

Committee of the Whole

September 18, 2025

Shuswap Lake Room, DESC





Meeting Norms

Be present & engaged

(hold each other to the expectation)

Be collaborative and listen
with 'possibility'

Trust the positive intent of others

Be respectful, constructive, and
professional in our communication

Be open to others' perspectives and doing
things differently

Adhere to start & end times

(unless consensus is reached to extend a meeting)

OUR MISSION

Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

OUR VISION

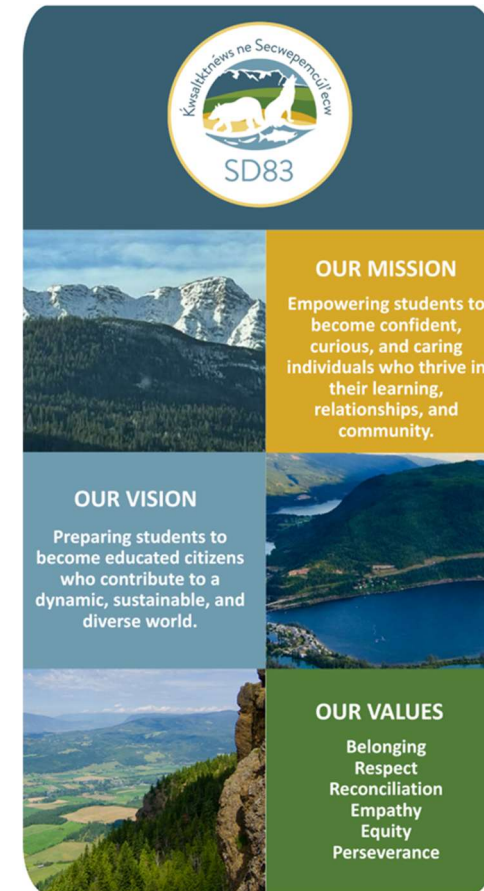
Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

OUR VALUES

Belonging, Respect, Reconciliation, Empathy, Equity, Perseverance

DISTRICT CONTEXT

- Approximately 6,800 students
- 25 Schools
- 5 Elected Trustees
- Significant events from 2024-25
 - Completion of Reconfiguration Consultation
 - Board Decision (K-7), (8-12)
 - A year of immense loss



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CURRENT PRIORITIES OF THE STRATEGIC PLAN



Intellectual and Career Development



Human and Social Development



Organizational Development

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Strategic Priority Intellectual Development



LITERACY

SD83 Grade 4 FSA Literacy – On-Track / Extending Rate



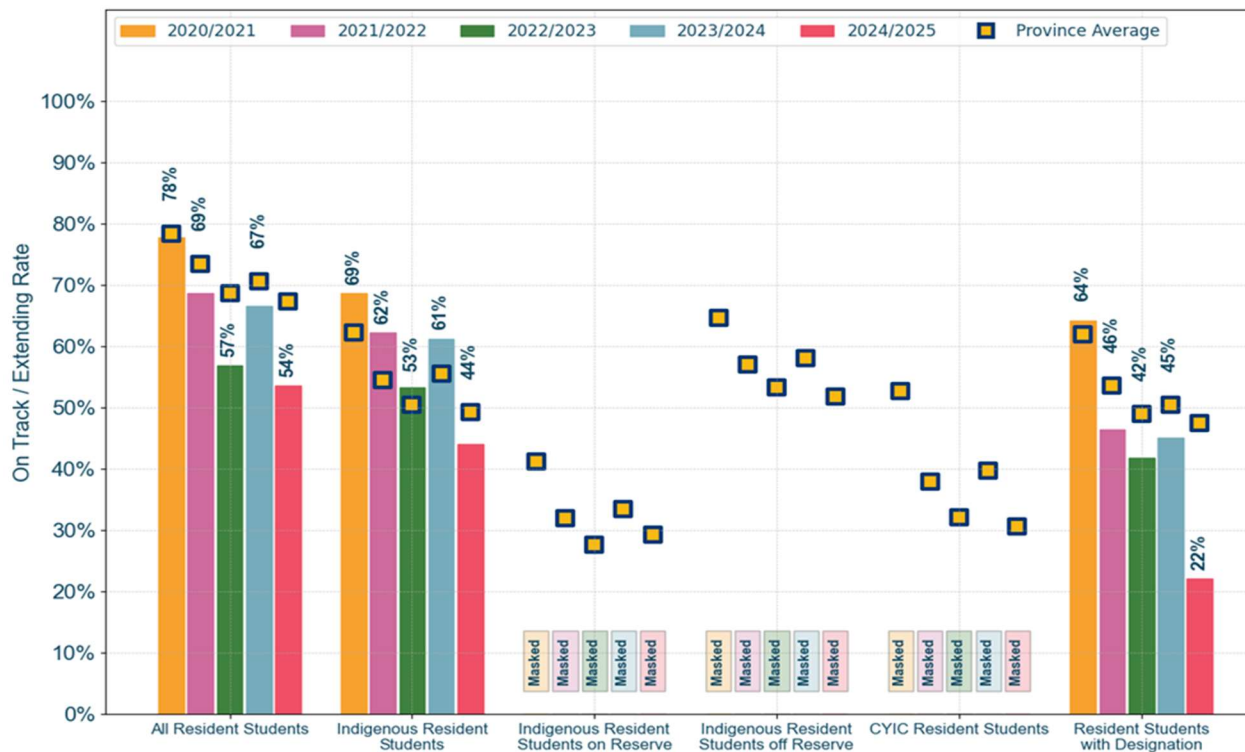
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LITERACY

SD83 Grade 7 FSA Literacy – On-Track / Extending Rate



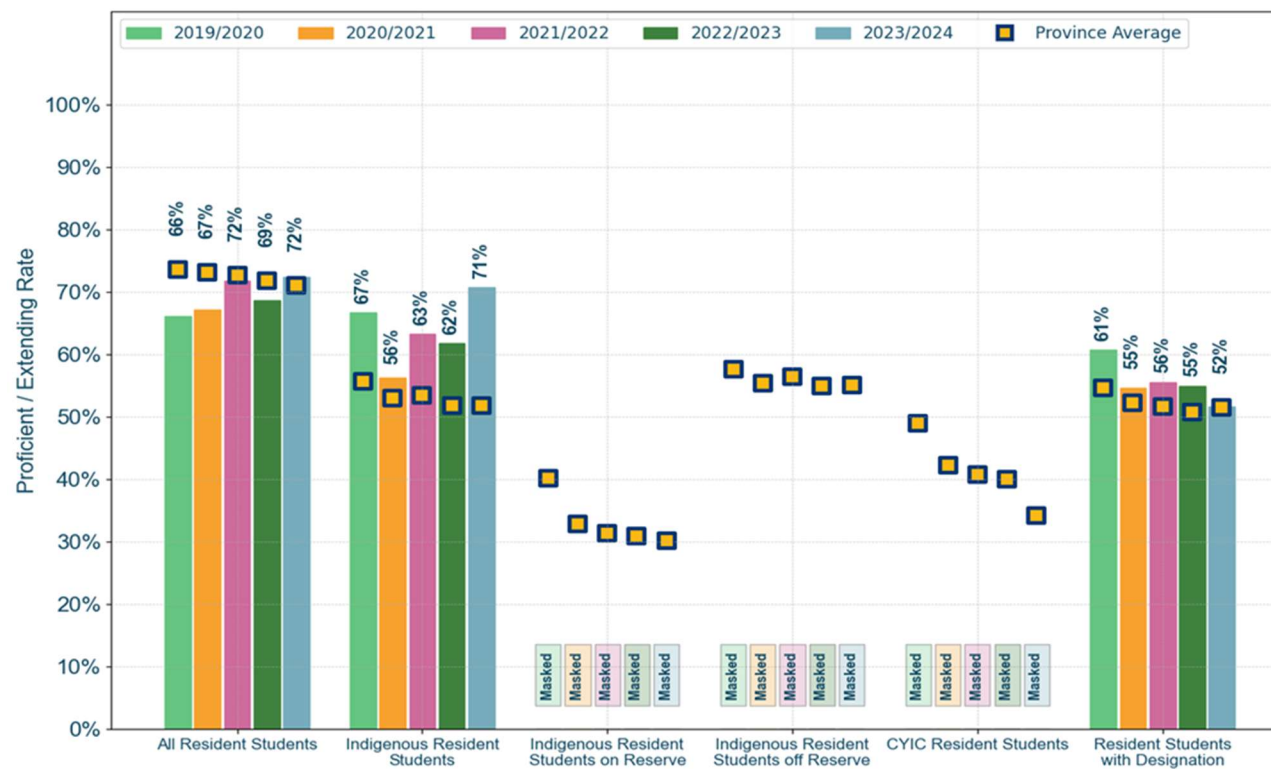
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LITERACY

SD83 Grade 10 Graduation Assessment Literacy – Proficient / Extending Rate



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LITERACY

| Current Strategies | Area for Growth | Strategy Effectiveness | Adjustments/Adaptations |
|---|--|---|---|
| Utilization of Heggerty Phonemic Awareness (K-2) and University of Florida Institute (UFLI) Foundations (K-3) literacy anchor resources, as connected to the Early Literacy Framework . | Cohort Targeted: All Primary Students Not all teaching staff have adopted the anchor resources into their practice. | Both quantitative and qualitative data indicate that the resource are effective in improving phonemic awareness and reading at or above grade level. | Continued implementation and support of both Heggerty and UFLI resources in all primary classrooms remains a priority to strengthen Tier 1 literacy instruction. Ongoing training with resources for primary teachers. |
| Utilizing DIBELS 8 (Early Literacy Screener) for all Grade 1 & 2 students. | Cohort Targeted: All Primary Students Using the data obtained to identify students requiring additional support. Strengthening Tier I instruction and research-based anchor resources with Tier 2 & 3 supports as required | 2024-25 was the first implementation year for DIBELS 8 for Grade 1 & 2 students. The data collected will continue to inform our practice and support. | More time and training is required for Literacy Support Teachers, classroom teachers, and school teams in data analysis and determining appropriate instructional next steps using funding generously provided by the K-12 Literacies Supports Initiative |
| Literacy Support Teacher Model of Support in grades K to 2. | Cohort Targeted: Priority Learners There is still a tendency in the District to use a "pull out" model of support for struggling students. Early identification of Priority Learners and frequent "check ins" on learning requires refinement | Individual school data suggests that when a collaborative and collective approach to literacy is supported, the model is highly effective. | Continue to ensure the use of common strategies and language within the learning environment. Continue to provide professional development and in-service to teachers. |
| Indigenous Education Workers (IEWs) supporting primary literacy through a push in model of support. | Cohort Targeted: Indigenous Students Staff continue to struggle with intervention support through an inclusive model. | The effectiveness of the strategy is school specific. | Continue to support IEWs in literacy support and inclusive practices. |
| Learning Resource Teachers (LRTs) supporting UDL practice with classroom teachers during Tier 1 instruction. | Cohort Targeted: Priority Learners There is a tendency to remove struggling learners from Tier 1 instructional support and have Certified Educational Assistants providing the support. | LRTs are making gains in changing this long-standing practice. There is evidence that fewer students are being pulled out of Tier 1 Instruction for support outside the classroom. | Continue changing practice through in-service and professional development. Continue to support school administrators in what to look for when doing instructional walk-throughs in classrooms. |

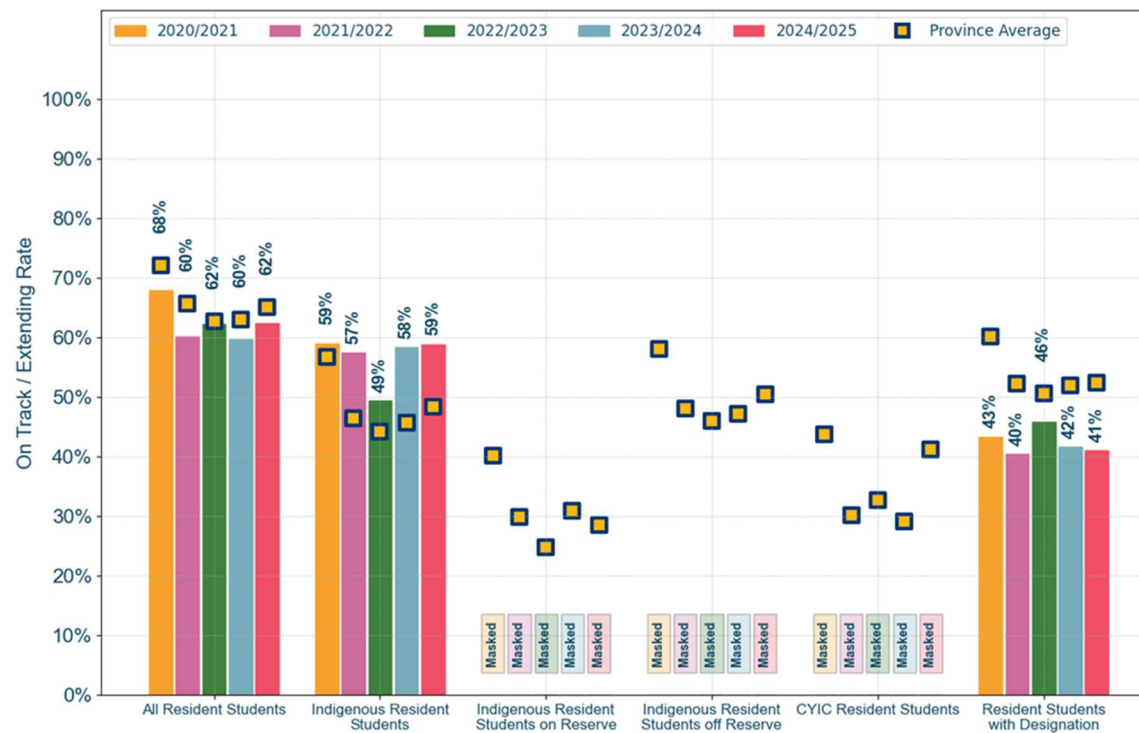
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NUMERACY

SD83 Grade 4 FSA Numeracy On-Track / Extending Rate



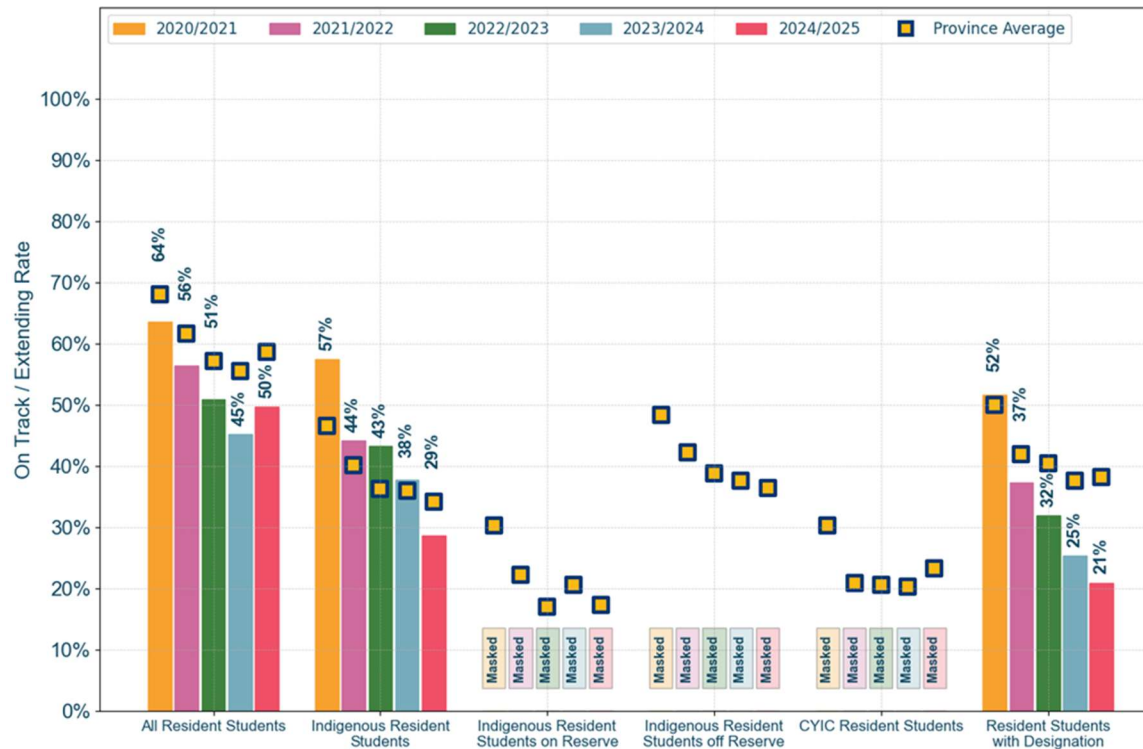
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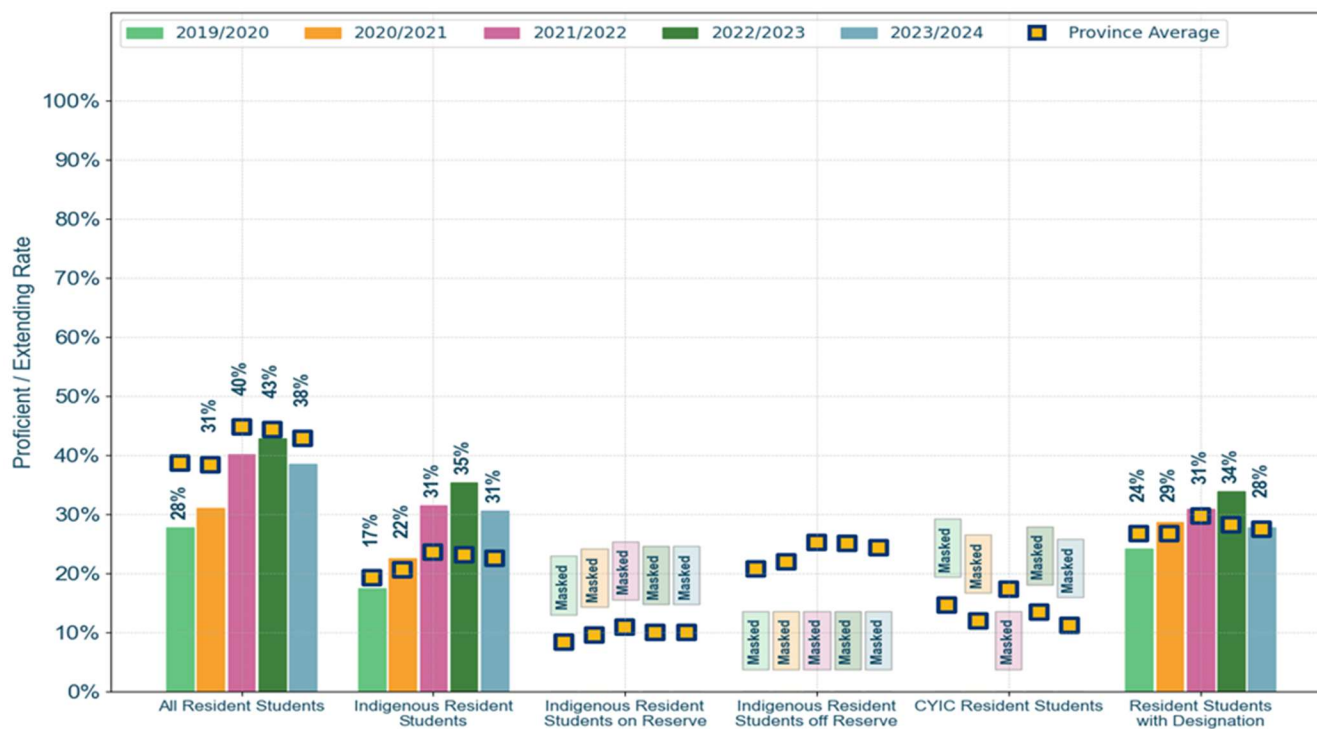
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NUMERACY

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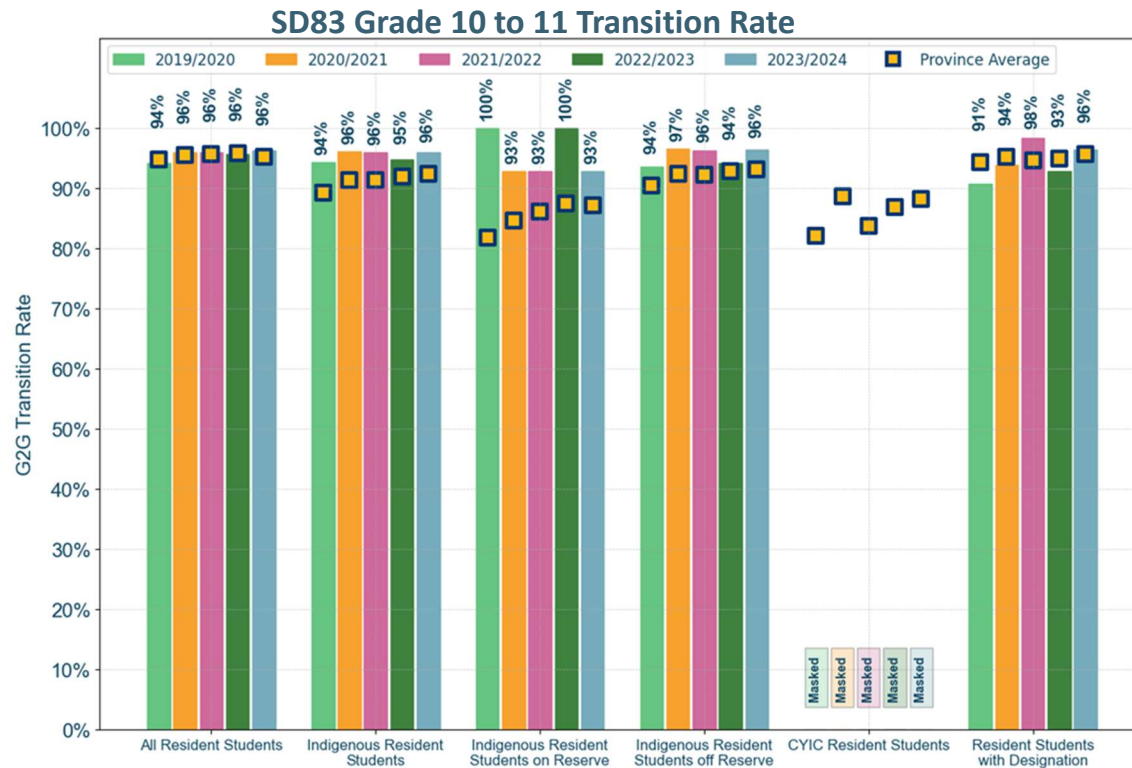
NUMERACY

| Current Strategies | Area for Growth | Strategy Effectiveness | Adjustments/Adaptations |
|---|---|---|--|
| Support explicit and rich numeracy instruction through Building Thinking Classrooms (Peter Liljedah). | Cohort Targeted: Priority Learners Current data indicates that a significant number of all students are not on track in numeracy, with Indigenous learners, diverse learners, and Children & Youth in Care not achieving at the same level as their peers. Using the local math assessment and other diagnostic assessments for early identification of struggling learners. | Judy Larsen from Building Thinking Classrooms supported over 100 teachers to build confidence and capacity for classroom teachers in the utilization of these strategies as a Tier 1 support. | Continued work alongside the District “Professional Learning” working group to plan purposeful learning that connects to Numeracy as presented within the District Strategic Plan. Exploration of alternate support for classroom teachers is required due to the reduction of Math Helping Teacher support. Provide support for classroom teachers in building Tier 1 capacity in partnership with part-time Numeracy Helping Teachers through a residency model. |
| Use of MathUP as anchor resources in elementary classrooms. | Cohort Targeted: All Learners Continue to train teachers and offer support in the use of the resources. | The 2024-25 school year was the first pilot of the resource so more time is necessary to determine its effectiveness. | Expand the use of the anchor resources to more schools. Work with early adopter teachers to promote the use of the resource among their peers. |
| Success Teachers monitor math pathways through graduation check-ins and support planning to increase completion rates and ensure Indigenous students graduate with options and possibilities. | Cohort Targeted: Indigenous Students Under representation in upper-level secondary math and science courses. Increase the number of Indigenous Students enrolled in and successfully completing Foundations of Math and Pre-Calculus in secondary school. | The effectiveness is inconclusive as there is not currently sufficient data to evaluate the effectiveness of the strategy. | Grad planning for all Indigenous students entering grade 9 (Success teachers & District Principal of Indigenous Education) Direct communication with all families of grade 9 students regarding math pathways and opportunities at the post-secondary level. Direct communication with families of all Grade 10 students prior to course selection. Recruitment of Indigenous Success Teachers with a background in Math. |

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GRADE-TO-GRADE TRANSITIONS



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GRADE-TO-GRADE TRANSITIONS

SD83 Grade 11 to 12 Transition Rate



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GRADE-TO-GRADE TRANSITIONS

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| <u>Graduation Pathway Circle meetings</u> to support completion rates. | Cohort Targeted: Indigenous Students on Reserve The " How Are We Doing Report " and Pathway meetings indicate that completion rates for Indigenous students continue to be lower than for non-Indigenous students. | Entering the third year of this strategy, will provide the District with sufficient data to evaluate the effectiveness of the strategy. *Quelmúcw Education Council values this strategy. *The Indigenous Education Department staff value the process and believe it enables them to "know their students." | The Pathway Circle meetings require significant time and will be limited to students in grades 10 to 12. Where school counselors are involved, the circles are more effective and so this will become a requirement moving forward. |
| Indigenous Education Workers (IEWs) supporting primary literacy through a push in model of support. | Cohort Targeted: Indigenous Students Staff continue to struggle with intervention support through an inclusive model. | The effectiveness of the strategy is school specific. | Continue to support IEWs in literacy support and inclusive practices. |

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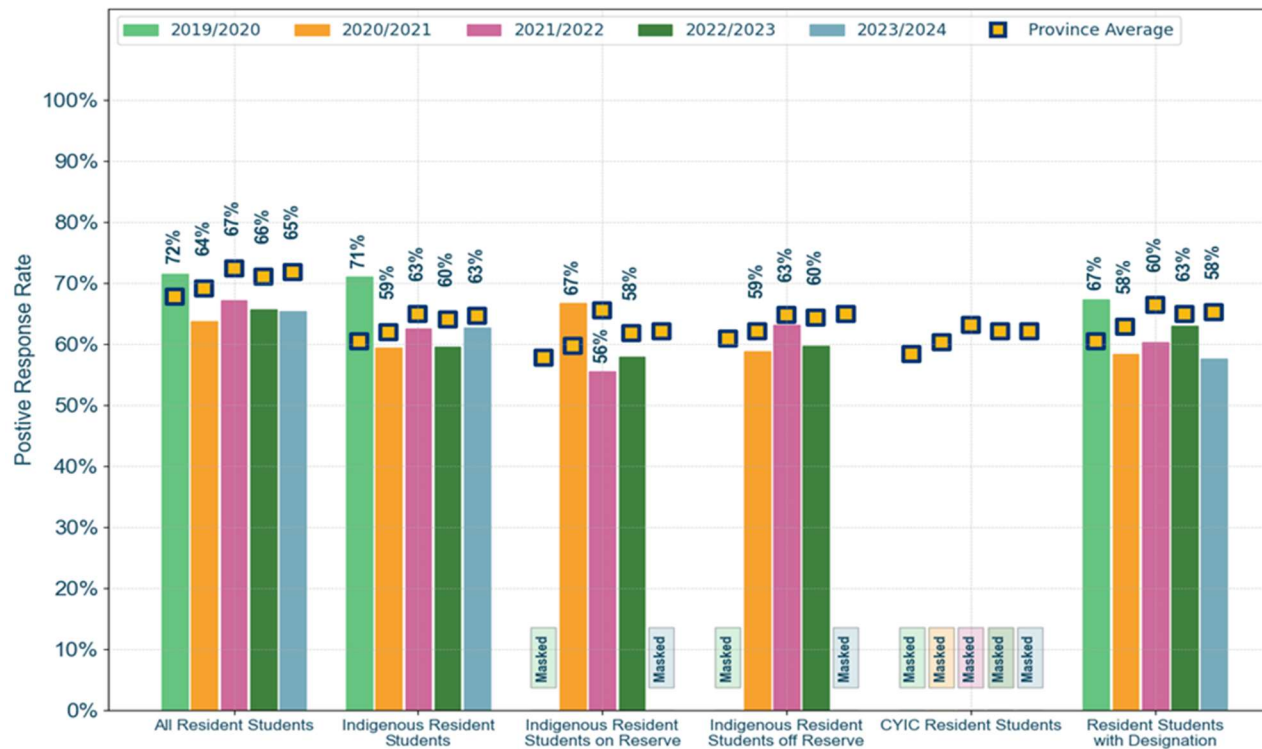


Strategic Priority Human & Social Development



FEEL WELCOME

SD83 Feel Welcome – Positive Response Rate for Grades 4, 7, and 10



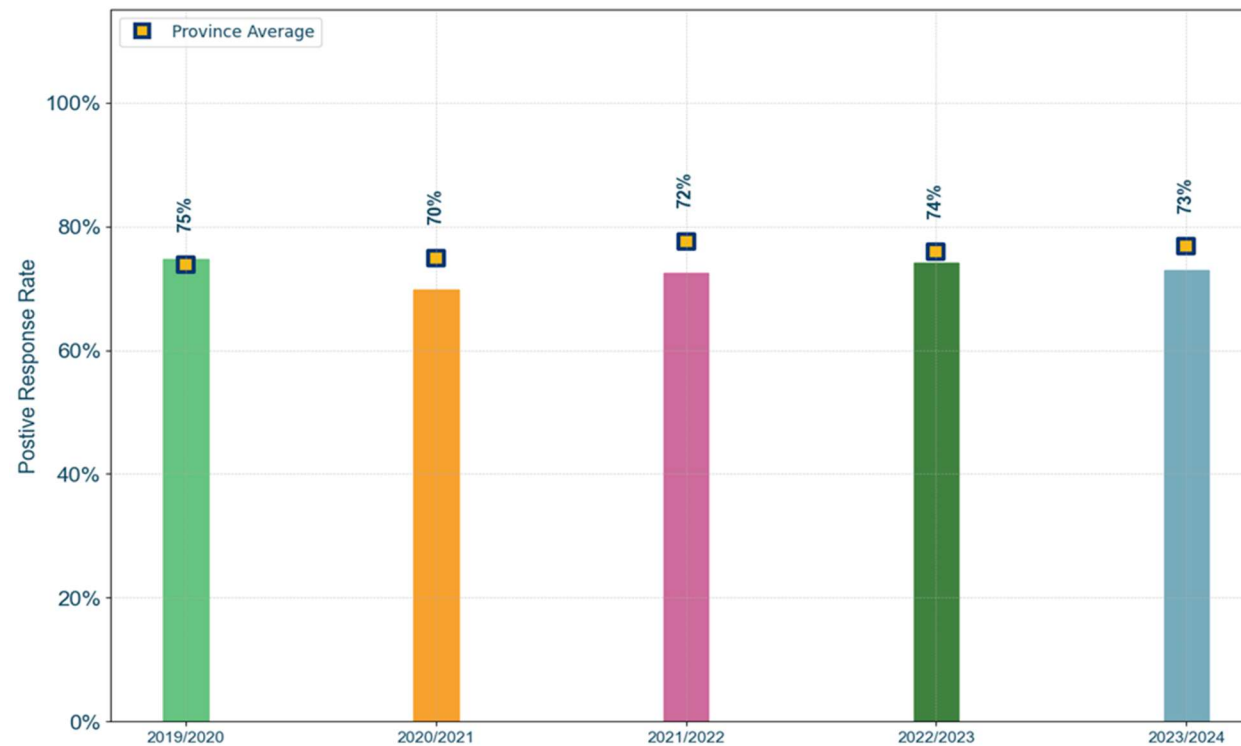
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FEEL SAFE

SD83 Feel Safe – Positive Response Rate for Grades 4, 7, and 10



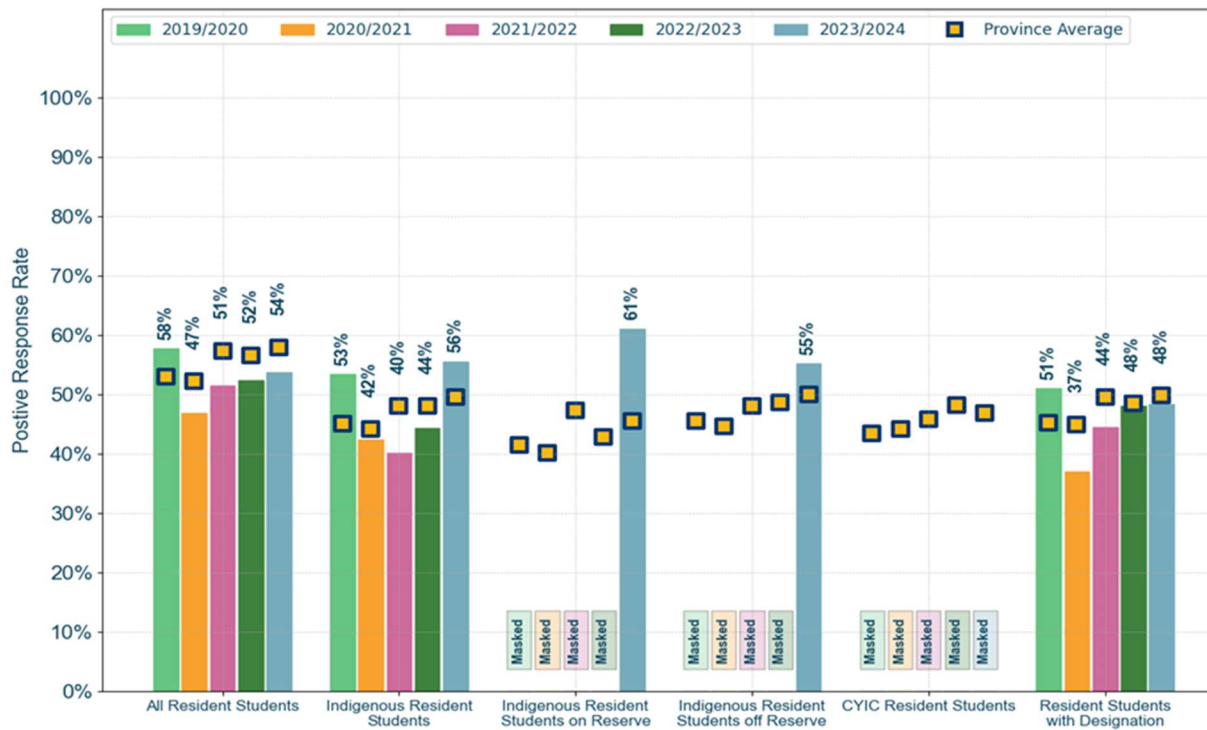
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SENSE OF BELONGING

SD83 Sense of Belonging – Positive Response Rate for Grades 4, 7, and 10



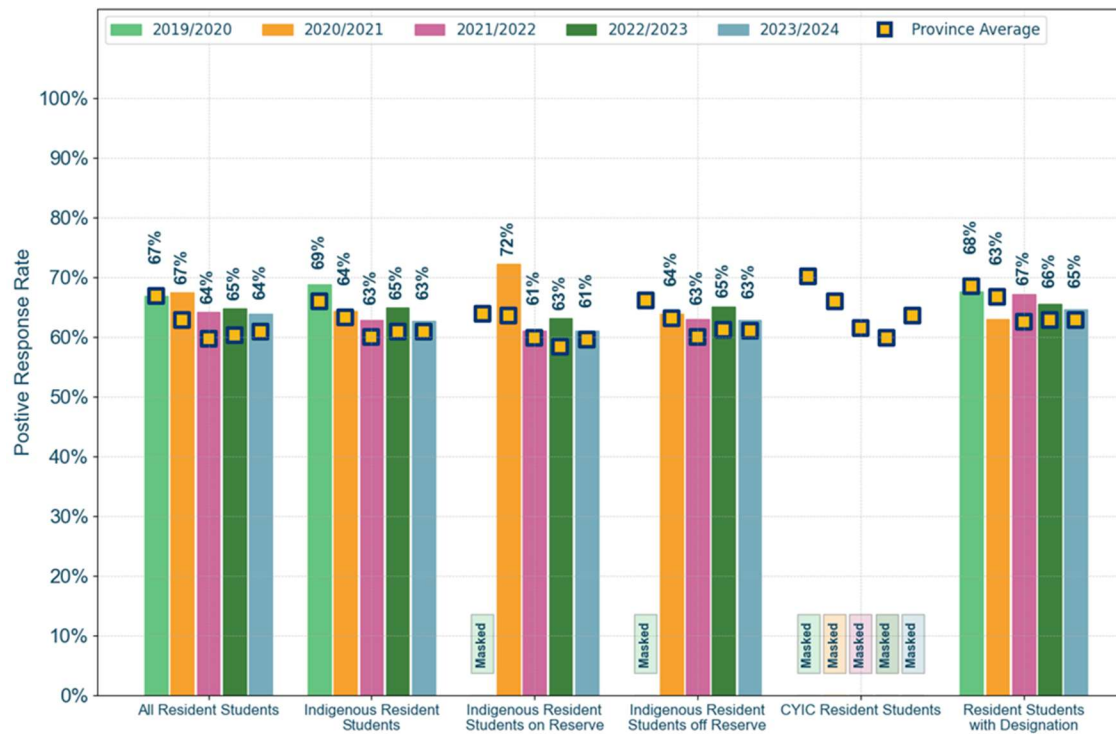
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STUDENTS FEEL THAT ADULTS CARE

SD83 2 or More Adults Care – Positive Response Rate for Grades 4, 7, and 10



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FEEL WELCOME, SAFE, SENSE OF BELONGING, ADULTS CARING

| Current Strategies | Area for Growth | Strategy Effectiveness | Adjustments/Adaptations |
|--|--|---|---|
| <p>Identification of all CYIC through collaboration with Ministry of Child and Family Development (MCFD) and Splatsin Stsmamlt Services.</p> <p>Tracking of CYIC students through MyEd and the Student Support Department.</p> | <p>Cohort Targeted: Children & Youth In Care</p> <p>Consistent identification of CYIC students across the District.</p> <p>Continue to build on existing partnerships with MCFD and Stsmamlt Services to determine CYIC students early in the fall of each year.</p> <p>Given the geography of the District, MCFD services are offered to students through three different communities, two of which are situated in different school districts.</p> | <p>The strategies used in the past have not been formalized and have produced inconsistent results in identifying CYIC students.</p> | <p>The District will build on the promising practice shared by SD67 to track CYIC students beginning in fall of 2025.</p> <p>All CYIC students will be tracked through MyEd. School and itinerant counsellors will be assigned as Case Managers to CYIC students.</p> <p>School-based team meetings will review CYIC at each meeting with an annual District review.</p> <p>Partnership with Boys and Girls Club to support CYIC who are transitioning out of school.</p> |
| <p>Supporting the inclusion of students through the expansion of a “push in” support model.</p> | <p>Cohort Targeted: Priority Learners</p> <p>Inequities exist when Priority Learners are not given access to learning with their peers in an inclusive environment.</p> <p>Sense of Belonging and Feeling Safe at school is below the provincial average for the Priority Learners in our District.</p> | <p>The move to creating more inclusive classrooms requires changing beliefs and mindsets. These require change before Priority Learners will feel more included and safer at school.</p> <p>In schools where inclusionary practice is embraced, the data tells a different story.</p> | <p>School leaders will continue to receive learning around Universal Design for Learning, differentiation, and Multi-Tiered System of Support (MTSS) strategies which will enable them to lead their staff and schools along the continuum of inclusive practices.</p> |
| <p>Enhanced Support for students with mental health or substance use, through the Integrated Child and Youth (ICY) team.</p> | <p>Cohort Targeted: Priority Learners</p> <p>The demand for support exceeds the capacity of this team to meet.</p> | <p>The ICY team works collaboratively with school counselors and with the District Vice-Principal of Student Wellness.</p> <p>The development of effective processes between the District and the ICY team have resulted in timely support for students that have been life-changing.</p> | <p>Continuing to petition the Ministry for an additional clinical counselor.</p> |

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| Current Strategies | Area for Growth | Strategy Effectiveness | Adjustments/Adaptations |
|--|--|---|---|
| An itinerant counselor of Indigenous ancestry has been hired to provide support to Indigenous students. | Cohort Targeted: Indigenous Students There has been an increase in the number of students who struggle with resiliency resulting from deep loss and grief. | This additional support has reduced the length of time that students stay out of school after a loss. | Provide this support as short term counselling which transitions students to the care of their school counselors. |
| Renovating a portion of existing washrooms and change rooms to universal designs which assist in creating more inclusive spaces. | Cohort Targeted: All Learners Qualitative and Quantitative data continue to identify washrooms and changerooms as spaces where students do not feel safe. | In schools where universal washrooms/changerooms have been implemented there are fewer student incidents that involve targeting behaviours such as bullying and intimidation as well as vaping. | Increase the communication regarding the “why.” Pro-active messaging and involvement of school PACs in advance of renovations beginning. |
| Early Learning Initiatives led by the District Vice Principal of Early Learning. | Cohort Targeted: All Learners Developing an annual budget that would allow for the District Vice Principal position to continue in the absence of discontinued funding from the Ministry | The District Vice Principal has been very successful in developing strong relationships between the District and community partners. Kindergarten transitions have improved. There has been an increase in Early Childhood Educator (ECE) engagement. | Additional ECE support for Indigenous learners in schools with significant Indigenous populations. |

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|--|--|---|--|
| Creating community partnerships to support childcare on school grounds. | <p>Cohort Targeted: All Learners</p> <p>An application to secure New Spaces funding was denied in a rural area with limited childcare.</p> <p>Additional childcare spaces are needed in our most rural areas.</p> | The relationship between the District and community partners is very good. | Continued application for New Spaces funding. Continue to build relationships with community childcare providers to reduce barriers for families. |
| Supporting reconfiguration through the implementation of a cross-boundary process for students and families. | <p>Cohort Targeted: Priority Learners</p> <p>Continued refinement and communication around the newly implemented process.</p> <p>Robust data driven decision making.</p> | The process has been quite effective however, with this being the first year of implementation, there are areas of concern and refinement that have surfaced. | Broaden the scope of the decision making to include school counselors, and District leaders from the Indigenous Education Department and Student Support Team. |

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Strategic Priority Career Development



GRADUATION

SD83 5-Year Completion Rate – Dogwood + Adult Dogwood



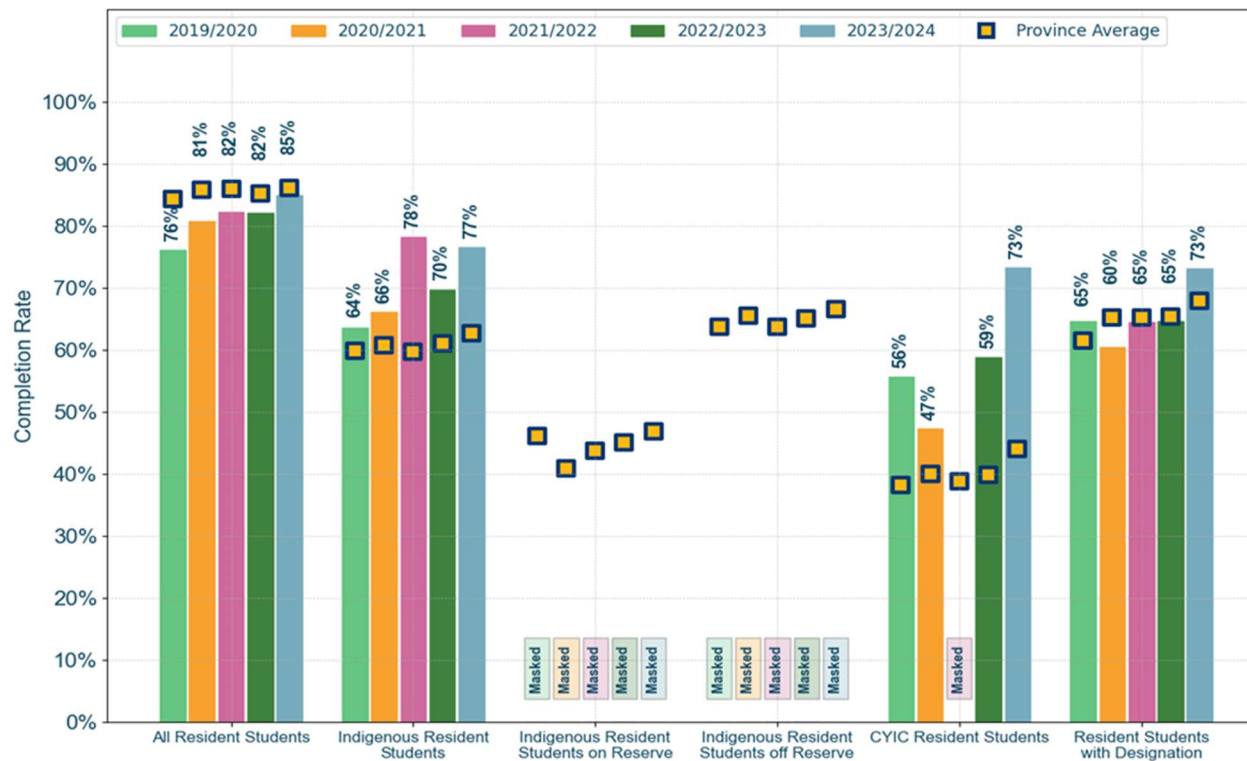
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GRADUATION

SD83 5-Year Completion Rate – Dogwood



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GRADUATION

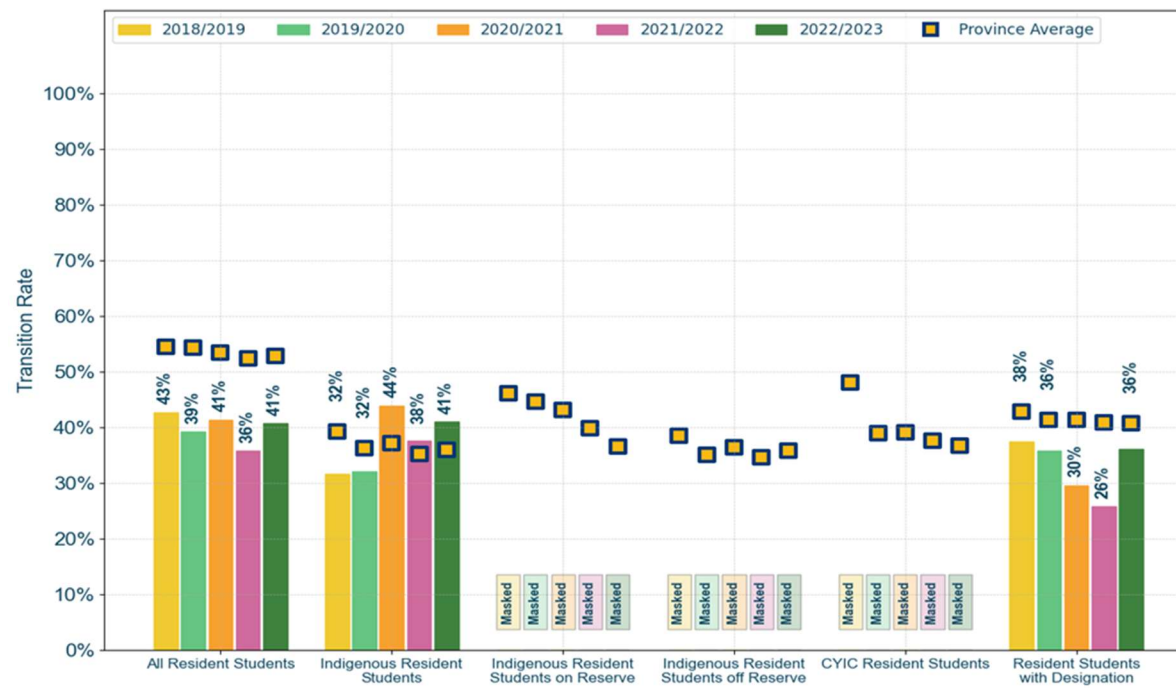
| Current Strategies | Area for Growth | Strategy Effectiveness | Adjustments/Adaptations |
|--|--|---|--|
| <p>Creating awareness with parents and students regarding career pathways and programming opportunities.</p> <p>Using myBlueprint planner to assist students with goal-setting, course selection, and career planning.</p> | <p>Cohort Targeted: All Learners Increasing the engagement of parents with the high school planner, myBlueprint.</p> | <p>Online sessions for parents and students were poorly attended.</p> <p>In person sessions held within Indigenous communities were well attended and interest was high.</p> | <p>Parent sessions are planned during the Provincial Careers Week.</p> <p>Locally developed Work Experience enhancement videos will be embedded into myBlueprint.</p> <p>Course selection will occur earlier to allow for alignment with Post Secondary seat offerings.</p> |
| <p>Transition Planning between grades and schools.</p> | <p>Cohort Targeted: Priority Learners Transition data for Priority Learners and particularly for Indigenous males is lower than other populations.</p> | <p>Wrap around approaches involving trusted adults seems to be impactful.</p> <p>Transition meetings take place but the format and process is not formalized across the District.</p> | <p>Create a framework which all schools can follow to support positive transitions.</p> <p>Continue the work of reconfiguration which will reduce the number of transitions from four down to two.</p> <p>Continue to work collaboratively with Indigenous partners from each of the four First Nations in our area to ensure smooth, successful transitions.</p> <p>Adopt the idea of digital vertical brochures for Dual Credit Program offerings from SD38.</p> |
| <p>Dual Credit opportunities</p> | <p>Cohort Targeted: All Learners Continue to expand the opportunities for all students.</p> | <p>Through Future Ready grant funding, collaboration between the District and Okanagan College has been successful at bringing dual credit opportunities to students.</p> | <p>To increase enrolment numbers in Professional Cook Training, the program will be offered at a different secondary school within the District.</p> |

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LIFE AND CAREER CORE COMPETENCIES

SD83 Immediate Transition to Post-Secondary



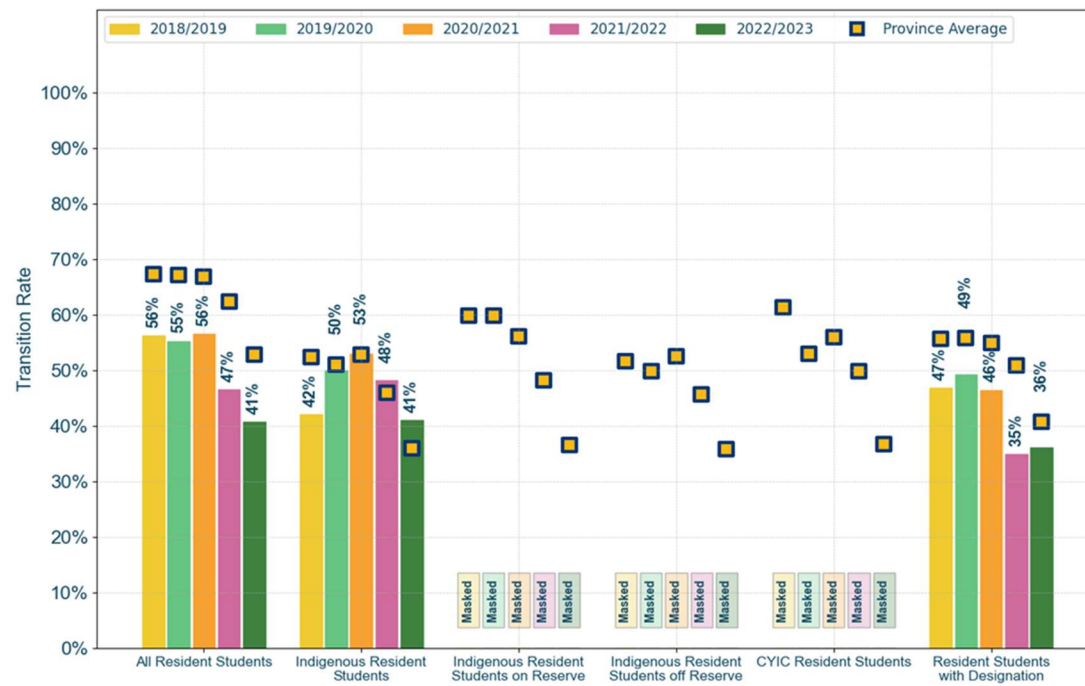
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LIFE AND CAREER CORE COMPETENCIES

SD83 Within 3 Years Transition to Post-Secondary



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LIFE AND CAREER CORE COMPETENCIES

| Current Strategies | Area for Growth | Strategy Effectiveness | Adjustments/Adaptations |
|---|---|---|---|
| Develop partnerships with post-secondary institutions and community organizations. Increasing opportunities for Work Experience (WEX) and Dual Credit opportunities. | Cohort Targeted: All Learners with a focus on Priority Learners Engage students in the following career pathways: Human & Health Services ; Manufacturing & Technology ; Hospitality & Tourism ; Agriculture; and Climate Change Mitigation. | The District Work Experience/Dual Credit Liaison has been instrumental in working with school-based Career Coordinators to access numerous employers in various sectors | Introduce locally developed WEX videos to Career Life Exploration and Career Life Connection teachers. Migrate all new employers into a MyWEX database for easy access. Continue working with post-secondary institutions around Dual Credit programs. Continue to explore the viability of a Manufacturing and Engineering CO-OP program that is like SD38. |
| Increase the number of career pathways for students transitioning directly into the workplace or workplace micro-credentials. | Cohort Targeted: All Learners Continue to expand the possibilities and opportunities for students. | Partnerships with Interior Health have been successful in establishing a two Credit Workforce Training Certificate. | Building on the success of the Interior Health partnership, an expansion into healthcare centers in additional communities are being pursued. |

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ORGANIZATIONAL DEVELOPMENT

Governance and Leadership

Work to represent the interest of all students by advocating for student learning and well-being

Promote environmental stewardship and sustainability for staff and students through the newly developed [Environmental Stewardship Action Plan](#).

Education Services

Supporting professional capacity, Student Support, Indigenous Education, Equity

Supporting educators to create inclusive learning environments that are responsive to student needs through professional learning, relevant pedagogy, mentorship, and student supports.

Develop supervision and evaluation processes that support District goals under the strategic priorities of Intellectual, Human and Social, and Career Development.

Human Resources

Building the capacity to facilitate inclusive, safe, and healthy work cultures

Recruiting and retaining a skilled workforce with equitable opportunities for visible minorities.

Supporting staff in their wellness to ensure they are able to meet the diverse needs of their students.

Leadership development for administrators and managers to assist in delivering the best educational opportunities for students.

Facilities

Effectively maintaining high-quality learning environments

Contributing to positive school environments through minor renovation projects.

Preparing and planning for future needs resulting from school reconfigurations.

Finance

Responsible for equitable and sustainable financial plans

Developing annual budgets that align with the District Strategic Plan and Strategic Priorities.

Ensuring that resources provide all students with equitable learning opportunities.

Information Technology

Responsible for the implementation of IT and ensuring security standards

Implementing security standards that facilitate safe digital learning platforms and tools.

Supporting staff with tools and applications that support student learning.

Transportation

Ensuring the safe, efficient, and reliable transportation of students to and from school on a daily basis

Collaborating with Education Services to ensure transportation is not a barrier for Priority Learners.

Prioritizing the safety of riders and ensuring students have access to learning outside their schools.

Alignment across all departments in the organization with the District Strategic Plan.

OUR MISSION

Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community

OUR VISION

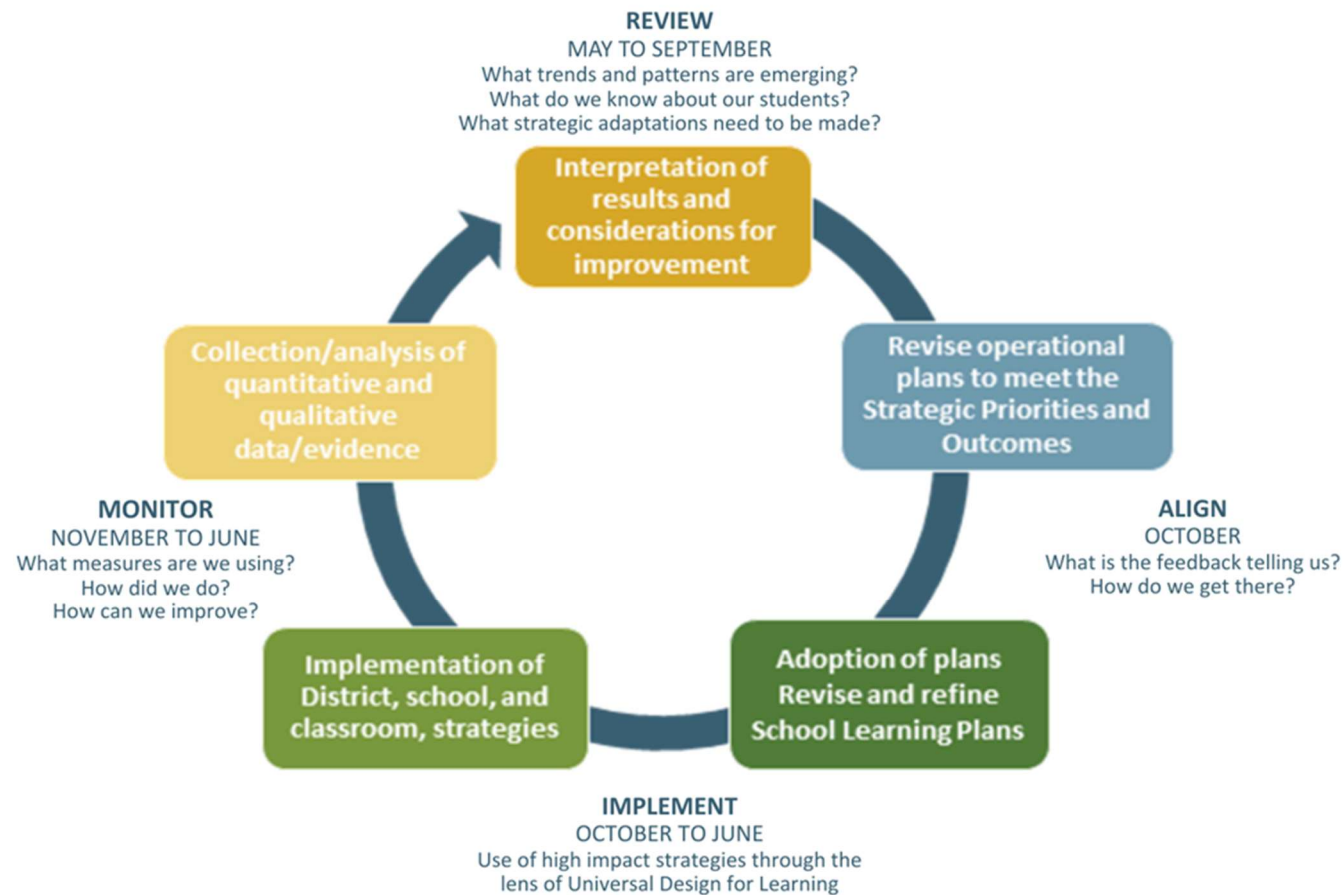
Preparing students to become educated citizens who contribute positively to a dynamic, sustainable, and diverse world

OUR VALUES

Belonging, Respect, Reconciliation, Empathy, Equity, Perseverance



CONTINUOUS IMPROVEMENT CYCLE

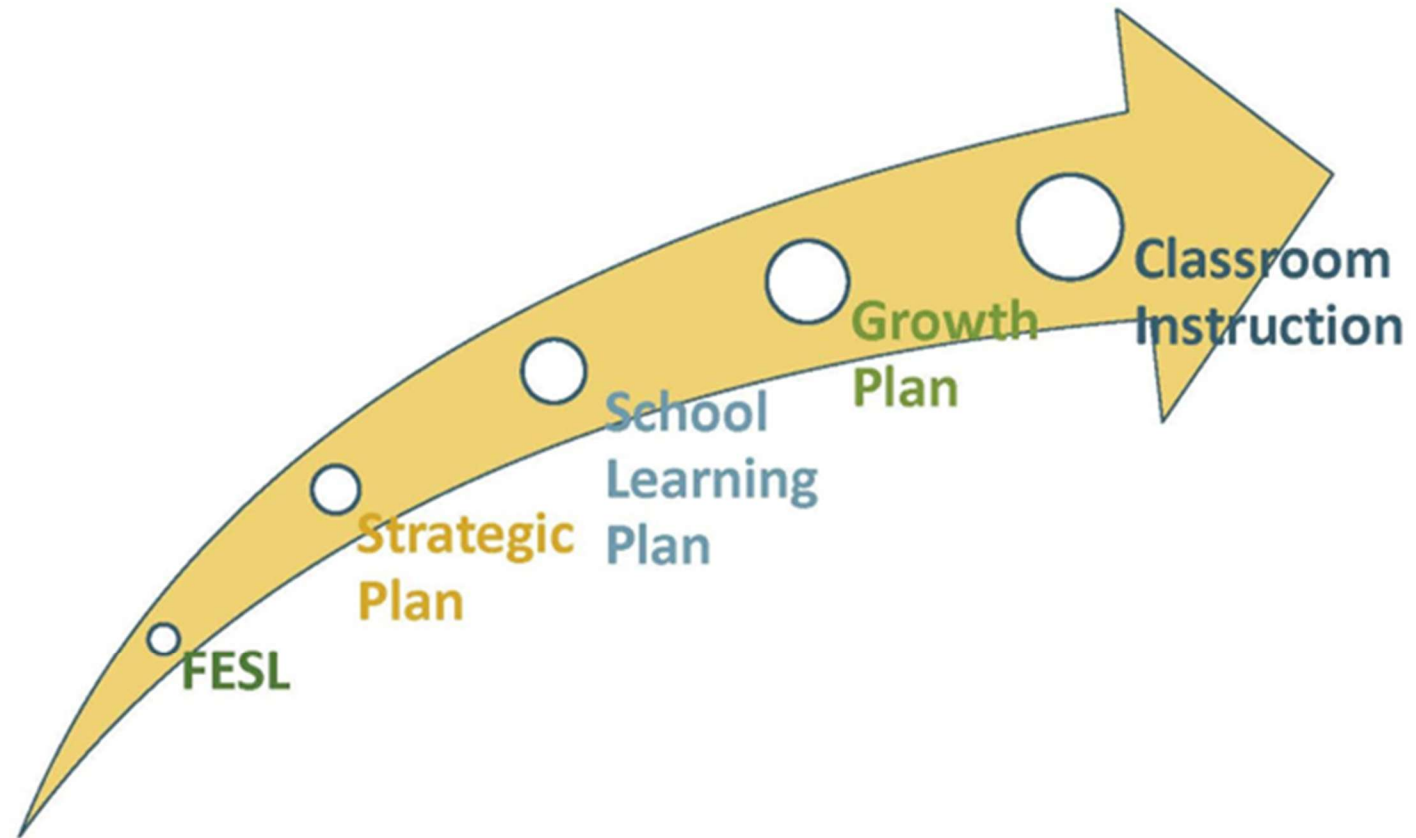


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OUR VISION
OUR VALUES

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CREATING ALIGNMENT



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ONGOING STRATEGIC ENGAGEMENT

| Representative Group | Frequency of Engagement | Topics Discussed |
|--|--|---|
| Quelmúcw & Rights | Monthly As required or requested Regular/Frequent Committee Representation District Administered Surveys | Student Data Supports for Indigenous Students Parental Engagement Co-planning Consultation Enhancing Student Learning Updates |
| School Based Administration | Monthly (Secondary & Middle/Elementary Cohorts) Bi-monthly school administrator meetings Regular/Frequent Committee Representation District Administered Surveys | Student Data Professional Learning School Learning Plans Professional Growth Collaboration between schools Enhancing Student Learning Updates |
| School/District Staff | District Leadership to participate in monthly School Staff Meetings when required or requested Reconfiguration meetings with impacted schools Committee Representation Multiple District Administered Surveys | Reconfiguration Student Supports Enhancing Student Learning Updates |
| Partner Groups (BCTF/CUPE/DPAC/ Quelmúcw) | Quarterly for the large group Individual groups meet regularly Committee Representation Multiple District Administered Surveys | Support for Students Collaboration on District initiatives Educational Change Policy Changes/Direction that impact student learning and well-being Budget Enhancing Student Learning Updates |
| Stakeholders | Multiple meetings/year Multiple District Administered surveys | Reconfiguration Student Learning/Well-being Budget |
| Students | Monthly Committee Meetings Bi-annual Engagement/Feedback | Learning/Well-being Feedback related to District Direction/Initiatives Budget |

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