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Early Learning and Child Care

SEY2KT





Executive Summary

,Q WKH 6SULQJ RI WKH 0LQLVWU\ RI (GXFDWLRQ H[SDQGHG LWV SXU RI (GXFDWLRQ DQG &KLOG &DUH 0(&& :LWK WKLV WLWOH FDPH WKH RS VXSSRUWLQJ VWXGHQWV IURP ELUWK XQWLO WKHLU JUDGXDWLRQ LQ *UD WR FUHDWH DQG H[SDQG XSRQ WKH (DUO\ /HDUQLQJ DQG &KLOG &DUH 7H Early Learning team consists of a District Principal of Early Learning and Child Care and a District Coordinator RI (DUO\ <HUV 7KH WHDP LV UHVSQVLEOH IRU WKH GHYHORSHPHQW RI years educational success for SD73 children ages 0 - 8.

:K\ WKH H[SDQVLRQ DQG ZK\ QRZ" 7KH H[SDQVLRQ VSHDNV WR IXQGDPHQ NQRZOHGJH YDOXHV DQG XQGHUVWDQGLQJV LQ WKDW FKLOGUHQ DUH D sacred" responsibility for children and families . The work we do as the ELCC team will create educational HQYLURQPHQWV ZKHUH DOO OHDUQHUV FDQ EH VXFFHVVIXO GXH WR WKH early learning portfolio in SD73 supports this - not only for Indigenous students, but for all students. In working ZLWK FRPPXQLW\ SDUWQHUV H[LVWLQJ FKLOG FDUH SURYLGHUV DQG . FORVLQJ WKH JDS RI LQHTXLW\ DQG WKH KLPSURWYDLPHQW ZLWK DJDGHV WR FKLOG FDUH RSSRUWXQLWLHV IRU DOO IDPLOLHV 7KH (/&& WHDP¶V ZRUN WUDQVLWLRQV IURP ELUWK LQWR VFKRRO IRU IDPLOLHV ZLWK D ZLGH YD

5HVHDFK RQ WKH YDOXH RI TXDOLW\ HDUO\ OHDUQLQJ SURJUDPV FRPH and articles from outside of the education realm. Some noteworthy examples come from the Chief Economist for the TD Bank Group - [Craig Alexander](#)² DV ZHOO DV 7KH &RQIHUHQFH Rep. Bill Costello & DQDG WKDW JUHDWHU LQYHVWPHQWV LQ HDUO\ FKLOGKRRG HGXFWDWLRQ VSULG FRPPXQLWLHV WKH\ VHUYH \$OH[DQGHU ;QGV WKDW 3H[SDQGLQJ HDUO\ P IHPDOH ODERU PDUNHW SDUWLFLSDWLRQ LPSURYH FKLOG RXWFRPHV H &DQDG¶V LQFRPH LQHTXDOLW\` WKXV KHOSLQJ FUHDWH D KHDOWKLUH & DQG ZKHUH WKH (/&& WHDP H[SHUWLHV LQWHUWHFWV LV ZLWK WULYJHUGV FXUULFXOXP DQG SOD\ EDVHG HDUO\ \HUV HGXFWDWLRQ GHYHORS EHWW ZKLFK LQ WXUQ ERRVW VNLOOV GHYHORSHPHQW DQG HDUQLQJV ODWHU \RXQJHVW OHDUQHUV SD\ SRVLWLYH GLYLGHQGV WR WKH Óp°€0` p` U

KJD\RELRQV WQFVSWV€W FUHDWH 0\Ð W R WPR WKDW WPR \$OH[DQD 0`àÀ

^PRW ZHKK W RHQ 20P @ð0À•p0€ÀY\`0p°D`P 0pD` LS ZWVLQWHV0 ; LYEWLL WK ðLW L €LF p0` @PU\$Àp°0pÀÀ pð`ð0

U DH GLQ W G EH~ GDUWLF € ÀÀâ 0ÀH 2Ð2 1tP 3T0 ð0P

0\3ZL@LWK `W V

FKLOGFDUH VLWHV DW 5DOSK %HOO DQGH DSSXYHVOH IROH PWRSRDUD O6 F5)B
IRU WKHVH WZR VLWHV FORVHG LQ 2FWREHU DQG WKH VXFFHVVIXO
ZLWK D WHQWDWLYH RSHQLQJ GDWH RI 6HSWHPEHU

:RUNLQJ IURP WKH HVWDEOLVKHG ZRUN RI SUHYLRXV \HDUV WKH (/ & \ V
H[LVWLQJ ZRUN DQG DFWLRQ LWHPV RXWOLQHG LQ WKH SUHYLRXV UHS
(/ & & SRUWIROLR \$FWLRQ LWHPV PRYLQJ LQWR WKH VFKRRO \HD
KDYH LQFOXGHG H[SDQGLQJ WKH GLVWULFWV LQYROYHPHQW LQ WKH &
SDUWLFLSDWHG WKLV \HDU SDUWLFLSDWLQJ LQ (', :DYH FRQWLQX



LQIRUPDWLRQ FROOHFWHG LQ WKH (QYLURQPHQWDO 6FDQ DQG LQ FRO
 SDUWQHUV ZKDW DQG ZKHUH DUH WKH SULRULWLHV IRU H[SDQGLQJ FK
 LQ FKLOG FDUH LQ RXU FRPPXQLW\ DQG ZKDW LV WKH ¿YH \HDU YLVLR
 NQRZ D WDUJHWHG LQWHUYHQWLRQ DSSURDFK ZLWK HDUO\ OHDUQLQJ
 LQWR NLQGHUDUWHQ DQG XOWLPDWHO\ SRVLWLYHO\ LPSDFW JUDGXDV

Foundational documents that support the work of the ELCC team and are referred to throughout this report
 FRQLQXH WR EH WKH 'LVWULFW 6WUDWHJLF 3ODQ WKH)LUVW 3HRSO
 (DUO\ /HDUQLQJ)UDPHZRUN 7KH (/ & WHDP DFWLYHO\ ZRUNV WR HQJD
 QHFHVVLW\ IRU DOO SHRSOH LQ 6' WR VHH WKH YDOXH DQG UHFRJQL] in supporting learning opportunities and environments which inspire students to thrive.

Throughout this report, ties to SD73's District Strategic Plans - Value Commitments are embedded within the work of early learning.

Connection/Relationships

Building meaningful relationships that support and strengthen learning and growth.

Equity

5HPRYLQJ EDUULHUV DQG FUHDWLQJ HQYLURQPHQWV WKDW SURYLG IRU DOO VWXGHQWV DQG VWDII WR WKULYH

Well-being

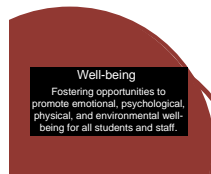
Fostering opportunities to promote emotional, psychological, and physical, well-being for all students and staff.

Sustainability

(PEUDFLQJ RXU UHVSQVLELOLW\ WR FRQWULEXWH WR D VXVWDLQD

7KH SULRULWLHV RI 6' DUH DFKLHYHG WKURXJK RXU \RXQJHVW OHDU learning opportunities prior to transitioning into kindergarten and strengthening these opportunities WKURXJKRXW WKHLU SULPDU\ OHDUQLQJ \HDU\ :KHQ WKLV LV DFKLHYH stage with dignity, purpose, and options for the future.

Value Commitments



IN REVIEW: ACTION ITEM UPDATE FROM THE 2021 - 2022 REPORT

\$66(660(17 6859(<6

' 3DUWLFLSDWLRQ LQ &KLOGKRRG ([SHULHQFHV 4XHVWLRQQDLUH &+(

' 6' RI HOLJLEOH IDPLOLHV IURP SDUWLFLSDWLQJ VFKRROV
(September 2022)

' Supported principals, kindergarten teams, school support teams, and community partners
IURP WKH &+(4 SDUWLFLSDWLQJ VFKRROV WR UHDG LQWHUSUHV
to support the learners.

' 3DUWLFLSDWLRQ LQ WKH (DUO\ 'HYHORSPHQW ,QVWUXPHQW (' ,

' (OHPHQWU\ VFKRROV D\YHSDU)WEEKSDWLQJ LQ :

' (' , :DYH GDWD IRU 6' ZLOO EH UHOHDVHG DW WKH HQG RI)HE

' .LQGHUJDUWHQ . 6XUYH\ 'HYHORSPHQW

' &RQLQXHG WR FROODERUDWH ZLWK D ZRUNLQJ WDEOH WR JLY
6XUYH\WKH ZRUNLQJ JURXS PDGH UHFRPPHQGDWLRQV RQ WKH PDV
GHYHORSHG D WRRO WKDW PHW WKH QHGV RI)UHQFK ,PPHUVL

' Primary Reading Assessment (PRA)

' 35\$-XQH GDWD SURYLGHG VXPPDWLYH LQIRUPDWLRQ IRU WHDFK
identify needs for additional instructional support and resources.

' June 2022 results were entered into the SD73 data dashboard.

DISTRICT INITIATIVES

' STRONG, PREPARED AND READY for KINDERGARTEN (SPARK)

' &RQLQXHG WR \$XSSRUWDPKDV6D FHQWUDOLJHG PRGHO DW WK
ensure equity and access to quality resources for all families.

' 6\$5. FRQLQXHG WR EH UHSUHVHQWHG LQ HYHU\ VFKRRO ODVW
GHOLYHU\ V\WHP ZDV VXSSRUWHG \$ PL[WXUH RI YLUWXDO DQG
VFKRROV KDYLQJ DW OHDVW LQ SHUVRQ HYHOSQ ZLWKL PDVWHLG Q
FKLOGUHQ ZHUH SURYLGHG 63\$5. EDJV DQG UHVRXUFHV

' Ensured all elementary schools were supported with a SPARK program



' 6XSSRUWHG DQG EXLOGLQJ D FROODERUDWLYH VHUYLFH OHDUQLQJ UHVR
Indigenous families.

' :LWK WKH 'LVWZHLDFW /LWHUDF\

' 5HYLHZHG DQG XSGDWHG WKVHVLPHQW SURGROV DQG SURFL
UHIHUHQFHV WR DOLJQ ZLWK WKH QHZ 30 %HQFKPDUN

' &ROODERUDWHG RQ SURIHVVLRQDO GHYHORSPHQW RSSRUWXQLW
Awareness implementation.

' Collaborated on research into potential phonics resources; recommended Jolly Phonics for
.LQGHUJDUWHQ EHFDXVH LW LV SRPS UHDKHGV LPXHO VDI FVHQLFLOH D
FDWDORJHG 2QH UHVRXUFH SHU VFKRRO ZDV VXSSRUWHG

' &RQLQXHG WR FROODERUDWLYHDIWIDQW KMKH 'LVXPHLDFWVLEUDU\ &RRU

' 3URYLGHG /RRHNDWWVDQG SURIHVVLRQDO GHYHORSPHQW RSSR
teachers and Teacher Librarians in eight schools.

' &RQLQXHG WR GHYHORS SURIHVVLRQDO GHYHORSPHQW RSSRUWXQ
DQG NLQGHUJDUWHQ WHDFKHUWHQ([DPSOHV RI SUR G RI

' %RRN 6WXG\ ,QTXLU\ %DVHG (DUO\ /HQUQLQJ (QYLURQPHQWV
depth look at children's inquiry.

' 3URIHVVLRQDO 'HYHORSPHQW ò GD\ ZRUNVKRS ([SORULQJ 2XU ,
Learning.

' 6XSSRUWHG WKH VHYHQ 6WURQJ6WDUW%& VFKRROV ZLWK DFFHVV W
kindergarten classrooms for gradual entry to kindergarten during the month of September 2022.

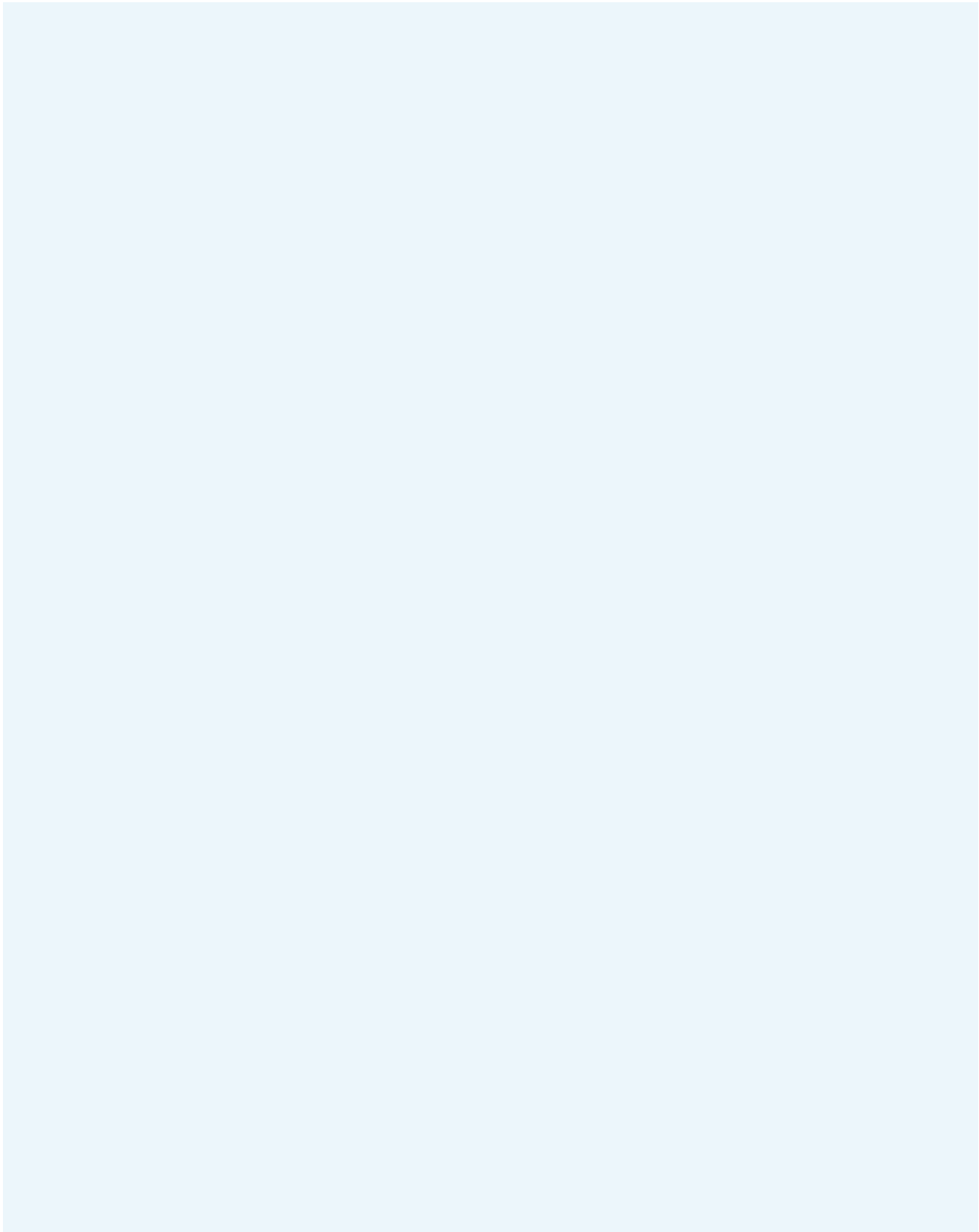
& 20081,7 < & 2// \$ % 25 \$ 7,21

' &RQLQXHG WR FROODERUDWLYHDIWIDQW WSKDUMDUO\ ZDWKTYLUWXDO DG
and sessions and printed materials for kindergarten readiness for families, preschools and daycare
professionals.

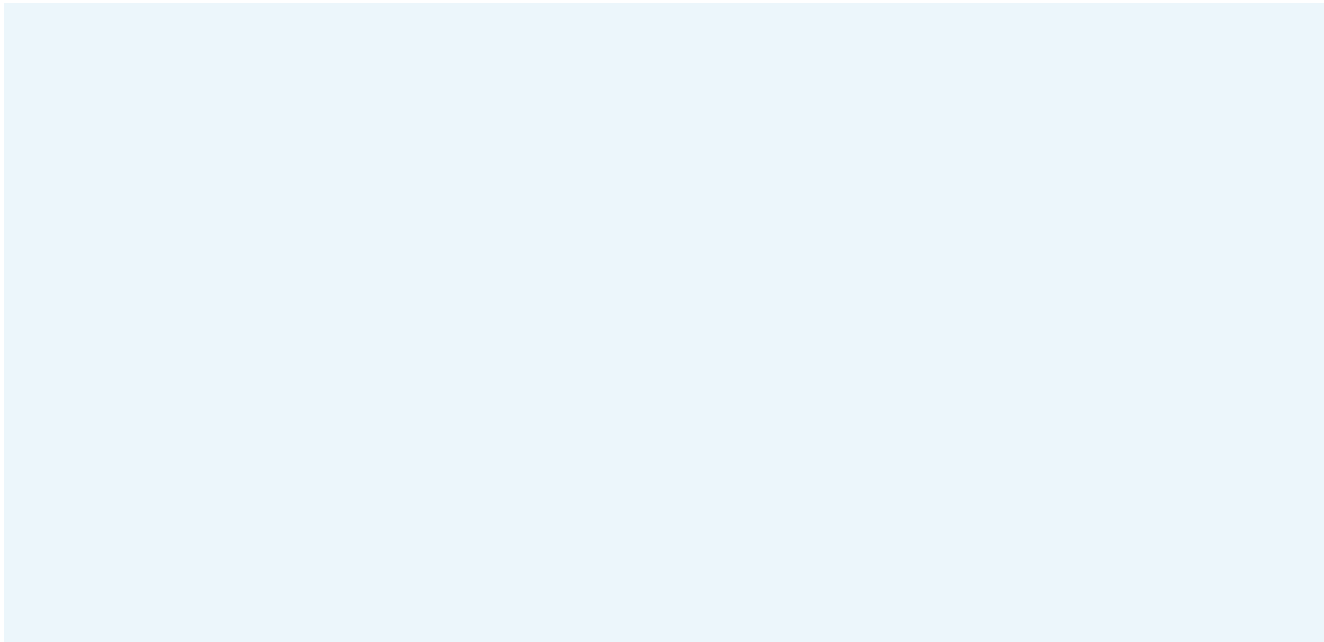
' Continued to collaborate with early years' community partners on community programming such as
ORWKHU *RRVH 2QH WR 2QH 5HDGLQJ DQG %RRNV %HIRUH)LYH
importance of early literacy.

' &RQLQXHG WKLUG \HDU RI .LQGHUJDUWHQ 2Q WKH /RRVH ZLWK ORW
kindergarten literacy readiness skills.

' &RQLQXHG EXLOGLQJ D FROODERUDWLYH VHUYLFH OHDUQLQJ UHVR



are embracing our responsibility to contribute to a sustainable environment .





MOVING FORWARD: ACTION ITEMS FOR 2022-2023

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As a school district, we monitor and support the early learning programs. The complexity of measuring early OHDUQHUV FRPELQHG ZLWK WKH NQRZOHGJH WKDW OHDUQLQJ LV ÀXLG WKURXJKRXW HDUO\ \HDUV :H FROOHFW EDVHOLQH GDWD SODQ LQWHU continue to monitor for growth.

- ' 3DUWLFLSDWLRQ LQ &KLOGKRRG ([SHULHQFHV 4XHVWLRQQDLUH &+(
 - ' Continue to expand the number of schools who choose to participate in this questionnaire. 0RYLQJ IRUZDUG WKH DWHDVDDWHG (WKDW &+(4 ZLOO EH LPSOHPHQ F\FOH WKDW WKH (' , LV LPSOHPHQWHG 1H[W SDUWLFLSDWLRQ \H
 - ' &RQWLQXHUWROG ISURYLGH RQJRLQJ VXSSRUW WR SULQFLSDOV N VXSSRUW WHDPV IURP &+(4 SDUWLFLSDWLQJ VFKRROV VSHFL¿F W WKH GDWD DQG GHYHORSLQJ SODQV WR VXSSRUW WKH . OHDUQH
 - ' &RQWLQXH WR VKDUH SHUWLQHQW GDWD ZLWK FRPPXQLW\ SDUW for the SD73 area.
- ' +RVW UHJLRQDO VHVVLWLRQ GRVFX% &+(34 DQG (' , :DYH GDWD ZLWK % Districts and their Community teams (Spring 2023).
- ' 3DUWLFLSDWH LQ IXWXUH LPSOHPHQWDWLRQV RI WKH 8QLYHUVLW\ R 3DUWQHUVKLS +(/3 'HYHORSPHQWDO ,QVWUXPHQWV
 - ' 3DUWLFLSDWH LQ LQLWLDO FROOHFWLWLRQV ZLWKSDQGLQJ /3 ' V SDUWLFLSDWLRQ IURP VRO~ Q (' , VROOHFWLWLRQV DYH RDUWPHQ

- ' 3 URYLGH VXSSRUW IRU NLQGHUJDUWHQ WHDFKHUV WR XWLOLJH
- ' Primary Reading Assessment (PRA)
 - ' Continue to support teacher implementation of the PRA.
 - ' : RUN ZLWK WKH 'LVWULFW /LWHUDF\ 7HDP WR SURYLGH VXSSRUW 35\$ H[DPLQH WKH GDWD LW SURYLGHV DQG XVH WKH GDWD WR L forward.
- ' Number Sense Assessment (NSA) K-3
 - ' : RUN ZLWK WKH 'LVWULFW 1XPHUDF\ 7HDP WR FROOHFW DQG H[D DVVHVVPHQWV LQ XVH IURP DURXQG WKH SURYLQFH
 - ' &UHDWH D ZRUNLQJ WDEOH RI LQWHUHVWHG SULPDU\ WHDFKHUV and recommendations based on the pilot implementation of SD73 Number Sense Assessment K-3.
 - ' : RUN ZLWK WKH 'LVWULFW 3ULQFLSDO ,QIRUPDWLRQ 0DQDJHPHQ SD73 data dashboard.
 - ' Implement NSA across district by 2023 - 2024 school year.
- ' &RPSOHWH 0LQLVWU\ RI (GXFDWLRQ DQG &KLOG &DUH 6FDQ)LQDO 5H

DISTRICT INITIATIVES

- ' 67521* 35\$3 (' \$1' 5(\$' < IRU ., 1'(5*\$57(1 63\$5.
 - ' &RQLQXH WR VXSSRUW WKH 3D FHQWUDOLJHG PRGHO DW WKH equity and access to quality resources for all schools and families.
 - ' 3 URYLGH VXSSRUW IRU LPSOHPHQWDWLRQ ZRUNVKRSV IRU LQWH
 - ' &RQLQXH WR VXSSRUW DQG .EWHROGHÀHFWRUWKHVJURZLQJ LQWHU SD73.
- ' SD73 Literacy Team
 - ' Collaborate with the SD73 Literacy Team regarding work on the Primary Reading Assessment to GHYHORS SURWRFROV EDVHG RQ GHYHORSPHQWDO VWDJHV DQG LQ WKH ZLQWHU VSULQJ FRQVXOWHG ZLWK HGXFDWRUV IRU IH
 - ' &ROODERUDWH RQ SURIHVVLRQDO GHYHORSPHQW RSSRUWXQLWL

and printed materials for kindergarten readiness for families, preschools and daycare professionals.

‘ Continue to collaborate with early years’ community partners on community programming such as Mother Goose, One-to-One Reading, and 1001 Books Before Five to increase awareness about the importance of early literacy for all families.

‘ &RQWLQXH GHOLYHU\ RI .LQGHUJDUWHQ RQ WKH /RRVH ZLWK 0RWKH early learning Kindergarten literacy readiness skills. In-person sessions will occur. Sessions will be rotated to new schools Spring 2023.

‘ &RQWLQXH WR VXSSRUW 6' V LQYROYHPHQW LQ WKH FRPPXQLW\ UX HYHQLQJ DV ZHOO DV H[SORULQJ WKH SRVLELOLW\ RI DGGLWLRQDO GHYHORSHPHQW WRZDUGV NLQGHUJDUWHQ

‘ &RQWLQXH EXLOGQLQJ D FROODERUDWLYH VHUYLFH OHDU\ZKLFK VXRQXUVLQJ VWXGHQWV DQG HDUO\ FKLOGKRRG HGXFWRUV HVWDEOLVFKLOGUHQ\V KHDOWK\ GHYHORSHPHQW

‘ &RQWLQXH WR ZRUN FORHDOM & HWYHWK RQ DDUO\JLQJ JDSV LQ WKH V and community needs.

‘ ,PSOHPHQW D QHZ SURMHFW ZLWK .DPORRSV ,PPLJUDQW 6HUYLEFHV kindergarten transition supports and family play sessions.

0, 1, 67(5, \$/ , 1, 7, \$7, 9(6

‘ Continue the work on professional learning focused on the principles of the Early Learning Framework (ELF).

‘ &RQWLQXH SDUWLFLSDWLRQ LQ \HDU 6' V 1HZ UHSRUWV DQG VXPPDU\ RI ;QGLQJV ZLOO EH SXEOLZKLFK

‘ Continue participation in year six of Strengthening Early Years to Kindergarten Transitions (SEY2KT) DQG LQ \HDU ;YH RI WKH 0LQLVWU\ RI (GXFWRU\ VHULHV &RPSDV\ DQG VXPPDU\ RI ;QGLQJV DUH SXEOLVKHG HDFK \HDU LQ WKH IDOO

‘ StrongStartBC

’ &RQWLQXH WR VXSSRUW DQG EXLOG UHVRXUFHV IRU WKHVH SURVHUYLFHV LQFOXGLQJ WKH GHYHORSHPHQW DQG GHOLYHU\ RI VXS

’ &RQWLQXH WR VXSSRUW DOO VHYHQ 6WURQJ6WDUW% & VFKRROV in kindergarten classrooms for gradual entry to kindergarten during the month of September 2023.

’ 'HYHORS ODQJXDJH SOD\ NLWV WR VXSSRUW (QJOLVK ODQJXDJH RI FXOWXUDOO\ GLYHUVH IDPLOLHV ZKR DFFHVV 6WURQJ6WDUW



Child Care

Continue to support Seamless Day Kindergarten (SDK) and Just B4 (JB4) pilot programs as WKH\ PRYH LQWR WKHLU VHFRQG IXOO \HDU RI GHOLYHU\

&RQWLQXH WR H[SORUH WKH H[SDQVLRQ RI 6'. -% SURJUDPV W principals and extending opportunities for current staff participants to discuss their experiences ZLWK RWKHU LQWHUHVWHG (& NLQGHUJDUWHQ WHDFKHUV DQG

Expand both SDK & JB4 programs.

&RQWLQXH WR GHYHORS (& DQG NLQGHUJDUWHQ WHDFKHU SDU

&RQWLQXH WR ZRUN ZLWK WKH QDQFH GHSDUWPHQW WR HVWDE IURP IDPLOLHV DV ZHOO DV WKH FUHDWLRQ RI D QDQFLDO VWU these programs.

Consider next step opportunities for newly licensed afternoon child care spaces out of existing StrongStartBC rooms.

&RQWLQXH WR ZRUN ZLWK 'LUHFWRU RI ,QVWUXFWLRQ 6HFRQG ways to encourage highschool students to participate in the existing ECE diploma partnership ZLW 8

'HYHORS D YH \HDU SODQ RI H[SDQVLRQ RSSRUWXQLWLHV XVLQ HQYLURQPHQWDO FKLOG FDUH VFDQ LQIRUPDWLRQ

&RQWLQXH WR ZRUN ZLWK +XPDQ 5HVRXUFHV LQ WKH DFWLYH UH for SD73 child care programs.

Continue to apply to New Spaces funding to acquire the necessary funds to complete the upcoming child care spaces in the rebuild of Parkcrest Elementary.

&RQWLQXH WR GHYHORS WKH QHZ SDUWQHUVKLS ZLWK ,QTXLULG FKLOG FDUH DW WKH 5DOSK %HOO DQG +DSS\YDOH VLWHV

&RQWLQXH WR ZRUN ZLWK WKH GLVWULFW ,QFOXVLYH (GXFDWLR QHZ 0(&& HGXFDWLRQ V\VWHP KDYH WKH QHFHVVDU\ DFFHVV DQ equity for our youngest learners and their families.

&RQWLQXH WR SDUWLFLSDWH LQ DOO UHJLRQDO DQG SURYLQFLD care and in doing so, encourage additional funding to support inclusion in SD73 run child care (SDK/JB4) programs.

Continue to communicate with community partners when new child care opportunities are DYDLODEOH ZLWKLQ 6' EXLOGLQJV

HIGHLIGHTS from February 2022 - February 2023

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Kindergarten Survey - Fall 2022

Points of interest from Fall K Survey data:

- ' %DVHG RQ WKHVH ¿QGLQJV 6RFLDO HPRWLRQDO OHDUQLQJ IROORZL H[SUHVVLVLYH JUDPPDU DUH DOO DUHDV VKRZLQJ DV DUHDV LQ QHHG R
- ' Although rote counting (shown) is strong, this same group of K students struggle with number LGHQWL¿FDWLRQ 6WXGHQWV DUH DEOH WR PHPRUL]H DQG UHSHDW G knowledge to number recognition and number concept.

NLQGHUJDUWHQ YXOQHUDEOH LQ DW OHDVW RQH DUHD7 RHHGHYHORSP
students are currently in grade three.

' 7KH SURYLQFLDO UHSRUW KDV EHHQ UHOHDVHG DQG WKH 6' VSHFL
)HEUXDU\ DYH: UHVXOWV VKRZ RI 6' NLQGHUJDUWHQ VWXGHQWV
PRUH WKDQ RQH LQGLFDWRU 7KLV LV DQ LPSURYHPPHQW RI IURP :D



‘ Points of Interest:

- ’ ‘DWD IURP -XQH LQGLFDWHV WKHUH ZDV D VOLJKW SRVLWLYH \H DU ZKHQ FRPSDUHG WR SUHYLRXV \H DU V
- ’ +RZHYH\KHQ FRQVLGHULQJ VSHFL¿FDOO\ *UDGH UHVXOWV D VLJ \$ERULJLQDO VWXGHQWV DQG QRQ \$ERULJLQDO VWXGHQWV DV ZHO learners.

Programs & Initiatives

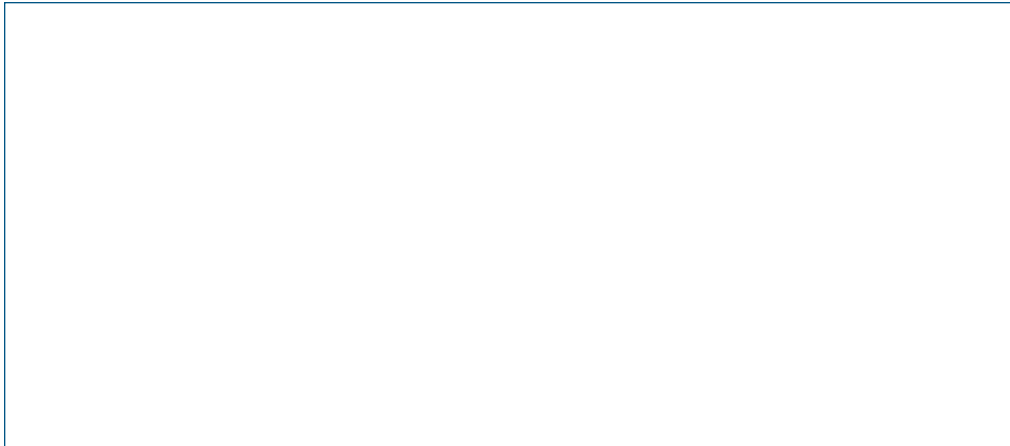
)RU GHWDLOHG LQIRUPDWLRQ DERXW WKH IROOR\$SQ#SGR[J&DPW WQB EQ this report. The following are highlights.

StrongStartBC (SS)

\$OO VHYHQ 66 ORFDWLRQV KDYH UHFHQWO\ EHHQ OLFHQVHG IRU WKH SR these spaces for the afternoon (i.e. JB4, preschool, daycare, after school care).

&29,' KDG DQ XQSUFHGHQWHG LPSDFW RQ SURJUDP GHOLYHU\ KRZHY 66 LQ SHUVRQ RSHQLQJV VLQFH 6HSWHPEHU ZLWK JURZLQJ QXPEHUV DGYDQWDJH RI ZKDW WKH 66 SURJUDP RIIHUV

SD73 StrongStartBC Centres - Positive Attendance - Five Year Trend



SCHOOL YEAR	AE Perry	Arthur Hatton	Barriere	Beattie	Haldane	Marion Schilling	Raft River	TOTAL ATT
2015-2016	1198	1436	621	1253	1183	1467	820	7978
2016-2017	1203	1337	694	1833	1490	1018	681	8256
2017-2018	1110	2030	887	2206	2071	1698	1015	11017
2018-2019	1346	2304	1505	2623	1430	1524	1059	11791
2019-2020	1007	1607	833	1754	1054	894	776	7925
2020-2021	557	938	no avail	1152	682	628	846	4803
2021-2022	735	1774	423	1068				

community and school system and determining what would be enabling conditions (e.g., shared pedagogical practices, joint professional learning opportunities) to strengthen early years to kindergarten transitions.

The team consists of School District and three community partners.

Strong, Prepared, and Ready for Kindergarten (SPARK)

All SD73 schools with kindergarten registrants participate in the SPARK program.

% DVHG RQ SURMHFWHG NLQGHUJDUWHQ QXPEHUV DOO HQUROOLQJ NLQQ SPARK bag in association with SPARK programming.

' , 6 7 5 , & 7 , 1 , 7 , \$ 7 , 9 (+ , * + / , * + 7 6

Supported Transitions

Kindergarten Transition Meeting Data:

	Males	Females	Children with Aboriginal Ancestry	Children in Care	Children with Special Education Designations	Rural Children	Urban Children
Number of Incoming Learners	53	20	9	1	32	14	59

*For more information on supporting students in SD73, see the Annual Equity, Inclusion, and Diversity Report on the district website.

With the expertise of ECE staff in both SS and the JB4 programs in SD73, kindergarten transition is showing good success for students and families needing additional support in this process.

7KH DGGLWLRQ RI 66 VWDII LQ VXSSRUWLYH UROHV LQ . FODVVURRPV LQ VKRZLQJ SRVLWLYH UHVXOWV



Our ECE has been so helpful, especially for a teacher who recently switched grades and is back to teaching kindergarten/grade one after a couple of years! I completely forgot how chaotic a startup can be with these littles. I don't know what I would have

District Literacy Team collaboration

- ‘ Focus on completing the Primary Reading Assessment protocols and Teaching Points resource.
- ‘ &RQWLQXH WR PHHW DERXW (YDOXDWLRQ GH OHFWXUH DX 3ULPDLUH
- ‘ Begin work on a Teacher Resource Package / District Balanced Literacy Guide.
- ‘ &RQWLQXH WR SURPRWH XVH\$ZDUHQHUVWUBKROFFLEWHQVLYH 3KRQR 3URJUDP DQG -ROO\ 3KRQLFV NLW UHVRXUFHV LQ HYHU\ VFKRRO DV



‘ , ÀQG WKDW WKH +HJJHUW\ 3KRQRORJLFDQ \$ZDUHQH FRQVLVWHQWO\ GR SKRQHPLF DZDUHQHVV , ÀQG W my Ks.

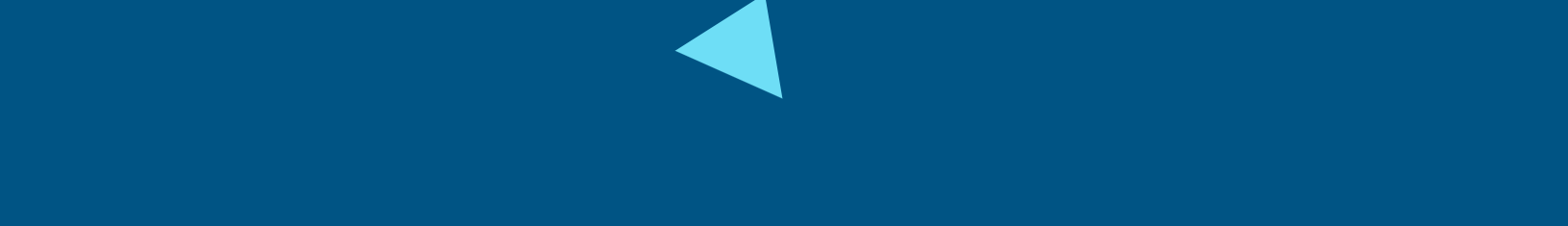
- Kindergarten teacher

- ‘ 6XUYH\ DGPLQLVWUDWRUV DQG WHDFKHUV WR REWDLQ IHGDFN DER DQHFGRWDO UHSRUWV DUH SRVLWLYH ZLWK UHJDUG HYLGHDFHIG H LPSURYHG UHGGLQHVV IRU UHGGLQJ
- ‘ Continue to engage in a working group of primary teachers and administrators to update the Reading 6WUDWHJLHV %RRNPDUN WR UHÀHFV FXUUHQW UHVHDUFK DQG SUDFV
- ‘ &RQWLQXH WR FROODERUDWH RQ SURIHVVLRQDO OHDUQLQJ VHULHV Z <HDUV 323(<
- ‘ 2QJRLQJ FROODERUDWHWRQZLWKRSHFL¿F WR GHYHORSFHQW DQG SL implementation of a district Number Sense Assessment.
- ‘ 2QJRLQJ RSSRUWXQLWLHV WR KLJKOLJKW (/ && YLD SUHVHQWDWLRQV Curriculum and Instruction newsletter
- ‘ &RPPXQLFDWLQJ WKURXJK \$SHULHQWDO\ LQDFWLRQK R XQFLO VSHFL¿F learning is part of the upcoming Aboriginal Education and Local Enhancement Agreements.

Child Care Highlights:

SDK

- ‘ 6'. KDV MXVW FHOHEUDWHG LWV RQH \HDU DQQLYHUVDU\ DV D SLORW
- ‘ ,Q WKH IDOO DV SDUW RI WKH 6'. SURJUDPPLQJ DGGLWLRQDO IXQGL VXSSRUWLYH JURXS FKLOG FDUH H[SHULHQFH



- ‘ 3 DUWLFLSDWLRQ LQ ORFDO GLVFXVVLRQV ZLWK D OYDZLKH DGA & R FRXPOLXV 6 HUYL FHV < & 6 < 0 & \$ % & DQG % R \ DQG * LUOV & OXE % * & SURJUD on child care partnerships.
- ‘ Participation in local discussions regarding ‘Quality in Early Childhood Education’ led by the Early Childhood Pedagogy Network.
- ‘ 3 DUWLFLSDWLRQ LQ PHHWLQJV DQG GLVFXVVLRQV VXFK DV μ 0 DNH & K Child Care Engagement Group.
- ‘ Participation in Early Learning Regional Leads community meetings.

Child Care Initiative Highlights:

Ministry Environmental Scan

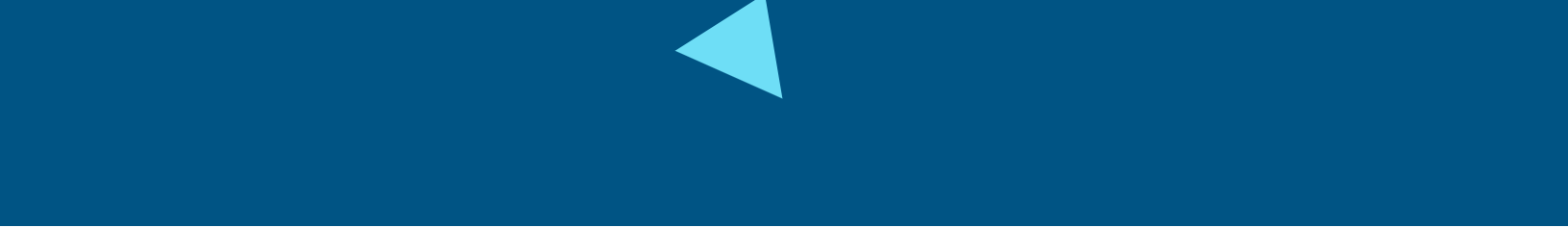
- ([SDQVLRQ RI HDUO\ OHDUQLQJ DQG FKLOG FDUH WHDPV UHTXLUHG DQ (RSHUDWLQJ RQ VFKRRO JURXQGV RU LQ VFKRRO EXLOGLQJV \$FWLRQV W
- ‘ (QVXULQJ DOO YRLFHV FRQQHFWHG WR FKLOG FDUH ZLWKLQ 6’ KDYH
 - ‘ : RUNLQJ GLUHFWO\ ZLWK WKH \$ERULJLQDO (GXFDWLRQ & RXQFLO WR ZLWKLQ WKH HQYLURQPHQWDO VFDQ
 - ‘ 6XUYH\ LQJ DOO FIDGHU\ VHFRRGDU\ DGPLQLVWUDWRUV UHJDUGL possibilities.

New Child Care Spaces

- 'XH WR WKH DYDLODELOLW\ RI WKHVH IXQGV 6' DSSOLHG DQG LV QRZ L XVLQJ WKLUG SDUW\ SURYLGHUV DW 5DOSK %HOO DQG +DSS\YDOH HOHP
- ‘ 7KURXJK HVWDEOLVKLQJ DQG UH¿QLQJ SURFHVVHV VSHFL¿F WR FKLO VFFHVVIXO DSSOLFDQW IRU SURYLGLQJ WKH FKLOG FDUH DW WKHVH
 - ‘ 7KH (/ & WHDP ZRUNHG ZLWK WKH 0DLQWHQDQFH DQG 3XUFKDVLRQ 'H FKHFNOLVWV DQG FRWUDFW GHWDLOV VSHFL¿F WR WKH SURYLVRQ
 - ‘ +DYH WKH RSSRUWXQLW\ WR ORRN DW SRWHQWLDO H[SDQVLRQ RI FK WKURXJK DGGLWLRQDO WKLUG SDUW\ SURYLGHUV

Licensing

7KH SURFHVV RI DSSO\LQJ IRU DQG UHFHLYLQJ OLFHQVHV IRU FKLOG FDU success.



‘ :

\$V D VFKRRO GLVWULFW ZH DUH FR QW DQX D V W H P G I Z Y H O R S U Q J D Q I G [W U R V Z H S
our learners.

In early learning, our next steps include the expansion of pilot projects to include more schools. Pilots allow us
WR WU\ RXW QHZ LGHDV FROOHFW GDWD DQG UHFHLYH IHGDFN EHIRU
FRPPXQLW\ FRQQHFWLRQV PHDQ WKDW ZH KDYH FULWLFDO IULHQGV ZKR
LPSURYH EXW DUH SUHSDUHG WR KHOS VXSSRUW WKH LPSURYH PHQW

\$W D ORFDO OHYHO ZH ZLOO PRYH IRUZDUG ZLWK WKH YDULRXV DVVHV
FROOHDJXHV LQ WKH FRPPXQLW\ ZH FDQ HQVXUH WKDW ZH DUH UHFHLYH
OHDUQHUV \$V ZH GHYHORS WKH DVVHV VPHQWV ZH EHOLHYH FROOHFW W
VXSSRUWV IRU GLYHUVH OHDUQHUV DFURVV WKH GLVWULFW

&RQWLQXLQJ WR VXSSRUW DGXOWV ZLWK BRIDDERU DLWLNH\ HWRR BWV WXF
LQLWLDWHG ZLWK YDULRXV 6' GHSDUWPHQW F W L W L H V S U B I U H Z V D R Q D R Q Q H L Q
RSSRUWXQLWLHV QRW RQO\ IRU . WHDFKHUV EXW DOVR GHYHORS WKH

7R UHPDLQ LQIRUPHG RI QHZ GHYHORS PHQWV LQ HDUO\ OHDUQLQJ ZH ZI
PHHWLQJV DV ZHOO DV SDUWLFLSDWH LQ SURYLQFLDO SLORWV 2XU HDU
and participate in new work.

None of this work would be successful without community partners. A continued focus includes collaboration
ZLWK WKH HDUO\ \HDUV\ FRPPXQLW\ RQ DOO DVSHFWV RI FKLOG FDUH N
transitions for all early learners.

There is enough research and data to support how necessary early learning and child care is to the education
V\WHP :H NQRZ EHWWHU DQG KDYH WKH DELOLW\ WR GHDO ZLWK LQHTX

ASQ

\$JHV DQG 6WDJHV 4XHVWLRQQDLUH ± 7KRPSVRQ 5LYHUV
8QLYHUVLW\ QXUVLQJ VWXGHQWV

BGC

Boys and Girls Clubs

CHEQ

Childhood Experiences Questionnaire. For more

LQIRUPDWLRQ R [KWWS\\$ MBHO\OHDUQLQJ XEF FD](#)

[cheq/cheq-parent-information/](#)

CP4YC

&KDQJLQJ 3RVVLELOLWLHV IRU <RXQJ &KLOGUHQ ± 0LQLVWU\
of Education and Child Care program

Early Learning

The knowledge, skills, and dispositions that preschool
children acquire in the years before school entry in

NH\ GHYHORSHPHQWDO GRPDLQV FRJQLWLYH SK\VLFDQ
language and communication, social and emotional.

'H¿QHGLQ VHFWRQ RI WKH 6FKRRO \$FW

ECE

Early Childhood Education 250-405-7800 x2141 or 250-405-7800 x2141 (HELP) 18.1 (TT1 1 Tf 5.5 10

EDI

(DUO\ 'HYHORSHPHQW ,QVWUXPHQW)RU PRUH LQIRUPDWLRQ
on EDI, see [KWWSV HGL RIIRUGFHQWUH FRP](#)

ELCC

Early Learning and Child Care Team

HELP

+XPDQ (DUO\ /HDUQLQJ 3DUWQHUVKLS 8QLYHUVLW\ RI

British Columbia 004400550050F000 0 0 10 5/8.5 604.5356fif400510001000051005700110003C-ildren o eYms0.335 0.52(CT

POPEY

3URYLQFLDO 2XWUHDFK 3URJUDP I:RIQ OYKHHV VD UHOD QW E UDVG G <RXWK & HQWHI

WHY

PRA

Primary Reading Assessment

YBC

< 0 & \$ % &

SDK

6HDPOHVV 'D\ .LQGHUJDUWHQ 7KH 6OHORZKHVGD\ RPPXQLW\ 6HUYLEFHV
.LQGHUJDUWHQ SLORW SURJUDP HPSOR\V FHUWLHG HDUO\
FKLOGKRRG HGXFDWRUV WR SURYLGH EHIRUH DQG DIWHU
school care in Kindergarten classrooms and supports
learning alongside the classroom teacher.

YCS

SEY2KT

Strengthening Early Years to Kindergarten Transition

± 0LQLVWU\ RI (GXFDWLRQ DQG &KLOG &DUH SURJUDP

StrongStartBC (SS) Centre

A free early learning program located in schools, for
preschool children accompanied by a parent, other

DGXOW IDPLO\ PHPEHU RU FDUHJLYHU FUHDWHG WKURXJK DQ
DJUHHPHQW EHWZHHQ VFKRRO GLVWULFWV DQG WKH 0LQLVWU\
of Education and Child Care.

SPARK

Strong, Prepared and Ready for Kindergarten

TRC

Calls to Action of the Truth and Reconciliation
Commission (TRC)

TRU

7KRPSVRQ 5LYHUV 8QLYHUVLW\

UNDRIP

8QLWHG 1DWLRQV 'HFODUDWLRQ RQ WKH 5LJKWV RI
Indigenous Peoples

Appendix C - Programs and Initiatives

Changing Possibilities for Young Children (CP4YC)

&3 <& IRFXVHV RQ VRFLDO DQG HPRWLRQDO ZHOO EHLQJ WR LPSURYH RX JRDOV LV WR LGHQWLI\ DQG DSSO\ D VWUHQQJWKHQHG XQGHUVWDQGLQJ F social and emotional well-being of young children. Another goal is to increase the coherence in pedagogy between Early Childhood Educators and Primary Educators, using the Early Learning Framework.

6' ¶V SDUWLFLSDQWV DUH VHOHFWHG DV WULDGV IURP WKH VDPH µFRPP a Kindergarten teacher from the same school (or neighborhood), and a community-based Early Childhood Educator working in a childcare centre or pre-school in the same community. This has brought educators WRJHWKHU ZKR VKDUH WKH VDPH FKLOGUHQ DQG IDPLOLHV DQG SURYLG VWUHQQJWKHQ UHODWLRQV KLSV RYHU WLPKIU WSLWKFIU WUFRUPPDWLRQ FDXQ RI OHDUQLQJ



“Resiliency is not one more thing to add to our teaching plates... it is the plate”
(as stated by Kim Schonert Reichl, May 2021)

Early Learning Framework (ELF)

BC’s Early Learning Framework guides and supports early childhood educators, primary school teachers, SULQFLSDOV DQG YLFH SULQFLSDOV FROOHJH DQG XQLYHUVLW\ HGXFDM early childhood and elementary education programs, StrongStartBC facilitators, other early years professionals, FRPPXQLWLHV JRYHUQPHQWV DQG IDPLOLHV 7KH)UDPHZRUN HVWDEOL WRJHWKHU ,W VXSSRUWV WKH ULFK HDUO\ OHDUQLQJ H[SHULHQFHV RI F %ULWLVK &ROXPELDQV DQG FUHDWHV D FRPPRQ ODQJXDJH DQG JUHDWH learning for all young children.



7KH (DUO\ /H DUQLQJ)UDPHZRUN DSSOLHV WR DOO OHDUQLQJ HQYLURQPH
FODVVURRPV WR FKLOGFDUH VHWWLQJV SUHVFKRROV DQG RWKHU HDUO
DOVR

- ‘ 6XSSRUWV GLDORJXH DQG UHÀHFWLRQ RQ WKH LPSRUWDQFH RI WKH
- ‘ *XLGHV HDUO\ OHDUQLQJ SURJUDPV DQG DFWLYLWLHV
- ‘ Encourages discussion with families about their child’s early learning
- ‘ 6KDSHV SURIHVVLRQDO GHYHORSPHQW
- ‘ Creates a shared image of children to guide the promotion of early learning

(DFK PRQWK 6WURQJ6WDUW%& IDFLOLWDWRUV SDUWLFLSDWH LQ SURIHV
The ELF can be found online at [KWWSV ZZZ JRY EF FD JRY FRQWHQW HGXFDWLRQ W](#)
[early-learning-framework](#)

Just B4 (JB4)

7KH -% SURJUDP LV VSHFL¿FDOO\ GHVLJQH IRU DQG \HDU ROG FKLO
with the purpose of inspiring and supporting the creation of rich, joyful early childhood spaces. This program
SURYLGHV DQ RSSRUWXQLW\ WR VWUHQJWKHQ HDUO\ \HDUV WR .LQGHUJ
families.

-XVW % XWLOLJHV WKH 6WURQJ6WDUW%& VSDFH LQ WKH DIWHUQRRQ ZLV
program in the morning Parents pre-register for the Just B4 afternoon program and choose the days of the
week they would like their children to attend Just B4 is a licensed preschool program and therefore parents do
not need to attend.

This program is currently offered for a minimal fee. Families may qualify for childcare subsidies through the
0LQLVWU\ RI (GXFWDWLRQ DQG &KLOG &DUH

7KH ORFDWLRQ RI WKH -XVW % SUHVFKRRO SURJUDP LQ 6' ZDV GHWHU

- ‘ Parental need for before- and after-school care (based on Kamloops Community Child Care Planning Report - June 2020 and Discussions with Kamloops Early Years/Child Care/Resource and Referral Center) [KWWSV ELW O\ .DPORRSV&KLOG&DUH5HSRUW](#)

00 `ÀpÉ`pT000 I`@pÀ 0 Àp°0À€@QpÀ Ð

Ready, Set, Learn (RSL)

, QWHQGHG IRU IDPLOLHV DQG FKLOGUHQ \$LVHSDO LQJRWW HQWWHU NQQSRU connections between families, the school system, and local community agencies. All SD73 elementary schools WKDW HQUROO .LQGHUJDUWHQ FODVVHV KROG 56/ HYHQWV LQ WKHLU VF family-oriented atmosphere with the intent of supporting children's transitions into school.

56/ SURYLGHV 0LQLVWU\ IXQGV WR VXSSRUW .LQGHUJDUWHQ WUDQVLWLR SXUFKDVH 63\$. EDJV IRU HYHU\ LQFRPLQJ . VWXGHQW IRU XVH GXULQJ 6 funds based on the projected kindergarten enrollment numbers to offset SPARK (or k transition) expenses. 7KHVH IXQGV FDQ EH XVHG IRU FRQVXPDEOHV .LQGHUJDUWHQ WHDFKHU RIWHQ IRXQG LQ XVH GXULQJ 63\$. HYHQWV

Seamless Day Kindergarten (SDK)

6HDPOHVV 'D\ .LQGHUJDUWHQ LV D XQLTXH SURJUDP WKDW SURYLGHV EH NLQGHUJDUWHQ DQG JUDGH RQH 7KH VWXGHQWV UHPDLQ LQ WKH VDPH day. This allows the educators to better meet the needs of the child and expand on their interests and wonders. The educator team includes a classroom teacher and two early childhood educators. With minimum transitions IRU WKH VWXGHQWV DQG WHDP FROODERUDWLRQ IRU WKH HGXFDWRUV V

7KH EHIRUH DQG DIWHU VFKRRO FDUH UXQV 0RQGDIWHUWRUJRIJGD\ \$LWRK \$0 DQG DIWHU VFKRRO FDUH IURP 30 WR 30 7KH KRUV DUHD GD\V DQG UXQ IURP \$0 WR 30

7KH ORFDWLRQ RI WKH 6'. 3LORW 3URJUDP LQ 6' ZDV GHWHUPLQH E\ V

- ' Parental need for before- and after-school care (based on Kamloops Community Child Care Planning Report - June 2020 and Discussions with Kamloops Early Years/Child Care/Resource and Referral Center) [KWWSV](#) [ELW O\](#) .[DPORRSV&KLOG&DUH5HSRUW](#)
- ' \$YDLODELOLW\ RI OLFHQVHG FKLOG FDUH ZLWKLQ WKH FRPPXQLW\
- ' A school with additional space (two rooms were licensed - a kindergarten classroom plus one other)
- ' A kindergarten teacher participating in the pilot project.
- ' EDI data

2QFH WKH SURJUDP HV DQG JXLGHOLQHV ZHUH GHYHORSKHG DQG WKH FO Elementary were licensed by the local health authority, the program opened for registration late January 2022. This program is currently offered for a minimal fee. Families may qualify for childcare subsidies through the 0LQLVWU\ RI (GXFDFWLRQ DQG &KLOG &DUH



0DLQ EHQH¿WV

Strong, Prepared and Ready for Kindergarten (SPARK)



Early Learning and Childcare Engagement Group

,Q ± WKH &LW\ RI .DPORRSV XQGHUWRRN WKH ZRUN RI FUHDWLQ
ZLWK WKH VXSSRUW RI D FRQVXOWDQW DQG DQ \$GYLVRU\ &RPPLWWHH W
RQ WKH WRSLF RI FKLOGFDUH 7KH FUHDWLRQ RI WKH HQJDJHPHQW JURX
OHDUQLQJ DQG FKLOGFDUH VWDNKHROGHUV 6' ¶V (/ & WHDP DUH DQ LG
and continue to work with this engagement group as they consider complex local issues such as access to
XQLYHUVDO TXDOLW\ HDUO\ \HDUV¶ FDUH

Interior Community Services (ICS) and Early Years' Centre (EYC)

,QWHULRU &RPPXQLW\ 6HUylFHV DQG WKH (DUO\ <HDUV¶ &HQWUH KRvw .
KDSSHQ LQ ODWH IDOO JHQHUDOO\ 1RYHPEHU DQG 7KHDLQ LGXIRUJDWKR
VHVVLRQV KDYH FRPPXQLW\ LQIRUPDWLRQ WDEO¶V D QGLUHFRW\ SDURMQ SDU
WHDPV IURP ,QFOXVLYH (GXFDWLRQ \$ERULJLQDO (GXFDWLRQ 7UDQVSRU
SDUWLFLSDWH LQ WKLW FRPPXQLW\ HYHQW

Kamloops Early Language and Literacy Initiative (KELLI)

.DPORRSV (DUO\ /DQJXDJH DQG /LWHUDF\ ,QLWLDWLYH SURYLGHV IUHH H
years and their families. They are a key partner with the SD73's SPARK (Strong, Prepared and Ready for
.LQGHUJDUWHQ SURJUDP .(//, LV WKH KRvw DJHQF\ IRU WKH YHU\ SRSX
of our schools.

\$QRWKHU SRSXODU FRPPXQLW\ HYHQW LV WKH \$%&)DPLO\ /LWHUDF\ 'D\
RYHU WKH FRPPXQLW\ WR DWWHQG D GD\ ORQJ RSHQI KRYXQHWHD FRKW-CHQ \$B
µ8QSOXJ DQG 3OD\¶ ZHHN RI HYHQWV KLJKOLJKWHG LQ 6' VFKRROV

Kamloops Immigrant Services (KIS)

.,6 VHUYHV LPPLJUDQWV UHIXJHHV PLJUDQW ZRUNHUV YLVLEOH PLQRU
IDPLOLHV LQ EFRPLQJ IXOO DQG HTXDO PHPEHUV RI &DQDGLDQ VRFLHW
WR DGYDQFH WKH MRXUQH\ DQG SURYLGH LQIRUPDWLRQ VXSSRUW DQG





Appendix E - Rural Community Partners

\$OO RI RXU UXUDO SDUWQHUV SOD\ D YLWDO UROH LQ GHYHORSLQJ DQG
FKLOGUHQ ZKR OLYH RXWVLGH RI WKH &LW\ RI .DPORRSV DUHD

- ' Aboriginal Band Agencies
- ' Indigenous Early Learning Centers
- ' ,QWHULRU &RPPXQLW\ 6HUULFHV ,&6
- ' ,QWHULRU +HDOWK ,+
- ' /RJDQ /DNØOQHVV +HDOWK DQG <RXWK :+<
- ' Thompson Nicola Regional District (TNRD)
- ' <HOORZKHG &RPPXQLW\ 6HUULFHV <&6

