

# Framework for Enhancing Student Learning



SCHOOL DISTRICT 5  
SOUTHEAST KOOTENAY

## School District No. 5 (Southeast Kootenay) Indigenous Education



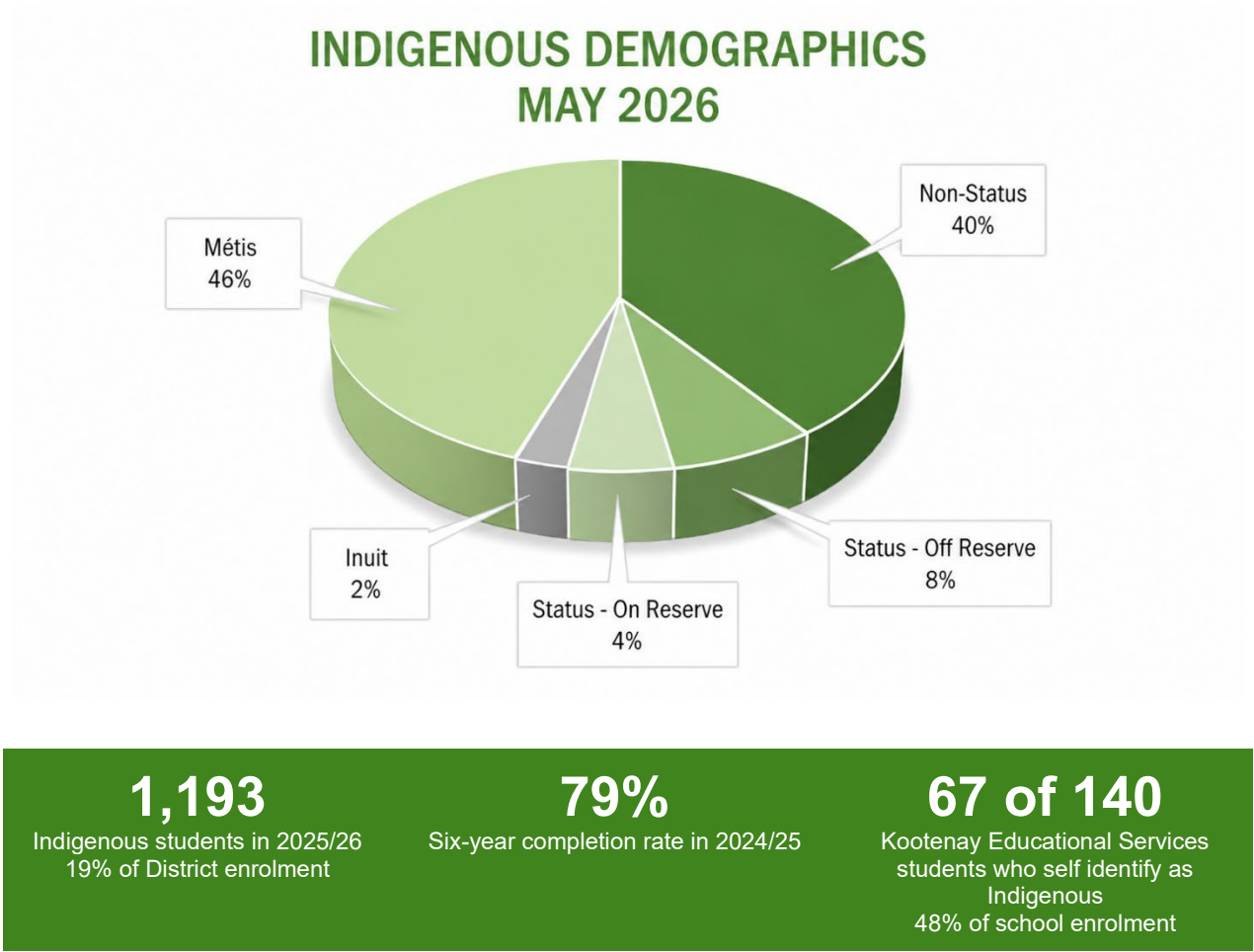
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# Indigenous Education: Relationships as System Work

The District’s work in Indigenous Education is grounded in the understanding that student achievement, belonging, attendance, and successful transitions are shaped by the quality of relationships within the education system. The Indigenous Education Council has strengthened shared governance by creating a table where Indigenous partners, students, families, staff, and District leaders can examine evidence honestly and ask whether existing structures are producing the future communities hope to see.

This relational approach complements the Framework for Enhancing Student Learning and the Indigenous Education Enhancement Agreement. It connects academic outcomes with culture, identity, community voice, and the systems that shape each student’s educational journey.

## 2025/26 Snapshot



## What Evidence Shows

- The six-year completion rate for Indigenous learners improved to 79 percent in 2024/25. The rate remains below the 93 percent rate for non-Indigenous learners, indicating continued need for targeted and system level action.

-  The most recent provincial data show stronger literacy than numeracy outcomes for Indigenous students: In 2025/26, Grade 4 literacy was 52 percent on track or extending and Grade 7 literacy was 54 percent. The most recent Grade 10 literacy result, from 2024/25, was 50 percent proficient or extending.
-  Numeracy remains a significant area for growth. In 2025/26, Indigenous student results were 41 percent on track or extending in Grade 4 and 26 percent in Grade 7. The most recent Grade 10 Numeracy Assessment result, from 2024/25, was 22 percent proficient or extending.
-  Participation rates require attention when interpreting results. In 2025/26, Grade 4 participation for Indigenous students was 72 percent, compared with 89 percent in Grade 7.

## Belonging, Attendance and Educational Pathways

The District continues to understand belonging as both an outcome and a condition for learning. Student Learning Survey results suggest areas of strength alongside persistent gaps. In 2024/25, 71 percent of Indigenous Grade 4 respondents reported feeling welcome at school, while 50 percent reported a strong sense of belonging. Among Grade 10 respondents, 63 percent reported feeling welcome and 56 percent reported that school was a place where they belonged.

### Attendance remains a critical focus

Consistent attendance is closely connected to academic success, safety, identity, and belonging. The Indigenous Education Council continues to work collaboratively with the District to support regular student attendance and strengthen the conditions that help Indigenous students feel connected, supported, and successful at school.

### Building capacity for evidence-informed system inquiry

To strengthen this work, the District is investing in enhanced data and analytics capacity, including the development of a centralized data warehouse and the addition of a District Systems and Data Analyst. This work will support the development of dashboards and other analytical tools that allow the District to examine attendance patterns more consistently, disaggregate results, identify emerging trends and areas of concern, and better understand the experiences and educational pathways of Indigenous learners.

Improved access to timely and meaningful data will support deeper inquiry with the Indigenous Education Council and District staff, helping move the conversation beyond whether students are attending to understanding the factors influencing attendance and where changes to supports, practices, or system structures may be required.

## Kootenay Educational Services

The Indigenous Education Council's examination of Kootenay Educational Services (KES) has brought system pathways into sharper focus. KES provides an important place of belonging and recovery for students for whom conventional schooling has not worked. At the same time, the

concentration of Indigenous learners at KES prompts a broader question: what experiences and structures are bringing Indigenous students to an alternate pathway at such a high rate?

|                   |                     |                              |
|-------------------|---------------------|------------------------------|
| 140               | 67                  | 11                           |
| Students enrolled | Indigenous students | Indigenous graduates in 2026 |

Current Direction at KES

-  A dedicated Indigenous Education Support Worker, Elders in Residence, and a Gathering Space.
-  Expanded partnerships with Foundry, BladeRunners, families, and community organizations.
-  Additional teaching, counselling, learning support, and hybrid cross enrolment opportunities with Mount Baker Secondary School.
-  Increased student voice and continued consideration of leadership and accountability structures that reflect the needs of KES students and families.

Relationships as System Work

The Indigenous Education Council has demonstrated that governance changes when relationships are strong enough to support honesty, humility, and sustained dialogue. Its work is moving the District beyond a program-based response toward a deeper examination of policy, leadership, resource allocation, school structures, and accountability.

Priority Actions for 2026/27

-  **Strengthen shared governance:** Continue to centre the Indigenous Education Council in data review, strategic planning, targeted funding decisions, and the evaluation of system structures affecting Indigenous learners.
-  **Improve literacy and numeracy:** Use disaggregated evidence to identify students requiring timely support, strengthen culturally responsive instruction, and monitor participation as well as proficiency.
-  **Advance attendance research and data capacity:** Continue relationship building and community dialogue with the Indigenous Education Council while using enhanced District data and analytics capacity to examine disaggregated attendance patterns, identify push and pull factors, and better understand where barriers occur. Use this evidence to co-create targeted responses and monitor their impact over time.
-  **Reexamine educational pathways:** Study referral, exclusion, suspension, transition, and graduation pathways, with particular attention to the overrepresentation of Indigenous students at KES and the leadership conditions required for success.



**Sustain culture and connection:** Maintain and expand Indigenous Support Counsellors, Elders in Residence, Gathering Places, Local Education Agreement processes, community partnerships, and professional learning developed with Indigenous partners.

## Summary (Looking forward)

The District's next phase of work will be measured not only by improved achievement data, but also by whether Indigenous students experience stronger belonging, more consistent attendance, equitable access to learning, and educational pathways that reflect their strengths and aspirations. The central lesson of the Indigenous Education Council is that systems become capable of seeing new possibilities when relationships are strong enough to ask better questions and remain in the conversation long enough to act on the answers.