

September 2025

Message from the Chair of the Board of Education

As the 2024/2025 school year concludes, I am pleased to present this year-end summary on behalf of the Mission Public School District Board of Education. This past year has seen notable progress, consistent collaboration, and a sustained commitment to providing a good learning environment for students in Mission.

Key Highlights from the 2024/2025 School Year:

Mission Senior Secondary School Replacement Project

Work on the Mission Senior Secondary (MSS) replacement project has continued this year. This project aims to provide an updated facility for future students. We've been involved in planning and development, working with the Ministry of Education and Child Care to ensure the new school addresses student and staff needs and serves the community. The Board continues to support and oversee this project.

Long Range Facilities Plan (LRFP) Initial Engagement

To plan for the district's future infrastructure, we began the Long-Range Facilities Plan (LRFP) engagement process. This planning involves community consultation to assess current facilities, project enrollment, and develop a strategy for optimizing educational spaces for the next 5-10 years and beyond. The initial engagement phase has provided information that will help shape a sustainable facilities plan for MPSD schools.

Opening of Growing Roots Metis Childcare Centre

This year saw the opening of the Growing Roots Metis Childcare Centre. This new facility on the West Heights School grounds contributes to providing culturally relevant early learning opportunities for children, strengthening partnerships with Indigenous communities, and addressing the need for accessible childcare in Mission. Its establishment reflects collaborative efforts to support our youngest learners.

Indigenous Education Council (IEC) Terms of Reference

Our commitment to Truth and Reconciliation and Indigenous education remains a focus. This year involved work to establish the Terms of Reference for the Indigenous Education Council (IEC). This council will help guide our district's Indigenous education initiatives, promote partnerships, and foster a learning environment that incorporates Indigenous histories, cultures, and perspectives. This process with local First Nations and Indigenous communities is important to its success.

Indigenous Cultural Safety & Humility

This year, all staff were required to read "ey kw'ese te shxweli - Welcome To This Place," a document provided by the Indigenous Department. New hires from September 2024 onwards also engaged with this material. Additionally, foundational training in Indigenous Cultural Safety & Humility was provided within the Human Resources department

Riverside College Trade Sampler Program & Tiny Homes Project

Riverside College continues its work in vocational training. This year, the Riverside College Trade Sampler Program offered students hands-on experience in various trades, helping them explore career paths. Students at Riverside also completed tiny homes, providing practical construction experience and contributing to potential housing solutions.

Feeding Futures Program

The Feeding Futures Program has supported students by ensuring they have access to nutritious food. This aims to reduce barriers to learning and promote healthy development, reflecting our approach to supporting students in the classroom.

Board Policy Review

The Board of Education continued its Policy Review this year, examining and updating policies to align with current practices, requirements, and district needs. This work helps ensure our governance framework is effective and supports school operations.

Piloting School Site Visits to Hear Student Voice

To enhance student engagement, the Board began piloting school site visits to hear directly from students. These visits allow Board members to connect with students, listen to their experiences, and gain insights into what is working and where improvements can be made. This direct engagement informs our planning.

Conclusion

The 2024/2025 school year has included significant achievements, collaborations, and a shared dedication to student success. I extend my thanks to our students for their efforts, our staff for their commitment, our parents and guardians for their support, and the Mission community for their ongoing partnership.

As we look to the 2025/2026 school year, the Mission Public School District aims to foster an environment where every student feels safe, valued, and able to reach their potential.

Tracy Loffler, Board Chair

2025


**ENHANCING
STUDENT
LEARNING**

REPORT



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Enhancing Student Learning Report

September 2025

Part 1: Review Data and Evidence

Pre-Populated Provincial Template

In Review of Year 2024-25 of the Mission Public Schools Strategic
Plan 2023-2026

Approved by the Board of Education, School District 75 (Mission)
on September 23, 2025

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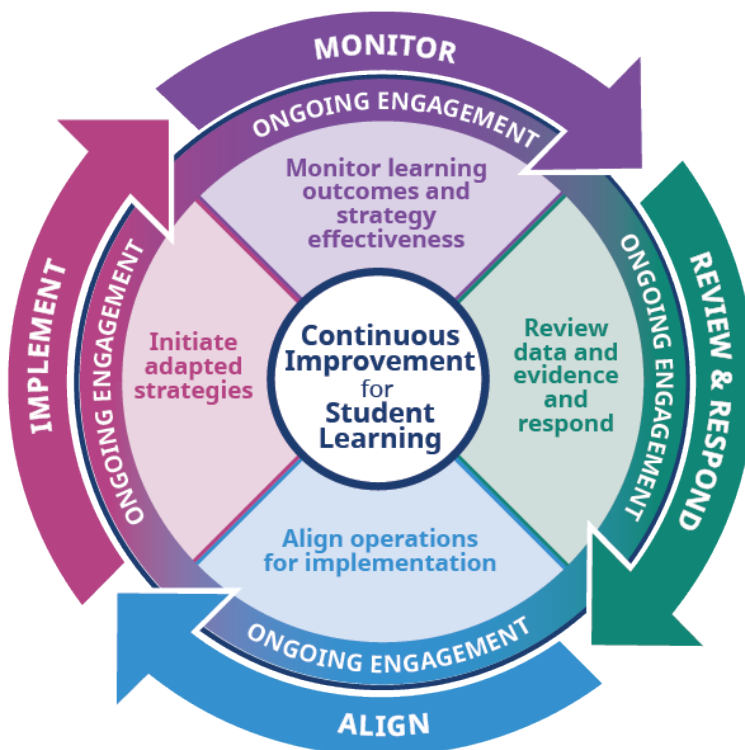
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Enhancing Student Learning Report:

Ministry Note

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

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



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

Review Data and Evidence

Part 1



Review Data and Evidence Provides:

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

Intellectual Development

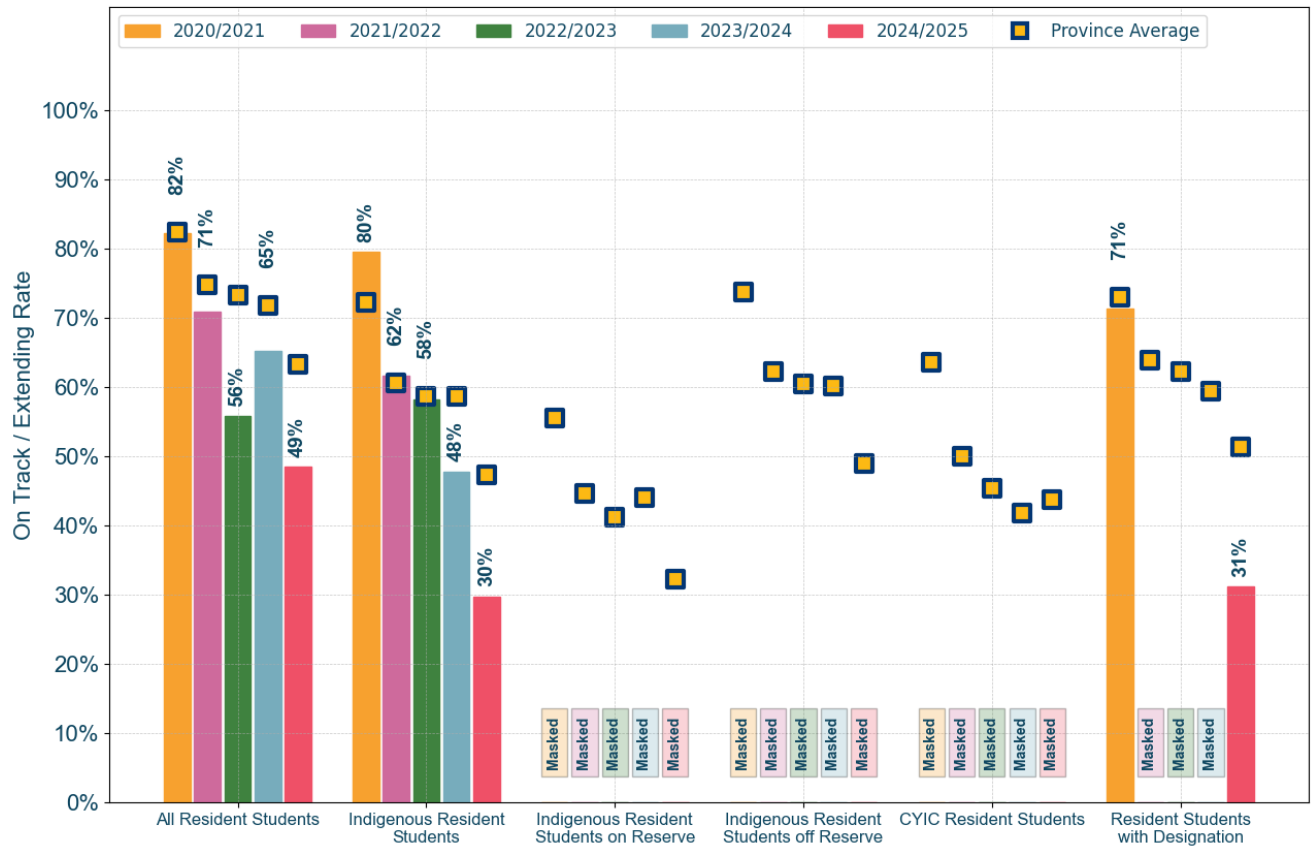
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD075 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	515 49%	500 56%	525 58%	484 59%	565 91%
Indigenous Resident Students	115 38%	106 57%	88 49%	89 52%	96 88%
Indigenous Resident Students on Reserve	Masked	12 92%	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	94 52%	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	53 26%	42 29%	45 38%	49 37%	61 74%

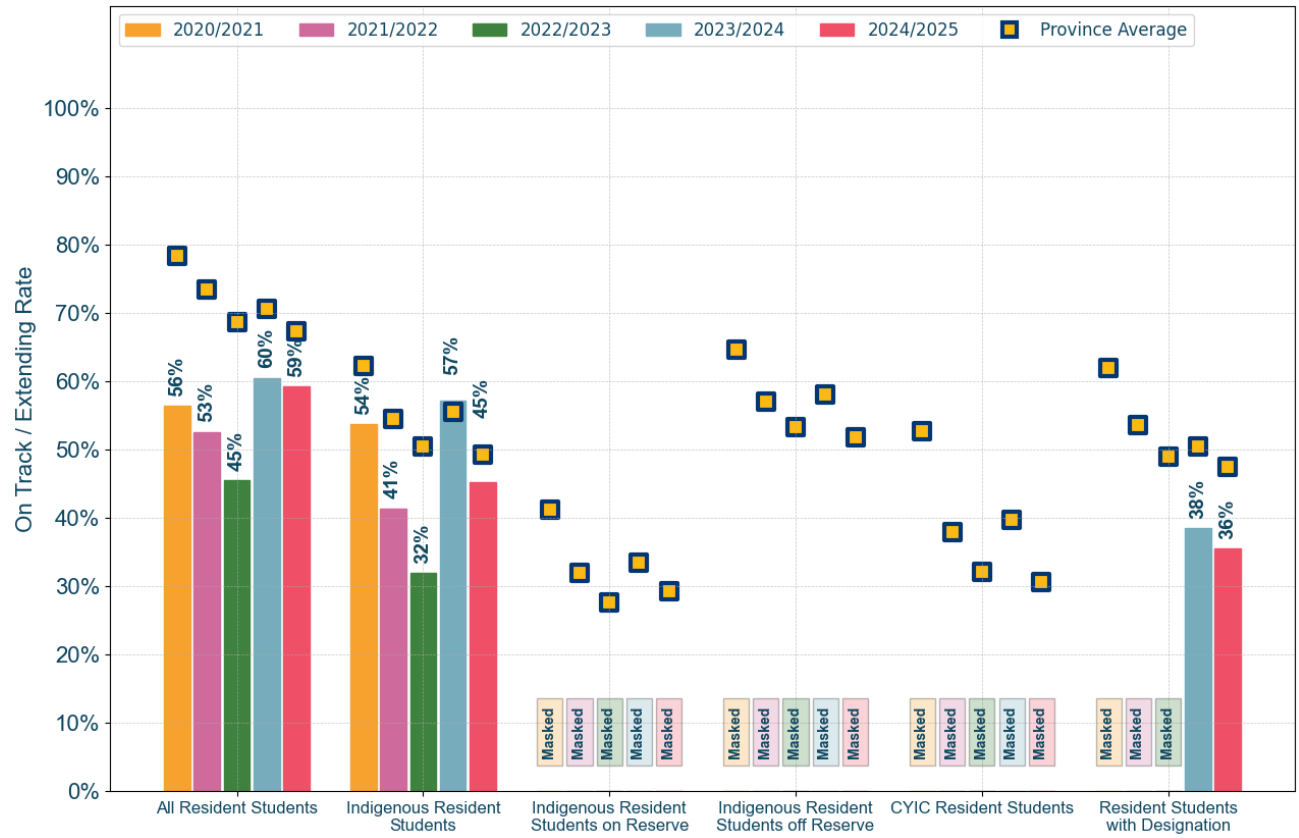
SD075 - Grade 4 FSA Literacy - On Track / Extending Rate



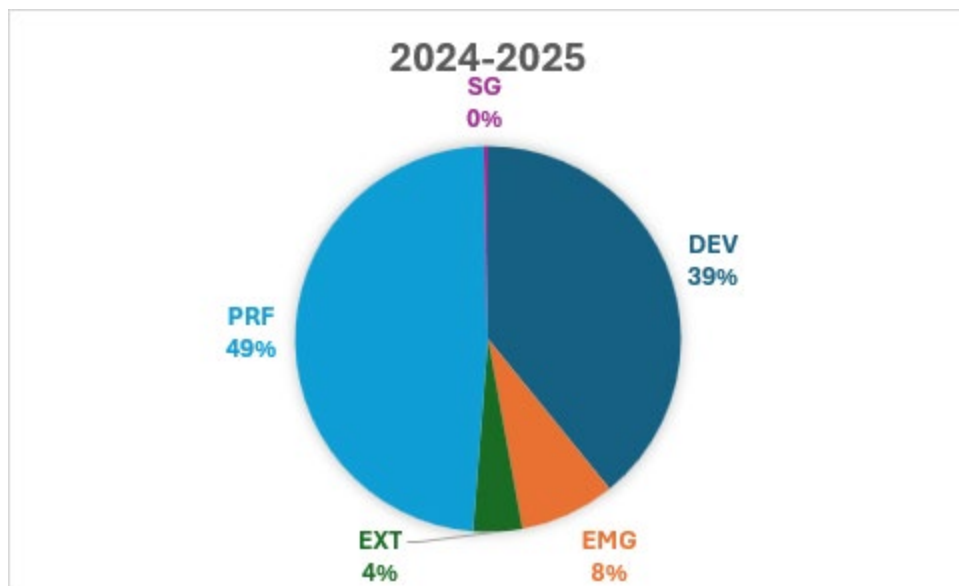
SD075 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	485 41%	484 72%	524 50%	527 54%	499 96%
Indigenous Resident Students	91 45%	116 75%	105 45%	118 53%	102 93%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	79 27%	78 56%	90 30%	107 36%	89 85%

SD075 - Grade 7 FSA Literacy - On Track / Extending Rate

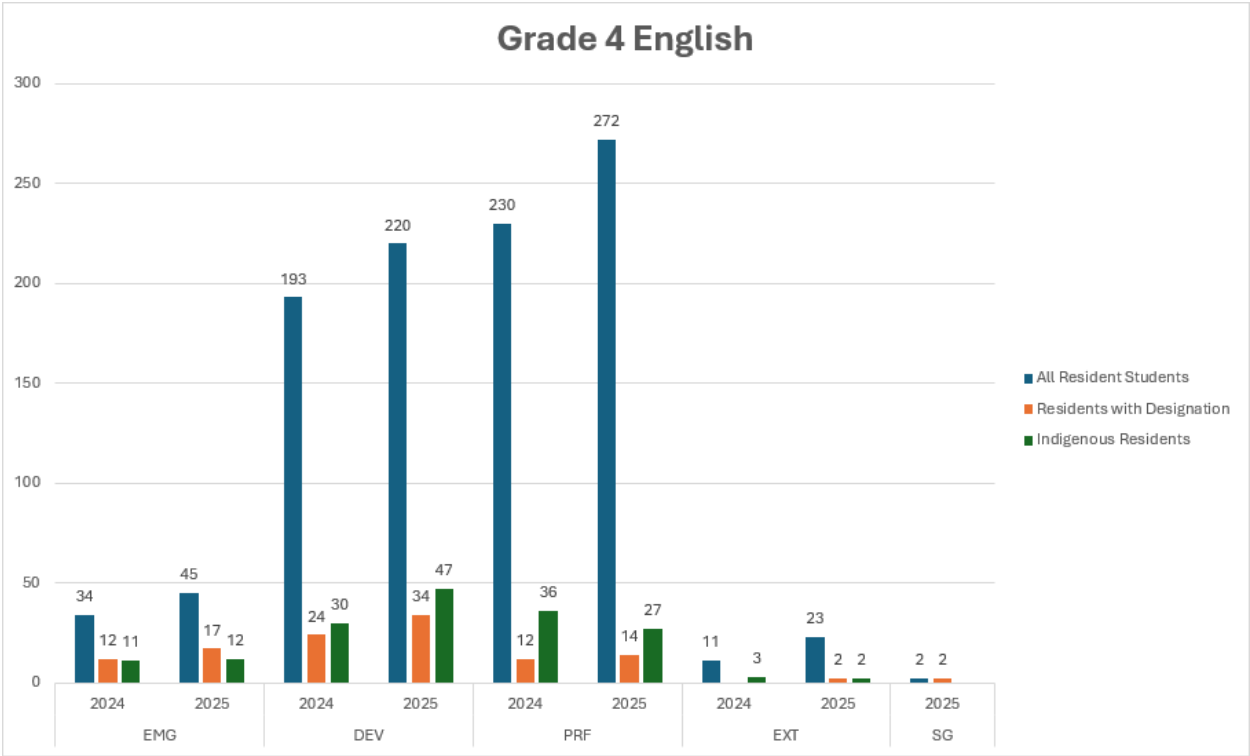


District Measure: Grade 4 Language Arts (English) Final Report Card Results

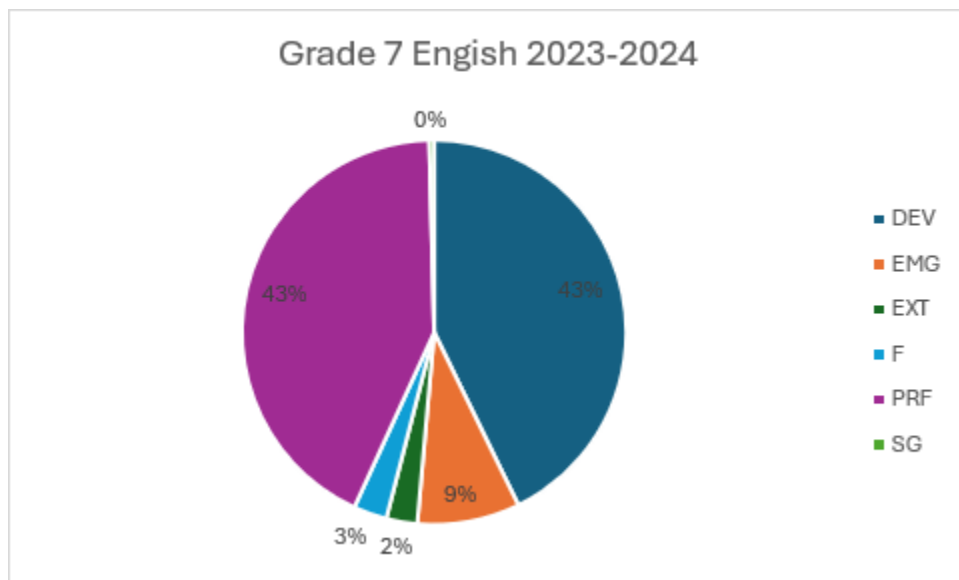
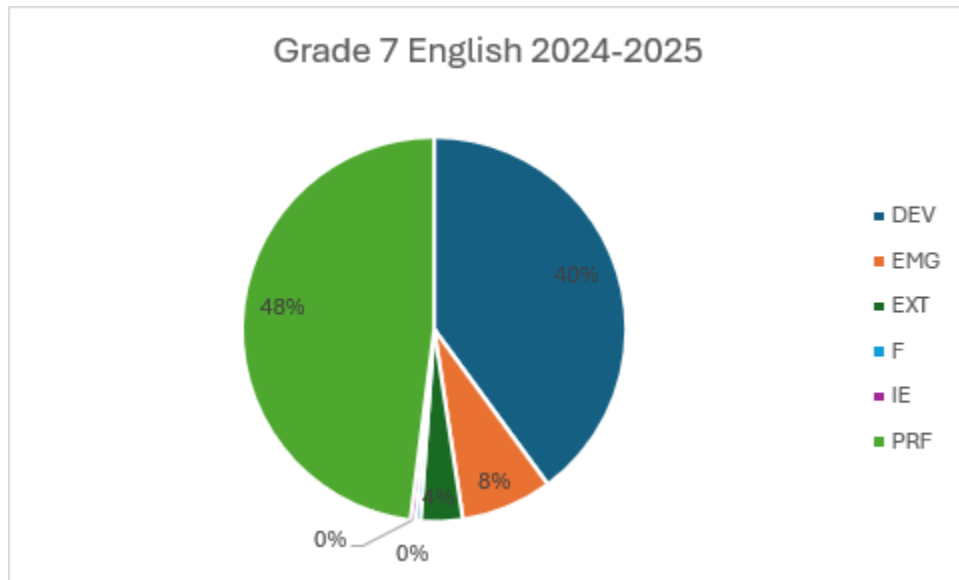




District Measure: Grade 4 English Final Report Card Results – Priority Populations

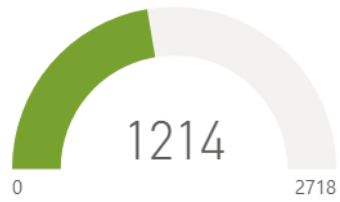


District Measure: Grade 7 English Final Report Card Results

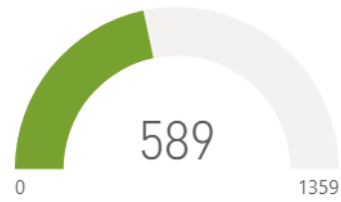


District Measure: ELPATS Mastery Results 2024/25 - Kindergarten Literacy Assessment Results

of Part 1 Sections Mastered Out Of
Total Part 1 Sections



of Part 2 Sections Mastered Out Of
Total Part 2 Sections



44.67%

% of Part 1 Sections Mastered

43.34%

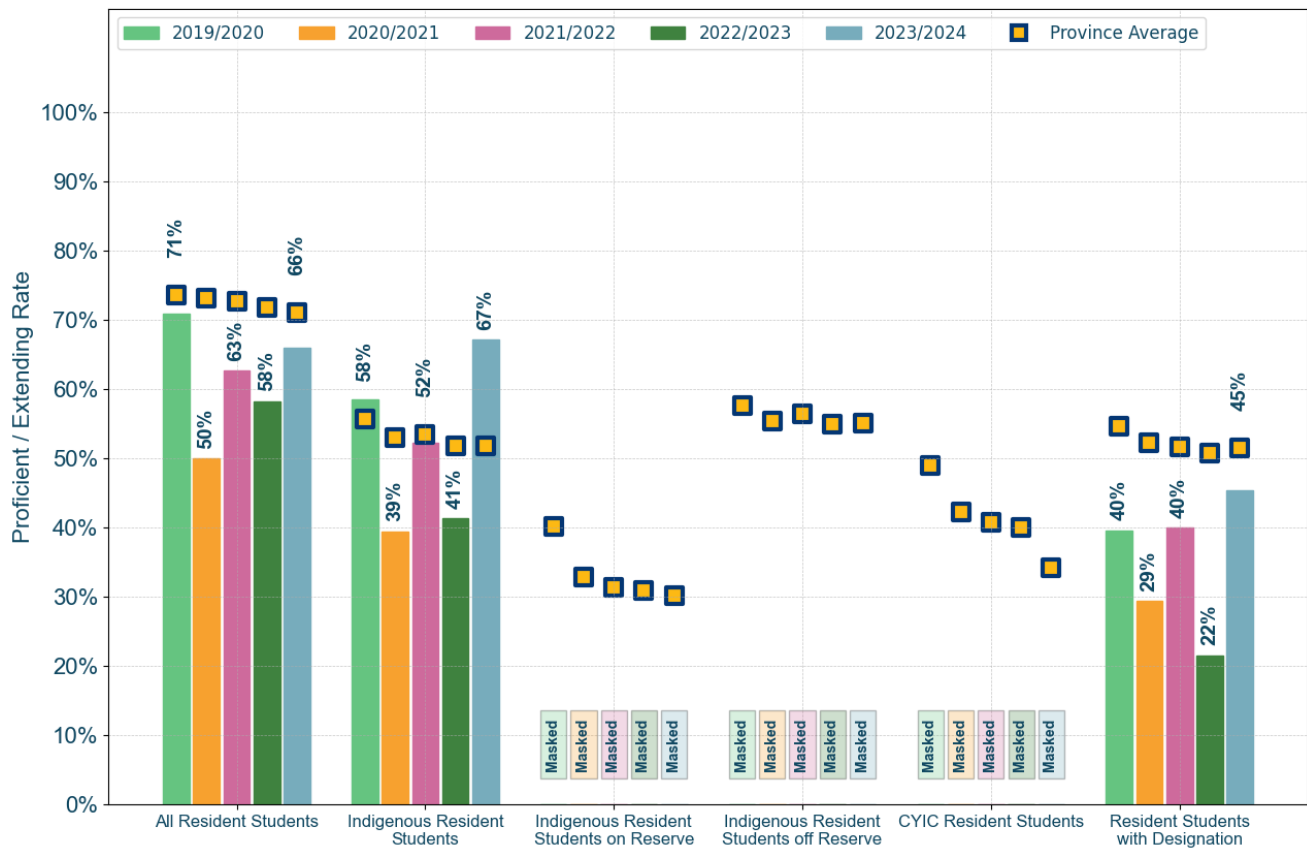
% of Part 2 Sections Mastered

Measure 1.2: Grade 10 Literacy Expectations

SD075 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	454 80%	434 85%	477 74%	477 75%	469 82%
Indigenous Resident Students	102 64%	89 70%	108 51%	99 54%	93 66%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	89 54%	66 61%	85 47%	115 49%	97 65%

SD075 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis:

Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations

Considerable effort has been put into having more students participate in the FSA; previously, with only half of students participating it was not a valid measure of student performance. Our participation has essentially doubled; this is a considerable achievement. However, the results continue to follow the overall provincial trend downwards.

A more positive note can be seen in an improvement in Grade 10 Literacy results, as well as an increase in participation rates due to a change in practice in conducting the assessment. Of special note is the significant jump in Indigenous results. We believe that some of our longer-range literacy work comes into play here, as well as the process through which the secondary school approaches this assessment. That said, it is challenging to analyse a long-range plan to invest in elementary literacy and definitively see its connection to success in secondary literacy assessments.

As will be noted elsewhere in the Enhancing Student Learning documents, Mission Public Schools has begun actively working in the 2024/25 school year on assessments at a variety of grade levels to

assist in our planning. This process will take several years to complete, and is reliant on our capacity to support classroom teachers over the development time period.

Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

This year, the District began establishing assessments for literacy at different grade levels, including Kindergarten and pilots at Grades 1 & 2. Beginning next year, we will be able to report a more thorough story from these assessments. This year we began using final report cards to see alignment, or lack thereof, with FSA results; this will also be observed for numeracy as well. There seems to be considerable alignment between local assessments and the FSA.

A broader question all educators need to be exploring is the overall declines in literacy we have been seeing since before the Covid era. While the last two years in Mission have shown a notable improvement in overall scores, that is not the provincial or global trend. We believe that things like the ELPATS can be invaluable in early assessment and approaches as demonstrated by UFLI are important for foundational literacy. We are excited to be a part of the community of practice meetings for literacy and are optimistic that the evidence-based practices will continue to show growth in student literacy skills. Overall, UFLI is posting early promising results. We have noticed a significant improvement in sound awareness among the K's, 1's and 2's who are doing UFLI in their classrooms. Kindergarten and grade one student phonemic awareness was stronger by the end of May 2025 than in any other recent year.

ELPATS has two main sections of the assessment for phonemic awareness. The first section looks at whether students can identify individual sounds within words and whether they can break words into sounds. There are 6 parts to this first section with students only able to move from one part to the next if they showed mastery by answering with speed and accuracy and were able to get at least 4 out of 5 test items correct in each part. In our district, our Kindergarten students collectively completed 44.67% of the number of parts in section one with mastery.

Students would then move onto section two where they were asked to blend sounds together to form words. Section two consisted of three parts with students only able to move on from one part to the next if they showed mastery and were able to get at least 4 out of 5 test items correct in each part. In our district, our Kindergarten students collectively completed 43.34% of the number of parts in section two with mastery.

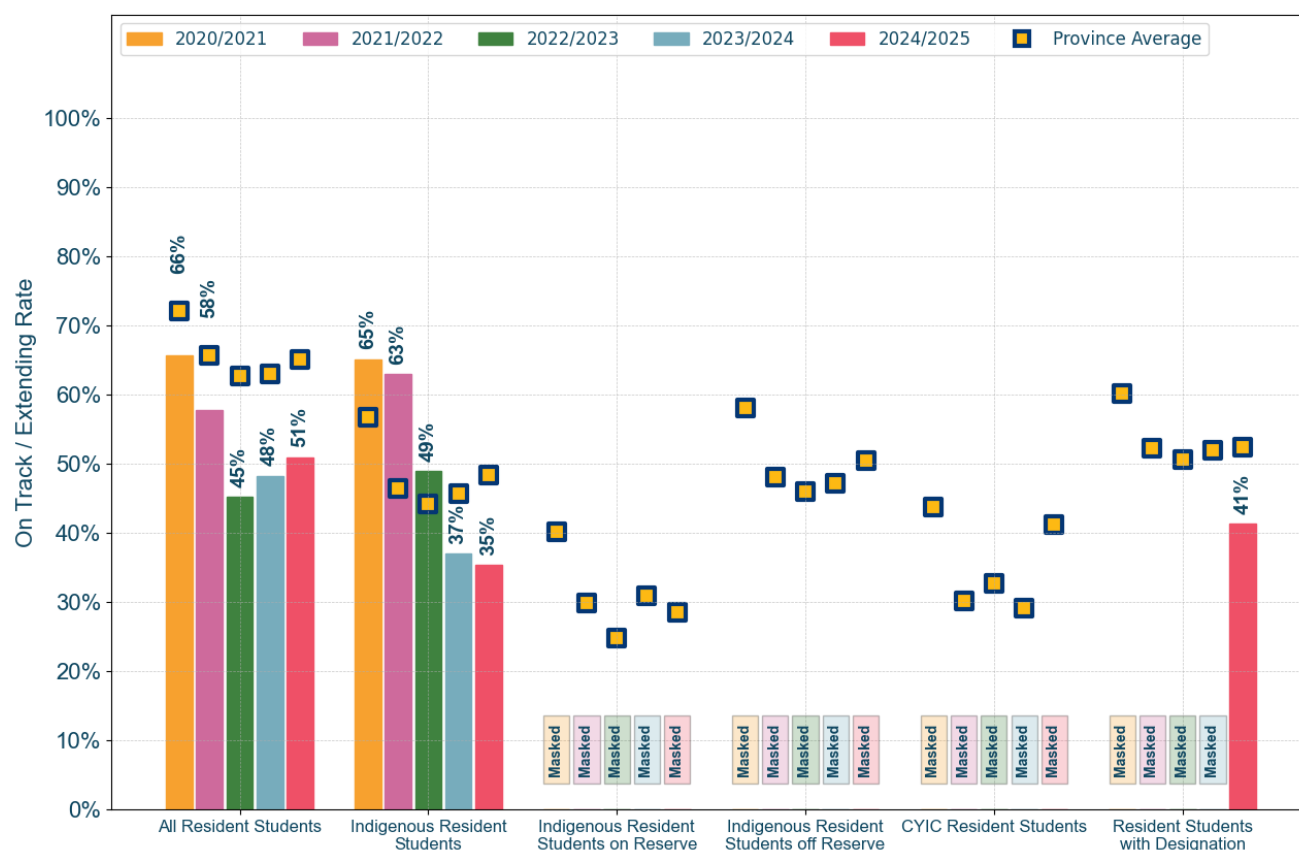
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD075 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	515 48%	500 54%	525 60%	484 60%	565 91%
Indigenous Resident Students	115 37%	106 51%	88 53%	89 52%	96 85%
Indigenous Resident Students on Reserve	Masked	12 83%	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	94 47%	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	53 25%	42 26%	45 40%	49 37%	61 75%

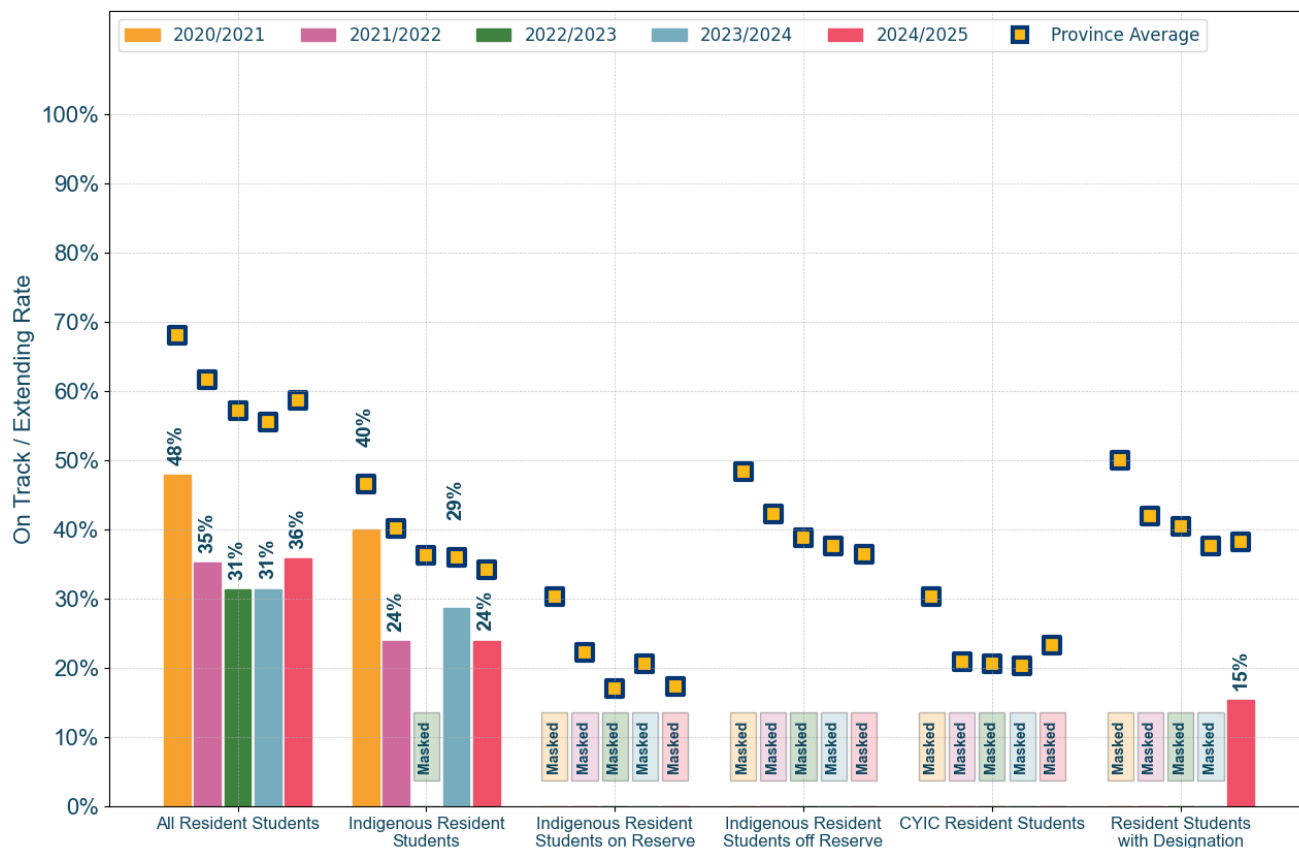
SD075 - Grade 4 FSA Numeracy - On Track / Extending Rate



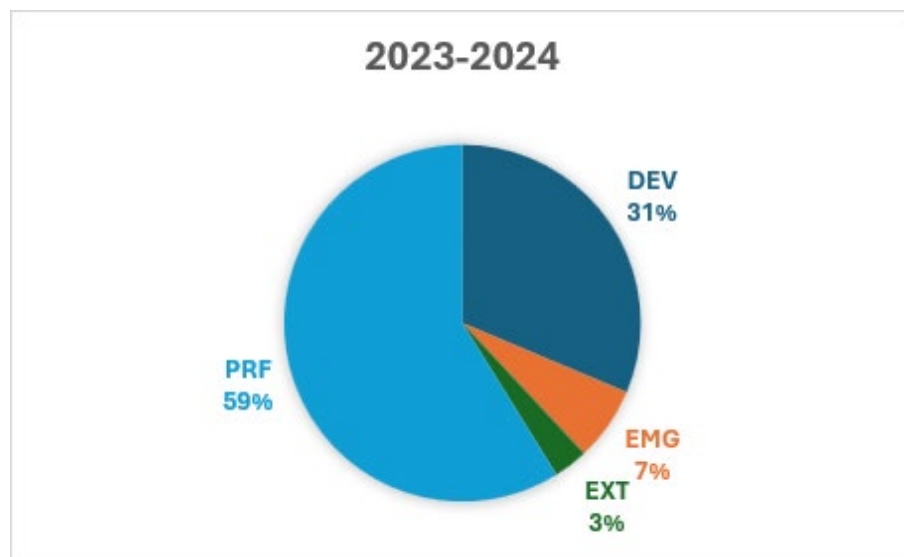
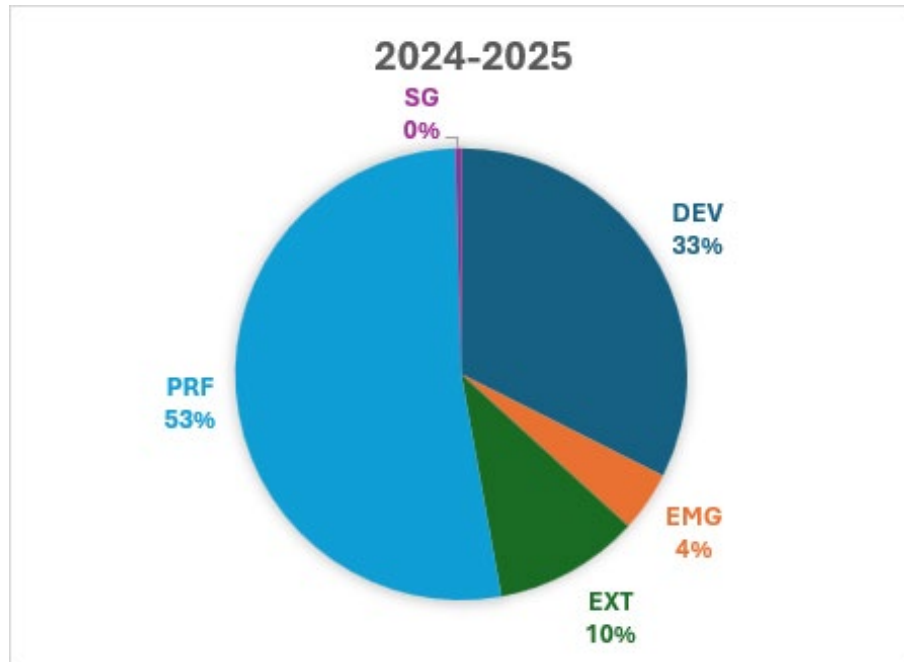
SD075 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	485 40%	484 73%	524 45%	527 51%	499 94%
Indigenous Resident Students	91 44%	116 76%	105 34%	118 47%	102 90%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	79 25%	78 59%	90 27%	107 32%	89 81%

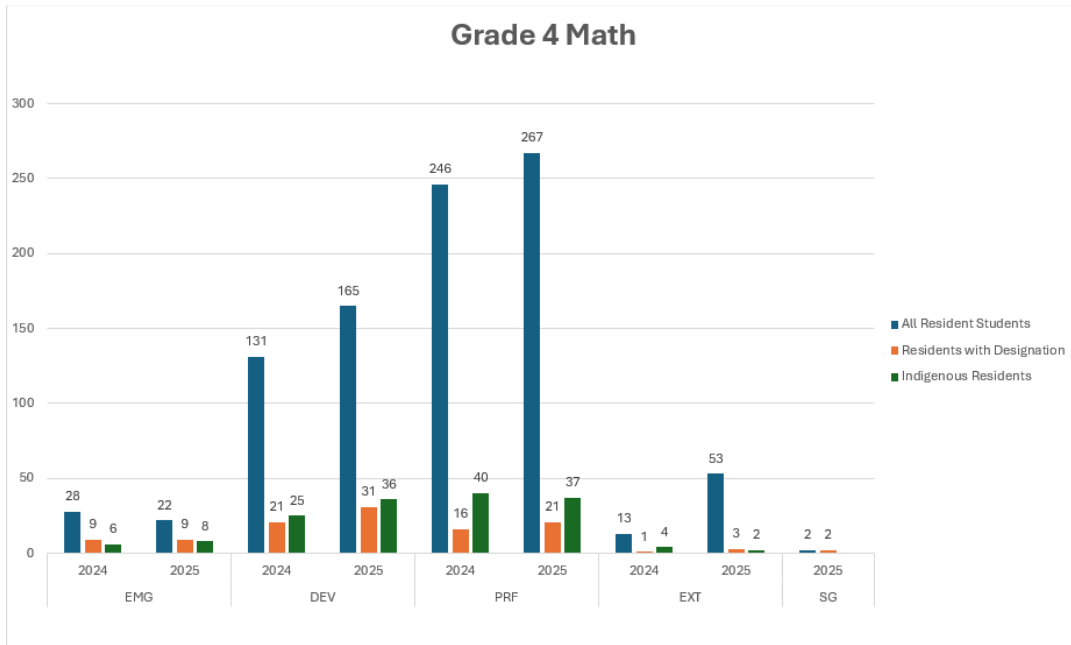
SD075 - Grade 7 FSA Numeracy - On Track / Extending Rate



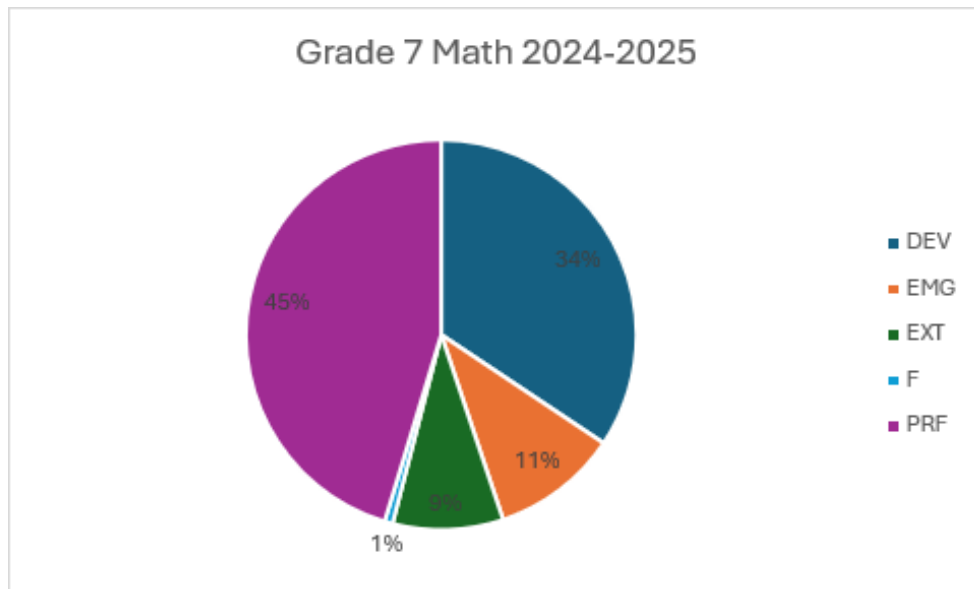
District Measure: Grade 4 Math Final Report Card Results

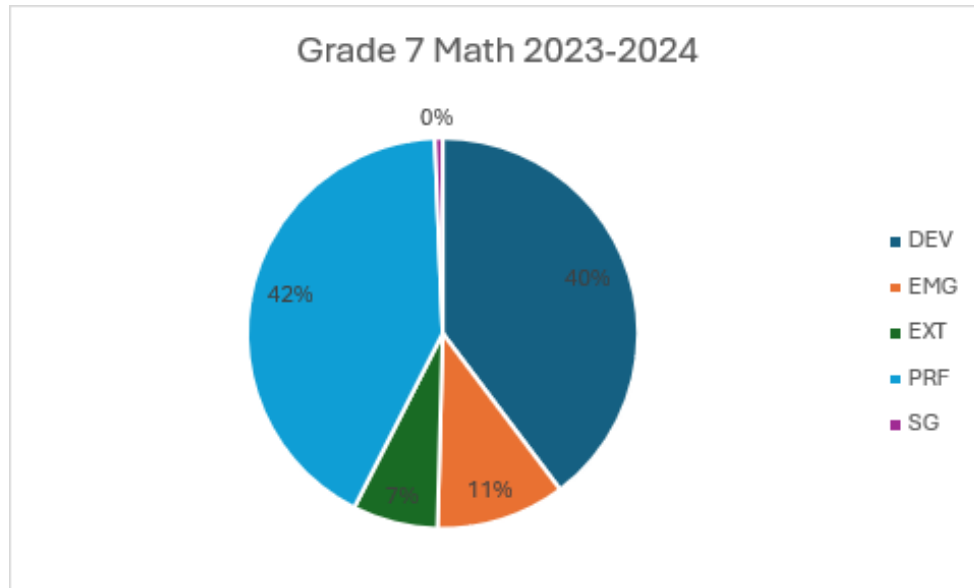


District Measure: Grade 4 English Final Report Card Results – Priority Populations



District Measure: Grade 7 Math Final Report Card Results



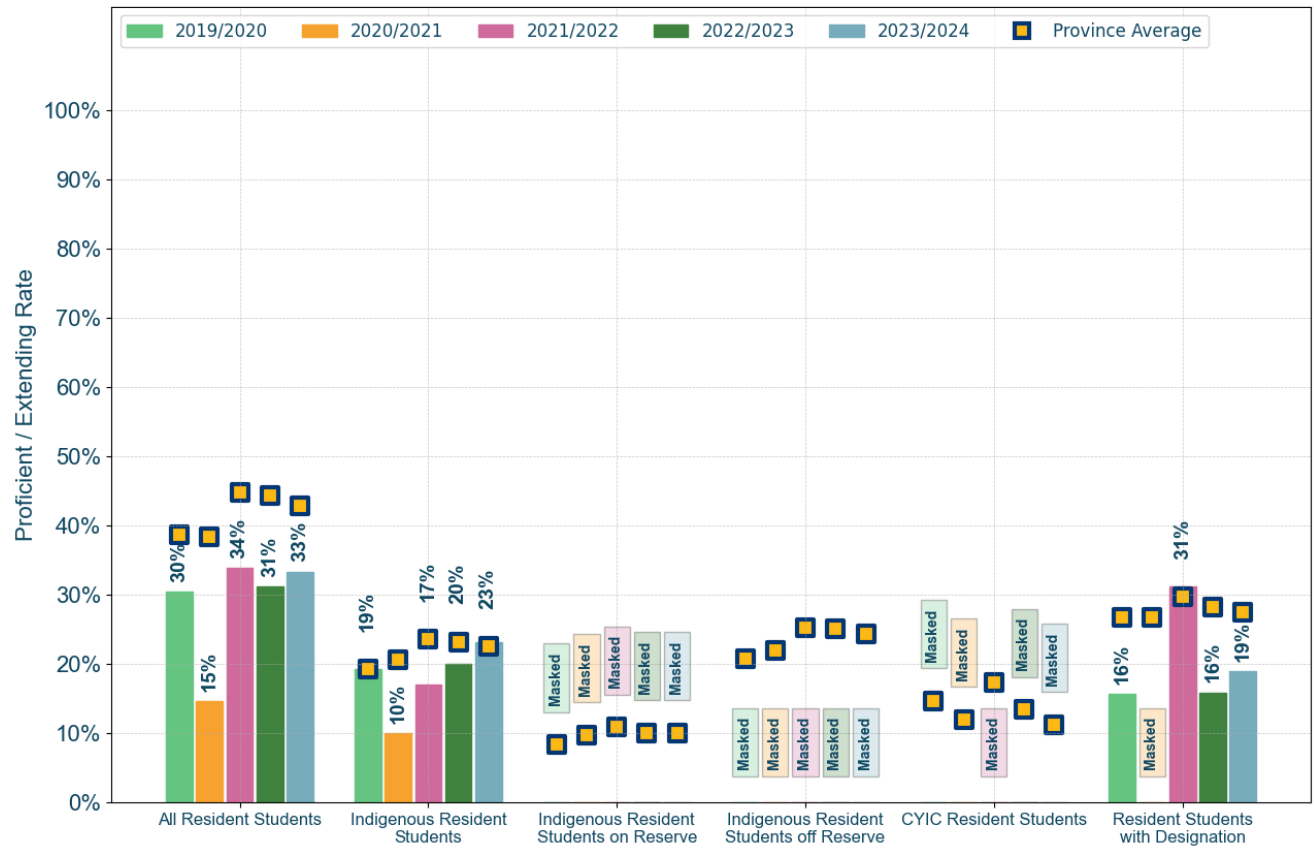


Measure 2.2: Grade 10 Numeracy Expectations

SD075 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	455 81%	435 85%	479 73%	483 72%	470 79%
Indigenous Resident Students	102 71%	90 72%	107 50%	101 50%	94 63%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	89 57%	67 63%	88 48%	116 46%	98 60%

SD075 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

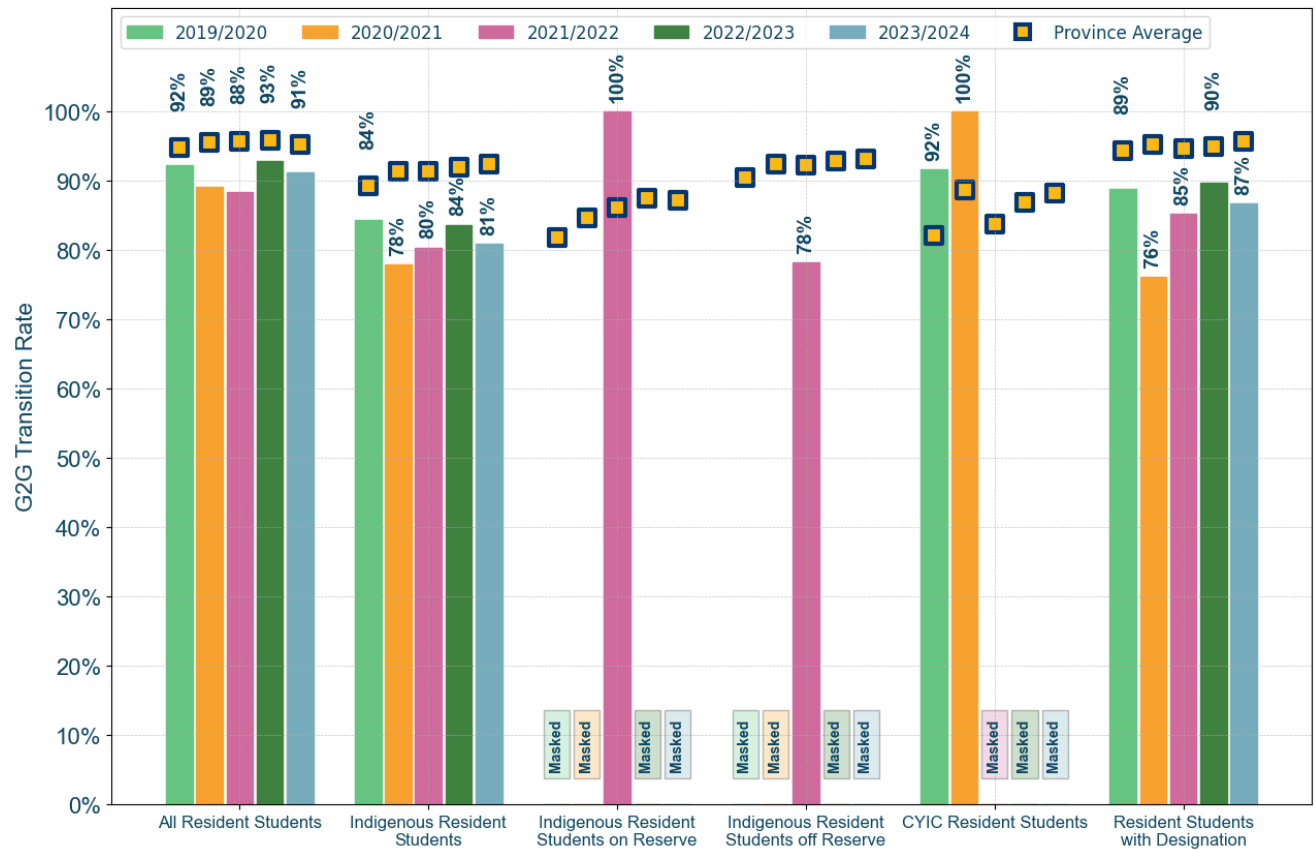


Measure 2.3: Grade-to-Grade Transitions

SD075 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	455	442	488	490	468
Indigenous Resident Students	102	95	112	104	94
Indigenous Resident Students on Reserve	Masked	Masked	11	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	101	Masked	Masked
CYIC Resident Students	12	10	Masked	Masked	Masked
Resident Students with Designation	89	67	88	117	98

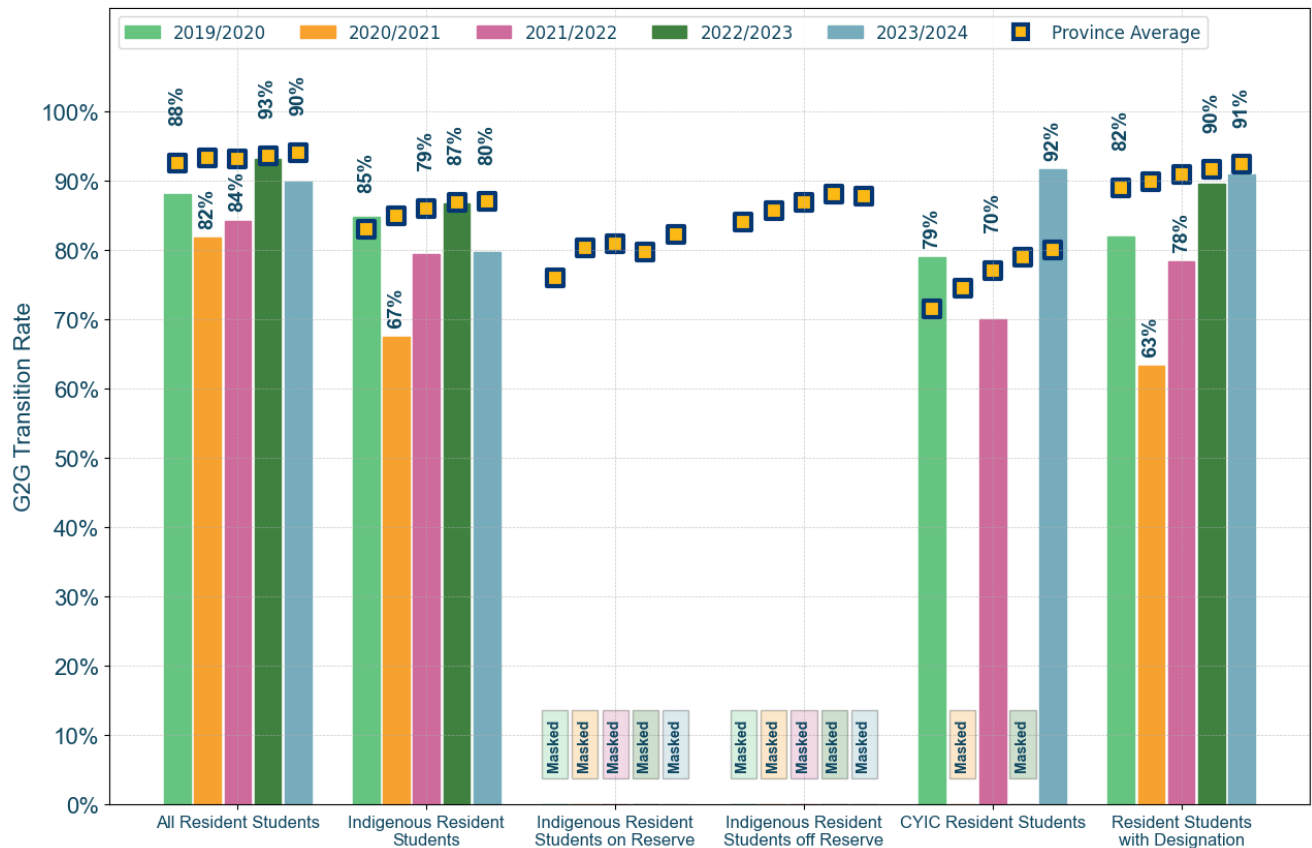
SD075 - Grade 10 to 11 Transition Rate



SD075 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	470	429	444	452	462
Indigenous Resident Students	105	89	97	83	94
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	19	Masked	20	Masked	12
Resident Students with Designation	83	87	83	77	121

SD075 - Grade 11 to 12 Transition Rate



Analysis:

Outcome 2 - Numeracy

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

As with literacy FSAs, participation increased significantly with our renewed effort to engage with our community and make the assessment a more relevant measure.

We are noticing that the FSA assessments are indicating that student's abilities are weaker than in previous generations. While in Mission we note some modest gains from a few years ago, this is not necessarily evidence yet that we are on the right track, although promising. A further comment is that many teachers who feel comfortable with literacy issues and concepts are more reluctant in the mathematics field. Some of our work is in getting all teachers to recognise that, as with literacy, we are all numeracy teachers. Social Studies statistics, Physical Health Education physics, Applied Skills measurements, and so on are all part of a larger practical body of work that all educators are responsible for, not just the grade ten math teacher.

Transition rates are at or near provincial averages. Broadly, the challenges are Science and Math 10; students that struggle with these often face an uphill struggle to transition successfully to grade 11.

Interpretation:

Outcome 2 - Numeracy



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

Numeracy is proving to be a global struggle. Mathematics is in a crisis universally and the foundational work we need to do with children is immense.

Math teachers in Mission are working on developing scope and sequence documents for grades 4 through 9 to improve consistency and prevent learning gaps. In working as intermediate, grades 4-6, and middle grades 7-9, teachers are sharing recommended resources and practices for improved student learning. Common assessments are being discussed as a possible path forward.

We are also planning on implementing support models for teaching and monitoring mastery of the timetables from grades 3 through to 6 to ensure those who can achieve mastery are proficient and those who need supports in middle school are provided the appropriate accommodations. We are planning to measure times table acquisition over time.

In addition to having teachers working on providing more consistent mathematical learning experiences, we are also building numeracy problem sets as resources for teachers to use with their students. This focus on problem solving will also include implementing opportunities for students to compete in mathematics competitions for enrichment.

The district math resource staff are also working with teachers on building Curricular Assessments for grade 3 and 4 math in the areas of number, computational fluency, patterning, geometry and measurement and data and probability.

Over the next few years, the goal is to have district math assessment data available to inform instructional planning and district decisions for support and resources.

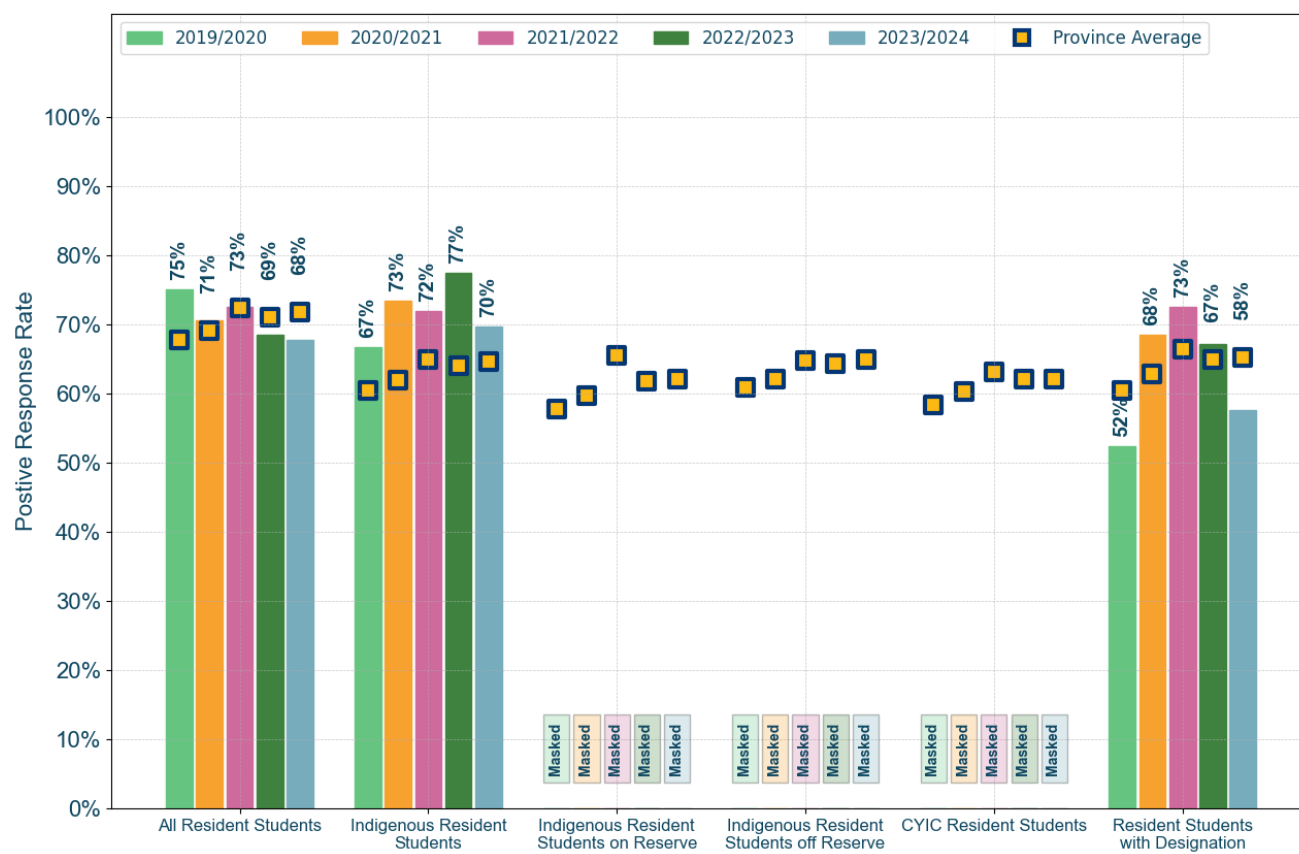
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

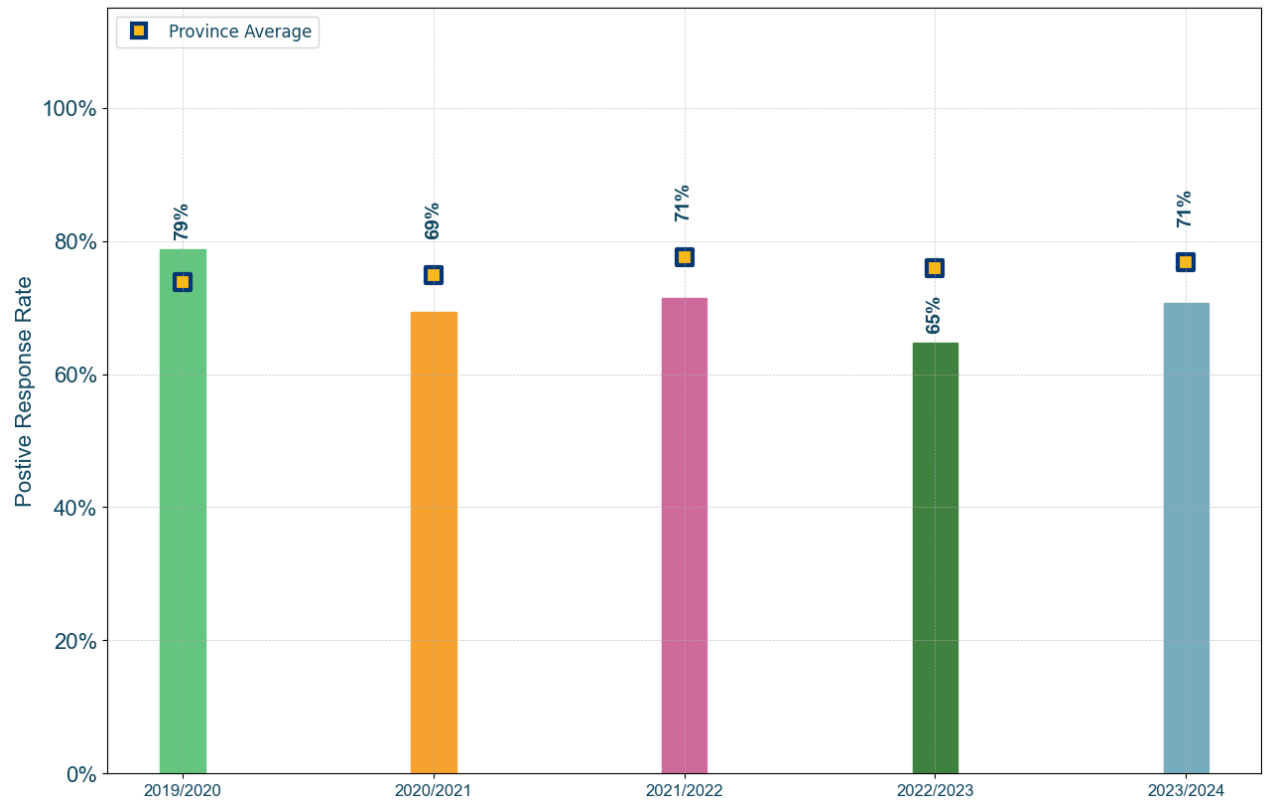
SD075 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1408 18%	1346 50%	1447 40%	1517 42%	1467 56%
Indigenous Resident Students	292 15%	279 44%	328 37%	293 35%	298 48%
Indigenous Resident Students on Reserve	18 0%	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	274 16%	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	208 10%	190 38%	205 25%	243 25%	249 39%

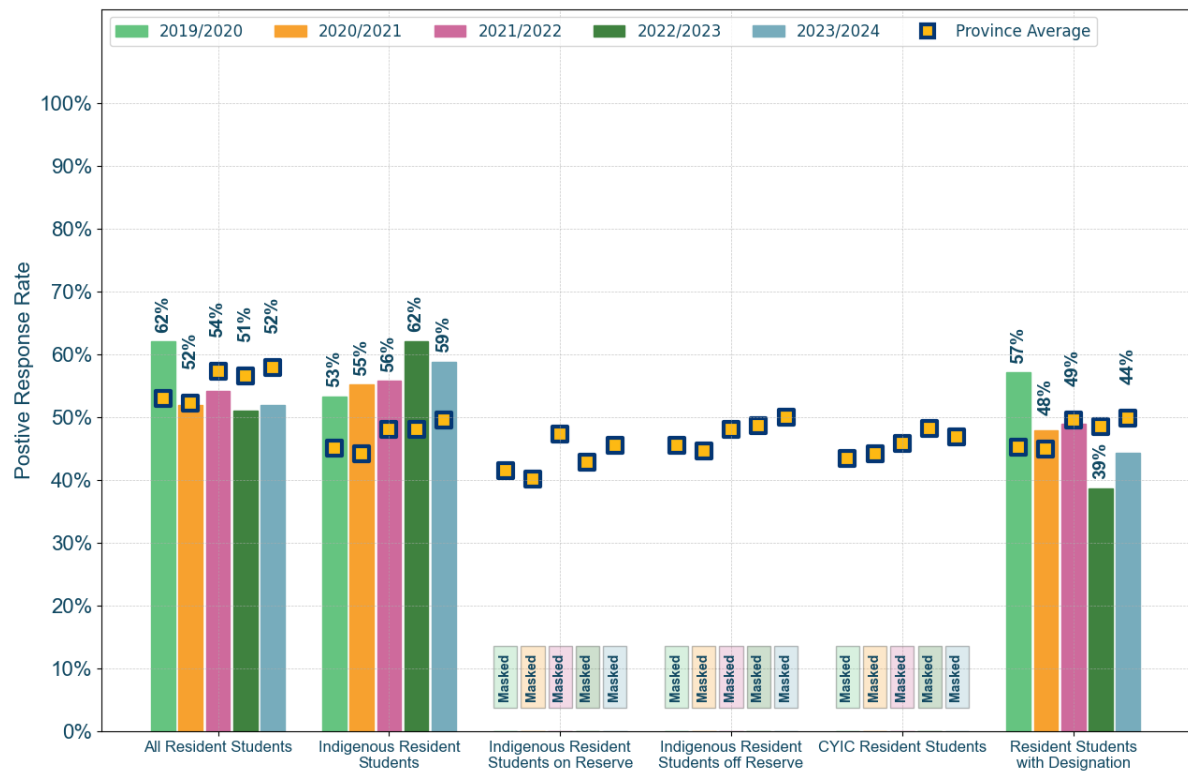
SD075 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD075 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

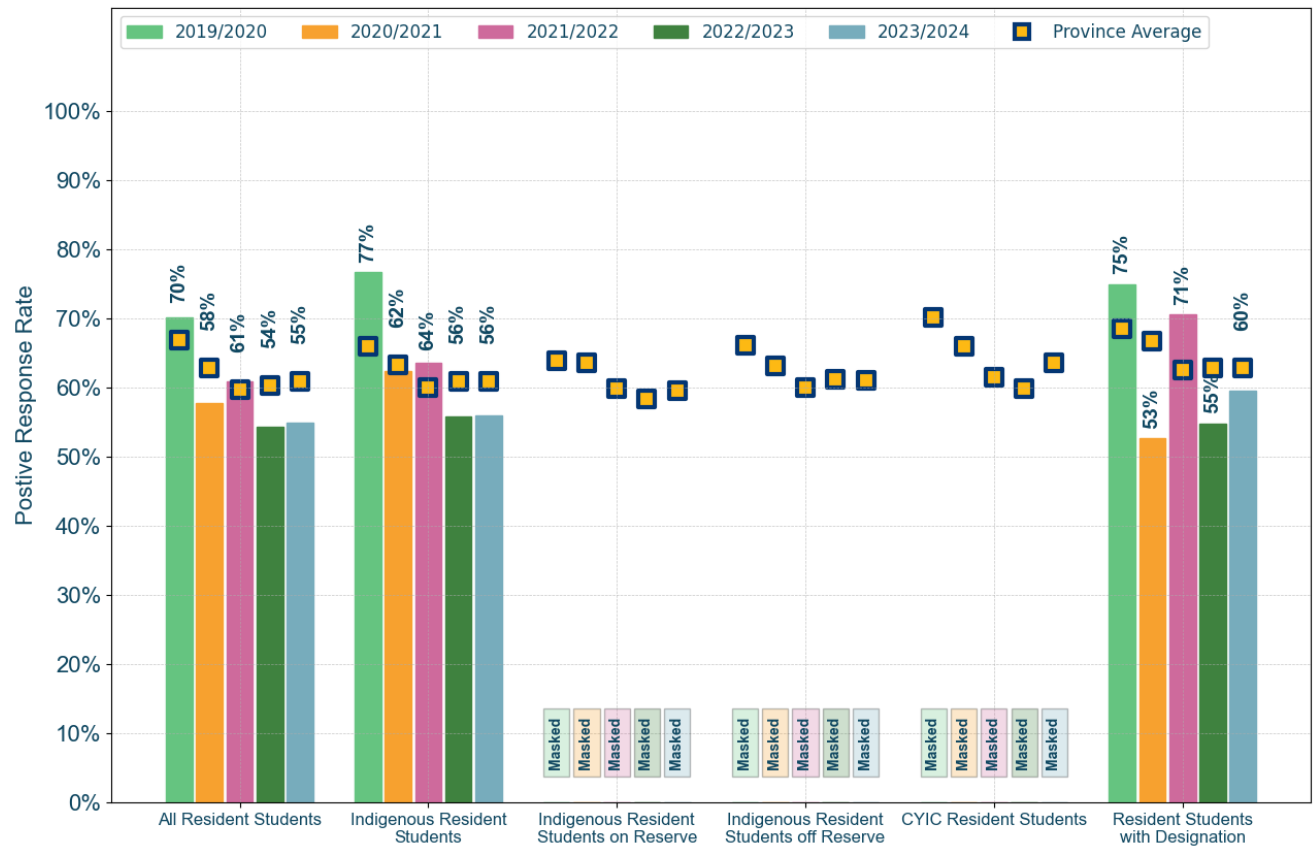


SD075 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD075 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



Indigenous Student Sense of Belonging Survey Results 2024 2025

. Participation Rates:

95% of all Indigenous learners engaged in this survey.

86% of all Indigenous on reserve learners engaged in this survey.

I like coming to this school.

Number of students surveyed	Percent of students reporting Almost Always, Often or Sometimes	Percent of students reporting Almost Always or Often
1078	90%	66%
Number of on reserve Students surveyed		
65	94%	55%

I feel like I belong in this school.

Number of students surveyed	Percent of students reporting Almost Always, Often or Sometimes	Percent of students reporting Almost Always or Often
1075	94%	77%
Number of on reserve students surveyed		
65	95%	66%

I feel happy at this school.

Number of students surveyed	Percent of students reporting Almost Always, Often or Sometimes	Percent of students reporting Almost Always or Often
1057	94%	74%
Number of on reserve students surveyed		

64	91%	66%
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I have friends at and/or from this school.

Number of students surveyed	Percent of students reporting Almost Always, Often or Sometimes	Percent of students reporting Almost Always or Often
1077	95%	89%
Number of on reserve students surveyed		
65	97%	91%

I feel safe at this school.

Number of students surveyed	Percent of students reporting Almost Always, Often or Sometimes	Percent of students reporting Almost Always or Often
1073	96%	86%
Number of on reserve students surveyed		
65	92%	77%

I feel good about myself.

Number of students surveyed	Percent of students reporting Almost Always, Often or Sometimes	Percent of students reporting Almost Always or Often
1072	96%	79%
Number of on reserve students surveyed		
64	89%	75%

I try my best with my schoolwork.

Number of students surveyed	Percent of students reporting Almost Always, Often or Sometimes	Percent of students reporting Almost Always or Often
1072	96%	81%
Number of on reserve students surveyed		
64	97%	75%

I do well in school.

Number of students surveyed	Percent of students reporting Almost Always, Often or Sometimes	Percent of students reporting Almost Always or Often
1069	95%	73%
Number of on reserve students surveyed		
65	92%	57%

I feel that school staff care about me.

Number of students surveyed	Percent of students reporting Almost Always, Often or Sometimes	Percent of students reporting Almost Always or Often
1063	97%	84%
Number of on reserve students surveyed		
65	98%	89%

I get help from school staff.

Number of students surveyed	Percent of students reporting Almost Always, Often or Sometimes	Percent of students reporting Almost Always or Often
1059	94%	74%
Number of on reserve students surveyed		
64	97%	80%

I connect with the Indigenous Liaison Worker and/or the Indigenous Student Success Advocate at my school.

Number of students surveyed	Percent of students reporting Almost Always, Often or Sometimes	Percent of students reporting Almost Always or Often
1069	92%	72%
Number of on reserve students surveyed		
64	98%	92%

I feel like I have a voice at school and that my voice is heard and respected.

Number of students surveyed	Percent of students reporting Almost Always, Often or Sometimes	Percent of students reporting Almost Always or Often
1070	92%	70%
Number of on reserve students surveyed		
65	92%	60%

I participate in extra-curricular school activities (before, during and after school activities such as sports, band, clubs etc). **Grades 4-12 only.**

Number of students surveyed	Percent of students reporting Almost Always, Often or Sometimes	Percent of students reporting Almost Always or Often
846	61%	43%
Number of on-reserve students surveyed		
39	74%	41%

I am proud to be Indigenous (First Nations, Métis, or Inuit).

Number of students surveyed	Percent of students reporting Almost Always, Often or Sometimes	Percent of students reporting Almost Always or Often
1067	98%	94%
Number of on reserve students surveyed		
65	95%	88%

I am learning about Indigenous peoples in Canada at school.

Number of students surveyed	Percent of students reporting Almost Always, Often or Sometimes	Percent of students reporting Almost Always or Often
1070	93%	75%
Number of on reserve students surveyed		
63	86%	57%

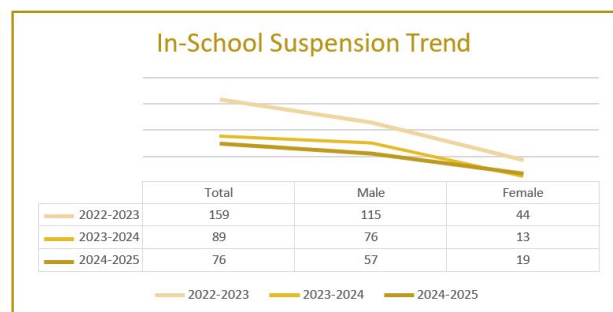
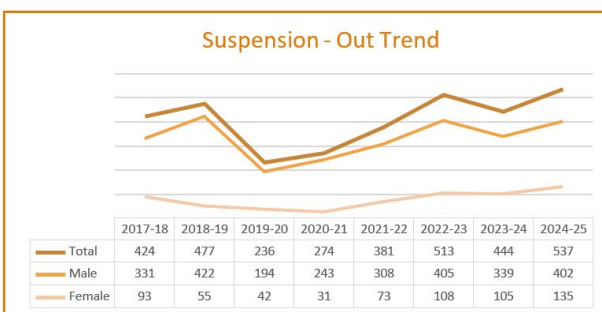
I contribute to my school community and to the community where I live.

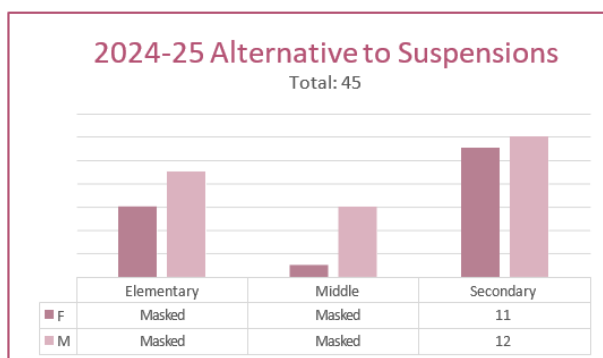
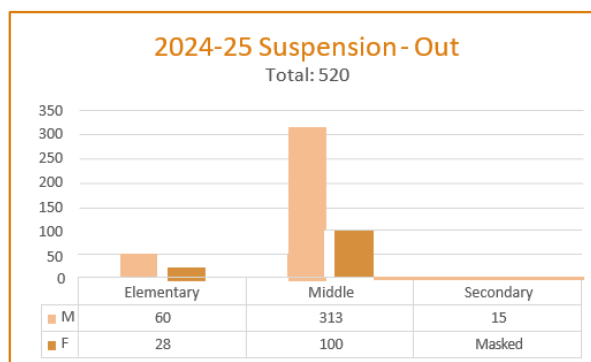
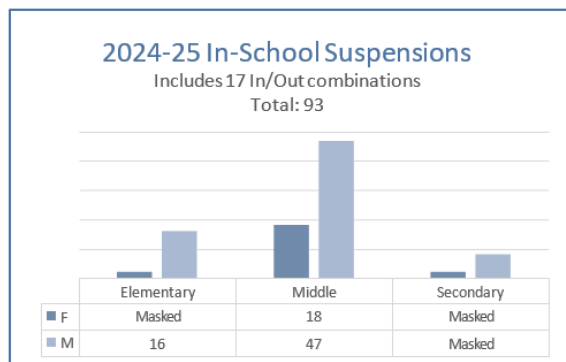
Number of students surveyed	Percent of students reporting Almost Always, Often or Sometimes	Percent of students reporting Almost Always or Often
1072	89%	68%
Number of on reserve students surveyed		
65	95%	75%

Indigenous Student Attendance Data Results 2024 - 2025

Parameters	Percentage
Indigenous learners who were absent 10% or more of the time	61%
Indigenous learners who were absent 25% or more of the time	22%
Indigenous learners who were absent 50% or more of the time	5%

Suspensions, Alternate Suspensions, and District Discipline Review Committee Results





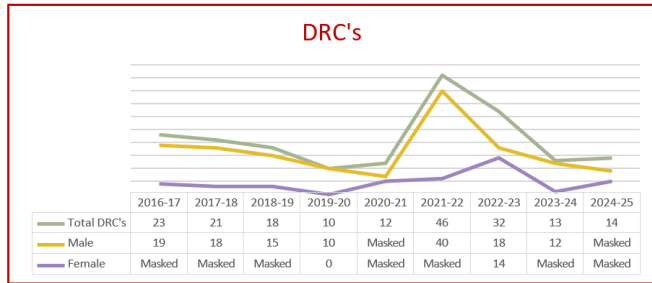
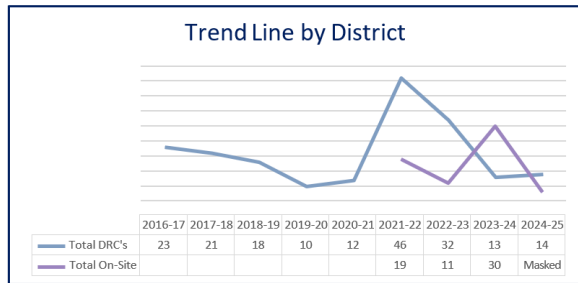
Suspensions

School Level	# of Indigenous Suspensions	# of Non-Indigenous Suspensions	Total # of Suspensions	% Suspensions Indigenous	Total Male Indigenous Suspensions	% Male Indigenous Suspensions	Indigenous Count	% Indigenous Population	Total Student Count
Elementary	32	74	106	30%	26	81%	612	17%	3632
Middle	116	382	498	23%	97	84%	285	19%	1503
Secondary	8	26	34	24%	4	50%	201	16%	1267
Other (FVLC)							68	54%	125
Total	156	482	638	24%	127	81%	1166	18%	6527

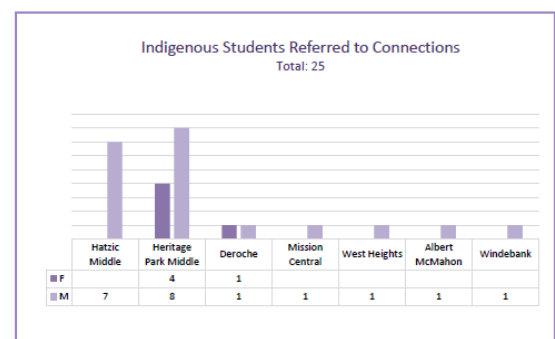
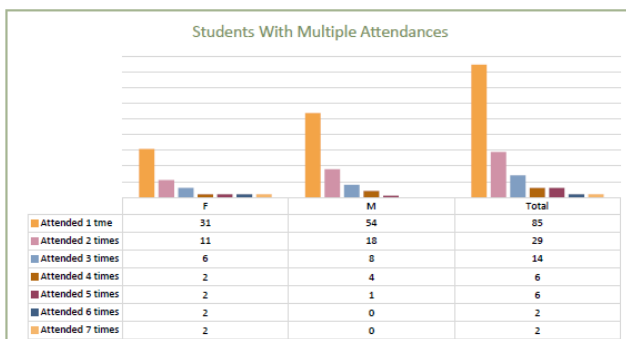
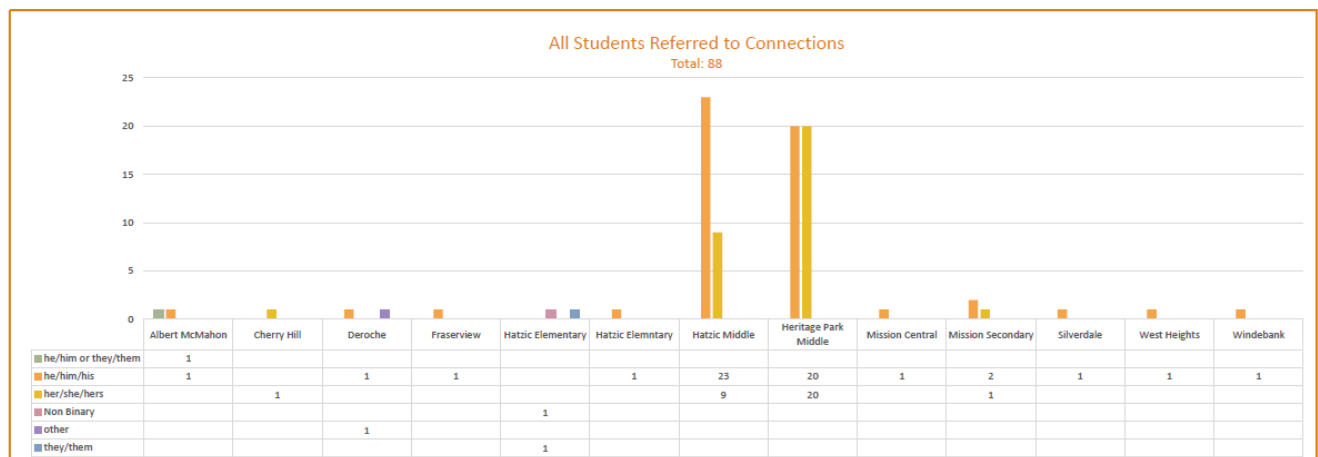
Alternate to Suspensions

School Level	# of Indigenous Alt. to Susp.	# of Non-Indigenous Alt. to Susp.	Total # of Alt. to Susp.	% Alt. to Susp. Indigenous	Total Male Indigenous Alt. to Susp.	% Male Indigenous Alt. to Susp.	Indigenous Count	% Indigenous Population	Total Student Count
Elementary	8	7	15	53%	6	75%	612	17%	3632
Middle	0	4	7	0%	0		285	19%	1503
Secondary	5	18	23	22%	0	0%	201	16%	1267
Other (FVLC)							68	54%	125
Total	13	29	45	29%	6	46%	1166	18%	6527

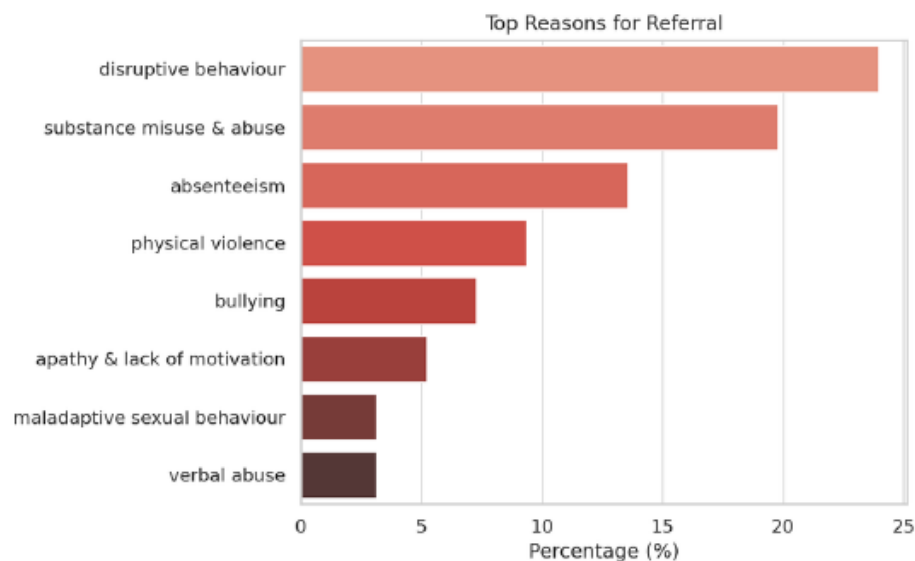
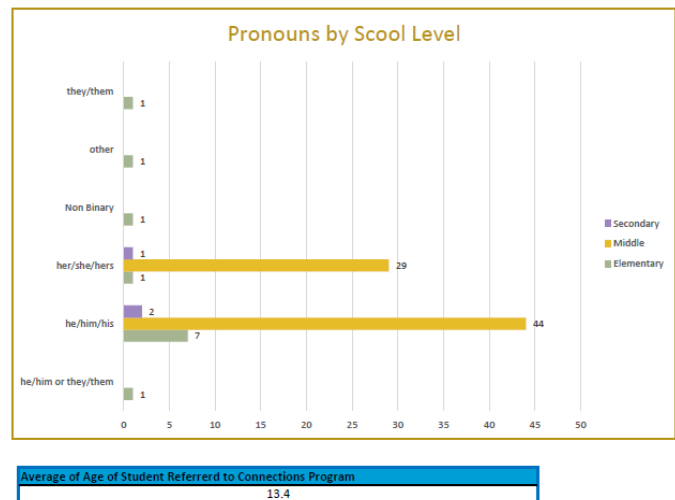
Number of Students with Multiple Incidents												
	Alternate to Suspension			Suspension In			Suspension In/Out			Suspension Out		
	All Stud.	Indig.	Desig.	All Stud.	Indig.	Desig.	All Stud.	Indig.	Desig.	All Stud.	Indig.	Desig.
With 1	39	14	16	61	17	19	12	Masked	Masked	162	46	51
With 2-4	Masked	Masked	0	Masked	Masked	Masked	0	0	0	86	22	29
With 5+	0	0	0	0	0	0	0	0	0	17	Masked	11



Connections Student Referral Data Results 2024 2025



Reason	Count
absenteeism	12
apathy & lack of motivation	5
Brought a weapon to school and threatening peers	1
bullying	7
Choices, preventative	1
Defiance towards admin, vaping, hanging out in bathroom / disruptive behaviour	1
Defiance, Refused to give up phone. / maladaptive sexual behaviour	1
disruptive behaviour	19
disruptive behaviour / absenteeism	1
disruptive behaviour / Disrespect towards staff	1
Low mood/self esteem, eating habits	1
maladaptive sexual behaviour	2
Mental health	1
mental health concerns	1
Need of positive connections and healthy decision making	1
physical violence	7
Racist comments to students, physical aggression, swearing at teacher	1
Substance concern	1
substance misuse & abuse	16
substance misuse & abuse / disruptive behaviour	1
substance misuse & abuse / physical violence	1
substance use, defiance, aggressive behaviour / verbal abuse	1
Theft	1
verbal abuse	2
Worrisome On-line behavior	1
(blank)	1
Grand Total	88



Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Results are proving to be relatively steady over the years. However, we need to consider ways to make the data more relevant through higher participation, which has declined over the years. A major innovation this year has been the development and implementation of the Connections Program alternative to suspensions.

The Connections Program aims to:

- Reduce suspension rates by offering a constructive alternative.
- Improve student engagement and academic outcomes.

- Foster a stronger sense of belonging and connection to the school community.
- Develop students' social and emotional skills.
- Equip students with tools for conflict resolution and responsible decision-making.

The Connection Program Participants:

- Serviced 133 students from 13 different schools in Mission Public School District #75
- 29% of students are Indigenous
- 61% Identify Male (he/him/his)
- 34% Identify Female (she/her/hers)
- 5% Identify Non-binary / Other

Main Reasons for Referral: disruptive behaviour, substance misuse, absenteeism, & physical violence

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

The Indigenous Student Sense of Belonging Survey has been conducted for several years in MPSD. Student voice is essential to the planning phase of the work, with the goal being for Siwal Si'wes Support Staff to engage individually with each student on belonging-related topics. Survey results are collected, collated, and then analysed and interpreted for trends from a district perspective and also from a school perspective (disaggregated data). Results inform the work in creating culturally safe and welcoming learning spaces for Indigenous students and in bringing Indigenous vision, worldview and culture to the school community. Aggregated data results are used to create new initiatives and learning opportunities for Indigenous learners, to maintain district-wide Indigenous programming for Indigenous learners and to plan, organize and create Indigenous-focused learning opportunities and resources for MPSD Staff. Individual school results are used as catalysts in the development of annual school-based Indigenous-focused Enhanced Equity Grants each September (planned and written by Siwal Si'wes Support Staff). The focus of this grant writing process is to use MPSD's Equity Scan work to inform and develop Indigenous-focused school-based programming based on survey results.

Within the survey, students select one response (out of four possible responses) per question. The scaled responses range are as follows: Always, Often, Sometimes, or Rarely. Results are separated into two columns, one with the collated results from responses marked as Always, Often and Sometimes, and the second column with responses marked Always or Often only.

Trends noted:

- Overall, when analysing the column with Always, Often and Sometimes, students generally feel a sense of belonging in MPSD schools, with results above 87% for all responses except

for Question #13 (participation in Extra-Curricular activities). These results are not surprising as over the past several years, results have shown consistently a low percentage of participation rates in Extra-Curricular activities.

- For some questions, there is a significant drop (more than 20%) between the results which include three parameters (Always, Often and Sometimes) versus two parameters (Always and Often). These questions include:
 - #1: I like coming to this school.
 - #3: I feel happy at this school.
 - #8: I do well in school.
 - #11: I connect with the Indigenous Liaison Worker and/or the Indigenous Student Success Advocate at my school.
 - #12: I feel like I have a voice at school and that my voice is heard and respected.
 - #16: I contribute to my school community and to the community where I live.

Potential Reasons for Survey Results & Plans for 2025 2026:

- Question #13: *I participate in extra-curricular school activities (before, during and after school activities such as sports, band, clubs etc). **Grades 4-12 only**.*
 - Many Indigenous learners are unable to participate in Extra-Curricular activities as they could be experiencing one or more of the following barriers:
 - Financial constraint and cost of participation (including items required, such as fees, clothing, equipment and/or supplies).
 - Transportation to and from events (especially if the student lives far away from the school i.e., on reserve students)
 - Parent/Caregiver unable to attend
 - Time Conflicts (personal responsibilities)
 - In the recent past, the District Principal of Indigenous Education has provided the Education Coordinators of the local Nations with a list of extra-curricular activities for schools who serve on reserve learners. This has not significantly impacted survey results.
 - The District Principal of Indigenous Education has organized a meeting in early October 2026 with the Education Coordinators of the local Nations to brainstorm ways to improve participation in extra-curricular opportunities of on reserve students.
 - Likewise, the District Principal of Indigenous Education has organized a meeting in early October 2026 with the Siwal Si'wes Staff to brainstorm ways to improve participation in extra-curricular opportunities of urban Indigenous students.

- Questions #1: *I like coming to this school*, #3: *I feel happy at this school* and #12: *I feel like I have a voice at school and that my voice is heard and respected*.
 - These questions are interconnected because they centre on the feeling of being heard, valued, appreciated and happy to be in the space, all of which lead to a sense of belonging and connection to the space.
 - Some Indigenous learners may not feel like they belong or feel a sense of connection to staff or the space due to:
 - The school culture is significantly different from what they experience at home.
 - Unchecked unconscious/implicit bias of MPSD staff, which leads to confirmation bias of misrepresented facts in history of Indigenous Peoples, perpetuation of negative stereotypes and notions that Indigenous Peoples need to be saved
 - Racism of low expectations for Indigenous learners
 - Lack of representation or misrepresentation of Indigenous worldview in lessons and coursework, in school culture, in physical aspects of the school
 - Lack of Indigenous-specific cultural awareness, cultural humility and safety, and valuing of Indigenous worldview and Indigenous learners
 - Lack of trusted communication between school staff and Indigenous families
 - Changes in staffing from year to year, including Siwal Si'wes Support Staff
 - We are in our sixth year of intentional equity work for Indigenous learners. See [HERE](#) for the most recent document called *Q'pethet Ye Tel:exw: Gathering to Understand: A Framework for Creating a Culture of Equity in MPSD*.
 - These results indicate that there is much to do, purposefully with staff, by MPSD leaders in providing a variety of ongoing learning opportunities to promote understanding about Indigenous histories, impacts of colonization and current realities, across all domains of MPSD (schools, departments etc). This work would entail embedding equity learning in all aspects of the work in MPSD. One strategy we plan to employ is to include equity literacy practices and scenario discussions at all Principal and Vice-Principal meetings, as well as at Exempt meetings. It is essential that all school leaders are equity leaders.
 - The District Principal of Indigenous Education leads and facilitates an MPSD Educator Equity Lead group. Meetings are held quarterly, and there are beginning plans in 2025-2026 to create a classroom equity audit template as well as a school equity audit template.
- Question #8: *I do well in school*.

- Some students may have different ideas of what this question means, and so the interpretation could be varied (i.e, some students may think about how they are progressing academically, while others may focus on the social aspects of school (friendships, relationships with staff and on their behaviour).
- This question will need to be reviewed at a Siwal Si'wes Staff meeting. There may be a need to create a companion document for Siwal Si'wes Staff who administer the survey, so that all students have a similar understanding of the meaning of each question.
- Question ##11: *I connect with the Indigenous Liaison Worker and/or the Indigenous Student Success Advocate at my school.*
 - The disparity in this question is most likely due to the type and frequency of service that the student received from Siwal Si'wes Staff. Some students receive intensive frequent and varied services, whereas some students receive basic check-ins. The frequency of the service aligns with the four parameters of the survey (always, often, sometimes, and rarely).
- Question #16: *I contribute to my school community and to the community where I live.*
 - As with Question #8, some students may interpret this question differently and focus on how they contribute at school whereas others may focus on how they contribute at home. The discrepancies could also arise from their understanding of what it means to contribute (versus participate in). Some students may have answered this question in terms of participation in Extra-Curricular activities (which is not the purpose of this question).
 - This question will need to be reviewed at a Siwal Si'wes Staff meeting. There may be a need to create a companion document for Siwal Si'wes Staff who administer the survey, so that all students have a similar understanding of the meaning of each question.
- Additional Thoughts:
 - Question #15: *I am learning about Indigenous peoples in Canada at school.*
 - This is somewhat perplexing as all educators are required to embed Indigenous worldview into their lessons and courses and are bound to upholding BC Teacher's Council Professional Standard #9.
 - Additional plans are to separate and review results for students who have responded 'Rarely' on their survey. This may require individual conversations with these students so as to learn more about the reasons why they answered as such.
 - Question # 4: *I have friends at and/or from this school.* And Question #14: *I am proud to be Indigenous (First Nations, Metis, or Inuit)* demonstrated the lowest drop in percentage.

- The work of Siwal Si'wes Support Staff (Indigenous Liaison Workers) is essential. As described above, they create an Indigenous-focused cultural vision for the school and for Indigenous students based on the results of the Sense of Belonging data (by way of the Enhanced Equity Grant). What this data also demonstrates is that it is crucial that a collective, unified approach is necessary, meaning that it is the responsibility of all school staff to create a cultural safe and welcoming learning environment for Indigenous learners.

Attendance Trends Noticed:

- As per the document, ***A Toolkit for Raising the Attendance Rates of First Nations in BC***, *“Chronic absenteeism is generally defined as missing ten percent or more of a school year, including excused and unexcused absences – which results in approximately 18 days a year, or about two days every month.”* 61% of Indigenous learners in MPSD are currently experiencing attendance barriers or chronic absenteeism.

Potential Reasons for Results & Plans for 2025 2026:

- As per the document, ***A Toolkit for Raising the Attendance Rates of First Nations in BC***, chronic absenteeism could be caused by a variety of factors, found here: <https://www.fnsa.ca/portfolio-items/a-toolkit-for-raising-the-attendance-rates-of-first-nations-students-in-bc-draft-2020/#:~:text=Categories%3A%20Publications-.A%20Toolkit%20for%20Raising%20the%20Attendance%20Rates%20of%20First%20Nations,not%20be%20in%20school%2C%20and> .
- Recently, attendance reports for Indigenous learners are prepared monthly and shared directly with school administrators and Indigenous Education Staff. Students who are experiencing chronic absenteeism (more than 25% absenteeism) are discussed at scheduled meetings, as well as strategies to support them in returning to school. This practice will continue for the 2025-2026 school year.
- Also, the Indigenous Department has hired a second Indigenous Student Success Advocate (ISSA) at the middle school level, so that there is one ISSA at each middle school and in addition, this staff member will serve Indigenous middle school learners registered at Mission Online School. Part of the role of the ISSA is to provide outreach services to Indigenous middle school students, and to track and address attendance barriers.

Suspension Trends Noticed:

- The percentage of Indigenous suspensions are 24.5%, which is above the percentage of the entire Indigenous population at 18%, so Indigenous students are overrepresented in suspensions.
- Male Indigenous students are also significantly overrepresented at 81% of all Indigenous student suspensions and 20% of all student suspensions.

- Alternate suspension results are similar with 29% of all Alternate Suspensions are Indigenous students and the rate at which male students receive an Alternate to Suspension is 13%.

Potential Reasons for Results & Plans for 2025-2026:

- High suspension rates for Indigenous students, in particular males could be due to a variety of factors, similar to those mentioned in the section of the Sense of Belonging Survey results (Questions #1: *I like coming to this school*, #3: *I feel happy at this school* and #12: *I feel like I have a voice at school and that my voice is heard and respected*) and those mentioned in the Indigenous Student Attendance section.
- Since January 2025, the Assistant Superintendent, the District Principal of Indigenous Education and the Indigenous Student Success Advocate (middle schools) have been meeting monthly to review all suspensions, alternate suspensions and students referred to the District Discipline Review Committee. The focus has been on Indigenous students. During these meetings, we examine the data, identify and detect potential problem areas, brainstorm preventative measures, and create tasks and plans. We will continue this work in 2025-2026.

The Connections Program is also viewed as a significant support in this area. Key components of the Connections Program include:

- Mentorship Program
 - Pairing students with supportive adult mentors from the school or community.
 - Mentors provide guidance, encouragement, and a positive role model. They help students set goals, navigate challenges, and build self-esteem. Mentorship meetings can include academic support, discussions about personal issues, and participation in community activities.
- Skill-Building Workshops
 - Offering workshops focused on social- emotional learning (SEL), conflict resolution, and responsible decision- making.
 - These workshops equip students with the skills to manage their emotions, communicate effectively, resolve conflicts peacefully, and make responsible choices. Topics can include anger management, empathy, communication skills, problem-solving, and goal-setting.
- Community Service Projects
 - Engaging students in meaningful community service activities.
 - Community service projects provide students with opportunities to give back to their community, develop empathy, and build a sense of responsibility. Activities can include volunteering at local shelters, cleaning up parks, or assisting elderly residents (need more here - see next step suggestions).
- Restorative Practices
 - Utilizing restorative justice principles to address harm and repair relationships.
 - Restorative practices focus on repairing harm, building relationships, and promoting accountability. This can involve facilitated dialogues between students who have

caused harm and those who have been affected, as well as group discussions to address community-wide issues.

Career Development

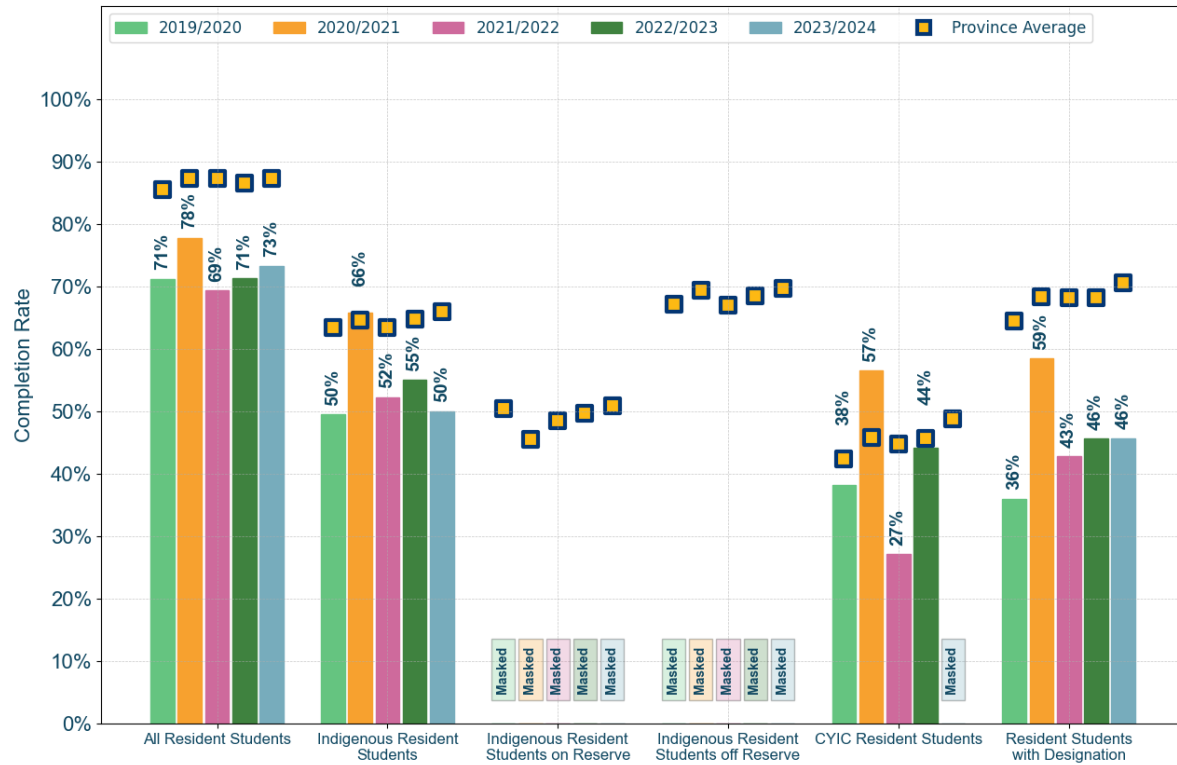
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

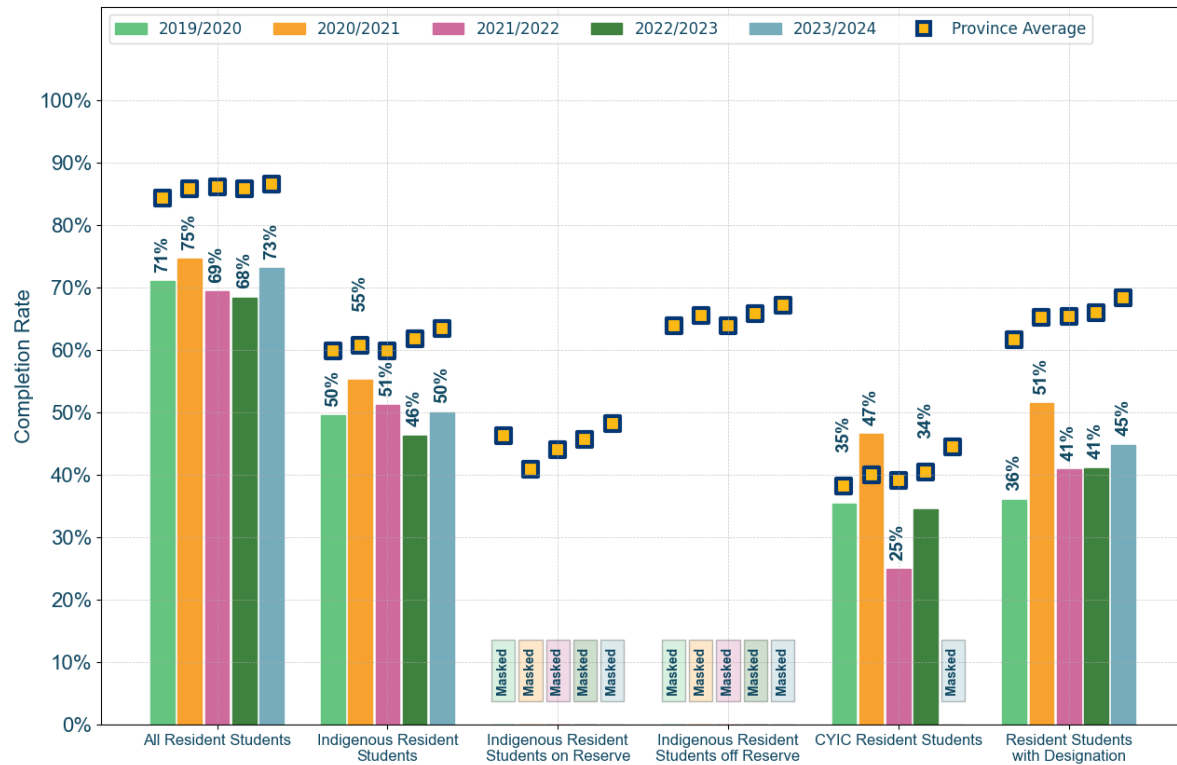
SD075 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	464 28	462 26	459 30	477 30	497 34
Indigenous Resident Students	108 7	90 5	101 7	111 7	101 7
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	36 2	32 2	48 4	44 3	Masked
Resident Students with Designation	103 6	105 6	110 7	117 7	120 8

SD075 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD075 - 5-Year Completion Rate - Dogwood



Analysis:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

While our overall Five-year rate has improved, including a reduction of students on the Adult Dogwood, we find the Six-year rate is a better indication of success, especially for some students with additional risk factors. That extra year can make a significant difference in not only the chance of graduation, but also in stability and ability to successfully undertake post-secondary as well. A further comment is that the Adult Dogwood does serve a very useful purpose for some members of our community, and we are trying, as much as possible, to orient it to those over 19, as was the case a few decades ago.

Interpretation:

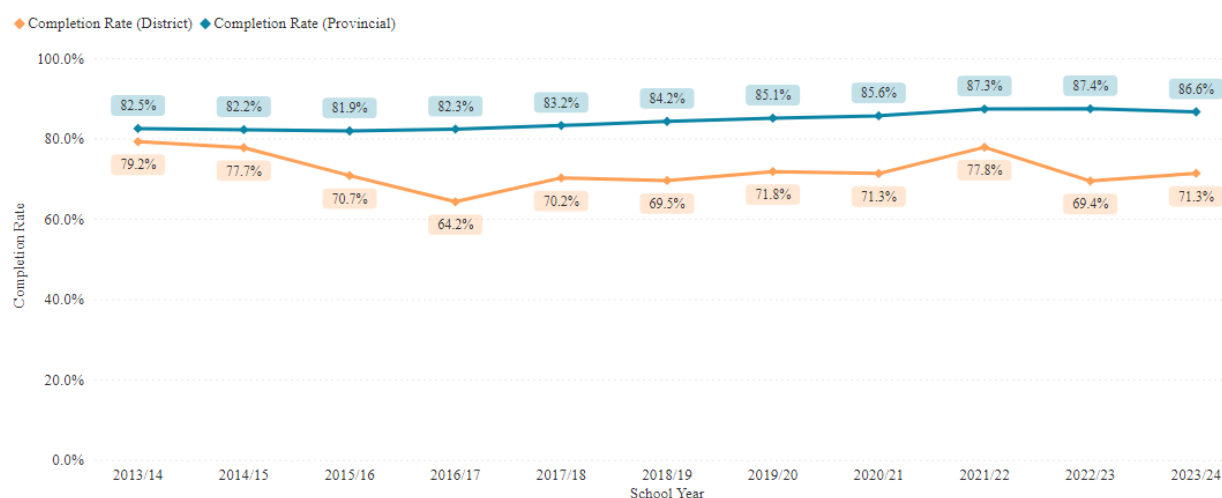
Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

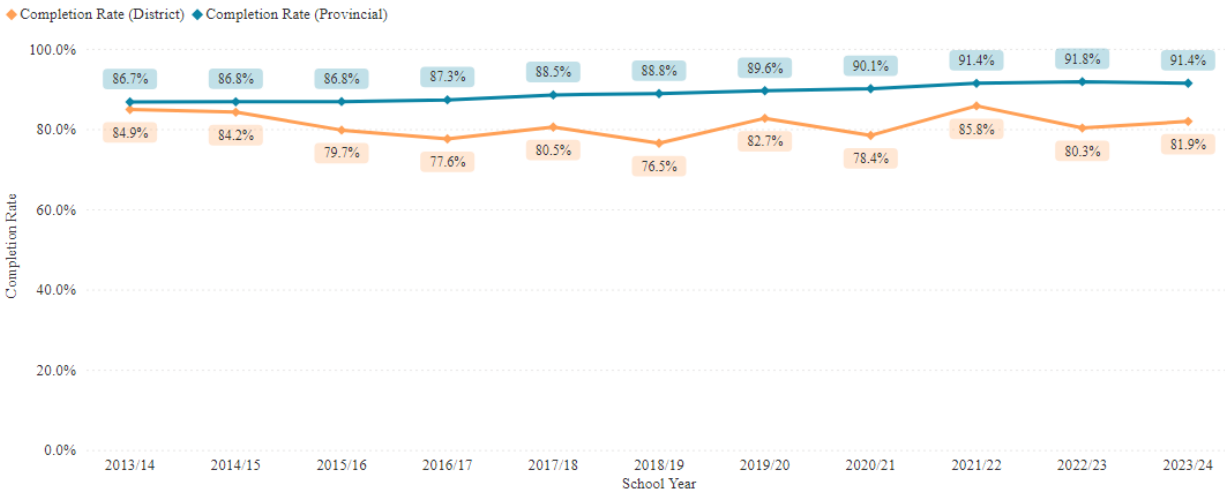
As noted in the previous section, we find the Six-year Completion Rate a better measure. To demonstrate the significance of the Six-year measure, here is the Five-year gap compared to the Provincial rate:

5 Year - Completion Rate



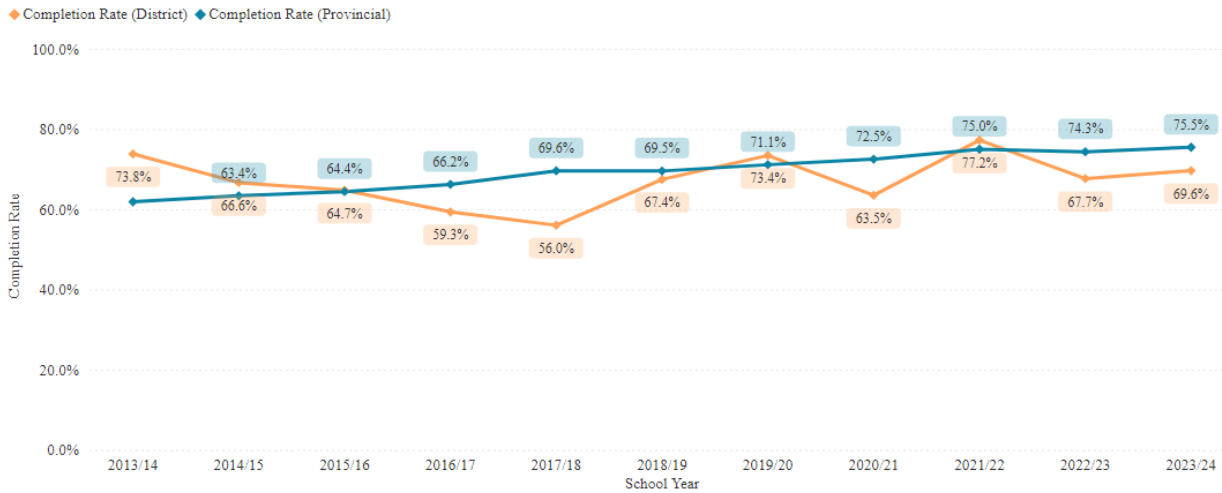
As a community context, demographic shifts have shown that Mission has been changing over time, but with the extra year added in, we are more closely tied to provincial rates, about 30% closer in fact:

6 Year - Completion Rate



More importantly, the Six-year rate for specific groups is even a better demonstrator of this. Here we can see the Indigenous rate is essentially at or around provincial averages, and a significant improvement over the Five-year gap. Further, it had been in decline until 2017 when it started to ‘connect’ with provincial rates, sometimes exceeding them:

6 Year - Completion Rate



Within the confines of the 5 Year Rate, we would note that the completion rates for Mission’s priority population learners are below provincial averages most years (on Reserve Indigenous is at par), but the trend is a narrowing of this disparity in most areas.

Most broadly, if we can get students to Grade 12, they will graduate. For example, this year Mission Senior Secondary had a 97.5% Graduation Rate, which is above provincial averages and

represents the vast majority of Mission grade twelves. As always, we focus support on the transitions in the two years prior and additional resources directed at priority populations.

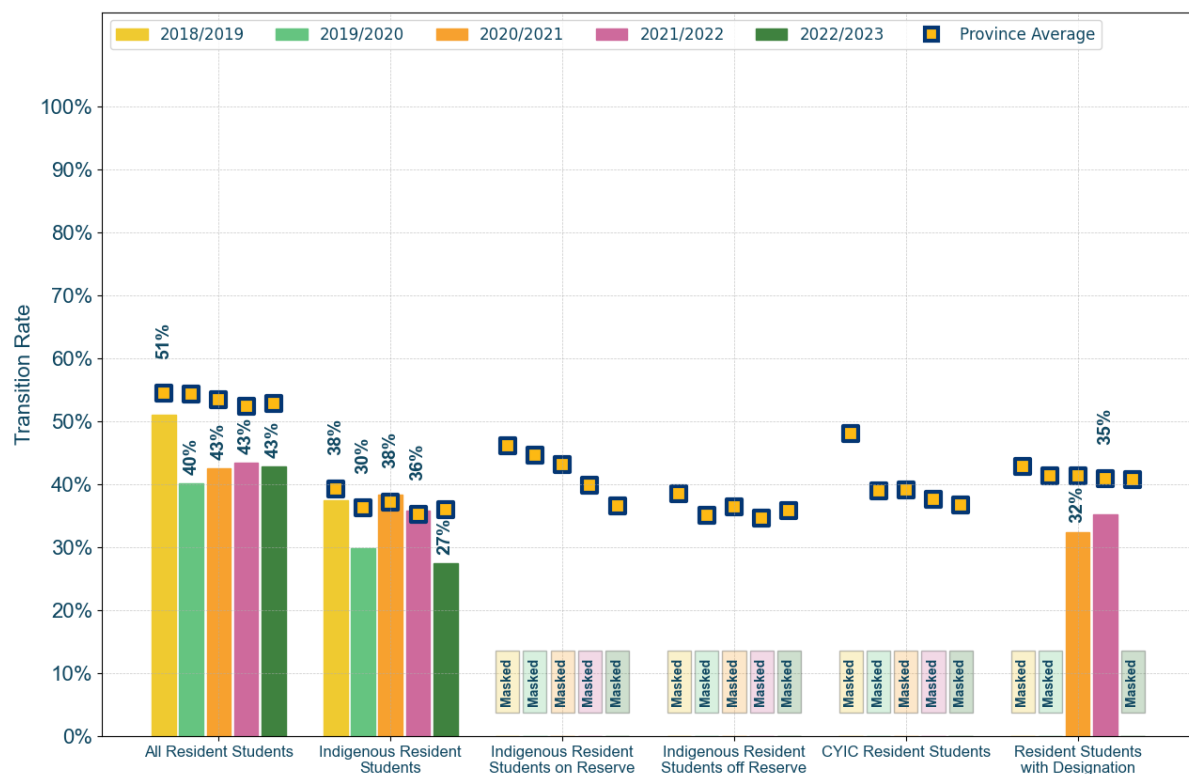
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

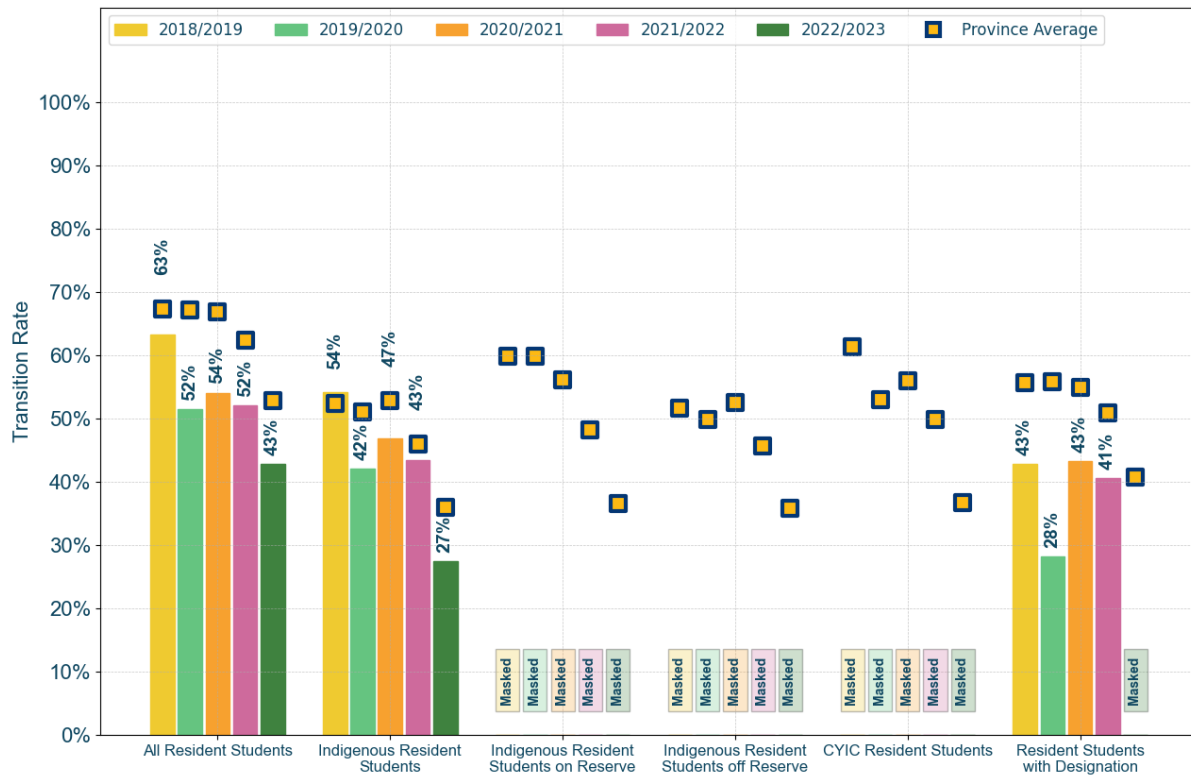
SD075 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	300	334	329	311	318
Indigenous Resident Students	48	57	47	53	51
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	37	37	Masked

SD075 - Immediate Transition to Post-Secondary



SD075 - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions

Mission's PSI transition rate remains low, and lower than the provincial average. This is in part explained by limited local opportunities and challenging transportation to the various institutions in the Fraser Valley and Lower Mainland. Allowing a few years increases the rate about 10% or so, but it is still below average. High achievers continue to flourish – we have students getting full scholarships to elite universities, including three straight years of Schulich Leader Scholarship winners- but other students continue to delay attending a PSI.

Financial and logistical considerations have been significant for many of our students not pursuing further educational certifications.

Interpretation:

Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions

Part of Mission's long-term reaction to the low PSI rates was the development of Riverside College, a unique facility directed at Grade 12s and adult learners to complete their Dogwood while also

beginning work in a vocational area, ranging from electrician to hairdresser. More recently, Grade 11s have also attended Riverside for various Trades Samplers.

Mission Online has grown significantly in the past few years, allowing more students to not only complete required courses, but also to upgrade in courses like mathematics. A more recent development has been a Night School to support upgrading as another springboard to school completion and accessing post-secondary opportunities.

Mission Public Schools

SD#75

Enhancing Student Learning Report

September 2025

Part 2a: Respond to Results

In Review of Year #3 of Mission Strategic Plan, 2023-2026

Approved by Board on September 23, 2025

Enhancing Student Learning Report Respond to Results



Part 2a

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

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District Context for Continuous Improvement



Mission Public School District is located on the Traditional, Ancestral, Unceded, and Shared lands of the Stó:lō people, of Leq'á:mel, Sema:th, Matheqwi, Sq'éwlets, and Qwó:ltl'el First Nations, peoples of this land since time immemorial. Halq'eméylem is the language of this land and of Stó:lō ancestors. The place from where Halq'eméylem (Upriver dialect) originates is Leq'á:mel. The language comes from the land, and it has been this way since time immemorial.

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.

District Context

Mission Public Schools ('MPSD' or 'SD75') is a medium-sized district of over 6600 students in a growing community. In addition to the City of Mission, SD75 serves the north Fraser region from Stave Falls and Silverdale in the west to Lake Errock in the east. Mission has thirteen Elementary Schools, two 7-9 Middle Schools, an Alternate School, a Senior Secondary, and a Vocation-Focused College. Just under 20% of students are of Indigenous ancestry, the majority of whom live away from Reserve. Significant growth over the past decade has recently slowed, but the area is expected to grow significantly over the long term.

Continuous Improvement Cycle

At the Board Level, District staff provide information on an ongoing basis, with particular times of the year for different topics, eg enrolment trends, school completion rates, or FSAs, and our various strategies and resources that we utilise. This can include presentations from our Curriculum Team, departments like Student Services, CYC, the Safety Team, Siwal Si'wes Indigenous Education Department, Mission Online, or special committees like the Accessibility Committee.

All of this helps inform the budgetary cycle, as the Board allocates its resources based on requirements and needs. It can also impact adjustments to the Strategic Plan, as every year the Board selects a limited number of goals from the Strategic Plan for additional attention or focus.

In turn, District staff support schools as they develop their School Growth Plans based on both the Strategic Plan and local developments. All SGPs must reflect the Strategic Plan, while allowing for local initiatives based on their context. School Growth Plans are reviewed annually at the end of September by the Board of Education.

Engagement Process

The Board utilises several approaches for engagement with the community. First, the Committee of the Whole is a monthly (or bi-weekly at times) publicly accessible hybrid meeting in which a broad range of topics are discussed. Rightsholders and partner groups can be present at these meetings as well as members of the general public. Often, the Committee of the Whole forwards recommendations to the monthly Public Board Meetings for decision-making.

Second, a Board representative attends regular Siwal Si'wes policy meetings (a subgroup of the Indigenous Education Council), as well as arranging formal and informal meetings with local First Nations. Siwal Si'wes has broad connections to both local First Nations and the larger off-reserve community. Mission has special responsibilities due to the association with St Mary's Residential School, the grounds of which are in Mission, and operated into the 1980s. More information can be found here: www.mpsd.ca/Programs/IndigenousEducation

Third, the Board utilises a public engagement portal system to enable members of the public to provide feedback on things like policy development, facility plans, student events, and the like. Link is found here: engagempsd.ca The requests for feedback are also pushed out via social media.

Observations

Engagement with the community has been largely positive on the strategies we have used, but concerns around teacher and education assistant absences remain a concern. Both areas have improved significantly compared to 2022-24, but will continue to be an area to monitor.

As noted elsewhere in the document, Mission has an ongoing opportunity for improved assessment practices with students, a process initiated in the last year. Broadly, we have focussed a considerable amount of attention on the Primary Years, but may need to shift to intermediate years as we look at transition support. That said, our primary assessments such as ELPATs are now established and will be ongoing.

Adding further strategies and approaches is challenging as we reduce our mentor teacher and district administrative roles due to budget constraints. Structurally, the expansion of night school and various trades samplers are examples of relatively cost-neutral ways to engage students in school in ways that allow them to be successful in the secondary years.

Reflect and Adjust



We are now working on literacy assessment and development. Mission teachers, including our District Virtual Teacher Librarian and our Literacy Mentor teacher, a Learning Specialist Teacher (LST), brought forward recommended practices and techniques based on the National Reading Panel's Five Pillars of Literacy. The evidence-based approaches include:

2024/25:

- All Kindergarten teachers trained in phonemic awareness instruction and assessment.
- Conduct 1st district-wide Kindergarten assessment of phonemic awareness.
- Pilot project for Gr. 1 and Gr. 2 core phonics assessment – select schools
- Capacity building sessions for all interested K-12 schools in Morphology
- Support for professional inquiry groups with literacy development topics

2025/26:

- Select screeners for use in K-3 schools and offer training to educators. Determine focus for screener – potentially end of Gr. 2.
- Learning sessions for all interested Gr. 1 & Gr. 2 teachers on Core Phonics assessment.
- Conduct 1st district-wide Gr. 1 & 2 Core Phonics Assessment and 2nd year of Kindergarten Phonemic Awareness.
- Pilot project for fluency assessment Gr. 1-3.
- Comprehension pilot project for Gr. 3-5.
- Continue support for professional inquiry groups K-12 · Gr. 7-12.
- Accessible resource initiative with teacher librarians to identify and boost audiobook offerings and inclusive stories at middle and secondary.
- District specialist teams to offer collaboration time to small school groups, providing targeted literacy intervention strategies to Gr. 4-6, 7-9 and 10-12.

2026/27:

- Conduct selected screeners as directed by the Ministry
- Continue assessing Phonemic Awareness in Kindergarten and Phonics in Gr. 1 & 2.
- Fluency Assessment for Gr. 1-3, and Comprehension for Gr. 3
- Writing as a focus area pilot project for Gr. 4-6
- District Writing Assessment for Gr. 6

Connections Program – Shortfalls and Feedback

- School work - a strategy for acquiring and completing academics needs to be further established
- Individual schools taking on transportation (YCW, Counsellor etc.) valuable time with youth
- More involvement of school staff in follow-up meetings (2 months & 3 months)
- Reconnection meetings suggestions: who follows up to ensure recommendations are in place
- Scheduled time with safe adults needs to be specific (ex: not once a week, rather Mondays at 9 am until a specific date).
- MAPS/PATHS and Reconnection Forms - involve site-based staff to ensure the school is able to be a part of the restorative process
- Community Service Projects

Connections Program – Next Steps

- Short recommendations for maintaining strong satisfaction and boosting lower-scoring areas (ex: problem-solving skills, sense of belonging).
- Site-based staff more involved in reconnection meetings.
- Establish a checklist of responsibilities of the school prior to referral (ex: schoolwork provided, transportation arranged, parents contacted etc.)
- Host Reconnection meetings at a neutral location (ex: Youth Centre)
- Increase the level of restorative practice by bringing together the youth and adults to find common ground (ex: teachers, admin, parents etc.)
- Needs Assessment: Conduct a needs assessment to identify the specific challenges and needs of students.
- Ongoing Monitoring and Evaluation: Regularly monitor program implementation and evaluate its effectiveness. Make adjustments as needed.
- Have community and additional agency feedback via survey

Create Alignment to Enhancing Student Learning



School Plans are submitted to the District Office in late September each year. This was adjusted due to COVID in 2020, and plans are underway to submit them in late May for future years. This should better align with the requirements of the Enhancing Student Learning reporting.

All school plans follow a format that requires to school to identify how the plan links to the District's Strategic Plan with an emphasis on outcomes for students. Further, the Board of Education conducts visits to school sites, interviewing both students and the principal to better appreciate the needs and goals of the school, and how they might provide support.

Operational plans are also linked to the goals of the Strategic Plan. Fundamentally, the values of Mission Public Schools, Working Together → Lifelong Learning → Thinking Beyond Today → Doing the Right Thing, connect together all our initiatives. A consultative process with a desire to make the best possible long-range decisions with regard to learning resources, IT platforms and backbone, physical facility plans, and so on, allows for greater alignment between not only individual plans and the Board's overall vision, but also integration between the various plans.

Perhaps one of our best exemplars of this is the District's Accessibility Plan, which was collaboratively built by a cross-section of participants ranging from students to parents to staff. The plan structurally includes connections to, for example, facility planning, to ensure that the Facilities

Department meets with the Accessibility Committee to hear of their concerns and act on them as appropriate, with the goal of providing equitable access to schools for all students.

The other key factor is in budgeting. The Board's process emphasises 'putting money where our mouth is' by providing staffing and resources to key areas of impact to student learning. These include budgeting for district resource teachers, student services staffing, and the Choices program. The role of the Indigenous Education Council in determining the allocation of Targeted Funds is a separate yet similar process.

Mission Public Schools

SD#75

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

Part 2b: Respond to Results

In Review of Year #3 of Mission's Strategic Plan 2023-2026

Approved by the Board on September 23, 2025

Interim Progress Report

Respond to Results

Part 2b



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

Interim Progress Report Provides:

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

MPSD evaluates data in the Fall from the previous year to assist in adjusting current implementation and in adjusting plans for the coming year. In the winter and spring, decisions are made based on available funding, Strategic Plan priorities, and overall enrolment. Implementation occurs via staffing and resource allocations in the late spring through September. The Budget Cycle requires numerous Special Committee of the Whole meetings - open to the public as well as education partners and can vary in number depending on implementation needs and budgetary constraints.



Transparency and consultation are important building blocks to a positive organizational culture. MPSD holds

Committee of the Whole meetings at least once a month to encourage participation from education partners and the general public. In policy development, a draft policy is connected to a portal on our website for public input. Special Committee of the Whole meetings are held around budgetary cycles and a few other notable items. Over the course of the year, as data becomes available, it is reviewed in Committee to assist with future planning. Some unmasked data is shared in Closed Board Meetings, but this is only to supplement the public information.

In addition to regular meetings for the Board, MPSD has both Siwal Si'wes (Indigenous Education Council) and ongoing meetings directly with First Nations to ensure the needs of Indigenous students are being met and Indigenous ideas and wisdom are included in the plans

for the School District. As well as these formal structures, open communication with the District Principal of Indigenous Education, Superintendent, and Board of Education are encouraged. The new requirements for the Siwal Si'wes Indigenous Education Council will mean some adjustments in these communication processes, with new additional responsibilities placed on the IEC.

Responding to Numeracy:

Teachers and district staff worked on priorities for assessments for math recognizing that students having computational fluency by middle school years provides a better foundation and opportunity for success for higher level learning standards. Prioritizing times table progressions and assessments as well as problem solving standards at each grade level will provide the structure, focus and practice necessary to improve the numeracy learning outcomes across the grades.

Focussing on district assessments for curricular strands at each grade level in elementary will assist in guiding teachers on focus areas that align not only with the learning levels expected on foundation skills assessments, but also for achievement in strands at the next grade level.

The math team is working at creating clarity in the curriculum for math teachers and recommending and procuring resources for more effective teaching and learning for all math classrooms. By focussing on common assessments, preferred resources and targeted support teachers can use their expertise and judgement to address the specific learning needs in their classrooms while sharing pertinent success information grade to grade at the transition points.

Responding to Literacy:

Teachers created a list of criteria for choosing assessments and conversation around the research from the National Reading Panel (2000), which identifies five big components or pillars of reading that often require more instruction in an explicit and organized way:

Phonemic Awareness, Phonics or Word Study, Fluency, Vocabulary and Comprehension.

- Involving teachers in the decision making and starting discussions about assessment through voluntary literacy committees: K-2 committee in the Spring of 2024, Grade 3-6 committee in the Fall of 2024 and a Middle School committee in the Fall of 2024.
- Several key goals in mind: assessments will be based on research, assessments chosen will provide information to teachers that can be used to guide instruction, assessments need to align with planning and communicating student learning.
- A timeline for data submissions to the district from schools for literacy assessments was created and adjustments have been made with literacy committee feedback.
- It was decided that that data collected would be a snapshot of specific literacy skills considered foundational or important for that specific grade.
- Overall, we would be able to look at the arc of their learning over time. Teachers felt data submission at the beginning of the year would be more meaningful for planning purposes and to inform instruction.

Mission Public School District provides multiple entry points to professional learning opportunities for classroom educators and support staff. This includes:

Current Professional Learning Opportunities:

- District-wide learning sessions on evidence-based approaches to literacy development at professional development days and after school sessions. So far, every Kindergarten teacher has received training on phonemic awareness and how to assess that skill.
- Annual, district-wide professional inquiry opportunities for educators to focus on specific literacy goals. Small teams and individual educators apply to the inquiry opportunity and share back with the learning community about their process. Several groups focused on UFLI and Morphology this year.
- Small group learning sessions offered by the Literacy Mentor Teacher. These often occur at lunch or after school. These are capacity building sessions and were focused on phonemic awareness and morphology in 2024/25.
- School team pilot projects for capacity building and collaborative development of proposed literacy assessments. This was supported by the Literacy Mentor teacher and allowed classroom educators to provide feedback on the assessment and the teaching strategies to promote skill development using the data from the assessment to guide their practice. Focus areas have been phonemic awareness and phonics.
- 1:1 coaching support offered by the Literacy Mentor Teacher.
- District partnerships with provincial outreach organizations like POPEY, POPFASD and ARC-BC. The district teacher librarian and Inclusion mentor teachers coordinated several workshops with ARC-BC to promote accessibility and digital tools to include all students in literacy development.

Future:

- District learning opportunities with POPEY. We're hoping to bring in POPEY to share best practices with early literacy screeners in K-3 and determine the best fit within our own district assessment practices. These may be virtual or in-person opportunities.
- We would like to use some funding to offer release time for collaboration with specialists and capacity building learning sessions:
 - For elementary, the focus would be in continuing with UFLI for phonological awareness and adding core phonics development for Gr. 1 & 2 in 2025/26, with the goal of collecting phonics assessment data by June 2026.
 - For Gr. 7-12 interventions, this would take the form of release time for collaboration sessions of small educator teams and the literacy mentor teacher to support students with learning gaps. Teacher librarians are being supported to offer more accessible resources such as audiobooks to support student literacy goals.
 - In 2026/27 we would like the focus to be to support Gr. 2/3 teachers with fluency. By June 2027, we hope to have district literacy data available for K-3.
- In addition to district wide learning sessions on these focus areas, we will be offering learning sessions for teachers, support staff and teacher librarians in Gr. 4-12 for decoding interventions, comprehension development and enrichment.

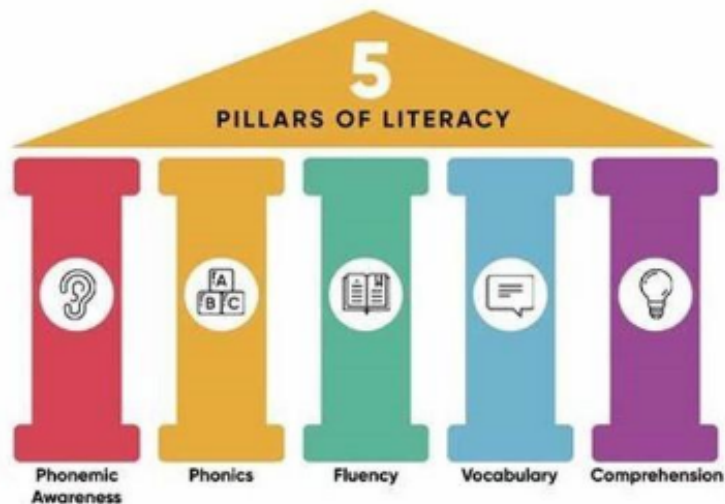
- Teacher librarians are building capacity for selecting and promoting diverse learning resources in print and digital formats to support literacy development and enjoyment by all students with a focus on increasing the availability of Indigenous stories and improving accessibility offerings.

Assessment Plan

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> • Phonemic Awareness (Jan./May) 	<ul style="list-style-type: none"> • Phonics (Oct/May) • Fluency (May) 	<ul style="list-style-type: none"> • Phonics (Oct/May) • Fluency (Oct/May) 	<ul style="list-style-type: none"> • Fluency (Oct) • Comprehension (Oct) 	<ul style="list-style-type: none"> • FSA OR • Writing (Oct) 	<ul style="list-style-type: none"> • Fluency (Oct) • Comprehension (Oct) 	<ul style="list-style-type: none"> • Writing (Oct)

Kindergarten Screening Protocol

District Assessment Rationale: Our goal as a District Literacy Committee was to choose meaningful assessments that will help identify students' strengths, skills in literacy and inform instruction but are also based on the current research about how students learn to read and to write. Evidence-based research from the National Reading Panel (2000) identifies five big components or pillars of reading that often require more instruction in an explicit and organized way: **Phonemic Awareness, Phonics or Word Study, Fluency, Vocabulary and Comprehension**. Struggling readers may often have difficulty in one or more of these components, while good readers are often skilled in these components. The goal is for Mission School District 75 to connect our district literacy assessment to these 5 pillars.



(Source: Istation Blog, "[Understanding the Science of Reading](#)", August 2022.)

Responding to Connections Program (benefits and findings):

- For Students
 - Improved academic performance
 - Enhanced social-emotional skills
 - Stronger sense of belonging (school & community)
 - Reduced disciplinary issues
 - Increased self-esteem
- For the School Community
 - Reduced suspension rates
 - Improved school climate
 - Improvement in attendance (3 students non-attenders prior to program)
 - Stronger relationships between students and staff
 - Increased parent involvement - 97% of guardians attended the Reconnection Meetings
 - Safer and more supportive learning environment based on student feedback
- Key Findings
 - 92 % would recommend the program.
 - 89 % would return for additional support.
 - 86 % are satisfied with life-skills training.
 - 81 %+ feel better informed about community supports and substance awareness

Reflect and Adjust Chart



Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: Continue? Discontinue? Adapt? Introduce and implement?
Honouring Culture and Territory			
<i>Achieve equitable education outcomes for all Indigenous students</i>			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Provide Resources/Professional Growth to staff to develop an understanding of Indigenous history, language, culture, worldviews, and perspectives, including all staff members required to read the District's cultural safety document	Notable gap in school completion and other measures	Gap has narrowed (with fluctuations) over the past decade	Support for teachers will continue indefinitely, and this is also a focus of both core and targeted funds
Provide a variety of opportunities, resources, outdoor education, and/or supports for students	Notable gap in school completion and other measures; values of Board	Gap has narrowed; MPSD developed first BAA First Nations' approved grad course in province <i>Téméxw te í: The Land of this Place</i>	Continuation and improvement expected for these opportunities for students

Future Orientation			
<i>Strengthen supports and service for learners to adapt to shifting learning requirements, technology, and global society</i>			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Provide contemporary technology and tools to assist and enhance learning and skill development	Students' right to utilise modern equipment to be ready for the challenges of tomorrow's workplace	Complete modernisation of equipment over the past 8 years; introduction of in service and pro d for staff on new platforms; AI piloting occurring	Continuous evergreening of technology on 3 or 4 year cycles
Encourage programming for students on interconnectedness locally, regionally, globally	Climate change, political radicalisation, need for Indigenous Worldviews	Successful uptake on <i>Téméxw te í: The Land of this Place</i> two years running; growth of outdoor activities, gardens, etc at elementary schools	Ongoing
Student Centred Learning			
<i>Create positive learning environments that support literate numerate students</i>			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Annually collect and track district wide literacy and numeracy assessments	Accountability for District in its initiatives and the rights of students to information and agency	In progress. Assessment development partially implemented	Ongoing with changes in Ministry direction and budgetary constraints
Provide resources for personalised learning and programs of choice	Agency for students; reflects diversity of student body	Considerable retention in students through various choice models. Night School, for example, had an 86% success rate, a good demonstration of both its need and overall contribution to student agency	Ongoing – schools & programs of choice, large secondary school design, Mission Online, Night school, etc are all structures we will maintain with adjustments

Effective Learning Environments			
<i>Maintain welcoming, modern, healthy, safe, and inclusive learning environments</i>			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Further inclusive teaching strategies	Growing diversity and designations in student body over the past decade	Improvements in 6-year completion rates, however other data is inconclusive at this time; balancing outcomes vs expansion of designations is a consideration	In progress. The Accessibility Committee is doing substantial work to support this district wide
Improve resources to foster modern learning environments	Changing demands of the global citizen	Secondary school students substantially engaged in relevant courses	Ongoing. Critical to ensure budgets are maintained for both IT evergreening and in-service for platforms and other related tools
Quality Teaching and Leadership			
<i>Effective teachers are the key to student success</i>			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Hire and retain competent and diverse staff, including using Special Program of the BCHRC	During Covid, staffing shortages were a major concern and impacted student learning	Improved Indigenous transition rates may be related. Shortages have plummeted across the district and applications have tripled. Increasing the number of positions held by Indigenous individuals with the support of the HRC	On going consultations with unions, sector agencies, rightsholders, etc to ensure good representation and stability in our workforce
Provide staff mentoring, leadership, collaboration, and professional learning	Lifelong learning and continuous improvement go hand in hand to ensure the best opportunities for our students	Utilized over \$20000 for Early Career Mentorship; ongoing partnership with MTU on professional learning	Ongoing, but can be challenging to directly connect to outcomes as this is a long-term project.