



CAMPBELL RIVER
School District 72

Enhancing Student Learning Report

2024

Table of Contents

Introduction: District Context	pg.
• Land Acknowledgement	iii
• District Context	
Section A: Reflecting Back: 2023-2024 Student Learning Outcomes	
Intellectual Development	
• Educational Outcome 1: Literacy	
○ Measure 1.1: Grade 4 & Grade 7 Literacy Expectations	1
○ Measure 1.2: Grade 10 Literacy Assessment	2
○ Analysis	3
• Educational Outcome 2: Numeracy	
○ Measure 2.1: Grade 4 & 7 Numeracy Expectations	4
○ Measure 2.2: Grade 10 Numeracy Assessment	5
○ Measure 2.3: Grade-to-Grade Transitions	5
○ Analysis	7
• Intellectual Development Summary	8
Human and Social Development	
• Educational Outcome 3: Students Feel Welcome, Safe, and Connected	
○ Measure 3.1: Students Feel Welcome and Safe, and have a Sense of Belonging	9
○ Measure 3.2: Students Feel that Adults Care About Them at School	10
○ Analysis	11
• Human and Social Development Summary	12
Career Development	
• Educational Outcome 4: Graduation	
○ Measure 4.1: Achieved Dogwood within 5 Years	13
○ Analysis	14
• Educational Outcome 5: Life and Career Expectations	
○ Measure 5.1: Post-Secondary Transitions	15
○ Analysis	16
• Career Development Summary	17

Section B: Moving Forward: Continuous Improvement Model

• Strategic Plan Priorities	18
○ School Board Work Plan	
• Strategic Alignment (District Plan/School Plans)	19
○ Student Achievement Plans	
• Strategic Engagement (Surveys/Community Engagement)	19
○ Vision/Mission/Values survey	
• K-5 Literacy Framework	20
• K-9 Numeracy Framework	23
• Supporting Indigenous Learners	
○ Equity in Action Review	25
○ Individual Nations Reports	37
○ Pathways to Graduation-The Grandmother’s Perspective	61
○ Equity in Action Commitments (sample schools)	67
• Children and Youth in Care & Students with Designations	72

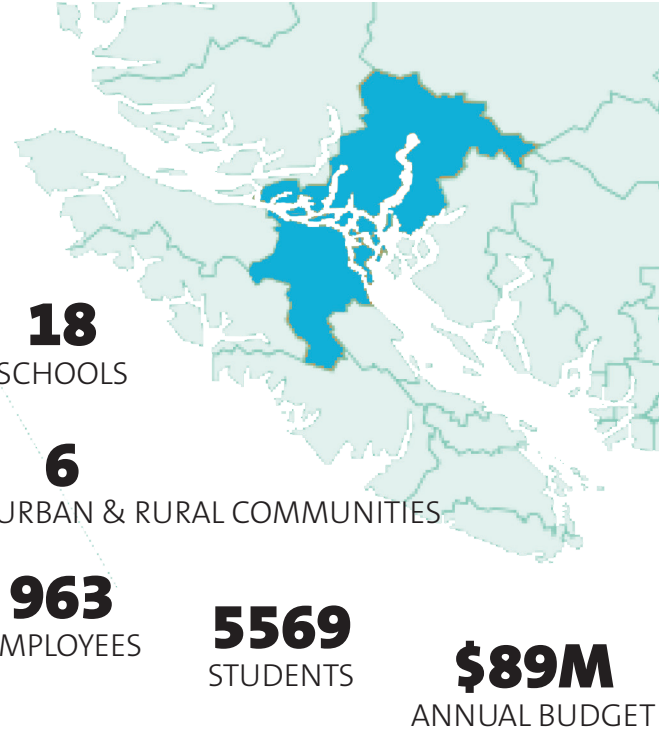
Land Acknowledgement

The Campbell River School District (SD72) operates throughout a large geographic area. Campbell River and Quadra Island schools and our school board office are located on the traditional territory of the Liḡw̓iḡdaḡw̓ people. School District 72 also encompasses the traditional territory of the Klahoose (Cortes), K'ómoks (Sayward), and ḡw̓emaḡk̓w̓u (Bute Inlet) First Nations. This land has always been a place of learning and we honour our relationships with these peoples and all other First Nations, Métis and Inuit peoples who reside in these territories.

District Context

The district is located on the east coast of central Vancouver Island, extending north to Sayward and south to Oyster River and includes the outer islands of Read, Cortes and Quadra. We are dedicated to the achievement of personal excellence for all members of our learning community: staff, students, and parents alike.

Our district adheres to these core learning beliefs, that: respectful relationships are fundamental to student learning; learning is an active and social process; all learners vary in their learning styles, prior knowledge and experiences, abilities, and rates of development; and positive learning behaviours and attitudes lead to greater student independence, success and lifelong learning.



District Strategic Plan

2024-2025 is the first year of our 2024-2028 strategic plan, which was developed in consultation through: an online survey that gathered responses from 896 parents, staff, students and community members; classroom consultations with 11 middle and secondary classes; the superintendent's student leadership committee; and additional consultations with principals and vice-principals, the Indigenous Education Council, and Indigenous families. Lastly, student achievement results and the 2020 employee engagement survey also helped shape the priorities and goals of this strategic plan.

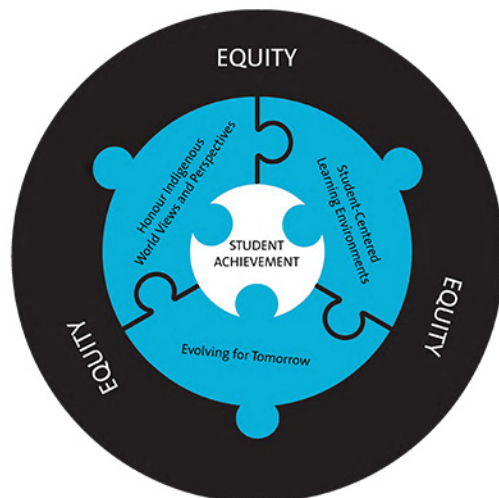
Our 3 Key Priorities are: Honour Indigenous World Views and Perspectives – Student-Centered Learning Environments – Evolving for Tomorrow.

These priorities are centered ultimately on student achievement and framed by our commitment to equity.



Strategic Plan

2024-2028



Section A:

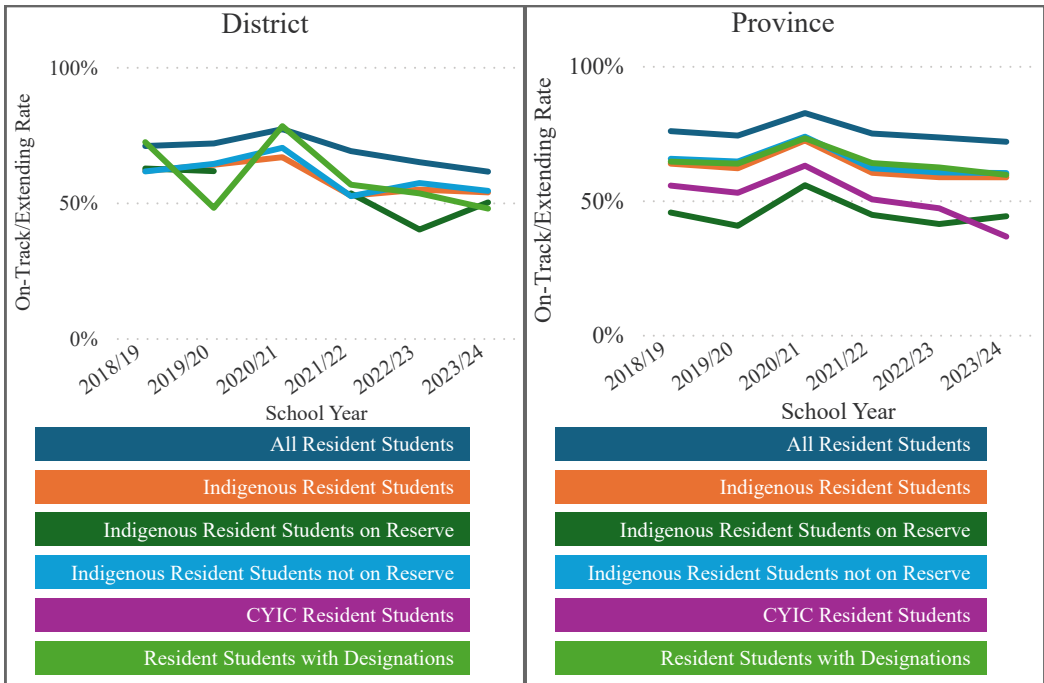
Reflecting on Student Learning Outcomes

Intellectual Development

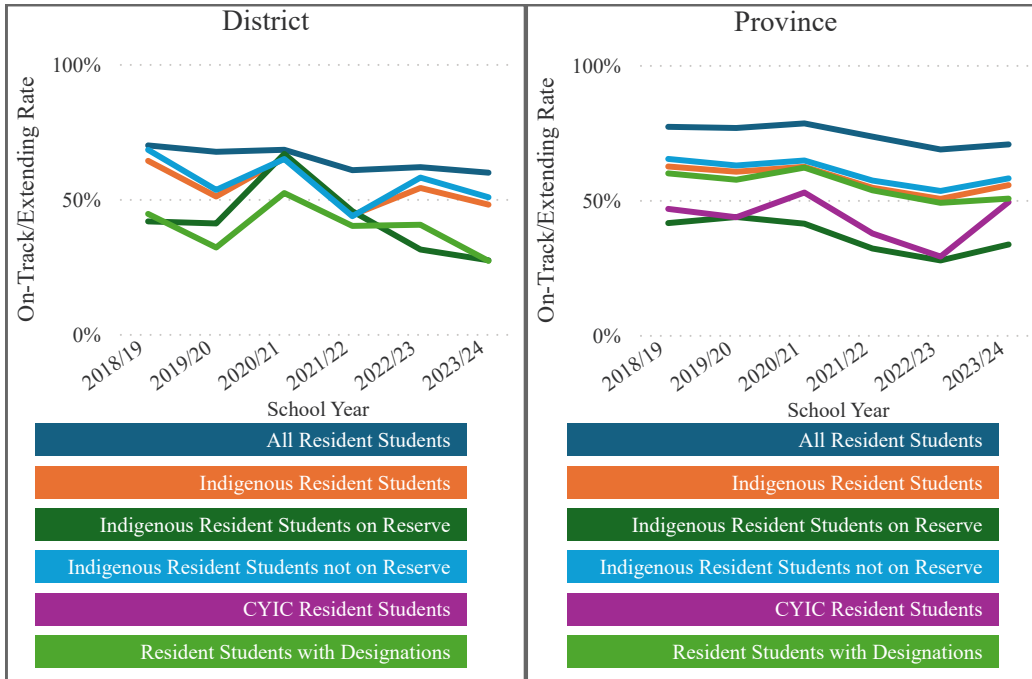
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

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

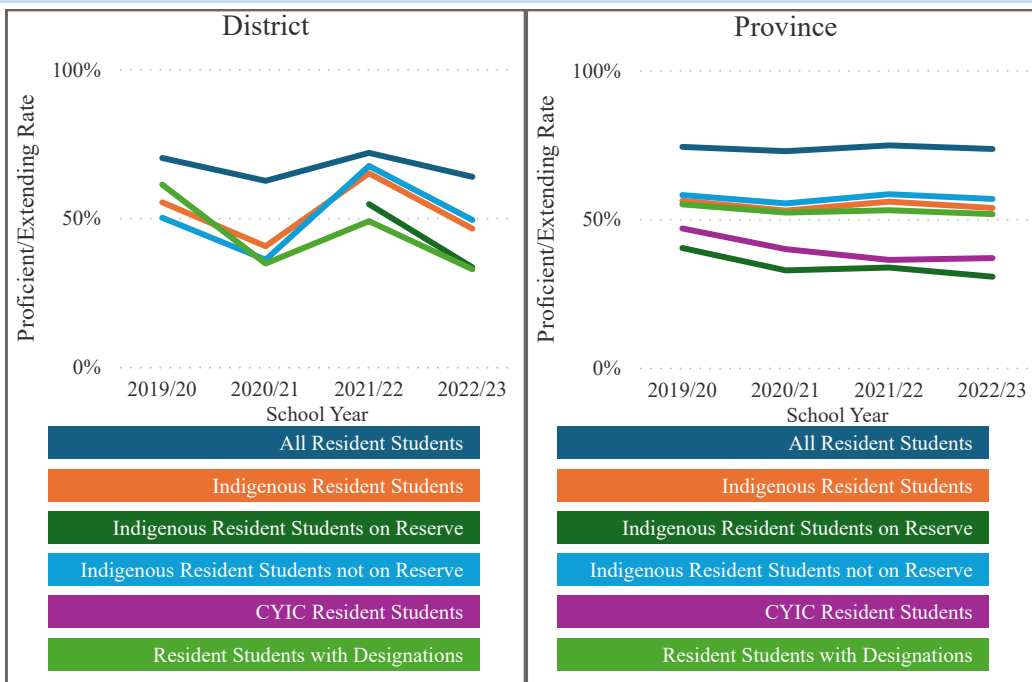


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



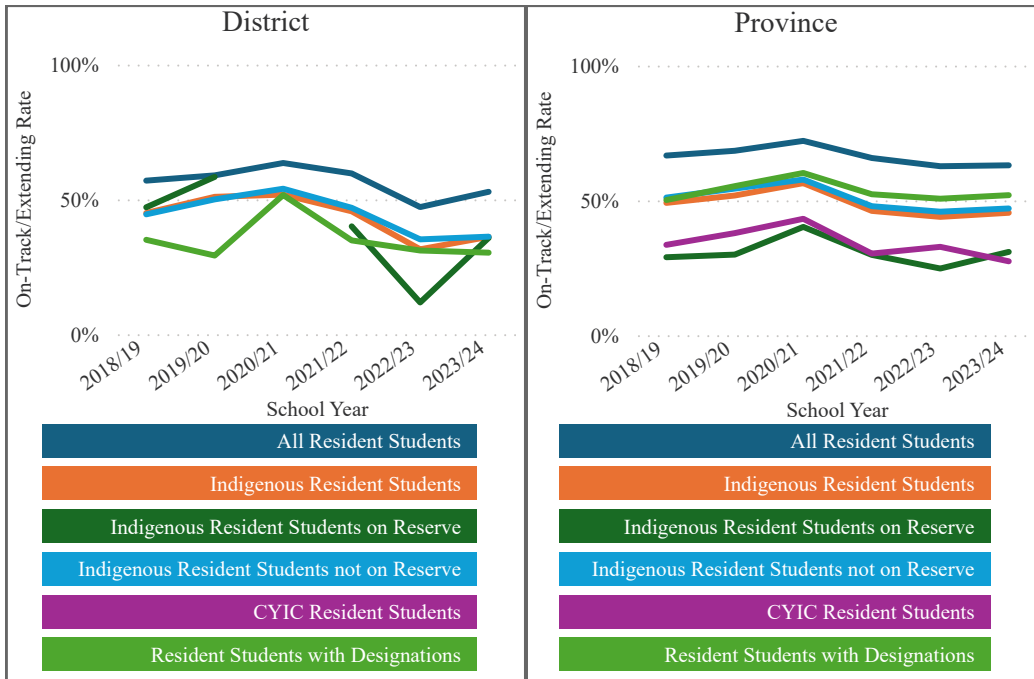
Analysis and Interpretation

Outcome 1: Literacy

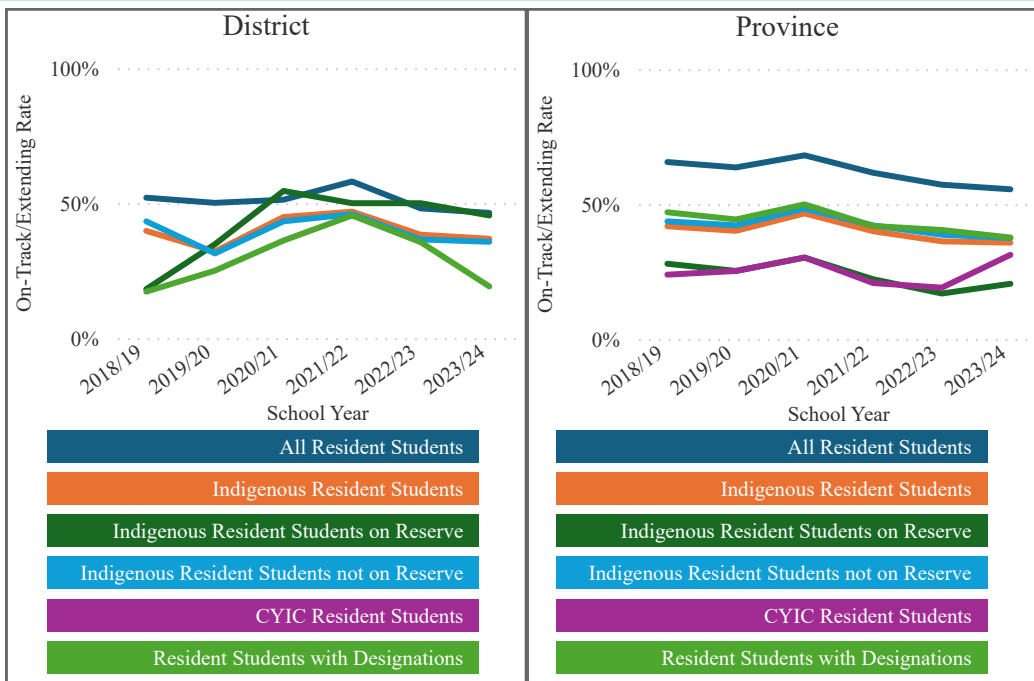
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy (On-Track / Extending Rate)

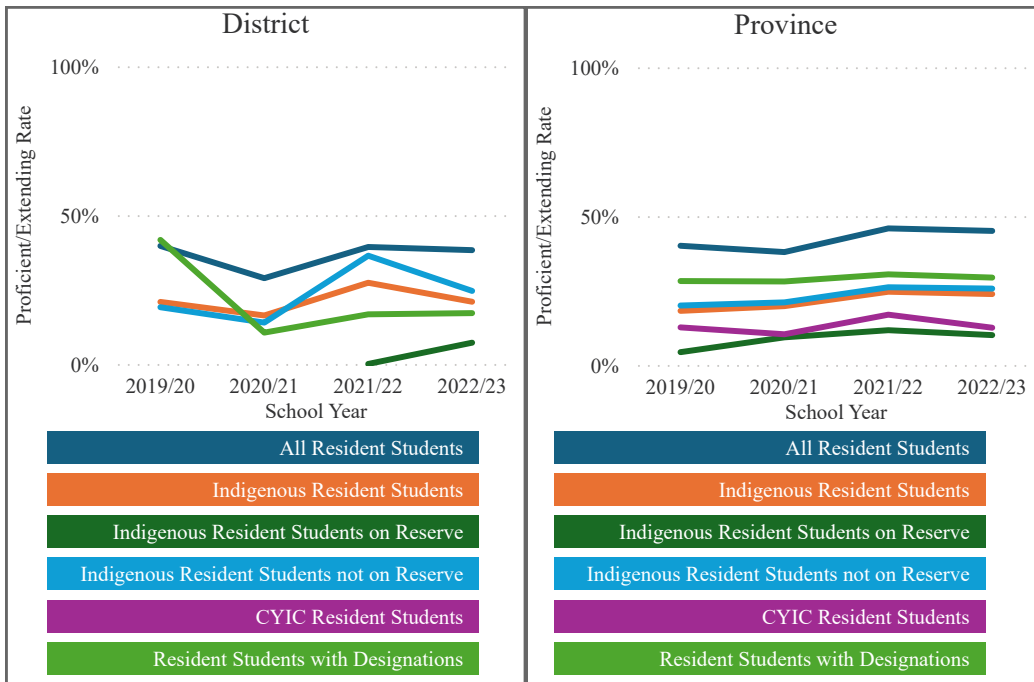


Grade 7 FSA Numeracy (On-Track / Extending Rate)



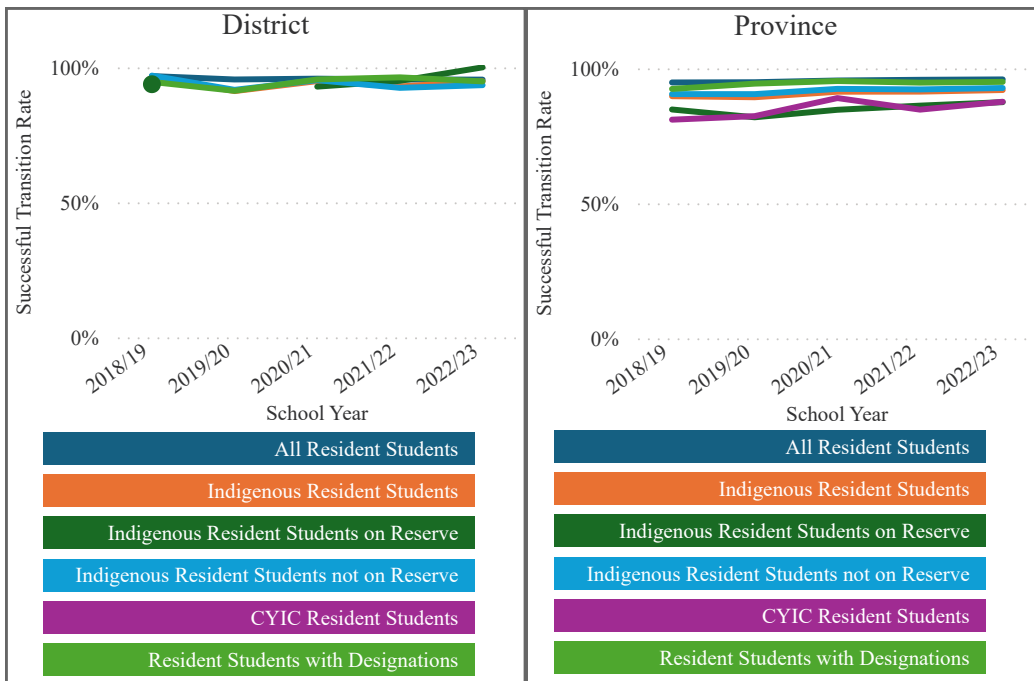
Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

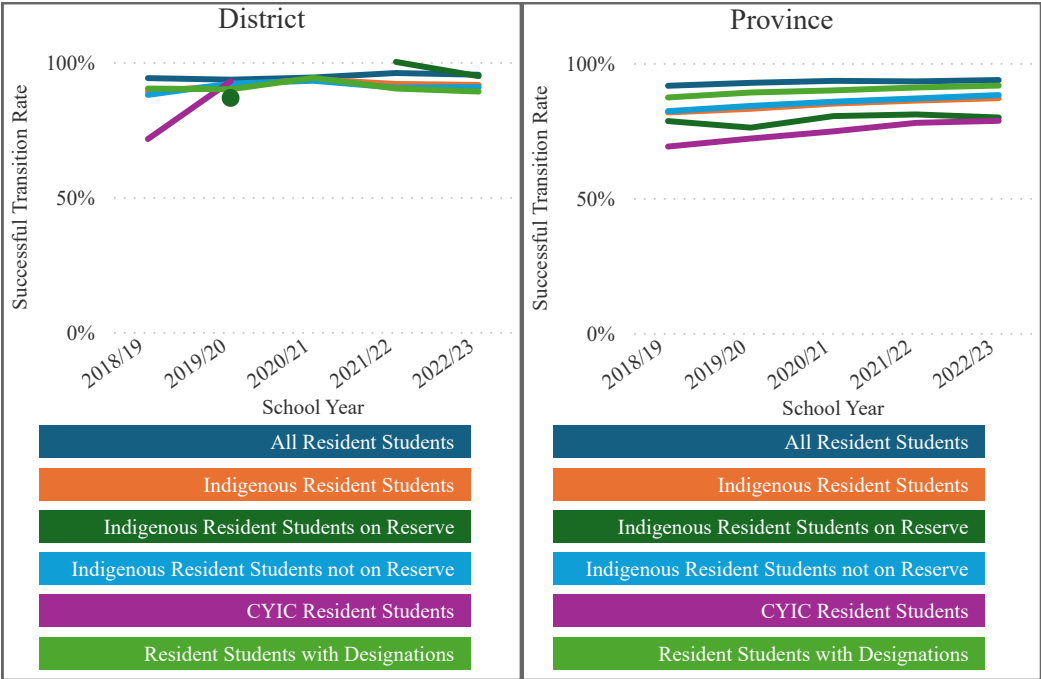


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate



Analysis and Interpretation

Outcome 2: Numeracy

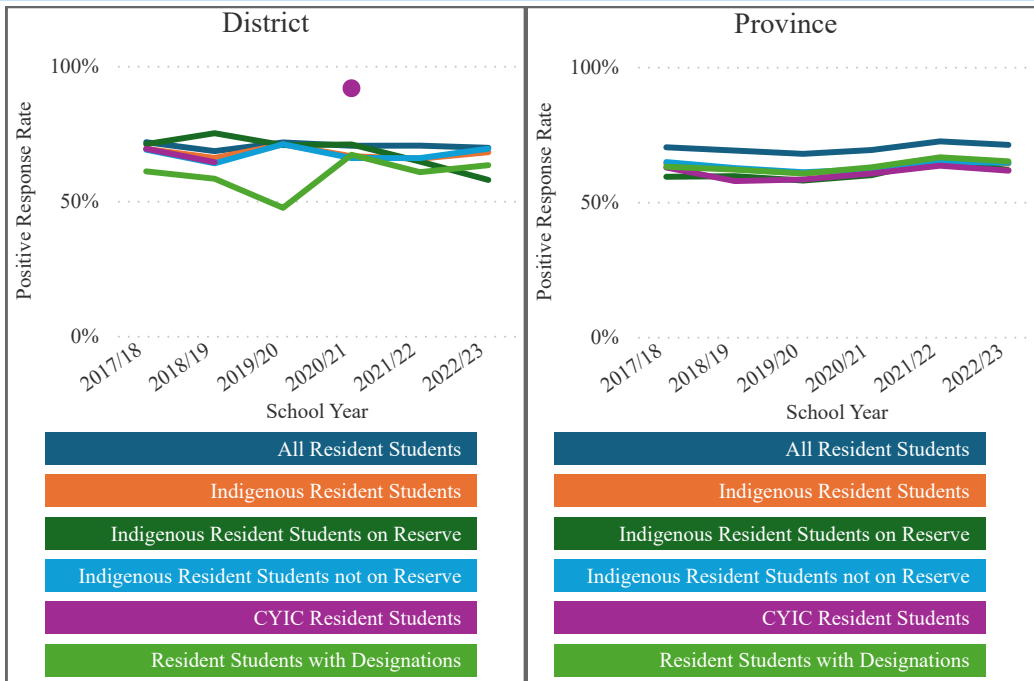
Intellectual Development Summary

Human and Social Development

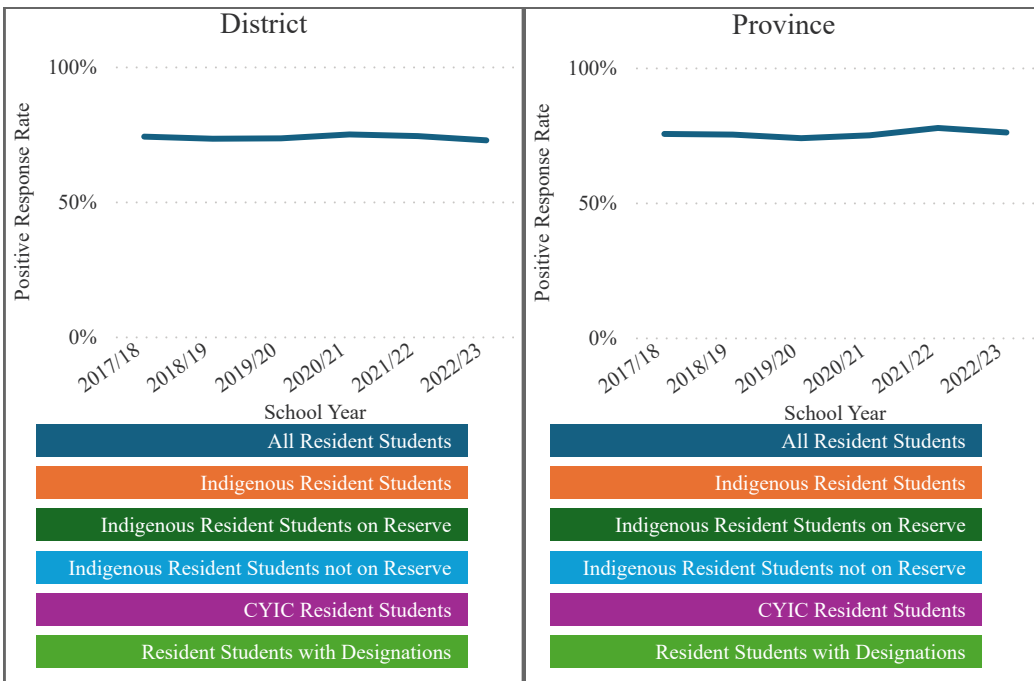
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

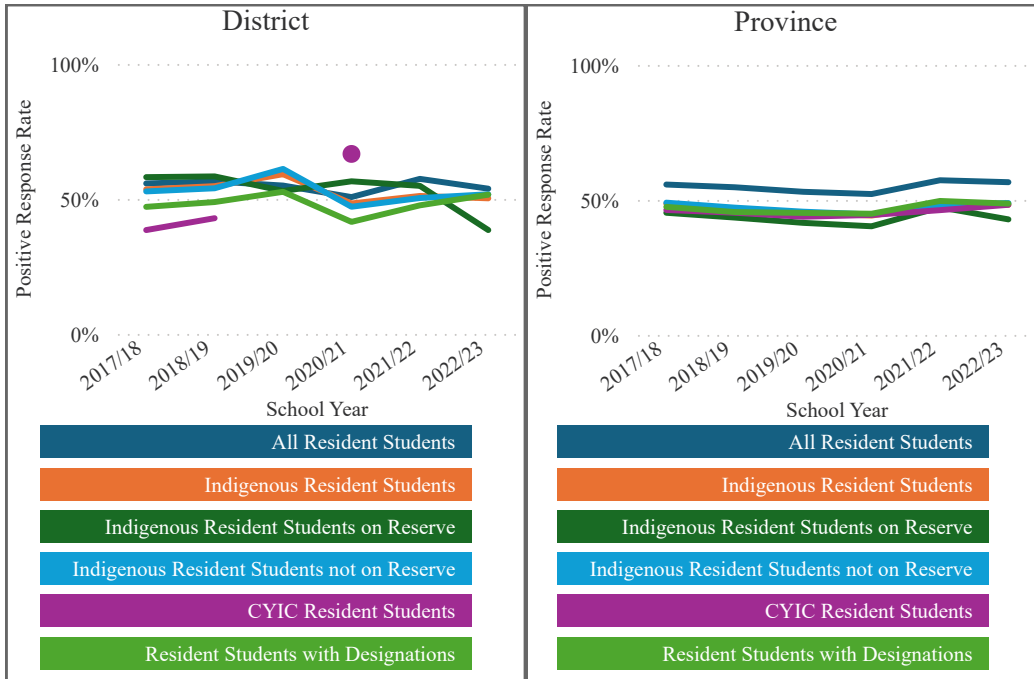
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



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

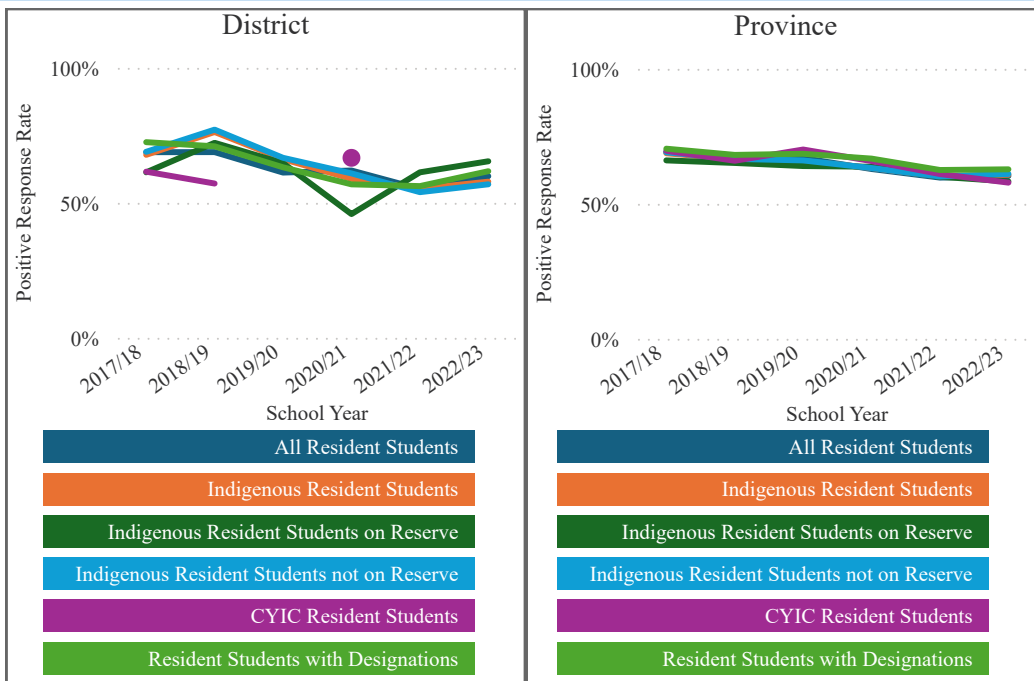


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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

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



Analysis and Interpretation

Outcome 3: Students Feel Welcome, Safe, and Connected

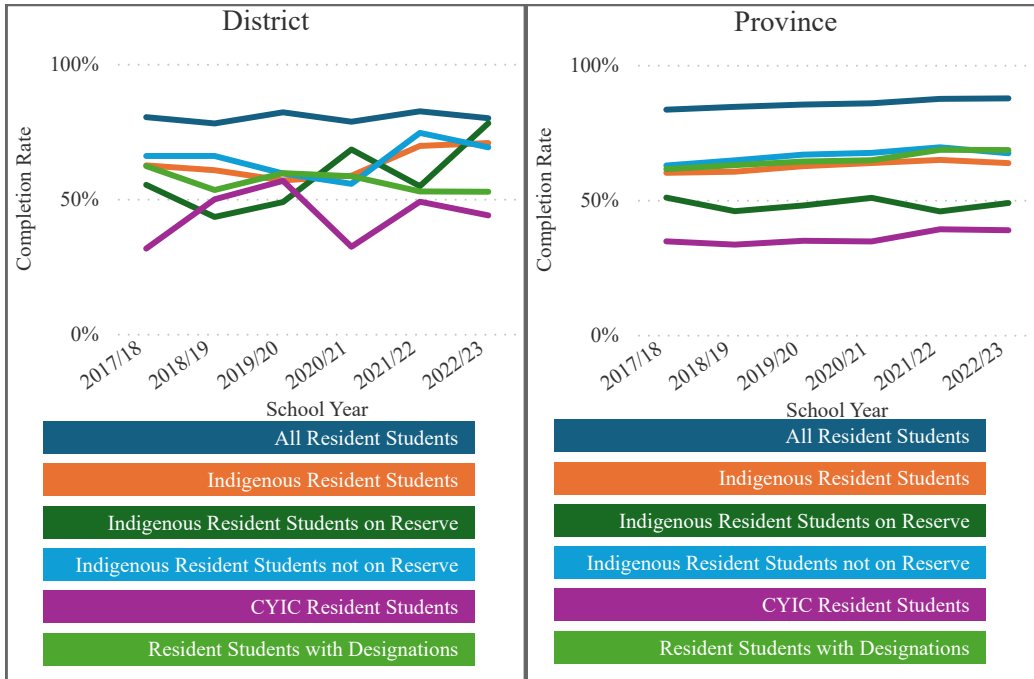
Human and Social Development Summary

Career Development

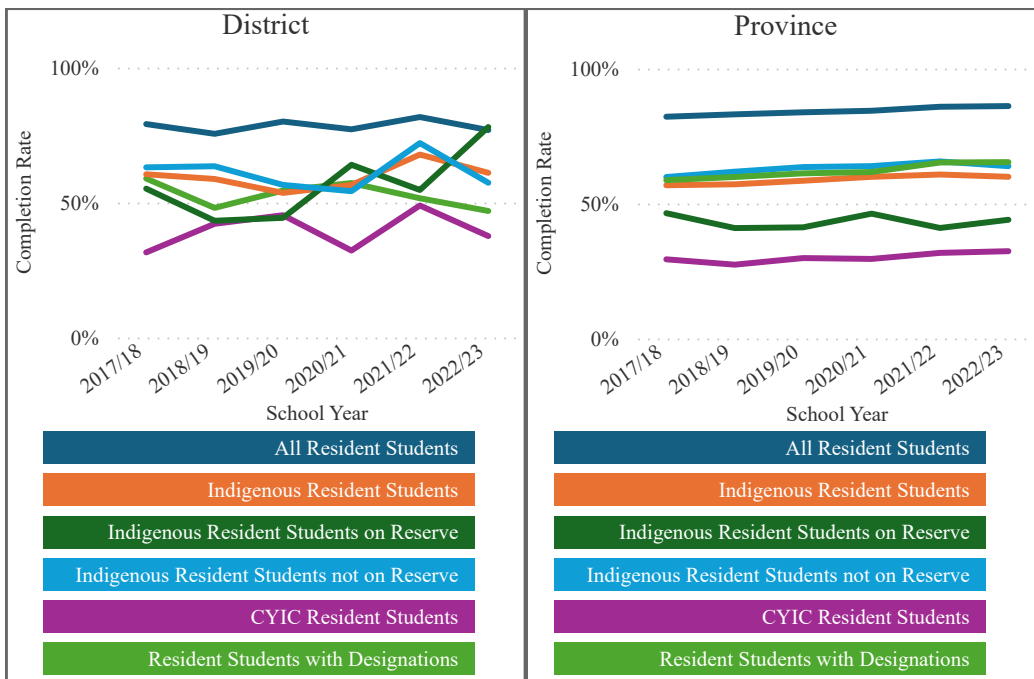
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



5-Year Completion Rate (Dogwood Only)



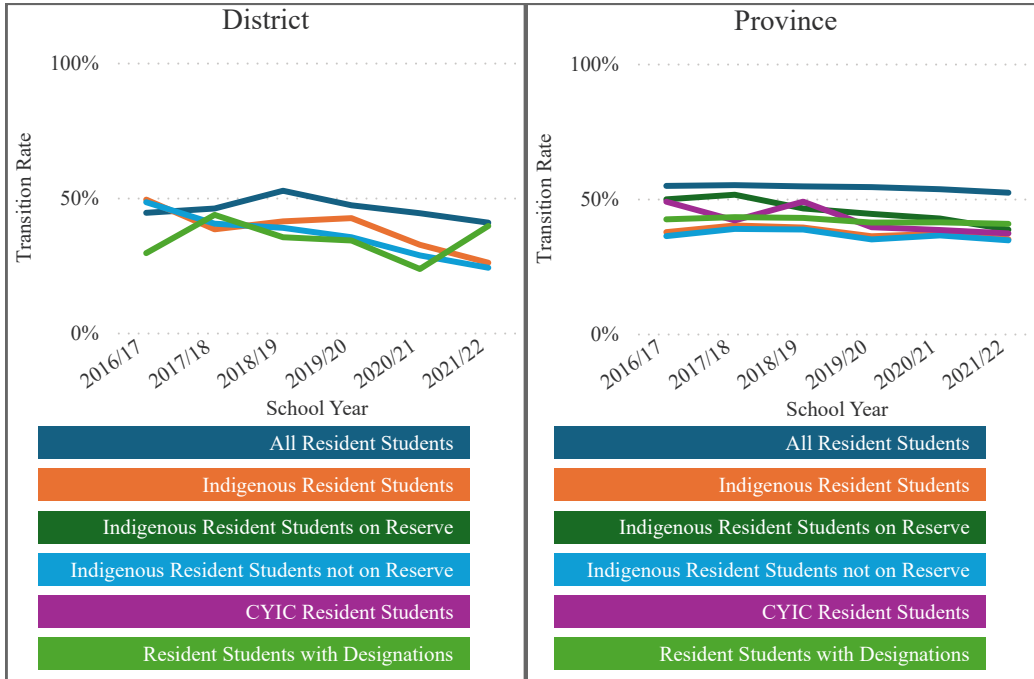
Analysis and Interpretation

Outcome 4: Graduation

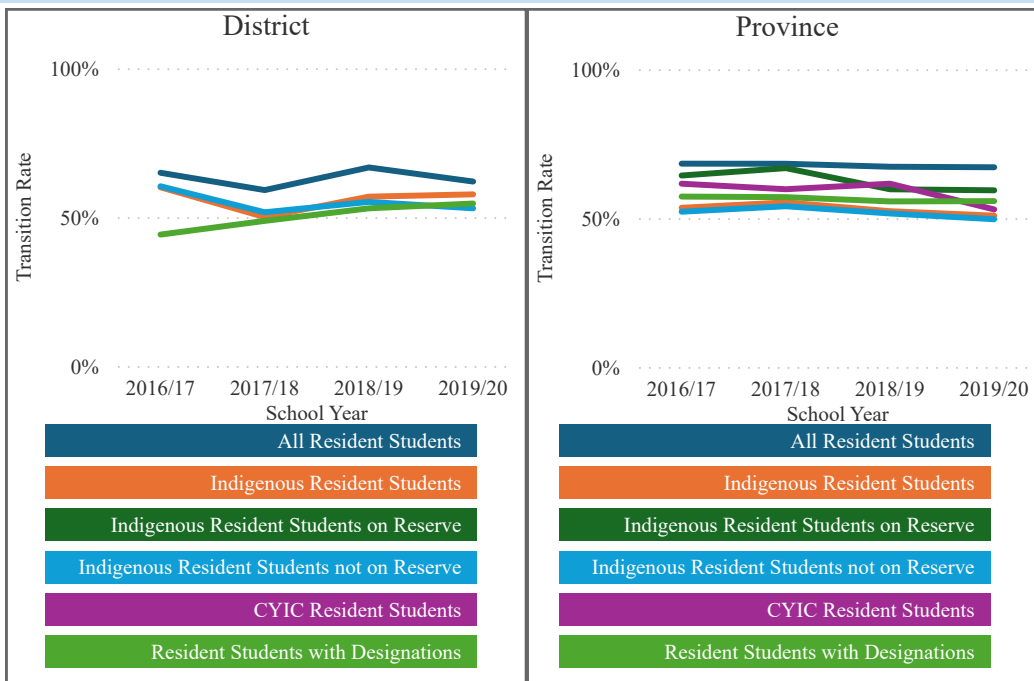
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)



Analysis and Interpretation

Outcome 5: Post-Secondary Transitions

Career Development Summary

Section B: Moving forward: Continuous Improvement Model

Strategic Plan for Campbell River SD72

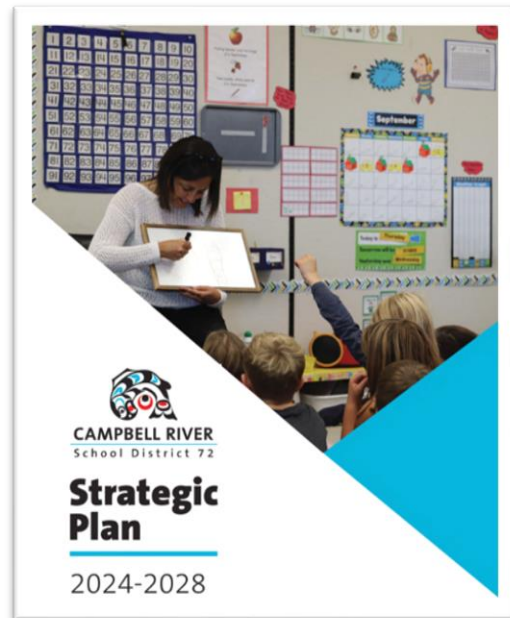
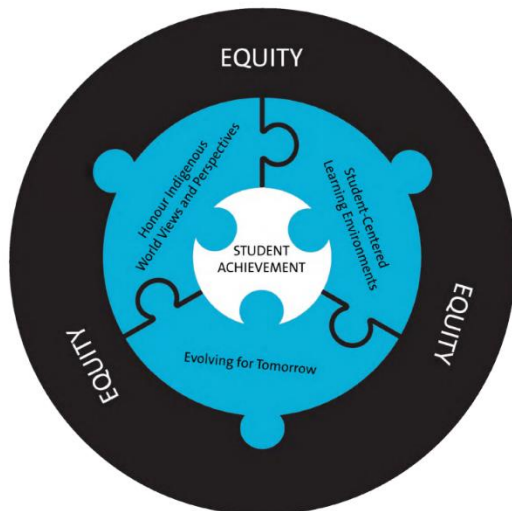
The link for our Strategic Plan can be found at the bottom of this page. Our Strategic Plan cycle is 2024-2028 putting us at the beginning phase of implementation. This is a very exciting place to be as we have the ability to connect our district priorities to the priorities laid out in the Strategic Plan. Our Strategic Plan defines and describes the boards commitment to Equity, and we define Equity as

“...meeting every student with what they need to develop to their full academic and social potential, removing barriers and adapting to their individual needs and circumstances.”

The central purpose of our Strategic Plan is Student Achievement. Our three Strategic Plan Priorities are:

- Honour Indigenous World Views and Perspectives
- Student-Centered Learning Environments
- Evolving for Tomorrow

Each of these priorities has both Goals and Measures. The visual representation of our Strategic Plan is an Equity Circle encompassing our three Strategic Priorities with Student Achievement at the center of all things. The Strategic Plan ties directly into the FESL and vice versa.



Strategic Plan Link:

<https://media.sd72.bc.ca/media/Default/medialib/2024-2028-strategic-plan-booklet-reduced-file-size.07e49d15339.pdf>

Within the Strategic Plan goals outline proficiency in Literacy and proficiency in Numeracy. Measures for completion rates, improved FSA data, Post-Secondary transition rates, Satisfaction Survey results, Student Learning Survey results, and “How Are We Doing” annual report data are listed, and the board is reported to throughout the school year when this data becomes available. The data is then tracked through the Board’s Work Plan document, [SD72 Board Work Plan](#). This ensures that the Board is kept informed of district progress in these important areas.

Strategic Alignment (District Plans/School Plans/Operational Plans)

The Strategic Plan also offers a template for our school plans which are entitled “Student Achievement Plans” so that they align with the 2024-2028 Strategic Plan. Every school in the district has the opportunity to apply for Strategic Priority Grants which support their Student Achievement Plan goals. The Student Achievement Plan goals are created after careful analysis of school data in areas such as Literacy, Numeracy, Indigenous goals, Completion Rates. Grants are provided to individual schools based on these applications. The applications are thoroughly vetted, and schools must use data to tell their story. An example of the grant application form can be viewed via this link, [Student Achievement Plan 2022-23.docx](#). The goal is that the Student Achievement Plans tie directly into our district’s Strategic Plan. Operational plans are also connected the district’s Strategic Plan and budget priorities must align with the priorities of the 2024-2028 Strategic Plan.

Strategic Engagement

Our Strategic Plan process also invested a great deal of time engaging the broader community. Students, parents, staff and the greater community took part in several surveys regarding the Strategic Plan. The Strategic Plan was adopted by the Board without a new Vision, Mission, Values statement. The Board underwent a thorough review process to create a new Vision, Mission, Values statement, and it is our hope that the new Vision, Mission, Values statement will be incorporated into the Strategic Plan document this fall. A sample of the most recent survey can be found here, <https://www.surveymonkey.com/r/THLTRK5>. It should be noted that over 700 people participated in the original Vision, Mission, Values survey and the latest survey this September has close to that same number of respondents.

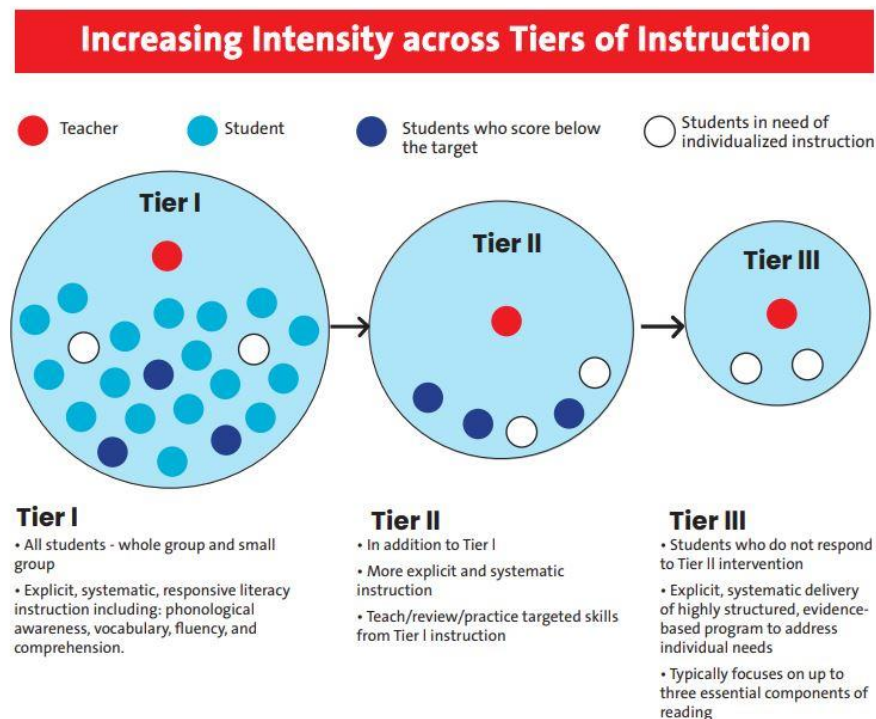
K-5 Literacy Framework

The K-5 Literacy Framework, developed by a team of Campbell River educators, was designed to address a decade-long decline in literacy rates across various student groups. During its three-year development, the framework was supported by the implementation of the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) screener for K-5 students. This screener, administered in the fall, winter, and spring, provided critical data to monitor student progress and guide interventions. After three years of implementation, the data is showing promising results, particularly when analyzed at the school-specific level.

Over the past two years, a variety of resources and targeted interventions have been introduced to support the most at-risk literacy learners. These efforts include:

Key Initiatives:

- **Development of a K-5 [Literacy Framework](#):** a comprehensive, unified district approach to teaching literacy to young learners.
- **District Elementary Literacy Coordinators (DELIC):** Two full time coordinators were assigned one day per week to every elementary school to build teacher capacity and support literacy instruction.
- **Training for LST teachers:** significant attention to and training of LST teachers to support those students who require Tier 2 and Tier 3 support.



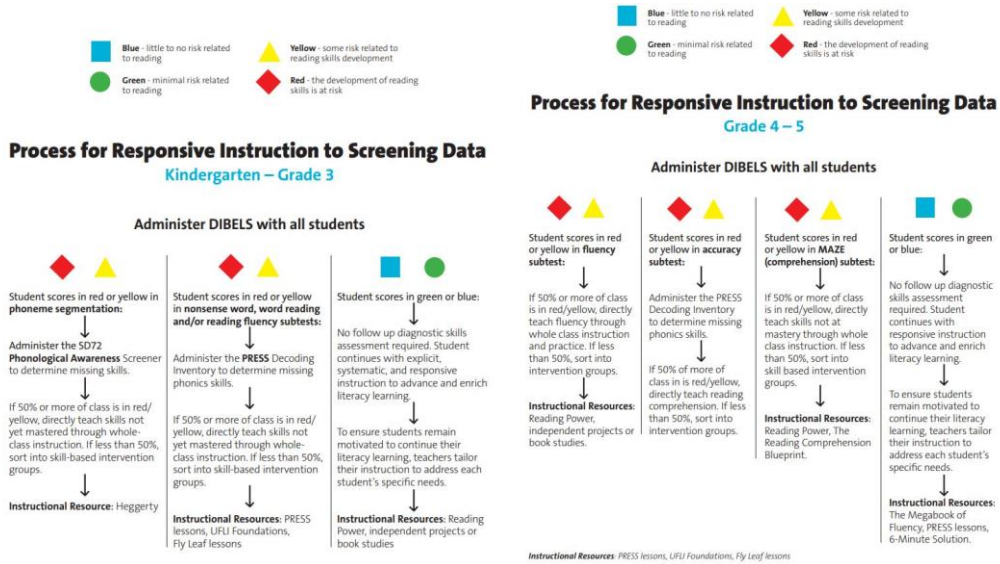
- **DIBELS Rollout:** All teachers, LST teachers, teacher-librarians, and administrators were trained to administer the DIBELS screener, which was used to track student growth over the year as well as grade to grade. Additional assessments have been added for schools to administer and collect data.

DISTRICT LITERACY SCREENING AND ASSESSMENT PLAN			
Month	Kindergarten	Grade 1	Grades 2-5
End of September	<ul style="list-style-type: none"> • Phonological Awareness • Concepts of Print (optional) 	<ul style="list-style-type: none"> • Phonological Awareness • DIBELS • QSI • Letter Formation (optional) 	<ul style="list-style-type: none"> • DIBELS • QSI
January	<ul style="list-style-type: none"> • Phonological Awareness (for emerging learners) • Concepts of Print 	<ul style="list-style-type: none"> • DIBELS 	<ul style="list-style-type: none"> • DIBELS
End of May	<ul style="list-style-type: none"> • DIBELS • Districtwide Write • Letter Formation (optional) 	<ul style="list-style-type: none"> • Phonological Awareness (for emerging learners) • DIBELS • QSI Spelling • Districtwide Write 	<ul style="list-style-type: none"> • DIBELS • QSI • Districtwide Write

* DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
 * QSI (Qualitative Spelling Inventory)

- **Data Management System:** The district purchased the DIBELS data system to efficiently track and analyze student performance over the year and grade to grade growth.
- **Flyleaf Resources:** Decodable books, lessons, and comprehension activities were purchased for every elementary school, with training provided to teachers on how to use these resources to help students apply phonics skills directly to reading passages.
- **PRESS (Path to Reading Excellence in School Sites):** This resource was introduced to LST teachers, administrators, and interested classroom teachers. PRESS provides a framework for multi-tiered systems of support, using screening data to guide instruction, further assessments, and interventions.
- **Heggerty Resource:** Purchased for all elementary schools, Heggerty offers weekly and daily lessons designed to develop phonological and phonemic awareness systematically.
- **UFLI (University of Florida Literacy Institute):** UFLI, a comprehensive literacy resource, was introduced to provide structured lessons that help students systematically build literacy skills with the goal of achieving fluency and confidence.
- **Literacy Lead Assignment:** Each elementary school was assigned a .1 FTE literacy lead to collaborate with the DELCs and school administrators to drive literacy initiatives in classrooms.

- **Literacy Intervention teachers:** additional staffing provided to some schools that need significant intervention.

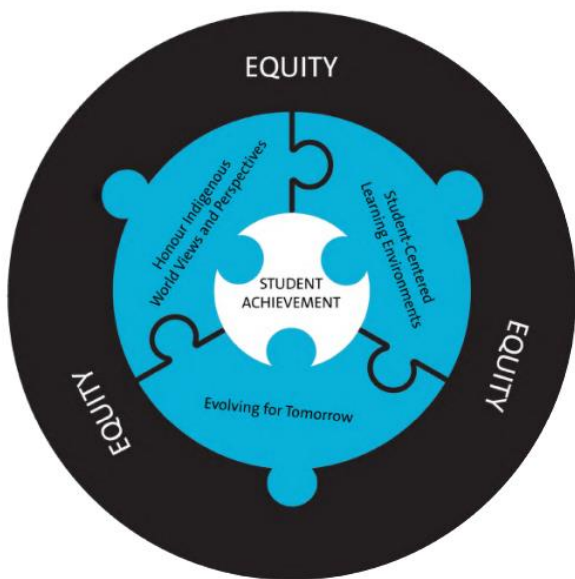


By combining these resources and strategies, the district has effectively strengthened its literacy programs, and early data suggests positive trends in literacy outcomes for students across schools.

K-9 Numeracy Framework for Campbell River SD72

A K-9 Numeracy Framework is being established for SD 72 in September 2024. The committee is being led by our recently hired K-12 Numeracy Coordinator and our Director of Instruction. The committee will comprise school-based administrators and a primary, intermediate, middle school, secondary, and learning support teacher representative. We will consult with a school psychologist and external school district and Ministry of Education and Child Care representatives.

Our analysis of our K-12 numeracy data sets, clearly indicates the need for an enhanced and strategic focus on numeracy. The re-design of our Strategic Plan outlines our priorities and goal of grade level proficiency in numeracy.



PRIORITY

Evolving for Tomorrow.

We are laying the foundation today for what schools and our district must look like in the future. As society's and the planet's needs continue to shift, we will explore new ways to address those needs. We seek to embrace a growth mindset and, in our commitment to continuous improvement, evolve and blend new methodologies with the positives of past practice.

Goals

- ✓ Grade-level proficiency in literacy.
- ✓ Grade-level proficiency in numeracy.
- ✓ A culture of innovation and progressive practices.
- ✓ Inclusive environments where diversity is celebrated and respected.
- ✓ Valued partnerships through engaged parents, caregivers, and community members.
- ✓ Decisions and educational opportunities that align with environmental stewardship.

Measures

- 🎯 Improved five- and six-year completion rates.
- 🎯 Improved cohort data measured through the literacy framework reporting.
- 🎯 Improved data measured through the Foundation Skills numeracy assessment.
- 🎯 Post-secondary transition data.
- 🎯 Updated district mission, vision, and value statements.
- 🎯 Policies and operational procedures aligned to reflect diversity, equity, inclusion, and accessibility.
- 🎯 Sharing and celebrating innovative and progressive educational practices and programs.
- 🎯 Establishing a board governance policy on environmental stewardship.
- 🎯 SD72 Carbon Neutral annual report.

We've established clear expectations and priorities for the work of our K-9 Numeracy Framework committee:

- Create a K-9 numeracy framework that will be a living document to guide numeracy instruction with a cohesive approach. The framework will be developed throughout the 2024/25 school year with a staggered and supportive roll-out beginning in September 2025.
- The framework will be founded on scientific research and will utilize culturally appropriate pedagogy, resources, and assessments guided by the First People's Principles of Learning
- Focus will include inclusive/accessible practices with support to use numeracy resources, common classroom-based assessments, and ongoing professional development for teachers



NUMERACY ANCHOR CHART
Mathematics K-9

Proficiency Scale

Emerging	Developing	Proficient	Extending
Preparing, expressing readiness, curiosity	Building familiarity and fluency with support	Showing consistency, confidence, independence	Embracing challenges, making connections

First Peoples Principles of Learning

- Learning ultimately supports the well-being of the self, the family and the community.
- Learning involves recognizing the consequences of one's actions.
- Learning involves recognizing that some knowledge is sacred.
- Learning is holistic, reflective, experiential and relational.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning requires exploration of one's identity.
- Learning involves patience and time.



Effective Mathematics teaching practices

- Establish mathematics goals to focus learning
- Implement tasks that promote reasoning and problem solving
- Use and connect mathematical representations
- Facilitate meaningful mathematical discourse
- Pose purposeful questions
- Build procedural fluency from conceptual understanding
- Support productive struggle in learning mathematics
- Elicit and use evidence of student thinking



Curricular Competencies Math K-9

REASONING & ANALYZING

- Use logic and patterns to solve puzzles and play games
- Use reasoning and logic to explore, analyze, and apply mathematical ideas
- Estimate reasonably
- Demonstrate and apply mental math strategies
- Use tools or technology to explore and create patterns and relationships, and test conjectures
- Model mathematics in contextualized experiences

UNDERSTANDING & SOLVING

- Apply multiple strategies to solve problems in both abstract and contextualized situations
- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- Visualize to explore mathematical concepts
- Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

COMMUNICATING & REPRESENTING

- Use mathematical vocabulary and language to contribute to mathematical discussions
- Explain and justify mathematical ideas and decisions
- Communicate mathematical thinking in many ways
- Represent mathematical ideas in concrete, pictorial, and symbolic forms

CONNECTING & REFLECTING

- Reflect on mathematical thinking
- Connect mathematical concepts to each other and to other areas and personal interests
- Use mathematical arguments to support personal choices
- Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts

Sounds like...

What is the problem we are trying to solve?
When and why do you estimate?
What strategies did you use to estimate?
Can you predict an answer that is possible, likely, low, or high?
How did you check your progress or verify your process?
What is another way to organize your ideas?
How can you show the same information in a different way?

What strategies did you use to solve the problem?
Can you see a pattern?
Does the pattern help you solve the problem?
What method are you going to use?
Can a peer understand your work?
How do you show your attempts and/or revisions?
What story does this math tell?
What does this mean?

What do you notice, think or wonder while solving the problem?
How can you plan your work to make it easier to understand?
How can you model or visualize the math concept?
What words will help you explain it to your peers?
Is there a better / clearer way to organize your work?

Have we found all the possibilities?
Does your solution make sense?
How is this problem like something else you solved before?
What mistake(s) did you learn from?
What would you do differently next time?
How did you revise your thinking?
I used to think _____, now I know _____.

Looks like...

- Concrete and pictorial modelling
- Think/Pair/Share/Group work
- Placemats
- Gallery walks
- Number talks
- Games/Puzzles
- Concept webs
- Venn diagrams
- Sorting/matching/predicting
- 3-ActTasks
- Estimation mysteries
- "Where's the Math?"
- Picture prompts
- Picture-book provocations
- Video/Podcast/Peer teaching
- Debate
- Journaling
- Knew/New Reflection
- KWL chart
- Notice & Wonder
- Self assessment
- Exit ticket
- Mild/Medium/Spicy Problems
- "Note to my future self"
- "Messy Math" activities

Tools & Technology for Math Instruction

Big Ideas	Outdoor / Place-Based / Unplugged	Traditional Tools	Digital Tools & Software
Number Sense Counting/Cardinality Subitizing Estimating Patterning Sorting/grouping Unitizing	Rocks, sticks, bugs, plants, animals Counting collections Kitchen measurement tools hands/feet/etc. bins/boxes/bags/bowls Outdoor sports (keeping score) fishing net/trowel/bucket/string	Chalk/crayons/pencils/markers Cuisenaire Rods Legos/Blocks Beads/Unifix cubes Pattern Blocks/Tangrams Rekenrek / Ten-frames Dice/Dominos/card games (ex. UNO) Bingo Game / board games Drumming/singing/dancing (body counting)	Virtual Manipulatives Tang Math Games Brainiaccamp Ozobots/etc. Estimation180 Prodigy Ozobot/Robot Mouse/Cubetto
Ordinality Cyclicity/Modularity Arranging Organizing Visualizing Partition Equality Comparing	egg cartons/muffin tins/etc. Compass/Thermometer/Weather station Seasonal data (changing light/temp/plants/etc.) Life cycles/seasons cards/turtle calendar Net/sieve/filter unplugged hour of code activities colour wheel/paint	Money (coins and bills) 100-grid Rulers/Protractors Scales calendar/grid/array/table number line (single & double)/cartesian plane Fraction models Food Fractions (pizza/pie/cake/etc.)	Jump Math Yohaku/Shikaku Kenken/Sudoku 5 function calculator Lego mindstorms Scratch/Dash/Sphero/Cue Music composition software (ex. Incredibox)
Measuring (1D/2D/3D) Converting Scale Proportion Equality/inequality Calculating/Evaluating Spatial reasoning	Scale a recipe (up or down) Tide Charts/Moon calendar Playground equipment Tree rings / Increment Borer Rain gauge Test plots/garden beds Measure with hands/feet/paces/etc. Ramps/pulleys/gears/etc.	Formline Art/Carving/Drum design Clocks/Stopwatch/hourglass/Sundial Rulers/Protractors/Measuring tape Nets/Solids/Tiling/tessellations Weights & Scales Spirit/Water level Thermometer Ratio tables/Trip tables	digital garden design/room design (ex. IKEA) GPS (coordinates)well data/seismic data scientific calculator Digital microscope/etc. digital sensors (pH/light/sound/pressure) Time-lapse / Slow-motion video TinkerCAD/Blender Solvemoji
Generalizing/Predicting Encoding/coding Modelling Eliminating/Simplifying Solving/isolating Substituting	Beading/Weaving/knitting/crochet Plan, prepare and share a meal Dichotomous keys Blueprints/maps/topographical charts Nautical charts	Algebra tiles Balance models (equations) Charts and graphs (by hand) Spreadsheets Store/Market/toy exchange/ swap and shop	Desmos activities Graspable Math/Virtual Mobile Models Dragonbox Algebra 12+ Digital survey tools Stats Canada/Our World in Data Digital mapping, graphing, and chart tools Online shopping/banking/budgeting tools

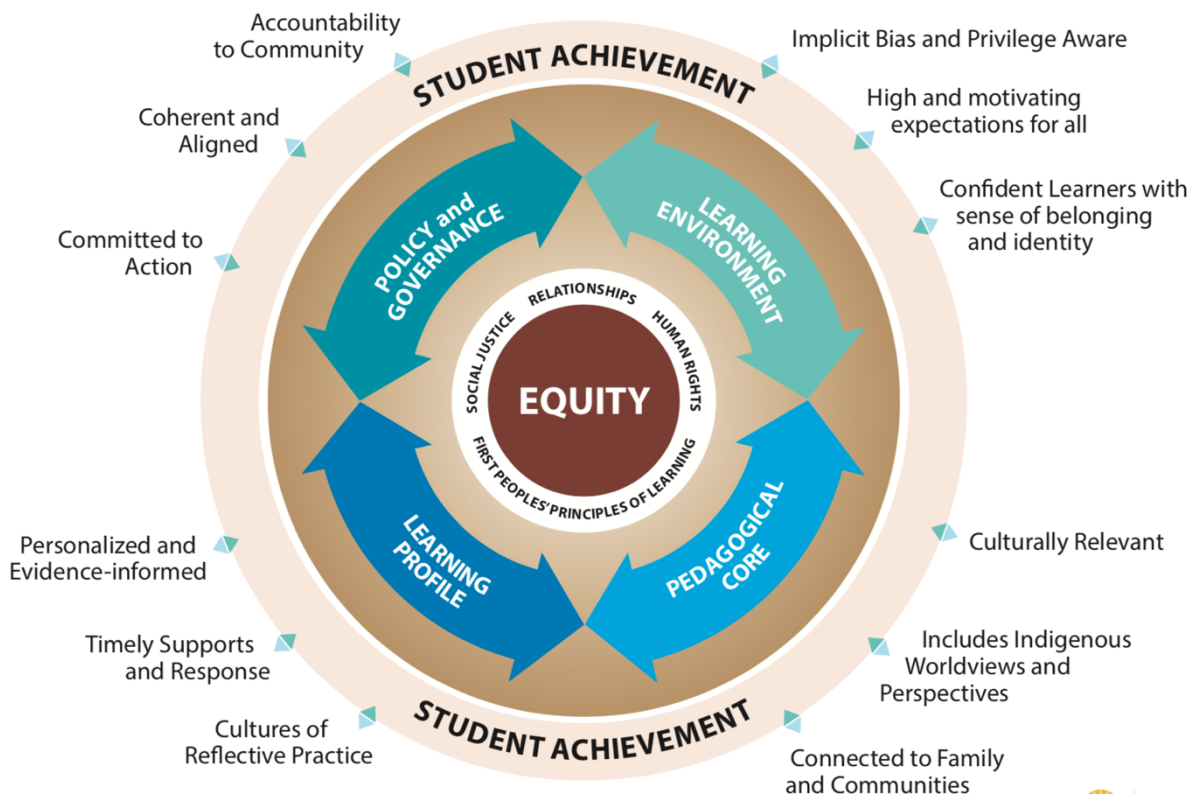
EQUITY IN ACTION

School District No.72 (Campbell River)

2023/2024

Equity in Review

Indigenous Student Success



1. SD72 Overview:

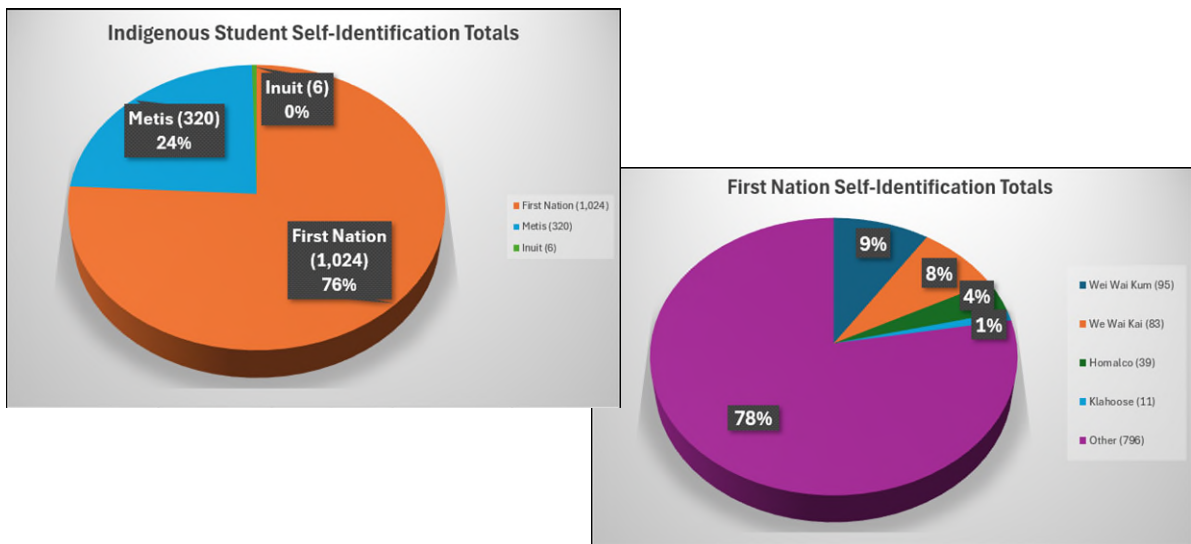
This year our district introduced a new District Strategic Plan with a central purpose on student achievement; an equity commitment and three priority areas: Honour Indigenous World Views and Perspectives; Student-Centered Learning Environments; and Evolving for Tomorrow.

The district ‘equity commitment’ for all learners states:

“ We define equity as meeting every student with what they need to develop to their full academic and social potential, removing barriers and adapting to their individual needs and circumstances.”

The district’s belief that ‘equity’ is paramount in improving student achievement as it is central to student experiences and engagement aligns with the focus of our district’s Equity in Action Commitment for Indigenous learners. Our district has continued to dig deeper into our understanding, responsibilities and accountability to Indigenous students and families in the four Equity in Action domains: Learning Profile, Learning Environment, Pedagogical Core and Policy and Governance.

It is important to note that during the 2023/2024 school year, 5700 students enroll in our district with approximately 24% of the students self-identified as having Indigenous ancestry. The graphs below show the break down within the identification of local First Nations, Métis and Inuit students as well as those with in the First Nations communities.



Within the following sections, we will share how we reflect on what our data is telling us, review strategies or approaches to address needs or remove barriers, share ways in which we celebrated growth and our continued efforts to ensure the voices of the Indigenous families are always central to our work.

2. Policy and Governance:

Indigenous Education Council: The local Nations, North Island Métis and Indigenous organization have been strong partners with SD72 and have had a well-established relationship and functioning Indigenous Education Advisory Council for approximately 30 years. With the introduction of Bill 40 and Ministerial Order, the name of the council has now been changed to the Indigenous Education Council (IEC) and is undergoing changes to their current terms of reference and guiding practices. The new changes will emphasise the importance of the IEC and their collective purpose to advocate for all Indigenous Students through advice on programs, services, and achievement. The IEC meets monthly: reviews all budgets, staffing, and provides direction on the integration of Indigenous worldviews and perspectives grants. The IEC provided clear guidance on ensuring local First Nations languages, cultures, customs, traditions, practices and histories are central to our collective work.


Kʷakʷala and Liʷala Governance Committee: The Kʷakʷala and Liʷala Governance Committee has been in operation for the past four years. This Committee oversees the K-5 Kʷakʷala and Liʷala Primary and Intermediate Language Bilingual program that is co-developed and governed by the Nations and the School District. As well, the Committee reviews the Kʷakʷala and Liʷala language programs offerings throughout the district.

Indigenous Cultural Safety, Humility and Competency Guide: Implementation of the SD72 Indigenous Cultural Safety, Humility and Competency Guide to provide baseline information that all staff must be aware of. The guide is provided to help educators in the K-12 education system find and use appropriate and meaningful resources that will increase their ability to provide culturally safe and respectful learning environments. This guide is also a part of the new employee packages.

SD72 Board Governance Policy 25* - Indigenous Education

The Board of Education of School District 72 honours its relationship with the local First Nations and all other First Nations that reside in these traditional territories in which the district operates. The board recognizes that First Nations, Métis and Inuit students must be provided with the opportunity to have an education that meets students, and community needs and ensures equity of access, opportunities, programs and structures to ensure the educational success of First Nations, Métis and Inuit students.

The board will mandate that all school district employees participate in relevant, ongoing learning and training about the language, culture, heritage and history, along with curriculum development and implementation in collaboration of the above forementioned. **Please note, the current policy is under review and will be updated.*



CAMPBELL RIVER
School District 72

Page 1 of 1

Board Governance Policy 25

INDIGENOUS EDUCATION

The Board of Education of School District 72 (Campbell River) recognizes that it operates on the traditional territory of the Liʷiʷalaʷ First Nations (We Wai Kai First Nation, Wei Wai Kum First Nation and Kwakwakaʷ First Nation), the Klahoose First Nation (Cortes Island), Kwomoks First Nation (Sayward), School District 72 honours its relationship with the aforementioned, the Homalco First Nation and all other First Nations, Métis and Inuit peoples who reside in these traditional territories in which the district operates.

The board recognizes that First Nations, Métis and Inuit students must be provided with the opportunity to have an education that meets student and community needs and ensures equity of access, opportunities, programs and structures to ensure the educational success of First Nations, Métis and Inuit students.

The Board of Education also recognizes the fundamental role language, culture, heritage and history play in the achievement of First Nations, Métis and Inuit students' educational success. The Board of Education recognizes the importance and shared responsibility for education between representatives of the First Nations, Métis and Inuit community, the Board of Education of School District 72 (Campbell River) and the B.C. Ministry of Education. To support and acknowledge the importance of that shared responsibility, the school district must maintain the established Indigenous Education Advisory Council (IEAC).

In recognition of the shared responsibility to improve the quality of education of First Nations, Métis and Inuit students in School District No. 72 Campbell River, it is agreed that the terms and goals of the Aboriginal Education Enhancement Agreement (EA) will enhance the basis and delivery of Indigenous education, programs and services of School District No. 72.

The board will **mandate** that all school district employees participate in relevant, ongoing learning and training about the language, culture, heritage and history of the Liʷiʷalaʷ First Nations on whose traditional territories the district operates and that encompasses all First Nations, Métis and Inuit peoples who reside here. The curriculum shall be created in collaboration with the local First Nations, Métis and Inuit communities and School District #72 educators.

1. At least once per year, the Board of Education and representatives of the Indigenous Advisory Council shall meet in an information session to exchange ideas and information about enhancing the basis and delivery of Indigenous education, programs and services of School District #72.
2. The Superintendent and the Principal of Indigenous Education shall meet to prepare the agenda for the meetings.
3. The Superintendent shall chair the information meeting between the Board of Education and the Indigenous Advisory Council.

Monitoring Method:
Monitoring Frequency:
First Adopted:
Last Revised

Internal Reports/Board and Superintendent
Annual
May 8, 2018
January 2020
January 2021

School District 72 (Campbell River)



CAMPBELL RIVER
School District 72

SD72 Equity in Action Commitment 2023-2024



Indigenous Student Success

SCHOOL: Southgate Middle
Equity and Action Focus: Learning Environment with sense of belonging and identity
Targeted Area: Confident Learners

Please share your approach to implementing your Equity in Action commitment goal for the 2023-2024 school year. Highlight your initiatives, areas of success, and qualitative and quantitative data used to address parity and equity gaps for Indigenous learners. Include pictures, if available.

August 2023 Professional Development Day



To start this school year, we invited Chief Darren Blaney of the Xwe'ma'ikkwu First Nation to share his thinking on what's important for raising and educating our youth. Darren spoke at length about the importance of protecting and caring for our sensitive ecosystems. He shared the work that he and his nation are undertaking to support this goal. Chief Blaney provoked critical thinking with staff and many left with important takeaways to further support their instruction.

School Equity in Action Reports: Implementation of annual Equity in Action reports from each school to ensure all schools are identifying areas of growth and demonstrated outcomes. Schools choose from one or



more of the domains: Learning Environment; Learning Profile; Pedagogical Core and Policy and Governance and their specific area of focus. (See appendix for school reports examples)

Wei Wai Kum Cultural Mentor Will Henderson and Southgate Students – land-based learning.

District Equity Data for the IEC: A collection of data and student information is collated and shared with each local Nation (Wei Wai Kum, We Wai Kai, Homalco and Klahoose), North Island Métis and the Nuuchah Nulth Tribal Council. This collection of information is discussed with the community to share the overall student demographics, numbers of students who are supported by Inclusive Ed, those students receiving Indigenous Education services, ESD services, the various Indigenous Education or ESD staff that may be working with their families. The data takes a close look at attendance percentages and through the Pathways to Graduation – Grandmother’s Perspective tool how students are connected and engaged in their schools. Sharing the information, opens a rich conversation of current student progress, patterns or barriers we may be identifying, strategies that we are using to address needs and to open dialogue on how we can strengthen our working partnerships through new initiative that may happen in community that can offer a continuum of support or service.

One example of this is the implementation of breakfast programs to support students arriving earlier to the Nations bus pick up spot to reduce missing the bus and decreasing absences. Students arrive early, have breakfast, help with any homework or personal need and are ready for the school bus when it arrives.

(See appendix for reports)

Wei Wai Kai First Nation 2023-2024

Student Demographics: [Table showing student counts and percentages]

Students Receiving Indigenous Education Services: [Text describing services]

Students Receiving English Skills Development (ESD)(11) (Maximum of five years of service): [Text describing services]

Additional Writing: [Text describing writing programs]

Additional Reading: [Text describing reading programs]

Additional Math: [Text describing math programs]

Additional Science: [Text describing science programs]

Additional Social Studies: [Text describing social studies programs]

Additional Health and Physical Education: [Text describing health and PE programs]

Additional Art and Music: [Text describing art and music programs]

Additional Career and Life Skills: [Text describing career and life skills programs]

Additional Other: [Text describing other programs]

Inclusive Education: [Text describing inclusive education services]

The Importance of Attendance: Understanding the Impacts and Barriers: [Text describing attendance issues]

Wei Wai Kai (Case Study) on Resilience - Percentage of Days Indigenous Students Absent as of 2024-Apr-05: [Pie chart showing absence data]

3. Learning Environment:

Throughout the district many initiatives continue to take place enhancing learning environments to ensure all spaces are welcoming, inclusive, safe, engaging and reflect the lives of the Indigenous students, families and staff within the school or district. Throughout the year, schools have created opportunities for families to participate in events or throughout the day; reviewed correspondence to ensure information is meaningful and accessible to families; updated or added to entrances or gathering spaces to reflect Indigenous perspectives; reviewed transportation access and services; and reviewed instructional materials for racial biases and authentic materials used.



Elders Tea at Phoenix Middle School, Play Potlatch at Cedar Elementary demonstrate and inviting and inclusive environment.



Another critical area of work that was continued in 2023/2024 was on the **Human Rights Special Exemption Program**. Led by Human Resources the district hosted meetings with our collective CUPE and Teacher Union and PVP representatives along with the Director of Indigenous Education and members of Senior Management to work through the rationale for the application and the need for preferential hiring of Indigenous peoples. Our hope is to have a preferred hiring exemption in place in the next school year. This will increase our district’s ability to recruit Indigenous staff at all levels.

This work supports the DRIPA Action Plan number 4.2 which states:

“Develop and implement an effective recruitment and retention strategy to increase the number of Indigenous teachers in the K-12 public education system. (Ministry of Education and Child Care, Ministry of Advanced Education and Skills Training)”

SD72 school and district leadership in response to active racism in our schools participated in a 4-part **Anti-Racism Response Training** series developed by Dr. Ishu Ishiyama and enhanced and adapted – including virtual adaptation – by Thanh Tazumi, Naomi L. Wolfe, & Sanchit Mittal, using a witness-centered approach to disrupting racism. The sessions were highly interactive and experiential Canadian-based online series that introduce all participants to the historical legacies of racism in this country, provided an overview of key definitions and concepts such as microaggressions, systemic racism, white fragility, and implicit bias, and offer tools that encourage participants to shift from being frozen or silent bystanders to becoming active witnesses. The sessions enhanced knowledge and skills as well as opportunities to practice how school leaders can effectively respond in order to disrupt racism and build safer and more inclusive communities. This year 6 staff members took the Train the Trainer Learning series who are now able to offer the Anti-Racism workshops for staff and students.

4. Pedagogical Core:

Throughout the year numerous initiative, resources and professional development opportunities have taken place to support developing skills and deepening understanding of Indigenous worldviews, perspectives and pedagogies as well as addressing the Truth and Reconciliation Commission (TRC) Calls to Action #63 and the Actions within the Declaration on the Rights of Indigenous Peoples Act (DRIPA) Action Plan.

One exciting area of continued development within our district is focused on the pedagogical offerings of the local traditional languages. This work is in direct alignment of the DRIPA Cultural Heritage Action 4.29 that reads:

“Establish an Indigenous-led working group to develop a strategy for the revitalization of Indigenous languages in B.C., including potential legislative supports.”

The development of all instructional practices, resource and learning outcome frameworks have been developed by the local Nations and supported by district staff as needed. Here are some highlights of both the Kʷakʷala and Liḵʷala Bilingual K-4 program, overall district language offerings and the development of an ʔayʔajuθəm Independent Directed Study (IDS) and secondary courses.

Kʷakʷala and Liḵʷala Language Offerings: Kʷakʷala and Liḵʷala has been offered throughout the district in various ways for over 25 years. At times, it has been challenging to offer to all schools due to the limited number of language speakers. To ensure that the Kʷakʷala and Liḵʷala language thrives an effort to revitalize the language has been created in the district through partnership with the rightsholder’s Governance Committee and ongoing dedication of the Kʷakʷala and Liḵʷala Language teachers. Currently, the district offers a K-4 Kʷakʷala and Liḵʷala Bilingual Program, regular classes within the middle school and alternative programs. The language offerings are focused in the Wei Wai Kum and We Wai Kai Nations’ schools of choice.



Kʷakʷala and Liḵʷala Teacher and Student at Ripple Rock Elementary. Kʷakʷala and Liḵʷala reading materials in all schools.

2023/2024 Overview of Kʷakʷala and Liḵʷala Language Offerings and Student Participation:

- Ripple Rock K-4 Kʷakʷala and Liḵʷala Bilingual Program - 51 students.
- Pheonix Grade 6-8: Kʷakʷala and Liḵʷala Language class - Part of the Student Experience or Expo rotation - 2 classes per week for 6 weeks – total of 70 students .
- Carihi Kʷakʷala and Liḵʷala Language Course – Grades 9-12 - 31 students.
- Robron Learning Centre: 50 students participated in the Kʷakʷala and Liḵʷala Language Courses - grades 8-9 with 20 students and grade 10-12 with 30 students.
- **Total of 202 students participated in in the Kʷakʷala and Liḵʷala Language Offerings.**

ʔayʔajuθəm Language Offerings: Currently through the Homalco Nation’s leadership and working

group, SD72 has been able to offer an ʔayʔajuthəm ISD in partnership with University of Alberta and the University Victoria in a ʔayʔajuthəm orthography course. The working group has also further developed three ʔayʔajuthəm secondary courses that meet the provincial requirements for course credits. These courses also utilize language and culture to guide the students through a ‘Language Journey’ from an introduction to using their language within community leadership. The Nation is currently supporting and recruiting their members in an interest to be able to hire a secondary teacher within the next years.

- ʔayʔajuthəm Grade 10: Language Journey: Awakening the Canoe
 - ʔayʔajuthəm Grade 11: Language Journey: Paddling Together
 - ʔayʔajuthəm Grade 12: Language Journey: Toward New Shores
- **ʔayʔajuthəm Independent Directed Study (IDS):** 10 students enrolled in the course that was offered in partnership with the ʔayʔajuthəm orthography course. As this was the first year and extra challenging as it was offered afterschool not all students found success. Out of the 10 we had 7 complete the course. The students were from the SD72 secondary schools and alternative school.
 - Georgia Park K-5: offered to all students throughout the school activities: general greetings, seasons, colors, etc. This is offered as an introduction to ʔayʔajuthəm to full school population.
 - Through collaborative work with the Homalco Nation and district we are confident that we can establish a robust offering of ʔayʔajuthəm through the ongoing IDS and new course development.

Carihi and Timberline students and teachers embarked on a meaningful learning tour with Homalco Wildlife Tours and knowledge holders from the ɣʷemətkʷu ʔayʔajuthəm language department to celebrate their learning in ʔayʔajuthəm.



Additional areas of Pedagogical Core Focus.

- District Professional Development – January 8th, 2023: A Journey of “Learning How” through “Learning About” and Learning From” a focus day with all staff and Indigenous Knowledge Keepers and Role Models.
- Ongoing resource and curriculum development on Indigenous histories, residential school systems, and the history and legacy of these systems.
- Increased access to authentic Indigenous focused materials and resources through online materials, learning-kits, and Indigenous reads (over 250 professional books), school libraries and some local First Nations books have been developed.
- Cultural Mentor – Contract with the Local Nation to offer local teaching through stories, songs, drumming and teaching of protocols.

- Ongoing mentorship, collaboration, co-teaching, and consultation to support information sharing and teaching best practices. Over 500 points of contact between school staff and Indigenous Ed Resource teachers with a focus on local First Nations connections, residential systems, colonization, anti-racism and identifying biases, current context for First Nations, Métis and Inuit peoples, and cultural and environmental contributions.
- Continuing professional development, training and purchase of new Indigenous authored resource to support FPEnglish 10 and 11 course delivery.
- Building on the Development of a Knowledge Keeper and Role Model Handbook and guide through the January 8th Focus Day to support teachers to increase staff ability to invite Indigenous Knowledge Keepers into the learning environments.
- Increased opportunities in all Indigenous content areas and with focus on Honouring Indigenous Worldview and Perspective Grants, residential school systems, TRC and Knowledge Keeper funding. Over twenty large school initiatives.

Everything is one. We are all connected. Two-year project with Nuu-Chah-Nulth Knowledge Keeper Qwaya Sam creating a welcoming focus for Penfield Elementary School. Many teachings, activities and lessons went with the project. This project initiated the joint Potlatch with Penfield Elementary School, Cedar Elementary School and EDM Elementary School.



Knowledge Keeper Qwaya Sam (Nuu Chah Nulth) with carving and drums at Penfield & Cory Cliffe (Wei Wai Kum) with drum making with students at Quadra Elementary.

Increasing cultural teaching through drum making. Each school in guidance from local Knowledge Keepers has created a class set of drums utilizing local teachings and protocols. Through ceremony the drums are awoken and gifted to the schools by the students who worked on them sharing the opportunities of learning cultural and languages through songs.



- Annual survey to identify areas of professional development and training done in collaboration with Indigenous Education and SD72 Pro Dev coordinator. Staff expressed a continuation of time with local and Indigenous Knowledge Keepers.

5. Learning Profile:

SD72 has worked hard to use various forms of information and data to have a personalized and evidence informed understanding of all Indigenous learner profiles. Together we are working to ensure we have timely and responsive supports. Noted below are some of methods used and their corresponding actions.

Pathways to Graduation – Grandmothers Perspective Data: completed annually in the fall with school staff to identify Indigenous students’ strengths and areas for support. Each school reviews student information and plans specific goals for each student addressing needs for academic interventions, social emotional support, nutritional, extenuating family circumstances or post-secondary / career transition readiness. Also at the district level, data is reviewed to plan for additional staffing or realignment of services. *(See Appendix for District and Nation Data)*

Through our Pathways focus and Equity work we continue to see an increase in Indigenous students graduating both through the Five Year and Six Year Completion rates as well as an increase in students transitions to BC Public Post-Secondary Institutions. The data notes:

- **Six-year completion rate** for Indigenous students has increase from 65.7% in 2018/19 to 75.9% in 2022/2023. Six-year completion rate for Non-Indigenous students has increased from 87.1% in 20218/19 to 90.1% in 2022/2023.
- Of the 69 Indigenous graduates from SD72 in 2017/18, 26(38%) immediately **transitioned to BC public post-secondary institutions**, and within 4 years after graduation, 36 (52%) had transitioned into post-secondary.

One area we took a deeper look this year was at ‘how’ students were graduating. We identified that although we continue to support students and see an increase in the overall graduations rates, we still have too many students leaving our district through an adult graduation pathway.

- **2023/2024 - 5 Year Cohort (2019-2024):** Total of 117 students, with 89 graduating. Of the Indigenous students who graduated June of 2024, 56 graduated with a Dogwood; 19 graduated with an Adult Dogwood; 14 graduated with an Evergreen; 23 students extended for an additional year and 5 students left the district.
- **2023/2024 – 6 Year Cohort (2018-2024):** Total of 3 students, with 1 student graduating with an Adult Dogwood; 1 student extending for another year and 1 student left the district.
- **Local First Nations Graduates:** 23 students identified with the local Nations had 9 students graduate with a Dogwood, 6 with an Adult Dogwood, 2 with an Evergreen and 6 extending for an additional year.



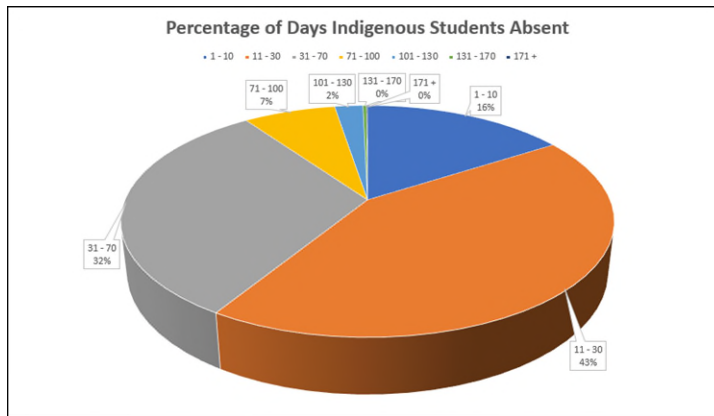
Indigenous Education Graduation celebrating students and families hosted by the Wei Wai Kum Nation at the K'ənwačiči Big House.



Understanding Indigenous Student Connections and Engagement: Completed annually in collaboration with school and Indigenous Education staff to identify our understanding of and plan for students’ strengths or needs in the following areas: School Life; Peer and Adult Relationships; Academic Engagement; Attendance; Family and Community Connections. Information is then used by Indigenous Education staff and school staff to guide their interventions and supports and offering information to other staff to ensure strategies are in place to have Indigenous learners fully connected and engaged. All information is collected in the school Teams folder for Student Connections.



Student Connection & Engagement Attendance Data: Indigenous student attendance data is disaggregated by district, schools, Nations, Métis, and shared with school to identify students who have ongoing attendance concerns and explore ways to reconnect students. The Local Nations and Métis also receive information specific to them in the Equity Data Report. To support in this area, Inclusive Education has created an Inreach Outreach Team who will work in collaboration with Indigenous Education staff and school-based teams to identify students and target strategies.



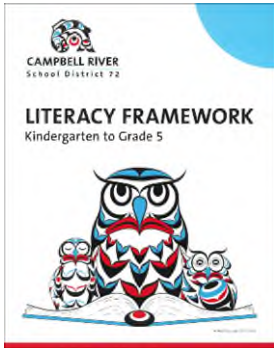
Graph shows an overall Indigenous Student absent report for a period of Sept to April. Data is reviewed and discussed with teams to strategize new ways to understand and address the barriers to attend school. Unmasked data for each school is offered in their schools Equity Data file on Teams for easy access. After the discussion with the Nations, we will be pulling this report in early fall than again in the spring to meet and discuss strategies together earlier.

Literacy Progress:

Supporting DRIPA Action 4.2 “Identify and undertake concrete measures to increase the literacy and numeracy achievement levels of Indigenous students at all levels of the K-12 education system, including the early years. (Ministry of Education and Child Care) “

- *In 2022/23 on the Grade 4 Literacy assessment, 54% of Indigenous students were “On Track” or “Extending” expectations on the revised FSA compared to 69% of Non-Indigenous student in SD72.*
- *In 2022/2023 on the Grade 7 Literacy assessments, 54% of Indigenous students were “On track” or “Extending” expectations o the revised FSA compared to 65% of Non-Indigenous students in SD72.*

The current 2023/24 data results show the Indigenous students grade 4 and 7 FSA with a slight increase, however, still lower than the Non-Indigenous students. The district will continue our efforts in this area. Through the guided work of the Literacy Framework, all schools have focus on the literacy proficiency of the students in all areas. School staff have had professional development and training to advance their instructional practices and targeted in on literacy over the past three year. Reviewing the data schools will target individual students for additional support. Many Indigenous students in the elementary and middle school years also receive additional support from the ELL/ESD staff . *See the SD72 Literacy Data for more data information.*



Using the ‘How are we doing’ and PowerBI data provided by the Ministry of Education and Child Care, several opportunities were offered to Indigenous Education staff, school leadership teams, senior management, and Board of Trustees to explore the data, look for trends, unpack what it is telling us and how we can shift our practices or strategies to offer timely supports and responses to needs. Data explored through an equity lens while disaggregating Indigenous / non-Indigenous/ gender/ on and off reserve comparisons: Foundation Skills Assessments for Literacy and Numeracy; How we are doing; Five- and Six-year Completion Rates; Student Learning Surveys and Equity Scan Dashboard of students to target for Six Year Completion.

Identified area of Concern and Targeted Strategies: The district has identified Numeracy as an area of focus for all learners. With the noted results for Indigenous learners, additional Indigenous Education Success/Support Teachers will be added to support Indigenous student in both literacy and numeracy. The Indigenous Education team will also collaborate with the new Director of Instruction to ensure Indigenous students are supported within the district’s overall plan.

- *In 2022/23 on the Grade 4 Numeracy assessment, 32% of Indigenous students were “On Track” or “Extending” expectations on the revised FSA compared to 53% of Non-Indigenous Students in SD72.*
- *In 2022/2023 on the Grade 7 Numeracy assessment, 39% of Indigenous students were “On Track” or “Extending” expectation on the revised FSA compared to 52% of Non-Indigenous students in SD72.*

Robron students with Ripple Rock Elementary Students – Land Based Learning



Additional Interventions and Supports:

Using the student profile information provided through school-based team meeting, informal and formal assessments and the various data sources noted Inclusive Education in collaboration with Indigenous Education

- Prioritizing Psych Eds at schools that have a higher population of Indigenous students so that these schools received a higher number of assessments.
- Increased School Language Pathologist (SLP) services at an identified school of high need.
- Application to Jordan's Principle to provide therapeutic SLP to First Nations students at identified school who have a barrier to access outside services due to family vulnerabilities.
- Support of Application to Jordan's Principle to provide therapeutic counselling to First Nations students at an identified school who have a barrier to access outside services due to family vulnerabilities, transportation etc.
- Providing Psych Ed assessment opportunities through summer school with a prioritization on our Indigenous learners.
- Continued conversations in staff and departmental meetings on how we are servicing students through the lens of equity.

6. Successful Practices and Continued Areas of Focus:

One of the greatest areas of success for our district is our renewed focus on data that disaggregates the Indigenous learners. SD72 teams understand that the data is the story of Indigenous students being told through the various result in course completions, what courses are being taken or offered, attendance, connections, extra curricular engagement, results in student learning surveys and how they are graduating within 5 year or 6 years with a Dogwood, Adult Dogwood and Evergreen. Every aspect of a student's life is being observed, reviewed and vibrant discussion are taking place to ensure what we are doing and offering within our schools clearly aligns with the interest and needs of the students. A variety of new supports or approaches will be in place next year and staff are eager to reflect on what is happening and how we can unpack our biases or old practices to offer a more culturally responsive learning experience.

It is also a sign of success as we see our graduation result continue to climb but we know we still have things to do to meet our potential of having all students walk through our schools with pride and graduate with everything they need for their next adventure.

We will be continuing our Equity work in the following areas:

- *Continue our efforts to advance district understanding on 'unconscious bias and anti-racism.*
 - *Continue our efforts and abilities to identify barriers and offer alternative ways of learning, pathways and reflective of student interests.*
 - *Continue our efforts to include Indigenous content and perspectives in all learning environments and increase local perspectives supported by professional development and training.*
 - *Continue to increase Indigenous representation throughout schools.*
 - *Continue to ensure schools are welcoming and offer a sense of belonging.*
 - *Continue our efforts to improve communications with families.*
-

We Wai Kai First Nation 2023-2024

Student Demographics:

Students on Nominal Roll - We Wai Kai													
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
3	3	5	7	6	6	5	6	5	9	9	8	7	79
District Wide We Wai Kai Residence / Band or Origin- Self Identificaiton													
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
8	8	8	10	12	15	10	10	10	13	13	10	16	143

Students Receiving Indigenous Education Services

Indigenous Education Services: **78** We Wai Kai Nominal Roll students receiving service to enhance connection and engagement in school life, academics, peer & adult relationships, attendance. Staff also work to support cultural connections and family engagement. (Parental consent required.)

Students Receiving English Skills Development (ESD/ELL): (Maximum of five years of service)

ESD: Currently **24** students receiving ESD services. Targeted English language proficiency support focusing on listening, speaking, reading, and writing. Parents are sent an annual instructional plan outlining areas for attention along with progress reports. (Sample Progress Report)

Additional Staffing: Indigenous Education & English Language Learning staff to enhance student connections and engagement in learning opportunities

Elementary - Youth Care Worker, Resource Teacher, ELL Teacher, Language & Cultures Teacher,

Middle - Youth Care Workers, Educational Assistants, Resource Teachers, ELL Teacher, Language & Cultures Teachers

Secondary - Youth Workers, Educational Assistants, Resource Teachers, Language & Cultures Teachers

Alternate - Youth Worker, Educational Assistants, Language & Cultures Teachers

District - SD72 Director and Administrative Assistant supporting students and families as well as overseeing the Nominal Roll and bussing process. Also, services from Cultural Program and Resource Teacher and the Careers and Transition Teacher.

School Transitions: The current We Wai Kai student enrollment transitions through the schools noted below.



Pathways to Graduation – The Grandmother’s Perspective

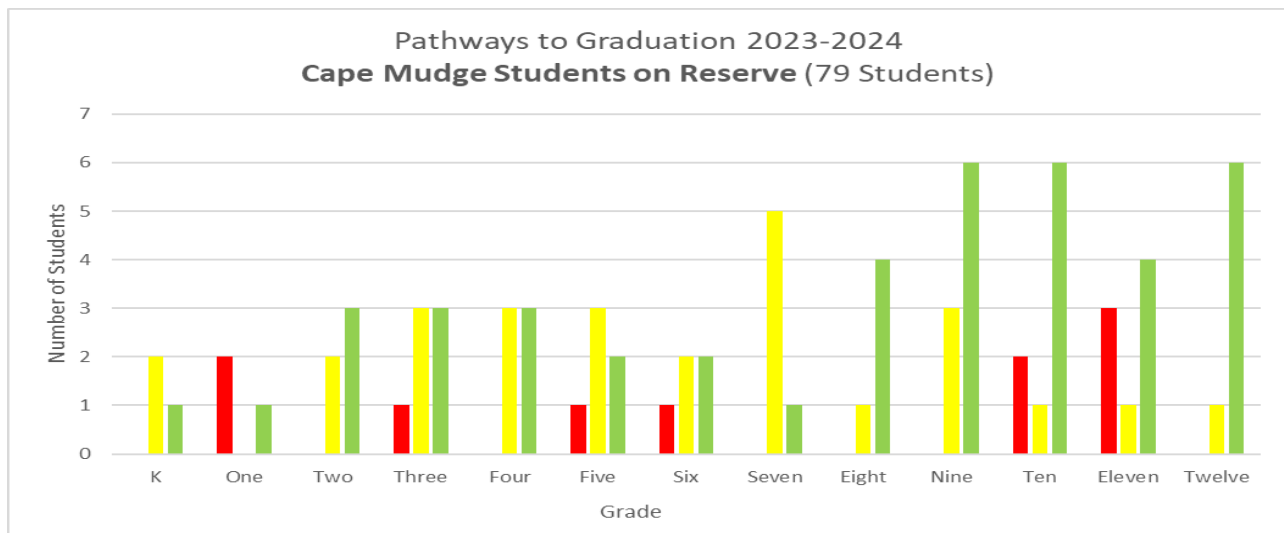
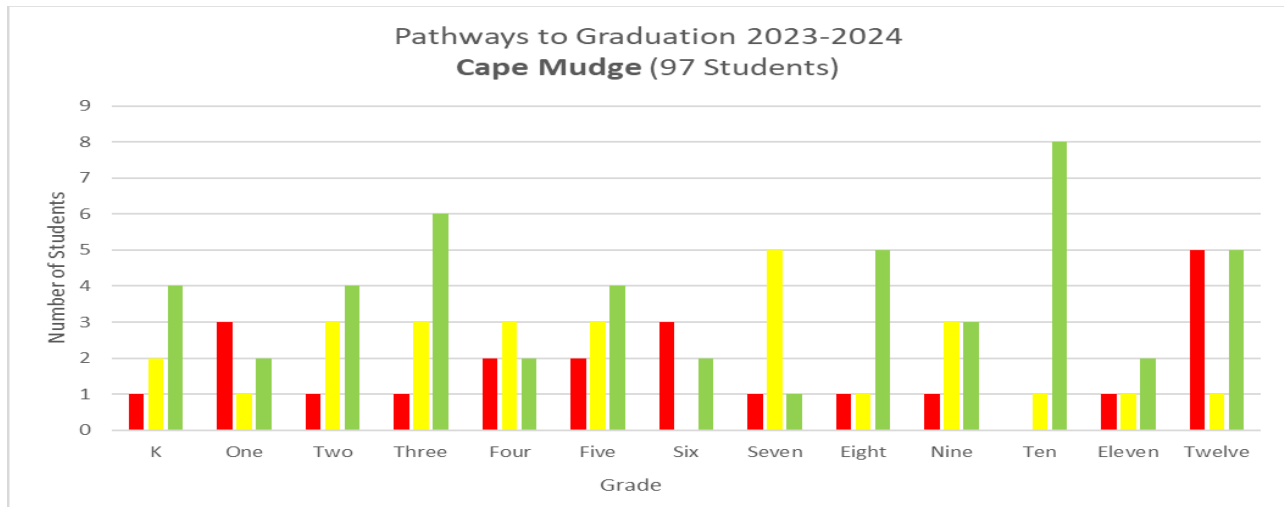
Overview:

The Pathways to Graduation – The Grandmother’s Perspective This project has been designed to answer the question, “How are Indigenous students doing on their path to graduation?” or through the voice of a grandmother “Tell me about my grandchild, are they on their path to graduation?”

Annually all schools reviewed the progress of students with Indigenous ancestry and indicated whether each student is on a pathway to graduation or for some employment. For elementary schools, middle and students up to grade nine, criteria primarily included the following considerations:

- Reading and writing at grade level
- Math abilities at grade level
- Attendance
- Social-emotional factors

For those students in Grades 10 to 12 the above criteria are to be considered, as well as looking at whether the student is meeting course requirements for graduation. Each student will be given an indicator colour showing whether there were no concerns (green), a few concerns (yellow) or many concerns (red)



Inclusive Education – Special Education Designations

We Wai Kai Nation - Ministry of Education Designation List												
Categories	A	B	C	D	E	F	G	H	K	P	Q	R
Number of Students	0	0	2	2	0	2	3	12	4	0	9	4

** Student numbers represent Band of Origin and Band of Residence

There are specific Ministry criteria and documentation requirements that must be met for a child to be designated as a student with "special needs."

According to the BC Ministry of Education: "Students with special needs have a disability of an intellectual, physical, sensory, emotional, or behavioural nature, or have a learning disability or have exceptional gifts or talents as defined in the Manual of Policies, Procedures, and Guidelines, Section E." (Special Education Services, A Manual of Policies, Procedures and Guidelines, p. 1.)

The purpose of a "special needs" ministry designation is not to label a student, but rather to ensure that additional resources and support arrangements are made available to meet the student's needs.

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Ministry of Education Designations List

Low Incidence Categories: commonly referred to as "low incidence" categories because there is a relatively "low incidence" of students in these categories

- **A** (Physically Dependent)
- **B** (Deafblind)
- **C** (Moderate to Profound Intellectual Disability)
- **D** (Physical Disability or Chronic Health Impairment)
- **E** (Visual Impairment)
- **F** (Deaf or Hard of Hearing)
- **G** (Autism Spectrum Disorder)
- **H** (Student Requiring Intensive Behaviour Interventions/ or Students with Serious Mental Illness)

High Incidence Categories: referred to as "high Incidence" categories. It is important to recognize that a medical or educational diagnosis does not in itself determine the designation.

- **K** (Mild Intellectual Disability)
- **P** (Gifted)
- **Q** (Learning Disability)
- **R** (Students Requiring Moderate Behaviour Support / or Students with Mental Illness)

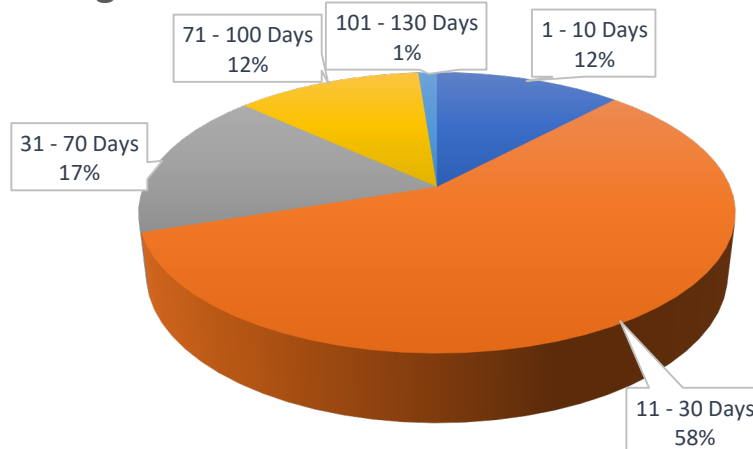
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The Importance of Attendance: Understanding the Impacts and Barriers

Attendance is an important indicator for learning, and it is equally important to understand the impacts and barriers. Research shows daily school attendance positively impacts students’ social, emotional, and cognitive development. School participation maximizes life opportunities for all students. It gives them the foundation they need to succeed in school and life.

It is important to understand the barriers to being present in school and fully engaging in the learning environment. The Indigenous Education staff along with other school staff connect regularly with students and families to understand why students are not attending, strengthen connections and engagement or to address learning needs. Some of the reasons shared by students and their families are: the student was up late and too tired to go to school; they are struggling and not confident in their abilities; at times feel that they don’t belong; not interested in what is offered or do not see the value in graduating; or they have health and wellness circumstances that impacts their ability to attend regularly. This data is shared to have a clearer understanding of the attendance factors and discuss ways to work together to address the concerns.

**We Wai Kai (Cape Mudge) on Reserve - Percentage of Days
Indigenous Students Absent as of 2024-Apr-05**



Absent Total	Total Students
1 - 10 Days	10
11 - 30 Days	48
31 - 70 Days	14
71 - 100 Days	10
101 - 130 Days	1
131 - 170 Days	0
171 + Days	0
	83

Wei Wai Kum First Nation 2023-2024

Student Demographics:

Students on Nominal Roll - Wei Wai Kum													
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
4	2	2	6	6	8	7	5	8	13	10	15	7	93
District Wide Wei Wai Kum Residence / Band or Origin - Self Identification													
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
7	4	5	8	10	9	9	5	11	14	12	17	8	119

Students Receiving Indigenous Education Services

Indigenous Education Services: **95** Wei Wai Kum Nominal Roll students receiving service to enhance connection and engagement in school life, academics, peer & adult relationships, attendance. Staff also work to support cultural connections and family engagement. (Parental consent required.)

Students Receiving English Skills Development (ESD/ELL): (Maximum of five years of service)

ESD: Currently **14** Wei Wai Kum students receiving ESD services. Targeted English language proficiency support focusing on listening, speaking, reading, and writing. Parents are sent an annual instructional plan outlining areas for attention along with progress reports. (Sample Progress Report)

Additional Staffing: Indigenous Education & English Language Learning staff to enhance student connections and engagement in learning opportunities

Elementary - Youth Care Worker, Resource Teacher, ELL Teacher, Language & Cultures Teacher,

Middle - Youth Care Workers, Educational Assistants, Resource Teachers, ELL Teacher, Language & Cultures Teachers

Secondary - Youth Workers, Educational Assistants, Resource Teachers, Language & Cultures Teachers

Alternate - Youth Worker, Educational Assistants, Language & Cultures Teachers

District - SD72 Director and Administrative Assistant supporting students and families as well as overseeing the Nominal Roll and bussing process. Also, services from Cultural Program and Resource Teacher and the Careers and Transition Teacher.

School Transitions: The current Wei Wai Kum student enrollment transitions through the schools noted below.



Pathways to Graduation – The Grandmother’s Perspective

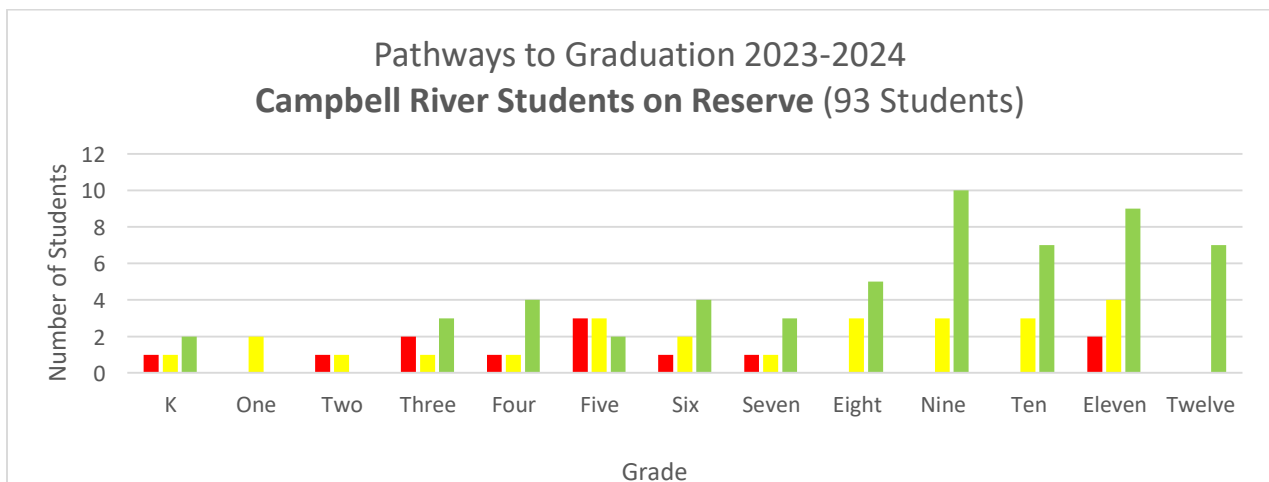
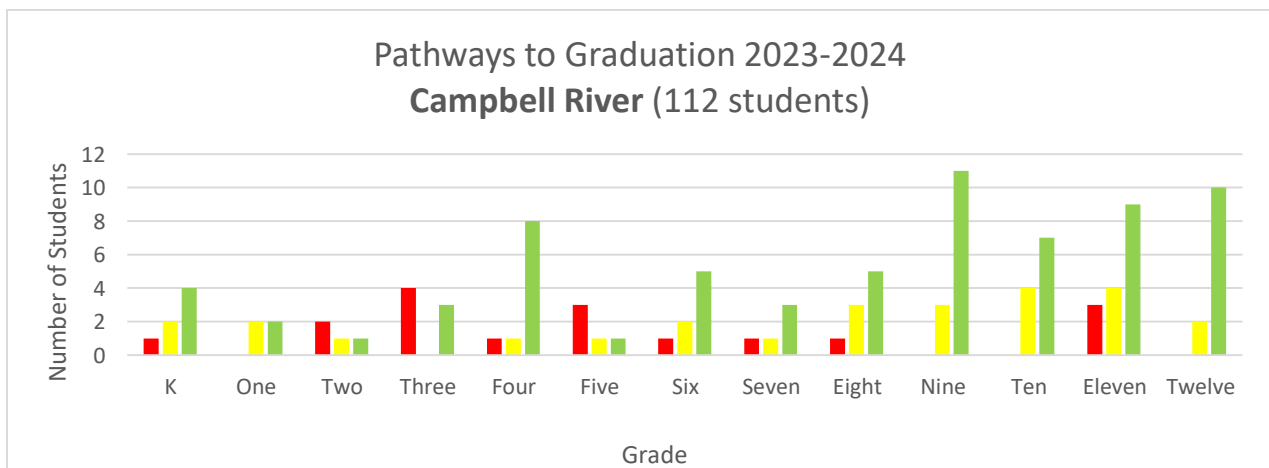
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Annually all schools reviewed the progress of students with Indigenous ancestry and indicated whether each student is on a pathway to graduation or for some employment. For elementary schools, middle and students up to grade nine, criteria primarily included the following considerations:

- Reading and writing at grade level
- Math abilities at grade level
- Attendance
- Social-emotional factors

For those students in Grades 10 to 12 the above criteria are to be considered, as well as looking at whether the student is meeting course requirements for graduation. Each student will be given an indicator colour showing whether there were no concerns (green), a few concerns (yellow) or many concerns (red)



Inclusive Education – Special Education Designations

Wei Wai Kum Nation - Ministry of Education Designation List												
Categories	A	B	C	D	E	F	G	H	K	P	Q	R
Number of Students	0	0	0	5	0	0	4	10		0	5	6

** Student numbers represent Band of Origin and Band of Residence

There are specific Ministry criteria and documentation requirements that must be met for a child to be designated as a student with "special needs."

According to the BC Ministry of Education: "Students with special needs have a disability of an intellectual, physical, sensory, emotional, or behavioural nature, or have a learning disability or have exceptional gifts or talents as defined in the Manual of Policies, Procedures, and Guidelines, Section E." (Special Education Services, A Manual of Policies, Procedures and Guidelines, p. 1.)

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Ministry of Education Designations List

Low Incidence Categories: commonly referred to as "low incidence" categories because there is a relatively "low incidence" of students in these categories

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- **B** (Deafblind)
- **C** (Moderate to Profound Intellectual Disability)
- **D** (Physical Disability or Chronic Health Impairment)
- **E** (Visual Impairment)
- **F** (Deaf or Hard of Hearing)
- **G** (Autism Spectrum Disorder)
- **H** (Student Requiring Intensive Behaviour Interventions/ or Students with Serious Mental Illness)

High Incidence Categories: referred to as "high Incidence" categories. It is important to recognize that a medical or educational diagnosis does not in itself determine the designation.

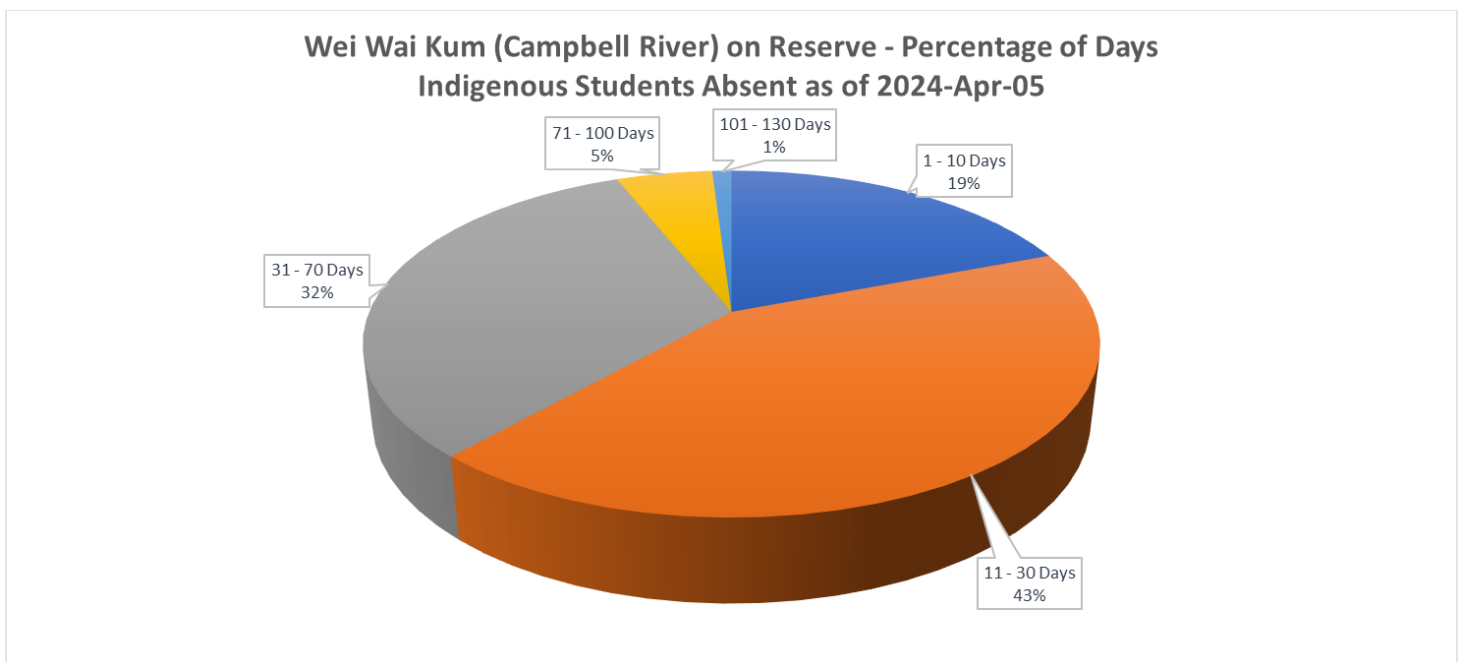
- **K** (Mild Intellectual Disability)
- **P** (Gifted)
- **Q** (Learning Disability)
- **R** (Students Requiring Moderate Behaviour Support / or Students with Mental Illness)

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Absent Total	Total Students
1 - 10 Days	19
11 - 30 Days	42
31 - 70 Days	32
71 - 100 Days	5
101 - 130 Days	1
131 - 170 Days	0
171 + Days	0
	99

Homalco First Nation 2023-2024

Student Demographics:

Students on Nominal Roll - Homalco													
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
1	3	3	4	3	2	3	1	4	1	2	4	8	39

District Wide Homalco Residence / Band or Origin - Self Identification													
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
1	5	3	4	5	2	5	1	6	2	3	4	10	51

Students Receiving Indigenous Education Services

Indigenous Education Services: **40** Homalco Nominal Roll students receiving service to enhance connection and engagement in school life, academics, peer & adult relationships, attendance. Staff also work to support cultural connections and family engagement. (Parental consent required.)

Students Receiving English Skills Development (ESD/ELL): (Maximum of five years of service)

ESD: **12** students receiving ESD. Targeted English language proficiency support focusing on listening, speaking, reading, and writing. Parents are sent an annual instructional plan outlining areas for attention along with progress reports. (Sample Progress Report provided)

Additional Staffing: Indigenous Education & English Language Learning staff to enhance student connections and engagement in learning opportunities

Elementary - Youth Care Worker, Resource Teacher, ELL Teacher, Language & Cultures Teacher,

Middle - Youth Care Workers, Educational Assistants, Resource Teachers, ELL Teacher, Language & Cultures Teachers (limited)


Secondary - Youth Workers, Educational Assistants, Resource Teachers, Language & Cultures Teachers (limited)

Alternate - Youth Worker, Educational Assistants, Language & Cultures Teachers


District - SD72 Director and Administrative Assistant supporting students and families as well as overseeing the Nominal Roll and bussing process. Also, services from Cultural Program and Resource Teacher and the Careers and Transition Teacher.

School Transitions: The current Homalco student enrollment transitions through the schools noted below.


Elementary

Georgia Park (15) 
 Ocean Grove (1)
 Ripple Rock (1)

Middle School

Southgate (7) 
 Ecole Phoenix (1)

Secondary

Timberline (6) 
 Carihi (5)

Alternate

Elm Street Alternate (0)

Pathways to Graduation – The Grandmother’s Perspective

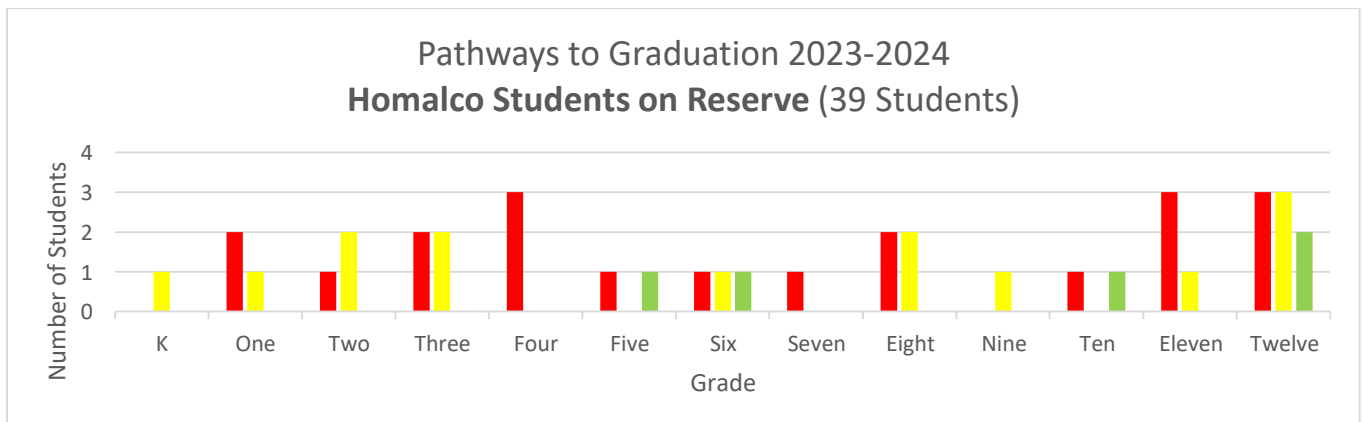
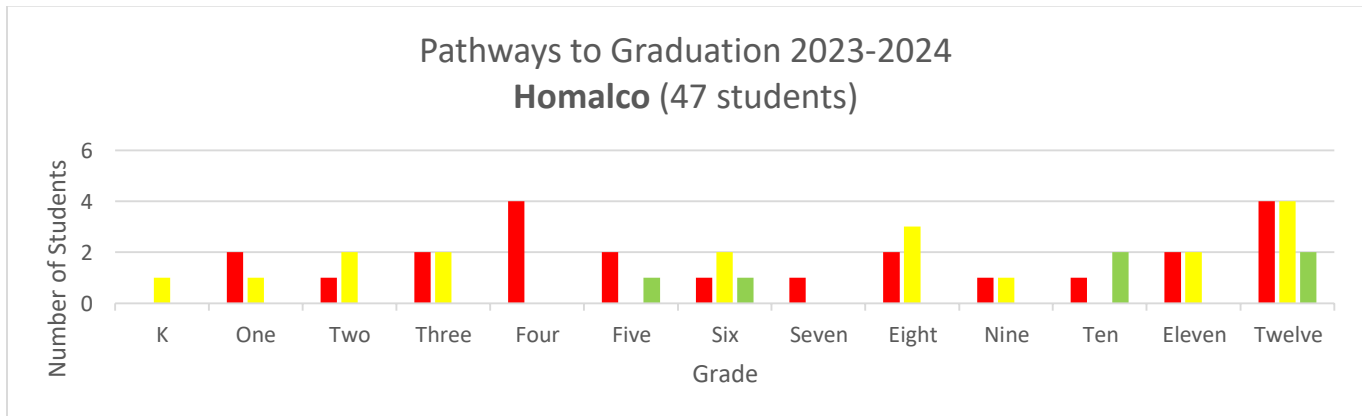
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- Reading and writing at grade level
- Math abilities at grade level
- Attendance
- Social-emotional factors

For those students in Grades 10 to 12 the above criteria are to be considered, as well as looking at whether the student is meeting course requirements for graduation. Each student will be given an indicator colour showing whether there were no concerns (green), a few concerns (yellow) or many concerns (red)



Inclusive Education – Special Education Designations

Homalco Nation - Ministry of Education Designation List												
Categories	A	B	C	D	E	F	G	H	K	P	Q	R
Number of Students	0	0	0	4	0	0	1	2	1	0	1	3

** Student numbers represent Band of Origin and Band of Residence

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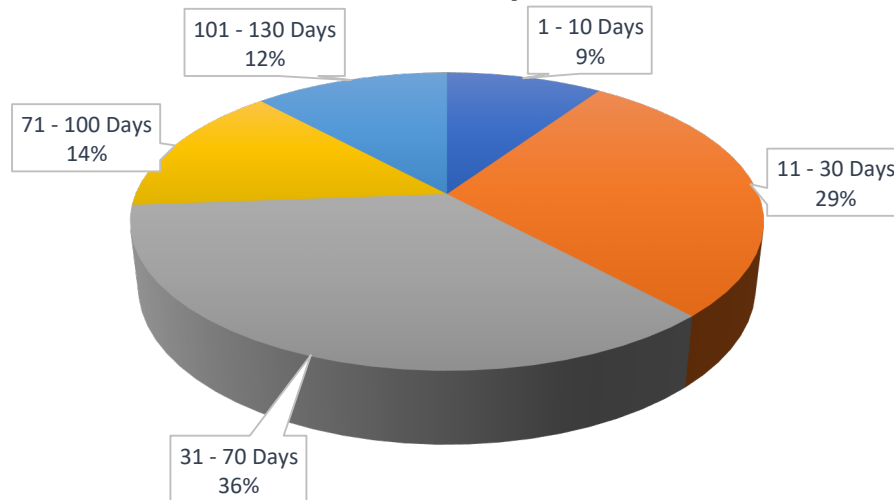
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Homalco Students on Reserve - Percentage of Days Absent as of 2024-Apr-05



Absent Total	Total Students
1 - 10 Days	4
11 - 30 Days	12
31 - 70 Days	15
71 - 100 Days	6
101 - 130 Days	5
131 - 170 Days	0
171 + Days	0
	42

Klahoose First Nation 2023-2024

Student Demographics:

Students on Nominal Roll - Klahoose													
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
1	2	1	0	0	1	1	1	1	0	0	0	1	9
District Wide Klahoose Residence / Band or Origin - Self Identification													
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
1	3	4	3	2	3	2	3	3	0	2	0	1	27

Students Receiving Indigenous Education Services

Indigenous Education Services: **8** Klahoose Nominal Roll students receiving service to enhance connection and engagement in school life, academics, peer & adult relationships, attendance. Staff also work to support cultural connections and family engagement. (Parental consent required.)

Students Receiving English Skills Development (ESD/ELL): (Maximum of five years of service)

ESD: Currently **0** students are receiving service due to the inability to hire an ELL specialist. **For 2024/25 resource teacher time has been allocated to support the literacy and other academic needs.** Targeted English language proficiency support focusing on listening, speaking, reading, and writing. Parents are sent an annual instructional plan outlining areas for attention along with progress reports.

Additional Staffing: Indigenous Education & English Language Learning staff to enhance student connections and engagement in learning opportunities

Elementary - LST/ESD Teacher

Middle - Youth Care Workers, Educational Assistants, ELL Teacher, Language & Cultures Teachers (limited)

Secondary - Youth Workers, Educational Assistants, Resource Teachers, Language & Cultures Teachers (limited)

Alternate - Youth Worker, Educational Assistants, Language & Cultures Teachers (limited)

District - SD72 Director and Administrative Assistant supporting students and families as well as overseeing the Nominal Roll and bussing process. Also, services from Cultural Program and Resource Teacher and the Careers and Transition Teacher.

School Transitions: The current Klahoose student enrollment transitions through the schools noted below.



Pathways to Graduation – The Grandmother’s Perspective

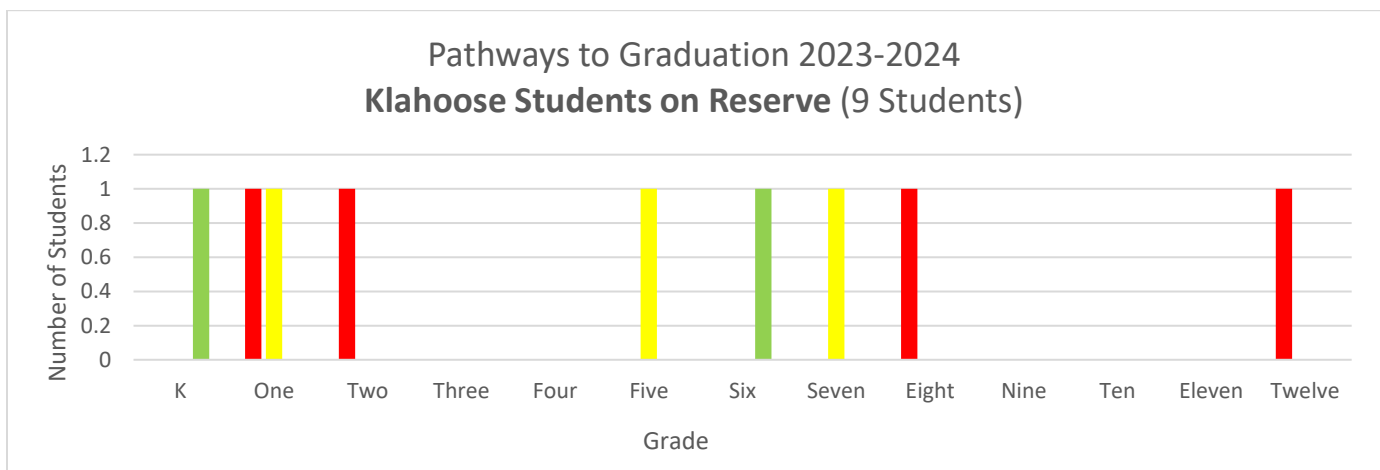
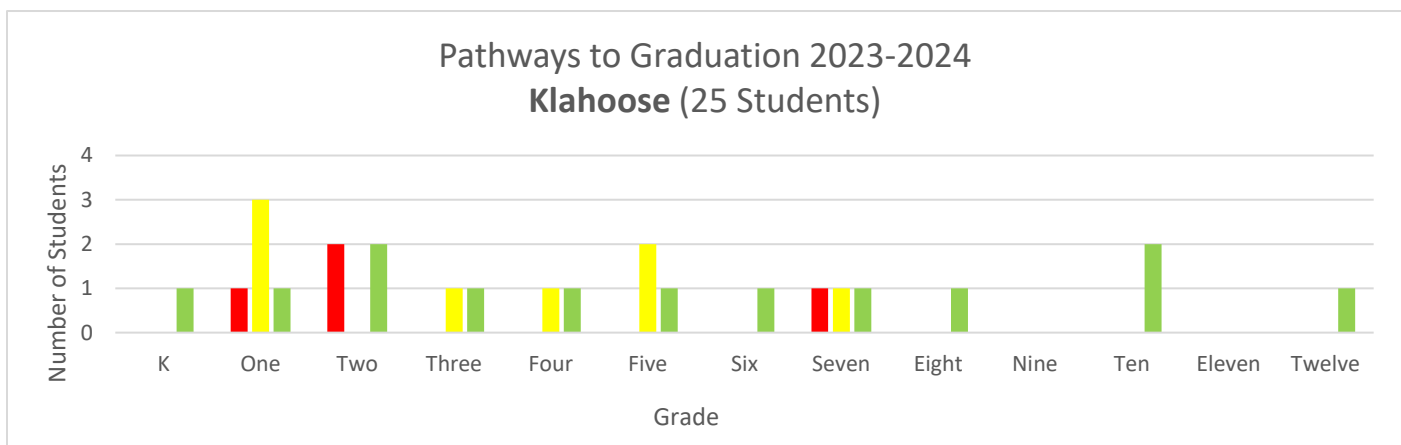
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For those students in Grades 10 to 12 the above criteria are to be considered, as well as looking at whether the student is meeting course requirements for graduation. Each student will be given an indicator colour showing whether there were no concerns (green), a few concerns (yellow) or many concerns (red)



Inclusive Education – Special Education Designations

Klahoose Nation - Ministry of Education Designation List												
Categories	A	B	C	D	E	F	G	H	K	P	Q	R
Number of Students	0	0	0	1	0	0	2	1	1	0	1	0

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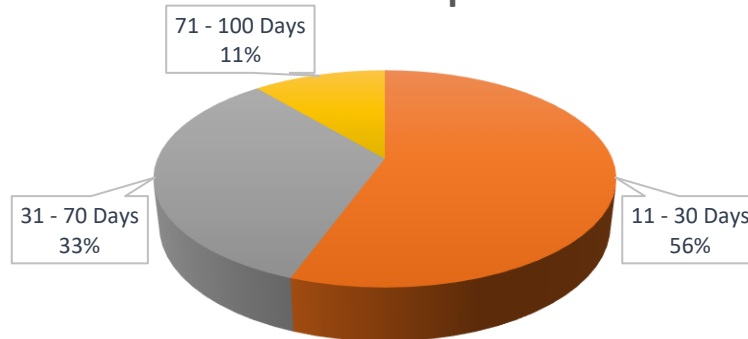
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Klahoose on Reserve - Percentage of Days Indigenous Students Absent as of 2024-Apr-05



Absent Total	Total Students
1 - 10 Days	0
11 - 30 Days	5
31 - 70 Days	3
71 - 100 Days	1
101 - 130 Days	0
131 - 170 Days	0
171 + Days	0
	9

Nuu-Chah-Nulth First Nation 2023-2024

Student Demographics:

Students: Self-Identification - Nuu-Chah-Nulth													
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
9	5	5	6	8	6	3	6	7	5	8	6	8	82

Students Receiving Indigenous Education Services

Indigenous Education Services: **82** Nuu Chah Nulth students receiving service to enhance connection and engagement in school life, academics, peer & adult relationships, attendance. Staff also work to support cultural connections and family engagement. (Parental consent required.)

Students Receiving English Skills Development (ESD/ELL): (Maximum of five years of service)

ESD: Currently **14** Nuu Chah Nulth students receiving ESD services. Targeted English language proficiency support focusing on listening, speaking, reading, and writing. Parents are sent an annual instructional plan outlining areas for attention along with progress reports. (Sample Progress Report)

Additional Staffing: Indigenous Education & English Language Learning staff to enhance student connections and engagement in learning opportunities

Elementary - Youth Care Worker, Resource Teacher, ELL Teacher, Cultural Connections

Middle - Youth Care Workers, Educational Assistants, Resource Teachers, ELL Teacher, Language & Cultures Teachers

Secondary - Youth Workers, Educational Assistants, Resource Teachers, Language & Cultures Teachers

Alternate - Youth Worker, Educational Assistants, Language & Cultures Teachers

District - SD72 Director and Administrative Assistant supporting students and families as well as overseeing the Nominal Roll and bussing process. Also, services from Cultural Program and Resource Teacher and the Careers and Transition Teacher.

School Transitions: The current Nuu Chah Nulth student enrollment transitions through the schools noted below.



Pathways to Graduation – The Grandmother’s Perspective

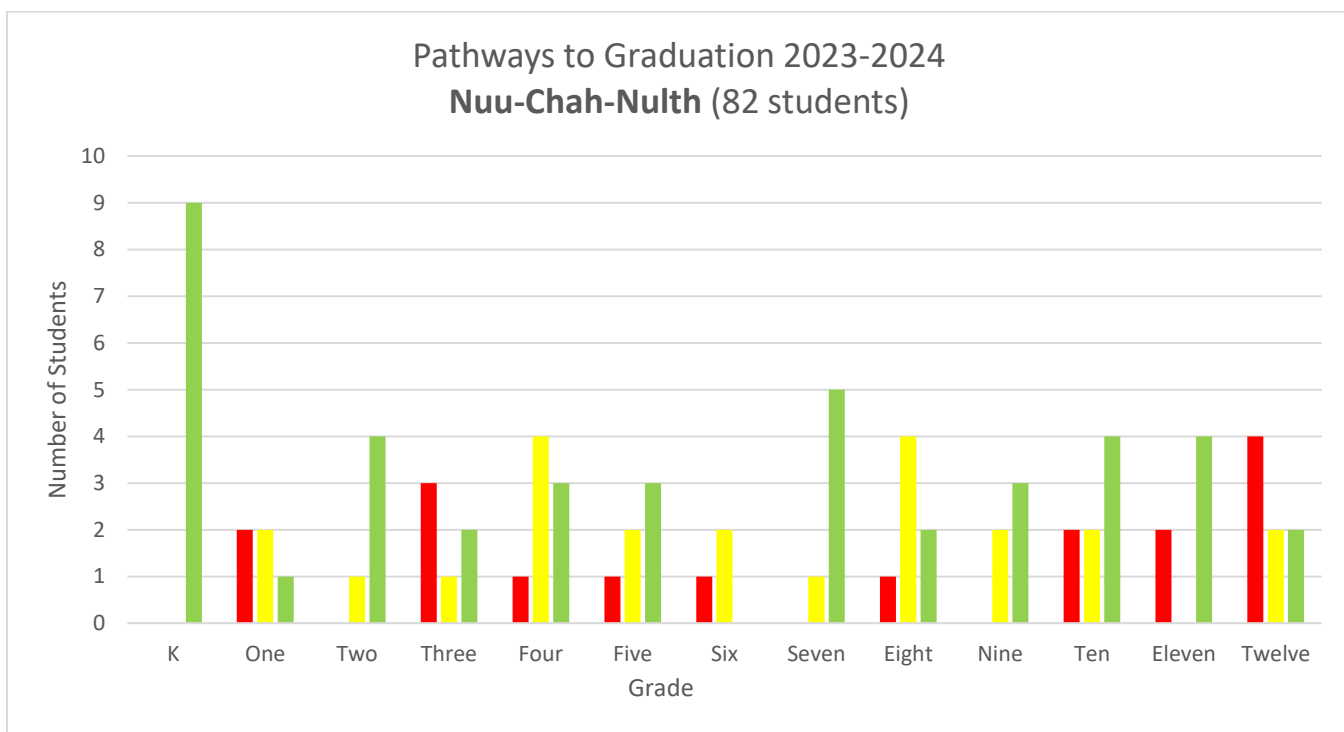
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- Attendance
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For those students in Grades 10 to 12 the above criteria are to be considered, as well as looking at whether the student is meeting course requirements for graduation. Each student will be given an indicator colour showing whether there were no concerns (green), a few concerns (yellow) or many concerns (red).



Inclusive Education – Special Education Designations

Nuu Chal Nulth - Ministry of Education Designation List												
Categories	A	B	C	D	E	F	G	H	K	P	Q	R
Number of Students	0	0	2	4	1	2	2	4	3	0	5	2

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- **Q** (Learning Disability)
- **R** (Students Requiring Moderate Behaviour Support / or Students with Mental Illness)

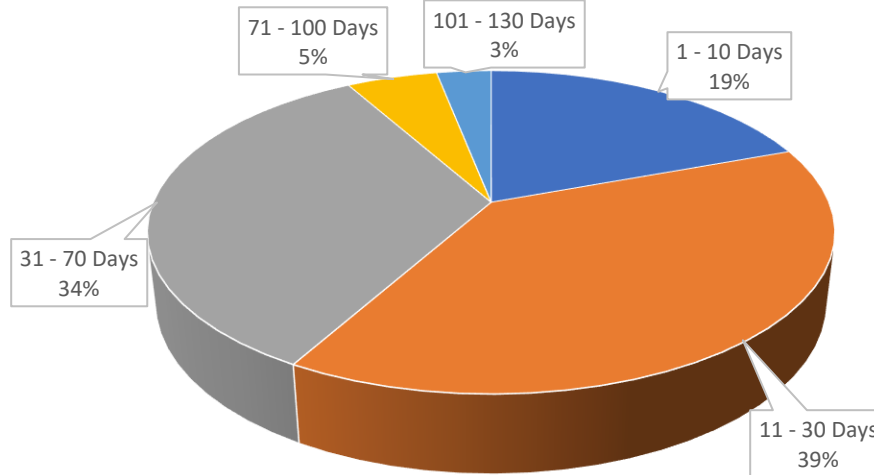
The funding provided by the Ministry is allocated to the school district. SD72 allocates these supplemental funds to schools based on the functional needs of the students and their ministry designations. This funding is to be used to provide specialized supplemental services to enable students with diverse learning needs to access educational programs. This may come in the form of specialized teachers, programs, resources and/or certified educational assistants. Ministry funding is not attached to specific students.

The Importance of Attendance: Understanding the Impacts and Barriers

Attendance is an important indicator for learning, and it is equally important to understand the impacts and barriers. Research shows daily school attendance positively impacts students’ social, emotional, and cognitive development. School participation maximizes life opportunities for all students. It gives them the foundation they need to succeed in school and life.

It is important to understand the barriers to being present in school and fully engaging in the learning environment. The Indigenous Education staff along with other school staff connect regularly with students and families to understand why students are not attending, strengthen connections and engagement or to address learning needs. Some of the reasons shared by students and their families are: the student was up late and too tired to go to school; they are struggling and not confident in their abilities; at times feel that they don’t belong; not interested in what is offered or do not see the value in graduating; or they have health and wellness circumstances that impacts their ability to attend regularly. This data is shared to have a clearer understanding of the attendance factors and discuss ways to work together to address the concerns.

Nuu Chah Nulth - Percentage of Days Indigenous Students Absent as of 2024-Apr-05



Absent Total	Total Students
1 - 10 Days	19
11 - 30 Days	38
31 - 70 Days	33
71 - 100 Days	5
101 - 130 Days	3
131 - 170 Days	0
171 + Days	0
	98

Métis Students 2023-2024

Student Demographics:

Students: Self-Identification - Metis													
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
11	13	20	27	32	25	15	23	24	23	32	20	26	291

Students Receiving Indigenous Education Services

Indigenous Education Services: **292** Métis students receiving service to enhance connection and engagement in school life, academics, peer & adult relationships, attendance. Staff also work to support cultural connections and family engagement. (Parental consent required.)

Students Receiving English Skills Development (ESD/ELL): (Maximum of five years of service)

ESD: **42** Métis students receiving ESD. Targeted English language proficiency support focusing on listening, speaking, reading, and writing. Parents are sent an annual instructional plan outlining areas for attention along with progress reports. (Sample Progress Report provided)

Additional Staffing: Indigenous Education & English Language Learning staff to enhance student connections and engagement in learning opportunities

Elementary - Youth Care Worker, Resource Teacher, ELL Teacher, Language & Cultures Teacher,

Middle - Youth Care Workers, Educational Assistants, Resource Teachers, ELL Teacher, Language & Cultures Teachers (limited)

Secondary - Youth Workers, Educational Assistants, Resource Teachers, Language & Cultures Teachers (limited)

Alternate - Youth Worker, Educational Assistants, Language & Cultures Teachers

District - SD72 Director and Administrative Assistant supporting students and families as well as overseeing the Nominal Roll and bussing process. Also, services from Cultural Program and Resource Teacher and the Careers and Transition Teacher.

School Transitions: The current Métis student enrollment transitions through the schools noted below.

Elementary

Cedar (11) Georgia Park (10) →
 EDM (8) Ocean Grove (14)
 Penfield (14) Sandowne (19) Willow Point (5)
 Pinecrest(20) Quadra (6) Sayward (2) Ripple Rock (18)

Middle School

Southgate (26) →
 Ecole Phoenix(36)

Secondary

Timberline (38) →
 Carihi (46)
 Cortes (1)

Alternate

Elm Street Alternate (16)
 Eblend (1)

Pathways to Graduation – The Grandmother’s Perspective

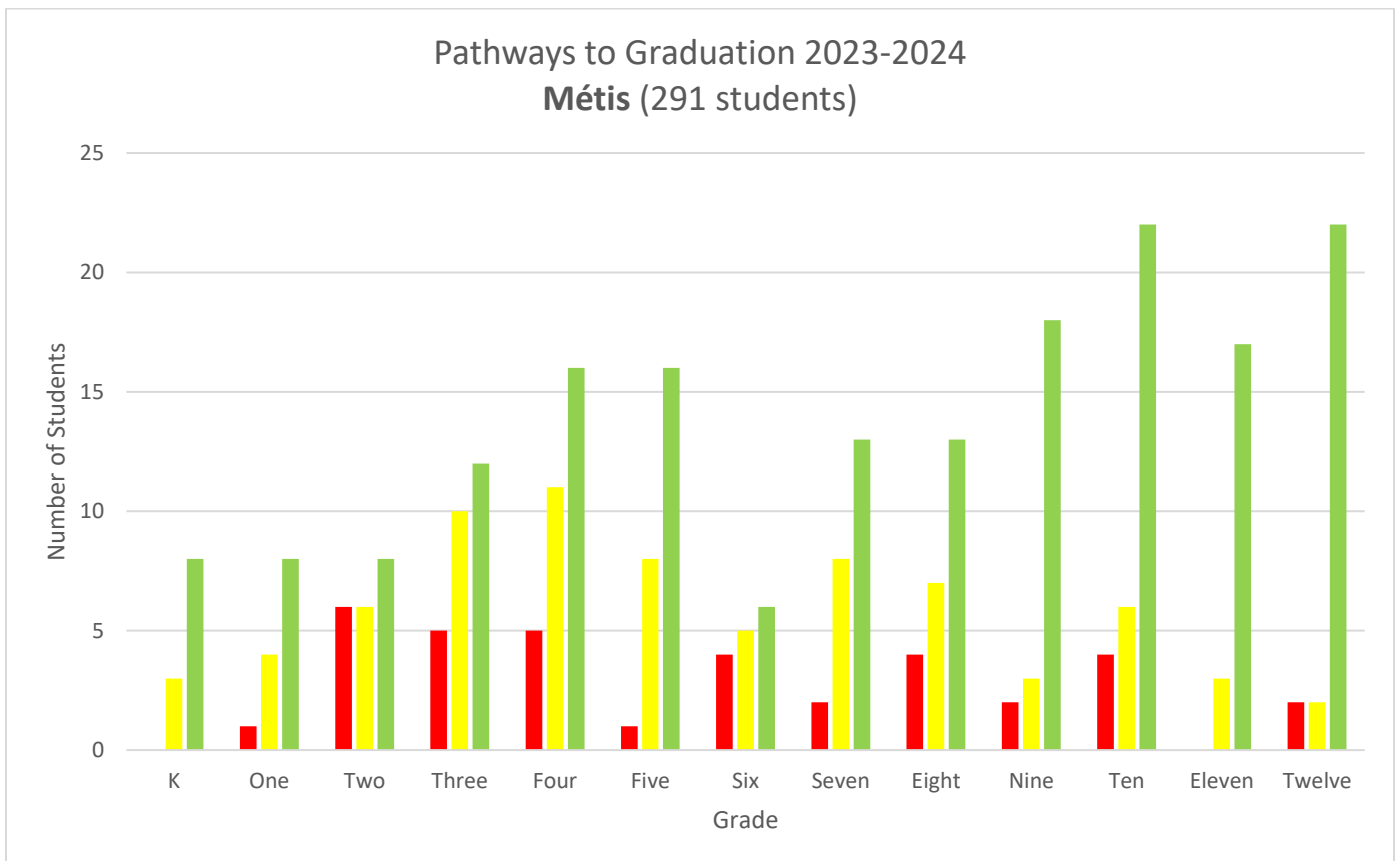
Overview:

The Pathways to Graduation – The Grandmother’s Perspective This project has been designed to answer the question, “How are Indigenous students doing on their path to graduation?” or through the voice of a grandmother “Tell me about my grandchild, are they on their path to graduation?”.

Annually all schools reviewed the progress of students with Indigenous ancestry and indicated whether each student is on a pathway to graduation or for some employment. For elementary schools, middle and students up to grade nine, criteria primarily included the following considerations:

- Reading and writing at grade level
- Math abilities at grade level
- Attendance
- Social-emotional factors

For those students in Grades 10 to 12 the above criteria are to be considered, as well as looking at whether the student is meeting course requirements for graduation. Each student will be given an indicator colour showing whether there were no concerns (green), a few concerns (yellow) or many concerns (red)



Inclusive Education – Special Education Designations

Metis - Ministry of Education Designation List												
Categories	A	B	C	D	E	F	G	H	K	P	Q	R
Number of Students	0	0	0	13	1	1	13	11	0	0	14	11

** Student numbers represent Band of Origin and Band of Residence

There are specific Ministry criteria and documentation requirements that must be met for a child to be designated as a student with "special needs."

According to the BC Ministry of Education: "Students with special needs have a disability of an intellectual, physical, sensory, emotional, or behavioural nature, or have a learning disability or have exceptional gifts or talents as defined in the Manual of Policies, Procedures, and Guidelines, Section E." (Special Education Services, A Manual of Policies, Procedures and Guidelines, p. 1.)

The purpose of a "special needs" ministry designation is not to label a student, but rather to ensure that additional resources and support arrangements are made available to meet the student's needs.

Students with a significant level of additional needs and requiring Tier 3 support, are assessed and receive a ministry designation based on the following BC Ministry of Education, Special Needs categories as follows:

Ministry of Education Designations List

Low Incidence Categories: commonly referred to as "low incidence" categories because there is a relatively "low incidence" of students in these categories

- **A** (Physically Dependent)
- **B** (Deafblind)
- **C** (Moderate to Profound Intellectual Disability)
- **D** (Physical Disability or Chronic Health Impairment)
- **E** (Visual Impairment)
- **F** (Deaf or Hard of Hearing)
- **G** (Autism Spectrum Disorder)
- **H** (Student Requiring Intensive Behaviour Interventions/ or Students with Serious Mental Illness)

High Incidence Categories: referred to as "high Incidence" categories. It is important to recognize that a medical or educational diagnosis does not in itself determine the designation.

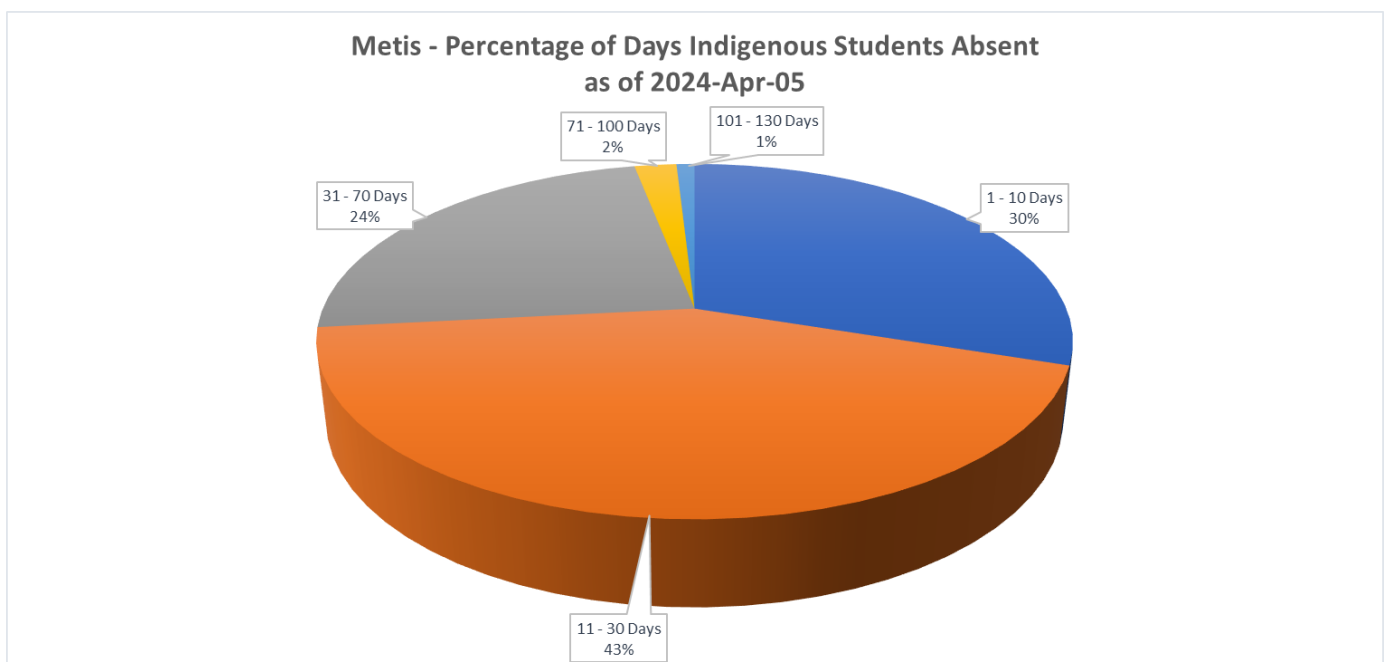
- **K** (Mild Intellectual Disability)
- **P** (Gifted)
- **Q** (Learning Disability)
- **R** (Students Requiring Moderate Behaviour Support / or Students with Mental Illness)

The funding provided by the Ministry is allocated to the school district. SD72 allocates these supplemental funds to schools based on the functional needs of the students and their ministry designations. This funding is to be used to provide specialized supplemental services to enable students with diverse learning needs to access educational programs. This may come in the form of specialized teachers, programs, resources and/or certified educational assistants. Ministry funding is not attached to specific students.

The Importance of Attendance: Understanding the Impacts and Barriers

Attendance is an important indicator for learning, and it is equally important to understand the impacts and barriers. Research shows daily school attendance positively impacts students’ social, emotional, and cognitive development. School participation maximizes life opportunities for all students. It gives them the foundation they need to succeed in school and life.

It is important to understand the barriers to being present in school and fully engaging in the learning environment. The Indigenous Education staff along with other school staff connect regularly with students and families to understand why students are not attending, strengthen connections and engagement or to address learning needs. Some of the reasons shared by students and their families are: the student was up late and too tired to go to school; they are struggling and not confident in their abilities; at times feel that they don’t belong; not interested in what is offered or do not see the value in graduating; or they have health and wellness circumstances that impacts their ability to attend regularly. This data is shared to have a clearer understanding of the attendance factors and discuss ways to work together to address the concerns.



Absent Total	Total Students
1 - 10 Days	98
11 - 30 Days	141
31 - 70 Days	77
71 - 100 Days	7
101 - 130 Days	3
131 - 170 Days	0
171 + Days	0
	326



Pathways to Graduation – The Grandmother’s Perspective

Overview:

The Pathways to Graduation – The Grandmother’s Perspective is modelled after the good work of SD68 Nanaimo-Ladysmith and to be implemented in SD72 Campbell River. This project has been designed to answer the question, *“How are Indigenous students doing on their path to graduation?”* or through the voice of a grandmother *“Tell me about my grandchild, are they on their path to graduation?”*.

During the process of gathering information, staff will be asked to imagine a grandmother or grandfather, parent or auntie sitting across from them or within a circle and they ask if their young one is on the path to graduation. Regardless of what age the child is, are they meeting the learning outcomes, positively connected, and engaged with their school experience. Now, as they look around the circle, can we confirm that their young one is in good hands, that we have everything in place and know things are going to be okay to the best of our abilities. If not, how can we create a safe place for conversation, discuss the needs and plan to support the young one on their path. The Pathways to Graduation – the Grandmother’s Perspective is to ensure that we remember each day a student is within our classroom and our schools, their families are sharing their most precious gift with us, entrusting we will take care of them. Understanding that lives are complex and at time things are outside of our control, the intention of this initiative is to provide a clearer understanding of who is on their pathway to graduation and who needs our extra care and attention.

In the Fall, all schools will review their list of students with Indigenous ancestry and indicated whether each student is on a pathway to graduation or for some employment. Please review the student’s results from last year as well. For elementary schools, middle and students up to grade nine, criteria primarily included the following considerations:

- Reading and writing at grade level
- Math abilities at grade level
- Attendance
- Social-emotional factors

For those students in Grades 10 to 12 the above criteria are to be considered, as well as looking at whether the student is meeting course requirements for graduation. Each student will be given an indicator colour showing whether there were no concerns (green), a few concerns (yellow) or many concerns (red).

The information will be compiled into a spreadsheet for each school’s responses, which are then organized in graphs providing a snapshot of whether the school perceives a student to be on a path to graduation or not.

With this information, school teams will identify intentional strategies and resources to be implemented to support a transformative change. The data will also be aggregated to demonstrate a full district perspective also with an elementary middle and secondary collective.

The aggregated data source can also be considered along with the TDI, EDI and MDI results for possible funding, staffing resource allocation or transition planning for school neighbourhoods.

To support the Local Education Agreements and the district's ability to share information, the data collected will also be aggregated into grade cohorts for each of the local First Nations Bands. Providing the communities grade level data will support their ability to target age specific resource or programming to support learning needs or collaborate in a partnership initiative with the district. The data will be aggregated for Métis learner and non- status First Nation students also providing additional collaboration opportunity for our school district with other community partners to improve Indigenous student achievements and opportunities.

In Nov/Dec the first data collection will take place, providing a district snapshot. The intention is to then annually review the students' pathways in the fall with a data completion by December or by early January if we need a little more time. Having a mid-year understanding of student learning pathways to graduation will allow for school teams to create a theory for change and action plan for change. Having multiple years of cohort data supporting a greater understanding of our student's experience and graduation pathway will potentially provide a tool to predict potential graduation rates, track cohort progress and plan interventions.

Questions to consider when analyzing these graphs and the data:

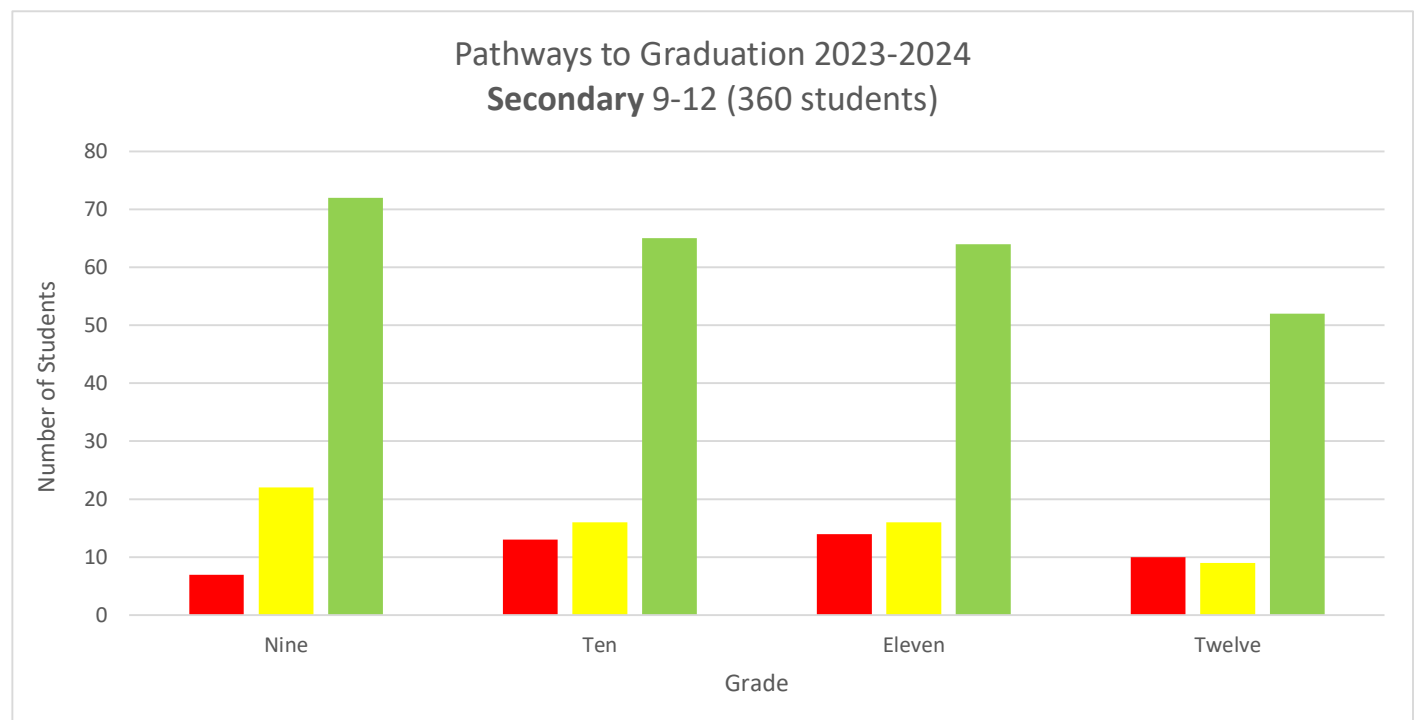
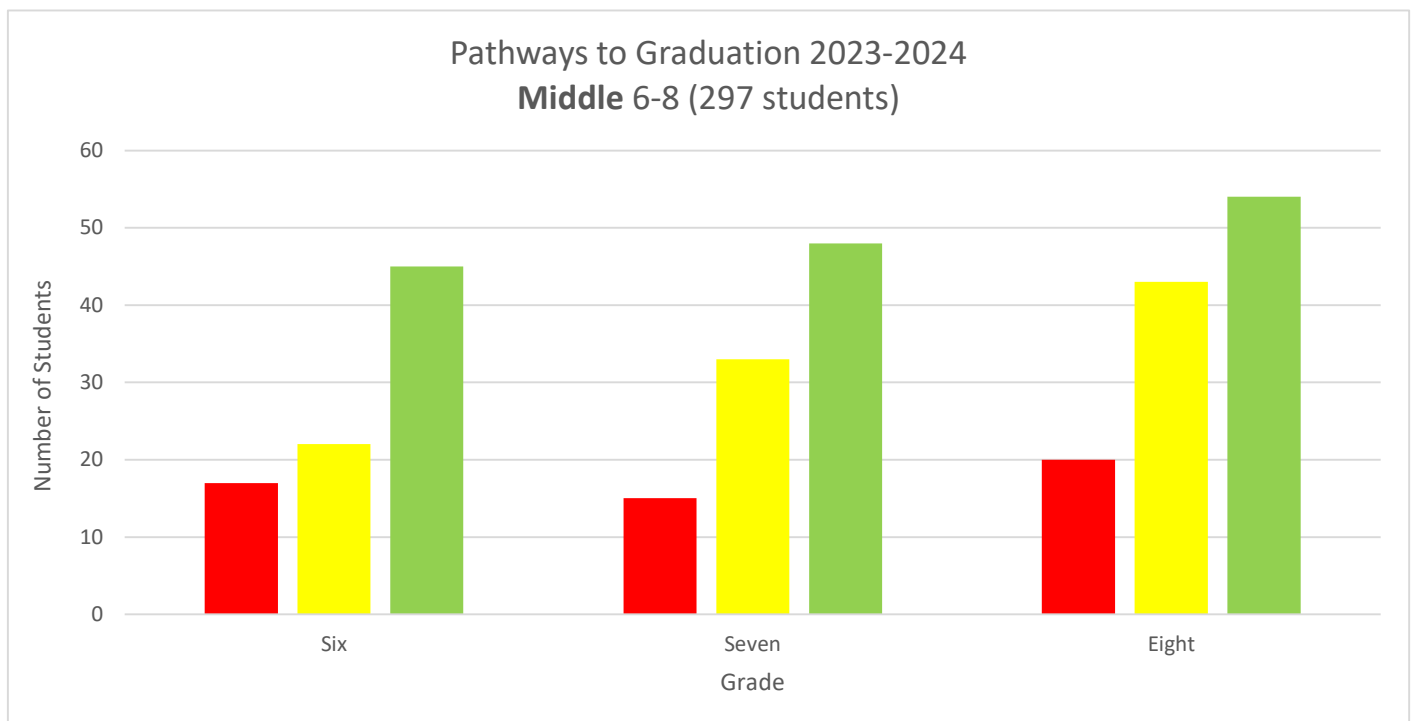
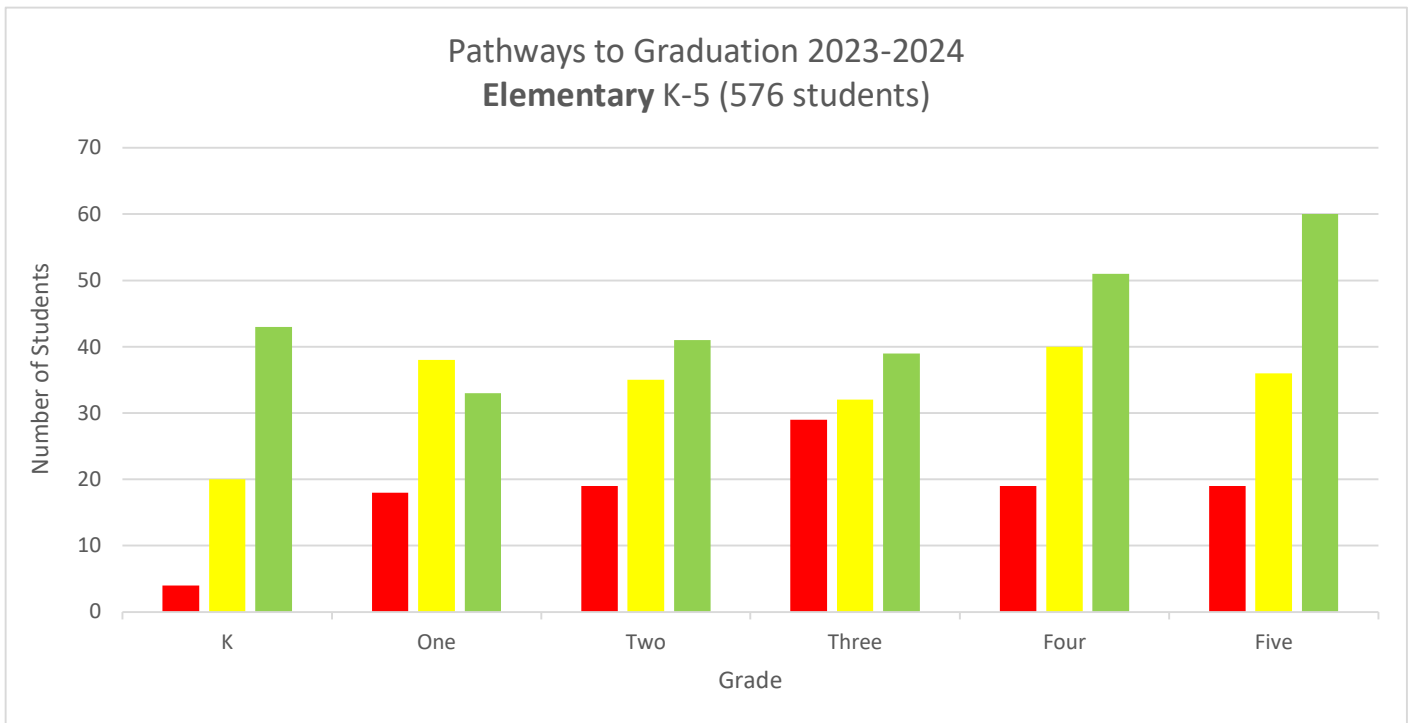
- What other questions besides the above considerations should we be asking?
- What strategies are we implementing because of what this data is telling us?
- In what other ways might we look at or compile the data to give us a better understanding?
- How might we use this data to further our improving results for Indigenous students?
- What anomalies do we notice in the data?
- What are we doing about what we are learning?

Cautions when viewing the data:

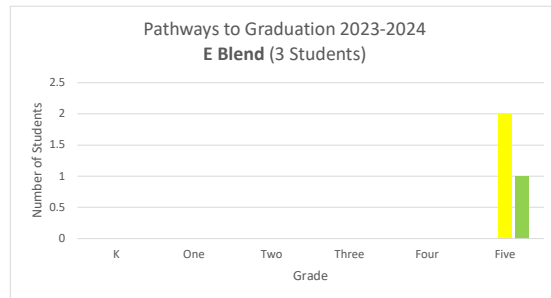
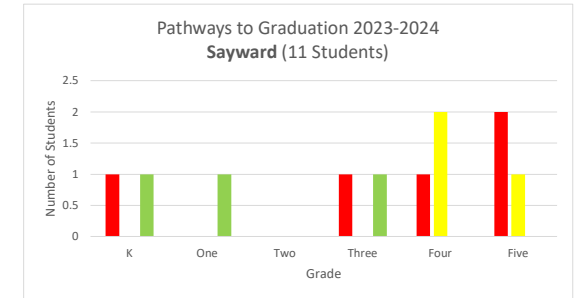
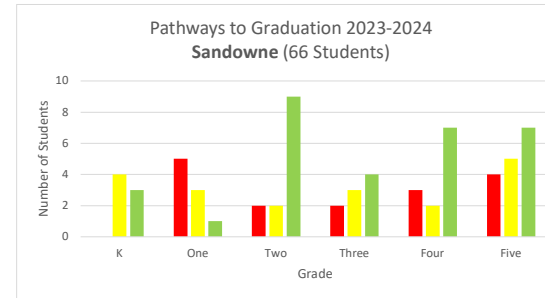
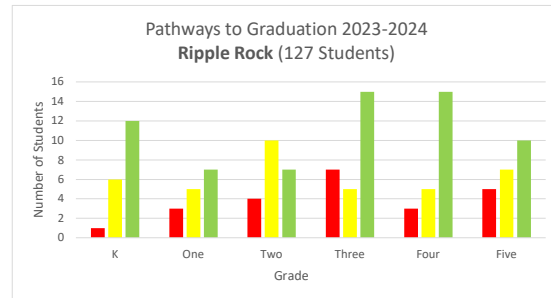
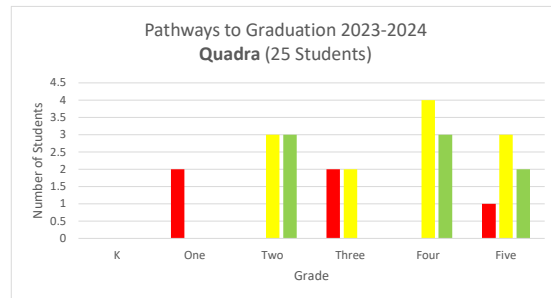
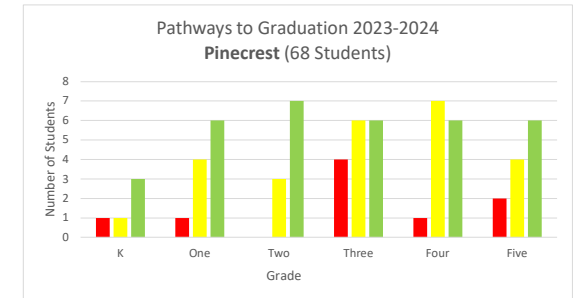
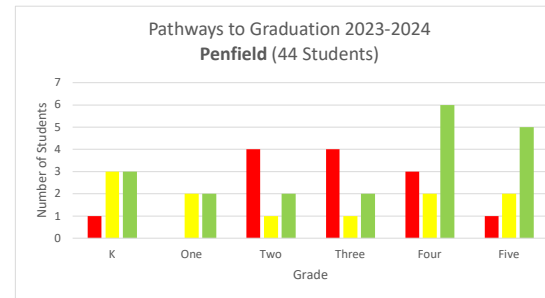
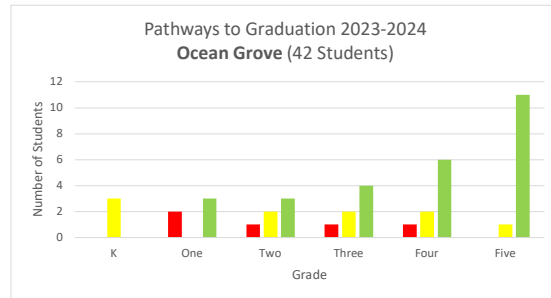
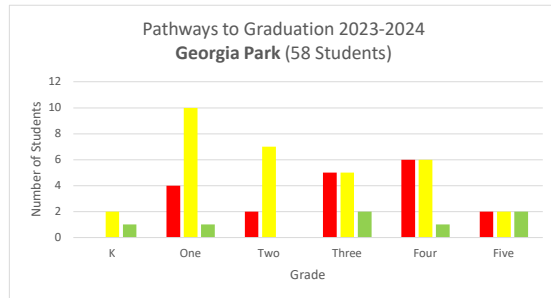
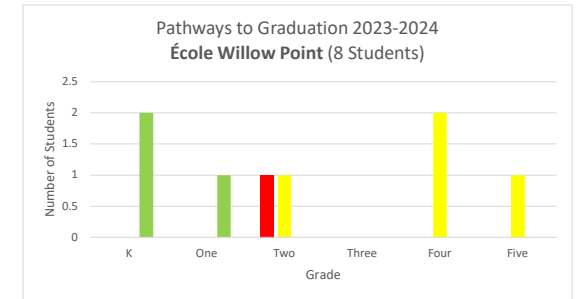
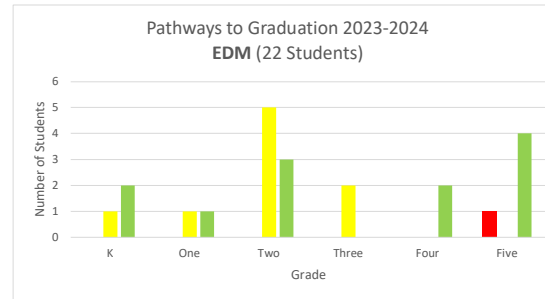
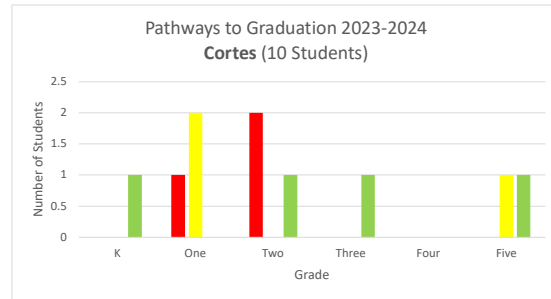
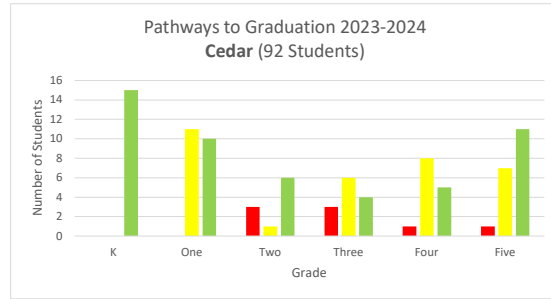
- Each cohort is not made up of the same students. Some students leave the district and others come into it, so each cohort is not the same over time.
- The use of "red/yellow/green" provides school and district staff the opportunity to use professional judgement so there will be differences between teachers and schools in how students and cohorts are assessed across the system. Comparing schools with each other is not valid using this data set.

To enhance your understanding of the importance of viewing data from the "Grandmother's Perspective" review BC Office of the Human Rights Commissioner report: [Disaggregated demographic data collection in British Columbia: The grandmother perspective.](#)

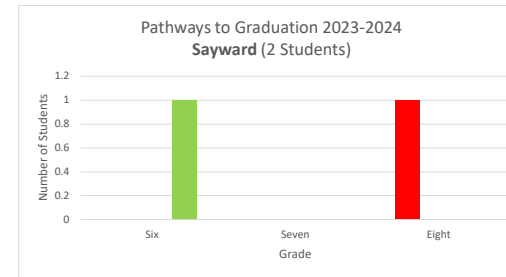
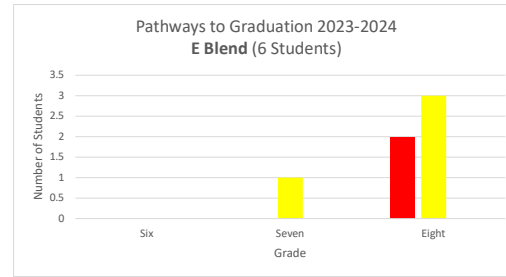
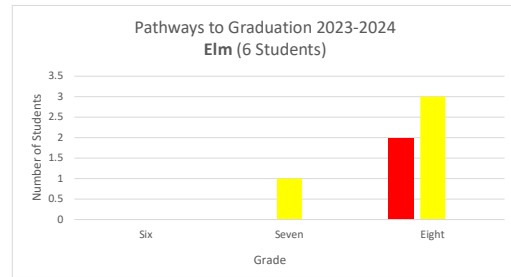
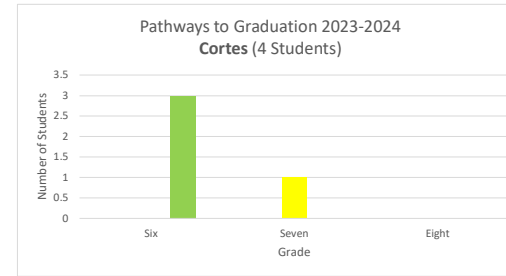
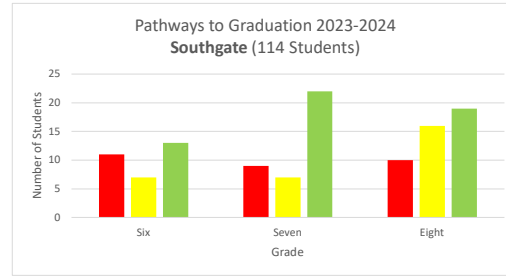
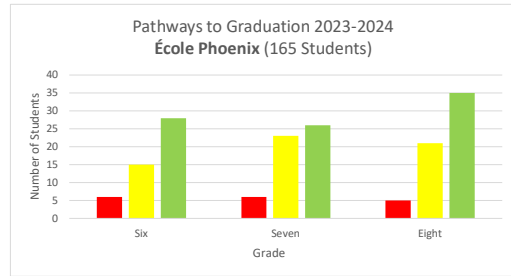
Pathways to Graduation 2023-2024 District Lens



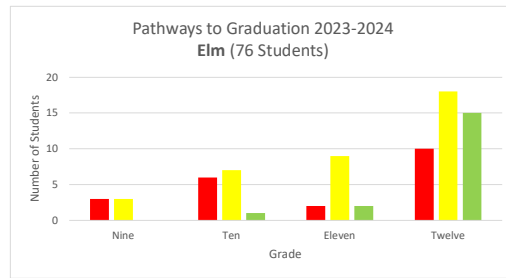
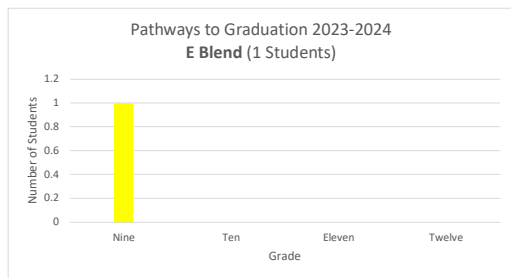
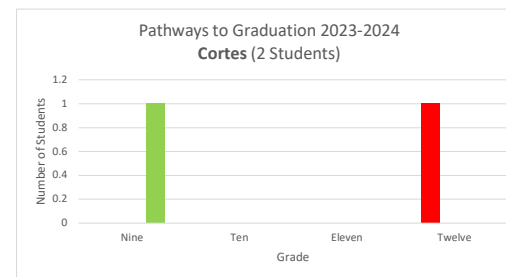
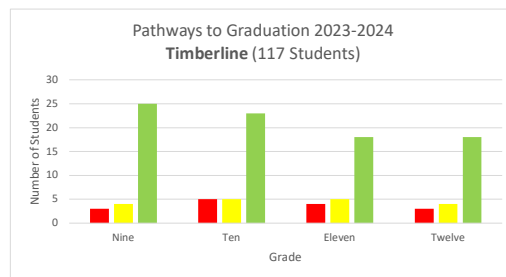
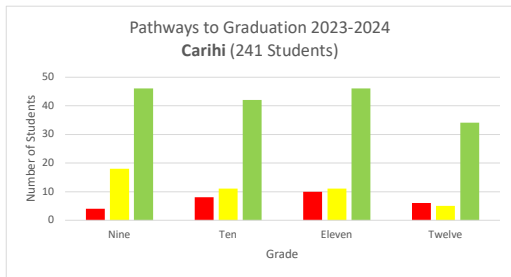
Pathways to Graduation 2023-2024 Elementary Schools



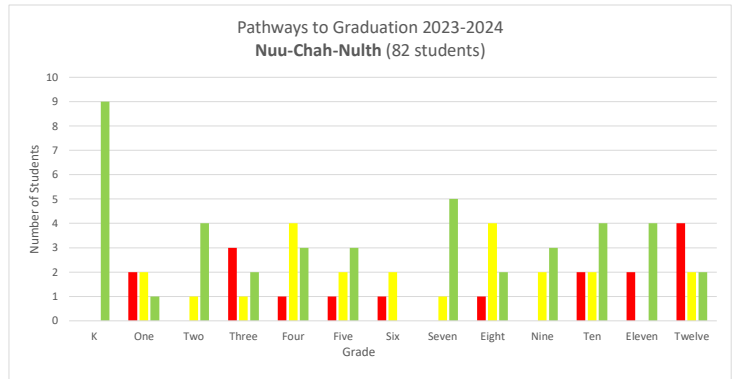
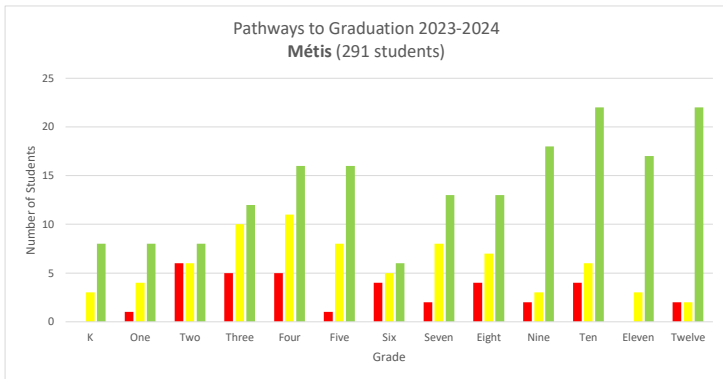
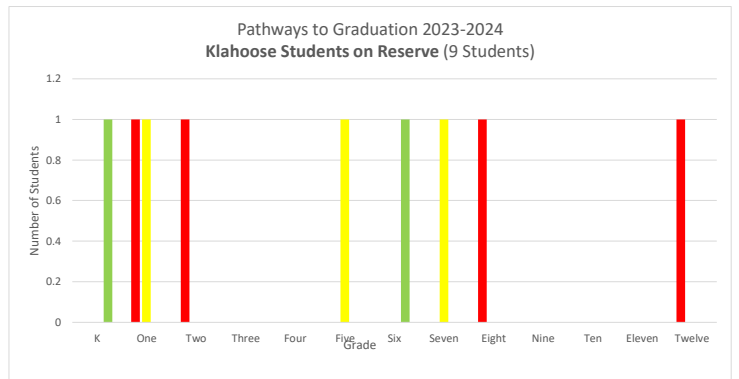
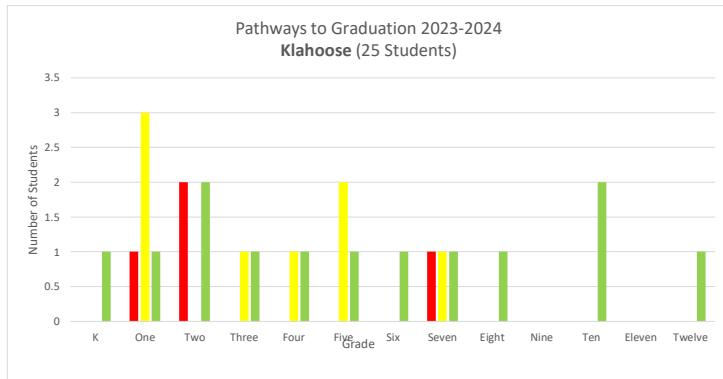
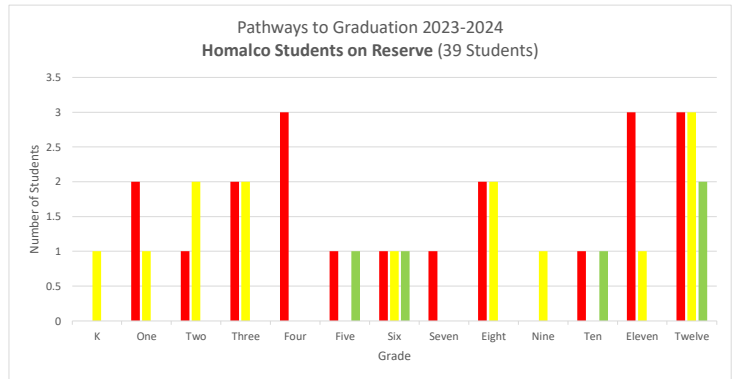
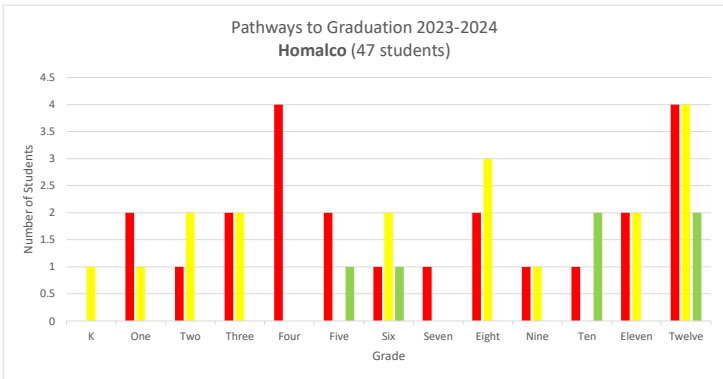
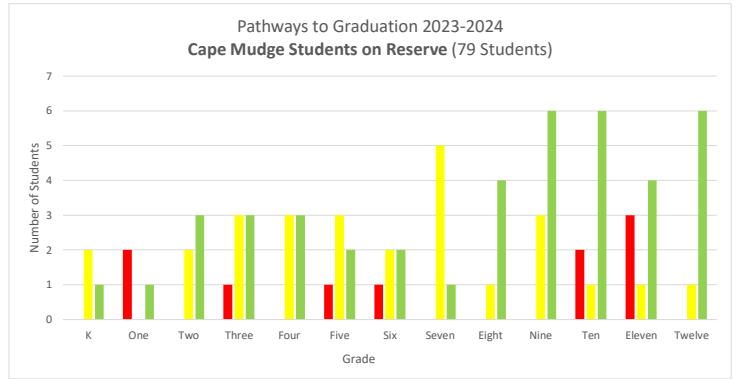
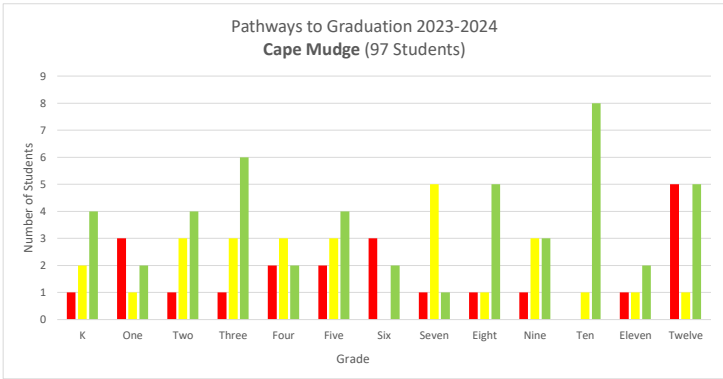
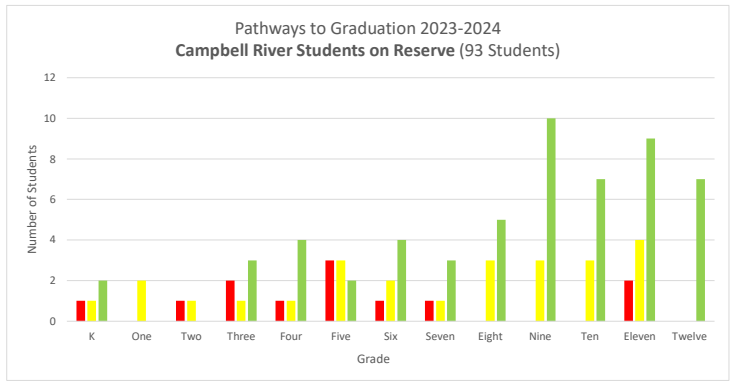
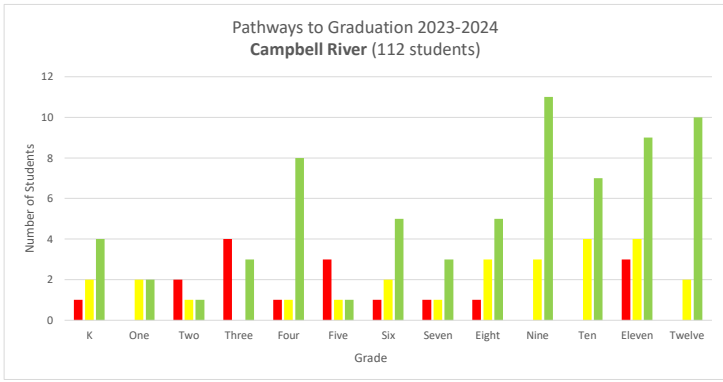
**Pathways to Graduation 2023-2024
Middle Schools**



**Pathways to Graduation 2023-2024
Secondary Schools**

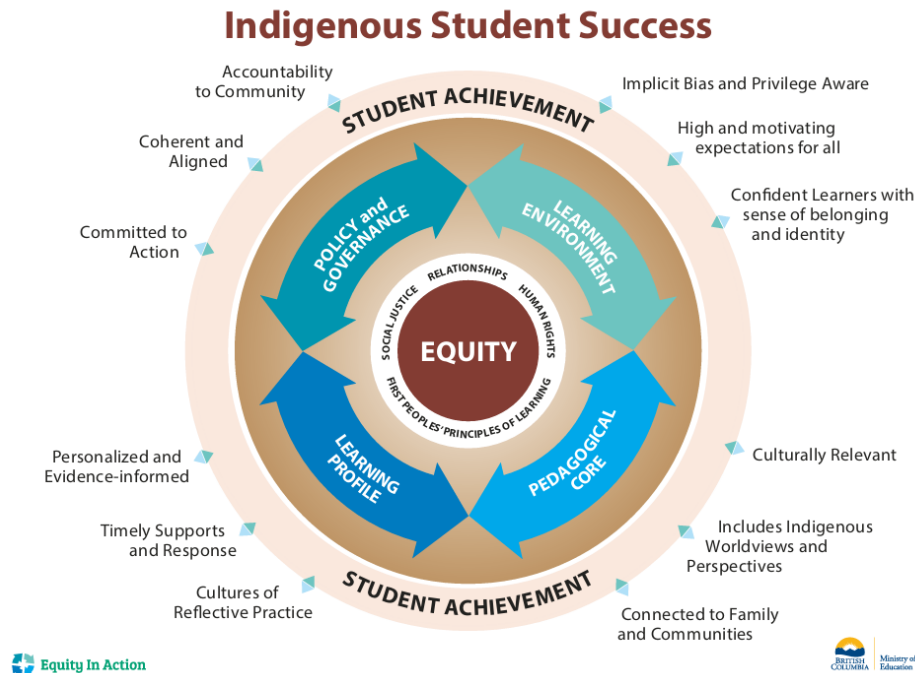


**Pathways to Graduation 2023-2024
Indigenous Communities**



SD72 Equity in Action Commitment

2023-2024



School: Timberline Secondary

Equity and Action Focus: Pedagogical Core

Targeted Area: Culturally Relevant

Please share your approach to implementing your Equity in Action commitment goal for the 2023-2024 school year. Highlight your initiatives, areas of success, and qualitative and quantitative data used to address parity and equity gaps for Indigenous learners. Include pictures, if available.

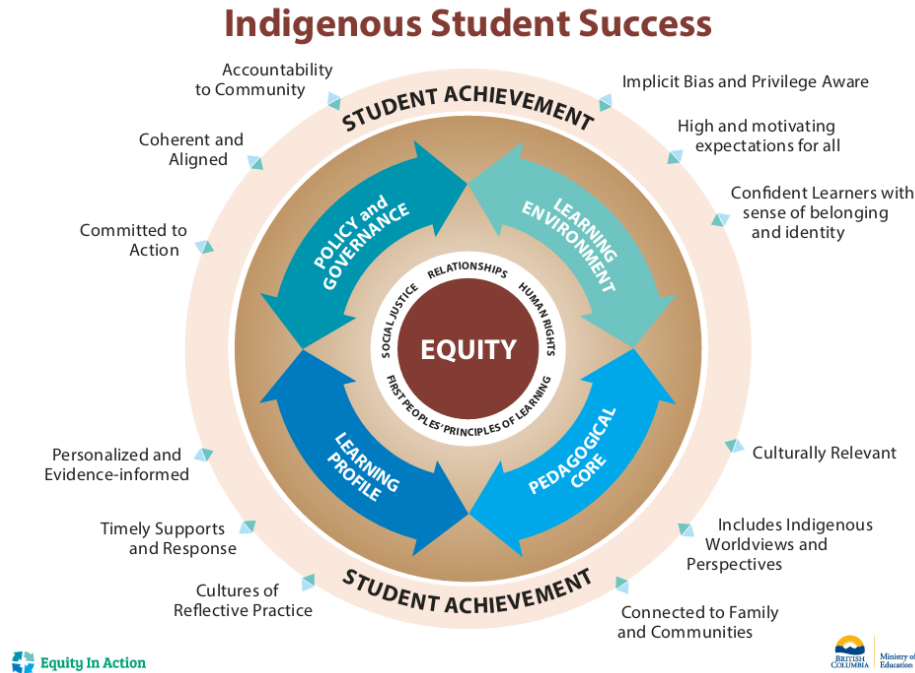
Through an Arts Starts grant that Natasha Ubriaco wrote, the First Peoples English 12 class delved into the art of storytelling through a unique beading project deeply rooted in their cultural heritage. Collaborating with artist Mara Kersey and English teacher Emma Moray, students explored the rich history of Metis culture expressed through artistic mediums. Mara emphasized the significance of respecting and learning from lived experiences rather than appropriating culture. Mara shared her own history of a growing up as a Metis woman and also shared much of the history associated with the movement of Metis peoples across Canada over the last century. By discovering the power of non-verbal storytelling, students gained a profound understanding of cultural relevance within the realm of English First Peoples 12, showcasing the interconnectedness of culture, language, and storytelling.



Métis Beading Together

SD72 Equity in Action Commitment

2023-2024



School: Southgate Middle

Equity and Action Focus: Learning Environment with sense of belonging and identity

Targeted Area: Confident Learners

Please share your approach to implementing your Equity in Action commitment goal for the 2023-2024 school year. Highlight your initiatives, areas of success, and qualitative and quantitative data used to address parity and equity gaps for Indigenous learners. Include pictures, if available.



August 2023 Professional Development Day

To start this school year, we invited Chief Darren Blaney of the Xwe'malhkwa First Nation to share his thinking on what's important for raising and educating our youth. Darren spoke at length about the importance of protecting and caring for our sensitive ecosystems. He shared the work that he and his nation are undertaking to support this goal. Chief Blaney provoked critical thinking with staff and many left with important takeaways to further support their instruction.



Indigenous Students Making a Difference & Indigenous Grade 5 Transition Event

This spring, we held a breakfast for our Indigenous students making a difference. The event was well received by our students, and was supported by Qwaya Sam. Our students felt loved and celebrated and it supported deepening their sense of belonging.



This spring, we also brought in all grade five Indigenous students to Southgate who will be transitioning here next year. This transition event included making and enjoying Bannock and a tour of the school.

All Indigenous support staff from our feeder elementary schools joined us for this event. It's important to have belonging and attachment to our school develop with our students before they begin in September.



Qwaya Sam

This year, Qwaya Sam from the Ahousaht Band of the Nuu-Chah-Nulth Nation brought his mastery of art and knowledge of culture to our students.

In one of our Art EXPO classes, Qwaya helped students make beautiful cedar paddles that we proudly display. In one of our grade 6/7 homeroom classes, Qwaya supported their learning of drawing and taught students how to create various shapes and use of traditional colours. This spring, we held a breakfast for Indigenous students who are making a difference. Qwaya joined our breakfast and performed a beautiful song with drumming to honour our incredible students.

U'magalis (June Johnson)

June Johnson of the We Wai Kai Nation supported four homeroom classes this year with her incredible knowledge of traditional plants and medicines. Activities included a plant walk along the Quinsom River and samples of various teas. June discussed the importance of specific teas during the winter due to their high level of Vitamin C. One of teachers extended this teaching by having students conduct a science experiment to determine levels of Vitamin C in various plants.

Cory Cliffe

Cory Cliffe of the Wei Wai Kum nation met with two of our grade 6/7 classes and supported a conversation with them about the importance of mental health.

Corrine Hunt

Corrine Hunt, a member of the Raven Gwa’wina clan from Ts’akis, a Komoyue village on Vancouver Island shared her mastery of art with one of our grade 8 classes this year. Students created art pieces of Orcas and learned how to create an Indigenous style of graffiti with words.



William Henderson

This year, William Henderson supported our students’ learning with several activities. Will led a drum group for several months, bringing traditional music, drumming and singing alive with our students. Williams also supported cultural and environmental teaching with two of our grade eight classes. The classes raised salmon in the classroom this year, and Will supported this project from the beginning and through to their release in the wild. Will spoke about cultural traditions and history and emphasized the importance of salmon to his nation. Will offered the salmon a blessing when first hatched, and then performed with drums as the salmon were released into the water.

Measuring Success

At Southgate, we put great focus on monitoring our Indigenous students’ success. Indigenous education is a standing item for staff meeting agendas. We also use staff meeting time to share our thoughts on how our students are doing, including filling out our Pathways to Graduation spreadsheet together. Other measures we use are MDI, DIBELS, FSA, Student Learning Survey and overall graduation/school completion data.

Children and Youth in Care

The reporting for CYIC resident students is missing from our district data. We lack some capacity to accurately identify students in care in our system, which then limits our ability to pull data on this specified group. Historically, we were reliant on anecdotal information from schools and reports of varying accuracy from MCFD to support system decisions. As a result, we are shifting towards more accurate metrics to drive systems decisions and ensure supports are directed where they need to be. We will also evaluate whether these resources are serving their intended purpose. This has become a priority area for the Inclusive Education department for the 2024/25 school year and beyond as without accurate identification of children in care, we cannot account for academic progress, graduation rates, and so on. As such, our first action was to ensure that we have an accurate record of our students in Ministry care and the type of care agreement. To address this, we have met with the Director of Operations from our local MCFD branch and are developing a streamlined process where information is shared directly with Inclusive Education, which is then disseminated to schools. This will also be tracked through MyEd so that we are able to pull information on this target group. By centralizing this information, we will ensure we can be as accurate as possible and limit the number of points of contact between MCFD and schools. To further enhance our data and intentional supports of CYIC we are developing a School Care Plan Framework (completion estimated in the 2024/25 school year), whereby schools will have a pathway of how to support our youth in care to graduation. This will include defining roles and responsibilities, identification, and how priorities change depending on the level of school (e.g., elementary versus secondary). The framework will provide clearer direction and alignment of available resources leading to more positive outcomes for our CYIC.

Students with Designations

As you can see in our district data, the results for Resident Students with Designations generally lags behind the provincial performance averages and has also shown a slight decline compared to our 2023/24 data. To support these students across the district, there have been a variety of measures put in place, including: systemizing a set of resources to develop foundational and lagging academic skills; progress monitoring; and development around our tiers of support for designated and non-designated students. A further example of this has already been highlighted in the literacy section which includes a universal screening measure for every student to identify and target where support is needed. Additionally, as noted in the numeracy section, we will be enhancing the learning and support for designated students as our numeracy framework is developed. This will follow a similar format to our literacy framework which includes the multi-tiered system of support. A reflection on the performance of our students' with designations as measured by the FSA data, is that while we have been focusing as a district on enhancing every student's skills, we may be underutilizing universal supports, which in part is used by designated students when taking tests. Moving forward, we intend to focus on the accessibility features of exams for this group and practice targeted supports for these learners before higher stakes test situations.