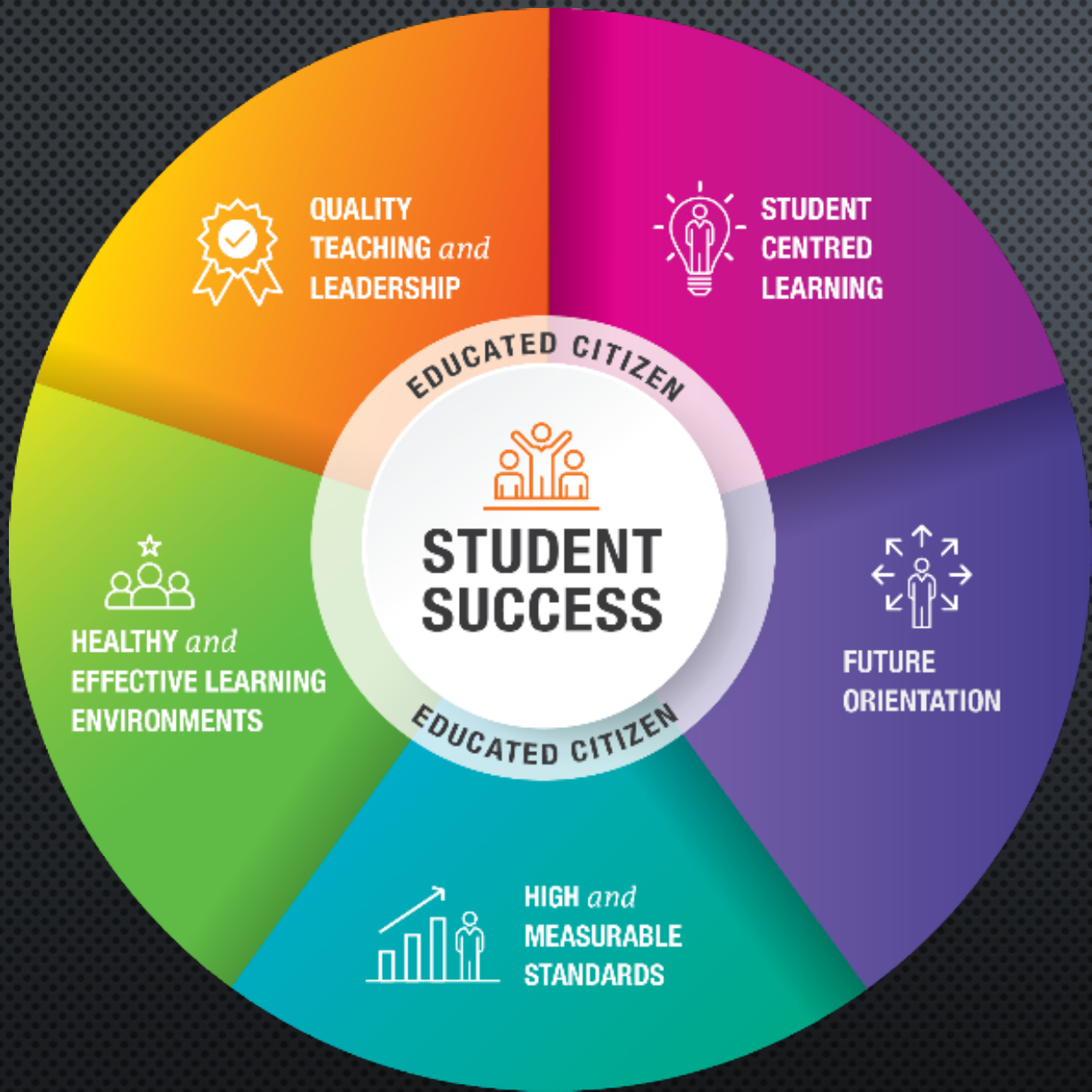




# DISTRICT FRAMEWORK



Southeast Kootenay School District respectfully honours and acknowledges that we live, work and learn on the unceded traditional territories of the Ktunaxa and the chosen homelands of the Rocky Mountain Métis. The footprint of the District is fully contained within the Ktunaxa Nation, including the communities of ʔaq'am and Yaqit ʔa·knuqʔi'it.



# BC MINISTRY OF EDUCATION AND CHILD CARE VISION FOR STUDENT SUCCESS

Enabling learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

# WHAT IS THE FRAMEWORK FOR ENHANCING STUDENT LEARNING?

The Framework for Enhancing Student Learning (“FESL”) reflects our staff and community partners' commitment to ensuring student success. In numerous meetings with our partner groups and district staff, we have looked at student success data and created a plan to improve student learning.

## Partner Engagement

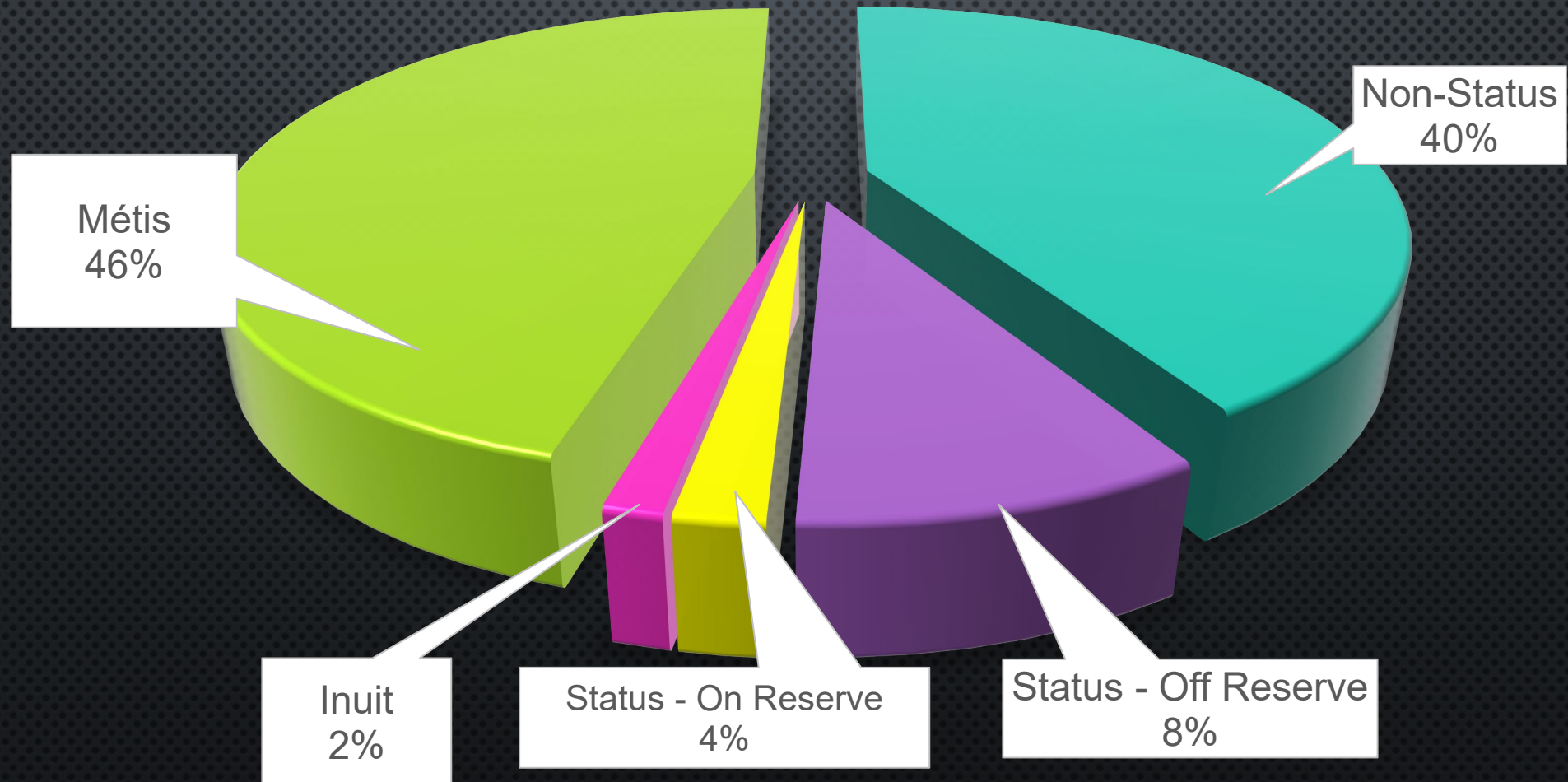
- Indigenous Education Council
- Indigenous Rightsholders
- CUPE Local 4165
- Cranbrook District Teachers Association
- Fernie District Teachers Association
- District Parent Advisory Council
- District Student Advisory Council
- Parents and Guardians
- Other Community Rightsholders



# STUDENT DEMOGRAPHIC INFORMATION

<b>Category</b>	<b>Student Count (Feb 2026)</b>
Children Youth In Care	30
Diverse Abilities	1,033
English Language Learners (ELL)	108
French Immersion	635
Indigenous	1,193
International	48
<b>Total of all Categories</b>	<b>3,047</b>
<b>Total Students in District</b>	<b>6,274</b>

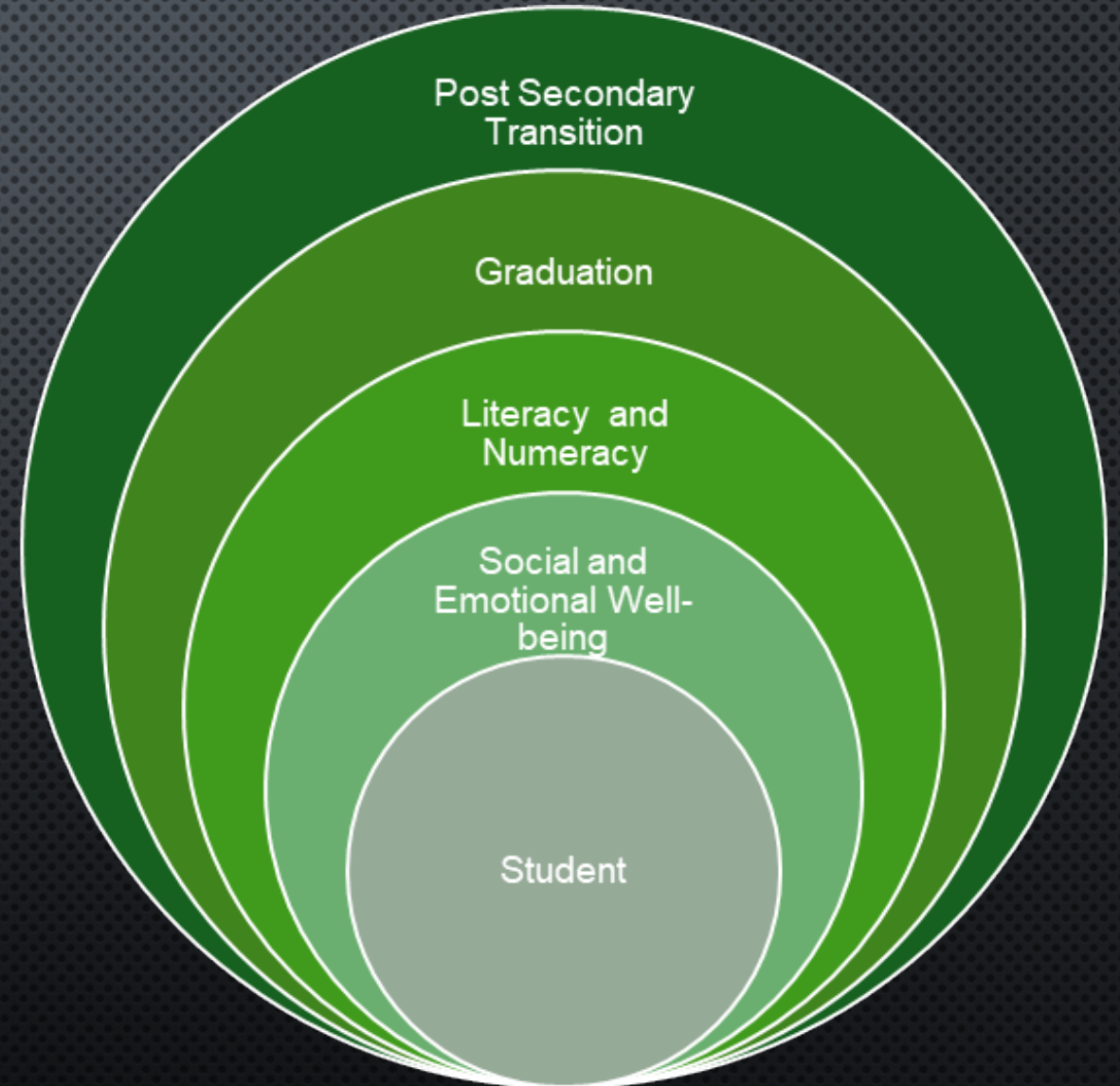
# INDIGENOUS DEMOGRAPHICS MAY 2026



# DISTRICT PRIORITIES

The District aims to cultivate an inclusive environment where every learner has pathways to graduation that honours individual strengths and abilities.

This academic, social and personal journey will be one of continuous improvement and commitment to educational excellence.



# DISTRICT PRIORITIES



## Priority One: Intellectual Development

- Each student will meet or exceed literacy expectations in relation to their grade level or Individual Education Plan goals.
- Each student will meet or exceed numeracy expectations in relation to their grade level or Individual Education Plan goals.

## Priority Two: Human and Social Development

- Students and Staff will feel welcome, safe, and connected to their school and community.
- Promote Mental Health in School Strategy, through embedding positive mental health in all aspects of the education system, including culture, leadership curriculum and learning environments.

## Priority Three: Career Development

- All students will transition successfully from secondary school with the core competencies to achieve their life and career goals.

## INTELLECTUAL DEVELOPMENT

- Each student will meet or exceed literacy expectations in relation to their grade level or Individual Education Plan goals.
- Each student will meet or exceed numeracy expectations in relation to their grade level or Individual Education Plan goals.

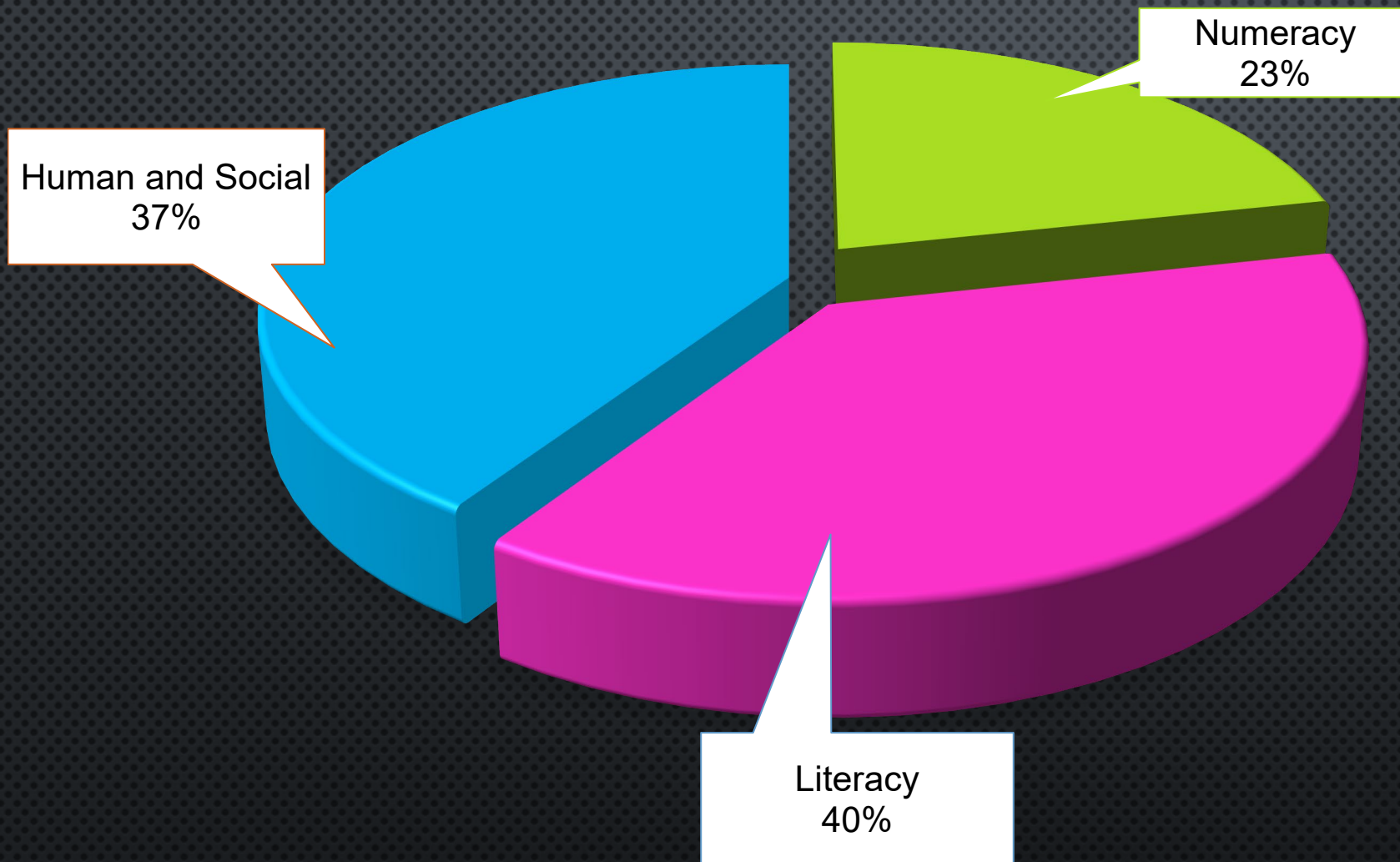
## HUMAN & SOCIAL DEVELOPMENT

- Students and Staff will feel welcome, safe, and connected to their school and community.
- Promote Mental Health in School Strategy, through embedding positive mental health in all aspects of the education system, including culture, leadership, curriculum and learning environments.

## CAREER DEVELOPMENT

- All students will transition successfully from secondary school with the core competencies to achieve their life and career goals.

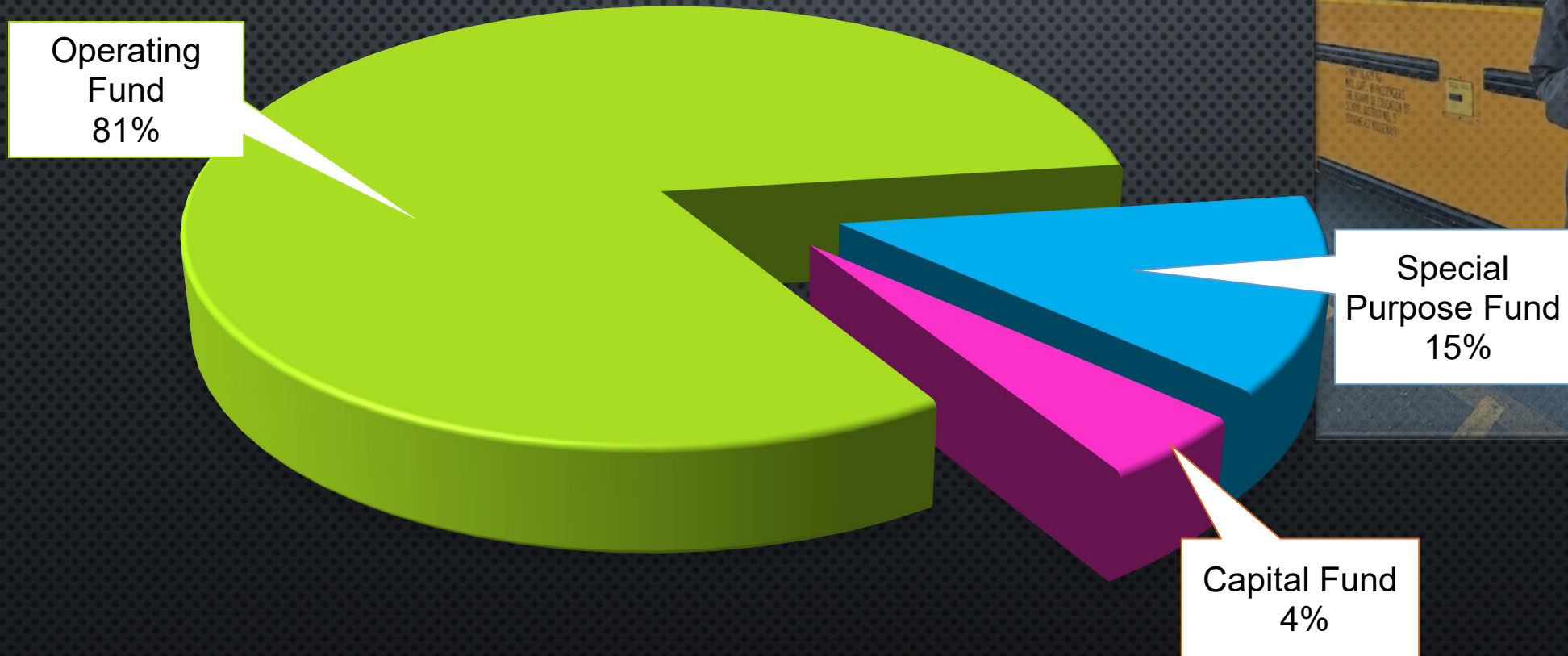
# SCHOOL GROWTH PLAN PRIORITIES



- Analyze Pre- and Post-Data
  - FSA, MDI, EDI, SLS
- School Budgets & Professional Development Alignment
- Reviewed Yearly

# FINANCE AND OPERATIONS

## 2025/26 REVENUES

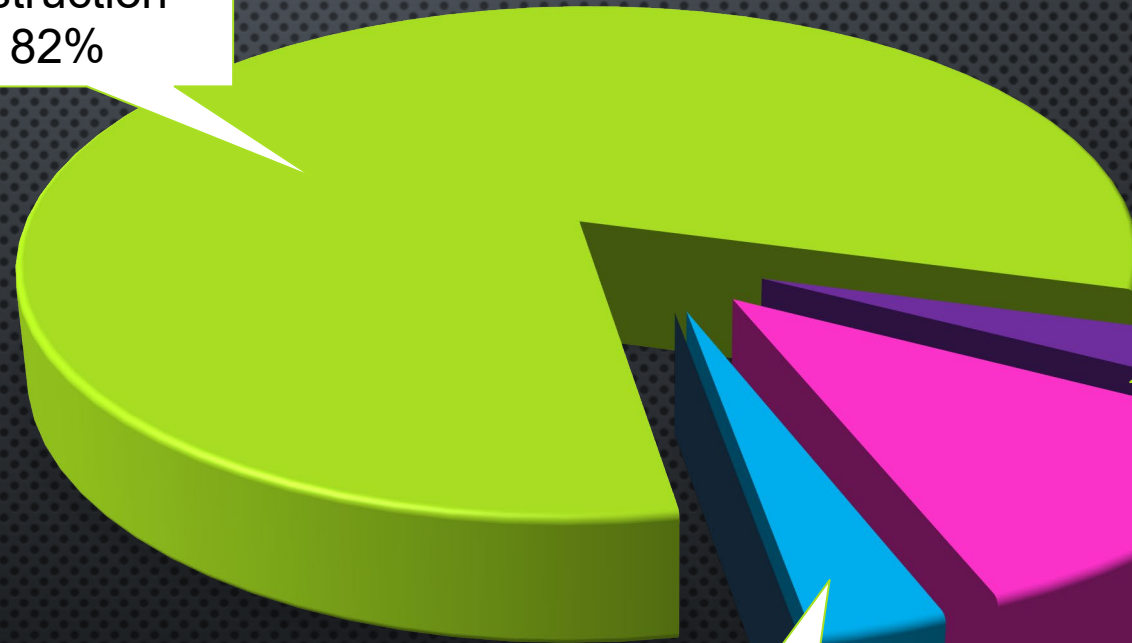


# FINANCE AND OPERATIONS



## 2025/26 EXPENSES

Instruction  
82%



District  
Administration  
3%

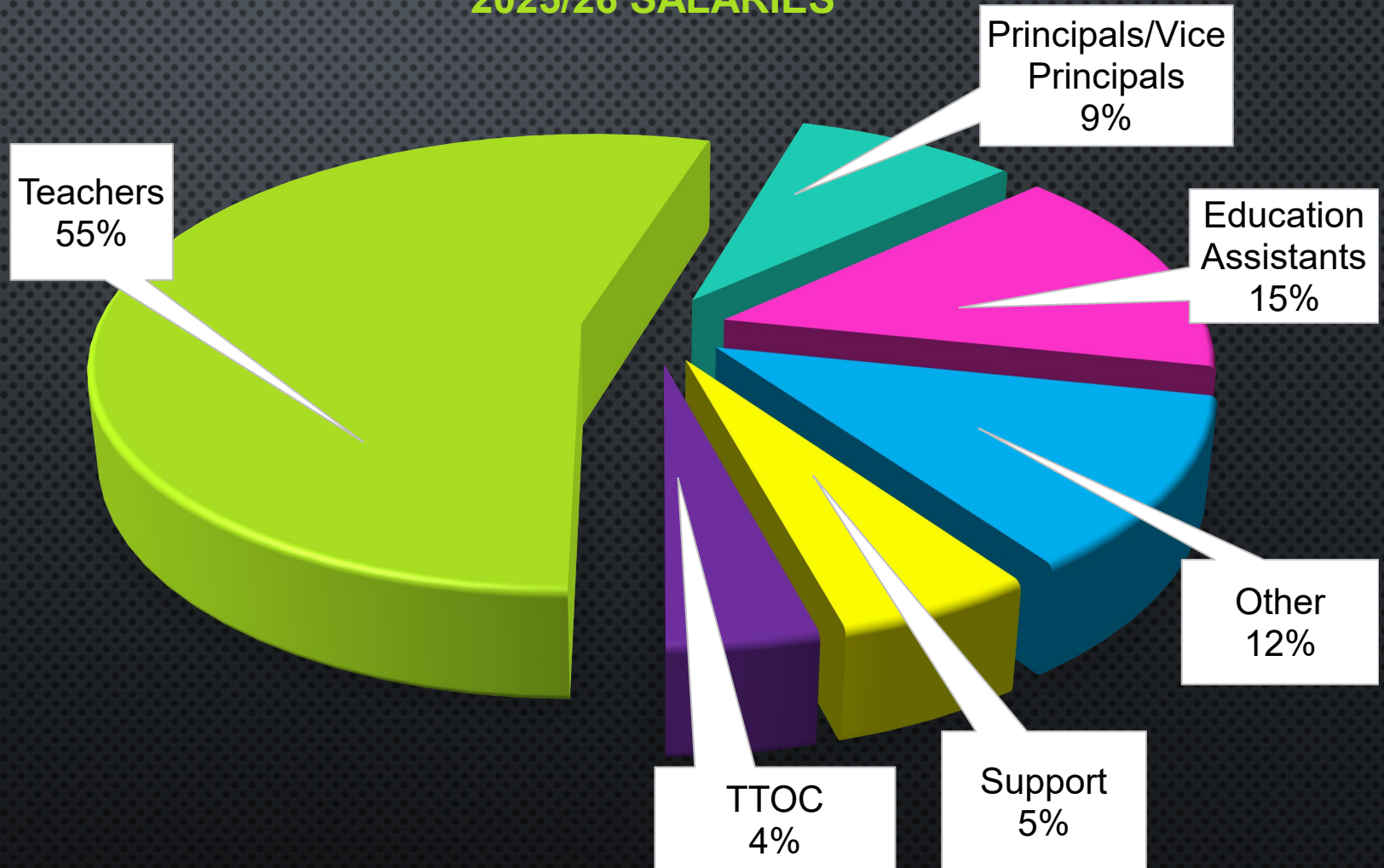
Operations and  
Maintenance  
13%

Transportation  
and Housing  
2%

# FINANCE AND OPERATIONS

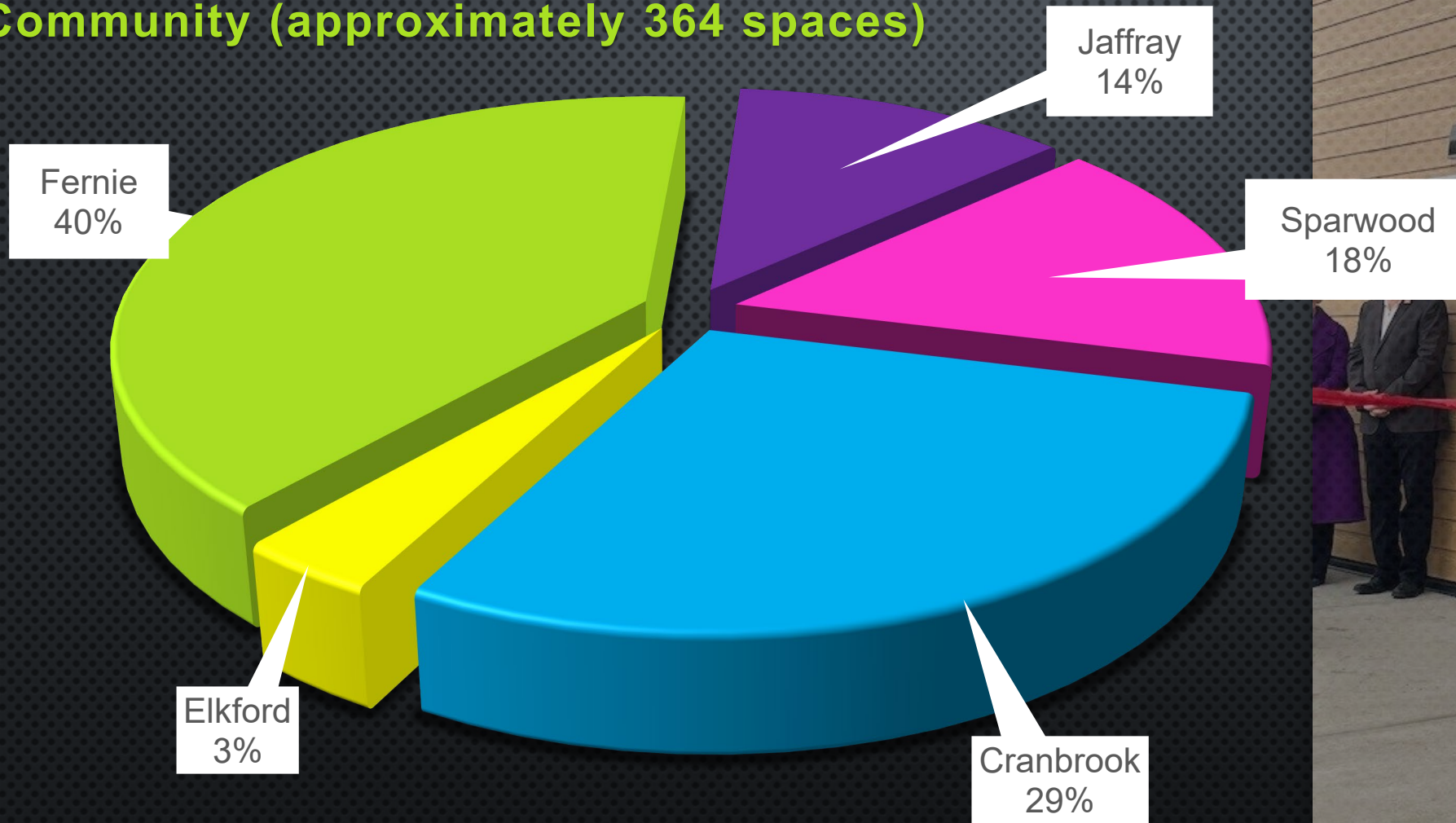


## 2025/26 SALARIES



# EARLY LEARNING AND CHILD CARE

Percentage of Anticipated Child Care Spaces By Community (approximately 364 spaces)



# COMMUNITY ENGAGEMENT

## Key Themes from the 2026 Survey

- Student wellbeing and mental health
- Inclusive and supportive learning environments
- Strong relationships and communication
- Career readiness and experiential learning
- Increased supports and staffing
- Indigenous learning and cultural connection



# WHAT ATTRIBUTES DOES THE SCHOOL DISTRICT HAVE THAT YOU APPRECIATE MOST?

## Key Themes

- Caring and dedicated staff
- Inclusive school communities
- Outdoor and experiential learning
- Strong student supports
- Commitment to student success



**WHAT ATTRIBUTES DOES THE SCHOOL DISTRICT HAVE THAT YOU APPRECIATE MOST?**

## **Community Feedback**

Families and community members value supportive learning environments and staff who demonstrate genuine care for students and their success.

# WHAT ATTRIBUTES DO YOU THINK THE SCHOOL DISTRICT IS MISSING?

## Key Themes

- Increased mental health supports
- Additional educational assistants and specialized staff
- Greater consistency across schools
- Enhanced communication and inclusivity
- More future focused learning opportunities



# WHAT ATTRIBUTES DO YOU THINK THE SCHOOL DISTRICT IS MISSING?

## Community Feedback

Respondents identified opportunities to strengthen student supports, improve equitable access to services, and expand practical learning opportunities for future readiness.

# WHAT DOES THE IDEAL SCHOOL DISTRICT LOOK LIKE?

## Key Themes

- Inclusive and student centred
- Safe and welcoming environments
- Strong relationships and communication
- Equitable access to supports and programs
- Preparation for future success



# WHAT DOES THE IDEAL SCHOOL DISTRICT LOOK LIKE?

## Community Feedback

Community members envision schools where students feel connected, respected, supported, and prepared both academically and personally.

# STRATEGIES TO IMPROVE LEARNING OUTCOMES

## Key Themes

- Increased classroom supports
- Expanded literacy and numeracy interventions
- More mental health services
- Hands on and experiential learning
- Stronger school and family collaboration



# STRATEGIES TO IMPROVE LEARNING OUTCOMES

## Community Feedback

Respondents emphasized the importance of individualized supports, engaging learning opportunities, and collaborative approaches to improving student achievement.

# CAREER DEVELOPMENT AND SKILL BUILDING

## Key Themes

- Financial literacy
- Trades and career exploration
- Technology integration
- Public speaking and communication skills
- Workplace and experiential learning opportunities



# CAREER DEVELOPMENT AND SKILL-BUILDING

## Community Feedback

The feedback encouraged providing students with practical and future focused learning experiences that strengthen career readiness and life skills.

# INCLUSIVE AND SUPPORTIVE SCHOOL ENVIRONMENTS

## Key Themes

- Inclusive school cultures
- Support for diverse learning needs
- Increased staffing and interventions
- Social emotional learning opportunities
- Student connection and belonging



# INCLUSIVE AND SUPPORTIVE SCHOOL ENVIRONMENTS

## Community Feedback

Respondents appreciated inclusive learning environments while also identifying the need for additional supports to ensure all students can succeed.

# INDIGENOUS EDUCATION AND RECONCILIATION

## Key Themes

- Indigenous perspectives in learning
- Relationships with Indigenous communities
- Cultural learning opportunities
- Engagement with Elders and Knowledge Keepers
- Authentic Indigenous learning experiences



# INDIGENOUS EDUCATION AND RECONCILIATION

## Community Feedback

Community members acknowledged ongoing progress and encouraged continued growth in Indigenous education and meaningful cultural connections.

# FAMILY AND COMMUNITY ENGAGEMENT

## Key Themes

- Opportunities for community voice
- Transparent communication
- Meaningful engagement opportunities
- Collaboration with families and partners
- Ongoing community consultation



# FAMILY AND COMMUNITY ENGAGEMENT

## Community Feedback

Respondents expressed appreciation for being included in the engagement process and encouraged continued opportunities for dialogue and participation.

# COMMUNITY ENGAGEMENT

## Key Takeaways

- Strong appreciation for educators and staff
- Continued focus on student wellbeing and inclusion
- Desire for increased supports and staffing
- Importance of communication and engagement
- Interest in future focused and experiential learning



# COMMUNITY ENGAGEMENT

## Overall Reflection

The survey responses reflected thoughtful and constructive feedback, demonstrating a shared commitment to supporting student success across the District.

# COMMUNITY ENGAGEMENT

## Next Steps

- Review feedback themes
- Align priorities with Framework goals
- Continue meaningful community engagement
- Integrate feedback into planning processes

# COMMUNITY ENGAGEMENT

## Conclusion

The feedback received has provided the District with valuable insight to support informed and community centred decision making.

We appreciate the perspectives shared by students, families, staff, and community rightsholders and will use this feedback to help guide future planning and priorities.



**THANK YOU**