



Interim Report from Rural and Remote Network

Respectfully Submitted to BCSTA Board of Directors
by Chair Helen Gilbert on behalf of the Rural and Remote Network
September 2024

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Introduction

The Rural and Remote Network has completed year one of a three-year term. The Network team is made up of members from different types of rural districts representing several regions of the province, as well as liaisons from BCPSEA and the BCSSA and BCSTA staff and a director. The work of the Network supports the mission of the BCSTA. Striving to have a high-quality public education system that helps rural and urban students to meet their full potential is essential to the health of the province and our democratic society. The Rural and Remote Network wants to build and enhance understanding of the needs of rural schools and communities. As information is gathered and shared it will help refine advocacy initiatives targeted towards reducing the performance gap between rural and urban students.

Rural and Remote Network Members

Chair:	Helen Gilbert	Peace River North
	Linda Dolen	Fort Nelson
	James Horne	Prince Rupert
	Katie Jepsen	Boundary
	Winnie Morven-Hansen	Nisga'a
	Terry Webber	Central Coast
	Leightan Wishart	Vancouver Island North
BCPSEA Liaison:	Margaret Warcup	Coast Mountains
BCSSA Liaison:	Christy Fennell	Peace River South
Board of Director Liaison	Carolyn Broady	West Vancouver
Staff Support:	Suzanne Hoffman	BCSTA, Chief Executive Officer
	Maggie Yuen	BCSTA, Executive Administrator

Terms of Reference

The Terms of Reference that were developed by the Rural and Remote Network in conjunction with the Board of Directors of the BCSTA outline the scope of the work that will be done. There are a range of factors that impact student success and the vitality of rural communities. The celebrations, opportunities provided within rural communities and rural resiliency will be a focus in addition to the challenges faced.

The terms of reference were approved by the board of directors in February 2024. The document was amended in March 2024 to include an updated reporting timeline for the network's interim report. The final amended terms of reference have been included with this report.



February 2024

Amended at March 14, 2024 BOD Meeting

BCSTA Rural and Remote Network (RRN) Terms of Reference

Providing quality education to rural, remote and isolated communities is a complex undertaking given the scope of unique challenges facing these districts. As we undertake this work – an exploration into, and an understanding of, the challenges, opportunities and necessary actions needed for all students to thrive.

The guidelines found in the [Ministry of Education and Child Care's Operating Grants Manual](#) assists with understanding what constitutes a rural, remote or isolated school community:

- Small communities are defined as when a student population within a defined area does not exceed 250 elementary students and/or 635 secondary students.
- The low enrolment factor is where there are 2,500 or fewer district school-age FTEs.
- The rural factor is based on the population of the city in which the board office is located and the distance from the board office to Vancouver and the nearest regional centre.
- The sparseness index addresses the fact that certain districts have a greater financial burden than others resulting from the separation of schools from the board office.

The Rural and Remote Network feels that location factors, population-size factors and accessibility to key services to ensure students have equity of opportunities characterize rural and remote communities.

Purpose

The work to be undertaken by the rural and remote network (RRN) was driven by input from committee members through an online engagement activity and at the August 22, 2023, September 13, 2023, November 23, 2023 and January 22, 2024 RRN meetings.

The purpose of the BCSTA's rural and remote network is to:*

1. *Define what constitutes a rural, remote and isolated community.*
2. *Build an understanding of and respond to recruitment, retention, and training issues, involving:*
 - a. *Post-secondary institutions*
 - b. *BCPSEA*
 - c. *Partner groups*
 - d. *Roadblocks*
 - i. *Opportunities for within community training*
 - ii. *Enhancement of the teaching profession*

BCSTA Rural and Remote Network

Terms of Reference – February 2024

3. *Investigate and build an understanding of the issues and what the current educational outcomes and needs are for students.*
 - a. *Analyze provincial data to identify areas of need including but not limited to:*
 - *Literacy and numeracy results*
 - i. *Successes*
 - ii. *Challenges*
 - *Completion rates*
 - *School readiness Indicators*
 - i. *Pre-kindergarten*
 - ii. *Child care*
 - *Attendance data*
 - *Student Learning Survey*
 - i. *Mental health and well-being*
 - *Post-secondary transitions*
4. *Build an understanding of funding challenges, costs and impacts such as:*
 - a. *Equity and Access*
 - i. *Curricular and extra-curricular activities and opportunities*
 - ii. *Programming Opportunities*
 - *Flexible and creative learning modules*
 - b. *Wrap-around support services*
 - c. *Medical and travel costs*
 - d. *Housing*
 - e. *Socio-economic impacts*
 - f. *Mental health supports*
5. *Explore an engagement process with students, parents, and community members.*
 - a. *Build an understanding of issues and opportunities through engagement*
 - b. *Explore how socio-economic of families impact student outcomes.*
 - c. *Facilitate a process to understand the history of these communities.*
6. *Identify connectivity issues for rural, remote and isolated communities.*
7. *Advocate to the BCSTA membership, Ministry of Education and Child Care and other agencies as appropriate on identified emerging issues.*
8. *Explore the needs of supporting staff and families children with diverse and exceptional needs*
 - a. *Diagnostic testing*
 - i. *Access*
 - ii. *Expense*
 - b. *Supports*
 - iii. *Community*
 - iv. *School*

** The purposes identified above have been rearranged to align with the priorities identified in the 2024-2026 Rural and Remote Network Work Plan.*

Reporting

This ad hoc network reports solely to the BCSTA board of directors. While the Rural and Remote Network will consult with external individuals, groups, or ministries for the purpose of collecting information and strengthening lines of communication, the group shall not represent the views of the Association; nor commit the Association to any particular course of action or involvement.

Membership

The BCSTA president, in consultation with the board of directors, shall appoint the ten (10) members to the network, including one of whom is a director from the board and one a liaison from BCPSEA. The appointed trustees should come from a variety of member boards of education. In addition, there will be one liaison from the BCSSA.

The BCSTA president has appointed Helen Gilbert (Peace River North) as the chair of the working group.

BCSTA's chief executive officer has designated herself and appointed Maggie Yuen to provide support to the working group

Expenses

The network has been allocated a budget of \$4,000/year (for up to three years). These funds are to cover in-person meetings and will be taken out of a Ministry grant previously established for work of this nature.

The appointed chair of the rural and remote network, in conjunction with the CEO, shall be responsible for monitoring the budget and expenses.

Timelines and Meeting Frequency

Meetings will be at the call of the network chair and may be in person or virtual through Zoom video conference. The network will submit an initial report to the board of directors no later than ~~May 7, 2024~~ **September 30, 2024**.

The rural and remote network mandate will be completed upon the submission of its recommendations and final report to the board of directors, and shall be disbanded at that time, unless specifically renewed or extended by the board of directors. The network may exist for up to three years, with a renewal option based on the recommendation of the group.

These terms of reference were approved by the board of directors on February 23, 2024. ~~The red items were amended by the board of directors on March 14, 2024.~~

Progress of Work to Date

The Rural and Remote Network has met eight times in year one of our term. A summary showing meeting dates, and the work of each meeting is provided in Appendix 1.

The Rural and Remote Network was asked to define what constitutes a rural, remote, or isolated community. Through our conversations it became clear that the meaning attached to these terms is partly based on individual experiences. ECC and BCPSEA do not have the same understanding of which districts or communities are rural. The Letter of Understanding No.5 developed between BCPSEA and the BCTF provides some rural districts and communities with a Remote Recruitment and Retention Allowance. The list of approved School Districts and Schools that receive the allowance does not align with the ECC designations for rural districts.

The Funding Formula provides insight into the designations for districts that the Ministry uses. Rural Districts receive Supplements for Unique Geographic Factors. A given rural district may qualify for some or all of the supplements. The supplements are the: Small Community Supplement, Low Enrolment Factor (2 levels to this factor, one for districts with fewer than 2,500 Student Age FTE, one for districts with between 2500 and 15,000 Student Age FTE), Rural Factor (there is special consideration for districts where there is a water separation that requires ferry travel), Climate Factor, Sparseness Factor, Student Location Factor, and Supplemental Student Location Factor (applies to Level 1 and 2 Students with Special Needs).

As School Boards co-govern with ECC the Rural and Remote Network has opted to use the Ministry designations for districts that we became aware of during a presentation from Jeremy Higgs Executive Director of Analytics for ECC. The Ministry has school districts grouped into six distinct categories: Extra Small Rural, Small Rural, Medium Rural Climate, Medium Rural, Medium Urban and Large Urban. The groupings for districts as well as each district's socioeconomic factors, demographic factors and six-year completion rate can be found in Appendix 2.

From this presentation the Network also learned that there has been a decline in rural enrolment over the last ten years and rural enrolment is expected to continue to decrease over the next ten years. In 2002/23 27% of the province's students were in rural districts, 73% were in urban districts. Over the next 10 years 27% of the rural districts may see an increase in enrolment while 85% of the urban districts are expected to see an increase. The predicted 10-year change for each district is given in Appendix 3. Viable rural schools are essential for rural communities to survive and maintain their population.

During the Ministry presentation, six-year completion rates and FSA results for urban and rural students were reviewed. There is a performance gap between urban and rural students on these measures. In the diagrams with the six-year completion rates, the data is compared over three school years. For the FSA there is a comparison of results for 2022/23 based on rural and urban designations. Participation rates for FSA vary between districts and are likely a factor in these results.

The data provided in Appendix 2 will help us identify high performing districts that may be able to share promising practices.

There are other areas of provincial data that will be reviewed and discussed as noted in the Terms of Reference.

Six Year Completion Rates

All Students	2019/2020	2020/2021	2021/2022
Rural	81.6	82.2	83.2
Extra Small Rural	73.4	75.2	74.9
Small Rural	80.4	80.7	81.8
Medium Rural	85.1	85.4	86.8
Urban	90.9	92.0	92.7
Large Urban	91.9	92.7	94.4
Medium Urban	90.1	91.4	91.2
Province	89.6	90.1	91.6

Six Year Completion Rates

Indigenous	2019/2020	2020/2021	2021/2022
Rural	71.6	72.3	73.8
Extra Small Rural	63.7	71.0	67.7
Small Rural	69.7	70.2	71.3
Medium Rural	75.4	73.8	77.1
Urban	74.3	73.6	76.0
Large Urban	77.9	75.6	77.3
Medium Urban	69.9	71.2	74.3
Province	71.1	72.5	75.1

Six Year Completion Rates

Diverse Needs	2019/2020	2020/2021	2021/2022
Rural	65.1	66.6	70.4
Extra Small Rural	57.4	62.8	67.8
Small Rural	62.9	62.1	66.2
Medium Rural	69.0	70.0	73.2
Urban	75.4	75.7	78.5
Large Urban	75.0	75.0	77.8
Medium Urban	75.8	76.5	79.3
Province	73.9	74.1	77.5

FSA - Numeracy 4 – Urban and Rural 2022/23

All Students	Extra Small Rural	Small Rural	Medium Rural	All Rural	Medium Urban	Large Urban	All Urban
Emerging	29%	49%	43%	43%	38%	33%	35%
On Track	63%	47%	54%	53%	56%	59%	58%
Extending	8%	5%	3%	4%	6%	8%	7%

Indigenous	Extra Small Rural	Small Rural	Medium Rural	All Rural	Medium Urban	Large Urban	All Urban
Emerging	49%	63%	58%	58%	59%	50%	55%
On Track	48%	35%	41%	40%	39%	47%	43%
Extending	3%	2%	2%	2%	2%	3%	3%

FSA - Numeracy 7 – Urban and Rural 2022/23

All Students	Extra Small Rural	Small Rural	Medium Rural	All Rural	Medium Urban	Large Urban	All Urban
Emerging	45%	48%	50%	50%	43%	38%	40%
On Track	49%	44%	45%	45%	48%	50%	49%
Extending	6%	7%	5%	5%	9%	12%	11%

Indigenous	Extra Small Rural	Small Rural	Medium Rural	All Rural	Medium Urban	Large Urban	All Urban
Emerging	68%	63%	63%	63%	67%	62%	65%
On Track	28%	34%	34%	34%	31%	35%	33%
Extending	4%	3%	3%	3%	2%	3%	3%

FSA - Literacy 4 – Urban and Rural 2022/23

All Students	Extra Small Rural	Small Rural	Medium Rural	All Rural	Medium Urban	Large Urban	All Urban
Emerging	23%	34%	31%	31%	27%	23%	25%
On Track	64%	56%	60%	60%	61%	64%	63%
Extending	13%	10%	9%	9%	12%	13%	13%

Indigenous	Extra Small Rural	Small Rural	Medium Rural	All Rural	Medium Urban	Large Urban	All Urban
Emerging	40%	45%	42%	42%	44%	36%	41%
On Track	53%	51%	55%	54%	51%	56%	53%
Extending	7%	4%	3%	3%	5%	7%	6%

FSA - Literacy 7 – Urban and Rural 2022/23

All Students	Extra Small Rural	Small Rural	Medium Rural	All Rural	Medium Urban	Large Urban	All Urban
Emerging	39%	36%	39%	39%	30%	27%	28%
On Track	55%	62%	59%	59%	66%	69%	68%
Extending	5%	2%	2%	2%	4%	4%	4%

Indigenous	Extra Small Rural	Small Rural	Medium Rural	All Rural	Medium Urban	Large Urban	All Urban
Emerging	59%	52%	51%	52%	47%	47%	47%
On Track	40%	47%	48%	47%	52%	52%	52%
Extending	1%	1%	1%	1%	1%	1%	1%

In October 2023, the North West and Northern Interior Branch held a joint conference where rural priorities were identified and articulated in a report prepared by Lee Brain. The report was reviewed by the Rural and Remote Network, it was felt that the priorities that were identified would be important to all rural districts. Recruitment and Retention of Qualified Professionals was identified as the top priority. Priority one in the Network Work Plan is focused on understanding recruitment and retention challenges and the measures being taken to address them. Equity also emerged as a theme in this report.

The Network also reviewed the [draft 2017 British Columbia Rural Education Report Results and Recommendations Developed Through Citizen Engagement](#). The seven key themes identified in this report were: Access to Quality Educational Programs, State of School Facilities, Community Use of School Facilities, Staffing and Human Resources, Funding Opportunities and School Closures, Engagement Opportunities and Shared services. The 2017 themes are like those of 2024.

“Schools are the cornerstones of rural and remote communities across the province and their role in these communities should not only be preserved, but strengthened.” (pg. 3 Rural Education Report 2017.)

Rural communities take pride in their schools. The schools contribute to the sense of community and health of the local economy. Workers want to live in communities where there are local schools that provide strong educational opportunities.

The Rural and Remote Network reviewed the draft of the [2023/24 Capital Working Group Report Making Progress toward a sustainable future-next steps](#). The Network was able to provide information about the needs of rural schools.

Rural and Remote Network Workplan (2024-2026)

A workplan has been developed so that the areas identified in the terms of reference can be worked on over the next two years.

The seven priorities identified in the workplan include:

- Priority 1 - Build an understanding of and respond to recruitment, retention, and training issues
- Priority 2 - Investigate and build an understanding of the issues and what the current educational outcomes and needs are for students.
- Priority 3 - Build an understanding of funding challenges, costs, and impacts
- Priority 4 - Explore an engagement process with students, parents, and community members.
- Priority 5 - Identify connectivity issues for rural, remote, and isolated communities.
- Priority 6 - Advocate to the BCSTA membership, Ministry of Education and Child Care and other agencies as appropriate on identified emerging issues.
- Priority 7 - Explore the needs of supporting staff and families of children with diverse and exceptional needs

The network has identified an approximate timeline for each priority with the intention of reviewing the timelines as the network works through each priority.



BCSTA Rural & Remote Network Draft Work Plan (2024 – 2026)

Priority Tasks	Timeline/Meetings	Description (from TOR)	Key Tasks
<p>Priority 1</p> <p>Build an understanding of and respond to recruitment, retention, and training issues</p> <p><u>Apr 2024 Mtg Follow up:</u></p> <ol style="list-style-type: none"> 1. A request for speakers and presentations to this committee or possibly a standalone forum: <ul style="list-style-type: none"> ▪ Recruitment specialist ▪ Bobbi Plecas, ADM of Adv. Ed ▪ Shawn McMullan (with data) ▪ Stephen Petrucci ▪ Jeremy Higgs (data) 2. After speakers, a discussion on what we have learned and what we can do 	Year 2 (April 2024 – 2025)	<ol style="list-style-type: none"> a. <i>Post-secondary institutions</i> b. <i>BCPSEA</i> c. <i>Partner groups</i> d. <i>Roadblocks</i> <ol style="list-style-type: none"> i. <i>Opportunities for within community training</i> ii. <i>Enhancement of the teaching profession</i> 	<ol style="list-style-type: none"> 1. Presentation by BCPSEA – Bruce Anderson <ul style="list-style-type: none"> ▪ Update on BCPSEA’s recruitment and retention strategy ▪ Update on incentives for teacher/EA recruitment 2. Presentation by ABCDE or MECC representative <ul style="list-style-type: none"> ▪ what is existing, available and allowed in institutions right now? 3. Presentation by BCPSEA, Senior Manager Recruitment and HR Recruitment for Rural & Remote <ul style="list-style-type: none"> ▪ what is their role and strategy? 4. Presentation by BCTC/govt rep on BCTC? <ul style="list-style-type: none"> ▪ what changes are taking place? ▪ what do we need to advocate for? ▪ Explore role of TRB and TQS and identify difficulties districts are facing related to these bodies so that they can be addressed. 5. Understanding retention and difference from recruitment <ul style="list-style-type: none"> ▪ discussion of challenges of retention in rural and remote districts ▪ supports for teachers in multigrade classrooms, multi subject areas, while dealing with diversity of student needs ▪ support for classroom teachers and students given the shortage of specialists such as school psychologists, speech pathologists, physiotherapists, occupational therapists
<p>Priority 1 (cont’d)</p> <p>Build an understanding of</p>	Year 2 (April 2024 – 2025)	<ol style="list-style-type: none"> a. <i>Post-secondary institutions</i> b. <i>BCPSEA</i> 	<ul style="list-style-type: none"> ▪ Have presentation from new provincial outreach program regarding needs they are seeing and ability to address

Priority Tasks	Timeline/Meetings	Description (from TOR)	Key Tasks
and respond to recruitment, retention, and training issues		c. <i>Partner groups</i> d. <i>Roadblocks</i> <ol style="list-style-type: none"> i. <i>Opportunities for within community training</i> ii. <i>Enhancement of the teaching profession</i> 	<ul style="list-style-type: none"> ▪ explore ways that rural/remote districts can support each other such as the Northern Professional Development Project and Accessibility Planning <ol style="list-style-type: none"> 6. Recruitment & Retention – cross-ministerial & cross-jurisdictional analysis <ul style="list-style-type: none"> ▪ what do other ministries (health, housing) do? ▪ what do other provinces do? 7. Support work of CWG related to deferred maintenance, quality of buildings, regional specific needs. <ul style="list-style-type: none"> ▪ Presentation by Mike Murray

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Priority Tasks	Timeline/Meetings	Description (from TOR)	Key Tasks
<p>Priority 2</p> <p>Investigate and build an understanding of the issues and what the current educational outcomes and needs are for students.</p> <p><u>Apr 2024 Mtg Follow up:</u></p> <p>1. Need additional information on/from:</p> <ul style="list-style-type: none"> ▪ School attendance ▪ ABCDE (Ralph Sinclair) ▪ What the school readiness indicators are and what are they telling us? ▪ Mental health and what steps can be undertaken in RR communities ▪ Staffing for special positions to support vulnerable students 	Year 2 (April 2024 – 2025)	<p>a. <i>Analyze provincial data to identify areas of need including but not limited to:</i></p> <ul style="list-style-type: none"> ▪ <i>Literacy and numeracy results</i> <ul style="list-style-type: none"> i. <i>Successes</i> ii. <i>Challenges</i> ▪ <i>Completion rates</i> ▪ <i>School readiness Indicators</i> <ul style="list-style-type: none"> i. <i>Pre-kindergarten</i> ii. <i>Child care</i> ▪ <i>Attendance data</i> ▪ <i>Student Learning Survey</i> <ul style="list-style-type: none"> i. <i>Mental health and well-being</i> ▪ <i>Post-secondary transitions</i> 	<ol style="list-style-type: none"> 1. Presentation by MECC on data <ul style="list-style-type: none"> ▪ Provide MECC’s categorization of XS, S districts ▪ Student outcomes data – graduation results, literacy and numeracy results ▪ Discussion on data for XS, S districts 2. Learning from success stories in rural districts <ul style="list-style-type: none"> ▪ Fort Nelson, 81 – chair and senior team? ▪ Prince Rupert, 52 – district’s food programs and it’s impact and engagement with students 3. Presentation by Parliamentary Secretary on Rural Health and Parliamentary Secretary on Rural Development <ul style="list-style-type: none"> ▪ What are the strategies from the government for supporting families in rural communities? ▪ Discussion on the socio-economic issues in rural communities. ▪ What is the mental health support available to rural communities?

BCSTA Rural and Remote Network

Draft Work Plan (2024-2026)

Priority Tasks	Timeline/Meetings	Description (from TOR)	Key Tasks
<p>Priority 3</p> <p>Build an understanding of funding challenges, costs and impacts</p> <p><u>Apr 2024 Mtg Follow up:</u></p> <ol style="list-style-type: none"> 1. Need more information required from Jeremy Higgs (does he have anything on health care – and if ‘no’ who do we ask) 2. A presentation from the Parliamentary Secretary on Rural Health and Rural Development. 3. A request to Chris Brown on how to get more information on the cost comparisons between rural and urban living (is there an urban/rural social services index comparison) 	<p>Year 2 (April 2024 – 2025)</p>	<ol style="list-style-type: none"> a. <i>Equity and Access</i> <ol style="list-style-type: none"> i. <i>Curricular and extra-curricular activities and opportunities</i> ii. <i>Programming Opportunities</i> <ul style="list-style-type: none"> ▪ <i>Flexible and creative learning modules</i> b. <i>Wrap-around support services</i> c. <i>Medical and travel costs</i> d. <i>Housing</i> e. <i>Socio-economic impacts</i> f. <i>Mental health supports</i> 	<ol style="list-style-type: none"> 1. Presentation by Parliamentary Secretary on Rural Health and Parliamentary Secretary on Rural Development <ul style="list-style-type: none"> ● What are the strategies from govt for families in rural communities? ● Discussion on the socio-economic issues in rural communities. ● What are the mental health support available to rural communities? 2. Presentation by MECC Resource Management Division <ul style="list-style-type: none"> ● How is govt allocating funds? ● Advocacy for equitable funds for rural districts. 3. Review 2017 Rural Education report and support discussion 4. Cost comparison between rural and urban living <ul style="list-style-type: none"> ● Cost of living ● Transportation ● Access to basic services (grocery stores, health) 5. Presentation by ST or Supt from northern districts <ul style="list-style-type: none"> ● Compare the operational cost to run a rural district vs. urban district. ● Lack of resources in rural districts ● Increased demands on role of senior staff in rural districts.

BCSTA Rural and Remote Network
 Draft Work Plan (2024-2026)

Priority Tasks	Timeline/Meetings	Description (from TOR)	Key Tasks
<p>Priority 4</p> <p>Explore an engagement process with students, parents, and community members.</p>	Year 3 (April 2025 – 2026)	<p>a. <i>Build an understanding of issues and opportunities through engagement</i></p> <p>b. <i>Explore how socio-economic of families impact student outcomes.</i></p> <p>c. <i>Facilitate a process to understand the history of these communities.</i></p>	<p>1. Each RRN member share successes/challenges in student and parent engagement that exists in their district now.</p> <ul style="list-style-type: none"> ● Paragraph for inclusion in report? ● SLIDO?
<p>Priority 5</p> <p>Identify connectivity issues for rural, remote and isolated communities.</p>	Year 3 (April 2025 – 2026)	<p><i>Identify connectivity issues for rural, remote and isolated communities.</i></p>	<p>1. Presentation from MECC Services and Technology Division</p> <ul style="list-style-type: none"> ● Update on govt's plans on connectivity ● Clarify conversion costs by districts for copper <input type="checkbox"/> fiber lines ● Share website on connectivity for all communities

BCSTA Rural and Remote Network
 Draft Work Plan (2024-2026)

Priority Tasks	Timeline/Meetings	Description (from TOR)	Key Tasks
<p>Priority 6</p> <p>Advocate to the BCSTA membership, Ministry of Education and Child Care and other agencies as appropriate on identified emerging issues.</p>	On-going	<p><i>Advocate to the BCSTA membership, Ministry of Education and Child Care and other agencies as appropriate on identified emerging issues.</i></p>	Ongoing through BCSTA
<p>Priority 7</p> <p>Explore the needs of supporting staff and families children with diverse and exceptional needs</p>	Year 3 (April 2025 – 2026)	<p>a. <i>Diagnostic testing</i></p> <ul style="list-style-type: none"> i. <i>Access</i> ii. <i>Expense</i> <p>b. <i>Supports</i></p> <ul style="list-style-type: none"> i. <i>Community</i> ii. <i>School</i> 	<p>Evaluate at a later time.</p> <p>Start with tasks identified in priority 2 and priority 3 to determine what other work is required.</p>

Rural and Remote Stories

When school districts develop their Enhancing Student Learning Reports, they are asked to consider quantitative and qualitative data (interpretive). Stories enhance understanding and convey feelings in a way that numbers cannot. Stories connect to the heart. The Rural and Remote Network plans to share stories that illustrate our needs and celebrations.

Introduction to the Northern Virtual Learning Series

Meeting the professional development needs of beginning teachers is an important factor in retention. In rural districts a small contingent of district staff take on all the necessary responsibilities. The Northern Virtual Learning Series was a way of providing relevant professional development and sharing the workload. The [British Columbia New Teacher's Survey 2021/2022](#) details the need for appropriate professional development while highlighting that more work should be done to understand the needs of beginning rural teachers.

Northern Teacher Virtual Professional Learning Series – An Initiative of the Northern BC School Districts (2023-2024)

Shared by Aaron Callaghan, former Coast Mountain Superintendent, now Rocky Mountain Superintendent

Overview

During the 2022-23 school year, a collaborative initiative was launched to explore opportunities to enhance the recruitment and retention of teachers in northern BC school districts. The 'Northern Inquiry Project' was established as a partnership between multiple northern school districts, BCPSEA, the Ministry of Education and Child Care, and Make A Future. Initially the pilot focused on teacher recruitment activities across four school districts and communities - Nisga'a School District, Stikine School District, Fort St. James in Nechako Lakes School District and Hazelton in Coast Mountains School District. These districts and communities were identified as having long term challenges recruiting and retaining teachers, enrolling significant numbers of students identified within priority populations, and district staff to support the pilot. In this first year, efforts focused primarily on implementing hiring incentives and marketing and promotion.

In 2023-24, there was increased dialogue related to the retention of teachers. One element of this was the delivery of high-quality professional learning opportunities for teachers – those new and more seasoned - that allowed them to both network with colleagues and grow professionally within their teaching practice. With this goal in mind, the Northern Teacher Virtual Professional Learning Series was developed. The series saw the facilitation of five virtual sessions on a variety of topics largely delivered by senior leaders from across northern BC. Online participants most regularly attended individually, but in some cases, groups of teachers assembled at the district level to share a meal and learn together.

Professional Learning Opportunities

The initiative's Planning Team consisted of Meghan Patrucco, Ministry of Education and Child Care, Tracey MacMillian, Stikine School District, and Aaron Callaghan, Coast Mountains School District. Communication was shared with Northern School Superintendents who solicited session presenters largely from their senior teams. Details for sessions were gathered, including a session overview and presenter bio, and information was communicated to teachers throughout the north via Superintendents. Advance registration was captured online within Zoom, and would-be attendees received a reminder notification the day before the virtual session.

The virtual sessions included:

- October 3, 2023 – **Wellbeing 101 for Teachers** – Facilitated by **Kathleen Lane**, Program Director, Well at Work
- November 7, 2023 – **Indigenous Education in British Columbia** – Facilitated by **Leona Prince**, Director of Instruction, Nechako Lakes School District
- December 5, 2023 – **Developing Comprehensive Literacy Instruction in the Classroom** – Facilitated by **Shauna Lothrop**, District Literacy Resource Teacher, Quesnel School District
- February 6, 2024 – **Compassionate Systems** – Facilitated by **Jolene King**, District Vice Principal of Early Learning, Quesnel School District
- March 5, 2024 – **Building Inclusive & Welcoming Classrooms** – Co-Facilitated by **Leighann Rodger**, District Principal of Early Learning & **Jennifer Byrne**, District Counsellor, Haida Gwaii School District

Participation and Feedback

Virtual learning session teacher participation ranged in number from 4 to 30. In addition to teacher participants, all sessions were attended by Meghan Patrucco of the Planning team along with typically two Northern Superintendents who introduced the Facilitator and often assisted with the session wrap-up dialogue.

Feedback from teacher participants was solicited and always positive. Teachers appreciated the topics addressed and, because of the typically small groups, the opportunity to engage in meaningful dialogue.

Where sessions were held in person, participants appreciated the opportunity to gather and share a meal with district staff. In some cases, additional resources were provided by the school district at these venues, including purchased texts that specifically aligned with the theme of the learning session.

Budget Considerations

Stemming from the initial Northern Inquiry Project pilot funding from the Ministry of Education and Child Care, a Virtual Learning Series budget was allocated. In cases where the facilitator was a district employee, a small honorarium was provided as a gesture recognizing the over and above efforts preparing for and hosting an evening session. In the case where the presenter was not a school district

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employee, a service contract was created, and a presenter's fee was negotiated. In total, approximately \$3,000 was allocated to presenters.

Additionally, school districts wishing to host a group dinner session were allocated \$1,000 to support the cost of the evening, including meals, travel, and in some cases, additional resources.

Finally, a basic license was purchased for Zoom, which was the platform of choice for event registration and hosting.

Appendix 1 – Year One Meeting Dates and Summary

Meeting Date	Meeting Purpose/Activity
Aug. 22, 2023	<ul style="list-style-type: none"> ▪ Establish an understanding of the purpose of the Rural and Remote Network. ▪ Begin development of the terms of reference
Sept. 13, 2023	<ul style="list-style-type: none"> ▪ Review and Refinement of Draft Terms of Reference. ▪ What does Rural and Remote mean?
Nov. 23, 2023	<ul style="list-style-type: none"> ▪ Reviewed North West and Northern Interior Branch Conference Priorities Report prepared by Lee Brain ▪ Presentation from Jeremy Higgs Executive Director Analytics Office MECC <ul style="list-style-type: none"> ○ urban and rural district demographics ○ urban and rural district enrolment trends ○ urban and rural student performance trends
Jan. 22, 2024	<ul style="list-style-type: none"> ▪ Follow up discussion related to Jeremy Higgs presentation. ▪ Identified other speakers or information to be gathered connected to work that needs to be done. ▪ Completed terms of reference.
Feb. 12, 2024	<ul style="list-style-type: none"> ▪ Reviewed Draft 2017 Rural Education Report ▪ Agreed first priority to be explored is rural recruitment and retention
March 11, 2024	<ul style="list-style-type: none"> ▪ Decision to use terms provided by MECC to describe districts and to use Ministry identification of rural districts as the definition ▪ Established priorities
April 17, 2024	<ul style="list-style-type: none"> ▪ Responded to Capital Working Group Draft Report Making progress toward a sustainable future-next steps ▪ Workplan Development
May 30, 2024	<ul style="list-style-type: none"> ▪ Review of Workplan ▪ Development of an Action Plan for Priority 1 Build Understanding of Recruitment, Retention and Training issues
August. 19, 2024	<ul style="list-style-type: none"> ▪ Presentation by Jim Iker, BC Teachers' Council ▪ Follow-up discussion on BCTC presentation ▪ Feedback received on interim report ▪ Preparation for BCPSEA presentation ▪ Begin discussion on potential deliverables by RRN

Appendix 2 - District Information in District Group Types

Information from ECC Reporting on Student Success Site and Enhanced District Reports

Extra Small Districts

District: Arrow Lakes

Designation: Extra Small Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$81,433	\$113,137
Percent of Lone Parent Families	2.721%	4.286%
Population Density (People per sq km land area)	630	3,644
Percent of 25-64 with Post Secondary Education	23.697%	42.06%
Unemployment Rate	15.719%	8.27%
District Demographics		
Number of Students 2022/23	505	604,728
Indigenous Students 2022/23	135	70,075
Indigenous Students Percent of Student Population	26.73%	11.588%
Diverse Abilities 2022/23	99	80,609
Diverse Abilities Percent of Student Population	19.604%	13.330%
Population of District Area	4,873	5,319,324
Number of Active Public Schools	6	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	88%	92%
Indigenous Students	58%	74%
Diverse Abilities	84%	77%
All Students	Msk	89%

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District Information – Extra Small Rural

District: Revelstoke

Designation: Extra Small Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$103,869	\$113,137
Percent of Lone Parent Families	4.793%	4.286%
Population Density (People per sq km land area)	1386	3,644
Percent of 25-64 with Post Secondary Education	58.282%	42.06%
Unemployment Rate	9.651%	8.27%
District Demographics		
Number of Students 2022/23	1,101	604,728
Indigenous Students 2022/23	108	70,075
Indigenous Students Percent of Student Population	9.810%	11.588%
Diverse Abilities 2022/23	212	80,609
Diverse Abilities Percent of Student Population	19.256%	13.330%
Population of District Area	9,042	5,319,324
Number of Active Public Schools	4	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	99%	92%
Indigenous Students	86%	74%
Diverse Abilities	100%	89%
All Students	84%	89%

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District Information – Extra Small Rural

District: Central Coast

Designation: Extra Small Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$84,761	\$113,137
Percent of Lone Parent Families	3.678%	4.286%
Population Density (People per sq km land area)	28	3,644
Percent of 25-64 with Post Secondary Education	31.912%	42.06%
Unemployment Rate	1.302%	8.27%
District Demographics		
Number of Students 2022/23	221	604,728
Indigenous 2022/23	135	70,075
Indigenous Students Percent of Student Population	61.086%	11.588%
Diverse Abilities 2022/23	50	80,609
Diverse Abilities Percent of Student Population	22.624%	13.330%
Population of District Area	3,613	5,319,324
Number of Active Public Schools	5	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	84%	92%
Indigenous Students	87%	74%
Diverse Abilities	71%	77%
All Students	Msk	89%

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District Information – Extra Small Rural

District: Haida Gwaii

Designation: Extra Small Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$99,487	\$113,137
Percent of Lone Parent Families	4.383%	4.286%
Population Density (People per sq km land area)	72	3,644
Percent of 25-64 with Post Secondary Education	35.458%	42.06%
Unemployment Rate	4.859%	8.27%
District Demographics		
Number of Students 2022/23	485	604,728
Indigenous Students Self Identified 22/23	309	70,075
Indigenous Students Percent of Student Population	63.711%	11.588%
Diverse Abilities 2022/23	105	80,609
Diverse Abilities Percent of Student Population	21.650%	13.330%
Population of District Area	4588	5,319,324
Number of Active Public Schools	7	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	93%	92%
Indigenous Students	92%	74%
Diverse Abilities	85%	77%
All Students	Msk	89%

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District Information – Extra Small Rural

District: Fort Nelson

Designation: Extra Small Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$99,954	\$113,137
Percent of Lone Parent Families	5.437%	4.286%
Population Density (People per sq km land area)	124	3,644
Percent of 25-64 with Post Secondary Education	34.048%	42.06%
Unemployment Rate	12.046%	8.27%
District Demographics		
Number of Students 2022/23	667	604,728
Indigenous Students 2022/23	276	70,075
Indigenous Students Percent of Student Population	41.380%	11.588%
Diverse Abilities 2022/23	70	80,609
Diverse Abilities Percent of Student Population	10.494%	13.330%
Population of District Area	4879	5,319,324
Number of Active Public Schools	5	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	84%	92%
Indigenous Students	73%	74%
Diverse Abilities	72%	77%
All Students	84%	89%

District: Vancouver Island West Designation: Extra Small Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$85,642	\$113,137
Percent of Lone Parent Families	3.969%	4.286%
Population Density (People per sq km land area)	530	3,644
Percent of 25-64 with Post Secondary Education	25.189%	42.06%
Unemployment Rate	10.99%	8.27%
District Demographics		
Number of Students 2022/23	325	604,728
Indigenous Students 2022/23	183	70,075
Indigenous Students Percent of Student Population	56.308%	11.588%
Diverse Abilities 2022/23	52	80,609
Diverse Abilities Percent of Student Population	16%	13.330%
Population of District Area	2,297	5,319,324
Number of Active Public Schools	5	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	71%	92%
Indigenous Students	60%	74%
Diverse Abilities	51%	77%
All Students	66%	89%

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District Information – Extra Small Rural

District: Stikine

Designation: Extra Small Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$103,856	\$113,137
Percent of Lone Parent Families	2.654%	4.286%
Population Density (People per sq km land area)	8	3,644
Percent of 25-64 with Post Secondary Education	35.751%	42.06%
Unemployment Rate	4.323%	8.27%
District Demographics		
Number of Students 2022/23	189	604,728
Indigenous 2022/23	150	70,075
Indigenous Students Percent of Student Population	79.365%	11.588%
Diverse Abilities 2022/23	23	80,609
Diverse Abilities Percent of Student Population	12.169%	13.330%
Population of District Area	2,089	5,319,324
Number of Active Public Schools	4	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	83%	92%
Indigenous Students	77%	74%
Diverse Abilities	54%	77%
All Students	Msk	89%

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District Information – Extra Small Rural

District: Nisga'a

Designation: Extra Small Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$86,018	\$113,137
Percent of Lone Parent Families	8.332%	4.286%
Population Density (People per sq km land area)	148	3,644
Percent of 25-64 with Post Secondary Education	27.541%	42.06%
Unemployment Rate	20.448%	8.27%
District Demographics		
Number of Students 2022/23	352	604,728
Indigenous Students 2022/23	351	70,075
Indigenous Students Percent of Student Population	99.716%	11.588%
Diverse Abilities 2022/23	40	80,609
Diverse Abilities Percent of Student Population	11.364%	13.330%
Population of District Area	1,895	5,319,324
Number of Active Public Schools	4	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	52%	92%
Indigenous Students	52%	74%
Diverse Abilities	0%	77%
All Students	52%	89%

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District Information in District Group Types

Small Rural

District: qathet

Designation: Small Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$94,159	\$113,137
Percent of Lone Parent Families	4.247%	4.286%
Population Density (People per sq km land area)	1,447	3,644
Percent of 25-64 with Post Secondary Education	37.053%	42.06%
Unemployment Rate	8.506%	8.27%
District Demographics		
Number of Students 2022/23	3,269	604,728
Indigenous Students 2022/23	479	70,075
Indigenous Students Percent of Student Population	14.653%	11.588%
Diverse Abilities 2022/23	675	80,609
Diverse Abilities Percent of Student Population	20.649%	13.330%
Population of District Area	21,217	5,319,324
Number of Active Public Schools	10	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	75%	92%
Indigenous Students	77%	74%
Diverse Abilities	65%	77%
All Students	70%	89%

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District Information – Small Rural

District: **Boundary**

Designation: **Small Rural**

Socio Economic Data	District	Province
Median Family Income Before Tax	\$78,884	\$113,137
Percent of Lone Parent Families	4.463%	4.286%
Population Density (People per sq km land area)	524	3,644
Percent of 25-64 with Post Secondary Education	30.292%	42.06%
Unemployment Rate	8.991%	8.27%
District Demographics		
Number of Students 2022/23	1,327	604,728
Indigenous Students 2022/23	440	70,075
Indigenous Students Percent of Student Population	33.157%	11.588%
Diverse Abilities 2022/23	203	80,609
Diverse Abilities Percent of Student Population	15.298%	13.330%
Population of District Area	13,106	5,319,324
Number of Active Public Schools	10	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	95%	92%
Indigenous Students	99%	74%
Diverse Abilities	85%	77%
All Students	95%	89%

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District Information – Small Rural

District: Prince Rupert

Designation: Small Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$116,267	\$113,137
Percent of Lone Parent Families	5.874%	4.286%
Population Density (People per sq km land area)	2,020	3,644
Percent of 25-64 with Post Secondary Education	32.809%	42.06%
Unemployment Rate	10.001%	8.27%
District Demographics		
Number of Students 2022/23	1,818	604,728
Indigenous Students 2022/23	1,127	70,075
Indigenous Students Percent of Student Population	61.991%	11.588%
Diverse Abilities 2022/23	287	80,609
Diverse Abilities Percent of Student Population	15.787%	13.330%
Population of District Area	15,054	5,319,324
Number of Active Public Schools	9	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	92%	92%
Indigenous Students	73%	74%
Diverse Abilities	62%	77%
All Students	92%	89%

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District Information – Small Rural

District: Okanagan Similkameen Designation: Small Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$83,407	\$113,137
Percent of Lone Parent Families	4.213%	4.286%
Population Density (People per sq km land area)	679	3,644
Percent of 25-64 with Post Secondary Education	27.997%	42.06%
Unemployment Rate	10.859%	8.27%
District Demographics		
Number of Students 2022/23	2,415	604,728
Indigenous Students 2022/23	520	70,075
Indigenous Students Percent of Student Population	21.532%	11.588%
Diverse Abilities 2022/23	473	80,609
Diverse Abilities Percent of Student Population	19.586%	13.330%
Population of District Area	27,193	5,319,324
Number of Active Public Schools	12	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	88%	92%
Indigenous Students	78%	74%
Diverse Abilities	71%	77%
All Students	88%	89%

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District Information – Small Rural

District: **Bulkley Valley**

Designation: **Small Rural**

Socio Economic Data	District	Province
Median Family Income Before Tax	\$106,090	\$113,137
Percent of Lone Parent Families	5.48%	4.286%
Population Density (People per sq km land area)	412	3,644
Percent of 25-64 with Post Secondary Education	38.71%	42.06%
Unemployment Rate	9.038%	8.27%
District Demographics		
Number of Students 2022/23	1,945	604,728
Indigenous Students 2022/23	563	70,075
Indigenous Students Percent of Student Population	28.946%	11.588%
Diverse Abilities 2022/23	191	80,609
Diverse Abilities Percent of Student Population	9.82%	13.330%
Population of District Area	17,518	5,319,324
Number of Active Public Schools	9	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	74%	92%
Indigenous Students	63%	74%
Diverse Abilities	55%	77%
All Students	74%	89%

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District Information – Small Rural

District: Nicola-Similkameen Designation: Small Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$94,725	\$113,137
Percent of Lone Parent Families	4.457%	4.286%
Population Density (People per sq km land area)	841	3,644
Percent of 25-64 with Post Secondary Education	32.316%	42.06%
Unemployment Rate	12.082%	8.27%
District Demographics		
Number of Students 2022/23	2382	604,728
Indigenous Students 2022/23	935	70,075
Indigenous Students Percent of Student Population	39.253%	11.588%
Diverse Abilities 2022/23	326	80,609
Diverse Abilities Percent of Student Population	13.686%	13.330%
Population of District Area	17,132	5,319,324
Number of Active Public Schools	12	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	80%	92%
Indigenous Students	73%	74%
Diverse Abilities	76%	77%
All Students	80%	89%

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District Information – Small Rural

District: Gulf Islands

Designation: Small Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$94,110	\$113,137
Percent of Lone Parent Families	3.766%	4.286%
Population Density (People per sq km land area)	382	3,644
Percent of 25-64 with Post Secondary Education	36.83%	42.06%
Unemployment Rate	5.715%	8.27%
District Demographics		
Number of Students 2022/23	1543	604,728
Indigenous Students 2022/23	173	70,075
Indigenous Students Percent of Student Population	11.212%	11.588%
Diverse Abilities 2022/23	239	80,609
Diverse Abilities Percent of Student Population	15.489%	13.330%
Population of District Area	17,091	5,319,324
Number of Active Public Schools	11	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	100%	92%
Indigenous Students	96%	74%
Diverse Abilities	93%	77%
All Students	100%	89%

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District Information – Small Rural

District: **Gold Trail**

Designation: **Small Rural**

Socio Economic Data	District	Province
Median Family Income Before Tax	\$85,740	\$113,137
Percent of Lone Parent Families	4.93%	4.286%
Population Density (People per sq km land area)	95	3,644
Percent of 25-64 with Post Secondary Education	27.892%	42.06%
Unemployment Rate	4.888%	8.27%
District Demographics		
Number of Students 2022/23	1048	604,728
Indigenous Students 2022/23	683	70,075
Indigenous Students Percent of Student Population	65.172%	11.588%
Diverse Abilities 2022/23	122	80,609
Diverse Abilities Percent of Student Population	11.641%	13.330%
Population of District Area	11,419	5,319,324
Number of Active Public Schools	8	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	80%	92%
Indigenous Students	76%	74%
Diverse Abilities	54%	77%
All Students	80%	89%

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District Information – Small Rural

District: Fraser Cascade

Designation: Small Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$87,857	\$113,137
Percent of Lone Parent Families	4.304%	4.286%
Population Density (People per sq km land area)	609	3,644
Percent of 25-64 with Post Secondary Education	31.994%	42.06%
Unemployment Rate	10.851%	8.27%
District Demographics		
Number of Students 2022/23	1,737	604,728
Indigenous Students 2022/23	676	70,075
Indigenous Students Percent of Student Population	38.918%	11.588%
Diverse Abilities 2022/23	327	80,609
Diverse Abilities Percent of Student Population	18.826%	13.330%
Population of District Area	20,085	5,319,324
Number of Active Public Schools	12	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	79%	92%
Indigenous Students	60%	74%
Diverse Abilities	62%	77%
All Students	79%	89%

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District Information – Small Rural

District: Vancouver Island North Designation: Small Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$97,706	\$113,137
Percent of Lone Parent Families	2.665%	4.286%
Population Density (People per sq km land area)	140	3,644
Percent of 25-64 with Post Secondary Education	36.346%	42.06%
Unemployment Rate	3.318%	8.27%
District Demographics		
Number of Students 2022/23	1,259	604,728
Indigenous Students 2022/23	633	70,075
Indigenous Students Percent of Student Population	50.278%	11.588%
Diverse Abilities 2022/23	290	80,609
Diverse Abilities Percent of Student Population	23.034%	13.330%
Population of District Area	11,913	5,319,324
Number of Active Public Schools	10	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	68%	92%
Indigenous Students	59%	74%
Diverse Abilities	54%	77%
All Students	68%	89%

Medium Rural Climate

District: Southeast Kootenay

Designation: Medium Rural Climate

Socio Economic Data	District	Province
Median Family Income Before Tax	\$118,383	\$113,137
Percent of Lone Parent Families	3.814%	4.286%
Population Density (People per sq km land area)	1,203	3,644
Percent of 25-64 with Post Secondary Education	39.61%	42.06%
Unemployment Rate	7.342%	8.27%
District Demographics		
Number of Students 2022/23	6,043	604,728
Indigenous Students 2022/23	1,189	70,075
Indigenous Students Percent of Student Population	19.676%	11.588%
Diverse Abilities 2022/23	1044	80,609
Diverse Abilities Percent of Student Population	17.276%	13.330%
Population of District Area	45,813	5,319,324
Number of Active Public Schools	20	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	85%	92%
Indigenous Students	73%	74%
Diverse Abilities	63%	77%
All Students	79%	89%

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District Information – Medium Rural Climate

District: Rocky Mountain

Designation: Medium Rural Climate

Socio Economic Data	District	Province
Median Family Income Before Tax	\$102,526	\$113,137
Percent of Lone Parent Families	3.237%	4.286%
Population Density (People per sq km land area)	494	3,644
Percent of 25-64 with Post Secondary Education	39.049%	42.06%
Unemployment Rate	6.878%	8.27%
District Demographics		
Number of Students 2022/23	3,567	604,728
Indigenous Students 2022/23	777	70,075
Indigenous Students Percent of Student Population	21.783%	11.588%
Diverse Abilities 2022/23	426	80,609
Diverse Abilities Percent of Student Population	11.943%	13.330%
Population of District Area	29,525	5,319,324
Number of Active Public Schools	19	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	96%	92%
Indigenous Students	98%	74%
Diverse Abilities	92%	77%
All Students	96%	89%

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District Information – Medium Rural Climate

District: Kootenay Lake

Designation: Medium Rural Climate

Socio Economic Data	District	Province
Median Family Income Before Tax	\$86,856	\$113,137
Percent of Lone Parent Families	4.432%	4.286%
Population Density (People per sq km land area)	746	3,644
Percent of 25-64 with Post Secondary Education	38.667%	42.06%
Unemployment Rate	10.667%	8.27%
District Demographics		
Number of Students 2022/23	4,937	604,728
Indigenous Students 2022/23	989	70,075
Indigenous Students Percent of Student Population	20.032%	11.588%
Diverse Abilities 2022/23	439	80,609
Diverse Abilities Percent of Student Population	8.892%	13.330%
Population of District Area	44,704	5,319,324
Number of Active Public Schools	25	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	90%	92%
Indigenous Students	88%	74%
Diverse Abilities	75%	77%
All Students	88%	89%

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District Information – Medium Rural Climate

District: Cariboo Chilcotin

Designation: Medium Rural Climate

Socio Economic Data	District	Province
Median Family Income Before Tax	\$93,265	\$113,137
Percent of Lone Parent Families	4.485%	4.286%
Population Density (People per sq km land area)	487	3,644
Percent of 25-64 with Post Secondary Education	30.284%	42.06%
Unemployment Rate	9.733%	8.27%
District Demographics		
Number of Students 2022/23	4,633	604,728
Indigenous Students 2022/23	1527	70,075
Indigenous Students Percent of Student Population	32.959%	11.588%
Diverse Abilities 2022/23	400	80,609
Diverse Abilities Percent of Student Population	8.634%	13.330%
Population of District Area	41,908	5,319,324
Number of Active Public Schools	26	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	85%	92%
Indigenous Students	69%	74%
Diverse Abilities	67%	77%
All Students	85%	89%

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District Information – Medium Rural Climate

District: Sunshine Coast

Designation: Medium Rural Climate

Socio Economic Data	District	Province
Median Family Income Before Tax	\$95,414	\$113,137
Percent of Lone Parent Families	3.653%	4.286%
Population Density (People per sq km land area)	641	3,644
Percent of 25-64 with Post Secondary Education	34.023%	42.06%
Unemployment Rate	5.784%	8.27%
District Demographics		
Number of Students 2022/23	3,469	604,728
Indigenous Students 2022/23	744	70,075
Indigenous Students Percent of Student Population	21.447%	11.588%
Diverse Abilities 2022/23	834	80,609
Diverse Abilities Percent of Student Population	24.042%	13.330%
Population of District Area	32,852	5,319,324
Number of Active Public Schools	15	1,586
Completion Rate Over Time 6 Years 2022/2023)		
BC Residents	86%	92%
Indigenous Students	83%	74%
Diverse Abilities	72%	77%
All Students	84%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Medium Rural Climate

District: Peace River South

Designation: Medium Rural Climate

Socio Economic Data	District	Province
Median Family Income Before Tax	\$110,716	\$113,137
Percent of Lone Parent Families	5.52%	4.286%
Population Density (People per sq km land area)	633	3,644
Percent of 25-64 with Post Secondary Education	33.339%	42.06%
Unemployment Rate	9.923%	8.27%
District Demographics		
Number of Students 2022/23	3,724	604,728
Indigenous Students 2022/23	1,242	70,075
Indigenous Students Percent of Student Population	33.351%	11.588%
Diverse Abilities 2022/23	496	80,609
Diverse Abilities Percent of Student Population	13.319%	13.330%
Population of District Area	28,358	5,319,324
Number of Active Public Schools	19	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	79%	92%
Indigenous Students	68%	74%
Diverse Abilities	59%	77%
All Students	79%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Medium Rural Climate

District: Peace River North

Designation: Medium Rural Climate

Socio Economic Data	District	Province
Median Family Income Before Tax	\$118,771	\$113,137
Percent of Lone Parent Families	3.785%	4.286%
Population Density (People per sq km land area)	1,028	3,644
Percent of 25-64 with Post Secondary Education	35.172%	42.06%
Unemployment Rate	8.109%	8.27%
District Demographics		
Number of Students 2022/23	6,312	604,728
Indigenous Students 2022/23	1,406	70,075
Indigenous Students Percent of Student Population	22.275%	11.588%
Diverse Abilities 2022/23	779	80,609
Diverse Abilities Percent of Student Population	12.342%	13.330%
Population of District Area	38,593	5,319,324
Number of Active Public Schools	23	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	83%	92%
Indigenous Students	79%	74%
Diverse Abilities	66%	77%
All Students	84%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Medium Rural Climate

District: Coast Mountains

Designation: Medium Rural Climate

Socio Economic Data	District	Province
Median Family Income Before Tax	\$109,250	\$113,137
Percent of Lone Parent Families	5.58%	4.286%
Population Density (People per sq km land area)	806	3,644
Percent of 25-64 with Post Secondary Education	36.56%	42.06%
Unemployment Rate	10.62%	8.27%
District Demographics		
Number of Students 2022/23	4,290	604,728
Indigenous Students 2022/23	2,070	70,075
Indigenous Students Percent of Student Population	48.252%	11.588%
Diverse Abilities 2022/23	631	80,609
Diverse Abilities Percent of Student Population	14.709%	13.330%
Population of District Area	37,235	5,319,324
Number of Active Public Schools	20	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	76%	92%
Indigenous Students	64%	74%
Diverse Abilities	56%	77%
All Students	76%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Medium Rural Climate

District: North Okanagan Shuswap

Designation: Medium Rural Climate

Socio Economic Data	District	Province
Median Family Income Before Tax	\$89,634	\$113,137
Percent of Lone Parent Families	3.959%	4.286%
Population Density (People per sq km land area)	634	3,644
Percent of 25-64 with Post Secondary Education	32.62%	42.06%
Unemployment Rate	8.28%	8.27%
District Demographics		
Number of Students 2022/23	6707	604,728
Indigenous Students 2022/23	1320	70,075
Indigenous Students Percent of Student Population	19.681%	11.588%
Diverse Abilities 2022/23	1,261	80,609
Diverse Abilities Percent of Student Population	18.801%	13.330%
Population of District Area	60,941	5,319,324
Number of Active Public Schools	26	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	89%	92%
Indigenous Students	87%	74%
Diverse Abilities	78%	77%
All Students	88%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Medium Rural Climate

District: Nechako Lakes

Designation: Medium Rural Climate

Socio Economic Data	District	Province
Median Family Income Before Tax	\$102,149	\$113,137
Percent of Lone Parent Families	4.04%	4.286%
Population Density (People per sq km land area)	916	3,644
Percent of 25-64 with Post Secondary Education	31.976%	42.06%
Unemployment Rate	12.714%	8.27%
District Demographics		
Number of Students 2022/23	4316	604,728
Indigenous Students 2022/23	1531	70,075
Indigenous Students Percent of Student Population	34.473%	11.588%
Diverse Abilities 2022/23	759	80,609
Diverse Abilities Percent of Student Population	17.586%	13.330%
Population of District Area	23,338	5,319,324
Number of Active Public Schools	19	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	78%	92%
Indigenous Students	73%	74%
Diverse Abilities	62%	77%
All Students	78%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Medium Rural Climate

District: Conseil Scolaire Francophone **Designation:** Medium Rural Climate

Socio Economic Data	District	Province
Median Family Income Before Tax	\$115,447	\$113,137
Percent of Lone Parent Families	4.122%	4.286%
Population Density (People per sq km land area)	4,434	3,644
Percent of 25-64 with Post Secondary Education	46.251%	42.06%
Unemployment Rate	7.954%	8.27%
District Demographics		
Number of Students 2022/23	6,225	604,728
Indigenous Students 2022/23	429	70,075
Indigenous Students Percent of Student Population	6.892%	11.588%
Diverse Abilities 2022/23	732	80,609
Diverse Abilities Percent of Student Population	11.759%	13.330%
Population of District Area	---	5,319,324
Number of Active Public Schools	47	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	100%	92%
Indigenous Students	100%	74%
Diverse Abilities	89%	77%
All Students	100%	89%

Medium Rural

District: Kootenay Columbia Designation: Medium Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$103,295	\$113,137
Percent of Lone Parent Families	4.561%	4.286%
Population Density (People per sq km land area)	856	3,644
Percent of 25-64 with Post Secondary Education	41.155%	42.06%
Unemployment Rate	8.296%	8.27%
District Demographics		
Number of Students 2022/23	4,229	604,728
Indigenous Students 2022/23	731	70,075
Indigenous Students Percent of Student Population	17.285%	11.588%
Diverse Abilities 2022/23	577	80,609
Diverse Abilities Percent of Student Population	13.644%	13.330%
Population of District Area	36,274	5,319,324
Number of Active Public Schools	10	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	92%	92%
Indigenous Students	85%	74%
Diverse Abilities	88%	77%
All Students	92%	89%

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District Information – Medium Rural

District: **Vernon**

Designation: **Medium Rural**

Socio Economic Data	District	Province
Median Family Income Before Tax	\$103,927	\$113,137
Percent of Lone Parent Families	4.16%	4.286%
Population Density (People per sq km land area)	1,292	3,644
Percent of 25-64 with Post Secondary Education	37.589%	42.06%
Unemployment Rate	8.27%	8.27%
District Demographics		
Number of Students 2022/23	9,083	604,728
Indigenous Students 2022/23	1,377	70,075
Indigenous Students Percent of Student Population	15.160%	11.588%
Diverse Abilities 2022/23	1,371	80,609
Diverse Abilities Percent of Student Population	15.094%	13.330%
Population of District Area	75,580	5,319,324
Number of Active Public Schools	24	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	88%	92%
Indigenous Students	74%	74%
Diverse Abilities	65%	77%
All Students	88%	89%

District: Quesnel

Designation: Medium Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$95,408	\$113,137
Percent of Lone Parent Families	4.851%	4.286%
Population Density (People per sq km land area)	439	3,644
Percent of 25-64 with Post Secondary Education	29.797%	42.06%
Unemployment Rate	10.923%	8.27%
District Demographics		
Number of Students 2022/23	2,996	604,728
Indigenous Students 2022/23	974	70,075
Indigenous Students Percent of Student Population	32.510%	11.588%
Diverse Abilities 2022/23	474	80,609
Diverse Abilities Percent of Student Population	15.821%	13.330%
Population of District Area	24,501	5,319,324
Number of Active Public Schools	16	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	85%	92%
Indigenous Students	75%	74%
Diverse Abilities	71%	77%
All Students	85%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Medium Rural

District: Sea to Sky

Designation: Medium Rural

Socio Economic data	District	Province
Median Family Income Before Tax	\$128,347	\$113,137
Percent of Lone Parent Families	2.62%	4.286%
Population Density (People per sq km land area)	862	3,644
Percent of 25-64 with Post Secondary Education	57.002%	42.06%
Unemployment Rate	9.269%	8.27%
District Demographics		
Number of Students 2022/23	5,328	604,728
Indigenous Students 2022/23	651	70,075
Indigenous Students Percent of Student Population	12.218%	11.588%
Diverse Abilities 2022/23	730	80,609
Diverse Abilities Percent of Student Population	13.701%	13.330%
Population of District Area	45,623	5,319,324
Number of Active Public Schools	16	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	94%	92%
Indigenous Students	75%	74%
Diverse Abilities	82%	77%
All Students	94%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Medium Rural

District: Okanagan Skaha

Designation: Medium Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$97,727	\$113,137
Percent of Lone Parent Families	4.108%	4.286%
Population Density (People per sq km land area)	1,622	3,644
Percent of 25-64 with Post Secondary Education	36.523%	42.06%
Unemployment Rate	8.32%	8.27%
District Demographics		
Number of Students 2022/23	5,845	604,728
Indigenous Students 2022/23	1,013	70,075
Indigenous Students Percent of Student Population	17.331%	11.588%
Diverse Abilities 2022/23	792	80,609
Diverse Abilities Percent of Student Population	13.550%	13.330%
Population of District Area	59,168	5,319,324
Number of Active Public Schools	23	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	90%	92%
Indigenous Students	85%	74%
Diverse Abilities	76%	77%
All Students	89%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Medium Rural

District: **Qualicum**

Designation: **Medium Rural**

Socio Economic Data	District	Province
Median Family Income Before Tax	\$91,385	\$113,137
Percent of Lone Parent Families	3.749%	4.286%
Population Density (People per sq km land area)	769	3,644
Percent of 25-64 with Post Secondary Education	32.37%	42.06%
Unemployment Rate	8.331%	8.27%
District Demographics		
Number of Students 2022/23	4,470	604,728
Indigenous Students 2022/23	578	70,075
Indigenous Students Percent of Student Population	12.931%	11.588%
Diverse Abilities 2022/23	601	80,609
Diverse Abilities Percent of Student Population	13.445%	13.330%
Population of District Area	52,096	5,319,324
Number of Active Public Schools	13	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	91%	92%
Indigenous Students	85%	74%
Diverse Abilities	78%	77%
All Students	91%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Medium Rural

District: Pacific Rim

Designation: Medium Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$88,278	\$113,137
Percent of Lone Parent Families	5.099%	4.286%
Population Density (People per sq km land area)	1,036	3,644
Percent of 25-64 with Post Secondary Education	35.299%	42.06%
Unemployment Rate	9.012%	8.27%
District Demographics		
Number of Students 2022/23	4,020	604,728
Indigenous Students 2022/23	1,447	70,075
Indigenous Students Percent of Student Population	35.995%	11.588%
Diverse Abilities 2022/23	460	80,609
Diverse Abilities Percent of Student Population	11.443%	13.330%
Population of District Area	34,874	5,319,324
Number of Active Public Schools	14	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	88%	92%
Indigenous Students	76%	74%
Diverse Abilities	78%	77%
All Students	86%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Medium Rural

District: **Comox Valley**

Designation: **Medium Rural**

Socio Economic Data	District	Province
Median Family Income Before Tax	\$99,215	\$113,137
Percent of Lone Parent Families	4.354%	4.286%
Population Density (People per sq km land area)	1,370	3,644
Percent of 25-64 with Post Secondary Education	38.459%	42.06%
Unemployment Rate	8.813%	8.27%
District Demographics		
Number of Students 2022/23	11,207	604,728
Indigenous Students 2022/23	1,928	70,075
Indigenous Students Percent of Student Population	17.204%	11.588%
Diverse Abilities 2022/23	1,132	80,609
Diverse Abilities Percent of Student Population	10.101%	13.330%
Population of District Area	75,479	5,319,324
Number of Active Public Schools	23	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	83%	92%
Indigenous Students	77%	74%
Diverse Abilities	75%	77%
All Students	76%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Medium Rural

District: **Campbell River**

Designation: **Medium Rural**

Socio Economic Data	District	Province
Median Family Income Before Tax	\$97,635	\$113,137
Percent of Lone Parent Families	4.705%	4.286%
Population Density (People per sq km land area)	1,285	3,644
Percent of 25-64 with Post Secondary Education	35.628%	42.06%
Unemployment Rate	8.679%	8.27%
District Demographics		
Number of Students 2022/23	5,636	604,728
Indigenous Students 2022/23	1,395	70,075
Indigenous Students Percent of Student Population	24.752%	11.588%
Diverse Abilities 2022/23	905	80,609
Diverse Abilities Percent of Student Population	16.057%	13.330%
Population of District Area	48,501	5,319,324
Number of Active Public Schools	19	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	86%	92%
Indigenous Students	76%	74%
Diverse Abilities	64%	77%
All Students	81%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Medium Rural

District: **Mission**

Designation: **Medium Rural**

Socio Economic Data	District	Province
Median Family Income Before Tax	\$114,072	\$113,137
Percent of Lone Parent Families	4.918%	4.286%
Population Density (People per sq km land area)	2,064	3,644
Percent of 25-64 with Post Secondary Education	36.326%	42.06%
Unemployment Rate	6.76%	8.27%
District Demographics		
Number of Students 2022/23	6,757	604,728
Indigenous Students 2022/23	1,249	70,075
Indigenous Students Percent of Student Population	18.485%	11.588%
Diverse Abilities 2022/23	1,003	80,609
Diverse Abilities Percent of Student Population	14.844%	13.330%
Population of District Area	48,503	5,319,324
Number of Active Public Schools	19	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	80%	92%
Indigenous Students	68%	74%
Diverse Abilities	60%	77%
All Students	77%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Medium Rural

District: Cowichan Valley

Designation: Medium Rural

Socio Economic Data	District	Province
Median Family Income Before Tax	\$99,064	\$113,137
Percent of Lone Parent Families	4.691%	4.286%
Population Density (People per sq km land area)	851	3,644
Percent of 25-64 with Post Secondary Education	34.828%	42.06%
Unemployment Rate	7.385%	8.27%
District Demographics		
Number of Students 2022/23	8,572	604,728
Indigenous Students 2022/23	1,835	70,075
Indigenous Students Percent of Student Population	21.407%	11.588%
Diverse Abilities 2022/23	1,221	80,609
Diverse Abilities Percent of Student Population	14.244%	13.330%
Population of District Area	79,314	5,319,324
Number of Active Public Schools	25	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	85%	92%
Indigenous Students	58%	74%
Diverse Abilities	69%	77%
All Students	85%	89%

Medium Urban

District: Chilliwack

Designation: Medium Urban

Socio Economic Data	District	Province
Median Family Income Before Tax	\$107,163	\$113,137
Percent of Lone Parent Families	4.562%	4.286%
Population Density (People per sq km land area)	2,373	3,644
Percent of 25-64 with Post Secondary Education	35.867%	42.06%
Unemployment Rate	6.698%	8.27%
District Demographics		
Number of Students 2022/23	14,841	604,728
Indigenous Students 2022/23	2,826	70,075
Indigenous Students Percent of Student Population	19.042%	11.588%
Diverse Abilities 2022/23	2,465	80,609
Diverse Abilities Percent of Student Population	16.609%	13.330%
Population of District Area	108,154	5,319,324
Number of Active Public Schools	32	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	92%	92%
Indigenous Students	75%	74%
Diverse Abilities	76%	77%
All Students	86%	89%

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District Information – Medium Urban

District: Delta

Designation: Medium Urban

Socio Economic Data	District	Province
Median Family Income Before Tax	\$126,157	\$113,137
Percent of Lone Parent Families	3.782%	4.286%
Population Density (People per sq km land area)	3,607	3,644
Percent of 25-64 with Post Secondary Education	39.843%	42.06%
Unemployment Rate	7.247%	8.27%
District Demographics		
Number of Students 2022/23	16,901	604,728
Indigenous Students 2022/23	658	70,075
Indigenous Students Percent of Student Population	3.893%	11.588%
Diverse Abilities 2022/23	2059	80,609
Diverse Abilities Percent of Student Population	12.183%	13.330%
Population of District Area	115,581	5,319,324
Number of Active Public Schools	34	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	97%	92%
Indigenous Students	86%	74%
Diverse Abilities	88%	77%
All Students	86%	89%

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District Information – Medium Urban

District: New Westminster

Designation: Medium Urban

Socio Economic Data	District	Province
Median Family Income Before Tax	\$116,850	\$113,137
Percent of Lone Parent Families	3.737%	4.286%
Population Density (People per sq km land area)	8,200	3,644
Percent of 25-64 with Post Secondary Education	50.531%	42.06%
Unemployment Rate	8.492%	8.27%
District Demographics		
Number of Students 2022/23	8,043	604,728
Indigenous Students 2022/23	331	70,075
Indigenous Students Percent of Student Population	4.115%	11.588%
Diverse Abilities 2022/23	853	80,609
Diverse Abilities Percent of Student Population	10.605%	13.330%
Population of District Area	85,693	5,319,324
Number of Active Public Schools	18	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	92%	92%
Indigenous Students	67%	74%
Diverse Abilities	68%	77%
All Students	91%	89%

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District Information – Medium Urban

District: Maple Ridge-Pitt Meadows

Designation: Medium Urban

Socio Economic Data	District	Province
Median Family Income Before Tax	\$127,618	\$113,137
Percent of Lone Parent Families	4.285%	4.286%
Population Density (People per sq km land area)	2,524	3,644
Percent of 25-64 with Post Secondary Education	43.278%	42.06%
Unemployment Rate	6.466%	8.27%
District Demographics		
Number of Students 2022/23	16,913	604,728
Indigenous Students 2022/23	1,525	70,075
Indigenous Students Percent of Student Population	9.017%	11.588%
Diverse Abilities 2022/23	2,977	80,609
Diverse Abilities Percent of Student Population	17.602%	13.330%
Population of District Area	117,118	5,319,324
Number of Active Public Schools	38	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	98%	92%
Indigenous Students	90%	74%
Diverse Abilities	91%	77%
All Students	98%	89%

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District Information – Medium Urban

District: North Vancouver

Designation: Medium Urban

Socio Economic Data	District	Province
Median Family Income Before Tax	\$142,757	\$113,137
Percent of Lone Parent Families	3.979%	4.286%
Population Density (People per sq km land area)	4,546	3,644
Percent of 25-64 with Post Secondary Education	52.081%	42.06%
Unemployment Rate	7.173%	8.27%
District Demographics		
Number of Students 2022/23	16,684	604,728
Indigenous Students 2022/23	660	70,075
Indigenous Students Percent of Student Population	3.956%	11.588%
Diverse Abilities 2022/23	2,602	80,609
Diverse Abilities Percent of Student Population	15.596%	13.330%
Population of District Area	158,711	5,319,324
Number of Active Public Schools	34	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	99%	92%
Indigenous Students	82%	74%
Diverse Abilities	86%	77%
All Students	87%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Medium Urban

District: West Vancouver

Designation: Medium Urban

Socio Economic Data	District	Province
Median Family Income Before Tax	\$138,321	\$113,137
Percent of Lone Parent Families	4.343%	4.286%
Population Density (People per sq km land area)	3,654	3,644
Percent of 25-64 with Post Secondary Education	48.2%	42.06%
Unemployment Rate	8.854%	8.27%
District Demographics		
Number of Students 2022/23	7,345	604,728
Indigenous Students 2022/23	127	70,075
Indigenous Students Percent of Student Population	1.729%	11.588%
Diverse Abilities 2022/23	868	80,609
Diverse Abilities Percent of Student Population	11.818%	13.330%
Population of District Area	53,419	5,319,324
Number of Active Public Schools	18	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	100%	92%
Indigenous Students	100%	74%
Diverse Abilities	100%	77%
All Students	100%	89%

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District Information – Medium Urban

District: Prince George

Designation: Medium Urban

Socio Economic Data	District	Province
Median Family Income Before Tax	\$113,413	\$113,137
Percent of Lone Parent Families	4.975%	4.286%
Population Density (People per sq km land area)	1,335	3,644
Percent of 25-64 with Post Secondary Education	37.658	42.06%
Unemployment Rate	9.243%	8.27%
District Demographics		
Number of Students 2022/23	13,535	604,728
Indigenous Students 2022/23	4191	70,075
Indigenous Students Percent of Student Population	30.964%	11.588%
Diverse Abilities 2022/23	1,827	80,609
Diverse Abilities Percent of Student Population	13.498%	13.330%
Population of District Area	103,864	5,319,324
Number of Active Public Schools	44	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	80%	92%
Indigenous Students	64%	74%
Diverse Abilities	57%	77%
All Students	79%	89%

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District Information – Medium Urban

District: Sooke

Designation: Medium Urban

Socio Economic Data	District	Province
Median Family Income Before Tax	\$112,949	\$113,137
Percent of Lone Parent Families	4.334%	4.286%
Population Density (People per sq km land area)	1,789	3,644
Percent of 25-64 with Post Secondary Education	42.736%	42.06%
Unemployment Rate	6.044%	8.27%
District Demographics		
Number of Students 2022/23	13,236	604,728
Indigenous Students 2022/23	1,382	70,075
Indigenous Students Percent of Student Population	10.441%	11.588%
Diverse Abilities 2022/23	2187	80,609
Diverse Abilities Percent of Student Population	16.523%	13.330%
Population of District Area	99,023	5,319,324
Number of Active Public Schools	30	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	90%	92%
Indigenous Students	70%	74%
Diverse Abilities	79%	77%
All Students	84%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Medium Urban

District: Saanich

Designation: Medium Urban

Socio Economic Data	District	Province
Median Family Income Before Tax	\$121,139	\$113,137
Percent of Lone Parent Families	3.777%	4.286%
Population Density (People per sq km land area)	1,837	3,644
Percent of 25-64 with Post Secondary Education	39.943%	42.06%
Unemployment Rate	5.945%	8.27%
District Demographics		
Number of Students 2022/23	8841	604,728
Indigenous Students 2022/23	797	70,075
Indigenous Students Percent of Student Population	9.015%	11.588%
Diverse Abilities 2022/23	1,339	80,609
Diverse Abilities Percent of Student Population	15.145%	13.330%
Population of District Area	72,256	5,319,324
Number of Active Public Schools	17	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	90%	92%
Indigenous Students	73%	74%
Diverse Abilities	78%	77%
All Students	88%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Medium Urban

District: Nanaimo-Ladysmith Designation: Medium Urban

Socio Economic Data	District	Province
Median Family Income Before Tax	\$99,507	\$113,137
Percent of Lone Parent Families	4.95%	4.286%
Population Density (People per sq km land area)	1,604	3,644
Percent of 25-64 with Post Secondary Education	38.521%	42.06%
Unemployment Rate	7.79%	8.27%
District Demographics		
Number of Students 2022/23	15,693	604,728
Indigenous Students 2022/23	2,784	70,075
Indigenous Students Percent of Student Population	17.740%	11.588%
Diverse Abilities 2022/23	1479	80,609
Diverse Abilities Percent of Student Population	9.425%	13.330%
Population of District Area	138,162	5,319,324
Number of Active Public Schools	38	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	88%	92%
Indigenous Students	73%	74%
Diverse Abilities	76%	77%
All Students	82%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Medium Urban

District: Kamloops Thompson **Designation:** Medium Urban

Socio Economic Data	District	Province
Median Family Income Before Tax	\$110,787	\$113,137
Percent of Lone Parent Families	4.146%	4.286%
Population Density (People per sq km land area)	1,571	3,644
Percent of 25-64 with Post Secondary Education	39.611%	42.06%
Unemployment Rate	8.19%	8.27%
District Demographics		
Number of Students 2022/23	16,321	604,728
Indigenous Students 2022/23	3,348	70,075
Indigenous Students Percent of Student Population	20.513%	11.588%
Diverse Abilities 2022/23	2,048	80,609
Diverse Abilities Percent of Student Population	12.548%	13.330%
Population of District Area	131,006	5,319,324
Number of Active Public Schools	48	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	94%	92%
Indigenous Students	82%	74%
Diverse Abilities	80%	77%
All Students	94%	89%

Large Urban Districts

District: Central Okanagan

Designation: Large Urban

Socio Economic Data	District	Province
Median Family Income Before Tax	\$114,604	\$113,137
Percent of Lone Parent Families	3.851%	4.286%
Population Density (People per sq km land area)	1,742	3,644
Percent of 25-64 with Post Secondary Education	42.83%	42.06%
Unemployment Rate	7.734%	8.27%
District Demographics		
Number of Students 2022/23	25,105	604,728
Indigenous Students 2022/23	3,386	70,075
Indigenous Students Percent of Student Population	13.487%	11.588%
Diverse Abilities 2022/23	3,410	80,609
Diverse Abilities Percent of Student Population	13.583%	13.330%
Population of District Area	235,463	5,319,324
Number of Active Public Schools	49	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	95%	92%
Indigenous Students	81%	74%
Diverse Abilities	81%	77%
All Students	93%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Large Urban

District: **Abbotsford**

Designation: **Large Urban**

Socio Economic Data	District	Province
Median Family Income Before Tax	\$115,123	\$113,137
Percent of Lone Parent Families	3.962%	4.286%
Population Density (People per sq km land area)	3,454	3,644
Percent of 25-64 with Post Secondary Education	34.716%	42.06%
Unemployment Rate	7.935%	8.27%
District Demographics		
Number of Students 2022/23	20,551	604,728
Indigenous Students 2022/23	2,209	70,075
Indigenous Students Percent of Student Population	10.749%	11.588%
Diverse Abilities 2022/23	2251	80,609
Diverse Abilities Percent of Student Population	10.953%	13.330%
Population of District Area	168,851	5,319,324
Number of Active Public Schools	49	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	93%	92%
Indigenous Students	82%	74%
Diverse Abilities	75%	77%
All Students	90%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Large Urban

District: Langley

Designation: Large Urban

Socio Economic Data	District	Province
Median Family Income Before Tax	\$124,843	\$113,137
Percent of Lone Parent Families	4.06%	4.286%
Population Density (People per sq km land area)	2,787	3,644
Percent of 25-64 with Post Secondary Education	43.723%	42.06%
Unemployment Rate	6.3%	8.27%
District Demographics		
Number of Students 2022/23	25,857	604,728
Indigenous Students 2022/23	2129	70,075
Indigenous Students Percent of Student Population	8.234%	11.588%
Diverse Abilities 2022/23	3,626	80,609
Diverse Abilities Percent of Student Population	14.023%	13.330%
Population of District Area	172,860	5,319,324
Number of Active Public Schools	51	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	95%	92%
Indigenous Students	88%	74%
Diverse Abilities	83%	77%
All Students	90%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Large Urban

District: Surrey

Designation: Large Urban

Socio Economic Data	District	Province
Median Family Income Before Tax	\$117,230	\$113,137
Percent of Lone Parent Families	4.135%	4.286%
Population Density (People per sq km land area)	4957	3,644
Percent of 25-64 with Post Secondary Education	40.837%	42.06%
Unemployment Rate	8.485%	8.27%
District Demographics		
Number of Students 2022/23	81,768	604,728
Indigenous Students 2022/23	3,239	70,075
Indigenous Students Percent of Student Population	3.961%	11.588%
Diverse Abilities 2022/23	9,693	80,609
Diverse Abilities Percent of Student Population	11.854%	13.330%
Population of District Area	655,353	5,319,324
Number of Active Public Schools	140	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	92%	92%
Indigenous Students	64%	74%
Diverse Abilities	71%	77%
All Students	91%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Large Urban

District: **Richmond**

Designation: **Large Urban**

Socio Economic Data	District	Province
Median Family Income Before Tax	\$104,408	\$113,137
Percent of Lone Parent Families	4.787%	4.286%
Population Density (People per sq km land area)	6,290	3,644
Percent of 25-64 with Post Secondary Education	45.51%	42.06%
Unemployment Rate	10.516%	8.27%
District Demographics		
Number of Students 2022/23	23,107	604,728
Indigenous Students 2022/23	273	70,075
Indigenous Students Percent of Student Population	1.81%	11.588%
Diverse Abilities 2022/23	2,222	80,609
Diverse Abilities Percent of Student Population	9.616%	13.330%
Population of District Area	222,952	5,319,324
Number of Active Public Schools	51	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	99%	92%
Indigenous Students	77%	74%
Diverse Abilities	83%	77%
All Students	95%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Large Urban

District: Vancouver

Designation: Large Urban

Socio Economic Data	District	Province
Median Family Income Before Tax	\$114,952	\$113,137
Percent of Lone Parent Families	4.615%	4.286%
Population Density (People per sq km land area)	9,246	3,644
Percent of 25-64 with Post Secondary Education	49.341%	42.06%
Unemployment Rate	9.497%	8.27%
District Demographics		
Number of Students 2022/23	52,428	604,728
Indigenous Students 2022/23	2200	70,075
Indigenous Students Percent of Student Population	4.196%	11.588%
Diverse Abilities 2022/23	6291	80,609
Diverse Abilities Percent of Student Population	11.999%	13.330%
Population of District Area	726,220	5,319,324
Number of Active Public Schools	111	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	94%	92%
Indigenous Students	62%	74%
Diverse Abilities	80%	77%
All Students	91%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Large Urban

District: Burnaby

Designation: Large Urban

Socio Economic Data	District	Province
Median Family Income Before Tax	\$109,008	\$113,137
Percent of Lone Parent Families	4.379%	4.286%
Population Density (People per sq km land area)	6,813	3,644
Percent of 25-64 with Post Secondary Education	48.974%	42.06%
Unemployment Rate	9.401%	8.27%
District Demographics		
Number of Students 2022/23	27,146	604,728
Indigenous Students 2022/23	764	70,075
Indigenous Students Percent of Student Population	2.814%	11.588%
Diverse Abilities 2022/23	2,897	80,609
Diverse Abilities Percent of Student Population	10.672%	13.330%
Population of District Area	270,264	5,319,324
Number of Active Public Schools	59	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	94%	92%
Indigenous Students	64%	74%
Diverse Abilities	74%	77%
All Students	92%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Large Urban

District: Coquitlam

Designation: Large Urban

Socio Economic Data	District	Province
Median Family Income Before Tax	\$122,697	\$113,137
Percent of Lone Parent Families	4.357%	4.286%
Population Density (People per sq km land area)	4,420	3,644
Percent of 25-64 with Post Secondary Education	49.353%	42.06%
Unemployment Rate	8.401%	8.27%
District Demographics		
Number of Students 2022/23	34,424	604,728
Indigenous Students 2022/23	1,347	70,075
Indigenous Students Percent of Student Population	3.913%	11.588%
Diverse Abilities 2022/23	5,638	80,609
Diverse Abilities Percent of Student Population	16.378%	13.330%
Population of District Area	264,612	5,319,324
Number of Active Public Schools	77	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	96%	92%
Indigenous Students	82%	74%
Diverse Abilities	89%	77%
All Students	92%	89%

Rural and Remote Network Interim Report – Appendix 2

District Information – Large Urban

District: Greater Victoria

Designation: Large Urban

Socio Economic Data	District	Province
Median Family Income Before Tax	\$113,621	\$113,137
Percent of Lone Parent Families	4.186%	4.286%
Population Density (People per sq km land area)	3,641	3,644
Percent of 25-64 with Post Secondary Education	45.239%	42.06%
Unemployment Rate	7.238%	8.27%
District Demographics		
Number of Students 2022/23	20,855	604,728
Indigenous Students 2022/23	1,621	70,075
Indigenous Students Percent of Student Population	7.773%	11.588%
Diverse Abilities 2022/23	3,026	80,609
Diverse Abilities Percent of Student Population	14.510%	13.330%
Population of District Area	251,578	5,319,324
Number of Active Public Schools	49	1,586
Completion Rate Over Time 6 Years (2022/2023)		
BC Residents	91%	92%
Indigenous Students	61%	74%
Diverse Abilities	79%	77%
All Students	87%	89%

Appendix 3 - Ministry Prediction of Enrolment Change Over 10 Years

Legend

ESR	Extra Small Rural
SR	Small Rural
MRC	Medium Rural Climate
MR	Medium Rural
MU	Medium Urban
LU	Large Urban

Rural District Enrolment Changes Over 10 years Maintaining or Increasing

District Type	District Name	Increase
ESR	Central Coast	+10
ESR	Haida Gwaii	+10
SR	qathet	+1
SR	Prince Rupert	+8
SR	Gulf Islands	+77
SR	Fraser Cascade	+78
MRC	Sunshine Coast	+180
MR	Okanagan Skaha	0
MR	Comox Valley	+816
MR	Mission	+700
MR	Cowichan Valley	+100

Rural and Remote Network Interim Report – Appendix 3
 Ministry Prediction of Enrolment Change Over 10 Years

Rural District Changes Over 10 Years Decreasing

District Type	District Name	Decrease
ESR	Arrow Lakes	-81
ESR	Revelstoke	-54
ESR	Fort Nelson	-147
ESR	Vancouver Island West	-56
ESR	Stikine	-22
ESR	Nisga'a	-41
SR	Boundary	-200
SR	Okanagan Similkameen	-51
SR	Bulkley Valley	-42
SR	Nicola Similkameen	-150
SR	Gold Trail	-225
SR	Vancouver Island North	-54
MRC	Southeast Kootenay	-296
MRC	Rocky Mountain	-319
MRC	Kootenay Lake	-371
MRC	Cariboo Chilcotin	-399
MRC	Peace River South	-830
MRC	Peace River North	-992
MRC	Coast Mountain	-58
MRC	North Okanagan Shuswap	-129
MRC	Nechako Lakes	-398
MRC	Conseil Scolaire Francophone	-251
MR	Kootenay Columbia	-149
MR	Vernon	-375
MR	Quesnel	-319
MR	Sea to Sky	-170
MR	Qualicum	-66
MR	Pacific Rim	-143
MR	Campbell River	-218

Rural and Remote Network Interim Report – Appendix 3
 Ministry Prediction of Enrolment Change Over 10 Years

Urban District Change over 10 Years Increasing

District Type	District Name	Increase
MU	Chilliwack	+935
MU	Delta	+348
MU	New Westminster	+1679
MU	Maple Ridge-Pitt Meadows	+1557
MU	North Vancouver	+379
MU	West Vancouver	+274
MU	Sooke	+2,181
MU	Saanich	+405
MU	Kamloops Thompson	+1055
LU	Central Okanagan	+2,271
LU	Abbotsford	+664
LU	Langley	+4980
LU	Surrey	+7,344
LU	Richmond	+3851
LU	Vancouver	+2394
LU	Burnaby	+2461
LU	Coquitlam	+1711

Urban Change Over 10 Years Decreasing

District Type	District Name	Decrease
MU	Prince George	-509
MU	Nanaimo Ladysmith	-180
LU	Greater Victoria	-85