

Framework for Enhancing Student Learning



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

School District No. 5 (Southeast Kootenay)
Career Development



September 2026

Career Development

In the 2025/26 school year, Priority 3 of the District's Framework for Enhancing Student Learning continued to focus on ensuring that every student graduates from secondary school with the competencies, experiences, and transition planning needed to pursue future education, training, employment, and life goals. Career Development reflects not only successful graduation, but also the District's responsibility to help students identify meaningful pathways beyond secondary school and develop the confidence, skills, and experiences needed to pursue them.

Ministry of Education and Child Care – Career Education Context

The 2026 Ministry Interim Progress Report identifies two Career Development outcomes: Graduation and Life and Career Core Competencies, with provincial measures examining five-year completion and transitions to post-secondary education. The most recent provincial data available to the District reflects 2024/25 five-year completion outcomes and 2023/24 post-secondary transition outcomes. Post-secondary transition data is reported on a delayed cycle because time is required to connect secondary school completion information with subsequent post-secondary enrolment data.

For all students, the 2024/25 five-year completion rate was 89 percent when Dogwood and Adult Dogwood completions are combined, compared with 86 percent for Dogwood completion alone. These results represent improvement from 2023/24 and indicate continued strength in supporting students toward graduation.

Completion outcomes also improved for several priority populations. In 2024/25, the combined five-year completion rate was 76 percent for Indigenous students and 77 percent for students with a designation. While these results demonstrate improvement, differences remain between some priority populations and the overall District completion rate. The District will continue to examine these differences as part of its commitment to improving equity of outcomes.

The most recent provincial post-secondary transition data, from 2023/24, reports that 32 percent of all students transitioned immediately to post-secondary education, while the three-year transition measure was also 32 percent. The provincial measures provide an important indicator of student pathways following graduation; however, they should be interpreted within the limitations of the available data.

In particular, the provincial transition measure does not provide a complete picture of all pathways pursued by District graduates. Students who pursue post-secondary education outside British Columbia may not be reflected in the provincial transition results. The measure also focuses specifically on post-secondary participation and therefore does not capture other successful transitions, including direct entry into employment or other training and career pathways. Consequently, the reported transition rate should be considered alongside local knowledge of student destinations and the broader range of pathways available to graduates.

Taken together, the Career Development data demonstrates strong overall progress toward graduation while reinforcing the importance of supporting students in identifying and successfully pursuing their next step. The District therefore continues to combine graduation supports with individualized transition planning, post-secondary exposure, career exploration, experiential learning, and flexible pathways.

Dual Credit and Career Pathways

To strengthen local post-secondary access and support individualized career goals, the District continued its Dual Credit partnership with the College of the Rockies during 2025/26. Students in grades 11 and 12 were able to earn secondary and post-secondary credits concurrently through opportunities including Academic Dual Credit, Youth Train in Trades, and the Early Childhood Education Dual Credit program.

Students could also access selected first-year post-secondary courses while still in secondary school when the courses aligned with their career goals and available secondary course options had been completed. Examples included drafting for engineers, psychology, and accounting. These opportunities reduced barriers to post-secondary participation by allowing students to experience college-level learning while supported within their secondary school pathway.

Dual Credit and related career pathway programming directly respond to the Ministry's Life and Career Core Competencies outcome by helping students connect their strengths and interests to concrete next steps. Given the post-secondary transition results, continued access to these opportunities remains an important strategy for building familiarity with post-secondary expectations and strengthening transitions beyond graduation.

Alternate Pathways to Graduation

In addition to traditional secondary programming, the District continued to provide alternate and flexible pathways to graduation during 2025/26. Kootenay Discovery School, Kootenay Education Services, and other hybrid learning options supported students whose circumstances, learning needs, schedules, or career goals required a pathway outside a conventional timetable.

These options contribute to the District's strong overall completion results by creating additional ways for students to remain engaged, complete graduation requirements, and develop an achievable transition plan. They are particularly important to the District's equity focus because Ministry data continues to show differences in completion outcomes among priority populations.

Experiential and Community-Based Initiatives

Experiential learning remained a significant component of Career Development in 2025/26. Project Heavy Duty provided students with direct exposure to careers in the heavy equipment and construction sectors through practical equipment experience, safety learning, and interaction with industry professionals. The program was highlighted publicly in May 2026 and demonstrates the value of partnerships that connect classroom learning with local employment opportunities and real workplace expectations.

Career development also includes the conditions that allow students to remain safely engaged in learning and future planning. The Exploitation Prevention Coordinator continued to support vulnerable learners by building awareness, coordinating responses with schools and community partners, and helping reduce risks that can interrupt education, graduation, or successful movement into employment and training. This work complements academic and career programming by addressing barriers that can affect a student's ability to make and pursue a transition plan.

Summary

In 2025/26, the District's Career Development strategies supported both Ministry Career Development outcomes: successful graduation and the development of life and career core competencies. Provincial data indicates strong and improving overall five-year completion outcomes, while differences among some priority populations continue to require attention.

Post-secondary transition data provides another important source of evidence but requires careful interpretation. The most recent results reflect the 2023/24 cohort and are subject to limitations, including the ability of the provincial measure to capture students who pursue education outside British Columbia and the fact that post-secondary enrolment represents only one possible successful pathway after graduation.

The District will therefore continue to consider provincial transition measures alongside local evidence and knowledge of student pathways. Through Dual Credit programming, access to first-year post-secondary courses, alternate and flexible graduation pathways, individualized transition planning, experiential learning, and community and industry partnerships, the District will continue working to strengthen the connection between graduation and each student's next successful step.

Moving forward, particular attention will remain on improving equity of outcomes for priority populations, reducing barriers to graduation and transition, and expanding opportunities for students to explore and pursue education, training, employment, and other meaningful pathways beyond secondary school.