



District Learning Plan 2024

Enhancing Student Learning Report 2023-2024

SCHOOL DISTRICT NO. 73 (KAMLOOPS-THOMPSON)
In Review of the 2022-2027 District Strategic Plan, Year 2 of 5

Approved by Board of Education on: September 9, 2024



SCHOOL DISTRICT NO. 73
(Kamloops-Thompson)

Land Acknowledgement

We are grateful to be guests on the territory of seven Secwépemc First Nations: Sexqeltqin (Adams Lake Indian Band), Simpcw, Sk'émtsin (Neskonlith Indian Band), Skitseten (Skeetchestn Indian Band), Skwl̓x te Secwepemcúlecw, Stiiq̓w / Pell't'iq't (Whispering Pines / Clinton Indian Band), and Tk'emlúps te Secwépemc.

Who We Are

The Kamloops-Thompson School District is comprised of 12 rural-urban communities (Kamloops, Pinantan Lake, Heffley Creek, Sun Peaks, Barriere, Clearwater, Vavenby, Blue River, Logan Lake, Savona, Chase, and Westwold) located in 27,000 square kilometers (the size of Vancouver Island).

We continue to grow rapidly (250 students/year) as the 13th largest district provincially. To manage growth, we had consulted in 2022-2023 with more than 1,000 parents and staff in focus groups to determine how best to maximize the capacity of our schools and to ensure optimal education of K-12. The result: 20% of our schools prepared for a reconfiguration of grades (i.e., K-6 to K-7; our only Gr. 7-9 and 10-12 schools become Gr. 8-12), and two elementary schools will reopen in the Fall of 2024. We began construction of a new K-7 school, which is the first ever to have a Secwépemc name ~ Sníne Elementary (owl). Rapid growth demands ongoing community engagement about many goals—how to use space in schools and naming a new school, as examples. Through such engagements, we are accustomed to working together to address hard questions about how to change what we are doing to continue to improve, especially for students who have not traditionally been successful in the District.



Over 3,000 Indigenous students and families from seven local First Nations and Métis Nations have a voice on the Aboriginal Education Council (AEC). Given the strength of the partnership between the AEC and the Kamloops-Thompson Board of Education, in 2021-2022, conversations with elders, knowledge keepers, families, the AEC, and representative focus groups from across the District about who we are resulted in the new **2022-2027 District Strategic Plan**. Elder Joan Arnouse emphasized, “To thrive, students and adults must live by the Seven Grandfather Teachings as a community (symbolized by the hearthfire).” These teachings are depicted artistically by Secwépemc artist, Kelsey Jules [here](#).

Over 2,000 students, parents, and community partners participated in iterative cycles about what we most valued for our students. Our District mission emerged: *To support learning opportunities and environments that inspire students to thrive.* A thematic analysis resulted in four key value commitments: relationships/connections, well-being, equity, and sustainability, and five priorities: Intellectual Development ~ Human and Social Development ~ Cultural and Identity Development ~ Career Development ~ Systems Development.



Continuous Improvement through Strategic Engagement

We are committed to continuous improvement of the five priorities in our District Strategic Plan by iteratively revising our District and School Learning Plans, collecting meaningful evidence about impact on students, engaging in capacity-building through professional learning and collaboration, and engaging with the Aboriginal Education Council, parents, students, staff, and community partners. We participated in a Ministry-led peer feedback process about our [2023 Enhancing Student Learning Report](#) (District Learning Plan) and have responded to considerations:

Continuous Improvement Cycle

- a system-wide focus on the District Strategic Plan
- multi-year district and school plans
- meaningful evidence
- system-wide capacity building
- student, family, and community agency



PAST	PRESENT	FUTURE
In 2022-2023	In 2023-2024	We learned for the future...
School leaders reported mid-year on their school learning plans to district leaders, colleagues, and trustees in learning conversations to share ideas.	We utilized mid-year reporting from school leaders to inform the Draft 2024-2025 Budget and our 2023-2024 District Learning Plan.	We need to report back on how we included the feedback with all groups. Parents and students would like a shorter version earlier to give feedback.
We presented the budget without a close connection to the District Strategic Plan to parents, staff, and the community. Board feedback was to draw a close connection between student results and operational needs and to seek feedback on this format of reporting.	Ministry feedback was for us to consult on our strategies with diverse groups to ensure that our plan is not district-driven. We presented our results to students for their feedback, which helped us to refine strategies. We presented strategies for improvement to school leaders, and they provided in-depth feedback.	We need to do it throughout the year and learn to revise iteratively. We need simplified versions of our District Learning Plan to share with groups.
Ministry feedback was to involve the Aboriginal Education Council (AEC) in providing feedback along the way, as we live it.	We reported on the District Learning Plan progress as part of each AEC meeting and District Parent Advisory Committee meeting.	AEC needs to review the plan and budget earlier and throughout the year.
Ministry feedback was that our plan was text-heavy and needed graphics to make it easier to read.	We included more graphics and reduced text. We created a one-pager that was a synopsis of the District Learning Plan. Parents and students want a simpler version of the budget and this report.	We will write an executive summary and a one-pager summary to be put in every school to meet parents' needs.
	Ministry feedback was to involve more staff, students, and partners throughout the feedback process. We used the Ministry template and our own version to develop an Enhancing Student Learning Report. District teams worked together to revise their strategies based on feedback.	We will continue to engage multiple groups throughout the year in supporting revision of our strategies based on local data.
	Ministry feedback was to include Children and Youth in Care and Aboriginal students living on and off reserve in our analysis and what we are doing to address students' needs.	We will continue to include Children and Youth in Care and Aboriginal students living on and off reserve data in our plan, but we need to ask about how we support these priority groups earlier and throughout the year.

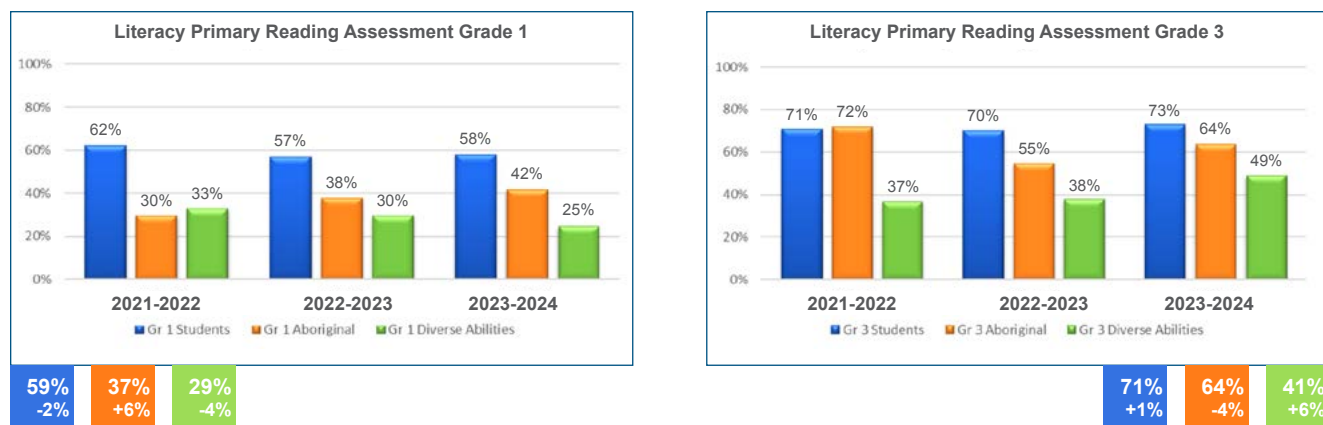
Student Performance Data Analysis, Interpretation, and Plans for Continuous Improvement

Continuous improvement depends on sharing meaningful student evidence as the basis for system-wide improvement. Throughout, we have relied on district and provincial results, and we have additional data in the appendix.

INTELLECTUAL DEVELOPMENT: LITERACY RESULTS AND ANALYSIS

Students' literacy development is assessed in Gr. 1, 2, and 3 (SD73 Primary Reading Assessment), Gr. 4 and 7 (Foundational Skills Assessment), and Gr. 10 and 12 (Graduation Literacy Assessment).

Figure 1.0 Primary Reading (Gr. 1-3) District Results



In Fig.1.0: Primary (Gr. 1 & 3) Reading Results 2022-2024:

In Appendix A, Fig. 2.0: Gr. 4, 7 & 10 Literacy Results 2022-2024:

STRENGTHS

Gr. 3s showed steady improvement in reading since Gr. 1. The greatest gains were made by Aboriginal students (+6%, Gr. 1) and learners with diverse needs (+6%, Gr. 3). From Gr. 1-3, Aboriginal students improved the most.

STRENGTHS

In 2024, Gr. 4 and 7 learners did as well or better (+2%) than the province. Aboriginal students outperformed provincial peers (+8%, Gr. 4; +10%, Gr. 7). The gap in literacy decreases between Aboriginal students living on reserve and off reserve by Gr. 10 and 12. Children and Youth in Care outperformed provincial peers in Gr. 7 and 10.

OPPORTUNITIES

Aboriginal students and students with diverse needs underperformed compared to all Gr. 1-3 students. We did not disaggregate local assessment results for Children and Youth in Care or for Aboriginal students living on and off reserve. This is an area for inquiry in 2024-2025.

OPPORTUNITIES

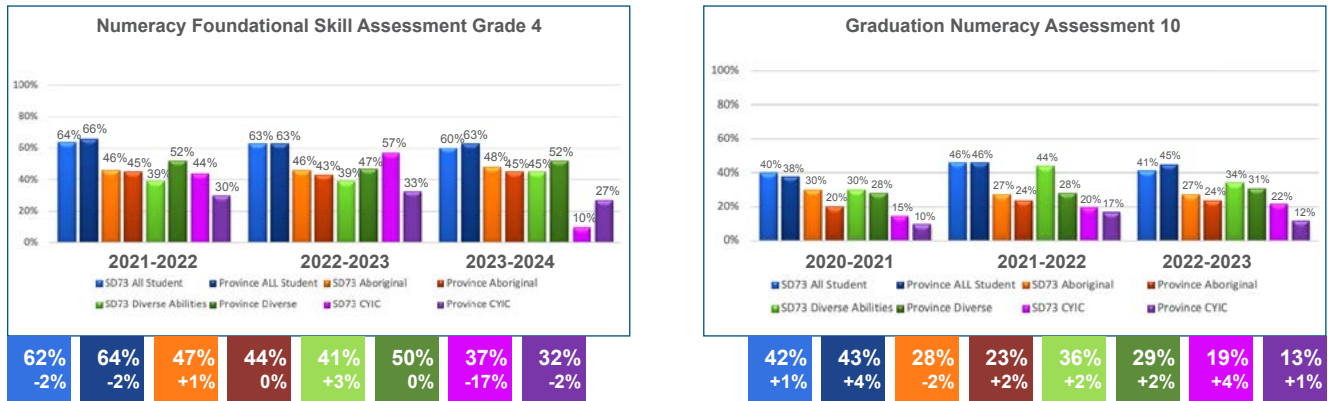
In 2024, Aboriginal students continued to perform below non-Aboriginal students (-7%, Gr. 4, -10%, Gr. 7). Aboriginal students on reserve underperformed (-25%, Gr. 4, -24%, Gr. 7) off reserved students. Diverse learners underperformed (-2%) provincial peers. For Children and Youth in Care, 44% of our principals show that flexible programming (e.g., soft starts, scheduled small groups) sustained attendance and improvement.

SD73 primary students improved significantly in reading. SD73 Aboriginal students underperformed in literacy when compared to district peers. We require consistent qualitative information about impactful approaches to meeting the needs of Children and Youth in Care, and Aboriginal students living on reserve.

INTELLECTUAL DEVELOPMENT: NUMERACY RESULTS AND ANALYSIS

Students' numeracy development is assessed in Gr. 4 and Gr. 7 through the Foundational Skills Assessment (FSA) and in Gr. 10 through the Graduation Numeracy Assessment.

In Figure 2.0 (Gr. 4 and 10 Numeracy Results 2022-2024, and App. A, Fig. 3.0 and 4.0):



In Figure 2.0 (above): Gr. 4, 7, and 10 Numeracy Results 2022-2024:

STRENGTHS

Gr. 4 Aboriginal learners' numeracy skills grew (+1%) over the last three years, and they continued to outperform their provincial peers (+3% in 2023-2024). Gr. 10 Aboriginal students outperformed (+5%) provincial peers. Gr. 4 learners with diverse needs improved (+6%) since 2022-23. Gr. 10 SD73 students with diverse needs outperformed (+7%) provincial peers this year. Children and Youth in Care outperformed (+5%, Gr. 4, +6%, Gr. 7) provincial peers.

OPPORTUNITIES

Over 3 years, SD73 students underperformed their provincial peers (-2% in Gr. 4, -1% in Gr. 7, -1% in Gr. 10). There is a significant gap between the performance of Aboriginal students compared to non-Aboriginal students (-19%, Gr. 4, -17%, Gr. 7, -17%, Gr. 10). Gr. 4 students with diverse needs underperformed (-9%) compared to provincial peers. In Gr. 10, SD73 students with diverse needs underperformed (-6%) all SD73 students, but they outperformed (+7%) provincial peers. Children and Youth in Care declined (-17%) over 3 years.

In SD73, Aboriginal students outperformed provincial peers in all grade levels. In Gr. 10, SD73 students with diverse needs outperformed provincial peers over three years. However, all SD73 students performed below provincial peers at all grade levels.

INTELLECTUAL DEVELOPMENT: GRADE-TO-GRADE TRANSITIONS RESULTS AND ANALYSIS

Students progressed through Grades 10 to 11 and Grades 11 to 12, and tracking these results informed us about whether secondary students were likely to graduate on time. Additional information in App. A, Fig. 5.0.

Figure 3.0 Grade-to-Grade Transitions - District and Provincial Results

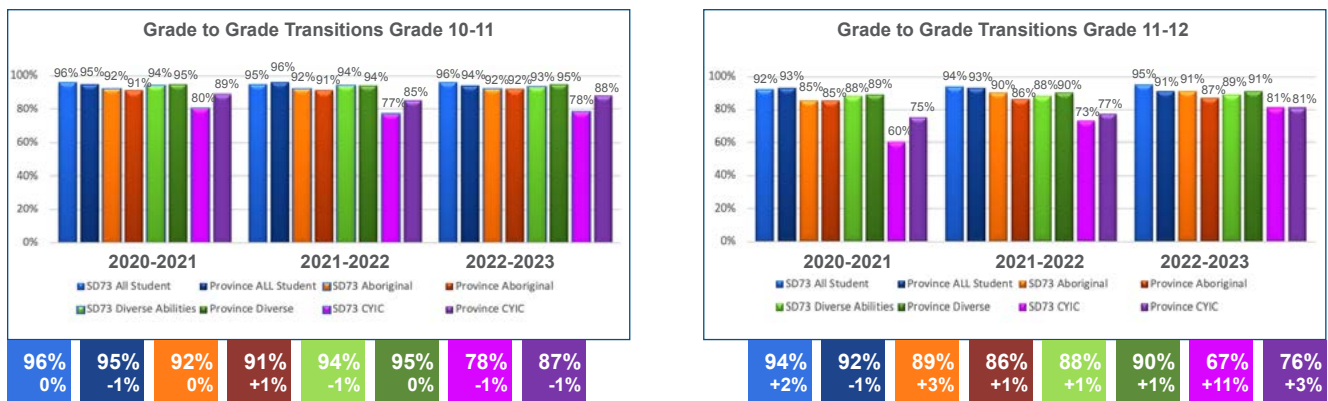
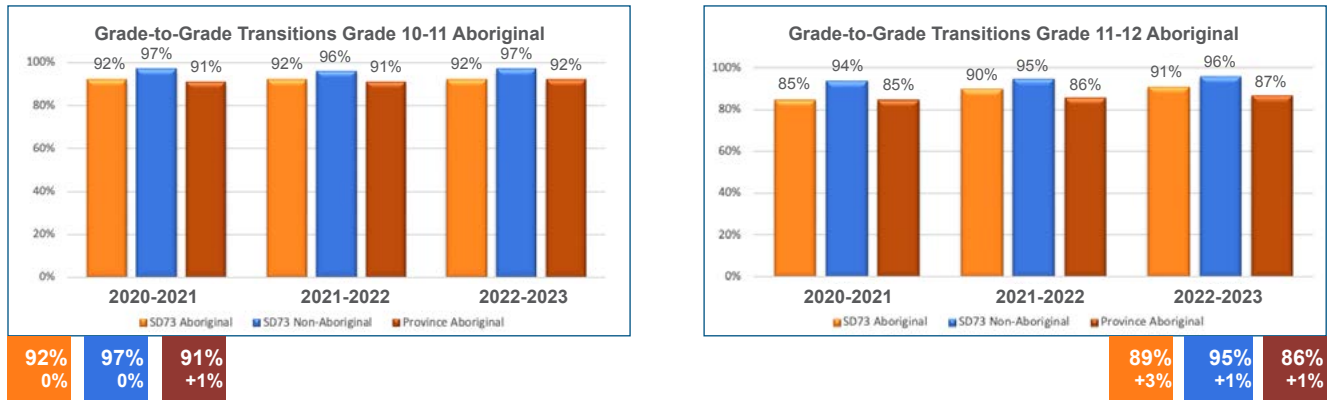


Figure 4.0 Grade-to-Grade Transitions - District & Provincial Results (Aboriginal Students)



In Fig. 3.0 and 4.0 (above), Grade-to-Grade Transition Results 2021-2023, and App. A, Fig. 5.0:

STRENGTHS

Over 3 years, all students improved (+1%) transition rates, and SD73 Aboriginal students in Gr. 11 attended in Gr. 12 at a +3% higher rate than provincial peers. Gr. 11 Aboriginal students living on reserve improved (+2%) compared to students living off reserve in our District.

OPPORTUNITIES

SD73 Aboriginal students, SD73 students with diverse needs, and SD73 Children and Youth in Care are less likely to transition at the same rate as SD73 students. Gr. 11 Aboriginal students living on reserve are below (-6%) compared to students living off reserve in our District.

SD73 students tend to transition grade-to-grade on time and at or above their provincial peers. SD73 Aboriginal students, students with diverse needs, and Children and Youth in Care are less likely to transition at the same rate as all students.

PLANS FOR CONTINUOUS IMPROVEMENT

Successes: School administrators witnessed new teaching practices by teachers who had attended professional development. Primary students, especially Aboriginal learners, improved +6% in Gr. 1. Such gains in primary grades predict steady improvements for later grades. We attribute this growth in literacy, in part, to building the collaborative capacity of the Curriculum and Aboriginal Education district teams to integrate district-supported classroom resources and Indigenous ways of knowing and being into their professional learning. School leaders were equally positive about witnessing numeracy lead teachers implementing numeracy practices shared in District sessions. Administrators and teachers reported that numeracy coordinators mentored in classrooms, which was critical to improved practices. Professional learning included building and finalizing the Primary Number Sense Assessment, a tool that teachers understand because they helped to create it. They find it useful for measuring student progress and guiding their numeracy interventions to be responsive to individuals' needs. Developing system-wide capacity to ensure students' growth in literacy, numeracy, and competencies positively impacted grade-to-grade transition rates, which improved and exceeded the province, and Aboriginal learners who outperformed provincial peers.

Areas of Need: SD73 Aboriginal students showed growth in literacy and numeracy, but when compared to SD73 non-Aboriginal students, they underperformed based on provincial results. SD73 students with diverse needs underperformed in both literacy and numeracy when compared to provincial peers with diverse needs. Therefore, providing teachers with professional learning in numeracy strategies, models, and interventions will continue to be a focus.

Adjustments: District staff will develop, restructure, and revise local assessments to guide student learning and support with meaningful resources through professional learning. We will prioritize schools for intensive professional learning to ensure equitable access to support and resources. We will determine a process to collect quantitative and qualitative information about Children and Youth in Care. The Aboriginal Education Council has approved a pilot project to support Aboriginal elementary students' literacy and numeracy development.

HUMAN AND SOCIAL DEVELOPMENT RESULTS AND ANALYSIS

We assessed what students stated about feeling safe, welcome, that they belong and are connected to two or more adults in schools. More data is available App.A, Fig.6.

Figure 5.0 Feel Safe and Feel Welcome - Provincial Results

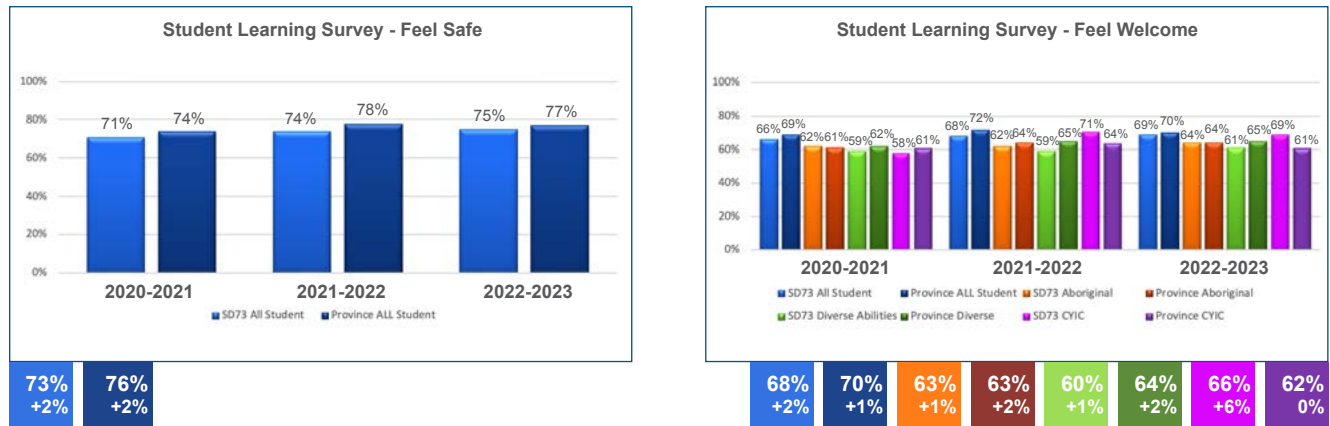
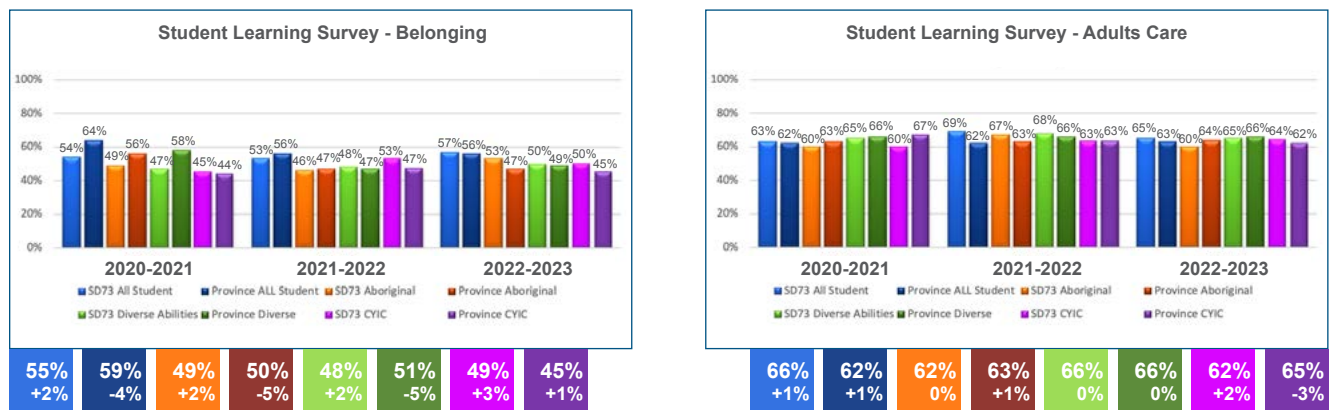


Figure 6.0 Belonging and Adults Who Care - Provincial Results



In Fig. 5.0 and 6.0 (above), Human and Social Development Results 2021-2023:

STRENGTHS

Over 3 years, SD73 students improved (+2%) in feeling safe, welcome, and having a sense of belonging. SD73 Aboriginal students increased (+2%) compared to provincial peers who declined (-5%) in sense of belonging. SD73 students in care increased more than their provincial peers in sense of belonging (+3%, +1%), feeling welcome (+6%, 0%), and having two or more adults who care (+2%, -3%).

OPPORTUNITIES

Over 3 years, SD73 students did not reach their provincial peers' sense of belonging (SD73 students -4%; SD73 Aboriginal students -1%; SD73 students with diverse needs -3%). Children and Youth in Care did not reach (-6%) all students' sense of belonging in our District.

SD73 students improved in feeling safe, welcome, a sense of belonging, and connected with 2+ adults who care. Although students feel a greater sense of belonging than last year and continue to improve, they are still below their provincial peers.

PLANS FOR CONTINUOUS IMPROVEMENT

Successes: Inclusive Education professional learning has grown in staff attendance and positive changes in practices. Certified Education Assistants (CEA) requested sessions that addressed neurodiverse learners' needs and 220 staff (73% of CEA staff) attended compared to last year 183 staff (61% of CEA staff) attended and reported implementing practices.

The Inclusive Education team includes professionals with diverse roles who assist schools with differentiated supports (tier 1 – universal strategies, tier 2 – targeted small group programming, and tier 3 – individual assessments and specialized, clinical interventions). Last year, school psychologists completed 182 assessments, which doubled their average annual completion rate (40-50 assessments). The Chris Rose Therapy Centre for Autism teacher supported increased numbers of students to return to their home schools. Of the 25 students who attended Chris Rose in 2023, five students returned more often or completely to their home schools. This growth in neurodiverse students being re-integrated into home schools was due to school staff building their capacities to meet the needs of these students by learning from the Chris Rose teacher.

In 2023-2024, school leaders identified challenges with student dysregulation during non-instructional time in K-7 and the need for supervised lunch options to support successful play. To address their feedback, we leveraged our relationship with community partners to increase support before and after school to ensure wrap-around strategies between home and school. For Children and Youth in Care, school leaders reported increased access to outside services (e.g., Day 1, A Way Home), regular Individualized Case Management (ICM) meetings, access to counseling (including drug and alcohol counseling), and Aboriginal Family Counseling.

Gr. 5-12 Aboriginal students who attended the Indigenous Student Summit articulated themes to frame future professional learning in 2024-2025. They expanded what had been part of discussion of the SD73 Aboriginal Student Leadership Council. Video resources were created to assist in communicating their results. Staff capacity building in Aboriginal School Lead sessions to understand different forms of racism and colonial structures that are barriers to student success will continue. Senior staff and Inclusive Education staff participated in San'yas Indigenous Cultural Safety Training (cultural safety and humility), and we continued our district-wide focus on embedded cultural events and days/weeks.

Areas of Need: In developing a sense of belonging, over three years, SD73 students underperformed (-4%) provincial peers. SD73 Aboriginal students were below (-3%) their provincial peers as well as students with diverse needs (-3% were below provincial peers). Principals and vice principals requested staff training and school support to implement social-emotional learning (SEL) to effectively address students' socio-emotional needs and behaviors. They emphasized the importance of in-school coaching to build staff knowledge and skills in supporting student well-being.

Adjustments: We will offer sessions to support social-emotional learning, and complex behaviors in a variety of methods (outside sessions, recorded sessions, residency model). We will integrate professional learning through a common framework (equity transformation cycle) and build staff capacity to implement proactive strategies for addressing challenges related to non-instructional time. We aim to increase school participation in PreVenture training (mental health and substance use among teens). As we develop the District Anti-Racism Action Plan, we will continue working with students and educating schools and staff on results.

Students' needs profiles (Individual Needs Assessments) will be refined to support school profile development used for determining allocations.

CULTURAL AND IDENTITY DEVELOPMENT RESULTS AND ANALYSIS

Priority: To develop a sense of identity in individuals and cultural safety and humility in communities.

Goal: Every learner will feel safe and thrive personally and culturally.

OUTCOME ONE	YEAR 1 RESULTS
<p>Learners will have educational experiences free of racism, discrimination, and homophobia.</p> <p>Indigenous-specific Anti-Racism report and video</p>	<p>Secondary students wrote an anti-racism survey. Preliminary data collected informed us that we need to administer the survey as interviews. The 2nd annual Indigenous Student Summit resulted in 100+ Indigenous students from 11 districts gathering in focus groups to share what mattered most to them:</p> <ul style="list-style-type: none"> • Ensure Authenticity and Representation in Educational Resources. • Engage in Comprehensive Education on Indigenous Cultures and Histories. • Focus on Combating Indigenous Racism and Promote Understanding. • Engage in Collaborative Efforts to Stop Racism in Schools; and District and Provincial Actions to Stop Racism.

We will engage in interviews with students who have experienced racism and confirm specific actions to improve learning opportunities and environments. Our professional learning will include education and strategies that address what mattered most to students who had participated in the Indigenous Education Summit.

OUTCOME TWO	YEAR 1 RESULTS
Establish a baseline awareness about cultural safety, humility, and identity with students, staff, and parents.	For the last 3 years, every school has had an Aboriginal Education School Lead Team (administrator, lead teachers, Aboriginal Education Worker), who attended four sessions/year. Last year, 83% of school teams attended sessions with Dr. Dustin Louie focused on Truth and Reconciliation and decolonization strategies. Participants rated their ability to lead others in decolonization (78% confident) and reconciliation (82% confident). Team leads shared resources (i.e., 48% of Indigenous titles were accessed from the District resource library and 100% of Indigenous resource kits were accessed and in the top 10 highest demand in the District). Equity in Action survey results (Appendix, Fig. 10) reflected a need to focus on pedagogies and learning environments, including resources.

Based on the feedback, the professional development plan will focus on culturally sensitive learning opportunities and creating culturally safe learning environments for Indigenous learners. Using Shane Safir’s Equity Transformation Cycle and focusing on cultural humility, competency, and safety, educators will reflect on their roles, uncover biases, and challenge colonial assumptions in order to reimagine teaching methods that honour Indigenous perspectives. We will leverage and honour the voices of marginalized individuals and groups, including local Indigenous communities, the Aboriginal Education Council, Indigenous students, Indigenous staff, Elders and Knowledge Keepers, and Indigenous parents.

PLANS FOR CONTINUOUS IMPROVEMENT

Successes: The Aboriginal Education Team guided district-wide professional learning to build staff capacity in understanding [cultural safety and humility](#) through sessions and cultural activities that were distinction-based and valued the diversity of all Aboriginal learners.

Cultural events are a significant and valued part of SD73 and details of these rich opportunities can be found in the [Aboriginal Education Annual Report](#). Events include an annual powwow, an Indigenous Student Summit ([video](#)) which included an action plan on anti-racism developed through student voice, and the 11th annual Day of Suwentwécw (acknowledging one another).

School-level supports included development of culture kits and Aboriginal-focused numeracy kits as well as dedicated Aboriginal support teacher time that emphasized Aboriginal Language and Culture.

The Aboriginal Education Council was a key partner in supporting system-wide capacity building through [Local Education Agreements](#) and the [2023-2028 Aboriginal Education Enhancement Agreement](#) signed in February 2024. ([Enhancement Agreement Poster](#)). Annual report on results published [here](#).

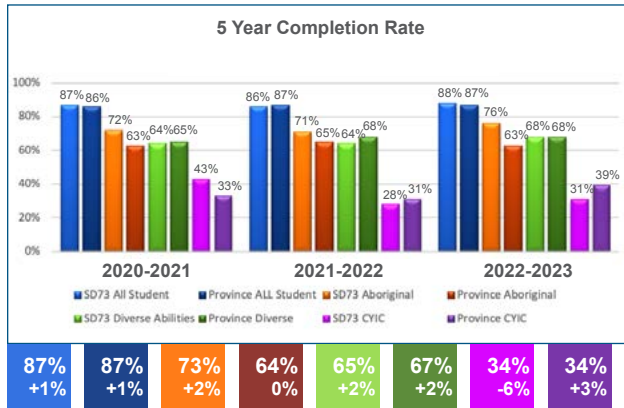
Areas of Need: Secwepemctsin language strategy development is still needed to enact the [Declaration on the Rights of Indigenous Peoples Act](#) and [Provincial Action Plan](#) and the [2023-2028 SD73 Aboriginal Education Enhancement Agreement](#). The shortage of language teachers will require innovative recruitment and resource development approaches. We will continue to recruit Aboriginal Education Workers and improve on-boarding, mentorship, and training. Professional development will connect to the District Equity question and Shane Safir’s Equity Transformation Cycle, and we will also assess staff members’ confidence and competence to implement practices shared. Inter-department collaboration in the District is a focus so that these goals are prioritized by everyone in the system.

Adjustments: We have started consultation meetings with local Secwépemc communities and knowledge keepers to develop a local language strategy. We will continue professional learning to further Truth and Reconciliation, to enact the priorities of the Declaration on the Rights of Indigenous Peoples Act, and to support school teams with structures and processes to ensure students success without over-relying on District Aboriginal staff to lead the work. To learn more about moving into action strategies, go to Appendix C: Cultural and Identity Development Priority.

CAREER DEVELOPMENT RESULTS AND ANALYSIS

Students who achieve a BC Certificate of Graduation Dogwood Diploma within 5 or 6 years of starting Grade 8 are more likely to enter a career than those who do not, so we assess graduation rates as one indicator of career development success. Students transition to post-secondary education, and “immediate transition rate” refers to students who are eligible to transition to a BC post-secondary institution program in the year after graduation. “Three-year transition rate” refers to students who have transitioned to a BC post-secondary institution program within three years of graduation. For more information, see App. A, Fig. 7 and 8.

Figure 7.0 Graduation Results (Provincial)



In Fig. 7.0 (left), Graduation Results 2021-2023:

STRENGTHS

SD73 students graduated at the same rate as students provincially. The SD73 Aboriginal Student graduation rate increased +5%, 2021-2022 to 2022-2023, and +2% over 3 years. SD73 students with diverse needs increased +2% over 3 years.

OPPORTUNITIES

SD73 Aboriginal students, students with diverse needs, and Children and Youth in Care completed high school at a lower rate than SD73 students.

SD73 students are as likely to graduate at the same rate as students provincially. Large numbers of students took post-secondary courses (dual credit) while attending high school; however, SD73 Grade 12 students transitioned to post-secondary at a lower rate than provincial peers.

In Fig. 8.0 (below), Transition to Post-Secondary Results (Immediate and 3-Year):

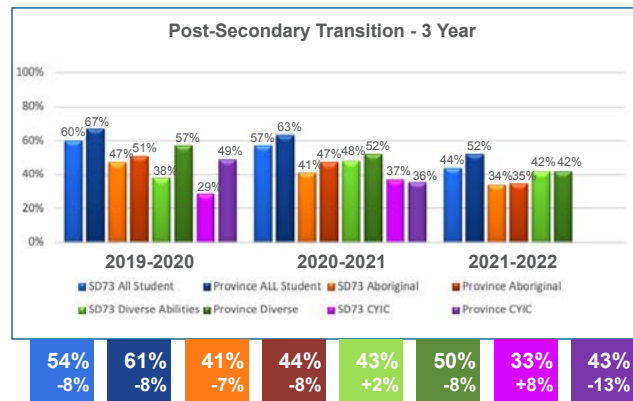
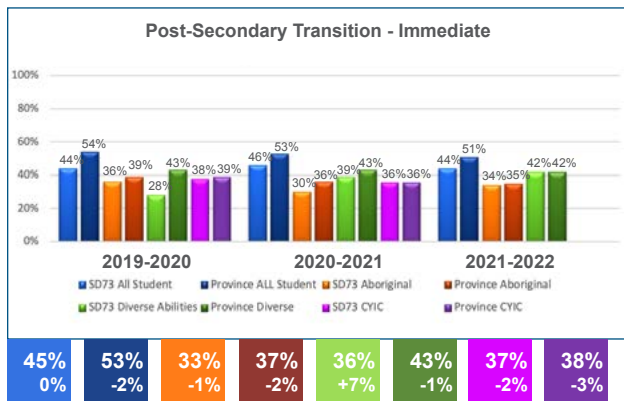
STRENGTHS

SD73 Aboriginal students, students with diverse needs (2021-2022) and Children and Youth in Care (2020-2021) transitioned to post-secondary at the same rate as their provincial peers. SD73 students with diverse needs who transitioned immediately to a post-secondary institution increased +7% (2019-2020 to 2021-2022).

OPPORTUNITIES

SD73 Gr. 12 students are less likely (-6%), Children and Youth in Care (-8%), Aboriginal students (-11%), and students with diverse needs (-9%) underperformed provincial peers over 3 years.

Figure 8.0 Immediate and Three-Year Transition to Post-Secondary Results (Provincial)



Because SD73 students are as likely to graduate at the same rate as students provincially but transition to post-secondary at a lower rate than provincial peers, we will focus on refined academic advising based on student feedback and consider best ways to prepare students to assess preferred career pathways and post-secondary requirements.

PLANS FOR CONTINUOUS IMPROVEMENT

Successes: SD73 students continued to complete school at high rates. In 2022-2023, the SD73 resident student 6-Year school completion rate is the highest ever achieved by SD73 (94%) and exceeded (+4%) the 2021-2022 completion rate. The 2022-2023 5-Year resident student completion rate of 88% is the second highest completion rate ever achieved by SD73 and exceeds the previous cohort's (2021-2022) completion rate by 2%. The 5-Year completion rate improved for Aboriginal and Diverse students. Aboriginal students outperformed provincial peers and increased +2% over 3 years. SD73 students with diverse needs equaled their provincial peers and increased +3% over 3 years. SD73 students with diverse needs who transitioned immediately to a post-secondary institution increased +7% over 3 years and paralleled provincial peers. In 2023-2024, 66 SD73 students transitioned to post-secondary while attending high school (TRU Start Programs, Youth Train in Trades). Over 900 Grades 5 to 12 students participated in Career Transition events, and over 1,500 Grades 7 and 10 students visited TRU. Professional development for Career Education teachers focused on academic and career transition planning and each Grade 12 student had an opportunity to meet with a post-secondary advisor.

Areas of Need: Despite making gains, SD73 Aboriginal, Diverse, and Child Youth In Care students completed school at a lower rate than all SD73 students. SD73 students transition to post-secondary at a lower rate than provincial peers. We will continue to focus on academic advising and ensuring students are supported to apply to post-secondary scholarships and institutions.

Adjustments: Students at risk of not graduating will continue to receive additional support through the District School Completion Coordinator, the District Aboriginal Graduation Support Teacher, and through flexible programming options. School teams will continue to be provided with student learning profile information, at earlier stages of development, to best inform instruction and support plans. Further collaboration will occur between the District Aboriginal, Inclusive, and Career Development departments to develop effective strategies to support diverse, underrepresented, and Child Youth in Care (CYIC) learners and their parents/guardians as partners to participate in career exploration.

SYSTEMS DEVELOPMENT: ALLOCATING RESOURCES RESPONSIBLY, FAIRLY, AND SUSTAINABLY THROUGH OPERATIONS

We provide a more detailed version in Appendix B.

Successes: **Human Resources** (increased relief rosters, new Employee Family Assistance Program), **Transportation** (100% of bus routes ran without cancellations), **Infrastructure and Technology** (collaborated with schools to renew old computer hardware), **Facilities** (reopening one school, opening a new school, starting consultation on a second new school), **Community partnerships** (continued to grow our TRU partnership – Indigenous Student Summit, new Health Sciences Academy), **Communications** (promoted the opening of another child care centre and a new school through a groundbreaking ceremony, created videos for promotion of multiple schools, increased positive media coverage), **Financial Services** (supported expansion of child care, capital infrastructure with Feeding Futures).

Areas of need: **Human Resources** (address high staff absenteeism), **Transportation** (continue to recruit bus drivers), **Infrastructure and Technology** (manage increased costs of technology and materials), **Facilities** (manage growth, inflationary pressures, additional staff needed), **Community Partnerships** (time to collaborate), **Communications** (website navigation), **Financial Services** (manage inflationary pressures).

Adjustments: **Human Resources** (increase professional learning support for administrators and new staff to support high volumes of recruitment and onboarding), **Transportation** (quality training for drivers and mechanics), **Facilities** (need funds for vehicle and equipment replacement), **Infrastructure and Technology** (continue to leverage bulk purchases), **Community Partnerships** (solve problems together – recruitment, training, capital), **Communications** (feedback on changes to ensure website meets users' needs), **Financial Services** (timely payment of invoices and maintaining reasonable workloads).

CONCLUSION

We will continue to focus on improvement by responding to feedback from diverse perspectives to ensure that changes are impactful. Our ultimate goal is to create equitable learning environments and opportunities for everyone to thrive.

Appendix A: Student Results

Figure 1.0 District Literacy

SD73 Primary Reading Assessment 2022-2024 (3-year trend)	Gr. 1	Gr. 2	Gr. 3
ALL Students (Percentage Proficient and Above)	59%	67%	71%
SD73 Aboriginal vs. SD73 Non-Aboriginal	-27	-21	-9
SD73 Diverse Needs vs. SD73 Non-Diverse Needs	-32	-28	-34

SD73 Primary Reading Assessment 2023-2024 and 2022-2023	Gr. 1 2024	Gr. 1 2023	Gr. 2 2024	Gr. 2 2023	Gr. 3 2024	Gr. 3 2023
ALL Students (Percentage Proficient and Above)	58%	57%	70%	67%	73%	70%
SD73 Aboriginal vs. SD73 Non-Aboriginal	-20	-23	-19	-20	-11	-18
SD73 Diverse Needs vs. SD73 Non-Diverse Needs	-38	-29	-47	-18	-27	-34

Figure 2.0 Provincial Literacy

Literacy 2022-2024 (3-year trend)	Gr. 4 FSA	Gr. 7 FSA	Gr. 10 Literacy 2021-23	Gr. 12 Literacy 2022-23
ALL SD73 Students vs. ALL Students Province	0	+1	-6	-4
SD73 Aboriginal Students vs. Provincial Aboriginal Students	+3	+9	+3	+3
SD73 Aboriginal vs. SD73 Non-Aboriginal	-14	-12	-13	-15
SD73 On reserve vs. SD73 Off reserve	-25	-24	-8	-14
SD73 Diverse Needs vs. Provincial Diverse Needs	-2	-5	-5	-8
SD73 Diverse Needs vs. SD73 Non-Diverse Needs	-18	-25	-23	-24
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	-6	+7	+4	0

Literacy 2023-2024, 2022-2023 (last 2 years)	Gr. 4 FSA Literacy 2024	Gr. 4 FSA Literacy 2023	Gr. 7 FSA Literacy 2024	Gr. 7 FSA Literacy 2023	Gr. 10 Literacy 2023	Gr. 12 Literacy 2023
ALL SD73 Students vs. ALL Students Province	0	+1	+2	+1	-6	-3
SD73 Aboriginal Students vs. Provincial Aboriginal Students	+8	+1	+10	+10	+3	+6
SD73 Aboriginal vs. SD73 Non-Aboriginal	-7	-18	-10	-13	-14	-11
SD73 On reserve vs. SD73 Off reserve	-15	-31	-17	-42	-13	-2
SD73 Diverse Needs vs. Provincial Diverse Needs	+1	-3	0	-5	-7	-9
SD73 Diverse Needs vs. SD73 Non-Diverse Needs	-13	-21	-26	-38	-24	-26

Figure 3.0 Provincial Numeracy

Numeracy 2022-2024 (3-year trend)	Gr. 4 FSA Numeracy	Gr. 7 FSA Numeracy	Gr. 10 Numeracy 2021-23
SD73 ALL Students vs. Province ALL Students	-2	-2	-1
SD73 Aboriginal Students vs. Provincial Aboriginal Students	+2	+6	+5
SD73 Aboriginal vs. SD73 Non-Aboriginal	-19	-17	-17
SD73 On reserve vs. SD73 Off reserve	-18	-25	-19
SD73 Diverse Needs vs. Provincial Diverse Needs	-9	-7	+7
SD73 Diverse Needs vs. SD73 Non-Diverse Needs	-23	-24	-8
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	+13	+9	+4

Figure 4.0 Provincial Numeracy

Numeracy 2023-2024 and 2022-2023	Gr. 4 FSA Numeracy 2024	Gr. 4 FSA Numeracy 2023	Gr. 7 FSA Numeracy 2024	Gr. 7 FSA Numeracy 2023	Gr. 10 Numeracy 2023
SD73 ALL Students vs. Province ALL Students	-3	0	-2	+1	-4
SD73 Aboriginal Students vs. Provincial Aboriginal Students	+3	+3	+5	+10	+3
SD73 Aboriginal vs. SD73 Non-Aboriginal	-14	-21	-17	-14	-18
SD73 On reserve vs. SD73 Off reserve	-7	-17	-23	-28	-26
SD73 Diverse Needs vs. Provincial Diverse Needs	-7	-8	-4	-5	+3
SD73 Diverse Needs vs. SD73 Non-Diverse Needs	-14	-26	-24	-34	-8
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	-17	+24	+11	+1	+10

Figure 5.0 Grade-to-Grade Transitions

Secondary Transitions Grade 10 to Grade 11 2021-2023 (3-year trend)	2021-22	2022-23	3 Year
SD73 ALL Students vs. ALL Students Province	-1	+2	+1
SD73 Aboriginal Students vs. Provincial Aboriginal Students	+1	0	+1
SD73 Aboriginal vs. SD73 Non-Aboriginal	-4	-5	-5
SD73 On reserve vs. SD73 Off reserve	-15	+1	-8
SD73 Diverse Needs vs. Provincial Diverse Needs	0	-2	-1
SD73 Diverse Needs vs. SD73 Non-Diverse Needs	-2	-3	-3
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	-8	-10	-9

Secondary Transitions Grade 11 to Grade 12 2021-2023 (3-year trend)	2021-22	2022-23	3 Year
SD73 ALL Students vs. ALL Students Province	+1	+4	+1
SD73 Aboriginal Students vs. Provincial Aboriginal Students	+4	+4	+3
SD73 Aboriginal vs. SD73 Non-Aboriginal	-5	-5	-6
SD73 On reserve vs. SD73 Off reserve	-8	-8	-6
SD73 Diverse Needs vs. Provincial Diverse Needs	-2	-2	-2
SD73 Diverse Needs vs. SD73 Non-Diverse Needs	-7	-7	-6
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	-5	0	-10

Figure 6.0 Student Learning Survey

Feel Safe	All Writers		
2021-2023 (3-year trend) 2022-2023 (Last year)	2021-22	2022-23	3 Year
SD73 ALL Students vs. Province ALL Students	-4	-2	-3

Feel Welcome	All Writers		
2021-2023 (3-year trend) 2022-2023 (Last year)	2021-22	2022-23	3 Year
SD73 ALL Students vs. Province ALL Students	-4	-1	-3
SD73 Aboriginal Students vs. Provincial Aboriginal Students	-2	0	0
SD73 Aboriginal vs. SD73 Non-Aboriginal	-7	-5	-3
SD73 On reserve vs. SD73 Off reserve	+2	-11	-4
SD73 Diverse Needs vs. Provincial Diverse Needs	-6	-4	-2
SD73 Diverse Needs vs. SD73 Non-Diverse Needs	-10	-8	-4
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	+7	+8	+2

Sense of Belonging	All Writers		
2021-2023 (3-year trend) 2022-2023 (Last year)	2021-22	2022-23	3 Year
SD73 ALL Students vs. Province ALL Students	-4	+1	-4
SD73 Aboriginal Students vs. Provincial Aboriginal Students	-2	+6	-1
SD73 Aboriginal vs. SD73 Non-Aboriginal	-8	-5	+3
SD73 On reserve vs. SD73 Off reserve	-1	-20	-5
SD73 Diverse Needs vs. Provincial Diverse Needs	-1	+1	0
SD73 Diverse Needs vs. SD73 Non-Diverse Needs	-7	-8	-3
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	+6	+5	+4

Adults Care	All Writers		
2021-2023 (3-year trend) 2022-2023 (Last year)	2021-22	2022-23	3 Year
SD73 ALL Students vs. Province ALL Students	+7	+2	+3
SD73 Aboriginal Students vs. Provincial Aboriginal Students	+4	-4	-1
SD73 Aboriginal vs. SD73 Non-Aboriginal	-3	-6	-4
SD73 On reserve vs. SD73 Off reserve	-4	-12	-8
SD73 Diverse Needs vs. Provincial Diverse Needs	+2	-1	0
SD73 Diverse Needs vs. SD73 Non-Diverse Needs	-1	0	0
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	0	+2	-4

Figure 7.0 School Completion

Student Completion with a BC Certificate of Graduation Dogwood in 5 Years 2021-2023 (3 year trend)	2021-22	2022-23	3 Year Trend
SD73 ALL Students vs. Province ALL Students	-1	+1	0
SD73 Aboriginal Students vs. Provincial Aboriginal Students	+6	+13	+13
SD73 Aboriginal vs. SD73 Non-Aboriginal	-20	-16	-16
SD73 On reserve vs. SD73 Off reserve	-22	-7	-7
SD73 Diverse Needs vs. Provincial Diverse Needs	-4	0	0
SD73 Diverse Needs vs. SD73 Non-Diverse Needs	-28	-25	-25
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	-3	-8	0

Student Completion with a BC Certificate of Graduation Dogwood in 6 Years 2021-2023 (3 year trend)	2021-22	2022-23	3 Year Trend
SD73 ALL Students vs. Province ALL Students	-1	+2	+1
SD73 Aboriginal Students vs. Provincial Aboriginal Students	+5	+8	+8
SD73 Aboriginal vs. SD73 Non-Aboriginal	-13	-15	-15
SD73 Diverse Needs vs. Provincial Diverse Needs	-6	+3	+3
SD73 Diverse Needs vs. SD73 Non-Diverse Needs	-25	-17	-17

Figure 8.0: Post Secondary Transition

Student transitions to BC Post-Secondary Institution within 1 year 2019-2021 (3 year trend)	2020-21	2021-22	3 Year Trend
SD73 ALL Students vs. Province ALL Students	-5	-8	-6
SD73 Aboriginal Students vs. Provincial Aboriginal Students	-5	0	+1
SD73 Aboriginal vs. SD73 Non-Aboriginal	-21	-12	-11
SD73 On reserve vs. SD73 Off reserve	mask	+8	0
SD73 Diverse Needs vs. Provincial Diverse Needs	-10	-18	-9
SD73 Diverse Needs vs. SD73 Non-Diverse Needs	-8	-24	-13
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	mask	0	-8

Students transitions to BC Post-Secondary Institution within 3 years 2019-2021 (3 year trend)	2020-21	2021-22	3 Year Trend
SD73 ALL Students vs. Province ALL Students	-7	-3	-5
SD73 Aboriginal Students vs. Provincial Aboriginal Students	+6	+3	+1
SD73 Aboriginal vs. SD73 Non-Aboriginal	0	-8	-8
SD73 On reserve vs. SD73 Off reserve	+12	-2	+3
SD73 Diverse Needs vs. Provincial Diverse Needs	-12	-4	-6
SD73 Diverse Needs vs. SD73 Non-Diverse Needs	-17	-13	-11
SD73 Children and Youth in Care vs. Provincial Children and Youth in Care	mask	+1	-10

Figure 9.0 Attendance

Student Attendance below 10% Absent	2021-22	2022-23	2023-24	3 Year Avg.	+/-	Round
SD73 ALL Students	78%	74%	75%	76%	-1%	-1%
SD73 Aboriginal Students	68%	65%	64%	66%	-2%	-2%
SD73 Non-Aboriginal Students	80%	76%	77%	78%	-2%	-2%
SD73 Diverse Needs	69%	64%	64%	66%	-3%	-3%
SD73 Non-Diverse Needs	79%	75%	76%	77%	-1%	-2%

Student Attendance > 10% Absenteeism	2021-22	2022-23	2023-24	3 Year Avg.	+/-	Round
SD73 ALL Students	22%	26%	25%	25%	1%	1%
SD73 Aboriginal Students	32%	36%	36%	34%	2%	2%
SD73 Non-Aboriginal Students	20%	24%	23%	22%	2%	2%
SD73 Diverse Needs	31%	37%	36%	35%	3%	3%
SD73 Non-Diverse Needs	21%	25%	24%	23%	1%	2%

Figure 10.0 Equity Scan

Positive Response Rate	2020-21	2021-22	2022-23	3 Year Avg.	+/-
Policy	37%	38%	40%	38%	+2%
Pedagogue	38%	29%	33%	33%	-3%
Environment	43%	25%	37%	35%	-3%
Profile	42%	28%	44%	38%	+1%

Appendix B: District Successes, Needs, Adjustments for Success - Systems Development

Human Resources: Our relief rosters and excluded staff pools continue to grow to meet many of the needs of the District. We have worked collaboratively with all employee groups on a number of challenging situations as it relates to workplace violence and labour relations. We are pleased with the increased services that our employees will have access to through a refreshed Employee Family Assistance Program. As a team, we continue to provide high quality customer service to all our employees through large projects such as creating Privacy Impact Assessments, reviewing benefit files of employees and supporting them with personal and professional challenges.

Transportation: Despite driver shortages, the department was not in a position that required the cancellation of regular bus routes. To accomplish this, routes were combined on a daily or short term basis. The District utilized the use of School Messenger to improve communication between the Transportation Department, schools and families. The District utilized technology to build and optimize bus routes to ensure that the District is adhering to Board Policy 17 – Transportation of Students while also meeting the needs of families. The maintenance schedule has been updated to routinely meet the needs of a growing fleet of maintenance vehicles and school buses. Global Positioning Software (GPS), installed in all school buses, monitors idling and ensures pick up and drop off times for students are according to the schedule, it also helps with diagnosing vehicle issues. All new buses are ordered with a six (6) camera system allowing for dash cameras and stop arm cameras as well as the interior cameras. In addition, SD73 has retrofitted a portion of the fleet with dash cams. The transportation department provided School Bus Safety Training in all elementary schools to ensure that the youngest riders are aware of the safety aspects and behavior expected while riding the bus. The Transportation Department has been instrumental in working with each First Nation that requires transportation under the British Columbia Tripartite Education Agreement. The Director of Transportation has been able to assist where required so that each student who requires transportation has access to it.

Information Technologies: Our IT Department has partnered with all schools to replace old computer hardware with equipment that has longer lifetimes and is better supported by the department. This included utilizing bulk purchasing agreements for cost savings across all departments and schools. The Wide Area Network infrastructure was updated to improve internet quality to schools. This past year IT Services focused on and implemented enhancements for privacy and security for both students and staff. In addition, to facilitate future growth, a complete restructuring of the technology used by the District's Online Learning Systems was completed.

Facilities: SD73 continues to be one of the fastest growing districts in BC, and as such has had to anticipate and accommodate a growing student population. The replacement Parkcrest Elementary building is nearing completion and will open in September 2024 with 476 student spaces. Construction of a new school in Pineview Valley, Sníne Elementary, with 453 student spaces is underway. Six elementary school kitchens were upgraded under the Food Infrastructure Program.

Community Partnerships: The District began working with both the City of Kamloops and the Western Canada Theatre management to update the Joint Use Agreement for facilities and grounds between the City of Kamloops, the District and the management of the Sagebrush Theatre. During the year, the District met with Thompson Rivers University to discuss success and determine next steps for career development and post secondary enrolment. The Secondary Education Department worked with Interior Health on the creation of the Health Sciences Academy that will be available to 28 students in September 2024 at Brocklehurst Secondary School. With the Feeding Futures Fund, provided by the Ministry of Education and Child Care, the District was able to build stronger partnerships with the BGC (formerly Boys and Girls Club), and The Stir, as examples.

In February 2022, the Ministry of Education announced the inclusion of child care within their portfolio. Since that time, the District has strengthened their partnerships with Boys and Girls Club and the Childcare Resource and Referral Centre that provides after school child care. In addition, the District has expanded early learning opportunities at some schools by including the Just B4 Preschool program and other child care opportunities such as the Seamless Day before and after school care program and developed a partnership with child care providers such as Inquiring Little Minds at two child care centres located at Ralph Bell Elementary and Happyvale Elementary.

Communications: This year, we developed an employee peer recognition webpage with stories submitted monthly sharing acknowledgement of why SD73 is a great place to work. We have doubled the good news stories on our website and

increased media coverage of the same. We have maintained updates of capital projects and board advocacy, and we have increased community engagement about capital growth: McGowan Future Growth Planning Committee, Pineview Valley Community Engagement about the school and school grounds design, and Snine Elementary Naming Committee. Media attended key events: Groundbreaking Ceremony for Snine Elementary construction, opening of Happyvale Child Care.

Financial Services: The Financial Services Department continued to support the expansion of child care within the District, managing multiple funding sources for each location. In order to support the Ministry of Education and Child Care initiatives, the Department continued to find ways to use existing software to find efficiencies. New for the 2023-2024 school year was the Feeding Futures Food program with new meal programs and renovated kitchen spaces benefiting students across the District. Additional funding to enhance the Student and Family Affordability Fund in the 2023-2024 school year was also received from the Ministry. This provided funding for the District to continue to support students and families with school supplies, course fees, academy fees, and enhancement fees. The Financial Services team continues to work with all schools to ensure parents were offered the financial support in a stigma-free manner and assisted schools with the financial recording and reporting. In order to support best practices the Department also contributed to the creation of Financial Policies and Administrative Procedures, including ones on Internal Audit, Multi-Year Financial Planning, and Quarterly Financial Forecasts. The Department has also begun the work to implement changes to the pay schedule for support staff (one week delay prior to payment for more accurate payroll reporting for both staff and District). This will allow for payroll to be processed with more complete and accurate information each pay period.

Appendix C: Moving into Action (Department Work Plans)

INTELLECTUAL DEVELOPMENT PRIORITY

To improve literacy, we will:

- Build staff capacity to teach from a culturally sensitive stance that connects with learners' experiences and identities through collaboration with Aboriginal and Inclusive Education, and Curriculum Departments.
- Use proficiency-based assessments to identify learner needs and determine areas for classroom instruction and intervention.
- Continue to support schools in the development and use of effective and sustainable intervention models to address the achievement gaps of Aboriginal learners, diverse learners, and Children and Youth in Care.
- Develop the integration of foundational literacy skills and strategies by:
 - Fostering increasingly fluent reading and writing by building phonemic awareness and phonics knowledge in primary grades.
 - Consolidating reading and writing skills by focusing on fluency, vocabulary, and comprehension in all learning areas in intermediate grades.
 - Helping students read increasingly sophisticated texts and express themselves in meaningful written formats in secondary grades.
 - Supporting striving learners in all grades by differentiating instruction and providing intervention as needed.

To improve numeracy, we will:

- Build staff capacity to teach from a culturally sensitive stance that connects with learners' experiences and identities through collaboration with Aboriginal and Inclusive Education, and Curriculum Departments.
- Support instruction across all areas of learning through the integration of numeracy tasks.

- Use proficiency-based assessments to identify learner needs and determine areas of focus for classroom instruction and intervention to address the achievement gaps of Aboriginal learners, diverse learners, and Children and Youth in Care.
- Develop the integration of mathematical models and strategies that support foundational numeracy skills by:
 - Enhancing instruction of number sense, and spatial reasoning in primary classes.
 - Focusing on automaticities and instruction of strategic approaches to operations in order to build computational fluency and flexibility in intermediate classes.
 - Extending the development of conceptual understanding to include rational number operations using strategic procedures in secondary classes.

To improve grade-to-grade transitions, we will:

- Continue to provide school teams with individual learner profile information, at earlier stages of development, to best inform instruction and support plans.
- Build data literacy capacity within Families of Schools to enhance collaboration and to identify further information and analysis needs.
- School teams will collaborate about effective school-based transition supports and flexible programming options.
- Provide opportunities for schools to share effective practices and implement them widely.
- Collaborate with the Aboriginal Education department to strengthen student learning communication with the Aboriginal Education Council and Band Education Coordinators.

HUMAN AND SOCIAL DEVELOPMENT PRIORITY

To improve sense of belonging, and feeling welcome, safe, and connected, we will:

- Develop a common framework of inclusive practices to create coherence between school needs and district sessions.
- Explore flexible structures of support (e.g., residency model) to meet students' needs and build capacity within schools to sustain practices.
- Integrate professional learning by bringing together all departments through a common framework and focus on inclusive practices and use existing structures to ensure a common message.
- Build staff capacity to identify and implement proactive strategies for addressing challenges related to non-instructional time, especially strategies for recess and lunch.
- Continue to implement SEL Strategies with FFPL to support students to manage their emotions, increase social skills and self regulation skills to remain in the classroom and develop a sense of belonging.
- Increase staff capacity to attend to student voices and refine functional behavior assessments.
- Increase school participation in PreVenture, Mental Health Literacy and Everyday Anxiety Strategies for Educators (mental health and substance use among teens).
- As we roll out the anti-racism action plan, we need to continue working with students and educating schools and staff on results.
- Implement a well-being training program for adults leading our system (Healthy Minds).
- Support students in accessing curriculum in their primary language.
- Support school teams to intervene early when transitioning students back to school (Home Hospital).

- Serve vulnerable students with communication disorders with contemporary resources and practices.
- Support students and families to participate in community discovery groups through Blind Beginnings and BC Blind Sports.
- Supporting deaf and hard-of-hearing students to advocate for themselves so they can access language.
- Continue to support Indigenous students and their families through culturally safe, trauma-informed counseling support.
- Identify school learning needs and student diagnoses so that students feel connected and empowered in their learning.
- Meet with school and District staff to develop assistive technology solutions to meet students' needs.
- Build capacity for working with neurodiverse and complex students (FASD and ASD).
- Work with secondary schools to build capacity for meaningful inclusion.
- Continue creating, expanding, and enhancing school snacks and meals programs to improve physical and mental health and increase readiness for learning.
- Continue providing diverse activity-based after-school programs throughout the District with a focus on opportunities for diverse students.
- Continue following all Safer Schools Protocols to promote and maintain student and staff safety and well-being.

CULTURAL AND IDENTITY DEVELOPMENT PRIORITY

To improve cultural safety and humility, and a sense of personal identity, we will:

- Continue Cultural Celebrations through ELL Resource Teachers and continuation of Diversity Newsletters.
- Continue with District's Annual Diversity Film Festival to highlight different cultures, identities and sexual orientations foster an understanding and appreciation of all students and staff members' backgrounds.
- Develop Culturally Relevant Projects: Implement projects like the "Indigenous Garden" to integrate Indigenous knowledge into the curriculum.
- Distribute Indigenous Numeracy Kits: Provide schools with kits that help teachers incorporate Indigenous perspectives in numeracy.
- Pilot Early Literacy Programs: Launch programs like Moe the Mouse to support literacy development and a sense of belonging among Aboriginal learners.
- Consult on Educational Materials: Ensure all literacy and numeracy materials are culturally appropriate through continuous consultation with Indigenous communities.
- Increase Indigenous EAs and Leadership Involvement: Boost the number of Indigenous education assistants and involve student leaders in transition supports.
- Conduct Virtual Orientation Sessions: Organize Zoom sessions for Aboriginal students transitioning to high school to familiarize them with available resources and support.
- Organize Career Exploration Days: Host full-day sessions focused on diverse career paths, including trades and technology.
- Install Welcome Signs: Install Secwépemc welcome signs in schools.
- AEW rooms: Establish AEW rooms for cultural activities and socialization.

- Create Cultural and Diversity Events: Collaborate on events like film festivals and health forums to promote cultural awareness and inclusivity.
- Expand Support Roles and Programs: Develop roles similar to Graduation Support Teacher for focused Aboriginal support and offer experiential learning opportunities like leadership summits, dual-credit classes, and Board/Authority Authorized (BAA) Courses.

CAREER DEVELOPMENT PRIORITY

To improve graduation rates, we will:

- Continue the District Aboriginal Graduation Support Teacher position to provide instructional support to Aboriginal students who are at risk of not graduating, and the District School Completion Coordinator position to work with non-graduated students to reconnect with learning programs.
- Through the District Principal of Information Management and Analytics and the District School Completion Coordinator, each month, identify students who have disengaged from school and work to reconnect these students to a learning program.

To improve post-secondary transition rates, we will:

- Collaborate with the SD73 Aboriginal Education department to develop effective strategies for outreach to Aboriginal communities to identify and remove barriers to career program participation, academic planning, and transition to post-secondary.
- Collaborate with the SD73 Inclusive Education Department to develop effective strategies to support diverse, underrepresented, and Child Youth in Care (CYIC) learners and their parents/guardians as partners to participate in career exploration.
- Provide targeted professional learning for Career Education teachers and Secondary School Counsellors focused on student academic and career transition planning so students can make informed choices.
- Continue to provide an opportunity for every Grade 12 student to meet with a post-secondary advisor.





Learn more at
sd73.bc.ca