

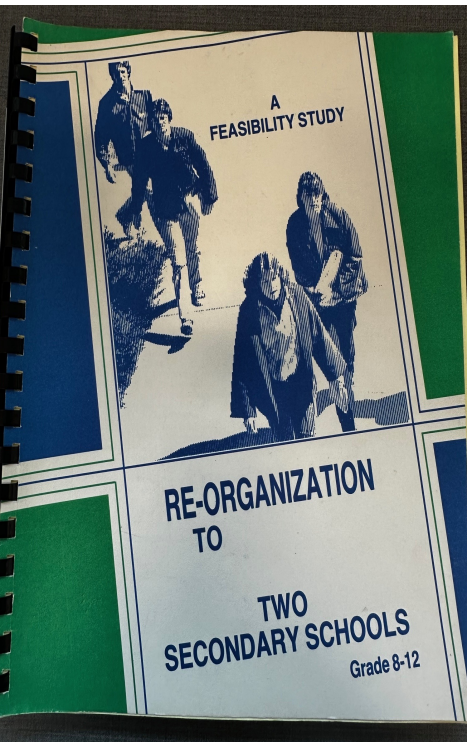
North Okanagan-Shuswap Superintendent Report

March 12, 2024

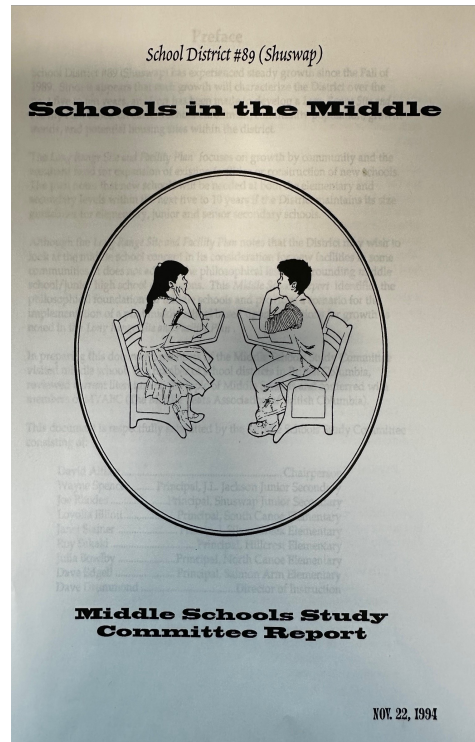
District Education Support Centre

Values: Belonging, Respect, Reconciliation, Empathy, Equity, Perseverance

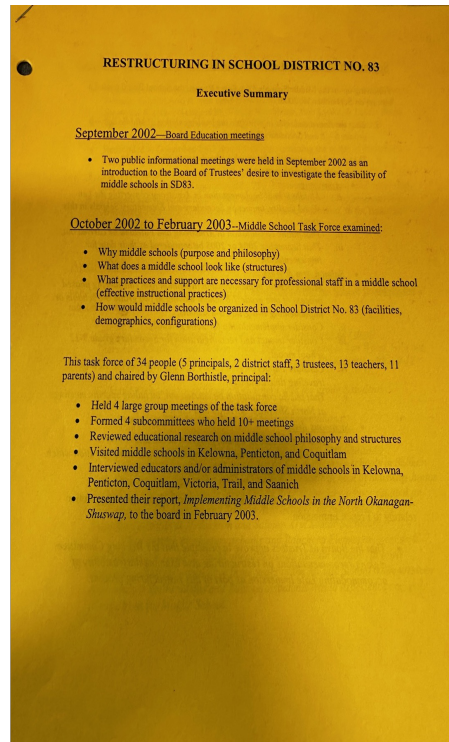
School Configuration - Where We've Been.....



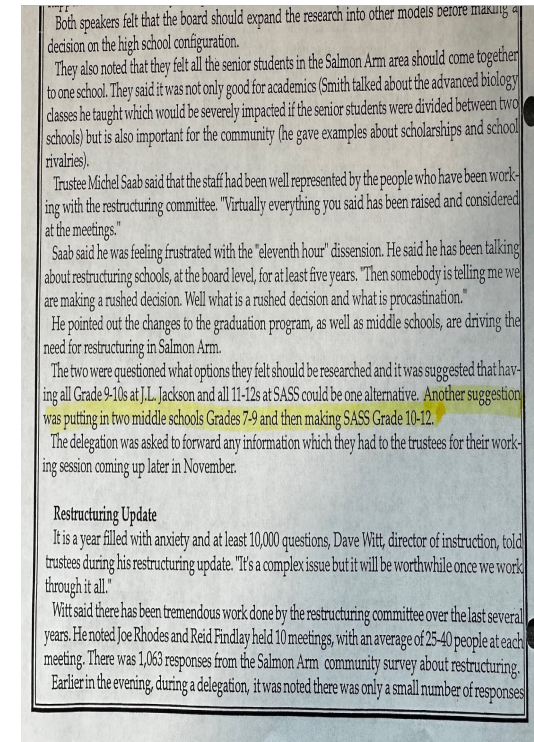
1987



1994



2002



2004

2021

SCHOOL DISTRICT NO. 83 (NORTH OKANAGAN-SHUSWAP)

Salmon Arm Configuration Update

What has changed since 2021?

- A newly developed Strategic Plan
- Expansion of the Ministerial Order (Framework for Enhancing Student Learning)
- Focus on “Priority Learners”
- Impact of the discovery of 215 children at the Kamloops Residential School – increased resolve to do better for Indigenous Students
- Changes in enrolment pressures

Strategic Plan: Mission, Vision, Values

Mission:

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

Vision:

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

We Value:

Belonging, Respect, Reconciliation, Empathy, Equity, Perseverance

SD83 Strategic Priorities

INTELLECTUAL DEVELOPMENT

(Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self)

HUMAN & SOCIAL DEVELOPMENT

(Each student will feel welcome, safe, and connected to peers and adults in their schools)

CAREER DEVELOPMENT

(Each student will develop the skills and competencies necessary to be successful in a career pathway of their choice)

DEVELOPING A CULTURE OF WELL-BEING

(Each student will feel socially, emotionally, and mentally supported within their schools and the district)

ORGANIZATIONAL DEVELOPMENT

(We will develop and enhance procedures, practices, and partnerships that will assist in meeting the district strategic priorities)

EFFECTIVE GOVERNANCE AND LEADERSHIP

(We will work to represent the interests of all students by actively advocating for student's learning and well-being through Strategic Planning, Policy, and responsible Stewardship)

Highlights From the Ministerial Order (FESL) Guiding Principles

A shared commitment to improve student
success and equity of learning outcomes
for every student in British Columbia

Framework for
Enhancing Student Learning

Guiding Principles for the Framework for
Enhancing Student Learning



Last updated: January 2024

*1. Creates a **system-wide focus on individual student learning** to ensure all students in B.C. achieve their full potential.*

*2. Recognizes the **individual learning needs of students** and fosters **equitable and inclusive learning environments**.*

*3. Focuses on intellectual, career, **human and social development**, including exploration of one's identity.*

*4. Facilitates communication and ongoing, **meaningful collaboration with local First Nations** in respectful collaborative action.*

*5. Supports growth and achievement among groups of students, **most notably Indigenous students, children and youth in care, and students with disabilities and diverse abilities**.*

*6. Consistently uses evidence from a variety of sources to ensure **responsive and transparent decision making**.*

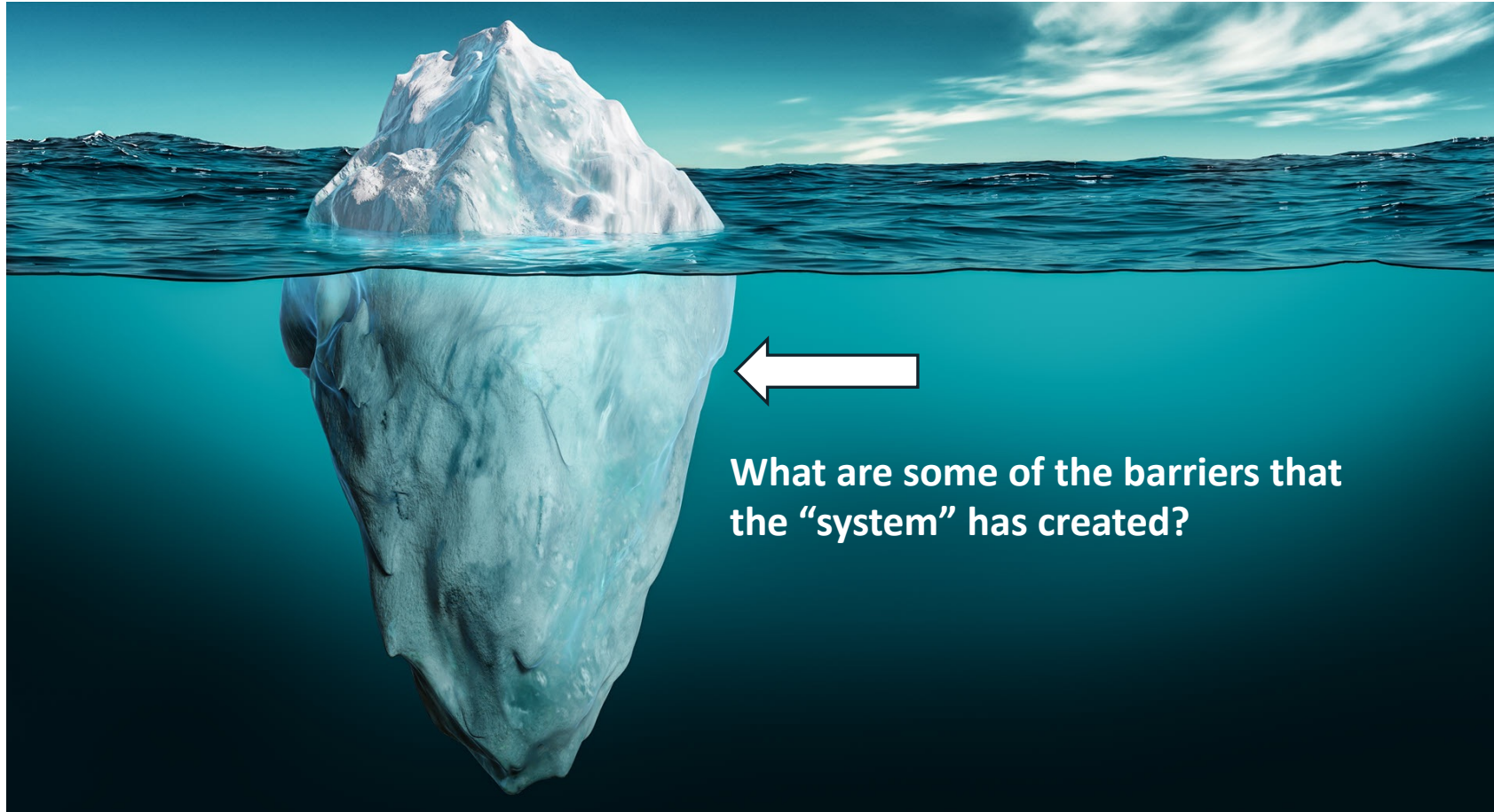
Things Look Pretty Good!



The Good News

- The five-year completion rate for Indigenous learners has increased 14.7% from 65.4% in 2018/19 to 80.1% in 2022/23.
- The six-year completion rate for Indigenous learners has increased 10.7% from 76.0% in 2018/19 to 86.7% in 2022/23.
- The six-year completion rate without Adult Dogwood for Indigenous learners has increased 14.3% from 66.8% in 2018/19 to 81.1% in 2022/23.
- Participation rates for the Foundational Skills Assessment (FSA) is higher than the provincial average in all grades and for all students. This continues to be a request from FNE SC that Indigenous learners participate in the FSA.

What Isn't As Obvious?



What are some of the barriers that the “system” has created?

Persistent Gaps Among Priority Learners

Grade 4 Literacy Assessment:

- **“Persistent Gap”** in On Track & Extending between Indigenous and Non-Indigenous learners in 2022/23 (58% vs 70%)

Grade 4 Numeracy Assessment:

- **“Persistent Gap”** in On Track & Extending between Indigenous and Non-Indigenous learners in 2022/23 (48% vs 65%)

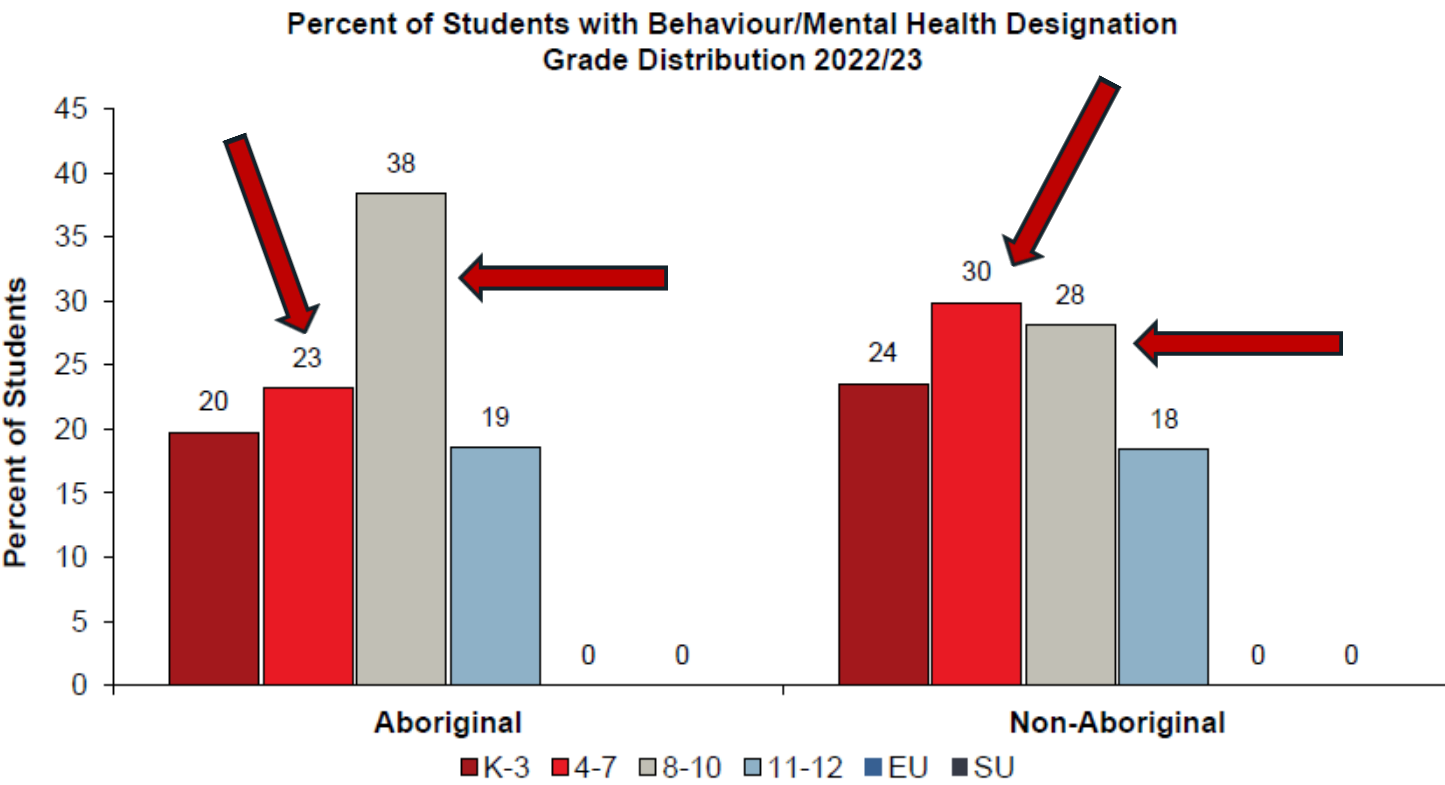
Grade 7 Literacy Assessment:

- **“Persistent Gap”** in On Track & Extending between Indigenous and Non-Indigenous learners in 2022/23 (54% vs 58%)

Grade 7 Numeracy:

- **“Persistent Gap”** in On Track & Extending between Indigenous and Non-Indigenous learners in 2022/23 (43% vs 53%)

Board Values: Reconciliation/Empathy/Equity



Board Value: Equity/Reconciliation

Recognizes the individual learning needs of students and fosters equitable and inclusive learning environments.

- Ministry of Education and Child Care.



Equality –
everyone gets
the same thing.

Equity –
everyone gets
what they need

Inclusion –
we remove the
barriers for
everyone

Equity is an approach to ensuring equally high outcomes for all by removing the probability of success or failure that currently correlates with any racial, social, economic, or cultural factor.

- Shane Safir (Author of Street Data)

What Counselors Have to Say.....

- Changing school configurations won't solve everything, however, changes to a K-7, 8-12 model would align with the development of children and young adolescents.
- There is a concern regarding the lack of “play.” Students in grades 6 & 7 are growing up too quickly.
- There is a need to address digital devices and their use within schools.
- Overall, an extended length of time within the same school is beneficial for kids.
- “There is a reason I have chosen to stay at a school with a configuration that supports a longer amount of time to get to know students. “It is a beautiful thing.” - *SD83 Counselor*

What Principals Have to Say.....

- A growing gap between those students who are doing well and those who are not
- Seems to be more apathy (attendance, lates)
- Passive aggressiveness
- Increasing influence of digital media, connection to devices
- More and more students seem disconnected and lack a plan for when they leave school
- Struggling to see relevance in what school offers
- Less involvement in School Sponsored activities

Trends We Are Seeing

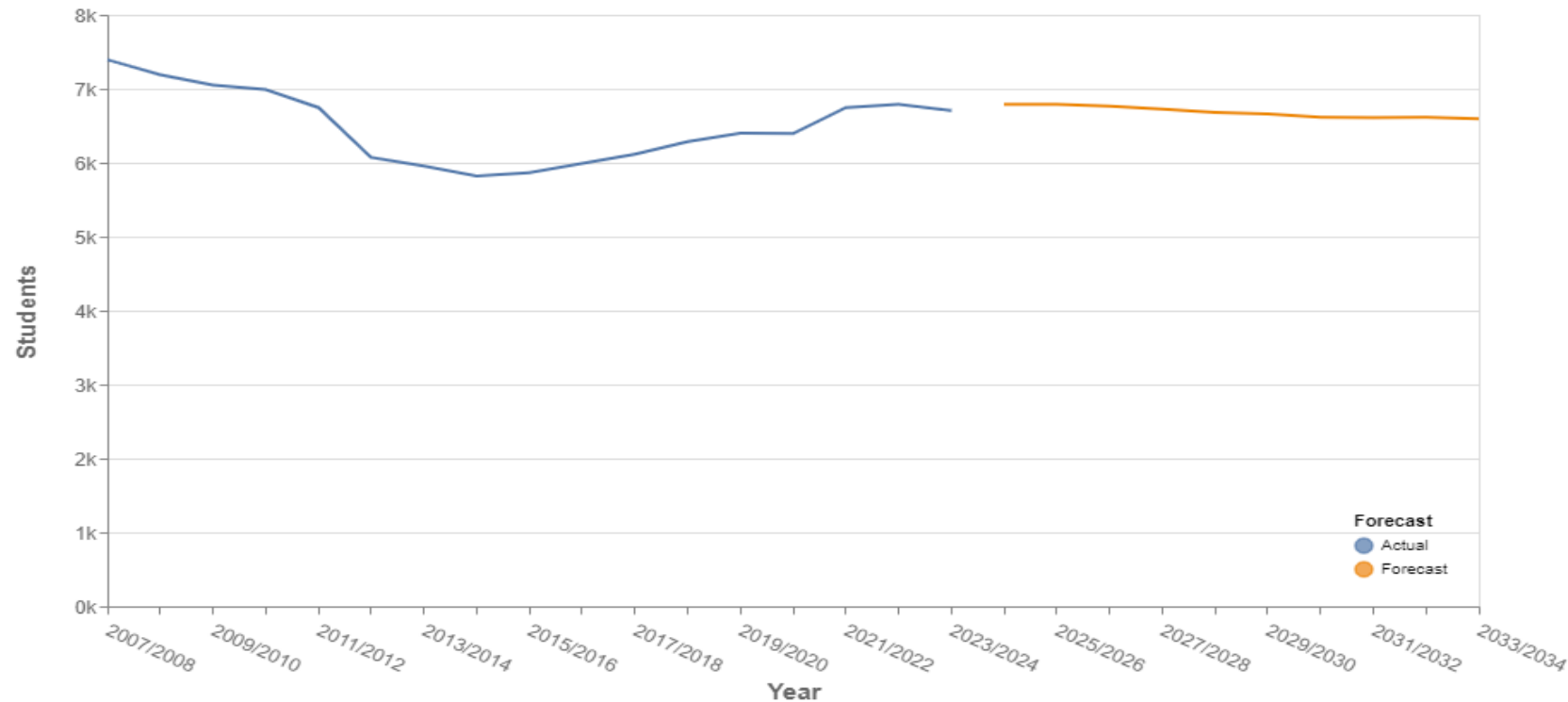
Attendance

	Sem 1 2024	Sem 1 2023
Percentage of students who attend regularly (<i>absent 10 days or less</i>)	47%	44%
Percentage of students who missed 25% of school, or more (<i>absent 20+ days</i>)	25%	20%
Percentage of students who missed 50% of school or more (<i>absent 40+ days</i>)	5%	3.30%
Average number of days missed per student in a semester	14.4	14.5

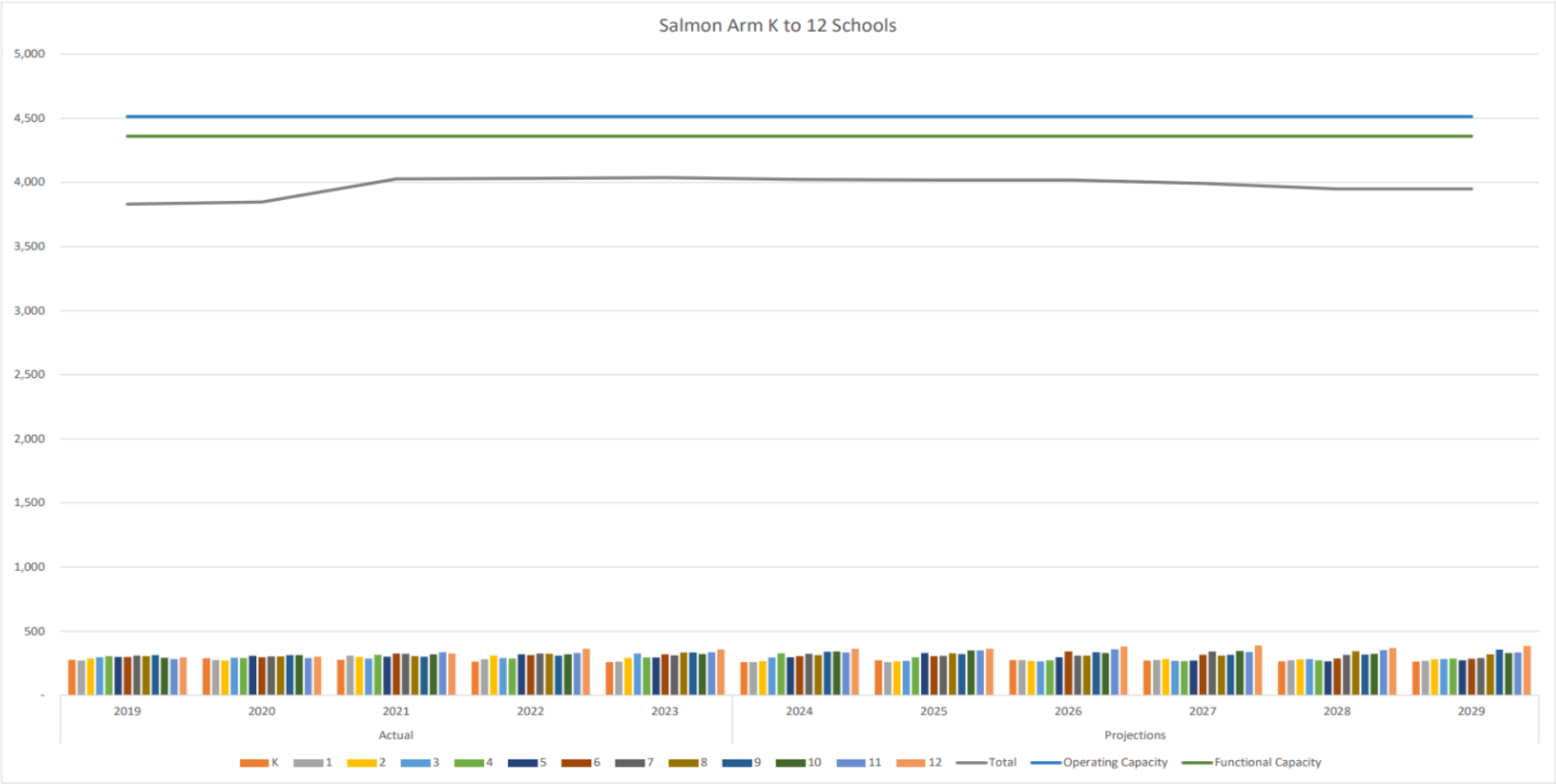
Research tells us that switching schools is more impactful than high absenteeism.

Ministry Enrolment Projections For SD83

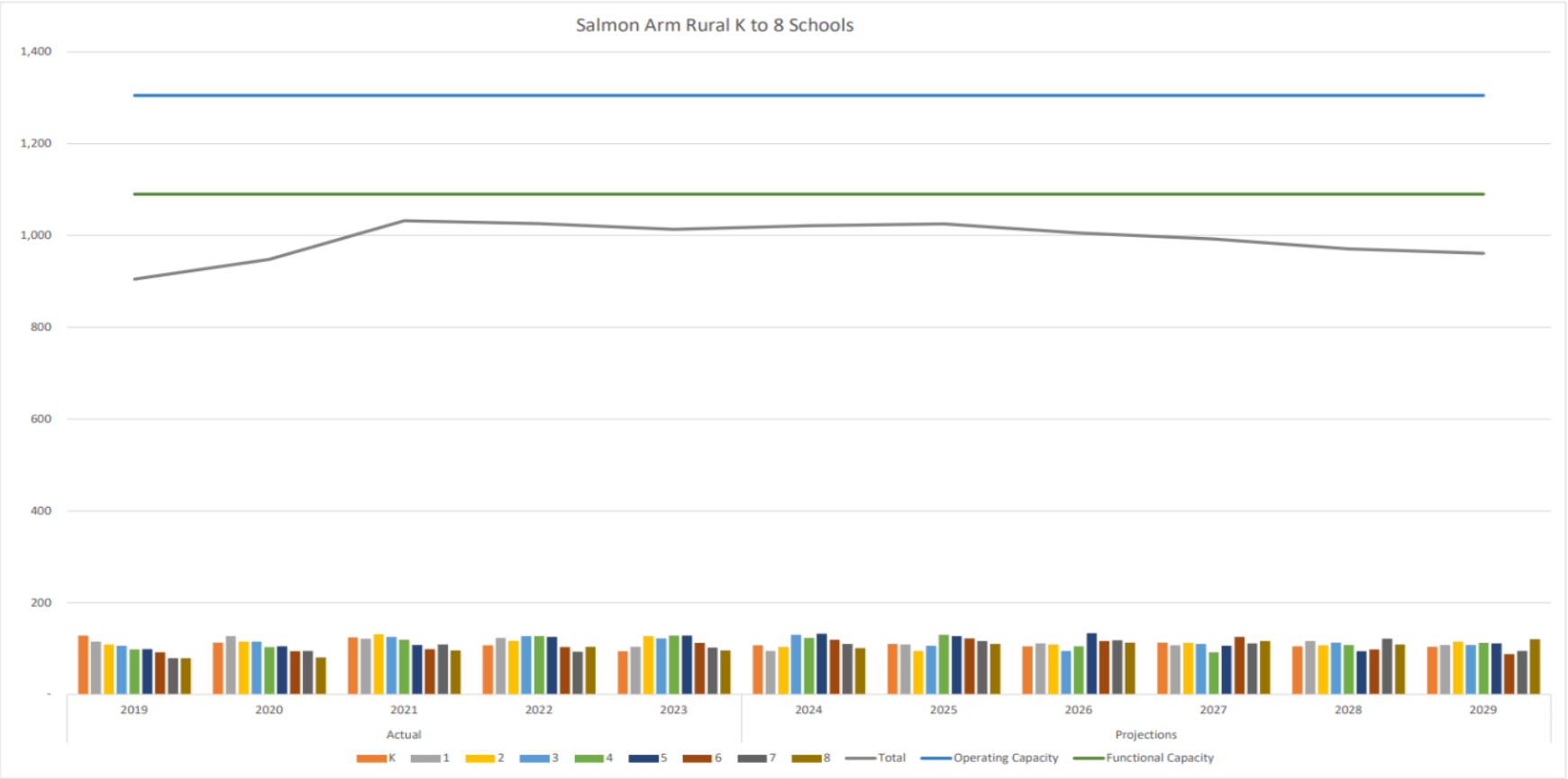
Student Enrolment Over Time



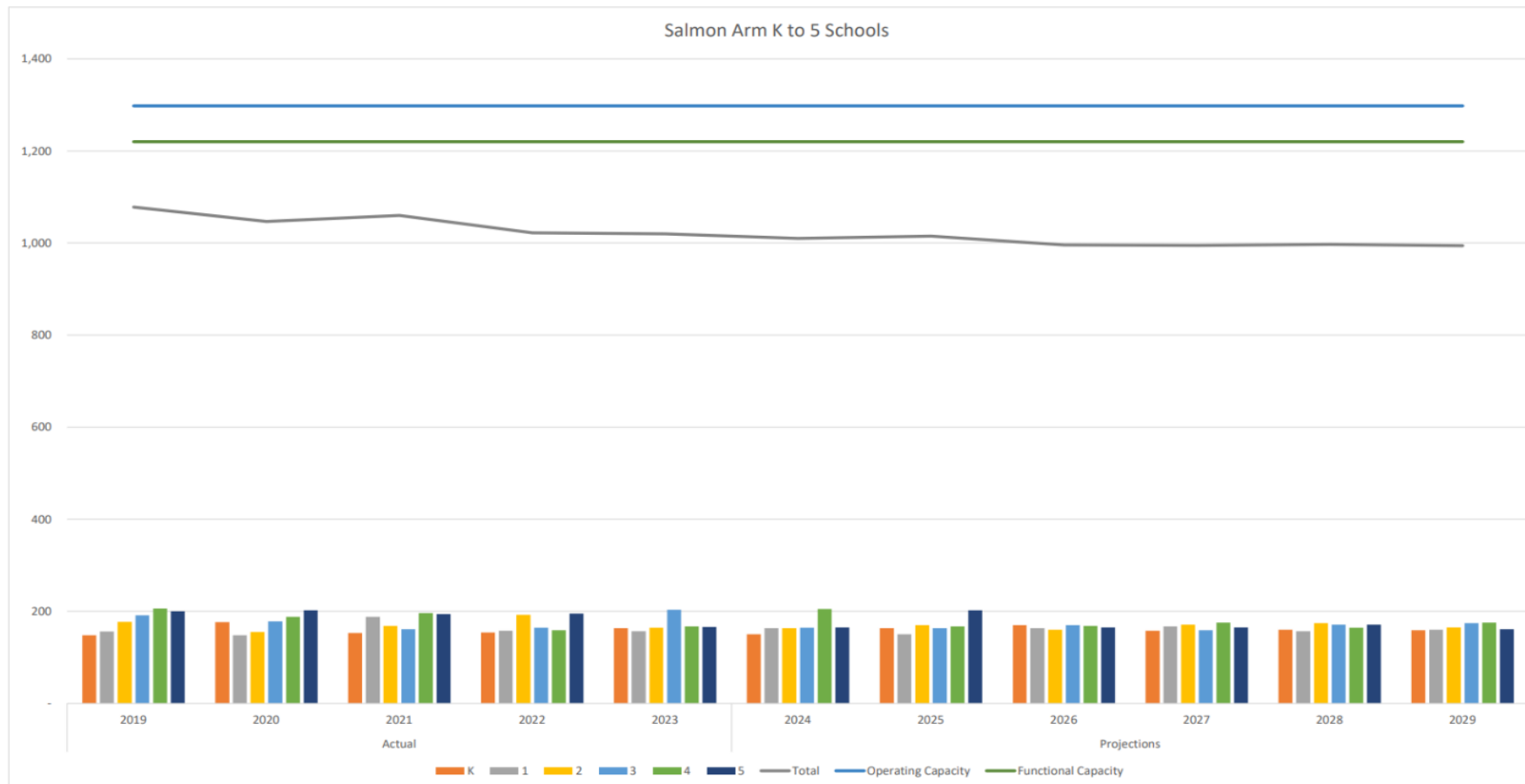
Current Salmon Arm Enrolment K – 12



Current Salmon Arm Rural K - 8

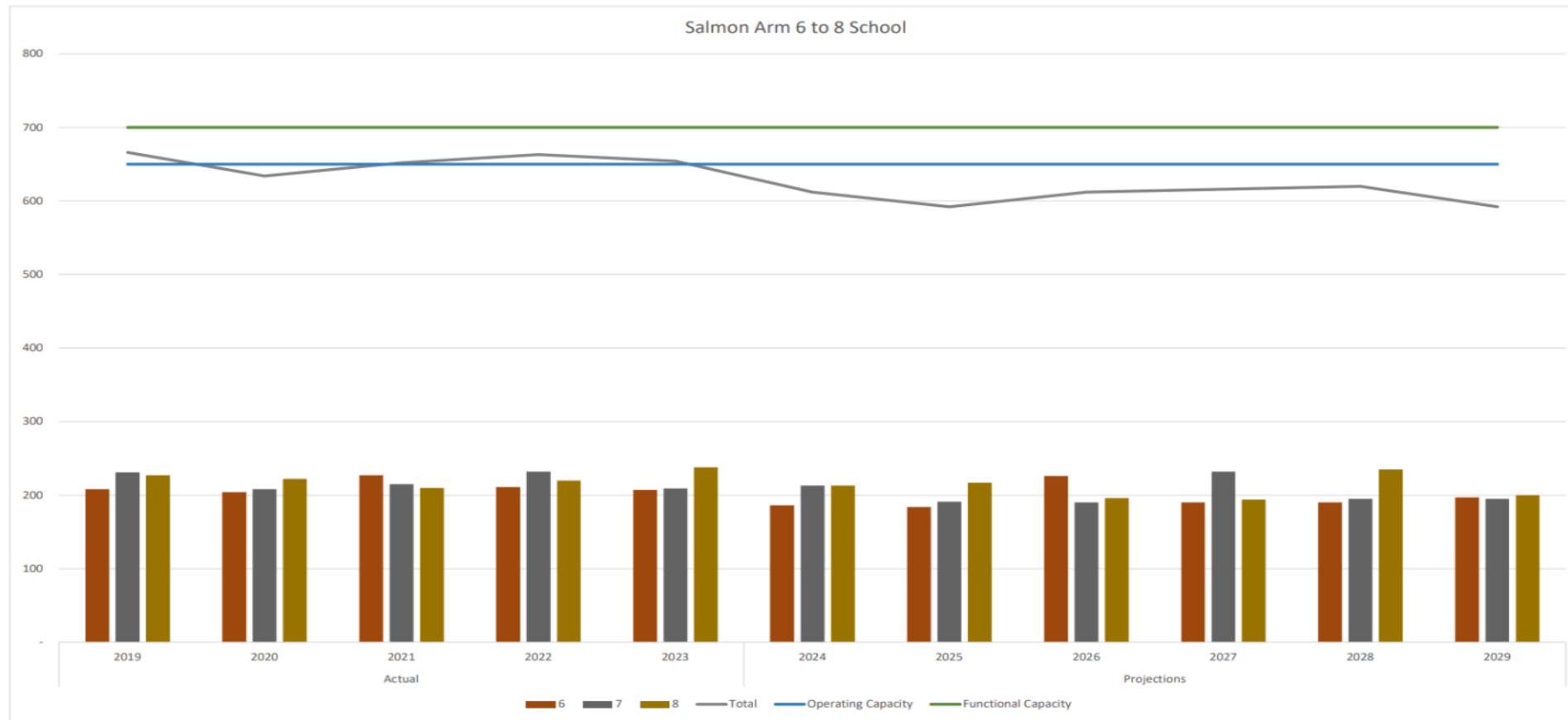


Current Salmon Arm Enrolment K-5

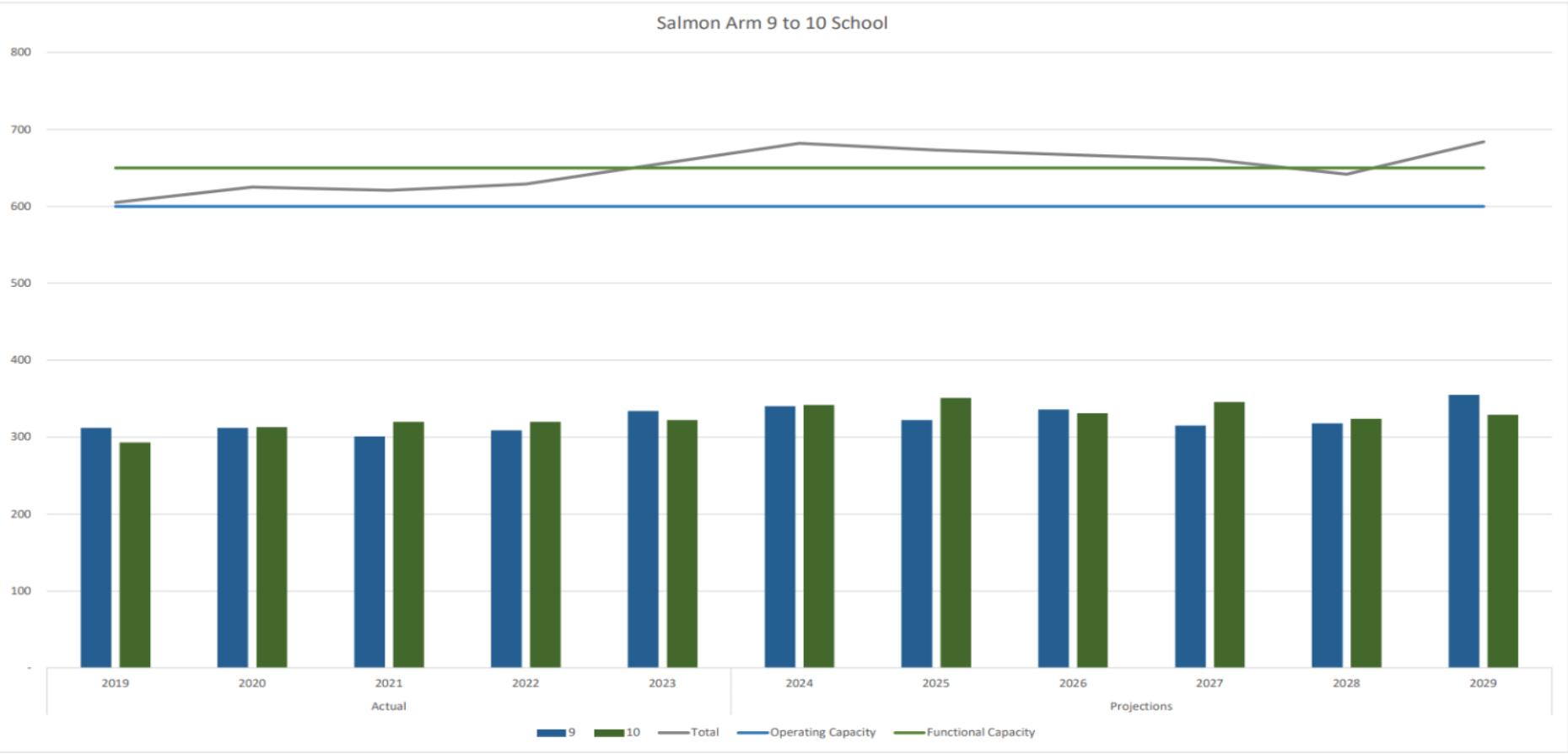


There are currently two K-5 schools which have significant enrolment pressures (BAS & HIL).

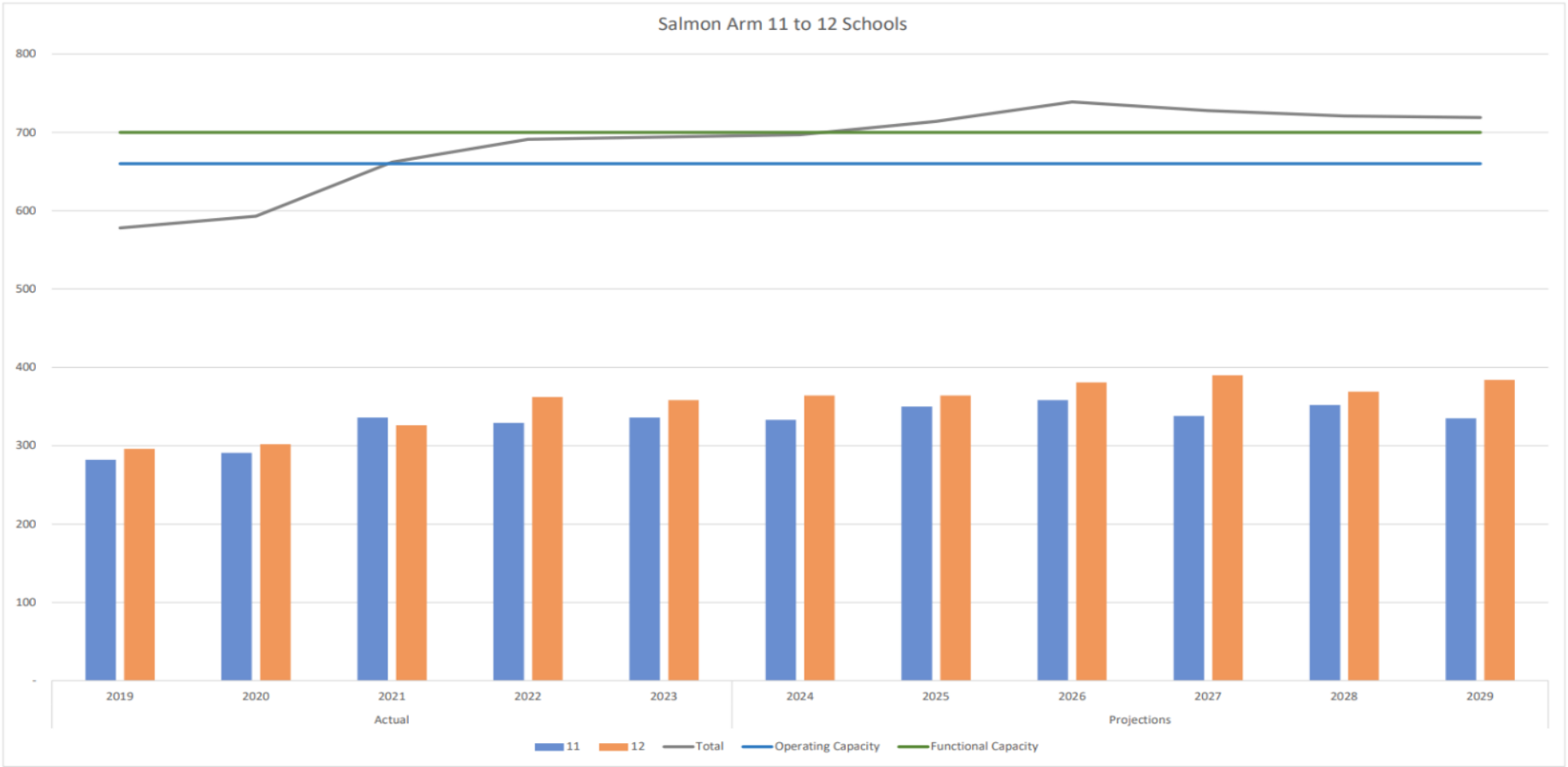
Current Salmon Arm Gr. 6 – 8 (SMS)



Current Salmon Arm Gr.9-10 (JLJ)

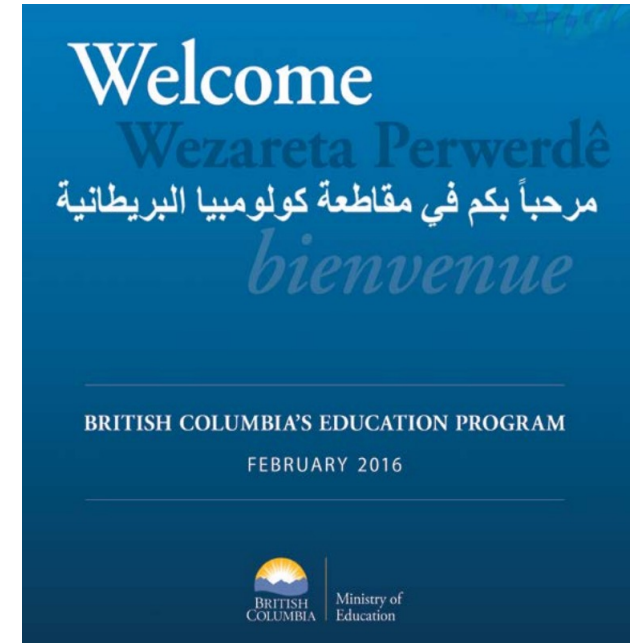


Current Salmon Arm Gr.11 – 12 (SAS)



What is Common in BC?

Typically, Elementary schools in BC enrol students in Kindergarten (age 5) and *Grades 1 to 7* (ages 6-12). *Secondary schools in most school districts enrol students in Grades 8 to 12, or in Grades 9 to 12 (ages 13-17).* In districts where there are large numbers of students (ages 11-13) enrolled, and where adequate facilities are available, *the school district might have students attend a Middle school in Grades 6 to 8.* Most students finish Secondary school by age 18.



Where Have We Been, Where Are We Going

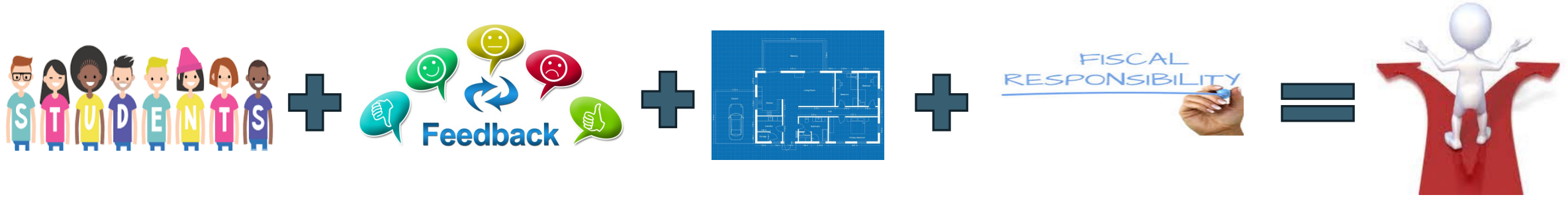
Meetings Held:

- Five meetings with PVP (December/January)
- Three NOSTA specific meetings (Feb.21, 22, 29)
- Three CUPE specific meetings (Feb.28, Mar.5, Mar.12)
- City of Salmon Arm planners (Feb)
- PAC/DPAC specific meeting (Mar.7)
- Indigenous Student meeting (Mar.8)
- School Counselor specific meeting (Mar.8)

Upcoming Meetings:

- CUPE Custodial specific meeting (Mar.13)
- Public meeting (Mar. 13, 14, Apr.23, 24)
- DESC specific meeting (Mar.14)
- Shuswap Immigrant Society (March Break)
- SCR PAC meeting (Apr. 22)
- Rightsholder meeting (2 April dates to be confirmed)
- Student Discussions (April dates to be confirmed with PVP)
- Operations (April date to be determined)
- Bus Drivers (April date to be determined)

Proposed Next Steps In Configuration



District Celebrations

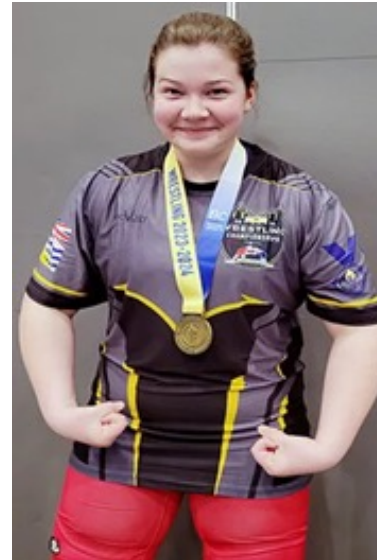
- Students at Sorrento participated in a “Read-a-thon” over a period of three weeks. A total of 80,544 minutes or 1,342 hours, 55.9 days. The students raised \$7,600 for their school library.
- Students at Carlin have community members sharing information about careers. Most recently, the local volunteer firefighters came to visit. To date, nurses, HVAC professionals, vet techs, and construction experts have visited.



District Celebrations



Salmon Arm Secondary Boys Curling Team won silver at BC High School Curling Championships.



JLJ and SAS Wrestling team went to provincial championships with Elise Ingram (gr. 9) capturing gold.



Salmon Arm West spent the month of February sharing "Acts of Kindness"

District Celebrations

