safe. The Feel Safe question is anonymous; therefore, it is included as a subcomponent of only the All Resident Students chart. The other three charts combine the results of the questions School Belonging and Feel Welcome.

School Belonging

This measure is a specific question on the survey where the response is connected to a student.

Feel Welcome

This measure is a specific question on the survey where the response is connected to a student.

Feel Safe

The Feel Safe question is anonymous; therefore, it cannot be broken down by other subpopulations.