

2022-2023

# FRAMEWORK FOR ENHANCING STUDENT LEARNING REPORT

School District 75 (Mission)  
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In review of the Strategic Plan 2019-2022, Year 3 of 3  
Approved by the Board on: September 27, 2022

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## Acknowledgment

We begin our Framework for Enhancing Student Learning **acknowledging and honouring** the traditional lands and history of the Stó:lō people.

**We acknowledge and honour** the traditional territories of the First Nation communities we operate within:



Mission Public School District **appreciates the vital role of All First Nations, Inuit, and Metis peoples, groups, and associations, residing within the school district. We acknowledge the traditional teachings of the Elders and the wisdom of their Indigenous Cultures.**

**Committed to Equity**



Artist: Ovilá Mailhot

## District Context

Mission Public Schools ('MPSD' or 'SD75') is a medium-sized district of over 6500 students in a growing community. In addition to the City of Mission, SD75 serves the north Fraser region from Lake Errock in the east to Stave Falls and Silverdale in the west. Mission has thirteen Elementary Schools, two 7-9 Middle Schools, an Alternate School, a Senior Secondary, an Online School K-12, and a Vocation Focussed College. Just under 20% of students are of Indigenous ancestry. The last three years have seen a significant increase in students arriving in the district with disabilities and/or diverse abilities as we continue to grow.

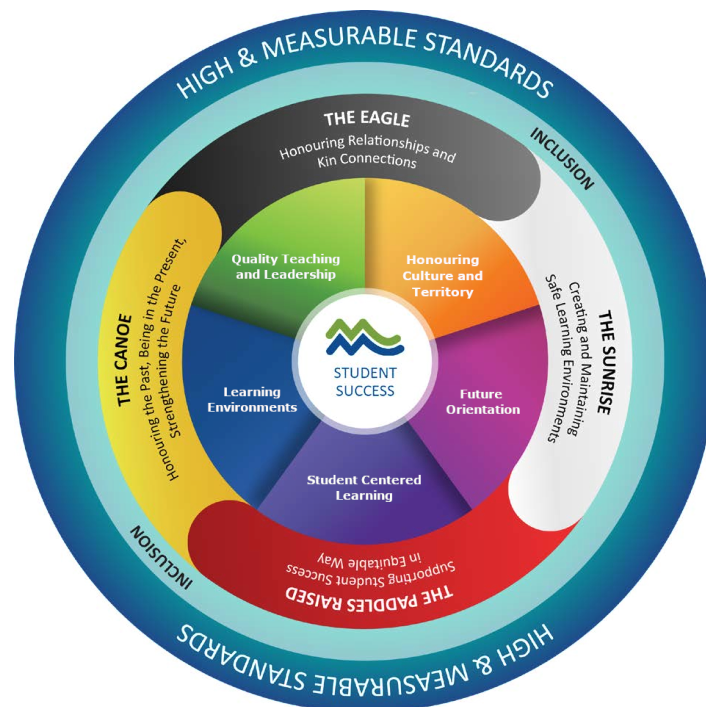
## Strategic Plan

The school district's strategic plan focuses on the Board's objectives to:

- Support Honouring Culture and Territory
- Focus on being Future-Oriented
- Promote Student-Centred Learning
- Create Effective Learning Environments
- Build Quality Teaching and Leadership

The Board continues to advocate for enhanced public education in Mission, ensuring that the School District needs are held paramount as mandated by the School Act. It further describes our Vision, Mission, and Values.

The Strategic Plan can be found in whole at: <https://www.mpsd.ca/Board/Trustees>



## Our Vision

Mission Public School students are educated global citizens who embrace diversity and are prepared for the future.

## Our Mission

Mission Public School District is committed to a **safe, equitable, and inclusive educational system** for ALL students. Mission students benefit from our diverse community, skilled staff, natural environment, and local history.

We are dedicated to honouring student voice and empowering our students to reach their potential.

## Our Values



- ◆ *Working Together*
- ◆ *Lifelong Learning*
- ◆ *Thinking Beyond Today*
- ◆ *Doing the Right Thing*

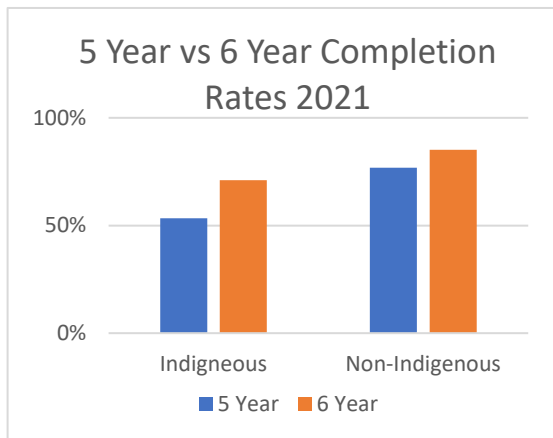
## Enhancing Student Learning report

### Process

Like most districts, MPSD evaluates data from the previous year to inform plans for the coming year. In the winter and spring, decisions are made considering funding, strategic priorities, and overall enrolment. The Implementation of plans occurs via annual staffing and resource allocations. The Budget Cycle also involves numerous Committee of the Whole meetings with public and stakeholder engagement.



### District Successes



While Mission has many challenges, we see many positive results, especially with our interest in Equity. The Indigenous grad rates are at or above the overall grad rate (91% to 89% overall), and students with disabilities and/or diverse abilities are in alignment with these results (88%). Local data suggests teachers are successfully moving many students above the 'minimally meeting' proficiency in Language Arts and Math from the primary to the intermediate grades (55% gr 3 to 75% gr 6). Mission students do seem to benefit from extra time – our 6-year completion rate is significantly higher than our 5-year rate (11% higher versus the provincial rate of 3%), especially for Indigenous students. This suggests that our alternative and equity-seeking structures are helping students succeed.

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### Strategic Engagement

Culturally, we want the system to be safe for students and staff while accepting input into how things happen. Transparency and consultation are important building blocks to a positive organizational culture. MPSD holds monthly Committee of the Whole ('CotW') meetings that encourage participation from stakeholders and the general public. MPSD also meets with both Siwal Si'wes and First Nations communities to incorporate First Nations perspectives in the School District's plans, and to ensure that Indigenous students' needs are being met. In addition to the formal structures, open communication to the Principal of Indigenous Education, Superintendent, Secretary-Treasurer, and the Board of Education are encouraged. MPSD also initiated additional public engagement through the [www.engage.mpsd.ca](http://www.engage.mpsd.ca) portal.

At least annually, the Superintendent consults with students at the Middle and Secondary levels on topics of importance to them, including student safety, disciplinary procedures, equity, and budget development. However, these processes have not been formalized and we are looking to develop a District level student structure that provides more student agency in our system. This will in part acknowledge our Mediative Question from Focus Area 2 of our 2021 Report, which asked for increased communication to our community, and more formalized outreach to students, Indigenous communities, and other stakeholders so we capture the breadth and diversity of perspectives in Mission. The hiring of a Communications Coordinator to support our community interactions also supports this.

## Student Performance Data Analysis & Interpretation

Historically, Mission results are moderately lower than the more western areas of the Lower Mainland/Fraser Valley. The June 2020 Covid results skewed some statistics, particularly graduation rates artificially higher than normal. We note that data for groups with barriers to equity is masked.

### Intellectual Development

Educational Outcome 1: Literacy

#### Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

#### Measure 1.2: Grade 10 Literacy Expectations

The Foundation Skills Assessment participation rate is about 50%, with results slightly below the provincial averages. We are concerned with the results for students with disabilities and/or diverse abilities, while we see more positive results with Children and Youth in Care. The work we are doing through the Children and Youth in Care Advocate has been highlighted at the provincial level as a model for other districts.

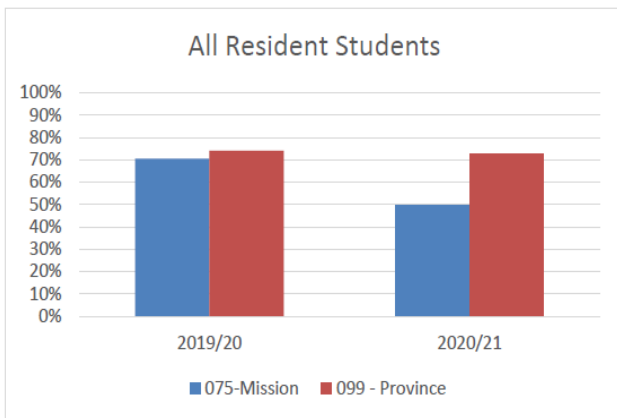


Figure 21: Graduation Assessment Grade 10 Literacy - All Resident Students

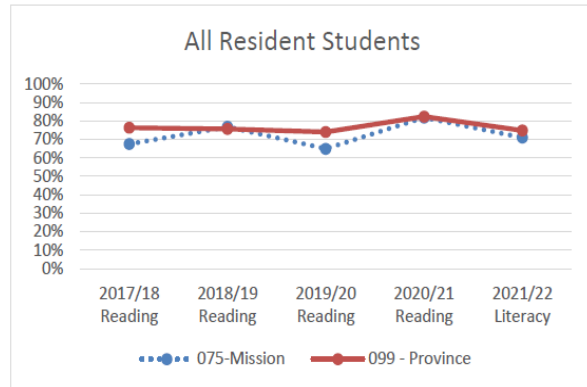


Figure 1: FSA Grade 4 Literacy/Reading - All Resident Students

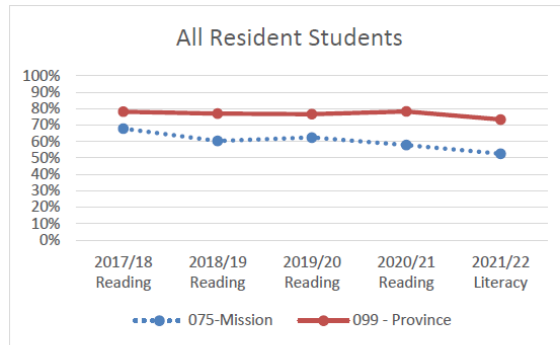


Figure 6: FSA Grade 7 Literacy/Reading - All Resident Students

The Joyful Literacy program (primary grades) is focused on providing students with a greater vocabulary and stronger reading skills. The program is expected to ensure all students have foundational literacy skills, which will eventually mean stronger grade 10 assessments. We plan to analyze and address the literacy gap in secondary students next year.

Educational Outcome 2: Numeracy

**Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations**

**Measure 2.2: Grade 10 Numeracy Expectations**

We have significant concerns with numeracy and the evidence of a knowledge decline relative to provincial performance. The District's Math Mentor teacher is focused on early learning and the middle years, supporting teachers to teach the foundational aspects of mathematics, which lays the foundation for improved numeracy across the curriculum areas.

Through our grade ten math inventory, we identified gaps in understanding that are being addressed by re-

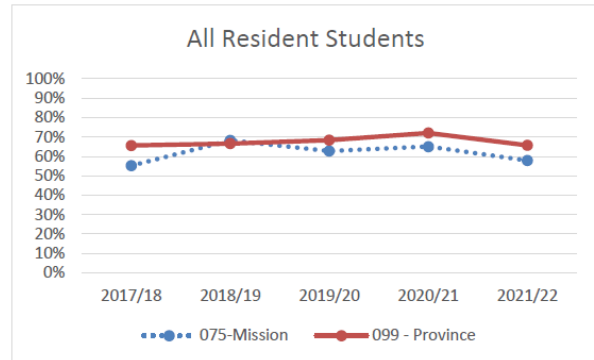


Figure 26: FSA Grade 4 Numeracy - All Resident Students

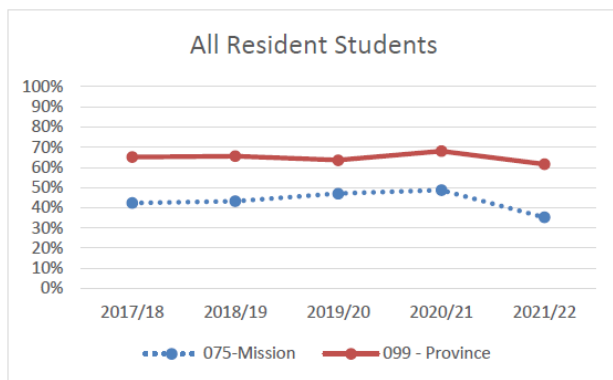


Figure 31: FSA Grade 7 Numeracy - All Resident Students

**Measure 2.3: Grade to Grade Transitions**

While relatively close to provincial averages, we also note a decline last year in students progressing to grade 12. We suspect this is connected to disengagement during the pandemic. We are reviewing additional support at the secondary school to address this gap.

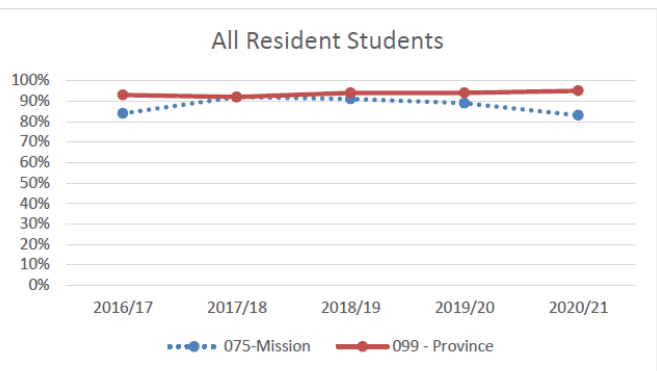


Figure 46: Transition Grade 11 to 12 - All Resident Students

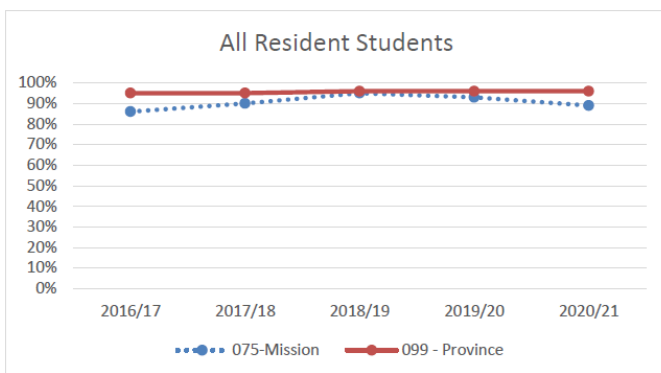


Figure 41: Transition Grade 10 to 11 - All Resident Students

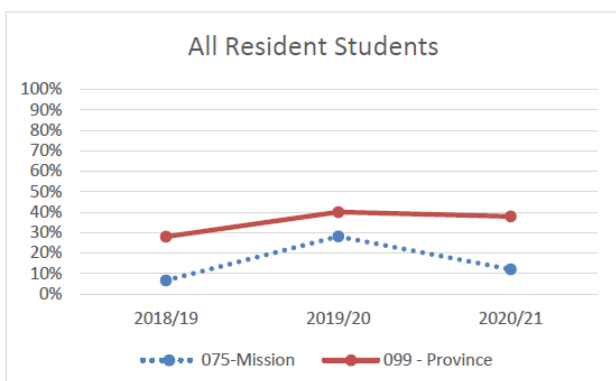


Figure 36: Graduation Assessment Grade 10 Numeracy - All Resident Students



## Human and Social Development

### Educational Outcome 3: Students Feel Welcome, Safe, and Connected

#### Measure 3.1: Student Sense of Belonging

Several social-emotional data sets show that Mission students experience positive learning environments, at or above provincial averages. This is still a critical area of focus, particularly with the post-pandemic recovery period.

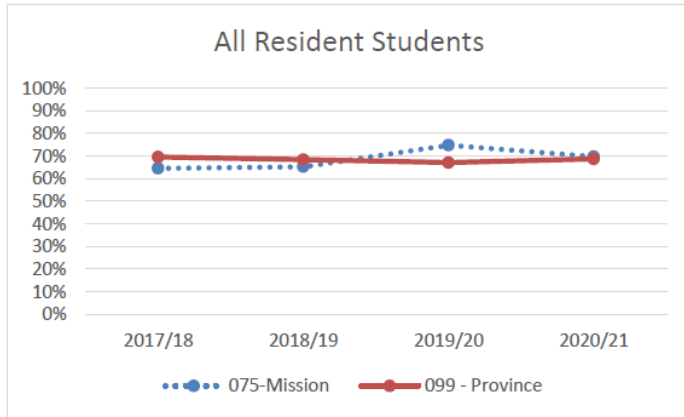


Figure 51: SLS - Feel Welcome - All Resident Students

In January 2021 we hired a new District Principal to oversee systemic work to support social and emotional learning in K-12. Each school has an SEL school lead and various initiatives are underway.

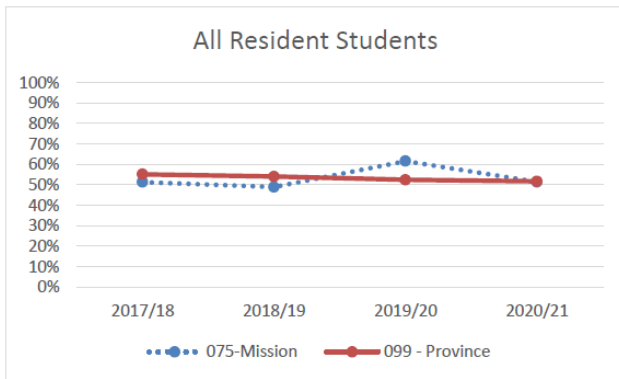


Figure 57: SLS - School Belong - All Resident Students

#### Measure 3.2: Two or More Adults who Care About Them

While closely connected to provincial rates, it is widely recognized that this indicator is particularly important to overall student engagement and success. We note that this number was in decline last year, not a surprise due to the pandemic and its various impacts on human interactions.

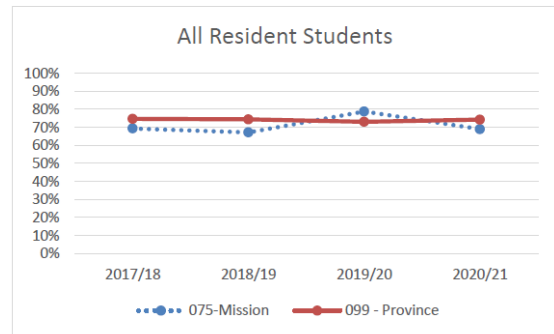


Figure 56: SLS - Feel Safe - All Resident Students

MDI data as well as anecdotal reports from administrators and teachers indicate that our students are feeling less connected to school and community. Some of the Social and Emotional Learning ('SEL') results for our students are concerning.

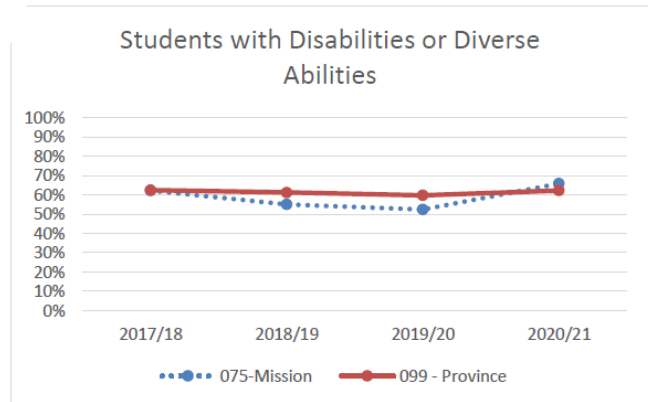


Figure 54: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

During the 2022-23 school year we will interview staff, students, and parents to determine a baseline of the current understanding of SEL and use that information to thoughtfully plan short, medium, and long-term goals

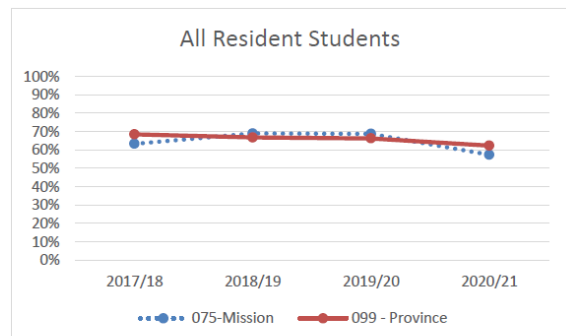


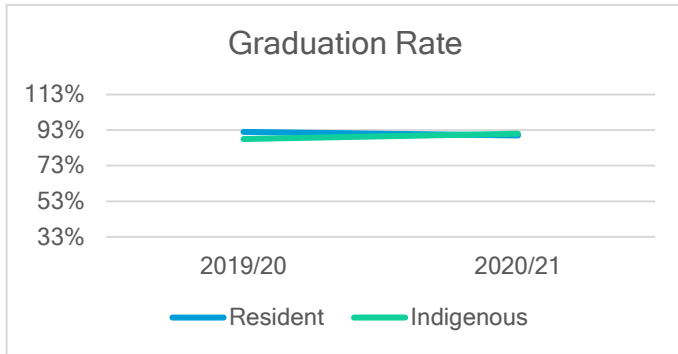
Figure 62: SLS - Adults Care - All Resident Students

### Career Development

Educational Outcome 4: Students Will Graduate

**Measure 4.1: Achieved Dogwood Within 5 Years**

The number of Adult Dogwoods issued is declining, but we do note they are disproportionately granted to Indigenous students. At the same time, the Adult Dogwood can provide an opportunity for some students to remain in the system with a positive outcome.



The trend was upwards and narrowing ahead of Covid, but the data needs to be taken as limited in nature. This is a common theme in all 2020 data. We note again the benefit MPSD students encounter with the 'sixth year', but also recognize the value of graduating on time for all students. Once in grade 12, our overall performance is similar to the provinces, but our Indigenous success rate is higher.

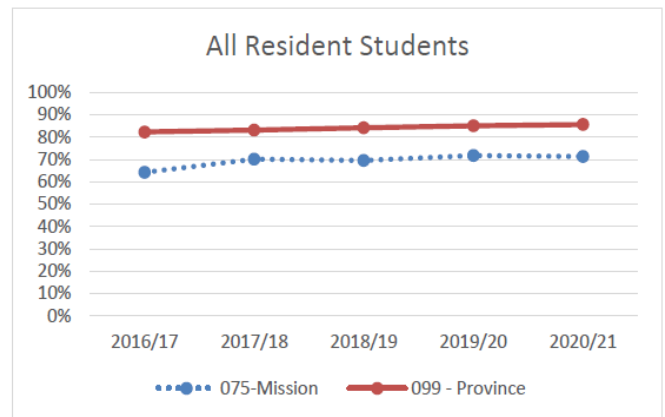
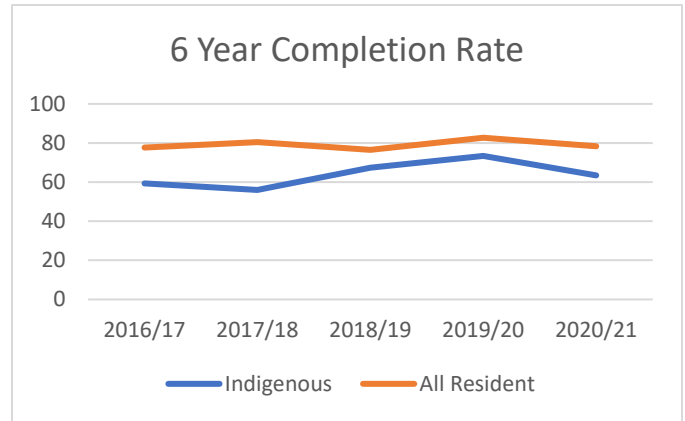


Figure 67: 5 Year Completion Rate - All Resident Students

Educational Outcome 5: Life and Career Core Competencies

**Measure 5.1: Transitioning to Post-Secondary**

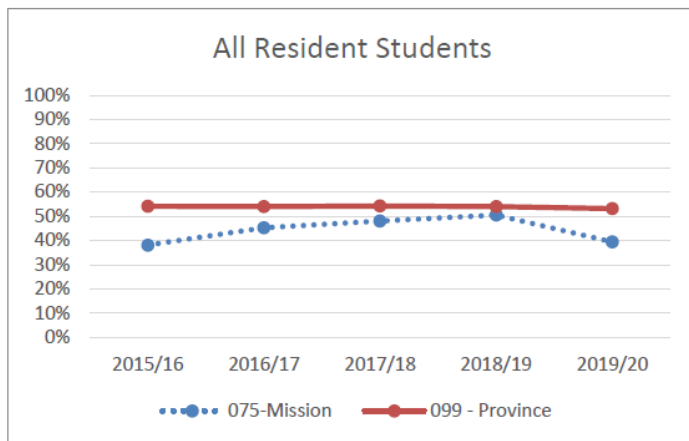


Figure 72: Post-Secondary Institute Transition - All Resident Students

An area of concern - although improving in recent years - is post-secondary engagement. This continues to be below provincial averages, especially over longer periods. Just slightly more than half of Mission students begin at a PSI (Post-Secondary Institute) in a timely manner. Notably, our Indigenous rate has jumped to above provincial averages this year; 2020 was likely an outlier in low PSI rates.

### Measure 5.2 Attendance

There was a significant decline in attendance this year (see appendix). For example, the majority of grade 9s in Mission missed at least 40 classes this year. We are working to determine how many absences were due to Covid protocols – staff and students staying home when ill - and what was disengagement from the education system. In either case, the declining attendance impacts learning. We also note that staff absences not only impact students' educational experiences but also put increased pressure on the staff still at the school, particularly Vice Principals and Principals.

Middle schools are not alone in attendance concerns, although they vary by site. At Albert McMahon Elementary, for example, a typical year may see 70 students of the 400+ students missing more than 20 days of school. The 20-day benchmark can be misleading as some students are travelling or involved with other family events, but it is a useful measure of students disengaging from school life. In the 2020-21 school year, the number was 143, with slightly lower enrolment. This means a more than double chronic absenteeism rate.

### Areas of Need

Mission faces several challenges. Most fundamental are the lower-than-average school completion and Post-Secondary Institution rates.

#### 1. Post-Secondary Access

One of the limitations for students connecting to Post Secondary Institutions is access. Mission is poorly connected with public transit to regional PSI and other economic opportunities. The Board continues to advocate for improved links and supports MPSDs Riverside College as a stepping stone for many students.

#### 2. Student Transitions

We are concerned with the decline in transition to grade 12 by students with disabilities and/or diverse abilities. Early results in primary are encouraging, but we can see performance disparity grow through the intermediate grades. Mission tends to keep students in grade 11 until they can successfully complete grade 12; this is especially true for students with complex backgrounds and needs. While this may help prevent the 'evergreening' of students capable of graduating with a complete Dogwood Diploma, the disparity is growing and will need to be addressed.

#### 3. Mental Health – Behaviour Impacts

In the 'post-Covid' environment, we have seen a return to important social events like sports, theatre, and graduations, we have also noticed significant concern around student and community incidents that reflect less than ideal mental health – vandalism, fights, disengagement, and other anti-social conduct.

Mental health support and community connections are vital for students right now. The Middle Schools continue to be our most significant source of disciplinary issues – suspensions, Discipline Review Committees (DRCs), safety concerns, attendance declines, and overall performance declines. We are considering restructuring Middle School classes and additional safety enhancements. We have hired two Safe School Liaisons to assist with safety, substance abuse, and re-engaging students.

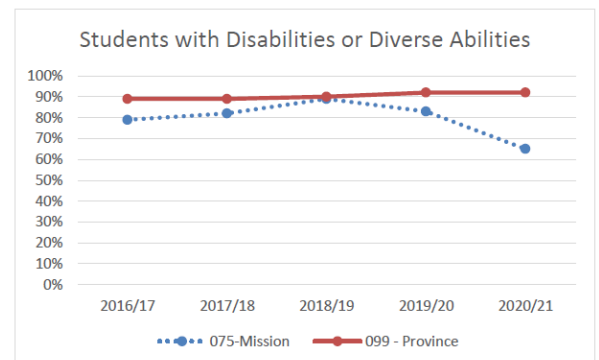
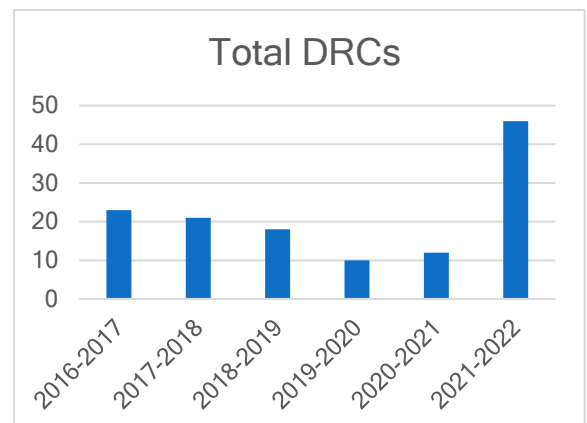


Figure 49: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities



#### 4. Data

To recognise challenges and address them early on, we are gathering local data. This was highlighted as a need in our 2021 FESL review Focus Area 1 as a Mediative Question. Local data include measures related to literacy and numeracy; tracking student achievement at grades 3/6/9; disciplinary trends; and attendance information and processes. We are also seeking additional up-to-date external data on Social Services Indexing, so we can best allocate resources to schools based on local needs.

### Adjustments and Adaptations

While the data sets are limited and impacted by Covid factors, it is clear that MPSD has significant challenges that begin to show in the Middle years. While the focus on primary literacy is vital to long-term success, adjustments are needed in the Middle School years. The District and partners are exploring changes to the Middle School structure to improve the learning experience. The most fundamental change would be to group students in pods that support student and adult connectedness and enables earlier issue identification.

### Alignment/Implementation of Strategic Plan

Below is a sampling of current budgeted initiatives in each objective priority area of the Strategic Plan. Our Mediative Question in Focus Area 3 proposed connections between our school growth plans and our District strategic plan – School plans are being prepared at present with this in mind. The second part of this Mediative question was to demonstrate alignment between student plans and our operational plans. This is outlined below but will be expanded over this year.

#### Honouring Culture and Territory

◆ **GOAL:** Achieve equitable education outcomes for all Indigenous students in MPSD

- ⊕ **Identified Needs:** Some Indigenous learners experience attendance barriers. Indigenous learners and families are also experiencing higher rates of mental health impacts.
- ⊕ **Preparation for Implementation of Indigenous Course Grad Requirement:** scheduled for September 2023. Create new (Board/Authority Authorized) BAA courses for the local context. Provide support for teachers to develop a greater understanding of Indigenous worldviews and perspectives.
- ⊕ **Plan for Support:**
  - Indigenous Student & Community Outreach Teacher (increase from .4 to 1.00 FTE)  
**Cost: \$60,000**
  - Two additional Indigenous Liaison Workers (2.0 FTE)  
**Cost: \$130,000**
  - Indigenous Liaison Worker - focus on Animal Service (canine) for mental health services  
**Cost: \$10,000**
  - Indigenous Mental Health Hygiene Training for Staff  
**Cost: TBD      Funding: Mental Health Grant**
- ⊕ **Additional Initiatives to support Honouring Culture and Territory**
  - Stó:lō History, Halq'emeylem Language, Story & Culture Teacher
  - Indigenous Mentor Teacher and Siwal Si'wes Teacher Librarian
  - Policy consultations and engagement
  - Regular meetings with Nation Education Coordinators for students living on Reserve
  - Consultation with local First Nations and Siwal Si'wes Indigenous Education Advisory Council
  - Middle and Secondary Indigenous Student Success Advocates
  - Intentional bi-monthly cultural strengthening learning opportunities for Siwal Si'wes Staff

## Future Orientation

- ◆ **GOAL:** Strengthen support and services for learners to address shifting learning requirements
- ⊕ **Identified Need:** There are more students with disabilities and/or diverse abilities living in care.
- ⊕ **Plan for Support: 20 EAs, .4 Mentor Teacher, .6 SLP, and .2 Summer Assessments and 0.2 Physical Therapy**
  - Additional Speech and Language Professional (SLP) (0.6 FTE) to manage growth in needs
  - An Educational Assistant Mentor teacher (0.4 FTE) to support EAs with ongoing training in assessment/therapy needs, emotional regulation, and conflict resolution.
  - Summer Psychology Assessments (0.2 FTE) to manage growth in assessment needs and to focus on Transitions -- to improve transition rates from school to school, grade to grade, and into adulthood.
  - Additional Physical Therapy (PT) added (0.2 FTE) to address student accessibility considerations.
- ⊕ **Identified Need:** Implement an updated reporting policy. A pilot project using portfolios to communicate student learning. Many teachers will need support to implement significant changes in the use of the proficiency scale, as well as increasing student voice and ownership of learning.
- ⊕ **Plan for Support:** School Assessment Leads and Release Time
  - Monthly release for school leads to receive training so they can share information at regular staff meetings

**Cost:** 17 teachers x \$383 x 8 months = \$52,088

**Funding:** Curriculum budget
- ⊕ **Additional Initiatives to support Future Orientation**
  - Resources and workshops that support embedding Indigenous world views in decision-making and pedagogical practice
  - Ongoing refresh of technology
  - Mental Health First Aid for Frontline Workers
  - Collaboration with Children & Youth Committee (Mental Health Training and Workshops)
  - Math and Technology Mentor Teacher positions

## Student Centred Learning

- ◆ **GOAL:** Create positive learning experiences that support literate and numerate students
- ⊕ **Identified Need:** Students have experienced academic unfinished learning. New data from grade 10 students shows missing elements in their mathematical understanding. The Math mentor and MSS mentor teacher continue to work on strategies (including pre and post-assessments in elementary, middle, and secondary).
- ⊕ **Plan for Support:** Literacy Mentor Teacher position
  - Build teacher capacity to support literacy development (Tier 1 support), and implement strategies (similar to numeracy mentor teacher role). Collaboration with LSTs, and SLPs to align with Tier 2 and Tier 3 support. Continue to look for ways to support literacy development. (Currently on hold while we assess staffing shortages.)

**Cost:** \$90,000                      **Funding:** Strategic Initiatives Reserve
- ⊕ **Additional Initiatives to support Student Centred Learning**

- Joyful Literacy, MPSD Joyful Math to support Primary years
- Novel Approach refresher training available for teachers teaching gr. 4-9
- Assessment pilot and revised policy
- Thinking Classrooms
- Choice of electives at Secondary
- Access to music, Applied Design, Skills and Technologies (ADST) in elementary
- Schools, programmes of choice
- Expanded Mental Health Literacy Curriculum

### Effective Learning Environments

- ◆ **GOAL:** Maintain welcoming, modern, healthy, safe, and inclusive working and learning environments
  - ⊕ **Identified Need:** Students are experiencing increased anxiety, stress, and depression and are exhibiting heightened levels of emotion and decreased resiliency. Students have demonstrated serious behaviours and increased difficulty dealing with emotions.
  - ⊕ **Plan for Support:** District Principal to continue to lead social and emotional learning and trauma-informed practices in schools.
    - Build school-wide classroom teacher and administrator capacity to build SEL competencies in classrooms and schools. This is Tier 1 support for all students, K-12.
    - Collect information from students, educators, and parents about knowledge of SEL to build a baseline of current understanding.
    - Support adult social and emotional skills and well-being.
- ◆ **GOAL<sup>2</sup>:** Recognize that diversity in the school community benefits all and ensure students are meaningfully included in the learning environment.
- ◆ **GOAL<sup>2</sup>:** Ensure every school is accessible so that full participation is possible.
  - ⊕ **Identified Need:** School accessibility audits are being conducted
  - ⊕ **Plan for Support:**
    - Special Education Equipment Request - Several students need accessibility accommodations. A special education equipment budget would allow responsive programming.
    - Cost:** \$25,000                      **Funding:** Local Capital
  - ⊕ **Additional Initiatives to support Effective Learning Environments**
    - Accessibility Improvements (for example EVAC chairs, adjustable desks, additional ramps, inclusive technology, etc)
    - Expansion of Inclusive Playgrounds
    - District Wide Mental Health Strategy (including Complex Care & Intervention – CCI - Team)
    - Staff training schedules for new technology or initiatives

### Quality Teaching and Leadership

- ◆ **GOAL:** Support all staff to adapt to the rapidly changing educational environment and students' needs
  - ⊕ **Identified Need:** Build capacity and understanding by implementing effective literacy, numeracy, and social and emotional competencies. The existing curriculum budget will support professional learning in these areas.
  - ⊕ **Plan for Support:**
    - Professional learning to support understanding of the trauma-informed practice and ways to de-escalate behaviour.

**Cost:** no additional costs – planned from existing budgets

⊕ **Additional Initiatives to support Quality Teaching and Leadership**

- Curriculum support Mentor Teachers
- Special Program from the Office of BC Human Rights for hiring/staffing
- Ongoing use of Growth Plans for leaders, School Plans, and departmental plans
- Afterschool workshops offered to all staff in addition to professional development
- Training for extended staff in school for SEL and TIP (clerical, bus drivers, EAs, YCWs, etc.)
- Collaboration and mentoring opportunities
- Racial Equity training for all staff

## Equity

SD75 completed the third year of the Equity Scan. The vision of this work is to identify promising practices as well as address barriers impacting Indigenous student achievement and success.

- ◆ **Identified Need:** Systemic barriers, inequities, and discrepancies are (but are not limited to) attendance, transportation, food security, housing, employment, access to education, access to extra-curricular and community activities, access to healthcare and mental health supports, suspension rates, graduation rates, etc.
- ⊕ **Plan for Support:** additional staff; created unique positions to better support Indigenous learners.
- ⊕ **Plan for Support:** complete *Equity PATH* in the next two years; engage with Indigenous rightsholders, and SD75 departments/employee groups.
- ⊕ **Plan for Support:** *Learning Opportunities* on equity, anti-racism, reconciliation, and Indigenous-specific trauma. With the current investigation of potential unmarked graves at the former St. Mary's Residential School, we will need to be mindful of the impacts this may have on Indigenous learners, families and community members, and Siwal Si'wes Staff.
- ⊕ **Plan for Support:** Support for student and staff mental health has been vital in the last year and will continue to be so moving forward

## Conclusion

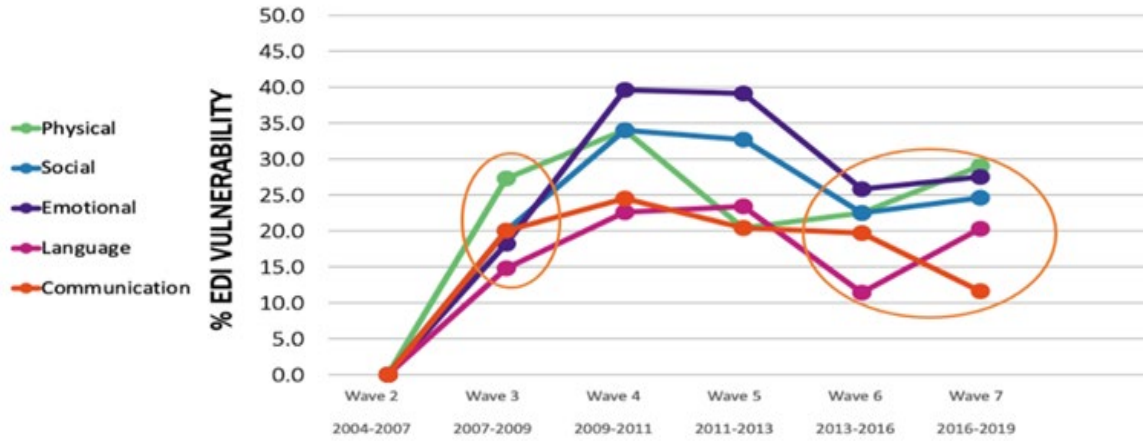
MPSD has identified several challenges to work on to continue to improve outcomes for all students, especially those experiencing systemic barriers. Our ongoing work in supporting excellent teaching practice, curriculum, mentoring positions, and extensive resources for Indigenous education is vital. Perhaps more importantly as we recover from the pandemic, is our work on mental health for students, and expanding resources for teachers and schools in this area. The next several years can be seen as a sort of catch-up for not just the learning loss of the pandemic era, but also the significant impacts on social and emotional conditions for students. Larger structural challenges will continue, as we work with community organizations and post-secondary institutions to support our students' work and transition to successful and dignified lives after school. Work on expanding locally developed data will continue to assist us in allocating resources as effectively as possible to ensure the most successful and equitable outcomes for all our students.

By continuing to focus on and align with our values of *Working Together*, *Lifelong Learning*, *Thinking Beyond Today*, and *Doing the Right Thing*, we are confident in building a better Mission for all our students.

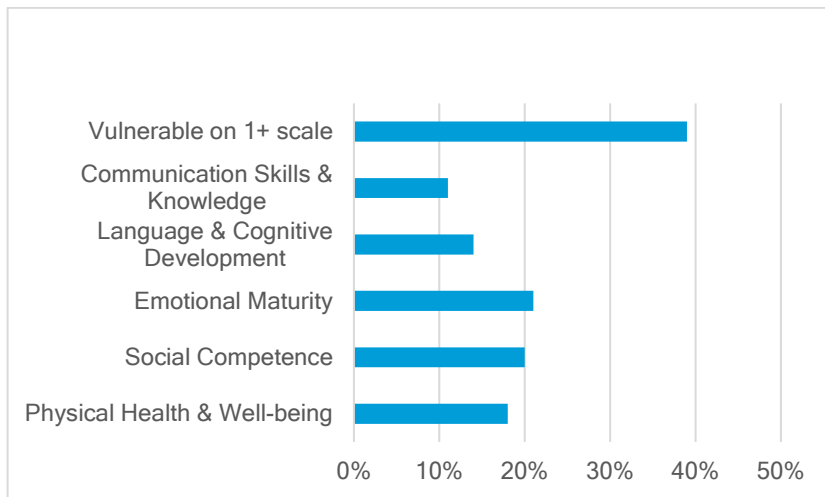
# Appendix

## Non Provincial Data

**Vulnerability on One or More Scales of the EDI, Wave 2-7 (%)  
Indigenous Children in Kindergarten in Mission (SD 75)**



## EDI 2022





## % Absenteeism Trends – 2021-2022 School Year

HERITAGE PARK MIDDLE GRADE 9	Number of Students		
	> 40 absences	Total Students	%
All Students	161	217	74
Indigenous Students	33	40	82
Designated Students	36	43	84

HATZIC MIDDLE GRADE 9	Number of Students		
	> 40 absences	Total Students	%
All Students	191	255	75
Indigenous Students	45	51	88
Designated Students	50	50	100

MISSION SECONDARY GRADE 10	2021-2022 school year			2020-2021 School Year		
	> 20 absences	Total Students	%	> 20 absences	Total Students	%
ENGLISH 10 All	134	460	29%	81	452	18
ENGLISH 10 Indigenous	40	88	45%	25	73	34
ENGLISH 10 Designated	17	71	24%	63	15	24
MATH 10 All	88	460	19%	154	452	34
MATH 10 Indigenous	22	88	25%	13	73	18
MATH 10 Designated	9	71	10%	35	63	56