

Fort Nelson

SD081

Enhancing Student Learning Report

September 2025

Part 1: Review Data and Evidence

Pre-Populated Provincial Template

In Review of Year 1 of *Empowering Growth, Inspiring Futures 2024-27*

Approved by Board on: September 22, 2025

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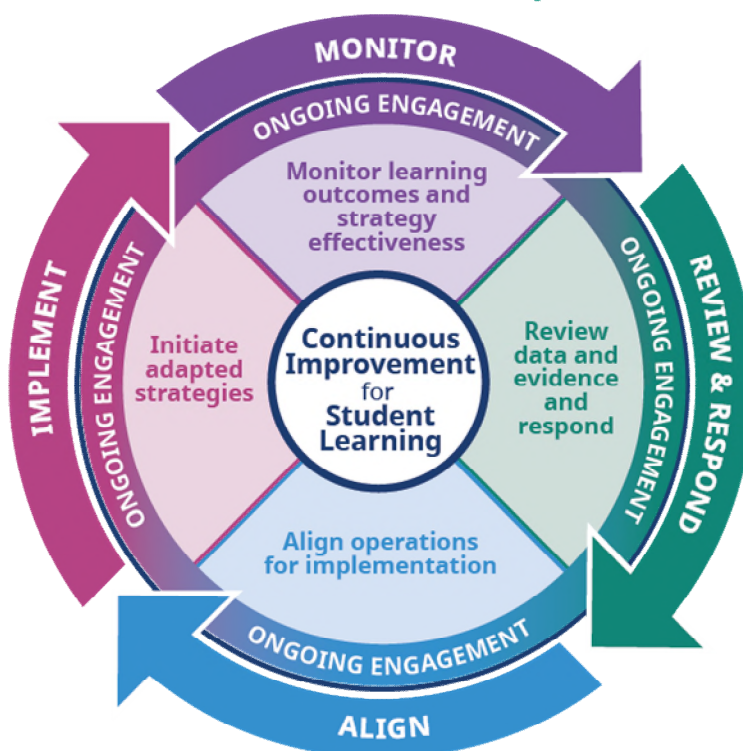
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Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

The Report provides information on the district's continuous improvement processes, with a focus on processes included within the **Continuous Improvement Cycle**:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Review Data and Evidence

Part 1



Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
 - 1. Analysis** (What patterns emerge?)
 - 2. Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD081 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	52 90%	46 85%	40 93%	57 100%	41 90%
Indigenous Resident Students	21 90%	13 77%	15 87%	18 100%	19 95%
Indigenous Resident Students on Reserve	0	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	21 90%	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	0	0	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

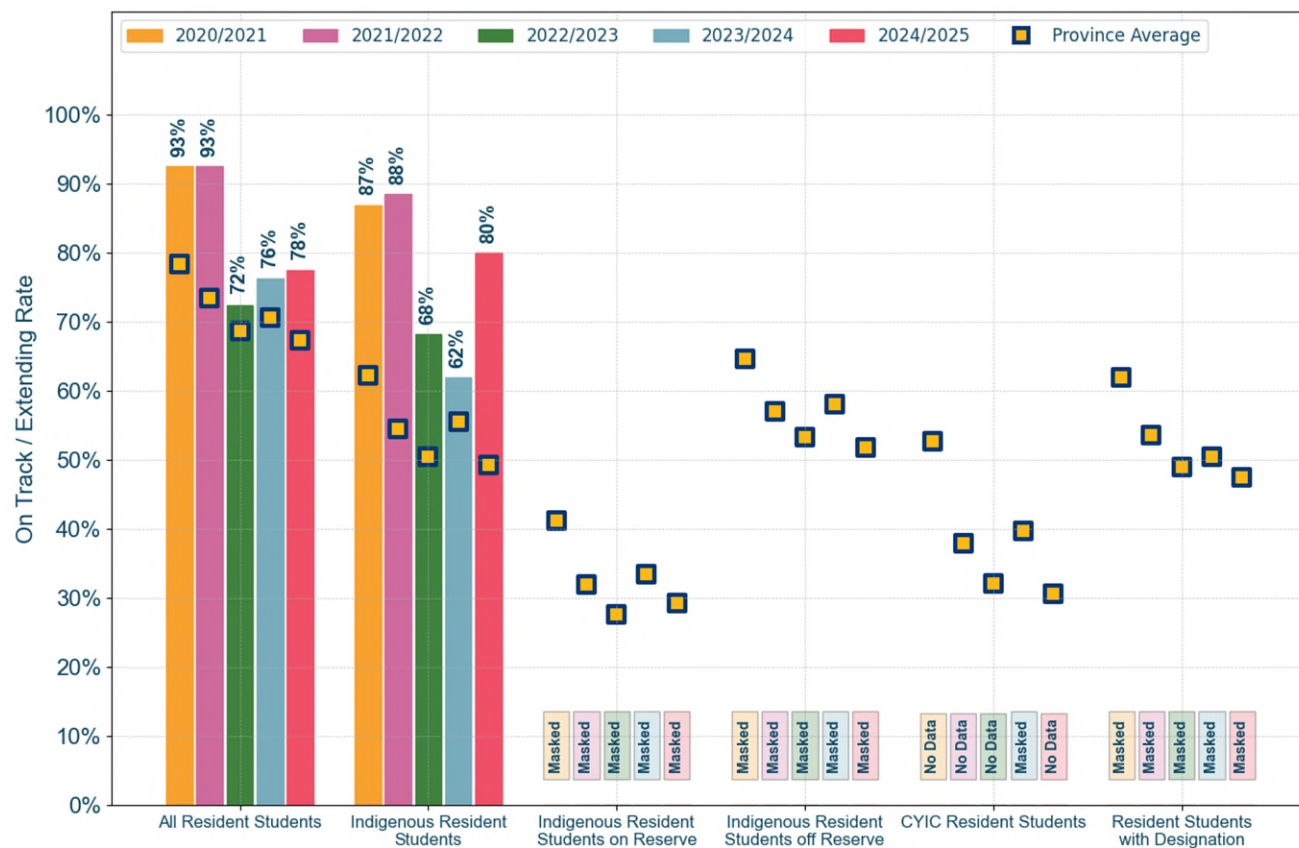
SD081 - Grade 4 FSA Literacy - On Track / Extending Rate



SD081 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	60 90%	72 93%	50 94%	59 93%	50 98%
Indigenous Resident Students	27 85%	28 93%	23 96%	22 95%	15 100%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	0	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD081 - Grade 7 FSA Literacy - On Track / Extending Rate

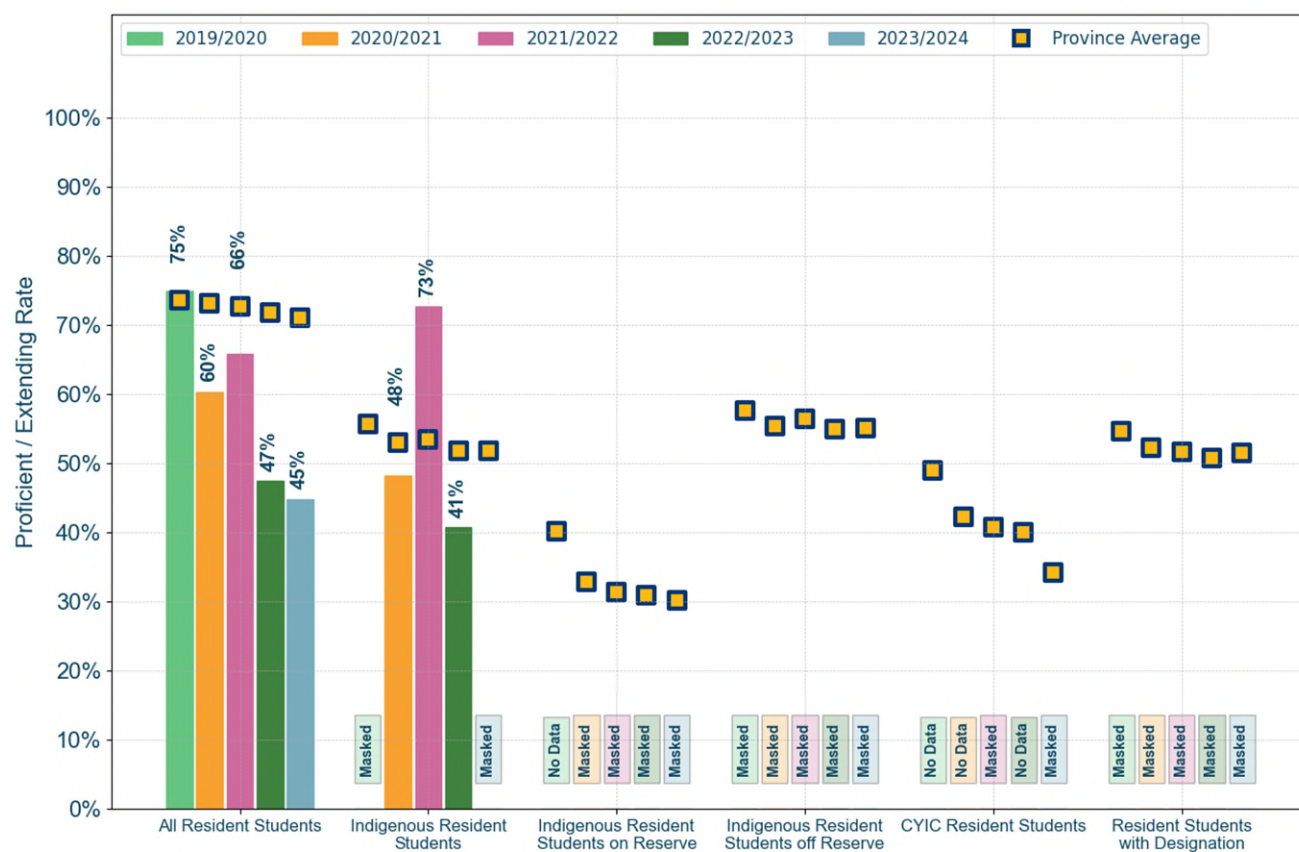


Measure 1.2: Grade 10 Literacy Expectations

SD081 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	55 58%	42 88%	47 79%	58 86%	54 80%
Indigenous Resident Students	Masked	23 83%	28 71%	22 95%	24 71%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD081 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Key Context:

Note that in most cases the disaggregated results for *Outcome 1 - Literacy* have been masked as per the Ministry's *Protection of Personal Information when Reporting on Small Populations*. In particular, this limits the data shown for Indigenous students on- and off-reserve, children and youth in care, and students with disabilities and diverse needs. Although not reported publicly to protect the privacy of individual students, this data is still analysed by school and District staff and shared with rightsholders and stakeholders as appropriate (such as with First Nations, the Indigenous Education Council, etc.) to inform District planning.

When it comes to the relatively small number of students per cohort (that is, the total number of students per grade across the district), student *numbers* often provide more accurate insight into trends than percentages, as with our smaller cohort sizes a few students can represent a significant percentage. As such, care needs to be exercised in analyzing the short-term trends in this section.

It is important to note that the provincial FSA assessments and our District reading benchmarks, while both measures of literacy proficiency, assess different skills and in different ways (see Appendix B for more information). As such, the number of students demonstrating proficiency will vary between the two.

With continued high participation rates, our FSA results provide a good overall indication of the literacy performance of our students in comparison to the provincial context; while within the district, our Fountas and Pinnell reading benchmarks provide a closer look at the grade level reading abilities of our Kindergarten to Grade 7 students.

Trends and Comparisons:

The number of students on-track and extending on the Grade 4 FSA has consistently remained high and well above the provincial average for the past five years, with nearly all students on-track or extending. Our results for all students did continue to see a slight year-to-year decrease, and Indigenous students saw a more significant decrease in comparison to the past four years; both correspond to a similarly declining provincial results.

Our Grade 7 FSA results, after a drop in 2022/23 have seen a steady increase in the number of students on-track and extending over the past three years; this year, our Indigenous learners showed a significant increase in the number of Indigenous students on-track and extending, compared to a decline in the past two school years.

Overall, our Grade 10 Graduation Literacy Assessment results for the past 4 years have shown a more pronounced decline in the number of students proficient and extending, with substantially lower success rates in Grade 10, in comparison to a much more gradual provincial decline over the same transitions.

Although most Grade 10 students are writing the Graduation Literacy Assessment in their Grade 10 year, we continue to see a portion (10-20%) of students not writing it until later in their graduation program; this is most commonly connected to student absenteeism.

In general, in Grade 4 and 7, the percentage of Indigenous learners on-track and extending is close to the percentage of all learners, with some variation in positive and negative gaps from year-to-year. Although still fairly close, this trend is not as predictable at the Grade 10 level.

Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

The District's Yopp Singer results (Appendix A) are overall a positive indication of the phonemic development of our Kindergarten students over the school year. With only a small percentage of students entering Kindergarten each year demonstrating phonemic awareness, the three year trend shows that by the end of Kindergarten the majority of students are considered to be phonemically aware ("Fully Meeting").

In the provincial context, our Grade 4 FSA results speak to the specific strength of our primary literacy programs in supporting all learners; and in general, along with the Grade 7 FSA results point to the overall strength of our elementary literacy programs in comparison to the province.

However, our district reading benchmarks (Appendix B – Fountas and Pinnell) while still strong show a lower percentage of students meeting/exceeding grade level expectations specifically in reading and also show a more substantial gap between results for all learners and Indigenous learners and other priority groups.

Tracking cohorts year-to-year in the District reading benchmark data, the number of students in each cohort meeting/exceeding stays fairly consistent from year-to-year; in general, the trend is that initially successful readers tend to continue to meet or exceed expectations, while many students approaching/not meeting in any given year are not "catching up" to grade level in successive years. However, it is important to qualify this observation with our "street data," which shows that many K - 7 learners who are below grade-level expectations in reading continue to make progress each year, in some cases moving up several reading levels within a single year; we have noticed this is especially true when evidence-based interventions that address the specific needs of the learner are being used. In cases where these learners are substantially behind their classmates, this ongoing progress will not be captured in the meeting and exceeding data.

Overall, our year-to-year FSA and Graduation Assessment data shows a steady decline in the number of students on-track and extending as students transition from Grades 4 to 10, particularly when examining by cohort (for instance, the 2020-21 Grade 7's are the same cohort, or group of students, as the 2023-24 Grade 10's). This is partially reflective of some learners not successfully transitioning to more complex literacy tasks ("learning to read" in primary vs. "reading to learn" in later grades, as well as being able to respond to texts and "show what you know" through writing and other forms of expression), but requires further investigation.

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD081 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	52 90%	46 85%	40 93%	57 100%	41 90%
Indigenous Resident Students	21 90%	13 77%	15 87%	18 100%	19 95%
Indigenous Resident Students on Reserve	0	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	21 90%	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	0	0	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

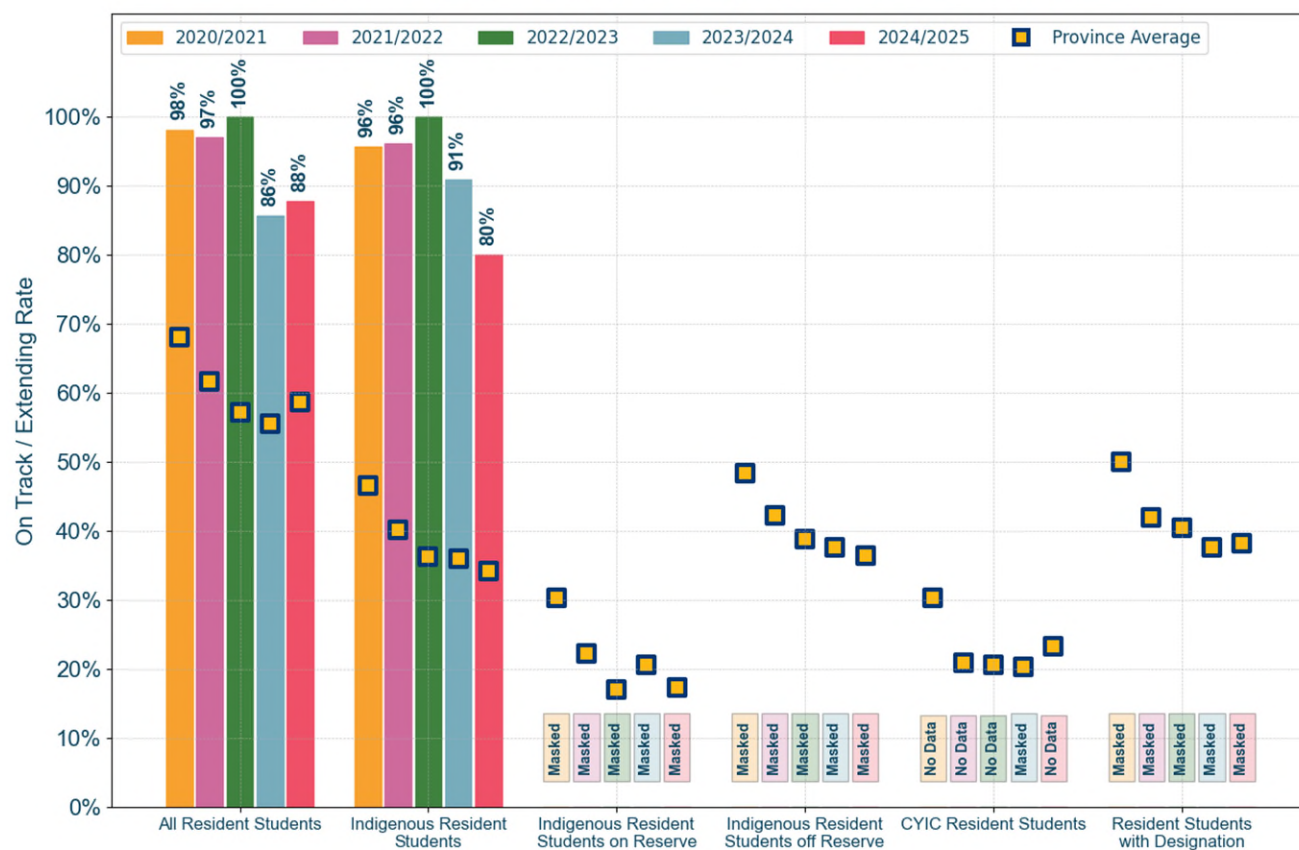
SD081 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD081 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	60 90%	72 93%	50 94%	59 95%	50 98%
Indigenous Resident Students	27 85%	28 93%	23 96%	22 100%	15 100%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	0	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD081 - Grade 7 FSA Numeracy - On Track / Extending Rate

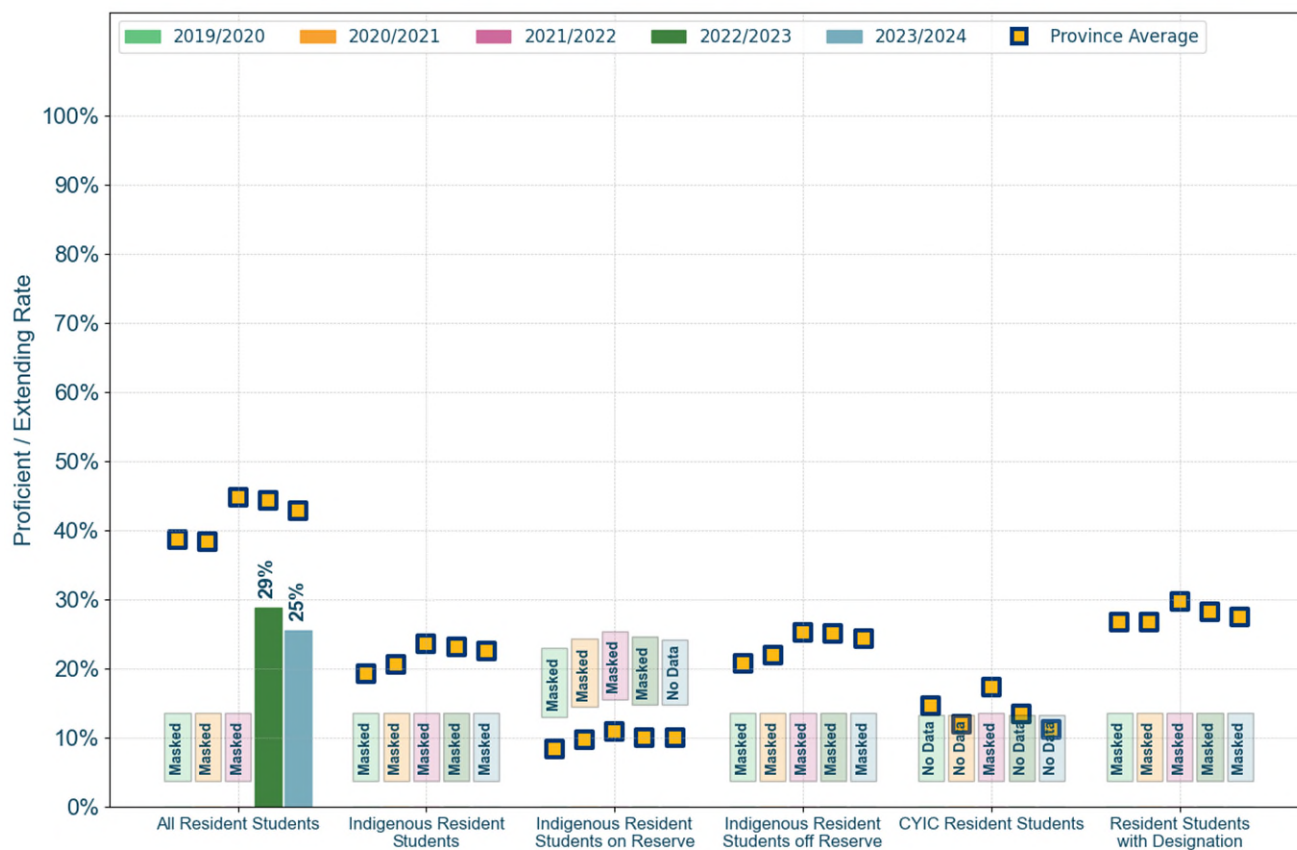


Measure 2.2: Grade 10 Numeracy Expectations

SD081 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	55 47%	42 95%	47 81%	58 84%	54 78%
Indigenous Resident Students	21 52%	23 91%	28 75%	22 95%	24 71%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD081 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

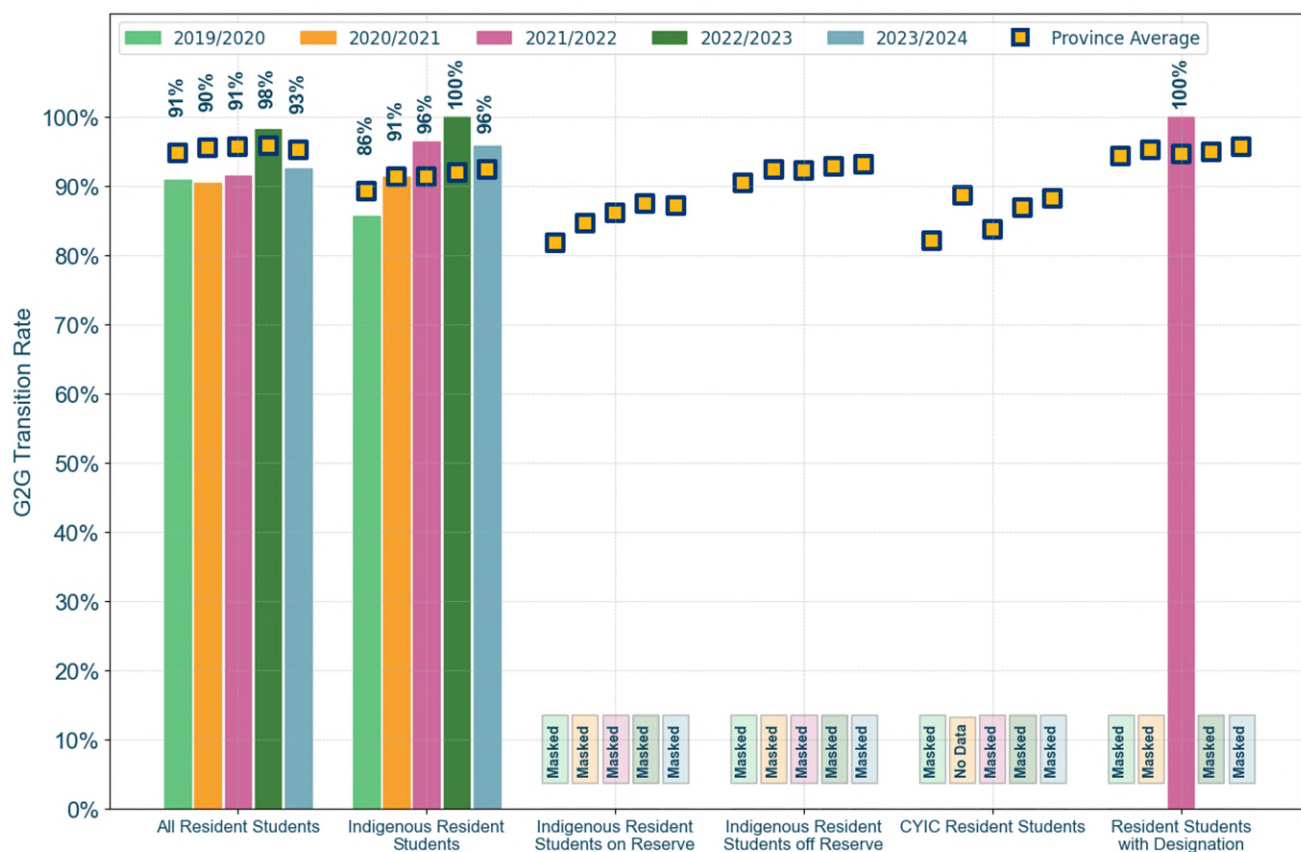


Measure 2.3: Grade-to-Grade Transitions

SD081 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	55	42	47	59	54
Indigenous Resident Students	21	23	28	23	24
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	13	Masked	Masked

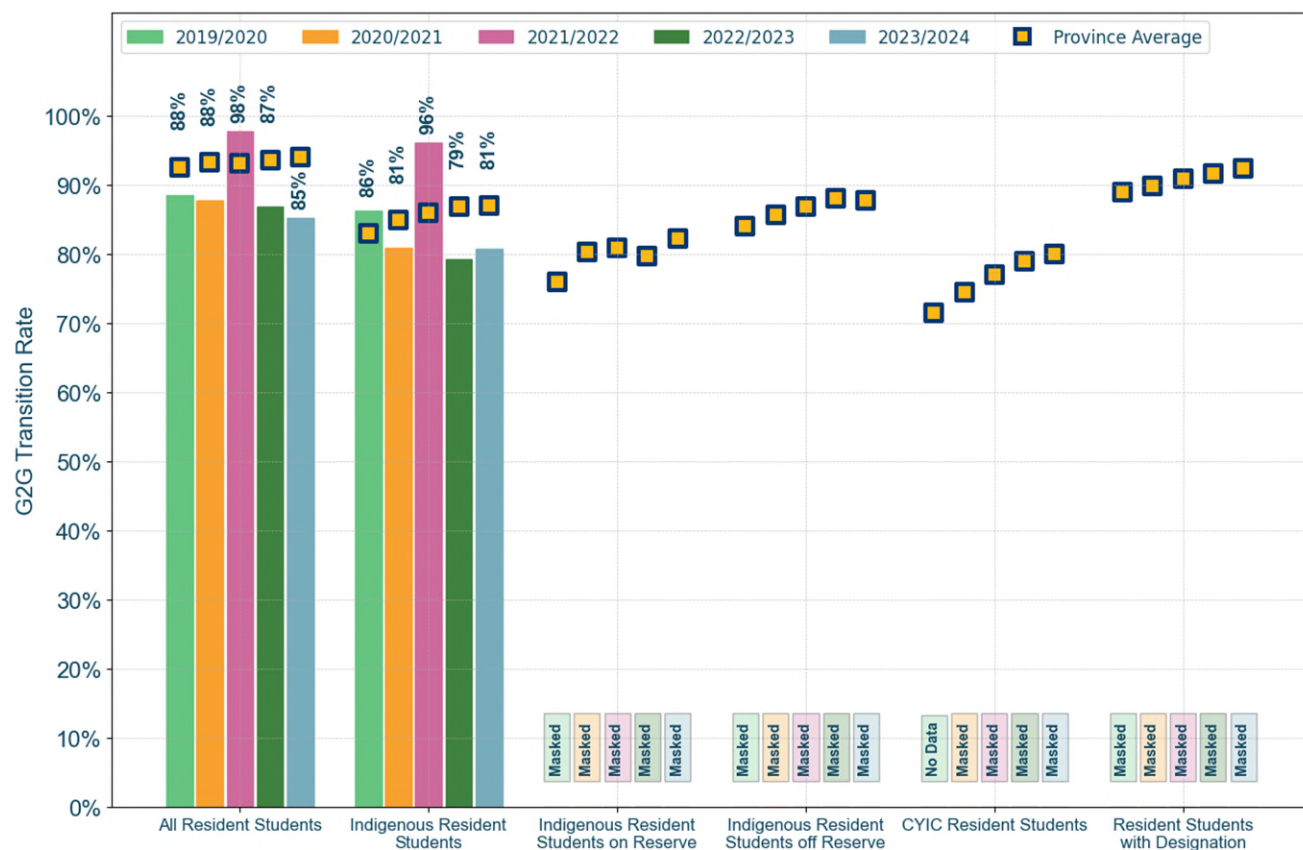
SD081 - Grade 10 to 11 Transition Rate



SD081 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	52	57	44	46	61
Indigenous Resident Students	22	21	26	29	26
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD081 - Grade 11 to 12 Transition Rate



Analysis:

Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

Key Context:

Note that in most cases the disaggregated results for *Outcome 2 – Numeracy* have been masked as per the Ministry’s *Protection of Personal Information when Reporting on Small Populations*. This limits the data shown for Indigenous students on- and off-reserve, children and youth in care, and students with disabilities and diverse needs. Although not reported publicly to protect the privacy of individual students, this data is still analysed by school and District staff and shared with rightsholders and stakeholders as appropriate (such as with First Nations, the Indigenous Education Council, etc.) to inform District planning.

When it comes to the relatively small number of students per cohort (that is, the total number of students per grade across the district), student *numbers* often provide more accurate insight into trends than percentages, as with our smaller cohort sizes a few students can represent a significant percentage. As such, care needs to be exercised in analyzing the short-term trends in this section.

Trends and Comparisons:

Year-to-year, Grade 4 and 7 FSA results remain very strong for numeracy, with the majority of students demonstrating proficiency across all demographics. As students transition into secondary mathematics, however, there is a marked decline in student success with only a small number of students demonstrating proficiency on the Grade 10 Graduation Numeracy Assessment.

Our Grade 10 to 11 transition rate remains strong, with nearly all students transitioning in their first year of the graduation program; there is generally a decline the following year with slightly fewer students transitioning to Grade 12.

Interpretation:

Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

For K – 7, School District 81 does not yet have a common benchmark assessment for numeracy; so, there is not a consistent source of local data to triangulate with the provincial FSA results.

Grade 4 and 7 FSA results remain very strong for numeracy, and well above provincial averages for all demographics. However, as supported by both street data and reporting data, a number of our students struggle to maintain proficiency in numeracy, and with the transition to secondary math, which often incorporates the number and fluency skills learned from K – 7 into more complex concepts such as algebra or trigonometry; our Grade 10 Graduation Assessment results show a significant reduction in the number of students demonstrating proficiency in comparison to the earlier grades.

Declining proficiency over time correlates with the relatively high proportion of Grade 10 students that elect to take Workplace Math 10 and 11 each year (see Appendix C), which can limit post-secondary opportunities for these students. This year, it was positive to see that Indigenous students were not over-represented in these courses; but the Indigenous Education Council (IEC) has advocated for a long-term strategy that would see all students, and in particular all Indigenous students, have the skills needed by the end of Grade 9 to successfully complete Foundations and Pre-Calculus Math 10 in order to maximize post-secondary options.

Human and Social Development

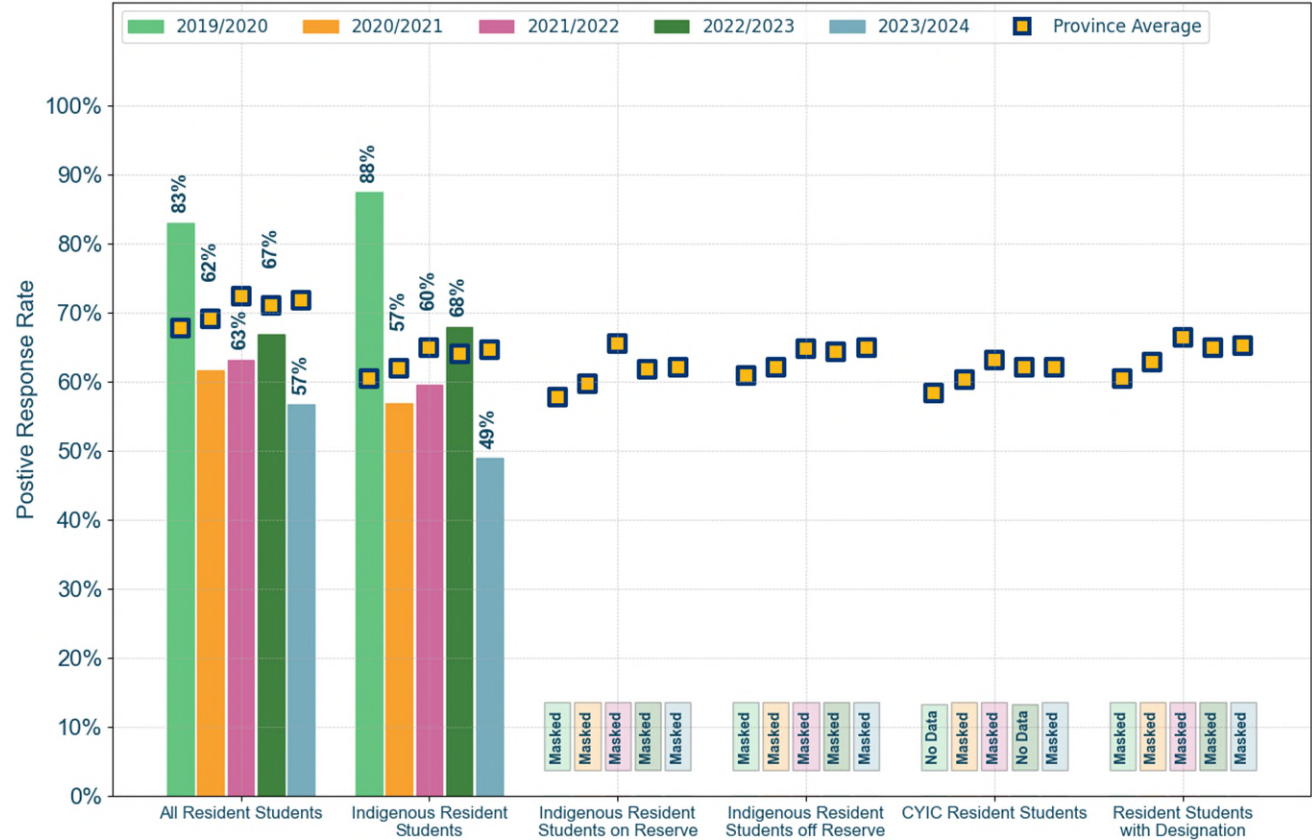
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

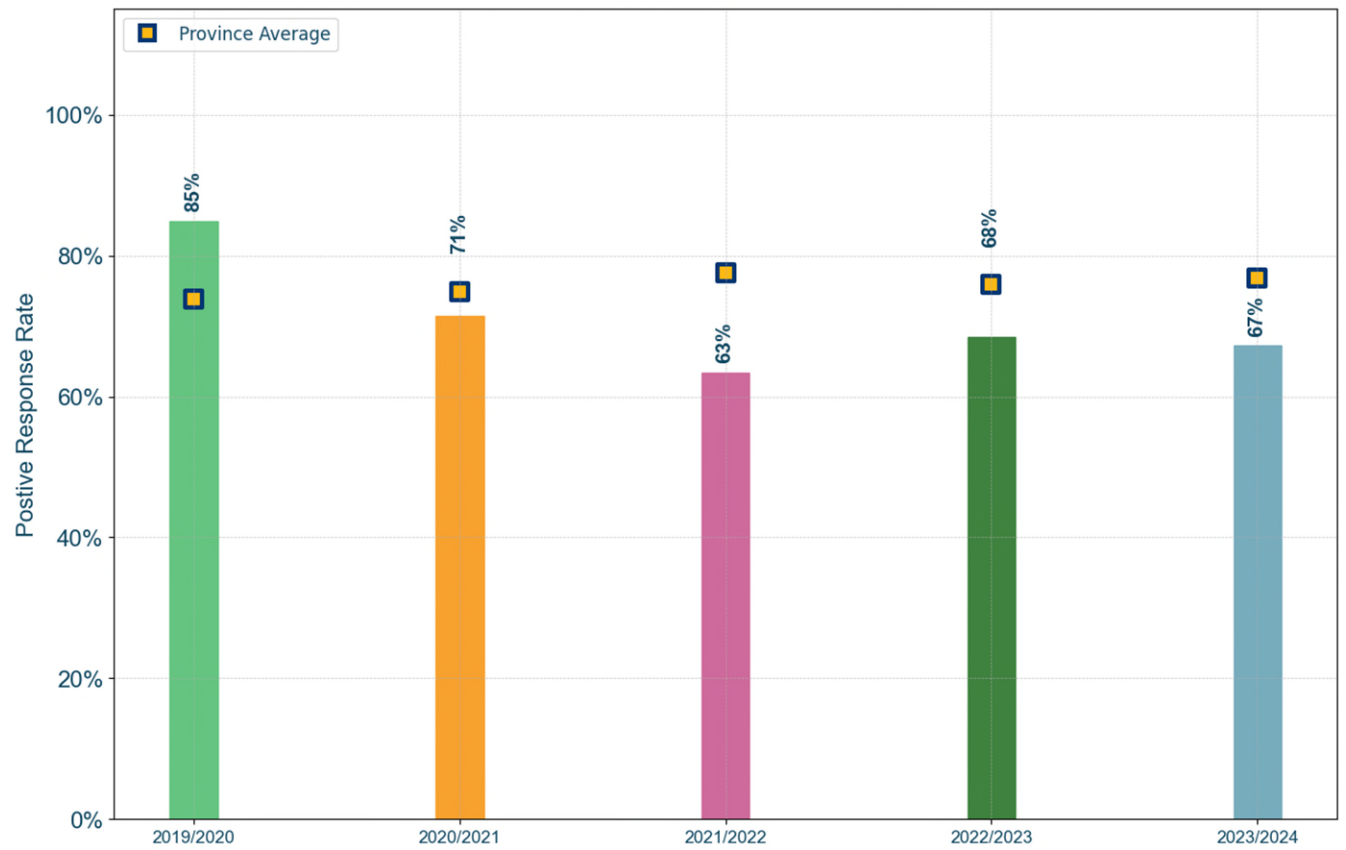
SD081 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	157 41%	151 85%	165 76%	149 89%	170 76%
Indigenous Resident Students	61 38%	70 83%	69 68%	61 90%	64 72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	16 69%	31 35%	14 71%	18 56%

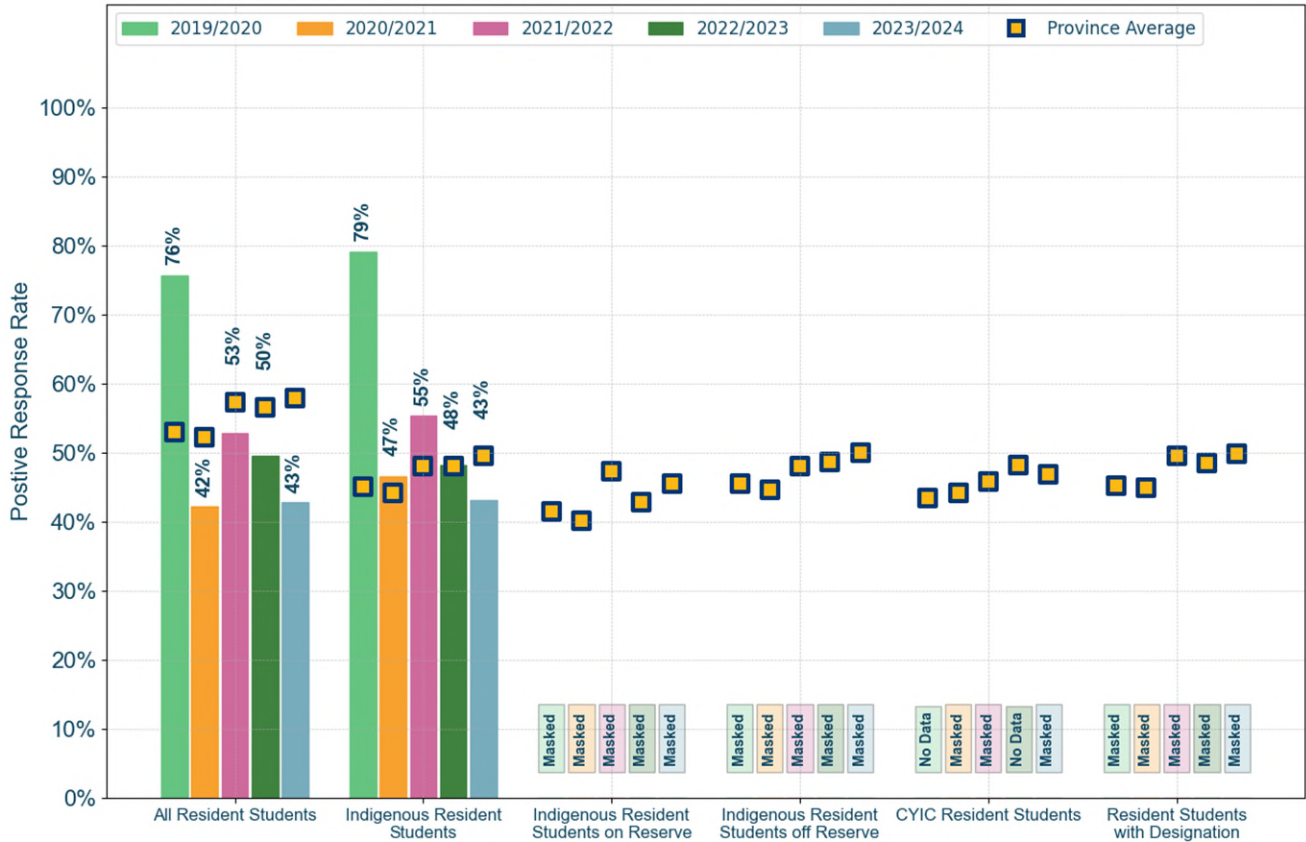
SD081 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD081 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

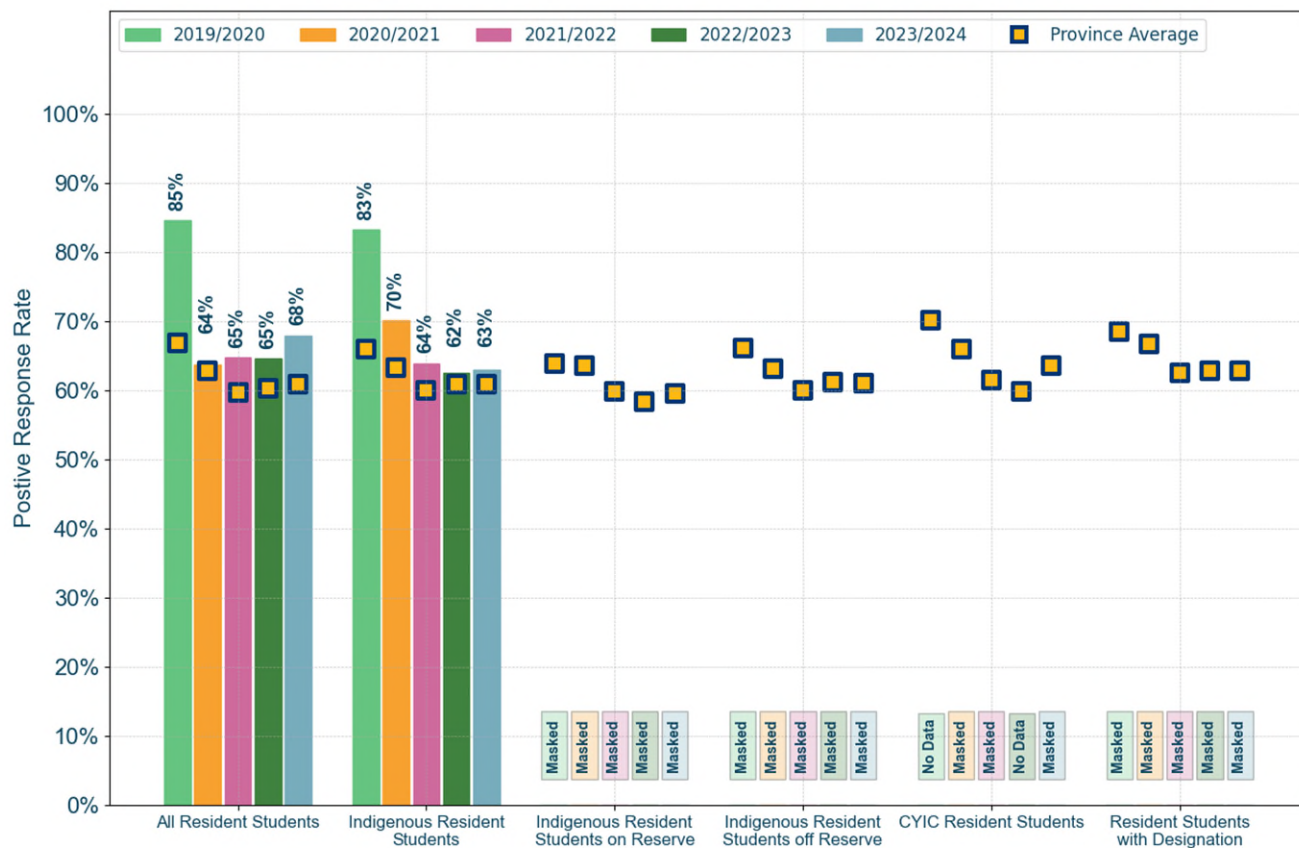


SD081 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD081 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Key Context:

Note that in most cases the disaggregated results for *Outcome 3 – Feel Welcome, Safe, and Connected* have been masked as per the Ministry's *Protection of Personal Information when Reporting on Small Populations*. In particular, this limits the data shown for Indigenous students on- and off-reserve, children and youth in care, and students with disabilities and diverse needs. Although not reported publicly to protect the privacy of individual students, this data is still analysed by school and District staff and shared with rightsholders and stakeholders as appropriate (such as with First Nations, the Indigenous Education Council, etc.) to inform District planning.

Trends and Comparisons:

Measures for this outcome continue to be much lower than we would like to see, and in general lower than provincial averages.

It is essential to highlight that the results for the Grade 4, 7, and 10 provincial Student Learning Surveys have been combined this year. While providing a snapshot of the District as a whole, it fails to show the trend that these measures are generally higher in the younger grades, and decline as students transition into higher grades, with significantly lower measures of student belonging in high school.

It can be observed that the results for our Indigenous learners, year-to-year, are relatively consistent with all learners; while the results are not as positive as we would like, it potentially points to different groups of learners having similar experiences and feelings about school.

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

The Grade 5 and 8 Middle Years Development Index (MDI – see Appendix D) echoed similar results to the provincial student learning survey, with low percentages of students in both grades feeling like they belonged in their schools. While 77% of Grade 5 students could identify two or more “important adults” at school that cared about them and 62% had a high level of connectedness with adults at school, in Grade 8 only 15% of students could identify two or more adults who were important to them at school, although a higher percent (52%) reported high connectedness with adults at school using other measures.

It was of note that in the overall well-being index – a combined measurement of optimism, happiness, self-esteem, absence of sadness, and general health – 50% of Grade 5 students and 60% of Grade 8 students scored “Low,” with only 26% of Grade 5 students and 17% of Grade 8 students scoring high, or “Thriving.” There were some concerning trends for many students, with low hours of sleep and not eating breakfast before school likely having a negative impact on the way in which many students start each school day.

This year, we have included a snapshot of the District’s attendance data (see Appendix E). While attendance is not directly a measure of student belonging – many families need to travel for medical, sports, etc. – excessive absences have a significant and cumulative impact on student learning and success, which will impact feelings of purpose and belonging. While in Grades K – 4 roughly one-quarter of each grade had 20 or more absences per year (12%+ of the school year), by Grade 5 that number rises to half the class with 30 or more absences (17%+ of the school year) not uncommon. In looking at priority groups, the rate of Indigenous student absenteeism tends to increase more rapidly after Kindergarten in comparison to all students, at nearly double the number of absences for Grades 1 to 3; by high school, absentee rates are more comparable across most demographics. With Grades 1 to 3 being highly formative for literacy and numeracy development, there would be both short- and long-term impacts in these areas.

Career Development

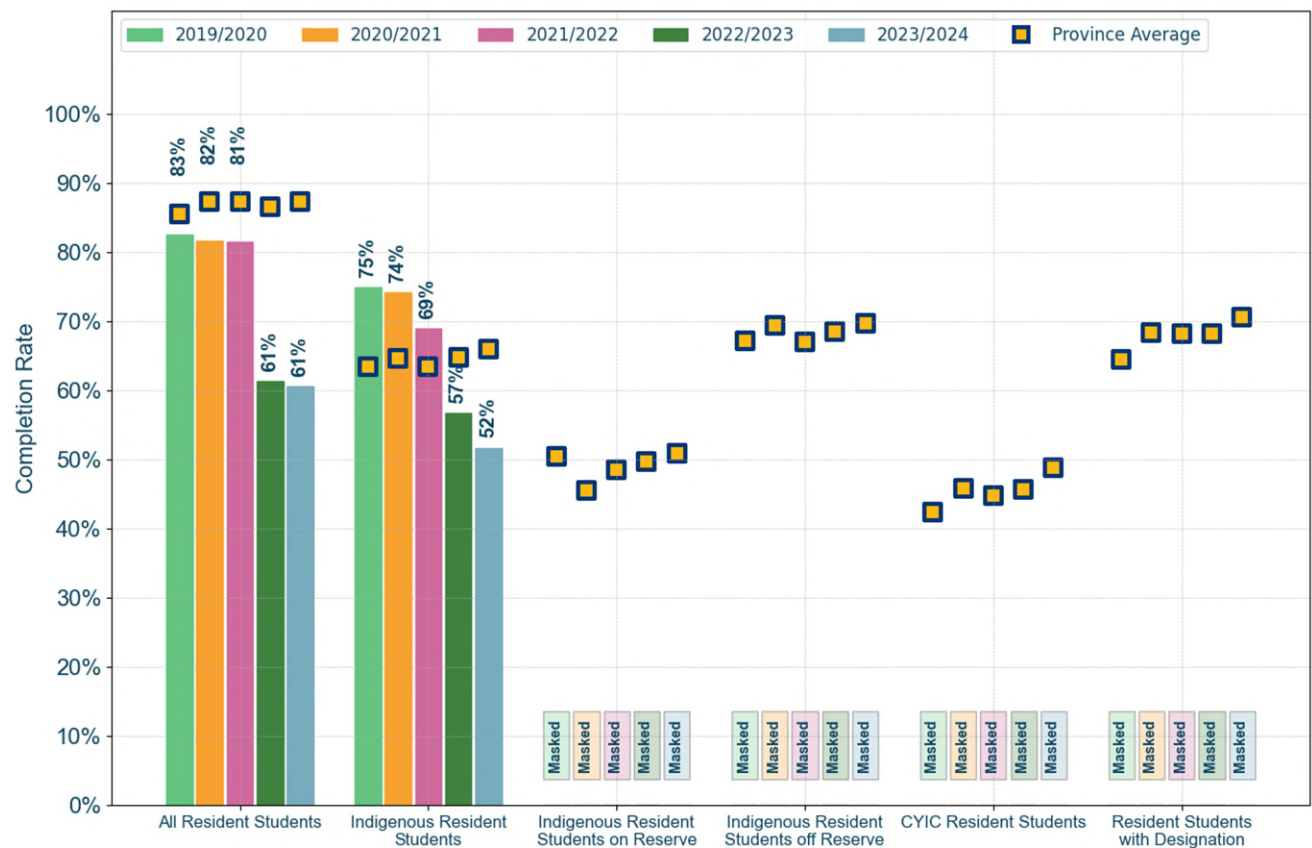
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

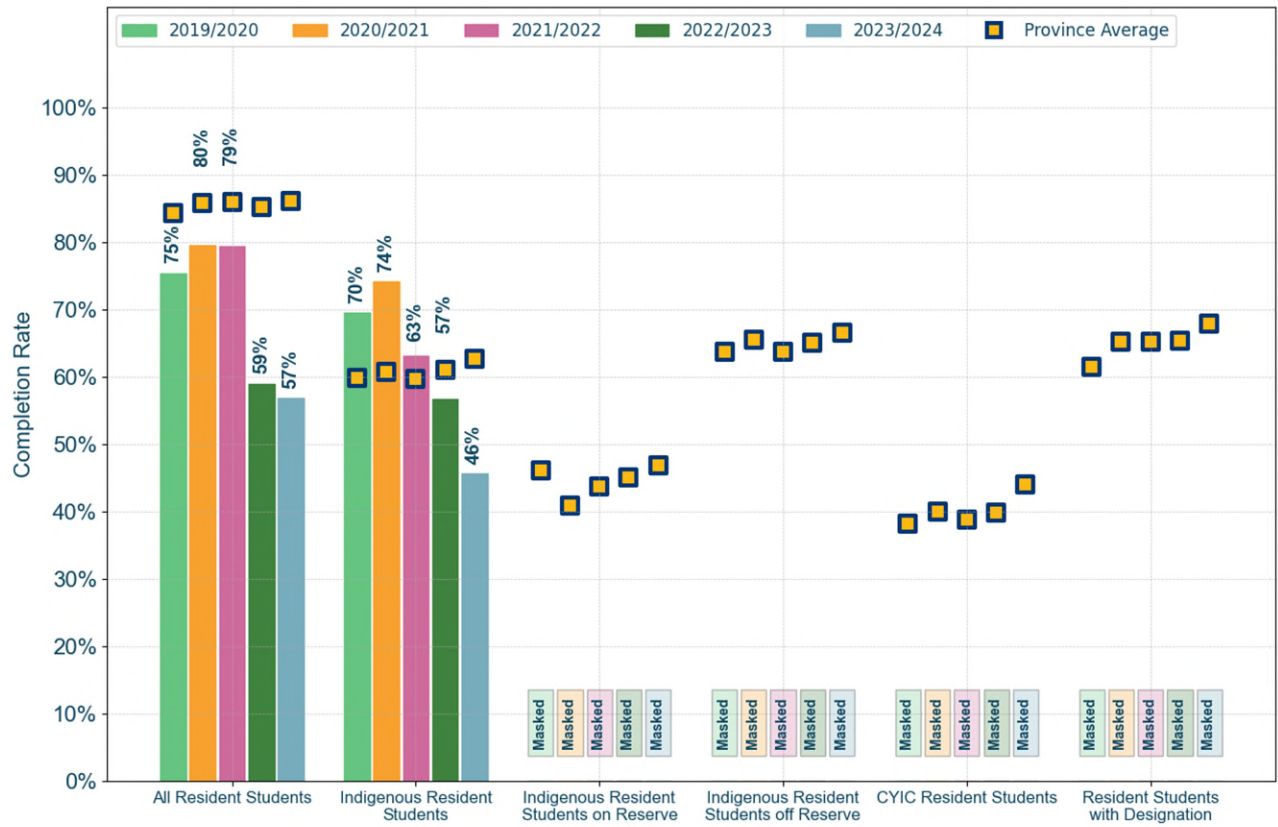
SD081 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	50 8	59 10	57 8	48 6	58 5
Indigenous Resident Students	22 3	26 4	20 3	28 3	36 3
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD081 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD081 - 5-Year Completion Rate - Dogwood



Analysis:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Key Context

Note that in most cases the disaggregated results for *Outcome 4 – Graduation* have been masked as per the Ministry’s *Protection of Personal Information when Reporting on Small Populations*. In particular, this limits the data shown for Indigenous students on- and off-reserve, children and youth in care, and students with disabilities and diverse needs. Although not reported publicly to protect the privacy of individual students, this data is still analysed by school and District staff and shared with rightsholders and stakeholders as appropriate (such as with First Nations, the Indigenous Education Council, etc.) to inform District planning.

The five-year completion rate is a Ministry of Education and Childcare statistic generated using the actual cohort size in Grade 8 (“Cohort Count”); a statistically-derived estimate of how many students left the province between Grade 8 and 12 (“Outmigration Estimation”); and the actual number of graduates in the Grade 12 year. Due to the use of an outmigration estimate (instead of actual outmigration figures) the resulting data may differ slightly from the actual five-year completion rate.

Trends and Comparisons:

Our five-year graduation rate has seen a steady decrease in recent years, with a significant drop in the 2022-23 and 2023-24 school years. Our overall graduation rate has been comparable to the provincial average for the past several years; but whereas our Indigenous grad rate has remained well above the provincial average for several years, for the 2022-23 and 2023-24 school year we have dropped below the provincial average. In addition, while the percentage varies from year to year, there is a persistent negative gap between all students and Indigenous students.

Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Appendix F shows our annual and six-year graduation rates.

Positively, our annual graduation rate (which compares the number of students eligible for graduation in September to the number that graduate in June) remains fairly high; the majority of students who make it to Grade 12 are graduating, which speaks to the positive supports students are receiving in their graduation year. This year, it should also be noted that some students continued to meet their graduation requirements over the summer months and are not reflected in the year-end data.

Our annual grade rate remains substantively higher than the five-year graduation rate in the past few years; this discrepancy points to an increased drop-out rate prior to the Grade 12 year.

It is of a positive note that in the annual graduation rate, our Indigenous graduation rate is very close to the graduation rate for all students, with very few Adult Dogwood diplomas being granted to any student demographic this year. However, given the negative gaps when comparing our annual with our five- and six-year graduation rates, this again points to Indigenous students who are not graduating leaving school prior to their Grade 12 year.

Our six-year graduation rate continues to show a positive trend of students who do not graduate in their Grade 12 year returning to graduate: as an example, the six-year graduation rate in 2023-24 was approximately 10% higher than the five-year graduation rate for the same cohort in the 2022-23 school year, and 14% higher for Indigenous students.

The five- and six-year graduation rates in Appendix F show that in many cohorts, our students with Disabilities and Diverse Needs are graduating with a Dogwood Diploma or Adult Dogwood at a significantly lower rate than all students, in both the five- and six-year time frames. A strength of our District is our rigorous process for both Adult Dogwood and Evergreen programs; very few students receive Evergreen certificates each year, with a strong emphasis on supporting our students with Disabilities and Diverse Needs in achieving graduation. This indicates that many of our students with Disabilities and Diverse Needs are simply not graduating, a trend that needs to be examined much more closely.

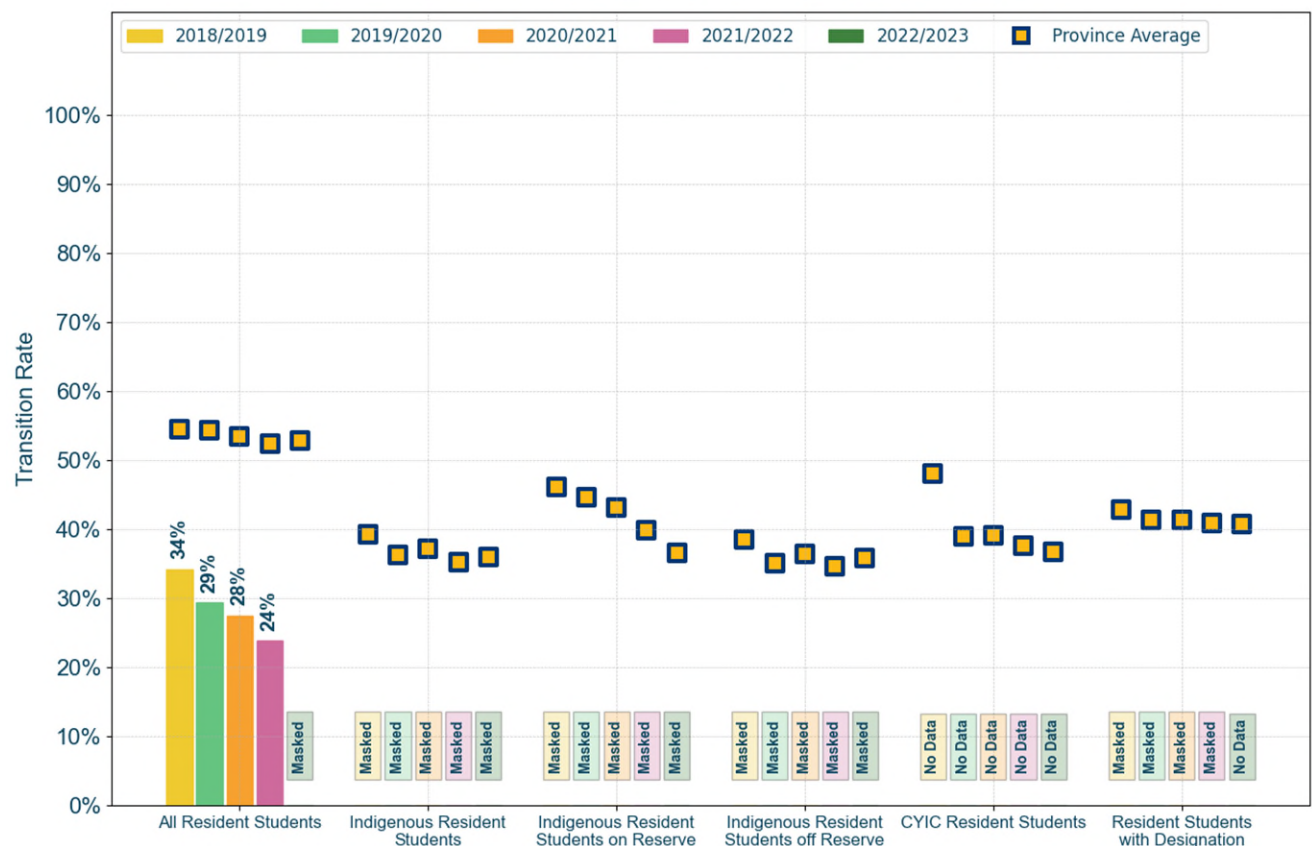
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

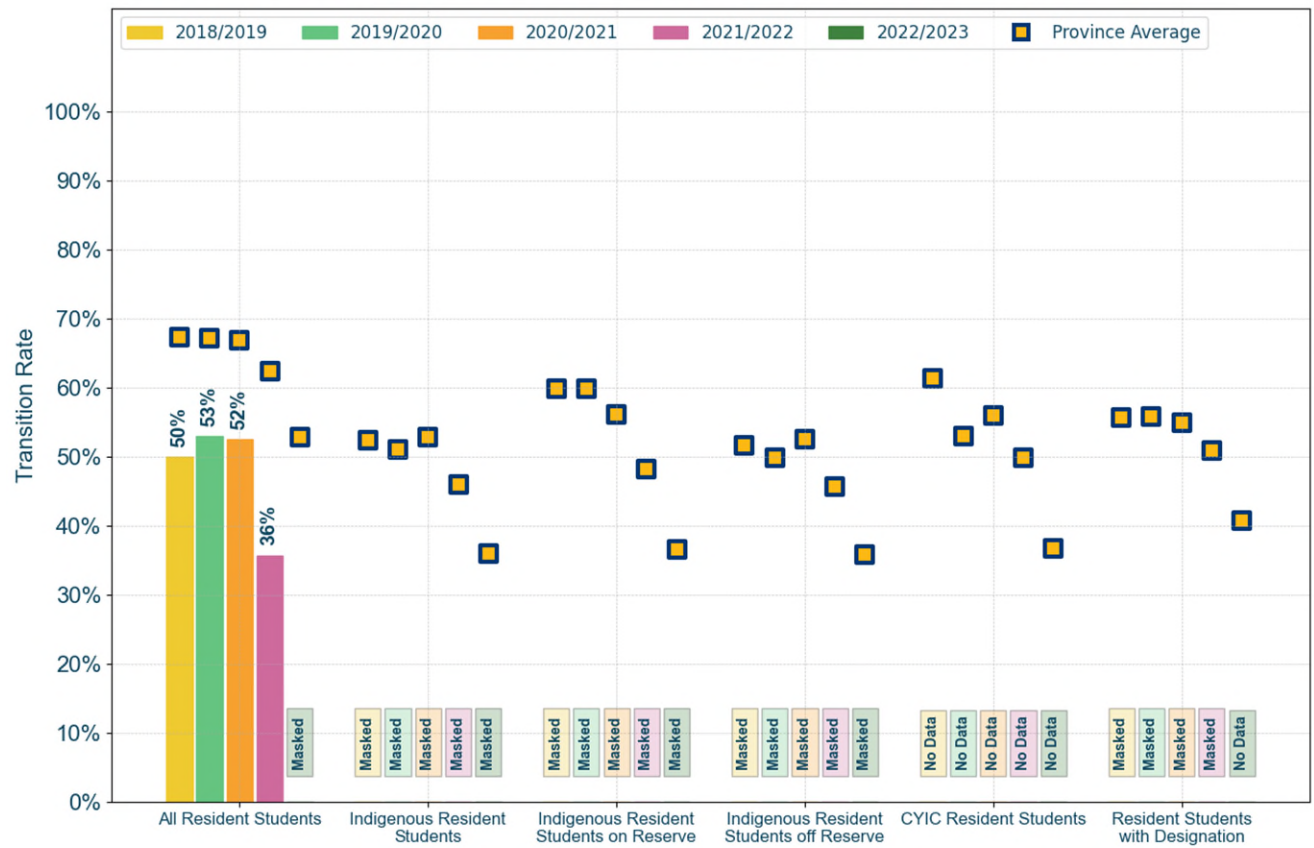
SD081 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	38	34	40	42	Masked
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	0	0	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	0

SD081 - Immediate Transition to Post-Secondary



SD081 - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions



Key Context

Note that in most cases the disaggregated results for *Outcome 4 – Graduation* have been masked as per the Ministry’s *Protection of Personal Information when Reporting on Small Populations*. In particular, this limits the data shown for Indigenous students on- and off-reserve, children and youth in care, and students with disabilities and diverse needs. Although not reported publicly to protect the privacy of individual students, this data is still analysed by school and District staff and shared with rightsholders and stakeholders as appropriate (such as with First Nations, the Indigenous Education Council, etc.) to inform District planning.

It is important to emphasize that the post-secondary data provided by the Ministry of Education and Childcare only captures students that transition to BC institutions. As a number of our students attend colleges and universities out of province, in particular in Alberta, this data may not provide an accurate picture of post-secondary transition. However, as the district does not currently track successful out-of-province post-secondary transitions, this data remains incomplete.

It is worth mentioning that “post-secondary” in this data does not just refer to academic programs, but includes certificate, diploma, and trades programs as well.

Trends and Comparisons:

Overall, immediate transitions to post-secondary institutions in BC have been declining up to the 2022-23 school year, with a sudden drop in the three-year transition rate in that same year. These transition rates remain significantly below provincial averages.

Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

Our “street data” - namely, hearing from families and students both before and after graduation – indicates that there are several significant barriers to Fort Nelson students attending post-secondary. Some of these barriers include having to move significant distances to study, often to much larger centres; being far away from family and community supports; costs of travel, living expenses, and tuition; and feeling “lost” in large institutional settings, often much larger than their entire home community.

While the data for our priority populations is masked, not allowing any general trends to be drawn, it does indicate that less than 9 students each year are attending post-secondary for those populations. Given the graduation data in Outcome 4 and Appendix F, it can be concluded that the post-secondary transition rate in general is low for our Indigenous students, as well as for students with disabilities and diverse needs.

Appendix A: District Kindergarten Yopp-Singer Results

The Yopp Singer test for Phonemic Awareness is used in Kindergarten classes three times per year as an indication of where our newest students are at in their phonemic development. The goal is to have all students demonstrate phonemic awareness by the end of Kindergarten.

The table below provides year-end data from the past three school years; note that in the 2022-23 school year and prior, District literacy data, including the Yopp Singer data, was not disaggregated beyond all students and Indigenous students. Grayed out cells reflect data that has been masked due to a population of less than 9 students, as per the Ministry's *Protection of Personal Information when Reporting on Small Populations*.

Demographic	2022-23			2023-24			2024-25		
	Total # Students	Fully Meeting		Total # Students	Fully Meeting		Total # Students	Fully Meeting	
		#	%		#	%		#	%
All	34	30	88%	35	31	84%	31	26	84%
Indigenous	12	9	75%				12		
On Reserve	Disaggregated Data Not Collected								
Off-Reserve							10		
CYIC							0	N/A	N/A
Disabilities/Diverse Needs									
ELL				0	N/A	N/A	0	N/A	N/A

Appendix B: District Benchmark Reading Results

Fountas and Pinnell reading levels are used as a benchmark assessment for K – 7 three times per year. This assessment provides a useful indication of whether students are on-track; how different priority populations are doing in comparison to all students; and helps to inform interventions for students who are not at grade level in reading. Whereas the literacy portion of the FSA includes components such as writing, and assessment methods such as multiple choice, the Fountas and Pinnell assessment is just for reading and reading comprehension. Tools available to learners in the FSA, such as having a text read out loud digitally if the learner is having difficulty reading, are not available in the Fountas and Pinnell assessment which requires learners to be able to read text out loud.

While the Fountas and Pinnell benchmark is useful for assessing the reading level of students, note that there are a variety of instructional techniques and intervention methods used in reading instruction, with growing emphasis on and expertise in the use of targeted, evidence-based strategies.

The table on the next page provides reading data from the past three school years; note that in the 2022-23 school year and prior, District reading data was not disaggregated beyond all students and Indigenous students. The colours are provided to assist in tracking the progress of a cohort from year-to-year. Grayed out cells reflect data that has been masked due to a population of less than 9 students, as per the Ministry's *Protection of Personal Information when Reporting on Small Populations*.

Grade	Demographic	2022-23			2023-24			2024-25		
		Total # Students	Meeting and Exceeding		Total # Students	Meeting and Exceeding		Total # Students	Meeting and Exceeding	
			#	%		#	%		#	%
K	All	35	30	86%	28	22	79%	31	23	74%
	Indigenous	13	9	69%				12		
	On Reserve	Disaggregated Data Not Collected								
	Off-Reserve							10		
	CYIC							0	0	N/A
	Disabilities/Diverse Needs/ELL							0	0	N/A
1	All	40	25	63%	39	22	56%	34	26	76%
	Indigenous	14	7	50%	13			7		
	On Reserve	Disaggregated Data Not Collected								
	Off-Reserve				11					
	CYIC				0	0	N/A	0	0	N/A
	Disabilities/Diverse Needs/ELL				0	0	N/A			
2	All	38	29	76%	41	29	71%	43	28	65%
	Indigenous	19	11	58%	14	10	71%	17	9	53%
	On Reserve	Disaggregated Data Not Collected			0	0	N/A			
	Off-Reserve				14	10	71%	14		
	CYIC									
	Disabilities/Diverse Needs/ELL				0	0	N/A			
3	All	54	37	69%	39	24	62%	41	27	66%
	Indigenous	16	12	75%	16	9	56%	14		
	On Reserve	Disaggregated Data Not Collected						0	0	N/A
	Off-Reserve				14			14		
	CYIC				0	0	N/A	0	0	N/A
	Disabilities/Diverse Needs/ELL									
4	All	39	27	69%	55	36	65%	41	27	66%
	Indigenous	13	7	54%	16	10	63%	17		
	On Reserve	Disaggregated Data Not Collected								
	Off-Reserve				14	9	64%	14		
	CYIC				0	0	N/A			
	Disabilities/Diverse Needs/ELL							0	0	N/A
5	All	51	33	65%	46	26	57%	57	35	61%
	Indigenous	15	10	67%	19			17	9	53%
	On Reserve	Disaggregated Data Not Collected								
	Off-Reserve				16			15		
	CYIC				0	0	N/A	0	0	N/A
	Disabilities/Diverse Needs/ELL				9					
6	All	54	37	69%	51	37	73%	47	32	68%
	Indigenous	22	11	50%	16	11	69%	20	9	45%
	On Reserve	Disaggregated Data Not Collected								
	Off-Reserve				11			18		
	CYIC				0	0	N/A			
	Disabilities/Diverse Needs/ELL							0	0	N/A
7	All	53	41	77%	57	37	65%	54	32	59%
	Indigenous	22	18	82%	21	11	52%	16	9	56%
	On Reserve	Disaggregated Data Not Collected								
	Off-Reserve				20			10		
	CYIC				0	0	N/A			
	Disabilities/Diverse Needs/ELL				0	0	N/A	10		

Appendix C: Secondary Math Course Enrollment

This table shows the number of students enrolled in the various math courses that are included in the Graduation Program, comparing total students to Indigenous students. Grayed out cells reflect data that has been masked due to a population of less than 9 students, as per the Ministry's *Protection of Personal Information when Reporting on Small Populations*.

Course	Total Students	Indigenous	On-Reserve	Off-Reserve
FMP 10	46 (72%)	16 (70%)		
WPM 10	18 (28%)		0	
Pre-Calculus 11	22 (55%)		0	
WPM 11	18 (45%)	9 (56%)		
Pre-Calculus 12	21			

Appendix D: Middle Years Development Index (MDI)

The MDI is an assessment of children's social-emotional health and well-being conducted annually by researchers at the Human Early Learning Partnership through UBC, with Grade 5 and 8 students across the province. While the report is far more comprehensive than the data shown below, the following is a snapshot of some overall measures that correlate well to the measures feeling welcome, safe, and connected in the provincial Student Learning Survey.

WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

MEASURES

Optimism
Happiness
Self-Esteem
Absence of Sadness
General Health



High Well-being (Thriving)

Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



Medium Well-being

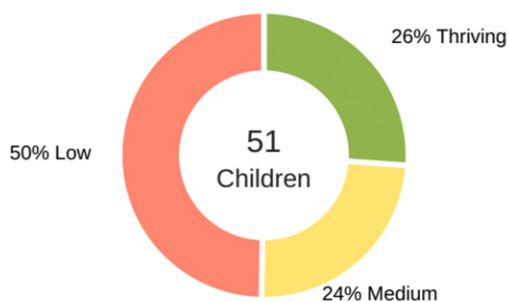
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



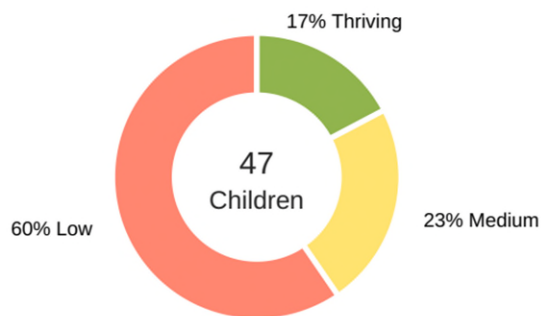
Low Well-being

Children who score in the low range on at least 1 of the 5 measures of well-being.

R L ANGUS ELEMENTARY GRADE 5



FORT NELSON SECONDARY GRADE 8



ASSETS INDEX

The Assets Index combines MDI measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives. Assets are considered actionable, meaning that schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.



ADULT RELATIONSHIPS
Adults at School
Adults in the Neighbourhood
Adults at Home



PEER RELATIONSHIPS
Peer Belonging
Friendship Intimacy



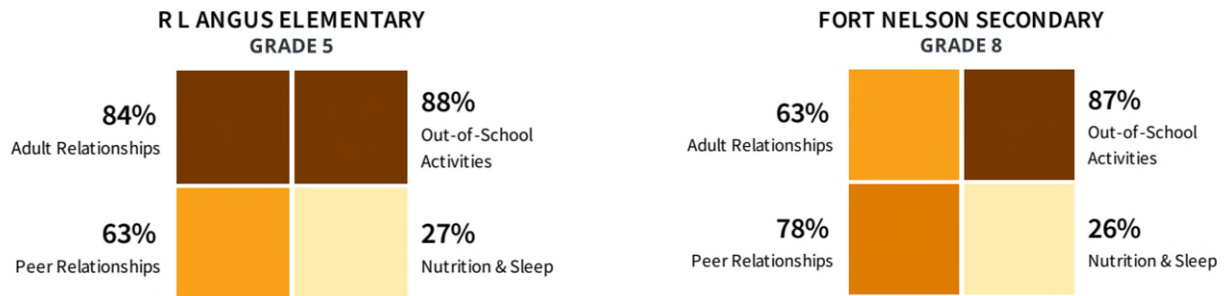
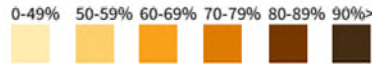
NUTRITION & SLEEP
Eating Breakfast
Meals with Adults in Your Family
Frequency of Good Sleep



OUT-OF-SCHOOL ACTIVITIES
Organized Activities



Percentage of children reporting the presence of an asset

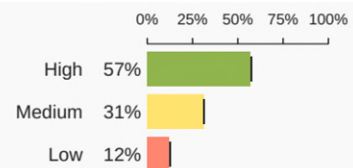


RESULTS FOR R L ANGUS ELEMENTARY

| School District Average

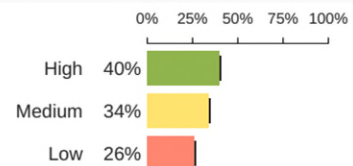
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



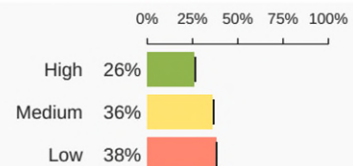
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."

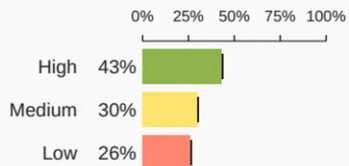


RESULTS FOR FORT NELSON SECONDARY

| School District Average

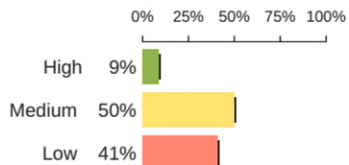
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



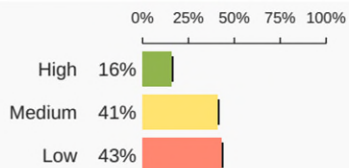
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Appendix E: Attendance Data (Percentage of Year Missed)

The following table shows the average percentage of the school year missed for our K-12 student population by demographic. As an example, a 25% absentee rate means missing one out of every four school days, or approximately one week per month.

Percentage of School Year Absent, by Grade and Demographic													
Demographic	Grade												
	K	1	2	3	4	5	6	7	8	9	10	11	12
All Students	8%	7%	8%	8%	9%	14%	15%	18%	15%	24%	19%	20%	17%
Indigenous	6%	13%	15%	14%	12%	19%	19%	22%	18%	27%	24%	26%	18%
On Reserve	Masked by grade: overall average 22%												
Off-Reserve	6%	Masked	16%	14%	14%	18%	20%	20%	18%	26%	24%	22%	19%
Disabilities/Div Needs	Masked by grade: overall average 18%												
ELL	Masked by grade: overall average 7%												
CYIC	Masked												

Appendix F: Annual and Six Year Grad Rates

Our Annual Graduation Rate is a District calculation that includes all students eligible to graduate in September, compared to how many completed the year. It is distinct from the five-year graduation rate as it does not include students who moved, changed schools, or dropped out prior to their Grade 12 year. Grayed out cells reflect data that has been masked due to a population of less than 9 students, as per the Ministry's *Protection of Personal Information when Reporting on Small Populations*.

Annual Graduation Rate 2021 - 2025								
Year	Demographic	Number of Grade 12 Students	Students Eligible for Dogwood	Completed Dogwood Diploma	Completed Adult Dogwood	Completed Evergreen	Did Not Graduate	Dogwood Graduation Rate (Dogwood Diploma plus Adult Dogwood)
2020/21	All Students	51	50	39				84%
	Indigenous Students	20	19	13				74%
2021/22	All Students	51	50	42				92%
	Indigenous Students	16	15	10				93%
2022/23	All Students	46	45	32	0		14	71%
	Indigenous Students	24	24	17	0	0		71%
2023/24	All Students	54	52	41				87%
	Indigenous Students	26	25	21			0	100%
2024/25	All Students	66	65	52			11	83%
	Indigenous Students	23	22	18				86%
	Indigenous On-Reserve							100%
	Indigenous Off-Reserve	20	20	16				80%
	Disabilities/Diverse Needs							60%
	ELL							0%
	CYIC							0%

The six-year graduation rate is data provided by the Ministry that compares Grade 8 cohort size to the number of graduates within six years, using the same statistical estimate for students leaving the district during that time as the five-year graduation rate. It is useful to compare it to the 5-year grad rate for the same cohorts as it indicates how many students return after their Grade 12 year to complete graduation; in the tables below, the same colours indicate the same Grade 8 cohort year.

Including and prior to 2021-22 for the five year, and 2021-22 for the six year, disaggregated data was not reported other than for Indigenous students. In subsequent years, any priority student groups not reported on have been masked due to a population of less than 9 students, as per the Ministry's *Protection of Personal Information when Reporting on Small Populations*.

For the six-year graduation rate, data was not available for the “Dogwood only” completion rate.

Year	5-Year Graduation Rate				6-Year Graduation Rate			
	Demographic	Cohort Size	% Dogwood	% Dogwood/Adult Dogwood	Demographic	Cohort Size	% Dogwood	% Dogwood/Adult Dogwood
2019-20	All	50	75%	83%	All	58	Not available	85%
	Indigenous	22	70%	75%	Indigenous	25	Not available	76%
	Indigenous Off Reserve	16	73%	73%	Indigenous Off Reserve		Not available	81%
	Disabilities/Diverse Needs	Masked	Masked	Masked	Disabilities/Diverse Needs		Not available	92%
2020-21	All	59	80%	82%	All	50	Not available	82%
	Indigenous	26	74%	74%	Indigenous	22	Not available	75%
	Indigenous Off Reserve	18	73%	73%	Indigenous Off Reserve	16	Not available	74%
	Disabilities/Diverse Needs	9	54%	54%	Disabilities/Diverse Needs	Masked	Masked	Masked
2021-22	All	57	79%	81%	All	58	Not available	93%
	Indigenous	20	63%	69%	Indigenous	26	Not available	85%
	Indigenous Off Reserve	14	83%	91%	Indigenous Off Reserve	18	Not available	84%
	Disabilities/Diverse Needs	11	53%	53%	Disabilities/Diverse Needs	9	Not available	53%
2022-23	All	47	59%	61%	All	58	Not available	84%
	Indigenous	28	57%	57%	Indigenous	20	Not available	73%
	Indigenous Off Reserve	21	65%	65%	Indigenous Off Reserve	14	Not available	89%
	Disabilities/Diverse Needs	Masked	Masked	Masked	Disabilities/Diverse Needs	11	Not available	72%
2023-24	All	58	57%	61%	All	47	Not available	73%
	Indigenous	36	46%	52%	Indigenous	28	Not available	71%
	Indigenous Off Reserve	29	49%	53%	Indigenous Off Reserve	21	Not available	74%
	Disabilities/Diverse Needs	16	35%	41%	Disabilities/Diverse Needs	Masked	Masked	Masked

Fort Nelson

School District 81

Interim Progress Report for the Enhancing Student Learning Report **September 2025**

Part 2b: Respond to Results

In Review of Year 1 of *Empowering Growth, Inspiring Futures 2024-27*

Approved by Board on: September 24, 2025

Interim Progress Report for Enhancing Student Learning:

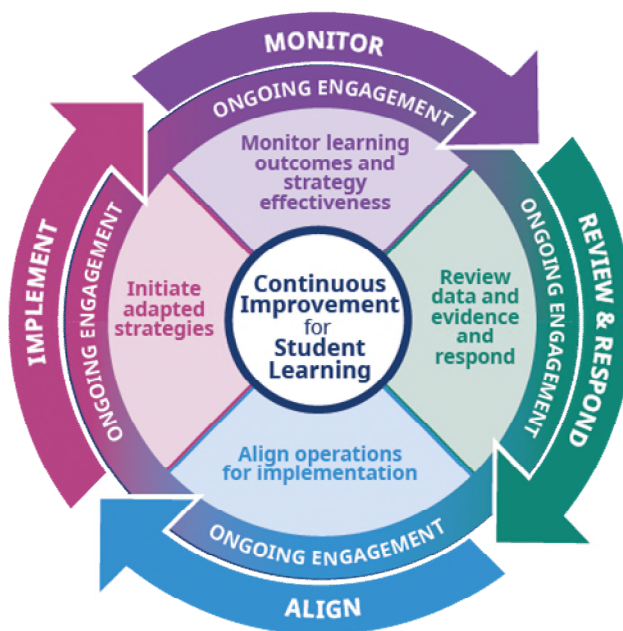
Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a 3-year cycle. In this 3-year cycle, a district team submits a full Enhancing Student Learning report once and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

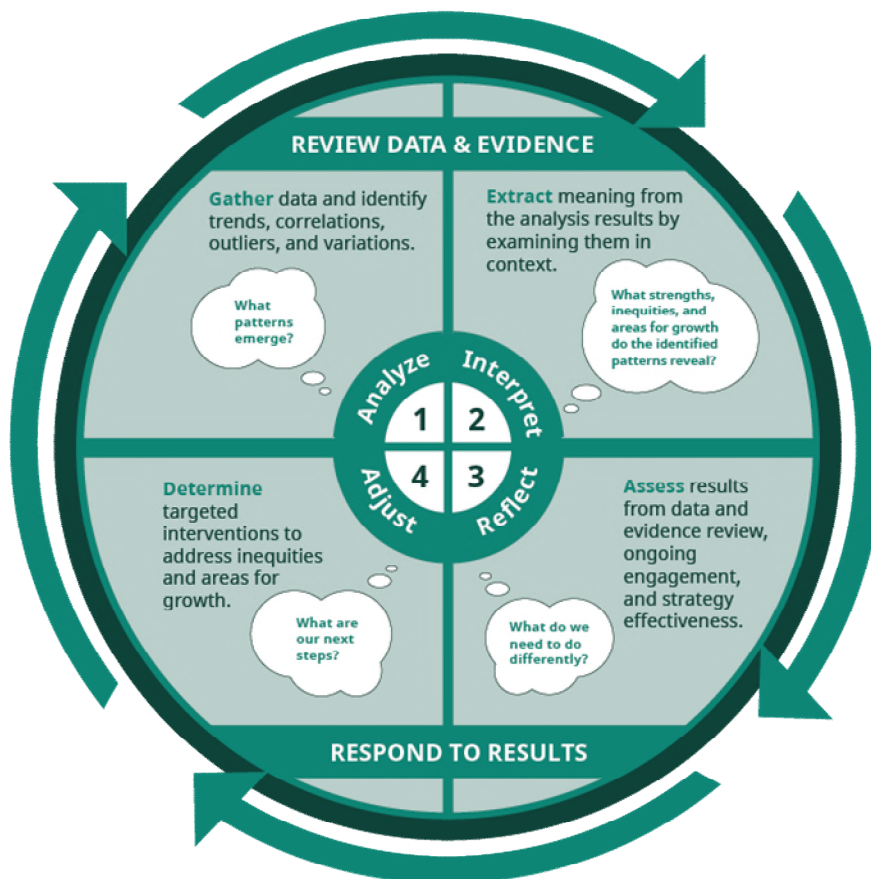
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga’a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Interim Progress Report

Respond to Results



Part 2b

Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence (Part 1)** to complete **Respond to Results (Part 2b)**.

Interim Progress Report Provides:

- **Continuous improvement information.** As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board's approach to continuous improvement of student achievement and equity of outcomes for all learners.

Reflect and Adjust Chart



Cultivating a Culture of Learning			
Build learning environments where all learners are included and can be successful			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
District-wide inquiry: what does it mean for our students to belong?	Our data shows that many of our students do not feel like they belong in our schools.	The effectiveness of this strategy will be assessed as it leads to action in future school years.	Staff across the district will use a variety of tools, including observation and surveys, to explore the question and develop strategic actions to support student belonging.
Continue to build relationship with Provincial School Outreach team.	This strategy aims to improve support and access to services for our students with disabilities and diverse needs and ELL students.	Parents of students with disabilities and diverse needs and staff have commented on the positive impact these services are making.	Continue with visits/supports from ELL specialist, behavioural interventionist, occupational therapist, and learning support teacher. We are advocating for the expansion of PSO services.
Creating/recruiting for Indigenous lead positions	This strategy is intended to ensure adequate time and leadership is provided to support the success of all Indigenous students and their families.	The effectiveness of this strategy will be assessed as they are implemented.	The focus currently is on recruiting.

Cultivating a Culture of Learning			
Focus on building the skills and competencies needed for student success in numeracy and literacy at all levels, beginning with strong foundational skills in their primary years			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
District-wide numeracy development: vertical alignment of curriculum pathways, number and fluency trajectory, and implementation of benchmark assessments in K – 7.	This strategy aims to improve student success in math to support successful transitions to secondary math; success in FMP 10; and success in post-secondary mathematics.	This past year we had very strong engagement from all of our K – 9 teachers/math teachers, with joint professional learning session resulting in changes to instructional practice. At this time, it is too early in the professional development and district planning to evaluate impact.	Teachers are working to “vertically align” their numeracy instruction from K-9 this year, with a clear learning trajectory and agreed-upon learning strategies being used for number and fluency. We will be implementing the numeracy benchmark assessments currently under development in Mission school district. Math mentor will continue to be available to consult with teachers/groups of teachers.
POPEY Residency – development of K – 4 Writing Continuum.	This strategy was intended to support all learners in K-4 in building proficiency in writing.	The strategy was very effective, providing teachers with a District resource to guide writing instruction and assessment in K-4.	Will continue to develop further assessment resources for the K-4 writing continuum; POPEY District partner is open to expanding the project to higher grades.

Focus on expanding universal literacy interventions (such as Great Leaps) to include interventions that are personalized to student needs, as much as possible.	This strategy is intended to support learners who are not yet proficient in literacy.	Individual students have made remarkable progress in proficiency and confidence with the use of specific, targeted interventions.	District staff will continue to build capacity in this area through the implementation of the literacy professional learning grant.
Development of District literacy professional development plan.	Improve individual and District practice to better support early success in literacy, and also to better support learners who are not proficient in literacy.	The effectiveness of this strategy will be assessed in future school years.	This is a new initiative for the 2025-26 school year.
Piloting a Grade 4 to 5 literacy bridging program to support successful transitions in literacy to RLA.	This strategy is intended to support readers who are struggling in Grade 4 so they can be successful in Grade 5.	The effectiveness of this strategy will be assessed in the next school year.	This is a new program for the 2025-26 school year.

Cultivating a Culture of Learning			
Build and strengthen our early learning partnerships and programs			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Early Years Table/Early Years to Kindergarten.	This strategy aims to strengthen transitions to Kindergarten for all students.	The “explorer bus program” received very positive feedback from both parents and pre-K children.	Continue to meet with Early Years Table, focus will continue to be on strengthening transition to Kindergarten.

Cultivating a Culture of Care			
Support positive relationships with students, families, staff, and community members to ensure that everyone in our school system feels connected and welcome			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Work with IEC to begin building language and culture programs in schools.	This strategy is intended to support the well-being, sense of belonging, and rights of our local First Nations and Indigenous students. This strategy has been chosen because many of our Indigenous students indicate they do not feel like they belong in our schools.	There is some cultural programming in place at our schools – for instance, drumming at RLA – but it is not consistent across schools, and has not been developed with extensive IEC input and guidance. The effectiveness of this strategy will be assessed future school years.	This is a new initiative for the 2025-26 school year.

Indigenous Student Voice survey at FNSS.	These in-person surveys were intended to explore what voice, agency and leadership could look like at the high school for Indigenous students.	Students were positive about the opportunity to share thoughts and ideas; the effectiveness of this initiative will be seen long-term as we respond to the results of the survey.	The results will inform the creation of an Indigenous agency/leadership program in the coming school year.
Creation of Community Youth Action Team with community partners.	This is a long-term commitment by the District and other community partners to support youth in the community in building a community they want to be a part of. It aims to address issues of belonging, safety, etc. identified in our data.	Feedback from youth involved and community partners has been extremely positive; and the youth on the team presented to younger students on boundaries and respect, which was very well received.	The District team will continue to work with community partners to find sources of funding and support building the capacity of the youth that are participating in the team.
Affordability funds.	The application of these funds supported families in need.	The funds supported a variety of needs and programs: school supplies, instrument rentals, extracurricular travel, etc. They were very appreciated by families.	This funding has ended: despite the success of the supports to help provide opportunities to all learners, at this time it is being discontinued.

Cultivating a Culture of Care			
Support the social, emotional, cultural, physical, and digital safety of everyone in our school communities			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
preVenture program for Grade 8's.	This program was a response to high substance use rates and prevalence of mental health challenges as indicated by our AHS and MDI data in prior years.	The program had very positive feedback from the staff running it, as well as the Grade 8 students who participated in the program. The long-term effects will remain to be seen in future data collection, in particular the AHS.	The program will continue to be administered to our Grade 8 students in the 2025-26 school year.
Establishment of District erase committee.	The erase committee works to identify concrete action to support priority and vulnerable learners in our District.	The work of the committee has led to two half-day in-service sessions with a focus on anti-racism in the 2025-26 school year.	The committee will continue to meet and plan monthly in the coming year.
School food programs.	To provide stigma-free access to food to students in need.	School food programs, which were implemented in a variety of ways, were very well utilized and supported by students and parents.	New District Feeding Futures lead assigned. Provide cafeteria service at FNSS. Continue to grow programs at each school to better meet needs of our students/families.

Safer Schools Training for admin, counsellor, community partners.	q	This training, which has been held with community partners on prior occasions, continues to improve communication, awareness and response to potential instances of violence or self-harm.	Establish community VTRA protocol Continue to access SST training, and build the capacity of building administrators and counsellors for VTRA and DTA.
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Cultivating a Culture of Care

Support the well-being of students and staff

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Student Wellness Rooms at FNSS and RLA.	This strategy aimed to provide virtual mental health services through Foundry to students requiring support.	Program was well-utilized at RLA; it was more challenging to coordinate at the high school level.	RLA will continue with an appointment 1x per week, and is working with FNSS staff to provide ongoing support for students transitioning to secondary.
Recruitment of an elementary school counsellor.	Our elementary students have largely had to rely on virtual services for the past few years, despite significant and complex needs.	We have successfully recruited a clinical counsellor for the 2025-26 school year.	The counsellor will serve our three in-town elementary schools.

TinyEye counselling service	This service provided virtual services to students in the absence of access to a counsellor, including over summer holidays.	In general, the service was well-utilized and received positive feedback from students and parents; but it was generally acknowledged that in-person counselling was the ideal.	The district will explore possibilities for access to counselling services next summer.
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Building for the Future			
Build leadership capacity at all levels of the district			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Indigenous Student Voice survey	See “Cultivating a Culture of Care” above	See “Cultivating a Culture of Care” above	See “Cultivating a Culture of Care” above
Creation of Community Youth Action Team with community partners	See “Cultivating a Culture of Care” above	See “Cultivating a Culture of Care” above	See “Cultivating a Culture of Care” above

Building for the Future			
Provide opportunities for students to contribute to planning through input, decision making, and innovative thinking			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Indigenous Student Voice survey	See “Cultivating a Culture of Care” above	See “Cultivating a Culture of Care” above	See “Cultivating a Culture of Care” above
Creation of Community Youth Action Team with community partners	See “Cultivating a Culture of Care” above	See “Cultivating a Culture of Care” above	See “Cultivating a Culture of Care” above