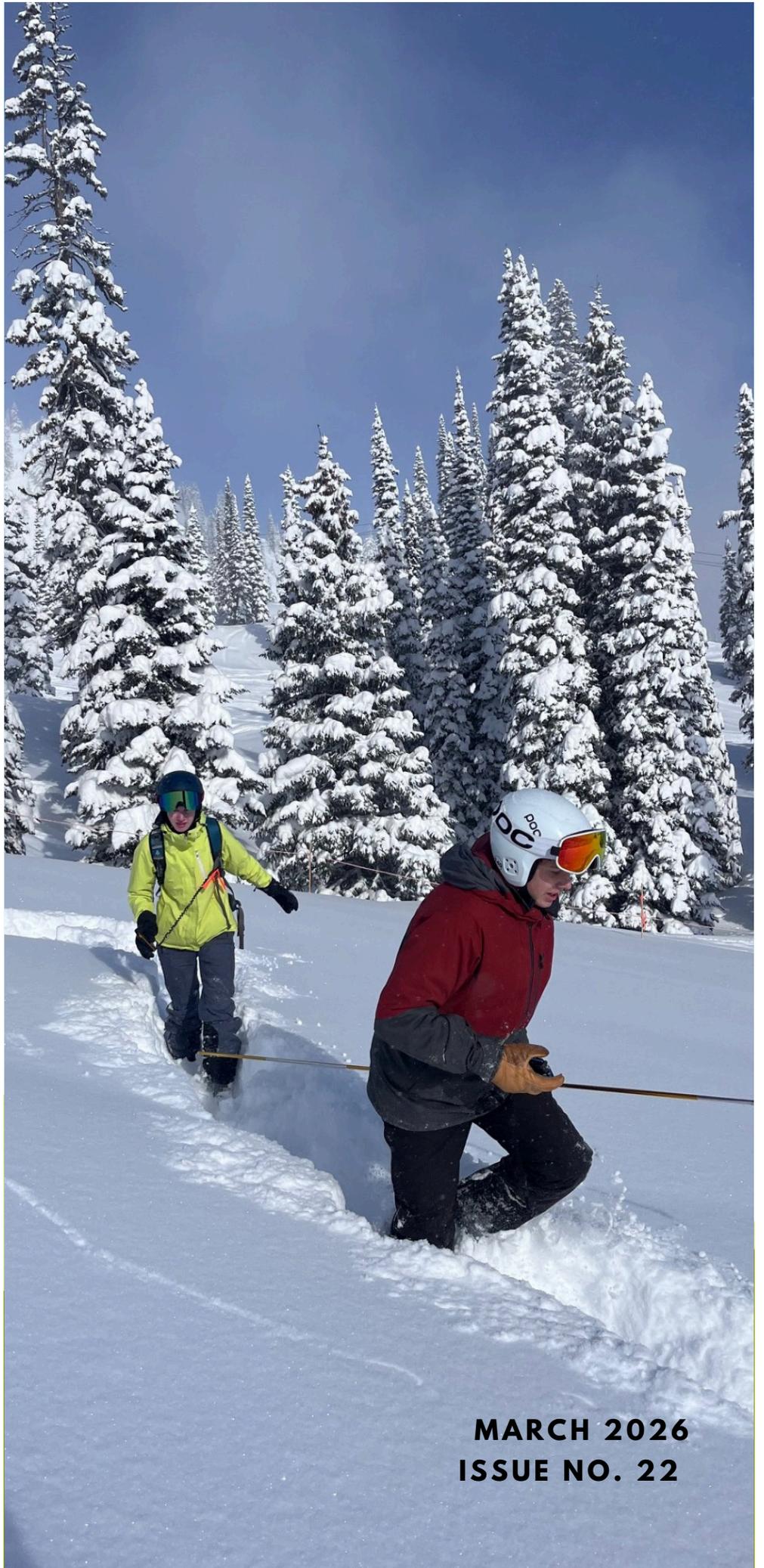


LEARNING TOGETHER

NO. 22



MARCH 2026
ISSUE NO. 22



CONTENTS

NO. 22

PAGE 3

Learning Together

PAGES 9-10

District Design Labs
Outdoor and Environmental Education

PAGES 4-5

Indigenous Education
Early Learning and Child Care

PAGES 11-12

Around the District
A Picture Says a Thousand Words

PAGES 6-8

News from District Teachers
News from Learning Services

Indigenous Education

Galt Museum and International Peace Pow Wow

Students from Elkford Secondary, Sparwood Secondary, Fernie Secondary and Jaffray School, along with Elders and Knowledge Keepers, traveled to Lethbridge, Alberta. On the way, they stopped in the Piikani Nation, where students were welcomed with fresh fry bread made especially for them.

In Lethbridge, students visited the Galt Museum where they reconnected with Elder Blanche, someone they have built a relationship with and learned from over the years.

The experience continued at the Lethbridge International Pow-wow. The students arrived early, not as spectators, but as helpers. They supported Elders, assisted vendors with setting up their handmade crafts, and engaged in meaningful conversations with dancers and community members. They listened. They learned. They gave back.



Drumming at Mount Baker Secondary, Kootenay Educational Services & Laurie Middle

Students have started drumming, using the drum that MBSS students previously helped to make with Pete Sanchez and Bertha Andrew. Students learned from the Su?kni Singers, Andrea Alexander and Doreen Alexander about protocols, welcoming and closing of the drum, and many songs. Students were able to feel firsthand how powerful drumming is, and that drumming represents the heartbeat of mother earth. Many students are just starting to learn about their culture while others are strengthening their connections to their culture.



Ribbon Skirt Making

Students from both Laurie Middle and Parkland Middle recently took part in a Ribbon Skirt Making Workshop hosted by Faye O'Neil and support from Johanna Kinsman. During the workshop, students learned about the cultural significance of ribbon skirts and were introduced to techniques used in creating one.

The hands-on experience allowed the students to explore their creativity while developing new sewing and design skills. The event provided a valuable opportunity for students from both middle schools to collaborate, learn together, and take part in a meaningful cultural learning experience.



Early Learning and Child Care

District Principal of Early Learning and Child Care,
 Laura-Lee Phillips



We are pleased to share an opportunity for students interested in careers working with young children. We are exploring the feasibility of offering an Early Childhood Education (ECE) Dual Credit cohort scheduled to run February–May 2027.

This dual credit program would allow secondary students to complete four ECE courses for both high school and post-secondary credit, providing an excellent pathway for students interested in careers in early learning and childcare.



Cohort details:

- Four ECE courses delivered as a cohort from February to May 2027
- Students will earn both high school credits and college credits
- Ideal for students interested in Early Childhood Education, childcare, or related fields
- We are seeking a minimum of 10 students, with an ideal cohort size of 12–20 students.



Timeline: Confirmation of at least 10 students by June 2026 is required for the cohort to proceed

We would appreciate your support in sharing this opportunity with interested students and helping identify potential applicants. Early expressions of interest will help us determine whether we can move forward with offering this cohort.

If you have students who may be interested or would like additional information, please feel free to contact me.

Thank you for helping us support students interested in careers in early learning and childcare.



GET A HEAD START WITH DUAL CREDIT

Dual Credit is an opportunity for high school students to begin post-secondary programs and courses while they are still in high school.

Why should I take dual credit?

- ✔ Save Money: Your tuition may be covered by your school district!
- ✔ Earn credits for high school and post secondary at once.
- ✔ Start college with a lighter load.
- ✔ Transfer credits to other post-secondary institutions.

College of the Rockies

Need guidance? Speak with your school counsellor
 Application package **MUST** be submitted to your school, and students must be enrolled into dual credit programming before September 30th for TQI funding purposes.



*Schools must have the dual credit courses in MYED in September for funding



For more information, please contact:
 Laura-Lee Phillips (she/her)
 District Principal of Early Learning and Child Care
laura-lee.phillips@sd5.bc.ca



News from District Teachers



District French Immersion Teacher, Marzia Bottoni

Here is what has been happening in the wonderful world of French learning in January and February!

Core French students at Kootenay Orchards Elementary School celebrated Carnaval de Québec with Bonhomme, poutine and face painting

Core French students from Laurie Middle School met the real Bonhomme on a trip to Québec where they visited the ice hotel, cabane à sucre and went dog sledding!! Vive le français!



News from the School Food Coordinator

School Food Coordinator, Vince Girimonte

School food programs play an important role in providing students with access to nutritious, local food in a way that reduces stigma. Learn how school food programs are meeting the needs of students in B.C. Check out the updated [Feeding Futures website](#) to find important information about Feeding Futures funding and how schools and districts are creating and expanding school food programs in BC.

The website includes information on:

- What Feeding Futures funding is and how it works in BC
- Why school food programs matter
- Creating and expanding a school food program
- BC food and local food literacy
- Nutrition and the BC School Food Toolkit
- Additional grants and funding opportunities



News from District Teachers

District Numeracy Teacher, Nicole Fulton

This month's classroom visits focused on building number sense through hands-on mathematics.

In several grade five and six classrooms, students explored two types of division: sharing (partitive division) and grouping (quotitive division). Building on ideas from the January division in-service, students worked through problems and discussed what each type of division was asking them to find. Looking at both interpretations helped students understand what division represents and why different situations can lead to the same equation.

We also continued exploring the CRA model (Concrete–Representational–Abstract) in classrooms across the District.

At Steeples, a grade one class practiced teen numbers by building a ten and then adding the extra ones. Using manipulatives helped students clearly see that numbers like 14 or 17 are made of one ten and some ones, strengthening their understanding of place value.

At Highlands, a grade 2/3 class used Lego and playdough to build repeated groups as an introduction to multiplication. Students created their groups and then connected what they built to multiplication sentences, helping them develop a strong conceptual foundation for multiplication.

Research shows that when students explore, build, and notice patterns, their understanding grows.



News from Learning Services

District Principal Kaley Wasylowich & SEL Support Teacher Krysta Leiman

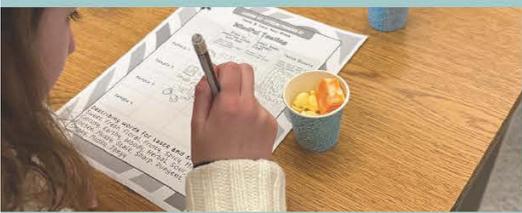
Social
Emotional
Learning

Update

BUILDING SKILLS FOR LIFE

DISTRICT-WIDE SEL CLASSROOM LESSONS

Over the past six months, SEL has supported classrooms across the district with a four-lesson series focused on helping students understand how their brains work during stress and how they can use simple, effective strategies to return to a calm, regulated state. Students explored executive functioning, practiced movement-based regulation tools and engaged in mindfulness activities to build awareness and emotional resilience.



EXPANDING SEL LEARNING

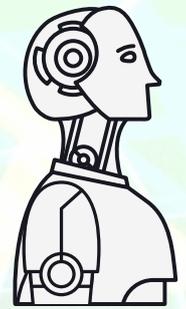
New lessons extending this learning have also been taught at Pinewood Elementary. Students participated in a mindful tasting experience and explored their body's "sixth sense"—proprioception—using purposeful movement to help support regulation and create stronger mind-body awareness.

FEBRUARY PROFESSIONAL DEVELOPMENT

SEL was a focus for staff from Parkland Middle School and Isabella Dicken Elementary. Staff engaged in learning focused on the neuroscience of mindfulness, explored regulation strategies, and participated in new classroom-friendly games designed to support students' social-emotional development.



DISTRICT DESIGN LABS



Teachers of Transformative Learning
Ryan McKenzie and Kim Froehler

Olympic Parade

Grade four students in Ms. Chiasson's class at Frank J Mitchell Elementary used Spheros to create an Olympics Opening Ceremonies parade. Students in Ms. Laviolette's class programmed Spheros for ski slalom and figure skating challenges. Both classes applied the ADST design process and coding skills to test, debug, and refine their programs while building creative thinking, communication, and collaboration.

Logos and Dragon Masks

In the Design Lab, Ms. Storey's students in grade six designed unique logos and printed them onto T-shirts using the Cricut Maker and Cricut app. The project supported ADST and Arts Education by guiding learners from concept to completion, encouraging safe use of tools and technology and growth in creative thinking. A small group of students from École Isabella Dicken Elementary also crafted personalized logos and T-shirts using the Cricut app.

Grade one students in Ms. Spergel's class created dragon masks using the ChompSaw. This hands-on build supported ADST learning as students practiced safe and appropriate tool use and worked with materials to create a finished product.

What is in Your School's Walls?

The District partnered with UVic teacher candidates and Marci Archibald's class at Gordon Terrace to bring the story Wolves in the Walls to life through immersive, multi-sensory learning. Students began by hearing the book read aloud in various hidden corners of the school, listening carefully to the walls, slipping between classrooms, and exploring tucked-away spaces like storage rooms and stairwells to spark their imaginations about where the wolves might be hiding.

The experience then shifted into the virtual world, where students entered the story through VR and joined the main character, Lucy, on her quest to track down the wolves and help chase them out of the house. This layered approach blended literacy, movement, place-based learning, and technology—creating a powerful, memorable storytelling journey for students.

How To Make a How-To

Grade two students in Ms. Shultz's class showcased their creativity and growing digital literacy skills through an engaging stop-motion "How-To" project. Using the Design Lab's Cricut machines, chomp saws, and a collection of LEGO, they created cutouts and sets to animate their chosen topics. Their mini-tutorials ranged from how to draw Hello Kitty to How to Make Popcorn and How To Make Pizza. This hands-on project beautifully blended technology, storytelling, and visual communication—highlighting how digital tools can enhance early literacy in fun and meaningful ways.





OUTDOOR AND



ENVIRONMENTAL EDUCATION



Mount Baker Secondary Outdoor Education

The Outdoor Education Students have been researching and planning lessons in the outdoors. They were also mentored by some amazing Cranbrook curling club members and also cross country skied in Kimberley.

Lastly, the students were so thrilled to have a big snowfall that allowed them to get out into the field and practice building quinzees, which they will use during the winter camp at Kootenay Pass.

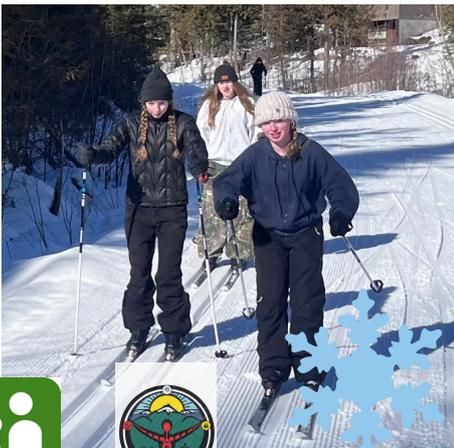


A Village on Skis at Fernie Secondary

First glide. First fall. First big laugh in the snow. This winter, many young people at Fernie Secondary School stepped into cross-country skis for the very first time, learning to glide, tumble, and get back up again on the Nordic trails right beside their school and out into the mountains.

Thanks to the incredible support of the Emily Brydon Foundation, the Abi Moore Foundation, the Fernie Nordic Society, Fernie's Guides Hut, the Lions Club of Fernie, North Coal, and Elk Valley Resources, more than \$20,000 was raised to build a ski fleet so youth in Fernie can experience winter in the Elk Valley.

It truly takes a village. ❤️





IN THE SCHOOLS



News from Schools Across the District

Physical Literacy

Teachers from across the District took part in the Junior Canucks Floor Hockey program. This physical literacy program is all about building skills, promoting physical activity, and encouraging positive sportsmanship in a supportive and engaging environment.

Thanks to the Canucks for Kids Fund (CFKF) for organizing and running the event. The CFKF grants to children's and family centred charities in BC that support health and wellness, education and grassroots hockey and lacrosse programming. Thank you to Jaffray Elementary Secondary School for hosting the event.



Crazy Hair Day at Pinewood Elementary

Everyone went a little wild for Crazy Hair Day at Pinewood Elementary right before spring break.



Compassionate Systems at Elkford Secondary

Students in Leadership 10 with Mr. Skelton have been working on Compassionate Systems Leadership.

They have now been collaborating by teaching grade six students what CSL is, as well as what the RISE character program is at Elkford Secondary!



A Picture Says a Thousand Words...

