

Section A:

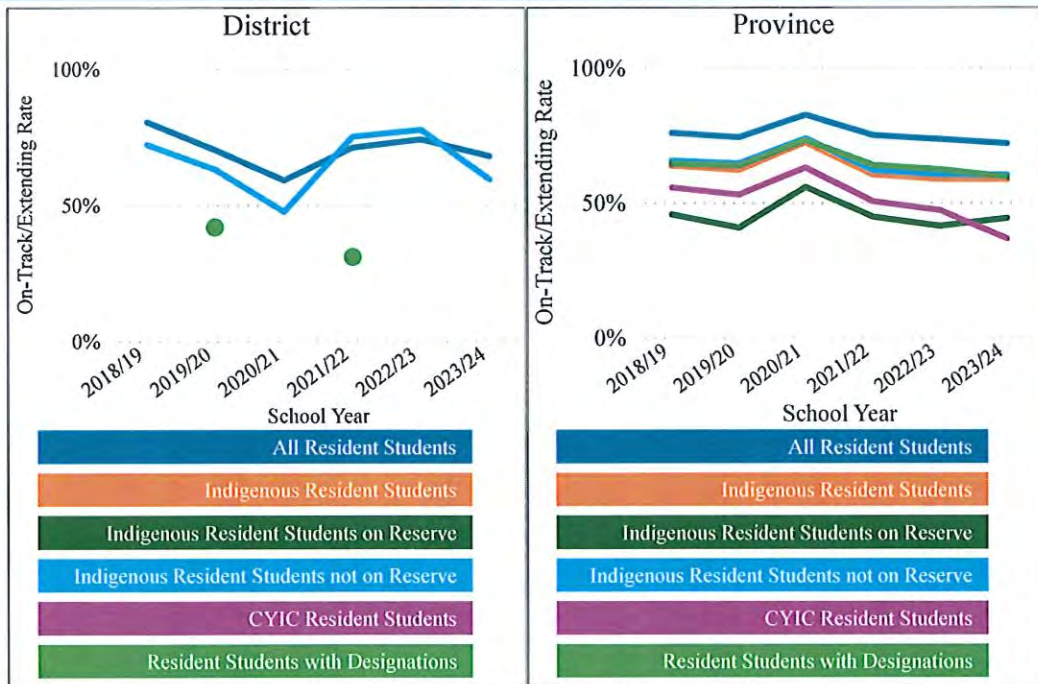
Reflecting on Student Learning Outcomes

Intellectual Development

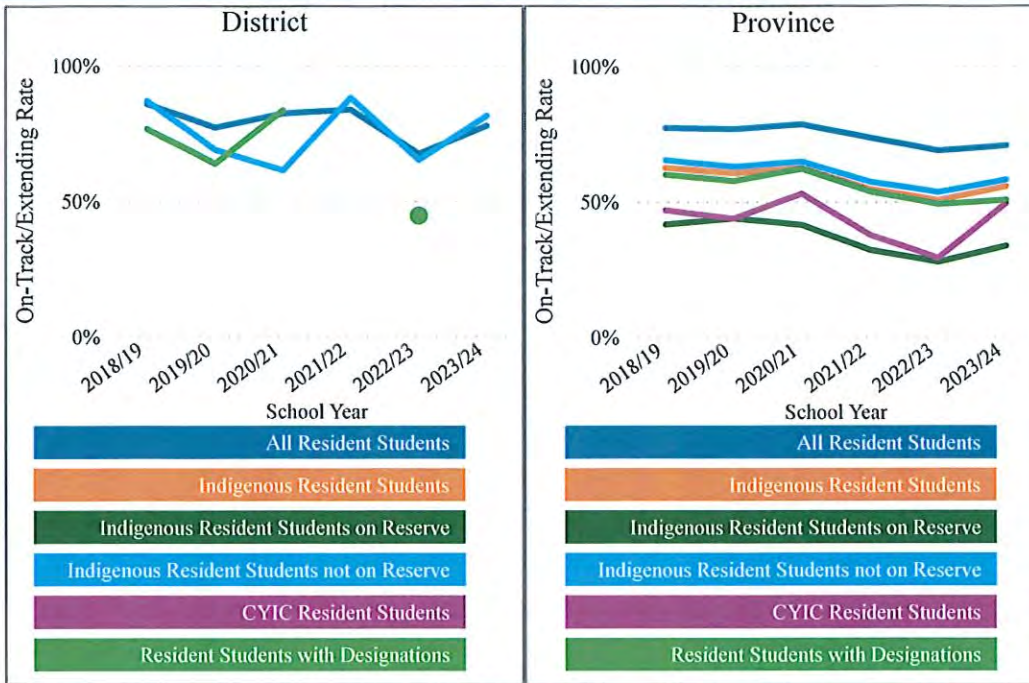
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

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

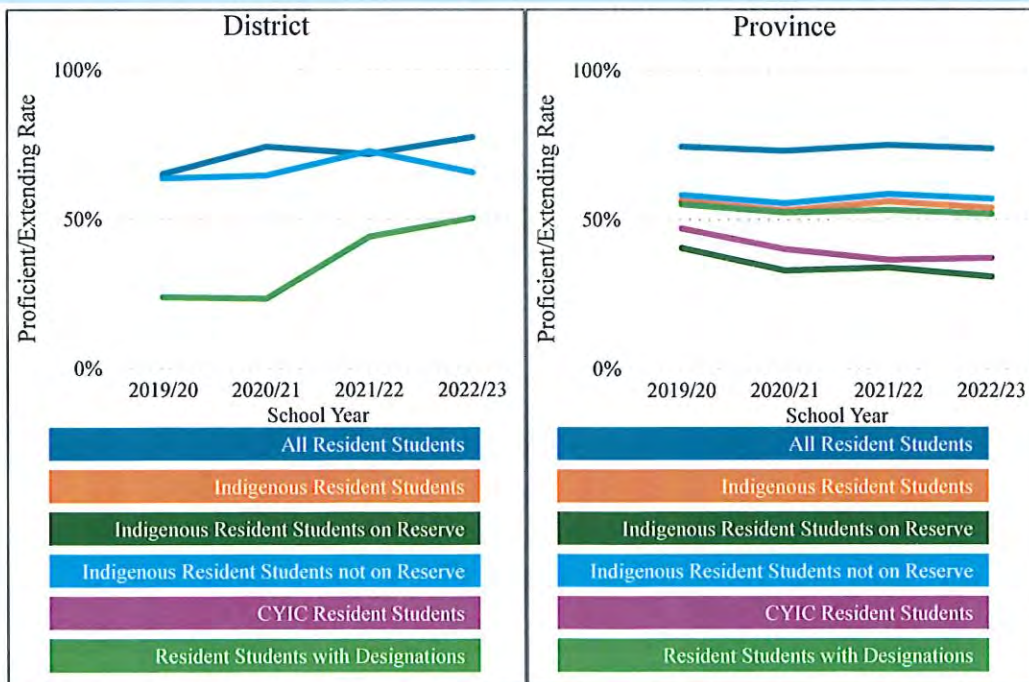


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



Analysis and Interpretation

Outcome 1: Literacy

Please note: FSA results for the 2020/21 report are shown, but we had less than 65% participation. Hence, we have not considered the data in the analysis or interpretation. All FSA literacy results including participation rates can be found [here](#).

After two years of excellent participation, the District had a decrease in participation this year, though we remain above the provincial average. Grade 4s went from a high of 96% in 2022/23 to 85% in 2023/24. Grade 7s went from a high of 97% in 2022/23 to 87% in 2023/24). This is disappointing as we look to support our marginalized students. If we don't know how they're doing, then we're not able to look at the systemic barriers in place that impede their success. We also noticed that in Grade 4, Indigenous students, students with disabilities or diverse needs, and children and youth in care are not participating at the same rate as non-Indigenous students. In Grade 7, Indigenous learners participated at a higher rate, though students with disabilities or diverse abilities and children and youth in care were not.

In 2023/24, SD 51 Grade 4 students are below the provincial average (68% to 72%); however, Grade 7s were above (78% to 71%). The district seems to swing back and forth over the past 5 years of being either slightly above or below the provincial average, depending on the cohort. Indigenous learners in SD 51 in grade 4 are disproportionately not performing on-track/exceeding compared with non-Indigenous learners. However, this is not the case for grade 7s who were outperforming non-Indigenous (81% to 75%). Again, this seems to be a trend in the district depending on cohorts. Students with disabilities or diverse abilities, and children and youth in care (masked) in both grades 4 and 7 are disproportionately not performing on-track or exceeding compared to other students.

In the Grade 10 Literacy Assessment, SD 51 students are performing above the provincial average (77% to 73%), which is a change from last year. The district continues to have a lower participation rate than the province (79% vs 86%) however. The data for Indigenous learners, students with disabilities or diverse abilities and children and youth in care are masked; however, all these groups of learners were disproportionately not on-track or extending compared to other students. Also, it is interesting to note that these students are also not participating as first time writers compared to other students.

The [District Reading Assessment](#) and [Cohort Tracking](#) triangulates a lot of the data we see with FSAs. While we had a slight decrease in the number of grade 4 students on-track with FSAs, when looking at our district reading assessment, we see significant improvement with the grade 4s by spring; however, we will continue to track this cohort as they seem to consistently have some literacy challenges. The grade 7 cohort is quite strong in literacy, as is reflected in both FSAs and the district assessment. The district still has gaps with Indigenous learners, students with disabilities or diverse abilities, and children and youth

in care. They are disproportionately represented in the emerging category. As the cohort tracking demonstrates, however, students in SD 51 are improving their literacy skills.

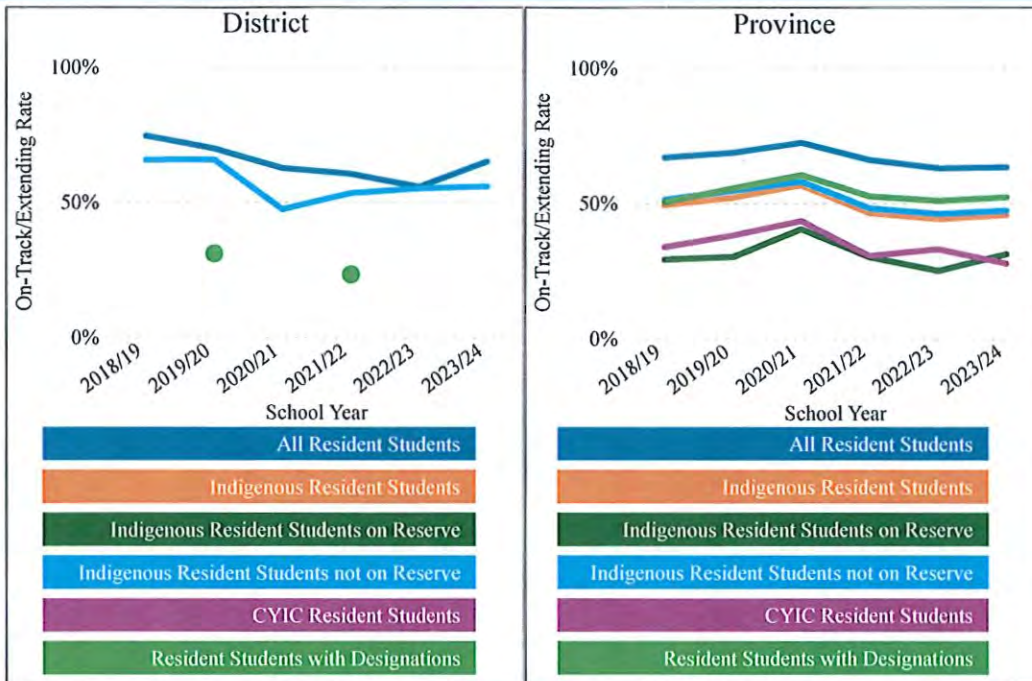
The [How Are We Doing Report](#) also confirms the data from FSAs and the District Reading Assessment. The report also notes that the participation rate of Indigenous students is disproportionately less than non-Indigenous students in not only Foundational Skills Assessment but also the Literacy Assessment.

We still have a large number of students in our district who are not advancing their literacy skills during the year. In other words, these students are not achieving a year's worth of learning in a year.

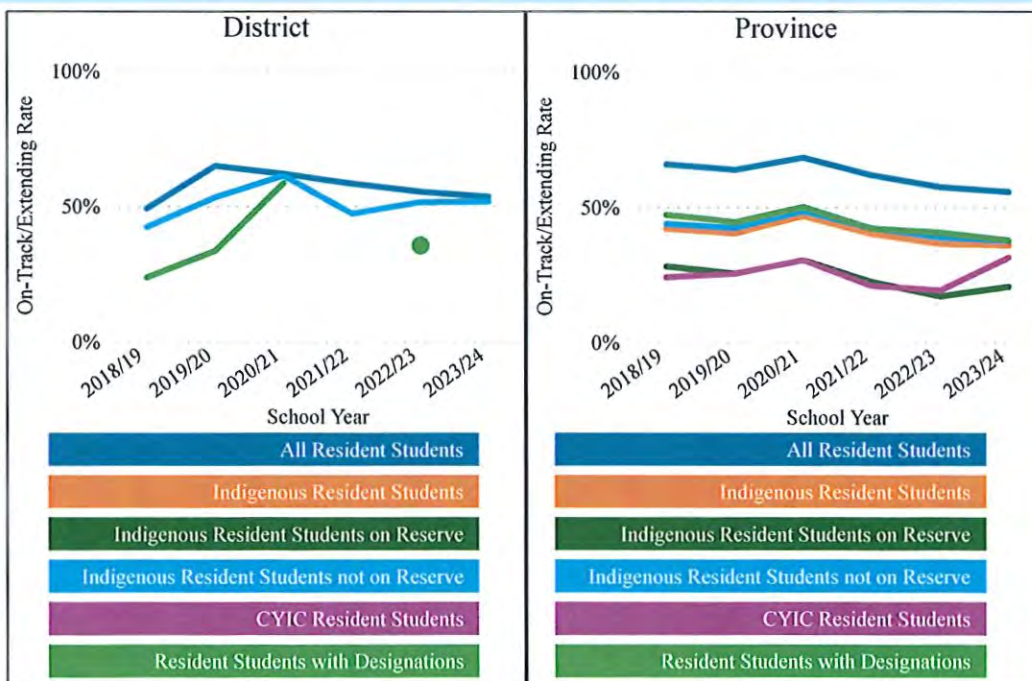
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

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

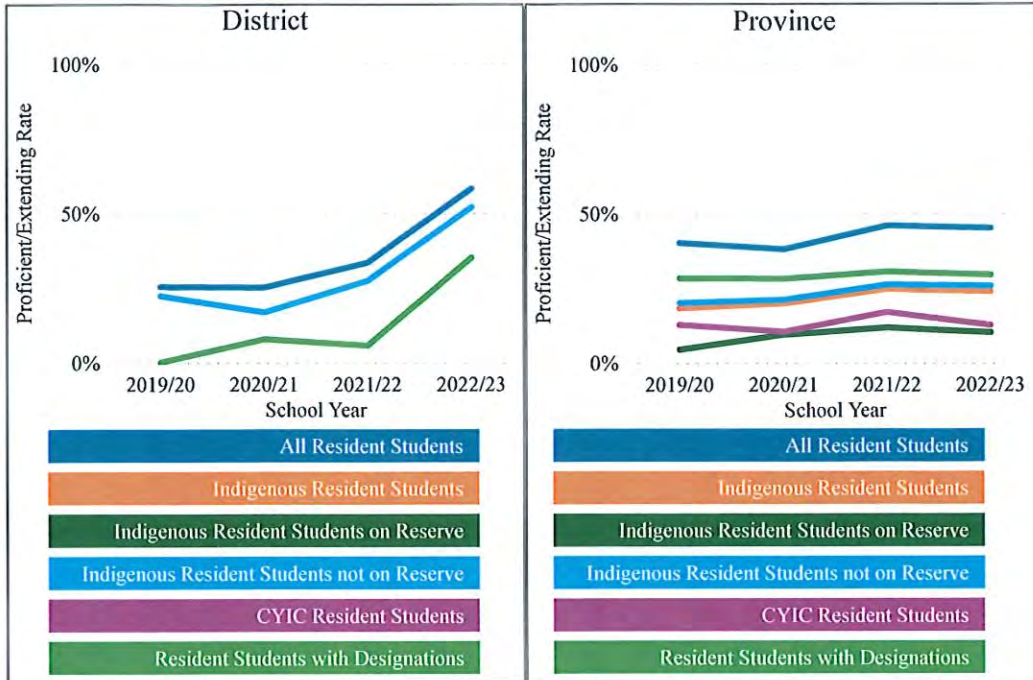


Grade 7 FSA Numeracy (On-Track / Extending Rate)



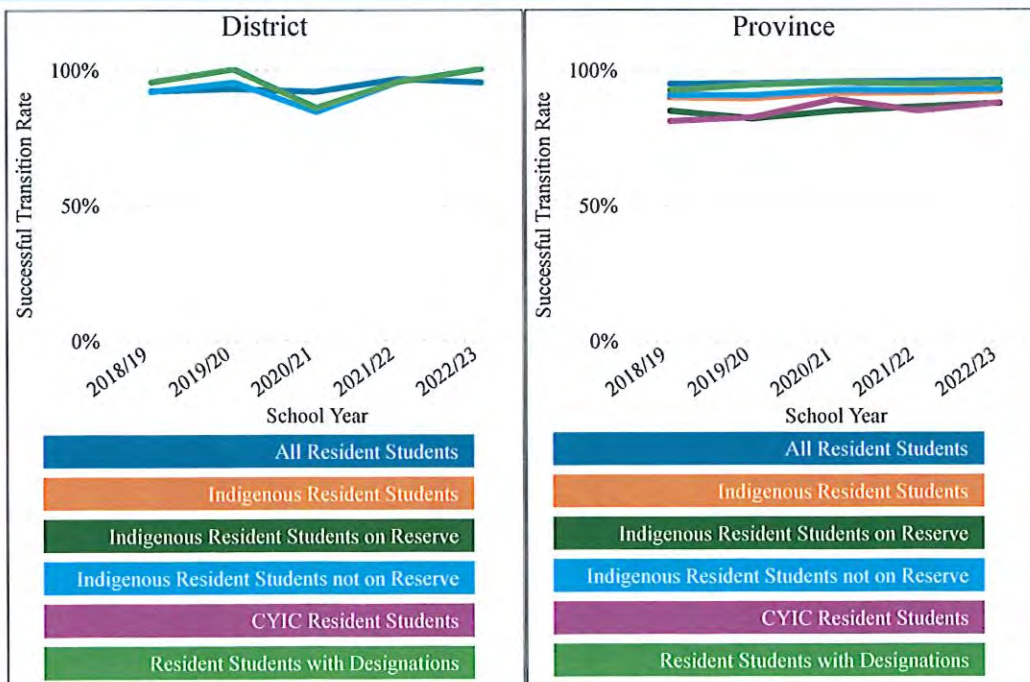
Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

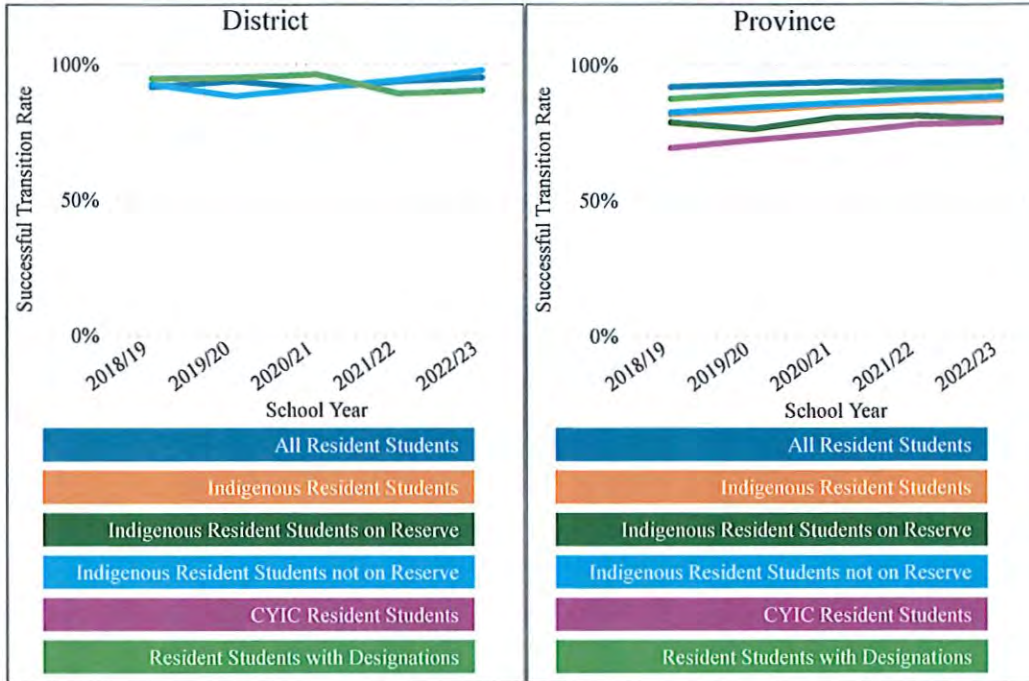


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate



Analysis and Interpretation

Outcome 2: Numeracy

Please note: FSA results for the 2020/21 report are shown, but we had less than 65% participation. Hence, we have not considered the data in the analysis or interpretation. All FSA numeracy results including participation rates can be found [here](#).

Participation for the numeracy part of the Foundation Skills Assessment was down in 2023/24 with only 85% of grade 4s participating and 88% of grade 7s, down from 96% and 94% respectively. We are, however, above the provincial average (78% and 77% respectively). Indigenous learners are participating at a higher rate than non-Indigenous in both grades 4 and 7. This is not the case for students with disabilities or diverse abilities, or children and youth in care (masked). Both of these groups of students participate at a disproportionately lower rate.

For the past four years, FSA numeracy results had been decreasing for all students, but for grade 4s this year, there was an increase to 65% on-track or extending (compared to 55% the previous year). At this point, we do not know if this is a trend or not, so it will be interesting to watch. The grade 7s, however, still had a decrease with only 53% of students on-track or extending. This downward trend is happening provincially. Indigenous learners, students with disabilities or diverse needs, and children and youth in care are disproportionately not meeting expectations in numeracy as well.

With the Grade 10 Numeracy, SD 51 students are performing above the provincial average (58% to 45%) and are participating more than the provincial average as well (86% to 81%). Indigenous learners, students with disabilities or diverse abilities and children and youth in care are disproportionately not on-track or exceeding expectations. They are also not participating at the same rate as other students either.

In the [How Are We Doing Report](#), most of the data is masked, but the following matches the data we received from the Ministry: Indigenous learners are participating at a lower rate than non-Indigenous students. A disproportionate number of Indigenous learners are not meeting expectations in both grade 4 and grade 7. While results for the Numeracy 10 Assessment between Indigenous and non-Indigenous learners are proportionate, participation rates are disproportionate with fewer Indigenous learners taking the assessment for the first time in grade 10.

Grade to Grade Transitions

Grade to grade transitions for SD 51 students was close to or on par with the provincial average; however, there was a dip for both Indigenous learners and students with disabilities or diverse abilities when transitioning from grade 10 to grade 11. Though results were masked this year, the trend did not continue.

Intellectual Development Summary

Overall Trends and Learnings:

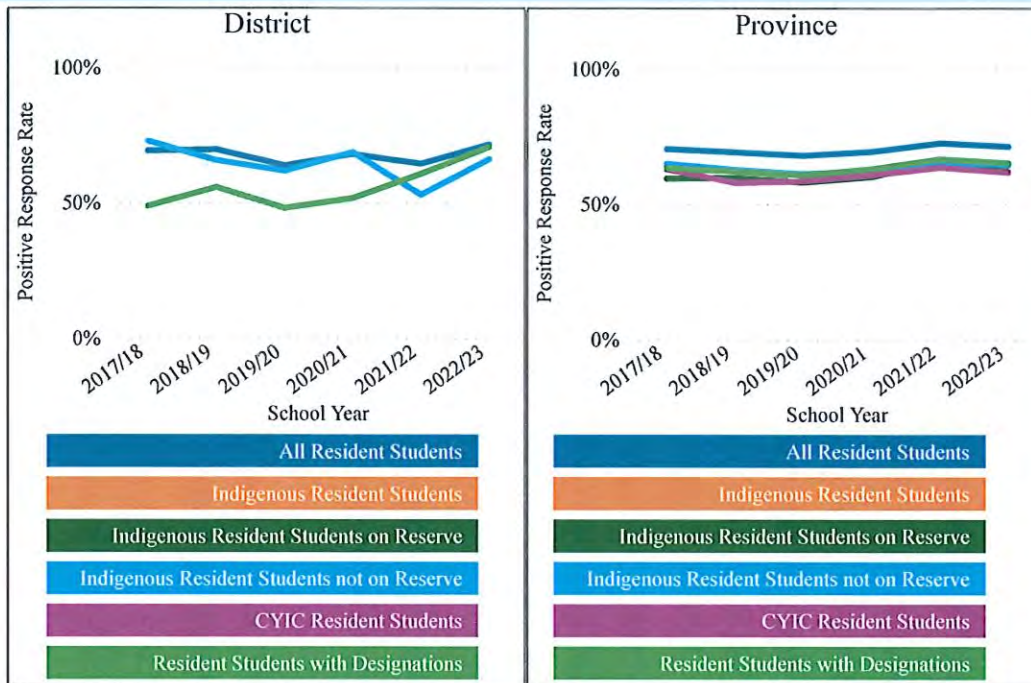
- SD 51 students are showing improvement with literacy as shown by cohort tracking.
- Indigenous learners, students with disabilities or diverse abilities, and children and youth in care continue to be disproportionately represented as emerging in literacy skills, those gaps are decreasing.
- Numeracy continues to be an area of concern especially with the gap widening for grade 7s and a continued lack of evidence around student learning and numeracy.
- Some curious participation rates for first time writers of both the Literacy and Numeracy 10 Assessments, with Indigenous learners, students with disabilities or diverse abilities, and children and youth in care disproportionately not participating.
- Still a large number of students not on track or extending. They are not learning a year's worth of learning in the school year, which means each year they have larger gaps to overcome.

Human and Social Development

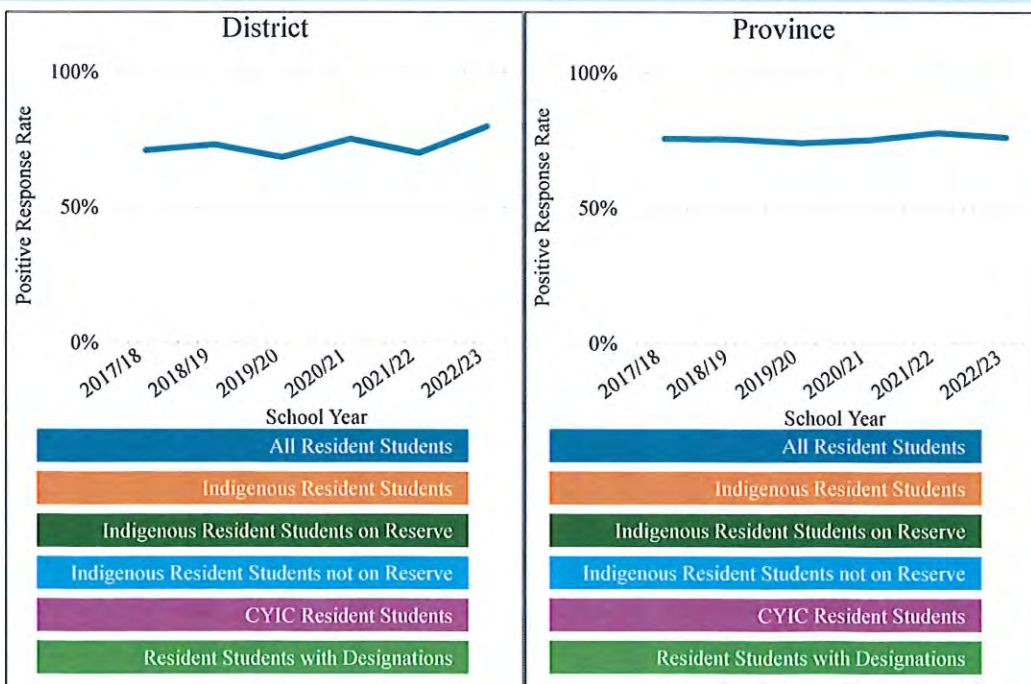
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

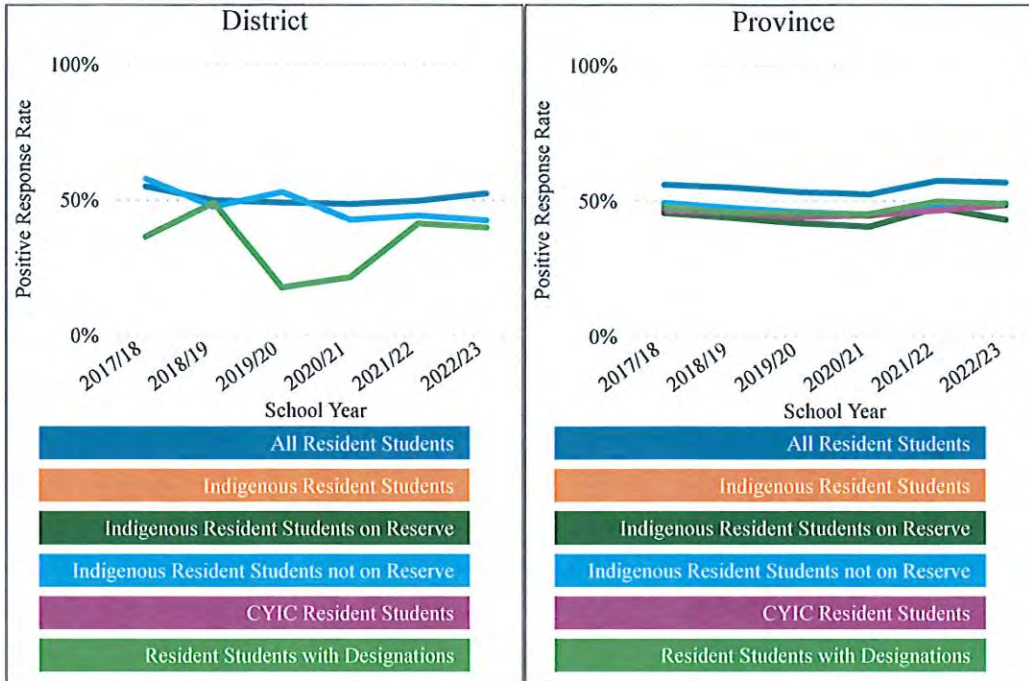
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



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

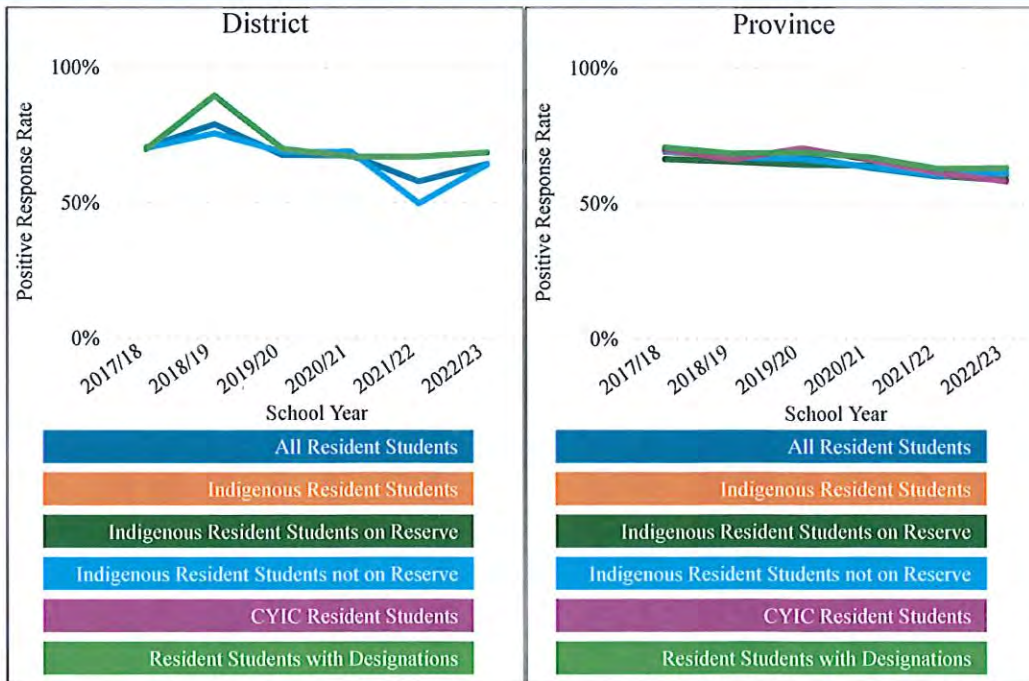


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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

As shown in the [Student Learning Survey](#), SD 51 students are above the provincial average in regard to adults who care and feeling safe at school and are at the provincial average for feeling welcome. However, SD 51 students are slightly below the provincial average in feeling a sense of belonging. This is trend for the past five years. We have a number of other evidence that give more information about the human and social development of students in School District 51. In terms of belonging and feeling welcome, Indigenous students are disproportionately not feeling a sense of belonging compared to non-Indigenous, which is also the case for students with disabilities and diverse abilities. For children and youth in care, however, this is not the case with a sense of belonging, but the numbers are low, so we will watch to see if this is a trend. With adults who care, Indigenous learners, students with disabilities or divers abilities, and children and youth in care are disproportionately represented in feeling adults don't care.

According to the [EDI Community Profile](#), in Boundary, 36% of children are vulnerable on at least one area of developmental, a meaningful increase in childhood development vulnerability since 2005. Early childhood development is a social determinant of health. Avoidable and persistent inequities in life affect children's developmental health and wellbeing.

Middle Years Development Instrument: [Grade 4](#) and [Grade 7](#): 53% of students in Grade 4 report low wellbeing in terms of optimism, happiness, self-esteem, absence of sadness and general health. 36% of Grade 7s also report low wellbeing. An increased number of students reported a low sense of happiness and a low absence of worries. Screen time statistics is very concerning. School belonging had significant number of students reporting low (Gr 4 – 19% and Gr 7 – 23%). Victimization and bullying was reported to be happening every week/many times a week (Grade 4s – 16% social, 12% verbal, 15% physical. Grade 7s – 14% social, 15% verbal).

The [Youth Development Instrument](#) identified the following areas of focus:

- Students trended toward being less likely to report participation in youth organizations at school in your district compared with students in other districts (<7% vs. 17%);
- Students trended toward being more likely to rate food insecurity as 'high' in your district compared with students in other districts (>1% vs. 1%);
- Students trended toward being less likely to report participation in volunteering at school in your district compared with students in other districts (9% vs. 23%).
- Areas where concerning number of students indicated low thriving:
 - Optimism (30%)
 - Life satisfaction (32%)
 - Purpose and meaning (32%)

- Try to make the world a better place (45%)
- Peer belonging (29%)
- Supportive adults in community (29%)
- Sense of community belonging (26%)
- School environment (respect) (25%)
- School enjoyment (43%)
- School belonging (22%)
- Supportive adults at school (22%)
- Mental health literacy (28%)
- Mental health attitudes (28%).

The [How Are We Doing Report](#) reported the following results:

- For Indigenous students in grades 4, 7 and 10, there is a disproportionate number reporting not feeling welcome at school.
- A disproportionate number of Indigenous students in all grades report feeling they do not belong – well below both the provincial and district averages.
- Indigenous students in grades 4 and 7 are more likely to report that 2 adults care for them than non-Indigenous learners.
- A disproportionate number of Indigenous students in grade 4 report feeling safe in school; however, Indigenous students in grades 7, 10 and 12 are not disproportionately represented as feeling unsafe.

Accessibility Survey:

- Some of the concerns raised in the accessibility survey that went out to parents, staff and students are as follows:
 - Students with behaviour issues, mental health issues or ADHD need compassion and understanding. It is a barrier for them. A disability.
 - Accessibility for students with disabilities needs to improve
 - Being able to do something independently is huge for having a disability. Having to have someone help you all the time causes stress, embarrassment, and poor mental health.

[BC Adolescent Health Survey](#): Some of the information from the 2023 BC Adolescent Health Survey:

- 49% do not feel a sense of belonging at their school;
- a significant number of students experiencing unstable housing.
- Students' feelings about their school experience echoed what we have seen with the Middle Years Development Instrument (MDI) as well as the Student Learning Survey.
- Still a sizeable number do not feel part of their school, aren't happy to be at school, don't feel safe or that staff care about them.

Human and Social Development Summary

Overall Trends and Learnings

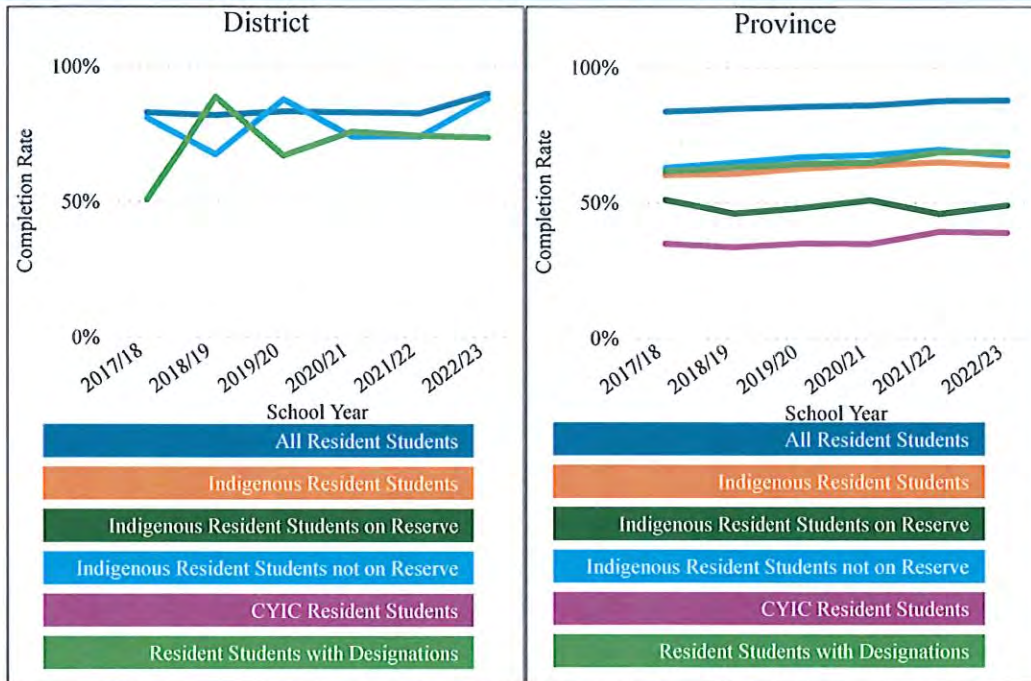
- The data from the Student Learning Survey is triangulated in the data from the EDI, MDI, YDI, How Are We Doing Report, SD 51's Accessibility Survey and the 2023 BC Adolescent Health Survey.
- Students are experiencing less connection as they go through school.
- They are struggling with a sense of belonging and purpose
- The rise in feeling lonely is concerning
- Many students struggle with their mental health and wellbeing
- Through the District's Youth Advisory Council, we were able to hear students' voices as they navigated the complex nature of their lives.

Career Development

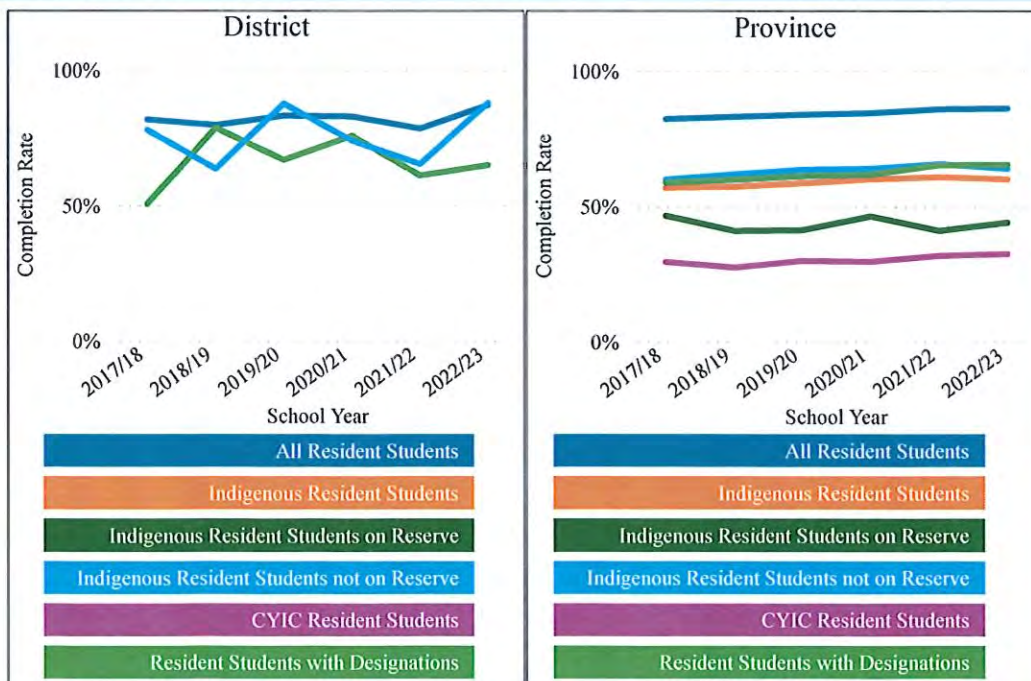
Educational Outcome 4: Graduation

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

SD 51s 5-year [graduation rate](#) is above the provincial average (88% to 85%). Indigenous learners are disproportionately less likely to graduate in 5 years compared to non-Indigenous learners (70% to 95%). This is the same for students with disabilities or diverse abilities (66% to 93%) as well as children and youth in care (0% to 88%).

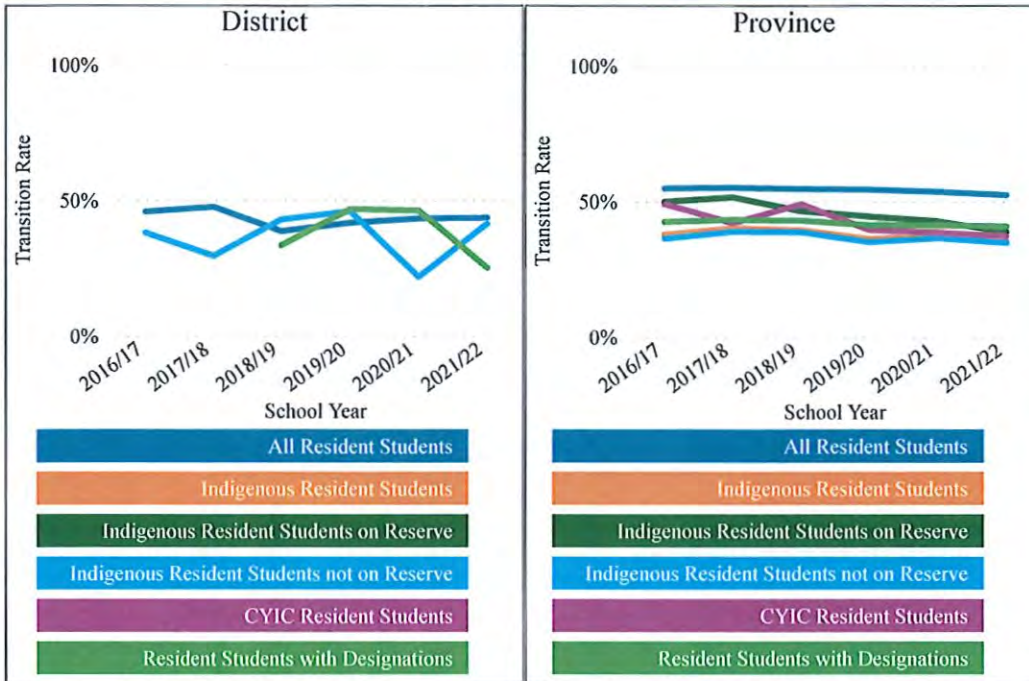
How Are We Doing Report can be found here

- 5-Year Completion Rate
 - Indigenous students 88% and non-Indigenous students 91%
- Dogwood vs Adult Dogwood
 - Indigenous students 69% and non-indigenous students 95%

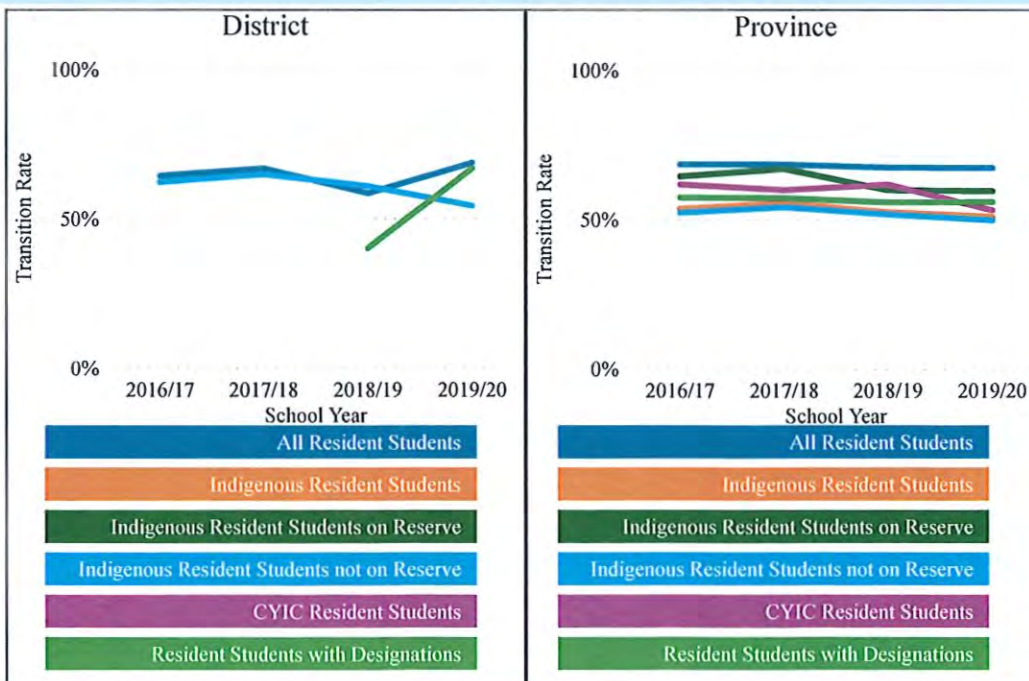
Educational Outcome 5: Life and Career Core Competencies

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

SD 51s [immediate transition](#) to a post-secondary institution continues to be less than the provincial average (43% to 51%). This has been the trend for the past five years. The data is masked for Indigenous learners, students with disabilities or diverse abilities and children and youth in care; however, these students are disproportionately less likely to transition immediately into post-secondary. The district also does not know how many students go to post-secondary out of province (it is believed to be a significant number).

Career Development Summary

A disproportionate number of Indigenous learners, students with disabilities or diverse abilities, and children and youth in care are not graduating in 5 years, nor are they graduating with a Dogwood. Also, they are not immediately transitioning to post-secondary.

Boundary School District

SD#51



Enhancing Student Learning Report

September 2024

In Review of Year 3 of 5 with SD 51 Strategic Plan 2021-2026



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Approved by Board on September 24, 2024

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Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

Introduction: District Context

With gratitude, we acknowledge that School District 51 resides on the unceded traditional territory of the Syilx and Sinixt Peoples. We also acknowledge the enduring presence of all First Nations, Inuit, and Métis People. May we always live and care for these lands with respect.

Located between the Okanagan Valley and the West Kootenays, the Boundary School District (No. 51) lies on the unceded traditional territory of the Syilx and Sinixt Peoples and stretches from Big White Resort to Christina Lake.

SD 51 has the privilege of serving approximately 1,300 students from Kindergarten to Grade 12 in six elementary schools, two high schools, one alternate school and a K-9 community school. Enrolment has been moderately stable over the past 10 years, and a key focus for the District has been to keep small rural schools open with a full range of programs and services.

Some unique characteristics of SD51 include:

- The District is one of only two districts in the Province that operates on a 4-day week.
- Approximately 30% of the student population self-identifies as Indigenous.
- 100% of Indigenous students reside off-reserve as there are no reserves within the district.
- There are 5 MNBC citizens of school age and 9 children enrolled in the Métis Family Connections program.
- Approximately 15% of the student population has an Individual Education Plan (IEP).
- Over 70% of our students are registered for busing, with some students travelling more than two hours to get to school and back home each day.
- Our largest school has over 400 students; our smallest has 16 this year (an increase of 100%!).

As a community, we have faced numerous challenges over the past two decades: declining enrollment, loss of primary-sector employer(s), forest fires, flooding, and a pandemic. There are also systemic challenges that greatly affect our most vulnerable and marginalized students and families. Through the education system, we believe we can confront inequities to ensure all students learn deeply in safe, inspiring, learning environments.

Current Strategic Plan Priorities

School District 51's strategic plan was adopted in September 2021. Our vision is to nurture curiosity, resilience, and joy in all; our mission is to ensure our students are flourishing today so they can build a confident future tomorrow. We have four strategic directions to guide us:

- Equity, Inclusion and Belonging
- Student Voice and Agency
- Wellness and Resilience
- Community Connections

SD 51 has the following priorities to ensure students are curious, resilient, and joyful, flourishing today so they can build a confident future tomorrow:

Priority One: Students have strong foundational skills and competencies

- Literacy
- Numeracy
- Curricular competencies
- Core competencies

Priority Two: Students have developed a sense of identity, resilience, belonging, wellness and are centred in their learning

- Social emotional learning/Circle of Courage
- Core competencies
- Student voice and choice
- Community connections

Priority Three: Systemic transformation to eliminate barriers to equity

- Truth and Reconciliation
- Equity Scan
- Inclusive practices
- Deep engagement practices with priority students and families

The district’s continuous improvement process is summarized in the graphic below:

School District No. 51 Continuous Improvement Review Cycle Living Document 2024/25

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July/Aug	Sept
Data Review at district level, district leadership team and school levels	Student Learning Survey	5 Year Completion listening experiences	District Fall Assessments	How Are We Doing Report Listening Experiences	Grade to Grade Transitions Childhood Experiences Questionnaire	Listening Experiences Grad Assessments	Foundation Skills Assessments Early Years Development Instrument	Middle Years Development Instrument District surveys Listening Experiences	District Spring Assessments Youth Development Instrument		Review Enhancing Student Learning Report
Schools	New school growth plan in effect	Non instructional days to support plan and to adjust as per data review					Consultation with staff, students, families and community members for next year’s plan				School Growth Plans due
	Data from Education Committee shared with school communities including students, staff, families and community members. This data is used throughout the year to inform practice and evaluate effectiveness										
Students	District Assessments	10/12 Grad Assessments		10/12 Grad Assessments			10/12 Grad Assessments		10/12 Grad Assessment		
		Listening Experiences		EDI, MDI, YDI administration Listening Experiences			EDI, MDI, YDI data released Listening Experiences		Listening Experience		
	FSA Administration			FSA Report – end of Jan	Student Learning Survey administration				Student Learning Survey Results – by July		Student Learning Report due
Governance Committees	Policy	Education Finance Operations Policy	Education Policy	Education Policy	Finance, Operations Committee		Finance, Operations, and Policy, Committees	Policy committee	Finance and operations committee		Finance, Operations, Policy committees
Engagement	DYAC* BISM* Listening experiences	Listening experiences BIEC* ^{proposed} BISM*	DYAC* BISM* Listening experiences	BIEC* ^{proposed} BISM* Listening experiences	DYAC* BISM* Listening experiences	BISM* District Forum Listening experiences	Stakeholders’ meetings BIEC* ^{proposed} DYAC* BISM* Listening experiences	BISM* Listening experiences	BIEC* ^{proposed} DYAC* BISM* Listening experiences		BIEC* DYAC* BISM*

*BIEC – Boundary Indigenous Education Council

*DYAC – District Youth Advisory Council

*BISM – Boundary Integrated Services Model

Looking Back on the Year: Effectiveness of Implemented Strategies

Priority One: Students have strong foundational skills and competencies

- We were able to have literacy support teachers in all schools again, supporting teachers K-7 with implementing reading assessments and incorporating best literacy practices into all classrooms.
 - We have seen a strong improvement in literacy rates for the schools in the past year.
 - Increased confidence of educators with implementing assessments has improved validity of results.
- Pilot project for numeracy assessment completed in 2023/24 year.
- Implemented Circle of Courage as a means for learners to self-assess core competencies.
- Implemented curricular competencies assessment with ADST to ensure integration with curriculum

Priority Two: Students have developed a sense of identity, resilience, belonging, wellness and are centred in their learning

- Implemented Circle of Courage from Kindergarten to Grade 12 for student self-reflection (as included in Equity Plan: Learning Environment)
 - Elder in residence using talking circles and Circle of Courage with all students grades 6-9 to help with transition to secondary school
 - Students surveyed felt the talking circles helped them express feelings and concerns
- Science Fair, Bridge Building, Computational Thinking (Applied Design, Skills, and Technology) participation increased greatly
- Continue to support student access to one-on-one counselling

Priority Three: Systemic transformation to eliminate barriers to equity

- Strengthening relationships with Indigenous stakeholders and partners as outlined in Equity Plan
 - Continued participation with Okanagan Nation Alliance through Fish in Schools program
 - Indigenous Education department attended the following:
 - Syilx Cultural Competency: Truth Shows Itself sessions (four in total) with Okanagan Nation Alliance
 - Training session for Sinixt ethnohistorical report and implementation of the Desautel Decision with the Sinixt Confederacy and Confederated Tribes on the Colville Reservation
 - Continued in-person meetings with Boundary Métis Community Association, sharing How are We Doing Report and seeking feedback/suggestions (Equity Plan: Pedagogical Core)
 - Increased collaboration with Circle of Indigenous Nations (COINS) non-profit that operates the Aboriginal Head Start program in Grand Forks
- Began policy review to eliminate systemic barriers with stakeholder input (Equity Plan: Policy and Governance)
- Establishment of Accessibility Committee to help with barrier identification and to give advice for 3-year plan
- Implemented new tracking system for Indigenous learners and children and youth in care in MyEd (Equity Scan: Learning Profile)

Existing and/or Emerging Areas for Growth

- Literacy
 - We still have students are not learning a year's worth of learning in a year
 - How are we tracking these students?
 - What is the plan for these students?
- Continued low numeracy results for too many students
 - Downward trend
 - No numeracy assessment – lack of quantitative data
 - No qualitative data from staff or students
- Continued inequities for Indigenous students, students with disabilities or diverse abilities and children and youth in care
 - Disproportionately represented in emerging categories
 - Not enough data about children and youth in care
 - These students are not feeling safe, welcome, a sense of belonging at a higher rate than other students
 - No district framework for Indigenous families to voice concerns
 - More likely to receive Adult Dogwoods
 - More likely to not graduate in 5 years
- Students continue to report poor well-being and mental health
 - The number of students reporting loneliness, sense of unconnectedness
 - Only increasing as they are getting older
 - Transition years (Grades 6 – 9) is where we begin to see lack of connection
- Lack of authentic engagement with families and community members throughout the year
 - No District Parent Advisory Council
 - No framework established to hear voices consistently throughout the year
- Still have a lack of meaningful student voice throughout the year from across the district
 - Youth advisory council established at one secondary school, not at the largest, nor at the alternate school

Ongoing Strategic Engagement (Qualitative Data)

For many years, the District held a “World Café” during which time the District virtually presented programs and initiatives for the year. After the district presentation was complete, principals and vice principals would then host school forums for staff, students, families, and community members to allow them an opportunity to voice their questions and concerns. As a team, they would review the school year with the lens of “what is working, what can we improve, and where are we going”. For 2023/24, the focus was more of a “Town Hall” forum in each community to allow face-to-face interaction regarding the District initiatives as well as school-based initiatives to allow more context for school

teams. The schools were still asking “what is working, what can we improve, and where are we going” but from the perspective of each school’s data. This allowed school teams to focus on contextual areas, both strengths and concerns. This new format was a huge success, with schools reporting more engagement than most had ever seen before. All the data was compiled and grouped thematically to see areas of concern as well as areas of success. This report was then shared with the Board of Education as they entered into the budget process. Students, staff, and family members unable to attend the World Cafés or the school events, or who would like to give more feedback, were able to complete online surveys as well.

The District also hosts opportunities to meet with specific stakeholders each spring, such as the Boundary District Teachers Association, CUPE Local 2098, and the Boundary Principal and Vice Principal Association. These meetings are designed to provide the District with information about issues and concerns each group has. At present, no District Parent Advisory Council exists, though the District is encouraging the formation of one.

Boundary Integrated Services Model meets monthly from September to June, gathering all the service providers in the Grand Forks community to discuss concerns and issues at large. A smaller version of this meeting, West Boundary Integrated Services, meets in the west part of the district. Agencies include the following: School District #51, Victim Services, Boundary Family Services, Ministry of Children and Family Development, Boundary Child Care Resource and Referral, Public Health, Boundary Women’s Coalition, Child and Youth Mental Health, Freedom Quest, and Circle of Indigenous Nations.

Finally, the District will receive input from the soon-to-be finalized Boundary Indigenous Education Council (previously the Boundary Indigenous Education Advisory Council) throughout the year to ensure the needs Indigenous learners are being met. Previously, the groups at this table included Boundary Métis Community Association (BMCA), Circle of Indigenous Nations (COINS), and Boundary All Nations Aboriginal Council (BANAC). As mentioned before, we do not have an on-reserve students in our district; however, we have invited the Syilx and Sinixt, to join the council as it is upon their traditional land our district resides.

The District continued to meet with the Boundary Métis Community Association (BMCA) throughout the year to discuss the How Are We Doing Report and to seek input on improving opportunities for Indigenous learners. BMCA members shared their concerns about improving Indigenous students’ transition from Talking Little Feet HeadStart Program to Kindergarten, the disproportionate learning outcomes for Indigenous learners, especially Indigenous females, improving representation of Indigenous individuals in the district, and celebrating all learning, like trades, apprenticeships, and fire suppression, not just academics. They were also consulted and provided feedback on budget.

Adjustment and Adaptations: Next Steps

In addition to the strategies from previous years, School District 51 will focus on the following:

Priority One: Students have strong foundational skills and competencies

- Literacy
 - Continue with K-7 Reading assessments
 - K-7 Writing Assessment in all schools
 - Continue to disaggregate data more and establish cohort tracking

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 - Continue with intentional teaching of core and curricular competencies with this district initiative
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Priority Two: Students have developed a sense of identity, resilience, belonging, wellness and are centred in their learning

- Social emotional learning/Circle of Courage
 - Continue implementation for K-12
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 - Create Mental Health in Schools district team to ensure broad, intentional actions are effective and district-wide
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	Data from Education Committee shared with school communities including students, staff, families and community members. This data is used throughout the year to inform practice and evaluate effectiveness										
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Governance Committees	Policy	Education Finance Operations Policy	Education Policy	Education Policy	Finance, Operations Committee		Finance, Operations, and Policy, Committees	Policy committee	Finance and operations committee		Finance, Operations, Policy committees
Engagement	DYAC* BISM* Listening experiences	Listening experiences BIEC* ^{proposed} BISM*	DYAC* BISM* Listening experiences	BIEC* ^{proposed} BISM* Listening experiences	DYAC* BISM* Listening experiences	BISM* District Forum Listening experiences	Stakeholders’ meetings BIEC* ^{proposed} DYAC* BISM* Listening experiences	BISM* Listening experiences	BIEC* ^{proposed} DYAC* BISM* Listening experiences		BIEC* DYAC* BISM*

- *BIEC – Boundary Indigenous Education Council
- *DYAC – District Youth Advisory Council
- *BISM – Boundary Integrated Services Model

Conclusion

As we enter year four of our Strategic Plan, we are pleased with the progress made. The reading assessments done K-7 give concrete evidence of students' literacy skills and are used to guide teacher practice in the classroom. Also, the establishment of the Education Committee, the Accessibility Committee as well as the District Youth Advisory Council has given voice to stakeholders at all levels of the district.

However, we still have a lot of work to do. The learning experiences for some students, especially those who are most vulnerable, are still lacking. While progress has been made in establishing frameworks to support student learning, the system in which our district operates still has systemic barriers that must be addressed to ensure equity for all. Also, the district's financial tensions are a concern; however, we will continue to work closely with all schools as they work towards their school growth plans, to ensure classrooms are places of deep learning, where all students feel connected.

Boundary School District

SD#51



Enhancing Student Learning Report

September 2024

In Review of Year 3 of 5 with SD 51 Strategic Plan 2021-2026



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Approved by Board on September 24, 2024

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Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

Introduction: District Context

With gratitude, we acknowledge that School District 51 resides on the unceded traditional territory of the Syilx and Sinixt Peoples. We also acknowledge the enduring presence of all First Nations, Inuit, and Métis People. May we always live and care for these lands with respect.

Located between the Okanagan Valley and the West Kootenays, the Boundary School District (No. 51) lies on the unceded traditional territory of the Syilx and Sinixt Peoples and stretches from Big White Resort to Christina Lake.

SD 51 has the privilege of serving approximately 1,300 students from Kindergarten to Grade 12 in six elementary schools, two high schools, one alternate school and a K-9 community school. Enrolment has been moderately stable over the past 10 years, and a key focus for the District has been to keep small rural schools open with a full range of programs and services.

Some unique characteristics of SD51 include:

- The District is one of only two districts in the Province that operates on a 4-day week.
- Approximately 30% of the student population self-identifies as Indigenous.
- 100% of Indigenous students reside off-reserve as there are no reserves within the district.
- There are 5 MNBC citizens of school age and 9 children enrolled in the Métis Family Connections program.
- Approximately 15% of the student population has an Individual Education Plan (IEP).
- Over 70% of our students are registered for busing, with some students travelling more than two hours to get to school and back home each day.
- Our largest school has over 400 students; our smallest has 16 this year (an increase of 100%!).

As a community, we have faced numerous challenges over the past two decades: declining enrollment, loss of primary-sector employer(s), forest fires, flooding, and a pandemic. There are also systemic challenges that greatly affect our most vulnerable and marginalized students and families. Through the education system, we believe we can confront inequities to ensure all students learn deeply in safe, inspiring, learning environments.

Current Strategic Plan Priorities

School District 51's strategic plan was adopted in September 2021. Our vision is to nurture curiosity, resilience, and joy in all; our mission is to ensure our students are flourishing today so they can build a confident future tomorrow. We have four strategic directions to guide us:

- Equity, Inclusion and Belonging
- Student Voice and Agency
- Wellness and Resilience
- Community Connections

SD 51 has the following priorities to ensure students are curious, resilient, and joyful, flourishing today so they can build a confident future tomorrow:

Priority One: Students have strong foundational skills and competencies

- Literacy
- Numeracy
- Curricular competencies
- Core competencies

Priority Two: Students have developed a sense of identity, resilience, belonging, wellness and are centred in their learning

- Social emotional learning/Circle of Courage
- Core competencies
- Student voice and choice
- Community connections

Priority Three: Systemic transformation to eliminate barriers to equity

- Truth and Reconciliation
- Equity Scan
- Inclusive practices
- Deep engagement practices with priority students and families

The district’s continuous improvement process is summarized in the graphic below:

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Looking Back on the Year: Effectiveness of Implemented Strategies

Priority One: Students have strong foundational skills and competencies

- We were able to have literacy support teachers in all schools again, supporting teachers K-7 with implementing reading assessments and incorporating best literacy practices into all classrooms.
 - We have seen a strong improvement in literacy rates for the schools in the past year.
 - Increased confidence of educators with implementing assessments has improved validity of results.
- Pilot project for numeracy assessment completed in 2023/24 year.
- Implemented Circle of Courage as a means for learners to self-assess core competencies.
- Implemented curricular competencies assessment with ADST to ensure integration with curriculum

Priority Two: Students have developed a sense of identity, resilience, belonging, wellness and are centred in their learning

- Implemented Circle of Courage from Kindergarten to Grade 12 for student self-reflection (as included in Equity Plan: Learning Environment)
 - Elder in residence using talking circles and Circle of Courage with all students grades 6-9 to help with transition to secondary school
 - Students surveyed felt the talking circles helped them express feelings and concerns
- Science Fair, Bridge Building, Computational Thinking (Applied Design, Skills, and Technology) participation increased greatly
- Continue to support student access to one-on-one counselling

Priority Three: Systemic transformation to eliminate barriers to equity

- Strengthening relationships with Indigenous stakeholders and partners as outlined in Equity Plan
 - Continued participation with Okanagan Nation Alliance through Fish in Schools program
 - Indigenous Education department attended the following:
 - Syilx Cultural Competency: Truth Shows Itself sessions (four in total) with Okanagan Nation Alliance
 - Training session for Sinixt ethnohistorical report and implementation of the Desautel Decision with the Sinixt Confederacy and Confederated Tribes on the Colville Reservation
 - Continued in-person meetings with Boundary Métis Community Association, sharing How are We Doing Report and seeking feedback/suggestions (Equity Plan: Pedagogical Core)
 - Increased collaboration with Circle of Indigenous Nations (COINS) non-profit that operates the Aboriginal Head Start program in Grand Forks
- Began policy review to eliminate systemic barriers with stakeholder input (Equity Plan: Policy and Governance)
- Establishment of Accessibility Committee to help with barrier identification and to give advice for 3-year plan
- Implemented new tracking system for Indigenous learners and children and youth in care in MyEd (Equity Scan: Learning Profile)

Existing and/or Emerging Areas for Growth

- Literacy
 - We still have students are not learning a year's worth of learning in a year
 - How are we tracking these students?
 - What is the plan for these students?
- Continued low numeracy results for too many students
 - Downward trend
 - No numeracy assessment – lack of quantitative data
 - No qualitative data from staff or students
- Continued inequities for Indigenous students, students with disabilities or diverse abilities and children and youth in care
 - Disproportionately represented in emerging categories
 - Not enough data about children and youth in care
 - These students are not feeling safe, welcome, a sense of belonging at a higher rate than other students
 - No district framework for Indigenous families to voice concerns
 - More likely to receive Adult Dogwoods
 - More likely to not graduate in 5 years
- Students continue to report poor well-being and mental health
 - The number of students reporting loneliness, sense of unconnectedness
 - Only increasing as they are getting older
 - Transition years (Grades 6 – 9) is where we begin to see lack of connection
- Lack of authentic engagement with families and community members throughout the year
 - No District Parent Advisory Council
 - No framework established to hear voices consistently throughout the year
- Still have a lack of meaningful student voice throughout the year from across the district
 - Youth advisory council established at one secondary school, not at the largest, nor at the alternate school

Ongoing Strategic Engagement (Qualitative Data)

For many years, the District held a “World Café” during which time the District virtually presented programs and initiatives for the year. After the district presentation was complete, principals and vice principals would then host school forums for staff, students, families, and community members to allow them an opportunity to voice their questions and concerns. As a team, they would review the school year with the lens of “what is working, what can we improve, and where are we going”. For 2023/24, the focus was more of a “Town Hall” forum in each community to allow face-to-face interaction regarding the District initiatives as well as school-based initiatives to allow more context for school

teams. The schools were still asking “what is working, what can we improve, and where are we going” but from the perspective of each school’s data. This allowed school teams to focus on contextual areas, both strengths and concerns. This new format was a huge success, with schools reporting more engagement than most had ever seen before. All the data was compiled and grouped thematically to see areas of concern as well as areas of success. This report was then shared with the Board of Education as they entered into the budget process. Students, staff, and family members unable to attend the World Cafés or the school events, or who would like to give more feedback, were able to complete online surveys as well.

The District also hosts opportunities to meet with specific stakeholders each spring, such as the Boundary District Teachers Association, CUPE Local 2098, and the Boundary Principal and Vice Principal Association. These meetings are designed to provide the District with information about issues and concerns each group has. At present, no District Parent Advisory Council exists, though the District is encouraging the formation of one.

Boundary Integrated Services Model meets monthly from September to June, gathering all the service providers in the Grand Forks community to discuss concerns and issues at large. A smaller version of this meeting, West Boundary Integrated Services, meets in the west part of the district. Agencies include the following: School District #51, Victim Services, Boundary Family Services, Ministry of Children and Family Development, Boundary Child Care Resource and Referral, Public Health, Boundary Women’s Coalition, Child and Youth Mental Health, Freedom Quest, and Circle of Indigenous Nations.

Finally, the District will receive input from the soon-to-be finalized Boundary Indigenous Education Council (previously the Boundary Indigenous Education Advisory Council) throughout the year to ensure the needs Indigenous learners are being met. Previously, the groups at this table included Boundary Métis Community Association (BMCA), Circle of Indigenous Nations (COINS), and Boundary All Nations Aboriginal Council (BANAC). As mentioned before, we do not have an on-reserve students in our district; however, we have invited the Syilx and Sinixt, to join the council as it is upon their traditional land our district resides.

The District continued to meet with the Boundary Métis Community Association (BMCA) throughout the year to discuss the How Are We Doing Report and to seek input on improving opportunities for Indigenous learners. BMCA members shared their concerns about improving Indigenous students’ transition from Talking Little Feet HeadStart Program to Kindergarten, the disproportionate learning outcomes for Indigenous learners, especially Indigenous females, improving representation of Indigenous individuals in the district, and celebrating all learning, like trades, apprenticeships, and fire suppression, not just academics. They were also consulted and provided feedback on budget.

Adjustment and Adaptations: Next Steps

In addition to the strategies from previous years, School District 51 will focus on the following:

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 - K-7 Writing Assessment in all schools
 - Continue to disaggregate data more and establish cohort tracking

- Use detailed Foundation Skills Assessment data to establish areas of concern (comprehension/synthesis/critical thinking)
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Data Review at district level, district leadership team and school levels	Student Learning Survey	5 Year Completion listening experiences	District Fall Assessments	How Are We Doing Report Listening Experiences	Grade to Grade Transitions Childhood Experiences Questionnaire	Listening Experiences Grad Assessments	Foundation Skills Assessments Early Years Development Instrument	Middle Years Development Instrument District surveys Listening Experiences	District Spring Assessments Youth Development Instrument		Review Enhancing Student Learning Report
Schools	New school growth plan in effect	Non instructional days to support plan and to adjust as per data review					Consultation with staff, students, families and community members for next year’s plan				School Growth Plans due
	Data from Education Committee shared with school communities including students, staff, families and community members. This data is used throughout the year to inform practice and evaluate effectiveness										
Students	District Assessments	10/12 Grad Assessments Listening Experiences		10/12 Grad Assessments EDI, MDI, YDI administration Listening Experiences			10/12 Grad Assessments EDI, MDI, YDI data released Listening Experiences		10/12 Grad Assessment Listening Experience		
	FSA Administration			FSA Report – end of Jan	Student Learning Survey administration				Student Learning Survey Results – by July		Student Learning Report due
Governance Committees	Policy	Education Finance Operations Policy	Education Policy	Education Policy	Finance, Operations Committee		Finance, Operations, and Policy, Committees	Policy committee	Finance and operations committee		Finance, Operations, Policy committees
Engagement	DYAC* BISM* Listening experiences	Listening experiences BIEC* ^{proposed} BISM*	DYAC* BISM* Listening experiences	BIEC* ^{proposed} BISM* Listening experiences	DYAC* BISM* Listening experiences	BISM* District Forum Listening experiences	Stakeholders’ meetings BIEC* ^{proposed} DYAC* BISM* Listening experiences	BISM* Listening experiences	BIEC* ^{proposed} DYAC* BISM* Listening experiences		BIEC* DYAC* BISM*

- *BIEC – Boundary Indigenous Education Council
- *DYAC – District Youth Advisory Council
- *BISM – Boundary Integrated Services Model

Conclusion

As we enter year four of our Strategic Plan, we are pleased with the progress made. The reading assessments done K-7 give concrete evidence of students' literacy skills and are used to guide teacher practice in the classroom. Also, the establishment of the Education Committee, the Accessibility Committee as well as the District Youth Advisory Council has given voice to stakeholders at all levels of the district.

However, we still have a lot of work to do. The learning experiences for some students, especially those who are most vulnerable, are still lacking. While progress has been made in establishing frameworks to support student learning, the system in which our district operates still has systemic barriers that must be addressed to ensure equity for all. Also, the district's financial tensions are a concern; however, we will continue to work closely with all schools as they work towards their school growth plans, to ensure classrooms are places of deep learning, where all students feel connected.