

**School District No. 5**  
[Southeast Kootenay]



**SCHOOL DISTRICT 5**  
SOUTHEAST KOOTENAY

# Framework for Enhancing Student Learning

September 2024



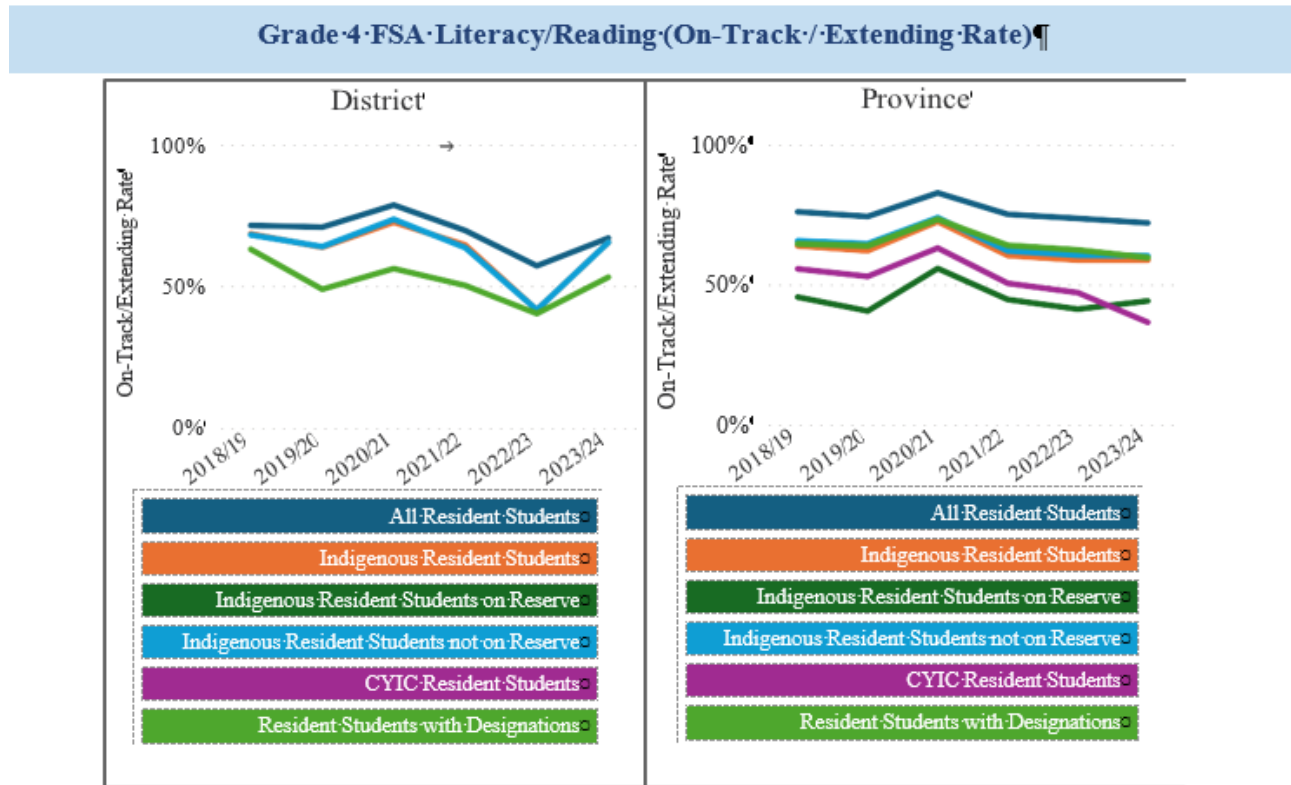


# Section A: Enhancing Student Learning Report Reflecting on Student Learning Outcomes School District No. 5 (Southeast Kootenay)

## Intellectual Development

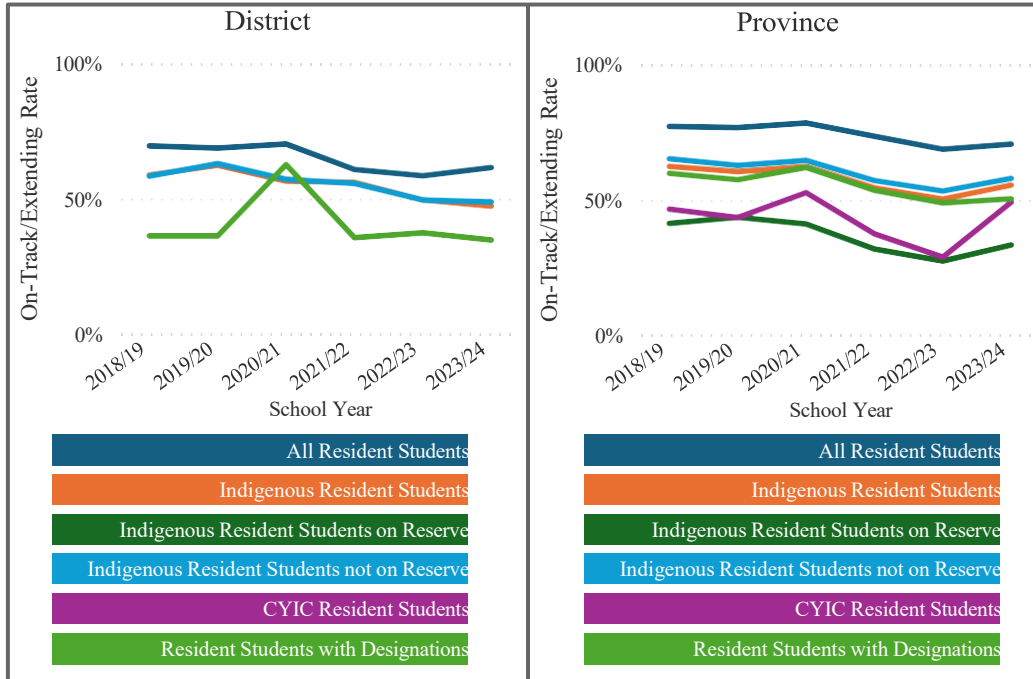
### Educational Outcome 1: Literacy

*Measure 1.1: Grade 4 & Grade 7 Literacy Expectations*



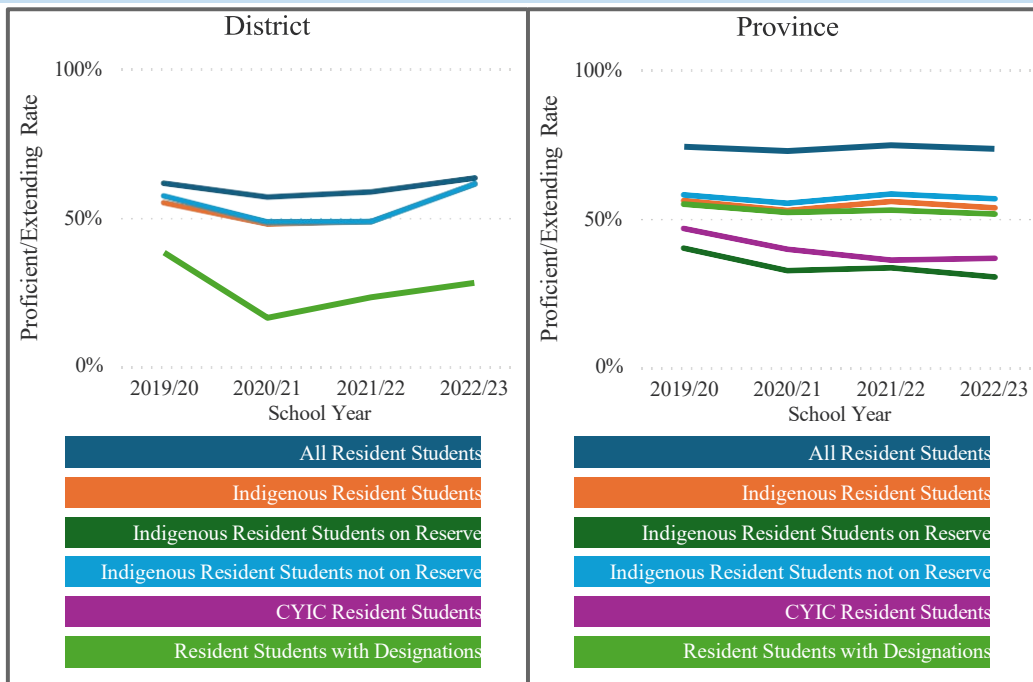


### Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



### Measure 1.2: Grade 10 Literacy Expectations

### Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)





## Analysis and Interpretation

### *Outcome 1: Literacy*

#### Relevant Additional/Local Data and Evidence

The Foundational Skills Assessment (FSA) is a provincial exam administered in the fall to students in grades 4 and 7. The Graduation Assessment (GA) in Literacy, a requirement for graduation, can be taken starting in grade 10 and retaken as needed before graduation. Below is a summary of data trends for these provincial assessments, organized by grade and literacy categories. The FSA and GA serve as snapshots to help identify gaps within our system.

Some data is incomplete as information for certain priority populations, such as Indigenous On-Reserve students and Children and Youth in Care, has been masked due to low numbers. These students are tracked through MyEducation BC and are assigned a key contact at each school. Similarly, all students with designations are assigned a case manager to support their learning. Our Indigenous Education Support Workers use the Indigenous Management System (IMS) to track and record academic, social-emotional, and cultural supports for Indigenous learners.

The District also has a literacy support teacher, primarily working in elementary schools, who focuses on research-based assessments and intervention strategies, especially for students in grades 2 and 3. This marks a shift from previous practices, where the District used PM Benchmark and Fountas and Pinnell for leveling readers. Over the past year, the District has transitioned to Acadience, a universal screening tool used to identify essential early literacy skills. This dependable, valid, and efficient screener enables early identification of students in need of support and informs targeted interventions to improve reading outcomes.

Additionally, the District has adopted UFLI Foundations: A Systematic and Explicit Phonics Program (University of Florida Literacy Institute) as a key component of Tier 1 literacy instruction. This program aims to address gaps in foundational literacy skills, with the belief that early intervention is critical for overall student achievement and success.

## Analysis and Interpretation

### **Grade 4 Literacy:**

The District's participation rate for grade 4 students is aligned with the provincial average at 77%, though this marks a decrease from last year. Among the general population, 67% of students are on track or extending expectations, reflecting an improvement over previous years and mirroring the provincial trend. For students with Disabilities/Diverse Abilities, 53% are on track or extending expectations, while 65% of Indigenous students in grade 4 are doing the same. These figures have increased compared to last year. Due to the low number of Children and Youth in Care (CYIC), data for this group is masked.



However, a significant achievement gap persists between Indigenous and non-Indigenous students, a trend also observed across the province. There is a similar gap between on-reserve and off-reserve Indigenous learners, with on-reserve student data being masked. This highlights the need for schools to monitor and engage individual students, as the macro-level data does not capture the full picture. To support priority populations, including Indigenous students, CYIC, and students with Diverse Abilities, the District assigns a case manager to monitor progress through MyEducation BC, individual IEPs, and IMS.

### **Grade 7 Literacy:**

The participation rate for grade 7 students in overall writing was higher than the provincial average at 85%. While the District mirrors provincial trends, only 61% of students are on track or extending grade-level expectations, slightly up from 58% last year but still below the provincial average. Among students with diverse needs, 35% are on track or extending expectations. Indigenous students in grade 7 are performing below the provincial average, with only 20% on track or extending expectations. Due to the low number of Children and Youth in Care (CYIC), their data is masked (MSK) but these students are individually monitored at the school level. Students with Diverse Abilities are 15% below the provincial average, with 35% on track or extending expectations.

### **Grade 10 Grad Assessment Literacy:**

The Graduation Assessment in Literacy reflects provincial participation rates. Over the past four years, District results have ranged from 58% to 63% that are proficient or extending. While there is a slight upward trend across both the District and the province in grade 10 proficiency/extending results, local outcomes remain approximately 10% lower than provincial averages. However, Indigenous learners are performing above the provincial average (with on-reserve student data masked), though still below the general population. As with previous assessments, the data for Children and Youth in Care (CYIC) is masked. Students with designations are significantly below the provincial average, with only 28% achieving proficiency/extending, compared to the provincial average of 52%.

### **Additional Measures in Literacy:**

The District has been gathering school and district level data on primary students as part of its literacy priority, recognizing that early intervention is key to achieving long-term success as students' progress through the system. Historically, schools used Fountas and Pinnell or PM Benchmark reading assessments to level readers. However, with the addition of a District Literacy teacher, it became clear that this data did not align well with the BC curriculum. Furthermore, the data from schools and classrooms were not consistently interpreted, and the testing process was time-consuming. As a result, a District committee was formed to evaluate alternative assessment tools. During the 2023/244 school year, the District transitioned to a norm-referenced assessment that more effectively identifies areas where learners are struggling.

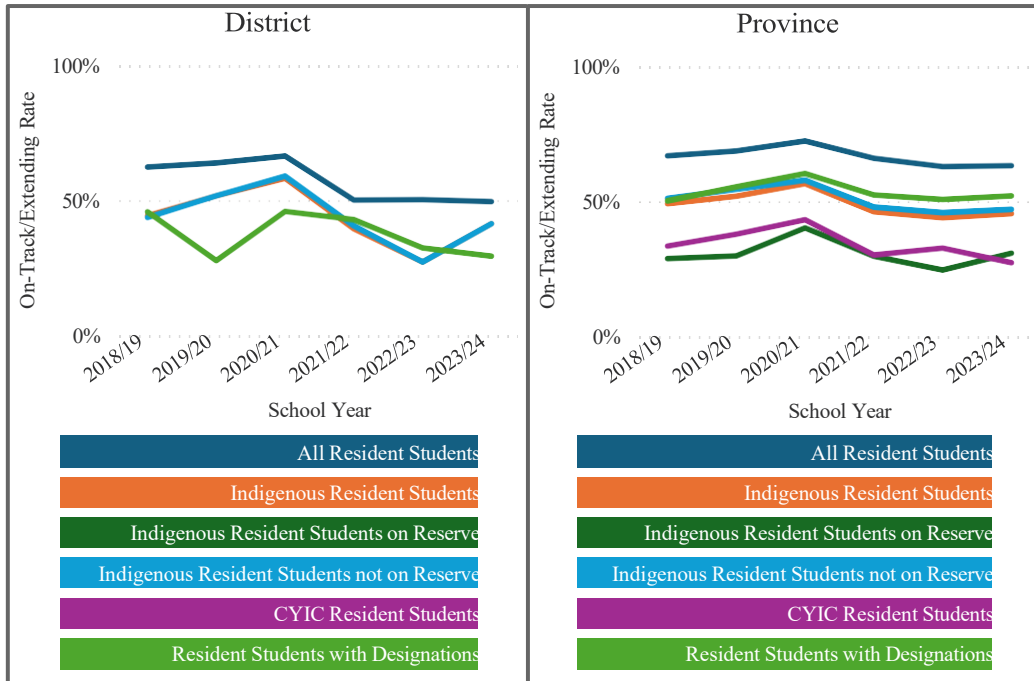
Link: [Literacy Report](#)



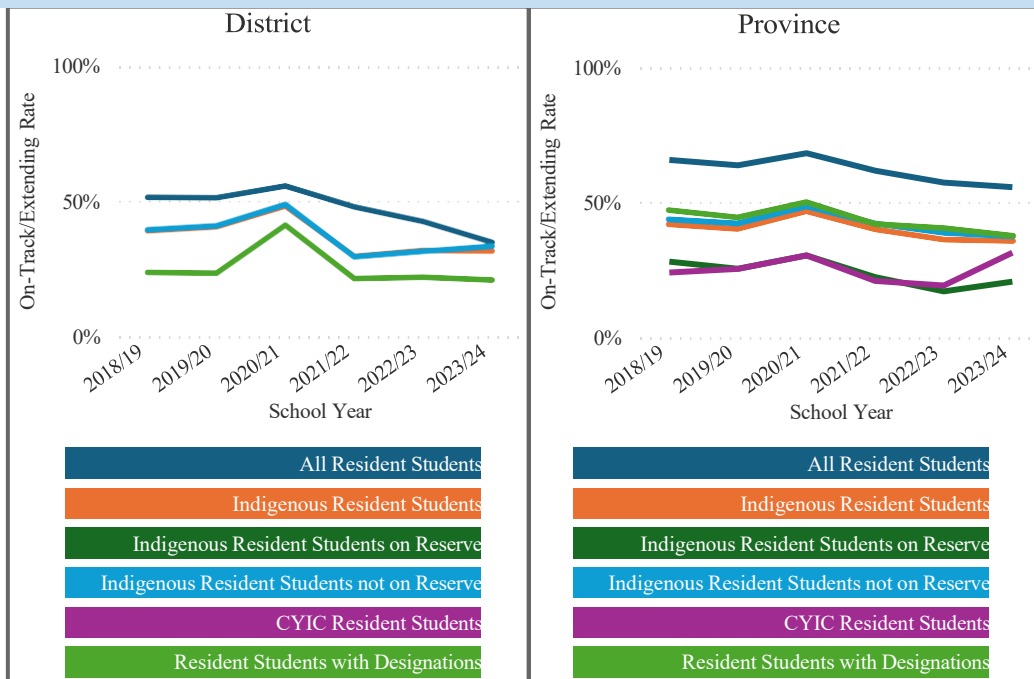
## Educational Outcome 2: Numeracy

### Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

#### Grade 4 FSA Numeracy (On-Track / Extending Rate)



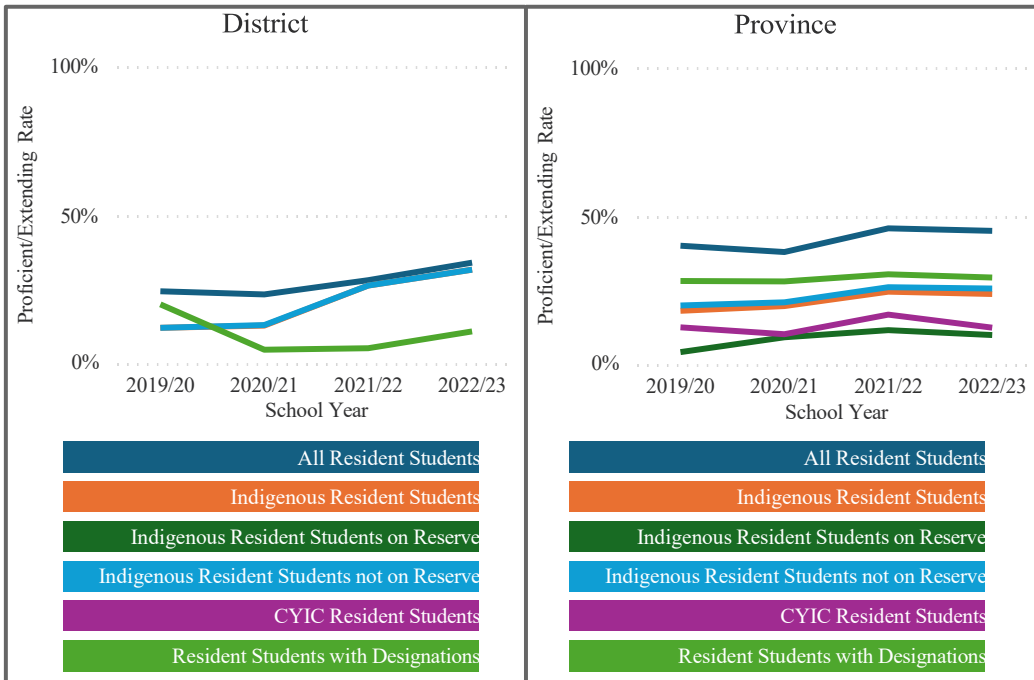
#### Grade 7 FSA Numeracy (On-Track / Extending Rate)





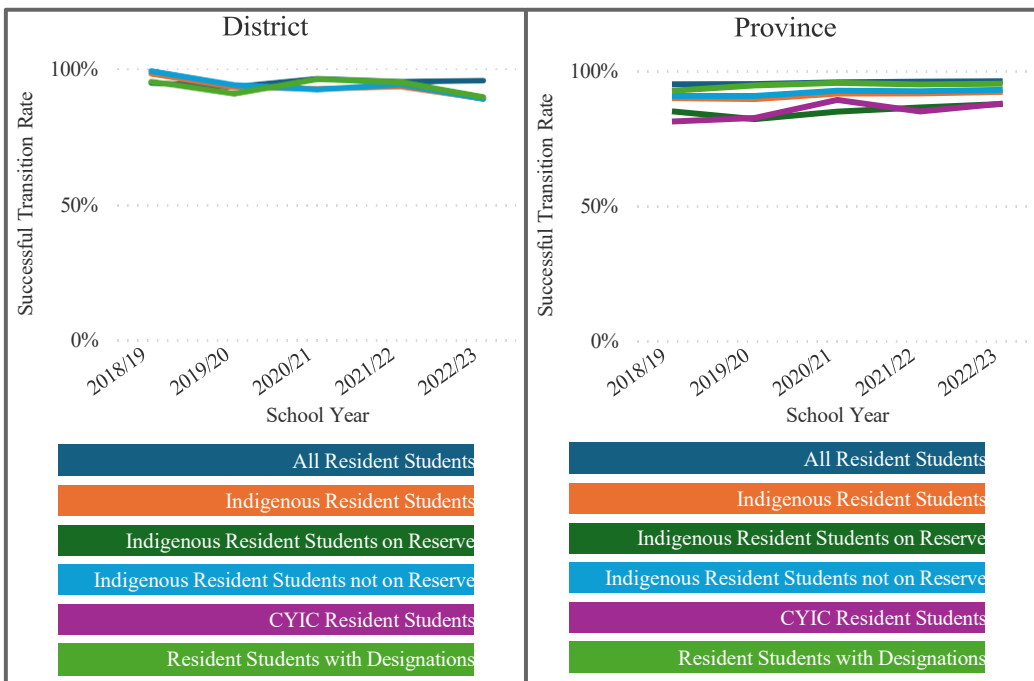
Measure 2.2: Grade 10 Numeracy Expectations

**Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)**



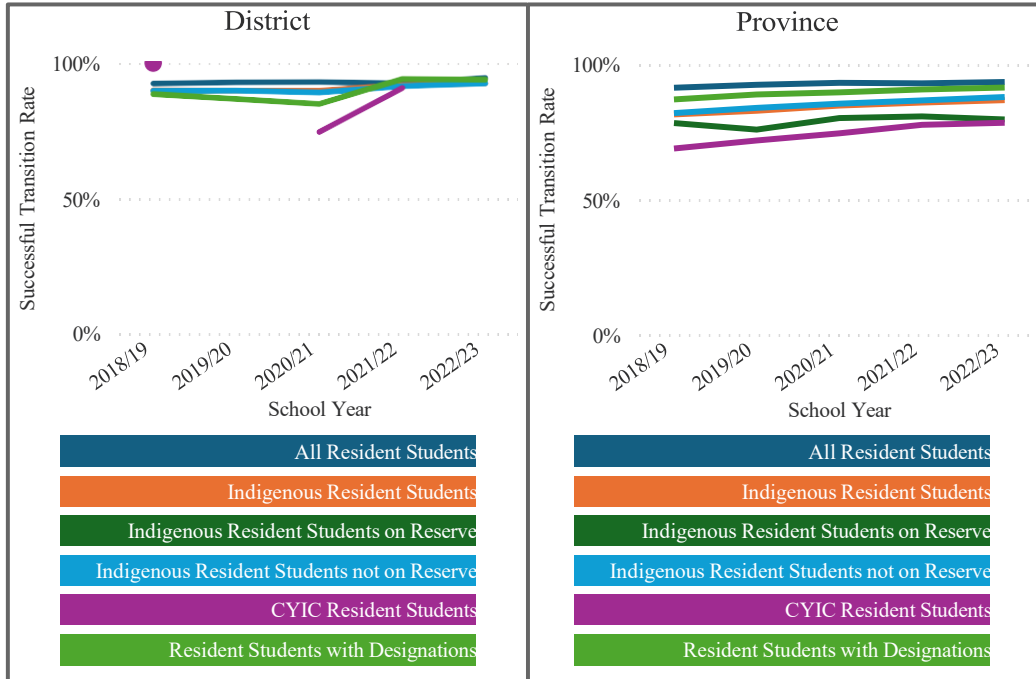
Measure 2.3: Grade-to-Grade Transitions

**Grade 10 to 11 Transition Rate**





## Grade 11 to 12 Transition Rate







## Analysis and Interpretation

### Outcome 2: Numeracy

#### Relevant Additional/Local Data and Evidence

The data trends from provincial assessments are categorized by grade and subject, with a focus on numeracy across all levels. It is important to note that data for Indigenous students living on reserve and Children and Youth in Care (CYIC) have been challenging to interpret due to small sample sizes and fluctuating participation rates. To ensure accuracy, individual student data is closely monitored at the school level.

Supporting priority populations, including Indigenous students, CYIC, and students with diverse abilities, is a key focus of the District. Each student from these populations is assigned a consistent staff member responsible for tracking their progress and ensuring personalized support. One of the goals outlined in the Indigenous Enhancement Agreement is to reduce the number of Indigenous students enrolled in Apprenticeship and Workplace Math and increase enrollment in Foundations and Pre-Calculus courses.

To further support this goal, regular meetings are held to review individual student progress. The addition of an Indigenous Counsellor, support blocks at the secondary school level, and access to tutoring have contributed to an increase in Indigenous students taking higher-level math courses. The Board has also endorsed the addition of a District Numeracy Teacher, who collaborates with classroom teachers to indigenize curriculum and develop a common assessment for Grade 6. These initiatives are crucial in promoting equity and improving academic outcomes for priority population students.

Link: [Numeracy Report](#)

#### Analysis and Interpretation

##### Grade 4 Numeracy:

The participation rate for grade 4 students in numeracy is on par with the provincial average, though slightly lower than last year (76% compared to 82%). Among the general population, 49% of District students are on track or extending expectations, consistent with last year's data and reflecting a similar provincial trend. For students with Disabilities/Diverse Abilities, 29% are on track or extending expectations, down from 32% the previous year. Indigenous students in grade 4 numeracy saw an improvement, with 41% on track or extending expectations, up from 29% the previous year.

Despite this progress, a gap remains between Indigenous and non-Indigenous student achievement, which is also reflected at the provincial level. Due to the small sample size of Children and Youth in Care (CYIC), provincial-level tracking is challenging. This underscores the need for schools to monitor and engage individual students, as macro-level data does not fully capture their progress.



Additionally, the British Columbia Teachers' Federation (BCTF) sends home annual letters encouraging parents to opt out of the Foundation Skills Assessment (FSA). Notably, in the 2023-2024 school year, there was an increase in parent exemptions, particularly among students with Diverse Abilities.

### Grade 7 Numeracy:

The participation rate for grade 7 students in overall writing was 9% higher than the provincial average, at 86%. In numeracy, the District mirrors provincial trends but falls below the provincial average, with 61% of students on track or extending grade-level expectations compared to the provincial average of 71%. Among students with Disabilities/Diverse Abilities, 35% are on track or extending expectations, making this the District's group with the lowest achievement. Indigenous students in grade 7 are at 47%, up from last year's 33%, though still 8% below the provincial average and 14% lower than the District's general population. Due to the small population size, data for Children and Youth in Care (CYIC) is masked.


### Grade 10 Grad Assessment Numeracy:

The Graduation Assessment in Numeracy aligns with provincial participation rates. As this is a new assessment, results have been fairly consistent, with a slight increase in the percentage of students proficient or extending over the past year. The results for our Indigenous population are above the provincial average, with 61% achieving proficiency compared to 54% provincially. Students with Diverse Abilities have a proficiency rate of 28%, which is 24% below the provincial average. Data for Indigenous on-reserve students and Children and Youth in Care (CYIC) is masked.



## Intellectual Development Summary

Overall Trends and Learnings:


### Participation Rates:

-  The District's participation rates align with provincial averages, though there have been fluctuations compared to previous years. For grade 4 students, participation is slightly lower than last year, while grade 7 participation is notably higher.

### Achievement Trends:

-  There has been a slight upward trend in proficiency in some areas, such as grade 10 literacy and numeracy, but overall results are still below provincial averages in several key metrics.
-  Indigenous students in grade 4 and grade 7 show improvements in numeracy and literacy, surpassing their previous years' results but still lagging behind non-Indigenous peers.



### Diverse Abilities:

-  Students with Disabilities/Diverse Abilities consistently show lower achievement compared




to their peers. The achievement gap remains significant, with performance below provincial averages.

### **Impact of Data Masking:**


-  The small population of Children and Youth in Care (CYIC) and Indigenous on-reserve students means that their data is often masked, complicating the ability to track progress accurately for these groups. Therefore, individual tracking is happening at the school level.
-  As most of the students are attending Aqamnik School, the District does not see On-Reserve students until later grades. Regardless we work closely with ʔaq'am and Yaqit ʔa·knuqti'it through the LEA and Indigenous Enhancement Agreement to support Indigenous learners.

### **New Areas for Growth:**



#### **Assessment Alignment:**

-  The transition to norm-referenced assessments indicates a need to ensure that new tools are better aligned with the BC curriculum to provide more accurate insights into student progress and areas of need.

#### **Engagement Strategies:**


-  Increased parent exemptions from assessments, particularly for students with Diverse Abilities, suggest a need for improved communication and engagement strategies to encourage participation and gather comprehensive data.

#### **Support for Diverse Abilities:**


-  With students with Disabilities/Diverse Abilities showing lower achievement levels, targeted interventions and support strategies need to be developed and implemented to address these gaps.
-  The District has a new Principal of Learning Support Services that is making this a priority.

### **Existing Areas for Growth Confirmed:**

#### **Achievement Gaps:**


-  Persistent achievement gaps between Indigenous and non-Indigenous students and between students with Diverse Abilities and their peers have been confirmed, underscoring the need for continued focus on these areas.

#### **Individual Monitoring:**

-  The need for individual student monitoring and tailored, wrap-around interventions has been reinforced, especially for groups with masked data and those showing lower levels of proficiency.



### **Curriculum and Assessment Alignment:**

-  The discrepancy between traditional classroom assessment tools and the BC curriculum highlights the ongoing need for alignment and refinement of assessment practices to better reflect student learning and progress.

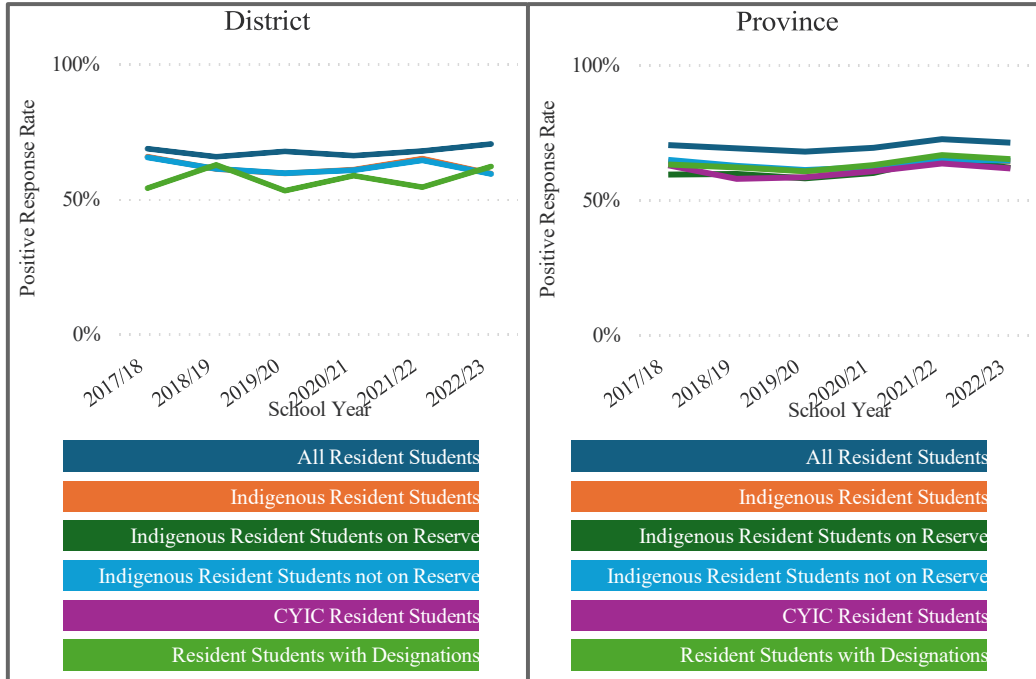


## Human and Social Development

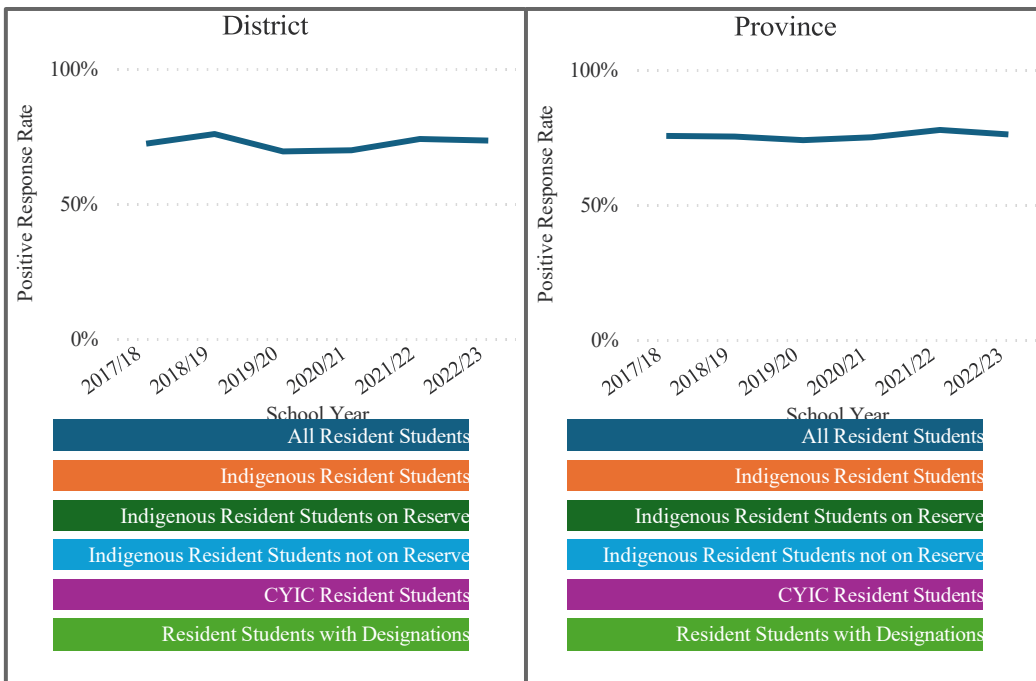
### Educational Outcome 3: Feel Welcome, Safe, and Connected

*Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School*

#### Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)

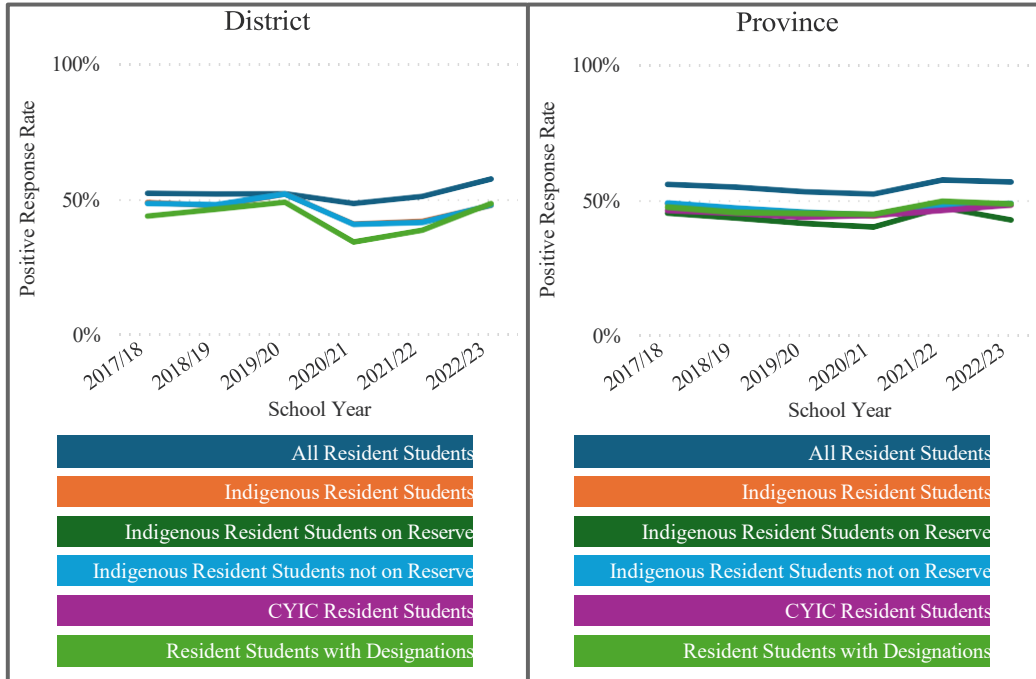


#### Feel Safe (Positive Response Rate for Grades 4, 7, and 10)



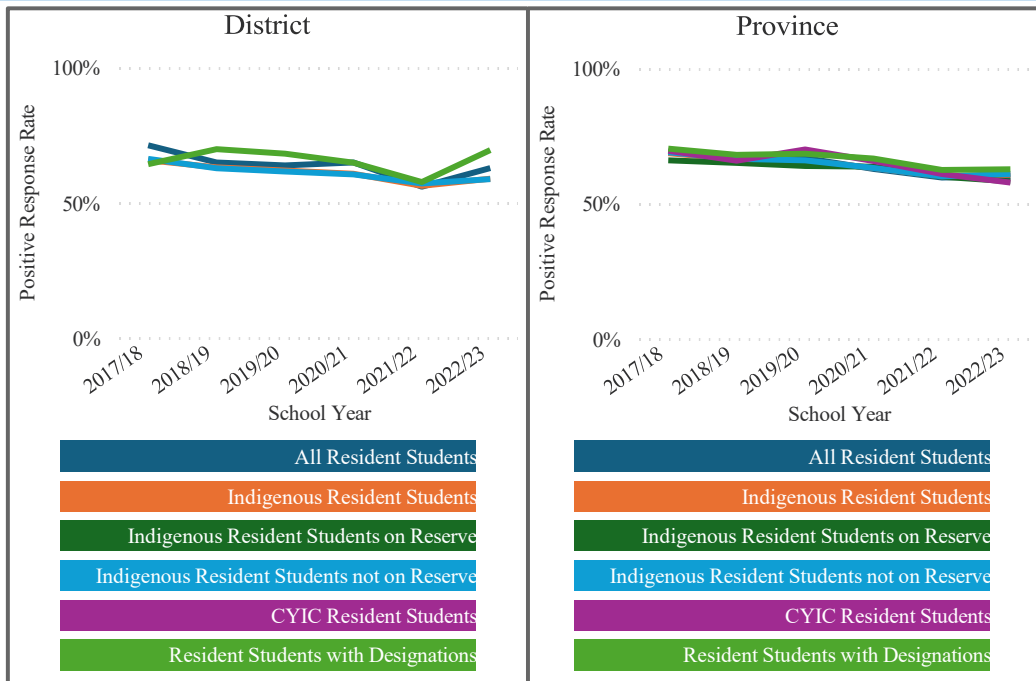


### Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



Measure 3.2: Students Feel that Adults Care About Them at School

### 2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)





## Analysis and Interpretation

### *Outcome 3: Students Feel Welcome, Safe, and Connected*

#### Relevant Additional/Local Data and Evidence

The District's student learning data aligns with provincial trends, except for Indigenous on-reserve students and Children/Youth in Care. Due to smaller and often masked student numbers, differentiating this data can be challenging. Nonetheless, these students are recognized as the most at-risk and vulnerable, making it crucial to focus on their needs.

To enhance support for the priority populations, the District has a Social Emotional Learning (SEL) teacher and an Indigenous counselor. There has been a concerted effort to build capacity across all schools and staff, including clerical staff, through Trauma-Informed Schools and Compassionate Systems Leadership. This year, the entire District will also receive training in "Reframing Behavior," a trauma-informed approach to supporting student behavior.

The District has engaged in a community of practice based on the book *\*Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation\** by Safir and Dugan. This initiative has been expanded to include all schools, with principals and vice principals participating in a book study. Additionally, the SEL teacher has facilitated several book studies to help staff build positive connections with vulnerable learners.

The Elders in Residence program has been expanded, and Ktunaxa language, signage, and gathering spaces have been introduced in each school to support the Enhancement Agreement goals and ensure all learners feel welcomed.

The District continues to participate in various assessments, including the Childhood Health Experiences Questionnaire (CHEQ), the Early Learning Instrument (EDI), the Middle Years Development Instrument (MDI), and the Youth Development Index (YDI). These tools provide valuable insights into student well-being and support Social Emotional Learning (SEL) goals at the school level, complementing the Student Learning Survey (SLS) data.

According to the SLS data on feeling welcome, safe, and connected at school (for grades 4, 7, and 10), the District's results mirror the provincial average, with 69% of students reporting that they feel welcome, safe, and connected. Indigenous students, however, report lower than the provincial average at 58% (provincial average is 64%). Children and Youth in Care report 64% feeling welcome, safe, and connected, while students with Diverse Abilities report 62%.

Regarding feeling safe, students in grades 4, 7, and 10 report a 74% rate, which aligns with the provincial average. For a sense of belonging, the District's average is 55%, with Indigenous students at 45%, Children and Youth in Care data being masked, and 46% of students with Diverse Abilities feeling a positive sense of belonging.

Lastly, 65% of students in the District feel that at least two or more adults care about them, slightly ahead of the provincial average. Indigenous students are at 60%, and students with designations are at 69%, reflecting similar trends to provincial averages.



Generalized themes from the CHEQ, EDI, MDI, and YDI, compared to provincial averages, highlight several key areas. Students show a need for support with nutrition and sleep patterns. They are more likely to report having an adult they can talk to and seek advice from. In the Southeast School District, students are also more likely to report spending additional time in nature. Victimization and bullying are rated as 'high' by fewer students, indicating a positive trend. However, students report higher levels of stress compared to provincial averages and lower levels of volunteering at school.

## Human and Social Development Summary

### Summary of Learning Report

#### Overall Trends and Learnings:

The analysis of various assessments, including the CHEQ, EDI, MDI, and YDI, reveals several overall trends. The District's participation rates and Student Learning Survey results align with provincial averages, though some areas show notable differences. For instance, Indigenous On-Reserve students and Children/Youth in Care (CYIC) face unique challenges due to small and often masked data, highlighting the need for targeted support. While there is a slight upward trend in student reporting in some areas, gaps remain, particularly for students with Disabilities/Diverse Abilities and Indigenous learners. Additionally, students are more likely to report having supportive adults and spending time in nature, but they also report higher stress levels and lower volunteering rates compared to provincial averages.

Lastly, the LGBTQ+ subpopulation reports higher levels of victimization and bullying as well as higher incidents of depression and anxiety. This highlights the importance of [Policy 19](#) as well as ensuring all students feel safe and welcome in the District.

#### New Areas for Growth:

Several new areas for growth have emerged from the analysis. The need for nutrition support is recognized and with the Feeding Futures Funding and the addition of a Food Coordinator position the District continues to address the need for food support across the District. Increased engagement strategies are necessary to involve parents in workshops around anxiety, addictions, self-esteem and sleep. Moreover, enhancing support for vulnerable learners, including expanding trauma-informed practices and increasing participation in programs like the Elders in Residence, is crucial to continue positive connections to adults within the system.

#### Existing Areas for Growth Confirmed:

The analysis confirms existing areas for growth, such as the persistent gaps between Indigenous and non-Indigenous students and between students with Disabilities/Diverse Abilities and their peers. The need for ongoing individual monitoring and tailored interventions has been reinforced. Additionally, the data underscores the importance of continuing efforts to build a sense of belonging and community within schools, as well as improving support for students with masked data.

Link: [Learning Services Report](#)



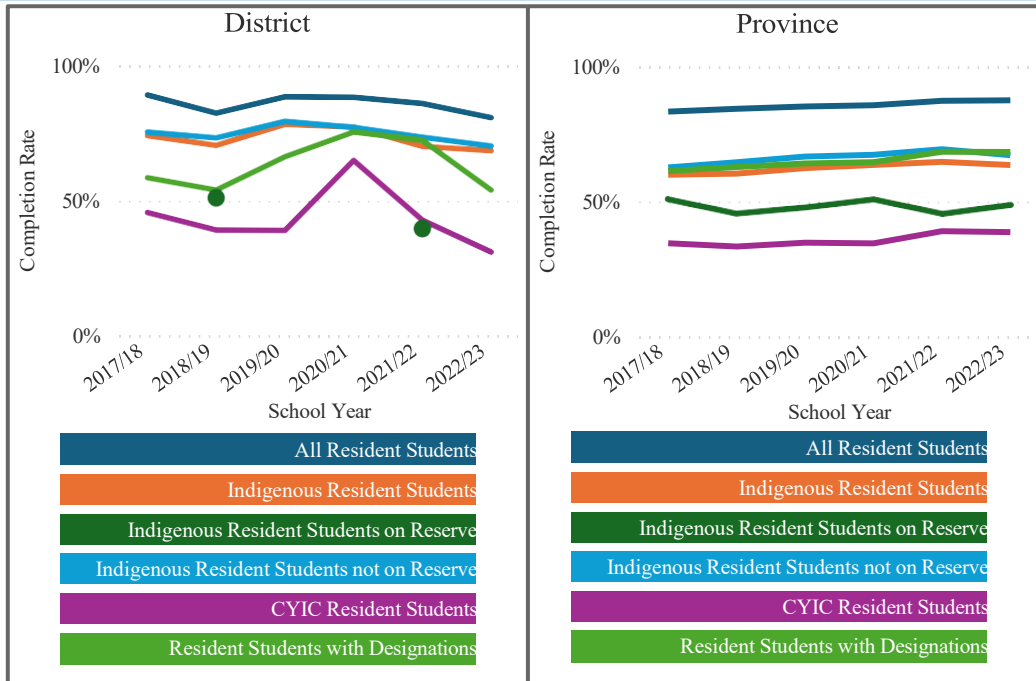


## Career Development

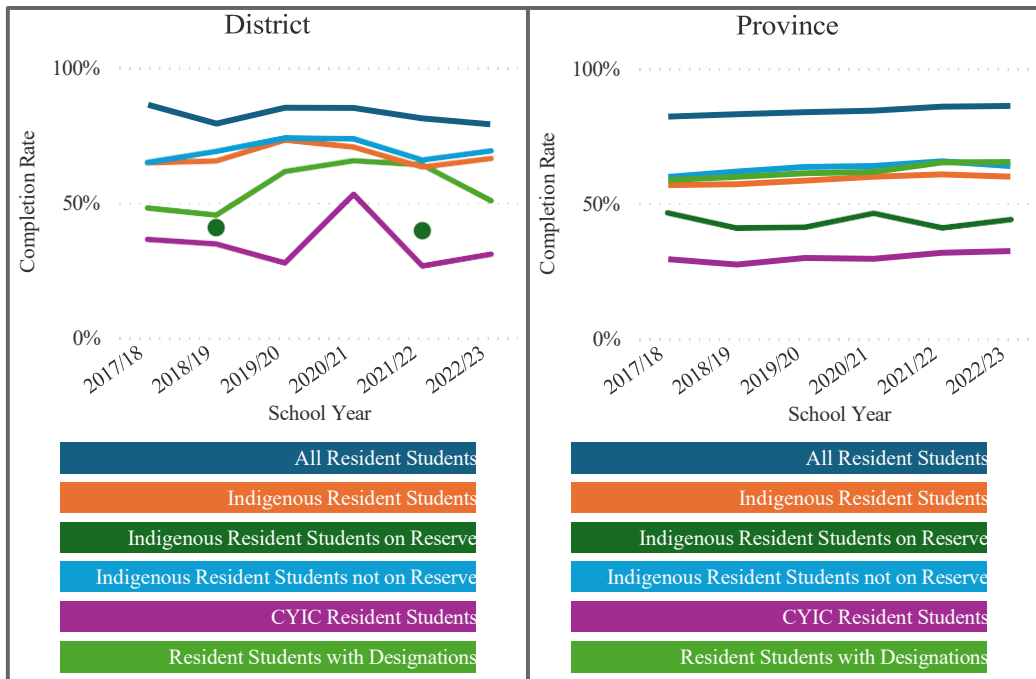
### Educational Outcome 4: Graduation

*Measure 4.1: Achieved Dogwood within 5 Years*

#### 5-Year Completion Rate (Dogwood & Adult Dogwood)



#### 5-Year Completion Rate (Dogwood Only)





## Analysis and Interpretation

### Outcome 4: Graduation

#### Relevant Additional/Local Data and Evidence

In recent years, the District has experienced a slight decline in 5-year completion rates, falling just below the provincial average. For the 2022/23 school year, the District's completion rate was 78%, compared to the provincial average of 85% for all students. The completion rate for Indigenous students in the District is on par with the provincial average at 61%. However, the [How Are We Doing](#) report shows an average of 69% for Indigenous students' 5-year completion rate, which increases to 73% for the 6-year rate, still below the provincial average of 89% for Indigenous youth.


Students with Disabilities/Diverse Abilities have a completion rate of 54%, which is below the provincial average. In contrast, Children/Youth in Care have a completion rate of 46%, surpassing the provincial average of 32%. The District acknowledges that some students require additional time to meet graduation requirements, and many return for an extra semester or year, if needed. While Dogwood Diplomas are preferred, some students opt for the Adult Graduation program, which offers a certificate of completion, particularly in alternative programs. Indigenous students are overrepresented in receiving Adult Dogwood Diplomas, although the District is below the provincial average for both Adult Dogwood and Evergreen Certificates.

#### Analysis and Interpretation: What Does this Mean?


Analyzing and interpreting the completion rate data for the District reveals several key insights:

#### Analysis and Interpretation:

##### Overall Decline in Completion Rates:

-  The District's 5-year completion rate has declined slightly and is now 7% below the provincial average (78% vs. 85%). This decline suggests a need to investigate and address underlying factors affecting student retention and completion.

##### Indigenous Students:


-  The completion rate for Indigenous students in the District is on par with the provincial average at 61%. However, the "[How Are We Doing](#)" report indicates a 5-year completion rate of 69%, rising to 73% for the 6-year rate. Despite this improvement, Indigenous students still fall significantly short of the provincial average of 89% for Indigenous youth with six-year completion. This gap highlights the need for targeted strategies to support Indigenous students throughout their educational journey and improve their long-term outcomes, the District has a long-standing Indigenous Council and two Indigenous Education Coordinators along with a District Principal of Student Learning of Indigenous Education. However; with new legislation around Indigenous Education Councils there will be some changes around the structure of the group that previously consulted with the Director around the academic




and cultural needs of our Indigenous Students .

Links: [How Are We Doing Report](#) and [Career Development Report](#)


### Students with Disabilities/Diverse Abilities:

-  Students with Disabilities/Diverse Abilities have a completion rate of 54%, which is below the provincial average. This suggests that students in this group face additional challenges that impact their ability to complete their education within the standard time. The District should consider enhancing support services and tailored interventions to improve these students' graduation rates. The new District Principal of Learning Services will be addressing this need.





### Children/Youth in Care:

-  The completion rate for Children/Youth in Care (which is not masked because the data tracks any student who was ever identified as in care) is 46%, which exceeds the provincial average of 32%. This is a positive outcome, indicating that the District's efforts providing an adult to case manage these students may be more effective compared to other regions. However, continued focus is needed to maintain and further improve these rates.

### Alternative Graduation Paths:

-  The District recognizes that some students need additional time to complete graduation requirements and allows for extra semesters or years if necessary. While the preference is for Dogwood Diplomas, some students opt for the Adult Graduation program, especially in alternative programs. Indigenous students are overrepresented in receiving Adult Dogwood Diplomas, and the District is below the provincial average for both Adult Dogwood and Evergreen Certificates. This suggests that while alternative pathways are available, there is a need to enhance the support and opportunities for students to achieve a Dogwood Diploma.

### Implications for the School District:

-  Targeted Support: There is a need for targeted support for Indigenous students and those with Disabilities/Diverse Abilities to address achievement gaps and improve completion rates as our data still remains below provincial average.
-  Strategic Interventions: Develop and implement strategic interventions and support programs that cater to the specific needs of these groups, ensuring they have the resources and guidance necessary to complete their education successfully. With a focus on early intervention and a District wide program around Reframing Behaviour, Literacy and Numeracy supports, we are hopeful that these interventions will show long term positive effects.
-  Monitoring and Evaluation: Continuously monitor and evaluate the effectiveness of existing support mechanisms and make data-driven decisions to enhance student outcomes. With triangulated data (provincial, district and classroom) we will continue to apply intervention where needed.
-  Alternative Pathways: While alternative pathways like the Adult Graduation program are important, efforts should focus on helping more students achieve Dogwood diplomas. Evaluate the reasons behind students opting for alternative programs and address any barriers preventing them from completing traditional diplomas. Currently no student is put on



an Adult Graduation or Evergreen certificate without consultation with the parents.

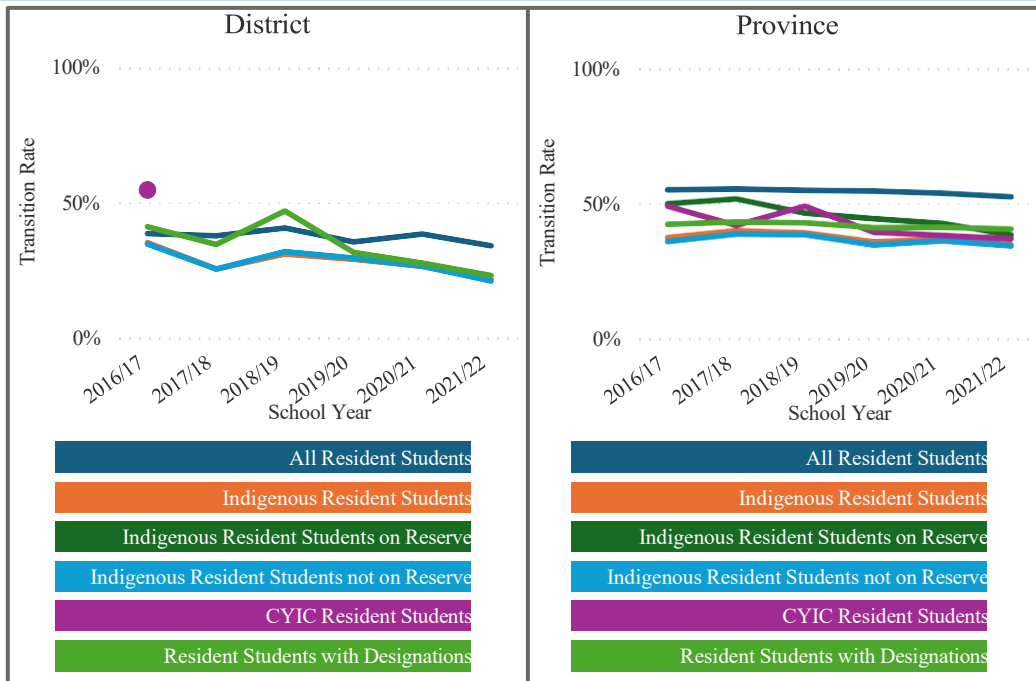
By focusing on these areas, the District can work towards improving overall completion rates and ensuring that all students have the support they need to succeed.



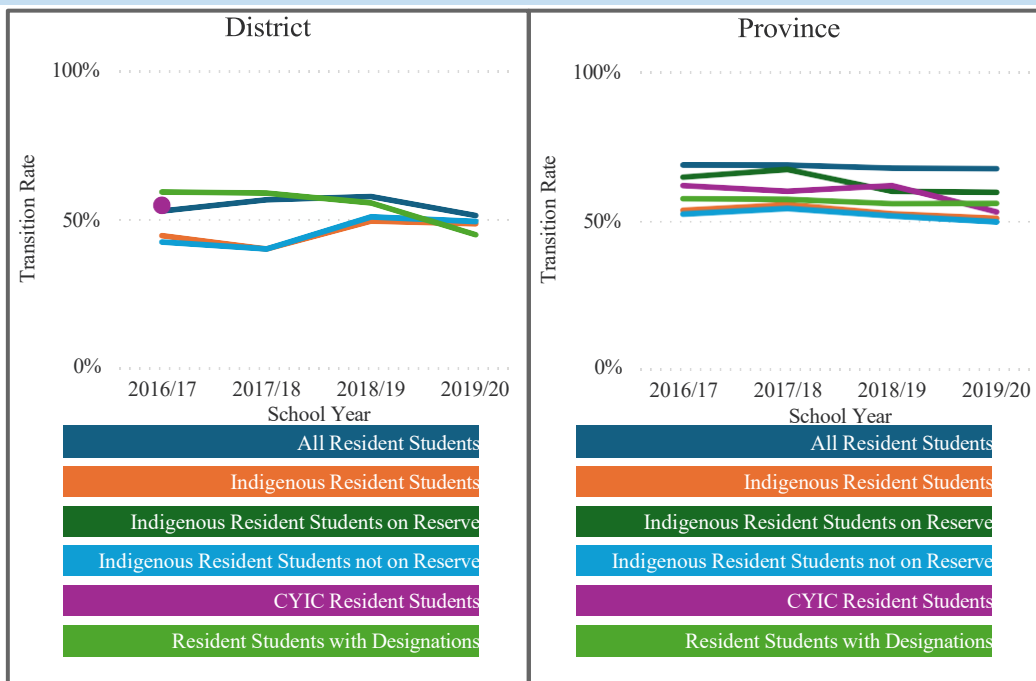
## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1: Post-Secondary Transitions

#### Transition Rate to BC Public PSI (Immediate)



#### Transition Rate to BC Public PSI (Within 3 Years)





## Analysis and Interpretation

### Outcome 5: Post-Secondary Transitions

The data for post-secondary transitioning only reflects students entering post-secondary institutions in British Columbia. With the District's proximity to the Alberta border many students leave the province which is difficult to track. This year, the District has collaborated closely with the local community college (College of the Rockies) to bring in the Steps program for students with intellectual disabilities which has been well received by the community. Lastly, Indigenous Students on Reserve, Children/Youth In Care and students with Disabilities/Diverse Abilities are being looked at as many graduate but do not have the grade requirements to enter into post-secondary programs.

Link: [Career Development](#)

### Career Development Summary

The three-year analysis still has students at a lower transition rate to post-secondary institutions. Again, it is difficult to gauge who has gone out of province. Our vulnerable student data is masked (not included), but we are keenly aware that these students are not transitioning to post-secondary at the same rate as the general population. To better prepare all students for careers and post-secondary options, it is essential to engage directly with students from marginalized backgrounds as we explore wrap-around supports.



## Section B:

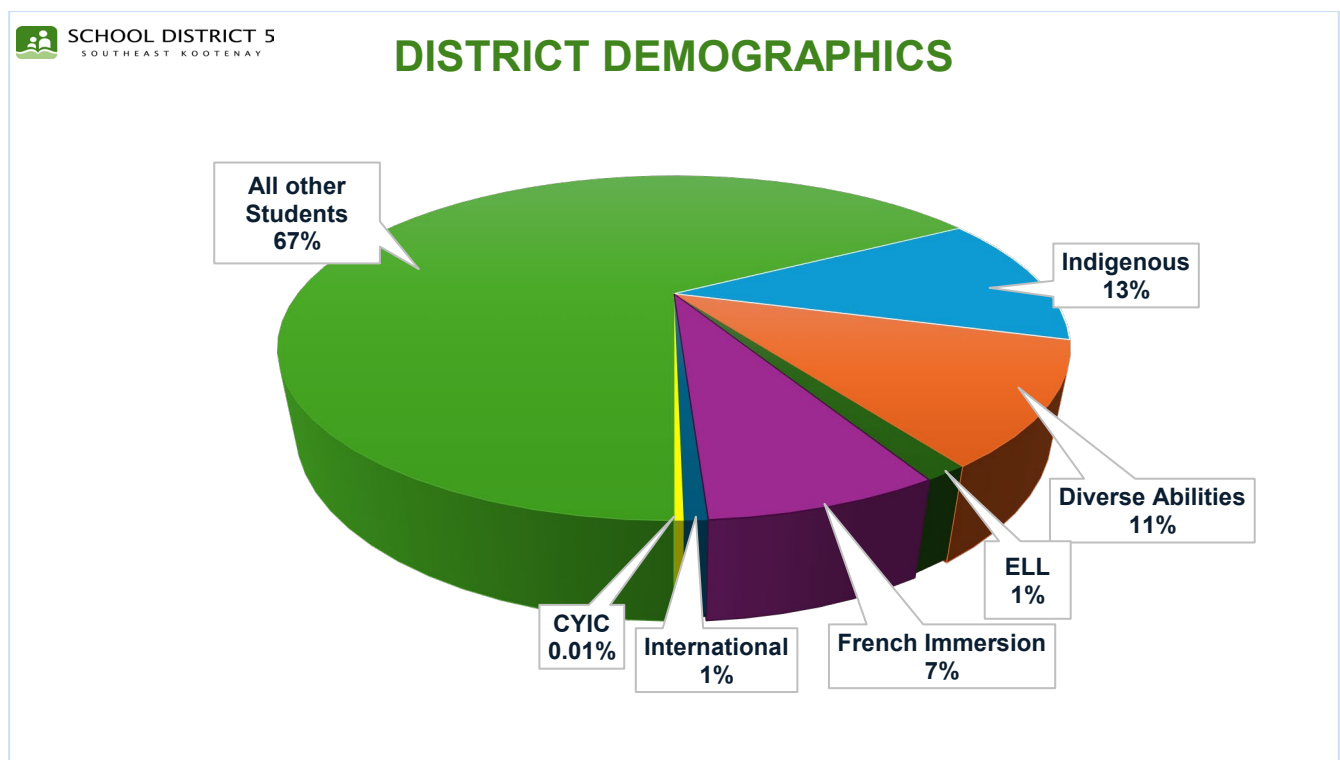
# Enhancing Student Learning Report Reflecting on Student Outcomes School District No. 5 (Southeast Kootenay)

## Introduction – District Context

School District No. 5 (Southeast Kootenay) respectfully acknowledges that we live, work, and learn on the unceded traditional territories of the Ktunaxa Peoples and the home of the Rocky Mountain Métis Association. The District's footprint lies fully within the Ktunaxa Nation, including the communities of ʔaq'am and Yaqit ʔa·knuq̓i'it.

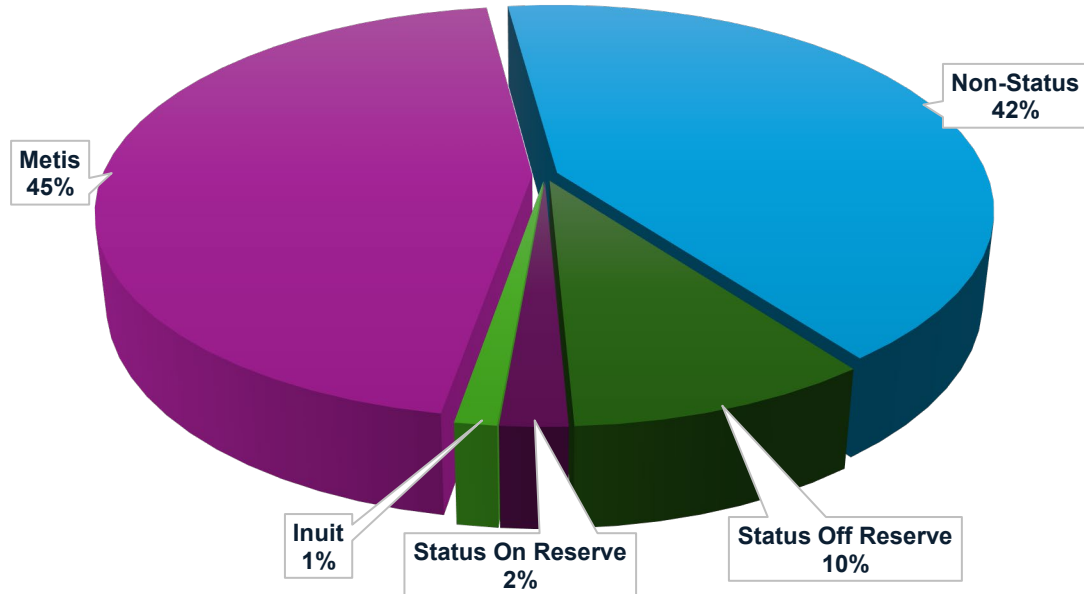
Located in the southeast corner of British Columbia, the District is surrounded by stunning mountain scenery, clean lakes, forested hillsides, and abundant wildlife. With a population of approximately 36,000, most residents live in the communities of Cranbrook, South Country (Baynes Lake, Grasmere, Elko, Galloway, and Jaffray), Fernie, Sparwood, and Elkford.

The District serves approximately 6,000 students across 16 schools: 10 elementary schools, 2 middle schools, 4 secondary schools, Kootenay Discovery School (online learning), Kootenay Education Services (alternative education), and the Kootenay Learning Campus (Continuing Education program). District facilities are student-centred, safe, and welcoming, preparing learners for success in their careers and life. Guided by a nine-member Board of Education, the District employs approximately 1,600 staff (including casuals) to support its initiatives.





## INDIGENOUS POPULATION BREAKDOWN



The District remains committed to maintaining high standards with a focus on intellectual, human, social, and career development, providing each student with the best opportunities to succeed.

The 2023/24 school year presented significant challenges across the District. The ongoing affordability crisis continued to strain the communities, with many families struggling to secure basic necessities like housing and food. During 2023/24, Fernie Secondary School experienced two floods. The remediation work was completed and paid through the School Protection Plan so there was minimal cost incurred by the District. This work was completed as at the start of the 2024/25 school year.

On June 30, 2024, there was a fire at Amy Woodland Elementary School that caused significant damage. The fire displaced students and staff and destroyed vital educational supplies.

In response to the fire, 13 classrooms and staff were relocated to different schools in Cranbrook. While this occurred during summer, the uncertainty about the school's future has been difficult for students, staff, and families. The operations department has provided bussing for students and relocated the after-school program to Highlands Elementary, along with moving one of Cranbrook's StrongStart locations. The final impact of the fire is uncertain at this time and the District is working closely with the Ministry on possible solutions and next steps to ensure the future needs of Cranbrook students are met.

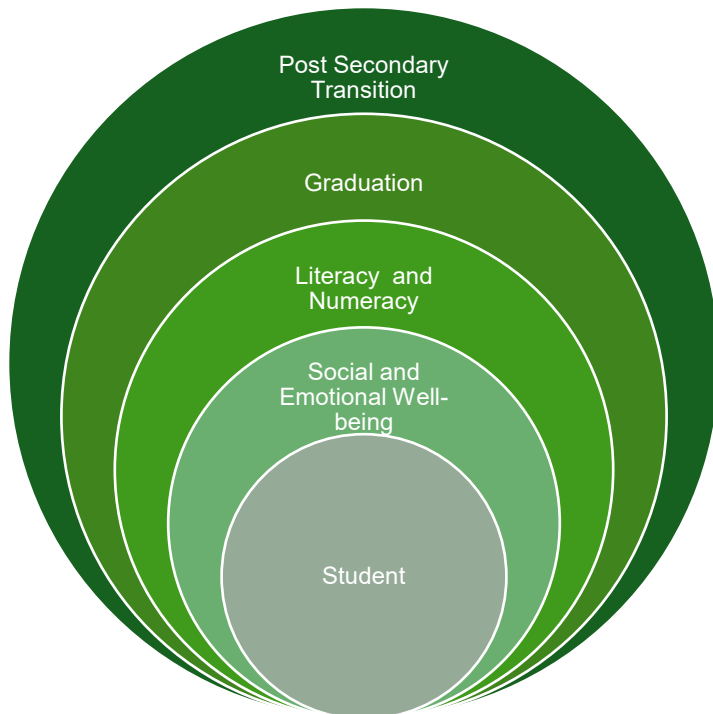
As the District looks toward recovery, the path is uncertain and challenging. Rebuilding and restoring the Amy Woodland community will require a collective effort to ensure that every student, staff member and family can thrive. With resilience and a deepened commitment to supporting one another, the District will continue to celebrate its successes and focus on continuous improvement, guided by the Framework for Enhancing Student Learning.





## Current Strategic Plan Priorities

The Board of Education started to review the previous strategic plan, which was written in 2015, during the 2023/24 school year. This process involved students across communities and five separate engagement events in each community. The District's strategic plan is a roadmap designed to guide the collective efforts in providing an engaging, personalized educational experience that aims to foster the growth and success of every student within our communities. This comprehensive document outlines our Vision, Mission and core Values, serving as a compass for achieving excellence in teaching, learning, and overall educational outcomes. Through collaborative partnerships, innovative practices, and unwavering dedication, 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.

The District believes that to inspire every student to reach their full potential, every employee has a responsibility to model lifelong learning and strive to continuously improve to allow the system to be responsive to the ever-changing needs of students. The new strategic plan (2024-2029) will formally launch once final community consultation is complete.

## Celebrating our Success for the Past Year

The 2023/24 year introduced some changes to the Framework team with the permanent addition of a District French Curriculum Support teacher, a Food Coordinator, an Exploitation Prevention Coordinator and District Principal of Early Learning and Child Care. For the 2024/25 academic year, the Framework team has an itinerant teacher of Literacy, French Curriculum Support, two Transformative Learning teachers and a Social Emotional Learning teacher (see focused summaries in the data section). Although the Numeracy lead teacher transitioned to a District leadership position, (and the posting has been paused until spring in order to attract a suitable candidate), the Numeracy work will continue through profession learning communities. The Framework team's primary focus is to support school growth plans and to build capacity with respect to the District priorities and goals in all schools.

The District participated in the community of practice, "Street Data A Next-Generation Model for Equity, Pedagogy, and School Transformation", (Safir and Dugan) which helped shift the District focus from satellite level data to a balanced mix of macro (provincial data) and micro (district and school level data). This has helped us to understand what the needs are at all levels. A true change in thinking occurred



when we began to understand that by listening to the stories of students on the margins, everyone benefits. This work continued with all school administrators participating in the “Street Data” book study.

The District continued to focus on Trauma Informed Schools and Spirit Work and the Science of Collaboration (Fullen and Edwards) during 2023/24. The alignment of professional development at all levels with school growth plans and the Framework priorities has a multiplying effect that positively impacts student learning at all levels.

This year the District has adopted Reframing Behaviour as a district-wide behaviour program to provide staff at all levels with a greater understanding of how to manage difficult behaviours in the school community. The goal is to reduce the number of violent incidents in the District. Over the past two years, the Human Resource and Learning Service departments have offered a two-day in-service opportunity for Educational Assistants to refresh and align their skills with current practices before the school year begins. Similarly, new teachers and Teachers Teaching on Call (TTOC) are given a day long onboarding orientation with Human Resources and Cranbrook Fernie Teacher’s Association before they start the school year. The District is working to develop a handbook for uncertified Educational Assistants and emergency list employees to ensure a standard of expectation and quality with uncertified staff.

The District has a Vice Principal of Human Resources and Health and Safety whose focus is largely on retention and recruitment of staff. The position focuses on how to equip staff with the knowledge, skills, and abilities to thrive in the workplace with a concentration on staff wellness and support. In order to survive in a labour market shortage, the District is investing in retention and recruitment strategies to make School District No. 5 (Southeast Kootenay) an employer of choice at all levels. A major success was the harmonization of the local Principals’ and Vice Principals’ contract. Lastly, the District has been actively working on diversity, equity and inclusion strategies to broaden its current workforce.

The District hired a District Principal of Early Learning and Child Care in 2023. This position has helped to focus on child care for children ages 0-8 across the District. The 2023/24 school year was successful in securing \$2,742,508.61 in New Spaces Funding, expanding school age child care on school grounds.

## Existing and/or Emerging Areas for Growth

As the District continues to drill deeper into data, we need to continue to involve student voice. We have had a District Student Advisory Council for years but the leadership students that volunteer for this work tend to be quite homogenous and do not represent voices from the margins. As such, during the strategic planning process, marginalized student populations were invited to meet with trustees to provide genuine accounts of their experiences in our school system.

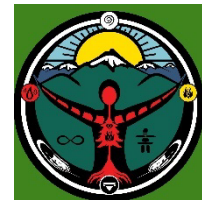
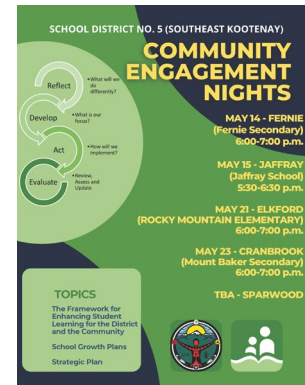
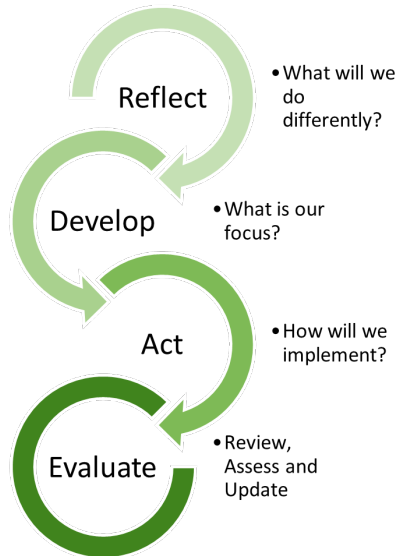
Equity means fair, not equal. This lens means that individuals come from different starting places, with different contexts and supports. The District has shifted from ratio-based funding, at the school level, to allocating resources to meet the needs of every student. This ensures access to opportunities for all learners to participate in safe and meaningful educational environments as noted in [Administrative Procedure 169](#). This administrative procedure has been recently updated and reflects the District’s commitment to reducing barriers and ensuring safe learning environments for students and staff.

With a new District Principal of Learning Services (previously Student Services) the priority moving forward is to address the gap between students with diverse needs and the general population. This is by far our lowest performing group in the District. For example, we have increased Learning Support Teacher time above contract ratios and have continued to supplement the Learning Services Department out of operational funds to ensure learner’s needs are being met, The District has also



increased the School Psychologist's time to 2.0 full time equivalency (2.0 FTE) to address the long wait times for testing. Further, we will continue to prioritize our priority population as long wait times have put this group at an overall disadvantage.

## Strategic Engagement



The District hosted five community engagement nights and invited community partners, staff, parents, local First Nations, the Ministry of Children and Family Development, Ktunaxa Kinbasket Child and Family Services Society, Child and Youth Mental Health, Interior Health and RCMP. These sessions were used as an opportunity to review the current Framework and draft strategic plan. The feedback was culminated to ensure our partners and students had voice, and that the priorities reflect community needs. These evenings involved presentations of the Framework, draft Strategic plan and individual school growth plans and provided an opportunity for robust Question and Answer periods. An online survey was also sent out to capture a wider audience:

- What attributes does the school District have that you appreciate most?
- What attributes do you think the school District is Missing?
- What does the ideal school District look like?

<p><b>Community Engagement Nights</b></p> <ul style="list-style-type: none"> <li>• During the spring of 2024, the District hosted five engagement nights in all communities.</li> <li>• Sessions were facilitated by Superintendent Viveka Johnson, school principals and vice principals.</li> </ul>			<p><b>DISTRICT FRAMEWORK</b></p>
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[Ctrl+click slide above](#) to see summary of What We Heard at Community Engagement Nights.

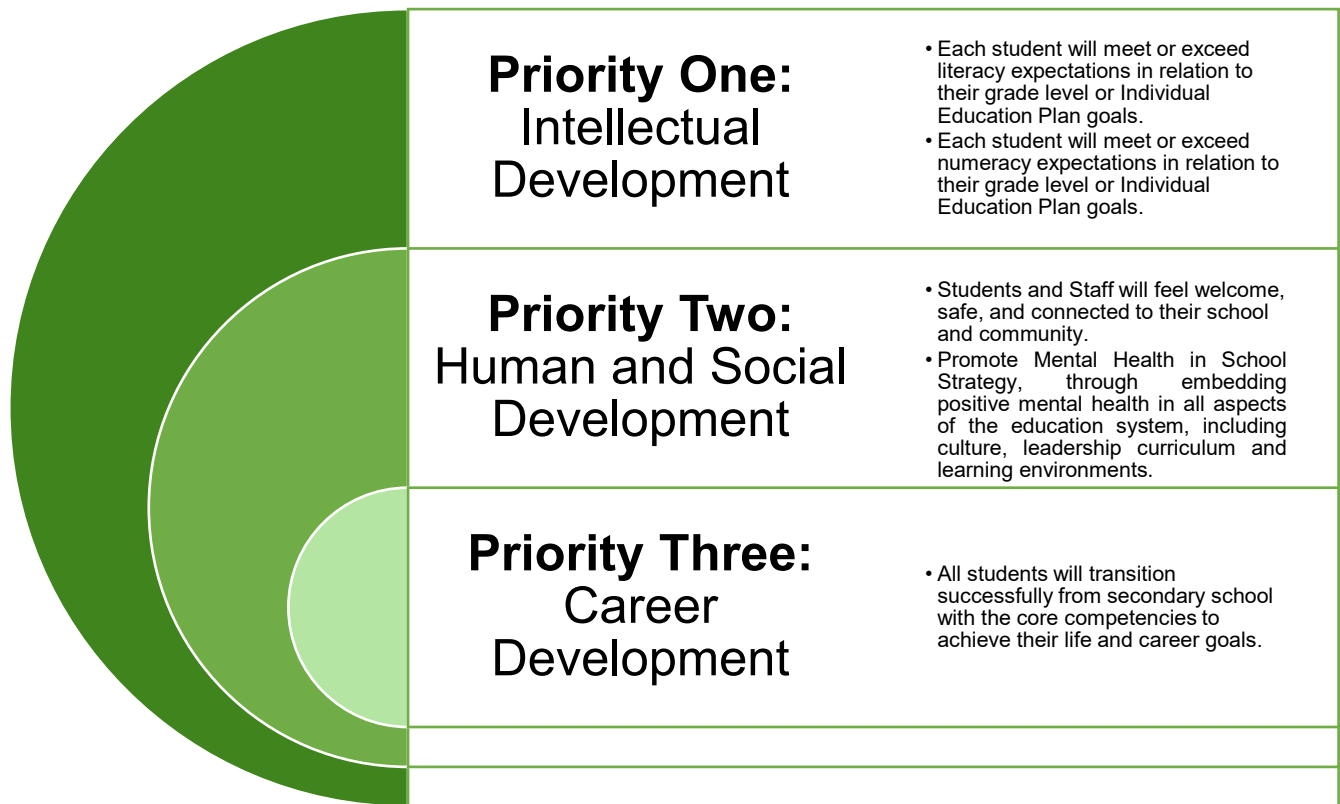
[Ctrl +Click slide above](#) to see presentation.



This [feedback](#) was shared with trustees, district management leaders and schools to assist in the priorities moving forward.

Our Indigenous Education department is also involved in the engagement process with our two Indigenous Education Coordinators, Elders and Education Council (soon to be formalized as the Indigenous Education Council). After working through Equity in Action, our next step is to work with schools around an anti-racism action plan that includes the six priority areas of action (community voice, removing barriers, raising awareness, collaborative change, capacity building and school support). With the help of our Exploitation and Prevention Coordinator, this work will be on-going into the 2024/25 school year. Lastly, during 2023/24 the District formed an Accessibility Committee which will address on-going accessibility concerns for the District's schools and communities. It is important to note that accessibility is more than physical access to buildings but includes access to curriculum and resources throughout the District.

## Adjustments and Adaptations: Next Steps



### Priority 1: Intellectual Development







To develop students' ability to analyze critically, reason and think independently and acquire knowledge from a culturally appropriate lens; to develop a lifelong appreciation of learning and curiosity about the world around them.



<b>Goal 1</b>	Each student will meet or exceed literacy expectations in relation to their grade level or Individual Education Plan goals.
<b>Goal 2</b>	Each student will meet or exceed numeracy expectations in relation to their grade level or Individual Education Plan goals.

**Strategies:**

-  Improve foundational literacy skills at the primary level.
-  Establish a district-wide numeracy assessment.
-  Develop and implement a K-12 numeracy plan.
-  Develop a district-wide professional learning strategy focused on Literacy and Numeracy.








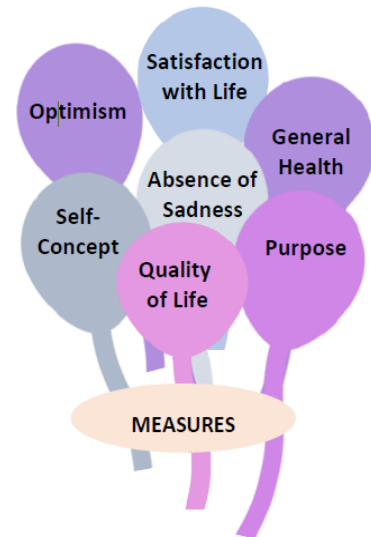
**Priority 2: Human and Social Development**

To develop students’ ability to foster positive relationships while developing the whole student to be a socially responsible citizen who respect the diversity of all people and the rights of others.

<b>Goal 1</b>	Students and Staff will feel welcome, safe, and connected to their school and community.
<b>Goal 2</b>	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.

**Strategies:**

-  Improve the quality of students feeling welcome, safe, and connected to the school and community.
-  Improve the percentage of students who feel there are two or more adults in their school who care about them.
-  Focus on barriers to equity with our Indigenous, Children/Youth in Care and students with Disabilities/Diverse abilities.
-  Develop a K-12 plan for ensuring students feel safe, welcome and connected to their school and community.
-  Build capacity within our system to support students with difficult behaviour.











### Priority 3: Career Development

To develop the confidence and competencies to prepare students for their career and occupational objectives; to assist in the development of effective work habits and flexibility to deal with an ever-changing workplace and society.




<b>Goal</b>	All students will transition successfully from secondary school with the core competencies to achieve their life and career goals.
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#### Strategies:

-  Develop a grade-to-grade transition plan to support students in obtaining a Dogwood certificate.
-  Offer flexible programs across the District.
-  Maintain the Elders in Residence program throughout the District.
-  Continue student success meetings for grades 9-12 ᐱaq'am and Yaqit ᐱa·knuq̄i'it students.
-  Remove barriers to allow fulsome grade to grade conversations with our Indigenous partners.
-  Expand dual credit opportunities with the local college (College of the Rockies)

## Alignment for Successful Implementation

See the aligned operational goals of the various departments and teams here.

<b>Career Development</b>
 <p><b><u>Career Development</u></b></p> <p>The District is focused on ensuring successful secondary school transitions with core competencies aligning with the Indigenous Enhancement Agreement.</p>
 <p><b><u>Early Learning and Child Care</u></b></p> <p>Creating school age care on school grounds involves a blend of collaboration, innovation, and strategic planning.</p>
 <p><b><u>Environmental and Outdoor Education</u></b></p> <p>Environmental education programs supporting sustainability and outdoor learning are offered across the District .</p>
 <p><b><u>Finance, Operations and Transportation</u></b></p> <p>The District operates on a budget of approximately \$100 million dollars annually. The utilization of these funds are prioritized to ensure equity and transparency.</p>



### French Immersion Literacy

The District continues to increase public awareness of French Immersion program and support offered.



### Human Resources

Human Resources aligns with the Framework through equity and inclusion and prioritizing success for each learner.



### Learning Services

The District has been supplementing Learning Services to ensure adequate support in all of our communities.



### Literacy

The District is focused on improving students' ability to be literate at each grade level with an initial focus on the primary years.



### Numeracy

Centering culturally responsive instructional and assessment practices will create more equitable achievement outcomes for all students.



### Technology to Support Student Learning

The District Technology plan aligns with the Framework through focusing on all aspects of educational technology.



### Transformative Learning – Digital Literacy

The District will continue to include elements of digital literacy using the BC Ministry Digital Literacy Framework as a guide.

## Conclusion

We are in year four of our Framework for Enhancing Student Learning and the District's strategies have been modified to be more inclusive. As a commitment to continuous improvement, the District has moved toward greater alignment of district and school growth plans and the development of a new Strategic Plan. Ongoing stakeholder engagement is a focus, providing multiple opportunities for community, partners, students and staff to engage.

The District is aware that the data shows the priority groups (Indigenous, Students with Disabilities/Diverse Abilities and Children/Youth in Care) are below provincial and district average, and we will continue to work to narrow this achievement gap. Our long-standing Elders in Residence program has been expanded; however, our Equity in Action work shows that we need to address the pedagogy and our underlying biases to be able to dismantle systemic racism and inequity in our system. Lastly, if we shift our efforts to effectively impact those who need it most and include student voice by focusing on our most vulnerable, we should experience positive gains across our population.



When we use the term ‘our’ when referencing students not from the colonial lens of possession but as valued members belonging in our school communities where we have a collective responsibility to ensure that all students needs are being met from a place of understanding, caring and compassion which includes decolonization and a commitment to Truth and Reconciliation and the 94 Calls to Action.





## Section C:




# Enhancing Student Learning Report District Self-Assessment School District No. 5 (Southeast Kootenay)

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## Focus Area 1: Data and Evidence Review

The District has cycles in place for reviewing, analyzing, and interpreting classroom, school, district, and provincial data and evidence. These cycles exist to illuminate new or existing inequities in student learning outcomes, to determine emerging areas for growth, and to assess district progress. The results of these review cycles inform the District's planning.


### Systematic Review of Data and Evidence

-  The District systematically reviews quantitative and qualitative data from multiple sources, including Ministry data, local assessments, and contextual sources, such as the "How Are We Doing" report, Equity In Action, district assessments and school level data.
-  It includes results and feedback from strategic engagement processes, ensuring a holistic understanding of student outcomes. For example, Indigenous learners' progress is monitored individually via case managers, and the District tracks the academic, social-emotional, and cultural needs through the Indigenous Management System (IMS).
-  The District recently implemented new literacy assessment tools (Acadience and UFLI Foundations) to provide better aligned data for early interventions.


### Disaggregation of Data

-  The District disaggregates data for Indigenous students, Children and Youth in Care (CYIC), and students with Diverse Abilities. This disaggregation allows the District to identify achievement gaps across these groups.
-  Specific challenges arise with small sample sizes, leading to masked data for CYIC and On Reserve Indigenous students. These groups are tracked individually by school level personnel.

### Triangulation and Use of Multiple Data Points

-  Multiple points of data are utilized, particularly for priority populations (like Indigenous students, CYIC, and students with Diverse Abilities). Ministry, district, school, and classroom level assessments are all considered, emphasizing comprehensive monitoring.

### Using Data to Inform Strategies and Identify Gaps

-  Data is actively used to identify gaps and inequities, such as the achievement gaps between Indigenous and non-Indigenous students, and between students with Diverse Abilities and their peers. These findings inform targeted strategies, such as assigning case




managers to monitor progress and implementing specialized literacy and numeracy programs.

### Indicate Proficiency

Overall, where would you place your District's data and evidence review processes on the proficiency scale? Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows that the district engages in limited data and evidence review, and processes for data and evidence reviews need to be developed, refined, and/or implemented.	Evidence shows several components of comprehensive data and evidence review processes.	Evidence shows there are clearly embedded, and comprehensive data and evidence review processes in place.

### Context

-  Evidence shows that the District has several components of a comprehensive data review process, including a shift towards more aligned assessment tools and monitoring for specific populations. However, challenges like masked data and the need for further alignment with strategic goals indicate that some processes are still in development.









## Focus Area 2: Ongoing Engagement (Qualitative Evidence)

The District has an effective ongoing, strategic engagement process in place, with a priority on collaborating with local First Nation(s) and engaging with Indigenous communities and other education partners. The engagement process consistently informs the District's planning and drives continuous improvement of student learning.



### Collaboration with Local First Nation(s)

-  The District has a strong commitment to collaborating with local First Nation communities. The Indigenous Education Department, along with Indigenous Coordinators, Elders, and the soon to be formalized Indigenous Education Council, ensures ongoing engagement.
-  Indigenous Education Enhancement Agreement and Local Education Agreements (LEAs) with the Ktunaxa Nation are key tools in maintaining these collaborations, focusing on removing barriers and ensuring that Indigenous voices are heard in educational planning.



### Engagement with Indigenous Councils, Parents, and Students

-  The District engages with District Indigenous Education Councils and Indigenous parents and students through various initiatives, such as the District Student Advisory Council, Indigenous leadership classes, and the expanded Elders in Residence program.
-  Indigenous students are invited to provide their perspectives during strategic planning processes, including meetings with trustees. These efforts aim to capture voices that are often on the margins of educational decision making.

### Engagement with Broader Educational Partners

-  The District engages with a wide range of groups including students, district staff, parents, guardians, and organizations supporting vulnerable student (e.g., Ktunaxa Kinbasket Child and Family Support Services, Ministry of Child and Family Development, RCMP, Child and Youth Mental Health and Interior Health).
-  Events such as community engagement nights allow the community to review district plans and provide input. In 2023/24, the District hosted five such sessions and an online survey option to ensure robust community participation.

### Use of Engagement Processes to Inform Plans

-  The feedback from engagement processes directly informs district priorities and strategic plans. The District uses input from Indigenous communities and community partners to make strategic adjustments driving continuous improvement in student learning.
-  Ongoing work, such as anti-racism action plans, the Accessibility Act and the review of administrative procedures, reflects the District's commitment to using engagement feedback to shape policies and actions.




### Indicate Proficiency

Overall, where would you place your district's ongoing engagement processes on the proficiency scale? Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows ongoing, broad, and meaningful engagement processes need to be developed, refined, and/or implemented.	Evidence shows some components of ongoing, broad, and meaningful engagement processes in place.	Evidence shows there are embedded ongoing, broad, and meaningful engagement processes in place.

### Context

-  The District demonstrates several components of a broad and meaningful engagement process, particularly with Indigenous communities and educational partners. There is clear evidence of using community feedback to shape strategic planning. However, continued refinement of these processes, particularly in engaging marginalized voices, may further enhance the District's engagement strategies.









## Focus Area 3: Alignment and Adaptations

The District has processes in place to annually review and revise its operational plans to align to the student learning priorities identified in the Strategic Plan, to build district coherence, and to support the implementation of updated strategic plan strategies.


### Alignment of School Plans with District Strategic Plan

-  The District has a clear focus on aligning individual school plans with the strategic objectives laid out in the District's strategic plan. For instance, the District emphasizes supporting the educational goals of Indigenous students and other priority populations through vertical alignment between school plans and district wide goals.
-  Specific goals, such as improving literacy and numeracy outcomes, are set district wide, with schools adopting these priorities into their respective growth plans.



### Alignment of Operational Plans (Horizontal Alignment)

-  The District is committed to ensuring that various operational plans (e.g., financial, human resources, information technology, and operational facilities) are aligned to support the strategic plan's implementation. For example, the District's numeracy and literacy goals are supported by operational initiatives such as the addition of district level teachers in these areas.
-  Further horizontal alignment is seen in the District's emphasis on professional development, trauma informed practices, and behaviour management strategies across all schools, which are aligned with the District social emotional learning goals.


### Consultation with Indigenous Councils

-  The District consults closely with the Indigenous Education Council and local First Nation communities. Through Local Education Agreements (LEAs) and Indigenous Enhancement Agreement, the District aligns its educational objectives with feedback from Indigenous partners. The District's engagement with these groups influences educational planning and ensures that strategies are culturally responsive.

### Alignment with Equity-Focused Documents

-  The District aligns its strategic plans with key equity focused documents, including the Enhancement Agreement and LEAs. These plans are designed to address gaps in educational outcomes for Indigenous students.
-  The District also prioritizes removing barriers for four priority populations as reflected in administrative procedures that ensure equitable access to educational opportunities.

### Contribution to Common Equity Goals

-  Each of the District's goals, whether school-specific or operational, contribute to the overarching goal of improving equity in student learning outcomes. A particular focus is placed on priority groups. Individual monitoring and tailored interventions are employed to ensure that the District's strategies meet the diverse needs of students with wrap around supports.




## Indicate Proficiency

Overall, where would you place your district's alignment processes on the proficiency scale?  
Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows vertical and horizontal alignment and adaptation processes need to be developed, refined, and/or implemented.	Evidence shows several components of vertical and/or horizontal alignment and adapted processes in place.	Evidence shows clear vertical and horizontal alignment and adapted processes.

## Context

-  The District shows strong vertical and horizontal alignment across various operational and educational plans. Several key components are in place, particularly in aligning equity focused initiatives and integrating feedback from the Indigenous Council (soon to be IEC). However, there is room for further development in ensuring all plans fully support strategic priorities, particularly regarding specific adaptations for vulnerable groups.





## Focus Area 4: Improving Equity of Learning Outcomes



The District has specific, targeted strategies in place to support learning for Indigenous students, children and youth in care, and students with Diverse Abilities.

### Consider


#### Targeted Strategies for Priority Populations

-  The District has implemented specific, targeted strategies to support learning for the priority population. For example, the District assigns case managers to monitor the progress of CYIC and Indigenous students through systems like MyEducation BC and the Indigenous Management System (IMS).
-  A focus on social emotional learning and self regulation across the District. This universal approach will benefit all learners particularly the priority population.


#### Development of Strategies Based on Data

-  The District's strategies for these priority populations are informed by data from various assessments and engagement feedback.
-  For example, improvements in literacy and numeracy for Indigenous students have been identified through targeted assessments, leading to new strategies such as increasing support blocks, tutoring, and maintaining an Indigenous counselor.



#### High-Yield, High-Impact Strategies

-  The District is focusing on high impact strategies that are evidence based and aligned with provincial priorities to address systemic inequities through trauma informed practices and anti-racism action plans. The District maintains an annual professional development day for all staff around Truth and Reconciliation and the 94 Calls to Action.

#### Alignment with Leading Research

-  The District's strategies are informed by current research and promising practices, including those outlined in Safir and Dugan's book, "Street Data," which emphasizes equity pedagogy. This research has helped shift the District's approach from satellite level data to more micro level interventions that better meet individual student needs.

#### Processes for Adjusting Strategies

-  The District has mechanisms in place to regularly review and adjust strategies based on data and ongoing engagement. For example, the District uses triangulated data from provincial, District, and classroom levels to ensure that interventions are having the desired impact.
-  Adjustments are made at both the school and district levels, especially for groups with persistent achievement gaps. The District has shown flexibility in adapting its behaviour programs and early literacy interventions to meet changing student needs.


## Focus Area 4.1: Focus on Indigenous Students

### Indicate Proficiency

Overall, where would you place your district’s processes for improving equity of learning outcomes for First Nation(s) and Indigenous students on the proficiency scale? Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows limited focus on First Nation(s) and Indigenous students and targeted strategies to improve equity of learning outcomes need to be developed, refined, and/or implemented.	Evidence shows some focus on First Nation(s) and Indigenous students and some strategies are in place to further improve equity of learning outcomes.	Evidence shows a clear focus and attention on First Nation(s) and Indigenous students.

### Context

-  The District has a clear focus on Indigenous students, with several targeted strategies in place to support equity of learning outcomes. While progress is being made, such as improvements in grade 4 and 7 literacy and numeracy for Indigenous students, gaps remain. Further refinement of strategies and consistent monitoring are needed to close these gaps.


## Focus Area 4.2: Focus on Children and Youth in Care

### Indicate Proficiency

Overall, where would you place your district’s processes for equity of student learning outcomes for children and youth in care on the proficiency scale? Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows limited focus on children and youth in care and targeted strategies to improve equity of learning outcomes need to be developed, refined, and/or implemented.	Evidence shows some focus on children and youth in care and some strategies are in place to further improve equity of learning outcomes.	Evidence shows a clear focus and attention on children and youth in care.

### Context

-  The District has strategies in place for CYIC, including assigning case managers to track progress and providing tailored support. While the District’s CYIC students perform better than the provincial average, data for this group remains masked in many cases, making it difficult to assess overall outcomes. Continued focus on individual monitoring and support is needed. CYIC make up less than 0.1 percent of the District population.




## Focus Area 4.3: Focus on Students Diverse Abilities

### Indicate Proficiency

Overall, where would you place your district’s processes for improving equity of learning outcomes for students Diverse Abilities on the proficiency scale? Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows limited focus on students with Diverse Abilities and targeted strategies to improve equity of learning outcomes need to be developed, refined, and/or implemented.	Evidence shows some focus on students with Diverse Abilities and some strategies are in place to further improve equity of learning outcomes.	Evidence shows a clear focus and attention on students with Diverse Abilities.

### Context

-  The District demonstrates a focus on students with Diverse Abilities, but significant achievement gaps remain compared to their peers. The District has a new District Principal of Learning Services that will prioritize this work moving forward. School Based Teams (SBT) meet regularly to review supports for students and the District supplements the Learning Services Department to ensure an equitable level of support in each school.



## Focus Area 5: District Approach to Continuous Improvement



The District has a continuous improvement approach in place that reviews, analyzes, and interprets data and evidence and engages with rights holders and stakeholders to identify and implement operational adjustments and adaptations in an ongoing process. This cycle ensures a focus on improving learning outcomes for all students.

### Consider



#### Reflective Continuous Improvement Approach

-  The District employs a reflective approach to continuous improvement by regularly reviewing data and engaging with community partners. For instance, strategic planning is informed by data along with engagement sessions with Indigenous communities, parents, and educational partners.
-  The District's participation in the "Street Data" initiative, focused on equity and school transformation, reflects its commitment to adapting strategies based on data and qualitative feedback.


#### Quantitative and Qualitative Data Analysis

-  The District analyzes both quantitative and qualitative data to identify trends and gaps in equity, with particular attention to priority population. For example, the District tracks Indigenous students through the Indigenous Management System (IMS), which helps monitor academic, social emotional, and cultural supports.
-  Qualitative feedback from the District's strategic engagement nights, surveys, student voice, and book studies also influences the District's strategies.

#### Monitoring the Effectiveness of Strategies

-  The District has established processes to monitor the effectiveness of its strategies, particularly through individual student tracking for priority groups. For example, case managers monitor the progress of CYIC and students with Diverse Abilities. Indigenous learners are supported through dedicated Indigenous Education Support Workers, case managers and an Indigenous counselor.
-  The District's shift to new literacy and numeracy assessments, such as Acadience and the District wide numeracy plan, allows for better identification of gaps and adjustments based on data.

#### Connection to School Level Work


-  Continuous improvement processes are connected to school level work. The District supports school growth plans, which are aligned with district wide priorities like improving literacy and numeracy outcomes. School administrators are involved in professional development aligned with these district priorities, ensuring that the work at the school level contributes to overall district improvement.

## Indicate Proficiency

Overall, where would you place your district's continuous improvement processes on the proficiency scale? Please indicate below:

Emerging <input type="checkbox"/>	Developing <input checked="" type="checkbox"/>	Proficient <input type="checkbox"/>
Evidence shows that continuous improvement processes need to be developed, refined, and/or implemented.	Evidence shows use of selected continuous improvement components.	Evidence shows continuous improvement clearly embedded into processes to consistently monitor and adjust practices.

## Context

-  The District demonstrates several key components of a continuous improvement process, particularly in data analysis and community engagement. However, processes for consistent monitoring and adaptation, particularly for equity focused strategies, are still developing. Continued efforts to integrate school level work with district priorities will further enhance the effectiveness of the continuous improvement approach.

## Closing Curiosities

Some emerging areas for improvement include addressing persistent achievement gaps, particularly for Indigenous students and students with Diverse Abilities. The District is making efforts to expand trauma informed practices and improve engagement with marginalized voices. These ongoing efforts will positively impact long term student outcomes.

As everything in a system is a work in progress, the District is constantly developing, refining and changing how we support students; therefore, the goal is to be proficient but the target continues to be dynamic.

Every student has a story and a unique set of circumstances that makes this work ever-changing and exciting. The District is proficient in its passion for supporting learners. We will continue to work towards empowering every student to graduate with dignity, purpose, and options and we are committed to providing engaging, personalized educational experiences that nurture curiosity, celebrate diversity, and foster lifelong learning.



**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-knuqti'it. This also includes meaningful consultation on District programs.

## Structural Supports

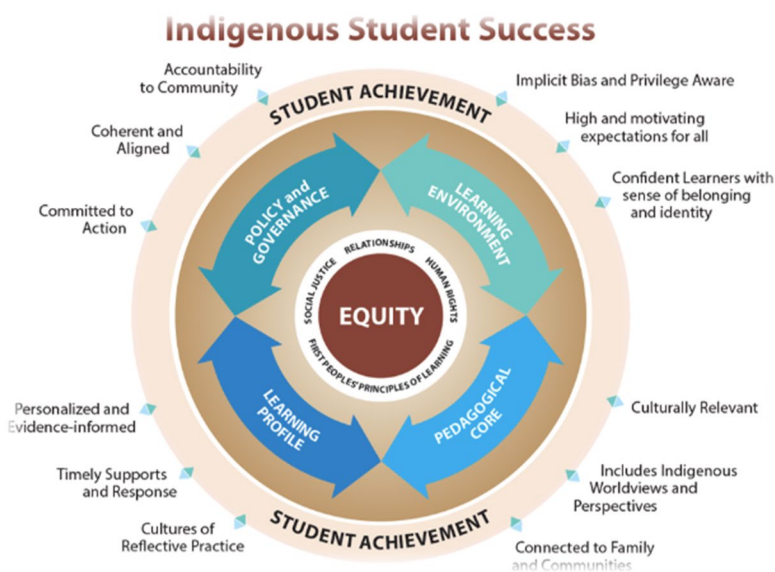
-  The District held funds for each school to further enhance Indigenous Gathering Places
-  The funding model has been changed to implement a 'holdback' to fund students and families participation in blended, alternate and online learning programs
-  There is improved visibility and functionality of 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.



# School District No. 5

[Southeast Kootenay]



SCHOOL DISTRICT 5  
SOUTHEAST KOOTENAY

## Early Learning and Child Care September 2024



Through collaborative partnerships, innovative practices, and unwavering dedication, School District No. 5 (Southeast Kootenay) (the District) continues to cultivate an inclusive environment where every learner has pathways to graduation that honour individual strengths and abilities. This academic, social and personal journey is one of continuous improvement and commitment to educational excellence. Creating school age care on school grounds involves a blend of collaboration, innovation, and strategic planning.

The District is committed to creating partnerships that include educators, child care professionals, and communities to collaboratively design inclusive programs that support academic, social, and emotional development. The [Inclusion and Diversity Administrative Procedure](#) was created to ensure children and youth of all abilities can participate meaningfully in educational environments. The District engaged in consultation with local Indigenous groups to develop this administrative procedure. The District values and celebrates all unique differences that support all individuals including race, language, ethnicity, culture, gender, socioeconomic levels, range of abilities and physical and/or health care needs.

The District is committed to modeling inclusion in all educational environments and is committed to maintaining an inclusive environment with equitable access, support, and participation for all children. All programs in the District support the individual strengths and needs of each child. All children are welcomed, supported, and valued, which allows them to participate meaningfully. All children benefit from inclusive settings that are welcoming and celebrate the diverse identities of children, families, and staff.

In the spring of 2024, the District, in partnership with not-for-profit providers, was successful in applying to the province's ChildCareBC New Spaces Funds and received approval for more than \$2.5 million in funding. By leveraging school facilities and by utilizing existing school facilities such as libraries, gymnasiums, classrooms and outdoor spaces, the District maximized resources. The District's approach reduced the need for additional infrastructure and allowed for a seamless transition between the school day and child care.

The District has partnered with the *Elkford Women's Task Force Society* to create twenty-four (24) before and after school spaces at Rocky Mountain Elementary School in Elkford. They also partnered with the *South Country Social Planning Committee Society Jaffray* to create thirty (30) spaces at Jaffray Elementary Junior Secondary School in Jaffray. In Cranbrook, Steeples Elementary School, partnered with the Boys and Girls Club of Cranbrook to create thirty (30) spaces. Gordon Terrace Elementary School partnered with the Stay n' Play Association and created an additional thirty (30) school aged care spaces. The District will continue to build upon relationships between early years and the schools as well as explore new opportunities for connecting and collaborating in the coming years.

By leveraging collaboration and innovation, school aged care on school grounds provides high-quality, inclusive care that supports the overall development of children. School aged care on school grounds not only benefits the students but also strengthens the school community relationship, contributing to a more supportive environment for all.

The early years' programs contributed to the ongoing work of the Strategic Plan. Our early years programs prioritize relationship building between schools and the community. By fostering trust and open communication, children feel supported and safe in the school environment.



### **CR4YC (Changing Results for Young Children)**

One of the main goals of the CR4YC project is to improve social and emotional well-being outcomes for children. The project brings together community early childhood educators, StrongStart facilitators, and primary teachers to engage in collaborative inquiry. CR4YC focuses on social and emotional well-being to improve outcomes for young children. One of the CR4YC goals is to identify and apply a strengthened understanding of quality practices associated with improving the social and emotional well-being of young children. Another goal of CR4YC is to align instructional practices between early childhood educators and primary educators using the Early Learning Framework.

### **SEY2KT (Strengthening Early Years to Kindergarten Transitions)**

The SEY2KT group is a collaborative, multi-partner, initiative designed to improve early learning experiences and transition processes for children and families in British Columbia. Comprised of principals, vice principals, district staff, kindergarten teachers, community members, speech and language pathologists, early childhood educators, StrongStart facilitators, childcare providers, and school trustees, the program brings together educators from both the District and community settings to design and implement ongoing collaborative actions, based on local resources and needs.

The group meet six times per year, attending provincial meetings and meeting in their community groups to strengthen relationships across education and the early years sectors. The program is aligned with the revised Early Learning Framework (BC 2019). Engaging families in the transition process fosters a strong sense of community. Workshops, open houses and communication between school and home help parents feel connected and children feel supported. By focusing on these aspects, early years and transitions into kindergarten fosters environments that are not only safe but also emotionally supportive and welcoming, promoting a positive foundation for children's future academic and social success.

The group is thrilled to bring SEY2KT to Cranbrook during the upcoming year. The goal is to improve the continuity for children as they transition from early childhood programs to kindergarten. This project will have several benefits, including smoother transitions, and better collaboration among the early years, school, and families. These efforts will help lay a positive foundation for a child's journey.

### **StrongStart**

The District StrongStart facilitators were invited to attend a school professional development day along with primary teachers, on Metis Early Learning, Aansaamb aen kiskayhtaamaahk, Learning Together, resource. The workshop supported Metis specific teachings and programming and helped to foster learning environments in which Metis culture is celebrated.

**School District No. 5**  
[Southeast Kootenay]



**SCHOOL DISTRICT 5**  
SOUTHEAST KOOTENAY





# **Environmental and Outdoor Education**

## September 2024



# Environmental and Outdoor Education

## Highlights

-  Purchased 50 spots in **4 Seasons of Learning** for staff to continue their learning towards reconciliation
-  Purchased **Columbia Basin Environmental Education Network (CBEEN)** memberships for any interested staff
-  Supported teachers to attend the **Environmental Education Leadership Clinic** at Nipika in April 2024
-  Encouraged participation in the Take Me Outside Learning Conference at Banff in May 2024

# School District No. 5 (Southeast Kootenay)



SCHOOL DISTRICT 5  
SOUTHEAST KOOTENAY

## Finance, Operations, and Transportation September 2024



# Finance, Operations, and Transportation

## Finance

School districts' budgets in British Columbia are reported as a consolidation of three separate funds: operating, special purpose, and capital.

The Operating fund budget contains the revenues and expenses for the day-to-day operation of the District. Ministry grants and other revenues, including international student program fees and facility lease rental revenues form the revenues for this fund. Expenses include costs for instructional programs, district administration, facilities, maintenance, and transportation.

Special purpose fund(s) budgets contain "restricted contributions" defined as legislative or contractual stipulations, or restrictions, as to the use of funds. Ministry funds including the Annual Facilities Grant (AFG), Classroom Enhancement Fund (CEF), School Generated Funds (SGF), and scholarships, are reported in this fund.

The Capital fund budget for the District primarily comprises building renewal and playground replacement projects funded from externally restricted capital revenues (mainly from the Ministry). Projects funded from operating or special purpose funds are largely for smaller building and facilities maintenance projects, technology and equipment replacement, and playground restorations.

The school district operates on a budget of approximately \$100 million dollars annually. The budget breaks down into three main areas: Operating, Special Purpose, and Capital funds as shown in Figure 1.

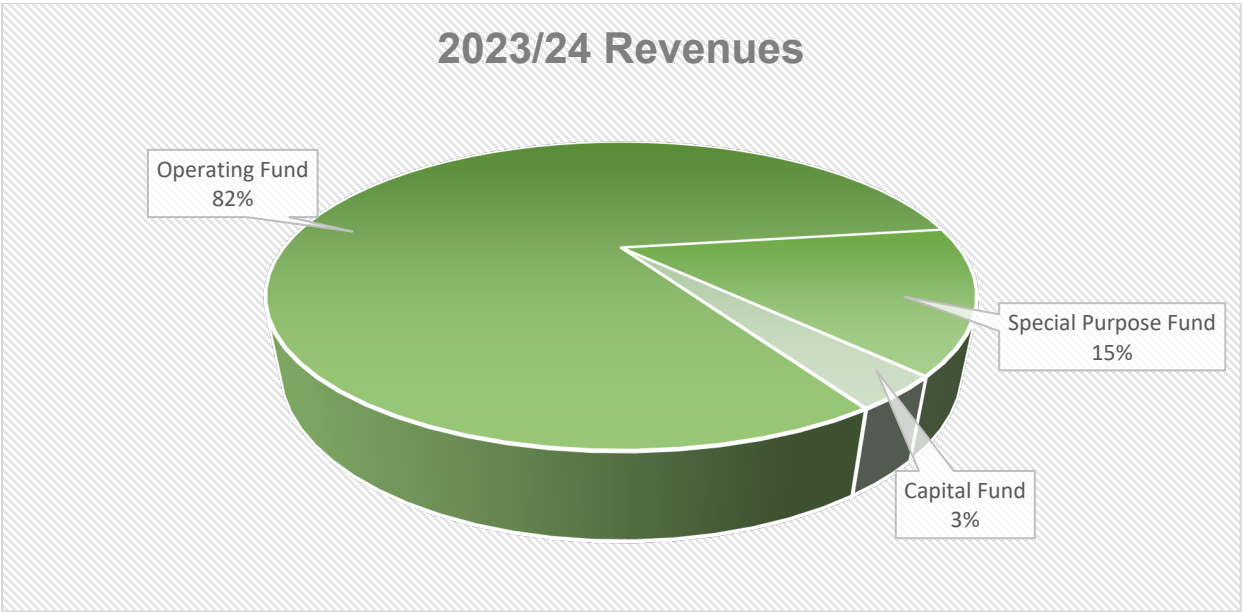


Figure 1

Staffing costs are determined based on student configuration within the schools. Instructional expenses make up the majority of the budget expenditures as shown in Figure 2.

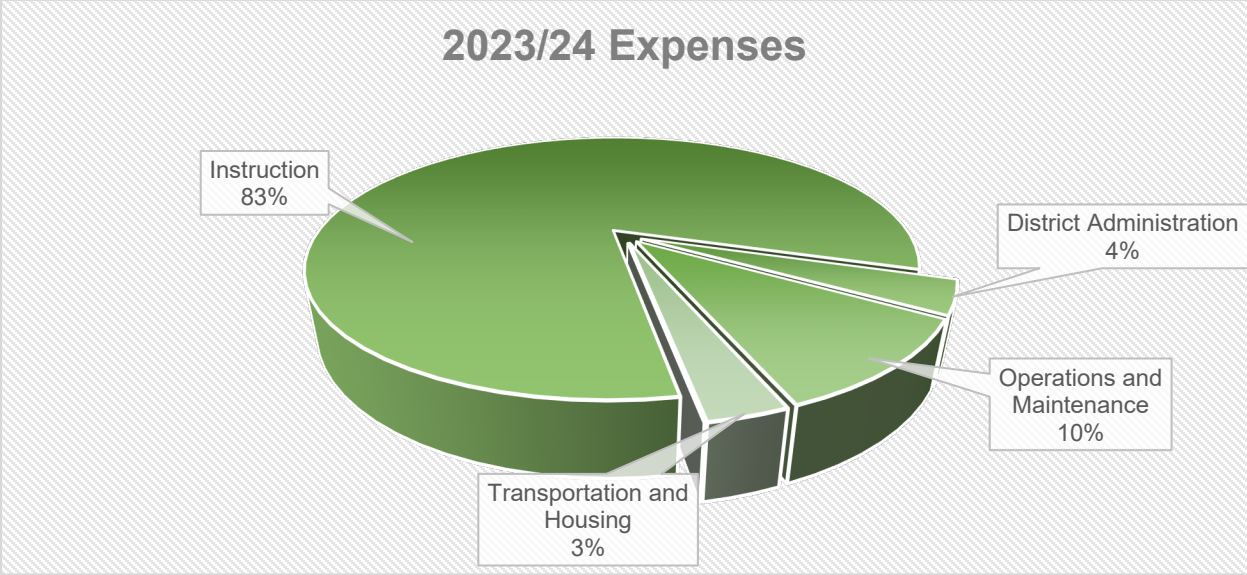


Figure 2

Instructional salaries are broken down further by role in Figure 3:

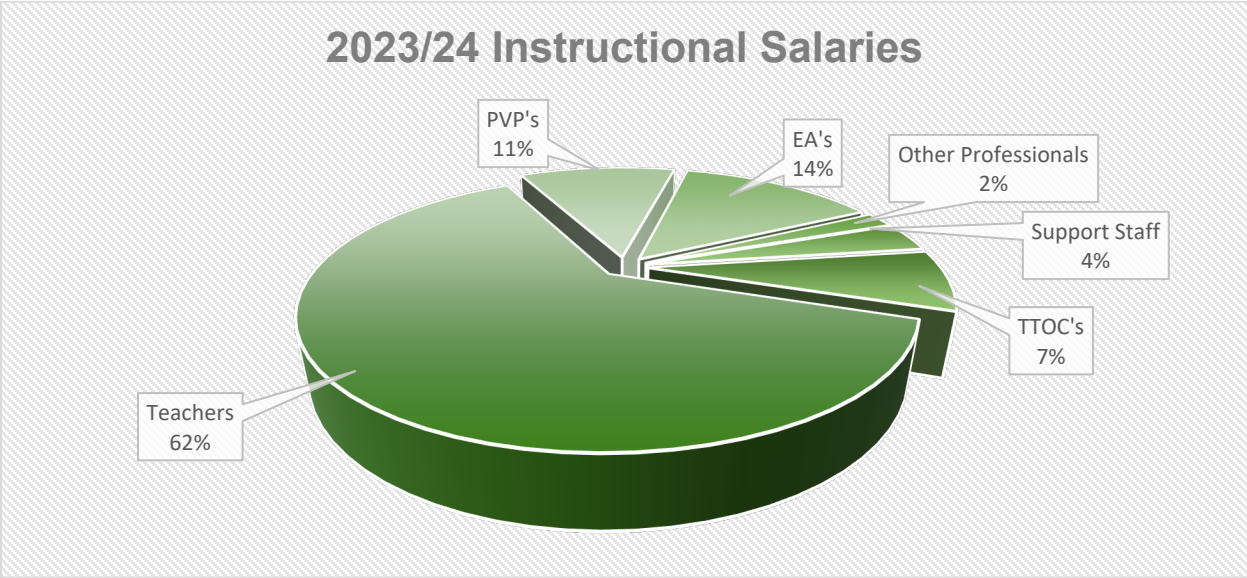


Figure 3

Services and Supplies make up the other components of the Budget and are further broken down in Figure 4.

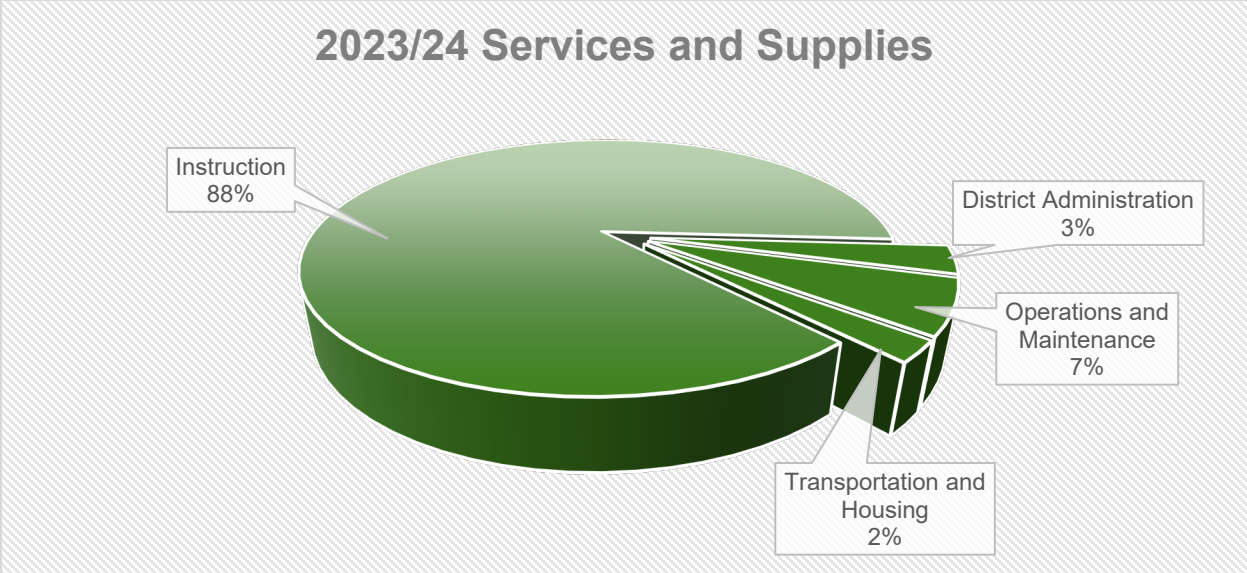


Figure 4

Instruction services and supplies are funds allocated to support student success. District administration, operations, maintenance and transportation allocations are required to support the overall operations of the school district. Special purpose funds are grants provided by the Ministry which are outside of the normal operating grant and are targeted funds that support Ministry identified priorities or projects. Special purpose funds and targeted funds add supports for Indigenous learners, English language learners, and learners with diverse abilities/disabilities, capacity building, early learning and French programming and have been allocated to support the Board of Education priorities.

This allocation aligns with Learning Priority Three – Students will transition successfully from secondary school with the core competencies to achieve their life and career goals by removing barriers to equity, providing learning environments and inclusive opportunities while engaging all learners.

This year, we actively sought public input to ensure our stakeholders had the opportunity to contribute their feedback and ideas to our annual budget process. This engagement allowed us to foster valuable conversations with our community, helping us better understand and address their needs and priorities.

The Board of Education remains steadfast in its commitment to health and safety and recruitment and retention initiatives. We continue to maintain one of the highest custodial staffing ratios in our schools, implement programs designed to reduce workplace violence—efforts aimed at mitigating the significant employee absence issues we currently face, and prioritized funds to continue the district French teaching position. Additionally, we have prioritized maintaining lower class sizes by hiring 28 additional classroom teachers, ensuring a supportive learning environment for our students.

We are extremely grateful to have received additional provincial funding to support wage increases from labour settlements, which will help our staff manage ongoing affordability concerns.

The Board of Education is dedicated to balancing the budget in a manner that prioritizes the best interests of our students while safeguarding the school district from potential risks. We have diligently examined all areas for potential efficiencies, allowing us to redirect operating funds towards additional classroom support. Our focus remains on the wellbeing of our students and staff, ensuring alignment with our strategic priorities

The majority of the special purpose funds relate to Classroom Enhancement Funds which are provided to appropriately staff the schools for restored language to the Collective Agreements. During 2023/24, the district received \$9.8 million in funding through the Classroom Enhancement Fund (CEF) for teaching positions and for other overhead costs related to the contract restoration.

This funding aligns with the Learning Priorities in the Framework for Enhancing Student Learning.

### **Current Financial Circumstances**

The District has a small surplus in our 2024/25 budget and experienced a \$4.12 million surplus in 2023/24. However, the District has incurred significant deficits in 2021/22 and 2022/23 using up most of our prior year surpluses.

In 2023/24, the District received another one-time funding from the province of \$0.15 million for Student & Family Affordability fund. These funds enabled the District to provide support for vulnerable students and families facing affordability concerns from the high cost of living. High cost of living also affected the District with high utilities and fuel costs, supplies and construction costs resulting in another year of deficit.

Maintaining existing staffing levels in the budget was possible due to the Classroom Enhancement Fund, Feeding Futures foods funding, and a continued focus on removing contingency staffing amounts that did not fund the positions of specific individuals currently in assignment. There continues to be a low degree of flexibility in the budget this year. As a result, our capacity to top up district Reserve funds, which are often used to find dollars for initiatives that are not in the budget, is reduced.

In summary, we have developed increased funding needs and enhanced service expectations, yet we are now facing a significantly tighter budget with decreasing Reserves over the previous years. As a result, we continue to believe the appropriate financial approach going forward is a cautious one.

The District remains committed to fully funding its operating costs without undue reliance on funding sources that are not certain in these uncertain times. The budget has been balanced by reducing expenses with the least possible impact to students. The District continues to be committed to holding sufficient Reserve funds to buffer potential revenue shortfalls.










Every department has examined its budget to identify efficiencies and areas for reduction. Unfortunately, balancing options that avoid impacts on the classroom are limited resulting in difficult choices this year.

The District's goal is to effectively support the Framework for Enhancing Student Learning by providing a safe, healthy and financially sustainable learning environment for our students and



staff. The Framework for Enhancing Student Learning is reflective of the commitment of the District to ensure student success by ensuring our learners are literate, numerate, feel connected to our schools and communities and, ultimately, graduate with purpose and options.

We will continue to:

-  ensure, through multi-year financial planning, budget reviews and the annual budget process, the allocation of resources (people, time, and budget) is completed in a fiscally responsible manner and supports the achievement of the Board's strategic plan;
-  review and improve business processes and business systems to create value;
-  support our community of learners through effective communication which enables efficient decision making;
-  ensure business continuity through effective risk management, succession planning, strategic recruitment, retention, and professional development;
-  effectively support the governance function of the Board of Education;
-  continue to effectively represent the district perspective to provincial government on business related initiatives (i.e., Select Standing Committee);
-  ensure district assets are safeguarded and that the school district's financial position is stable through the design and implementation of adequate internal controls and financial processes; and
-  ensure departments have the organizational capacity (people and expertise) to manage all current and planned initiatives and projects, while delivering regular operations.
-  focus on reallocating dollars from supplies and expense allowance funds to alleviate the need to reduce funding from actual filled positions or other critical initiatives, such as school budgets.

## Operations

The District is located in the Southeastern corner of British Columbia. The footprint of the District is fully contained within the Ktunaxa Nation, including the communities of ?aq'am and Yaqit ?a·knuqfi'it.

The District is comprised of the communities of Elkford, Sparwood, Fernie, Jaffray/South Country and Cranbrook. The District serves approximately 6,000 students in: 16 neighborhoods schools (10 elementary schools, 2 middle schools, and 4 secondary schools); Kootenay Discovery School (KDS); Kootenay Education Services (KES); and the Kootenay Learning Campus (KLC), the Continuing Education program.

The District facilities provide student-centred learning opportunities that are welcoming and safe and that prepare learners to achieve their career and life goals. These provisions align with the Framework for Enhancing Student Learning Educational Priorities.

The Board of Education is committed to the health and safety of students and staff in the District facilities. Facilities are maintained with one of the highest custodial staffing ratios in the province. The Operations Department enhances the learning environment and intellectual development of the District learners by maintaining the condition, safety and cleanliness of our buildings, grounds and equipment. This results in healthy school facilities for our students and staff. The maintenance teams provide service for our schools while maintaining building systems with a robust maintenance program.

Facility renewal project plans are completed annually to ensure our facilities remain safe and in good condition. Each year, the Board of Education submits a five-year capital plan to the Ministry of Education that outlines the major capital projects the District has identified.

During 2023/24, Fernie Secondary School experienced two floods. The remediation work was completed and paid through the School Protection Plan so there was minimal cost incurred by the District. This work is completed as at the start of the 2024/25 school year.

On June 30, 2024, there was a fire at Amy Woodland Elementary School that caused significant damage. The impact of this issue is uncertain at this time and the District is working closely with the Ministry on possible solutions and next steps to ensure the future needs of Cranbrook students are met.

The Ministry of Education approved the District for a new Fernie Elementary School at a budget of \$33.5 million. The District is excited to begin the work on this significant project and is working with community partners to best meet the needs of students and families from an education and child care focus.

The District has continued to work towards reducing emissions and has been working towards the goal of carbon neutrality. All the departments continue to be in the mindset of reducing unnecessary emissions through the removal of inefficient printers and purchasing energy saving appliances. The District believes the goal of collaborating with staff and students to become more energy-wise will continue to pay off in the years to come.

The District has replaced older light fixtures with LED lights and kits and dimming switches have been installed in all the classrooms allowing teachers to lower the light levels to foster the development of our classroom communities into comfortable learning environments.

The District will also continue with best practices for HVAC maintenance that was learned during the COVID-19 pandemic to ensure a healthy environment for our students and staff is maintained.

The above operational strategies ensure that the District will continue to provide all students with the best opportunities to succeed in life.




## **Transportation**

Approximately 2,400 students are transported on 25 bus routes in and around Cranbrook and the Elk Valley.

Supporting Educational Priority Two, students will have a place to belong in our schools and in our society, the Transportation Department provides financial transportation assistance to parents, whose children are eligible to receive transportation, where bussing is not available. This enhances the connection to the school and to the District. The District also strives to create a welcoming and safe inclusive environment and currently has two accessible bus routes in Cranbrook.

A transportation agreement has been developed in collaboration with both of our Indigenous communities to adjust our school bus routes to enhance the service level for our Indigenous students. The Transportation Department is active in the creation and implementation of the transportation plan with respect to the BC Tripartite Education Agreement (BCTEA), providing extracurricular access to our on-reserve Indigenous students. As part of the District's commitment to reducing our carbon footprint, the District operated two electric buses during the 2023/24 school year. An additional two electric buses have been added to the District fleet for the 2024/25 school year.

## Additional District Initiatives for 2024/25

-  The Board of Education has committed additional supports in the form of 1.2 FTE worth of additional teaching time (estimated cost of \$162,000) to create full-time music, band, and shop positions to better attract and retain teachers for these roles.
-  The Board of Education continues to support Special Education for a total district budget of \$17,906,511 compared to funding received of \$12,636,850 for Level 1, 2 and 3 students, a difference of \$5,269,661 or 29% covered by operating funds which demonstrates the Board's significant commitment to Student Services.
-  The Board of Education continues to review opportunities to support French Immersion programs by hiring French-speaking staff. The Board continued the support of a District French teaching position at a cost of \$135,000 to answer a reduction in French funding.

## Barriers and Other Factors

The average age of the District's facilities is 50 years, which is beyond their economic useful life. Replacing aging facilities will help reduce carbon emissions and reduce repairs and maintenance costs. At this time, immediate attention is required to replace multiple schools with significant building management systems at the end of their economic life.

The closure of Amy Woodland Elementary School after the fire on June 30, 2024, had an immediate impact on students and staff in Cranbrook. There were over 240 students in the Amy Woodland Elementary catchment area that were displaced due to the fire in addition to a total of 40 teaching, exempt and CUPE staff. The closure of Amy Woodland Elementary also provided barriers for transportation, after school child care, and the StrongStart program.

The full impact of this fire is uncertain at this time and the District is working closely with the Ministry on possible solutions and next steps to ensure the future needs of Cranbrook students are met.

There are necessary ongoing upgrades needed to properly serve our students and staff at Mount Baker Secondary School. These upgrades include a new elevator (\$400,000), a dust collection system (\$400,000), and an updated fire suppression system (\$2,000,000). The District has been advocating for a replacement school for over 20 years.

The District continues to experience school capacity constraints with Isabella Dicken Elementary School in Fernie being well above capacity. The approval of the new Fernie elementary school, will help to meet the long-term needs of the community. The school is estimated to be ready for occupancy by the Fall of 2027.

## Summary

The Finance, Facilities, and Transportation departments of the District continue to support the Priorities identified in the Framework for Enhancing Student Learning through the transparent allocation of resources for instruction, efficient and effective communication, and understanding that all employees of the District are responsible for the success of students.

# **French Immersion Literacy**

## **September 2024**






# French Immersion Literacy




## Data Collection

Qualitative data (interviews with teachers and administrators in the French Immersion community) indicates that French Immersion (FI) students are struggling to reach reading and writing proficiency in the French language throughout the grade levels. This is making it more difficult to grasp the content in social studies, literature studies, science, math and other courses.

## Goals

-  To increase French proficiency in pre-reading skills in kindergarten and grade one
-  To increase proficiency in French word reading accuracy, fluency and retell in FI grades one to three
-  To increase reading comprehension in grades four to nine

## Strategies

-  Collaboration and Professional development to train:
  - Kindergarten to grade three teachers on pre-reading (phonemic awareness) and reading skills (phonics, fluency)
  - Grades six to nine teachers on using the Common European Framework of second language learning
-  Procurement of structured literacy resources for kindergarten to grade three FI teachers such as French phonics and phonemic awareness program and decodable texts
-  Creation of a curriculum and resource guide (scope and sequence at each grade level)

# French Immersion Inclusivity and Diversity




## Data collection

Qualitative data (interviews with teachers and administrators in the FI community) indicate that more public awareness of FI programs is needed in our communities to ensure all families feel informed and welcomed.

## Goal

-  To increase public awareness of French Immersion program and support offered.

## Strategies

-  Present to parents before kindergarten and grade 4, during transition from grades six to seven and again from grades nine to ten to create awareness through a consistent message.
-  Create brochures with links to distribute at these meetings
-  Create exit surveys to collect attrition data



# Human Resources

## September 2024



## *We have the job for you!*

In School District No. 5 (Southeast Kootenay), we set high expectations for our students. Our students thrive in an innovative and academically enriched educational environment. Our caring and supportive school communities value family involvement and foster clear values that build confidence, character, and good citizenship every day. We encourage our students to participate in a wide array of co-curricular activities, and motivate each child to reach their individual potential.

Scan with your  
smart phone's  
camera  
feature

View current  
postings



How to apply for  
positions



## *The opportunities are endless*

- Teachers
- Education Assistants
- French Immersion Teaching and EA positions
- Youth Care Workers
- Indigenous Education Workers
- Bus Drivers
- Building Service Worker
- Secretaries
- Mechanics
- Trades
- Grounds
- Couriers
- Speech Language Assistants
- School Psychologists
- Gang Violence
- Payroll/Finance
- IT
- Cooks/Chefs
- On-call work roles



SCHOOL DISTRICT 5  
SOUTHEAST KOOTENAY

[www.sd5.bc.ca](http://www.sd5.bc.ca)









# Human Resources

The Human Resources Department supports the Strategic Plan in the following ways:

## Priority One: Equity and Inclusion













<b>Strategy 1:</b>	District Workforce will become more representative of student diversity across the district.
<b>Action:</b>	Complete the process of becoming an equal opportunity employer through the Human Rights Tribunal.
<b>Outcome:</b>	An increase in the diversity of staff members in schools. We will continue to work with outside agencies that assist marginalized workers in getting jobs. We will continue to recruit from all over western Canada as well as locally to increase the diversity of our workforce.
<b>Measure:</b>	We have started to measure gender equity and wage disparity through self-disclosure.


<b>Strategy 2:</b>	The Human Resources team will engage with outside agencies to employ people from diverse backgrounds.
<b>Action:</b>	<p> We will work with the following agencies to recruit workers for the school district:</p> <p> Columbia Basin Alliance for Literacy (CBAL) - CBAL settlement services help newcomers to learn about the community and make lasting connections!</p> <ul style="list-style-type: none"> <li>- Permanent residents</li> <li>- Refugees and refugee claimants</li> <li>- Temporary foreign workers</li> <li>- Provincial nominees</li> <li>- Naturalized Canadian citizens</li> <li>- International students</li> </ul> <p> AXIS Family Resources – AXIS employment services help people with barriers to employment build skills and find jobs.</p> <ul style="list-style-type: none"> <li>- People with developmental disabilities</li> <li>- People with Autism Spectrum Disorder</li> <li>- Peoples with Fetal Alcohol Spectrum Disorder</li> </ul> <p> WorkBC – The Accessibility portion of WorkBC provides a broad spectrum of resources for people with disabilities. We partner with</p>

	<p>WorkBC and people with disabilities to get education/training for roles within the organization. We also will be developing a program for Grade 12 students with disabilities to partner with WorkBC when in school to find gainful employment.</p> <ul style="list-style-type: none"> <li> French Language Assistant Program through the French embassy in Canada to hire French speaking language assistants on a temporary basis to help promote French language and culture in the French Immersion program. This was done through the temporary foreign worker program.</li> <li> Working with post-secondary institutions to host practicums for any students wanting experience in the school district. The Human Resources team will be helping students in their last year of studies with resume building, interview skills, etc. Target audiences are new and young workers. <ul style="list-style-type: none"> <li>- College of the Rockies</li> <li>- University of Victoria (EKTEP)</li> <li>- University of BC (WEKTEP, University of BC Okanagan)</li> <li>- University of Calgary</li> <li>- University of Alberta</li> </ul> </li> </ul>
<b>Outcome:</b>	An increase in the diversity of staff members in schools. We will continue to work with outside agencies that assist marginalized workers in getting jobs. We will continue to recruit from all over western Canada as well as locally to increase the diversity of our workforce.
<b>Measure:</b>	Measure gender equity and wage disparity.

<b>Strategy 3:</b>	Diversity, Equity and Inclusion (DEI) training for all hiring managers.
<b>Action:</b>	Have BCPSEA train all hiring managers in the best practices of hiring and interviewing and leading a diverse workforce.
<b>Outcome:</b>	To foster a more inclusive and equitable workplace. It helps employees see the importance of embracing diversity in all its forms, promoting fairness, and creating an environment where everyone feels valued and respected.
<b>Measure:</b>	No human rights violation complaints from workers.

## Priority Two: Success for Each Learner

<b>Strategy 1:</b>	Employ candidates with the highest credentials and qualifications for each position
<b>Action:</b>	<p>Create postings searching for applicants with required degrees/formal training and or experience for all available vacancies. We will also work with current unqualified staff members to upskill their credentials to become qualified for roles that are hard to fill.</p> <p>Have mentorship programs to facilitate knowledge sharing, expand participants' networks, and help create a strong culture where everyone feels they have a support network for growth and connection.</p>
<b>Outcome:</b>	Providing teachers/support staff to support student learning with qualified staff in the areas they support.
<b>Measure:</b>	Feedback from principals on teaching staff and yearly evaluations of support staff to ensure satisfactory performance is achieved. We will see a reduction in the number of unqualified workers in roles.
<b>Strategy 2:</b>	<p>Employ teachers in District roles to support student learning in all communities:</p> <ul style="list-style-type: none"> <li> 1.0 FTE District Numeracy Teacher to support student learning K-12</li> <li> 1.0 FTE District Literacy Teacher to support student learning K-12</li> <li> 1.0 FTE District Social Emotional Learning Teacher to support student learning K-12</li> <li> 1.0 FTE District Hearing Resource Teacher to support students that are hearing impaired.</li> <li> 1.0 FTE District Vision Resource Teacher to support students that are visually impaired.</li> <li> 2.0 FTE District English Language Learner teachers to support students whose first language is not English.</li> <li> 1.0 FTE District Teacher of French Curriculum</li> <li> 7.0 FTE Speech Language Pathologists (Speech Language Assistants)</li> <li> 2.0 FTE District School Psychologists</li> <li> 2.0 FTE Student Services Coordinators to support student learning K-12</li> <li> 1.0 FTE District Vice Principal of Human Resources and Health and Safety</li> <li> 1.0 FTE District Principal of Early Learning and Child Care</li> </ul>

	 1.0 FTE District Principal of Learning Services to support the learning needs of students K-12
<b>Action:</b>	Create appropriate postings searching for qualified applicants for all available vacancies. Providing upskilling opportunities when positions are hard to fill.
<b>Outcome:</b>	Provide classroom teachers with qualified support staff in the areas they require assistance. Retaining IEPs because of adequate support provided. Ability to fill positions with qualified candidates.
<b>Measure:</b>	Satisfaction survey from principals/teachers on district teaching staff support

<b>Strategy 3:</b>	Staff to appropriate levels to meet identified learning needs.
<b>Action:</b>	As part of the spring staffing process the HR department will meet with all schools to ensure non-enrolling staffing allocations are adequate to meet the learning needs of students.
<b>Outcome:</b>	All learning needs, above and beyond the required level, are addressed through the staffing process.
<b>Measure:</b>	On-going feedback from principals to the District Principal of Student Services/Directors of Learning/Superintendent.

# School District No. 5

[Southeast Kootenay]



SCHOOL DISTRICT 5  
SOUTHEAST KOOTENAY

# Learning Services

## September 2024



## Learning Services

The District has been supplementing Learning Services to ensure adequate support in all of our communities. For the past two years, we have been using a needs-based assessment to ensure equitable resources in schools.





There is a strong focus on early intervention with Speech-Language Pathologists (SLPs) and Speech-Language Assistants (SLAs) in the District elementary schools. These professionals work with identified students to support language development, Augmented and Alternative Communication (AAC), and provide strategies for our neurodiverse learners.

The Social Emotional Learning Teacher also supports early intervention through Sunshine Circles, a group based on Theraplay principles that focuses on the social and emotional development of all children. Sunshine Circles gives children an opportunity to practice their self-regulation and co-regulation skills and to feel encouraged to take on achievable challenges. Educators lead playful, cooperative, and nurturing activities to create an atmosphere of fun, caring, acceptance, and encouragement. The goal is to enhance children's social, emotional, and cognitive development. Sunshine Circles provides educators with the resources to maintain an emotionally positive environment that supports cognitive development for all children.

Universal supports in classrooms have been a major focus to ensure all students have accessible access to the curriculum. The District has adopted Reframing Behaviour through the Crisis Prevention Institute, which approaches difficult behaviour from a trauma-informed lens. Reframing Behaviour is a research-based program that helps all educators build a more positive, supportive learning environment and prevent disruptive behaviour. This program has replaced the MANDT program that was previously used to support self-regulation and de-escalation of student behaviour.

Educational assistants have been increased over the last two years, with two additional training days in August before the start of the school year. Every school has a School-Based Team (SBT) that meets regularly to discuss and problem-solve student needs. Compassionate Systems Leadership training has been provided to principals, vice principals, district management, Social Emotional Learning Teachers, youth care workers, counsellors and all clerical staff. Trauma-Informed Schools professional development has been provided to school administration, district management, and both unions (CFTA and CUPE).

Book studies have been hosted across the District around trauma-informed practices and social-emotional learning. Some of the books studied include:

-  "Connections Over Compliance: Rewiring Our Perceptions of Discipline" by Lori L. Desautels
-  "The Re-Set Process: Trauma-Informed Behavior Strategies" by Dyane Lewis Carrere and Wynne Kinder
-  "15-Minute Focus: Regulation and Co-Regulation: Accessible Neuroscience and Connection Strategies that Bring Calm into the Classroom" by Ginger Healy
-  "Girls on the Brink: Helping Our Daughters Thrive in an Era of Increased Anxiety, Depression, and Social Media" by Donna Jackson Nakazawa

Principals and vice principals also did a book study on "Street Data: A Next Generation Model for Equity, Pedagogy, and School Transformation" by Shane Safir and Jamila Dugan.

In September 2024, the District has increased the time of school psychologists from 1.9 to 2.0 FTE. This increase in time will prioritize testing of students to support their learning plans, with special consideration given to priority populations.

The Social Emotional Learning Teacher has been supporting schools in implementing The Reset Process (Carrere, D. L., & Kinder, W., 2020), a neuroscience-based approach to improving behavioural success in children kindergarten to grade eight. The Re-Set Process provides extensive school-friendly strategies that have proven to de-escalate and re-regulate students while maintaining an environment that maximizes learning.

We know that regulation occurs in community with others and that co-regulation is a biological imperative. Through the Re-Set Process, a dysregulated person progresses from a state where emotions and survival instincts are ruling the brain to a state of restored balance - a balance of healthy emotional and cognitive functioning. The process meets the student where they are and then moves the student, step by step with a regulated adult, toward their own regulated state. From the more regulated state, the student is poised to engage in a learning task, talk through a difficulty, understand someone else's perspective, and much more.

The District data shows that this is supporting our priority populations at the school level with fewer office referrals and more students being able to regulate and return to class. The success of this process is reaching community members supporting Indigenous learners, and we received a \$4,000 grant for the 2024/25 school year through the British Columbia Chapter - Association for Learning Environments to expand The Re-Set Process.

# School District No. 5 (Southeast Kootenay)



SCHOOL DISTRICT 5  
SOUTHEAST KOOTENAY

## Literacy September 2024





## Literacy Goals and Strategies

<b>Objective 1:</b>	<b>To improve students' ability to be literate at each grade level with an initial focus on the primary years</b>
<b>Target 1:</b>	By spring 2027, 80% of students leaving the primary program (exiting grade 3) will be reading proficiently (at or above the Acadience Reading benchmark).

### Two Phases

Prevention and intervention for kindergarten to grade three students initially, then moving to grades four through twelve:

1. Focus on word reading – phonological awareness, phonics, morphology, decoding.
2. Focus on language comprehension – background knowledge, vocabulary, language structures (syntax, semantics), verbal reasoning (inferring), comprehension strategies, fluency.

### Strategies

1. Screen all students from kindergarten to grade three, three times per year using Acadience Reading K-6 Universal Screener
  - a. Track participation rates and work towards understanding why Indigenous students, and students with diverse needs and are not getting assessed.
  - b. Provide continual in-service training for all grades two and three teachers on the use of the Acadience Reading K-6 universal screener (mandatory).
  - c. Invitational training & use of Acadience for any kindergarten to grade one teachers and grades four to six teachers.
  - d. Provide training on data analysis and interpretation.
  - e. Provide training on the use of progress monitoring materials.
  - f. Data meetings & learning series on the “Outcomes Driven Model.”
    - i. Identify & validate needs for support, plan, implement, evaluate effectiveness of support and review outcomes.
2. Strengthen Tier One whole group in which 80% of students' needs are met

- a. Increase teacher knowledge, skills and efficacy for whole group instruction & designing an effective literacy block (Word Knowledge-phonemic awareness & phonics, Fluency, Comprehension, and Writing) and cross-curricular literacy opportunities.
  - b. Provide resources aligned to evidence researched-based practice (UFLI, Heggerty, vocabulary, morphology, fluency and comprehension to come).
  - c. Make data driven decisions responsive to the needs of individual students.
  - d. Utilize universal designs for learning to differentiate instruction allowing for the inclusion of all students and the equitable access to grade level curriculum.
  - e. Ensure that students with diverse needs, as well as Indigenous students have access and are present for whole group and small group teacher lead instruction (pull out for support services does not happen during the literacy block).
3. Maximizing small group instruction to meet the needs of any student experiencing reading difficulties including: students with diagnosed reading disabilities, students with diverse needs and Indigenous students
  - a. Increase teacher knowledge, skills and efficacy to target skills, group students, and organize and maximize small group instruction.
  - b. Use screening data to drive decisions on how to group students.
  - c. Use diagnostic assessment data to target and address skill gaps.
  - d. Use progress monitoring tools to assess whether Tier Two intervention is working.
  - e. Using a whole team approach to supporting the teacher in successfully maximizing small group instruction (push in from Student Services Teachers, Indigenous Education Workers, Youth Care, Education Assistants, school administration, other).
4. Train support staff (literacy support teachers, Student Services Teachers) to provide effective interventions
  - a. Increase knowledge and skills to provide targeted reading intervention.
  - b. Provide resources aligned to evidence researched-based practice.
  - c. Based on screening and diagnostic assessment data.
  - d. Push in support for Tier 2 & strategic Tier 3 pull out (based on assessment data).
5. Examine additional barriers for Indigenous students in accessing literacy education. The Ontario Right to Read report found the following challenges to be amplified:
  - a. Navigating the education system is unnecessarily complex and difficult.

- b. As support in schools for students with disabilities tend to be limited, it puts the onus on parents to work with their children at home. This may be more difficult for Indigenous parents due to an intergenerational lack of literacy or reluctance towards the traditional school system.
- c. The parents may themselves have learning disabilities that were never identified or supported.
- d. Indigenous parents may have greater challenges supporting assistive technology accommodations.
- e. Indigenous students may face barriers accessing services due to poverty, living in rural locations and stigma.

# School District No. 5

(Southeast Kootenay)



SCHOOL DISTRICT 5  
SOUTHEAST KOOTENAY

# Numeracy

## September 2024



# Numeracy Goals and Strategies










## Intellectual Development











<b>Goal</b>	Build capacity in teachers to use student-centered instruction and assessment practices to foster students' thinking, understanding, agency, and self-efficacy in math and numeracy.
<b>Expected Outcome</b>	Centering culturally responsive instructional and assessment practices will create more equitable achievement outcomes for <u>all</u> students.
<b>Target</b>	Close differential outcomes on Gr. 4 FSAs between Indigenous and Non-Indigenous students by 4 percent.

<b>Student Centred Assessment and Instruction Practices</b> <b>Through the Lens of the 4 R's (Kirkness &amp; Barnhardt, 1991)</b>			
<b>Respect</b>  <b>honoring Indigenous pedagogies (*)</b>	<b>Relevance</b>  <b>ways to consume and communicate knowledge</b>	<b>Responsibility</b>  <b>access to power, authority, and opportunity</b>	<b>Reciprocity</b>  <b>producer and consumer of knowledge</b>
<p>Spiral critical number sense concepts</p> <p>Defront the room and present tasks orally and through story</p>	<p>Understand, invite, and elevate diverse mathematical strategies through thinking tasks and consolidation</p>	<p>Implement standards-based assessment practices (clear proficiency scales)</p> <p>Implement formative assessment strategies to provide timely and specific feedback</p> <p>Students self-select work for digital portfolio (seesaw)</p>	<p>Co-teach to support implementation of BTC**</p> <p>Focus on process over product</p> <p>Mobilize knowledge through VNPS and peer feedback</p> <p>Implement meaningful notes</p>

\* Indigenous pedagogies tend to emphasize interconnectedness, relationality, nonlinearity, dynamic systems, human and more than human kin, intergenerational learning, wholistic learning, collaboration, strength based, importance of land and language: Dr. Cynthia Nichol, UBC

\*\* BTC = Building Thinking Classrooms by Peter Liljedahl, SFU

<p><b>Grade 6 (5) Assessment and Instruction Series</b></p> <p><b>(3 Days)</b></p>	<ul style="list-style-type: none"> <li> Fall formative assessments &amp; collaborative marking</li> <li> Inservice on understanding the core concepts of proportional reasoning through the lens of BTC:             <ul style="list-style-type: none"> <li>- how to spiral</li> <li>- key terms</li> <li>- continuum of understanding</li> <li>- thinking tasks/thin slicing</li> <li>- consolidation</li> <li>- meaningful notes</li> <li>- CYU (check your understanding)</li> <li>- independent practice</li> <li>- evidence of learning (seesaw)</li> </ul> </li> <li> Extended co-teaching 'math camp' (teachers apply)</li> </ul>
<p><b>Grade 8 Competency Driven Thinking Tasks and Assessment in Math</b></p> <p><b>(2 days)</b></p>	<ul style="list-style-type: none"> <li> Build a bank of thinking and thin slicing tasks for one concept</li> <li> Determine key words for the concept</li> <li> Explore consolidation, meaningful notes, CYU, independent practice structures</li> <li> Explore ways to give timely and specific formative feedback</li> </ul>
<p><b>K/1 Assessment and Best Practice Working Group</b></p> <p><b>(4 days)</b></p>	<ul style="list-style-type: none"> <li> Explore MathUp and how that resource can support BTC</li> <li> Marian Small in-service on MathUp and number paths</li> </ul>

	<ul style="list-style-type: none"> <li> Learn how to use rekenreks and Cuisenaire rods (Carole Fullerton Book) to explore linear expression of numbers</li> <li> Examine formative assessment tools</li> <li> Trial K/1 number sense intervention for small groups in a few classrooms</li> </ul>
<p><b>Math Fact Fluency</b> (1 day)</p>	<ul style="list-style-type: none"> <li> Inservice on how to assess and practice math facts based on the work of Jennifer Bay-Williams</li> </ul>
<p><b>Growing Innovations</b> (2 days)</p>	<ul style="list-style-type: none"> <li> Support teachers who wrote the 3 Act Tasks to demonstrate the 3 Act Tasks in various classrooms across the district</li> <li> Add culturally responsive assessment to the tasks</li> </ul>
<p><b>Math and Numeracy Videos</b></p>	<ul style="list-style-type: none"> <li> Hold monthly short virtual meetings (that are recorded for folks to watch later) about math and numeracy resources, planning, and instructional routines</li> </ul>
<p><b>Community Connections</b></p>	<ul style="list-style-type: none"> <li> <b>East Kootenay Teacher Education Program (EKTEP through University of Victoria):</b> Collaborating with Maureen Farish around supporting Teacher candidates with numeracy.</li> <li> <b>Basecamp Math:</b> Collaborating with schools to promote numeracy and resiliency through positive messaging and engaging games during a family math night.</li> <li> <b>Parent University:</b> Facilitating workshops with parents around addition, subtraction, multiplication, and division strategies. Helping parents understand how we teach so they can help their students.</li> </ul>



SCHOOL DISTRICT 5  
SOUTHEAST KOOTENAY

# **EDUCATION TECHNOLOGY PLAN 2022-2026**





## DISTRICT DIRECTION

School District No. 5 believes in a student-centered approach to engage and move learning forward by providing innovative technology and experiences.

### **Vision:**

Students love to learn here,  
staff love to work here,  
families love to gather here.

### **Mission:**

Our students will graduate with  
dignity, purpose, and options.

### **Values:**

Respect, Vision, Fairness,  
Collaboration, Integrity, Inclusion.



## EXECUTIVE SUMMARY

- The purpose of this plan is to continue to build on the District's current shared vision for transforming our classrooms and educational practices.
- It is essential that the plan be directly linked with the School District's current and future strategic plans.
- Transforming infrastructure, teaching practices and our classrooms is outlined in the long-term road map.
- The plan will suggest broad goals and actions that will move us in the direction of a shared vision.
- This is a living document where flexibility and agility are necessary traits in this age of rapid change.
- This plan is broken into four parts including Infrastructure, Professional Learning, Student Learning, and Organization



## OVERARCHING GOALS OF THE PLAN

- To ensure that technology services in School District No. 5 link to the District Strategic Plan and Framework for Enhancing Student Learning.
- To ensure that the technology infrastructure has the capacity to support curricular goals, now and in the future with industry best practices in mind.
- To assess current administrative technologies to ensure that they are cost effective, of a high quality, and meet the needs of the district.
- To look at ways to improve productivity through technology, by challenging and revising learning and business processes.
- To ensure that educators in the district are fully supported and have professional development opportunities that will facilitate our building the classroom of the future.



## CONNECTION TO DISTRICT GOALS

- **The Technology Plan must be connected to:**
- District Strategic Plan and curricular goals.
- Framework for Enhancing Student Learning.
- Aboriginal Enhancement Agreement.
- BC Education Plan.
- New formative-based assessments.
- BC's new curriculum, assessments, and reporting.
- The Districts administrative and business technology need.
- Support vulnerable and diverse learners.



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- BC's new curriculum, assessments, and reporting.
- The Districts administrative and business technology need.
- Support vulnerable and diverse learners.

1

### Outcome 1:

Students will meet or exceed literacy expectations for each grade level.

2

### Outcome 2:

Students will meet or exceed numeracy expectations for each grade level.

3

### Outcome 3:

Students will feel they have a place to belong in our schools and our society.

4

### Outcome 4:

Students will graduate with confidence, purpose, and options.

**THE EDUCATION TECHNOLOGY PLAN  
MUST CONNECT WITH OUR FRAMEWORK  
FOR ENHANCING STUDENT  
LEARNING OUTCOMES**



**EDUCATIONAL  
TECHNOLOGY  
PLAN 2017-2022**

**CELEBRATING  
SUCCESSSES**

Leadership commitment to  
education technology at all levels

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A robust and secure infrastructure

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Aruba project

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Financial commitment to the  
Technology plan

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Devices at the points of learning

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Implementation of systems  
SchoolMessenger, SafeArrival,  
Integration of MyEducation BC and  
Destiny, MyEducation Family Portal,  
Translink, Xerox XDA



## SUCCESSSES WITH TRANSFORMATIVE LEARNING TEAM 2017-2022

Continued teaching of different ways to demonstrate learning through multi modal tools such as movie making, animation, green screen and documentation.

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Supporting diverse learner groups including small groups of students with special needs, student service teachers, educational assistants, administration, and clerical.

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Introduction of new innovative tools: Drone obstacle course and creation of virtual tours. Virtual Reality headsets and Ozobots for coding, literacy, and support for the core competencies.

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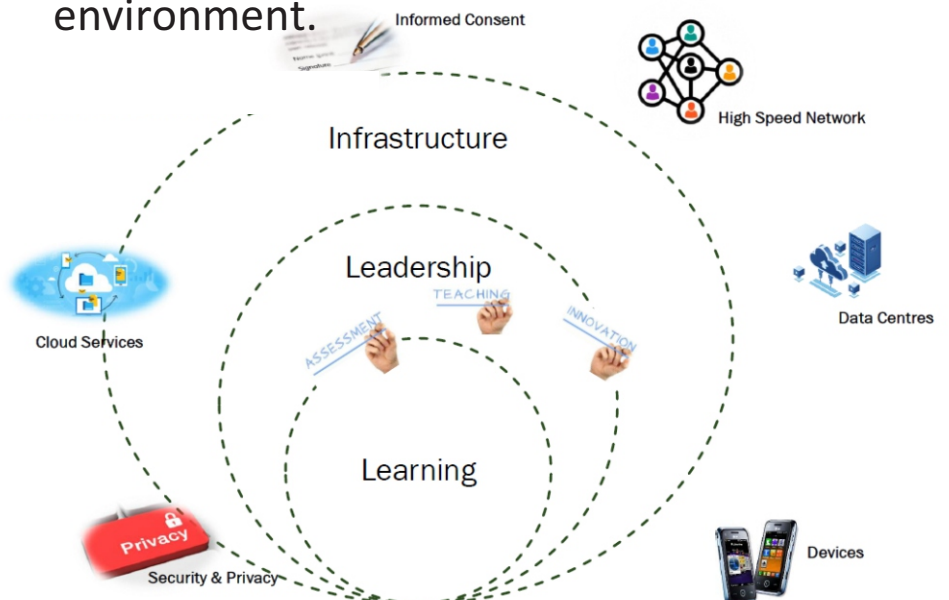
Supported district technology including Teams, teaching and communication tools for teachers, students and parents to prepare and navigate learning throughout the pandemic.

Literacy support through demonstrations of Reading Progress, Seeing AI, Microsoft Dictate and Immersive Reader.



## STUDENT CENTERED

- Technical services, investments and initiatives should be derived from educational goals, curricular activities, goals, strategies, and pilots. Technology should not be randomly adopted and then dictate or restrict education.
- This education technology plan needs to be dynamic, student centered and evolve continuously in response to changes in philosophy and in the education environment.







## **INFORMATION TECHNOLOGY SUPPORT**

### **Support people:**

- 6000 students, 1600 staff

### **Purchase and Repair hardware:**

- 2000 computers
- 1000 iPads
- 20 physical servers
- 104 virtual servers



## INFRASTRUCTURE

To ensure that the technology infrastructure has the capacity to support current and future curricular goals. It is recommended that the District develop an IT Risk Management plan that is in line with provincial guidelines and best practices.

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Technology is implemented with best practices in mind. District preforms updates on an annual basis. Continue the development and adoption of single sign on technologies to integrate identity management services for enterprise applications.

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Technology supports the business needs of the organization. Continue to implement M365 and other cloud-based services. It is recommended that the District base their computer device purchasing decisions on the specific end user functional needs for teachers, students, administrators, and board staff.

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Analysis and planning for current and future infrastructure including device management, network, on-premise services. It is recommended that the District adopt a standardized, stakeholder-based process for analysing all core technologies to ensure that the best possible value is received, and that students' education is at the forefront of investments.



## PROFESSIONAL LEARNING

To look at ways to improve productivity through technology. Educators can expand their learning using technology.

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To ensure that educators in the district are fully supported and have professional development opportunities that facilitate building the classroom of the future.

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To look at ways of transforming the classroom; building learning communities and capacity.

---

To continue to lead professional development to support the FESL goals, the BC curriculum core competencies and big ideas.



## STUDENT LEARNING

To assess how technology links to current and future curricular goals and activities Education software, access to technology, safety and Freedom of Information and Protection of Privacy Act (FIPPA). Digital Citizenship is the body of knowledge related to safe online behavior and includes security, privacy, personal information, use of photographs, digital property rights and protection from viruses and malware. Digital Citizenship is a way to prepare students for a society full of technology. Digital citizenship represents the norms of appropriate and responsible technology use. It is expected that districts will need to set standards for students and teachers to articulate and set policy to define and govern appropriate use of technology, and for the protection of personal privacy.

---

Tools to support ongoing assessment activities and ongoing self assessment technology can help teachers track and assess their students' progress, as well as their own. It can also be used to facilitate communication between students, teachers, and parents and to create digital records of student growth and development that can easily be passed along from grade to grade. My Education BC, Scholantis, myBlueprint and Seesaw are assessment and communication platforms used in the district.

---

Provide technology to support all learners including Indigenous, Children and Youth in Care, and Diverse Learners. From a technology standpoint, we need to determine where we are now and consider where we want to be in the future.



## ORGANIZATION

To look at the improvement of business processes through integration, synergy, streamline and flow.

**MyEducation BC**

**Power School**

**Permission Click**

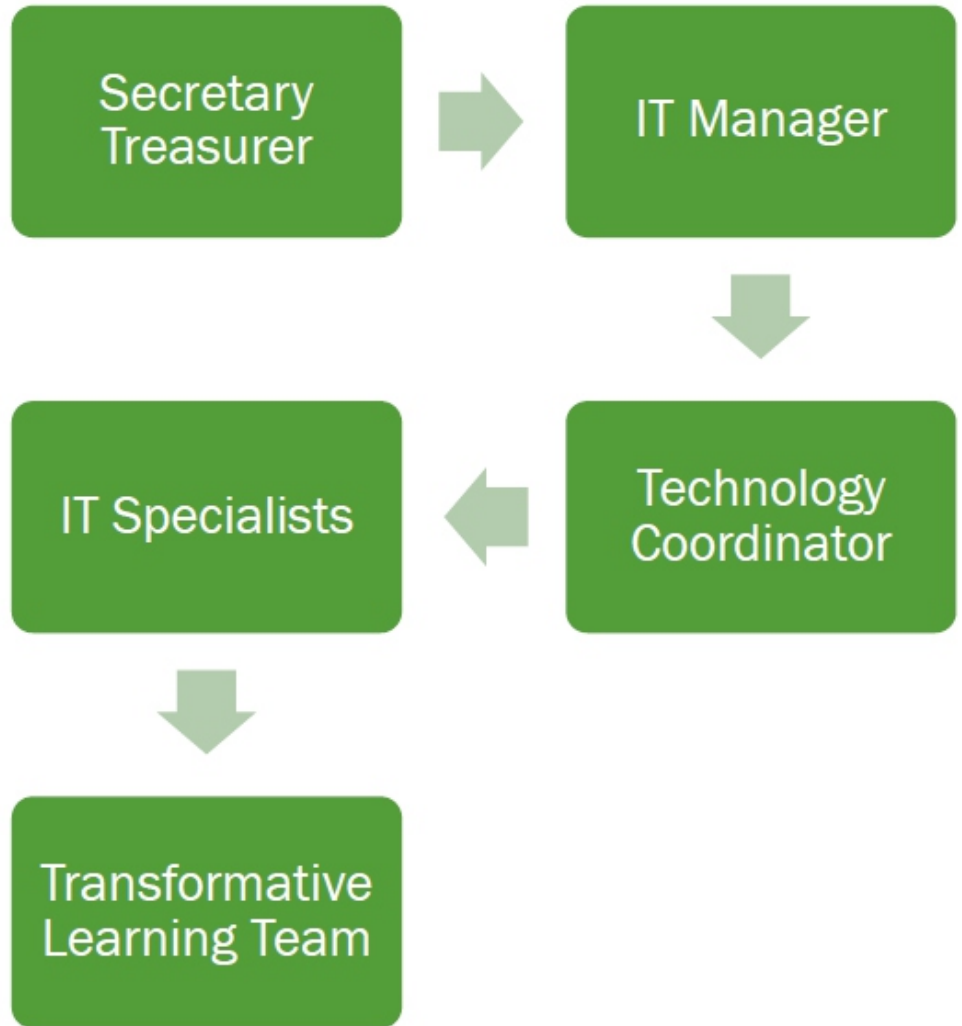
**Safe Arrival**

**School Messenger**

- Communication
- Disaster Recovery Plan
- Retention of data and mailboxes
- Staff and student data



## ORGANIZATIONAL STRUCTURE





## RISK MANAGEMENT AND DEFENSIBLE SECURITY

- IT risk is the organizational risk related to the use, ownership, and operation of Information Technology in the District. These risks specifically relate to events that could potentially impact the delivery of education. In addition, it is useful to understand that risks could relate to operational-type things such as viruses, malware, disasters. They could also be related to compliance-type risks such as FIPPA, informed consent, and best practice standards.
- Risk analysis and responses need to be done within the context of the District's strategic plan and educational goals.
- Risk analysis and proposed responses need to consider the overall costs and benefits of the response.
- All risks and planned responses need to be communicated across the District.
- Risks and planned responses need to be continuously analyzed and elaborated, as necessary.
- Risk management also needs to ensure the safeguarding of company assets.



## DISASTER RECOVERY AND BUSINESS CONTINUITY

- Business Continuity refers to the continuation or resumption of technology enabled educational activities in the event of a natural disaster such as a flood, fire, epidemic or a malicious attack from the Internet. These are critical plans that involve the implementation of specific technologies as well as orchestrated procedures in the event of a disaster.
- In conjunction with other district stakeholders, the IT department has developed a draft disaster recovery approach for specific disasters or technology failures. The exercise has identified several deficiencies including the need for off-site and off-district storage, and the need to provide an alternative method of access to the District's local network and the Internet in the event of catastrophic failure.





## STAFF DEVICE RATIOS 2022-2026

- Ratio increased to include a device for a teacher 0.6 FTE on top of the overall 1.0 FTE
- There are 3 flex computers for small schools and 5 for large schools for staff under 0.6 FTE and for Teachers Teaching On Call

### **Infrastructure 5-7year cycle**

- Servers
- Network
- Phones and other network-enabled devices

### **Computer Sustainability Plan**

- Replacement of staff computers every 4-5 years
- Replacement of student computers every 4-5 years
- Roll out is by groups of schools



# STUDENT DEVICE RATIOS 2022-2026

## **Elementary Ratios**

- 1 device to 5 students

## **Middle and Secondary Ratios**

- 1 device to 3 students

## **Learning Support Services**

- Equity scan and assigned ratios to meet the needs of all learners
- Indigenous Students
- Diverse Learners
- Children and Youth in Care
- Vulnerable learners



## **EDUCATIONAL PRIORITIES DRIVE THE TECHNOLOGY**

### **Equitable access for all learners**

- Vulnerable learners
- Students with diversabilities
- Indigenous Students

**Continue to move learning forward with innovative technology that is integrated into all subjects in all levels.**

### **Learning commons and collaboration**

#### **Focus areas**

- Literacy
- Numeracy
- Sense of belonging
- Graduating with purpose



# SCHOOL LEVEL EDUCATION TECHNOLOGY PLAN

2022-2026

## **Schools will:**

- Devise Education Technology plans and investments that are connected to school growth plans.
- Investigate additional Education Technology that may be connected to the District's FESL plan.
- Look at additional Education Technology that is connected to the District's Technology plan.
- Consider each school's strengths, weaknesses, opportunities and cultures within the plan.
- Look at increasing the capacity of educators in terms of understanding how technology can be leveraged for student learning.
- Proposal to Administration on technology needs that move learning forward.



## FOCUSED EDUCATION RESOURCES

- The District is a member of Focused Education Resources (formerly known as Educational Resource Acquisition Consortium (ERAC)). Focused Education Resources (FER) is a cooperative member-based organization. The group works in partnership with members who include BC public school districts as well as independent schools. The organization provides a range of services to its members that include evaluation, licensing and acquisition of print, software, and digital learning resources. At present, the District purchases Windows server and desktop licensing, M 365 Licensing, access to learning /research databases, and several other enterprise-based desktop licenses.
- Working as a consortium, FER can leverage better prices for learning resources, software, and videos. FER is funded through membership fees, an annual BC Ministry of Education grant and cost recovery fees for services performed on behalf of vendors or members. Overall, FER provides exceptional value to the school district.



## DIGITAL RESOURCES

### **District Organizational Platforms**

- School Messenger Communication between home and school
- Safe Arrival Attendance communication
- Permission Click- Online forms
- MyEducation BC Portal
- Atrieve PowerSchool
- My Budget File
- Fame
- KEV

### **District Platforms**

- M365 and TEAMS
- Scholantis Portal and portfolios
- See Saw Portfolios
- D2L Brightspace
- myBlue Print
- Destiny Library Management System
- MyEducation BC Student Information System

### • **Digital Resources**

- Reading Eggs
- BC Digital Classroom
- Math Seeds
- Tumble Books
- Curio Digital Classroom
- Mathletics
- Criterion
- Gale
- Learn 360
- Popey



## DIGITAL RESOURCES

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### **Digital Resources**

- Reading Eggs, BC Digital Classroom, Math Seeds, Tumble Books, Curio Digital Classroom, Mathletics, Criterion, Gale, Learn 360, Popey

### **Integrating Digital Tools**

- Portfolios
- Reading Progress
- Seeing AI
- Microsoft Dictate
- Immersive Reader

# School District No. 5

[Southeast Kootenay]



SCHOOL DISTRICT 5  
SOUTHEAST KOOTENAY

## Digital Literacy






### September 2024





# Digital Literacy

## Action Items for 2024/25

-  Generate Bite-Sized Learning Initiatives related to Digital Literacy: emails, posters, infographics, short videos
-  Acquire and support Digital Literacy Tools: applications for creating content such as web editors, coding resources, typing resources, generative AI resources.
-  Advocating and supporting reliable access to existing resources: such as M365, Minecraft, Adobe Suite, school communication tools.
-  Accessibility Enhancements: supporting assistive technologies in schools.
-  Community of Practice: support and promote teacher collaboration.

## Strategic Priorities and Action Items

### Specific Focus

Special focus will be given to the domain of Artificial Intelligence (AI) as an emerging technology. AI is embedded in many of the resources mentioned. Initial steps involve demonstrating and supporting the mindful use of AI tools in an ethical, creative and sustainable manner.

The Transformative Learning Team will continue to provide in class and the District Design Lab experiences which continue to include learning elements of digital literacy, using the BC Ministry Digital Literacy Framework as a guide.