

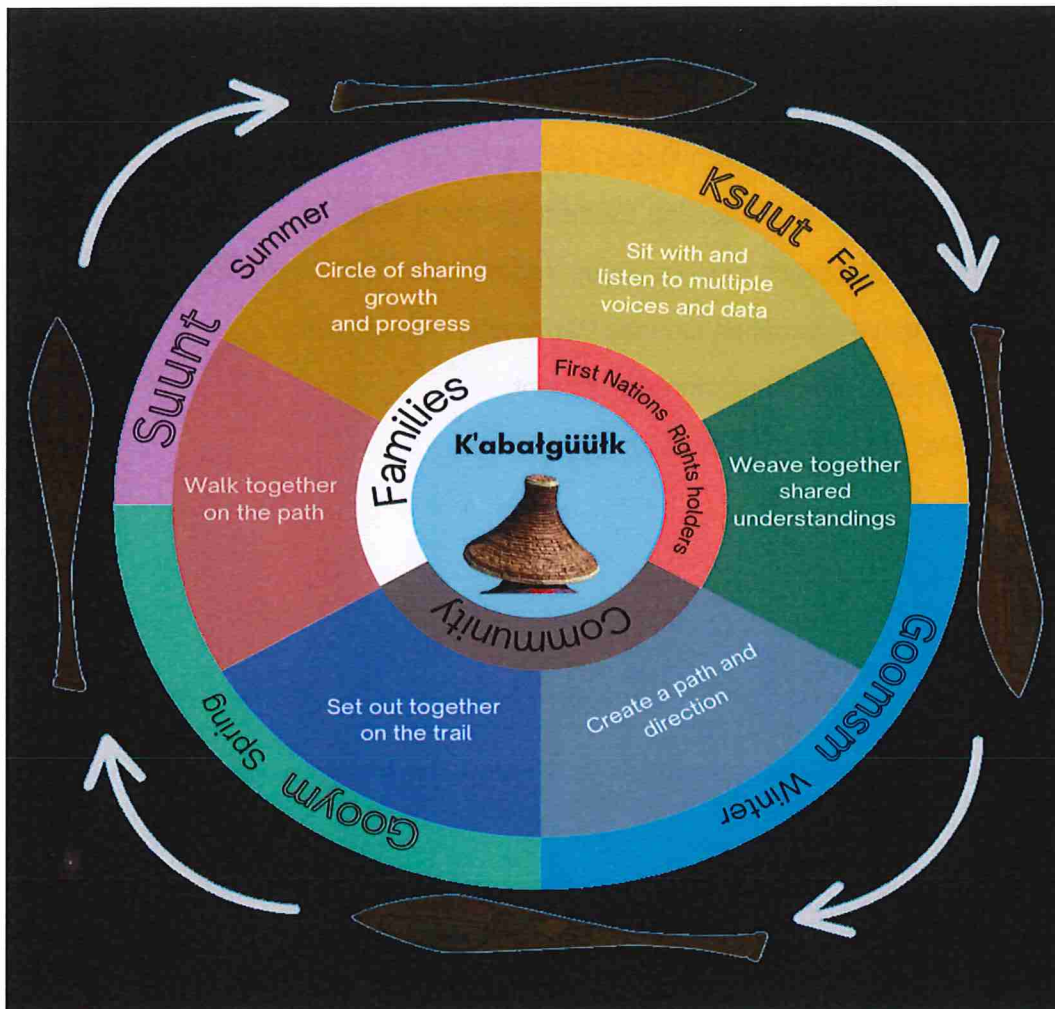
Prince Rupert School District 52



Annual Enhancing Student Learning Report

September 30, 2024

In Review of Year 3 of SD52 5 Year Strategic Plan 2021-2026



Approved by SD 52 Board of Trustees on September 24, 2024

Table of Contents

Moving Forward *Planning and Adjusting for Continuous Improvement (Section B)*3

Introduction: District Context.....3

 Current Strategic Plan Priorities4

 Looking Back on the Year: Effectiveness of Implemented Strategies6

 Existing and/or Emerging Areas for Growth.....8

 Ongoing Strategic Engagement (Qualitative Data)8

 Adjustment and Adaptations: Next Steps10

 Alignment for Successful Implementation.....11

Conclusion12

Appendix 1 – Analysis: Reflecting on Student Learning Outcomes (**Section A**)

Appendix 2 – Strategic Plan

Appendix 3 – Education Operational Plan

Appendix 4 – Equity in Action Report 2023-2024

Appendix 5 – Annual District Growth Report (IEC & SD52)

Appendix 6 – Framework for Enhancing Student Learning Timeline 2024-2025

Appendix 7 – District Approach to Continuous Improvement Self Assessment (**Section C**)

Appendix 8 – Aboriginal Education Council Partnership Agreement

Appendix 9 – Gitga’at Local Education Agreement

Appendix 10 – Metlakatla Local Education Agreement

Moving Forward: *Planning and Adjusting for Continuous Improvement*

(Section B)

Introduction: District Context

This report is provided to the Minister of Education and our school district community as part of School District 52 Prince Rupert's commitment to continuous improvement. This is in keeping with the [Framework for Enhancing Student Learning Policy](#) as set out by [Ministerial Order](#). This report is provided in review of our third year of the current 2021-2026 [Strategic Plan](#).

Ła Bała Sgan – Territorial Acknowledgement

School District 52 would like to acknowledge the traditional and unceded territory of the Ts'msyen and of the Sm'algyax speaking peoples who have been stewards of this land since time immemorial. The land is very important to Ts'msyen peoples and is ingrained in language and culture. It is also a connection between ancestors, the present and the future.

School District 52 embraces the responsibility to engage in meaningful learning about Ts'msyen culture and the profound relationships they hold with the land. We are committed to fostering an ongoing journey of understanding and respect.

School Community Demographics

As of June 30, 2024, SD 52 supported 1, 846 students in 4 Elementary Schools (K-5), 1 Secondary School (9-12), 1 Middle School (6-8) and 1 Alternate School (9 – 12) in Prince Rupert (Kxeen Island). It also supports a small rural school in Port Edward (K-5) and Hartley Bay Elementary/Junior/ Secondary School (K- 12).

Our student population includes 1,123 Indigenous Students (61%) of students. The majority of Indigenous students are Tsm'syen. However, we do have students from neighbouring territories such as Haida Gwaii, Nisga'a, Haisla, Heiltsuk, Tahltan, Gitksan, and Metis attending our schools. Currently, of the 1,123 Indigenous students, 1, 092 are First Nations and 31 are Metis. We do not have any students of Inuit heritage.

At June 30, 2024, 60 Indigenous Tsm'syen students live on reserve, 32 students live and attend school in Hartley Bay and 28 students commute from Metlakatla by ferry to Prince Rupert to attend school every day. This is 5% of the Indigenous student population and 3% of the student population.

Children and Youth In Care represent .015% of students in SD 52 and Indigenous students represent 96% of students in care.

Our schools have 298 Students with disabilities and diverse abilities (16%) of the student population. We also have 144 English Language Learners (8%) which includes refugees, International students and local students. The French Immersion Program has 183 students (10%) of the student population.



Prince Rupert is located on an island, on the north coast of British Columbia in a temperate rain forest. We see a lot of precipitation during the year and do not experience flooding, drought or fires. We are at the end of the BC Ferry run from Port Hardy, the end of the Yellowhead Highway 16 aka Highway of Tears and the CN/VIA Rail line. Although we are remote, we also have an airport with one flight a day to Vancouver. Although our community has a population of 12,000 people, Prince Rupert is the third largest port in Canada.

In order to keep our schools and classrooms open, we find ourselves hiring 11 uncertified teachers on letters of permission. Staffing is more of a challenge than it was in the past and so we are spending more time and efforts on recruitment and retention. We, along with the other northern districts are advocating with UNBC for an online teacher program where teacher candidates learn and work in their classroom without having to leave the community.

Current Strategic Plan Priorities

The Priorities of the School District 52 Strategic Plan 2021-2026 remain the following three goals:

1. **Equity** - as evidenced by improving achievement for all students in literacy and numeracy as well as improving graduation rates. The disparity for indigenous students is recognized and has been a focus of our intentions and attention.
2. **Truth and Reconciliation** - growing our understanding of the truth as staff and students and finding ways to bring reconciliation to life. The Indigenous Education Department should not be expected to do all this work but they remain a rich resource and continue to partner with us in our learning.
3. **Mental Health and Wellness** - mental health continues to be a concern and School District 52 investing in supports for staff, students and families to learn more about looking after their mental health and finding ways to be well.

See SD 52 Strategic Plan 2021-2026 (**APPENDIX 2**) [Strategic Plan Link](#)

The Education Operational Plan (See APPENDIX 3 for the complete document) lays out the goals, objectives, current strategies and actions taken in 2023-2024. See those objectives, strategies and actions in the table below:

Table 1: Education Operational Plan – Objectives, Strategies and Actions of 2023-2024

EDUCATION Operational Plan	Suwilaawska	2023-2024
Objectives	Strategies	Actions
PRIORITY ONE - EQUITY		
Equity in action		
Understanding Student Learning Profiles (needs)	-school teams collaborate to support priority students	-creation of school equity teams and goals -Monthly Leadership Equity meetings -Senior Leadership Team focus on priority students
Literacy		
All students reading at grade level by Grade 3	-a focus on assessing students in Kindergarten for the alphabetic code to ensure a strong phonemic and phonological base for reading	-Literacy teams in each elementary school -Ongoing assessment of Core Phonics K – 3 -working with staff to strengthen literacy -due to budget constraints we no longer have a Literacy Helping Teacher
Numeracy		
Strengthen numeracy K - 12	Introduced K – 3 teachers to whole class numeracy assessments Continue to broaden the work to include K - 9	-due to budget constraints we no longer have a Numeracy Helping Teacher
Achievement		
Assess the inequities to narrow the achievement gap for Indigenous learners	Offering teacher learning opportunities for evidence based practices to enhance literacy and numeracy	-schools host literacy and numeracy events for parents to support children -schools created equity goals based on the Equity in Action Framework
Completion Rates		
Improve the 5 year completion rate for Indigenous students	Assess where there may be barriers for students to find success and address those barriers.	-School based student focused teams who look at attendance, progress and completion -Supported cohort at CHSS to build relationship and support graduates

		-Coach Mentors come alongside Graduates who are at risk of not graduating
PRIORITY TWO -Truth and Reconciliation		
Strengthen our commitment to truth and reconciliation by building staff and student understanding and capacity about the impacts of colonization and ripple effects.	Being proactive in finding ways to provide understanding about the impacts of colonization and residential school for Indigenous learners and their families	-training for new employees and uncertified teachers about the Ts'msyen Territory and calls to action and residential schools -professional development through book clubs, pro dev days and two Implementation Days -dedicated learning space for TRC during staff and leadership meetings -Student Advocacy Groups
Critically examine our own biases, attitudes, beliefs, values and practices to facilitate truth and reconciliation	Continue building on the Equity Scan we began in 2018 Encourage staff to examine their own biases.	-currently enacted in school-based equity scans -weekly support meetings about priority students -revisiting this work monthly at staff and leadership meetings. -Indigenous Resource workers to support families -Indigenous focused courses are a priority
Deepen our understanding of Ts'msyen place based historical knowledge, language, culture and environmental stewardship	-The Indigenous Education Department provides learning opportunities connected to the land K – 12 and continues to create new curriculum as well as update existing curriculum -Provide Sm'algyax language K - 12	-Outdoor education programs such as TREC and KIEL (Hartley Bay) provide rich learning -Creation of a smoke house at CHSS --the Transitions Learning Feast at CHSS and Learning Feasts held at other schools -both our Implementation Days focus on indigenous Ways of Knowing and Learning -Summer Read and Play (HB)
PRIORITY 3 – Mental Health		
Build capacity for mental health literacy for students, staff and families	Implement programs and structures to support student and staff mental health	-ERASE, EASE, EASEY and Second Step Programs are being used in classrooms -Leadership have taken Compassionate Systems Training -Focus on resiliency at our Implementation Day September 2023 -Teacher/Counsellor who supports SEL and Trauma Informed practice in classrooms -Foundry Program at PRMS Wilwilaask Wellness Worker to support students and their families
Promote and create healthy, safe and inclusive work and learning environments that promote wellness	By putting school teams in place that monitor priority students we will be able to assess barriers to creating safe and inclusive learning environments.	-We have Wellness rooms in most schools -Food Security and Food Sovereignty Mentors support students at CHSS -Safe Schools Outreach Coordinator monitors safety -An Accessibility Plan is in place
Enhance mental health opportunities and partnerships to support staff, students and families	We currently partner with Northern Health, CYMH, NIFCIS, MCFD and Foundry.	-Primary Care Nurse holds office hours at CHSS -Staff from all of our partners provide professional development for our staff -Students benefit from learning provided by Northern Health, Foundry and CYMH

Continuous Improvement

The Framework for Enhancing Student Learning is the structure used to support the continuous improvement cycle using the strategic plan as the foundation or map we follow and refer to regularly at meetings at all levels in the district and in all departments.

At the beginning of the year, schools review the school plans that lay out the goals, objectives and strategies they will use for improvement with their staff for the next year. The School Board reviews the school plans (SIPs) and they are posted on the school and district websites for students, staff, families and the community to access by September 30th. The School Plans inform the Annual Enhancing Student Learning Report which will be reviewed by the School Board, approved and posted on the district website by October 1st this year.

Data is shared, monthly, as it comes available, at Board Meetings and Leadership Meetings. School Principals share data pertinent to their schools at their staff meetings, monthly.

A Framework Committee comprised of School Board, Indigenous Education Council, Teacher's Union, Support Staff Union, District Parent Advisory Council, the Principals Association, Student Advisory and Senior Leadership members gets together in the fall and the spring to review data, and make recommendations for adjustments and adaptations for better alignment to priorities.

Schools, the Indigenous Education Department and the Inclusive Education Department meet with staff to align the priorities and objectives of the Strategic Plan to the work they are doing.

Operational Plans for Education, Finance, Human Resources, Technology, and Operations are created to horizontally align with the priorities and objectives of the Strategic Plan.

School teams meet weekly or biweekly to assure priority students are supported and work together to address emergent concerns. Principals attend the Parent Advisory Committee meetings to share the priorities, objectives and strategies of the Strategic Plan as well as their School Plans with parents.

Connections are made by Senior Leadership with Metlakatla and Hartley Bay on a monthly basis to review supports put in place by our Local Education Agreements.

Looking Back on the Year: Effectiveness of Implemented Strategies

The Education Operational Plan (APPENDIX 3), the Equity in Action Plan (APPENDIX 4) and Data Analyses (APPENDIX 1) are used to look at the effectiveness of strategies and actions implemented over the year.

This overview aligns to the framework of the Equity in Action Plan.

Policy and Governance:

The District is accountable to the community and School Trustees are appointed to committees and councils where they can see the policies and procedures of the district enacted. Policy 1440- Diversity and Inclusion, outlines expectations for the District to ensure fair and equitable treatment for all. The District updates the Equity in Action Plan and schools created equity goals which are embedded in their School Plans. Charles Hays Secondary and Prince Rupert Middle School have Equity in Action plans in addition to their School Plan. Equity plans are aligned to the strategic priorities, objectives and strategies of the District. Policies and regulations are revisited in a three-year cycle and reviewed through an equity lens. The strategic plan outlines a commitment to action for equitable outcomes for students. The District created a new role, District Vice Principal of Indigenous Education, Equity and Excellence to support equity specific interventions and implementation connected to school staffs and student leadership.

We are building a new Middle School in SD 52 and through the design process we meet with stakeholders, students, staff, rightsholders, parents and community. We have been able to engage with leaders from Lax Kwa'laams, Metlakatla, Kitkatla and Hartley Bay (Git'ga'at) providing the opportunity to engage about other projects and learning in SD 52 as well.

Learning Environment

The learning environment is characterized by a commitment to bias and privilege awareness. Space is made in staff and leadership meetings to continue learning on topics such as privilege awareness, bias, and Indigenous specific racism. Principals, teachers and support staff share positive language to refer to learner strengths and contributions. Individual Education Plans are strength-based plans. The majority of learners have a sense of belonging and are beginning to experience the influence of high expectations. The District Vice Principal of Indigenous Education, Equity and Excellence role supports schools to create better ways of fostering belonging and welcoming for all students. School staff are supported through the school equity scan process using the equity in action rubric and equity goals are created to remove barriers to learning for all students.

Pedagogical Core

The pedagogical core is maturing and incorporates empowering experiences for all learners more of the time. Learners' cultural backgrounds are acknowledged and attempts are made to connect learning to personal experiences. At the high school level, Student Voice Advocacy and Leadership Groups are providing insight into the needs of students for learning, belonging and mental wellness. The District provides rich cultural resources to connect to the learners' experience. Aboriginal Worldviews and Perspectives are incorporated more of the time into learning experiences. At the Secondary level, Indigenous focused courses are a priority and staff received train the trainer courses through FNEESC. These staff members are now able to train their colleagues to teach Indigenous focused courses and build capacity. The Indigenous Education Department has a specific implementation plan to support teachers throughout the year connected to teaching Indigenous Focused Courses authentically. Schools are investing more time connecting with families and the community by providing innovative family nights and inviting families to classrooms for a soup and sandwich lunch, as

examples. Schools have also been part of the NOIE Indigenous learner transitions inquiry for the past 3 years and will be developing new inquiry goals to support learners in culturally meaningful ways.

Learning Profile

Learning profiles play an important role in designing, learning and responding to required supports and interventions. Systems are in place that define professional conversations and collaboration in support of the learner. These conversations are happening at the classroom level with teachers and education assistants, and at the school level with literacy teams, school-based learner support meetings, collaboration time and staff meetings. They are also happening at the district level with the Indigenous Education team, the Inclusive Education and Counselling teams, the Leadership team, and the Senior Leadership team. We are considering systems we can put in place to better monitor children and youth in care, Indigenous students on reserve, and students with diverse abilities and disabilities as this data is mostly masked due to small numbers. The current focus on building assessment learning and strategies will be a means to go deeper in understanding learning profiles.

Highlights for Specific Targeted Strategies for Priority 1: Equity

Table 2: Strategies enacted from Equity in Action Work

District Level		
Strategies	Action	Evidence of Success
Using the Equity Hub and Equity in Action Workbook with Principals/Senior Leadership	Work sessions to create Equity Goals for the District and for Schools	Goals have been created for the Education Operational Plan and for School Plans
Using 2 Implementation Days per year to make connections to equity	Creating professional learning opportunities for all staff	Staff are learning and talking about equity and wanting to know more.
School Level		
Strategies	Action	Evidence of Success
School Based Equity Scans	Staff meeting learning and school leader coaching	Goals created for School Plans – anecdotal stories about positive change from schools
AESN Transitions Inquiries	Creation of Transitions Feast for Grade 8s/ Supported cohorts	Students report feeling more like they belong. Graduation rates are improving Provincial Completion Rate Data and Student Learning Survey Data.
Weekly/biweekly equity meetings	Focus on high priority students, graduation program and attendance concerns	More eyes on students – a key support person assigned to each student
Ensuring all students can read by Grade 3	Core Reading Assessment is done with all students in Kindergarten and then with all Grade 3 students in the District	Local Data collected Provincial Data - Grade 4 FSA

School based literacy teams are now in place for each Elementary school with the teachers leading the work. This year, we have more data from District wide Core Phonics Survey Assessment Data for Kindergarten and Grade 3. This is an equity issue as students should be able to read at grade level by Grade 3 and we are seeing results when all students in kindergarten receive explicit instruction.

Indigenous Coach Mentors are working with students at the Secondary level to help students on the path to graduation. The Cohort at CHSS has been in place for a few years and this approach to teaching and learning allows students to be with the same teacher for more of their classes. We are seeing an improvement in the 5 year graduation rate for all students and also for Indigenous students. The cohort is part of a 3-year NOIE Transitions Indigenous learner study. Prince Rupert Middle School is also part of the 3-year study and focused on welcoming student and families for increased connections and success.

Priority 2: Truth and Reconciliation

Professional Development focused on Indigenous Ways of Knowing and Truth and Reconciliation is supporting teachers to stretch in their practice to be more inclusive. Truth and Reconciliation and equity focused learning sessions are offered at monthly Leadership meetings and staff meetings. In SD 52, students all take English First Peoples 12 for the English graduation requirement and we have increased our number of Indigenous focused courses at the Secondary level and focused implementation supports are available to support authentic teaching of the curriculum. We continue to provide Sm’algyax language classes for Kindergarten through Grade 12. Sm’algyax 12 is an approved second language course for University entrance at most Universities in Canada.

This is a difficult priority to measure. It is suggested we create an Equity survey for teachers which will help us understand areas of need and growth. We also want to collect and collate qualitative data from families about their perspectives on equity in our schools.

See APPENDIX 1 for Analyses of Student Learning Outcomes

Existing and/or Emerging Areas for Growth

We have a number of areas for growth which we have tried to capture in the following table. The Education Operational Plan (APPENDIX 3) also includes Next Steps for the 2024-2025 school year.

Table 3: Areas for Growth

Areas for Growth	Strategic Plan	Based on Analysis
Collecting local data on how priority students are doing	Ensuring the district has a “Culture of Care”, strategies have emerged under the priority of Equity.	Ensure local data is disaggregated for Indigenous students
Indigenous students on reserve achievement is trending down	A focus on “Indigenous Ways of Knowing”, and acting on Truth and Reconciliation has resulted in a number of strategies to support students living on reserve.	This data is often masked but school teams know who the students are and we have understandings laid out in the Local Education Agreements with Metlakatla and Hartley Bay.
Collect better data for students with designations	The focus on a “Culture of Care” and the strategies in the priority of Equity address this area for growth.	This data is often masked but we do know who the students are. We are considering ways to better collate data for students with designations.
Numeracy is trending down for all students	Our priority for Equity addresses this area for growth.	Grade 4 and 10 Provincial assessment data gives us evidence. We want to identify Numeracy advocates in each school to drive the work.
Need to collect better attendance data	The plan addresses our priority for “Mental Health.” We see that attendance is improving but still an issue for many families.	We know poor attendance is related to achievement and want to find ways to support students to reduce attendance barriers.
Focus on closing the gap for Indigenous students	The strategic plan addresses this with all 3 priorities, Equity, Truth and Reconciliation and Mental Health.	School support teams, Indigenous coach mentors, the Cohorts, NOIE Inquiries and a focus on K- 3 reading are strategies in progress to support closing the gap.

Looking back over the year, we see that focused equity sessions with school leaders has resulted in the creation of school equity goals and in some cases Equity School Plans as well. This has also resulted in more targeted support for priority student groups and more awareness of existing barriers to learning. It has also resulted in heightened concerns about poor attendance and the impacts on learning.

Areas currently not addressed or where we need to do more:

We must do more to look at data for children and youth in care and for students with diverse abilities and disabilities. This is an area for growth. We will provide the list of students in care to the School Based Student Success and Equity Meetings.

We want to look further into the correlation between attendance and success for students as well as collecting better attendance data.

We want to include student input and voice more when looking at our data. We will be reaching out to our Student Advisory Groups to set up opportunities to review data together.

We would like to include our NOIE Transitions Data in the future, since it has greatly influenced change at both the Middle and Secondary Schools in the District. This will require some purposeful gathering of qualitative data. We will find more explicit ways to share data and analyses of data with the community as this is an area for growth.

Ongoing Strategic Engagement (Qualitative Data)

The district addresses quantitative and qualitative data analysis through a cycle where the Senior Leadership Team provides data from the Ministry of Education, and data collected by the School District which is shared as follows:

- with the Board, who view it through the lens of the priorities of the Strategic Plan
- with the Principals and Vice Principals, who view the data for their schools through the lens of the strategic priorities of the District and their School Plans, and who share this data with their staff at staff meetings, with school teams and with parents (PAC).
- With the Indigenous Education Council, who view disaggregated data that gives evidence about equity of learning and learning environments for Indigenous Students

Our monitoring process has been to view the data related to our priorities, assess how strategies we have put in place are working, revise and rework those strategies. The Enhancing Student Learning Report is part of that process as are the School Improvement Plans. We review these documents annually and throughout the year to see where we were and where we want to go.

Working and learning sessions connected to Equity occur with all of the Principals and Vice Principals to support the monitoring process. This work is supported by the District Annual Growth Report and the How are We Doing Report from the Ministry.

Schools are collecting data at the school level which is provided by Equity and Literacy teams as well as by student learning updates. The School Plans highlight what is working and what next steps should be for improvement. At all levels, school teams support students who are struggling academically, with attendance and with mental health issues. They are using the Equity in Action Rubric to guide the work.

Data is shared, reviewed, and analysed at the Senior Leadership Level, with the Board, with Principals and Vice Principals, with staff in schools, with the Counselling Team, with the Learning Services Team, with the Indigenous Education Council and with the Framework for Enhancing Learning Committee comprised of the Unions (PRDTU and IUOE), the DPAC, students, Principals and Vice Principals, and the Board.

The district uses disaggregated data, when available, for Indigenous students, children and youth in care and students with disabilities and diverse abilities. The district considers multiple points of data which include Ministry, District, School and Classroom Data for Indigenous students, children and youth in care and students with disabilities and diverse abilities. For example, our local reading assessment data will be disaggregated this year. We see the need for improvement in this area.

Equity teams in our schools help to identify gaps and inequities of outcomes for students. These findings inform next steps, and new strategies at the district and at the school level.

The Secondary schools have a number of leadership groups, including the Young Matriarchs for female and LGBTQ+2S Indigenous Youth, which provide student voice regarding District structures, strategies and data.

Currently, our strategic plan, school plans and the Annual Enhancing Student Learning Report are shared with the community on our website and school websites.

Ongoing engagement:

The District has Local Education Agreements in place with Metlakatla and Hartley Bay (Gitga'at) (Appendices 9 and 10) but since the pandemic we are not getting into the communities as often as we should. We hope to visit communities more in the future.

Building the new Middle School is helping us strengthen relationships with First Nations Communities through consultation. Also, community projects such as Head Start and the District Daycare Project help to build and strengthen relationships and partnerships.

We are improving meaningful engagement with Indigenous parents and students by having more school family events that connect to the pillars of Equity in Action. Our plan is to collect more qualitative data from parents to understand their experience with the school system.

The District collaborated with the community, parents, students and other districts to create an Accessibility Plan. Schools are using this plan to identify barriers for students, families and the community.

Engagement with families is ongoing and cyclical as they interact about Learning Plans, attend School Based Team meetings to develop Individual Education Plans and as we provide space for families to connect with Community partners.

Student Voice Advisory Groups are in place and we want to include them in more strategic planning and data review events. We are looking at ways to check in and ensure alignment with our priorities.

We use what we hear from our Stakeholders and Rightsholders to inform next steps along with the evidence collected from the data. They continue to express concerns about:

- The achievement gap for Indigenous students
- The decline in Literacy and Numeracy achievement over the past few years
- The gap in completion rates for Indigenous learners

Which are goals connected to the Aboriginal Partnership Agreement. (Appendix 8)

Adjustment and Adaptations: Next Steps

Strategies that are successful that we want to continue are:

Priority One - Equity

The creation of school equity teams who hold equity meetings focused on priority student groups is making a difference in our schools. Schools have created equity goals as has the District.

School literacy teams are assessing all Kindergarten and Grade 3 students using the CORE Phonics Survey. The work Primary teachers are doing to ensure all students are assessed and the explicit teaching of the alphabetic code and phonemic awareness is making a difference. We continue to support the Primary Teachers Group to provide professional development sessions for teacher learning. Schools are hosting Literacy and Numeracy events so parents can learn how to support student learning.

School based student focused teams also look at attendance, progress and the path to graduation for students. At the secondary level a cohort has been created at CHSS that builds high expectations relationships and supports graduation. The Indigenous Coach Mentor works with this cohort and other Indigenous students who need support and encouragement to reduce barriers to success.

Priority Two – Truth and Reconciliation

The District provides training for new employees and uncertified teachers about Ts'msyen Territory and the 94 Calls to Action. The Indigenous Education department leads this work and also provides truth and reconciliation professional development at monthly staff and leadership meetings as a regular agenda item. Professional Development opportunities about Truth and Reconciliation and local Indigenous Ways of Knowing are also provided after school, on every professional development day and on the 2 District Implementation Days. Curriculum specialist teachers also work alongside teachers to co-teach, plan and develop lessons.

Indigenous focused courses are a priority in School District 52 as evidenced by the fact that we only offer First People English 12 as the graduation requirement. Outdoor Education Programs such as TREC and Kiehl (Hartley Bay) provide rich hands on learning on the land for students. We also hold Learning Feasts in our schools that teach students about the feasting protocols on Ts'msyen Territory connected to Sm'algyax Language learning. Summer Read and Play is a program designed to support Indigenous students during the summer with literacy goals.

Priority 3 – Mental Health

ERASE, EASE, EASEY and the Second Step Programs are being used in classrooms to support Social Emotional Learning. Leadership and counsellors. We had a teacher/counsellor supporting teachers in this work in the past and hope to find someone to continue the work. This was our first year offering the Preventure Program to Grade 8 students at PRMS in partnership with Foundry.

Leadership and counsellors received training in Compassionate Systems in the past and Joanne Schroeder came this August for a 2 day session. Our September 2023 Implementation Day was focused on Resiliency and Mental Health and provided learning for all of our teachers and education assistants.

Food Security and Sovereignty Mentors support students at the Secondary level and we have a new District School Food Coordinator to focus on healthy food choices.

We added a new Safe School Outreach Coordinator position to support our goal to provide safe school environments. We put the new Accessibility Plan in place this year.

Partner groups such as Northern Health, CYMH, Foundry and MCYF provide professional development for staff and a primary care nurse is holding office hours once a week at CHSS. We also have Willwilaaysk Wellness Worker who is certified in Social Work to support wellness with student groups and families through art and culture.

New strategies to implement or existing strategies that need strengthening:

Priority One – Equity

We hope to focus on collecting and collating better data for student attendance as we know there is a direct correlation to student achievement. We have begun the work to create a K-3 Literacy Framework to support the literacy teams in each school. We will look for ways to support this work in the absence of a Literacy Helping Teacher.

We are bringing in Numeracy and Assessment experts to speak at our Implementation Day on September 20, 2024. We plan to review the District Wide Numeracy Assessments and find a Numeracy advocate in each school this year.

We also plan to support School Student Support/Equity teams collect specific data for priority student groups where data is not as available such as Indigenous students living on reserve, students with diverse abilities and disabilities and children and youth in care.

Priority Two – Truth and Reconciliation

We will be more intentional in inviting staff/families to learning opportunities and collecting qualitative data related to learning and equity. We will collect student voice and community voice by asking a specific question about TRC at events this year.

We will continue to grow and support student advocacy groups in our schools. We also want to support teachers to implement equity scans of their classrooms as next steps with the Equity in Action Plan.

We also want to find ways to involve parents in the Truth and Reconciliation work and to formalize the Anti-Racism Committee

Priority Three – Mental Health

Leadership and counsellors attended Compassionate Systems sessions in August 2024 with the mind to share these strategies with staff and students. We hope to find staff who can help build capacity in SEL and Trauma Informed Practices for teachers, education assistants and students. This is a recruitment issue.

Alignment for Successful Implementation

The District has a Strategic Plan in place for 2021-2026. It also has an Educational Operational Plan that focuses on the priorities of the Strategic Plan. Other operational plans for IT, HR and the Finance Department are in development. Schools create plans each year in June after reviewing their data, to inform the work for the following school year. We have Local Education Agreements in place with Metlakatla and Hartley Bay and hope to start work on agreements with Lax Kwa'laams and Kitkatla. We produce an Equity Action Plan each year and this work began in 2018. We have a Classroom Enhancement Agreement in place for Education Assistants (IUOE) using the Classroom Enhancement Funding. We also have a budget development process that is shared with rightsholders and stakeholders as we develop our annual budget for the next year. School District 52 Prince

Rupert has been struggling with declining enrollment and budgetary constraints. We have been allocating funds to support the priorities that have been identified for our district.

We have identified two areas for growth in terms of strategic alignment and those are; the development of Operational Plans for HR, IT, Operations and the Finance Department showing the horizontal alignment to the strategic plan and the development of a Board Working Plan.

Conclusion

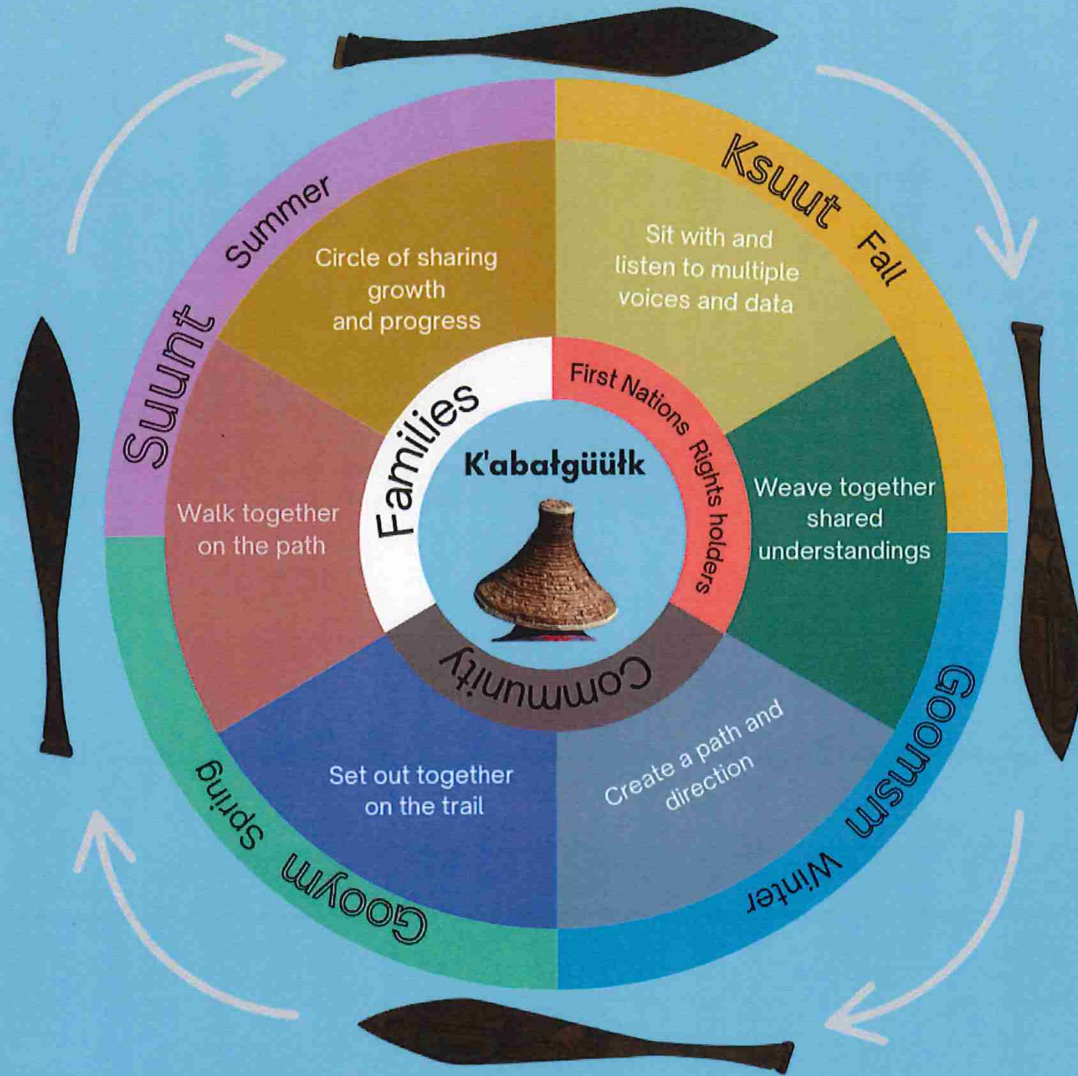
School District 52 is committed to improving student learning and achievement through the cycle of analysis, sharing, collaboration and planning afforded by the Framework for Enhancing Student Learning (APPENDIX 6 Framework for Enhancing Student Learning Timeline). We are committed to our priorities of equity, truth and reconciliation and mental health. We continue to work through the annual cycle to look at our achievements, progress and plan next steps towards improvement towards our priorities.

We are celebrating the establishment of equity goals at each school, the offering of more Indigenous focused courses, the work of K – 3 Literacy teams in Elementary schools, improvement in our 5 year Completion rate for Indigenous and Non-Indigenous students and further action taken towards Truth and Reconciliation such as building staff capacity in 2023-2024.

Our work this year will include a focus on K – 3 Literacy and the creation of a Framework, and identifying numeracy advocates in each school in order to address the downward trend of achievement in Literacy and Numeracy. We will be putting data collection systems in place that help us pay more attention to priority student groups such as Students in Care, Students with Diverse Abilities and Disabilities and Indigenous Students on Reserve. We work to disaggregate our data to see the full picture of what is going on for our students. We will continue to support Indigenous Coach Mentors at the Secondary level and look for ways to build capacity for social emotional learning, trauma informed practice and mental health.

We will strive to be more inclusive of rightsholders and stakeholders with regards to the Framework for Enhancing Student Learning. Schools will continue to plan more events for families to come into the school and survey students and parents about school culture and belonging. We look forward to another year of learning, exploring and growing for students, staff, families and community.

Continuous Cycle of Engagement SD 52



Indigenous Ways of Knowing

Connectedness and relationships to oneself, family, community and the land

Embrace Indigenous perspectives and knowledge as significant to our past, present and future



Culture of Care

Recognizing the importance of relationships

Foster healthy, safe and resilient communities that build on the unique identities of our learners, allowing them to thrive

Future Focused System

Working together as a whole system

Create dynamic environments that embrace change and foster innovation to empower student learning

APPENDIX 1

ANALYSIS: REFLECTING ON STUDENT LEARNING OUTCOMES (SECTION A)

Reflecting on Student Learning Outcomes

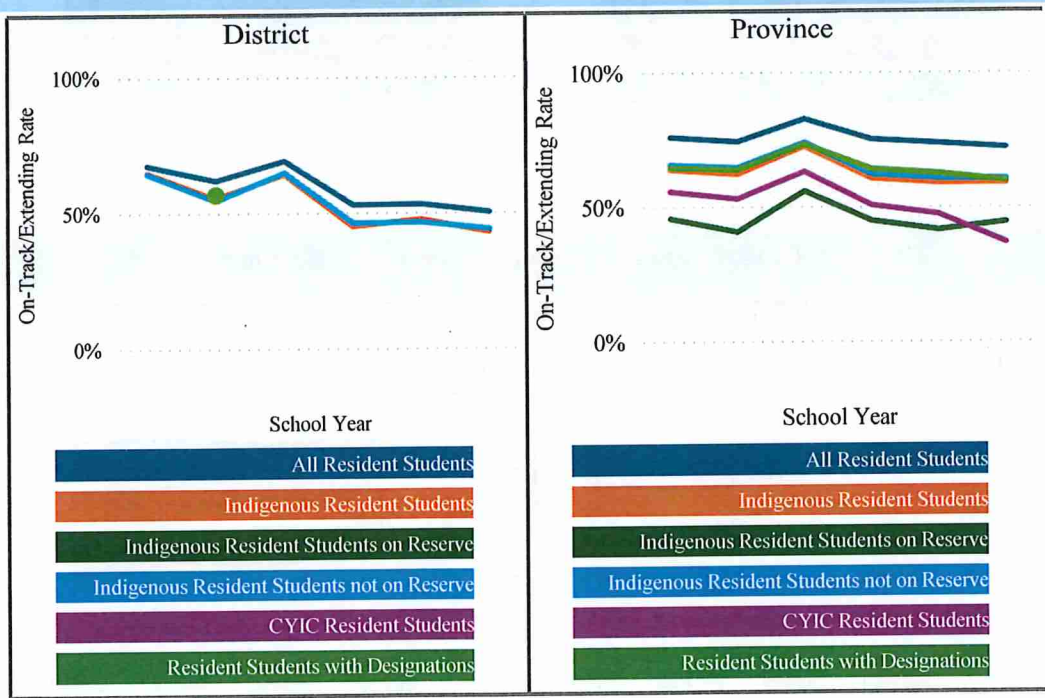
This document contains the analysis and summaries of the data provided by the Ministry of Education in June 2023. It also contains local data collected with related to the priorities of the SD 52 Strategic Plan (2021-2026). These analyses are reflected in the Annual Enhancing Student Report, September 30, 2024.

Intellectual Development

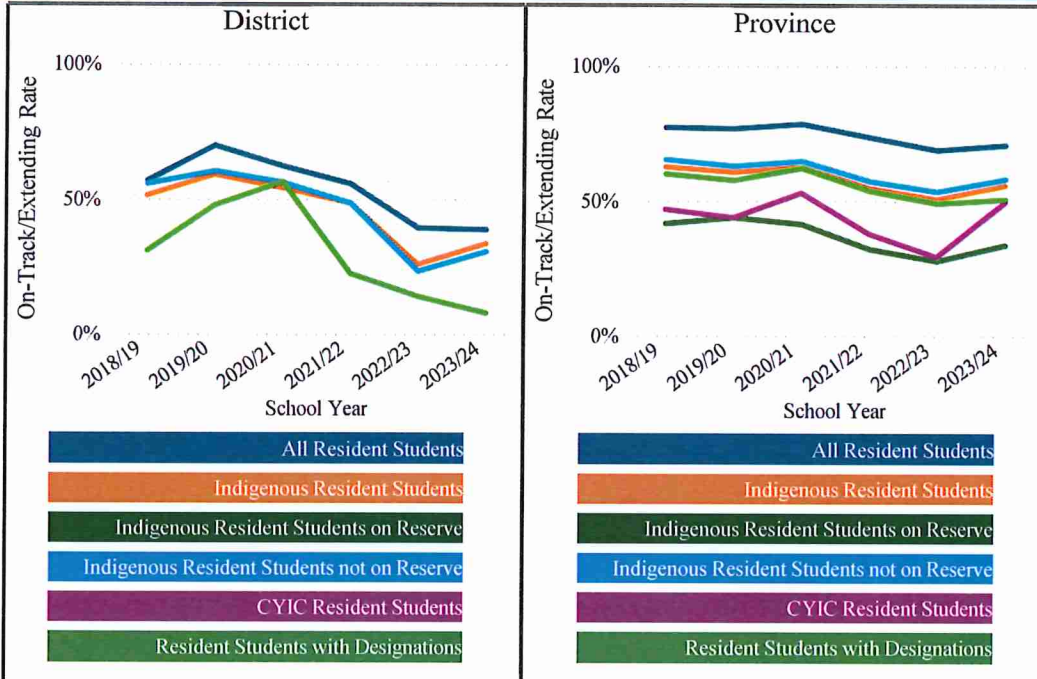
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

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

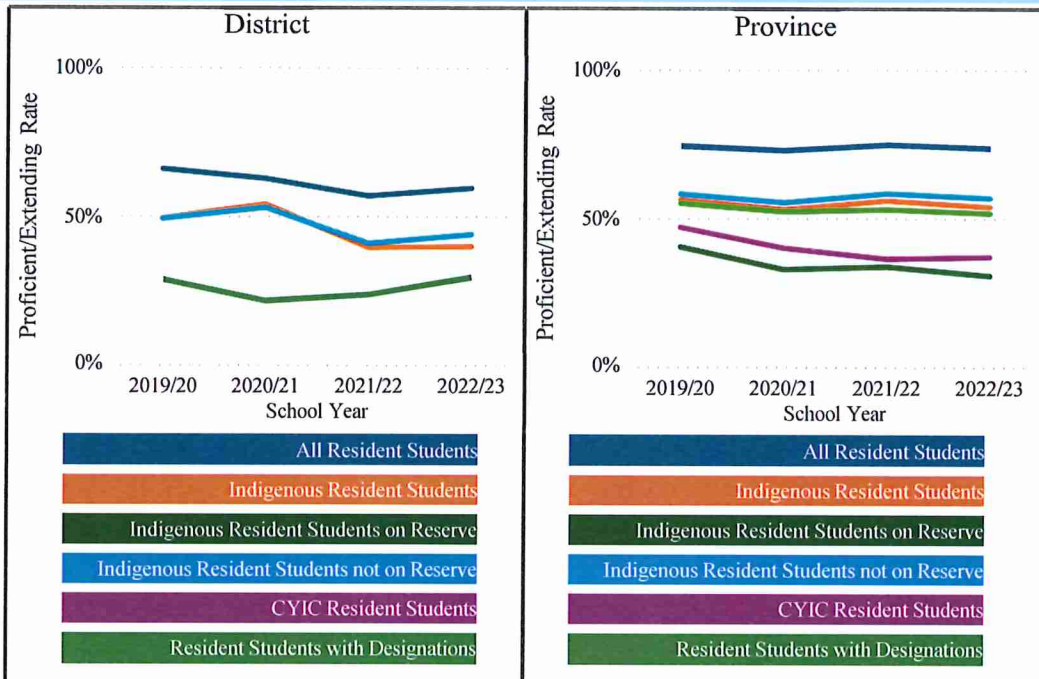


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



Analysis and Interpretation

Outcome 1: Literacy

- Measure 1.1: Grade 4 & 7 Literacy Expectations

Grade 4 FSA Literacy/Reading

- **What data points are missing or masked, and how has this been considered? (2023-2024)**

There were no Grade 4 Indigenous Students on Reserve this year which means there is no data. Schools collaborate with the Metlakatla School Coordinator regularly about student progress as per our Local Education Agreement (LEA). The other 32 students on reserve attend the school in Hartley Bay. There are 60 students living on reserve altogether.

Numbers for Resident Student with Designations are too low and so that data is masked. Some students would have been excused from writing the assessment due to their diverse abilities. School teams pay attention to learning achievement for individual students.

There were no children in care in Grade 4 this year and therefore, there is no data.

- **What trends emerged from the analysis? What do these trends highlight for the district?**

The literacy FSA data continues to trend down. This is alarming and it highlights the need to the work we are doing for K - 3 Literacy in the District. This cohort was in Kindergarten in 2019-2020 when COVID-19 arrived in Canada and the end of their year was taught remotely. The data shows the impact that COVID had on our students.

We note that our student outcomes continue to be much lower than the provincial average.

- **What stories do the Literacy data and evidence reveal about the district's approach to supporting teaching and learning?**

We notice that the outcomes for Indigenous students is trending the same as for All Resident Students. We notice the outcomes for Indigenous Students not on Reserve are a bit better and are disappointed to see the gap between Indigenous Students and All Students is not closing but remains parallel.

The Literacy data gives evidence that Grade 4,5 and 6 students who may have gaps due to COVID will require more literacy intervention.

We are currently collecting Kindergarten Core Survey Data to measure the work we are doing to ensure students have phonemic and phonological awareness using strategies that support every student. Literacy teams in each Elementary School are ensuring all Kindergarten students have the alphabetic code mastered so they are ready to move on to decodable books and reading.

We are also collecting Grade 3 Reading Data District using the CORE Reading Survey, in particular the San Diego Quick and the Maze. Schools also report Literacy achievement on report cards.

- **What stories do the Literacy data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?**

School teams are meeting regularly to support students who are struggling with attendance, social emotional needs and academics with a particular focus on Indigenous students, children and youth in care and students with disabilities. It is necessary to pay attention to these priority students and work on plans to support.

The district requires all schools to have an equity goal they are working on to ensure barriers to learning are removed.

Grade 7 FSA Literacy/Reading

- **What data points are missing or masked, and how has this been considered?**

Children and Youth in Care numbers are low and therefore the data masked. We had only one student in Care in Grade 7 in 2023-2024.

The number of Indigenous Students living on reserve and in Grade 7 is also low so the data is masked. The school teams identify and pay attention to how students are doing. Schools collaborate with the Metlakatla School Coordinator regularly to track student progress as per our Local Education Agreement.

- **What trends emerged from the analysis? What do these trends highlight for the district?**

All Resident student data is still trending down but is starting to level off which is a positive sign.

The percentage of Indigenous students and Indigenous students not on reserve is trending up and is getting closer to parity. This is encouraging.

Outcomes for Students with Designations continue to trend down. This data would not reflect a large number of students and so students who are struggling will lower the average. Reviewing this data regularly is a priority.

Our student outcomes continue to be much lower than the provincial average.

- **What stories do the Literacy data and evidence reveal about the district's approach to supporting teaching and learning?**

The Grade 7 cohort participation rate was much lower this year and therefore the data is not reflective of the whole cohort. The district recognizes the need to increase the support for the middle school with literacy interventions for students who are struggling with reading.

- **What stories do the Literacy data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?**

School teams meet regularly to support students who are struggling with attendance, social emotional needs and academics with a particular focus on Indigenous students, children and youth in care and students with disabilities. It is necessary to pay attention to these priority students and work on plans to support. The district is also requiring schools to have an equity goal that everyone is working on at the school to ensure barriers to learning are removed.

Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient/ Extending Rate) (2022-2023)

- **What data points are missing or masked, and how has this been considered?**

The number of Indigenous Resident Students on reserve is low and therefore masked. School teams collaborate with the Metlakatla School Coordinator to track their progress. **(Note: these would be students in Grade 10 in 2022-2023)**

Student numbers for Child and Youth In Care Resident Students are low and therefore masked. This group of priority students is often hard to identify at Grade 10 as some students are not with families but living on their own on a Youth Agreement.

The School Team meets weekly to assess the attendance and progress of priority students and any concerns in terms of mental health, attendance and academic progress.

▪ **What trends emerged from the analysis? What do these trends highlight for the district?**

It appears the outcomes are trending up for all students. The district is concerned that all students are well below the provincial average.

Indigenous students continue to be below parity and the gap remains consistent or parallel to All Resident Students.

Outcomes for Students with Designations are still below All Resident students. It is encouraging to see that the outcomes are trending up.

▪ **What stories do the Literacy data and evidence reveal about the district's approach to supporting teaching and learning?**

The Grade 10 Grad Assessment can be overwhelming for many students. We will encourage the schools to remind students they can write this assessment up to 3 times in order to improve their personal outcome on the assessment. We will also provide information sessions at Grade 10 and 12 to prepare students with practice and resources.

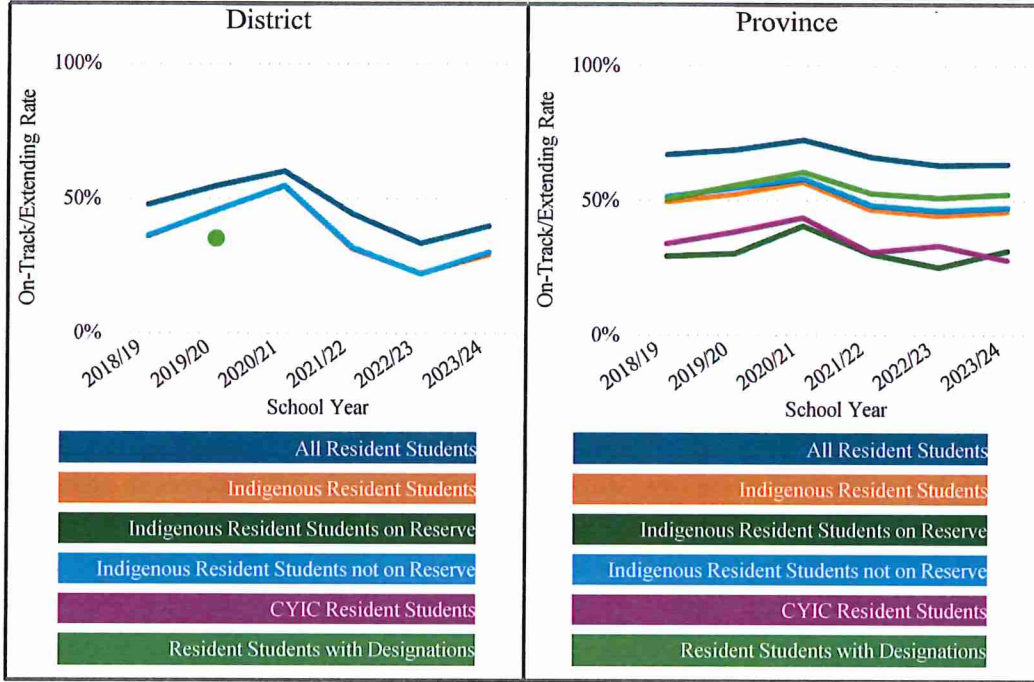
▪ **What stories do the Literacy data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?**

The literacy data gives evidence that we have work to do to ensure equity of outcomes in literacy for students. Attendance and mental health issues are concerning throughout the district for students. The need for high expectations relationships in every class is essential. The Cohort, a NOIIE inquiry, at Charles Hays Secondary School has a cohort of students which allows the development of deeper relationships because students are in more classes together with the same teachers. This is part of the Transitions for Indigenous Learners NOIIE Study.

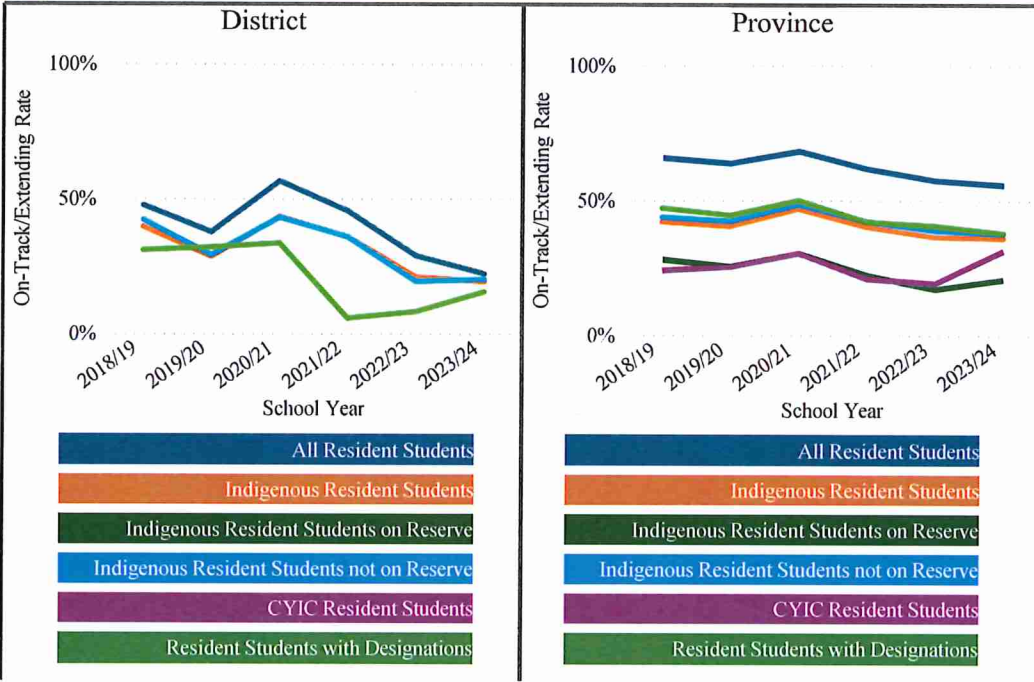
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

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

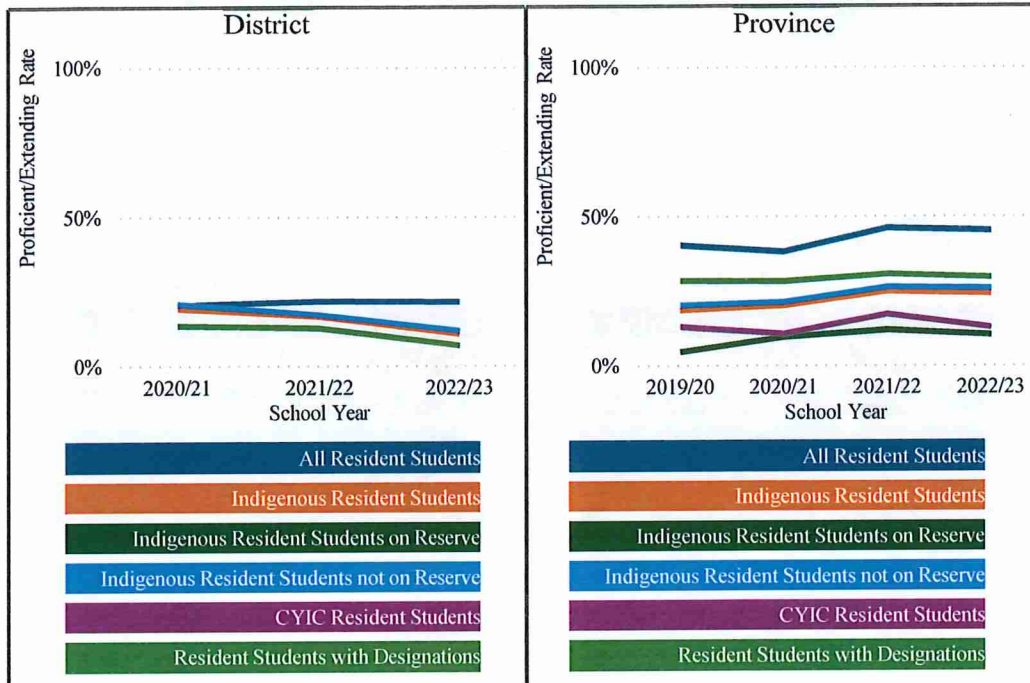


Grade 7 FSA Numeracy (On-Track / Extending Rate)



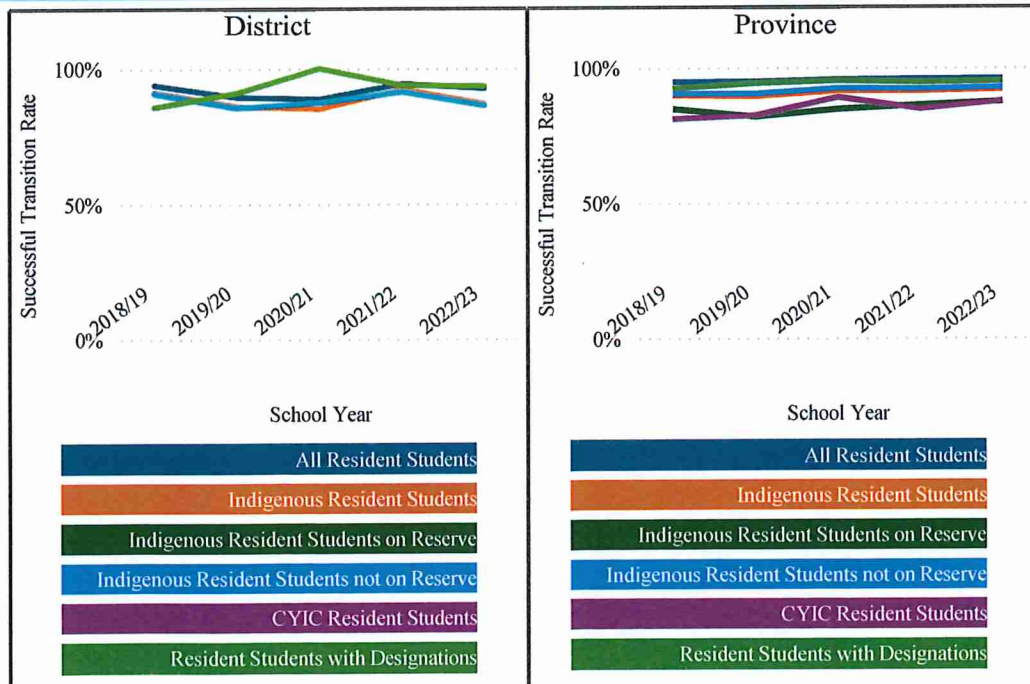
Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

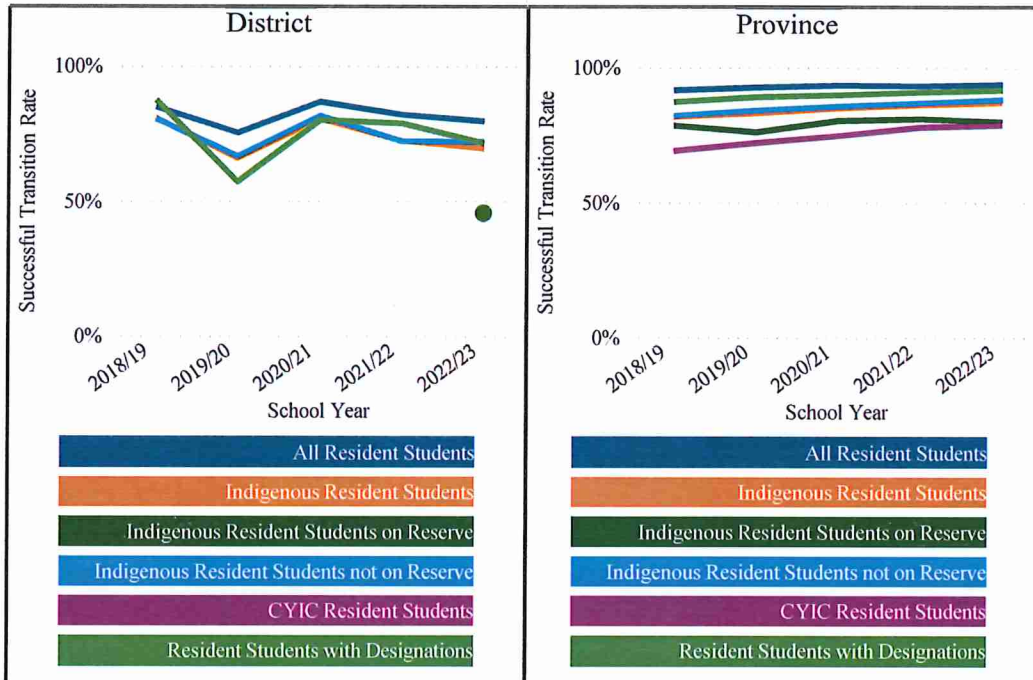


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate



Analysis and Interpretation

Outcome 2: Numeracy

Measure 2.1: Grade 4 & 7 Numeracy Expectations Grade 4 FSA Numeracy (On-Track/Extending)

- **What data points are missing or masked, and how has this been considered?**

Outcomes for Indigenous Students on Reserve, CYIC Resident Students and Students with Disabilities have all been masked because of small numbers. The team will be looking into that data to see how students are doing. Also, school teams work with the Metlakatla Education Coordinator to track the progress and attendance of students living on reserve. Schools have a team of educators comprised of Principal, Vice Principal, LSTs and Counsellors who track priority students and those teachers have raised concerns about mental health, attendance or academic progress.

- **What trends emerged from the analysis? What do these trends highlight for the district?**

We notice that the trend for outcomes is moving in a positive direction for all students and Indigenous students. There is still a gap between Indigenous and Non-Indigenous students and our outcomes are still much lower than the Provincial average.

- **What stories do the Numeracy data and evidence reveal about the district's approach to supporting teaching and learning?**

Numeracy is an area we will be paying attention to this year to support improvement in outcomes for students K through 12. Due to budgetary constraints, we are not funding a District Numeracy Helping Teacher. We are looking at innovative ways we can support teachers with Numeracy pedagogy.

- **What stories do the Numeracy data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?**

This is an area for reflection and growth. We worked with Carol Fullerton to help teachers with some whole class assessment to determine where support was needed in numeracy for the class. We hope to revisit this as we have so many new teachers.

Grade 7 FSA Numeracy (On-Track/Extending)

- **What data points are missing or masked, and how has this been considered?**

Outcomes for Indigenous Students on Reserve and Children and Youth In Care Resident Students outcomes have all been masked because of small numbers. The team will be looking into that data to see how students are doing. Also, school teams work with the Metlakatla Education Coordinator to track the progress and attendance of the students living on reserve. The middle school has a team of educators comprised of Principal, Vice Principal, LSTs and Counsellors who track priority students and those teachers have raised concerns about regarding mental health, attendance or academic progress.

- **What trends emerged from the analysis? What do these trends highlight for the district?**

We know that the number of Grade 7 students who wrote the assessment was much lower this year and this may explain the current trends.

All students are still trending down and have reached the lowest point yet in 6 years.

Indigenous students and students not on reserve are almost at parity with All Students and has remained static this year.

Students with Disabilities data is trending up and those on track are closer to All Students than they have been in 6 years.

Much work needs to be done in Numeracy and in order to truly compare the data. Increased participation by all students can help better reflect progress.

- **What stories do the Numeracy data and evidence reveal about the district's approach to supporting teaching and learning?**

We know that COVID has played a role in the downward trend for our District and for the world with Numeracy achievement. We have been without the District Numeracy Helping Teacher position for a number of years due to budgetary constraints which has meant teachers are not getting extra support for Numeracy. We are working on a plan to have teachers who are passionate about Math in each school take on a leadership role to support Numeracy in the school.

- **What stories do the Numeracy data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?**

We know that our current approach is not supporting Numeracy in general. This is not an equitable situation especially for students where there is an achievement gap.

Measure 2.2: Grade 10 Grad Assessment Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient/Extending)

- **What data points are missing or masked, and how has this been considered?**

Data for Children and Youth in Care and Indigenous Students on Reserve is masked due to small numbers. Students are monitored by the school team and the Metlakatla Education Coordinator on a regular basis to track attendance, mental health and academic progress.

- **What trends emerged from the analysis? What do these trends highlight for the district?**

Students have not been doing well on the Grade 10 Numeracy Graduation Assessment right from the beginning. All Student data is trending flat but our students are achieving at a much lower level than the Provincial average. Priority student data is trending down which is a concern.

- **What stories do the Numeracy data and evidence reveal about the district's approach to supporting teaching and learning?**

The Grade 10 Numeracy assessment does not align with how math classes at the secondary level are being taught. The assessment addresses all that students have learned in their numeracy journey and measures how well they are able to apply what they know to solve problems. Some students require explicit instruction to help them with this type of assessment. It is good that students are able to write this assessment up to 3 times to improve their achievement.

- **What stories do the Numeracy data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?**

The data show that priority students are struggling more with this type of assessment and require more support to be successful. Teaching and learning should include problem solving strategies for the real world.

Measure 2.3: Grade to Grade Transitions
Grade 10 to 11 Transition Rate

- **What data points are missing or masked, and how has this been considered? (2022-2023 data)**

Data for Indigenous students living on reserve and Children and Youth In Care is masked due to small numbers.

- **What trends emerged from the analysis? What do these trends highlight for the district?**

Transitions dipped due to COVID and have been trending up for All Students and Students with Designations. Indigenous students and Indigenous Students not on reserve trended down in 2022-2023. We notice that Indigenous students transitions are a little lower than the Provincial average. Our data has more variation year to year than the Provincial average due to small cohorts of 130 to 150 students.

- **What stories do the Transitions data and evidence reveal about the district's approach to supporting teaching and learning?**

Historically, students are in their first year of the graduation program and if they are struggling they will be repeating Grade 10 courses, this will impact transitions

- **What stories do the Transitions data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?**

School teams meet regularly to track how priority students are doing academically, social emotionally and with their attendance. Grade 10 is the year that students enter the Graduation program and have letter grades. If a student does not pass a course, they must repeat it. This has an effect on whether they transition to Grade 11.

Grade 11 to 12 Transition Rate

- **What data points are missing or masked, and how has this been considered?**

Data for Indigenous Students living on reserve and for Children and Youth In Care is masked due to low student numbers.

- **What trends emerged from the analysis? What do these trends highlight for the district?**

This data is impacted by cohorts. If we draw a line from 2018-2019 to 2022-2023, we are trending down. We see that Indigenous students are transitioning at a lower rate than Non-Indigenous students.

- **What stories do the Transitions data and evidence reveal about the district's approach to supporting teaching and learning?**

We will work with students until they have completed graduation, which means that some students may spend a second year in Grade 11.

What stories do the Transitions data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?

The school district has implemented Indigenous Coach Mentors to support students on their path to graduation. As a result, we see that transitions are trending upwards. We believe this will continue to be the case as we continue to provide these positions at Charles Hays Secondary School and Pacific Coast School.

Intellectual Development Summary

These are the overall trends and learnings that emerged through analysis and interpretation:

- Data for Children and Youth in Care and Indigenous Students Living on Reserve are consistently masked due to low numbers of students in these priority groups. Sometimes, there are no students in the particular grades being assessed.
- Numeracy and Literacy are still trending down for all grades assessed but the rate of decline is lessening.
- Our data still shows achievement trending below the provincial average.

The new areas for growth that emerged through analysis and interpretation:

- School teams meet to ensure they are supporting students in priority populations and the Senior Leadership Team is asking teams to be more intentional in collecting data for priority students so we support improvement.
- A new area for growth identified is to collect local data specific to these priority groups.

Existing areas for growth confirmed by analysis and interpretation:

- Equity and reducing the learning gap between Indigenous and Non-Indigenous students is a priority and the work will continue.
- Further focus on closing the gap for Indigenous Students on Reserve, Children and Youth in Care and for Students with Diverse Abilities and Disabilities is required.
- Achievement for Literacy and Numeracy continue to be below the provincial average and this is a priority.

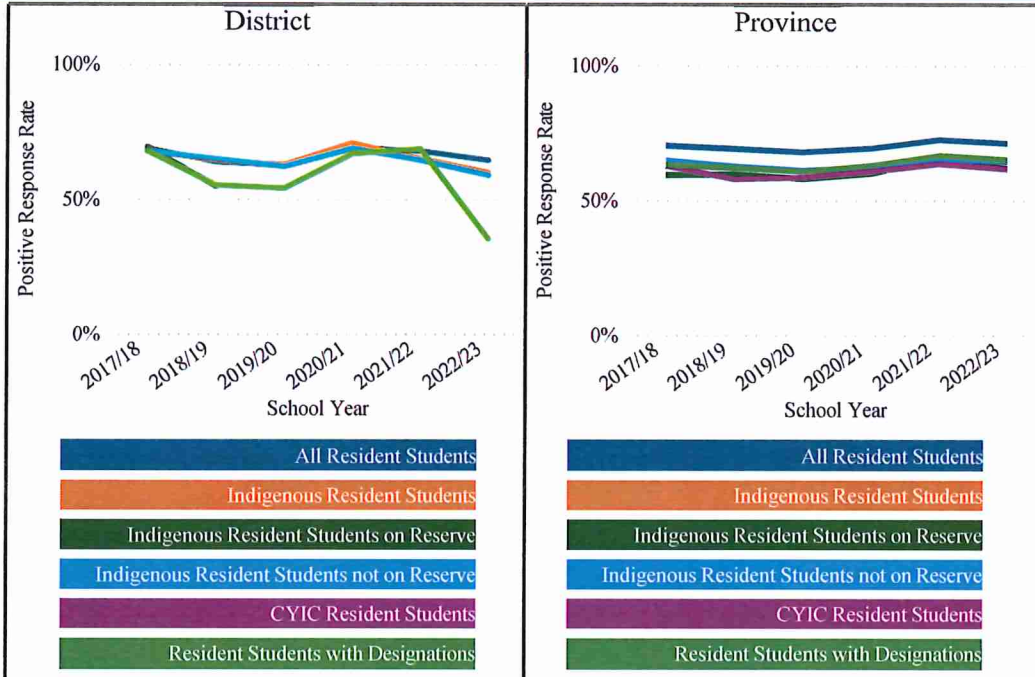
This summary will be used to the Annual Enhancing Student Learning Report.

Human and Social Development

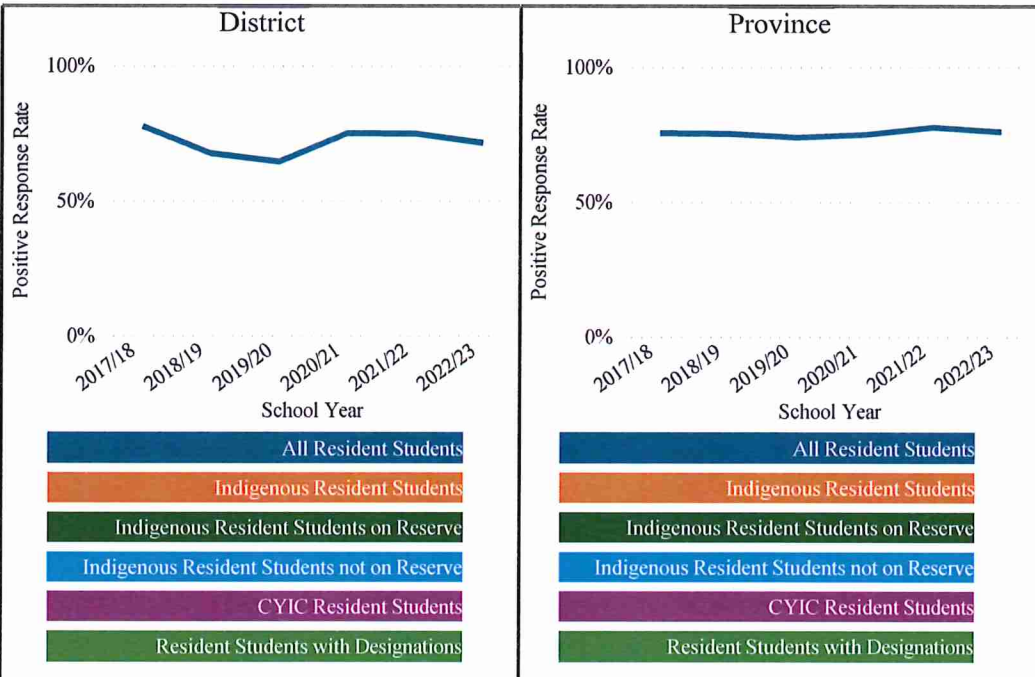
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

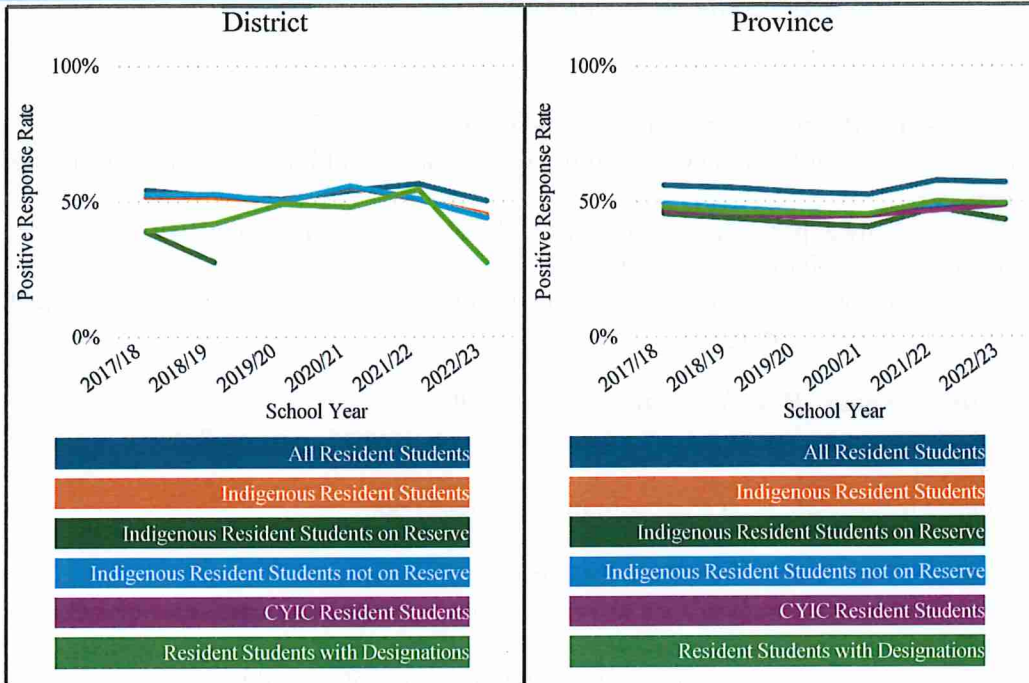
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



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

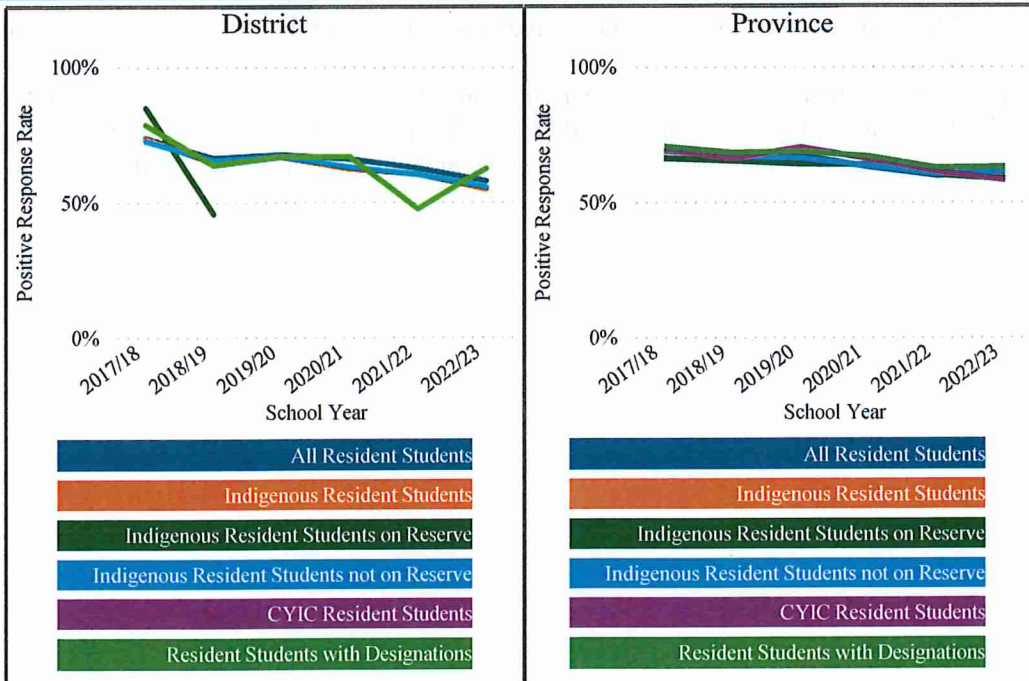


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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

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

- Data for Children and Youth in Care and Indigenous Students Living on Reserve is masked due to low numbers.
- Results show a lower percentage of students feel welcome than the provincial average for Indigenous and Non-Indigenous students.
- Data for Students with Diverse Abilities and Disabilities shows a low number of students feel welcome which is concerning.

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

- Data for Children and Youth in Care and Indigenous Students Living on Reserve is masked due to low numbers.
- All students feeling safe is on a par with the provincial data.

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

- Data for Children and Youth in Care and Indigenous Students Living on Reserve is masked due to low numbers.
- Positive response for having a sense of belonging is around 50 % and lower than the provincial average.
- Indigenous students on and off of the reserve are a couple of % points lower than All Students.
- Students with diverse abilities and disabilities is trending much lower again.

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

- Data for Children and Youth in Care and Indigenous Students Living on Reserve is masked due to low numbers.
- Positive responses that 2 or more adults care in their school shows that we are similar to the provincial average and that Indigenous and Non-Indigenous students are almost at par.
- Students with Disabilities and Diverse Abilities are higher than All students and trending up.

Human and Social Development Summary

Overall trends and learnings that emerged through the analysis and interpretation

- We are trending lower than the provincial average
- Data for Children and Youth in Care and Indigenous Students Living on Reserve is consistently masked due to low numbers of students.
- Indigenous students are trending lower than All Students in most category.

New areas for growth that emerged through the analysis and interpretation

- This year we did not run our School District 52 FESL Survey because we felt the Provincial Survey was already asking the same questions and we were short staffed.
- We are considering how to collect qualitative data from students and families at school wide events that helps us with the "why" are students not feeling welcome, safe, like they belong or that there are 2 or more adults who care about them at school.
- We have been collecting data through our Transitions Inquiry Work at the Middle School and at Charles Hays Secondary School. We feel that this data will tell the story of how our students feel in their schools. An area for growth will be to collate that data to share for the AESL and with our rightsholders, and stakeholders.
-

Existing areas for growth confirmed by the analysis and interpretation:

- We want all of our students to feel welcome, feel safe, feel like they belong and know that 2 or more adults care about them.
- An area for growth would be to understand why students do not feel welcome, safe, like they belong or know 2 or more adults care about them.

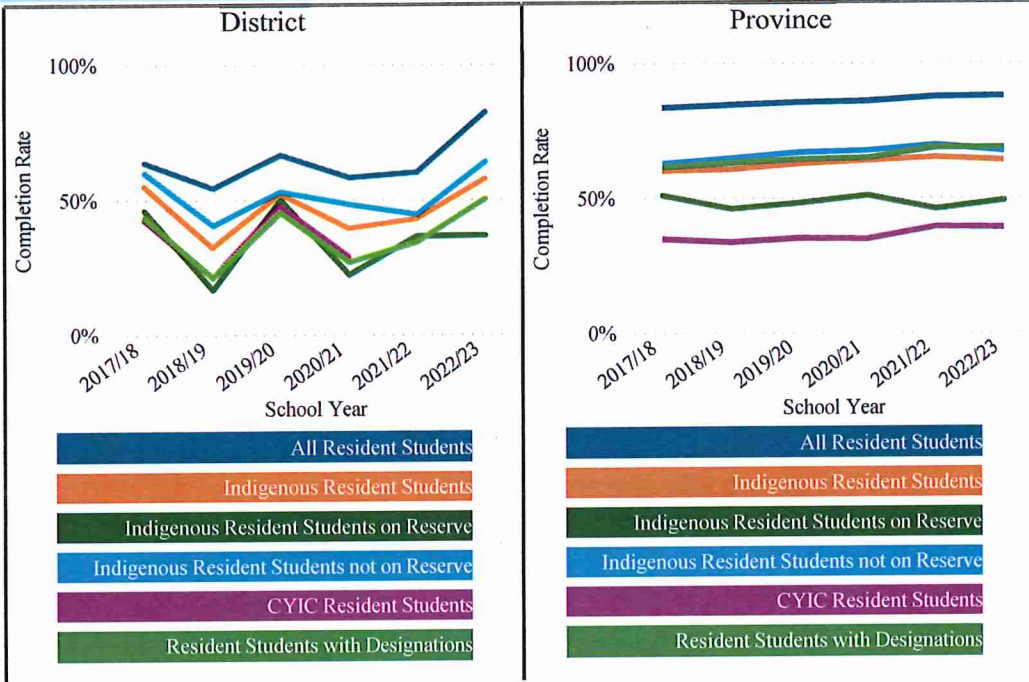
This summary will be used to inform the Annual Enhancing Student Learning Report.

Career Development

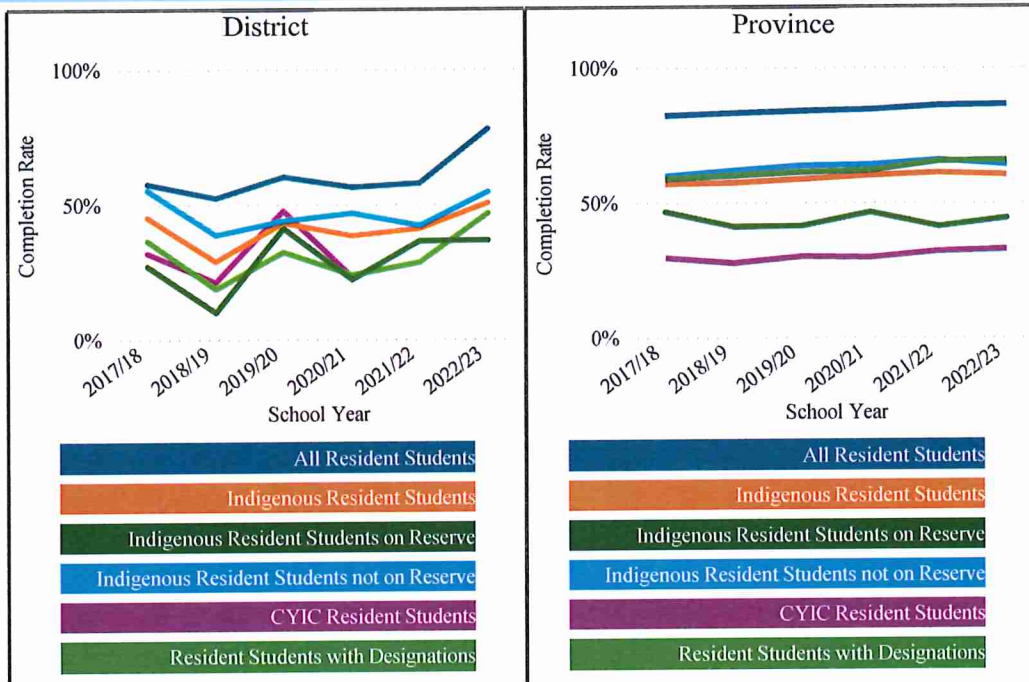
Educational Outcome 4: Graduation

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

5 – Year Completion Rate (Dogwood & Adult Dogwood)

- It is good to see that we have data for most student groups but the data for Children and Youth in Care is not complete
- We are approaching the provincial average for all students.
- The 5 year completion rate for Indigenous students is still lower and the gap is not closing.
- We did see a substantial increase in the completion rate for all students in 2022-2023 and we believe it will continue to improve.
- Completion rates for Indigenous Students living on reserve is trending quite a bit lower.

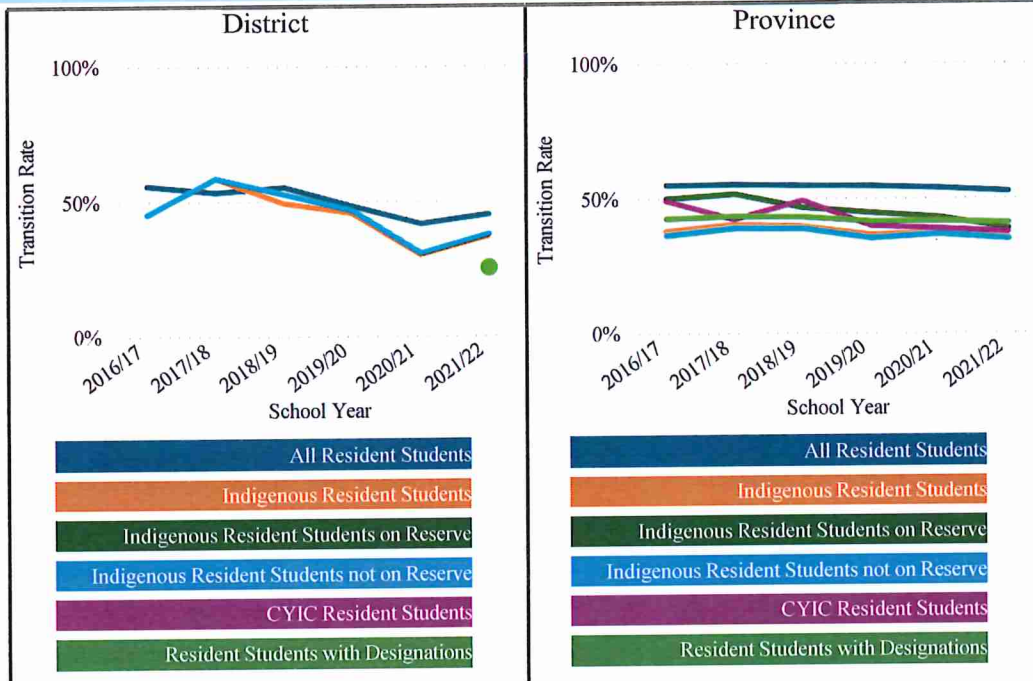
5-Year Completion Rate (Dogwood only)

- We have data for most student groups but data for Children and Youth in Care is not complete because in some years the data is masked due to low numbers in the cohort.
- We are approaching the provincial average for all students.
- The completion rate for Indigenous students is a little lower when the adult dogwood data is removed.
- Indigenous students are trending up but the gap is not closing.
- We did see a substantial increase in the 5 year completion rate for all students in 2022-2023 and we believe it will continue to improve.
- The completion rates for Indigenous Students living on reserve is trending substantially lower.

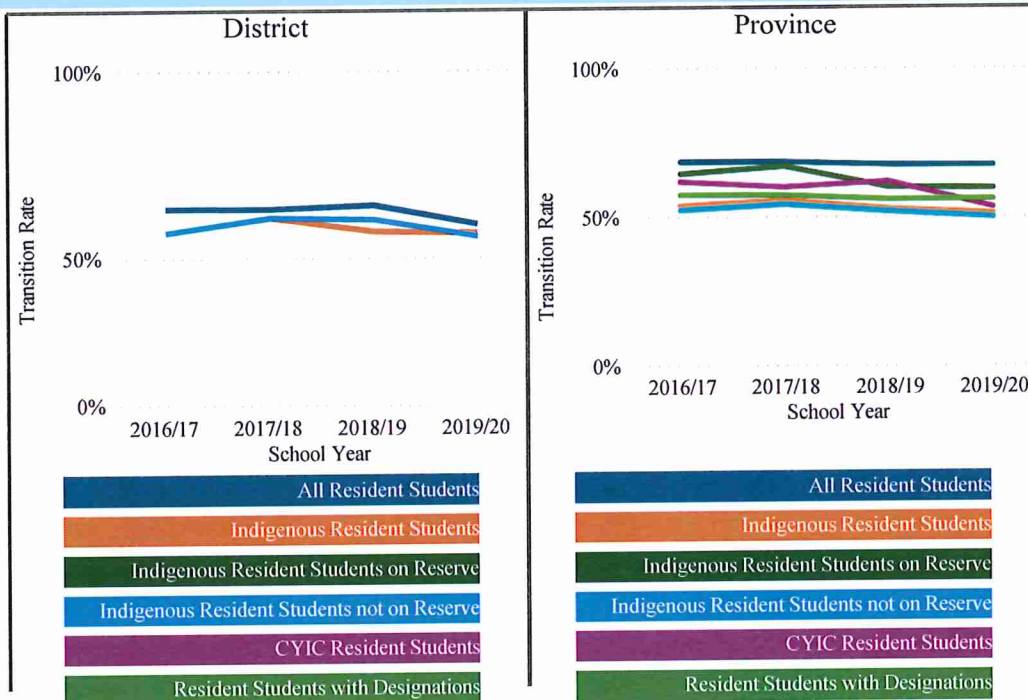
Educational Outcome 5: Life and Career Core Competencies

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

Transition Rate to BC Public PSI (Immediate)

- Data for Indigenous Students on Reserve, Children and Youth in Care and Students with Designations are masked due to low numbers in the cohort.
- Since 2016-2017, there has been gradual trend downwards but since 2020-2021 we are trending in a more positive direction. It will be interesting to see if that continues. We are not much below the provincial average for All Students and we are trending higher for Indigenous students and Indigenous Students not living on reserve than the Provincial average.
- We hear that across the North, students are wanting to take a “gap” year. They are living in a world where there is employment available in many fields so they can afford to take more time to figure out what they want to do. We have a number of students attending college and university in other provinces and countries, and these students would not be accounted for in this data. Since our numbers are smaller, this has a greater impact.
- Indigenous Coach Mentors work with students to help them on their path to graduation. These coaches support students by looking at potential career paths, and looking at post-secondary education to support those careers.
- Our Work Experience Programming aligns with employment opportunities in the community of Prince Rupert and Port Edward, BC.

Transition Rate to BC Public PSI (Within 3 Years)

- Data for Indigenous Students on Reserve, Children and Youth in Care or Students with Designations are masked due to low numbers. It could be that these students are not identifying as living on reserve or having designations at the post-secondary institute.
- The transition rate is trending down for All Students but is still fairly close to the provincial average. The rate for Indigenous students and Indigenous Students not on reserve from Prince Rupert is higher than the provincial average.
- The data shows that within 3 years more students have transitioned to PSI. This is encouraging and could be due to students taking more time to work and earn money before they study or train for work.

Career Development Summary

Overall trends and learnings that emerged through the analysis and interpretation:

- The 5 year graduation rate is trending up for all student groups except students living on reserve.
- The students living on reserve data is trending slightly down and is the lowest.
- Gaps still exist for Indigenous students and students with designations.

New areas for growth that emerged through the analysis and interpretation:

- We have fewer students on the Adult Dogwood and we will continue to advocate for all students to complete the Dogwood Diploma.

Existing areas for growth confirmed by the analysis and interpretation:

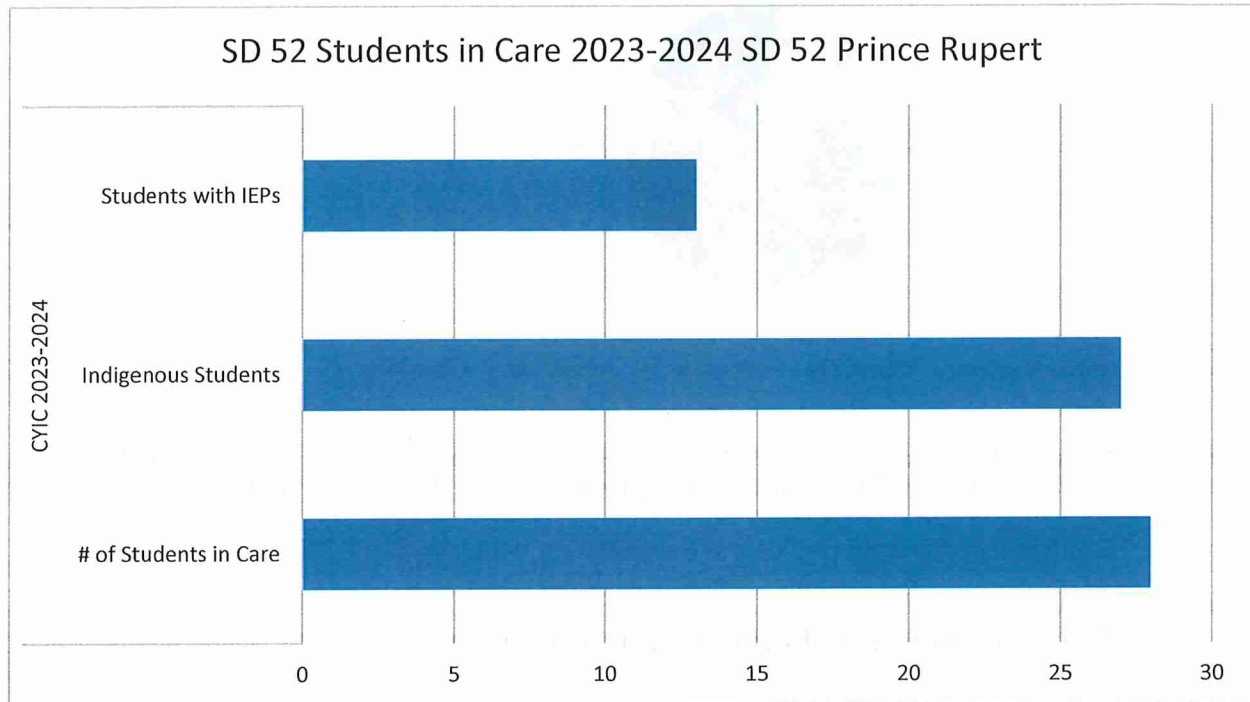
- We continue to have a gap between Indigenous and Non-Indigenous students which is a focus.

This summary will be used to inform the Annual Enhancing Student Learning Report.

LOCAL SD 52 DATA

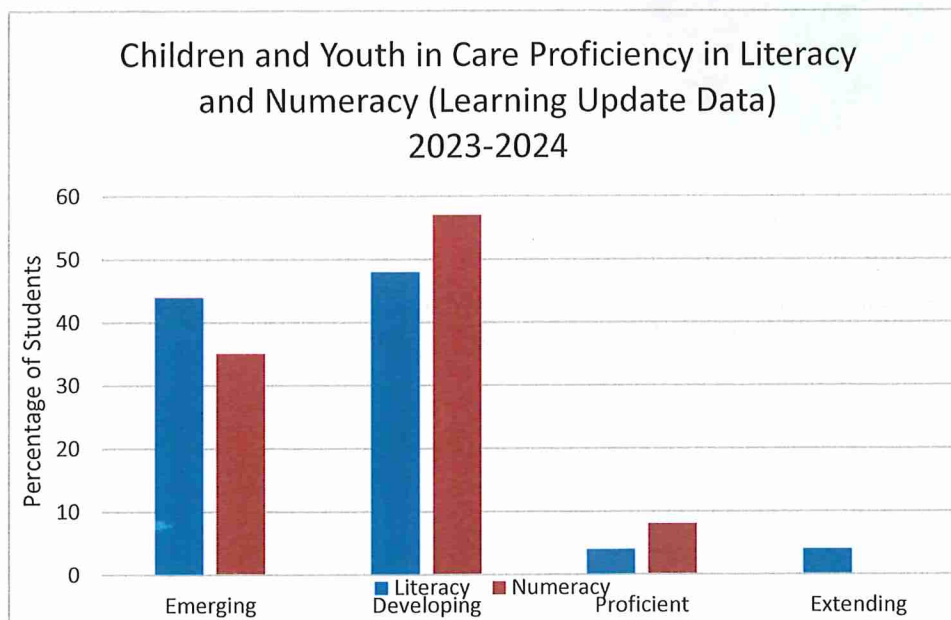
We are collating some local data this year connected to the priorities of the Strategic Plan. Descriptions and analysis of the data is included with each graph or table.

Measure 6.1 Children and Youth in Care 2023-2024



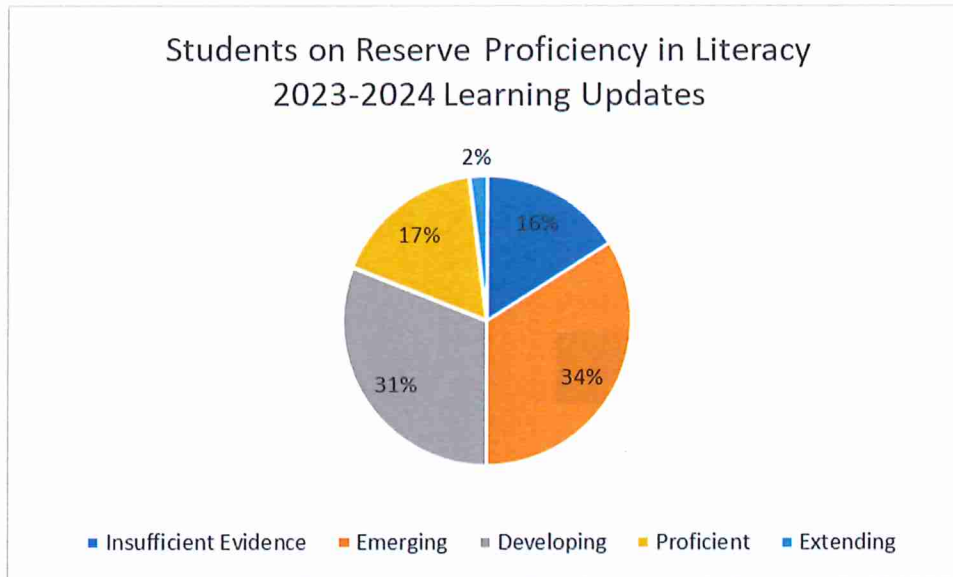
Twenty-seven students are in care and of those, twenty-six are Indigenous and thirteen are students with diverse abilities or disabilities. School teams meet weekly to ensure students are cared for, supported and learning. Provincial Data for these students is usually masked due to small numbers in cohorts.

Measure 6.2 Children and Youth In Care Literacy and Numeracy 2023-2024



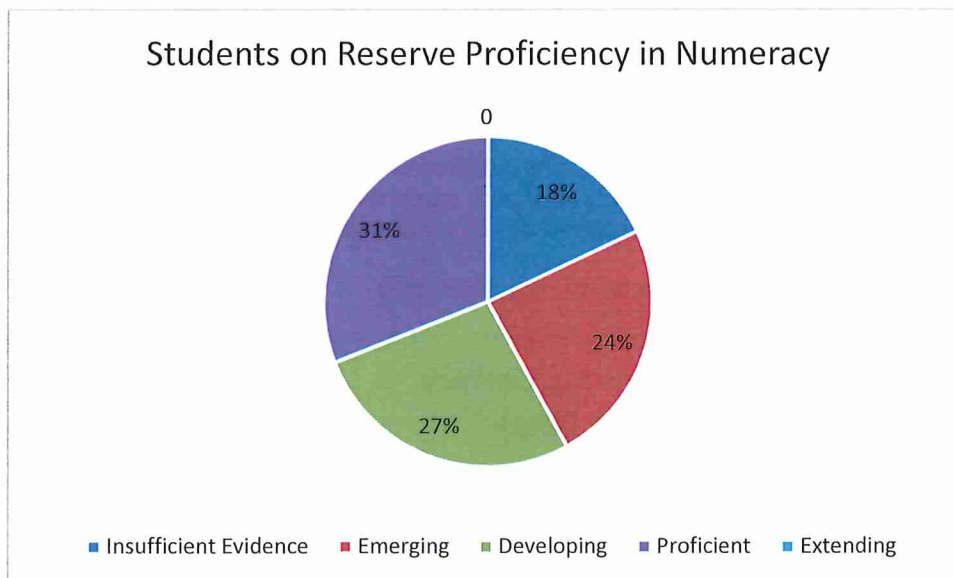
It is concerning that CYIC are mainly emerging or developing in literacy and numeracy.

Measure 7.1 Indigenous Students on Reserve Proficiency in Literacy 2023-2024



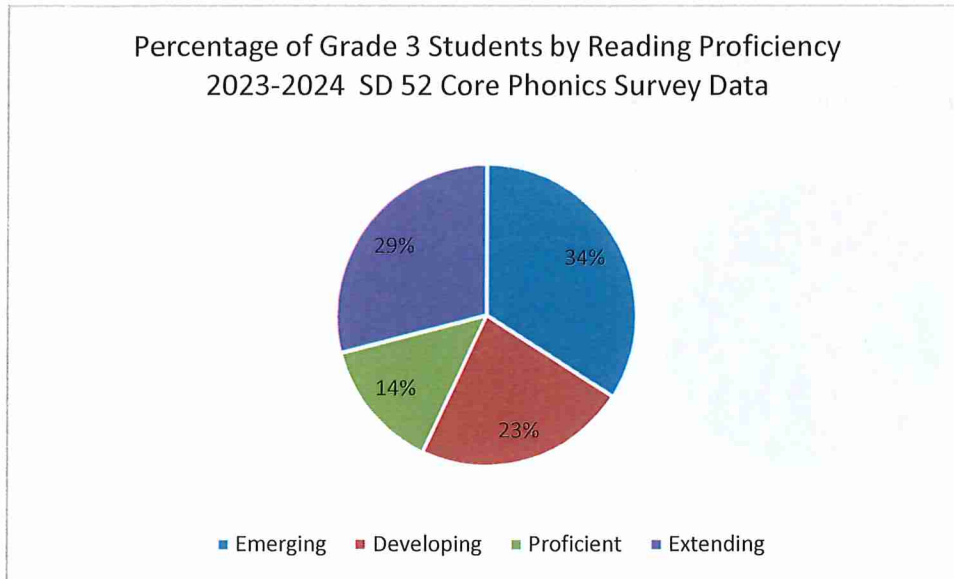
It is concerning that of students living on reserve, teachers were unable to assess learning for 16% of the students. This is an attendance issue which is an area we want to explore further this year.

Measure 7.2 Indigenous Students on Reserve Proficiency in Numeracy 2023-2024



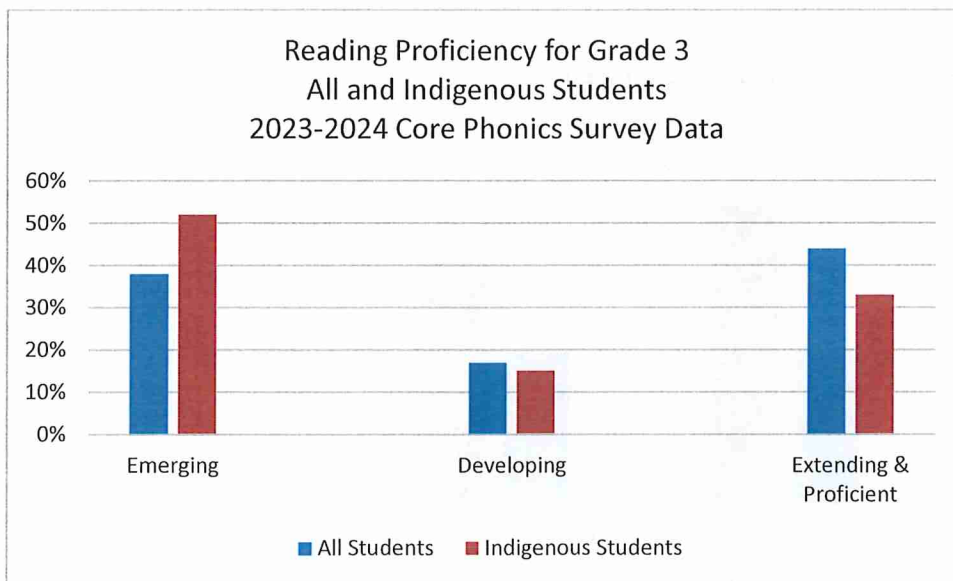
Students on reserve are doing better in numeracy than they are in literacy. It is concerning that teachers were unable to assess 18% of the students and we believe this is due to poor attendance.

Measure 8.1 Grade 3 Student Reading Data (Percentage)



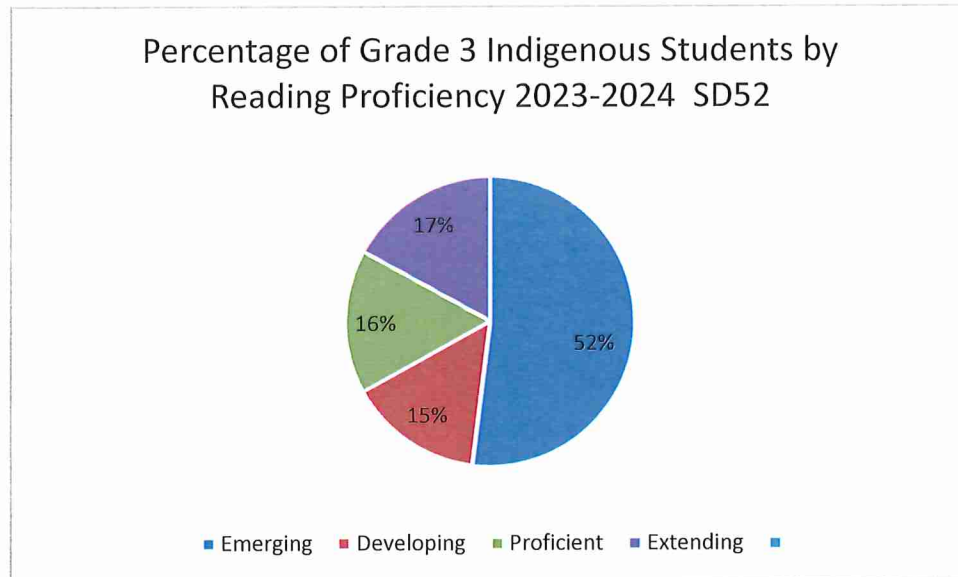
This is the first year we are collecting Core Phonics Survey for the Grade 3 students. In the past we looked at Learning Updates for this data.

Measure 8.3 Reading Proficiency Indigenous and All Students 2023-2024

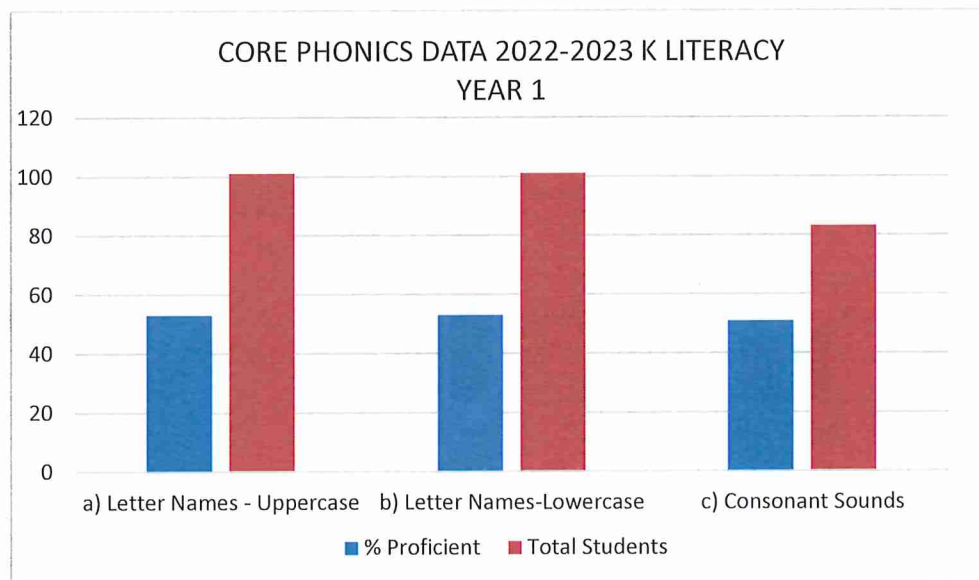


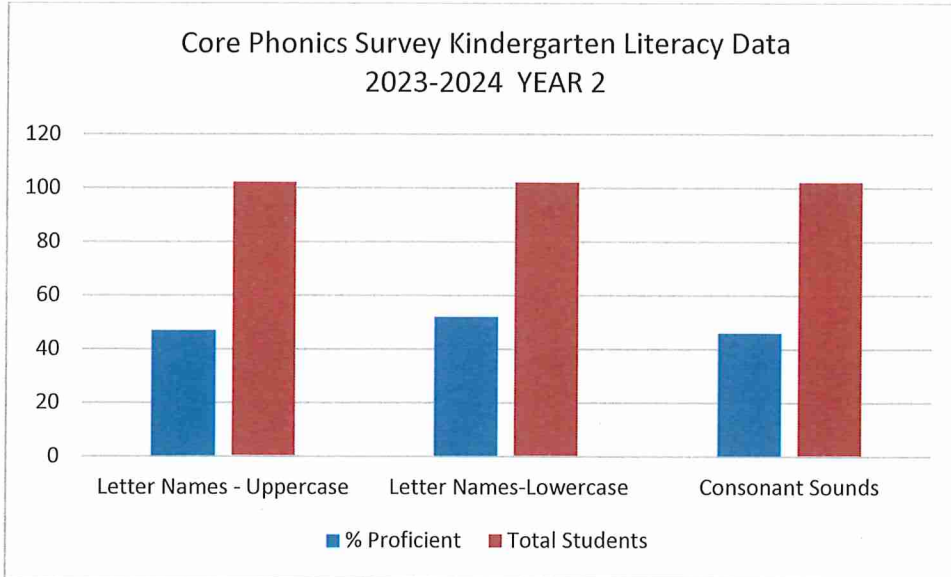
This graph shows that there is a gap in proficiency for Indigenous students. Our goal is to attain parity for Grade 3 students.

Measure 8.4 Percentage of Grade 3 Indigenous Students by Reading Proficiency 2023-2024



Measure 8.5: Kindergarten Core Phonics Survey Assessment Data



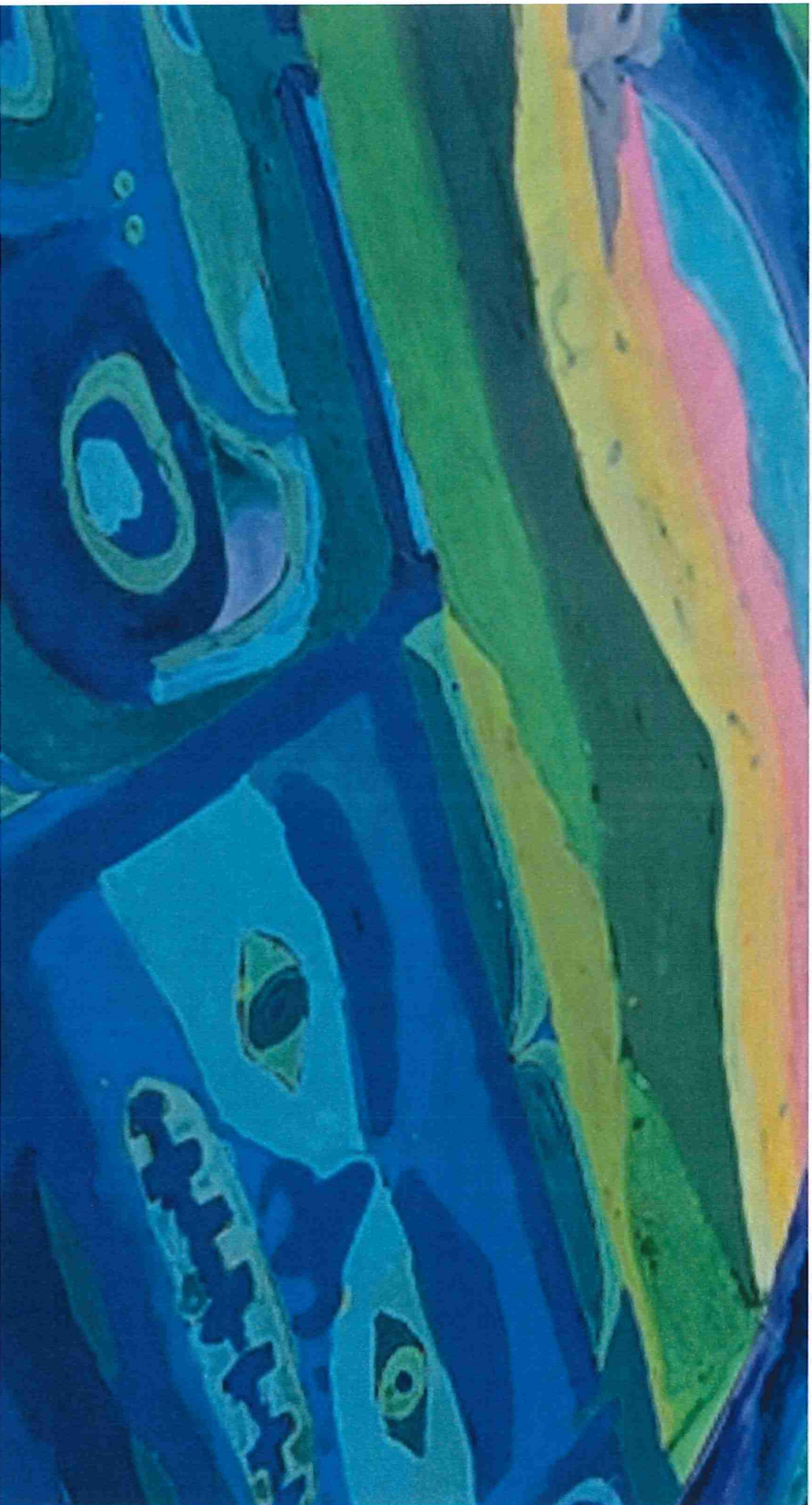


This data has been collected for the last 2 years. It measures how many Kindergarten students know the 26 letters of the alphabet uppercase and lowercase as well as their consonant sounds. It is an indication of the levels of support students will need in Grade 1 for reading. Every student is being assessed to ensure equity of learning supports and outcomes.

APPENDIX 2

SD 52 PRINCE RUPERT STRATEGIC PLAN 2021-2026

Strategic Plan 2021-2026



Mural design created by Lucy Trimble and painted with students and staff at Ecole Roosevelt Elementary School

Ła Bata Sgan

School District 52 would like to acknowledge the traditional territory of the Ts'imsyen and of all the Sm'algyax speaking peoples who have been stewards of this land since time immemorial.

The land is very important to Ts'imsyen peoples and is ingrained in language and culture. It is also a connection between ancestors, the present and the future.

School District 52 acknowledges the responsibility to learn about Ts'imsyen culture and relationships to the land and will commit to pursuing ongoing learning.

Ła Bata Sgan
The cedar mat is
out to welcome
everyone to the
territory.



Our Location...Ts'imsyen Territory



The Prince Rupert School District serves just under 2000 students in the communities of Port Edward, Metlakatla and Hartley Bay (Gitga'at First Nation), as well as the city of Prince Rupert.

SD52 currently has Local Education Agreements with Gitga'at First Nation and Metakatla First Nation

Prince Rupert is a port city situated on Kxeen, just north of the mouth of the Skeena River. We are located in the heart of the Sm'algyax speaking peoples on Ts'imsyen territory. Kxeen is connected to the neighbouring nations of the Gitsxan, Nisgala, Haida, Haisla, Heiltsuk, Tãtãn and Wet'suwet'en peoples.

Galts'abm
Ts'imsyen

Gidasdzuu

Our learning journey at Prince Rupert Schools

Pictured : Our board of Education

Front : Bart Kuntz

Middle : Kristy Maier, Tina Last, Louisa Sanchez

Back : James Horne, Kate Toye

Not In Pic : Janet Beil



Through extensive collaborative work and consultation with students, staff, parents, and community members, the Board of Education (SD52) is very pleased to present the 2021-2026 Strategic Plan to our schools and community.

The commitment and enthusiasm shown in developing this plan demonstrates how genuinely passionate we are about the education and well-being of our children, our youth, and our community.

The Board is deeply committed to the vision, mission, values, beliefs, and “our path” that is shared in this document. It is with intention we acknowledge we are located on the unceded traditional Territory of the Coast Ts’msyen, Sm’alg̱yax speaking peoples. We are grateful for the uniqueness of our school community and abundant opportunities for all our students to learn from elders, knowledge keepers, the Ts’msyen Adaawx, and the land.

SD52 is proud of our accomplishments, we embrace our challenges, and we look forward to having a clear and strong vision to guide us onward. We acknowledge this is a living document that will rely on consultation and commitment to continuously improve so we can best support all of our learners.

Thank you for engaging with us,
Kate Toye (Board Chair)

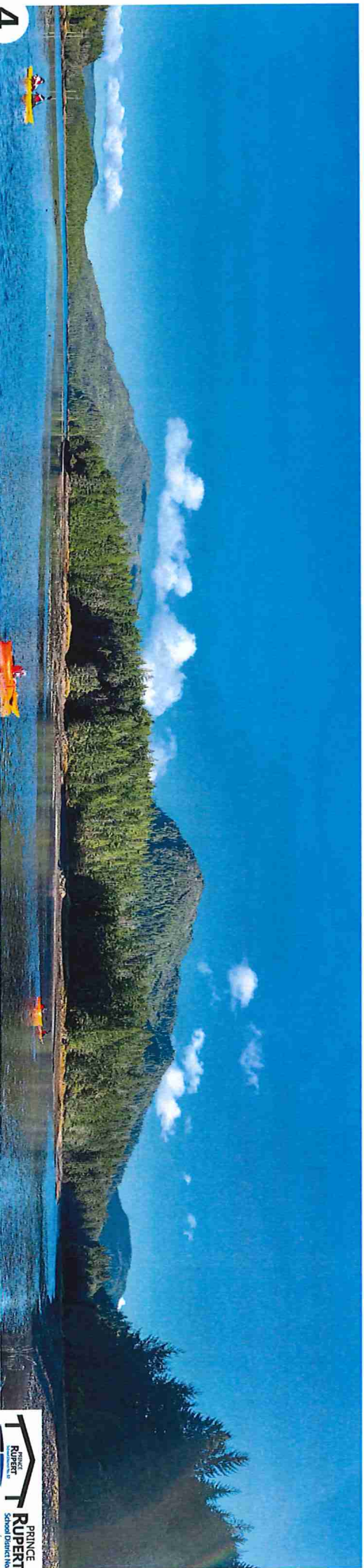
Vision

Learners on Ts'msyen territory will be competent, creative and critical thinkers with a strong sense of identity.

Mission

We are committed to a safe, equitable, and inclusive education system.

Student voice is honoured and students are empowered to learn from our diverse community, skilled staff, natural environment, and local culture.



Values

Equity

Courageous, engaging and personalized learning inspires success for all.

Relationship

Interactions are grounded in integrity and compassion.

Place

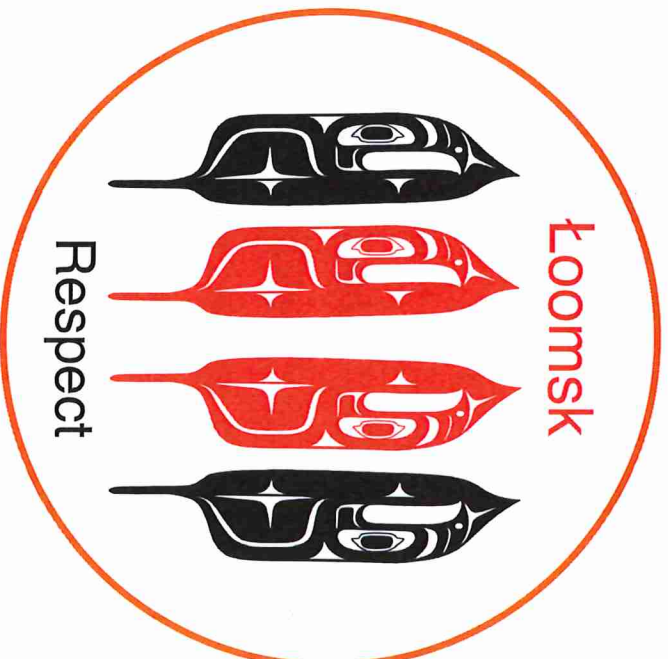
Respect and care for the natural environment and an understanding of the history of the territory.

Collaboration

Working together helps to build community and hear all voices.

Inclusion

Honour the diversity of our inclusive learning community.



Łoodis Ip'nuun

Respect yourself

Łooda sila gyedn

Respect others

Łooda txa'nii goo

Respect all things

TXA'NII K'ĀBATGÜÜŁGA ŁIKŁUT'IKSIT

#evervchildmatters

We Believe ...

- First Peoples Principles of Learning are foundational in our learning community
- students must feel safe, secure and connected
- learning connects with past experience
- learning experiences should be engaging, purposeful and reflective of student voice and choice
- positive relationships are essential to success
- honouring the importance of Indigenous ways of knowing
- culturally relevant and place based learning is engaging
- inclusion ensures all students contribute and participate in all aspects of school life

strength is found in diversity



Learning Suwilaawksa

- Ensuring voice and choice for every student
- Develop competent, confident and flexible learners who are creative and critical thinkers and have a strong sense of identity

Indigenous Ways of Knowing

Connectedness and relationships to oneself, family, community and the land

Embrace Indigenous perspectives and knowledge as significant to our past, present and future

Culture of Care

Recognizing the importance of relationships

Foster healthy, safe and resilient communities that build on the unique identities of our learners, allowing them to thrive

Future Focused System

Working together as a whole system

Create dynamic environments that embrace change and foster innovation to empower student learning

Our Priorities

Equity

Eliminate the achievement gap for Pre K - 12 students.

- Literacy - All students reading at grade level by Grade 3.
- Completion Rates - Commit to the improvement of the five-year completion rate for Indigenous students.

Truth and Reconciliation

Strengthen our commitment to truth and reconciliation.

Mental Health Literacy

Build capacity for mental health literacy for students, staff and families.



Our Schools



Pineridge Elementary



Lax Kxeen Elementary



Conrad Elementary



Charles Hays Secondary



Prince Rupert Middle School



Ecole Roosevelt Elementary



Hartley Bay School



Pacific Coast School



Port Edward Elementary

Acknowledgement

Cover - Mural Design by Lucy Trimble with students and staff at Ecole Roosevelt Elementary School

Pg. 1, Pg.5 - Art by Kelli Clifton

APPENDIX 3

SD52 EDUCATION

OPERATIONAL PLAN 2023-2024

EDUCATION Objectives	Suwilaawska Strategies	2023-2024 Actions	Next Steps	Data
PRIORITY ONE - EQUITY Equity in action Understanding Student Learning Profiles (needs)	-school teams collaborate to support priority students -Senior Leadership and Principals are committed to the Equity in Action Plan	-creation of school equity teams and goals -Monthly Leadership Equity meetings -Senior Leadership Team focus on priority students -Leadership and staff learning on developing an equity lens for programs and services	-fous on attendance	-School Plans -Equity in Action Plan -Attendance data -Learning updates
Literacy All students reading at grade level by Grade 3	-a focus on assessing students in Kindergarten for the alphabetic code to ensure a strong phonemic and phonological base for reading -using Core Phonics Survey as a screening tool for Kindergarten and Grade 3 -District development of a focused literacy plan in collaboration with teachers and Indigenous and Inclusive Education departments	-Literacy teams in each elementary school -Ongoing assessment of Core Phonics K – 3 -working with staff to strengthen literacy -due to budget constraints we no longer have a Literacy Helping Teacher -supporting the Primary Teachers Group to provide learning sessions	-creating a K - 3 Literacy Framework for the SD that aligns to our priorities with the school teams -finding a way to add extra literacy support in each elementary school, such as teacher leads -supporting professional development for targeted Literacy strategies and assessment workshops	-Core Phonics Survey K data -Core Phonics Survey Grade 3 data(San Diego Quick and Maze) -Changing Results for Young Learners case studies
Numeracy Strengthen numeracy K - 12	-Introduced K – 3 teachers to whole class numeracy assessments -continue to broaden the work to include K - 9	-due to budget constraints we no longer have a Numeracy Helping Teacher	-review and come to consensus on District Wide Numeracy Assessments using CMSD K – 9 -bringing Numeracy and Assessment specialists in for Implementation Day September 20, 2024 will look at ways to support teacher leads at each school	- Grade 4 & 7 FSA Numeracy data -Grade 10 Numeracy Grad Assessments

<p>Achievement</p> <p>Assess the inequities to narrow the achievement gap for Indigenous learners</p>	<ul style="list-style-type: none"> -Offering teacher learning opportunities for evidence-based practices to enhance literacy and numeracy -build capacity in assessment and strategies of K – 12 reporting order 	<ul style="list-style-type: none"> -schools host literacy and numeracy events for parents to support children -schools created equity goals based on the Equity in Action Framework 	<ul style="list-style-type: none"> -More teacher led learning sessions connected to assessment, inclusion and backwards design. -District Implementation Day focus on Assessment -Invite assessment specialists to learn from -Highlight teacher leads on topic of assessment 	<p>-assemble a numeracy focused team in schools similar to what has been accomplished with literacy.</p>
<p>Completion Rates</p> <p>Improve the 5 year completion rate for Indigenous students</p>	<p>Assess where there may be barriers for students to find success and address those barriers.</p>	<ul style="list-style-type: none"> -School based student focused teams who look at attendance, progress and completion -Supported cohort at CHSS to build relationship and support graduates -Coach Mentors come alongside Graduates who are at risk of not graduating 	<ul style="list-style-type: none"> -Indigenous Coach Mentor Quarterly Grad Team Meetings -CHSS student cohort based in Universal Design 	<p>Ministry DATA</p> <ul style="list-style-type: none"> -FSAs, Grad Assessments, Completion Rates, Transitions <p>District -School Plans – Equity goals</p> <ul style="list-style-type: none"> -Annual Growth Plan -How are we Doing Report – Indigenous learners
<p>PRIORITY TWO</p> <p>Truth and Reconciliation</p>				<ul style="list-style-type: none"> -tracking grad eligibility -5 year completion rate data

<p>Strengthen our commitment to truth and reconciliation by building staff and student understanding and capacity about the impacts of colonization and ripple effects.</p>	<p>Being proactive in finding ways to provide understanding about the impacts of colonization and residential school for Indigenous learners and their families</p>	<ul style="list-style-type: none"> -training for new employees and uncertified teachers about the Ts'msyen Territory and calls to action and residential schools -professional development through book clubs, pro dev days and two Implementation Days -dedicated learning space for TRC during staff and leadership meetings (on the agenda) 	<ul style="list-style-type: none"> -be more intentional in inviting staff/families to learning opportunities by reaching out to those who are new to the school district and community -collect student voice and community voice by asking a specific question about TRC at events this year -Student Voice advisory at CHSS; Young Matriarchs at CHSS; Indigenous Leadership and Advisory at PCS. -Implementation Day focus on decolonizing pedagogies and scholar Dustin Louie speaking 	<ul style="list-style-type: none"> -Attendance Data for Professional Development Events -Student voice
<p>Critically examine our own biases, attitudes, beliefs, values and practices to facilitate truth and reconciliation</p>	<p>Continue building on the Equity Scan we began in 2018 Encourage staff to examine their own biases.</p>	<ul style="list-style-type: none"> -currently enacted in school-based equity scans -weekly support meetings about priority students -revisiting this work monthly at staff and leadership meetings. -Indigenous Resource workers to support students and families -Indigenous focused courses are a priority and are being supported with a focused implementation plan. 	<ul style="list-style-type: none"> -support teachers to continue equity scans at the classroom level -finding ways to involve parents so they understand the work we are doing -formalize an Antiracism Committee 	<p>School Plans</p>
<p>Deepen our understanding of Ts'msyen place based historical knowledge,</p>	<p>-The Indigenous Education Department provides learning opportunities connected to the land K – 12 and continues to create new</p>	<ul style="list-style-type: none"> -Outdoor education programs such as TREC and KIEL (Hartley Bay) provide rich learning -Creation of a smoke house at CHSS 	<ul style="list-style-type: none"> -a Sm'algyax Immersion School is a possibility for our School District -reinstate Summer Read and Play in Prince Rupert 	<ul style="list-style-type: none"> -Annual Growth Plan - Teacher/educator

APPENDIX 3

SD52 EDUCATION OPERATIONAL PLAN

September 30, 2024

<p>language, culture and environmental stewardship</p>	<p>curriculum as well as update existing curriculum -Provide Sm'algayax language K – 12 -Provide Indigenous professional learning at all professional development days throughout the year.</p>	<p>--the Transitions Learning Feast at CHSS and Learning Feasts held at other schools -both our Implementation Days focus on indigenous Ways of Knowing and Learning -Summer Read and Play (HB) -Orientation for all new staff in September</p>	<p>-specific support for Indigenous focused courses -creation of some new formats for Indigenous learning opportunities in the district</p>	<p>feedback and requests</p>
<p>PRIORITY 3 – Mental Health Build capacity for mental health literacy for students, staff and families</p>	<p>Implement programs and structures to support student and staff mental health</p>	<p>-ERASE, EASE, EASEY and Second Step Programs are being used in classrooms -Leadership and some Mental Health professionals have taken Compassionate Systems Training -Focus on resiliency and Mental Health at our Implementation Day September 2023 -Teacher/Counselor who supports SEL and Trauma Informed practice in classrooms -Prevention Program at PRMS in partnership with Foundry -wilwilaaysk wellness worker role continues</p>	<p>-Refresh on Compassionate Systems Training this August for Principals and Leadership -continuation of the Prevention/FOUNDRY partnership program at PRMS -wellness Wednesday educator supports -Indigenous Student Leadership Group at PCS have an inquiry focused on addictions and mental health</p>	<p>-Student Learning Survey Data -SD 52 FESL Data -PCS Student survey data (Inquiry)</p>
<p>Promote and create healthy, safe and inclusive work and learning environments that promote wellness</p>	<p>By putting school teams in place that monitor priority students we will be able to assess barriers to creating safe and inclusive learning environments.</p>	<p>-We have Wellness rooms in most schools -Food Security and Food Sovereignty Mentors support students at CHSS and PCS -New Safe Schools Outreach Coordinator role monitors safety -An Accessibility Plan is in place -Cultural safety representation (House front at PCS & Pole at CHSS)</p>	<p>-Consider what kind of qualitative data we can be collecting to show how we are doing.</p>	<p>Student Learning Survey Data</p>

APPENDIX 3

SD52 EDUCATION OPERATIONAL PLAN

September 30, 2024

<p>Enhance mental health opportunities and partnerships to support staff, students and families</p>	<p>We currently partner with Northern Health, CYMH, NIFCIS, MCFD, McCreary, HELP UBC and Foundry Preventure.</p>	<ul style="list-style-type: none"> -Primary Care Nurse holds office hours at CHSS -Staff from all of our partners provide professional development for our staff -Students benefit from learning provided by Northern Health, Foundry and CYMH -Indigenous Family Resource workers offer groups and extra curricular Programming as well as make connections with families. -Increased family nights hosted in schools -Counsellors are supporting students in all schools 	<p>-hope to add more time for a teacher/counsellor to support Social Emotional learning and Trauma Informed Practice (This has been a challenge due to lack of teachers with this type of training)</p>	<p>MDI, EDI, McCreary Adolescent Health Survey</p>
---	--	--	---	--

APPENDIX 4

EQUITY IN ACTION PLAN

2023-2024

EQUITY IN ACTION PLAN 2023-2024

CONTINUE AT THE DISTRICT LEVEL:

- Engage in the equity scan using the Equity Hub and Equity in Action Workbook
- Learning sessions with the Leadership Team which include Senior Leadership, Principals and Vice Principals (PVP)
- Schedule equity meetings with the Senior Leadership Team
- Connect equity in both Implementation Days for the whole district and with school staffs during staff meetings

CONTINUE AT THE SCHOOL LEVEL:

- Conduct school-based equity scans in connection with district learning
- Staff meeting learning as a continuation of the PVP learning sessions
- Equity coaching meetings with school leaders
- Transitions inquiries at both Charles Hays Secondary (CHSS) and Prince Rupert Middle School (PRMS)
- Targeted Indigenous focused course support through:
 - Indigenous Education Department learning sessions
 - collaboration and co-teaching with Indigenous Curriculum Specialist Teachers
 - scheduled teacher to teacher peer collaboration with the Indigenous Education Department
 - Regional Professional Development support
- School equity and student success meetings at Prince Rupert Middle School (PRMS) and CHSS weekly or bi-weekly (these also focus on graduation progress)

NEXT STEPS FOR 2024-2025:

- Begin quarterly graduation progress meetings which include Indigenous coach mentors, Indigenous family resource workers (IFRW), Indigenous Equity Mentor, Learning Support Teachers, Counsellors, Principals and Vice Principals at CHSS and PCS.
- Expand equity and student success meetings to take place with all school teams with a focus on removing barriers in a culturally responsive way
- Create an Equity Scan Feedback Survey for Principals and Vice Principals to use with staff, students and parents (What is working? What should change?)
- Expand the district equity meeting to a committee comprised of Principal, Vice Principal, Teacher and Senior Leadership Team
- Expand school-based meetings to a team from each school that includes IFRWs and district resource worker roles

APPENDIX 5

ANNUAL DISTRICT GROWTH
REPORT

IEC AND SD 52

KXEEN 2021-2023

Suwilaawksa Ts'msyen A Wil Ho'yaxst Dm Sagayt Hakhatelst

Indigenous Education Partnership Agreement



ANNUAL DISTRICT GROWTH REPORT
Kxeen 2023-2024

Indigenous Education Council & School District 52 Prince Rupert

Hakhałelst

Indigenous Education Partnership Agreement

Annual District Growth Report 2023-2024

**Indigenous Education Council &
Kxeen School District 52
Prince Rupert**

Cover Photo: Tina Demings

© 2024 Indigenous Education department

This report was prepared by the Indigenous Education Department in collaboration with the Indigenous Education Committee and Council, and School District 52 (Prince Rupert) for the year of 2023-2024.

For additional copies, contact:

Indigenous Education Department

Wap Sigatgyet

PO Box 520

Prince Rupert, BC

V8J 3R7

Phone: 250-627-1536

Fax: 250-627-1443

<http://sd52wap.wixsite.com/abed>

Communities Served By SD 52

Prince Rupert School District sits on the traditional territories of the Ts'msyen Nation. We provide Strong Start through Grade 12 programs for children and youth.

Our Location ...Ts'msyen Territory



The Prince Rupert School District serves just under 2000 students in the communities of Port Edward, Metlakatla and Hartley Bay (Gitga'at First Nation), as well as the city of Prince Rupert.

SD52 currently has Local Education Agreements with Gitga'at First Nation and Metlakatla First Nation.

Prince Rupert is a port city situated on Kxeen, just north of the mouth of the Skeena River. We are located in the heart of the Sm'algyax speaking peoples on Ts'msyen territory. Kxeen is connected to the neighbouring nations of the Gitksan, Nisga'a, Haida, Haisla, Heiltsuk, Tahltan and Wet'suwet'en peoples.

How to Use this Resource

This resource and data is meant to provide a snap shot of how learners are doing in our district.

It can also be used to highlight the work toward the partnership goals and assess our growth in each of these four areas:

- Increase Indigenous learners knowledge of Indigenous language, culture and history.
- Increase Indigenous learners' achievement in reading and writing
- Increase Indigenous learners achievement in mathematics
- Increase indigenous learners' successful transitions, school completion rates and graduation rates

This resource and data can also be utilized to inform our practice in ways we can move forward together.



Grade 10 Literacy

2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	56	55	Msk	Msk	24	43	20	36	Msk	Msk
Non-Aboriginal	64	89	Msk	Msk	13	20	45	70	Msk	Msk

2022/23 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	53	64	Msk	Msk	23	43	Msk	Msk	0	0
Non-Aboriginal	60	92	Msk	Msk	11	18	43	72	Msk	Msk

- In 2022-2023, 64% of Indigenous Learners participated, compared to 55% the year prior.

Grade 12 Literacy

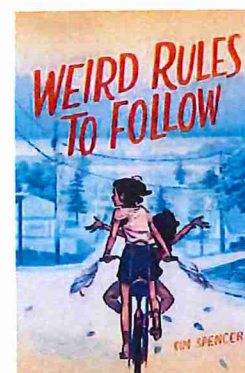
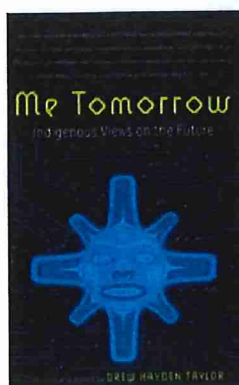
2021/22 Grade 12 (includes Grade 12 first-time writers only)

School Year	Writers only		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	47	40	0	0	Msk	Msk	30	64	Msk	Msk
Non-Aboriginal	56	86	Msk	Msk	Msk	Msk	35	63	11	20

2022/23 Grade 12 (includes Grade 12 first-time writers only)

School Year	Writers only		Emerging		Developing		Proficient		Extending	
	#	%	#	%	#	%	#	%	#	%
Aboriginal	47	53	Msk	Msk	16	34	24	51	Msk	Msk
Non-Aboriginal	52	91	0	0	Msk	Msk	31	60	Msk	Msk

- 53% of Indigenous Learners participated in 2022-2023, compared to 40% in 2021-2022.

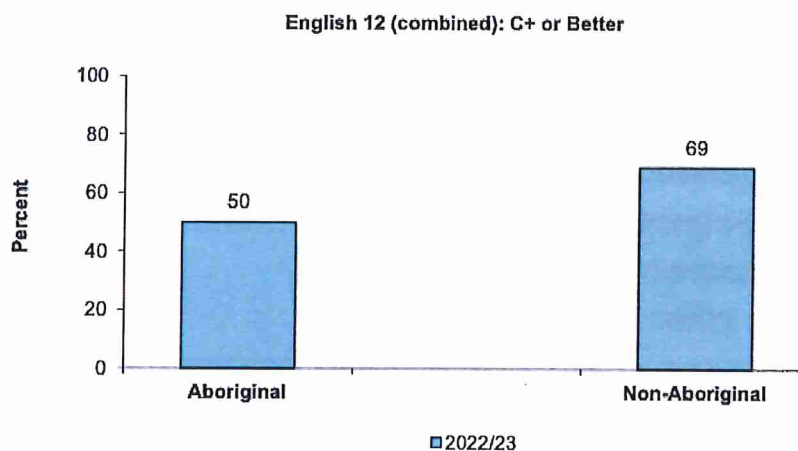


English 12

English 12, and English First Peoples (EFP) 12, are possible English course options required for admission to most post-secondary programs.

Below are the results from English 12 success rates, as compiled by the BC Ministry of Education:

- **50% of Indigenous learners received a final grade of a C+ or better, compared to 40% previously.**



School Year	Aboriginal				Non-Aboriginal					
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	18	Msk	Msk	Msk	Msk	29	21	72	17	59
2020/21	18	13	72	Msk	Msk	40	34	85	25	63
2021/22	30	12	40	10	33	48	34	71	30	63
2022/23	22	11	50	10	45	42	29	69	26	62

School Year	Aboriginal				Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count	
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #
2019/20	18	130	Msk	Msk	29	68	29	0
2020/21	18	119	Msk	Msk	40	68	Msk	Msk
2021/22	30	124	30	0	48	68	Msk	Msk
2022/23	22	94	Msk	Msk	42	59	Msk	Msk

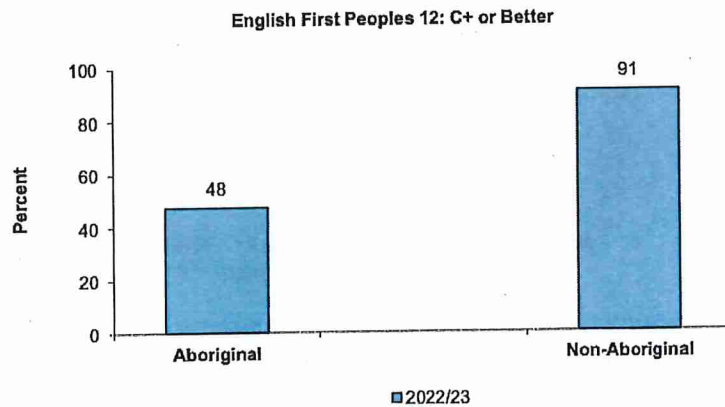
English First Peoples 12

English First Peoples 12 has been offered to all learners for the past 10 years. This year, SD52 secondary schools are offering exclusively EFP 12.

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better		B or Better		Course Mark Count #	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	47	18	38	Msk	Msk	33	19	58	12	36
2020/21	70	28	40	17	24	24	15	63	10	42
2021/22	39	13	33	Msk	Msk	10	Msk	Msk	Msk	Msk
2022/23	40	19	48	14	35	11	10	91	10	91

School Year	Aboriginal					Non-Aboriginal			
	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
			Gr 12 #	Non-Gr 12 #			Gr 12 #	Non-Gr 12 #	
2019/20	47	130	Msk	Msk	33	68	Msk	Msk	
2020/21	70	119	Msk	Msk	24	68	Msk	Msk	
2021/22	39	124	Msk	Msk	10	68	Msk	Msk	
2022/23	40	94	Msk	Msk	11	59	11	0	

- 48% of Indigenous learners completed English First Peoples 12 with a C+ or better
- 35% of Indigenous learners completed the course with a B or better, up from 24% two years prior



Performance in Mathematics

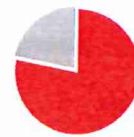
A numeracy assessment is given to all grade 4 and 7 students across the province in the form of the Foundation Skills Assessment (FSA) in February each year. In 2017/2018 the categorization language changed to reflect proficiency levels and to be strengths based. The proficiency levels include: "Emerging, On track, and Extending." Below are the results from the Numeracy Foundation Skills Assessment.

Grade 4 Numeracy Results:

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	92	88	60	65	Msk	Msk	Msk	Msk
2019/20	97	93	53	55	Msk	Msk	Msk	Msk
2020/21	48	56	Msk	Msk	23	48	Msk	Msk
2021/22	71	76	49	69	Msk	Msk	Msk	Msk
2022/23	64	80	50	78	14	22	0	0

Grade 4: Aboriginal

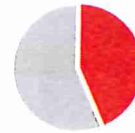


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

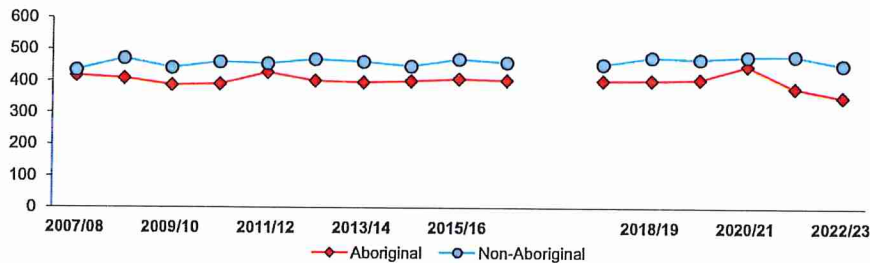
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	39	95	Msk	Msk	29	74	Msk	Msk
2019/20	56	98	Msk	Msk	36	64	Msk	Msk
2020/21	24	86	Msk	Msk	16	67	Msk	Msk
2021/22	36	90	Msk	Msk	22	61	Msk	Msk
2022/23	30	68	13	43	17	57	0	0

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



- **22% of Indigenous learners were on track or extending, compared to 48% two years prior.**

- **80% of Indigenous learners completed the assessment compared to only 56% two years prior.**

Performance in Mathematics

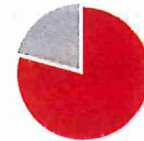
Grade 7 Numeracy Results:

- 21% of Indigenous learners were on track or extending.

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	89	87	54	61	Msk	Msk	Msk	Msk
2019/20	85	90	61	72	24	28	0	0
2020/21	51	50	29	57	Msk	Msk	Msk	Msk
2021/22	86	87	55	64	Msk	Msk	Msk	Msk
2022/23	77	79	61	79	16	21	0	0

Grade 7: Aboriginal



■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2018/19	44	92	Msk	Msk	25	57	Msk	Msk
2019/20	46	90	Msk	Msk	22	48	Msk	Msk
2020/21	36	78	Msk	Msk	21	58	Msk	Msk
2021/22	40	91	Msk	Msk	20	50	Msk	Msk
2022/23	59	98	36	61	Msk	Msk	Msk	Msk

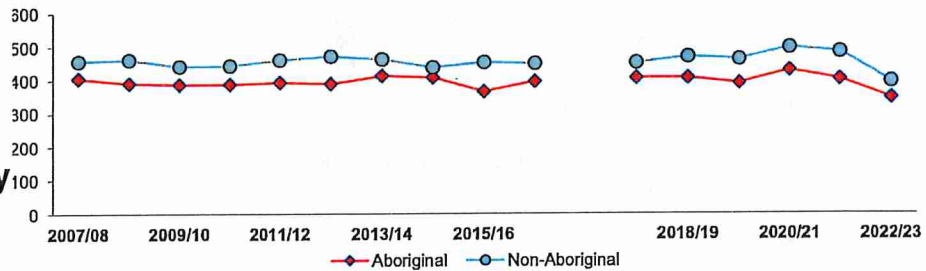
Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

- 79% of Indigenous learners completed the assessment, compared to only 87% previously.

Average FSA Scaled Score - Grade 7 Numeracy



Grade 10 Numeracy Assessments:

2021/22 Grade 10 (includes Grade 10 first-time writers only)

School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	55	54	23	42	23	42	Msk	Msk	Msk	Msk
Non-Aboriginal	66	92	Msk	Msk	39	59	16	24	Msk	Msk

2022/23 Grade 10 (includes Grade 10 first-time writers only)

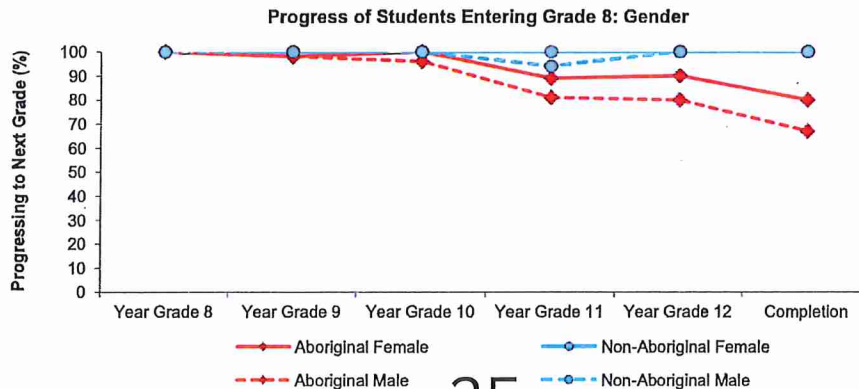
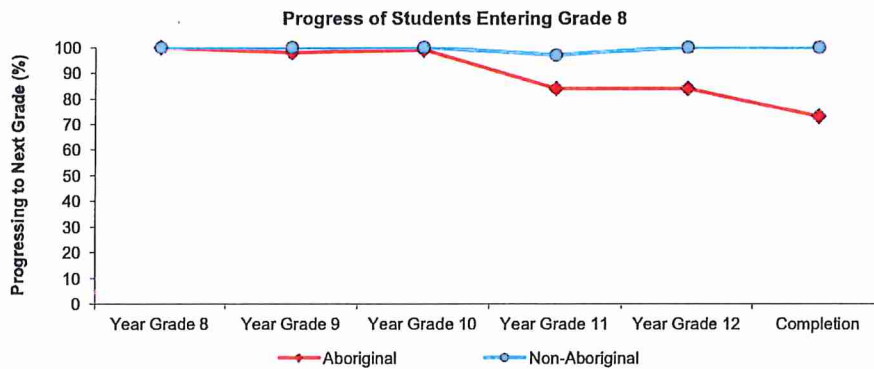
School Year	Writers only #	Participation %	Emerging		Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	48	58	Msk	Msk	27	56	Msk	Msk	0	0
Non-Aboriginal	60	92	Msk	Msk	26	43	16	27	Msk	Msk

Grade Transitions and School Graduation

Grade-to-grade transitions let us know the percentage of learners who make a successful transition to a higher grade. Successful transitions in the chart below apply to learners who were in the Prince Rupert School District in grade 8 and who are now anywhere in the BC public school system, even if they moved away from Prince Rupert. Looking at patterns of transitions for learners helps us learn what percentage are staying in school and successfully moving forward to graduation.

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2017

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2017/18	Grade 8	100	100	100	100	100	100
	Grade 9	98	98	98	100	100	100
	Grade 10	99	100	96	100	100	100
	Grade 11	84	89	81	97	100	94
	Grade 12	84	90	80	100	100	100
2022/23	Completion	73	80	67	100	100	100



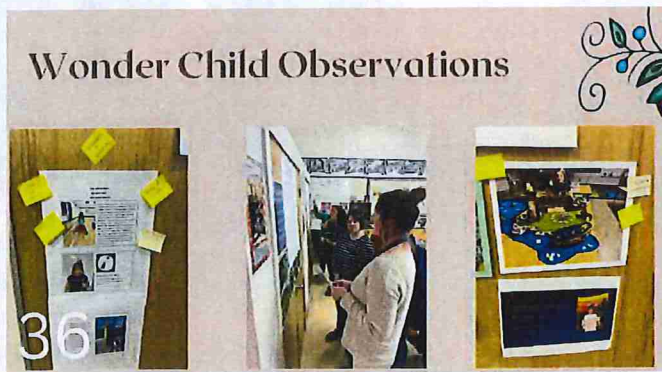
Changing Results for Young Children

Changing Results for Young Children continued with the participation of Kindergarten and Grade 1 educators, Strong Start facilitators and Early Childhood Education providers in our district. This program was facilitated by the Indigenous Education team, and provincial facilitator, Lisa Scherr.

Each year the program continues to flourish as the group learns together through the Early Learning Framework, First Peoples Principles of Learning and Transformative Social Emotional Learning as foundational understandings toward building promising practices for early learners.

Changing Results for Young Children
What Makes the Program a Success?

- Local and Indigenous focused content
- Indigenous pedagogies and current Social Emotional Learning Research
- Strength based
- A great team of educators who want success for their Wonder child
- Learn from each other, meaningful collaboration



School District 52

IMPLEMENTATION DAY OF LEARNING: MENTAL HEALTH AND WELLBEING

**September 22,
2023
9am-12pm**



37





SD52 Indigenous Implementation Day

CELEBRATING OUR JOURNEY:

FOSTERING STRENGTH AND RESILIENCE

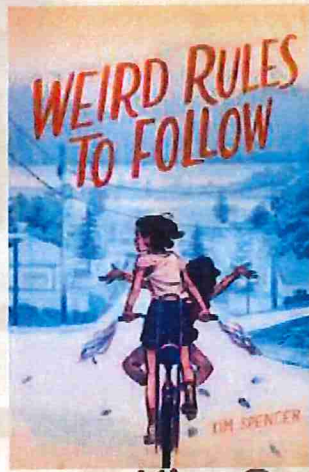
FEBRUARY 16, 2024 | 9AM TO 12PM

The Lester Centre of the Arts

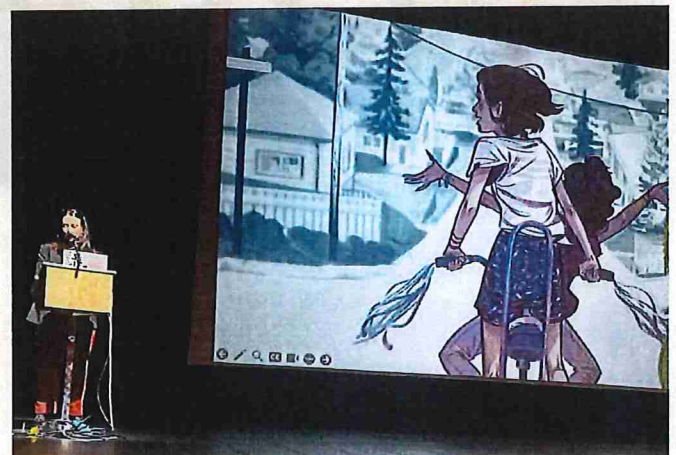
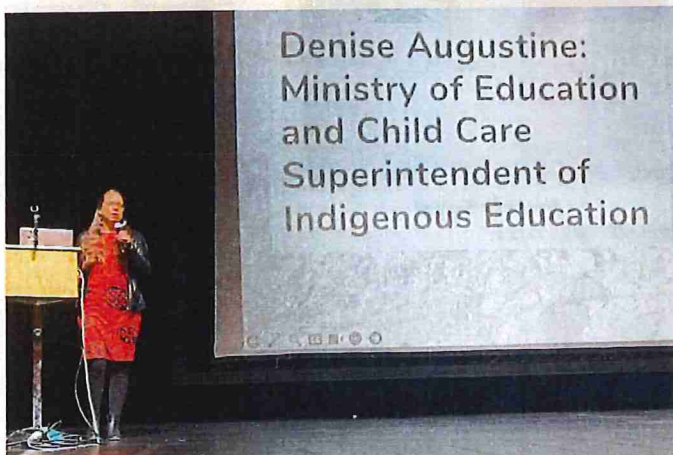
With Guest Speakers:



Denise Augustine:
Ministry of Education
and Child Care
Superintendent of
Indigenous Education



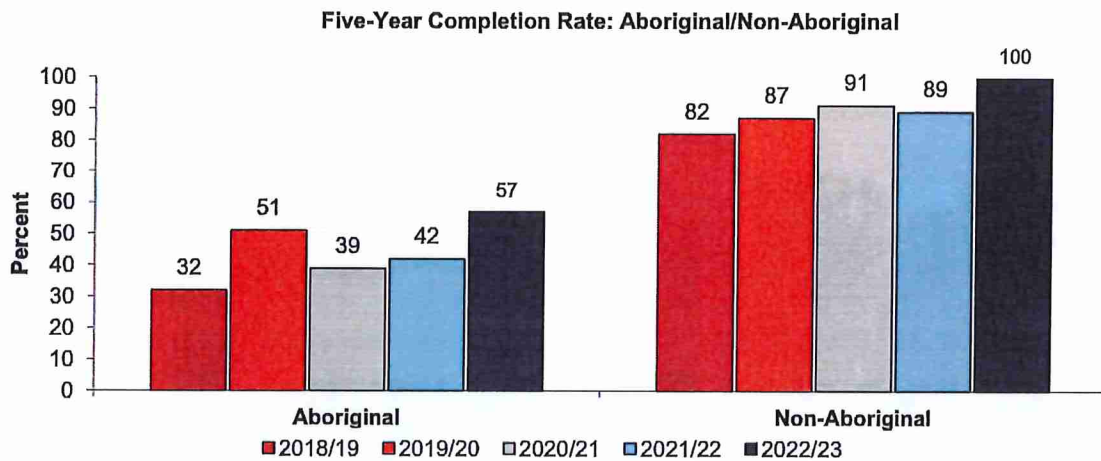
Kim Spencer:
Newly published award
winning author of the youth
novel: "Weird Rules to
Follow"



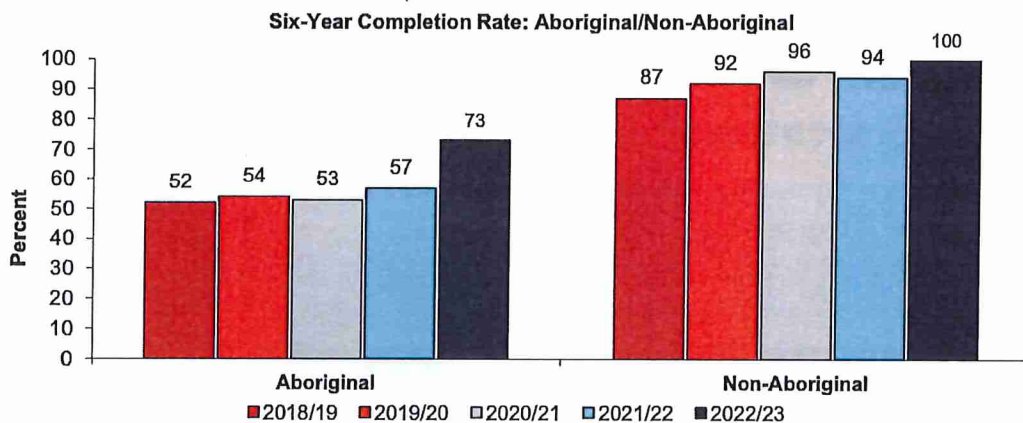
Graduation Rates

- 5 year graduation rates: Students who graduate within 5 years from enrolling in grade 8
- 6 year completion rates: Students who graduate within 6 years from enrolling in grade 8

• FIVE YEAR COMPLETION RATES:



• SIX YEAR COMPLETION RATES:



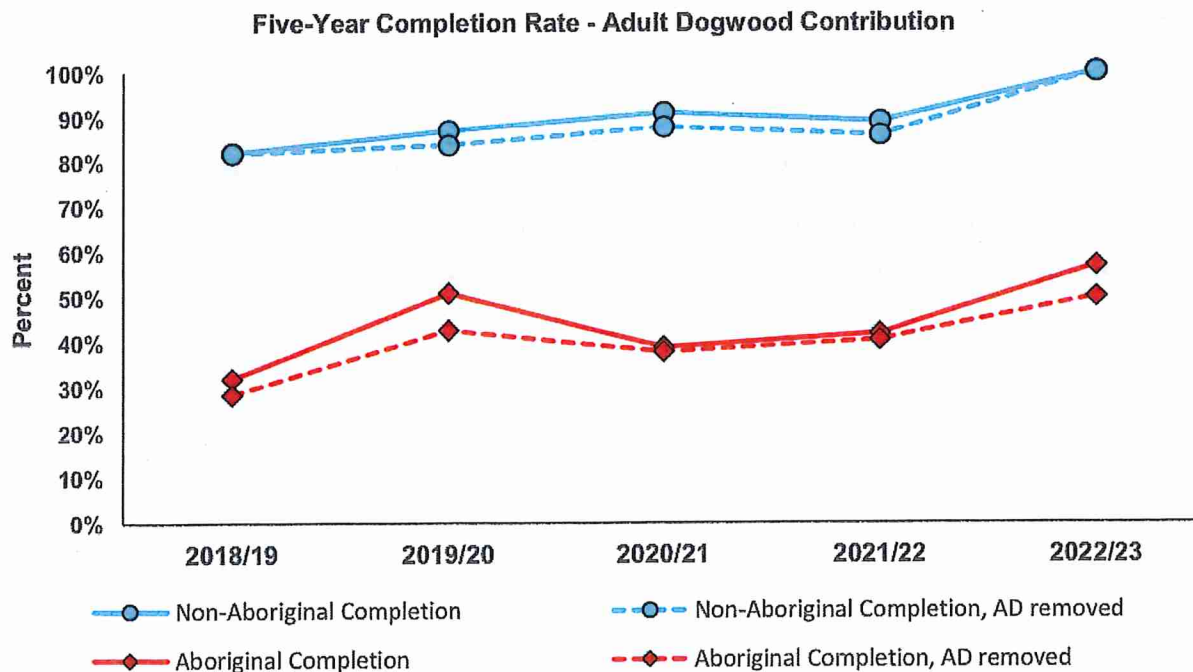
Five Year Completion Rates: Adult Dogwood

The adult dogwood certificate is considered equivalent to the regular dogwood diploma and may be completed by adults who have not yet graduated. However, this program requires less credits and graduates of this program are often required to complete further upgrading before commencing post secondary education.

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

Adult Dogwood recipients are removed from the success count (numerator) only. They are kept in the denominator.

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	32	-3	29	82	0	82
2019/20	51	-8	43	87	-3	84
2020/21	39	-1	38	91	-3	88
2021/22	42	-1	41	89	-3	86
2022/23	57	-7	50	100	0	100

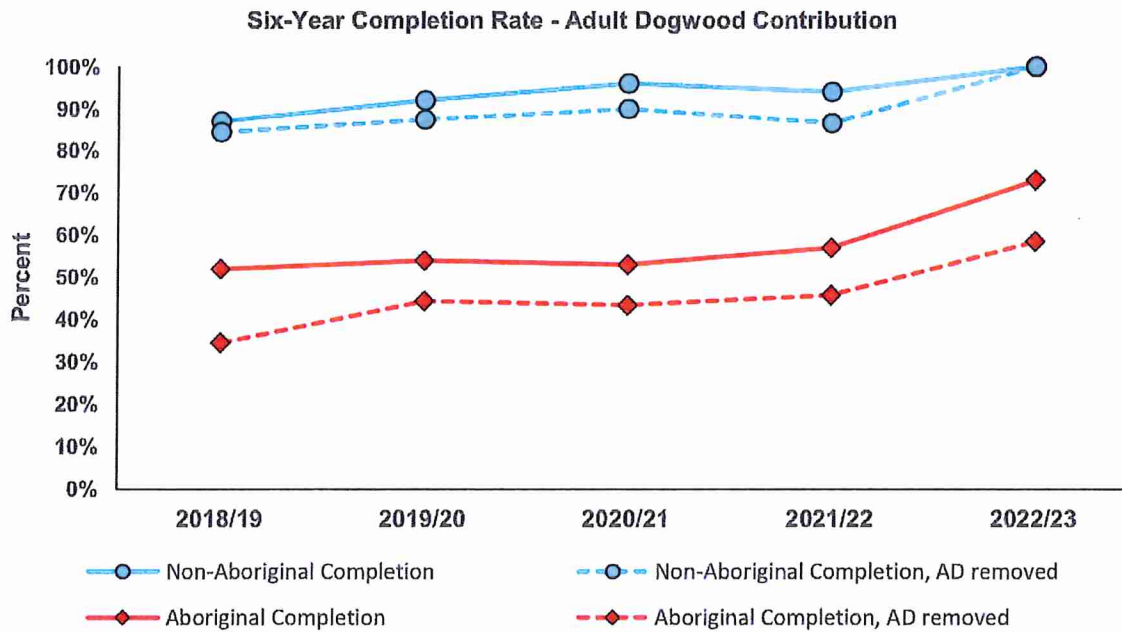


Six Year Completion Rates: Adult Dogwood

SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

Adult Dogwood recipients are removed from the success count (numerator) only. They are kept in the denominator.

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2018/19	52	-17	35	87	-3	84
2019/20	54	-10	44	92	-5	87
2020/21	53	-10	43	96	-6	90
2021/22	57	-11	46	94	-7	87
2022/23	73	-14	59	100	0	100



Type of Graduation Certificate

The school completion certificate ("Evergreen" certificate) was developed in the 2006/07 school year. It was a Ministry response to parents and educators who wanted to better celebrate students. The program is in response to primarily students with special learning needs and Individual Education Plans who had succeeded in meeting the goals of their plan other than graduation.

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2018/19	109	Msk	Msk	77	0	0
2019/20	125	Msk	Msk	66	0	0
2020/21	115	Msk	Msk	67	0	0
2021/22	118	Msk	Msk	65	Msk	Msk
2022/23	89	Msk	Msk	57	Msk	Msk

BC CERTIFICATE OF GRADUATION ("Dogwood")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2018/19	109	48	44	77	66	86
2019/20	125	42	34	66	57	86
2020/21	115	51	44	67	58	87
2021/22	118	43	36	65	55	85
2022/23	89	47	53	57	52	91

Partnerships

Students/Teachers

Administrators, and school staff provide welcoming, enriching, and culturally responsive learning environments for Indigenous and all learners.



The Prince Rupert Board

of Education is actively and enthusiastically engaged in supporting Indigenous learners. Throughout many years, members of the board have become knowledgeable and committed advocates for excellence in education for all learners, with a specific focus on Indigenous learners' outcomes.

Parents and Families

provide a firm foundation for their children, celebrating successes with learners, helping them build confidence to face challenges, and acknowledging the importance of school in the lives of children and youth.



Community, Regional, and National partners support our learners. Through partnerships with businesses, colleges and universities, organizations, and Indigenous communities, we are able to offer many programs that enable our learners to make successful transitions to the adult world.



Supporting our Learners

In SD52 all learners benefit from programs and initiatives that promote cultural relevance and a sense of belonging.

Indigenous Family Resource Workers (IFRW), Indigenous Education Department Counsellors, and members of the Indigenous Education Department provide ongoing guidance and support for learners and families. They advocate for and support students and families to increase parents' and learners' voices and involvement in schools.

Curriculum Specialist Teachers provide ongoing support and enrichment for learners through collaboration, co-teaching, sharing of resources, and development of local curriculum.

Students, teachers, administrators, and school staff support learners through their focus on learning and teaching Indigenous education for all. They take part in ongoing professional development and collaboration so that they can learn from each other and from others outside of the district.

FNESC Resources

Resources by the First Nation Education Steering Committee (FNESC):

- **Indian Residential Schools and Reconciliation**
- **Math First Peoples Gr. 8-9**
- **English First Peoples 10-12**
- **Science First Peoples Elementary and Secondary**
- **BC First Nations Land, Title and Governance (Elementary/Secondary)**
- **Math First Peoples: Elem/Sec**
- **BC First Peoples 12**



Indigenous Education Council

The Indigenous Education Council was established in 1989 and builds on decades of previous work on behalf of Indigenous learners in School District 52 Prince Rupert. The council is committed to:

- Providing Indigenous people an effective voice in determining relevant educational programs and services for learners of Indigenous ancestry.
- Increasing knowledge, awareness, understanding, and appreciation of indigenous peoples, history and culture for all partners and the educational community.
- The respect, trust, and communication that has grown through this collaboration ensures that relevant and responsive programs and services for Indigenous learners are developed, implemented, evaluated in ways that are consistent with the Ministry of Education and Child Care funding policy (targeted funds).



Members of Indigenous Education Council

- Cam Hill, Principal, Hartley Bay Co-chair
- Denise Eshom, Hartley Bay Co-chair
- Roberta Edzerza, District Principal Indigenous Education
- Marla Gamble, PRDTU
- Claude Barton, Nisga'a Representative
- Monica Gamble, Metlakatla Representative
- Louisa Smith, Community Elder
- Ben Spencer, TSLA
- Aja Lihou, Secondary Principal
- Kerri Levelton, Middle School Principal
- Kate Toye, Board of Education Trustee
- Julie "Kāshā" Morris, Coast Mountain College
- Kaarlene Lindsay, Family Counsellor- North Coast Transition Society
- Debra Fabbi, Elementary Principal
- Vince Sampare, Friendship House
- Murray Smith, Kaien Island FH Elder
- Lisa Green, Lax Kw'alaams
- Lach Klan Society Representative
- Urban Haida Society Representative
- Joy Sundin, Prince Rupert & District Metis Society
- Kristi Reece, PR Indigenous Community Services Society
- Ron Nyce, Gitmaxmak'ay Nisga'a
- Andrew Samoil, Superintendent SD52
- Sonny Henry, IFRW
- Stephanie Watkins, SD52 Parent



Indigenous Education Department

The Indigenous Education Department coordinates programs and services for Indigenous learners, using designated and targeted funding from the Ministry of Education and Child Care. The staff works closely with the Indigenous Education Council to develop, implement, and evaluate Indigenous programs and services.

The Members of the Indigenous Education Department in 2023-2024:

Sm'algyax Program Teachers

- Alex Campbell - Fluent speaker/Teacher
- Ben Spencer - Fluent speaker/teacher
- Lorraine Green - Pineridge/Roosevelt
- Laura Leask - Conrad/Lax Kxeen
- Missy Trimble - PRMS
- Kelli Clifton - CHSS
- Rebecca Smith- CHSS
- Stefanie Fisher - Hartley Bay

Sm'algyax Program Support/ TSLA

- Vena Nelson
- Beatrice Robinson
- Ellen Mason
- Alex Campbell
- Ben Spencer
- Dr. Margaret Anderson
- Alayna Russell
- Dr. Debbie Leighton-Stephens
- Tina Demings
- Jeremy Pahl
- Lindsay Reeve
- Roberta Edzerza



Indigenous Education District Counsellors

- Salomon Garcia
- Lauren Movold
- Lonni Bryant

Family Resource Workers

PRMS

- Violet Baker
- Leslie Barton
- Sonny Henry

CHSS

- Kelly Blow

Conrad & Pineridge

- Natasha Brown

Roosevelt

- Sonny Henry

Pacific Coast School

- Natasha Brown
- Kelly Blow

District & Lax Kxeen

- Alayna Russell

Strong Start Programs

- Ann-Marie Helin
Pineridge/Outreach
- Candace Sampson
Lax Kxeen/Conrad

Wap Sigatgyet

- Tina Demings
Program Resource & Indigenous
Education Curriculum Specialist
Teacher
- Cora Parnell
Indigenous Education Curriculum
Specialist Teacher
- Maria Niesh
Indigenous Education Secretary and
District Indigenous Library
Resources
- Lucy Trimble
Wilwilaaysk (Family) Wellness
Worker
- Lori Burger
District Vice Principal of Indigenous
Education, Equity and Excellence
- Roberta Edzerza
District Indigenous Education
Principal

Coach Mentors

- Coretta O'Brien
- Billy Nelson
- Gage Ladouceur

Food Sovereignty Mentor:

- Christina Leighton



Professional Learning Offered By The Indigenous Education Department

Our department provides a variety of professional learning opportunities for all educators, parents and community throughout the year.

- ▶ Sm'alg̱ax Language Community (online dictionary, Sm'alg̱ax language app, First Voices resources, Sm'alg̱ax for SD52 and Beyond)
- ▶ Staff meetings (Indigenous Education updates, introduction to authentic resources, cultural learning)
- ▶ Workshops for Professional Development: Pro-D days, Indigenous book studies, and resource sharing
- ▶ Offering Pro-D workshops connected to Indigenous content locally, regionally, and provincially
- ▶ Open Houses (educators, community, families)
- ▶ Conferences (Indigenous Family Resource Workers, School District, regional networks, provincial), NOIE
- ▶ Language Revitalization Presentations (local, regional, provincial, national, international)



Professional Development 2023-2024

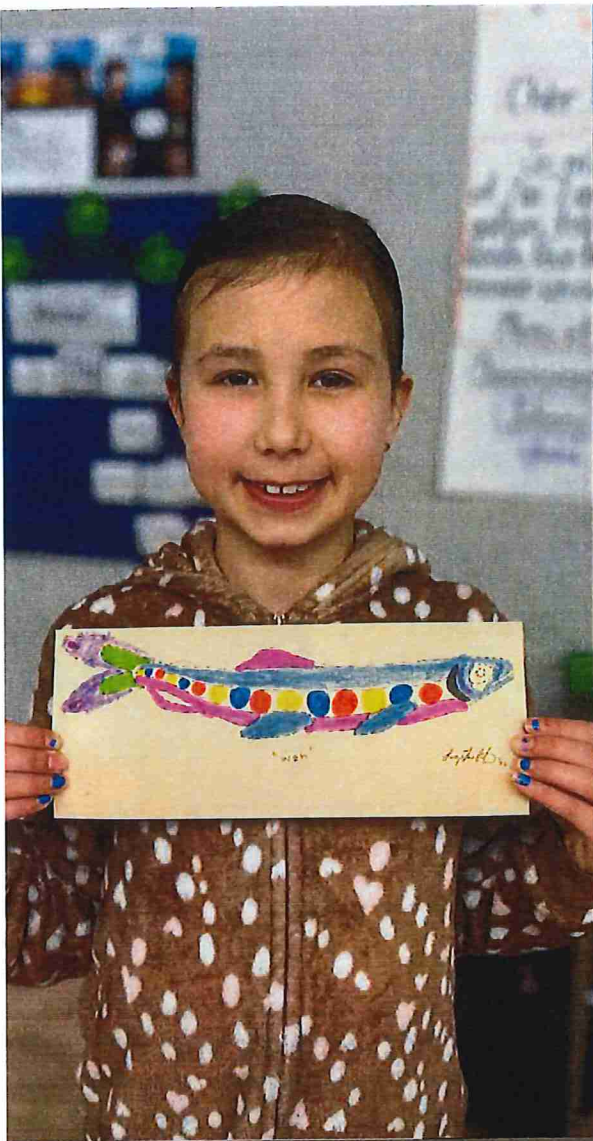
- New and Uncertified Teacher Learning sessions
- District Truth and Reconciliation Walk at CHSS
- FNEC Conference: Harvesting and Seasonal Rounds Presentation
- Implementation Day: Mental Health and Well Being
- Implementation Day: Fostering Strength and Resilience
- Book Study: Indigenous Writes by Chelsea Vowel
- Teaching Indigenous Focused Courses Authentically
- Cultural Trolley Tour and Resource Exploration
- Indigenous Focused Course Group Learning Sessions



Future Directions

Successful graduation has its roots in children's early learning experiences. All learning – from early learning through Grade 12 – will continue to be the focus of the Indigenous Education Council. Indigenous education is a shared responsibility and commitment to work together to improve educational success for Indigenous students. We will continue to celebrate with momentum! We will:

- Create district equity goals which are specific, focused and actionable with a timeline
- Amplify Indigenous youth voices in establishing goals and directions
- Support mental health and wellness by emphasizing land based teachings.
- Continue Language Revitalization through documenting, recording and archiving our many resources.
- Continue to build Sm'algyax fluency and proficiency for our language team.
- Continue to develop and provide enhanced curriculum in Sm'algyax language.
- Continue to focus on "First Peoples Principles of Learning" and connections to assessment
- Cultivating inviting school environments that encourage students to attend school regularly and on time so that they can best benefit from instruction.
- Provide inclusive instruction for all learners.
- Improve transition rates throughout school and into post-secondary school years.
- Emphasize inquiry-based learning and collaboration.
- Continue to respond to the TRCs Calls to Action for Reconciliation in education #62 and #63.





© 2024 SD52 Indigenous Education Department

APPENDIX 6

FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL) CONTINUOUS IMPROVEMENT TIMELINE



Framework for Enhancing Student Learning Timeline 2024 - 2025

SEPT

- Board Meeting- Sept 24
- Staff Meeting- Sept 3
- PVP Meeting - Sept 23
- New School Year
- Sept 30 1701 Count
- School Plans/AESL Report
- New Employee Orientation- Sept 10
- Uncertified Teacher Training- Sept 25,26,27
- School Based Team Meetings- Weekly

- Indigenous Education Council Meeting- Oct 4
- Local Education Agreement Meetings - are set up
- Board Meeting- Oct 15
- School Based Team Meetings- Weekly

OCT

- PVP Meeting- Oct 29
- PAC / DPAC Meeting

NOV

- PAC / DPAC Meetings
- Board Meeting- Nov 19
- PVP Meeting- Nov 26
- Grade 10/12 Literacy and Numeracy Graduation Assessment
- Small Framework for Enhancing Student Learning Meeting
- School Based Team Meetings- Weekly
- Staff / Department Meetings

- Elementary/Middle School Report Cards
- Completion Rate/Transitions/ Enrollment Data for 2023-2024 posted by MECC
- Aboriginal How are We Doing Report released
- School Based Team Meetings- Weekly

DEC

- Board Meeting- Dec 17
- Staff /Department Meetings

JAN

- PAC/DPAC Meeting
- Board Meeting - Jan 24
- PVP Meeting - Jan 28
- End Semester 1, Secondary Report Cards
- Grade 4/7 Foundation Skills Assessment
- Grade 10/12 Literacy & Numeracy Assessments
- School Based Team Meetings- Weekly
- Staff / Department Meetings

FEB

- Board Meeting - Feb 18
- PVP Meeting - Feb 25
- School Based Team Meetings- Weekly
- Staff / Department Meetings

- Student Learning Surveys start
- Class Size & Composition Report MECC
- Enrolment Forecast MECC
- Indigenous Education Council Meeting
- FESL Survey

MAR

- Board Meeting - Mar 11

- Elementary / Middle School Report Cards
- Large Framework Committee Meeting - TBD
- School Based Team Meetings- Weekly
- Staff / Department Meetings

APR

- Student Learning Survey Ends
- Grade 10/12 Literacy & Numeracy Assessment
- School Based Team Meetings- Weekly
- Staff / Department Meetings

- Board Meeting - Apr 15
- PVP Meeting - Apr 29
- PAC / DPAC Meetings

- Board Meeting - May 20
- PVP Meeting - May 27
- PAC / DPAC Meetings

- Literacy Assessment Data collected for Kindergarten & Grade 3
- Indigenous Education Council Meeting - TBD
- School Based Team Meetings - Weekly
- Staff / Department Meetings

MAY

- Report Cards - Elementary / Middle ? Secondary
- June 26, 2025 Last Day of School
- FESL Data available to SD from MECC (for AESL Report)
- School Based Team Meetings- Weekly
- Staff / Department Meetings

- Board Meeting - Jun 17
- PVP Meeting - Jun 24
- PAC / DPAC Meetings

JUN

- PVP Meeting - TBD
- School Plans Due- July 4

- Student Learning Survey Data released by MECC
- Graduation Data uploaded to MECC - July 10
- Graduation Diplomas to Secondary Schools - July 31

JUL AUG

APPENDIX 7

DISTRICT REFLECTION

FOR IMPROVEMENT

SPRING 2024

APPENDIX 7

District Reflection for Improvement

School District 52, Prince Rupert SPRING 2024

In order to improve our Annual Enhancing Student Learning Report, the Senior Leadership Team has engaged in a FESL Community of Practice. The team is using this assessment to guide improvement and collect local data that provides evidence for continuous improvement.

Focus Area 1: District Approach to Continuous Improvement

The district has a continuous improvement approach in place that reviews, analyzes, and interprets data and evidence to identify and implement operational adjustments and adaptations in an ongoing process. This cycle ensures a focus on improving learning outcomes for all students.

Evidence

How does your district address each of the following?

> The Small and Large Framework for Enhancing Student Learning Groups meet annually to view data, measure how it aligns with strategic priorities and consider next steps. We have been looking at the following data:

> FSAs for Grades 4 and 7, Grade 10 Numeracy Assessment Data, Grade 10 and 12 Literacy Assessment Data, 5 and 6-year Completion Rates for the Dogwood and Adult Dogwood Diplomas, and Student Learning Survey Data from the Ministry. We also use the *School District 52 Data Report* and the How Are We Doing Reports for further data for Indigenous and Inclusive Education. The Ministry provides a list of students who are at risk of not completing school each year. We align this list with the students our school teams are concerned.

> The district also collects FESL Survey data, Kindergarten Alphabetic Code Data (Core Phonics Survey), we are starting to collect district wide Grade 3 Reading Assessment Data (Core Phonics Survey, MAZE and San Diego Quick). Equity Action Plans, MDI, EDI, and the McCreary Adolescent Health Survey are also shared with the Framework groups and school teams.

> Our monitoring process has been to view the data related to our priorities, assess how the strategies we have put in place are working, then revise and rework the plan. The Enhancing Student Learning Report and the School Improvement Plans are part of the monitoring process. We review these documents annually to see where we were and revise to move to where we want to go next.

>Working and learning sessions connected to Equity occur with all of the Principals and Vice Principals to support the monitoring process. This work is supported by the District Annual Growth Report and the How are we doing report from the Ministry.

>Schools are collecting data at the school level which is provided by Equity and Literacy teams. The School Plans share what is working and what the next steps should be for improvement. They use the list of Secondary School students we are concerned about. The schools use the Equity in Action Rubric to guide the work.

Are there any of the following that your district does not currently address?

- We must do more to look at data for Children and Youth in Care and for students with diverse abilities and disabilities. This is an area for growth. School teams should identify CYIC and students with diverse abilities and disabilities for their School Based Student Success and Equity Meetings.
- An area we want to look further into is the correlation between attendance and success.
- We want to include more student input and student voice in the data we are collecting. We have collected a lot of student voice during our Transitions Inquiries that needs to be acknowledged and collated.
- The NOIIE Transitions Data has greatly influenced change at both the Middle and Secondary Schools in the District.

Indicate Proficiency

Overall, where would you place your district’s data and evidence review processes on the proficiency scale? Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows that continuous improvement processes need to be developed, refined, and/or implemented.	Evidence shows use of selected continuous improvement components.	Evidence shows continuous improvement clearly embedded into processes to consistently monitor and adjust practices.

Focus Area 2: Data and Evidence Review

The district has cycles in place for reviewing, analyzing, and interpreting classroom, school, district, and provincial data and evidence. These cycles exist to illuminate new or existing inequities in student learning outcomes, to determine emerging areas of need, and to assess district progress. The results of these review cycles inform the district's planning.

Evidence

- Data is shared, reviewed, and analysed at the Senior Leadership Level, with the Board, with Principals and Vice Principals, with staff in schools, with the Counselling Team, with the Learning Services Team, the Indigenous Education Council and with the Framework for Enhancing Learning Committee which is comprised of the Unions, the DPAC, students, Principals and Vice Principals, and the Board.
- The district uses disaggregated data where available for Indigenous students, children and youth in care and students with disabilities and diverse abilities. The district considers multiple points of data which include Ministry, District, School and Classroom Data for Indigenous students, children and youth in care and students with disabilities and diverse abilities. For example, our local reading assessment data will be disaggregated this year. (See Appendix 1) We see that we can improve this area.
- Equity teams in our schools help to identify gaps and inequities of outcomes for students. These findings inform next steps, and new strategies at the district and at the school level.

Indicate Proficiency

Overall, where would you place your district's data and evidence review processes on the proficiency scale? Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows that the district engages in limited data and evidence review, and processes for data and evidence reviews need to be developed, refined, and/or implemented.	Evidence shows several components of comprehensive data and evidence review processes.	Evidence shows there are clearly embedded and comprehensive data and evidence review processes in place.

Focus Area 3: Ongoing Engagement (Qualitative Evidence)

The district has an effective ongoing, strategic engagement process in place, with a priority on collaborating with local First Nation(s) and engaging with Indigenous communities and other education partners. The engagement process consistently informs the district's Strategic Plan and drives continuous improvement of student learning.

Evidence

- >The District has Local Education Agreements in place with Metlakatla and Hartley Bay (Gitga’at). During Covid we were not able to visit the communities due to restrictions.
- >Building a new Middle School is helping us strengthen relationships with First Nations Communities through consultation. Also, community projects such as Head Start and the District Daycare Project are building and strengthening relationships.
- >We are working on improving meaningful engagement with Indigenous parents and students by having more school family events that connect to the pillars of Equity in Action.
- >The District collaborated with the community, parents, students and other districts to create an Accessibility Plan. Engagement with families is ongoing and cyclical. These meetings include School Based Team Meetings, and Meetings with Community Partners.
- >Student Voice Advisory Group was formed at Charles Hays Secondary School 2 years ago. We have also started the Young Matriarchs student advocacy group.
- >We use what we hear from our Stakeholders and Rightsholders at Indigenous Education Council Meetings, District Parent Advisory and School Parent Advisory meetings, and students to inform next steps along with the evidence collected from the data.
- >We want to look at ways to check in to ensure alignment for student improvement.

Indicate Proficiency

Overall, where would you place your district’s ongoing engagement processes on the proficiency scale? Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows ongoing, broad, and meaningful engagement processes need to be developed, refined, and/or implemented.	Evidence shows some components of ongoing, broad, and meaningful engagement processes in place.	Evidence shows there are embedded ongoing, broad, and meaningful engagement processes in place.

Focus Area 4: Alignment and Adaptations

The district has processes in place to annually review and revise its operational plans to align with the student learning priorities identified in the Strategic Plan, to build district coherence, and to support the implementation of strategic plan strategies.

Evidence

Plans and processes currently in place:

- o District Strategic Plan and Equity Action Plans
- o Annual District Growth Plan/Report (Indigenous Education and SD 52)

- *Operational plans (i.e., IT plans, HR plans, financial plan)* These are in the works.
- School plans with equity plans embedded
- Indigenous Education Councils (IECs)
- Local Education Agreements (LEAs), with Hartley Bay and Metlakatla
- Budget development processes with the Board of Education
- Board work plans ...in the works.
- Individual growth plans for Principals and District Leaders

Alignment:

The district aligns individual school plans to support the educational objectives from the district strategic plan (vertical alignment).

The district aligns operational plans (i.e., financial, human resources, information technology, engagement, communications, and long-range facilities plans) to support the implementation of new, adapted, or continued strategies (horizontal alignment).

The district alignment takes into consideration feedback received through consultation with Indigenous Education Councils, School PACs and Student Advisories.

The district strives to align all plans with Local Education Agreements and Equity Action Plans.

The district ensures that each plan functions to contribute to the common goal of continuously improving equity of student learning outcomes for all students with an additional focus on Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

We are working on creating formal publications of our financial, human resources, technology and operations plans which align to the objectives and strategies of the Strategic Plan. The Board will create a Board Working Plan.

Indicate Proficiency

Overall, where would you place your district’s alignment processes on the proficiency scale? Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows vertical and horizontal alignment and adaptation processes need to be developed, refined, and/or implemented.	Evidence shows several components of vertical alignment and adaptation processes in place.	Evidence shows clear vertical and horizontal alignment and adaptation processes.

Focus Area 5: Improving Equity of Learning Outcomes

The district has specific, targeted strategies in place to support learning for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

Focus Area 5.1: Focus on Indigenous Students

Evidence

- > Targeted strategies include the employment of Indigenous Resource Workers, Indigenous Coach Mentors, an Equity Mentor, Food Sovereignty Mentor and Wilwilaaysk Wellness (Indigenous Social Worker) to support Indigenous students.
- > Student and family feedback is recorded in the District Annual Growth Plan highlighting the impacts of the Coach Mentor roles in Middle and Secondary Schools.
- > An Indigenous NOIE Transitions Inquiry continues at the Middle and High School with a focus on students feeling welcomed to the High School through a Transition Feast in June. The Feast is enacting UNDRIP and DRIPA and students are taking this work on as youth leaders.
- > A cohort of students at Charles Hays Secondary is focused on supporting academics with adaptations for Indigenous Ways of Knowing throughout a number of courses in a cross curricular model connected to universal design for learning.
- > We are committed to providing two Implementation Days each year for all staff. These events showcase high quality Indigenous focused learning. Every Professional Development Day features local Ts'msyen Indigenous learning.
- > Staff attended the Train the trainer sessions for Indigenous Courses with FNEESC and are working to train those teachers teaching the Indigenous focused courses with a variety of supports.
- > A next step would be to privilege Indigenous Knowledges or learning in an assessment model that will be reflected in reporting. The September 19, 2024 Implementation Day is focused on Assessment and how to incorporate Indigenous Ways of Knowing as a lens on assessment.
- > Other next steps include ensuring educators understand the importance of high expectations and building relationships for Indigenous students.

Indicate Proficiency

Overall, where would you place your district's processes for improving equity of learning outcomes for Indigenous students on the proficiency scale? Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows limited focus on Indigenous students and targeted strategies to improve	Evidence shows some focus on Indigenous students and some strategies are in place to further	Evidence shows a clear focus and attention on Indigenous students.

equity of learning outcomes need to be developed, refined, and/or implemented.	improve equity of learning outcomes.	
--	--------------------------------------	--

Focus Area 5.2: Focus on Children and Youth in Care

Evidence

>One of the means to track children and youth in care is for a counsellor at each school to complete an annual report. School support teams meet weekly to identify students who are having difficulties with attendance, academics and mental health.

>We are short outside agency support in our community and sometimes have difficulty understanding which children and youth are in care and who they are living with. Schools work to keep on top of this information but it can be challenging.

>We are curious what other districts are doing to track and support children and youth in care.

Next steps for our district is to request that students track Children and Youth in Care more purposefully.

Indicate Proficiency

Overall, where would you place your district's processes for equity of student learning outcomes for children and youth in care on the proficiency scale? Please indicate below:

Emerging X	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows limited focus on children and youth in care and targeted strategies to improve equity of learning outcomes need to be developed, refined, and/or implemented.	Evidence shows some focus on children and youth in care and some strategies are in place to further improve equity of learning outcomes.	Evidence shows a clear focus and attention on children and youth in care.

Focus Area 5.3: Focus on Students with Disabilities or Diverse Abilities

Evidence

>The Learning Services Department has a collaborative team approach among teachers, specialists and related service providers to develop individualized support for students with diverse abilities and disabilities. The School Based Team includes the parents and/or guardians of the students.

>The Learning Services Department supports the implementation of inclusive education practices to ensure students with diverse abilities or diverse abilities are included in our general education settings to the maximum extent possible.

>We use informed decision-making to identify disparities in learning outcomes for students with disabilities and monitor progress towards closing achievement gaps.

- >We actively involve families and community/provincial organizations in the implementation of programs to support our students with disabilities.
- >School and district teams look at the data to determine where adjustments and new strategies need to be implemented.
- >Ongoing professional development opportunities are provided to educators regarding inclusion.
- >We have a lot of data for students with designations but we are not doing the best job to collate for purposes of tracking improvement in student achievement. This is an area for improvement.

Indicate Proficiency

Overall, where would you place your district’s processes for improving equity of learning outcomes for students with disabilities or diverse abilities on the proficiency scale? Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows limited focus on students with disabilities or diverse abilities and targeted strategies to improve equity of learning outcomes need to be developed, refined, and/or implemented.	Evidence shows some focus on students with disabilities or diverse abilities and some strategies are in place to further improve equity of learning outcomes.	Evidence shows a clear focus and attention on students with disabilities or diverse abilities.

Our team met in a community of practice and shared this reflection. The work has started to make shifts in our practice to improve equity of learning outcomes. Our Equity in Action Plan for 2023-2024 also reflects the work we are doing and next steps.

APPENDIX 8

ABORIGINAL COUNCIL PARTNERSHIP AGREEMENT



Prince Rupert School District No. 52 Aboriginal Education Council
ABORIGINAL EDUCATION COUNCIL PARTNERSHIP AGREEMENT
NOVEMBER 30, 2010



WAYI WAH

Mission Statement

Our partnership is a shared responsibility dedicated to creating a community which values, respects and appreciates Aboriginal languages, cultures, histories, knowledge, skills and people as integral to the education system and life-long learning process.

PREAMBLE

Aboriginal People are integral to the social and cultural fabric of Canada. Educational opportunities and success for Aboriginal learners are of vital concern for all education stakeholders.

In February 1999 the Provincial Education Partners signed a Memorandum of Understanding stating, "We the undersigned acknowledge that Aboriginal learners are not experiencing school success in British Columbia. We state our intention to work together within the mandates of our respective organizations to improve school success for Aboriginal learners in British Columbia." This agreement was signed by the Ministry of Education, the Department of Indian Affairs and Northern Development, the B.C. Teachers Federation, the B.C. College of Teachers, the B.C. School Trustees Association, the B.C. Principals and Vice-Principals Association, the Chief's Action Committee and the First Nations Schools Association. Aboriginal Education is a priority for all School District 52 education partners.

To increase educational opportunities and academic achievement for Aboriginal learners, on October 29, 2001 the Education Partners of School District 52 agreed to enter into a Partnership Agreement aimed at improving academic success for Aboriginal learners. The Performance Goals of the Partnership Agreement were monitored through an Annual Report from 2002-2007.

Since 2007 a community consultation process has occurred among partners to consider the mission, goals and indicators for Aboriginal Education over the next five years. This renewed Partnership Agreement reflects the mutual respect and responsibility of all those involved in educating Aboriginal children and youth in the school district.

PRINCIPLES

1. We, the undersigned of this Partnership Agreement, confirm our commitment to improve the life opportunities of all Aboriginal learners in Prince Rupert School District No. 52.
2. We recognize the need for a long-term, sustained commitment to improve the education and school success of Aboriginal learners by providing engaging, relevant curriculum.
3. We will respect Aboriginal cultures, histories and languages, including the tradition of respecting the primacy of the culture and language of the First Nation within its traditional territory.
4. We commit to working in partnership in an open, flexible, respectful and transparent manner.
5. We agree to work individually and collectively within the mandates of our respective organizations to improve the performance of Aboriginal learners as outlined in the Partnership Agreement.

6. An Aboriginal Education Report will be published and shared annually to monitor the Performance Goals over the subsequent years.
7. We collectively commit to reviewing the Aboriginal Education Partnership Agreement on an annual basis.

PERFORMANCE GOALS

1. Increase Aboriginal learners' knowledge of Aboriginal language, culture and history.
2. Increase Aboriginal learners' achievement in reading and writing.
3. Increase Aboriginal learners' achievement in mathematics.
4. Increase Aboriginal learners' successful transitions, school completion rates and graduation rates.

PERFORMANCE INDICATORS

- | | |
|---|--|
| 1. Kindergarten Assessment | 8. Grade to Grade Transitions |
| 2. Reading Literature | 9. Graduation Rates and School Completion Rates |
| 3. Reading for Understanding. | 10. Sm'algyax Language: Enrollment and Achievement |
| 4. Writing: Grades 4 and 7 | 11. Principles of Mathematics 11: Enrollment and Achievement |
| 5. English 12: Enrollment and Achievement | |
| 6. Mathematics: Grades 4 and 7 | |
| 7. Attendance: K -12 | |

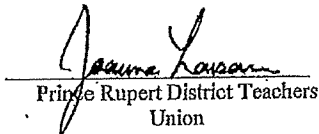
Aboriginal Education Council acknowledges that some data is a snapshot on a particular day. This data provides additional information to inform what supports Aboriginal students need. Aboriginal Education Council commits to exploring other performance indicators that will provide data that will inform how Aboriginal students are achieving in our district.

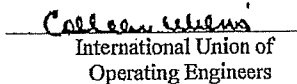
CULTURALLY RESPONSIVE PROGRAMS

The Aboriginal Education Council develops and implements a range of programs that support the mission and goals of the Partnership Agreement and that increase—

- the success and strength of Aboriginal learners,
- the engagement of families in their children's education and
- greater community understanding of Aboriginal culture and history.

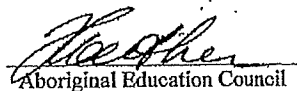

Board of Education

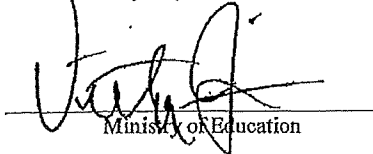

Prince Rupert District Teachers
Union

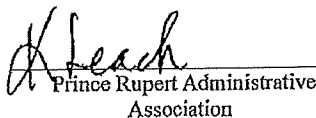

International Union of
Operating Engineers

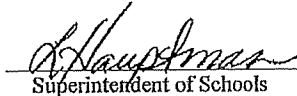

Hartley Bay First Nation


Metlakatla First Nation


Aboriginal Education Council


Ministry of Education


Prince Rupert Administrative
Association


Superintendent of Schools

APPENDIX 9

GITGA'AT LOCAL EDUCATION AGREEMENT



"WAYI WAH"
(The Time Is Right)

LOCAL EDUCATION
SERVICES AGREEMENT

between the

GITGA'AT FIRST NATION

and the

BOARD OF EDUCATION
School District No. 52.
Prince Rupert, B.C.

July 1, 2021
to
June 30, 2026

**LOCAL EDUCATION SERVICES AGREEMENT
BETWEEN THE
GITGA'AT FIRST NATION
AND THE
BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 52 (PRINCE RUPERT)**

PREAMBLE

The philosophy, mission statement and goals of the Council in the context of education, are indicated in APPENDIX A.

The Board endeavors to attain the goals and maintain the attributes of the public school system. As well, it recognizes the duties, rights, and responsibilities of the major stakeholders in the system.

In recent years the Council has provided a number of services linked to educating the children, youth and adults of the village. These services have included nursery school instruction; a gymnasium; and rental accommodation for Teachers.

The AGREEMENT that follows assumes a continuation of these services, on the part of the Council. In addition, it refers to the need for supplementary agreements regarding recreation facilities and rental accommodation for Teachers. New activities, on the part of the Council, are also indicated. These activities mainly deal with supporting and working with Parents.

The Board has, since 1976, provided a number of services to the Students of Hartley Bay. These services currently include delivery of the public school curriculum from Kindergarten to Grade 12 and, since 1995, the opportunity for an Adult Graduation Program; provision of special education services; Ts'msyen language (Sm'algyax) and culture program; curricular and extra-curricular activities; career counseling and work experience opportunities; recommending the purchase of new equipment for the School; replacement of old equipment; care and maintenance of School equipment; supply and supervision of Teachers, Principals and some other workers; and the support of district staff.

The AGREEMENT that follows assumes a continuation of these services on the part of the School District, contingent upon the level of services contracted. Where new activities are indicated, they will require funding above that regularly made available in recent years. Hence, they will require "additional" funding.

AGREEMENT

PART I – DEFINITIONS

- "*Band*" means a band as defined in the Indian Act (Canada).
- "*Board*" means
 - (a) the Board of Education of School District No. 52 (Prince Rupert), and
 - (b) in the context of this agreement may include any person designated by the board to act for or on its behalf with respect to any provision of this agreement.

- *"Council"* means
 - (a) the Gitga'at First Nation, and
 - (b) in the context of this agreement may include any person designated by the council to act for or on their behalf with respect to any provision of this agreement.
- *"Educational Program"* means an organized set of learning activities that is designed to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society, and a prosperous and sustainable economy.
- *"Indian"* means an Indian as defined in the Indian Act (Canada).
- *"Nominal Roll"* means the record, established by the Council and the Board, as of September 30th of each school year, of the number of Students from Hartley Bay enrolled with the Board.
- *"Parent"* means, in respect of a Student of the Hartley Bay School.
 - (a) the guardian of the Student,
 - (b) the person legally entitled to custody of the Student, or
 - (c) the person who usually has the care and control of the Student.
- *"Principal"* means a person who is employed by the Board as a District Principal, a Principal or a Vice Principal who is responsible for the Hartley Bay School.
- *"School"* means
 - (a) a body of students that is organized as a unit for educational purposes under the supervision of a Principal,
 - (b) the Teachers and other staff members associated with the unit, and
 - (c) the facilities associated with the unit.
- *"School Age"* means the age between the date on which a person is permitted to enrol in an Educational Program provided by the Board and the end of the School Year in which the person attains the age of 19 years.
- *"School Year"* means the period commencing on July 1 and ending on the following June 30.
- *"Student"* means an on-reserve status person enrolled in an Educational Program at Hartley Bay School.
- *"Teacher"* means a person holding a certificate of qualification or letter of permission, who is employed by the Board to provide an Educational Program to students in a school, but does not include a person appointed as a Principal.
- *"Teacher Equivalents"* means the number of full time equivalent (FTE) Teachers or portion thereof.
- *"Trustee"* means a member of the Board of Education of School District No. 52 (Prince Rupert).
- *"Tuition Fees"* means fees paid for instruction.

PART II – INTELLECTUAL DEVELOPMENT

- A. Primary, Intermediate and Graduation Programs
 1. The Board shall make available, in the Hartley Bay School, Educational Programs at the primary (Kindergarten to grade 3), intermediate (grades 4 to 9) and graduation (grades 10 to 12) levels.
- B. Adult Graduation Program
 1. at the Board's discretion, the Board shall make available, subject to funding and where numbers warrant, a program leading to an Adult Graduation Certificate; "*Adult Dogwood*".
- C. Special Education
 1. The Board shall endeavour to keep Students in regular Educational Programs.
 2. The Board shall ensure that there is a screening system in the School that assists Teachers and Parents in developing Educational Programs for Students with special needs.
- D. Parent Involvement
 1. The Council shall promote parental involvement.
 2. The Board shall endeavour to assist Parents in establishing and maintaining a healthy and supporting environment for intellectual development.

PART III – HUMAN AND SOCIAL DEVELOPMENT

- A. Early Child Care and Education
 1. The Council shall assist parents and would-be parents by providing pre-natal and early child care and education programs.
 2. The Council may make available Indigenous Head Start services to all children in the village who are of appropriate age.
 3. The Board shall make available to the nursery school, on a regular basis, the consultative services of the Principal.
 4. The Council shall make available an early learning program in the village, which will take a Ts'msyen Culture and language focus.
 5. The School staff will work with the First Nations Schools Association (FNSEA) to implement various programs made available through that organization.
- B. Trade and Skill Development
 1. The Council and Board shall work together to obtain funding for trade and skill development programs for older youth and adults.
 2. The Board, subject to funding and the support of a qualified instructor and an accredited institution being available, shall develop Intro to Trades and Pre-Apprenticeship programs for older youth and adults.
 3. The Council and the Board will provide opportunities for older youth and adults to complete courses through distance education and/or computer based learning leading to an adult dogwood diploma.
- C. Physical and Health Education
 1. The Council shall make available to the School a well-maintained gymnasium and playing field facilities, and required equipment items.

2. The Council shall endeavour to provide health support services at a level similar to what is provided in the off-reserve schools of the Board.

D. Language and Cultural Program

1. The Indigenous Education Council and the Board shall work together to follow the current Ministry of Education's principles and guidelines with reference to Indigenous Education Targeted Funding.
2. The Indigenous Education Council and the Board shall work together to maintain a comprehensive Sm'algyax Ts'msyen culture curriculum at the primary, intermediate and graduation levels.
3. The Board shall work together with the Ts'msyen Sm'algyax Authority, established by the Ts'msyen people, to develop strategies to enable Ts'msyen Students to develop Sm'algyax literacy.
4. The Board, in consultation with the Council, will continue to provide a Sm'algyax Ts'msyen culture curriculum from Kindergarten to grade 12.
5. The Board shall produce and/or facilitate the production of humanities, science, fine arts, and practical arts curriculum units based upon local Ts'msyen history, tradition, and contemporary affairs.
6. The Board, in producing these curriculum materials, shall base them as much as possible on authentic adaawx (legends), oral histories, and culture of Ts'msyen people.
7. The Council shall encourage Band members to support the Board in its attempts to produce the best possible curriculum materials that reflect the culture and history of the Gitga'at Nation and address reconciliation in a local context.
8. The Council and the Board, subject to funding being available, shall work together to provide Sm'algyax language and culture activities for all Students to take place at traditional food gathering sites, such as Kiel, within Gitga'ata territories and at cultural and ceremonial events within or beyond Gitga'at territories.
9. The Council shall promote and support Sm'algyax learning in the community, as Sm'algyax fluency is not possible through the Sm'algyax curriculum program alone.

E. Student Activities

1. The Board shall promote the participation of Students in curricular field trips and extracurricular activities.
2. The Board, subject to financing being available, shall provide opportunities for curricular and extracurricular travel outside the village.
3. The Board, subject to financing being available, shall provide School visits by resource persons, as performing artists and role models.

F. Parental Involvement

1. The Council shall promote Parent involvement and shall encourage Parent participation on special committees and in volunteering time as assistants, chaperones, and fund raisers.
2. The Board shall endeavour to assist Parents in establishing and maintaining a healthy and supporting environment for human and social development and shall provide opportunities, along with guidelines, for Parent participation in School activities.
3. The Council, when necessary and subject to funding being available, shall provide the services of a family support worker assigned to work in the village on behalf of Students.

4. The Council shall, in consultation with the Principal and the Board (through the District Principal, Indigenous Education), establish the duties of the family support worker while working with the School.

PART IV – CAREER EDUCATION OF STUDENTS

A. Preparation of Students

1. The Board shall provide career counselling services in the last two years of the intermediate program (grades 8 and 9) and in the graduation program (grades 10 to 12).
2. The Board shall provide units of coursework that focus upon skills training, maritime careers and employment opportunities in alignment with student's interests and Gitga'at cultural values.
3. The Council shall provide community skills training, maritime careers training and work experience opportunities within the village, for example through the Gitga'at Guardian program.
4. The Board, subject to additional funding being available for transportation and the availability of appropriate placement locations, shall provide community (work) experience opportunities in Prince Rupert.

B. Parent/Community Involvement

1. The Council shall promote Parent involvement.
2. The Board shall endeavour to assist Parents in establishing and maintaining a healthy and supporting environment for career development.
3. The Board and the Council shall work together to ensure that Parents and elders are encouraged to participate in various programs that support early learning, traditional culture and Sm'algyax language.
4. The Board and Council shall work together to promote a healthy lifestyle with an emphasis on traditional food harvesting and preparation.

PART V – ACCESS TO SCHOOL

A. Access and Entry to an Educational Program

1. The Board, for the life of this agreement and subject to A.5 below, shall accept for enrolment in an Educational Program in the School, those persons who are of School Age and are residents of the village. (School Act: 2 and 3)
2. The Board, notwithstanding Part V, Section A.1 and in accordance with Part III, Section B above, shall consider for enrolment in an appropriate Educational Program those older youth and adults seeking to improve their level of education, subject to any adult student providing a clean criminal record check.
3. The Council shall, in consultation with Parents, encourage all eligible persons to participate in an Educational Program provided by the Board until attaining the age of 16 years. (School Act: 3(1) (b))
4. The Principal is responsible for placing and programming Students in the School. (School Regulation: 5(7)(b))
5. The Board may refuse to offer an Educational Program to a Student 16 years of age or older where that Student:
 - (a) Has refused to comply with the Board's district code of conduct and/or the School's rules.
 - (b) Has failed to apply himself or herself to his or her studies. (School Act: 85(3))

6. The Board, as directed by School Regulation, shall offer a minimum number of hours of instruction and a minimum number of days of instruction in the School in each School Year. (School Calendar Regulation: 314/2012)
7. The Board shall maintain an appeal procedure. (School Act: 11)

B. Suspension from Attendance

1. The Board shall, through policy and regulation, authorize the terms and conditions of Student discipline and suspension from attendance. The Council and Board acknowledge the authority of the Principal in establishing School rules and determining suspensions in accordance with Board Policy and the School Act and Regulations.

PART VI – RELEVANCE OF SCHOOLING

A. Students Staying in School or Dropping Out

1. The Board shall seek the support of the Council, Parents, and Students in effectively developing and implementing strategies intended to improve the rate of retention of Students and reduce the withdrawal rate.

B. Students Demonstrating Commitment

1. The Board shall seek the support of the Council, Parents, and Students in effectively developing and implementing strategies that are intended to improve Student attendance and punctuality rates. With this objective in mind the Council will, in conjunction with the family support worker, consider the implementation of a transportation service within the village, and breakfast and lunch programs.
2. The Board shall seek the support of the Council, Parents, and Students in effectively developing and implementing strategies intended to increase Student interest and activity in reading.
3. The Board shall seek the support of the Council, Parents, and Students in effectively developing and implementing strategies intended to assist Students in establishing and maintaining personal education goals.

C. Students Graduating

1. The Board shall seek the support of the Council, Parents, and Students in effectively developing and implementing strategies intended to improve the graduation rate of Students and the rate of eligibility for entry into post-secondary institutions and trades training centres.

PART VII – EQUITY OF OPPORTUNITY

A. Equity of Resources

1. The Board shall identify those resources considered essential to fairly provide Students with intellectual, human and social, and career educational opportunities.
2. The Council, as determined in PART IX (C), shall provide the funding required for obtaining and maintaining these essential resources.

PART VIII – QUALITY OF FACILITIES, PERSONNEL, PARENT INVOLVEMENT, AND SUPPORT

A. Quality of Physical Resources

1. The Board shall, for the life of the agreement, identify required new equipment and possible repairs to existing equipment, and shall make the necessary purchases and repairs.
2. The Council shall maintain enrollment projections for the School and shall, upon this basis, work together with the Board in planning changes in building space.
3. The Board shall, upon the basis of instructional and supervisory needs, work together with the Council in planning changes in building space.
4. The Council shall be responsible for School building care and maintenance of a routine nature to the level of service contracted.
5. The Council shall provide good quality, furnished rental accommodation for all Teachers and the Principal assigned to the School, and will enter into a rental agreement with the Teachers and Principal assigned to the School.

B. Quality of Teaching

1. All personnel matters relating to Teachers are subject to the provisions of the collective agreement with the Prince Rupert District Teachers' Union.
2. The Board shall be responsible for determining the number of Teacher Equivalents to be assigned to the School through each School Year and in doing so shall consider the special needs of the Students.
3. Subject to Part VIII, Section B.1, the Board shall administer the procedure for recruiting Teachers, as described in APPENDIX B, and in doing so shall endeavour to provide the Council with information about prospective candidates and ensure that prospective candidates are well informed about living in the village.
4. The Board shall be responsible for the appointment of Teachers.
5. The Board shall be responsible for determining specific assignments, along with the payment, supervision, evaluation, transfer, and dismissal of Teachers.
6. The Board shall provide orientation activities for Teachers new to the district.
7. The Council shall provide orientation activities for Teachers new to the village.
8. Orientation by Council shall include community expectations regarding conduct as outlined in the Council bylaws.
9. The Council and the Board shall endeavour to provide incentives intended to attract and keep Teachers in the village for a longer term.
10. The Board shall provide appropriate in-service opportunities for Teachers.
11. The Board shall be responsible for providing training for certified teachers teaching on call and uncertified replacement Teachers.

C. Quality of Other Workers

1. All personnel matters relating to other unionized workers are subject to the provisions of the collective agreement with the International Union of Operating Engineers, Local 882-B.
2. The Board shall be responsible for determining the number of other workers to be employed in the School and the nature of their specific assignments.
3. The Board shall be responsible for the recruitment and appointment of other workers.
4. The Board shall be responsible for the payment, supervision, evaluation, and dismissal of other workers.

5. The Board shall be responsible for providing whatever initial training is required by other workers it has employed and shall provide appropriate in-service opportunities for them.
6. The Council agrees that all personnel working in the School must pass a "criminal records check."

D. Quality of School Principal(s)

1. The Board shall be responsible for determining the number of Principal(s) assigned to the School.
2. The Board, in consultation with the Council, shall determine the desirable qualifications to be advertised and emphasized during the process of recruiting a new Principal.
3. The Council shall designate a representative to be involved in the screening and short-listing of applications when a new Principal is being recruited, and this representative shall be provided with a list of those applicants. The listing will identify those applicants known to be of Indigenous ancestry.
4. The Board shall establish the details of the final stages of the selection of a Principal and shall have a designated member of the Council participate in the interviews of short listed candidates.
5. The Board shall be responsible for the appointment of Principal(s).
6. The terms and conditions of the contract between members of the Prince Rupert Principals' Association and the Board must be recognized.
7. The Board shall be responsible for the payment, supervision, evaluation, transfer and dismissal of Principal(s).
8. The Board shall provide an opportunity for the Council's designated representative to have input, through an interview with the evaluator, during the process of a Principal being formally evaluated.
9. The Board shall provide opportunities for the Council's designated representative to indicate concerns regarding the performance of a Principal.
10. The Board shall be responsible for providing whatever initial training is required by Principal(s) and shall provide appropriate in service opportunities for them.

E. Quality of Parent Involvement

1. The Board shall provide frequent opportunities for Parents to visit the School and to participate in programs designed to assist them in trying to improve the intellectual, human, social, and career educational opportunities of their children and the children of others.
2. The Council shall promote activities designed to build closer relationships between the School and Parents.

F. Support Provided by Teachers and Principal(s) Serving the Whole District

1. The Board, subject to personnel being employed, shall provide the services of the following as required: Speech/Language Specialist; Teacher of the Deaf and Hard of Hearing; English Second Language/English Language Development Teacher; consultants for career education; Teacher of Information Technology; Indigenous Program Resource Teacher; Early Learning Program Coordinator; District Principal Indigenous Education; District Principal, Learner Support Services; and Director of Instruction.

- G. Support Provided by Other Staff Serving the Whole District
 - 1. The Board shall provide the services of the following personnel as the need arises: Superintendent of Schools; Secretary-Treasurer; Director of Finance; Director of Operations; Director of Human Resources; and administrative and non-teaching support staff based in the District Office and Resource Centre.
- H. Support Provided by Council Officers
 - 1. The Council shall provide the services of their personnel as the need arises.

PART IX – ACCOUNTABILITY OF BOARD AND COUNCIL

- A. Parent Advisory Council
 - 1. The Board, upon receipt of an application, shall establish a Parent Advisory Council (PAC) for the School that may advise the Board and the Principal and staff of the School respecting any matter relating to the School. (School Act: 8)
- B. Reporting to the School, Parents, Community, Council, and Board
 - 1. The Board shall prepare an Indigenous Education Partnership Agreement Annual Report respecting the general effectiveness of educational programs in the district, and shall make this report available to Parents of Students and to the public.
 - 2. The Principal shall, subject to receipt of Parent approval for any information which may identify their Student, provide by March 31st of each year a progress report to the Council, which shall summarize data for the previous School Year regarding:
 - (a) enrollment
 - (b) professional and support staff
 - (c) language and culture program(s)
 - (d) curricular and extra-curricular field activities
 - (e) community (work) experience
 - (f) student suspensions
 - (g) student retention rates
 - (h) student withdrawal rate
 - (i) student attendance and punctuality rates
 - (j) special education services.
 - 3. The Board shall, following the completion of an external assessment of the Board, share with the Council those conclusions that relate to the general operation of the School and report on the School improvement plan.
 - 4. The Council, in the context of this agreement, shall provide by December 31st of each year a progress report to the Board which shall summarize data for the previous School Year regarding:
 - (a) promotion of Parent involvement in the education of their children
 - (b) pre-natal and early child care and education programs
 - (c) support services provided to the School
 - (d) community (work) experience
 - (e) rental accommodation
 - (f) activities intended to make Teachers feel welcome in the village
 - (g) support of Council officers.
 - 5. The Board shall provide financial reports to the Council as follows:
 - (a) at the fall meeting, or by October 31 if no meeting is held, a summary of expenditures for the previous school year; and
 - (b) at the February meeting, or by February 28 if no meeting is held, a summary of expenditures to December 31 of the previous year.

(c) The format for the financial reports is set out in Appendix C.

C. Tuition Fees

1. The Council shall be responsible for any and all costs incurred by the Board resulting from the failure to pay Tuition Fees. This shall include interest on all amounts outstanding in excess of 30 days at the prime rate of interest charged by Northern Savings Credit Union plus 2%.
2. Services and resources requiring additional cost shall only be added upon written approval of the Council.
3. The Board and the Council agree that during the term of this agreement, they will look to implement cost savings and operational efficiencies in the provision of services and resources.
4. Any surplus at the end of a fiscal year (as a result of paid Tuition Fee exceeding the expenditures by the Board under this agreement) shall be transferred by the Board to a dedicated account. These funds will accrue interest rate at the rate of interest earned by the Board on its cash deposits.
5. The Board will carry forward the balance of this dedicated account (if any) on July 1, 2021, representing the surplus balance at the end of the Local Education Services Agreement from July 1, 2016 to June 30, 2021
6. Funds accumulated in the dedicated account (including interest earned on such funds) may only be used for purposes consistent with this agreement and shall only be used upon written approval of the Council. The Council will consult with the Board on the use of these funds at the Joint Standing Committee meetings scheduled as per Section D.2 below.
7. The Council and the Board agree that the amount held by the Board in the dedicated account should not normally exceed \$50,000.

D. Monitoring the Agreement

1. The Board shall name three persons, and the Council three persons, to sit on a Joint Standing Committee to monitor the implementation of this agreement, and to suggest any changes or improvements that may include reference to the following:
 - (a) Determining whether the agreement adequately serves the needs of the Board and Council.
 - (b) Considering modifications to the agreement that would expand the role of the Council and community in the provision of educational services.
 - (c) Considering the adequacy of the agreement in the context of the Council's stated philosophy, mission statement, and goals for education, as stated in APPENDIX A.
 - (d) Making recommendations respecting the form and content of the agreement for future years.
 - (e) Developing and maintaining a process for accountability.
2. The Joint Standing Committee shall meet at the request of either the Board or the Council. A fall meeting will be planned in Hartley Bay and a February meeting will be planned in Prince Rupert.
3. The Joint Standing Committee may request participation of third party agencies, such as the Department of Indian and Northern Affairs or the Ministry of Education, in its meetings.
4. The Joint Standing Committee shall ensure that nothing in this agreement contravenes either the School Act or the Indian Act and any associated Regulations. In case of any conflict between this agreement and these Acts and any associated Regulations, these Acts and Regulations shall prevail.

E. Term of this Agreement

1. The term of agreement is from July 1, 2021 to June 30, 2026.
2. The parties to this agreement may, by mutual consent, make changes to the agreement through the period of its term.
3. The parties to this agreement may, by mutual consent, terminate this agreement.
4. Any party to this agreement may, with respect to their involvement, terminate the agreement by giving at least five (5) months advance notice in writing, prior to June 30th, to be effective at the end of a School Year.
5. The Board may terminate this agreement for failure on the part of the Council to pay Tuition Fees.

PART X – TUITION FEES

A. First Year

1. For the School Year, 2021-2026 the Hartley Bay Village Council agrees to pay \$825,000. The Board's obligation is to provide services at the agreed upon limit, unless the Council approves additional cost in writing as set out in Part IX, Section C.2.
2. This fee is based on a staffing level of one Principal, 4.5 full-time teachers and 2.5 support staff.

B. Subsequent years

1. The Tuition Fee payable in accordance with Part X, Section A will be adjusted in subsequent years of this agreement to reflect inflationary increases to the Board's costs. These increases will include, but not be limited to, changes arising from the negotiation and implementation of collective agreements; inflationary increases on supplies, contracts and benefits; and movement of individual employees on their pay scales.
2. The Tuition Fee payable will also increase to reflect any changes in service levels, as set out in Part IX, Section C.2.

C. Payment Schedule

1. The Council will pay the Board the Tuition Fees owing on a monthly basis, with 10% of the total paid on or before the end of each month from September to June.

PART XI – CONFIRMATION OF AGREEMENT

A. Advisement

1. The Council advises that it accepts this agreement upon the understanding that it does not prejudice its quest for Indigenous rights.

B. Signature of Officers

SIGNED, WITNESSED AND DELIVERED ON THE 19 DAY OF Nov, 2021.

ON BEHALF OF:

THE GITGA'AT FIRST NATION



CHIEF COUNCILLOR




EDUCATION PORTFOLIO HOLDER



SIGNATURE OF WITNESS

SIGNED AND SEALED ON BEHALF OF:

**THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 52 (PRINCE RUPERT)**



BOARD CHAIR



SUPERINTENDENT



SIGNATURE OF WITNESS

APPENDIX A

PHILOSOPHY, MISSION STATEMENT, AND GOALS FOR EDUCATION

GITGA'AT FIRST NATION

Philosophy

We strongly believe that cultural awareness provides self-esteem and the confidence in our ability to take control of our lives. Self-reliance will also re-establish our dignity and pride as well as change the stereotype images held by the dominant society.

Mission Statement

1. Consultation with parents and parental/community involvement in developing or revising the school's mission statement and philosophy and participation in educational decisions must be improved so that the community's views are reflected in the educational programs being offered to students.
2. To increase the supply of culturally relevant teaching materials, the Gitga'at First Nation, School District No. 52 and the Ministry of Education must seek to provide funding for the continued development of the Ts'msyen Sm'algyax language and culture program.

Goals

- Increase the relevance and responsiveness of the school system to learners;
- Increase awareness of Indigenous culture among all students and teaching staff;
- Ensure that children retain and preserve their linguistic and cultural heritage; and
- Ensure parity of achievement for students in the public school system.

APPENDIX B

PROCEDURES FOR RECRUITING TEACHERS

1. The Council will advise the Principal of whom their designated representative, and alternate, will be in this procedure.
2. The Principal will determine the nature of the position to be filled.
3. The Principal will advise the Council's designated representative or alternate, in writing, of the nature of the position to be filled. The representative will participate, along with the Principal and the Director, Human Resources, in the screening of applications, which will normally take place at the Board Office.
4. Applications selected for screening will include all of those submitted by persons known to be of Indigenous ancestry and having suitable qualifications.
5. Upon the establishment of a short list of one or more candidates the Director, Human Resources will make the first contact, by phone, to determine availability, interest, and suitability for the position.
6. Providing the candidate is still a contender for the position, the Principal will make contact and inform the candidate of the culture and physical location of the village. The Principal shall get information from the candidate that will assist in selection of a candidate who will best serve the educational needs of students and concerns shared by the Council.
7. Providing the candidate is still a contender the Director, Human Resources will engage in reference checking, the details of which will be confidential.
8. At the conclusion of reference checking the Principal will share, in general terms, the result with the Council's designated representative.
9. The Principal will discuss his/her nominee for the position with the Council's designated representative.
10.
 - (a) The Principal will seek the agreement of the designated representative, or alternate, before making an offer to the candidate.
 - (b) The Principal will involve the Superintendent and the Director, Human Resources in any of the above steps; and, as is common practice, will seek the approval of one of the above before making an offer to the candidate.
11. The Council's designated representative or alternate shall be informed of this process well ahead of time so the representative will be readily available. If the Council's designated representative or alternate is not available through any of the above steps, it is understood that the Principal will proceed.

APPENDIX C
FINANCIAL REPORTING TEMPLATE

SALARIES

- Teachers
- Principal
- Support Staff
- Substitutes

BENEFITS

SUPPLIES & SERVICES

- Instruction
- School-Based Administration
- Operations & Maintenance

TOTAL OPERATING EXPENDITURES

SHARE OF COMMON COSTS*

PROVINCIAL GOVERNMENT SHARE

TOTAL FOR THE YEAR

APPENDIX 10

METLAKATLA LOCAL EDUCATION AGREEMENT



Local Education Agreement



THIS AGREEMENT (the "Agreement") made and entered into this 8th day of April, 2024 shall be effective from the 1st day of March, 2024 until March 1, 2026.

BETWEEN:

Maxłaxaala GOVERNING COUNCIL

(herein called "Metlakatla")

AND:

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO.52 (PRINCE RUPERT)

(herein called the "Board")

WHEREAS

- A. On July 1st 2018, the Province of British Columbia, the Government of Canada and the First Nations Education Steering Committee entered into the BC Tripartite Education Agreement ("BCTEA"), agreeing to network together to make systemic shifts to support successful educational outcomes of all First Nation Students, regardless of where they live or are enrolled in school in British Columbia, through the provision of high quality and culturally relevant elementary and secondary educational programs and services, and support by funding that is responsive to the unique needs of First Nation Students and communities; and

AND WHEREAS

- B. The parties to the BCTEA recognize Local Education Agreements (LEA) as an integral part of the delivery of education services to First Nation students attending BC schools, as they are an important mechanism for building relationships between First Nation Communities and boards of education and schools to support improved First Nation student outcomes; and

AND WHEREAS

- C. Through membership on the Indigenous Education Council (IEC), Metlakatla and the Board intend to provide educational programs and other educational services for Metlakatla Students resident within the School District which are appropriate to their cultural and linguistic heritage and a continuing source of satisfaction and pride for Metlakatla and for the School District; and

AND WHEREAS

- D. The Board has the authority, under section 86(3) of the School Act, to enter into agreements with Metlakatla, a Band as defined in the federal Indian Act, RSC, c1-5, with respect to the education of Metlakatla Students; and

AND WHEREAS

- E. The Metlakatla First Nation, pursuant to its inherent jurisdiction over educational matters:
- a. has the authority and responsibility for the education of Metlakatla Students, and
 - b. desires to ensure its students all have access to, and receive, quality education that is respectful and reflective of their unique culture and history, and
 - c. has the authority to enter into agreements with the Board with respect to the education of Metlakatla Students,

THEREFORE the parties agree as follows:

1.0 PURPOSE

- 1.1 This Agreement confirms the mutual commitment of the Parties, and acknowledges the important role of schools, to build a positive, effective, collaborative and constructive relationship to improve Metlakatla Students' educational outcomes and achieve high levels of Metlakatla Student Success, graduation and transition to post-secondary education and training, or employment;
- 1.2 This Agreement sets out the roles and responsibilities of the Parties and school(s) to meet the purposes and objectives of this Agreement, consistent with the BCTEA; and
- 1.3 This Agreement serves as a core shared accountability mechanism for both the Metlakatla First Nation and the Board regarding the education of Metlakatla Students in the School District.

2.0 Interpretation

- 2.1 For the purpose of this agreement, the following definitions shall apply:
- a) **"Additional Funding"** means funding other than Tuition Fees.
 - b) **"AEPA"** means the Aboriginal Education Partnership Agreement.
 - c) **"Board"** means the Board of Education of School District No. 52 (Prince Rupert) and those individuals designated by the Board to fulfill the duties laid out in this Agreement, unless in context a clause refers specifically to the Board of Education. In accordance with Section 65(1) of the *School Act*, the legal name of the board is: "The Board of Education of School District No. 52 (Prince Rupert)".
 - d) **"District Funding Allocation"** means the funds received by the Board from the Province of British Columbia for the education of students in the School District in accordance with the *School Act*.

- e) **“Early School Leaver”** refers to any student leaving school, by their choice or the choice of the school, prior to the completion of Grade 12.
- f) **“Educational Program”** means an organized set of learning activities that in the opinion of:
- i. the Board, in the case of the learning activities provided by the Board; or
 - ii. the Minister, in the case of learning activities in a provincial school,
- iii. is designed to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.
- g) **“First Nation”** means an Indian Band as defined in the Indian Act (Canada).
- h) **“First Nation Student”** means a student who has self-identified as being of Indigenous ancestry and who is
- i. of school age as defined in the School Act, or
 - ii. an adult learner in attendance in an educational program recognized by the Board, the Ministry of Education, and a First Nation.
- i) **“Framework for Enhancing Student Learning”** means a public statement of commitment by a Board of Education to improve success for each student in the district as required by Ministry Policy.
- j) **“IEC”** means the Indigenous Education Council of School District No. 52 (Prince Rupert) and employees of the Indigenous Education Department of the Board, unless in context a clause refers specifically to the IEC.
- k) **“LEA” or “Agreement”** means this Local Education Agreement.
- l) **“Metlakatla”** means the governing council of the Metlaktla Band and those individuals designated by Metlakatla to fulfill the duties laid out in this Agreement, unless in context a clause refers specifically to the governing council.
- m) **“Metlakatla Educational Program”** means an organized set of learning activities that, in the opinion of Metlakatla and the Board, is designed to enable First Nation students to develop their individual potential and acquire the knowledge, skills, and attitudes needed to achieve a quality academic and culturally relevant education.
- n) **“Metlakatla Student”** means a First Nation Student who is a member of, or who is affiliated and associated with, Metlakatla, who resides in Metlakatla, BC and who is enrolled in a school operated by the Board.

- o) "Ministry" means the Ministry of Education.
- p) "Nominal Roll" means the list of those First Nation Students that are enrolled in a Board school and are residing in Metlakatla, BC. as of September 30 of the school year.
- q) "School District" means the area constituted under the School Act as School District No. 52 (Prince Rupert).
- r) "School Year" means a 12-month period commencing on July 1st and ending on June 30th of the following calendar year
- s) "Targeted Indigenous Education Funding" means the funding provided by the Ministry to the Board to provide culturally-appropriate educational programs and services to support the success of Indigenous students. Provincial policy guidelines state that the programs and services provided through this funding "must be in addition to any other program and service which an Indigenous student is eligible".
- t) "TSLA" means the Ts'msyen Sm'algyax Language Authority.
- u) "Tuition Fees" means the amount of funding (as determined by the Ministry of Education, for the current school year) provided to the Board by Metlakatla for students on the Nominal Roll who are attending Board schools. Tuition fees are to be used by the Board to provide the educational programs and educational services which support Metlakatla Students.
- v) "TRC": means the Truth and Reconciliation Commission.
- w) "MOECC": means the Ministry of Education and Child Care.
- x) "MGC": means the Metlakatla Governing Council.
- y) "SOC": means the policy called School of Choice in the School Act.
- z) "FNESC": refers to the First Nations Education Steering Committee of BC
- aa) "BCTEA": refers to the British Columbia Tripartite Education Agreement

3.0 GUIDING PRINCIPLES

3.1 The parties will be guided by the following principles:

First Nations Central Role in First Nations Education

- a) Indigenous families and communities have the right to retain shared responsibility for the upbringing, training, education and well-being of their children. Consistent with the rights of the

child, Indigenous peoples have the right to establish and control their educational systems and education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. Metlakatla will work with the IEC and the TSLA in the development of appropriate education systems and language instruction.]

Metlakatla affirms that Metlakatla Students have an Indigenous right to education that reflects Ts'msyen language, culture and tradition.

- b) First Nations in British Columbia have control of, and decision-making responsibility for, First Nations Education.

Metlakatla affirms its rights to influence the relevance and quality of education wanted for Metlakatla Students.

Metlakatla supports the Board's and the Ministry of Education's recognitions that the success of Metlakatla Students is a major priority.

- c) First Nations have a central role in education of their students, regardless of where they attend school.

Metlakatla agrees that maximum educational opportunities and benefits for Metlakatla Students can be achieved through regular and ongoing consultation and agreement between Metlakatla and the Board.

First Nation Students Access to Quality Education

- d) Metlakatla Students, at all levels of education, must have access to educational opportunities that:

- i. Ensure that they are confident in their self-identity, their families, their communities, and traditional values, language and culture; and that are reflective of the Teacher Regulation Branch Standard 9. (See appendix)

Metlakatla agrees that the linguistic and cultural differences that exist between Metlakatla Students and non-First Nation students may require enhanced curriculum, cross-cultural instruction and understanding to enable Metlakatla Students to succeed in a public school.

- ii. Give them the skills they need to thrive in contemporary society, including 21st century technological skills;
- iii. Prepare them to access any opportunities they choose for higher learning, employment and life choices.

The Board reaffirms that its policies, regulations, practices, the district Framework for Enhancing Student Learning, school growth plans and the Aboriginal Education Partnership Agreement shall identify means to promote success for Indigenous students in connection with the DRIPA Action Plan. (See appendix)

Reconciliation & Collaboration in First Nation Education

- e) First Nations Education in British Columbia is highly complex, engaging federal, provincial and First Nation authorities, roles and responsibilities and, therefore, require collaboration and cooperation to ensure that all Metlakatla Students are supported to achieve successful education outcomes.

The Board agrees to assist Metlakatla students to develop a strong identity, healthy self-esteem and pride in family, community and culture.

Metlakatla agrees that there is a shared responsibility for students between parent(s)/guardians, family, community, school, Metlakatla and the Board.

The Board is committed to Indigenous Education, which included academic, social, cultural, linguistic, emotional, and physical learning.

All parties to this agreement reaffirm their commitment to collaborate to promote effective parent/guardian involvement and student success.

- f) The gap in educational outcomes between Indigenous Students and non-Indigenous students is a persisting legacy of colonialism, and concerted efforts and proactive measures are required to eliminate this gap and contribute to reconciliation in education. The elimination of these gaps will require addressing of the “racism of low expectations” as outlined in the Auditor General’s Report (2015). (See appendix link)
- g) The parties have a shared interest and priority in supporting excellence in Metlakatla First Nation’s education including supporting Metlakatla Students to fulfil their educational potential by having access to and receiving quality education that is respectful and reflective of their unique culture and history.
- h) Strong, effective and inclusive educational systems provide a fundamental opportunity for building relationships and advancing reconciliation between the Crown and Metlakatla First Nation, as expressed in the TRC’S Calls to Action and the UN Declaration on the Rights of Indigenous Peoples.
- i) Quality Indigenous education includes standards, programs, services, school supports and investments that provide appropriate tools and resources aimed at achieving successful Metlakatla Student Outcomes and achievements, while addressing their unique needs.
- j) Curriculum, materials and resources will meaningfully reflect Ts’msyen culture, values, language and traditions, as approved and determined by the Metlakatla or is designate through the IEC.
- k) LEA’s are an important mechanism to facilitate relationship building, from negotiation through to ongoing implementation.

To support and promote the active participation of Metlakatla in the Board’s public budget process, including review of the proposed budget with the IEC.

- l) The standards set by United Nations Declaration on the Rights of Indigenous Peoples apply to Indigenous Education.
- m) The Truth and Reconciliation Commission's Calls to Action sets out a framework for reconciliation, including with regard to Indigenous education that must inform the relationships and collaboration between First Nations, the Province and Boards of Education.
- n) Metlakatla Students have a right to feel safe at school, including safety from racism (students & staff), indifference, bias, marginalization, bullying and stereotyping.

Both parties to this LEA reaffirm their commitment to providing a safe, caring and orderly learning environment for all students.

- o) LEA's are more than a mere financial transaction and serve as a core shared accountability mechanism for both Metlakatla First Nation and the Board regarding Metlakatla First Nation's education in the district's schools.
- p) Timely and relevant data is required to inform decision-making to support Metlakatla Students.

4.0 RESPONSIBILITIES & COMMITMENTS

4.1 The Board agrees to:

- a) Ensure that Metlakatla Students have equitable access to educational programs in the School District, including Indigenous language instruction, and to continue to strive towards high levels of Metlakatla Student success in educational programs.
- b) Approve educational resource materials that promote an understanding of and appreciation for the history, language and culture of the Ts'msyen people, including required curriculum on the residential school experience.

To work together to increase understanding and appreciation of Indigenous culture among all students, staff and parents/guardians, and to provide for the integration of Ts'msyen culture, values and information about the Ts'msyen people in appropriate curriculum areas.

- c) Promote the offering of, and enrollment in English First Peoples 10,11,12, BC First Peoples 12 and Contemporary Indigenous studies 12, or any successor courses for all students. List courses, including English First People and Locally developed Board/Authority Authorized courses, in the course handbook and adhere to the Ministry Of Education and Child Care mandate for an Indigenous focused course requirement for graduation for all students.

The Board agrees to provide Metlakatla Students quality and culturally relevant programs to improve academic success in accordance with the School Act, Regulations and Orders, and consistent with the terms of this LEA.

- d) The Minister's mandate is to develop new Indigenous history curriculum, maintain full-courses in Indigenous languages and to implement the educational Calls to Action from the Truth and Reconciliation Commission, which includes taking the necessary steps for program development, teacher training, professional development and appropriate consultation with Indigenous communities and Indigenous language learning educators and experts. The Board will promote the offering of and enrollment in these courses.
- e) Support principals and teachers in effectively delivering educational programs referred to in sections 3.1(b) (c) and (d);
- f) Ensure schools support Metlakatla Students to participate in extracurricular and sports activities, subject to available transportation funding;
- g)

Ensure teachers provide information to parents/guardians regarding their child's educational program (e.g. course selection process, reporting periods, report cards, as required by the School Act);

On a regular basis (generally aligned with school reporting periods) and subject to parent/guardian consent, the Board agrees to provide the Metlakatla Director of Education with data on student achievement and attendance for planning and decision-making.

- h) Communicate details of this Agreement, including its purpose, objectives and principles, with school personnel, in particular principals and teachers;
- i) Give direction to principals and teachers regarding the implementation of this Agreement, as appropriate;
- j) Spend Targeted Indigenous Education Funding on Indigenous Education Programs and Services identified through the direct involvement of Indigenous communities, through the IEC, working with the Board to support the success of Indigenous students;
- k) Subject to receiving designated funding from the Ministry of Education, pay Metlakatla for the provision of ferry and bus services;
- l) Recognize Metlakatla Students may miss school on days that it is not safe for the ferry to transport students (due to weather, mechanical breakdown, or other factors), and support the education of those students as is reasonably possible; and
- m) Recognize the rights of Metlakatla Students to forgo schools on days of cultural importance, such as Metlakatla Day, May 28 and Indigenous Peoples Day, June 21.
- n) Adhere to the Ministry of Education and Child Care School of Choice (SOC) amendment to the School Act Bill 40, Section 74.2 (See appendix).

4.2 Metlakatla First Nation agrees to:

- a) Promote the active participation and involvement of parents/guardians and other community members of Metlakatla in the education of their children, including any available processes or forums in the School District (such as parents clubs and other community processes) and School District or school Activities.
- b) Encourage and support Metlakatla Students to participate in extracurricular and sports activities;
- c) Metlakatla agrees to provide ferry transportation to all students living in Metlakatla
- d) Metlakatla agrees to provide a First Nation Support worker along with Bus transportation for Metlakatla students attending a district school.
- e) Subject to receiving Tuition Funding from Indigenous Services, pay the Board the Tuition Fees received from the federal government as agreed to and set out in this Agreement.
- f) Metlakatla agrees to provide continuous, open communication with Board personnel regarding student support, soliciting family support and any other topic related to educating Metlakatla Students.
- g) Metlakatla agrees to appoint IEC member(s) and support their mandate.

Metlakatla agrees that the IEC representative so appointed will be responsible to communicate with the Governing Council, staff, community and parents/guardians of students, information relevant to students and parents/guardians.

4.3 The Board and Metlakatla jointly agree to:

- a) Participate on the IEC in the planning for the expenditure of the Indigenous Education Targeted Funding;
- b) Develop and implement strategies to keep Metlakatla Students in school and maintain and implement the Attendance Protocol;
- c) In the case of an Early School Leaver, to collaborate on a plan that best meets the educational needs for that Metlakatla students;
- d) Work together through the IEC to improve and/or develop culturally appropriate strategies and processes to improve and develop curricula in First Nation studies, Sciences, English, Language Arts, Literature, Social Studies, Language, Fine Arts and Culture for the benefits of all students
- e) Promote and support First Nation cultural activities, including National Indigenous Day activities, in schools within the School District;
- f) Promote and support effective professional development focused on local First Nation history, language and culture;

- g) Work with the Indigenous Education Council on how to effectively use the Targeted Indigenous Education Funding, including any surpluses, to support First Nation student needs and improved learning outcomes;
- h) Communicate details of this Agreement, including its purpose, objectives and principles, with school personnel, principals and teachers; and
- i) Work together to minimize impact to students in the event students from Metlakatla are unable to attend school for an extended period - greater than two days - due to a situation outside of control of the two parties.
 - i. The Board will:
 - 1) Provide remote learning options to students;
 - 2) Provide Metlakatla with details about the remote learning options and login information;
 - 3) Work with schools and Principals to ensure that resources needed that may be in the school, i.e.: homework sheets and textbooks, can be provided to the Metlakatla Students;
 - 4) Hold regular discussions with Metlakatla to ensure the student needs are being met; and
 - 5) Recognize the time students spend learning remotely as attendance at school.
 - ii. Metlakatla will:
 - 1) Provide a safe space with needed infrastructure (Internet, workstations) for students to complete their work and attend virtual lessons;
 - 2) Work with other Metlakatla Departments to arrange for the delivery of school resources to the community;
 - 3) Provide Board staff with updates on the situation preventing attendance as required; and
 - 4) Inform students and parents of emerging situations and when it is safe to return to schools.

4.4 Wherever this Agreement provides that a school will perform any obligations under this Agreement, the Board will provide direction to the Superintendent, principals, teachers, and other school staff as needed to fulfil that commitment.

5.0 EDUCATIONAL RESOURCES

5.1 The Parties agree, individually, together, and with schools, to make best efforts to:

- a) Introduce more culturally relevant educational resources and activities in all subject areas for all students, such as through Board/Authority Authorized courses, and for events and ceremonies that take place at schools;

Metlakatla and the Board agree that appropriate protocols are followed when reflecting Ts'msyen culture and language in the classroom.

- b) Offer English First Peoples 10, 11, and 12, BC First Peoples 12, Contemporary Indigenous

Studies 12, and Residential School curriculum; and ensure that Indigenous focused course instruction and resources align with the Truth and Reconciliation Calls to Action in Education and the Teacher Regulation Branch Standard 9.

- 5.2 The parties will, with the IEC providing leadership and direction, work to address the history of the Indian residential school system through the development and implementation of curriculum, materials and resources, and through professional development opportunities, in a culturally sensitive and appropriate manner.
- 5.3 The parties will work in partnership with the TSLA to develop and implement a First Nation language immersion programs.
- 5.4 With regards to intellectual property rights, the Parties acknowledge article 31 of UN Declaration:
 Article 31.
 1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such culture heritage, traditional knowledge, and traditional cultural expressions.
 2. In conjunction with indigenous peoples, States shall take effective measures to recognize and protect the exercise of these rights.
- 5.5 Consistent with article 31 of UN Declaration, the parties agree that:
- a) Metlakatla retains any intellectual property and copyrights of any curriculum content developed in collaboration or cooperation with them regarding their First Nations languages, culture heritage, traditional knowledge and traditional cultural expressions;
 - b) the use of such information is intended to be for instructional purposes only at a local level and for the school district's staff's professional development purposes; and
 - c) any other purpose or intended use requires written consent from Metlakatla.
- 6.0 **DOGWOOD GRADUATE**
- 6.1 The Board and Metlakatla will encourage and support each and every Metlakatla Student who is capable of achieving the Dogwood Diploma to pursue that graduation credential.
- 6.2 For greater clarity, the Board will ensure the intentional or unintentional streaming or marginalization of Metlakatla Students is not tolerated and that each and every capable Metlakatla Student is placed in an educational program that leads to graduation with a Dogwood Diploma and a full range of opportunities, such as training, post-secondary education and employment.

- 6.3 The Board and Metlakatla will ensure Metlakatla Students and their parents/guardians are provided with information about the implication of the Dogwood Diploma, as compared with the Adult Dogwood Diploma and other school leaving certificates, to support informed decision-making by those Metlakatla Students and parents/guardians.
- 6.4 The Board will ensure there is appropriate and timely (at a minimum, yearly) counselling support for career and post-secondary education planning available to Metlakatla Students.

7.0 IDENTIFICATION OF FIRST NATION STUDENTS REQUIRING SPECIAL EDUCATION ASSESSMENT

- 7.1 In order to ensure that Metlakatla Students are appropriately identified as requiring special education supports, the Board will ensure school(s) work with parents/guardians and, provided that written consent has been given by the student's parents/guardian, Metlakatla to ensure appropriate and transparent ongoing assessments of Metlakatla Students.

The Board will ensure Metlakatla Students' progress is monitored and reported to parents/guardians. Early identification and intervention (including support of the learning services team) is necessary to promote student success.

- 7.2 In particular, the Board and Metlakatla will jointly review and determine the criteria and processes used for the identification of kindergarten Metlakatla Students who may require assessment and additional supports or services, recognizing that early identification is necessary to promote student success, and, for a First Nation Student who is identified as having a special need before entering a school, the Metlakatla Student's assessment and programming information will be required upon enrollment to provide appropriate and effective planning and implementation of relevant interventions.

The Board recognizes the desire of Metlakatla that each of the Metlakatla Students is at a level and in a program appropriate to his/her needs and abilities. Therefore, the Board will monitor the progress of Metlakatla Students and will strive to ensure that Metlakatla Students are placed in appropriate programs.

- 7.3 In cases where a Metlakatla Student is identified as likely having diverse abilities or disabilities upon enrolment in kindergarten, or when transferring into a school at a later grade level, or when a Metlakatla Student has an obvious disability that has not been previously assessed, the Board will ensure there is a timely determination of the need for assessment and/or an intervention plan.
- 7.4 The Board will ensure that school principals provide Metlakatla Student records/information to the Metlakatla Director of Education, provided that written consent has been given by the student's parents/guardian.

Upon request, and in accordance with the School Act, the Freedom of Information and Protection of Privacy Act and Board Policy, the Board will provide any parent or guardian with the following:

- a) student records of their child/ren;

- b) copies of all reports and communications concerning their child/ren;
- c) notice of all formal meetings initiated by the school concerning their child/ren.

8.0 SPECIAL EDUCATION ASSESSMENT AND PLACEMENT

8.1 The Parties agree that

- a) special education assessment,
- b) placement,
- c) timetable changes, or
- d) new timetables

for Metlakatla Students will follow

- e) the School District referral process, and
- f) the Ministry of Education, Special Education Services: A Manual of Policies, Procedures, and the Guidelines, as amended from time to time.

8.2 For greater clarity:

- a) prior to the placement of a Metlakatla Student in a special education program, an appropriate assessment and/or other documentation must be completed, with parent/guardian consent. When it is identified that the Metlakatla Student requires classroom supports and services, parents will be consulted prior to implementation;
- b) prior to diversion of a Metlakatla Student to an Evergreen Certificate path, a psychoeducational assessment must be completed, with parent/guardian consent, and must identify the Metlakatla Student as having an intellectual disability. When it is identified that the Metlakatla Student has an intellectual disability, parents will be consulted prior to diversion to an Evergreen Certificate path. Parents may request support from Metlakatla or the IEC in this consultation and;
- c) the results of the assessment must be provided to and discussed with the parent/guardian of that Metlakatla Student, the school-based team, and Metlakatla support staff as may be designated by the parent/guardian;

9.0 SPECIAL EDUCATION PROGRAMMING

9.1 As soon as practical after a Metlakatla Student has been identified having diverse abilities or disabilities:

- a) appropriate supports and services will be identified in order to ensure that the Metlakatla Student obtains an education that is appropriate for his or her needs. The Metlakatla Student shall be in regular classroom environments as much as possible;
- b) the assessment results and educational services to be provided to the Metlakatla Student will be outlined in an Individual Education Plan (IEP), which must be completed with parent/guardian consultation;

- c) a Metlakatla Student with diverse abilities or disabilities will take an active role in the design of their IEP to the maximum extent that their developmental level and ability permit, noting that factors affecting Metlakatla Students participation in the development of an IEP will include: age, level of maturity, and capacity for sustained, considered deliberation based on awareness of possibilities and consequences;
 - d) upon request, a written report stating the reason for placement of the Metlakatla Student, and the educational opportunities gained and lost by such placement, will be provided to the parent/guardian and Metlakatla Support Staff as may be designated by the Metlakatla Student's parent/guardian;
 - e) in cases where the parent/guardian appoints a delegate, the parent/guardian and the delegate will receive a copy of the IEP; and
 - f) in the event that the parent/guardian declines to be involve in the IEP process and does not choose to appoint a delegate, the Board will ensure that the school will make every effort to ensure that the Metlakatla Student's needs are fully met.
- 9.2 In developing an IEP, standards for students with diverse abilities or disabilities will be developed with high and appropriate expectations for achievement. Metlakatla Students with IEPs will be expected to achieve all of the regular curricular competencies and/or outcomes, with supports.
- 9.3 The Board will ensure the school(s) work with parents/guardians and, with their consent, Metlakatla, to:
- a) collaboratively identify any adaptations to a Metlakatla Student's educational program;
 - b) ensure that any Modifications are made to a Metlakatla Student's education program only when necessary and only when adaptations have been tried and have proven insufficient to meet the Metlakatla Student's needs, and only with the Informed Consent in writing of the parents/guardians, or their designate; and
 - c) if a Metlakatla Student has been put on a non-diploma Evergreen certificate path, ensure that the Metlakatla Student's program: is documented in an IEP and, wherever possible:
 - i. aligns as closely as possible with a graduation diploma program; and
 - ii. supports learning outcomes of the applicable course, even when modified.
- 9.4 The parent/guardian and the Metlakatla Student will meet with school staff about the IEP and the Metlakatla Student's educational program within a reasonable timeframe.
- 9.5 The Board will ensure school(s) offer each Metlakatla Student who has diverse abilities or disabilities relevant learning activities, in accordance with the student's IEP.
- 9.6 Metlakatla Student progress reports on their educational achievement in a special education

program or on a Evergreen Certificate path must be provided to the parent/guardian, and Metlakatla support staff as designated by the Metlakatla Student's parent/guardian, according to the same student progress reporting schedule as followed by the school and, in any event, not less than at the end of each term during the placement.

- 9.7 The Board will ensure that parents/guardians are advised:
- a) of their right to request a change to the placement of a Metlakatla Student in a special education program or on an Evergreen Certificate path;
 - b) that if that parent/guardian wishes to request a change in a placement decision, they may file such a request in accordance with applicable Board Laws, policies and/or procedures; and
 - c) where the parent/guardian files a request, the parent/guardian may request, and receive support in the process from Metlakatla and/or the IEC.
- 9.8 The Parties acknowledge that IEPs are not intended to be static and will be reviewed and revisited at least twice each year in collaboration with the Metlakatla Student and his or her parent/guardian, and the IEP will be either:
- a) Updated;
 - b) Revised: or
 - c) Concluded, where it is determined that the Metlakatla Student no longer requires IEP.
- 9.9 For greater certainty, the Parties agree that an IEP will only be put in place under section 9.1 and 9.2 and it will only be updated, revised or concluded under section 9.8 where the prior informed Consent of the parent/guardian has been obtained.
- 9.10 The Parties agree that individual education plans for Metlakatla Students with special needs will be recognized and used as part of the planning process when those Metlakatla Students transition between First Nations schools and schools.
- 10.0 VULNERABLE STUDENT PLACEMENT**
- 10.1 The Board will ensure that school(s) work with parents/guardians and Metlakatla to identify Vulnerable Students and, where identification of a Metlakatla Student as a Vulnerable Student is supported by evidence and demonstrated need, that an Individual Learning Plan (ILP) will be created with parent/guardian consent and involvement, and regularly reviewed, for that Metlakatla Student.
- 11.0 CHILDREN IN CARE**
- 11.1 The Board will ensure appropriate learning plans and supports are identified and provided for Children in Care.
- 11.2 The Board will ensure appropriate staff are designated to be responsible for maintaining

communications with Metlakatla regarding Children in Care who are Metlakatla Students, with consent of the student's guardian.

- 11.3 The Parties will make best efforts to work with supporting agencies to ensure appropriate supports are implemented to assist Metlakatla Students who are Children in Care.

12.0 STUDENT CONDUCT & SAFETY

- 12.1 The Parties, through the IEC, will confirm policies, practices and other appropriate measures are in place to create a safe learning environment, including safety from racism (students and staff), discrimination indifference, bias, marginalization, bullying and stereotyping for all students attending the school(s).
- 12.2 With written consent of a Metlakatla Student's parent/guardian, the Board will notify Metlakatla Director of Education of disciplinary action and potential escalation of disciplinary action in relation to that Metlakatla Student, and provide to the Metlakatla Director of Education a copy of all correspondence (redacted, when required by FOIPPA) related to the discipline of a Metlakatla Student by the school administrator.
- 12.3 The Board will direct school(s) to work collaboratively with Metlakatla Education representatives when dealing with general disciplinary issues involving Metlakatla Students, subject to written consent of the parent/guardian.
- 12.4 Metlakatla, through the IEC, will participate in any review or change to the Board's Code of conduct policies and procedures, and in their implementation.
- 12.5 Metlakatla, through the Metlakatla Director of Education, and with the consent of the Parent/Guardian, will be directly involved in conversations with parents leading to disciplinary action for a student.
- 12.6 At the request of Metlakatla, the principals of the schools attended by Metlakatla Students shall hold an annual meeting for Metlakatla parents/guardians to discuss school code of conduct policies and procedures.
- 12.7 Prior to the suspension or expulsion of a student from a school, the Parent/guardian and, with the consent of the parents, the Metlakatla Director of Education, shall be notified within a 24 hour period and plans shall be worked out on how to get the student returned to classes.
- 12.8 Reasons for the suspension of a student from school shall be forwarded promptly in writing to the parent/guardian with copies of the letter going to Metlakatla Director of Education (with parent/guardian consent).

13.0 CULTURAL AWARENESS & HIRING IN THE SCHOOL DISTRICT

- 13.1 The Board, in cooperation with Metlakatla, agrees:
- a) to promote a greater awareness and inclusion of and respect by all School District Staff and contractors for the First Nation's unique language, culture and history through its policies, practices, plans, curriculum and instruction; and
 - b) to support and assist First Nations or institutions in the training of First Nations

Education personnel, when applicable.

- 13.2 As per the BC Tripartite Education Agreement, at least one non-instructional day per year will be focused on enhancing Indigenous student achievement and integrating Indigenous world views and perspectives into learning environments.

The Board agrees to support and encourage all teachers and school-based staff and students in developing their understanding of Ts'msyen language and culture. The Board will cooperate with Metlakatla, through the IEC, and the Board's relevant employee groups to encourage periodic professional day activities for all educational staff working with First Nation Students.

- 13.3 The Board will ensure that the IEC has an opportunity to be meaningfully involved in the School District's recruitment and hiring process for personnel in positions that have a significant impact on Indigenous students, including, First Nation Support Workers, Indigenous District Principals, Indigenous Education Coordinators, Classroom Teachers, Principals and Vice-Principals.
- 13.4 The Board shall encourage schools to invite First Nation resource personnel and role models to assist teachers through the IEC.
- 13.5 The Board shall attempt to attract and retain qualified Indigenous teachers and counselors.

14.0 TRANSPORTATION

- 14.1 In order to access the BCTEA First Nation Transportation Fund, the Parties will identify Metlakatla Students' transportation needs, and jointly develop and submit annually to the Tripartite First Nations Student Transportation Committee a Joint Transportation Plan setting out the funding required to ensure Metlakatla Students have reliable and safe transportation services to a relevant school, including the ability to participate in extracurricular activities.
- 14.2 The Board agrees that, once transportation services are implemented pursuant to an approved Joint Transportation Plan with Metlakatla, the Board will not make changes to those services without written agreement of the Metlakatla.
- 14.3 As per Schedule G of BCTEA, in the event that the Parties determine they need to revise their Joint Transportation Plan, and that the revisions require further funding, they may submit a revised plan to Tripartite First Nations Student Transportation Committee.
- 14.4 Where the Parties make amendments to their Joint Transportation Plan, or agree to changes in transportation services, they will ensure that parents/guardians receive notice within a reasonable time in order to respond to any such changes.
- 14.5 The Board agrees that Metlakatla Students will not be penalized and will be supported in the event of absences or late arrivals due to transportation challenges.
- 14.6 In the event return transportation is not available to Metlakatla (due to weather, mechanical breakdown, or other factors) the Board agrees that students and their supervisor(s) will have overnight access to Conrad Street Elementary School.

15.0 REPORTING

15.1 Periodic Reports:

- a) Subject to receiving consent from parents/guardians, the Board will provide to Metlakatla:
 - i. The number of Metlakatla Students enrolled in alternate programs, secondary courses and ungraded programs;
 - ii. A summary of the number and nature of Metlakatla Students with IEPs placed in Modified or Adapted programs;
 - iii. The numbers of Early School Leavers and information on supports implemented to prevent early leaving.
 - iv. The number of expulsions of Metlakatla Students and information on supports implemented to prevent expulsion; and
 - v. Any other matters as agreed by the Parties.

15.2 Annual Report:

- a) By March of each year, the Board will provide to Metlakatla:
 - i. Financial reports related to this Agreement, which are prepared by the Board in the regular course of its operation and which include a copy of the audited financial statements; and
 - ii. A complete financial report on the Targeted Indigenous Education Funding.;
 - iii. Subject to parental/guardian consent, measures of success of Metlakatla Students through aggregate results for achievement including, but not limited to, the following:
 - 1) Attendance rates;
 - 2) Percentage of students who are on track or extending for reading, writing, numeracy in grade 4 and 7 in the Foundation Skills Assessment;
 - 3) Participation rates for the Foundation Skills Assessment;
 - 4) Grade to grade transition rate;
 - 5) Student retention rates;
 - 6) Graduation and six-year graduation rates;
 - 7) Proportion of students awarded a BC School Completion Certificate;
 - 8) Six-year completion (graduation) rate for students in an Alternate Program;
 - 9) Grade 10 to 12 math course participation rates;
 - 10) Data related to assessments required for graduation purposes and other supports for successful transition to post-secondary education;
 - 11) Number of Metlakatla Students eligible to move on to post-secondary education.
- b) The IEC, in consultation with Metlakatla and the Board, prepares an annual report on the provision of Education Programs to Indigenous Students under this Agreement and the AEPA, which is approved by the IEC by March 31st. The annual report includes:
 - i. The number of Indigenous Students covered by this Agreement and their programs;
 - ii. Attendance, graduation and student retention data;
 - iii. Measures of success of Indigenous Students, suitable to provide a reliable benchmark and a means of tracking program performance;
 - iv. Financial and services reports; and

- v. Any and all other issues agreed upon by the Board, Metlakatla and the IEC.
- 15.3 The Board and Metlakatla will share two Nominal Roll student counts (September 30 & February 1) with the Ministry each school Year. The February count is for information and planning, and does not impact Tuition Fees.
- 15.4 The Board will share with Metlakatla its annual report to the Ministry on the spending funding received from the BCTEA First Nation Transportation Fund and the amount spent. This funding and spending is identified in the Board's audited financial statements as a Special Purpose Fund.
- 15.5 Metlakatla may initiate the implementation of any formalized option agree upon by FNEsc and British Columbia, which may include an Information Sharing Protocol between the Board and Metlakatla, to facilitate the provision and use of available Metlakatla Student-specific data.
- 15.6 The Board agrees to make every effort to provide Metlakatla:
- a) By June 30 of each year, a report of planned changes in student grade placements or timetables systems planned by the Board for the September school opening of that year.
 - b) By March 31st of each year, any planned changes in instructional offerings for the following school year; and
 - c) By April 15th of each year notification of non-instructional days for the following school year.
- 16.0 COMMUNICATION**
- 16.1 The Parties recognize the need for excellent communication and will establish agreed-upon means for the successful and effective implementation of this Agreement, which may include, but not be limited to, regular meetings and contact through newsletters and other correspondence, as appropriate.
- Open and on-going communication between the Board and Metlakatla will be promoted through regular meetings between educators from the Board and Metlakatla as well as community and school-based meetings.
- 16.2 The Parties recognize the need for effective and ongoing communication with parents/guardians in the support of their child's successful education experience, and the Parties will advise parents/guardians of opportunities for input and involvement in their child's education, such as course selection dates, reporting periods, parent-teacher interviews, deadlines and procedures for post-secondary education applications, etc.
- 16.3 The Board and Metlakatla will work cooperatively to develop strategies to encourage Metlakatla's parents/guardians to attend parent-teacher interviews and other school events.
- 17.0 TUITION PAYMENTS**
- 17.1 For eligible Metlakatla Students on the Nominal Roll attending schools operated by the Board on September 30th, and for whom Metlakatla has received Tuition Funding from Indigenous

Services Canada, Metlakatla will pay to the Board the Tuition Fees amount in accordance with this section 17.0 of this agreement.

17.2 The Board will not charge Metlakatla a greater amount for Metlakatla Students attending school within the School District than the Rate identified by the Ministry of Education.

17.3 For greater certainty, the Parties agree that Metlakatla is responsible only for Tuition Funding received from Indigenous Services for the Tuition Fees of the Metlakatla Students according to the approved Metlakatla Student Rate and approved Nominal Roll. Unless otherwise agreed, Metlakatla will not be responsible for paying any amounts for which it does not receive funding from Indigenous Services, or which exceeds the First Nation Student Rate.

On or before April 1 of each year of this Agreement, Metlakatla will provide to the Board a reasonable estimate of the number of Metlakatla Students and the grade level of each student who will be attending Board schools effective the immediately following school year.

17.4 The Parties agree the September 30th Nominal Roll enrolment will be verified by:

- a) Metlakatla; and
- b) The Secretary-Treasurer of the Board

17.5 The Tuition fees payable for each school year shall be paid by Metlakatla to the Board according to the following schedule:

- a) 25% based on the current year's September Nominal Roll list of students.
Payment to be made on or before October 31st
- b) 25% shall be paid on or before January 31st based on the September Nominal Roll
- c) 25% shall be paid on or before March 31st based on the September Nominal Roll
- d) The remaining 25% shall be paid on or before June 30th. This final payment shall be based on the September Nominal Roll.

17.6 Where the Board is unable to provide services to Metlakatla Students as a result of protracted strike action or lockout, a credit against Tuition Fees will be provided to Metlakatla for their students in the same manner consistent with the Ministry of Education's reduction of operating funding to the School District.

17.7 The parties agree that Tuition Fees under this Agreement will be paid in installments as set out in section 17.5 herein

If a Metlakatla Student should drop out or be withdrawn from the school efforts must be undertaken to have them resume schooling as quickly as possible. In the event that the student does not return to school within thirty (30) days of leaving, the Superintendent or designate shall advise Metlakatla. Both parties shall meet to discuss the adjustment of payments for that

student.

- 17.8 The Parties agree that additional service(s) or programs not contemplated by this Agreement may be provided by the Board through written agreement between the Parties on the terms and cost for such service(s) and/or programs.
- 17.9 Where Indigenous Services Canada ("ISC") is late in providing Tuition Funding to Metlakatla,
- a) Metlakatla will notify the Board of the delay in receiving ISC funding; and
 - b) the Board will not charge interest to the Metlakatla on any amount that is outstanding due to ISC's late provision of funding.
 - c) The Board and Metlakatla acknowledge that some obligations under this Agreement are dependent upon monies and resources being made available by entities other than the Board and Metlakatla. If such monies and resources are not made available, the Board and/or Metlakatla shall not be obligated to carry out the terms of this Agreement that require such monies and resources.

18.0 IMPLEMENTATION, MONITORING, REVIEW: LEA OVERSITE TEAM

- 18.1 The Parties hereby establish a joint LEA Oversight Team responsible for overseeing the implementation of this Agreement, with representation from Metlakatla, the Board, and each school at which a Metlakatla Student attends.
- 18.2 The Parties agree to jointly develop terms of reference for the LEA Oversight Team within ninety (90) days of the signing of this Agreement, which will become a Schedule to this Agreement, and which will include;
- a) The Membership of the LEA Oversight Team;
 - b) The roles and responsibilities of the LEA Oversight Team (e.g. Managing the implementation of this Agreement, including delegating tasks as appropriate)
 - c) A requirement that the LEA Oversight Team develop and finalize an LEA implementation plan for approval by Parties within a specified timeframe and which, upon approval, will be appended to this Agreement;
 - d) The relationship of the LEA Oversight Team with the Indigenous Education Council; and
 - e) Other matters as agreed by the Parties.

19.0 DISPUTE RESOLUTION

- 19.1 If there is a dispute between the Parties with respect to any matter arising from this Agreement or related to the interpretation and application of this Agreement, the Parties agree to use their best efforts to resolve such disputes in a reasonable and timely manner and in good faith.

19.2 Where there is a dispute between the Parties, the Parties agree they will attempt to use any and all face-to-face means to resolve the dispute at the point closest to which the dispute first arises before referring the dispute to senior level representatives.

19.3 The Parties agree to endeavour to resolve issues or disputes that may arise about this Agreement, or its implementation, in a manner that fosters an improved, ongoing and respectful relationship between the Board and Metlakatla.

19.4 The Parties agree that a single arbitrator shall be used unless either Party wishes to use an arbitration board composed of three (3) members.

In the event that either Party requests a three (3) member arbitration board, one(1) member shall be appointed by Metlakatla, one (1) member appointed by the Board, and a Chairperson appointed by the two(2) members appointed by the parties.

The Place of arbitration shall be in Prince Rupert.

19.5 The decision of the Arbitrator, or the majority decision of the Arbitration Board, shall be final and binding upon the Board and Metlakatla.

19.6 The Board and Metlakatla shall pay the expenses of their respective appointees and one-half of the expenses of their Chairperson or the single Arbitrator.

20.0 TERM & AMENDMENT

20.1 The term of this Agreement will be 2 years, beginning on March 1, 2024 and ending March 1, 2026 unless the Parties agree, in writing to:

- a) Terminate the Agreement; or
- b) Renew the Agreement, with or without amendments.

20.2 19.2 MODIFICATION

Upon the written request of either party, Metlakatla and the Board will meet to discuss modification to this agreement. Any modifications require the mutual consent of both parties.

20.3 19.3 EXTENSION

At the conclusion of term set out in paragraph 19.1 of this Agreement will continue from year to year unless either party provides a notice of cancellation in accordance with paragraph 19.4.

20.4 19.4 CANCELLATION

Either party to this agreement may terminate this Agreement by giving notice, in writing by March 31st of any school year and will be effective for the following school year.

21.0 NOTICES

21.1 Any notice, claim, waiver, statement, or other document or payment that either party delivers to the other may be hand-delivered, sent by registered mail, or by electronic mail, and will be conclusively deemed validly given or delivered or to be received by the addressee:

- a) if delivered personally, on the date of delivery;
- b) if mailed, on the third business day after the mailing of the same in Canada by registered mail addressed,

If to Metlakatla: Executive Director
 Metlakatla Governing Council
 P.O. Box 459
 Prince Rupert, BC V8J 3R2

If to the Board: Secretary Treasurer
 School District No. 52
 634 6th Ave East
 Prince Rupert, BC V8J 1X1; or

- c) if sent by electronic mail, on the date the email is sent. If receipt of the email is not acknowledged within twenty-four (24) hours, the email must be followed by a copy of the notice delivered by another means set out in this paragraph 21.

22.0 REFERENCES

- 22.1 Every reference to Metlakatla will include the Chief and Council and any person designated by Metlakatla to act for or on its behalf with respect to any provision of this Agreement.
- 22.2 Every written reference to the Board will include the Chairperson of the Board, and any person designated by the Board to act for or on its behalf with respect to any provision of this Agreement.

23.0 GENERAL

- 23.1 This Agreement will be governed by, and construed in accordance with, laws in force in the Province of British Columbia.
- 23.2 This Agreement will be to the benefit of, and binding upon, the Parties hereto and their respective successors and assigns.
- 23.3 This Agreement supersedes any and all previous local education agreements between the Parties.
- 23.4 The Parties Acknowledge that:
 - a) nothing in this Agreement, or in the negotiation of this Agreement, or in any prior document leading to this Agreement, in any way defines or amends, recognizes, affirms or denies the existence of, or in any way limits Indigenous or treaty rights of the First Nation; and
 - b) this Agreement is without prejudice to the rights of the Parties and Metlakatla with respect to such matters.

IN WITNESS WHEREOF the Parties executed this Agreement as of the date first above written.

SIGNED on behalf of the First Nation by its authorized Officers:

Robert Nelson

2024 / 04 / 08

Robert Nelson
Chief and Council Representative
Metlakatla First Nation

Date: Y/M/D

Charlene McLean

2024 / 04 / 08

Charlene McLean
Council Representative
Metlakatla First Nation

Date: Y/M/D

In the presence of:

M. Ryan Gamble

2024 / 04 / 08

Monica Gamble
Witness Metlakatla First Nation

Date: Y/M/D

SIGNED on behalf of the Board of Education

Kate Toy

2024 / 04 / 08

Kate Toy
Board of Education Chair

Date: Y/M/D

Andrew Samoil

2024 / 04 / 08

Andrew Samoil
Acting Secretary Treasurer/SD 52 Superintendent

Date: Y/M/D

In the presence of:

Roberta Edzerza

2024 / 04 / 08

Roberta Edzerza Witness
SD52 District Principal of Indigenous Education

Date: Y/M/D

Appendix:

- United Nations Declaration on the Rights of Indigenous Peoples Act:
<https://www.justice.gc.ca/eng/declaration/about-apos.pdf>
- Declaration on the Rights of Indigenous Peoples Act Action Plan:
https://www2.gov.bc.ca/assets/gov/government/ministries-organizations/ministries/indigenous-relations-reconciliation/declaration_act_action_plan.pdf
- An Audit of the Education of Aboriginal Students in the B.C. Public School System
https://www.bcauditor.com/sites/default/files/publications/reports/OAGBC%20Aboriginal%20Education%20Report_FINAL.pdf
- Truth and Reconciliation Commission of Canada Calls to Action:
https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf
- Professional Standards for B.C. Educators:
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/standards-for-educators/edu_standards.pdf
- Prince Rupert School District 52 Strategic Plan:
<https://www.rupertschools.ca/wp-content/uploads/2022/03/Strat-Plan-03182022.pdf>