

Framework for Enhancing Student Learning



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

School District No. 5 (Southeast Kootenay)
Learning Services



September 2025

Learning Services

The District's Learning Services initiatives are multi-tiered approaches which address communication, social-emotional growth, behaviour regulation, accessibility, and academic identification. Together, they strengthen inclusive education and ensure that students are supported early, consistently, and equitably.

Early Intervention

We are continuing to focus on early intervention, increasing our Speech Language Pathologist (SLP) FTE by 0.4 and adding three new 1.0 FTE Speech Language Assistant (SLA) positions. Expanding direct service capacity means more students are screened, assessed, and supported earlier in their school journey. Additional SLAs allow for more frequent small-group or one-on-one sessions, while SLPs can focus on assessment, individualized programming, and collaboration with teachers. The benefit to students is improved communication skills, stronger literacy foundations, and greater classroom participation.

Social Emotional Learning

The Social Emotional Learning teacher is continuing to build capacity in schools through adult lead play groups that focus on social and emotional learning (Sunshine Circles), book clubs that provide professional learning for educators, and establishing reset rooms. We have found a great deal of success with the reset rooms which create safe, structured spaces where students can regulate emotions and return to learning with support, reducing suspensions and classroom disruptions.

Grounded in neuroscience research on stress and regulation, the Reframing Behaviour program through the Crisis Prevention Institute trains staff to view challenging behaviours as communication rather than willful defiance. It moves schools from punitive responses to compassionate, skill-building approaches. By embedding co-regulation practices, Reframing Behaviour improves student safety, reduces exclusionary discipline, and fosters resilience. Schools are continuing to see increased trust in adults and reduced behavioural escalations.

Accessibility

The Accessibility Act identifies, removes, and prevents barriers to the full and equal participation of people with disabilities in British Columbia. The District has established an accessibility committee, developed an [accessibility plan](#) and has [a reporting tool](#) on the website for people to report barriers to accessibility. We continue to support accessible projects for our schools including new accessible ramps and doors, and modifications in order to support students who are visually impaired, deaf and hard of hearing, and in wheelchairs.

The District has also created an [inclusive calendar](#), recognizing dates of significance identified as important by our families. It supports cultural safety and representation, contributing to a more welcoming environment. It is a living document for the anti-racism action plan and will continue to grow to honour and celebrate the diverse cultures, gender expressions, and wide range of abilities and disabilities represented within our school communities.

Enhanced Support for Students with Visual Impairments

A learning services teacher is temporarily assuming the responsibilities of the District Teacher for the Visually Impaired. To strengthen this role, the District has established a partnership with the Provincial Resource Centre for the Visually Impaired. Through this partnership, we have been assigned a master teacher of students with visual impairments, who is also an orientation and mobility specialist. This collaboration provides ongoing mentorship and professional guidance, ensuring that students with visual impairments receive specialized instructional support and enhanced access to learning opportunities.

Specialized Behavioural Intervention

Contracting specialized behavioural intervention through Windy Ridge provides targeted, evidence-based strategies for students with complex behavioural needs. Functional Behaviour Assessments and Positive Behaviour Support Plans are used, which are research-backed methods for reducing challenging behaviours. Students benefit from individualized, consistent support that increases engagement and decreases behaviours that interfere with learning.

Efficient and Timely Interventions

By designating a learning services teacher to administer the WIAT-111, the District creates efficiency and consistency in identifying students with learning differences. Timely testing ensures that students receive supports in Individual Education Plans, accommodations, and targeted interventions with fewer delays. This allows school based learning services teachers the ability to focus on direct classroom and student support rather than testing demands.

Summary

The District's Learning Services initiatives strongly support the Framework for Enhancing Student Learning priorities. Programs such as reset rooms, Sunshine Circles, and Reframing Behaviour create safe, supportive environments, aligning with Human and Social Development Goal 1 by fostering belonging and trust, and with Goal 2 by embedding positive mental health practices into daily school life. Accessibility projects, the inclusive calendar and specialized behavioural supports further strengthen equity and representation. Collectively, these initiatives equip students with skills, confidence and resilience.