

Enhancing Student Learning Report

Part 1: Review Data and Evidence

In Review of Year Five of Our Strategic Plan: 2021-2026



We humbly recognize and acknowledge that we learn, teach and work on the traditional unceded territories of the Nl̓eʔkepmx and Syilx people, and we acknowledge our Metis communities and their contributions to the Aboriginal ways of being and knowing.

Approved by the Board on September 10, 2025



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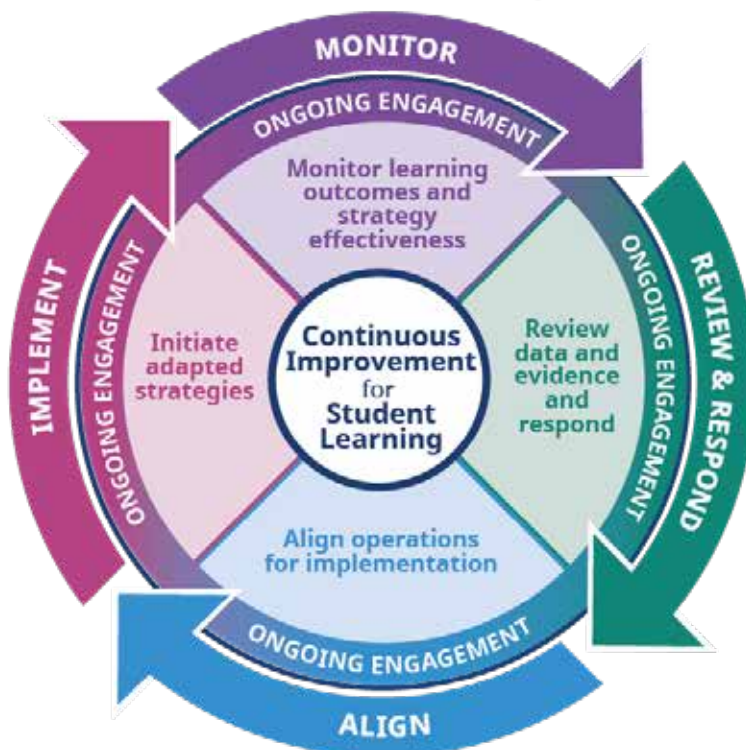
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Enhancing Student Learning Report:

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

SD058 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	159 89%	158 85%	138 88%	137 91%	132 86%
Indigenous Resident Students	80 86%	65 78%	64 86%	54 89%	54 85%
Indigenous Resident Students on Reserve	16 69%	12 83%	21 76%	Masked	Masked
Indigenous Resident Students off Reserve	64 91%	53 77%	43 91%	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	20 70%	Masked	20 60%	24 58%	16 63%

SD058 - Grade 4 FSA Literacy - On Track / Extending Rate



SD058 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	150 87%	149 87%	136 94%	171 91%	172 83%
Indigenous Resident Students	70 87%	57 82%	69 93%	82 94%	62 87%
Indigenous Resident Students on Reserve	13 77%	13 77%	12 83%	14 100%	17 88%
Indigenous Resident Students off Reserve	57 89%	44 84%	57 95%	68 93%	45 87%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	27 74%	33 70%	26 85%	39 85%	37 68%

SD058 - Grade 7 FSA Literacy - On Track / Extending Rate



Measure 1.2: Grade 10 Literacy Expectations

SD058 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	158 75%	184 81%	175 82%	174 84%	188 89%
Indigenous Resident Students	91 74%	99 77%	90 76%	94 78%	101 87%
Indigenous Resident Students on Reserve	27 81%	30 73%	22 82%	33 73%	33 85%
Indigenous Resident Students off Reserve	64 70%	69 78%	68 74%	61 80%	68 88%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	28 68%	31 74%	31 68%	34 71%	27 89%

SD058 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

The importance of high participation rates continues to be emphasized by the district. While our participation rates at Gr. 4 (86.4% to 84.2%) and Gr. 10 (89.4% to 85.6%) remain above the provincial average, Grade 7 (83.1% to 84.2%) was slightly below the provincial average. However, we experienced a drop in participation rates in Grade 4 and 7, and this can be traced directly to the BCTF local in Princeton sending out the letter that encourages parents to withdraw their students from writing the FSAs. This is the first time the letter has been sent out in Princeton; it was not sent out in Merritt. On a positive note, our participation rate for Grade 10 increased from 84% to 89%. We also saw significant increases in the number of students participating with designations in Grades 4 (58% to 63%) and 10 (71% to 89%), while there was a significant drop in Grade 7 (85% to 63%). We have seen significant growth in our enrollment at SCIDES, our POLs school. Participation rates at Grade 4 (9/12) increased from 33.3% to 75.0% and at Grade 7 (18/26) from 22.2% to 69.2% in year-over-year results. While participation rates at our POLS school are lower than in our brick-and-mortar schools, there has been a marked and significant improvement.

Our District's Indigenous student population is approximately 50% in our brick and mortar schools. Our Indigenous participation rates at Grades 4, 7, and 10 remain above the provincial average, although we saw a drop in Grades 4 and 7 in year-over-year district results. Grade 10 is a bright spot with an increase of 9% in participation rates in year-over-year results. While masked On Reserve and Off Reserve participation rates are slightly below the provincial average, and CYIC are above the provincial average for students in Grade 7 and slightly above in Grade 10. Like FNEESC, the district uses this valuable data to inform our practice and continuous improvement efforts. The District will send out communication to parents about what we use FSA data for and the importance of representation in our results in 2025-2026.

We remain slightly below the provincial average at 61% to 63% for Grade 4 students who are on track or extending, and this is a consistent trend for the past three years. We have seen a 1% improvement for Indigenous Resident students this year, and we are 12% higher than the provincial average. While masked due to small numbers, our On-reserve students and students with designations are achieving significantly higher than the provincial average. Off-reserve student achievement is higher than the provincial average by approximately 5%. Overall, we recognize from our PM Benchwork Data that we need to target specific literacy skills, such as the acquisition of sight words and improved phonemic awareness, at our primary grades to continue to improve achievement to reach 2020-2021 levels.

We saw a 4% increase in year-over-year results from 59% to 63% for Grade 7 students who are on track or extending. This is a 33% increase from a low of 30% in 2021-2022. We continue to remain below the provincial average by 4%, but we are slowly closing the gap. While our Indigenous Resident students remain above provincial average (53% to 49%), we saw a 2% drop in our rates year over year, but this is still an increase of 24% from a low of 30% in 2021-2022. While masked due to small numbers, our students On Reserve and Off Reserve remain above the provincial average. Students with designations were below the provincial average.

Our results remain stable at Grade 10 with 51% of Resident students achieving Proficiency or Extending in the Graduation Assessment. While we have seen 5% growth from a low of 46% in 2020-2021 to 51%, we continue to be significantly below the provincial average of 71%. We see a similar long-term trend with Indigenous Resident students. While up from a low of 31% in 2021-2022 to 40%, we are significantly below the provincial average at 52%. While masked due to small numbers, students On and Off Reserve, CYIC and students with designations are all significantly below the provincial average as well. Overall, our long-term trends show that the gap in achievement increases as our students move through the grades.

Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

An area of continued strength of high participation rates in our brick and mortar schools for all students, Resident, Indigenous Resident, On-reserve, Off-reserve, CYIC, and those with Designations. We have also seen a significant increase in our POLs school's (SCIDES) participation rates as well. While our cohort numbers can be small and result in masked data, our high participation rates make our sampling more representative of our student strengths and needs across our district.

Our district is seeing some long-term trends for Grades 4 and 7; the highest level of achievement was in 2020-2021, followed by an extreme dip in 2021-2022. This is consistent across all student groups. It is important to note that this was the year of the devastating flood in both Merritt and Princeton. The trend over the last three years has been a see-saw pattern of slight improvements and declines, but up significantly from the low of 2021-2022. For our Indigenous students (Resident, On-reserve, and Off-reserve), we consistently achieve above the provincial average; however, the achievement is still below their grade-level peers.

While the gap is small in Grade 4, with 61% for Resident students to 59% for Indigenous students, we remain below the provincial average for Resident students (63%) and above for Indigenous students (47%). When we break out our data, our On-reserve students are achieving higher than both their district and provincial peers. Our Off-reserve students are achieving higher rates than their provincial counterparts, but less than their district peers. The small populations for students in the categories of CYIC and designations mean our results fluctuate greatly between the years.

The gap between Resident Student and Indigenous student achievement widens by Grade 7, 63% to 54%. We also see a widening gap between the Resident students' achievements in the District compared to the province (63% to 67%). While our Indigenous, On-reserve and Off-reserve rates are higher than the province, which is a strength, achievement remains low compared to Resident students overall. We also continue to see a gap in students with designations, as we were below the provincial average. The trend is clear that as the priority population of students move through the system, achievement starts to decline.

The gap between Resident students and Indigenous students' achievement by Grade 10 shows a consistent trend with Grade 7 data. Our Resident students are achieving at 51% compared to 40% for Indigenous students. Our district is 20% below the provincial average. However, the gap between students On-reserve, CYIC students, and students with designations is most concerning, as these results are significantly below the province as well as their grade level peers. It is important to remember that this data is masked due to small numbers. We recognize that while we are seeing slow improvement over time, more work needs to be done.

An analysis of our local data, PM Benchmarks, Fountas and Pinnell, and writing assessments shows that we need to target specific skills from primary to secondary. We have hired a Literacy coach for K-7 in the 2025-2026 school year to provide elbow-to-elbow support in the classroom to build capacity in our teachers. We have also hired an additional SLA to support language acquisition in the primary grades to offer more tier 2 and 3 interventions. We will also continue to have supported classrooms and interventions at the secondary level to fill in skill deficits. We also work closely with our Indigenous Education Council to budget targeted dollars to address equity outcomes. We have revamped our Indigenous Support Advocates roles and placements to focus more attention on learning outcomes for 2025-2026. We have revamped our Inclusive Education practices this school year to better utilize resources. We recognize that we need to close the gaps for our students with the province, as well as for priority populations. The Literacy Grant Plan will also support this work. We are using a targeted approach for capacity building to raise our results for the long term.

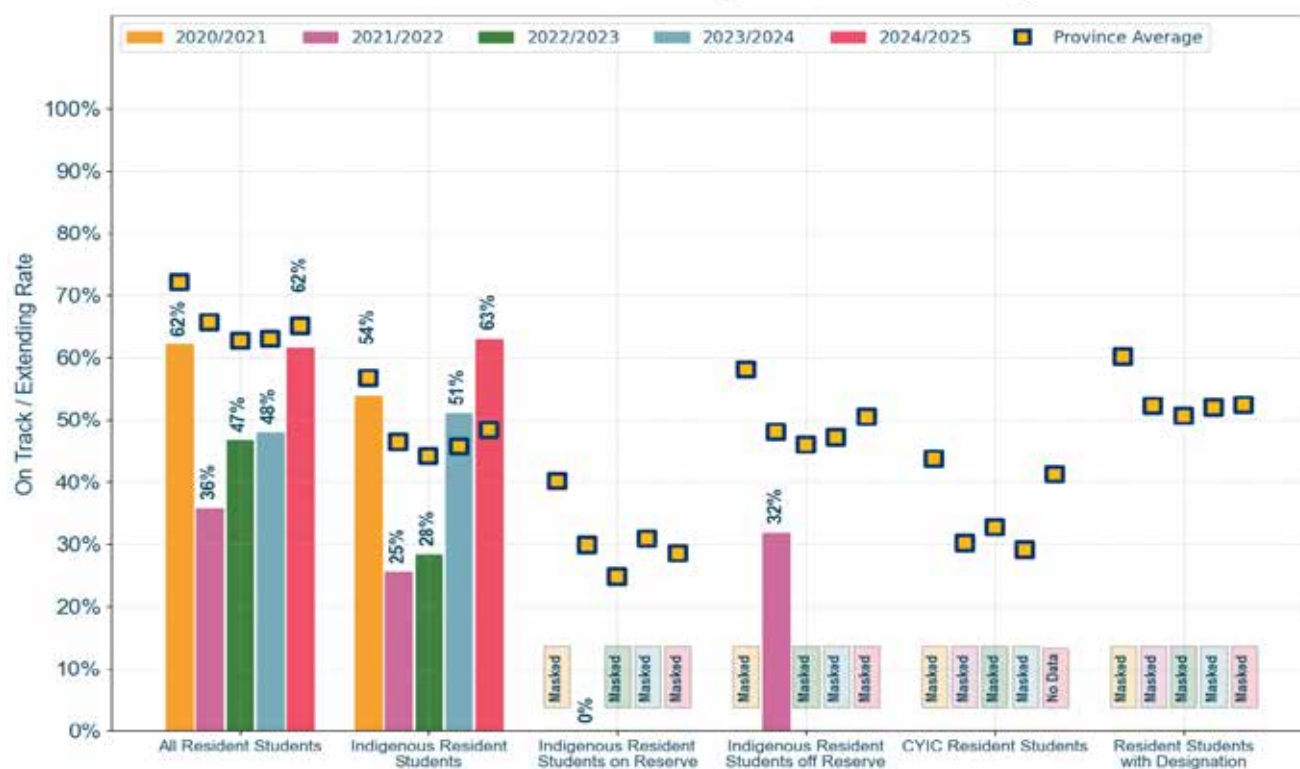
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD058 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	159 86%	158 89%	138 87%	137 90%	132 89%
Indigenous Resident Students	80 81%	65 85%	64 83%	54 87%	54 85%
Indigenous Resident Students on Reserve	16 69%	12 92%	21 67%	Masked	Masked
Indigenous Resident Students off Reserve	64 84%	53 83%	43 91%	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	20 65%	Masked	20 50%	24 54%	16 63%

SD058 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD058 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	150 86%	149 87%	136 93%	171 89%	172 84%
Indigenous Resident Students	70 84%	57 82%	69 91%	82 90%	62 89%
Indigenous Resident Students on Reserve	Masked	13 77%	Masked	14 93%	17 88%
Indigenous Resident Students off Reserve	Masked	44 84%	Masked	68 90%	45 89%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	27 70%	33 70%	26 81%	39 82%	37 70%

SD058 - Grade 7 FSA Numeracy - On Track / Extending Rate



Measure 2.2: Grade 10 Numeracy Expectations

SD058 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	157 77%	182 81%	171 75%	175 81%	185 85%
Indigenous Resident Students	90 72%	98 80%	87 68%	95 73%	99 83%
Indigenous Resident Students on Reserve	27 70%	30 73%	23 61%	33 73%	33 82%
Indigenous Resident Students off Reserve	63 73%	68 82%	64 70%	62 73%	66 83%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	28 68%	29 76%	32 66%	34 76%	25 80%

SD058 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

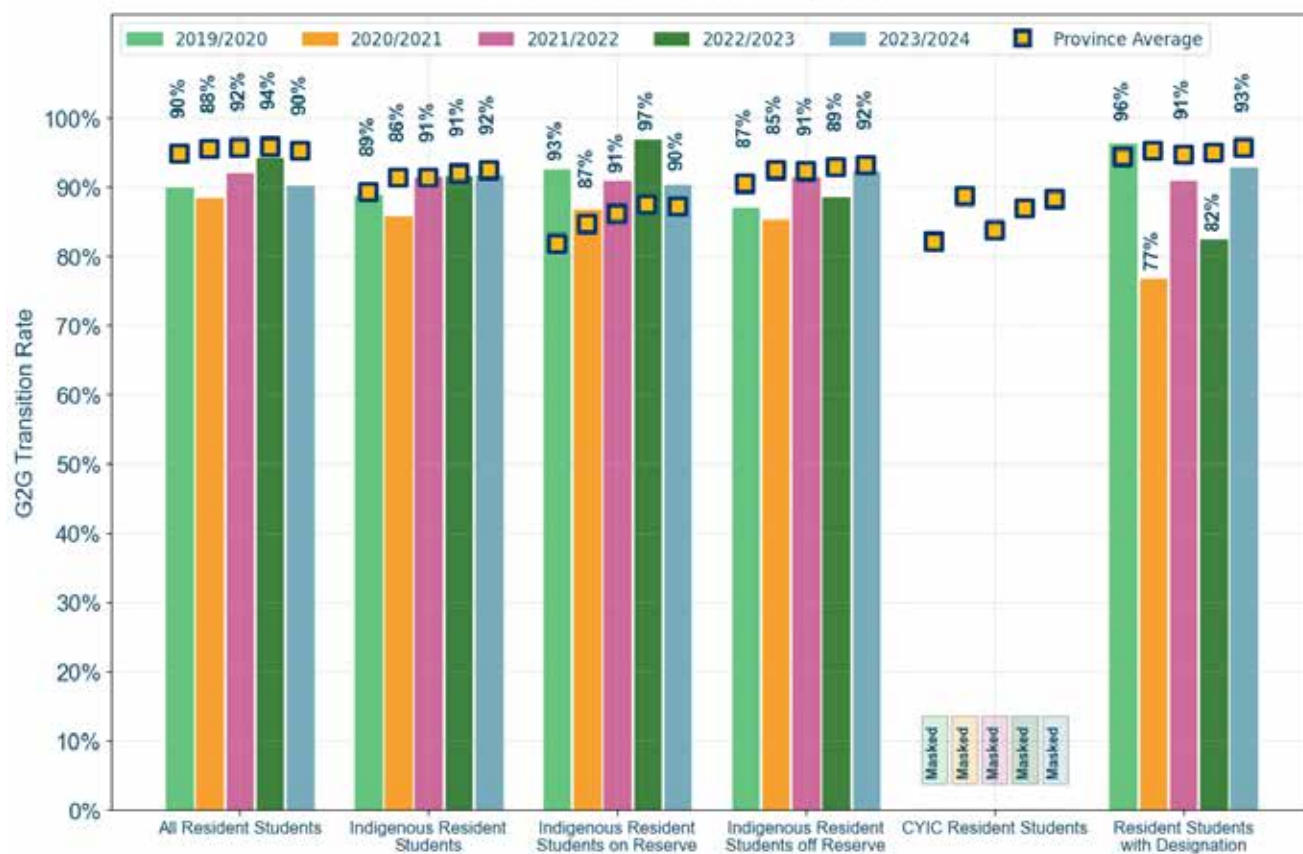


Measure 2.3: Grade-to-Grade Transitions

SD058 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	157	180	174	171	182
Indigenous Resident Students	89	98	92	94	96
Indigenous Resident Students on Reserve	27	30	22	33	31
Indigenous Resident Students off Reserve	62	68	70	61	65
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	27	30	33	34	28

SD058 - Grade 10 to 11 Transition Rate



SD058 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	240	197	274	230	280
Indigenous Resident Students	99	91	118	95	114
Indigenous Resident Students on Reserve	26	27	33	24	30
Indigenous Resident Students off Reserve	73	64	85	71	84
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	27	34	31	30	33

SD058 - Grade 11 to 12 Transition Rate



Analysis:

Outcome 2 - Numeracy



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

Participation Rates

Participation rates for Grade 4 (89%) are higher than the provincial average of 84%, while the Grade 7 average is 84% which is the provincial average. Grade 10 is higher than the province at 85% to 82%. As with literacy, the numeracy participation rates were impacted by the letter sent out by the BCTF in Princeton. Overall, our participation rates remain high.

Grade 4

Grade 4 numeracy results indicated that 62% of students are “On Track or Extending,” which is up 14% from last year. While we remain below the provincial average, we have closed the gap to 1% this year, and this is a significant improvement, as we were 14% below the Provincial average last year. Indigenous student data continues to be a bright spot, with 63% of Indigenous students “On Track or Extending,” which is 12% higher than the provincial average. While masked, our On- and Off-reserve students, as well as those with designations, achieved higher than the province. There was no data for CYIC students. We have seen significantly improved results in our Grade 4 cohort.

Grade 7

Grade 7 Numeracy results indicated that 43% of students are “On Track or Extending.” This is 16% below the provincial average of 59%. We saw a slight decrease of 2% in our year-over-year achievement. We also saw a decline, with only 35% of Indigenous students scoring as “On Track or Extending.” While this aligns with the provincial average, this is an area of concern for both our district and the province. While masked due to small cohort numbers, we saw declines in On and Off-reserve student achievement as well as for students with designations. There is no data for CYIC students. Overall, we have seen achievement decline across the board. This is an area for concern and improvement.

Grade 10

Grade 10 Numeracy results indicated that 18% of students were performing at the “Proficient” or “Extending” levels. This is an 8% decline in year-over-year results. We see a see-saw pattern in our results over the past 5 years, and we remain significantly below the provincial average of 43%. This is a long-term trend. While we saw a 3% improvement in results for Indigenous students, this remains an area of concern as only 13% achieved “Proficient” or “Extending” compared to the province at 23%. While the data is masked due to small numbers, achievement for students On-reserve and with designations is very low. There is a gap in foundational skills that needs to be addressed.

Grade to Grade Transitions

Our Grade 10 to 11 Transition rates remain high across all population groups at 90% or higher. However, we saw a significant drop from 71% to 58% for Resident students. We saw similar drops with Indigenous Resident and Off-reserve students, while On-reserve and students with designations dropped, but remain high at 83% and 82%. However, we remain below the provincial average for all student populations except for students On Reserve. We recognize that Grade 11 is becoming a placeholder for students who have failed courses and potentially lengthening their path through high school. We recognize that we need earlier interventions to ensure that students have the foundational literacy and numeracy skills in place to progress through the required courses for graduation.

Interpretation:

Outcome 2 - Numeracy



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

As we have seen a long-term trend of low achievement in Numeracy compared to the province at Grade 7 and especially at Grade 10, we recognized the need for a diagnostic tool that is consistent across our schools. Previously, schools and teachers were using a variety of assessment tools, and this made understanding progress across schools difficult as it was not an apples-to-apples comparison. As a result, our District Numeracy committee adapted the SNACC (Student Numeracy Assessment of Critical Concepts) assessment for each grade level (1-9). We piloted the assessment in May, and although there are still some tweaks needed in terms of instructions and the use of calculators and manipulatives, we now have a baseline of consistent data created. The results show a similar trend to FSAs, with our strongest achievement being in the primary/early intermediate grades, with a widening gap as students move through the grades.

In 2025-2026, we have a numeracy coach for Kindergarten to Grade 7. There will be a particular focus on building intermediate numeracy skills. This is an elbow-to-elbow approach where the coach will support classroom teachers with learning new instructional practices and using assessment to guide planning. This is a new position to address a long-term area for growth. We have identified that newer teachers are not coming with the depth of numeracy practices they require, and they need more frequent and individualized support to help all students succeed. As a district, we have also met with universities to share our recommendations for improving success and overall retention for beginning teachers, as attrition remains a concern.

While we continue to have strong transition rates from Grade 10 to 11, there was a significant drop from 71% to 58% from Grade 11 to 12. This is the lowest result in five years' worth of data. We saw a decline for all population groups, Indigenous, On-reserve, Off-reserve, and for students with designations. However, our results for Indigenous students, On-reserve and Off-reserve, are significantly higher than for our Resident students. Our results for CYIC are masked due to small numbers, but the transition rate is significantly higher than for resident students as well. Overall, we remain below the provincial average for transition rates at both grades 10 and 12, except for students On-reserve.

We know that poor attendance is playing a role in this drop, but there are other factors as well. There is a gap in foundational literacy and numeracy skills for some of our students, which is impacting their progression towards graduation. Mental health and social-emotional concerns are also playing a role. We take a collaborative approach at our Diploma Verification Report meetings, where we have District Staff, Administration, Counsellors, Student Support Teachers, and Indigenous Student Advocates meet every reporting cycle to assign roles and tasks to support individual paths to graduation. Working closely with our local First Nations, we also invite Education Coordinators/Managers to the meetings for an additional layer of support. We have also been working to improve our transition and graduation rates at our two alternative schools in our district. Our alternate program teachers have been working to have more students complete courses that lead to a Dogwood rather than an Adult Dogwood. We truly believe in a wraparound approach that utilizes school, district, community, and Band supports to help each student meet their full potential.

As a district, we have also implemented "Open Parachute", a virtual program that provides mini-lessons on social-emotional topics. We recognize that resiliency and perseverance are areas for growth. Despite budgetary challenges, we have retained our school counsellors, which is above the ratio in our Collective Agreement. We are also looking to help our students and parents access additional community mental health support. Despite being 4 years out from the devastating floods, the Red Cross is continuing to provide mental health support to Merritt due to the long-lasting impacts of displacement, loss, and difficulty in rebuilding. Princeton and the surrounding areas have also been profoundly impacted by the flooding events.

Human and Social Development

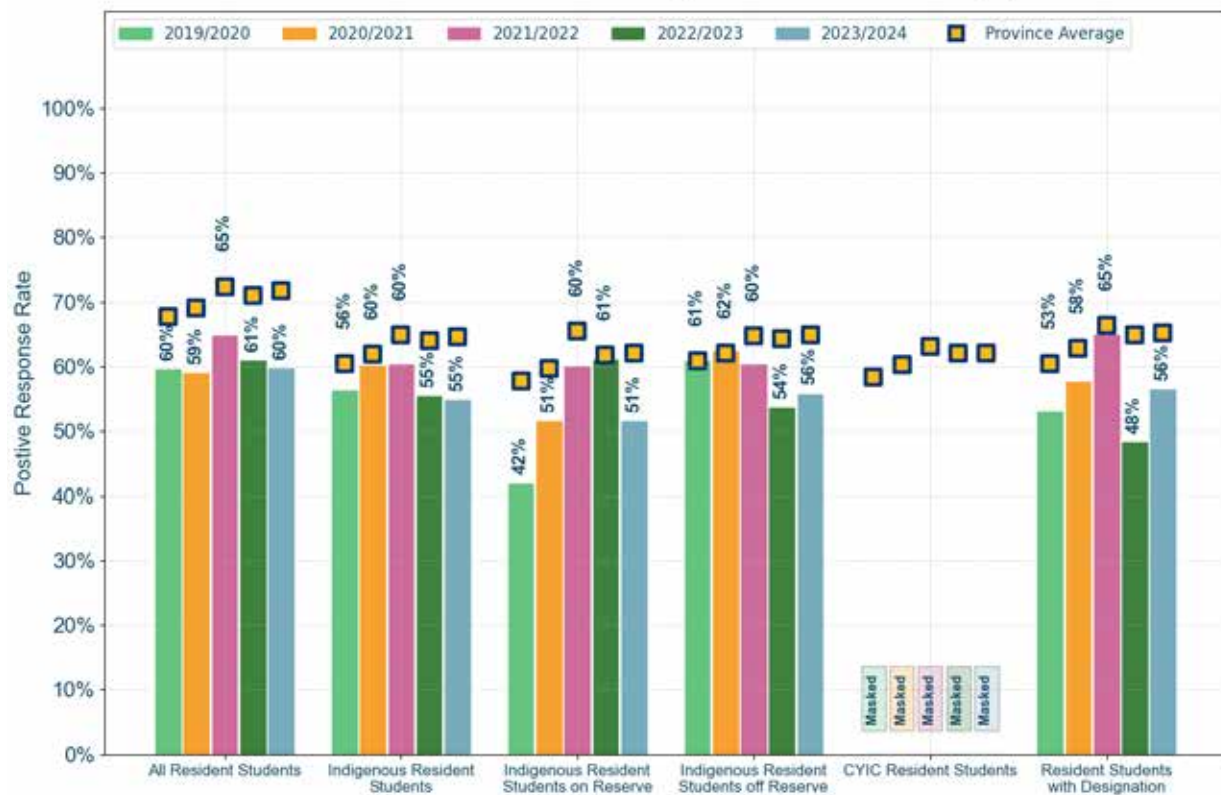
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

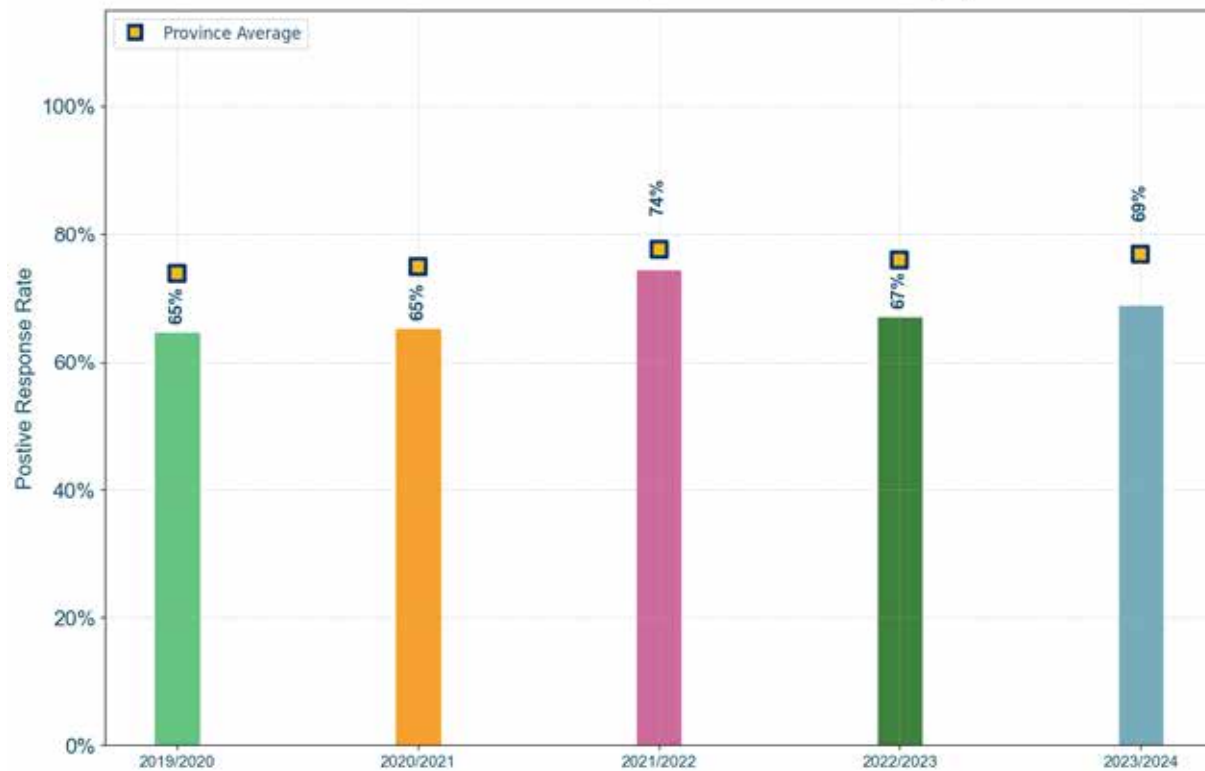
SD058 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	442 77%	434 81%	459 79%	423 78%	467 72%
Indigenous Resident Students	244 72%	225 76%	208 71%	222 68%	229 68%
Indigenous Resident Students on Reserve	63 67%	56 64%	45 56%	66 56%	57 60%
Indigenous Resident Students off Reserve	181 74%	169 79%	163 75%	156 74%	172 71%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	70 70%	65 74%	77 71%	76 71%	88 58%

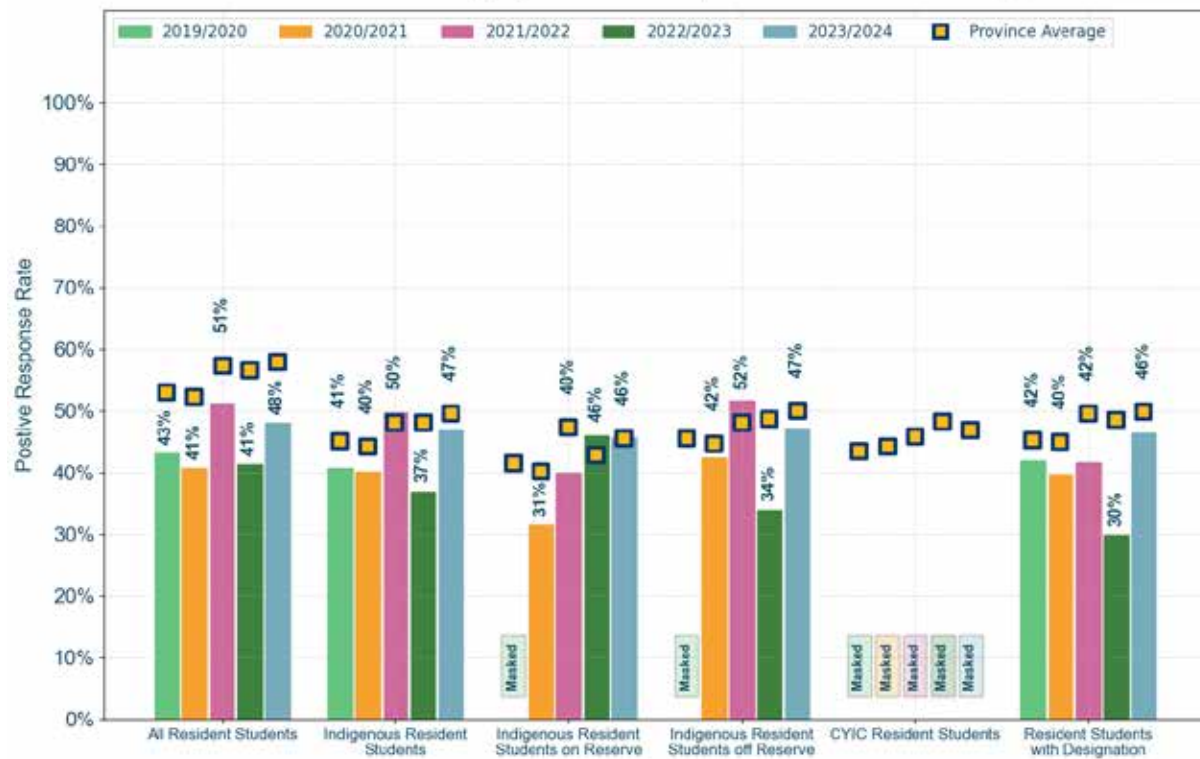
SD058 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



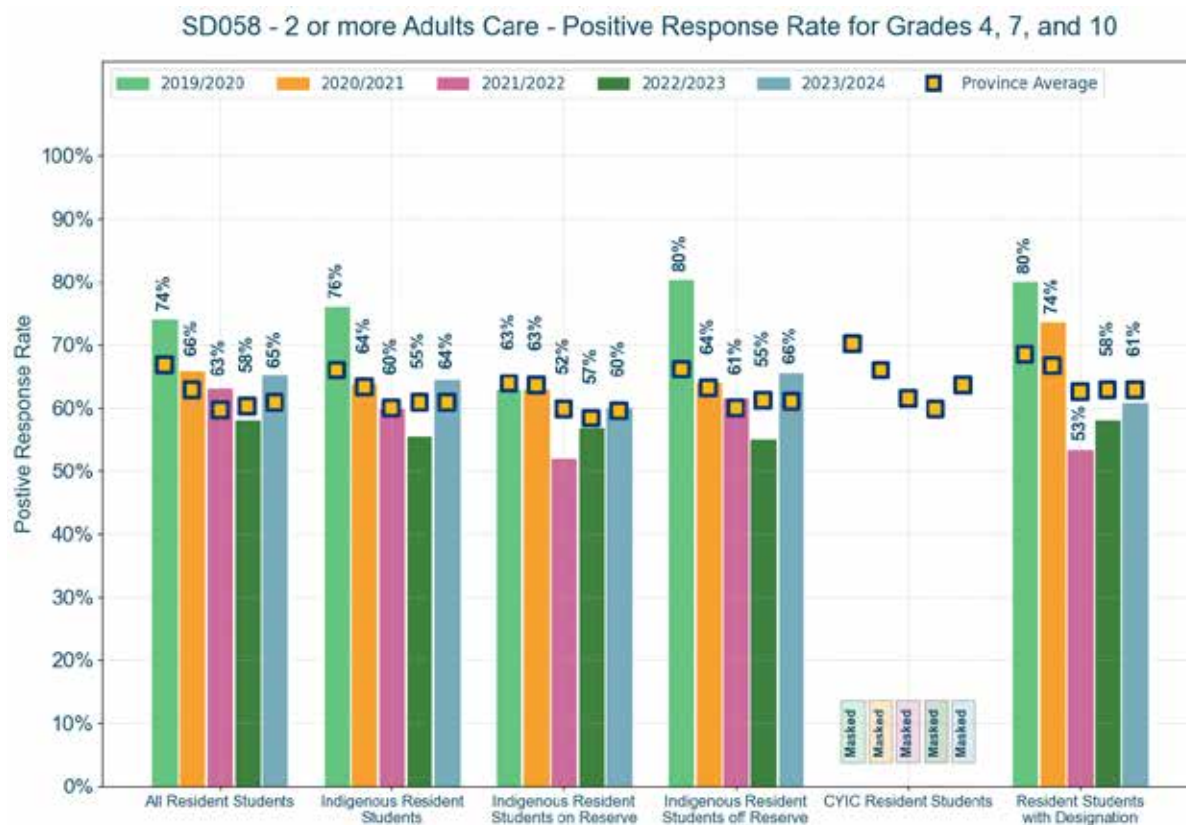
SD058 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10



SD058 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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



Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Overall, we remain below provincial average across the board for Resident, Indigenous, On-reserve, Off-reserve, and for students with designations on the “feeling welcome” measure. Our CYIC data is masked due to small numbers, but the results are consistent. We see lower rates of feeling welcome for all priority populations. However, we did see a significant increase of 48% to 56% for students with designations. Most concerning is a 10% drop for students On-reserve, going from 61% to 51%. While this is significantly higher than the results from 2019 at 42%, we are concerned about a possible downward trend after two years of significant improvement. While we also remain below provincial average (77%) for “feeling safe” at 69%, this is a 2% increase from the previous year and higher than results in 2019/20, 2020/21, and 2022/23.

An area of significant improvement in year-over-year results is around Sense of Belonging. While we remain significantly under the provincial average of 58% to 48%, this is a 7% improvement in year-over-year results. The only year with a higher result was 2021/22. Our District is trending up in a review of the data over the past 5 years. For Indigenous students, we saw a 10% increase in year-over-year results, going from 37% to 47%. We remain 3% below the provincial average. On-reserve students were stable at 46% and are at the provincial average. There was 13% growth in year-over-year results for Off-reserve students at 47% (was 34%) and only 2% below the provincial average. Our largest increase was for students with designations, which increased by 16% from 30% to 46% in year-over-year results.

An area of concern is CYIC students. There has been a significant decline over the past 5 years, and this year is our lowest result to date. While small numbers can skew results high or low, our larger concern is that CYIC students are our most vulnerable and the most in need of a sense of belonging. For our other priority populations, our data has been trending upwards over the past five years. While we still need work to close the gap to the provincial average as well as between our priority populations and their peers, this is an area to be celebrated.

Another area for celebration is the number of students who report that two or more adults care about them. Our district saw a 7% increase in year-over-year results from 58% to 65% for all students. While this is lower than the high of 74% in 2019/20, we appear to be levelling out and on an upward trajectory over the highs and lows of the five-year period. We are almost 4% higher than the provincial average, and 2022-2023 was the only year we were below the provincial average.

Indigenous, On-reserve, Off-reserve, CYIC, and students with designations all saw year-over-year increases. For Indigenous students, there was 9% increase from 55% to 64%. We are also 3% higher than the provincial average for On-reserve students and show a yearly increase from 57% to 60%. For Off-reserve students, there is an 11% increase in year-over-year results from 55% to 66%. We are 5% higher than the provincial average. For students with designations, there was a 3% increase from 58% to 61% in year-over-year results, but we are 2% below the provincial average. While masked due to small numbers, there was a 30% increase in year-over-year results for CYIC, and this was the highest result for all student population groups. We are significantly above provincial average for this measure.

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Overall, our district has seen tremendous growth in the measures of sense of belonging and students who feel that adults care about them at school. As connection is a pillar of our Strategic Plan, we are happy to see growth in these social-emotional measures. Our Indigenous Education Council and Board have prioritized Indigenous Student Advocate positions. These individuals serve as caring role models in our school, as well as provide a connection between the school and home. In addition, we have Welcome Rooms in each school that provide a comfortable meeting place, less formal than an office or conference room. This is also a positive gathering space for students.

As a District, we have retained counselling ratios higher than our Collective Agreement requirements as we recognize that mental and emotional well-being are areas of concern. The Mental Health Grant was used to support First Nations Principles of Learning and to provide learning on the land. We have also implemented “Open Parachute” as a program to be used in each classroom to help build social-emotional wellness. These online lessons provide a nice segway to deeper conversations.

We also have robust intervention procedures with our Collaborative Support Model (CSM) at the elementary level and the Diploma Verification Report Model (DVR) at the Secondary level. These meetings are an opportunity for a child support circle to come together to determine interventions to support success. The CSM and DVR bring together the school team: classroom teacher, SST, EAs, Counsellor and Admin, District Staff, the ISA, and Education Coordinator/Manager from our local Bands, as appropriate. The meetings focus on data and evidence, and then tasks are assigned to the group members to support growth and improvement. A follow-up meeting is scheduled for accountability. These processes are paying dividends as we are seeing success stories as the school, home, and community come together to support our students.

Areas of concern are students feeling welcome and safe at school. In terms of feeling welcome, we see that rates are highest at Grade 4, dip in Grade 7, and then rebound in Grade 10. This speaks to the struggle of students in the intermediate grades and that our strategies are not meeting the needs of the students in ways that are meaningful to them. Our Equity Scan is complete, and we now track racist incidents. As a result, we are seeing a spike in the intermediate grades with racial name-calling. We suspect that this may be contributing to lower reported rates of feeling welcome and safe at school. We look at a restorative justice model to address these incidents, where consideration is given to the targeted individual to share what they would like to have happen.

When we look at our results for feeling safe, we see the highest results at Grade 4, a slight drop in Grade 7, and a larger drop in Grade 10. While we have worked to make the transition to secondary school more welcoming with whole-day Grade 8 orientations led by peer leaders, we continue to see more students experiencing anxiety. Merritt Secondary School has been doing some innovative work tracking behaviour incidents during the school day. This data has allowed the school to see a pattern of more incidents in the mid-morning, and this is not what we expected. Administrators are present in the hallways as much as possible during this time period. Princeton Secondary is exploring similar data and building response plans. Student voice will also be explored further to build communities that feel more welcoming, safe and connected.

Career Development

Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

SD058 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	167 17	195 19	185 17	205 20	207 19
Indigenous Resident Students	80 7	84 8	92 8	93 8	92 8
Indigenous Resident Students on Reserve	34 3	27 2	34 3	38 3	27 3
Indigenous Resident Students off Reserve	46 4	57 5	58 5	55 5	65 6
CYIC Resident Students	19 2	Masked	Masked	25 2	17 2
Resident Students with Designation	36 4	39 4	37 3	39 4	40 4



SD058 - 5-Year Completion Rate - Dogwood



Analysis:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Our 5-year completion rates are an area for celebration, as our year-over-year results are up significantly for all student groups for both the Dogwood and Adult Dogwood.

For the Dogwood and Adult Dogwood, there was a 7% year-over-year increase from 74% to 81% for Resident students. This has reversed a three-year slide in our results. While we remain both below provincial average and our record high of 86% in 2019/20, the gap is closing. We saw an even greater improvement for Indigenous students from 68% to 84% in year-over-year results, which is an increase of 16%. We saw similar improvement for both On-reserve (66% to 74%) and Off-reserve (70% to 88%) students, with increases of 8% and 18% in year-over-year results. We also saw a dramatic improvement in results for CYIC students (44% to 72%) with 28% increase in year-over-year results. Finally, for students with designations (65% to 80%), there was a 15% increase in year-over-year results. We are significantly above the provincial average for all priority populations. We have seen record levels of completion for students with designations and Off-reserve over the five-year period.

For Dogwood, there was an 8% year-over-year increase from 72% to 80% for Resident students. This has reversed a three-year downward slide in our results. While we are still both below provincial average and 4% lower than the highest rate in 2019/20, there has been a marked improvement. Indigenous student completion rates showed a tremendous increase of 17% from 64% to 81% in year-over-year results, and this matches our highest completion rate from 2019/20. We saw similar gains for On-reserve (58% to 66%) and Off-reserve (68% to 88%) students with increases of 8% and 20% respectively. While On-reserve completion remains significantly below the high of 84% in 2019/20, Off-reserve completion is the highest to date (+9%) in the five-year period. While CYIC data is masked for all years except 2019/20 and 2023-2024, we see the highest achievement this year at 72%, which is 9% higher than the previous result. Finally, for students with designations, there was a dramatic improvement in year-over-year achievement from 59% to 80%, an increase of 21%! This is the highest completion rate in the 5-year period. With the exception of Resident students, all of our priority populations are significantly above the provincial average for completion. Our Indigenous and Off-Reserve results are higher than for those resident students.

Overall, our data is trending upward for both Dogwood + Adult Dogwood as well as Dogwood completion rates. As a District, we are pleased to see that the number of students completing high school is increasing and that more students are graduating with a Dogwood Diploma. While Indigenous students remain overrepresented among those who complete high school with an Adult Dogwood Certificate, we are making strides to have more Indigenous students graduate with a Dogwood, as it opens so many more possibilities for post-secondary and the work world.

Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Our improved completion rates are the result of targeted efforts to ensure that more students graduate within the 5-year period. First, our Diploma Verification Report meetings are where the schools identify students who are at risk of not graduating. Around the table are counsellors, Student Support Teachers, Administrators, Senior Administration, and Indigenous Student Advocates. We also extend invites to our Education Coordinators/Managers from our local Bands. These meetings move beyond talk to specific actions that support students in passing courses and meeting graduation requirements. Adults around the table are assigned tasks to be completed, such as meeting with the student to complete the Literacy Assessment or creating a work plan to finish missing assignments. The person responsible then reports back to the group, which provides accountability to ensure that support is in place for the student. Our District presented at the BCSTA Conference on our DVR model, as our data shows that it is making a real difference.

Second, Indigenous Support Advocates are playing a crucial role in supporting Indigenous students on their path to graduation. By building relationships from Grade 8 to Grade 12, there is a comfort level for students in being able to ask for support. In particular, our ISAs who work with Grade 11 and 12 students are part of our DVR meetings and often act as a bridge to help gain parental support. Their determination to see our students succeed shows that, while cliché, it really does take a village for some students to make it to graduation. A multidimensional circle of support ensures that students are not falling through the cracks.

Third, post-secondary trips have played a role in expanding the horizons of our students. Our IEC supports multiple post-secondary trips to universities across the province. Our Administrator, who leads the DVR process, as well as our ISAs, attend the trips. This is a time to build new experiences while also having in-depth conversations about the possibility of attending post-secondary. As a District, we also benefit from Nicola Valley Institute of Technology (NVIT) offering dual credit programs to our students.

Fourth, there has been an expanded focus on getting more students into the Trades. Our Trades Sampler allows students to experience a variety of trades to increase interest and engagement. When students experience the real world of work, there is often a spark that drives students to complete high school as they have a better idea of what their future career path may be.

Pillars of our Strategic Plan include "Meaning and Purpose" as well as "Connection," which really speaks to our purpose as a District. We know that relationships are the foundation upon which everything else is built. We see a direct correlation between our DVR process and the roles staff play in improving our completion rates. One of the benefits of being a smaller district is that we really have the opportunity to know our students and tailor supports to their needs.

By continuing to have our administrators, counsellors, SSTs, classroom teachers, EAs and ISAs work together, we will ensure continued growth. Having close and supportive relationships with our local First Nations has also been a tremendous help in expanding the circle of support. There is rarely a problem that cannot be solved through collaboration.

Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

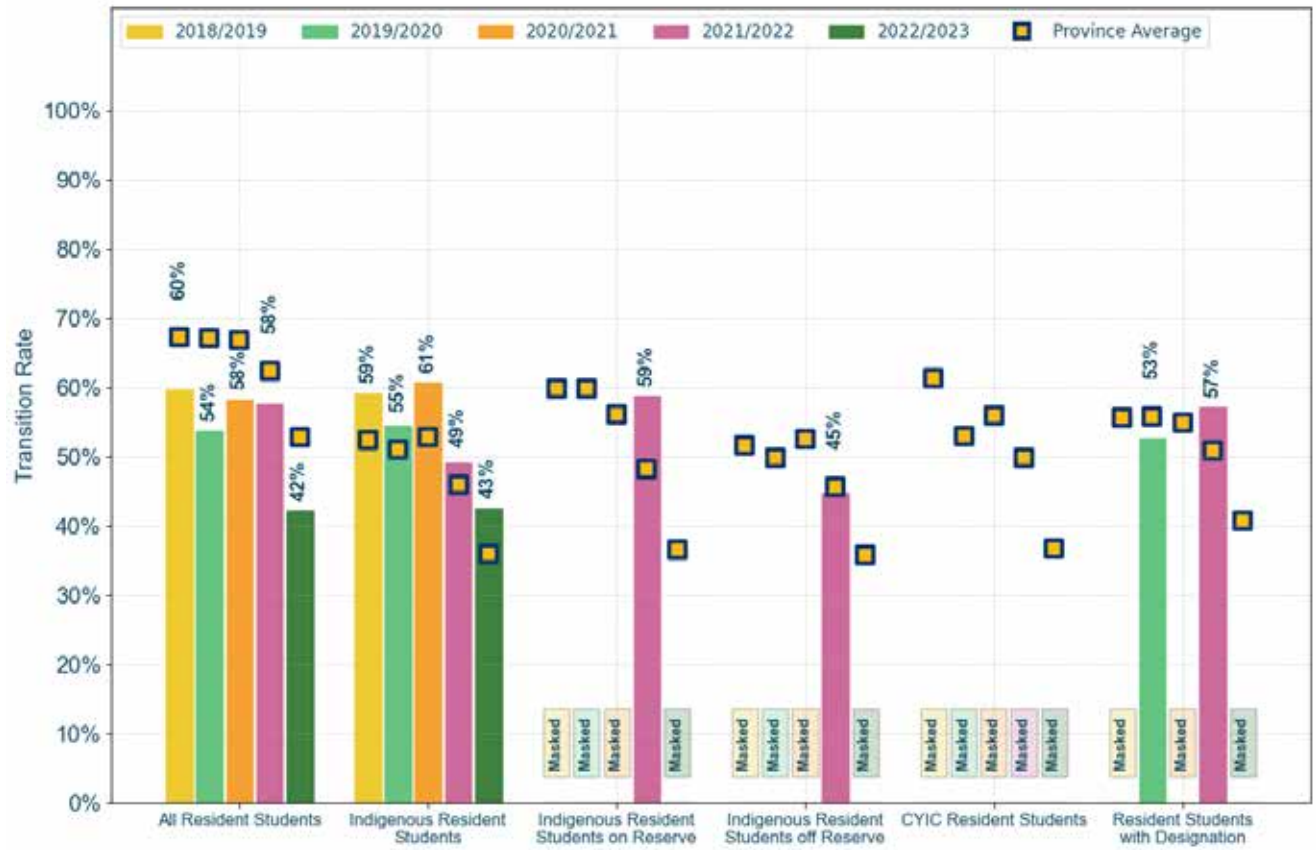
SD058 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	129	147	139	130	128
Indigenous Resident Students	49	66	56	55	54
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	21	Masked

SD058 - Immediate Transition to Post-Secondary



SD058 - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

After two years of increases, the immediate transition rate for resident students declined from 49% to 42%. This is similar to the results from 2019/20 and 2020/21. The result is disappointing as we were close to meeting the provincial rate last year (within 3%), but the gap has increased to 11%. While we have several promising practices that have contributed to past improvement, the same results did not materialize. We saw a slight increase from 42% to 43% for Indigenous students, which remains above the provincial average; however, the past two years of the five-year period point to a downward trend in our data. While the data is masked due to the small number of students On-reserve and Off-reserve, with designations as well as CYIC, we saw gains for both On-reserve and CYIC students that are significantly higher than results for resident students. Students Off-reserve remain stable. We are above the provincial average for Indigenous, On-Reserve and Off-Reserve students as well as for CYIC; however, there was a significant decline for students with designations.

When we reviewed 3-year transition rates, we saw a significant decline for Resident students from 58% to 42%. Our results had been on an upward trajectory for the previous two years. The decline was not expected, as we have continued with our focus on improving transition rates over the past 8 years, and our strategies were previously showing gains. We are 11% below the provincial average (53%). Interestingly, the province has also shown a significant decline in year-over-year results from 62% to 53%. This suggests that this may be a larger systemic issue rather than an isolated district issue. We may also be seeing the lingering impacts of COVID.

We also saw a decline in Indigenous 3 year transition rates from 49% to 43%. Overall, looking at the five year period, our results have been on a downward trend over the past two years. While we remain above the provincial average, we see that work remains to be done in order to continue to improve our results. We saw an increase for students On-reserve, a significant increase for CYIC, and stable results for students Off-reserve. All of our priority populations are transitioning at a higher rate than Resident students, with the exception of students with designations, where there was a significant decline in year-over-year results.

When we break down the data further, we see that SCIDES, our POLS school, has lower transition rates to post-secondary both for immediate and within 3 year entry. We also see a disparity between Merritt and Princeton, as there are higher numbers in terms of both cohort and percentage transition to post-secondary from Merritt. However, small cohort numbers for both SCIDES and Princeton do cause significant swings in the data. We have also long recognized that the transition from our alternative schools to post-secondary requires improvement. We are making slow gains with more students working towards a Dogwood rather than an Adult Dogwood at our alternate schools. Improvement will take consistency and time.

Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

Our School District has prioritized improving transition rates for the past 8 years. We have devoted teacher time to work with students on transitioning to post-secondary. We have increased dual credit opportunities with NVIT to help students transition to earning post-secondary credits early. Some of our students graduate from high school with a certificate or diploma from NVIT at the same time.

Our IEC also has prioritized resources to support the transition to post-secondary. The IEC uses targeted dollars to support multiple post-secondary visits across the province. Some of our students who attend the trips have never been to a major center or visited a post-secondary institution previously. Student feedback has indicated that these trips are making a difference, as it allows space for new dreams about their futures to form. In addition, our ISAs, especially at our high schools, are often instrumental in helping our Indigenous students to graduate and transition to post-secondary.

Our Indigenous Grad highlights the success of our students and is also an opportunity to share and recognize their future plans. The power of recognition and celebration with students, families and community should not be underestimated.

Our transition rates from Merritt are significantly higher than from SCIDES or Princeton. NVIT offers first year bursaries for students who transition directly to post-secondary. While this bursary is available in both communities as well as across the province, our Merritt students are accessing the bursary at a higher rate, as one of the NVIT campuses is in Merritt. We would like to see more of our SCIDES and Princeton students access the bursary, but transportation and/or housing may be a barrier.

SCIDES is unique in that our students are from across the province. While we make targeted efforts with designated FTE for academic advising, online is often not the same as in-person meetings. Online learning also attracts students for a variety of reasons: sometimes to accelerate the path to post-secondary, and sometimes to work at a slower pace. We recognize that brick and mortar schools are not a fit for everyone, and multiple educational options are one of the strengths of our education system. However, there are unique challenges associated with a virtual environment that necessitate different strategies for improvement.

We recognize that our alternate programs more often than not have led to an Adult Dogwood. However, we have dynamic teams at both alternate programs in Merritt and Princeton, and they are raising expectations and encouraging more students to pursue a Dogwood diploma. This work is starting to show dividends, but improvement will be slow. We will be patient, persistent, and consistent in our expectations.

Interim Progress Report

For the Enhancing Student Learning Report

September 2025

Part 2b: Respond to Results

In Review of Year Five of Our Strategic Plan: 2021-2026



Approved by the Board on September 10, 2025

Interim Progress Report for Enhancing Student Learning:

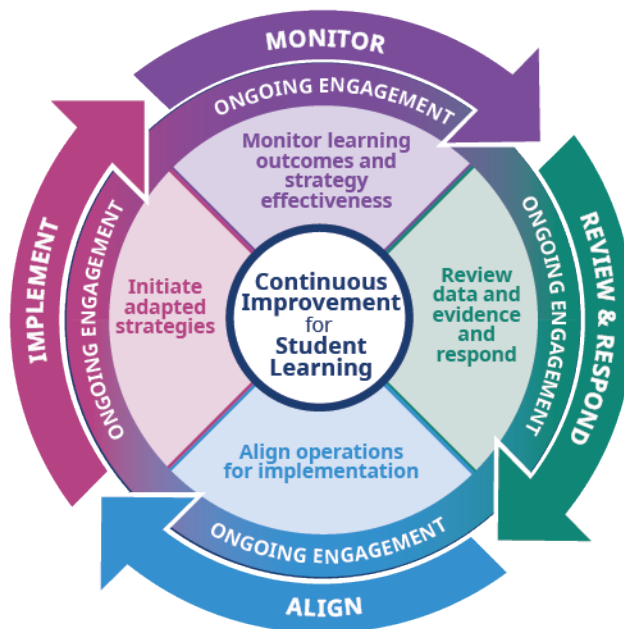
Ministry Note

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.

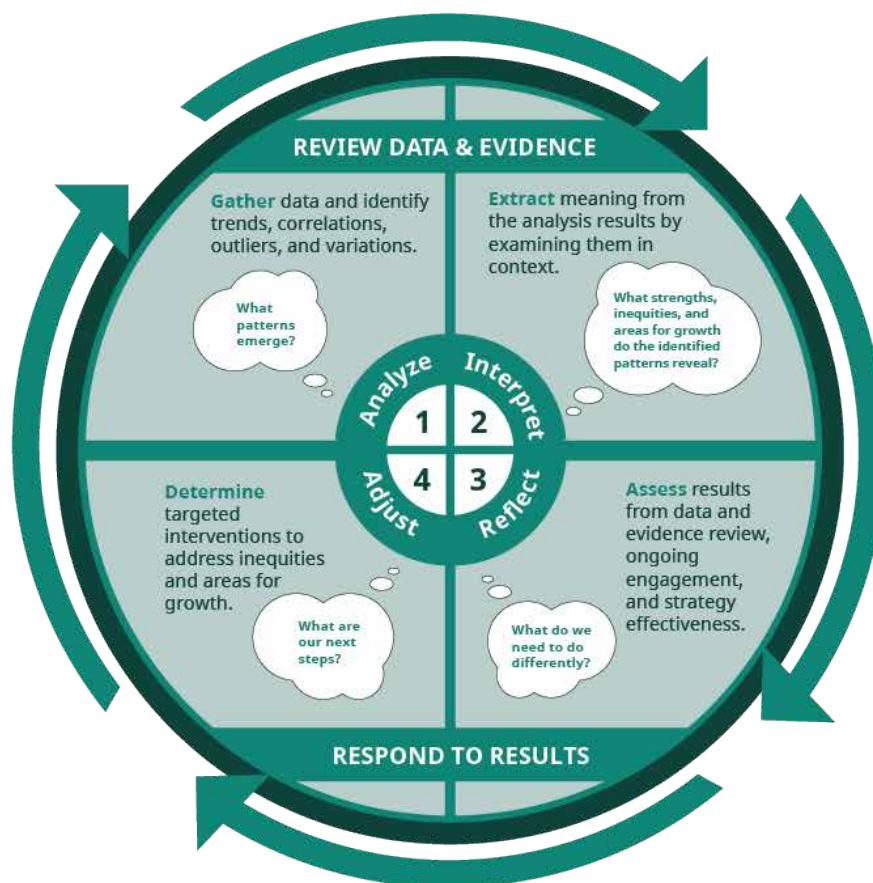
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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



Please note: If the district's current Strategic Plan outlines priorities with limited education-focused outcomes, district teams may choose to complete the chart using the pillars of the Education Citizen—Intellectual Development, Human and Social Development, and Career Development.

Meaning and Purpose

Students will continuously improve their literacy and numeracy skills and competencies for future success.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: · Continue? · Discontinue? · Adapt? · Introduce and implement?
School-Wide Writes (Elementary Grades)	The quality and length of writing from our elementary students have declined significantly. More consistent skill development and practice were needed across the elementary grades.	Our decline in FSA results and in our internal assessments shows that we need further targeted interventions in our classrooms with explicit instruction around building writing skills. The school-wide writing activities are a start, but foundational skills need to be built, practiced, and refined.	We hosted a voluntary storytelling professional development workshop series last year. We saw great growth in the classrooms where the teachers implemented the PD. We saw peer modelling with classes combining as well. We will continue our school-wide writes. We would like to offer opportunities for collaborative marking across our district. While TTOC coverage is a challenge, we really see value in giving teachers collaboration time. We also have a

			new literacy coach position for 2025-2026, where we will have elbow-to-elbow support around how writing and reading as connected and can be intertwined in our classroom instructional practices.
Adapted SNACC* *Thank you to SD83 for sharing the assessment.	As a district, we did not have a common numeracy assessment, unlike PM Benchmarks and Fountas & Pinnell for Literacy. Our math committee, made up of administrators and teachers across our district, worked to create a common assessment for Grades 1-9. A common assessment will give our District a baseline of consistent data to address our Numeracy achievement, which remains below the provincial average for resident students.	We piloted the SNACC in May 2025. While we are working out some tweaks regarding the use of calculators and expectations for administration, we have our first round of baseline data. We have identified that the intermediate grades (4-7) are an area for specific and targeted intervention. Our FSA data also shows we have much work to do to meet the provincial average.	The SNACC was a fantastic example of collaboration for all levels of the district to work towards a common baseline. We have learned from our collection of PM Benchmark and F & P data that a common assessment provides insights within and between schools in the district. We are then able to target resources for our grades and schools most in need of support. For 2025-2026, we have a Math Coach for Grades K-7. Our baseline data from our SNACC has provided a starting point for targeted support. TTOC coverage has been a consistent struggle in recent years, which makes group professional development by grade almost impossible to schedule during the workday. As a result, we have offered “lunch and learns” and after-school professional development. By having a coach, we can offer elbow-to-elbow and intensive supports in our classrooms. This is especially valuable for our beginning teachers.

			We are also investing \$50,000 for licenses for MathUP! and numeracy kits for our elementary schools for 2025-2026. We have seen a positive response from our teachers wanting to utilize this resource to support numeracy instruction.
Overall, our District has been working towards an evidence-informed model to target specific skills to build a solid foundation for both numeracy and literacy. We recognize that our beginning teachers are in need of a higher level of support than we have provided in the past. In addition, as needs and pedagogical changes grow, experienced teachers are also looking for new ideas and strategies to support improvement. We are excited to have our new coaching positions, which have been a want and need in previous years. We recognize that early intervention and remediation in the intermediate grades will improve achievement at the Grade 10 and 12 levels. We will evaluate the impact of our coaches in 2025-2026, but hope to expand to have a secondary math and literacy coach in 2026-2027 as we recognize that improving achievement takes a multi-pronged approach. We have also invested in materials and resources, numeracy kits and MathUP! licenses to support improved numeracy practices in our schools. Change requires buy-in, and we are really proud of the beginning steps we have taken to focus on improving our literacy and numeracy results. Our goal is to close the gap between our results and the province's results.			
Students will personalize their learning in ways that meet their unique strengths, needs and interests.			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Multiple paths to high school completion: In-person, online, and alternative education pathways for Grades 10-12.	While we are seeing improvement in our completion rates, for resident students, we remain below the provincial average, and our Grade 11-12 transition rates are too low as well.	For many of our students, the multiple pathways are helping our students to graduate as well as transition to post-secondary. We are seeing growth for our priority populations as well. However, while the number of Adult Dogwoods is decreasing, we want to continue to see	We will continue to offer in-person, hybrid, online, and alternative educational options, as this flexibility is allowing for higher completion rates. We are focusing on our alternate education programs working with students to complete a Dogwood certificate. We are seeing growth, but it is slowly progressing. We will celebrate each success story and use them as an exemplar for others moving forward.

		more students complete with a Dogwood Certificate.	Despite budget challenges, we continue to offer full academic programming across our high schools, as well as continue to recognize the value of alternate education as the right path for some of our students.
We are trying to incorporate student voice into our consultation processes for K-12.	We are able to offer more choice in grades 10-12 in terms of programming, but we are looking to increasingly incorporate students' interests, strengths and needs into our planning for Grades K-9.	We have worked with the McCreary Centre Society (workshops for our High School in both communities), where students were able to share their likes, concerns, and suggestions. This allowed us to have a better and more in-depth understanding of McCreary survey results, and this was also a real opportunity to give voice to our students. We launched a new logo for the district, and it is one of the best examples of student voice in action. We did focus groups with our students, and they provided in-depth feedback that allowed the board to make a well-informed decision based on the data.	While our Board was ahead of the pack with having Student Trustees, we recognize that we still have much work to do to bring forward and implement student voice in our schools. We are installing question boxes in each school where students can ask questions or provide feedback to the Board or Superintendent. The McCreary Centre will be continuing our partnership and doing workshops with our students at our Community Learning Centre in Merritt and The Bridge in Princeton, which are our alternate education programs. As we continue in our budget consultation process, we are looking to have a more formal process for student feedback. Focus groups are an approach with merit.
Overall, we have the most flexibility with Grades 10-12 in allowing students to personalize their learning. Having multiple paths for high school completion is essential to meet the needs of our students. An area of strength for K-12 is our inclusive education model. We have received positive praise from external stakeholders that we are a model of "what inclusion is meant to be in practice." We are able to tailor			

CBIEPs to use a student's strengths and interests to meet their needs. Our model is one of inclusiveness whenever possible. Building and incorporating student voice remains an area for improvement and growth.

The district will develop and maintain a streamlined and comprehensive education support process for student and staff mental wellness.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
We have implemented "Open Parachute" as a mental health/wellness resource and support across all grades.	For teachers using the lessons consistently, we are seeing improvement in mental wellness as the program supports improved social-emotional outcomes. While our utilization rates are improving, we want to see the program used with more consistency.	The self-contained online lessons offer a way to build social-emotional skills. As a district that suffered devastating floods and fires after COVID, mental health education remains a need for our students as well as our communities. The level of mental health needs is greater than the ability of our counsellors to support alone. District staff, teachers, and support staff all play a role in helping our students build resiliency and perseverance skills. We have a streamlined referral process to access mental health supports in our schools, but "Open Parachute" is designed to be a universal support, so our counsellors can	We have set expectations that all teachers are to use "Open Parachute" in their classrooms. We are able to track utilization rates by school. We will provide professional development as needed to support increased use. We have maintained our counsellor ratios despite budget challenges as we recognize that mental health remains a priority. Our streamlined process is working, and we are able to provide support to the students most in need. No changes are planned for our employee wellness program. We also screen all Grade 7 students and those selected, based on the results, participate in the PreVenture program. This program uses personality focused interventions to promote Mental Health and reduce the risk of substance abuse. This will continue.

		focus on students with the highest needs. We have an employee wellness program that our staff can access supports for mental wellness.	
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Overall, our community is still recovering physically, mentally, and emotionally from the floods and fires. The Red Cross is continuing to provide mental health support in the community, as there is recognition that for some, trauma remains. As a District, we are responsive to the needs of our students and staff around mental wellness. The scale of the problem requires a program like “Open Parachute” to be used in conjunction with counselling support. We are part of the third phase of the ICY mental health initiative, but we have been unable to staff the positions in 2024-2025 and have yet to staff for 2025-2026. There are currently more job postings than applicants for mental health positions; however, we have just launched another advertising campaign to staff the clinician position. This will add another layer of support that is year-round, which is currently a gap.

Students, families, staff and community will have high degrees of engagement in their learning and school activities.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
We have a calendar of events planned for the year at both the district and school levels.	Engagement varies by the nature of the event and whether it is a district or school event.	For parent-teacher interviews, we see our highest levels of engagement at the primary grades, and a decline begins in the intermediate and secondary grades. Our Welcome Dinners are very well attended at the school level. Our District Welcome dinners also have a high level of engagement, but less than the school-based event.	We have tried parent-teacher interviews before and after report cards. We have heard from our principals that there are different preferences between the school and the community. This year, principals in consultation with their staff will set the dates for parent-teacher interviews either before or after the report card. We will track attendance to see if engagement improves. We see our highest engagement when the atmosphere is welcoming, such as a community dinner, Christmas Concert, or Graduation. Our student data and feedback

		Indigenous Graduation is one of the highlights of our school year. We host a District Indigenous Graduation ceremony for students across all of our schools. The engagement is so high that we have to limit the number of tickets to meet the capacity limitations of the arena (the largest venue).	from parents and other stakeholders show we have work to do to make all feel welcome and comfortable being in our school buildings. We know that the relationship is the factor that will impact this measure the most. Our Board, Senior Admin and School Admin understand the importance of presence at community events with the community as well as held at our local First Nations. We would like to have our teachers attend these events as well. Our Indigenous Graduation is a showcase event that will continue long into the future.
We are known as a provincial leader in our work in Indigenous Education. However, our system remains very colonized. We are working with our IEC and local bands towards decolonizing our practices; however, it will continue to take time. We value Indigenous Language and culture and are proud of our two language programs, despite staffing being a challenge. However, despite our efforts to date, not everyone feels welcome in our buildings, and this creates barriers to engagement for both learning and school activities. We will continue to celebrate the successes of our students and communities, but recognize that trust and relationships are essential for meaningful engagement.			
The district will demonstrate a strong organizational culture focused on continuous collaborative professional learning and improvement.			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Summer Institute – 3 days of voluntary professional development before the start of the school year.	We value continuous collaborative professional learning and improvement, but we have a barrier in not having enough TTOCs in either community. This limits our ability to put the whole staff or	We have had “lunch and learns” and after-school workshops, but they are voluntary, and the timing is not always ideal for our teaching staff. Those who participated had positive experiences, and	We have hired two coaches, one for numeracy and one for literacy, to offer in-person in-service in schools. We are continuously hiring throughout the year for our TTOC lists and hope to get back to a place

	the whole grade in services during the school day. We do benefit from having 3 PD days in the summer that are planned by our district PD committee, which has a representative from each school as well as the District Office.	we saw the professional development put into action in the classroom. Our Summer Institute in August 2025 offered a variety of sessions for teachers to participate in. This model offered choice and the opportunity for the district teachers to collaborate. While these days are voluntary, we have high participation rates from staff. Staff are compensated with three days in lieu over our Spring Break. Feedback was very positive about this year's offerings.	where we can offer grade and subject-level professional development again. Our Board is reviewing our calendar and whether Summer Institute will remain an option. There may be potential for additional professional development days in the school calendar. This is a work in progress. One of our primary schools had been able to embed collaboration time in the schedule. We are looking to see if this could be extended to our other schools.
Summer Institute has been a decades-long tradition in Nicola-Similkameen. While voluntary, the three days offer time to collaborate with your own school staff as well as those across the district. It is the one time in the year when staff from both sides of the district gather. There is value in this time. There was very positive feedback about the structure of the three days this year. There were choices for teachers in each grade and subject area. It was also an opportunity to bring in external presenters, but also to showcase the talents of our own staff. A number of sessions were put on for their colleagues, which were very well received. While the limited number of TTOCs is a significant barrier to grade-level professional development, we have adapted with committees, evening sessions, and lunch and learns, as well as promoting internal collaboration. We may see a change in 2026-2027 with our calendar and Summer Institute, but collaboratively, we will work towards this goal. In addition, our IEC is exploring high-calibre professional development with capacity-building funding.			
<i>Appreciation and Respect</i>			
Students and families will report feeling physically and emotionally safe in schools and the community.			

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Welcome Rooms	We have Welcome Rooms in each of our schools that have comfortable seating and a welcoming atmosphere. However, we recognize that schools are still not comfortable places for all of our students or parents.	While meeting in the Welcome Room is often less stressful or uncomfortable than in an office or conference room, getting students and parents who do not feel welcome or safe into the building remains a challenge. We often try to have a main contact person to help reluctant students or parents feel more comfortable in navigating the system. At Merritt Secondary School, we run an in-school space that serves students who would not come to school otherwise. This classroom has two dedicated SSTs to provide individual programming. This keeps our students connected to the school where mainstream classes are not working. We try hard to explore all paths before recommending	The Welcome Rooms are one strategy to ease stress and anxiety; however, we recognize that it is one small part of a larger plan to increase physical and emotional safety. We continue to have our in-school alternate programs at MSS, as it supports different paths towards graduation. We have reviewed our Code of Conducts for each school, as well as completed a policy review. We are communicating clear expectations and following up with each and every reported incident involving racism. We also have re-engagement facilitator positions that are funded by the IEC, that seek to reconnect students and families who have stopped attending; sometimes the barrier is physical or emotional safety.

		placement in our traditional alternative program.	
Anti-Racism Goal in School Learning Plans	While our Equity Scan is complete, the real work begins to address inequities in our schools. These need to be concrete actions.	Each school was tasked with building an Anti-Racism Goal in their annual school learning plan in 2024-2025. The schools centered their goals on the needs of their students. The goals were designed to be achievable and transparent.	We will continue to require an Anti-Racism goal as part of the school learning plans for 2025-2026. Schools must choose a new goal to continue to address issues of racism and equity.
Our data shows that feeling welcome and safe are areas for growth and improvement. While we have made considerable efforts to change practice, our schools are part of a very colonized system. Not all parents and stakeholders feel comfortable sharing their concerns. We have tried to build the culture of a “key contact” being someone the child or parent feels safe and comfortable with, and we have had some success with this procedure. We will continue to look for ways to make everyone feel safe in our schools.			
Students, families and community will have high levels of trust and report feeling safe in both daily and ongoing communication.			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Use of our messaging feature in our student information system.	Timeliness of communication has been a concern in the past, especially when an emergency or lockdown happens.	We are able to give almost instant updates through our messaging feature that keeps parents apprised of the situation and what we are doing as a school district to ensure safety in an emergency or lockdown. We have gotten positive feedback from our parents. Our Superintendent also contacts our Trustees and	Our Executive Assistant to the Superintendent sends out the messaging. She is a trusted member of the community in Merritt and a long-time employee of the board, which helps to build trust in the messaging. The emails will continue as our IEC members appreciate being able to answer their band members' questions in a timely manner. We are updating our District and School Websites to make communication easier.

		IEC members with updates at the same time to help support a united and coordinated response.	
Our Rightsholders and parents appreciate the improvement in timely and up-to-date information being provided, especially during high-stress incidents. We plan to continue with our new process.			
Students, families, and community will confirm that their values and traditions are both reflected and valued within the district.			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Calendar of Indigenous Events	While our District is very strong in honouring and incorporating the values and traditions of our communities into our schools, we are looking to make broader connections to learning outcomes.	One of the IEC members has described our District as a flagship for the province in terms of our commitment to Indigenous Education. That is high praise. However, as a District, we know that the journey is long and we will stumble at times, but we have a sincere desire to continue to grow and learn together.	We are in the process of signing our new Local Education Agreements. One of our agreements sets out conditions to build a strong language program across all of our grades. We are excited to be a provincial leader in Indigenous Language and have expressed interest to the Ministry about being a pilot to further develop curriculum and resources. We have revamped job assignments for our ISAs and update the ISAs at monthly meetings about how our cultural work extends to improving learning. Our new District Principal of Indigenous Education is focused on improving learning outcomes for all our students.
Students, staff, and families will be aware of the purpose and meaning of assessment and data collection within the District.			
As a district, we often do not take the time to properly celebrate the great work done to date around Indigenous Education. We are doing some groundbreaking work around Missing and Murdered Indigenous Women and Girls. Our District has presented at FNESC, and it was			

well-received. However, there are still many Calls to Action that will guide our work as we move forward. We are grateful for the teachings and support of our local Bands as we move forward towards reconciliation.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
FSA Letter	We show a decline in participation rates in FSAs this year. We can link it to the BCTF sending out the FSA letter in Princeton. As a District, we need to ensure that parents understand the purposes of FSAs as well as other assessments used in our district. This has been lacking in a coordinated way.	When presented with the idea of opting out of FSA, some parents were receptive to the idea. Our miss as a district was not explaining how we use this data to make decisions around resource allocation. In addition, there has been an assumption that parents understand what assessments we use in schools and what their purpose is. It has become clear that our messaging needs to improve.	This year, we will send out a letter from the district about the FSAs and the new literacy screeners for Kindergarten. We want parents to understand that these assessments are a data point in time, but also provide our schools with the data they need to address areas of growth as well as celebrate areas of success.

Educators love abbreviations and have a vocabulary that is unique to our profession. We have come to learn that we need to slow down and ensure that everyone understands what the information means and, more importantly, how assessments impact both teaching and learning. This is an area for growth at every level of our District.

Students, families, staff and community will report open and respectful communication.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
New Parent Complaints Administrative Procedure	We have experienced an increase in aggressive and/or confrontational communication at our schools.	There was a request from our teachers that we establish a policy or procedure around the formal process for parent complaints. The result was our new Administrative Procedure	We consistently follow the steps of our parental complaint procedure, starting with the person closest to the issue and then working our way towards the school and then the District Administration.

		that clearly outlines the steps for parent complaints.	Communication must be respectful and open on both sides.
Difficult times of high stress, like budget cuts and school closure discussions, create strong emotions. Being able to have open and respectful communication is essential as we move forward to ensure that resources are supporting student learning outcomes.			
Connection			
Indigenous pedagogy, including place-based learning, will continue to be supported, developed, and implemented across the district.			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Indigenous Language Programs	We struggle to staff and retain trained Indigenous Language teachers as most are uncertified teachers and salaries are lower than other positions available in the community.	We currently have Indigenous Language programs for both Nte?kepmxcín and Nsyilxcən at our High School and two of our elementary schools in Merritt. We have good enrollment, but struggle with staffing.	We have signed a new LEA with provisions to strengthen our language programs over the next five years in partnership with the Lower Nicole Indian Band. We are expanding language to another elementary school this fall. The goal is to have Indigenous language in all our schools on both sides of the district. The student interest and community support are there. Our Board is advocating for changes to the pay scale for Indigenous Language Teachers.
Preserving Indigenous language is a priority for our communities as well as our school district. We are concerned that the most fluent language speakers are aging, and this precious knowledge will be lost without a new generation to learn and practice the language. NVIT has Indigenous Language programs that we hope will help with our staffing retention. We are thankful for the support and guidance from our local First Nations as we seek to build a provincially renowned Indigenous Language Program in our District.			
*Students and families will confirm that they feel welcome and supported in their schools.			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions

Open House/Meet the Teacher Events	Oftentimes, we continue to engage the parents who already feel welcome and supported in our schools. We are trying to reach those students and families who have or continue to not feel welcomed or supported in our schools.	These events are less formal than parent-teacher interviews or a PAC meeting. We recognize that serving food has a welcoming component. When you share a meal, you will be sharing an experience. What we remember most is how something makes us feel. These events have had a good turnout and a less formal environment where we have conversations rather than “talking at” people, which serves as a better foundation for building relationships.	We will continue with these events as they offer a positive experience for students, families, and staff. We also recognize that making people feel welcome and safe often starts by attending events in the community and at our local Bands. Meeting people where they have familiarity and comfort goes a long way to showing that it is a partnership that we are working genuinely towards. We will continue to reach out to students and families in a variety of ways to build trust.
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While we have seen increases in sense of belonging and adults who care rates, there is still significant room for growth in feeling welcome and safe in our schools. We will continue to learn from our successes and failures. There is no one solution. Our communities are struggling. When asked: “This school year, how often have you felt hungry because there was not enough food to eat?” 25% of students reported “most of the time, all the time, or agree.” We are significantly above the provincial average. Our school food programs have high usage rates, but when basic needs are not being met, it is difficult to feel welcome or safe overall.

The district will communicate the data, partner input, and research used in guiding district vision and direction with students, families, staff, and communities.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Budget Consultation Process	There was a need for greater transparency and partner input in our Budget consultation process.	We implemented a new budget consultation process with a series of meetings with Rightsholders, Union Reps, and the public. We also put	We plan to continue with our new budget consultation process. We have been asked to consider visiting PACs for additional feedback, as well as doing a “State of the District” meeting in the fall to update our

		together a budget working group made up of Trustees, Senior Admin and school administrators from both sides of the district. It was a much more collaborative and open process where education, operations, finance, and the schools all came together to generate ideas and give feedback. We had record public engagement at our public consultation meetings.	stakeholders about our budget migration strategies.
Our Strategic Plan guides our work in all aspects of district planning. We used the Strategic Plan goals as a blueprint to generate budget migration strategies and to ultimately make decisions about which strategies would be implemented. It is easy to make decisions when resources are abundant; it is very difficult when decisions need to be made about where to spend our dollars when resources are finite. It is a new era for our district, but we are much more conscious about value for the dollar and ensuring that data is available about the success of our initiatives.			
Families, staff and community will have an understanding of the roles and responsibilities of those supporting students in the district.			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Diploma Verification, Collaborative Support, and CBIEP meetings	We are trying to streamline understanding of the roles and responsibilities, through conversations, meetings and website postings, of teachers, Student Support Teachers, Administrators, Indigenous	Our DVR, CSM, and CBIEP meetings are helping staff and families to understand the key contact people in each school to support the needs of their child.	We are launching new district and school websites in the fall that are more user-friendly for families and staff. The websites are also designed for a mobile interface, as most families are accessing our websites from their phones or tablets. The websites are being reorganized, and information is

	Support Advocates, and Senior Administrators in regard to seeking information or support. The system can still be difficult to navigate for some families.	These robust meetings set out roles and responsibilities, and a key contact person is assigned. Our District website is difficult to navigate, and old information is often slow to be removed.	being streamlined so it is easier for users to find what they are looking for. Our DVR, CSM. And CBIEPs meeting formats are working well, and we are seeing positive results in terms of academic improvement as well as higher completion rates. We are in the process of signing updated Local Education Agreements with our six local First Nations. We are planning to create a chart or “blueprint” for the roles and responsibilities of admin, teachers, and support staff in our schools. Dedicated time will be added to each admin meeting this year to have our principals learn and spend time with the documents so that they can bring the learning back to their schools. Our expectation is that our LEAs will be living documents.
There is a bureaucratic nature to the school system with the legal requirements for information collection and privacy laws; however, we are trying to find ways to help parents navigate the processes to support their children’s learning. Our Administrators, SSTs and ISAs play an integral role in supporting our parents at the school. As a small district, our board office staff and Senior Admin are also happy to help parents understand the system. We also benefit from strong working relationships with our local First Nations, whose Education Coordinators/Managers also support parents with paperwork, meetings, and advocacy. While this remains a work in progress, we are making strides in the right direction.			