

# REVELSTOKE BOARD OF EDUCATION

## ACHIEVEMENT PLAN 2015/2016



**School District 19**  
(Revelstoke)



## OUR MISSION

Create a dynamic and safe environment for students to

- approach learning today and tomorrow with passion and joy
- acquire knowledge and skills according to individual potential
- develop personal and social values that prepare students to become citizens who contribute to a healthy, sustainable and democratic society; and
- enable all learners to develop their social, academic, emotional and physical well-being.



## Vision Statement

We envision a school system that

- enables all learners to attain individual success and personal fulfillment
- involves the support and engagement of all students, staff, parents and wider community; and
- prepares students to be citizens who fully participate in their local and global communities

## CONTEXT

Revelstoke is located on the Trans-Canada Highway adjacent to the Okanagan and Kootenay regions. We are a vibrant, historic mountain community of approximately 7,100. Our school district serves 960 students in three elementary schools and one high school, all within the city of Revelstoke.



*Although no longer mandated within the School Act, this Achievement Plan has been prepared to celebrate the successes of our students and to provide direction for our continued efforts to enhance learning. It outlines our district's plans to sustain and enhance student achievement, focusing on the areas of literacy, school completion and graduation, and student health and well-being.*

We are in our fifth year administering the Middle Years Development Instrument (MDI) with our grade four students. The grade 7 MDI was added two years ago, and assists our efforts to understand factors related to the overall health and wellbeing of our students. The data from the MDI informs our district goal to **"Support Students' Health and Well-being"**.

Staff have worked diligently to create safe supportive school environments. Student codes of conduct are developed, implemented, reviewed and revised annually at each school. We are very proud of the manner our students conduct

themselves. As a group they take responsibility for their actions, support one another in school and the community, and demonstrate an understanding of their responsibility to ensure a safe environment for one another. Neighbourhood of Learning spaces in the high school provide areas for youth services, including mental health, Community Connections, and the Youth Liaison, to provide on-site support for our students.

Our goal to ***“Increase Reading Achievement”*** and the focus on early intervention has led to high levels of success in literacy. A comprehensive intervention program provides educational supports to students K – 9 at critical periods of the development of literacy skills. A comprehensive District Community Literacy plan is in place to ensure that literacy remains a focus throughout our community and to see that ***“Revelstoke Reads”***. An engaged Early Childhood Development committee bring together community partners on a monthly basis to integrate resources, programs and supports for both future and current students. The Early Years Centre builds on existing services and links early years programs and services with the goal to work as one team supporting young children and families. The Revelstoke Early Years project supports families with young children to access the supports and services that will work best for them at the times that will work best for them. Trustees and staff are active participants supporting early intervention and literacy through both the *Revelstoke Literacy Action Committee* and the Early Childhood Development Committee. Staff collaborate with preschool teachers, the *Interior Health*’s speech-language pathologist, the *Infant Development* program coordinator, and the *Community Living for Children* program director to transition students requiring support as they enter the school system. As participants in the *Human Early Learning Partnership (HELP)*, we continue to administer the *Early Development Instrument (EDI)*. Indicators from this assessment identify Revelstoke children as being among the least vulnerable in the province. We credit this achievement to the long-standing child focused supports that exist within our community. *Stepping Stones Childcare*, the *Community Speech-Language* program, the *Literacy Outreach/Family Literacy* coordinator, a *StrongStart* centre, a multipurpose health space, *Leapland* (indoor playground) and the *Child Care Resource and Referral Service* are on site in the *Early Learning and Literacy Hub* located at Begbie View Elementary. This partnership enhances communication and coordination throughout the district.

Our high school continues to provide a full range of opportunities for our students to develop their potential. Course offerings in the academics, athletics, fine arts and applied skills provide students with choices to focus on their strengths, and expand their experiences. Our elementary and secondary students benefit from a wide variety of extra-curricular offering supported by staff, parents, and the community. Students report high levels of connectedness at school, which has certainly contributed to the success of our goal to ***“Increase the Number of Students Graduating and Completing School”***.



## OUR STUDENTS

In 2014 we enrolled 960 students distributed as shown below. Of that number 57 students (6%) were identified as gifted, 122 (13%) had an identified special education category and 113 (12%) identified their aboriginal ancestry. High levels of individual supports for students, through learning support teachers and enhance educational assistant allocations, contribute to the success and learning needs of individual students.

2014 – 15 Enrollment by Grade													
K	1	2	3	4	5	6	7	8	9	10	11	12	
74	65	71	86	77	57	75	67	76	68	74	87	83	



Our students are actively engaged in the work of creating and sustaining positive school climates. Leadership groups at all schools collaborate with staff and students to lead events that support local and global efforts to make change, and of course, plan and run events that are just for fun!

Student groups at all schools review survey results from the provincial satisfaction surveys, the MDI, and are in the early stages of developing action plans to address areas of focus.

## OUR STAFF

A total of 121.3 FTE staff includes 67 teacher and 59 support staff members who continue to maintain a full range of services K-12. Specialist staff including an elementary counselor/ behaviour intervention specialist, a school psychologist, a speech-language pathologist, and two elementary aboriginal student assistants support the diverse needs of our students.



Our staff are highly committed to their students and their own professional development. Strong relationships exist between the Board, the Revelstoke Teachers' Association, our local CUPE, and district and school board administration. Staff have benefited from the work of the District Professional Development committees, from participation in a formal Teacher Inquiry and from the "New Teacher Mentoring" project, which is now entering its second year. Our support staff represent a dedicated group who understand the focus of support in the classroom. Educational Assistant staffing levels remain at an all-time high, and clerical, maintenance and custodial staff work hard to sustain the positive learning environment in our schools.

## GOAL 1 – TO SUPPORT STUDENT'S HEALTH AND WELL-BEING

### Rationale

Analysis of the Early Development Instrument and Middle Years Development Instrument data indicate very low levels of vulnerability in Kindergarten and Grade 4 students; however, a focus on student health to enhance social and emotional well-being will reduce barriers to learning and enhance achievement for all students. Students who report that they are learning about staying healthy has dropped at the Grade 7 and 10 level. This is a focal point at each of our schools as overall health and wellness is embedded in our school connectedness goals.

**Target 1: Promote physical health: Increase by 20% the percentage of students reporting that they are “Learning to stay healthy.”**

*Performance Indicators - Percentage of students meeting or exceeding the benchmark*

	10/11	11/12	12/13	13/14	14/15
Provincial Satisfaction Surveys – Grade 4 Learning about or to stay healthy, all or many times	60	50	78	69	66
Provincial Satisfaction Surveys – Grade 7 Learning about or to stay healthy, all or many times	41	54	28	42	52
Provincial Satisfaction Surveys – Grade 10 Learning about or to stay healthy, all or many times	37	40	29	29	22

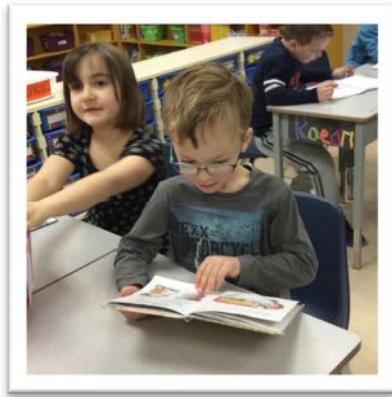
*Further work in this area is required. Personal health is being addressed in curriculum; however, student responses remain low, suggesting that more relevant emphasis needs to be placed in this area.*

**Target 2: To increase the well-being of Kindergarten students: Maintain the vulnerability index at <15%.**

*Performance Indicators - Percentage of students meeting or exceeding the benchmark*

	07/08–08/09	09/10–10/11	11/12–12/13
Early Development Instrument, vulnerability in one or more areas	6.7	10	11.1

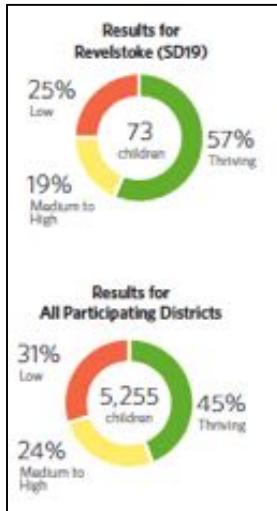
*Our partnerships with the Early Learning Community in Revelstoke continue to be a major area of strength. Kindergarten students are entering school with high levels of readiness for learning. This is a credit to the effective community programs to support the early years.*



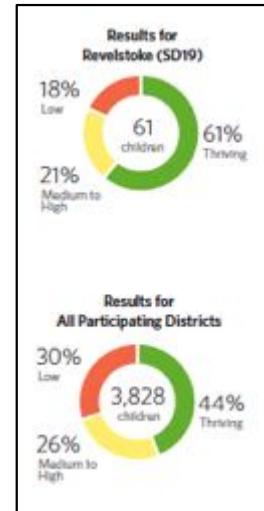
*The Well-Being index is a composite of 5 subscales: Optimism, Happiness, Self-Esteem, General Health, Absence of Sadness*

**Target 3: To increase the social and emotional well-being of intermediate students.**

Grade 4  
Students  
2014-15\*



Grade 7  
Students  
2014-15\*



\*Graphs from 2014 Middle Years Development Instrument Report

The pie chart indicates the proportion of children whose score on the *Well-Being Index* shows them to be 'thriving', having 'medium to high well-being', or having 'low well-being'. Children who score high on the least 4 of the 5 dimensions of well-being are considered to be thriving. Understanding our students' areas of strength and weaknesses in these five areas allows us to make decisions with respect to programs and services.

*Performance Indicators - Percentage of students in the "Thriving" range according to the Middle Years Development Instrument*

	11/12	12/13	13/14	14/15
Grade 4 – Absence of Worries	51	51	57	42
Grade 7 – Absence of Worries			55	53
Grade 4 – School Belonging	58	61	68	75
Grade 7 – School Belonging			60	63
Grade 4 – General Health	70	57	45	51
Grade 7 – General Health			61	63

*The results from our grade 4 and 7 students are providing guidance for programs and services related to our students in and out of school time. We are able to track a cohorts of grade 4 students through to their grade 7 year with the results of the MDI.*

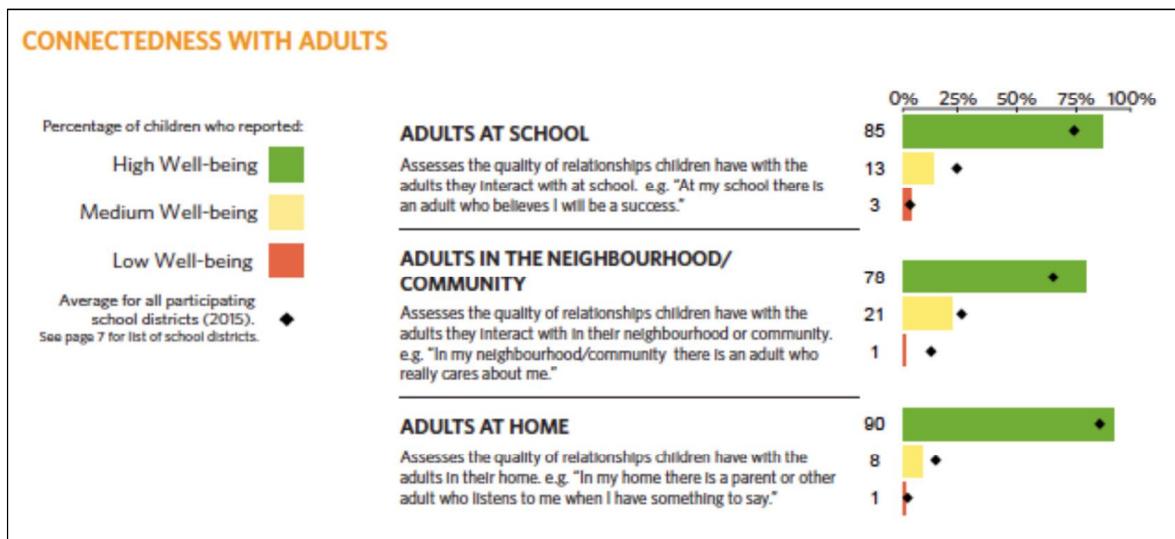
**Target 4: To increase the number of adults that intermediate and secondary students who report being "connected" with adults at school**

*Performance Indicators - Percentage of students meeting or exceeding the benchmark*

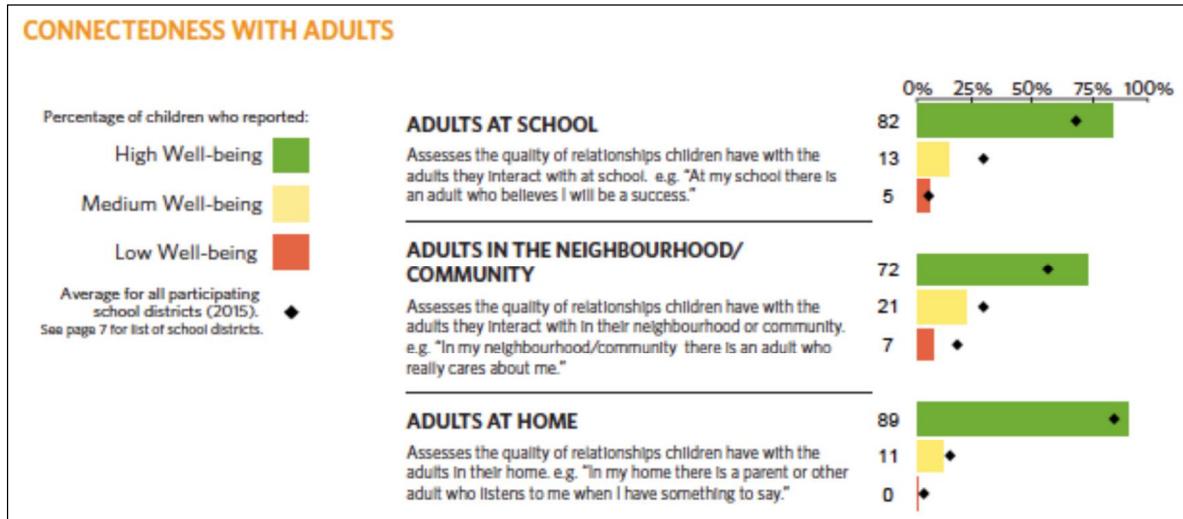
	12/13		13/14		14/15	
	Grade 4	83	Grade 4	96	Grade 4	97
Satisfaction Survey Results (Gr. 4, 7, 10, 12) percent of students who report that two or more adults at school care about me	Grade 7	77	Grade 7	73	Grade 7	90
	Grade 10	81	Grade 10	82	Grade 10	88
	Grade 12	82	Grade 12	96	Grade 12	90

**Middle Year Development Instrument** (Graphs – Community Summary 2014)

### Grade 4 Results



### Grade 7 Results



*The Middle Years Development Instrument full reports are available on our website at [sd19.bc.ca](http://sd19.bc.ca)*

## Actions

### 1. Identify areas of vulnerability of Kindergarten students

#### Implementation Details

- Analysis of Early Development Instrument levels of vulnerability in all five domains from the Human Early Learning Partnership

#### Evaluation

- EDI data

### 2. Identify areas of vulnerability of Grade 4 students

#### Implementation Details

- School level analysis of Grade 4 Middle Years Development Instrument data for 2011/12, 2012/13 and 2013/14
- School level focus groups convened to reflect upon issues of health and well-being

#### Evaluation

- MDI data

### 3. Engage parents in healthy school connections to promote academic engagement and physical health to reduce social and emotional barriers at school

#### Implementation Details

- Conduct Ready, Set, Learn activities
- Continue to support the community's *Three Year Old Health Fair*
- Promote the Screen Smart initiative, and maintain the Screen Smart website
- Continue to partner with health providers to further Screen Smart
- Enhance parent participation in Parents of Primary Students (POPS)
- Parents as Literacy Support (PALS)
- Work with District Parent Advisory Council (DPAC) and community agencies to develop youth-parent substance misuse information night
- Grade 8 Student and Parent Orientation that enhances a strong parent-school partnership

#### Evaluation

- Ready, Set, Learn participation
- Attendance data
- Satisfaction Survey

### 4. Promote activities that develop physical fitness to enhance mental, social, emotional abilities and to promote lifelong activity

#### Implementation Details

- Schedule opportunities for daily physical activity
- Involve students in interpreting results from MDI and Satisfaction Surveys to develop action plans for improvement
- District support for grade-specific sports explorations (gymnastics, skating, swimming, downhill skiing, Nordic skiing)
- Action Schools Pro-D and student workshops, playground circuits developed Field trips into the nearby National Parks and other wilderness areas develop an appreciation for being active in our stunning natural surroundings

#### Evaluation

- DASH-BC data, McReary Study, MDI Data, Satisfaction Survey

### 5. Promote positive mental health in all schools

#### Implementation Details

- Provide opportunities to connect to outside agencies
- Provide Neighbourhood Learning Centre space for community partners in support of this goal
- Support the use of Mind Up and other tools and programs to practice positive stress management
- Continue to partner with the CYMHSU Collaborative Project (Child & Youth Mental Health and Substance Use)
- Continue offering Roots of Empathy
- Support community partnerships for staff and student education in programs such as DARE
- Liaise with community partners to support vulnerable learners and Children in Care
- Provide culturally sensitive support through Aboriginal Education programming
- Continue student-led assemblies on mental health

- Support Professional Development on youth mental health
- Continue to provide Community Connections staff office space in schools

Evaluation

- Attendance and participation data
- MDI data
- Satisfaction Survey results
- Children in Care grade to grade transitions

**6. Sexual Health Education for all students**

Implementation Details

- Continue to offer health and career education for all students
- Utilize the support of Sexual Awareness for Everyone (SAFER) and HACE classes
- Continue to support parent and staff training (ie. Askable Adult workshops)

Evaluation

- Grade 7 and Grade 10 participation rates
- McCreary report findings
- Middle Years Development Instrument (MDI) Results of Grades 4 and 7

**7. Continue to support healthy nutrition opportunities**

Implementation Details

- Continue to support a healthy school on-site servery program at Revelstoke Secondary School
- Continue to provide nutrition education to parents through school newsletters
- Provide opportunities for healthy snacks for vulnerable students in all schools
- Participation in the BC Fruit and Vegetable and Milk Program
- Participation in Farm to Table initiatives (classes visit farmers market and grocery stores to learn about where their food comes from how it is grown, etc.)
- Continue school vegetable gardens at CPE and BVE

Evaluation

- Satisfaction Survey EDI and MDI



## GOAL 2 – TO INCREASE STUDENTS’ READING ACHIEVEMENT



### Rationale

Analysis of district reading assessments indicate a high level of success with our first two objectives; sustaining this success is an important focus in our district. Aboriginal student literacy, articulated in objective three, shows encouraging improvement.

#### ***Target 1: To ensure that a minimum 90% of our students are reading at grade level by the end of Grade 3***

*Performance Indicators* - Percentage of students meeting or exceeding the benchmark

	10/11	11/12	12/13	13/14	14/15
Kindergarten DIBELS	56	59	71	80	60
Grade 1 PM Benchmark	44	79	53	75	59
Grade 2 PM Benchmark	65	66	83	72	74
Grade 3 PM Benchmark	93	93	83	96	90

Student progress toward benchmarks is collected in the fall, winter and spring each year. One-to-one and small group supports are assigned based on the numbers of students not yet meeting the grade level benchmark to ensure success by the end of the year.

#### ***Target 2: To ensure that a minimum 90% of our students are reading fluently at grade level by the end of Grade 7***

*Performance Indicators* - Percentage of students meeting or exceeding the benchmark

	10/11	11/12	12/13	13/14	14/15
Grade 4 G.O.R.T.	93	93	78	80	83
Grade 5 G.O.R.T.	91	98	95	85	81
Grade 6 G.O.R.T.	92	90	93	98	87
Grade 7 G.O.R.T.	90	97	88	95	99

#### ***Target 3: 90% of our intermediate Aboriginal students are reading fluently at grade level by the end of Grade 7***

*Performance Indicators* - Percentage of students meeting or exceeding the benchmark

	10/11	11/12	12/13	13/14	14/15
Grade 3 PM Benchmark	100	100	75	100	90
FSA Reading Grade 4 PM Benchmark	90	100	89	78	63
FSA Reading Grade 7	85	71	78	55	80

**Target 4: 90% of our students are reading fluently at grade level by the end of Grade 9**

*Performance Indicators* - Percentage of students meeting or exceeding the benchmark

	10/11	11/12	12/13	13/14	14/15
Grade 8 G.O.R.T.	94	83	90	100	92
Grade 9 G.O.R.T.	90	98	90	100	88
Grade 10 English Provincial Exam Pass Rate	97	97	100	94	*nya
Grade 10 Provincial Exam 'A' Rate	20	25	16	33	*nya

\*data not yet available



**Progress Summary**

Our students continue to benefit from enhanced levels of staffing and targeted support at the K-9 grades. This past year our grade 4 cohort was an area of focus as a result of their grade 3 results the previous year. A continued focus on our aboriginal learners is provided by our Aboriginal Student Assistants.

**Actions**

**1. Provide additional support to each K-9 student not meeting district benchmarks, including targeted Educational Assistant intervention and Learning Support Teacher programming**

Resources, Strategies, Structures

- District-wide assessments K-9
- School-based learning assistance staff monitoring and adjusting
- Educational Assistant support provided to individual students who are not meeting established district benchmarks
- Literacy across the curricula at RSS
- Continue to revise locally developed Literacy Toolkits
- The provision of research-based programs including: Great Leaps Reading, Precision Reading, Phonographix, Four Blocks, Daily 5, Reading A-Z, Fast Forward and Balance Literacy
- Maintain quality libraries with high-interest low vocabulary books for emerging or reluctant readers
- Literacy across the curricula at RSS

Evaluation

- Fall, winter and spring district-wide assessments using DIBELS 6, K Screen (K), DIBELS 6 and PM Benchmarks (1), PM Benchmarks (2-3) and G.O.R.T. - 4 (4-9)

**2. Strengthen parents' understanding of early literacy**

Resources, Strategies, Structures

- 4 in-class parent and student sessions at each school
- Delivered with support of the District Literacy Outreach Coordinator in partnership with the Columbia Basin Alliance for Literacy
- PALS, meet the teacher evening, FreshGrade, classroom newsletters, StrongStart program, Ready Set Learn and Three Year Old Fair

Evaluation

- Parent attendance
- Parent survey

**3. Strengthen parents' abilities to support their childrens' learning**

Resources, Strategies, Structures

- 3 parent and student sessions at each school (POPS)
- Delivered with support of the District Literacy Outreach Coordinator in partnership with the Columbia Basin Alliance for Literacy
- Student-led conferences, newsletters and PAC meeting presentations, use of FreshGrade to showcase activities and student learning visually

Evaluation

- Parent attendance
- Parent survey



**4. Continue district-wide use of school-wide literacy program within each school's library program**

Resources, Strategies, Structures

- Ongoing implementation over the course of the year
- Delivered with the support of the Parent Advisory Councils

Evaluation

- Individual, class and school data



**5. Continue to implement 'One to One' reading for students who need additional reading support**

Resources, Strategies, Structures

- Students identified by classroom teachers and learning assistance staff
- Delivered with support of the District Literacy Outreach Coordinator in partnership with the Columbia Basin Alliance for Literacy

Evaluation

- Participation rates
- Student progress information

**6. Support students of aboriginal ancestry K - 9**

Resources, Strategies, Structures

- District-wide assessments
- Targeted Educational Assistant support provided to individual students who are not meeting established district benchmarks
- Revisions to locally developed Literacy Toolkits and the provision of research-based programs including: Great Leaps Reading, Precision Reading, Phonographix, Four Blocks, Daily 5, Reading A-Z, and others
- Individualized support to elementary students by Aboriginal Student Assistant
- Individualized support to secondary students by the Supervisor of Aboriginal Student Services
- Support to secondary aboriginal students (Grades 8 – 12) with an aboriginal support program staffed with a certificated teacher

Evaluation

- Fall, winter and spring district-wide assessments using DIBELS (K), PM Benchmarks (1-3) and GORT (4-9)
- Attendance and letter grade
- FSA data and "How are we doing" ministry report



**7. Continue to collaborate with the Revelstoke Literacy Action Committee in the implementation of the District Literacy Plan, the delivery of parent workshops and the provision of family literacy programs**

Resources, Strategies, Structures

- Liaise with the District Parent Advisory Council to determine which parent workshops would be of most value
- Continued membership by the superintendent and a trustee in the Revelstoke Literacy Action Committee

Evaluation

- Parent attendance
- Parent survey

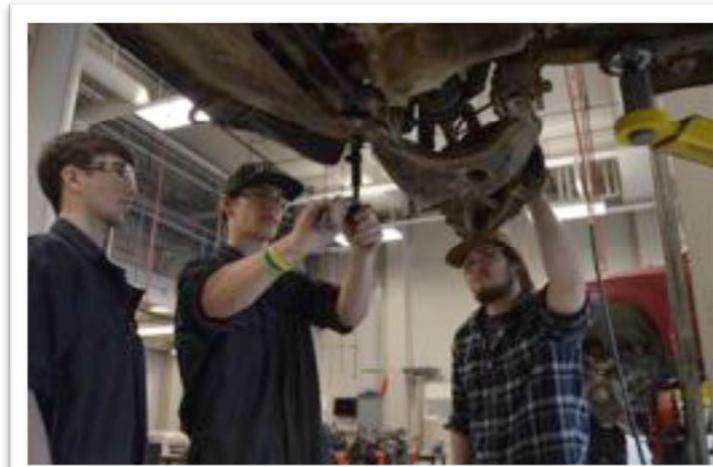
**8. Continue to collaborate with the Revelstoke Early Childhood Development Committee to support a community coalition in support of early learning**

Resources, Strategies, Structures

- Continue to work collaboratively to enhance the use of the StrongStart facility
- Continue to work collaboratively to implement Ready, Set, Learn
- Support the Early Childhood Development Committee to implement *Ages & Stages Questionnaires* for children aged 18 and 36 months
- Continued membership by the superintendent and Chairperson of the Board in the Early Childhood Development Committee
- Continue to support the Early Learning, Health and Literacy Centre at Begbie View Elementary School

Evaluation

- EDI data
- Child participation rates



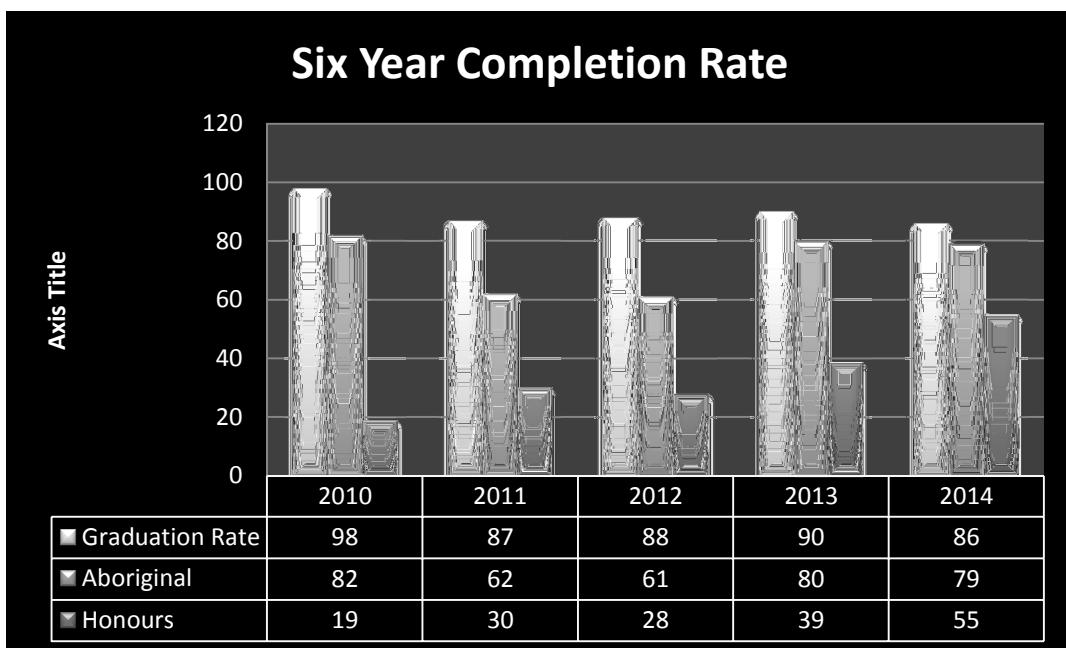
## GOAL 3 – TO INCREASE THE NUMBER OF STUDENTS GRADUATING AND COMPLETING SCHOOL



### Rationale

This goal was initially articulated in our first achievement contract as historically our Dogwood completion rate was significantly below the provincial average (64.4% in 97/98). The current Dogwood completion rate exceeds the provincial average and continues to remain within a range of a 90% graduation rate.

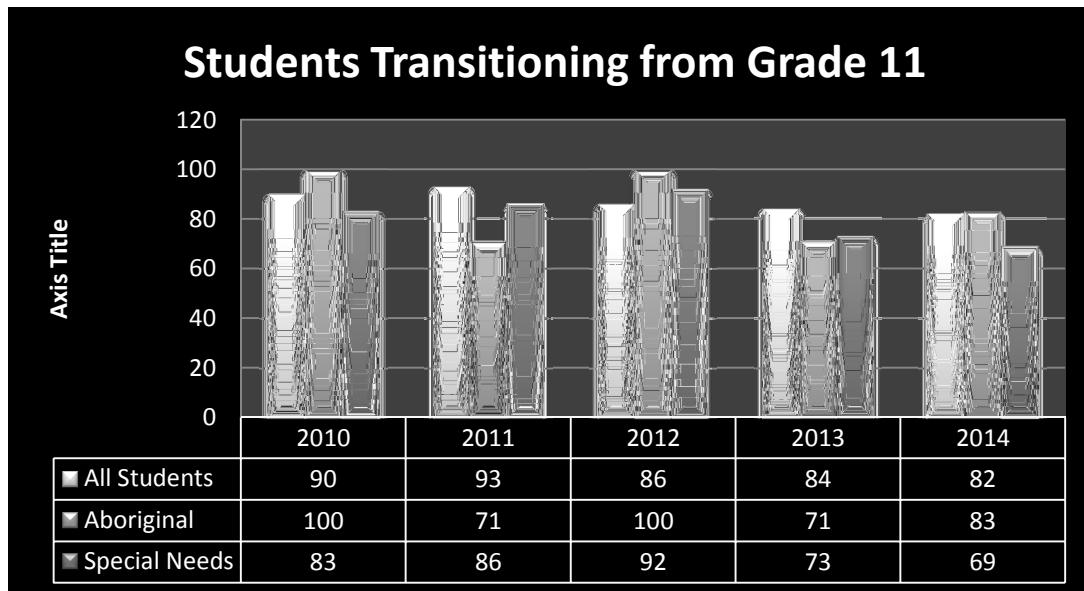
**Target 1: To ensure that 90% of Revelstoke Secondary School students graduate**



*In 2013/14, 7 of 8 “first time” Grade 12 students with a designated special needs graduated with a Dogwood, and 8 of 9 “first time” Grade 12 students of Aboriginal Ancestry received their Dogwood, 3 of those 8 with “Honours”.*

*91% of “first time” Grade 12 students graduate.*

*We anticipate the remaining 9% will be represented in our “Six Year Completion Rate” in 2014/15.*



*Transition rates from Grade 6 to Grade 10 remain in the 100% range. At the Grade 11 year, we transition to Grade 12 only those students who will have the necessary course credits to graduate in the following year. The lower transition rate at the grade 11 year is related to an increase in our international student population. Through Individual student tracking, we continue to monitor this area to ensure we achieve 90% completion of Dogwood.*

#### **Progress Summary**

Student performance levels continue to meet and exceed expectations. Course failure rates in Grade 8-12 continue to be below 3%. In addition, students' letter grades at the *B or better level* remain at all-time highs.

Grade to grade transition data at all grades is sustained to ensure students are prepared for graduation. School level data, including satisfaction survey results, are monitored to attend to students' social and emotional learning needs. Literacy interventions and focus at the primary and intermediate levels continue to ensure students enter Grade 8 with the necessary skills to experience success.

Success in this goal area is positively impacted by our ability to meet the individual needs of our students in areas beyond academic success.

#### **Actions**

##### **1. Provide course offerings that are relevant to students lives and future goals**

###### *Resources, Strategies, Structures*

- Continue to offer, and expand where possible, secondary school apprenticeship, dual-credit and work experience programs
- Provide elective choices to continue to respond to student individual interests
- Sustain opportunities for students to be part of building other students' successes through the Teacher Assistant course and a range of leadership activities
- Continue to provide a broad range of coursework in the graduation program
- Provide flexibility for students to pursue individualized course work with the support of a certified teacher

**2. Support vulnerable secondary students by providing personalized support and programming**

*Resources, Strategies, Structures*

- Develop programs to promote 5 and 6 year graduation success through use of non-traditional assessment and evaluation/flexible scheduling
- Provide an on-site Learning Support teacher focusing on social and emotional interventions
- Provide ongoing support to teens affected by substance use supported by the Revelstoke Community Substance Use Strategy
- Connect students with community resources by providing on-site space to community partners
- Develop programs to promote 5 and 6 year graduation success through use of non-traditional assessment and evaluation/flexible scheduling

**3. Analyze non-graduate data to determine further actions**

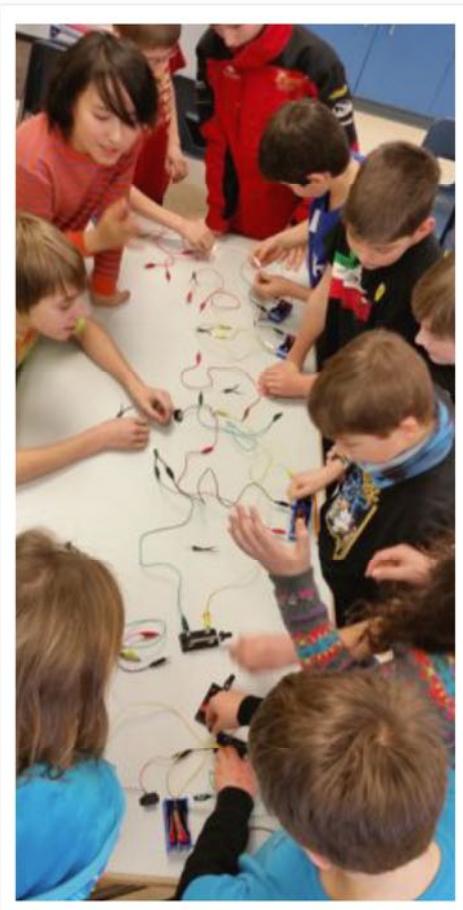
*Resources, Strategies, Structures*

- Review, on an individual basis, all non-graduate student profiles
- Contact non-graduated/non-enrolled students to reconnect them with a graduation program

**4. Provide homework completion opportunities for students who are struggling to succeed**

*Resources, Strategies, Structures*

- Utilize CommunityLink funding to provide an after school Homework/Study/Tutor Teacher position
- Provide supported opportunities at lunch for students to complete homework
- Ensure students complete missed or incomplete work to demonstrate understanding of content



**5. Collaborate with community agencies to support at risk and vulnerable youth**

*Resources, Strategies, Structures*

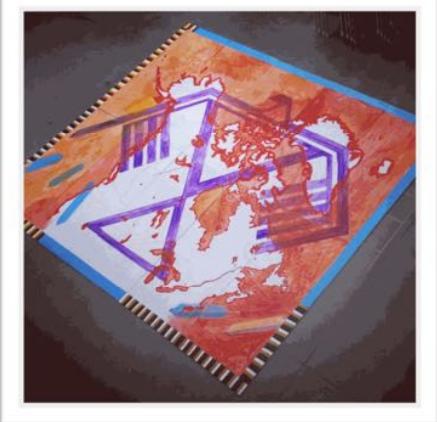
- Connect RSS students to Community Connections personnel to enhance their social functioning
- Designate the Principal at each school to monitor support for Children In Care
- Implement a community Transition Plan for Youth with Special Needs
- Utilize Neighbourhood Learning Centre youth spaces to capitalize on community services delivered to students within the building
- Continue to use an Integrated Case Management process



## ABORIGINAL EDUCATION

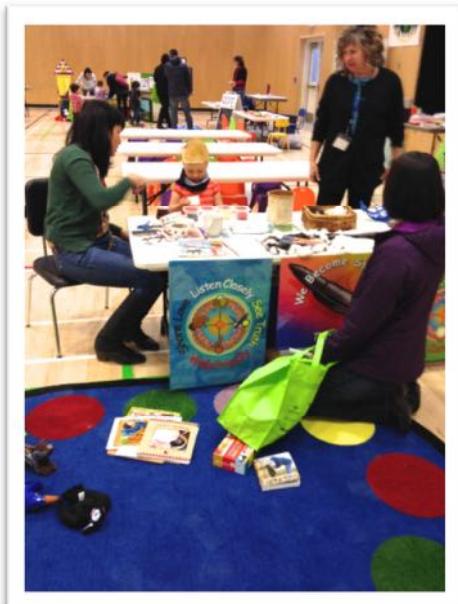
Our first Aboriginal Education Enhancement Agreement was signed on March 26<sup>th</sup>, 2010. Since that time, our Aboriginal Education Advisory Committee remains actively engaged to ensure that the consultation process continues and that the goals of the agreement remain at the forefront of our aboriginal education programs and services. We achieved a strong consensus formulating our vision for Aboriginal education.

*We envision Aboriginal students who are successful and confident; who have pride in their cultural heritage, unique gifts, strengths and abilities. We are committed to a community that acknowledges honours and respects the diverse cultures of our Aboriginal students, families and elders.*



2014/15 marks the fifth year of the implementation of our first Enhancement Agreement. The Aboriginal Education Advisory Committee began the planning work necessary to engage our community in the development of our second Enhancement Agreement in the 2015/16 year.

Our fourth Aboriginal Education Enhancement Agreement Annual Report describes our many accomplishments in Aboriginal Education and is available at <http://www.sd19.bc.ca/abed>. It is reflective of the high levels of engagement from community, staff and students. We are proud of breadth and depth of indigenous learning opportunities offered in our District for Aboriginal and non-Aboriginal students. By implementing inclusive programs, students learn together about the history and vibrant contemporary presence of Aboriginal peoples. Acknowledging the traditional territory of the First Peoples of our area, and collaborating with members of the Sinixt, Syilx, Ktunaxa, and Secwepmec Nations provides context and integrity to our Aboriginal programs.



*In 2014/15, 70 elementary and 43 secondary students identified their ancestry and history.*