

# EARLY LEARNING & CHILD CARE ANNUAL REPORT

April 2025



SCHOOL DISTRICT NO. 73  
(Kamloops-Thompson)

# Land Acknowledgement

**Secwepemcúl'ecw yi7élye ell, re tmicws re Secwepemc n7élye.**

School District No. 73 (Kamloops-Thompson) acknowledges that we reside in Secwepemcúl'ecw and recognizes the Secwépemc as the keepers of their traditions and knowledge.

We are grateful to be guests on the territory of seven Secwépemc First Nations: Tk'emlúps te Secwépemc, Sexqeltqin (Adams Lake Indian Band), Skwlāx te Secwepemcúlucw, Neskonlith, Simpcw, Pellí iq t (Whispering Pines Clinton Band), and Skítsesten (Skeetchestn Band).



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# Executive Summary

In the past two and a half years, the Ministry of Education and Child Care (MECC) and the Kamloops-Thompson School District (SD73) have been navigating the expanded birth to Grade 12 education system. This expansion has created opportunities to further address equity measures for all children entering into kindergarten through the creation and ongoing support and guidance of the Early Learning and Child Care (ELCC) team. This past year, SD73's ELCC team consisted of the Assistant Superintendent of Early Learning and Elementary Education, the Director of Curriculum and Instruction, the District Principal of Early Learning and Child Care, the District Coordinator of Early Learning and Child Care and the part-time Early Learning and Child Care Finance Support Clerk (since July 2024). The team is responsible for the development of equitable programs, opportunities, and early years educational success for SD73 children ages 0-8 years.

The ELCC team strives to create educational environments where all learners can be successful due to strong starts as learners. Having a dedicated early learning team in SD73 supports this for all early years students. In working with community partners, existing child care providers, and K-3 educators, early years education is pivotal in closing the gap of inequity and the improvement of graduation rates. This starts with access to quality early child care opportunities for all families. The ELCC team's work provides a bridge for successful connections and transitions from birth into the school years for families with a variety of programs and opportunities. The ELCC team works from the foundational belief that high-quality, accessible and affordable child care is essential to the well-being of children, their families and the broader community. Furthermore, research in the field widely recognizes that child care plays a critical role in economic development, poverty reduction, gender equality, social inclusion and healthy child development. In recognition of this, the SD73's ELCC team, alongside its many district and community partners, are committed to interconnected opportunities to address child care needs that exist at both our district and regional levels.

In reviewing SD73's work in the realm of early learning over the last year, the ELCC team continued to provide quality support, opportunities, and insights into a variety of programs, teacher workshops, and district assessments. Furthermore, the ELCC team actively sought additional ways to meaningfully participate in community partnerships and with district and Ministry initiatives. The ELCC team's work this past year has continued to focus on kindergarten transition programs, K-3 directives, and the ongoing provision of quality child care opportunities such as Seamless Day Kindergarten (SDK - Arthur Hatton) and Just B4 (JB4) preschools within six of the seven StrongStart sites (Arthur Hatton, Marion Schilling, Beattie, Barriere, Haldane, Raft River), while looking for opportunities to further expand these programs in a viably productive way. With the MECC's directive this past year for school districts to focus child care expansion on Before and After School Care (BASC), the ELCC team were able to open up three programs (Parkcrest, Marion Schilling, AE Perry) using a combination of expertise from Early Childhood Educators (ECEs) and ELCC specific Certified Education Assistants (CEAs). The ELCC team was also able to expand once again on the implementation of the UBC Childhood Experiences Questionnaire (CHEQ) assessment which provides a snapshot of life experiences and well-being over the years prior to entering kindergarten.



## Early Learning and Child Care

SCHOOL DISTRICT NO. 73

Included in this report are highlights from the ongoing work and new initiatives in the ELCC portfolio. Highlights include the positive implications the SDK, JB4 and BASC pilots are having on the students, staff and families involved. Additional highlights include June 2024 Primary Reading Assessment (PRA) data and Fall 2024 Number Sense Assessment street data that has been collected during the initial stages of full implementation.

Foundational documents that support the work of the ELCC team and are referred to throughout this report continue to be the SD73 District Strategic Plan, the First People’s Principles of Learning, the Métis Nation Early Learning and Child Care Framework, the provincial Early Learning Framework and the new Learning in the Primary Years document (2024). The ELCC team actively works to engage in opportunities that highlight the necessity for all people in SD73 to see the value and recognize the important role that early learning plays in **supporting learning opportunities and environments which inspire students to thrive.**

Throughout this report, ties to **SD73’s District Strategic Plans - Value Commitments** are embedded within the work of early learning.

## Connection/Relationships

Building meaningful relationships that support and strengthen learning and growth.

## Equity

Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.

## Well-being

Fostering opportunities to promote emotional, psychological, and physical well-being for all students and staff.

## Sustainability

Embracing our responsibility to contribute to a sustainable environment.

The priorities of SD73 are achieved through our youngest learners accessing equitable, high-quality learning opportunities prior to transitioning into kindergarten and strengthening these opportunities throughout their primary learning years. When this is achieved, SD73 students graduating will cross the stage with dignity, purpose, and options for the future.

Early Learning and Child Care is foundational in all of these priority areas as the work in the early years sets SD73 students up for greater success moving forward. *“Early learning paves the way for learning at school and throughout life. What children learn in their first few years—and how they learn it—can have long-lasting effects on their success and health as children, teens, and adults.”* (Eunice Kennedy Shriver, National Institute of Child Health and Human Development, 2021). For the purpose of this annual report, the priorities focussed on this year are: Intellectual Development, Human and Social Development/Well-being, and Systems Development.



# Early Learning in SD73

Learning is a fluid process, particularly in young children. It is important to have inclusive and adaptable programs to allow every child to find success in early learning programs. In doing so, it is evident that our work does not happen in isolation. It is the result of a community coming together to build meaningful relationships that support and strengthen learning and growth in our youngest learners. Through this process, we continue to strengthen partnerships to enrich the way we lead, learn and work. To better illustrate that SD73 partners both between departments and within the larger community, a section on community partnerships is included. By working in partnership we are better equipped to create sustainable supports and programs.

Each year, SD73 plans for system improvement. The addition of the ELCC portfolio supports system improvement. Several of the foundational documents that guide the ELCC team's work relate directly to our learners throughout the kindergarten to Grade 12 model and increasingly guide work outside of the K-12 model to ensure that SD73 has met the needs of not only current learners, but those who are about to become SD73 students. With the creation of the ELCC team, SD73 is well situated to ensure equity and inclusion throughout this portfolio by working to remove barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.

Throughout this annual report, there is a direct tie between the work being done to create structures and processes to expand the existing K-12 system to one that connects with and understands the importance of early learning. A lot of time and attention has been spent creating early learning ties with various district departments, such as: Indigenous Education, Communications, Information and Technology, Curriculum and Instruction, Data and Analytics, Finance, Human Resources, Inclusive Education, Purchasing and Maintenance.



# Assessments to Guide Teaching and Learning



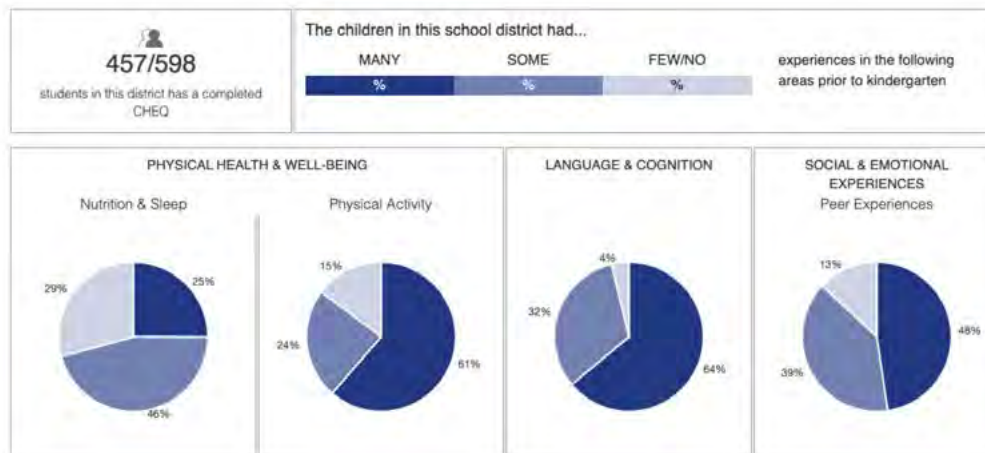
The following information highlights the work that has been done, which strategies and actions have been implemented and future goals to be achieved and are directly connected to the priorities being highlighted within this report.

In 2023-2024	In 2024-2025	In 2025-2026
<b>ASSESSMENTS AND SURVEYS:</b> Childhood Experiences Questionnaire (CHEQ)		
SD73 had parents engaging in the CHEQ survey from 17 elementary schools.	SD73 had participation from 19 elementary schools.	SD73 will implement the CHEQ survey at all elementary schools as part of the district's assessment repertoire.

## Childhood Experiences Questionnaire (CHEQ)

Early child development is a social determinant of health which potentially impacts lifelong health and well-being. CHEQ helps to monitor this in our community.

The 2024 district snapshot of the current kindergarten cohort, who were two years of age when the COVID pandemic began, is as follows:



### Analysis of the Data:

- 37% of the current kindergarten cohort has experienced a stressful event (COVID, parent separation/divorce, death of a close family member, etc.), this is an increase of 5% from last year.
- 83% receive 10 or more hours of sleep during a 24 hour period (10-13 hours are recommended).

- 13% have never or rarely had a close friendship with someone their age in the last 6 months.  
\* increase of 3% since last year.
- 10% get read to once a week or fewer times in a month.
- 71% are not accessing programs or supports from age 3 - kindergarten, this is an increase of 5% from last year's CHEQ data.
- 54% have one or more hours of using an electronic device each day, this is down 5% from last year's CHEQ data.

### Of their parents/caregivers:

- 73% have experienced child care challenges. Availability, being on a waitlist and cost were listed as the top three areas of challenge.
- 35% express that their stress levels have been medium to very high over the last 6 months.

In general, provincially, children are experiencing:

Less sleep	Lower frequency of peer experiences
Less physical activity	Less time outside
Less perception of parks being safe	Less frequency of risky play
More screen time per day	Increase in barriers in accessing health care, programs and supports
Negative pandemic impact still reported for one quarter to one third of families	

### Using the Data to Guide Learning

- Improved early childhood experiences lead to more successful school performance outcomes, such as higher completion rates.
- SD73 uses this data to connect with community partners to consider avenues to strengthen pre-Kindergarten childhood experiences for children and strengthen transitions from early years to Kindergarten.
- School teams use their unique school data to guide their planning for both instruction and support for Kindergarten students. Unlike other students, school staff don't have knowledge of the needs of Kindergarten students entering into schools. The CHEQ data collected is very valuable in creating intervention supports for new Kindergarten students.

## PAST

## PRESENT

## FUTURE

In 2023-2024

In 2024-2025

In 2025-2026

### ASSESSMENTS AND SURVEYS:

#### Kindergarten Survey

Kindergarten teachers used the updated Kindergarten Survey tool, which now includes number sense concepts related to the Number Sense Assessment being used in primary.

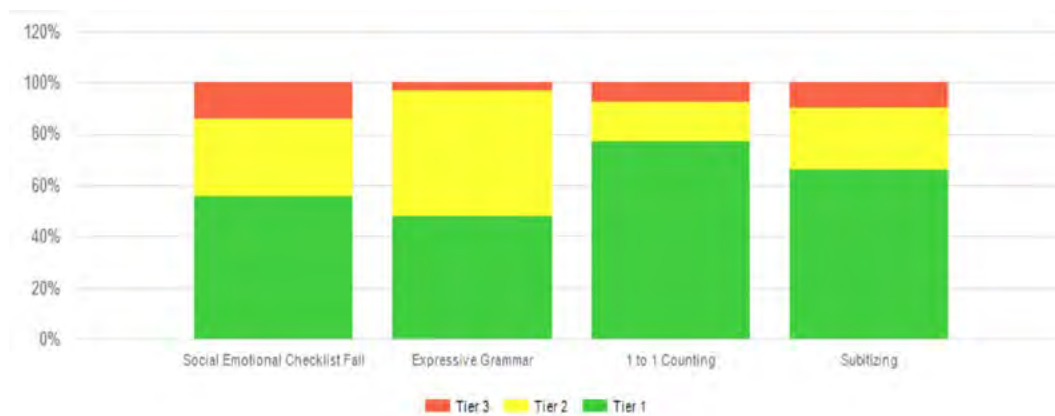
Professional development planned to support schools to build early learning teams to focus on using Kindergarten Survey results to improve learning.

Advancing the Kindergarten Survey tool to develop comprehensive Early Learning Profiles for Kindergarten students.

## Kindergarten (K) Survey Development

The K Survey is administered three times a year, once each in the Fall, the Winter, and the Spring. Kindergarten teachers complete the survey through a variety of methods including observation and one-on-one conversations. The data supports early intervention which in turn secures the best outcomes for student success.

### Kindergarten Survey - K Survey Fall 2024



## Analysis of the Data

- Based on the fall 2024 findings, expressive grammar and social-emotional learning are the two areas showing the most need for additional teaching and/or targeted intervention strategies.
- In this cohort, and historically so, one to one counting is relatively strong, however, students' understanding of the value of numbers and how numbers can be put together and taken apart is an area for further development as evidenced in the data on subitizing. Subitizing is the ability to instantly

recognize the number of objects without actually counting them. Students are able to memorize and repeat numbers, but they still need to improve their transfer of knowledge from number recognition to number concept.

- Expressive grammar is the ability to put thoughts into words and sentences in a way that makes sense and is grammatically correct. This is a good snapshot of how kindergarten students are doing specific to oral language development which is the cornerstone to reading and writing.
- Further development in the area of social-emotional learning is understandable for this cohort when the correlated information provided in the Fall CHEQ results is taken into consideration.

## Using the Data to Guide Learning

- Ongoing professional development with Kindergarten teachers and Learning Assistance Resource teachers to address expressive grammar and language needs.
- Collaboration with Speech Language Pathologists to provide class wide programming to support the development of students' language skills.
- Ongoing professional development to provide strategies to improve students' number sense understanding.



PAST

PRESENT

FUTURE

In 2023-2024

In 2024-2025

In 2025-2026

**ASSESSMENTS AND SURVEYS:**  
Primary Reading Assessment (PRA)

In the Fall of 2023, 120 Grade 1 to 3 teachers and LARTs attended full-day in-services to learn about updates to the PRA, how to connect the updates to inform their teaching practices, and how to support students who are not yet reading at grade level through various strategies and resources.

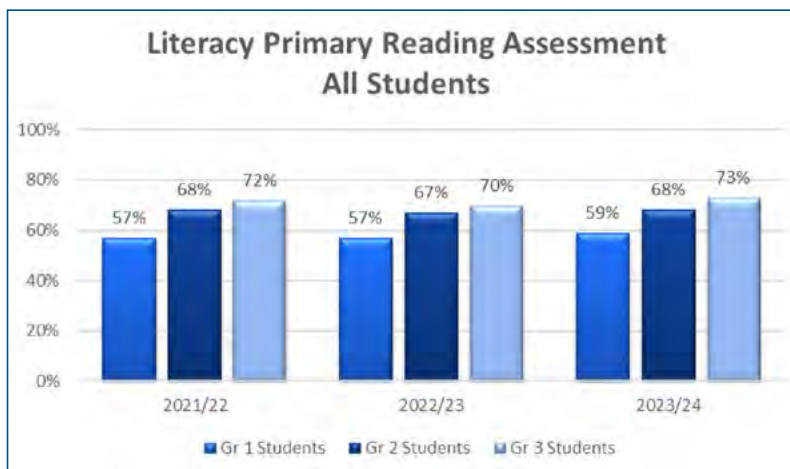
Professional development on the implementation of the updated PRA and how to address students' growth areas continued to be offered at non-instructional days last Spring and this Fall.

Provide new primary teachers with a new series of literacy learning professional development that ties to the PRA results. This would incorporate the work of the Literacy Skills Continuum (K-4).

### Primary Reading Assessment (PRA)

The PRA has been utilized in SD73 for many years. The district formally collects the data in June of each school year. Primary teachers utilize the PRA two to three times a year to inform their teaching practices in creating targeted interventions and developing differentiated instruction for the students they teach. Learning Assistance and Resource Teachers also use this data for providing small group reading guidance.

The data presented in the graph and the table both reflect the percentage of students reading at proficient or extending (i.e. reading at grade level) by June 2024.



## Literacy - Primary Reading Assessment

Grade 1	2021-22	2022-23	2023-24	3 year avg.	3 year +/-
Gr. 1 Students	57%	57%	59%	58%	1%
Gr. 1 Indigenous	39%	40%	42%	40%	2%
Gr. 1 Diverse Abilities	41%	45%	48%	45%	4%
Gr. 1 Non-Indigenous	61%	62%	63%	62%	1%
Gr. 1 Non-Diverse	58%	59%	60%	59%	1%
Grade 2	2021-22	2022-23	2023-24	3 year avg.	3 year +/-
Gr. 2 Students	68%	67%	68%	68%	0%
Gr. 2 Indigenous	51%	50%	54%	52%	2%
Gr. 2 Diverse Abilities	39%	49%	36%	41%	-2%
Gr. 2 Non-Indigenous	72%	71%	71%	71%	-1%
Gr. 2 Non-Diverse	70%	69%	71%	70%	1%
Grade 3	2021-22	2022-23	2023-24	3 year avg.	3 year +/-
Gr. 3 Students	72%	70%	73%	72%	1%
Gr. 3 Indigenous	60%	55%	62%	59%	1%
Gr. 3 Diverse Abilities	37%	41%	54%	44%	9%
Gr. 3 Non-Indigenous	75%	73%	76%	75%	1%
Gr. 3 Non-Diverse	76%	73%	76%	75%	0%

### Analysis of the Data:

- The data presented shows a clear growth in students' reading proficiency from Grade 1 to Grade 3 in SD73. As an average over the last three years, 58% of all Grade 1 students' reading skills are proficient. In two years, this average increases by 14%, as 72% of all Grade 3 students' reading skills are proficient or extending.
- The 2023-2024 school year provided the strongest measure of primary students' reading proficiency in all three grades when compared to the results over the last three years.

- When comparing different cohorts of students, it is evident that a gap exists between Indigenous students and Non-Indigenous students as well as students with diverse abilities and students without diverse abilities across all grade levels. With the exception of the Grade 2 students with diverse abilities cohort, there is continual growth in reading proficiency for Indigenous students and students with diverse abilities. Even with this growth, the gap persists.

### Using the Data to Guide Learning:

- Continue ongoing professional development for early primary teachers, such as supporting teachers' professional development in the five pillars of literacy learning (phonemic awareness, phonics, vocabulary, fluency, comprehension) through various models.
- Continue ongoing collaboration with SD73 Indigenous Education and Inclusive Education teams to provide professional development in culturally responsive teaching strategies (such as oral storytelling to improve expressive and receptive language) and universal design approaches that provide access to learning for all students.
- Ensure equitable access to research-based resources for all schools and primary teachers.
- Continue residency professional development model to provide more in-class support for students who have the greatest need.

PAST	PRESENT	FUTURE
In 2023-2024	In 2024-2025	In 2025-2026
<b>ASSESSMENTS AND SURVEYS:</b> Number Sense Assessment (NSA)		
The Numeracy Team provided professional development throughout Fall 2023 to any remaining Grade 1 teachers who had yet been trained in the NSA. Grade 2 and 3 teacher representatives from each elementary school received training on the NSA in January of 2024.	The 2024-2025 school year will see the full implementation of the NSA. The Numeracy team is providing school specific support via presentations at staff meetings and collaborations in classrooms when requested.	Next steps include finalizing the provision of intervention supports for Grades 1, 2 and 3 to ensure that teachers use the NSA as a formative assessment tool to guide future learning and intervention.

## Number Sense Assessment (NSA) K-3

The NSA is in its first full implementation this year so there currently is no data that can be referenced. The success, so far, of the NSA comes from how it informs teacher practice and supports students through its connection to models and manipulatives through the context of number sense, computational fluency and strategic thinking.

### Analysis of the Data:

- 2024-2025 is in the first full implementation year across the district for the NSA. The first data input date is February 2025 with the rest of data from the assessment being imputed by April 2025. The two dates are important in that they align with student level of numeracy comprehension at specific points in the school year.
- The numeracy team continues to collect feedback from primary teachers as they work with students on the NSA. This feedback serves to provide targeted intervention and provides relevant information about next steps.
- The 2024-2025 school year will be the baseline year for data collection for the NSA.



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I'm loving the NSA. Thank you! I love hearing how the students' brains are working. I'm blown away by what 7 year olds can do. It's really informative and helpful"

- SD73 Grade 2 teacher, 2024

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### Using the Data to Guide Learning:

- As this is the first year the Number Sense Assessment is being administered, there is no data available to guide learning for this year's report.

# Intellectual Development

## PROGRAMS AND INITIATIVES

### Literacy

Literacy is vital in early learning as it forms the foundation for cognitive, emotional, and social development. It enhances critical thinking, problem-solving, and language skills while expanding vocabulary and communication abilities. Early literacy fosters empathy, builds confidence, and strengthens social bonds through shared reading experiences. It prepares children for academic success, reduces learning difficulties, and supports a smooth transition to formal education. Additionally, literacy empowers individuals for lifelong learning, enabling them to access information, make informed decisions, and actively participate in society.



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Literacy is one of the greatest social justice issues of our time. Now, more than ever, children from all backgrounds are struggling to read, and both parents and educators in our communities around the world need the knowledge that equips them to do something about it.

- Dr. Maria Murray, The Reading League

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### Promising Programs in SD73

- Heggerty Phonemic Awareness Program
- Heggerty Bridge the Gap Intervention Program
- Kendore Kingdom
- Intensive Phonological Awareness Program
- Jolly Phonics
- The Phonics Companion

### Promising Practices and Professional Learning in SD73

- Provided a series of after school professional learning workshops, including workshops on Routines for Independence, Kendore Learning Card Games, and Interactive Read Aloud.
- Hosted a morphology-focused workshop by Karen Filewych on the December NID.
- Facilitated PRA workshop on the October NID.
- Promoted the inclusion of phonemic awareness and phonics instruction content during collaborations, in staff meetings and after school workshops on school-based non-instructional days.

- Supported Grade 1-3 students participating, as an intervention strategy, in the Primary Summer Reading Program. These students are recommended by teachers to help reduce summer reading gap occurrences. This program consistently fills a need for about 300 Grade 1-3 students each summer:

Summer 2021	Summer 2022	Summer 2023	Summer 2024
327	301	308	295



**It is amazing to see how students gain confidence with their literacy skills and abilities throughout their participation in this program.**

- Summer Reading Program teacher

- Continued to support the purchasing of Canadian and some Indigenous resources and programs such as: Moe the Mouse; Nelson Socials; SyllaSense Decodables; Bug Club Phonics Decodables, and The Phonics Companion.
- Ensured all schools have programs that support students with diverse learning needs (i.e. The Phonics Companion program includes embedded assessment and suggestions for differentiation and the Heggerty's Bridge the Gap program has focussed intervention lessons to address diverse learning needs in late primary). All elementary schools have these resources.
- Ensured equitable access to the resources and programs used in workshops by purchasing additional program kits, sets of decodable books, and teacher resources that are accessible via the HGEC Library Learning Commons.
- Ensured best practices in teaching and assessing literacy continues in the district by reading current research and attending professional development opportunities such as Kendore Learning.
- Continued to meet with French Immersion staff regarding Évaluation de lecture au primaire (ÉLAP) updates, bookmarks, primary scope and sequence, and related resources.
- Continued revisiting of Response to Intervention (RTI) and Universal Design for Learning (UDL) principles into planning, teaching and implementing teacher professional development opportunities - connected to effective strategies, assessments and practices.
- Developed and began to implement the Draft Development of Literacy Skills Continuum, K-4.
- Continued to work on a Teacher Resource Package / District Balanced Literacy Guide.
- Focused on extended literacy collaborations with newer teachers. Many collaborations highlighted teaching foundational literacy skills and integrating efficient teaching and management routines, such as a gradual release of responsibility model.



Direct instruction of phonics and phonemic awareness makes skilled, confident readers and writers.

- Kindergarten teacher

## Numeracy

By providing intentional attention to numeracy, students engage in deep connections related to the magnitude of numbers that will set them up for success throughout school and life. The ability to decompose numbers fluently and see math concepts spatially allows for primary students to enter the work of place value and strategies around operations where they start to make sense of whole numbers, decimals and fractions. In order to be able to work with abstract concepts, later on, primary students need to first have concrete contextual experiences with the use of manipulatives which provides an anchor to future understandings.



What children learn in mathematics between the ages of about four and a half and seven years sets the stage for their success at age 15. This research ... underlines the critical importance of providing young children with explicit mathematics learning opportunities.

- Watts, Duncan, Siegler, and Davis-Kean, 2014



## Promising Programs in SD73

- MathUp
- NSA Scope and Sequence
- Coast Metro Elementary Math Project
- B.C. Numeracy Network - FNEESC Math First Peoples Teacher Resource Guide
- Figuring out Fluency in Mathematics - Jennifer M. Bay-Williams/John J. SanGiovanni
- Carole Fullerton Resources - Mastering the Facts Addition and Subtraction
- Pearson Resource - Taking Shape
- Alex Lawson Resource - What to Look For

## Promising Practices and Professional Learning in SD73

- Ongoing collaboration with the District Numeracy Team specific to the complete implementation of the district Number Sense Assessment in the 2024-2025 school year which will initiate the collection of baseline data for this assessment.





It blew my mind. I had no idea of the importance of skip counting until I saw the questions. Now we do it all the time - starting from all different numbers as we count. I'm obsessed with it. Math used to be kind of boring to teach. Now kids beg for it.

- SD73 Grade 2 teacher 2024

- Ensuring the integration of Response to Intervention (RTI) and Universal Design for Learning (UDL) principles into planning, teaching and implementing teacher professional development opportunities - connected to effective strategies, assessments and practices.
- Ensuring equitable access to the resources and programs used in workshops by purchasing additional program kits and teacher resources that are accessible via the HGEC Library Learning Commons.
- Providing in-class support for Grade 2-3 teachers through collaborations around using models, manipulatives, place value and operational strategies anchored to the NSA.
- Ongoing NSA supports which included the creation of NSA overview video, Grade 1, 2 and 3 videos specific to that grade's NSA, creation of mats, print copies of all three grades of the NSA for every elementary school, creation and distribution of kits for all 36 elementary schools Grade 1 and 2 classes (Grade 3 did not need a kit).

### January 2023 - December 2023

September NID	K teachers	Grade 1 teachers	Grade 2 teachers	Grade 3 teachers	December NID
61	80	80	27	31	158

### January 2024 - December 2024

September NID	K teachers	Grade 1 teachers	Grade 2 teachers	Grade 3 teachers	December NID
72	0	2	28	34	148

- 284 primary grade educators have benefited from workshops and in-person professional development opportunities: January 2024-Current.
- Future work includes ongoing workshops to support teachers' growing understanding of computational fluency as well as in-class support via modeling of lessons and manipulative use with students.



I got rid of all my old math stuff and have completely changed my practice. I can't wait to hear what the Grade 2 teachers will say about my students' number sense next year.

- Grade 1 teacher after putting into practice the items learned at the Grade 1 Number Sense workshop

## Strong, Prepared and Ready for Kindergarten (SPARK) and Ready Set Learn (RSL)

Through the provision of MECC's Ready Set Learn (RSL) funds, district staff, school staff, StrongStart facilitators, and community agencies collaborate and join together to support incoming kindergarten families with a seamless transition into their local schools. SPARK is implemented through meet and greet, outside play programs, and in-person sessions based on literacy, numeracy, physical literacy, and healthy choices. SPARK is an essential transition step that speaks to how to connect school and home.



What does it mean to be ready for kindergarten? To me it's social learning. How to be around different kinds of people, how to deal with conflict, and playing with other kids. Social skills are important—that helps not just in school but in life. And those are the skills that our daughter learned in SPARK.

- SPARK parent participant

	Students	Adults	Number of Events
SPARK 2024	930	1190	85

### Promising Practices in SD73:

- Based on the participation numbers for the SPARK program, it clearly supports the transition into kindergarten through a variety of welcoming activities that help students become confident and excited about entering their school years. SPARK programs are connected to physical literacy, literacy, numeracy, and social-emotional programs.
- RSL funds are used for consumables, kindergarten teacher collaboration time, snacks, community partner events (i.e. Pacific Sport physical literacy and Kindergarteners on the Loose with Mother Goose) and various other resources found in use during SPARK events or other kindergarten transition events.



We do not know anyone personally with kids going to kindergarten at the same school, so it was great for my daughter to see faces and other kids that she will meet when she starts school. It's made her excited and a little less worried about making friends. She also liked getting to see who her teachers might be and what the classrooms would look like.

- SPARK parent participant

- ELCC continues to support and build resources for SPARK to reflect the needs of French Immersion schools and Indigenous families and the growing interests and needs of SD73.
- ELCC continues to support implementation of workshops for interested administrators and teachers.



# Human and Social Development (Well-being)

## PROGRAMS AND INITIATIVES

Human and Social Development in early learning and child care encompasses important skills such as self-regulation, feeling safe, welcome, and connected to others, and having a sense of belonging. These skills are foundational to cognitive skill development. Research is very clear that if children do not have these skills, their brains are not in a position to learn. They are the skills necessary to activate the minds of our youngest learners. The programs and initiatives that are attached to the ELCC portfolio, emphasize the necessity of developing the whole child.

### StrongStart

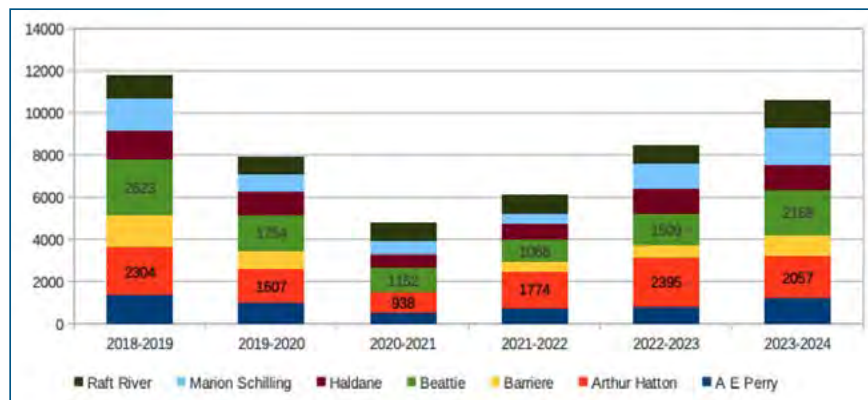
StrongStart (SS) is a child's first connection to the traditional K-7 school system and typically, a child's catchment school. Since the SS programs are often attended by students who are within the schools' catchment area, the experiences they have here are the first steps along a seamless transition into kindergarten.



### Promising Practices in SD73:

- ELCC continues to support and build resources for these programs to continue delivering early learning services including the development and delivery of supply kits.
- Support of all seven StrongStartBC schools with access to an Early Childhood Educator in Kindergarten classrooms for gradual entry to kindergarten during the month of September 2024.
- The ELCC team has created five kits so far for children who speak in the following languages: Arabic, Farsi, Punjabi, Mandarin and Ukrainian. These language play kits support English language learners and address the growing needs of culturally diverse families who access StrongStart programs.

**SD73 StrongStartBC Centres Positive Attendance - Six Year Trend**



- Continue to work with StrongStart facilitators on the principles of the Early Learning Framework (ELF) in monthly Administration and Professional Development meetings.

## Changing Results for Young Children (CR4YC)

CR4YC brings educators together who share the same children and families and provide them with the opportunity to collaborate and strengthen relationships over time.

	Educators	'Wonder Children'
Numbers of Participants	11	11
Total number of participants overall in CR4YC	83	83

### Promising Practices in SD73:

- 83 educators and children have benefited from CR4YC over the past six years.
- CR4YC is a collaborative inquiry project that brings together community-based early childhood educators, StrongStart facilitators, and kindergarten teachers. Participants focus on individual students who would benefit from targeted interventions that support social-emotional learning. Successes are shared with the collaborative team with the intention of making this work scalable while aligning pedagogy between early childhood educators and primary grade educators.
- This year the working group of community partners and grade K/1 educators are continuing to participate in CR4YC sessions. These sessions are facilitated by two trainers with support from the Ministry of Education and Child Care.



## Strengthening Early Years to Kindergarten Transition (SEY2KT)

SEY2KT is a MECC supported initiative aimed at improving the social, emotional, and learning outcomes for early learners. The purpose of SEY2K is to transform the system of how children and their families enter the public education system in our community. SEY2KT is not focused on a single act of “transition” – it is about making connections and developing relationships among families and communities. It is an initiative that focuses on collaboration and strengthening of relationships across the education and early years’ sectors. The ELCC team and community partners such as Childcare Resource and Referral Kamloops (CCRR), Kamloops Early Language and Literacy Initiative (KELLI), Pacific Sport, Thompson Rivers University Nursing, City of Kamloops and Kamloops Immigrant Services come together to design and implement ongoing collaborative actions based on local resources and needs for kindergarten transition.



SEY2KT Projects 2023-2024	KIS K Registration Project	K's on the Loose with Mother Goose Project - Community Specific	K's on the Loose with Mother Goose Project - Elementary Schools	K's on the Loose with Mother Goose Project - Summer	Pacific Sport - Physical Literacy Project
<b>Facilitators</b>	4 + 5 Language Facilitators from KIS	4	6	2 plus the need for 2 additional adults to support child minding	2
<b>Adult Participants</b>	9	29	43	18	259
<b>Child Participants</b>	9	33	38	21	260
<b>Program Sessions</b>	1	12	3 schools = 18 sessions	6	9 schools = 12 sessions

### Promising Practices in SD73:

- The SEY2KT team continues to focus on identifying and addressing the barriers in both the community and school system and determining what would be enabling conditions (e.g., shared pedagogical practices, joint professional learning opportunities) to strengthen early years to kindergarten transitions.
- 482 adults and 491 pre-K children benefited from the work being done by the SEY2KT team during 56 sessions designed to support a positive transition into kindergarten.

- Based on current interest by community partners in the programs created and provided by the SEY2KT team, the program is expanding.

## Supported Transitions

Entering kindergarten is an important step in every child's development. A successful transition into school for children who need support involves parents and professionals working together to plan and make decisions. The Kindergarten transition is an opportunity for families, school district staff and other professionals who work with children, to plan a successful entry for children into kindergarten. This is even more important when working with children who have diverse needs and who may require additional support through the process.

Spring Data Intake	Males	Females	Children with Special Education Designations	Rural Children	Urban Children
Number of Incoming Learners: 2022	53	20	32	14	59
Number of Incoming Learners: 2023	73	20	43	23	70
Number of Incoming Learners: 2024	23	11	22*	3	31



## Promising Practices in SD73:

- Kindergarten transition meetings for students with diverse learning abilities take place each spring. The purpose of this planning is to effectively transition children into kindergarten by collaboratively sharing information between families, community agencies, and District employees.
- To be more aligned with the RTI, multi-tiered approach, the process has shifted to be targeted to only Tier 3 students (either Category G (ASD) or Category D (Chronic Health)). District level meetings were held only for Tier 3 priority learners. Schools held meetings for Tier 2 students and these students are not represented in this chart any longer.
- Once students enroll in school, Inclusive Education Services staff members provide direct service and consultation, together with school-based teams, on an as-needed basis to meet individual student's needs.
- Currently, there are 54 children with designations in kindergarten for the 2024-2025 school year.
- With the expertise of ECE staff in both StrongStart and the Just B4 programs in SD73, kindergarten transition events support students and families.



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Our ECE has been so helpful, especially for a teacher who recently switched grades and is back to teaching kindergarten/Grade one after a couple of years! I completely forgot how chaotic a startup can be with these littles. I don't know what I would have done without her help this past month! We are very lucky to have her.

- Kindergarten teacher

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## Just B4 Preschool (JB4)



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Making sure that schools and four-year-olds are ready for kindergarten is so important. **There is no better way to help them be ready than to experience school first-hand from the gym to library – sharing, learning and growing together.** This is exactly what Just B4 preschool does! The growth I've seen in these four-year-olds over the four weeks has been amazing. During these uncertain times, Just B4 has given every child enrolled the **courage to know school is safe and fun. I can confidently say these children are more prepared for kindergarten.**

- ECE/preschool teacher for JB4

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JB4 is specifically designed for 3 and 4-year olds who will be entering Kindergarten in the next few years. The initial five day program at Arthur Hatton has been successfully running for three years and the newly modified version began at four additional sites this winter.

## Promising Practices in SD73:

- The program is 100% full at 4 out of the 6 programs. There is a need in our rural communities for these programs, however, enrollment in these locations are not seeing the same number of 3 and 4 year olds as urban communities. Interest is already being expressed for registration in the fall of 2025.
- Challenges that continue to be addressed include funding structures, how to continue to fund additional ECE care for students with diverse needs, how to better support parents in accessing subsidies and the School Cash Online program for payments, expanding the program, and having enough ECEs available to provide coverage when staff are off.
- Just B4 Preschool and the work involved with ECEs and families help to develop a seamless transition into kindergarten.
- Exploration of expanding the four new sites into week programs will be based on parent/caregiver interest and community need as indicated in a survey to existing families in JB4 and SS.

## Seamless Day



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Having child care on school grounds is a win for everyone - me and my child are already familiar with these surroundings, plus it saves me time and money.

- SDK Parent

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Seamless Day integrates before- and after-school care into the kindergarten classroom, delivered by certified Early Childhood Educators (ECEs) who work alongside the classroom teacher.

## Promising Practices in SD73:

- The program is 100% full in the after-school program; 58% full in the before school program. A waitlist exists for the after-school portion of this program.
- Challenges that continue to be addressed include funding structures, how to continue to fund additional ECE care for students with diverse needs, how to ensure all families have accessed the child care subsidies and the School Cash Online program for payments, expanding the program, and having enough ECEs available to provide coverage when staff are off.
- Provides children and families with quality early care and learning experiences in a single location, for the full workday, with the same caring adults in their local school.
- Improves children's transitions to Kindergarten, supports their continuity of learning, and enhances communication with families.

- Enables ECEs to work collaboratively with classroom teachers in providing high-quality early learning experiences.
- Continues to expand and strengthen ECE and Kindergarten teacher partnerships.



We have had a very successful joint collaboration so far. The ECEs have brought so many great ideas and are willing to help out in all aspects of the program.

- Kindergarten teacher

## Community Collaboration

SD73's community partnerships throughout the Kamloops-Thompson region are a key component of our ongoing success with early years' programs. With the addition of active involvement in child care, these collaborative partnerships have become even more essential for success moving forward. Working with our community benefits early learners and their families and supports the SD73 Strategic Plan's Value Commitment of Connection/Relationships by "Building meaningful relationships that support and strengthen learning and growth" for our youngest learners, their families and the staff that are committed to this age group. Working together we are better able to support the development of healthy, social families and their children which will be beneficial when these children enter kindergarten.



### Community Partners

Throughout the year, SD73's ELCC team collaborates with the early years' community partners on *Kindergarten Readiness* presentations for families, preschools and daycare providers. Once again this past year, we collaborated on four City of Kamloops community events to increase awareness about the importance of literacy and provide literacy support for all ages. These events are: Raise a Reader, ABC Family Literacy Day, Healthy Kids Day, and Teddy Bear Picnic.

Thompson Nicola Regional District (TNRD) partners play a vital role in developing and delivering programming for SD73 families and children who live outside of the City of Kamloops area. The many agencies are in contact with school administrators and the ELCC team to access unique support for early learners in each community.

With the addition of child care, SD73 is also collaborating with community partners to create a rich dialogue and understanding about what types and locations of child care services are required in Kamloops and the surrounding communities. We continue to work together with all our community partners to determine how we can share space and resources to meet the growing needs of our communities so we can tackle current inequities within child care.

Throughout the child care contract process, SD73 ensures that the district vision, mission, and values are reflected in our partnerships. Inclusion, commitment to Truth and Reconciliation, and awareness of the First People's Principles of Learning are clearly embedded in the work of both SD73 and our partner organizations. By sharing these commitments, SD73 continues to move towards equity by removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive.

## Promising Practices in SD73:

With community partners, the ELCC team:

- Continues to collaborate with early years' community partners with virtual and in-person meetings and sessions and printed materials for kindergarten readiness for families, preschools and daycare professionals.
- Continues to collaborate with early years' community partners on community programming such as Mother Goose, One-to-One Reading, and 1001 Books Before Five to increase awareness about the importance of early literacy.
- Continues to support Kindergarten On the Loose with Mother Goose sessions with a partnership with the YMCA.
- Continues to build a collaborative service-learning resource with Thompson Rivers University (TRU), in which nursing students and early childhood educators establish positive relationships with families to foster children's healthy development.
- Continues to work closely with the Early Years Center on analyzing gaps in the system around family and community needs.
- Continues to support Kamloops Immigrant Services (KIS) early years project which involves the delivery of kindergarten transition supports and family play sessions.
- Continues to participate in local discussions with a variety of community partners such as: Yellowhead Community Services (YCS), City of Kamloops, YMCA - BC, Boys and Girls Club of Kamloops, Literacy in Kamloops (LinK), PLAY Kamloops/Pacific Sport, Thompson Rivers University (TRU), Kamloops Aboriginal Friendship Society (KAFFS), LMO and Interior Community Services (ICS) regarding working together on child care partnerships.
- Continues to participate in local meetings and discussions such as 'Make Children First' committee and 'Early Learning & Child Care Engagement Group' as well as creating opportunities to bring child care educators together in Clearwater and Barriere to discuss specific child care needs for the area.

All of our partners play a vital role in developing and delivering programming for SD73 families and children who live within the boundaries of SD73.

# Systems Development

## Allocating Resources Responsibly, Fairly and Sustainably Through Operations

The Early Learning and Child Care team is a team that offers academic, social, emotional, physical and mental health support to students and training to staff. Although some of the programs and initiatives ELCC provides are solely done by the ELCC, as outlined in this report there are many more programs and initiatives that are done collaboratively with other district departments and community partners. ELCC is unique in that it is the foundation on which most all other departments intersect and supports all other grades and departments.

The ELCC team partners with community partners, students, parents/caregivers and staff to improve outcomes for all early learners. Before students with identified diverse needs even begin their K-12 educational experience, kindergarten transition meetings are held. At these meetings, District and community professionals discuss the needs and goals of the students and discuss the necessary components of a successful transition plan for kindergarten success. This process also provides opportunities to connect self-identified Indigenous young learners and their families to Indigenous Education Workers and programs to highlight cultural identity and belonging within the K-12 system right from the start.

ELCC is unique within systems development as most MECC funding is targeted funding for K-12 students. Feeding Futures, Indigenous Education, and Inclusive Education funding doesn't start to support learners until they enter kindergarten. Unfortunately in some cases, this is too late to help close equity gaps that began prior to kindergarten for some families and children. ELCC is the bridge between community support funds and MECC funds and because of this place in the system, it is often a gray area of funding when research clearly supports this as being a pivotal developmental time for a child to have targeted interventions and supports.

The child care portion of ELCC is required to be cost neutral and run like a business, yet, it exists as part of the MECC. To be effective in creating equitable opportunities for accessing child care and programs, consideration needs to be given to funding child care in a manner that matches the K-12 system. The ELCC team diligently works on creating financially viable programs and opportunities for families and children, in particular ones that are aligned with the priorities that were outlined in the MECC Environmental Scan and the two SD73 Child Care Needs surveys. Systems development pieces include: staffing, staff development, finances, human resources, facilities and purchasing.

## Staffing

The District Early Learning and Child Care department is overseen by the Assistant Superintendent of Early Learning and Elementary Education, as well as the Director of Curriculum and Instruction. The ELCC portfolio is supported by (1) FTE District Principal of Early Learning and Child Care. The District Principal of Early Learning and Child Care works closely with the District Coordinator of Early Learning and Child Care in the provision of early learning programs and child care services. Together they supervise Early Childhood Educators (ECEs) and ELCC - CEAs charged with implementing the Early Learning Framework and providing quality early years and child care programming.

In 2024 The District Early Learning and Child Care department was supported by:

- One (1.0) FTE District Principal of Early Learning and Child Care
- One (1.0) FTE District Coordinator of Early Learning and Child Care

- One (.70) FTE ELCC Finance Support Clerk (Started July 2024)
- ECEs who are part of the following program
  - 7 StrongStart Facilitators
  - 3 ECEs connected to SDK at Arthur Hatton
  - 2 ECEs connected to JB4 at Arthur Hatton. NEW - built in inclusive care ECE to the program
  - 4 ECEs connected to JB4 (3-day modified program) at Beattie, Barriere, Marion Schilling and Raft River Elementary schools
  - 1 ECE connected to JB4 (2-day modified program) at Haldane Elementary (Started October 2024)
- Before and After School Care (Started Fall 2024)
  - 3 ECEs
  - 3 ELCC-CEAs

## Staff Development

Staff development involves providing professional development opportunities for ECEs, ELCC-CEAs and K-3 teachers. These are mostly done in separate programs, but it is hoped moving forward that opportunities will be created that bridges ECEs and K/1 teachers' learning experiences. Throughout the year the ELCC team, in collaboration with other Curriculum and Instruction teams, supported teachers with resources that embed early years content in the curriculum as well as provided access to professional learning on early years topics. One ongoing program that provides staff development for both K teachers and ECEs is CR4YC. This provides a unique opportunity for both groups of educators to come together and co-learn. This past year, ECE Pro-D has focussed on inquiry methods to teach social emotional learning, assessment for learning, documentation, oral language development in the early years, and the integration between reading and writing. Current Pro-D opportunities have included Circle of Security Program, First Aid renewal, care plans and working with students with complex behaviours. Both ECEs and ELCCs are invited when Pro-D opportunities occur on designated NID days.

## Finances

Many of the structures that support the creation and implementation of child care are dependent on the structures and processes created together by the ELCC and Finance departments. These two departments work very closely together to ensure parent fees are paid. There are systems in place for easy payments by parents, as well as giving eligible parents the support for applying to the available Affordable Child Care Benefits subsidies. We are also looking within the district at creative ways to ensure programs such as SDK and JB4 can continue and expand, possibly in a modified way, moving forward whether or not the MECC still provides funding for these programs. With the addition of the ELCC Financial Support Clerk, work in this area has been streamlined significantly for ELCC staff as well as families who pay fees.

## Human Resources (HR)

The ELCC team works with the HR Department to create staffing notifications and hiring ECE staff specifically for covering programs when needed. This year, in partnership with HR and CUPE, a Letter of Understanding (LOU) was created to allow for a new position, CEA - School-Aged Care, which opens up the possibility of creating additional hours of work for interested CUPE members when SD73 is ready to expand into after school care at elementary schools. What makes ELCC unique in this regard is that the child care programs are guided by Interior Health's Licensing requirements. ECEs are required to have at least 400 working hours and 40 hours of professional development accumulated over 5 years to meet basic licensing expectations in order to remain qualified for their positions. These licensing requirements are on top of CUPE expectations and are monitored closely in order to ensure the highest quality of programming is provided to our youngest learners.

## Facilities/Purchasing

ELCC is also unique in that it is responsible for creating processes and structures that support child care expansion. For instance, working together with Finance, Facilities and Purchasing, Requests for Proposals (RFPs) are created that are placed on the BC Bid site for child care operators to apply for spaces connected to the school district. Part of this process now includes child care specific interview questions, criteria and contracts. Moving forward, design of child care space will be completed collaboratively and based on provincial design guidelines to ensure SD73 models and provide quality child care spaces for the community in their schools. Purchases for furnishing child care spaces also need to adhere to provincial design standards.

## Child Care Information

### Introduction

Effective April 2022, child care and education integrated to form the Ministry of Education and Child Care. The Ministry of Education and Child Care provided direction to school districts to leverage space in schools to create child care spaces, particularly for the provision of before and after school care on school sites for school-aged students.

In School District 73, the creation of child care spaces is guided by Policy 18 - Provision of Child Care and Administrative Procedure 112 - Child Care in Schools. Both these documents state that the Board of Education promotes the use of board property for the provision of child care programs.

### Background

In considering the provision of child care spaces on board property, the District separates child care into three distinct types of care: Infant/Toddler (birth to 36 months), Group Child Care (30 months to school age (Kindergarten), Before and After School Care (school age - Kindergarten and up). More information on the licensing requirements for each group are listed below:

#### Infant/Toddler (birth to 36 months)

- Maximum group size is 12 children
- Child to staff ratio is 4 children to 1 adult
- Requires an Infant Toddler Educator

#### Group Child Care (30 months to school age-Kindergarten)

- Maximum group size is 24
- Child to staff ratio is 8 children to 1 adult
- Requires an Early Childhood Educator

#### Before and After School Care (school age - Kindergarten)

- Maximum group size is 24 (For groups that include Kindergarten or Grade one children)
- Maximum group size is 30 (For groups where all children are Grade two and older)
- Child to staff ratio is 12 children to 1 adult
- Requires a Responsible Adult who has a minimum of 20 hours of child care training

All Infant/Toddler and Pre-Kindergarten child care spaces located on School District 73 sites are operated by independent child care organizations. A combination of independent organizations and SD73 staff manage Before and After School Care spaces located on district property. Increasing the amount of Before and After School Care spaces located at school sites and operated by SD73 staff has been a priority.

## Current Status of Child Care Spaces on School District 73 Sites

### StrongStart

The Ministry of Education and Child Care provides funding to SD73 to operate 7 StrongStart centres. The expansion of StrongStart centres to future sites is limited, as the operation of StrongStart centres is dependent on this funding.

### Just B4

There are 6 Just B4 programs currently operating in SD73. These programs operate out of the same spaces that host StrongStart programming, with StrongStart running in the mornings and Just B4 scheduled in the afternoons. Expansion of Just B4 programming requires additional Early Childhood Educator staffing and space that can be appropriately modified to support four year old children.

## Infant-Toddler/3-5 Years Group Care

There are 6 sites in SD73 that provide Infant-Toddler or 3-5 Years Group Care. All six of these programs are operated by independent child care providers. A seventh site will start in September 2025 as both Infant-Toddler and 3-5 Years Group Care will begin running at Parkcrest Elementary. This site will also be run by an independent child care provider.

## Before and After School Care

Before and After School Care is operating in 17 sites in SD73 currently. The majority of these programs (13 of 17) are operated by independent child care providers. In September 2024, SD73 opened 4 Before and After School Care programs at four schools that are being operated with SD73 staff. This fits with the District's goal of continuing to increase the amount of Before and After School Care programs on school sites that are operated by SD73 staff.

## Kamloops Neighbourhood Analysis

This section provides deeper analysis of the child care spaces provided on school grounds throughout neighbourhoods in Kamloops. This provides important contextual information to guide considerations for future expansion of child care spaces.

### Southwest Sector

School	StrongStart	Just B4 Preschool	Infant-Toddler/ 3-5 years	Before and After School Care
Aberdeen			3-5 years	✓
Beattie	✓(SD73)	✓(SD73)		✓
Dufferin				
Kamloops Schools of the Arts				
Lloyd George				
McGowan Park				
Pacific Way				
South Sa-Hali				✓
Summit				

There is the need to increase the child care options on school sites in the Southwest Sector. Availability of school space is an ongoing challenge for expanding child care to schools in this group, as these elementary schools face capacity constraints. The opening of Snine Elementary in 2026 will elicit a catchment change which will help to ease these capacity constraints and potentially provide an opportunity for space to be allocated for child care.

## Valleyview-East Sector

School	StrongStart	Just B4 Preschool	Infant-Toddler/ 3-5 years	Before and After School Care
Dallas				
Juniper Ridge				
Marion Schilling	✓(SD73)	✓(SD73)		✓(SD73)
Ralph Bell			Both	✓
Robert L. Clemitson				✓
Westwold				

With 3 of the large 5 elementary schools in this sector having on-site Before and After School Care, the child care spaces in the Valleyview-East group of schools continues to grow. Given the availability of space at Dallas Elementary, expanding Before and After School Care to this school is a focus in the Valleyview-East sector.

## Westsyde Sector

School	StrongStart	Just B4 Preschool	Infant-Toddler/ 3-5 years	Before and After School Care
Arthur Stevenson				
David Thompson				✓
Pinantan				
Westmount				
Westsyde Elementary				✓

With Before and After School Care currently operating at David Thompson and Westsyde Elementary, expanding this out of school child care to Westmount should be the next step in the Westsyde sector due to the availability of space at Westmount.

## Brocklehurst Sector

School	StrongStart	Just B4 Preschool	Infant-Toddler/ 3-5 years	Before and After School Care
George Hilliard				
TREC/Happyvale*			Both	✓
Kay Bingham				✓
Parkcrest			September 2025	✓(SD73)

\* No elementary students attend TREC/Happyvale.

The Brocklehurst sector is well supported with Before and After School Care at 2 of the 3 elementary schools. Expanding Before and After School Care to George Hilliard is a viable option given that there is space available that could be allocated for this out of school care.

## North Kamloops Sector

School	StrongStart	Just B4 Preschool	Infant-Toddler/ 3-5 years	Before and After School Care
AE Perry	✓(SD73)			✓(SD73)
Arthur Hatton	✓(SD73)	✓(SD73)		✓(SD73)
Bert Edwards				
Heffley Creek				
Rayleigh				✓

The North Kamloops sector is well supported with Before and After School Care at 3 of the 4 larger schools. With Heffley Creek being a two classroom school, it is uncertain there would be enough students to provide a financially viable out of school care program.

## Rural Communities

This section provides deeper analysis of the child care spaces provided on school grounds in the rural communities within the Kamloops-Thompson School District. This provides important contextual information to guide considerations for future expansion of child care spaces.

## Barriere

School	StrongStart	Just B4 Preschool	Infant-Toddler/ 3-5 years	Before and After School Care
Barriere	✓(SD73)	✓(SD73)		
Barriere Ridge*			✓	✓

\* Barriere Ridge no longer operates as an elementary school.

## Chase

School	StrongStart	Just B4 Preschool	Infant-Toddler/ 3-5 years	Before and After School Care
Haldane	✓(SD73)	✓(SD73)		

## Clearwater and North Thompson

School	StrongStart	Just B4 Preschool	Infant-Toddler/ 3-5 years	Before and After School Care
Blue River				
Raft River	✓(SD73)	✓(SD73)		✓
Vavenby				

## Logan Lake

School	StrongStart	Just B4 Preschool	Infant-Toddler/ 3-5 years	Before and After School Care
Logan Lake Elementary			3-5 years	

## Savona

School	StrongStart	Just B4 Preschool	Infant-Toddler/ 3-5 years	Before and After School Care
Savona			Both	✓

## Sun Peaks

School	StrongStart	Just B4 Preschool	Infant-Toddler/ 3-5 years	Before and After School Care
Sun Peaks				

Of the 8 rural elementary schools in SD73, 2 have Before and After School Care on site. Before and After School care is also provided at Barriere Ridge, which no longer operates as an elementary school. In reviewing the list of schools that currently do not have Before and After School Care on-site, there is space available for the provision of out of school care at all rural schools with the exception of Sun Peaks, and space at Barriere is a little more challenging. The small student populations of Blue River and Vavenby potentially pose a challenge to providing a financially viable out of school care program. Given these considerations, priority for expanding Before and After School Care in the District's rural communities would require creating spaces at Logan Lake Elementary, Haldane Elementary, with consideration for Vavenby Elementary.

## Summary of Priorities

The expansion of Before and After School Care on school sites requires considerations of both space availability at schools and securing the staffing required (early childhood educators in particular) to ensure these out of school care programs run successfully. Currently there is a limited number of Early Childhood Educators within SD73 needed to run Before and After School programming. Given these considerations the following next steps should be prioritized:

- Plan for Before and After School Care in the Southwest Sector as part of the catchment change plan for Sníne Elementary
- Investigate creating Before and After School Care spaces at Dallas Elementary
- Investigate creating Before and After School Care spaces at Westmount Elementary
- Investigate creating Before and After School Care spaces at George Hilliard Elementary
- Investigate creating Before and After School care spaces at Logan Lake Elementary
- Investigate creating Before and After School care spaces at Haldane Elementary

## Concluding Thoughts

Child care in SD73 schools plays a pivotal role in supporting the overall development of children while also addressing the practical needs of working families. It provides children with a safe, nurturing environment where they can engage in learning, socialization, and emotional growth. For working parents, accessible child care alleviates stress and ensures that their children are cared for and engaged in constructive activities during crucial hours. By integrating child care into our school system, communities foster an environment where both children and parents can thrive. Ultimately, prioritizing child care in schools contributes to a more equitable, supportive, and productive society, where education and family well-being go hand in hand.

Expanding child care facilities in SD73 not only ensures that young children have access to early education and care, but also helps bridge the gap between early childhood learning and formal public schooling. These facilities can serve as a foundation for building essential social, cognitive, and emotional skills at a crucial stage in a child's development. In SD73, our culture continues to shift from a K-12 organization to one that embraces our learners from infancy to graduation.

