



Southeast Kootenay
SD005

Interim Progress Report

September 2026

In Review of Year Two of the Strategic Plan 2024—2028

Approved by the Board of Education
September 8, 2026

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A Note on the Interim Progress Report

Every year, district teams gather, analyze, interpret, and triangulate local and provincial data. This annual data and evidence review allows the team to monitor student outcomes and identify areas for growth on an annual basis. The findings are shared with the Indigenous Education Council (IEC), education partners, the public, and the ministry through the Enhancing Student Learning Report or the Interim Progress Report.

While the internal work of data and evidence review remains the same each year, the Interim Progress Report is intended to ease the burden of reporting for district teams. The Interim Progress Report highlights key areas for growth and strategic adjustments from the data review. Whereas, the Enhancing Student Learning Report, completed every third year, provides a comprehensive account of the district team's processes and development of this report will take longer to complete.

Interim Progress Report for Enhancing Student Learning:

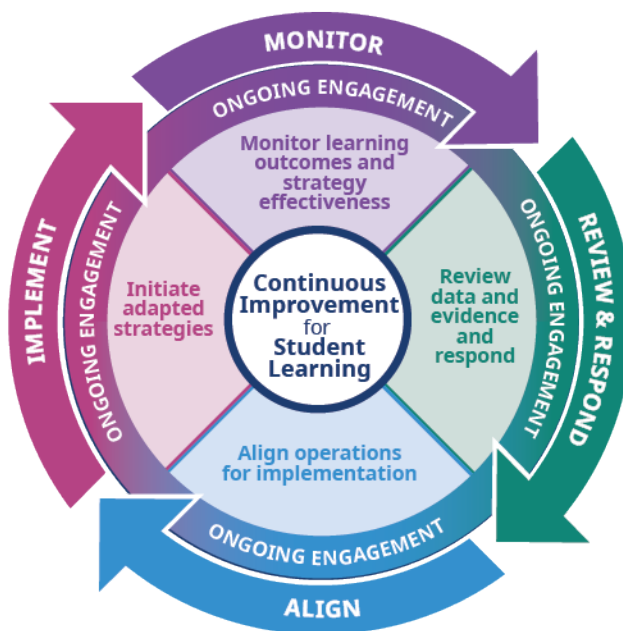
Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

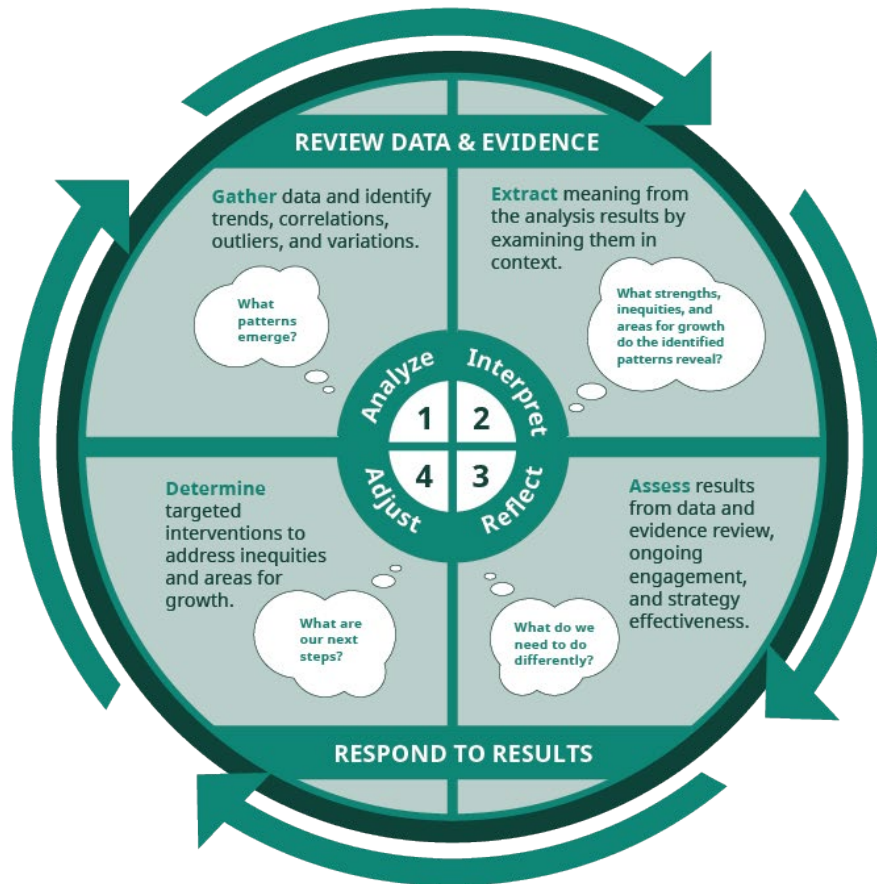
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga’a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Data that is not displayed as per the above policy is **masked data**.

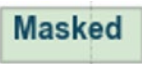
A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? report [here](#).

Interpreting the provincial data graphs

	This marker indicates that the data is masked according to the above policy to protect student privacy.
	This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	413 79%	422 82%	467 77%	426 94%	450 81%
Indigenous Resident Students	94 84%	108 85%	104 76%	79 87%	82 72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	54 41%	58 60%	88 58%	74 89%	64 63%

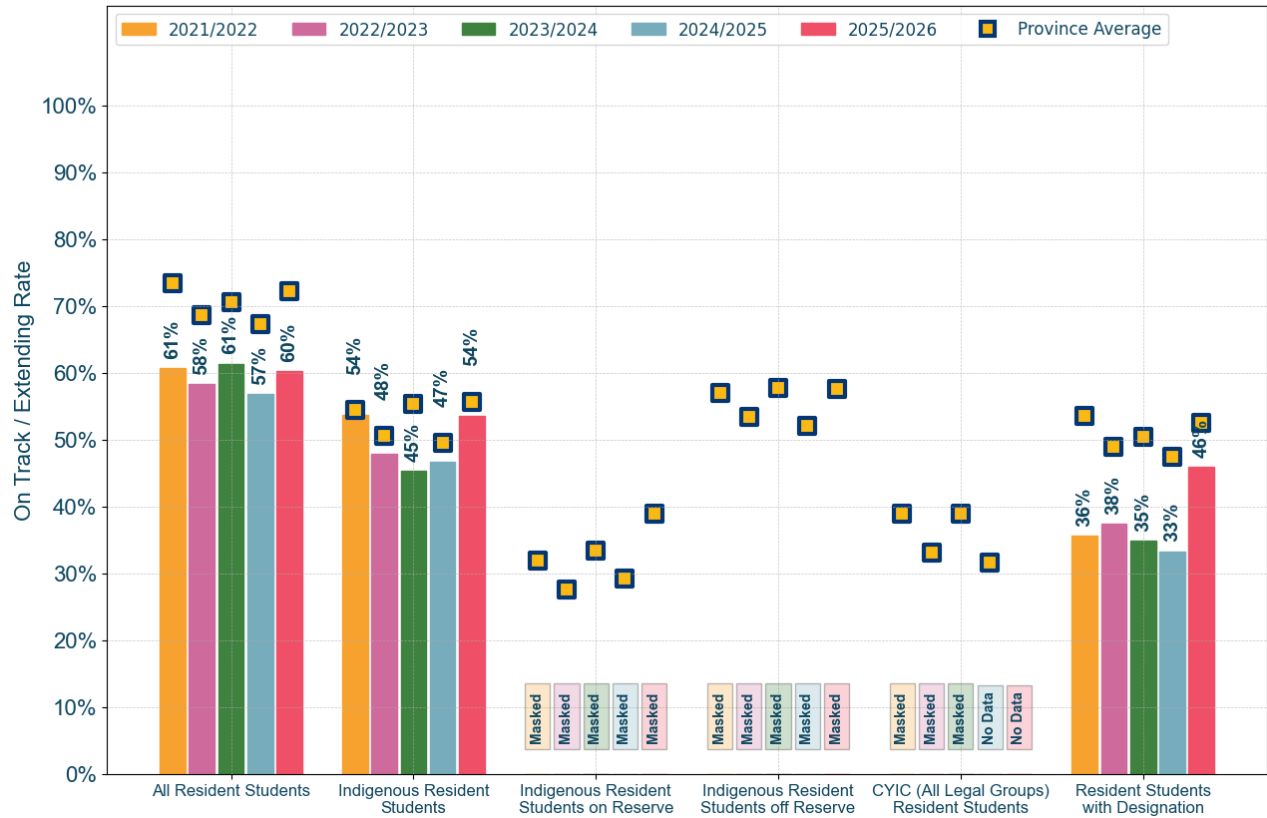
Grade 4 FSA Literacy - On Track / Extending Rate Southeast Kootenay



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	473 78%	506 88%	464 85%	464 95%	457 87%
Indigenous Resident Students	114 72%	130 90%	109 89%	98 92%	109 89%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	82 51%	93 77%	95 69%	87 83%	70 71%

Grade 7 FSA Literacy - On Track / Extending Rate Southeast Kootenay

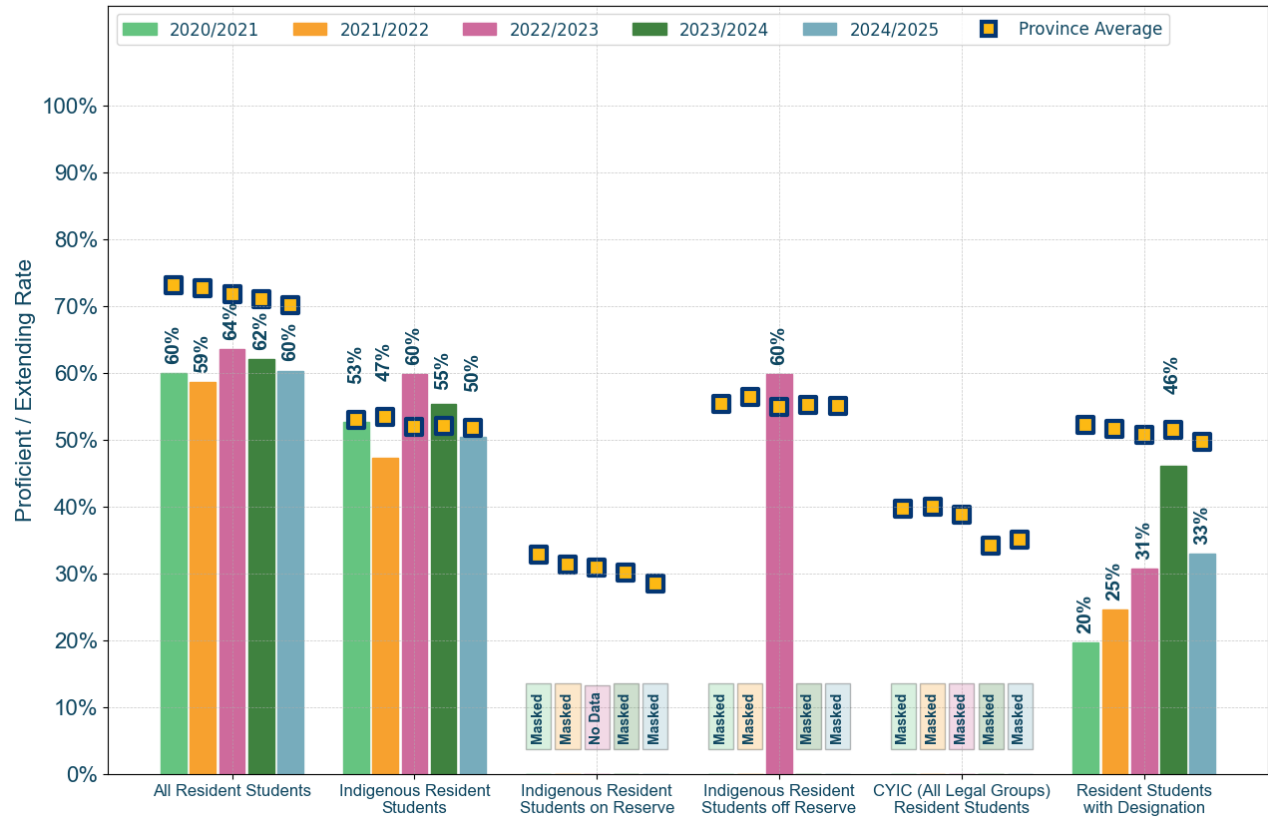


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	428 76%	462 82%	470 83%	503 84%	503 86%
Indigenous Resident Students	109 67%	112 70%	119 70%	111 73%	126 72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	78 63%	83 70%	87 67%	117 68%	111 77%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Southeast Kootenay



Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	413 78%	422 82%	467 76%	426 93%	450 80%
Indigenous Resident Students	94 82%	108 86%	104 76%	79 86%	82 72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	54 39%	58 64%	88 58%	74 85%	64 59%

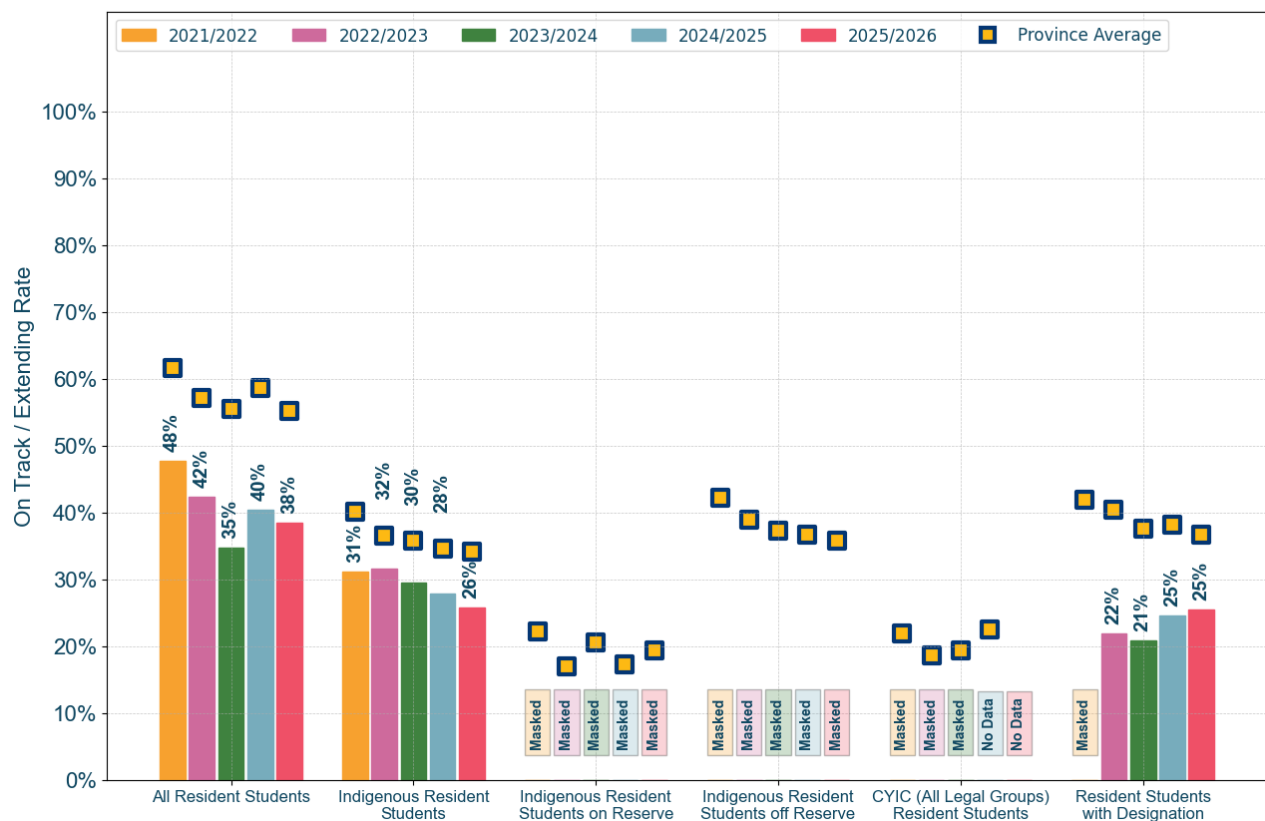
Grade 4 FSA Numeracy - On Track / Extending Rate Southeast Kootenay



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	473 75%	506 88%	464 86%	464 95%	457 87%
Indigenous Resident Students	114 68%	130 90%	109 90%	98 95%	109 89%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	82 51%	93 78%	95 71%	87 84%	70 73%

Grade 7 FSA Numeracy - On Track / Extending Rate Southeast Kootenay

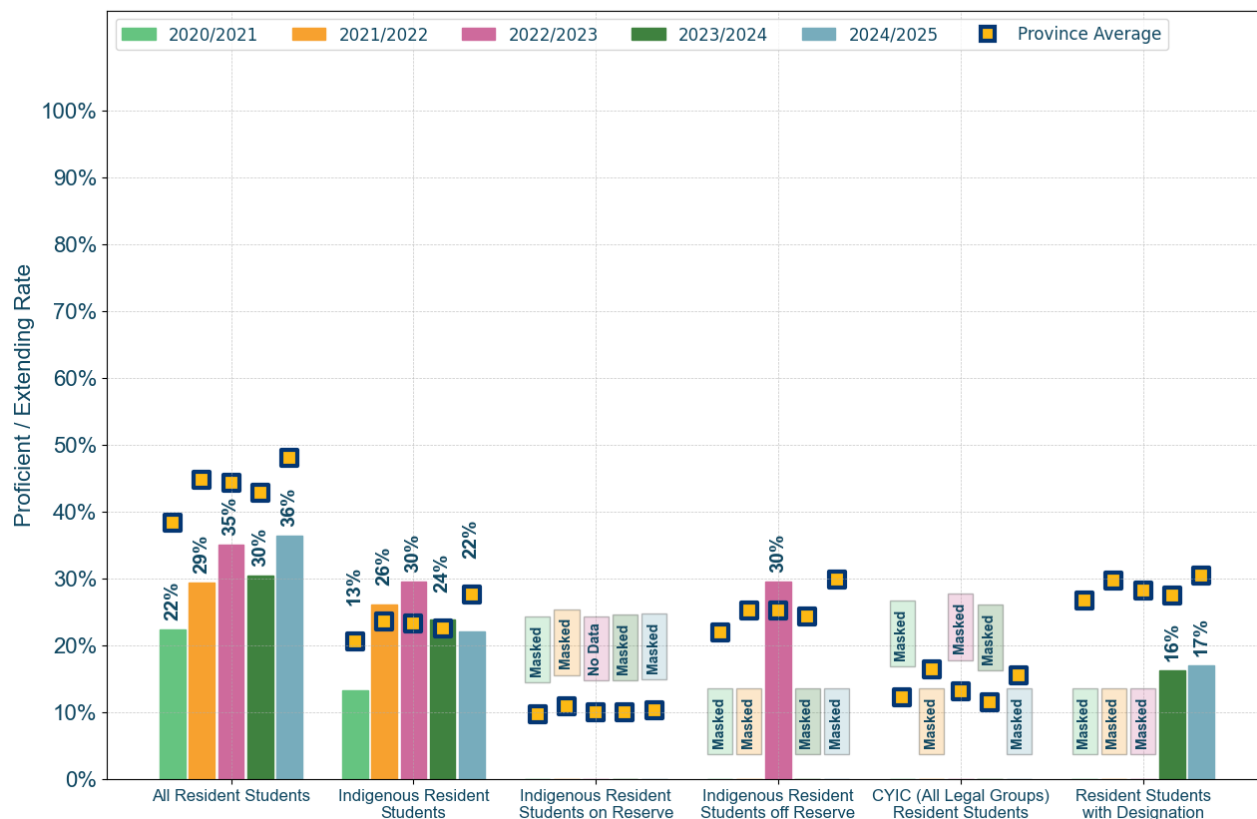


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	429 77%	463 81%	474 83%	503 81%	502 88%
Indigenous Resident Students	109 64%	112 68%	120 73%	111 69%	126 78%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	77 55%	83 71%	88 65%	117 69%	111 78%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Southeast Kootenay

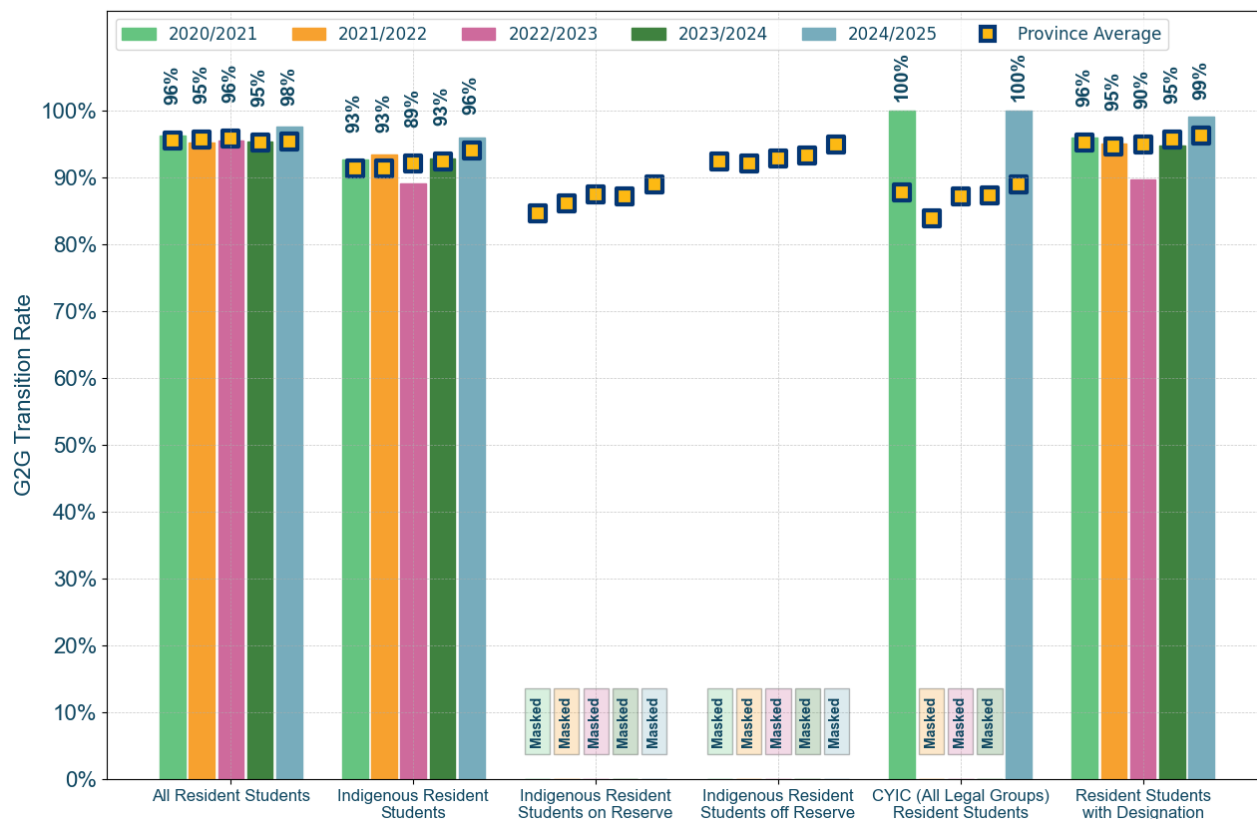


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	427	459	474	505	503
Indigenous Resident Students	109	107	120	111	126
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	10	Masked	Masked	Masked	10
Resident Students with Designation	76	81	88	117	111

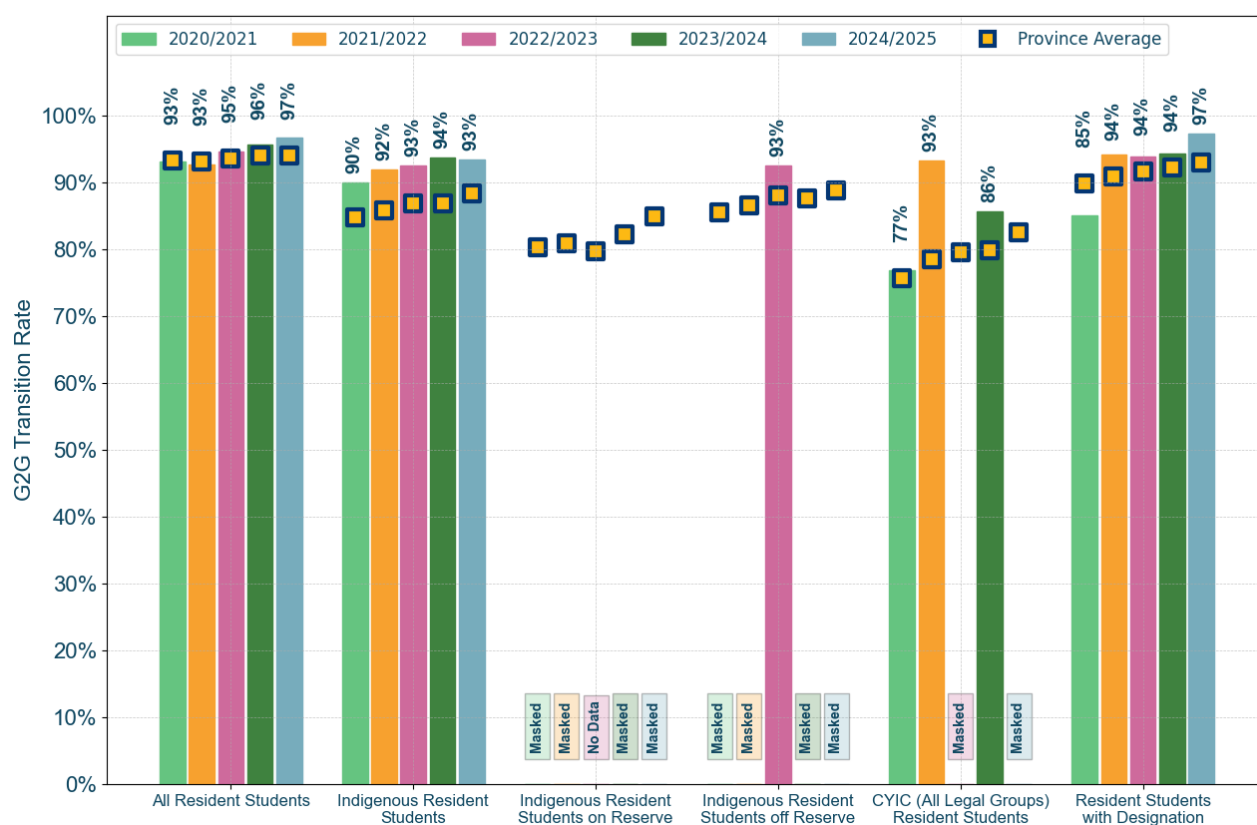
Grade 10 to 11 Transition Rate Southeast Kootenay



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	377	450	465	465	515
Indigenous Resident Students	90	112	108	111	107
Indigenous Resident Students on Reserve	Masked	Masked	0	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	108	Masked	Masked
CYIC (All Legal Groups) Resident Students	13	15	Masked	14	Masked
Resident Students with Designation	74	87	83	88	114

Grade 11 to 12 Transition Rate Southeast Kootenay



Review Data and Evidence: Intellectual Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

Please respond using a maximum of three (3) to five (5) bullet points.

-  Literacy outcomes improved in grades four and seven in 2025/26; however, overall achievement remains below provincial results and continued focus is needed to improve outcomes across grade levels and student populations.
-  Local early literacy data show gradual improvement, with grade three reading proficiency increasing from 43 percent in 2024 to 48 percent in 2026; however, considerable growth is still required to achieve the District target of 80 percent by spring 2027.
-  Persistent differences in literacy and numeracy outcomes for Indigenous students and students with disabilities or diverse abilities affirm the need for continued focus on improving equitable outcomes. The District's 2026 Indigenous Education FESL data review further identifies numeracy as a significant area for growth for Indigenous learners.
-  Numeracy continues to be a significant area for growth, with achievement remaining below provincial results and particularly low outcomes evident for priority populations. This finding is consistent with the District Numeracy Plan's continued emphasis on improving achievement and reducing disparities.
-  Changes in participation rates, particularly for Indigenous students, reinforce the need to consider participation and achievement together when interpreting results and identifying areas for improvement. The District's 2026 Indigenous Education FESL data review similarly identifies participation as an important consideration when interpreting current results.

Respond to Results: Intellectual Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Please respond using a maximum of three (3) to five (5) bullet points.

-  The District will continue its system-wide literacy strategy, maintaining its focus on prevention and early intervention in kindergarten to grade 3 while expanding screening, data review, and targeted supports into grades four to twelve. Local Acadience results show gradual improvement in grade three reading proficiency, supporting continued implementation and monitoring.
-  Tier One literacy instruction and targeted intervention will continue to be strengthened through universal screening, progress monitoring, evidence-informed instruction, and professional learning. Continued attention will be given to Indigenous students, students with disabilities or diverse abilities, and students experiencing persistent reading difficulties.
-  In response to continued numeracy challenges, the District will strengthen responsive instructional and assessment practices focused on conceptual understanding, mathematical discourse, student confidence, and culturally responsive approaches. Professional learning, coaching, and classroom-based collaboration will support implementation.
-  The District will strengthen its use of disaggregated evidence to identify students requiring timely literacy and numeracy support and to monitor whether strategies are reducing differences in outcomes for priority populations. Participation and proficiency will continue to be considered together when examining outcomes for Indigenous learners.

Human and Social Development

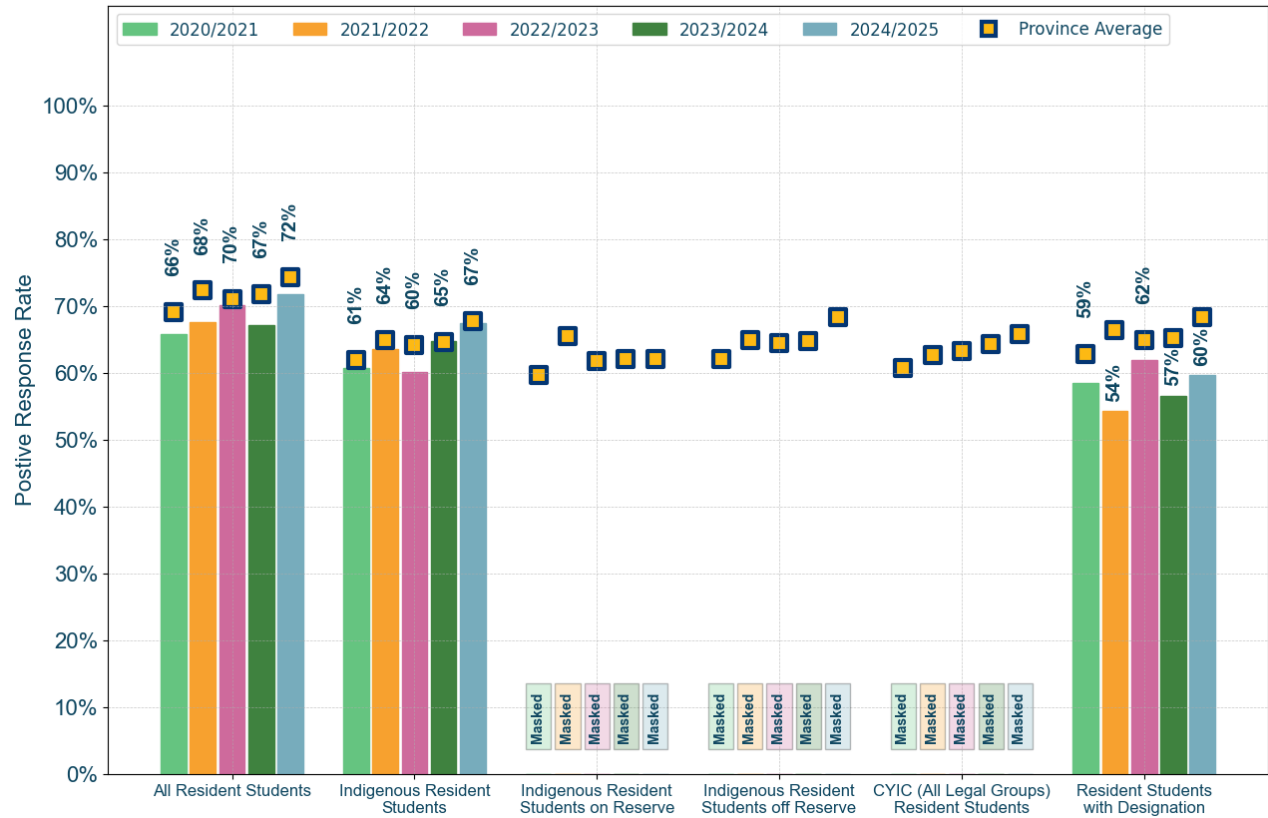
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

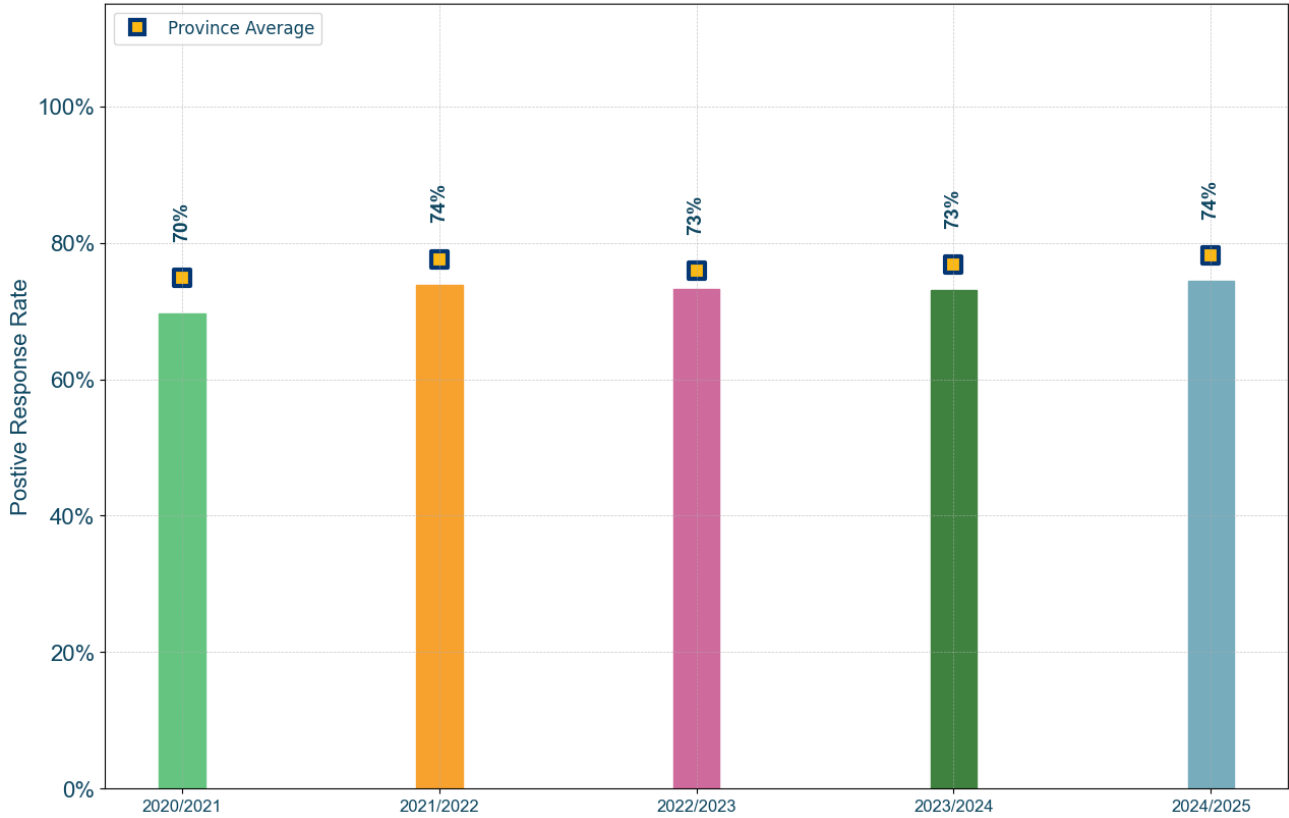
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1261 91%	1321 85%	1377 89%	1417 85%	1371 83%
Indigenous Resident Students	295 84%	313 77%	350 85%	319 83%	298 75%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	15 67%	Masked	Masked	Masked	Masked
Resident Students with Designation	199 78%	213 76%	233 79%	295 76%	269 70%

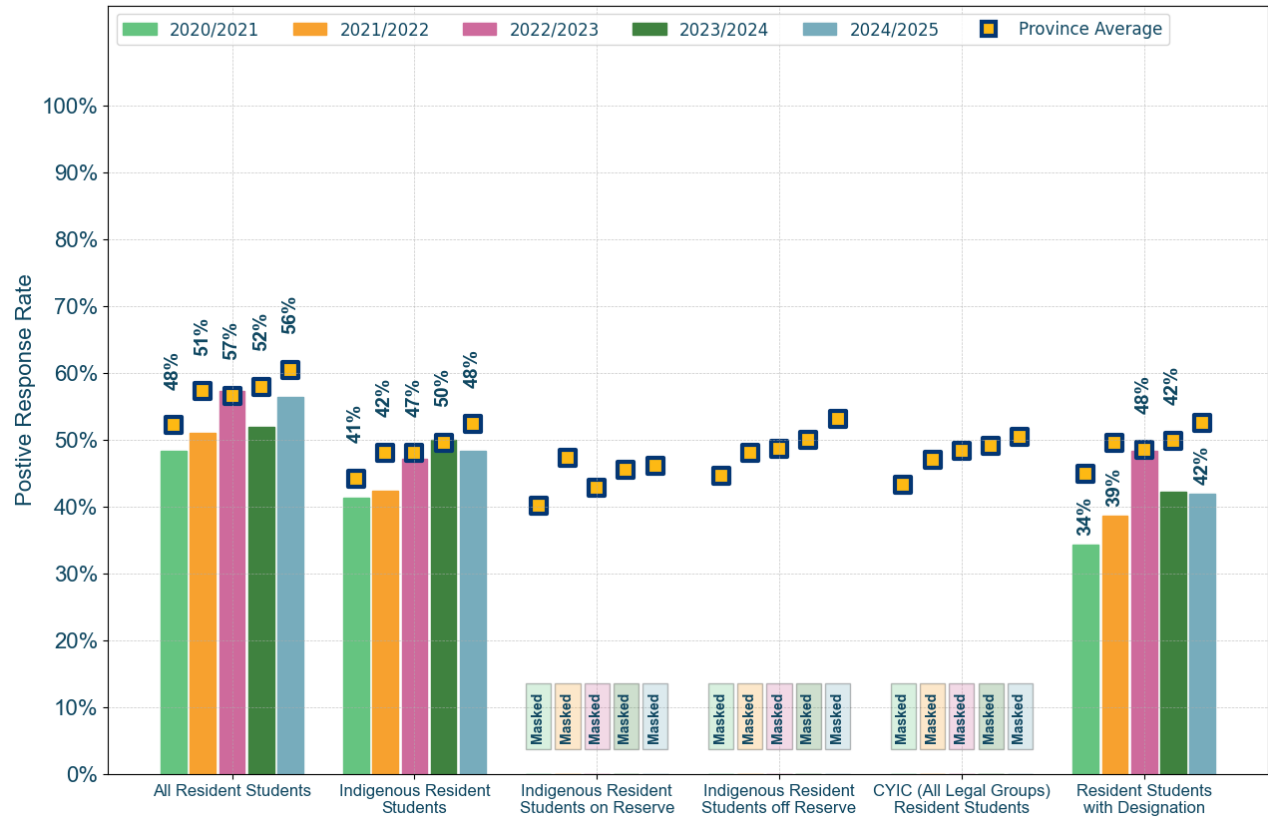
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10 Southeast Kootenay



Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Southeast Kootenay

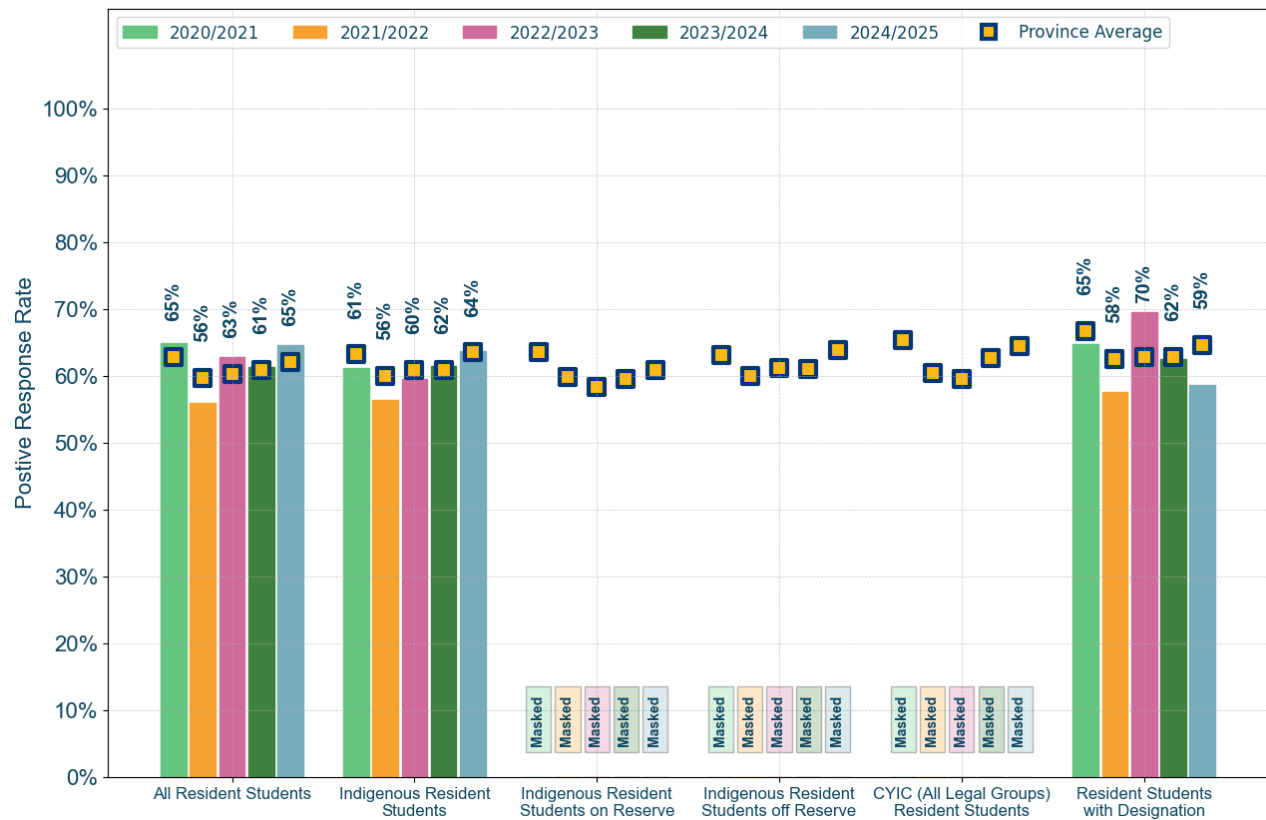


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Southeast Kootenay



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
Southeast Kootenay



Review Data and Evidence: Human and Social Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

Please respond using a maximum of three (3) to five (5) bullet points.

-  Students' sense of feeling welcome increased to 72 percent in 2024/25; however, results remain below the provincial average.
-  Sense of belonging improved to 59 percent overall and 49 percent for Indigenous students; however, both remain below provincial results.
-  Students with disabilities or diverse abilities continue to report lower results, particularly in belonging, which declined to 42 percent in 2024/25.
-  Students' sense of safety increased to 74 percent in 2024/25, while the proportion reporting that two or more adults care about them remained relatively stable at 64 percent.

Respond to Results: Human and Social Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Please respond using a maximum of three (3) to five (5) bullet points.

-  Targeted attention will continue to be given to improving belonging and connection, particularly for Indigenous students and students with disabilities or diverse abilities.
-  The District will continue to strengthen social emotional learning, regulation, and inclusive practices to support student safety, belonging, and participation in learning.
-  Culturally responsive supports and engagement with Indigenous students, families, communities, and Elders will continue to strengthen belonging and connection.
-  Disaggregated student experience data will continue to be monitored to assess the impact of current strategies and identify where further adjustments are needed.

Career Development



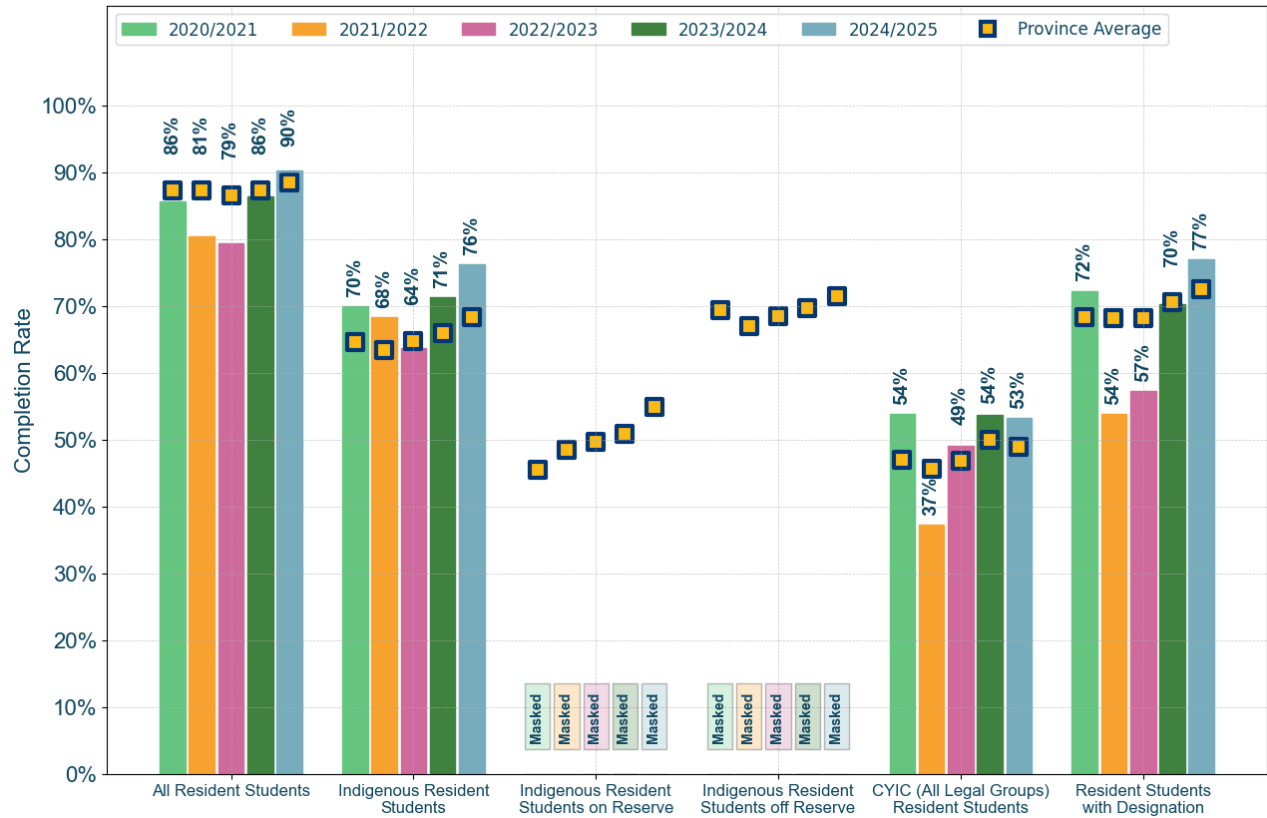
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

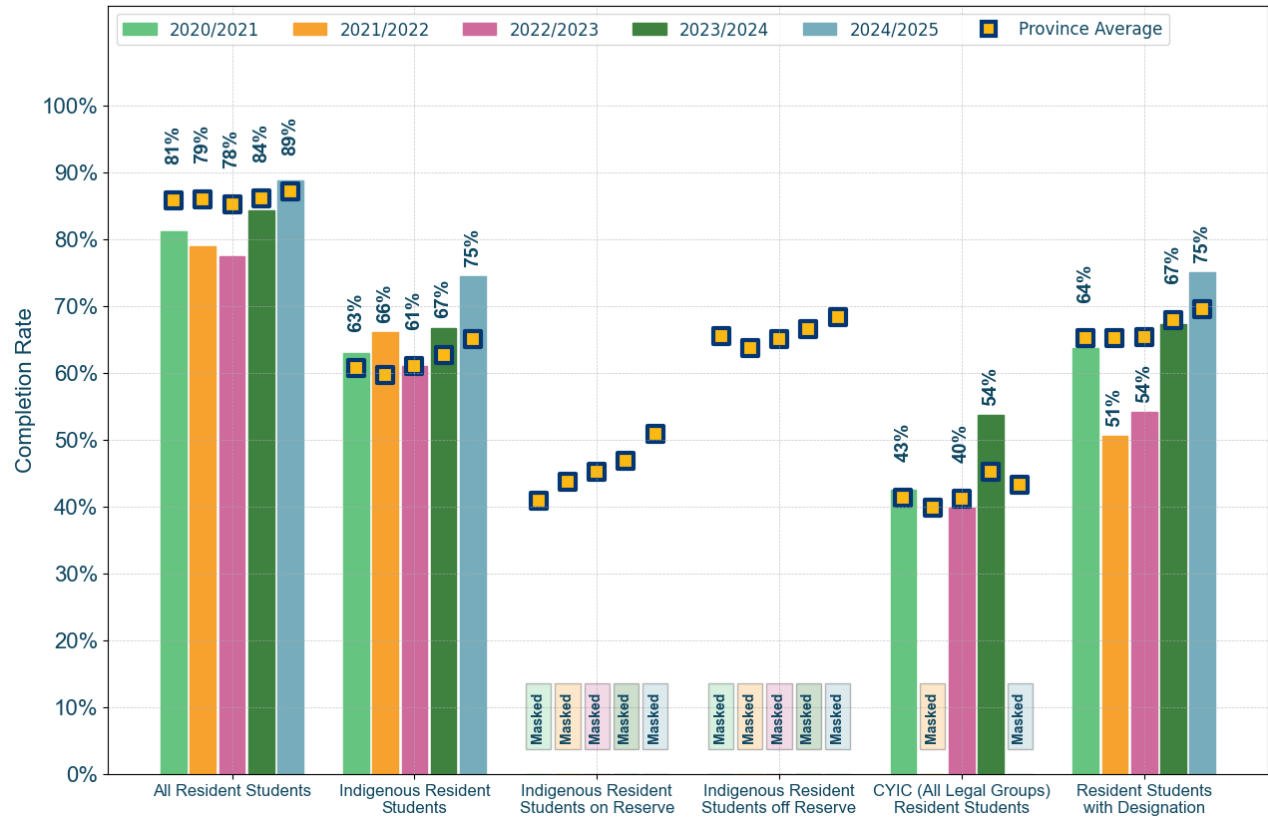
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	461 46	425 46	485 45	509 55	530 51
Indigenous Resident Students	111 11	100 11	123 12	122 13	126 12
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	39 4	30 3	36 3	25 3	23 2
Resident Students with Designation	92 9	104 11	108 10	113 12	113 10

5-Year Completion Rate - Dogwood + Adult Dogwood Southeast Kootenay



5-Year Completion Rate - Dogwood Southeast Kootenay



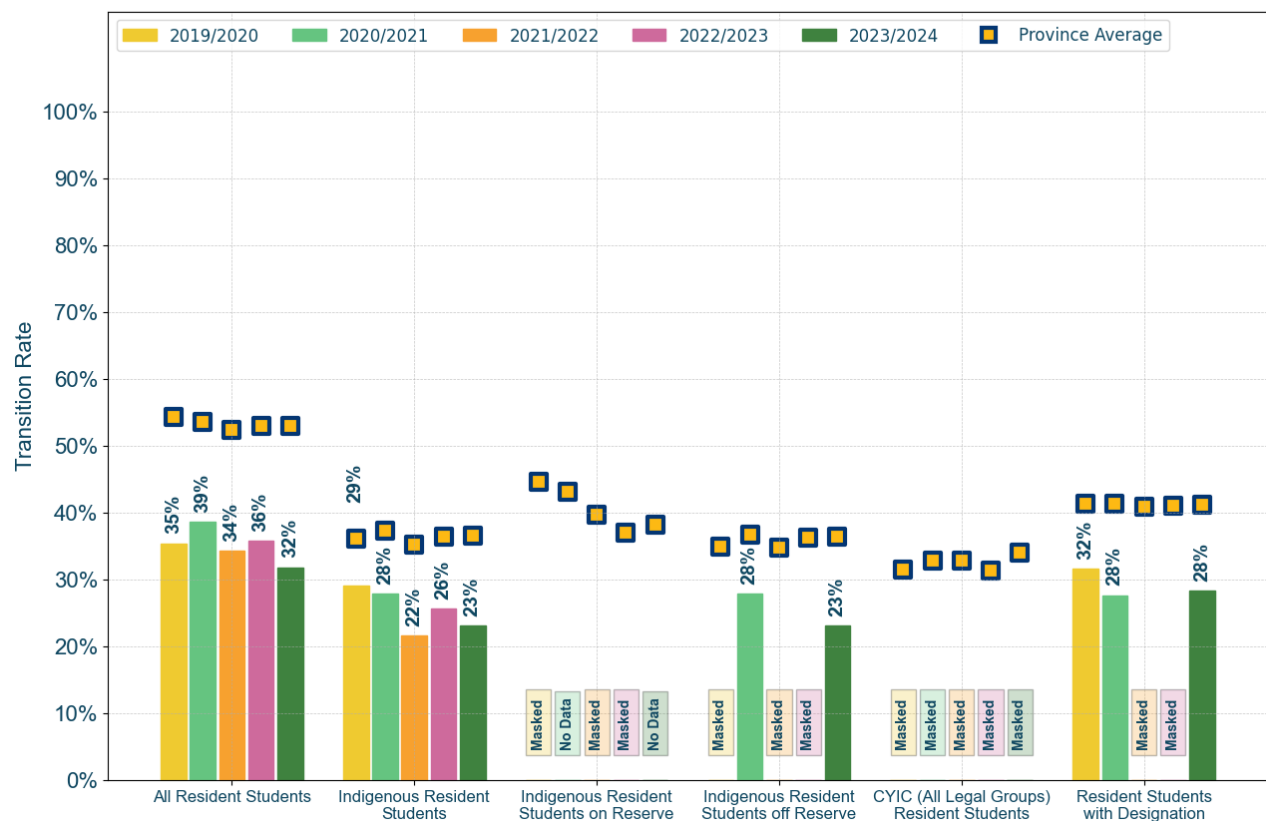
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

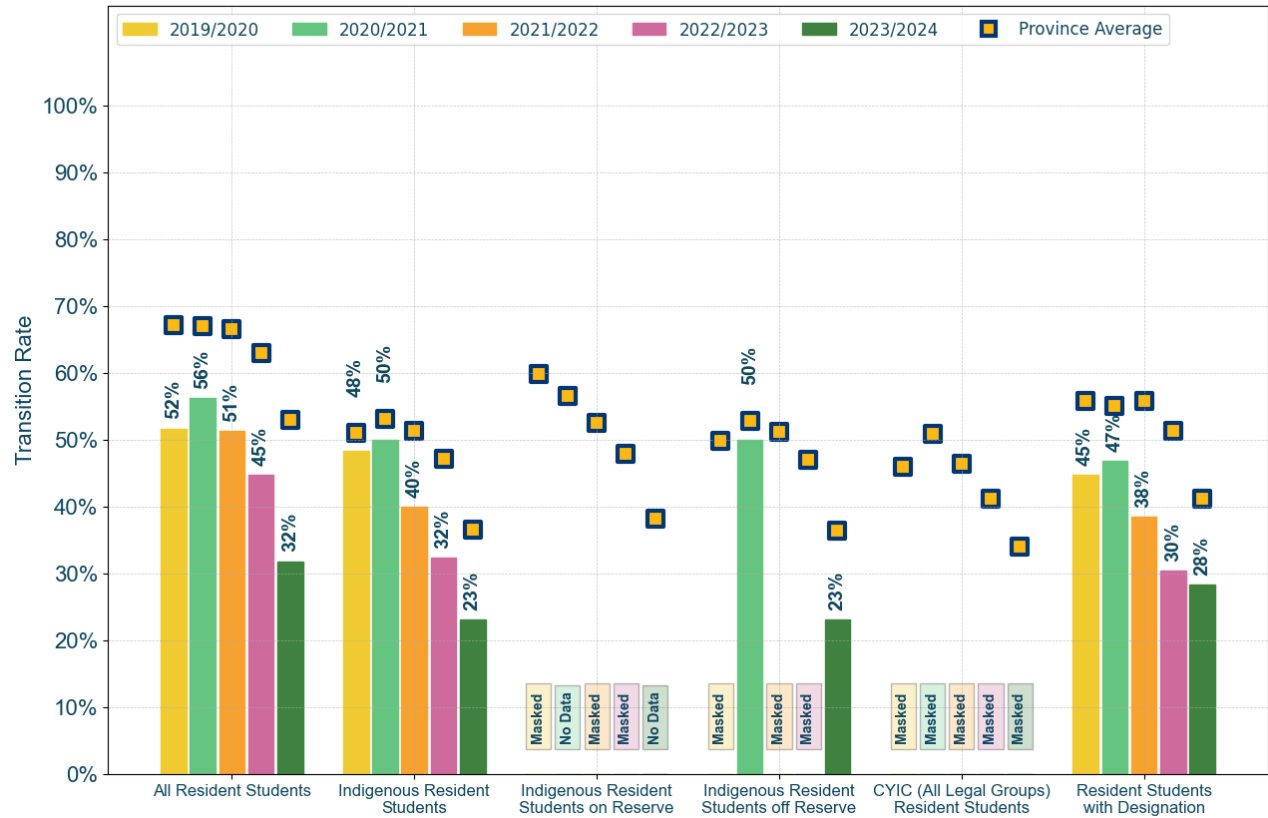
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	350	347	300	357	402
Indigenous Resident Students	62	68	60	74	78
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	0
Indigenous Resident Students off Reserve	Masked	68	Masked	Masked	78
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	38	47	Masked	Masked	60

Immediate Transition to Post-Secondary Southeast Kootenay



Within 3 Years Transition to Post-Secondary Southeast Kootenay



Review Data and Evidence: Career Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

Please respond using a maximum of three (3) to five (5) bullet points.

-  Five-year completion rates improved in 2024/25, reaching 89 percent overall; however, completion gaps remain for Indigenous students and students with disabilities or diverse abilities.
-  Indigenous completion outcomes continue to improve but remain below overall District outcomes, affirming the need for continued attention to equitable graduation and transition pathways.
-  Post-secondary transition remains an area for continued examination. Historically, three-year transition rates for All Resident Students are approximately 15 percentage points higher than immediate transition rates across completed cohorts. Provincial measures do not capture students pursuing post-secondary education outside British Columbia; given the District's proximity to Alberta, reported rates may underrepresent graduates' actual post-secondary transitions.
-  The concentration of Indigenous students at Kootenay Educational Services warrants further examination of the systemic factors influencing referral, transition, and graduation pathways.

Respond to Results: Career Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Please respond using a maximum of three (3) to five (5) bullet points.

-  Targeted attention will continue to be given to strengthening graduation and transition pathways for Indigenous students and students with disabilities or diverse abilities, with ongoing monitoring of disaggregated completion and transition data.
-  The District will examine immediate and within three-year post-secondary transition data as cohorts mature, alongside local evidence, to better understand graduates' pathways, including post-secondary education within and outside British Columbia, employment, trades, training, and other successful transitions not captured by provincial measures.
-  The District will continue to strengthen career development opportunities through work experience, dual credit, Youth Train in Trades, career education, and community partnerships to provide flexible and relevant pathways to graduation and beyond.
-  The District will examine the disproportionate representation of Indigenous students at Kootenay Educational Services to better understand referral patterns, barriers, and systemic factors influencing alternate education pathways.

Appendix A – Supporting Reports

	<u>Career Development</u> The District supports students in graduating with purpose and successfully transitioning to education, training, employment, and other meaningful pathways.
	<u>Early Learning and Child Care</u> The District strengthens early learning and child care through inclusive programming, equitable access, family engagement, and strong community partnerships.
	<u>Environmental and Outdoor Education</u> The District advances reconciliation, sustainability, student engagement, and well-being through experiential, environmental, and place-based learning.
	<u>Finance, Operations, Transportation and Information Technology</u> The District supports student success through responsible resource allocation and safe, sustainable, accessible, and effective learning environments and services.
	<u>French Immersion Literacy</u> The District strengthens French literacy and inclusive access to French Immersion through targeted instruction, professional learning, resources, and increased public awareness.
	<u>Human Resources</u> The District strengthens student learning through an inclusive, qualified, diverse, and well-supported workforce responsive to the needs of each learner.
	<u>Indigenous Education</u> The District strengthens belonging, achievement, attendance, and equitable pathways for Indigenous learners through relationships, shared governance, culturally responsive supports, and community partnerships.
	<u>Learning Services</u> The District strengthens inclusive education through early intervention, timely supports, accessibility, professional learning, and collaborative approaches that support student success and well-being.
	<u>Literacy</u> The District strengthens literacy from kindergarten through grade twelve through evidence-informed instruction, early intervention, targeted supports, and equitable access to learning.
	<u>Numeracy</u> The District advances equitable numeracy outcomes through culturally responsive, student-centred instruction and assessment that build mathematical thinking, confidence, and agency.

Transformative Learning – Digital Literacy



The District strengthens digital literacy through equitable access to technology, hands-on learning, responsible AI integration, and the development of confident and responsible digital citizens.



Feedback from Indigenous Education Council (IEC)

The Framework for Enhancing Student Learning has been shared with the Indigenous Education Council for review and consideration.

Framework for Enhancing Student Learning



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

School District No. 5 (Southeast Kootenay)
Career Development



September 2026

Career Development

In the 2025/26 school year, Priority 3 of the District's Framework for Enhancing Student Learning continued to focus on ensuring that every student graduates from secondary school with the competencies, experiences, and transition planning needed to pursue future education, training, employment, and life goals. Career Development reflects not only successful graduation, but also the District's responsibility to help students identify meaningful pathways beyond secondary school and develop the confidence, skills, and experiences needed to pursue them.

Ministry of Education and Child Care – Career Education Context

The 2026 Ministry Interim Progress Report identifies two Career Development outcomes: Graduation and Life and Career Core Competencies, with provincial measures examining five-year completion and transitions to post-secondary education. The most recent provincial data available to the District reflects 2024/25 five-year completion outcomes and 2023/24 post-secondary transition outcomes. Post-secondary transition data is reported on a delayed cycle because time is required to connect secondary school completion information with subsequent post-secondary enrolment data.

For all students, the 2024/25 five-year completion rate was 89 percent when Dogwood and Adult Dogwood completions are combined, compared with 86 percent for Dogwood completion alone. These results represent improvement from 2023/24 and indicate continued strength in supporting students toward graduation.

Completion outcomes also improved for several priority populations. In 2024/25, the combined five-year completion rate was 76 percent for Indigenous students and 77 percent for students with a designation. While these results demonstrate improvement, differences remain between some priority populations and the overall District completion rate. The District will continue to examine these differences as part of its commitment to improving equity of outcomes.

The most recent provincial post-secondary transition data, from 2023/24, reports that 32 percent of all students transitioned immediately to post-secondary education, while the three-year transition measure was also 32 percent. The provincial measures provide an important indicator of student pathways following graduation; however, they should be interpreted within the limitations of the available data.

In particular, the provincial transition measure does not provide a complete picture of all pathways pursued by District graduates. Students who pursue post-secondary education outside British Columbia may not be reflected in the provincial transition results. The measure also focuses specifically on post-secondary participation and therefore does not capture other successful transitions, including direct entry into employment or other training and career pathways. Consequently, the reported transition rate should be considered alongside local knowledge of student destinations and the broader range of pathways available to graduates.

Taken together, the Career Development data demonstrates strong overall progress toward graduation while reinforcing the importance of supporting students in identifying and successfully pursuing their next step. The District therefore continues to combine graduation supports with individualized transition planning, post-secondary exposure, career exploration, experiential learning, and flexible pathways.

Dual Credit and Career Pathways

To strengthen local post-secondary access and support individualized career goals, the District continued its Dual Credit partnership with the College of the Rockies during 2025/26. Students in grades 11 and 12 were able to earn secondary and post-secondary credits concurrently through opportunities including Academic Dual Credit, Youth Train in Trades, and the Early Childhood Education Dual Credit program.

Students could also access selected first-year post-secondary courses while still in secondary school when the courses aligned with their career goals and available secondary course options had been completed. Examples included drafting for engineers, psychology, and accounting. These opportunities reduced barriers to post-secondary participation by allowing students to experience college-level learning while supported within their secondary school pathway.

Dual Credit and related career pathway programming directly respond to the Ministry's Life and Career Core Competencies outcome by helping students connect their strengths and interests to concrete next steps. Given the post-secondary transition results, continued access to these opportunities remains an important strategy for building familiarity with post-secondary expectations and strengthening transitions beyond graduation.

Alternate Pathways to Graduation

In addition to traditional secondary programming, the District continued to provide alternate and flexible pathways to graduation during 2025/26. Kootenay Discovery School, Kootenay Education Services, and other hybrid learning options supported students whose circumstances, learning needs, schedules, or career goals required a pathway outside a conventional timetable.

These options contribute to the District's strong overall completion results by creating additional ways for students to remain engaged, complete graduation requirements, and develop an achievable transition plan. They are particularly important to the District's equity focus because Ministry data continues to show differences in completion outcomes among priority populations.

Experiential and Community-Based Initiatives

Experiential learning remained a significant component of Career Development in 2025/26. Project Heavy Duty provided students with direct exposure to careers in the heavy equipment and construction sectors through practical equipment experience, safety learning, and interaction with industry professionals. The program was highlighted publicly in May 2026 and demonstrates the value of partnerships that connect classroom learning with local employment opportunities and real workplace expectations.

Career development also includes the conditions that allow students to remain safely engaged in learning and future planning. The Exploitation Prevention Coordinator continued to support vulnerable learners by building awareness, coordinating responses with schools and community partners, and helping reduce risks that can interrupt education, graduation, or successful movement into employment and training. This work complements academic and career programming by addressing barriers that can affect a student's ability to make and pursue a transition plan.

Summary

In 2025/26, the District's Career Development strategies supported both Ministry Career Development outcomes: successful graduation and the development of life and career core competencies. Provincial data indicates strong and improving overall five-year completion outcomes, while differences among some priority populations continue to require attention.

Post-secondary transition data provides another important source of evidence but requires careful interpretation. The most recent results reflect the 2023/24 cohort and are subject to limitations, including the ability of the provincial measure to capture students who pursue education outside British Columbia and the fact that post-secondary enrolment represents only one possible successful pathway after graduation.

The District will therefore continue to consider provincial transition measures alongside local evidence and knowledge of student pathways. Through Dual Credit programming, access to first-year post-secondary courses, alternate and flexible graduation pathways, individualized transition planning, experiential learning, and community and industry partnerships, the District will continue working to strengthen the connection between graduation and each student's next successful step.

Moving forward, particular attention will remain on improving equity of outcomes for priority populations, reducing barriers to graduation and transition, and expanding opportunities for students to explore and pursue education, training, employment, and other meaningful pathways beyond secondary school.

Framework for Enhancing Student Learning



School District No. 5 (Southeast Kootenay)
Early Learning and Child Care



September 2026

Early Learning and Child Care

School District No. 5 (Southeast Kootenay) continues to strengthen early learning and child care through coordinated, inclusive, and community-connected approaches that support children and families before, during, and after the transition to school. These initiatives reflect the District's commitment to equity, student well-being, family engagement, and strong partnerships with child care operators, early years organizations, community agencies, Indigenous partners, and provincial programs.

Across the District, early learning and child care programming is designed to reduce barriers for families, increase access to meaningful early learning opportunities, and support children's sense of belonging, confidence, and readiness for school. This work is closely aligned with the Framework for Enhancing Student Learning, particularly the goals connected to Human and Social Development, Intellectual Development, equity, inclusion, and successful transitions.

Expanding School-Age Care on School Grounds

The District continues to prioritize the expansion of licensed school-age care on school grounds in response to the needs of children, families, and communities. By supporting before- and after-school care in school-based settings, the District is helping families access reliable care close to where children learn, while also creating more consistent and connected experiences for children throughout the day.

In 2025/26, the District continued to work with child care operators, community organizations, and provincial programs to increase access to licensed school-age care across communities. These partnerships support shared planning, communication, and alignment between school staff and child care providers operating in District buildings and on school grounds.

Where child care is located within or near schools, children benefit from familiar spaces, consistent routines, and stronger connections among families, educators, school staff, and child care providers. This model supports smoother transitions between school and care, strengthens children's sense of safety and belonging, and helps ensure that programs reflect inclusive and responsive practices.

The expansion of school-age care on school grounds directly supports the Framework for Enhancing Student Learning by advancing equity, inclusion, student well-being, and access to supportive learning environments before, during, and after the school day. It also aligns with the District's Strategic Plan by strengthening community partnerships and supporting families across the District.

In 2025/26, the District supported child care in all our school communities, creating or sustaining 245 licensed spaces.

PlayB4K and Play in the K

Play Before Kindergarten (PlayB4K) and Play in Kindergarten (Play in the K) provide early learning opportunities for children and families in Elk Valley schools. These programs support children before kindergarten entry and throughout the kindergarten year by creating welcoming,

play-based experiences that build familiarity with school environments, educators, routines, and peers.

These initiatives align with the Ministry's Strengthening Early Years to Kindergarten Transitions (SEY2KT) approach, which emphasizes collaborative, relationship-based transition practices. Through PlayB4K and Play in the K, schools create intentional opportunities for children, families, educators, and community partners to build relationships before and during the transition to kindergarten.

PlayB4K invites children and families into the school environment prior to kindergarten entry. Through hands-on activities, storytelling, music, movement, exploration, and social interaction, children become familiar with school spaces in a gentle and developmentally appropriate way. Families are also able to connect with school staff, ask questions, learn about kindergarten routines, and gain strategies to support early learning at home.

Play in the K extends this work into kindergarten classrooms by strengthening play-based learning as a foundation for children's growth and development. Through intentional play opportunities, educators support communication, problem-solving, self-regulation, collaboration, literacy, numeracy, and social-emotional development. Educators are also able to observe children's strengths, interests, and needs in order to create responsive learning environments.

Together, PlayB4K and Play in the K help create smoother and more inclusive transitions by strengthening relationships between early learning programs, kindergarten classrooms, families, and community partners. These programs support children's identity, confidence, belonging, and readiness to participate fully in school life.

In 2025/26, PlayB4K and Play in the K were offered in three Elk Valley schools, Fernie, Sparwood, and Elkford.

StrongStart

StrongStart continues to operate in Fernie, Sparwood, and Cranbrook, providing accessible early learning opportunities for children and families across the District. Each StrongStart centre offers a welcoming, play-based environment where children and caregivers learn together and build early literacy, numeracy, communication, and social-emotional skills.

StrongStart programming includes storytelling, music, movement, creative exploration, early learning routines, and meaningful play. These experiences help children develop curiosity, confidence, and positive connections with school environments. The program also provides an important opportunity for parents and caregivers to ask questions, access guidance, connect with educators, and build relationships with other families and community supports.

The presence of StrongStart in multiple communities helps ensure that families can access high-quality early learning experiences close to home. By welcoming children and caregivers into school-based spaces before kindergarten, StrongStart supports positive transitions and strengthens the connection between home, school, and community.

The District's partnership with the Columbia Basin Alliance for Literacy (CBAL) continues to enhance professional learning and support for StrongStart and Early Childhood Education

facilitators. This collaboration provides opportunities for shared professional learning, regular meetings, resource development, mentorship, and the exchange of effective practices. CBAL's expertise in literacy development and community engagement supports facilitators in designing programming that reflects the strengths, needs, and identities of families in the region.

In 2025/26, District StrongStart facilitators and CBAL partners were invited to participate alongside teachers in a school-based professional development day focused on Métis cultural learning. The session centred on *Aansaamb aen kiskayhtaamaahk: Learning Together*, a resource that supports Métis-specific teachings, perspectives, and programming. This professional learning helped deepen educator understanding of Métis culture and supported early learning environments where Métis identity, knowledge, and ways of learning are recognized, respected, and celebrated.

Through StrongStart programming, CBAL collaboration, and ongoing professional learning, the District continues to support inclusive, culturally responsive, and developmentally appropriate early learning experiences that contribute to children's well-being, belonging, and future success.

In 2025/26, StrongStart operated in three communities and served 457 registered children and their caregivers through regular programming, literacy events, and family engagement opportunities.

Ready, Set, Learn

Ready, Set, Learn provides early learning events for families with children from birth to age five who have not yet entered kindergarten. These events help children and caregivers become familiar with school environments, connect with early childhood educators, and learn about resources that support early learning at home, at school, and in the community.

Events include story time, play-based learning activities, music, movement, crafts, and interactive experiences that support children's curiosity, confidence, and early development. Families are also provided with opportunities to ask questions, build relationships with school staff and community partners, and access information that supports a positive transition into school life.

Ready, Set, Learn reflects a collaborative partnership between the Province, the School District, early learning educators, and community partners. Events are offered in communities across the region, including Elkford, Sparwood, Fernie, Jaffray/South Country, and Cranbrook, helping families access early learning opportunities close to home.

In partnership with CBAL, the District is also supporting Early Years Fairs in the Elk Valley in September. These fairs will connect families with local early learning programs, community services, literacy supports, and child development resources. By bringing schools and community partners together in one welcoming setting, the Early Years Fairs will further strengthen family engagement and support children's readiness for school and lifelong learning.

Ready, Set, Learn supports the District's commitment to early learning, family engagement, and successful transitions into kindergarten by helping families build relationships with schools and access supports during the important years before school entry.

In 2025/26, Ready, Set, Learn events were offered in all communities, with approximately 200 children and families participating.

Summary

The District's Early Learning and Child Care initiatives support the Framework for Enhancing Student Learning through a coordinated focus on equity, inclusion, well-being, early development, and successful transitions into school. Across school-age care, StrongStart, Ready, Set, Learn, PlayB4K, Play in the K, and SEY2KT-aligned practices, the District is strengthening access to early learning and child care while helping children and families build positive connections with schools.

Partnerships with child care operators, CBAL, early years organizations, community agencies, families, and provincial programs continue to expand the District's capacity to provide responsive and accessible supports. These partnerships strengthen professional collaboration, family engagement, cultural responsiveness, and continuity between early years programs, child care, and school-based learning.

Moving forward, the District will continue to prioritize equitable access to child care on school grounds, inclusive and culturally responsive early learning programming, and strong family-school-community connections.

Framework for Enhancing Student Learning



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

School District No. 5 (Southeast Kootenay)
Environmental and Outdoor Education



September 2026

Environmental and Outdoor Education

Highlights

-  Promoted and supported course registrations for *4 Seasons of Learning* to support staff in continuing their learning towards reconciliation
-  Purchased 86 Columbia Basin Environmental Education Network (CBEEN) memberships for any interested staff
-  54 Wild voices for Kids programs were delivered to 1081 Southeast Kootenay students in the 2025/26 school year. Wild voices is a unique program in the Columbia Basin that enables local specialists to develop programs connected to the local environment and deliver these directly to students, creating opportunities for learning with the land and introducing students to local experts.
-  Promoted the Environmental Education Leadership Clinic at Nipika in April 2026
-  Distributed leadership and risk management through Youth Safe Outdoors
-  Presented on KBEE at the Outdoor Learning Leadership Conference, an international outdoor leadership opportunity for systems-level leaders

Focus

-  Field Leader (Hiking) Course - Outdoor Council of Canada, a two-day professional development opportunity that provides the foundation for learning judgement and decision-making and enabling the leadership of safe and enjoyable experiences outside
-  Outdoor Learning Certification Program - Take Me Outside, a 30-hour course for kindergarten to grade twelve educators that teaches how to integrate the outdoor into teaching practices
-  Place-based micro-grants to schools to support place-based learning in kindergarten to grade six and place-based learning or outdoor education pursuits in grades seven through twelve
-  Building outdoor classrooms at district elementary schools

Summary

The District's Environmental and Outdoor Education initiatives support the Framework for Enhancing Student Learning outcomes by advancing reconciliation, sustainability, and student engagement through experiential learning. Investments in professional development, including memberships, leadership clinics, and national conferences, build staff capacity to integrate environmental and outdoor learning into classrooms, directly enhancing the Framework for Enhancing Student Learning's Intellectual Development Goals 1 and 2 through hands-on, inquiry-based literacy and numeracy experiences. Place-based micro-grants, outdoor classrooms and partnerships with Youth Safe Outdoors, the Outdoor Council of Canada, and Take Me Outside strengthen safety, leadership, and inclusivity, aligning with the Framework for Enhancing Student Learning Human and Social Development Goals 1 and 2 by fostering student well-being, connection to land, and positive mental health.

Framework for Enhancing Student Learning



School District No. 5 (Southeast Kootenay)
Finance, Operations, Transportation and
Information Technology



September 2026

Finance, Operations, Transportation, and Information Technology

Finance

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

The Operating fund 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.

The Special Purpose fund contains "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 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 minor playground restorations.

In 2025/26, the District received approximately \$105.8 million in total revenue across its operating, special purpose, and capital funds as shown in Figure 1.

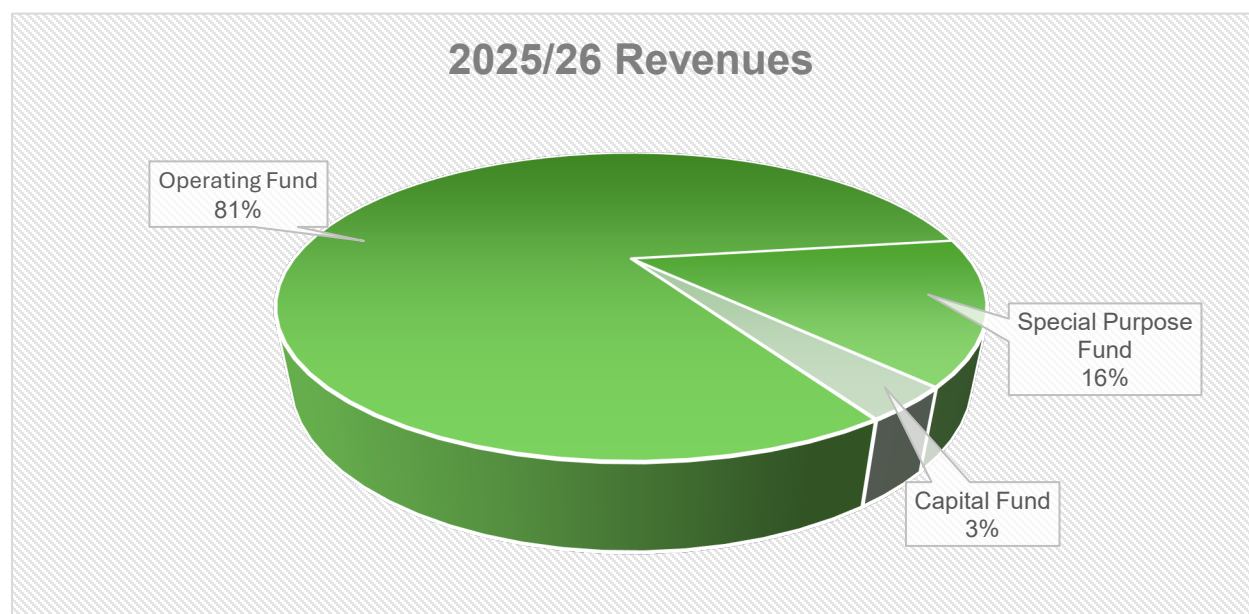


Figure 1

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.

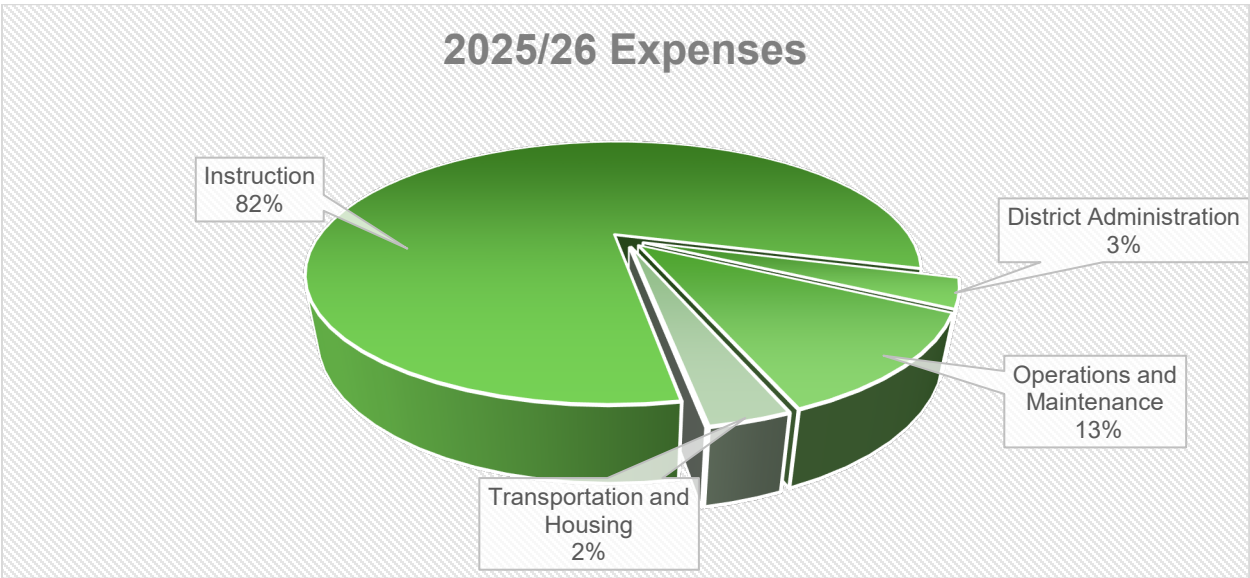


Figure 2

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

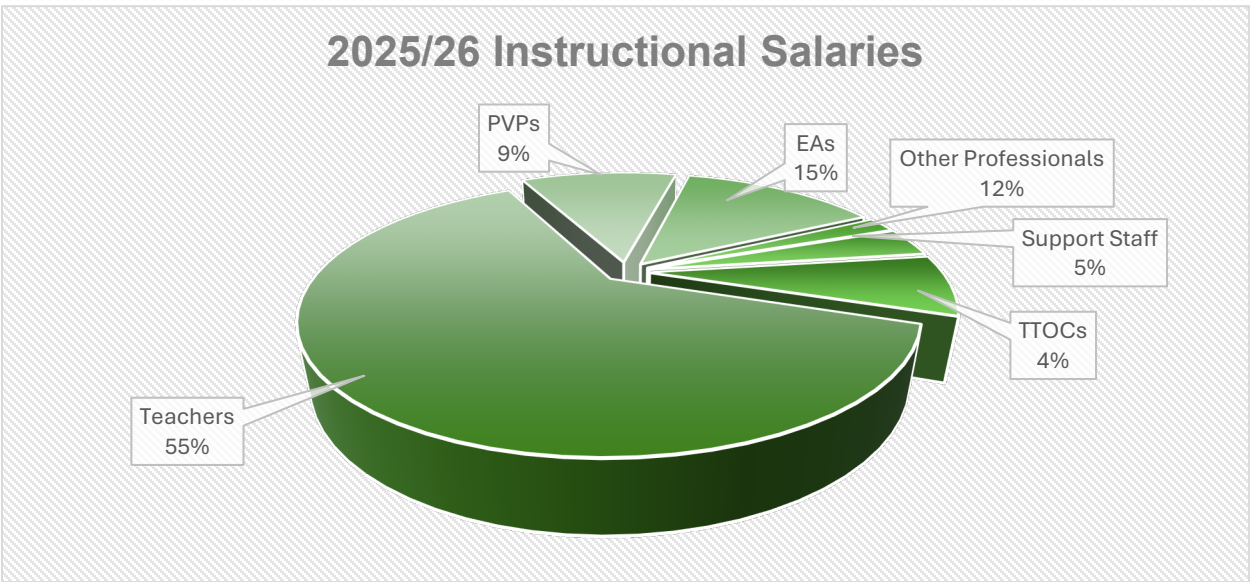


Figure 3

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 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, learners with diverse abilities, capacity building, early learning, and French programming, and have been allocated to support the Board of Education’s strategic 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 accessible learning environments, and inclusive opportunities while engaging all learners.

This year, the District actively sought public input to ensure rightsholders and community partners had the opportunity to contribute their feedback and ideas to the annual budget process. This engagement allowed us to foster valuable conversations with the 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 British Columbia, implement programs designed to reduce workplace violence—efforts aimed at mitigating the significant employee absence issues we currently face, and prioritize funds to continue the District French, Literacy, and Numeracy positions.

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

The Board of Education is dedicated to balancing the budget in a manner that prioritizes the best interests of 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. The focus remains on the well-being of students and staff, ensuring alignment with the District's strategic priorities.

The majority of the special purpose funds relate to the Classroom Enhancement Fund, which is provided to appropriately staff the schools for restored language to the Collective Agreements. During 2025/26, the District received \$10.5 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 projected in the 2026/27 annual budget and experienced a \$2.76 million surplus in 2025/26.

In 2025/26, high utility, fuel, supplies, and construction costs continued to place pressure on District operations.

Maintaining existing staffing levels in the budget was possible due to the Classroom Enhancement Fund, Feeding Futures and federal food funding, and a continued focus on removing contingency staffing amounts that did not fund the positions of specific individuals currently in assignment. Declining student enrolment and overall global economic uncertainty continue to create a low degree of flexibility in the budget for 2026/27. As a result, the capacity to top up District reserve funds, which are often used to allocate dollars for initiatives that are not in the budget, is reduced.

In summary, the District is experiencing increased funding needs and enhanced service expectations, yet it is now facing a significantly tighter budget with a focus on fiscal conservatism. As a result, the District continues 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 committed in these uncertain times. The budget has been balanced by reducing expenses with the least possible impact to students and classrooms. The District continues to be committed to holding sufficient reserve funds to buffer potential revenue shortfalls.

Every department has examined its budget to identify possible efficiencies and areas for reduction. Unfortunately, options for balancing the budget while avoiding impacts on the classroom are limited due to declining student enrolment.

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 students and staff. The Framework for Enhancing Student Learning is reflective of the commitment of the District to ensure student success by ensuring learners are literate, numerate, feel connected to 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 services) is completed in a fiscally responsible manner and supports the achievement of the Board of Education's strategic plan;
-  review and improve business processes and business systems to create value;
-  support the 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 District's financial position is stable through the design and implementation of adequate internal controls and financial processes;
-  ensure departments have the organizational capacity (people and expertise) to manage all current and planned initiatives and projects, while delivering regular operations; and

-  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-based budgets.

Operations

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 buildings, grounds, and equipment. This results in healthy school facilities for students and staff. The maintenance teams provide service for the schools while maintaining building systems with a robust maintenance program.

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

The Ministry of Education and Child Care approved the District for a new Fernie Elementary School at a budget of \$33.5 million and child care spaces at a budget of \$8.0 million. The District is excited to continue the work on these significant projects and is working with community partners to best meet the needs of students and families from an education and child care focus.

On June 30, 2024, there was a fire at Amy Woodland Elementary School that caused significant damage. In spring 2025, the Ministry of Education and Child Care approved the District to move forward with the development of a business case and next steps to ensure the future needs of Cranbrook students are met. The District is continuing to work closely with the Ministry of Infrastructure and anticipates a final decision on the business case during the 2026/27 fiscal year.

The District has continued to work towards reducing emissions and achieving the goal of carbon neutrality. All departments continue to be in the mindset of reducing unnecessary emissions through the removal of inefficient printers, purchasing energy-saving appliances, and purchasing hybrid white fleet vehicles. 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 will also continue with best practices for HVAC maintenance that was learned during the COVID-19 pandemic to ensure a healthy environment for 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 all District schools. 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, safe, and inclusive environment and currently has two accessible bus routes in Cranbrook and an accessible bus in the Elk Valley.

A transportation agreement with both Indigenous communities supports adjustments to the school bus routes to enhance the service level for 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 on-reserve Indigenous students.

As part of the District's commitment to reducing its carbon footprint, the District operates four electric buses.

Information Technology

The Information Technology (IT) Department supports the conditions required for student learning by providing secure, reliable, and accessible digital services for schools and District operations. Technology planning is aligned with the District Strategic Plan and the Framework for Enhancing Student Learning, with an emphasis on equitable access, evidence-informed decision-making, privacy, business continuity, and the responsible use of emerging technologies. During 2025/26, the Department continued to advance integrated digital services, data modernization, workflow improvement, cybersecurity, and governance to support student learning and District operations.

Strategic Goals and Alignment

The District's technology planning supports the District Strategic Plan and the Framework for Enhancing Student Learning. The primary goals are to:

-  Ensure infrastructure supports current and future curricular needs in alignment with industry best practices;
-  Maintain cost-effective, high-quality administrative technologies;
-  Improve productivity by refining learning and business processes;
-  Fully support educators with professional learning to build the classroom of the future; and
-  Integrate technology to support curricular goals, assessment, and communication, including responsible Artificial Intelligence (AI) use.

IT initiatives also align with the Indigenous Enhancement Agreement, the BC Education Plan, and provincial curriculum, assessment, and reporting practices, with a particular focus on supporting vulnerable and diverse learners.

Progress and Contribution to Student Learning

Secure and Reliable Learning Environment

Network and infrastructure modernization, District-wide multi-factor authentication, stronger identity protections, and lifecycle replacement planning continue to provide a secure and reliable foundation for access to digital learning and operational systems. As essential services become increasingly cloud dependent, the District continues to strengthen cybersecurity, backup and

recovery practices, incident response, and business continuity to support continuity of learning and reduce operational risk.

Data, Reporting, and Evidence-Informed Decision Support

The District continues to enhance its reporting capabilities and data governance through Power BI and Microsoft Fabric tools, including the MyEducation BC/Atrieve reporting data warehouse project. This work is intended to improve reporting reliability, reduce manual compilation from disconnected systems, improve data quality, and establish governed and reusable data models. Improved access to timely and reliable information supports school and District leaders in reviewing evidence, identifying areas for growth, and making informed decisions.

Digital Workflows and Service Improvement

SharePoint and Power Automate are being used to improve digital workflows and reduce reliance on stand-alone forms, email-based approvals, and duplicate data entry. The Resource Hub/SD5 Requests Hub provides a more consistent entry point for forms, service requests, policies, application review, and support resources. These improvements support transparency, record keeping, auditability, and easier access to District processes while reducing administrative effort for schools and departments.

Infrastructure and Systems

The District maintains a five-to-seven-year replacement cycle for servers, networks, and phones, with staff and student devices replaced every four-to-five years. Device purchasing decisions are based on functional needs and a standardized stakeholder-based analysis process. Annual infrastructure updates follow best practices in MFA and identity management, with increased use of secure cloud services such as Microsoft 365.

The District maintains digital platforms that support learning, communication, student information, administration, and District operations. Microsoft 365 and related accessibility features, including Immersive Reader and Dictate, provide additional tools to support productivity, differentiated access to learning, and communication.

Professional Learning and Student Support

Professional learning continues to support digital citizenship, cybersecurity awareness, Microsoft 365 productivity and accessibility, technology integration, and responsible artificial intelligence use. Technology integration supports literacy and numeracy, formative assessment, communication, and the development of skills required for students and staff to engage with digital tools safely, responsibly, and ethically.

Artificial intelligence is being approached as both an opportunity and a governance responsibility. Staff learning and implementation will continue to address privacy, transparency, appropriate use, data protection, bias awareness, copyright, and alignment with [Administrative Procedure 142](#).

Risk Management and Business Continuity

Privacy and security are embedded in technology adoption through Privacy Impact Assessments, application review, vendor assessment, informed consent processes, and alignment with FIPPA and District risk management expectations. Business continuity is supported through cybersecurity practices, backup and recovery planning, incident response, and contingency

measures designed to maintain access to essential systems during natural disasters, cyberattacks, or service outages.

Equity in Technology Access

Equitable access remains a core technology priority. Device allocation, software access, and accessibility supports are intended to reflect student need, program requirements, and school context, including support for Indigenous students, children and youth in care, students with disabilities or diverse abilities, and other vulnerable learners. Microsoft 365 accessibility features and related digital tools support differentiated access to learning and communication.

Continuous Improvement and Evidence

The IT Department will use operational evidence to assess whether technology modernization is improving access, reliability, service quality, and decision support. Evidence will include service and help desk trends, stakeholder feedback, digital workflow adoption, application and privacy review records, and progress in data reporting and modernization. This information will help identify recurring barriers, service gaps, and opportunities to improve documentation, training, automation, and service design as part of the District's ongoing review and response cycle.

Information Technology Priorities for 2026/27

During 2026/27, Information Technology will continue to focus on integrated digital services, cybersecurity and business continuity, data modernization, responsible artificial intelligence, and equitable access to technology. Priorities include continued development of digital request and workflow services, strengthened identity and cybersecurity practices, expansion of governed reporting and data tools, responsible AI implementation and professional learning, and continued accessibility supports for students and staff.

Additional District Initiatives for 2026/27

Shop Equipment Replacement Plan

-  The Board of Education has continued its long-term (over ten years) commitment of \$100,000 per year towards a plan to repair, replace, and upgrade school shop equipment.

Additional Initiatives This Year

-  The Board of Education has continued custodial supports in all schools at levels staffed during COVID-19 which resulted in additional supports valued at \$260,000 to support the general health and well-being of all students and staff.
-  The Board of Education continues to support the District French Teacher, Literacy Support Teacher, and Numeracy Support Teacher at an approximate cost of \$390,000.
-  The Board of Education supported the creation of additional social and emotional learning supports through a designated teaching position to support Education Assistants in their profession at a cost of \$140,000.

-  The Board of Education continues to support Special Education (Learning Services) for a total district budget of \$17.2 million compared to funding received of \$12.7 million for Level 1, 2 and 3 students, a difference of \$4.5 million or 26 percent covered by operating funds, which demonstrates the Board's significant ongoing commitment to Student Services.
-  The District is continuing its development of a hot lunch program for students through discussions with vendors and non-profit organizations. The goal remains to scale this up to a daily pay-what-you-can hot lunch program.

Barriers and Other Factors

The average age of the District's facilities is 50 years, which is beyond their useful economic 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. This will continue to have significant operational impacts for the District for at least the next five years. As noted above, the Ministry has supported the District to proceed with developing a business case and the District is working through this process as expeditiously as possible.

Ongoing upgrades are necessary to properly serve students and staff at Mount Baker Secondary School. The District believes the best option at this time for Mount Baker Secondary School is a full facility replacement and 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 when excluding the reliance on portable classrooms. 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 late fiscal 2027/28.

Summary

The Finance, Operations, Transportation, and Information Technology 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.

Framework for Enhancing Student Learning



School District No. 5 (Southeast Kootenay)
French Immersion Literacy



September 2026

French Immersion Literacy

Data Collection

Qualitative data (interviews with teachers and administrators in the French Immersion community) indicate that French Immersion (FI) students struggle to reach reading and writing proficiency in the French language throughout the grade levels, making it more difficult to grasp content in social studies, literature studies, science, math and other courses. With the implementation of workshops and collaborations in literacy, assessment and oral strategies, teachers are noticing an improvement in literacy skills in early (EFI) and Middle French Immersion (MFI).

Goals

-  To increase proficiency in French pre-reading skills in EFI Kindergarten (K) - Grade 1
-  To increase proficiency in French word reading accuracy, fluency and retell in EFI Grades 1-2
-  To increase vocabulary acquisition and reading comprehension in EFI and MFI in Grades 4-9

Strategies

-  Collaboration and professional development:
 - EFI K-2: Acadiance Reading Français literacy screener to inform practice and support whole-group and individual literacy skills.
 - EFI K-3 : Son-au-Grappe (SAG) structured literacy program
 - MFI 4 : SAG
 - MFI 4-5 : Éclair reading diagnostic
 - K-12 FI teachers: Common European Framework of Reference for Languages (CEFR) and action-oriented approach
 - K-12 FI teachers: Diplôme d'Études en Langue Française (DELF)
 - K-12 FI teachers: oral/aural skills and explicit vocabulary instruction to further reading and writing proficiency
-  Continued creation of curriculum and resource guides at each grade level (scope and sequence)
-  Continued vetting and purchase of language level appropriate resources for classrooms and libraries
-  EFI teaching assistant focusing on early literacy support in kindergarten to grade three

classrooms and speaking activities grades four to nine

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 welcome.

Goal

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

Strategies

-  Continue to present to parents and students before all entry and transition years to create awareness through a consistent message.
-  Continue to create brochures with links to student and parent resources
-  Continue updating district FI webpage

Summary

The District's French Immersion initiatives support the Framework for Enhancing Student Learning outcomes by strengthening literacy and ensuring inclusive access to programming. The strategies listed here directly advance Intellectual Development Goals 1 and 2 by improving reading, writing, and comprehension skills that support success across subject areas.

Framework for Enhancing Student Learning



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

School District No. 5 (Southeast Kootenay)
Human Resources



September 2026

Human Resources

The Human Resources Department supports the Strategic Plan by advancing two connected priorities: Diversity, Equity and Inclusion, and Success for Each Learner. The strategies below focus on equitable recruitment, inclusive professional learning, expanded access to Compassionate Systems Leadership in-service opportunities, Truth and Reconciliation-informed onboarding supported by 4 Seasons of Indigenous Learning, employee wellness, workforce development, and staffing practices that strengthen student learning across the District.

Purpose	Build an inclusive, qualified, and well-supported workforce so every learner has consistent access to high-quality instruction and student support.
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Priority One: Diversity, Equity and Inclusion

Strategy 1: Strengthen equitable recruitment and workforce representation	
Actions:	 Recruit locally, provincially, nationally, and internationally to broaden applicant pools for District positions.  Build and maintain partnerships with agencies that support marginalized job seekers and candidates who face barriers to employment.  Use clear, inclusive recruitment practices to expand access to employment opportunities.
Outcome:	District staff increasingly reflect the diversity of students and communities, contributing to a workforce in which employees feel valued, respected, and included.
Measures and evidence:	Report annually on the diversity of applicant pools and new hires using employee self-disclosure data. Track gender equity and wage disparity year over year, identify trends, and respond to identified gaps.

Strategy 2: Build employment pathways through community and post-secondary partnerships	
Actions:	 AXIS Family Resources: Connect people with developmental disabilities, Autism Spectrum Disorder, and Fetal Alcohol Spectrum Disorder to employment skill-building and job opportunities.  WorkBC: Use accessibility resources and training supports to prepare people with disabilities for District roles, and continue developing a transition-to-employment pathway for grade twelve students with disabilities.  Make A Future: Use the one-on-one recruitment concierge service to connect French Immersion teachers with District vacancies.  Post-secondary institutions: Host practicums and provide resume and interview support to students in the final year of their studies, with an emphasis on new and young workers. Partners include College of the Rockies, University of Victoria (EKTEP), University of British Columbia (WEKTEP and UBC Okanagan), University of Calgary, University of Alberta, and University of Lethbridge.
Outcome:	A broader and more diverse pipeline of qualified candidates, stronger transition pathways into District employment, and increased representation of staff from diverse backgrounds.
Measures and evidence:	Monitor partnership activity, practicum participation, referrals, and resulting applications or hires. Use annual applicant and new-hire diversity data to identify gaps and improve recruitment practices.

Strategy 3: Build employee leadership capacity for equitable, inclusive, and compassionate practice.	
Actions:	 Partner with an external consultant to provide Equity, Diversity and Inclusion (EDI) training for hiring managers, principals, and vice-principals.  Focus training on inclusive hiring and interviewing practices, and on leading and supporting a diverse workforce.  Offer Compassionate Systems Leadership (CSL) workshop opportunities to staff in October and May, with priority given to school employees who have not yet participated in a CSL in-service.
Outcome:	Employees and leaders strengthen their capacity to apply equitable, inclusive, and compassionate practices in hiring, collaboration, and support. Employees experience a workplace in which diversity is welcomed, fair practices are embedded, and people feel valued and respected. Students increasingly see themselves represented in the District workforce, strengthening belonging.

Measures and evidence:	100% of hiring managers, principals, and vice-principals will complete EDI training within two years. Track participation in CSL learning by session and employee group, including first-time participants and completion of the professional development opportunity.
Progress Update	Thirty-three employees attended the May CSL session. The District also supported seven employees to attend the October session in Nelson.

Priority Two: Success for Each Learner

Qualified, well-prepared employees and appropriate staffing levels are essential to consistent learning support across all District communities.

Strategy 1: Strengthen employee qualifications, professional growth, and retention	
Actions:	 Post vacancies with clear requirements for degrees, formal training, credentials, and/or relevant experience.  Provide targeted upskilling for current employees who need qualifications for hard-to-fill roles.  Implement mentorship opportunities that support knowledge sharing, professional networks, growth, and connection.
Outcome:	Students receive consistent, high-quality instruction and support from qualified, well-prepared employees. A culture of professional learning and mentorship also strengthens employee retention.
Measures and evidence:	Gather annual principal feedback on the performance and effectiveness of teaching and support staff. Complete annual support staff evaluations to confirm that performance standards are met or exceeded. Track year-over-year change in the number of unqualified employees in instructional and support roles. Monitor participation and completion in mentorship and upskilling programs, including transitions into fully qualified positions.

Strategy 2: Maintain qualified specialist, instructional, and student-support roles that strengthen student learning in every community	
Actions:	 Develop and post clear job descriptions to attract qualified applicants across counselling, educational assistant, teaching, speech-language, psychology, and learning-services positions.  Use targeted recruitment, training, and upskilling to prepare existing employees and candidates for hard-to-fill roles.
Outcome:	Students and classroom teachers are supported by qualified counsellors, educational assistants, teachers, speech-language staff, psychologists, and other specialists in areas of greatest need. Stable staffing strengthens instruction, supports consistent implementation of Individual Education Plans (IEPs), and provides continuity in student learning and well-being supports.
Measures and evidence:	Use annual principal and teacher satisfaction surveys to assess the adequacy and effectiveness of district teaching staff support. Track vacancy-fill rates with qualified candidates, year-over-year FTE by position category, and changes in the use of unqualified staff.

Current District Staffing Supports — 2026 FTE Summary

The 2026 staffing table below identifies the following position categories and FTE allocations. The total across all listed categories is 89.16 FTE.

Position	2026 FTE
Counsellor	14.39 FTE
Education Assistant Deaf and Hard of Hearing	3.0 FTE
Education Assistant French Specialized	2.53 FTE
Education Assistant Brailist Blind Support	2.04 FTE
Speech Language Assistant	10.00 FTE
Speech Language Pathologist	8.24 FTE
Teacher - English Language Learners	2.00 FTE
Teacher – Transformative Learning	2.00 FTE
Teacher – Instruction French and Numeracy	2.00 FTE
Teacher - Learning Services	34.96 FTE
Teacher - Psychologist	2.00 FTE

Position	2026 FTE
Teacher – Special Education Coordinator, Social Emotional Learning, Deaf Hard of Hearing, Vision Impaired	6.0 FTE
Grand Total	89.16 FTE

Strategy 3: Align staffing allocations for each learner	
Actions:	 As part of the spring staffing process, the Human Resources Department will meet with every school to review needs and confirm that non-enrolling staffing allocations are sufficient to support student learning.
Outcome:	Learning needs beyond the required baseline are identified and addressed through the staffing process so students receive the supports necessary to succeed.
Measures and evidence:	Use ongoing principal feedback to the District Principal of Learning Services, Directors of Learning, and Superintendent to monitor the adequacy and effectiveness of staffing allocations.

Summary

Together, these Human Resources initiatives connect workforce planning directly to student learning and well-being.

FESL Goal Area	Human Resources Contribution
Human and Social Development Goals 1 and 2	Equitable recruitment, community partnerships, EDI and CSL professional learning, 4 Seasons of Indigenous Learning-supported Truth and Reconciliation onboarding, and responsive staff wellness supports strengthen inclusion, belonging, and fair employment practices.
Intellectual Development Goals 1 and 2	Qualified teachers, educational assistants, counsellors, speech-language staff, psychologists, other specialists, mentorship, upskilling, and needs-based staffing provide consistent, high-quality learning support and strengthen implementation of Individual Education Plans.
Career Development Goal	Practicums, resume and interview support, and employment pathways help students, new workers, and diverse candidates prepare for future transitions and employment in the District.

Annual review of the measures in this plan will help the District identify progress, respond to workforce gaps, and refine recruitment, onboarding, employee wellness, professional learning, and staffing practices in support of each learner. Review will include participation by first-time CSL learners and completion of 4 Seasons of Indigenous Learning as part of Truth and Reconciliation onboarding.

Framework for Enhancing Student Learning



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

School District No. 5 (Southeast Kootenay) Indigenous Education



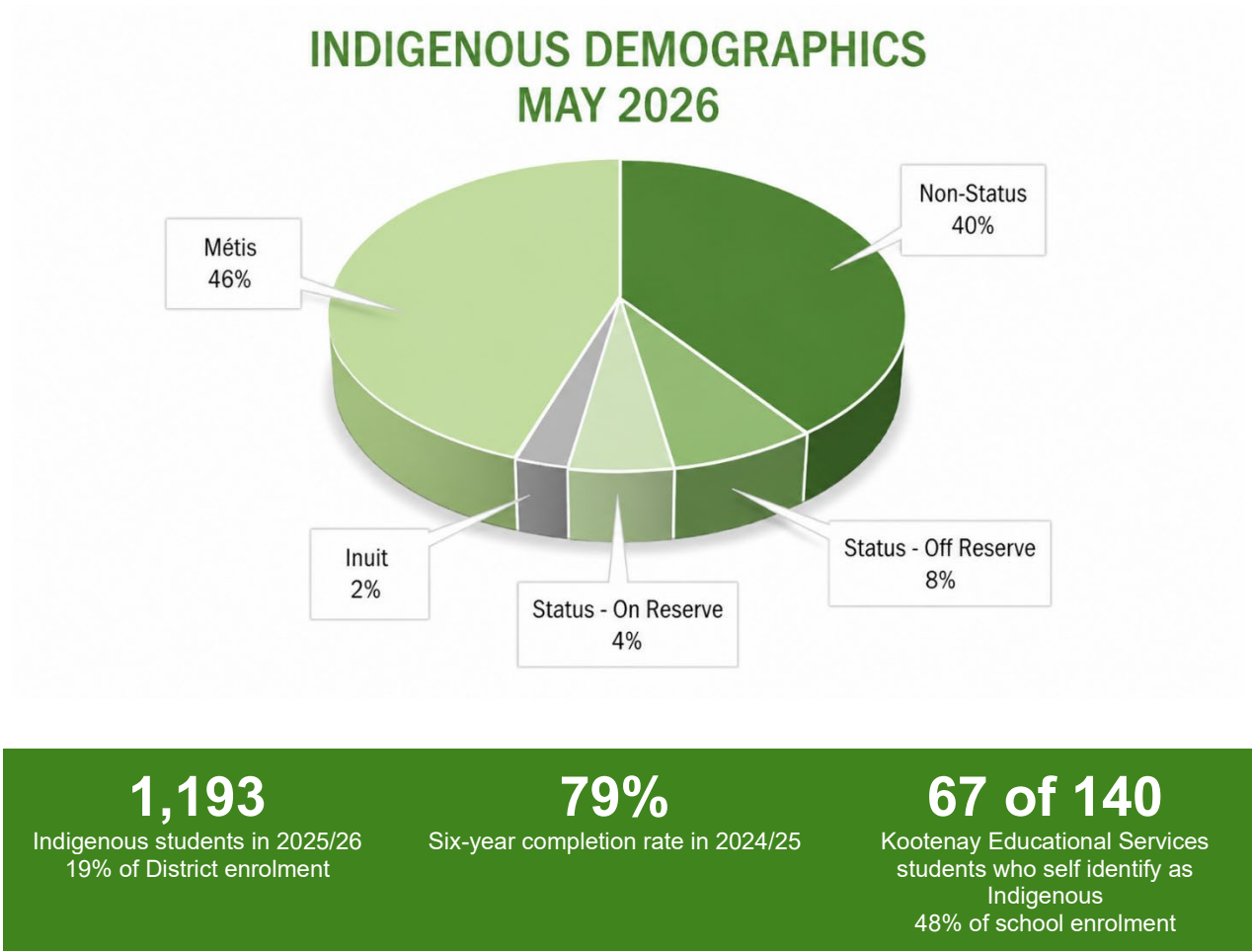
September 2026

Indigenous Education: Relationships as System Work

The District’s work in Indigenous Education is grounded in the understanding that student achievement, belonging, attendance, and successful transitions are shaped by the quality of relationships within the education system. The Indigenous Education Council has strengthened shared governance by creating a table where Indigenous partners, students, families, staff, and District leaders can examine evidence honestly and ask whether existing structures are producing the future communities hope to see.

This relational approach complements the Framework for Enhancing Student Learning and the Indigenous Education Enhancement Agreement. It connects academic outcomes with culture, identity, community voice, and the systems that shape each student’s educational journey.

2025/26 Snapshot



What Evidence Shows

- The six-year completion rate for Indigenous learners improved to 79 percent in 2024/25. The rate remains below the 93 percent rate for non-Indigenous learners, indicating continued need for targeted and system level action.

-  The most recent provincial data show stronger literacy than numeracy outcomes for Indigenous students: In 2025/26, Grade 4 literacy was 52 percent on track or extending and Grade 7 literacy was 54 percent. The most recent Grade 10 literacy result, from 2024/25, was 50 percent proficient or extending.
-  Numeracy remains a significant area for growth. In 2025/26, Indigenous student results were 41 percent on track or extending in Grade 4 and 26 percent in Grade 7. The most recent Grade 10 Numeracy Assessment result, from 2024/25, was 22 percent proficient or extending.
-  Participation rates require attention when interpreting results. In 2025/26, Grade 4 participation for Indigenous students was 72 percent, compared with 89 percent in Grade 7.

Belonging, Attendance and Educational Pathways

The District continues to understand belonging as both an outcome and a condition for learning. Student Learning Survey results suggest areas of strength alongside persistent gaps. In 2024/25, 71 percent of Indigenous Grade 4 respondents reported feeling welcome at school, while 50 percent reported a strong sense of belonging. Among Grade 10 respondents, 63 percent reported feeling welcome and 56 percent reported that school was a place where they belonged.

Attendance remains a critical focus

Consistent attendance is closely connected to academic success, safety, identity, and belonging. The Indigenous Education Council continues to work collaboratively with the District to support regular student attendance and strengthen the conditions that help Indigenous students feel connected, supported, and successful at school.

Building capacity for evidence-informed system inquiry

To strengthen this work, the District is investing in enhanced data and analytics capacity, including the development of a centralized data warehouse and the addition of a District Systems and Data Analyst. This work will support the development of dashboards and other analytical tools that allow the District to examine attendance patterns more consistently, disaggregate results, identify emerging trends and areas of concern, and better understand the experiences and educational pathways of Indigenous learners.

Improved access to timely and meaningful data will support deeper inquiry with the Indigenous Education Council and District staff, helping move the conversation beyond whether students are attending to understanding the factors influencing attendance and where changes to supports, practices, or system structures may be required.

Kootenay Educational Services

The Indigenous Education Council's examination of Kootenay Educational Services (KES) has brought system pathways into sharper focus. KES provides an important place of belonging and recovery for students for whom conventional schooling has not worked. At the same time, the

concentration of Indigenous learners at KES prompts a broader question: what experiences and structures are bringing Indigenous students to an alternate pathway at such a high rate?

140	67	11
Students enrolled	Indigenous students	Indigenous graduates in 2026

Current Direction at KES

-  A dedicated Indigenous Education Support Worker, Elders in Residence, and a Gathering Space.
-  Expanded partnerships with Foundry, BladeRunners, families, and community organizations.
-  Additional teaching, counselling, learning support, and hybrid cross enrolment opportunities with Mount Baker Secondary School.
-  Increased student voice and continued consideration of leadership and accountability structures that reflect the needs of KES students and families.

Relationships as System Work

The Indigenous Education Council has demonstrated that governance changes when relationships are strong enough to support honesty, humility, and sustained dialogue. Its work is moving the District beyond a program-based response toward a deeper examination of policy, leadership, resource allocation, school structures, and accountability.

Priority Actions for 2026/27

-  **Strengthen shared governance:** Continue to centre the Indigenous Education Council in data review, strategic planning, targeted funding decisions, and the evaluation of system structures affecting Indigenous learners.
-  **Improve literacy and numeracy:** Use disaggregated evidence to identify students requiring timely support, strengthen culturally responsive instruction, and monitor participation as well as proficiency.
-  **Advance attendance research and data capacity:** Continue relationship building and community dialogue with the Indigenous Education Council while using enhanced District data and analytics capacity to examine disaggregated attendance patterns, identify push and pull factors, and better understand where barriers occur. Use this evidence to co-create targeted responses and monitor their impact over time.
-  **Reexamine educational pathways:** Study referral, exclusion, suspension, transition, and graduation pathways, with particular attention to the overrepresentation of Indigenous students at KES and the leadership conditions required for success.



Sustain culture and connection: Maintain and expand Indigenous Support Counsellors, Elders in Residence, Gathering Places, Local Education Agreement processes, community partnerships, and professional learning developed with Indigenous partners.

Summary (Looking forward)

The District's next phase of work will be measured not only by improved achievement data, but also by whether Indigenous students experience stronger belonging, more consistent attendance, equitable access to learning, and educational pathways that reflect their strengths and aspirations. The central lesson of the Indigenous Education Council is that systems become capable of seeing new possibilities when relationships are strong enough to ask better questions and remain in the conversation long enough to act on the answers.

Framework for Enhancing Student Learning



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

School District No. 5 (Southeast Kootenay)
Learning Services



September 2026

Learning Services

Over the past year, Learning Services has continued to expand staffing, strengthen professional learning, and enhance school-based supports to ensure students receive timely, responsive, and equitable support. Through a multi-tiered approach focused on communication, literacy, social-emotional learning, behaviour regulation, accessibility, and inclusion, Learning Services is building capacity within schools and strengthening early supports for students. These investments reflect a strategic shift toward proactive, sustainable systems that support student success and well-being.

Early Intervention and Communication Supports

Recognizing the importance of early intervention, Learning Services has expanded both speech-language and literacy supports across schools. Speech-Language Pathologist (SLP) staffing has increased by 1.0 FTE in both the Elk Valley and Cranbrook, improving access to assessment, consultation, and intervention services. This expansion also strengthens support for students attending Kootenay Discovery School and those using Augmentative and Alternative Communication (AAC) systems in middle and secondary schools.

Each of the District's ten elementary schools now benefits from a dedicated 1.0 FTE Speech-Language Assistant (SLA), ensuring equitable access to communication and literacy support across the District. Working in collaboration with the Early Learning District Principal, SLAs are trained in UFLI Foundations and provide evidence-based literacy and communication interventions that help address learning challenges before they become barriers to success.

Every school is supported by a minimum of 1.0 FTE Learning Services Teacher (LST), ensuring consistent access to specialized expertise, student support planning, consultation, and targeted interventions. This model strengthens inclusive practices and helps ensure students receive timely support within their school communities.

To further support successful transitions to school, Kindergarten Educational Assistant support has been extended from September through the end of October. This additional time helps students establish routines, build social connections, and develop self-regulation skills, while allowing school teams to identify and respond to student needs earlier.

Social-Emotional Learning and Neuro-Affirming Practices

Learning Services continues to prioritize social-emotional learning through a collaborative model that places specialists directly in schools alongside teachers and students. Social-Emotional Learning (SEL) Teachers and a Neuro-Affirming Behaviour Consultant provide coaching, professional learning, classroom support, and individualized consultation. The success of this approach has resulted in an additional 1.0 FTE SEL Teacher, increasing support across the District.

The team works with educators to embed self-regulation, executive functioning, and mindfulness strategies into daily instruction while building staff confidence and capacity. Through collaboration with families and school teams, they support students using inclusive, strength-based approaches that promote well-being and reduce barriers to learning.

This work aligns closely with the District's commitment to Compassionate Systems. Building on Reframing Behaviour, SEL Teachers are incorporating the Collaborative and Proactive Solutions (CPS) model, which focuses on understanding lagging skills, strengthening relationships, and

solving problems collaboratively with students. These approaches help create supportive learning environments that foster belonging, engagement, and success.

Accessibility and Inclusion

Learning Services remains committed to removing barriers and improving accessibility for students, staff, families, and community members. Through the Accessibility Plan and public reporting processes, we continue to identify opportunities to enhance participation and belonging across schools.

Recent accessibility improvements include lowered countertops in the Parkland Middle School foods classroom to improve wheelchair access, standing desks in multiple classrooms, and adaptive equipment that supports participation in school activities. Examples include a water float to support a Steeples Elementary School student participating in swim programming and an adaptive sled for a student at Rocky Mountain Elementary School.

The District has also contracted an Orientation and Mobility Specialist who supports students at Mount Baker Secondary School, Parkland Middle School, Kootenay Orchards Elementary School, TM Roberts Elementary School, and Gordon Terrace Elementary School. This specialized service helps students develop skills related to classroom navigation, environmental awareness, mobility in busy and shared spaces, and personal safety, promoting confidence and independence across school settings.

As part of the District's broader commitment to inclusion, the Inclusive Calendar continues to evolve to honour the diverse cultures, identities, languages, abilities, and lived experiences represented throughout the Southeast Kootenay District.

Professional Learning and Capacity Building

Learning Services continues to strengthen staff capacity through ongoing professional learning and collaboration with Provincial Outreach Programs. Recent learning opportunities, including *Leveraging AI*, *Video Modelling*, and *Why Wait on the WIAT?*, have encouraged educators to explore innovative approaches that improve access, efficiency, and responsiveness in supporting students.

This work reflects a growing shift from identifying deficits toward strengthening supports. Rather than focusing solely on assessment, school teams are increasingly asking what interventions and strategies can be implemented immediately to support student success.

Participation in professional learning related to UFLI Foundations, Compassionate Systems, Reframing Behaviour, and Collaborative and Proactive Solutions continues to grow across the District, creating greater consistency in literacy instruction, behaviour support, and inclusive practices.

Learning Services also uses student achievement data, school-based feedback, service trends, and emerging research to guide resource allocation, staffing decisions, and program development. This ensures supports remain responsive to student needs while promoting continuous improvement across schools.

Psychological Services and Responsive Assessment Practices

The Psychology team continues to play an important role in supporting students with complex learning and developmental profiles. An increase of 0.1 FTE has strengthened the team's capacity to provide assessments, consultation, and recommendations that support student success.

While psychoeducational assessments remain an important tool for understanding student needs, Learning Services continues to emphasize timely support rather than waiting for formal testing. School teams are focusing on implementing evidence-informed interventions as soon as learning challenges are identified.

To improve efficiency and consistency, two designated Learning Services Teachers, one in the Elk Valley and one in Cranbrook, continue to administer the WIAT-III. This model allows school-based Learning Services Teachers to spend more time supporting students, collaborating with teachers, and strengthening classroom-based interventions while helping streamline assessment processes.

Summary

Learning Services continues to support the Framework for Enhancing Student Learning by creating responsive, inclusive, and compassionate learning environments. Investments in speech-language services, literacy intervention, social-emotional learning, neuro-affirming practices, accessibility, professional learning, and psychological services are strengthening student well-being, engagement, and achievement.

Through a focus on early intervention, capacity building, and collaborative problem-solving, Learning Services is moving beyond a model centred primarily on identification and remediation toward one that emphasizes prevention, inclusion, and timely support. This work reflects an evidence-informed approach that strengthens school communities and creates equitable opportunities for all learners.

Framework for Enhancing Student Learning



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

School District No. 5 (Southeast Kootenay) Literacy



September 2026

Literacy

Goals and Strategies

Objective 1:	To improve students' ability to be literate at each grade level with an initial focus on the primary years
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Target 1:	By spring 2027, 80 percent of students leaving the primary program (exiting grade three) will be reading proficiently (at or above the Acadience Reading benchmark).
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Spring 2026 48 percent of students leaving the primary program were reading proficiently.
Spring 2025 44 percent of students leaving the primary program were reading proficiently.
Spring 2024 43 percent of students leaving the primary program were reading proficiently.

The District Literacy Plan continues to be implemented in two phases. The first phase focuses on prevention and early intervention for kindergarten to grade 3 students, with the goal of ensuring students develop strong foundational reading skills before leaving the primary program. The second phase expands literacy screening, instruction, and intervention supports into grades four to twelve so that students who continue to experience reading difficulties receive targeted, age-appropriate support throughout their educational pathway.

 **Word Reading:** phonological awareness, phonics, morphology, decoding, word recognition, and fluency.

 **Language Comprehension:** background knowledge, vocabulary, language structures such as syntax and semantics, verbal reasoning, inferring, comprehension strategies, and fluency.

Strategies

1. Screen students using Acadience Reading K-6 Universal Screener

The District will continue to screen all students from kindergarten to grade three, three times per year using Acadience Reading K-6 Universal Screener. This process supports early identification of students who are at risk or not yet meeting benchmark expectations. In 2026, the District will continue to strengthen this strategy by:

- Providing ongoing mandatory in-service training for all kindergarten to grade three teachers on the use of the Acadience Reading K-6 Universal Screener.
- Expanding invitational training and use of Acadience for grades four to six teachers to support identification of ongoing reading needs beyond the primary years.

- c. Providing training on data analysis and interpretation so that screening results are used to inform instruction and intervention.
- d. Providing training on the use of progress monitoring materials.
- e. Continuing data meetings and professional learning connected to the ODM/MTSS, including identifying and validating needs for support, planning, implementing, evaluating the effectiveness of support, and reviewing outcomes.
- f. Beginning to extend literacy screening, data review, and intervention planning so that students in grades seven to twelve who require reading support are identified and provided with targeted, age-appropriate interventions.

2. Strengthen Tier One whole group literacy instruction

The District will continue to strengthen Tier One classroom instruction so that approximately 80 percent of students' literacy needs are met through high-quality, evidence-informed instruction in the classroom. This includes:

- a. Increasing teacher knowledge, skills, and efficacy for whole-group instruction and the design of an effective literacy block, including word knowledge, phonemic awareness, phonics, fluency, comprehension, writing, and cross-curricular literacy opportunities.
- b. Providing resources aligned with evidence-informed practice, including UFLI, Heggerty, vocabulary, morphology, fluency, and comprehension resources.
- c. Supporting teachers to make data-driven instructional decisions that are responsive to the needs of individual students.
- d. Using Universal Design for Learning to differentiate instruction and provide equitable access to grade-level curriculum.
- e. Ensuring that students with diverse needs and Indigenous students have access to, and are present for, whole-group and small-group teacher-led instruction, and that pull-out support does not occur during core literacy instruction whenever possible.
- f. Extending Tier 1 literacy practices into grades four to twelve through content-area literacy strategies, vocabulary development, morphology, fluency, comprehension, and writing across subject areas.

3. Maximizing small group instruction for students experiencing reading difficulties

The District will continue to support schools in maximizing small-group instruction for students experiencing reading difficulties, including students with diagnosed reading disabilities, students with diverse needs, and Indigenous students. This includes:

- a. Increasing teacher knowledge, skills, and efficacy to target specific skills, group students appropriately, and organize effective small-group instruction.

- b. Using screening data to support decisions about how to group students for instruction.
- c. Using diagnostic assessment data to identify and address specific skill gaps.
- d. Using progress monitoring tools to determine whether Tier 2 intervention is effective.
- e. Using a whole-team approach to support classroom teachers, including push-in support from learning services teachers, Indigenous education workers, youth care workers, education assistants, school administration, and other support staff.
- f. Expanding small-group literacy intervention supports into the intermediate grades for students who continue to require instruction in word reading, fluency, vocabulary, comprehension, and written language.

4. Train support staff to provide effective interventions

The District will continue to train literacy support teachers, learning services teachers, and other support staff to provide effective, evidence-informed reading interventions. This includes:

- a. Increasing staff knowledge and skills to provide targeted reading intervention.
- b. Providing resources aligned with evidence-informed practice.
- c. Using screening and diagnostic assessment data to guide intervention decisions.
- d. Providing push-in support for Tier 2 intervention and strategic Tier 3 support based on assessment data.
- e. Supporting middle and high schools to develop intervention structures for students in grades seven through twelve who require continued literacy support, targeted intervention small group, and collaboration between classroom teachers, learning services staff, and school-based teams. Continuing specific training in the Wilson Reading System for Tier 2. Wilson Reading System is based on phonological-coding research and a structured, explicit, sequential, and multisensory approach to teaching reading and spelling.

5. Examine and address additional barriers for Indigenous students in accessing literacy education

The District will continue to examine barriers that may impact Indigenous students' access to literacy instruction, assessment, and intervention. This work will be guided by a commitment to equity, culturally responsive practice, and meaningful engagement. This includes:

- a. Focusing on culturally relevant and responsive resources.
- b. Using Indigenous-specific literacy data to support data-informed decision making.
- c. Learning from and with the land.
- d. Recognizing the role of Indigenous knowledge in learning.

- e. Honouring that learning involves patience and time.
- f. Continuing to review participation, access, attendance, and assessment data to identify barriers and strengthen supports for Indigenous students across kindergarten to grade twelve.

Summary

The District Literacy Plan is grounded in the Framework for Enhancing Student Learning goals of improving student success, strengthening teaching quality, and creating equitable and inclusive learning environments. Through universal screening, evidence-informed instruction, targeted interventions, staff training, progress monitoring, and culturally relevant practices, the district aims to ensure that by spring 2027, 80 percent of students leaving the primary program, exiting grade three, will be reading proficiently at or above the Acadience Reading benchmark.

The 2026 update strengthens the original plan by continuing prevention and early intervention in kindergarten to grade three, expanding screening and support into grades four to six, and developing literacy intervention support for middle and high school students. This ensures that students who require continued reading support are identified, monitored, and supported throughout their educational pathway, with particular attention to Indigenous students, students with diverse needs, and students experiencing persistent reading difficulties.

Framework for Enhancing Student Learning



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

School District No. 5 (Southeast Kootenay) Numeracy



September 2026

Numeracy

Numeracy Goals and Strategies

Intellectual Development

Goal	Build teacher capacity to implement responsive instructional and assessment practices that foster conceptual understanding, student agency, self-efficacy, and emotionally safe environments for mathematical thinking and discourse.
Expected Outcome	Centring culturally responsive instructional and assessment practices will create more equitable achievement outcomes for all students.
Target	Close differential outcomes on grade four FSAs between Indigenous and Non-Indigenous students by 4 percent.

Student Centred Assessment and Instruction Practices Through the Lens of the 4 R's (<i>Kirkness & Barnhardt, 1991</i>)			
Respect honouring Indigenous pedagogies (*)	Relevance ways to consume and communicate knowledge	Responsibility access to power, authority, and opportunity	Reciprocity producer and consumer of knowledge
Create mathematically safe learning environments where students feel comfortable sharing ideas, taking risks, and learning through productive struggle. Value and elevate diverse mathematical strategies and ways of knowing.	Spiral critical number sense concepts across grades. Increase opportunities for mathematical discourse, reasoning, and collaborative problem solving. Present tasks through meaningful contexts, oral	Implement responsive assessment practices that provide timely feedback and support student growth. Use formative assessment to identify strengths and guide instruction/intervention Implement standards-based assessment practices (clear proficiency scales).	Support collaborative professional learning through co-teaching, coaching, classroom inquiry, and shared reflection. Foster mathematical discourse through questioning, explaining, and

Use hands-on learning, visual models, and collaborative structures to support accessibility and inclusion while deepening conceptual understanding.	storytelling, and real-world connections.	Foster student reflection, confidence, and ownership of learning in mathematics.	collaborative thinking. Strengthen connections between classrooms, schools, families, and the broader community to support positive mathematical experiences.
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Key Initiatives

Assessment and Best Practice Working Group	 Collaborative working group focused on responsive math assessment practices  Explore formative assessment strategies and meaningful evidence of learning  Develop common understandings around number sense development and intervention supports how to spiral
Strengthening Middle Years Numeracy	 Inservice focused on building powerful numeracy instruction for Grades 6–9 through proportional reasoning, fractions/decimals, and conceptual intervention strategies.  Support discourse-rich instruction, collaborative problem solving, and classroom routines that foster mathematical thinking, confidence, and engagement.  Provide co-teaching and classroom-based coaching cycles for interested teachers
Building Mathematical Thinking, Confidence & Understanding (K–7)	 Professional learning focused on creating mathematically safe and collaborative classroom communities that support student voice, confidence, and engagement.

	 Strengthen additive and multiplicative reasoning across K–7 classrooms through responsive number sense routines and small group instruction.  Explore the use of manipulatives, visual models, discourse, and CRA approaches to deepen conceptual understanding and support productive struggle.
Math Fact Fluency	 Inservice on how to assess and practice math facts based on the work of Jennifer Bay-Williams
Collaborative Professional Learning	 Support collaborative professional learning through coaching, co-teaching, and classroom-based inquiry  Continue district numeracy book clubs and demonstration classroom opportunities  Provide opportunities for cross-grade collaboration to strengthen understanding of numeracy progression
Community Connections	 East Kootenay Teacher Education Program (EKTEP through University of Victoria): Collaborating with Maureen Farish around supporting Teacher candidates with numeracy.  Basecamp Math: Collaborating with schools to promote numeracy and resiliency through positive messaging and engaging games during a family math night.  Parent University: Facilitating workshops with parents around addition, subtraction, multiplication, and division strategies. Helping parents understand how we teach so they can help their children.

Summary

The District Numeracy Plan is grounded in the Framework for Enhancing Student Learning goals of improving student success, strengthening instructional practice, and fostering equitable

and inclusive learning environments. Through responsive, culturally relevant teaching, ongoing formative assessment, collaborative professional learning, and a focus on conceptual understanding, the District aims to build strong mathematical thinking, confidence, and agency in all learners. By strengthening number sense, discourse, and problem-solving across grades, and prioritizing support for Indigenous students and those with diverse learning needs, the District is working to improve achievement outcomes and reduce disparities in numeracy performance.

Framework for Enhancing Student Learning



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

School District No. 5 (Southeast Kootenay)
Digital Literacy



September 2026

Digital Literacy

Objective

The Digital Literacy FESL aims to enhance student educational outcomes by providing access to digital learning experiences to foster core competencies in students. This strategy supports students' intellectual and social development, and career building skills through inclusive, technology-driven learning to develop well-rounded digital citizens.

Action Items for 2026/27

The Transformative Learning Team will:

-  Provide multiple pathways for digital literacy engagement by offering flexible, responsive supports that include classroom-based learning, Design Lab programming, and district-wide initiatives to strengthen participation across schools.
-  Build teacher digital literacy and AI capacity through professional learning
Provide workshops, co-teaching, classroom-based support, shared resources, and practical strategies for integrating digital literacy and AI.
-  Curate digital citizenship and new AI literacy resources
Support students and teachers in understanding safe, ethical, and effective technology use, including privacy, bias, transparency, and critical evaluation of information.
-  Collaborate with IT to support safe and sustainable implementation by ensuring digital tools, AI platforms, and emerging technologies are reviewed, approved, secure, privacy-conscious, and aligned with district systems.

Strategies

Improve Educational Outcomes for All Students

The Digital Literacy & AI Integration plan supports improved outcomes for all students by providing opportunities that:

-  **Ensure equitable access to learning opportunities and tools**
 - Access to digital platforms, AI tools, and Design Lab experiences is expanded across schools, with targeted outreach to increase participation in underrepresented settings
 - Assistive technologies and inclusive tools are supported in collaboration with Student Services to ensure all learners can fully participate
-  **Develop core competencies that improve achievement**
 - Students build skills in critical thinking, creativity, communication, and digital literacy through hands-on STEAM and AI-integrated learning

- Evaluating information, digital citizenship, and AI literacy supports deeper understanding and academic success

Embed inclusive and differentiated learning approaches

- Experiential, design-based learning allows multiple entry points for learners of diverse abilities
- AI and/or digital tools are leveraged to personalize learning, enhance engagement, and support diverse learning needs

Strengthen system-wide improvement through professional learning

- Teachers receive ongoing support through workshops, co-teaching, and access to classroom-ready resources
- Collaboration across schools builds collective capacity and consistency in instructional practice

Focus on the Educated Citizen

This plan contributes to the development of the Educated Citizen by supporting intellectual, human/social, and career development:

Intellectual Development

- Students engage in inquiry-based, hands-on learning that builds problem-solving, innovation, and technological fluency
- Digital literacy and AI integration strengthen information literacy and critical evaluation skills

Human and Social Development

- Instruction emphasizes ethical, responsible, and safe use of technology, including AI transparency, privacy, and bias awareness
- Collaboration, communication, and digital citizenship are embedded across learning experiences

Career Development

- Students explore real-world applications of technology through coding, robotics, media production, VR, and AI-supported learning
- Design Lab and STEAM initiatives provide opportunities to apply learning in authentic, project-based contexts

Contribution to Society

- Learners develop the skills and attitudes needed to participate in a democratic, pluralistic, and technologically advanced society
- Emphasis on creativity, innovation, and responsible technology use supports future economic participation

Enable Through Capacity Building, Strategic Planning, and Coordinated Implementation

This work reflects a coordinated, system-wide approach to improving student outcomes:

Capacity Building

- Professional learning builds teacher confidence and skill in integrating digital tools and AI effectively
- Resource hubs, Design Lab supports, and collaborative networks strengthen instructional practice across the district

Strategic Planning

- Implementation aligns with:
 - BC Digital Literacy Framework
 - Ministry guidance on AI in education
 - District Digital Literacy & AI Scope and Sequence
- Annual review processes ensure responsiveness to emerging technologies and student needs

Coordinated Implementation

- The Transformative Learning Team provides consistent district-wide support through:
 - In-class experiences
 - Design Lab programming
 - District initiatives such as STEAM Fest

Monitoring and Reporting

- Student participation, engagement, and access are tracked across initiatives (e.g., STEAM Fest, Design Lab access)
- Communication of learning initiatives highlights student achievement and system progress

Summary

The Digital Literacy FESL provides a plan to improve student outcomes through access to digital tools, hands-on STEAM learning, and responsible AI integration. It supports students in developing the core competencies, digital citizenship skills, and creative problem-solving abilities needed to participate confidently in a rapidly changing technological world.

Through Design Lab programming, classroom-based support, professional learning, STEAM Fest, and alignment with provincial and district priorities, this plan supports meaningful digital learning opportunities across schools. Encouraging teacher and student access, engagement, and participation will help ensure the work remains equitable, responsive, and connected to emerging student needs.