

School District No. 5
[Southeast Kootenay]



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

Career Development

September 2024



Career Development

The goal for Priority 3 in 2023/24 was to ensure that “all students will transition successfully from secondary school with the core competencies to achieve their life and career goals”. This dovetails with the twin goals in the Indigenous Education Enhancement Agreement of increasing student’s sense of belonging and increasing academic results.

Completion Rates




The District’s five-year completion rate has not increased (85%) over the past two years. There has been a slight decrease in the five-year completion rate (73%) for Indigenous Learners.

In the same cohorts, there has been a marked increase in the level by which Indigenous Learners have completed academic courses:



1. There is a 9% increase in the number of Indigenous Students finishing Language Arts 12 with a C+ or better, and an 8% increase in the number of Indigenous Students finishing with a B or better;
2. There is a 16% increase in the number of Indigenous Students finishing Pre-Calculus and Foundations of Math 10 with a C+ or better, and a remarkable 32% increase in the number of Indigenous Students finishing with a B or better; and
3. There is a higher percentage of Indigenous Students enrolled in Pre-Calculus and Foundations of Math 10 in comparison to Workplace Math 10.



Strategies

Staffing







-  The District has received funding for an Organized Crime Violence and Exploitation Coordinator Position. This position works with all schools in the District to coordinate programs to combat exploitation and to increase student’s sense of belonging. This person actively coordinates with local First Nations to create and implement Indigenous focussed strategies for Indigenous target audiences and Indigenous organized crime groups, both on and off Reserve. This will be an invaluable resource for the District’s most vulnerable populations.
-  The District has, through Indigenous targeted funding, hired a new permanent Indigenous Support Counsellor to enhance the supports given to Indigenous students and families across the District.
-  The Elders in Residence program has been expanded and the District now has Elders or Knowledge Holders in Residence in all of the communities- Elkford, Sparwood, Fernie, Jaffray and Cranbrook. The District has also been successful in expanding the program to the elementary level. The Elders play a vital role in supporting students and families, both with academic success and sense of belonging.

New Learning Supports

-  Jo Chrona has been contracted by the District to work with all staff on district-directed days, to implement pedagogical strategies for all classrooms and sites.
-  Dr. Dustin Louie continues to work with all of the Indigenous Education Support Workers (after working with teachers and principals in previous years) to help them better understand their roles in the system and to meet the changing needs of students and families.

-  The District has reached a resource sharing partnership agreement with ?aq'am to help the transition of students through the visibility and usage of First Nations teachings, ways of being and knowledge.
-  Through the Local Education Agreement (LEA) with Tobacco Plains, the District has cemented student success meetings to help meet the needs of each individual student from Yaqit ?a-knuqhi'it. This also includes meaningful consultation on District programs.

Structural Supports

-  The District held funds for each school to further enhance Indigenous Gathering Places
-  The funding model has been changed to implement a 'holdback' to fund students and families participation in blended, alternate and online learning programs
-  There is improved visibility and functionality of the Indigenous Gathering Places
-  The District has a regular place on the agenda of the ?aq'am Education Council meetings to:
 - Discuss new regulations (including Indigenous Education Council terms of reference)
 - Seek meaningful consultation on formal District processes, including the Strategic Plan and the Framework for Enhancing Student Learning
 - Build relationships with key community stakeholders
-  The District has co-created Professional Development opportunities with Aqamnik School and College of the Rockies to further ease transitions, both to the system and the completion from it.
-  Dual Credit Agreements exist between School District 6 and School District 8 and the College of the Rockies. This further enables course offerings and eases student transitions to post secondary locally. The dual credit agreement increases the ability of students to access coursework to meet their career goals.

Summary

In 2023/24, Priority 3 aimed to ensure that all students transitioned successfully from secondary school with the core competencies needed to achieve their life and career goals, aligning with the Indigenous Education Enhancement Agreement's objectives of increasing students' sense of belonging and improving academic results.

The District's five-year completion rate has remained at 85%, but there has been a slight decrease to 73% for Indigenous Learners. Despite this, there have been significant improvements in the academic performance of Indigenous Learners, with notable increases in the number of students finishing Language Arts 12 and Pre-Calculus and Foundations of Math 10 with higher grades.

Strategies to support these goals include new staffing positions, expanded learning supports, and structural changes to enhance Indigenous Gathering Places and support student transitions.

