



The Board of Education of  
School District No.5 (Southeast Kootenay)  
**AGENDA SPECIAL PUBLIC MEETING**

September 26, 2022, 1:00 p.m.  
Cranbrook Board Office

**Pages**

**1. COMMENCEMENT OF MEETING**

1.1. Call to Order

1.2. Consideration and Approval of Agenda

**2. NEW BUSINESS**

2.1. Framework for Enhancing Student Learning

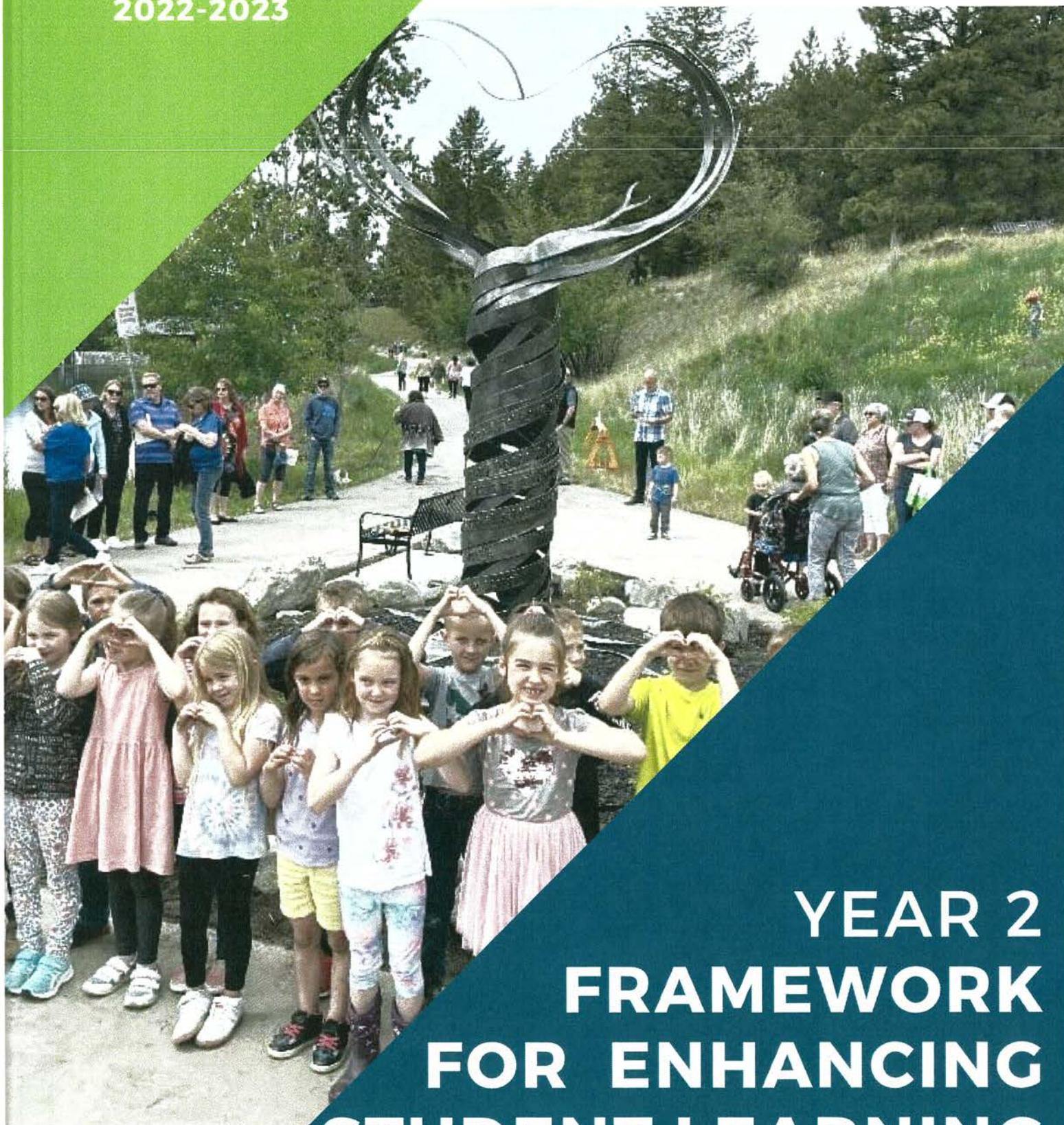
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THAT the Board adopt and approve the Framework for Enhancing Student Learning for 2022/2023 and authorize the Superintendent to submit to the Ministry of Education.

**3. QUESTION PERIOD**

**4. ADJOURNMENT**

**SCHOOL DISTRICT NO. 5  
(SOUTHEAST KOOTENAY)  
2022-2023**



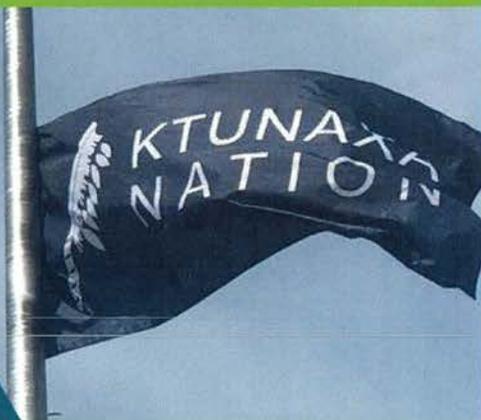
# **YEAR 2 FRAMEWORK FOR ENHANCING STUDENT LEARNING**



INDIGENOUS LAND ACKNOWLEDGEMENT.....	3
OUR CONTEXT.....	3
OUR DATA STORY.....	4
PARTNER ENGAGEMENT.....	4
INTELLECTUAL DEVELOPMENT.....	5
SOCIAL EMOTIONAL DEVELOPMENT.....	6
CAREER DEVELOPMENT.....	7
OPERATIONAL DEVELOPMENT.....	8
STUDENT RESULTS .....	9
CONCLUSION.....	10

# ACKNOWLEDGEMENT

*School District No. 5 (Southeast Kootenay) respectfully honours and acknowledges that we live, work and learn on the unceded traditional territories of the Ktunaxa peoples. The footprint of our School District is fully contained within the Ktunaxa Nation, including the communities of ʔaq'am and Yaqit ʔa-knuq̓it̓.*



## OUR CONTEXT

School District No. 5 (Southeast Kootenay) is located in the southeast corner of the province of British Columbia. Our region features spectacular mountain scenery, clean lakes, forested hillsides, and wide-open spaces. With an approximate population of 36,000 most people live in the communities of Cranbrook, South Country (Baynes Lake, Grasmere, Elko, Galloway and Jaffray), Fernie, Sparwood and Elkford.

School District No. 5 (Southeast Kootenay) (the District) encompasses 18 schools, including one online school and five French Immersion schools to serve the approximately 6,125 students within our communities. We provide transportation to over 2,000 students. The District employs approximately 900 staff, with nine members of the Board to guide and support our district initiatives.

Our Framework for Enhancing Student Learning (Framework) is reflective of the commitment our staff and community partners have to ensure student success. In numerous meetings with our partner groups and district staff, we have looked at data on student success and have created a plan to improve student learning.

Through this process, we have determined our Framework outcomes. Throughout the Framework, we show evidence-based decision-making and have set high targets and expectations for our students. We will be focusing on using quantitative and qualitative data to support the needs of our students.

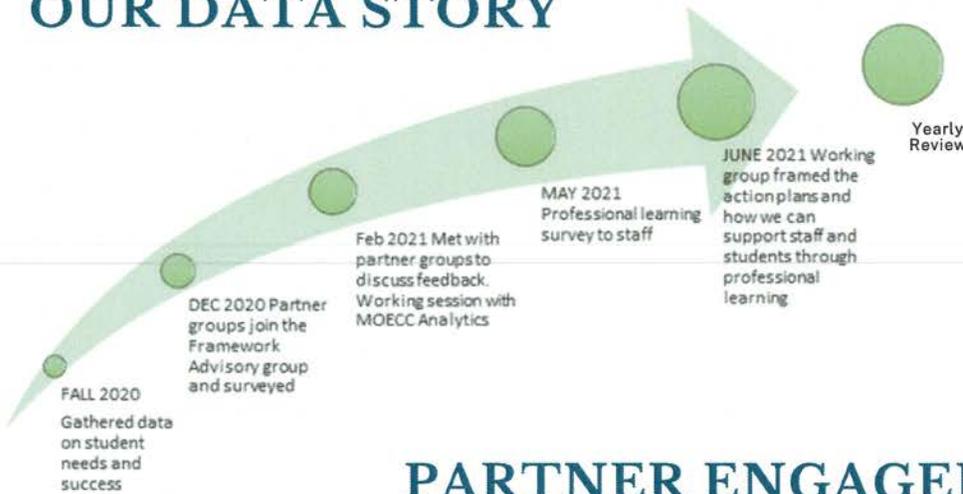
Indigenous community leaders and staff have been active participants in the conception of our priorities. Both the ʔaq'am Governance Coordinator and Indigenous Education Coordinator have been members of the planning committee since its formation. Based on this involvement, the goals of this Framework have been created in alignment with the Aboriginal Education Enhancement Agreement (AEEA). The AEEA review committee has also been an active voice in the feedback process. This includes representatives from both First Nations, both Métis Associations and district Elders.

Within our Framework, we will continue to strive to implement Truth and Reconciliation and the 94 Calls to Action as they relate to education. We will also continue to deepen the understanding of the First Peoples' Principles of Learning and continue to offer authentic learning opportunities and resources to enhance our understanding of Indigenous culture and history. Students should see themselves in our resources and in the literature that we use in our classes. Assessments also need to be culturally safe. Our updated Local Education Agreement and Aboriginal Education Enhancement Agreement will also be reflected in our success plans for students. We are committed to ensuring all students have equitable access to education. Measurement of achievement for Indigenous students should include culturally appropriate measures.

DEMOGRAPHICS	#	%
INDIGENOUS	1,116	18%
DIVERSE ABILITIES	973	16%
FRENCH IMMERSION	525	9%
INTERNATIONAL	80	1%
YOUTH IN CARE		<1%

The District endeavours to maintain high and measurable standards, with a focus on intellectual development, human and social development, and career development, to offer each student the best opportunity to succeed in life. By increasing student-centred learning opportunities that prepare learners to achieve their career and life goals, we aim to improve outcomes and enhance educational experiences for all students, no matter their background or where they live.

# OUR DATA STORY



In alignment with BC Ministry of Education and Child Care's Framework for Enhancing Student Learning (Framework) is a four-year plan with a review in the spring of each year. We are currently in year two of the four-year cycle. The review process will look at the successes as well as ways in which we will adjust our Framework to support student successes while focusing on educational equity.

[2021-2022 FSA DATA](#)

## PARTNER ENGAGEMENT

The District is pleased to have had the input from many community partners throughout our region. The District engaged with our Indigenous community leaders, Canadian Union of Public Employees, Cranbrook District Teachers Association, Fernie District Teachers Association, District Parents Advisory Council, and parents. These stakeholders all provided valuable input. The District formed working groups with members of the stakeholders groups which provided responsive feedback on the priorities for our strategic planning. In our second year of review, the District hosted a virtual open house with a larger outreach of stakeholders to ensure our focus was inline with the communities priorities.

### VISION:

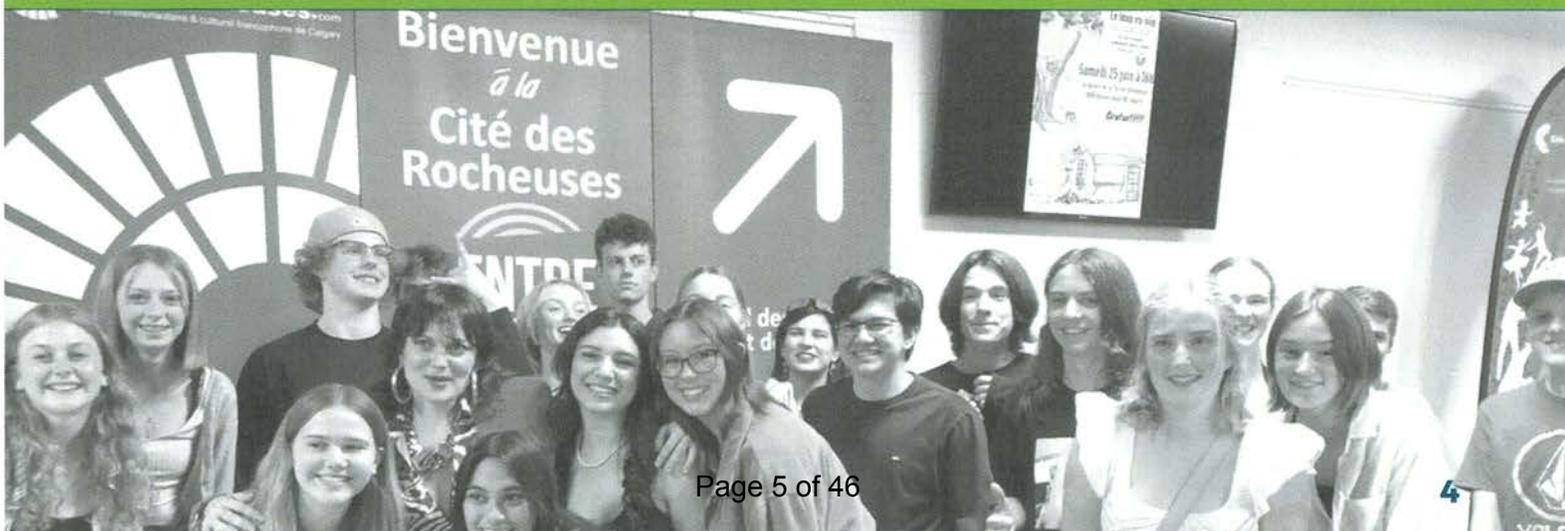
*Students love to learn here, staff love to work here, families love to gather here*

### MISSION:

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

### VALUES:

*Respect, Vision, Fairness, Collaboration, Integrity, Inclusion*



## PRIORITY 1: INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently and acquire basic learning skills of bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression.

### GOAL 1:

TO IMPROVE STUDENTS' ABILITY TO BE LITERATE AT EACH GRADE LEVEL WITH AN INITIAL FOCUS ON THE PRIMARY YEARS

 [Strategic Grade 2 Literacy Plan](#)

### GOAL 2:

TO IMPROVE STUDENTS' SKILL AND CONFIDENCE IN NUMERACY

## LITERACY

Possessing proficient literacy skills gives students the ability to communicate clearly and effectively. Literacy is essential to developing a strong sense of well-being and citizenship. Children who have developed strong reading skills perform better in school and have a healthier self-image. Foundational literacy skills in phonemic awareness, phonics, vocabulary, fluency and comprehension are essential for students to become skilled readers and writers, and will enable them to successfully think and communicate across all areas of the curriculum. These foundational skills will provide them the building blocks for proficient reading and will increase their overall academic success, sense of belonging and social-emotional well-being.

## NUMERACY

Numeracy is necessary for everyday living. From daily activities like telling the time, baking, and playing cards, to the more difficult tasks such as understanding budgeting, planning a trip, reading a map, and understanding timetables. Numeracy is important for individuals to develop logical thinking and reasoning strategies in their everyday activities as well as different career opportunities. We need numeracy to solve problems and make sense of numbers, time, patterns, and shapes for activities like cooking, reading receipts, reading instructions, and even playing sports.

### STRATEGIES

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

### EXPECTED OUTCOME

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

**TARGET: STUDENTS IN GRADE TWO WILL IMPROVE THEIR LITERACY SKILLS BY 4%**

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

**TARGET: STUDENTS IN GRADE TWO WILL IMPROVE THEIR LITERACY SKILLS BY 4%**



# PRIORITY 2: HUMAN & SOCIAL DEVELOPMENT



The District is prioritizing social development. As students learn and grow, they need support around how to initiate and sustain relationships and how to regulate big emotions. The relationship between our classroom teachers and our students is essential to academic, social, and emotional growth. As such, the District's second priority is around developing the whole student in classrooms and school communities.

## SENSE OF BELONGING

Before anyone can feel safe and secure, basic needs must be met. For example, if a student is showing up to school hungry it will impact their ability to learn. To feel safe and secure, in our buildings, we need to establish trusting relationships and offer safe and caring environments where needs can be met. A student's sense of belonging is essential to developing a healthy sense of self and worth. As students experience personal success it also creates a feeling of accomplishment which allows an individual to achieve their full potential.

## CONNECTIONS WITH ADULTS

All adults in our system can have a positive impact on our students. Research supports that students who can identify two or more adults in their school that care about them will be more resilient and experience greater overall success.

### STRATEGIES

- Improve the quality of student's feeling welcome, safe and connected to their school community
- Improve the percentage of students who feel there are two or more adults in their school who care about them
- Focus on barriers to equity with our Indigenous, Children and Youth in Care and students with diverse abilities
- Develop a K-12 plan for ensuring students feel safe, welcome and connected to their school and community

### EXPECTED OUTCOME

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

**TARGET: TO INCREASE THE SENSE OF BELONGING FOR ALL STUDENTS IN GRADE 7 BY 2% AND TO INCREASE THIS FOR OUR INDIGENOUS STUDENTS BY 5% IN THE SAME GRADE**

**TARGET: TO INCREASE THE NUMBER OF STUDENTS IN GRADE 7 WHO REPORT THEY FEEL THERE ARE TWO OR MORE ADULTS AT THEIR SCHOOL WHO CARE ABOUT THEM BY 2%**

### GOAL 1:

TO IMPROVE THE QUALITY OF STUDENT'S FEELING WELCOME, SAFE, AND CONNECTED TO THEIR SCHOOL COMMUNITY

 Social-Emotional Learning

### GOAL 2:

TO IMPROVE THE PERCENTAGE OF STUDENTS WHO FEEL THERE ARE TWO OR MORE ADULTS IN THEIR SCHOOL WHO CARE ABOUT THEM



## **PRIORITY 3: CAREER DEVELOPMENT**

Successful graduation is important to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace. Student completion of the graduation program with a Dogwood Certificate is necessary and is a vital prerequisite to a successful transition to post-secondary programs or to viable employment. A successful graduation is important to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and flexibility to deal with change in the workplace.

**GOAL:**  
STUDENTS WILL SUCCESSFULLY GRADUATE WITH BC GRADUATION CERTIFICATES (DOGWOOD) THAT WILL BETTER LEAD TO ATTAINING CAREER AND OCCUPATIONAL OBJECTIVES

**Student Achievement in Grade 10 directly affects student's academic elective choices in Grades 11 and 12**

-  75% of all Grade 10 students and 62% of Indigenous students achieved more than a C+ in Foundations/Pre-Calculus.
-  67% of all Grade 10 students and 57% of all Indigenous students achieved more than a C+ in Workplace Math.
-  73% of all Grade 10 students and 59% of all Indigenous grade 10 students get achieved more than a C+ in English 10.
-  64% of all Grade 10 students and 44% of all Indigenous students achieved more than C+ in Science 10.

Compared to last year's data in English and math, we are seeing more students achieve a greater than C+ average in all areas. However, we recognize that we still have an achievement gap between our Indigenous and non-Indigenous students (the range is a 10-20% difference).

### **STRATEGIES**

- Develop a grade to grade transition plan to support students in obtaining a Dogwood Certificate
- Offer flexible programs across the district within the District
- Expand the Elders in Residence Programs throughout the District
- Continue student success meetings for our grade 9-12 ʔáqam and Yaqit ʔa-knuqti'it students
- Partner work with our Indigenous stakeholders to assess our grade to grade transitions

### **EXPECTED OUTCOMES**

- Students will graduate with dignity, purpose, and options

**TARGET: TO INCREASE THE NUMBER OF DOGWOOD GRADUATES BY 4% ACROSS THE DISTRICT**

**TARGET: TO INCREASE THE 5 YEAR GRADUATION RATES OF ALL LEARNERS WITH A FOCUS ON OUR INDIGENOUS, CHILD AND YOUTH IN CARE AND STUDENTS WITH DIVERSE ABILITIES**



## TECHNOLOGY TO SUPPORT STUDENT LEARNING

The current district technology plan is beginning a new five year cycle for 2022-2027 to align with our Framework. The technology plan will focus on all aspects and components of educational technology including stable, secure and supportive infrastructure that will contribute and directly connect to teaching and learning. It will be important to continue to focus on equitable access to technology for all students and to provide tools and professional learning to staff and students to enhance student learning.

## SCHOOL GROWTH PLANS

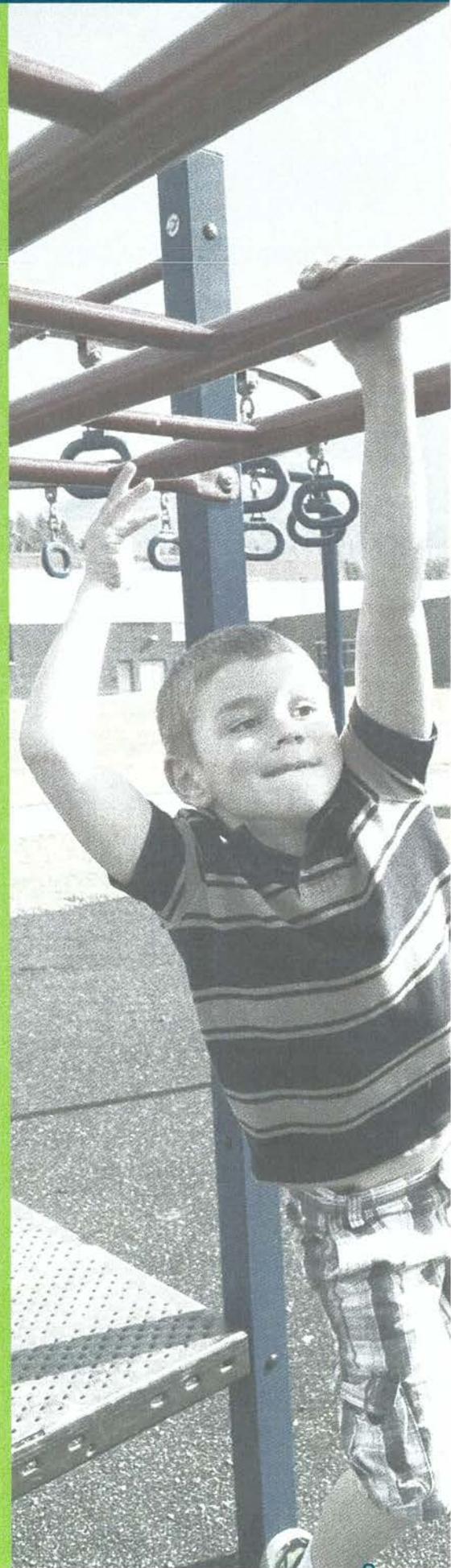
School staff will work with their school community to choose an improvement goal of either literacy or numeracy dependent on their data and focus area. They will use both pre-data and post-data and will work on a continued cycle of improvement. School budgets and professional development should align with the school growth plans. The school growth plans will be presented to district management in June and will be reviewed yearly with staff and stakeholder groups. School growth plans will be submitted to the Board of Education yearly, by September 30th. The Board of Education is committed to supporting professional learning based on school growth plan literacy, numeracy and social emotional learning goals that reflect district priorities.

## FINANCE AND OPERATIONS

The District operates on a budget of \$79 million dollars which is spent on staffing, services and supplies and capital assets. Staffing makes up 84% of the overall budget. There are special purpose funds in addition to the operating budget. These are targeted funds that support ministry identified priorities (for example the new affordability fund). A plan for these funds will be made in partnership with schools and community stakeholders to ensure equity and transparency. For a more in-depth breakdown of the district's funding please click the link above.

## HUMAN RESOURCES

Our Human Resource Department is committed to ensuring that our hiring practices reflect our district priorities. As such, four district strategies have been identified to support the District's goals through ensuring that our staffing levels are both adequate and diverse. A District literacy teacher was hired in 2021-2022 and we have added a District Numeracy and a District Social Emotional Learning teacher for this school year. We have received federal funding to support our French Immersion programs with additional teaching staff and lastly, we are hiring an online teacher coordinator to ensure that our online and blended programs are accessible to all of our communities. For a complete list of our strategies please click the link above.



## DISTRICT SUCCESSES

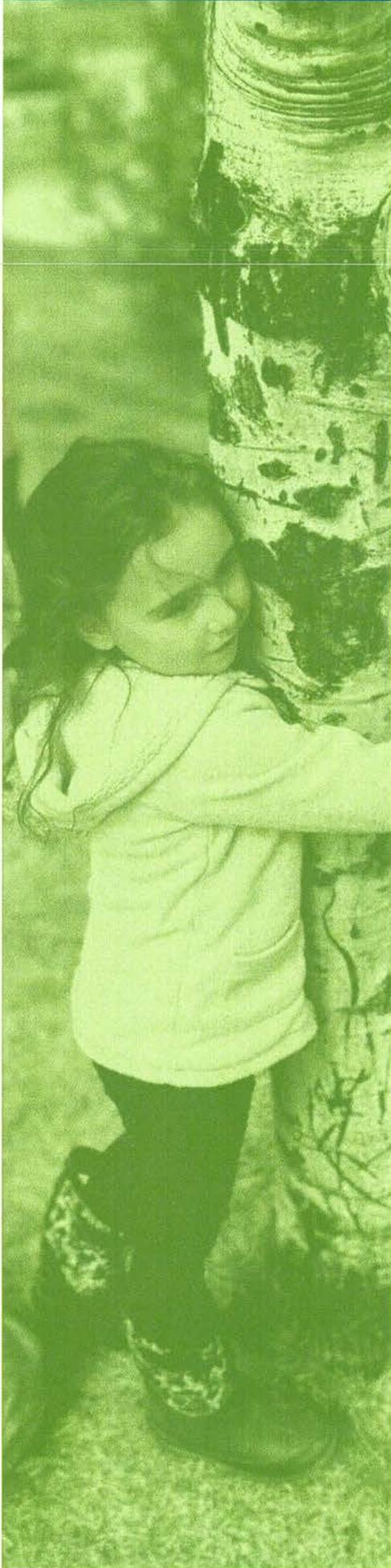
The 2021-2022 year was busy as we were gathering baseline data on our grade twos (this year's grade threes) around our literacy priority. The District also participated in the Middle Years Development Instrument (MDI) which provided information on our grades five and eight around their social and emotional wellbeing, which during COVID, indicated that students have been struggling. In order to support our District priorities, we have hired a District Numeracy teacher, and a District Social and Emotional Learning teacher. These roles will work closely with our schools to support their strategical goals around the Framework to support our educational outcomes in year two. With the expansion of our Elders in Residence program, more schools are benefiting from having a direct cultural support from our Elders. The District's Indigenous Education department has established regular Student Success Meetings with ʔaǰam education leaders to inform and develop plans for all ʔaǰamnik students in grades 9-12.

### FOUNDATIONAL SKILLS ASSESSMENT (FSA)

The Foundational Skills Assessment (FSA) is a provincial exam that grade four and seven complete. The District has approximately an 80% participation rate for the general population. The data for our students with diverse needs is 30% or lower. Last year in literacy, 70% of our grade fours were on track, 62% of our Indigenous students were on track and 50% of our students with diverse abilities were on track. With the exception of our students with diverse abilities, our grade fours students are within the provincial average.

In numeracy, we are below the provincial average in all groups with 50% of our grade fours on track, 36% of our Indigenous students are considered on-track. We did not have a sample size large enough to gauge the level of achievement of our students with diverse abilities. In literacy 61% of our grade sevens were on track, 57% of our Indigenous students were on track and 36% of our students with diverse abilities were on track. With the exception of our Indigenous students, our grade seven students are below provincial average. In grade seven numeracy, we are below the provincial average in all groups with 48% of our grade sevens on track, 31% of our Indigenous students are considered on-track. We did not have a sample size large enough to gauge the level of achievement of our students with diverse abilities.

Understanding that this is only one measure, we need to compare school and district based data to help us better understand where our students are at. This priority will be addressed as we have hired a Numeracy teacher, in addition to the Literacy teacher, to support this work moving forward.



# MIDDLE YEARS DEVELOPMENT INSTRUMENT AND STUDENT LEARNING SURVEY

Our Human and Social Development goals look at data from the provincial Student Learning Survey (SLS) and the Middle Years Developmental Instrument (MDI). The Well-Being Index of the MDI shows that 64% of our grade fives and eights are reporting positive well-being which is consistent with the provincial data. Overall, we saw more positive responses from our SLS questions around belonging in our schools and society (compared to previous years). However, the percentage of grades four, seven and ten students who feel there are two or more adults at school who care about them went down significantly. Overall, our Indigenous student population reports lower levels of feelings of belongingness and connectedness. This will continue to be a major focus for the district. Please click on the link above for a breakdown of the results.



## CONCLUSION

We are in year two of our Framework for Enhancing Student Learning and our District's priorities have been broad in that they address 'all learners'. The priorities and outcomes have not focused on our Indigenous students, Children and Youth in Care or our students with diverse needs. Certainly, we are keenly aware that that data shows this group is below average, and we have set improvement targets, on graduation rates, provincial assessments, district, and school-based data to narrow the gap. However, we will be focusing on strategies to improve the domains of identity, belonging, mastery and efficacy to address student voice and agency in our system. We are fortunate to have long-standing Elders in Residence participating throughout our District in classrooms and as advisors; however, we need to address the pedagogy and our underlying biases to be able to dismantle systemic racism and inequity in our system. Lastly, if we shift our efforts to effectively impact those that need it most, to focus to our most vulnerable, we anticipate everyone will experience positive gains. We use the term 'our' when referencing students not from the colonial lens of possession but as valued members belonging in our school communities where we have a collective responsibility to ensure that all students needs are being met from a place of understanding, caring and compassion which includes decolonization and a commitment to Truth and Reconciliation and the 94 Calls to Action.





# Strategic Literacy Plan

## Vision

To improve student learning

## Goal

For all students to meet or exceed literacy expectations for each grade level

## 2021/22 Target

A 4% improvement in reading ability for all emerging and developing readers

Currently, the June 2020 report card data for grade 2 literacy (ELA) shows 42% of our students are not proficient in English Language Arts; this has remained consistent since 2017. While useful for communicating learning to parents, this report card data is problematic for identifying emerging readers (not meeting grade level expectations), implementing interventions and tracking individual student's progress in reading. The ELA report card mark is made up of Reading, Writing and Oral Language and is subjective, varying across the district, and from teacher to teacher. The use of a common core reading assessment to collect benchmark data in order to identify students not meeting grade level expectations in reading (Emerging and Developing) will allow teachers and district staff to analyse the data, identify and track individual students and then put supports and processes in place to move student learning forward.

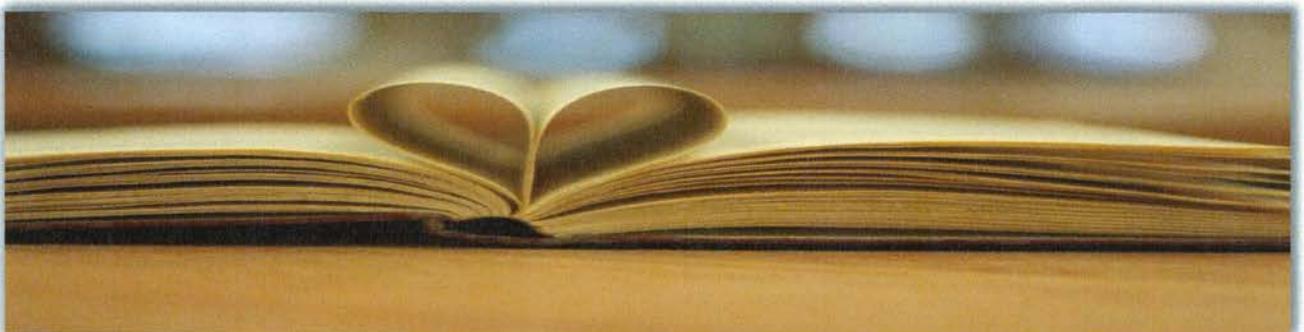
As a response to our Literacy Goal for the Framework for Enhancing Student Learning (FESL), we plan to implement a district wide common reading assessment at the grade 2 level. Teachers will have the choice to use either, Fountas & Pinnell BAS 1 (F&P), or PM Benchmarks. These common assessments will provide data to not only identify emerging and developing readers but will also enable teachers to use the data to inform instruction during whole class, small group and one-on-one interventions.

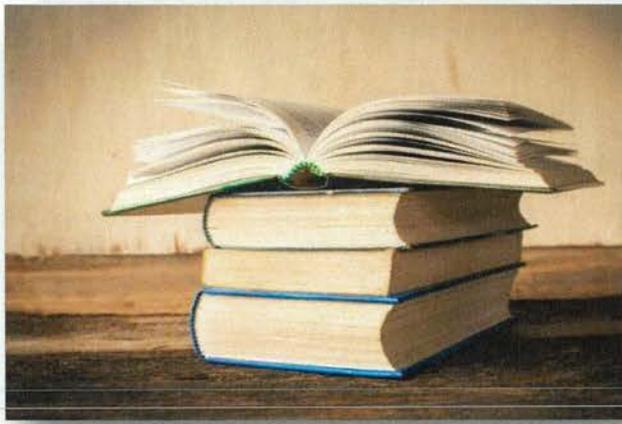


Schools will be required to submit data for all grade 2 students Emerging and Developing (F&P Level L or lower, PM Benchmarks Level 21 Gold or lower) to the district by June 2022. The information required will be: Student Name, Gender, Indigenous Status (on/off Reserve), Designation or Diverse Needs. A spreadsheet will be provided.

# Two Year District Reading Assessment Timeline

	2021/22	2022/23
<b>Fall</b>	<ul style="list-style-type: none"> <li>⇒ Teachers will be provided with in-service training on the administration and use of the Fountas &amp; Pinnell BAS 1 Assessment</li> <li>⇒ Training will be offered as a .5 day session (AM or PM)</li> <li>⇒ There will be two dates for participants to choose from (Cranbrook and Fernie) and an option of attending either an AM or PM session</li> <li>⇒ TTOC time will be provided               <ul style="list-style-type: none"> <li>• Cranbrook .5 day</li> <li>• Fernie .5 day</li> <li>• Sparwood/Elkford 1.0 day available to account for travel</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>⇒ Training for Grade 3 Teachers on the Fountas &amp; Pinnell BAS 1 Assessment</li> <li>⇒ Benchmark Data for Grade 2 Emerging and Developing readers to the district</li> <li>⇒ Benchmark Data for Grade 3 Emerging and Developing readers (tracking cohort from 2021/22 school year) to the district</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>⇒ Teachers who did not attend Fall in-service, will be provided with in-service training on the administration and use of the Fountas &amp; Pinnell BAS 1 Assessment (details TBD)</li> <li>⇒ Benchmark Data for all Emerging and Developing grade 2 students (see excel spreadsheet) due to the district</li> <li>⇒ Data Analysis from the district               <ul style="list-style-type: none"> <li>• Revise FESL</li> <li>• Track individual emerging and developing grade 2 readers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>⇒ Benchmark Data for Grade 2 Emerging and Developing readers due to district</li> <li>⇒ Benchmark Data for Grade 3 Emerging and Developing readers due to district</li> <li>⇒ Data Analysis from the district               <ul style="list-style-type: none"> <li>• Revise FESL</li> <li>• Track individual emerging and developing grade 2 readers</li> <li>• Plan for possible supports for schools</li> <li>• Professional learning Resources</li> </ul> </li> </ul>





## Commitment and Responsibilities:

In order to improve literacy, we need to all work together.

### Teachers

- Administer assessment
- Analyse results to:
  - Identify struggling at-risk readers
  - Plan and implement interventions
  - Inform Instruction
- Reach out to admin. and district for support
- Submit data for emerging and developing readers to principals

### Principals/Vice Principals

- Support teachers to administer assessment
- Support teachers in carrying out interventions
- Know who your struggling readers are and what is being done to support them
- Reach out to district for support when needed
- Collect and submit data to the district

### District

- Support teachers and administrators
  - Professional Learning
  - Resources
- Analyse data from schools
- Identify at risk readers
- Track and support emerging and developing readers

*Schools engaged in continuous school improvement clarify whom they have as students, understand where the learning organization is right now on all measures, consider processes as well as results, create visions that make a difference for whom they have as students, help everyone get on the same page with understanding how to achieve the vision, and know if what the learning organization is doing is making a difference.*

*-Education for the Future*

## NEXT STEPS

Teachers are the masters of their craft and the ones who know their practice and their students best. We honour your work and the incredibly difficult job you are tasked with. After the initial assessment your next steps are up to you. But...we are here to help. If you feel you need some support:

- Using the information from the assessment
- Planning instruction that focuses on prevention
- Developing and implementing interventions
- Focusing on an inclusive classroom with supports for all learners

We may not have all the answers but we can provide opportunities for professional learning and collaboration in order to learn from each other and move student learning forward

## HERE ARE SOME POSSIBLE OPTIONS

### Grade 2 Balanced Literacy Project

- We currently have six elementary schools participating in this project. There will be opportunities to share what we learn from our speaker and from working together with our colleagues.

### Professional Learning Sessions

- A variety of after school sessions will be available throughout the year. If you have a specific request please email [erin.jones@sd5.bc.ca](mailto:erin.jones@sd5.bc.ca)
- If you have a passion, program, resource, or expertise and are willing to share please reach out and we will try to connect you with other teachers.

### Growth Plan and Professional Development

- Speak with your principal about your school's Growth Plan. Are you able to:
  - Meet collaboratively with your grade team
  - Meet with other grade two teachers in the district (Erin Jones can organize this)
  - Book professional learning sessions during the day

### Additional Funds

- Ask your principal about applying for additional funds for resources

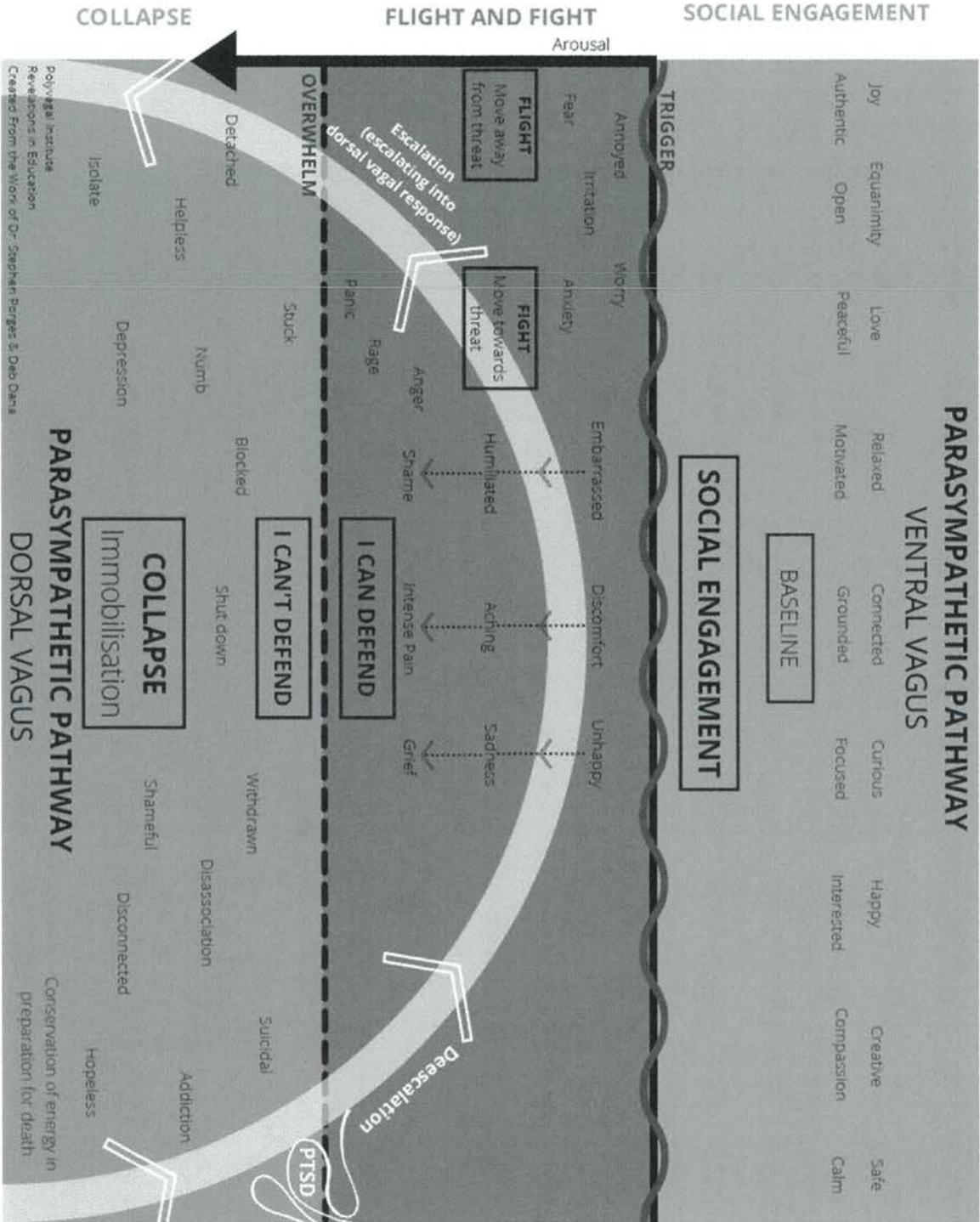
# PLANTING THE SEEDS

## SD5 SEL/AEN 2022-23

Kimberly Richards  
District Social Emotional Learning Teacher  
MED, EXAT, Neuroeducator (2021)



# SYMPATHETIC PATHWAY



## PARASYMPATHETIC PATHWAY

### Ventral Vagus Nerve

#### Increases:

- Digestion - intestinal mobility
- Resistance to infection
- Rest & recuperation
- Circulation to non-vital organs (skin, extremities)
- Immune response
- Oxytocin (neuropeptide involved in social bonds that allow immobility without fear)

#### Decreases:

- Defensive responses

## SYMPATHETIC PATHWAY

#### Increases:

- Blood pressure, Heart rate
- Fuel availability, Adrenaline
- Respiration - oxygen circulation to vital organs & muscles for mobility
- Blood clotting, Pupil size

#### Decreases:

- Fuel storage & insulin activity
- Digestion and Salivation
- Sexual responses, Immune response

## PARASYMPATHETIC PATHWAY

### Dorsal Vagus Nerve

#### Increases:

- Fuel Storage and insulin activity
- Endorphins that help numb and raise the pain threshold

#### Decreases:

- Heart rate, Blood pressure, Temperature
- Muscle tone, Facial expression, Eye contact, Intonation, Awareness of the human voice, Social behaviors
- Immune response

# APPLIED EDUCATIONAL NEUROSCIENCE TIERED SUPPORTS

(c) Jenn Haak 2022

What experiences does this student need?

- Tier 3**
- Brain state and/or polyvagal tracker and reflection tool
  - Structured breaks
  - Referral to counselor or behavior support

How may I serve you?

**Tier 2**

- 1. REGULATE**
- Dual brain sheets
  - Give two acceptable choices
  - Student names or draws their sensation(s)
  - Accommodations through ACEs lens
  - Use of anchor item
  - Amygdala reset area

- How may I serve you?
- Parent interview
- 2 x 10, 1 x 10
- Mediation
- Ask for forgiveness
- Repair relationship
- Student assigns educator homework
- What experiences does this student need?
- Dual brain sheet reflection and implementation

**3. REASON**

**Co-Regulation**

- Track polyvagal states
- Anchor walls
- Anchor items
- Sensation walls
- Educator brain state care plan
- Growth mindset language
- Focused attention practices
- Breathing strategies
- End each day with glimmers or gratitudes

**Attachment Touch Points**

**Tier 1**

- Brain-aligned bell work
- Community/building morning meetings
- Attachment touch points in routines and procedures
- Proactive and positive family engagement
- AEN/SEL classroom jobs
- Greet each student warmly by name
- Positive referral forms
- Teach neuroanatomy

# THEN TO NOW...

## **SDS's Journey with SEL**

Social Emotional Learning Centre Pull-Out  
Social Emotional Learning Centre Push-In  
Social Emotional Learning Centre beginning  
Data Baseline & Interoception & Adult Focus



## **2022/23**

- Building a strong Tier 1 & 2 Foundation –CAPACITY BUILDING
- Changing the lens from a program to a framework that is imbedded in our routines, procedures and focused on building safe, nurturing relationships within our buildings
- Connection over Compliance –understanding how to support the nervous system growth and health of our staff and students carrying in toxic stress/trauma
- It is a journey...



1

## DISTRICT DIRECTION

### District Vision-Education Technology

- School District 5 believes in a student-centered approach to engage and move learning forward by providing innovative technology and experiences.

**Vision:**  
Students love to learn here, staff love to work here, families love to gather here

**Mission:**  
Our students will graduate with dignity, purpose, and options.

**Values:**  
Respect, Vision, Fairness, Collaboration, Integrity, Inclusion.

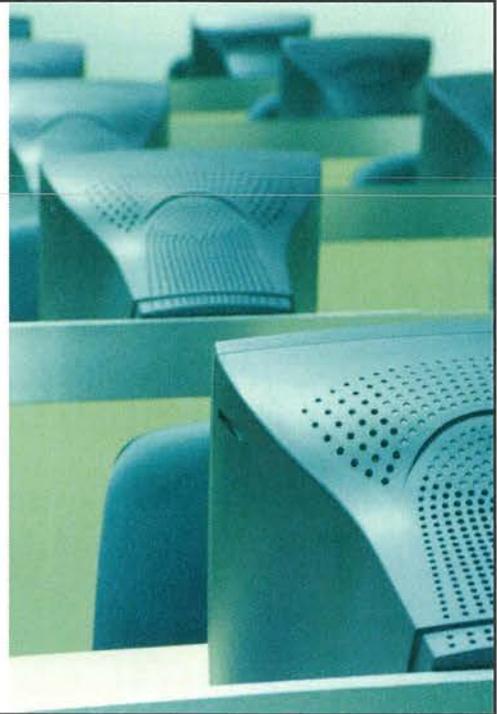




2

## CONNECTION TO DISTRICT GOALS

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



5

1

### Outcome 1:

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

2

### Outcome 2:

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

3

### Outcome 3:

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

4

### Outcome 4:

Students will graduate with confidence, purpose, and options.

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

6

## SUCCESSSES WITH TRANSFORMATIVE LEARNING TEAM 2017-2022

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

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

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

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

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

9

## CURRENT ROADBLOCKS

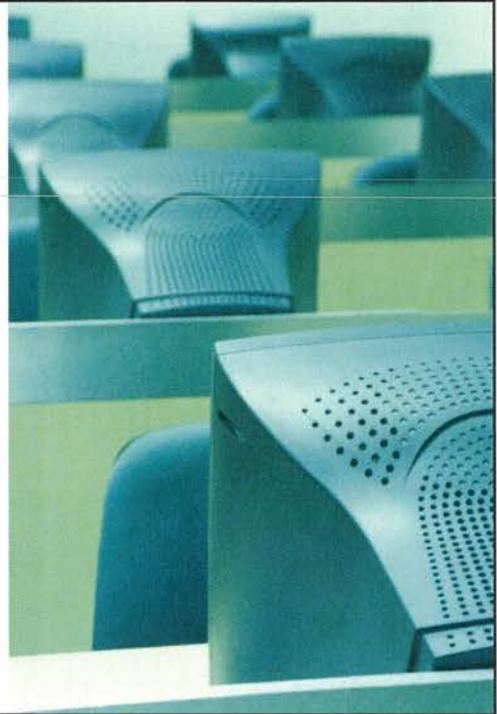
- Education technology requirements differ at each school: some require more devices than the ratio provides (programming, staff, logistics).
- Smart Boards are not always used to full potential in every classroom.
- Smart Boards are not part of the District Education Technology plan.
- Learning commons and needs differ school from school to school.
- The current number of flex computers does not meet the demand for TTOC and parttime employees.

10

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## SD5 INFORMATION TECHNOLOGY SUPPORT

- Support people:
  - 6500 students, 1100 staff, and 13000 parents
- Purchase and Repair hardware:
  - 2000 computers
  - 1000 pad's
  - 20 physical servers
  - 104 virtual servers



13

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## THE EDUCATION TECHNOLOGY PLAN IS DIVIDED INTO FOUR (4) AREAS

Infrastructure

Professional Learning

Student Learning

Organization

14

## STUDENT LEARNING

To assess how technology links to current and future curricular goals and activities education software, access to technology, safety and Freedom of Information and Protection of Privacy Act (FIPPA).

Digital Citizenship is the body of knowledge related to safe online behavior and includes security, privacy, personal information, use of photographs, digital property rights and protection from viruses and malware. Digital Citizenship is a way to prepare students for a society full of technology. Digital citizenship represents the norms of appropriate and responsible technology use. It is expected that districts will need to set standards for students and teachers to articulate and set policy to define and govern appropriate use of technology, and for the protection of personal privacy.

Tools to support ongoing assessment activities and ongoing self assessment

Technology can help teachers track and assess their students' progress, as well as their own. It can also be used to facilitate communication between students, teachers, and parents and to create digital records of student growth and development that can easily be passed along from grade to grade.

My Education BC, Scholantis, myBlueprint and Seesaw are assessment and communication platforms used in the district.

Provide technology to support all learners; Indigenous, Children and Youth in Care, and Diverse Learners.

From a technology standpoint, we need to determine where we are now and consider where we want to be in the future.

17

## ORGANIZATION

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

MyEducation BC  
Power School  
Permission Click  
Safe Arrival  
School Messenger

## Communication

### Disaster Recovery Plan

### Retention of data and mailboxes

### Staff and student data

18



## DISASTER RECOVERY AND BUSINESS CONTINUITY

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

21



## 2022-2026 EDUCATIONAL TECHNOLOGY PLAN DEVICE RATIOS

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

22

## EDUCATIONAL PRIORITIES DRIVE THE TECHNOLOGY



Equitable access for all learners: Children in Youth and Care  
Vulnerable learners  
Students with diversabilities  
Indigenous Students



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



Learning commons and collaboration



Focus areas

Literacy  
Numeracy  
Sense of belonging  
Graduating with purpose

25

## SCHOOL LEVEL EDUCATION TECHNOLOGY PLAN

2022-2026

Schools will:

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

26



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## DIGITAL RESOURCES

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

29



## INTEGRATING DIGITAL TOOLS:

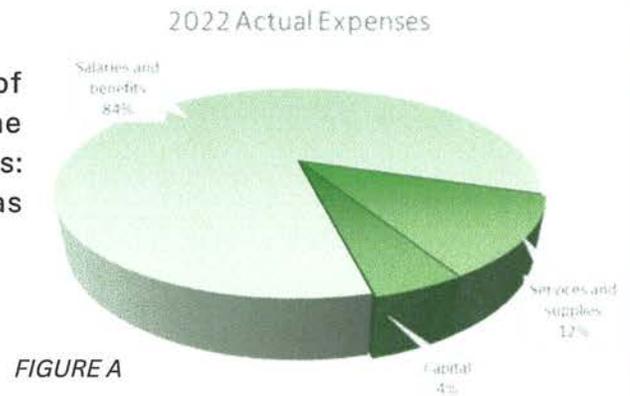
- Portfolios
- Reading Progress
- Seeing AI
- Microsoft Dictate
- Immersive Reader

30

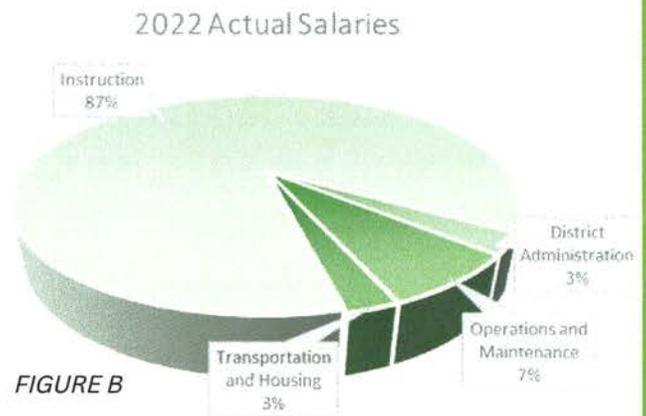
# FINANCE AND OPERATIONS 2022-2023



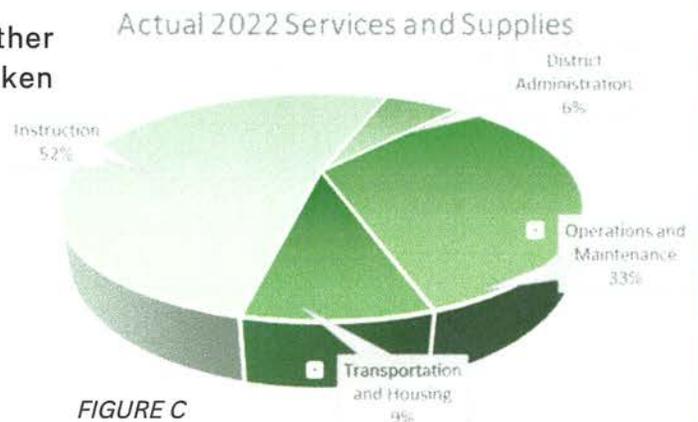
The school district operates on a budget of approximately \$79 million dollars annually. The budget breaks down into three main areas: staffing, services and supplies, and capital as shown in Figure A.



Staffing costs are determined based on student configuration within the schools. Instructional expenses make up the majority of the budget expenditures and are further broken down in Figure B.



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



Instruction services and supplies are funds allocated to support student success. District administration, operations, maintenance and transportation allocations are required to support the overall operations of the school district. Special purpose funds are grants provided by the Ministry which are outside of the normal operating grant and are targeted funds that support Ministry identified priorities or projects. Special purpose funds and targeted funds add supports for Indigenous learners, English language learners, and learners with diverse abilities/disabilities, capacity building, early learning and French programming and have been allocated to support the Board of Education priorities articulated in the 2021-24 Strategic Plan.

This allocation aligns with Learning Outcome Four – Students will graduate with confidence, purpose and options by removing barriers to equity, providing learning environments and inclusive opportunities while engaging all learners.

The majority of the special purpose funds relate to Classroom Enhancement Funds which are provided to appropriately staff the schools for restored language to the Collective Agreements. These directly benefit instruction by providing more than 26 additional classroom teachers, developing new administrative processes and the creation of additional classroom space. During 2021/22, the district received \$3. million in funding through the Classroom Enhancement Fund (CEF) for teaching positions and for other overhead costs related to the contract restoration.

The majority of the special purpose funds relate to Classroom Enhancement Funds which are provided to appropriately staff the schools for restored language to the Collective Agreements. These directly benefit instruction by providing more than 26 additional classroom teachers, developing new administrative processes and the creation of additional classroom space. During 2021/22, the district received \$3. 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 all four of the Learning Outcomes in the Framework for Enhancing Student Learning.

The district’s goal is to effectively support the Framework for Enhancing Student Learning by providing a safe, healthy and financially sustainable learning environment for our students and staff. The Framework for Enhancing Student Learning is reflective of the commitment of School District No. 5 (Southeast Kootenay) to ensure student success by ensuring our learners are literate, numerate, feel connected to our schools and communities and, ultimately, graduate with purpose and options.

### We will continue to:

-  ensure, through multi-year financial planning, budget reviews and the annual budget process, the allocation of resources (people, time, and budget) is completed in a fiscally responsible manner and supports the achievement of the Board’s strategic plan;
-  review and improve business processes and business systems to create value;
-  support our community of learners through effective communication which enables efficient decision making;
-  ensure business continuity through effective risk management, succession planning, strategic recruitment, retention, and professional development;
-  effectively support the governance function of the Board of Education;
-  continue to effectively represent the district perspective to provincial government on business related initiatives.
-  ensure district assets are safeguarded and that the school district’s financial position is stable through the design and implementation of adequate internal controls and financial processes; and
-  ensure departments have the organizational capacity (people and expertise) to manage all current and planned initiatives and projects while delivering regular operations.

## FACILITIES:

School District 5 (Southeast Kootenay) is located in the Southeastern corner of British Columbia. The entire district is on the lands of the Ktunaxa peoples. The District is comprised of the communities of Elkford, Sparwood, Fernie, Jaffray/South Country and Cranbrook. The district serves approximately 6,000 students in: 17 neighborhoods schools (11 elementary schools, 2 middle schools, and 4 secondary schools); Kootenay Discovery School (KDS); Kootenay Education Services (KES); and the Kootenay Learning Campus (KLC), the Continuing Education program.

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

- Students will feel they have a place to belong in our schools and in our society.
- Students will graduate with confidence, purpose and options.

The Operations Department enhances the learning environment and intellectual development of the district learners by maintaining our buildings, grounds and equipment in a safe, clean and in good working condition. This results in healthy school facilities for our students and staff. The maintenance teams provide service for our schools while maintaining building systems with a robust maintenance program.

Facility renewal project plans are completed annually to ensure our facilities remain safe and in good condition. Each year, our Board of Education submits a 5-year capital plan to the Ministry of Education that outlines the major capital projects the district has identified.

Significant growth in student population has occurred in the Elk Valley. Isabella Dicken Elementary School (Fernie) is well above capacity. Over the past 4-5 years, growth has been accommodated by installing portable classrooms and the site now houses 10 portable classrooms. To accommodate future growth the district is currently completing a four-classroom expansion, has acquired land for a future school, and is pursuing options for building a new school to meet the long term needs of the community, which have cost implications for both the capital and operating funds.

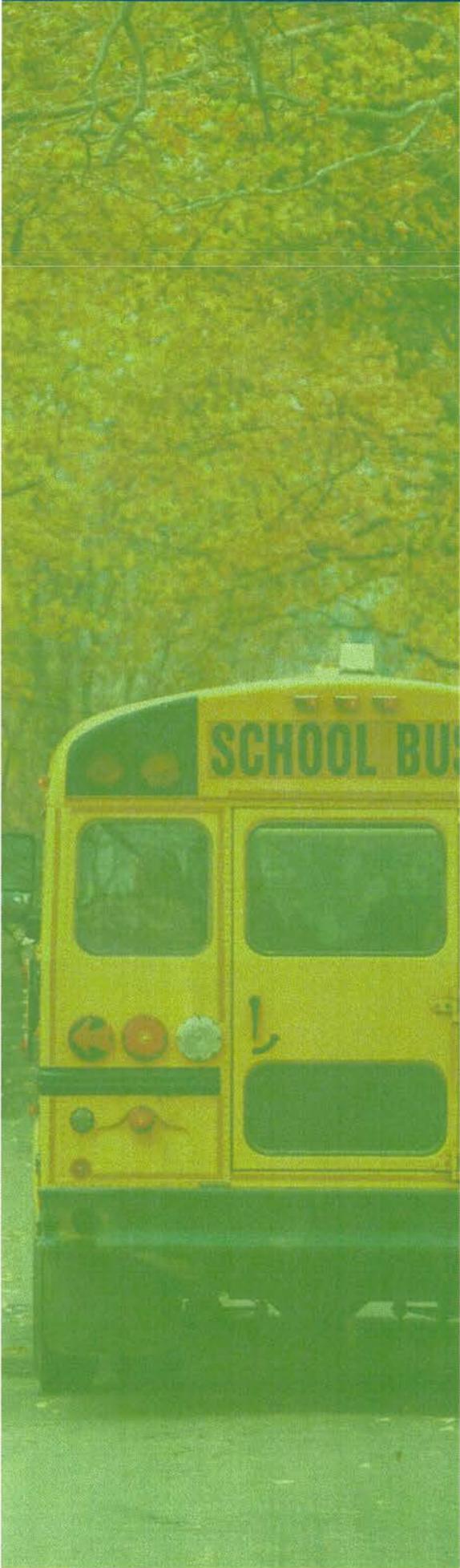
The school district has continued to work towards reducing emissions and has been working towards the goal of carbon neutrality. All the departments continue to be in the mindset of reducing unnecessary emissions through the removal of inefficient printers and purchasing energy saving appliances. The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

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

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

The above operational strategies ensure that School District No. 5 (Southeast Kootenay) will continue to provide all students the best opportunities to succeed in life.





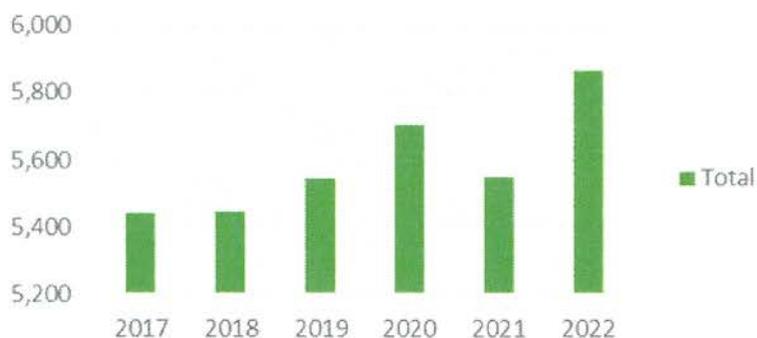
**TRANSPORTATION:**

School District No. 5 (Southeast Kootenay) transports approximately 2,100 students on 25 bus routes in and around Cranbrook and the Elk Valley.

Supporting Educational Outcome Three, students will have a place to belong in our schools and in our society, the transportation department provides financial transportation assistance to parents, whose children are eligible to receive transportation, where bussing is not available. This enhances the connection to the school and to the district. The district also strives to create a welcoming and safe inclusive environment and has purchased a wheelchair accessible bus to ensure that each student has access to school.

A transportation agreement has been developed in collaboration with both of our Indigenous communities to adjust our school bus routes to enhance the service level for our Indigenous students. The transportation department is active in the creation and implementation of the transportation plan with respect to the BC Tripartite Education Agreement (BCTEA), providing extracurricular access to our on-reserve Indigenous students

Total Full-Time Enrolment



As part of the district’s commitment to reducing our carbon footprint, the district operates one electric bus. School District No. 5 (Southeast Kootenay) was one of 14 in the province to receive the CE Electric School Bus grant as part of British Columbia’s mandate of a 40% greenhouse reduction for public fleets by 2030.

**SUMMARY:**

The Finance, Facilities and Transportation departments of School District No. 5 (Southeast Kootenay) support the four Learning Outcomes 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.

# HUMAN RESOURCES



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

## Priority One and Two - Intellectual Development/ Human Social Development

**Strategy 1:** Employ candidates whenever possible with the highest credentials and qualifications for each position

**Action:** Create appropriate postings for all available vacancies

**Outcome:** Providing teachers/support staff to support student learning with qualified staff in the areas they support.

**Measure:** Feedback from principals on teaching staff and yearly evaluations of support staff to ensure satisfactory performance is being achieved

**Strategy 2:** Employ teachers in District roles to support student learning in all communities

 District Numeracy Teacher to support student learning K-12

 District Literacy Teacher to support student learning K-12

 District Social Emotional Learning Teacher to support student learning K-12

 District Behavioral Teacher to support student learning K-12

 2 Student Services Coordinators to support student learning K-12

 District On-Line Learning Teacher Coordinator to support programs for on-line learners

 District Principal of Student Services to support special needs of students K-12

 District Principal of Transformative Learning and Technology to support student learning K-12

**Action:** Create appropriate postings for all available vacancies

**Outcome:** Provide classroom teachers with qualified support staff in the areas they require assistance

**Measure:** Satisfaction survey from principals/teachers on district teaching staff support

**Strategy 3:** Staff to appropriate levels to meet identified learning needs

**Action:** As part of the spring staffing process the HR department will meet with all schools to ensure non-enrolling staffing allocations are adequate to meet the learning needs of students

**Outcome:** All learning needs, above and beyond the required level are addressed through the staffing process.

**Measure:** On-going feedback from principals to the District Principal of Student Services/Directors of Learning/Superintendent

**Strategy 4:** Support teaching and leadership professional learning opportunities.

**Action:** To hire Teachers Teaching on Call who are readily available to support schools to release teaching and support staff for learning opportunities in all communities

**Outcome:** Principals and other learning facilitators will be able to plan learning events supported by an available supply of on Teachers on Call and Support Staff

**Measure:** Track any unfilled absences resulting from learning events held within the district

## Priority Three - Career Development

**Strategy 1:** District Workforce will become more representative of community diversity

**Action:** Complete the process of becoming an equal opportunity employer.

**Outcome:** Increased numbers of diverse population among teachers and other school district staff

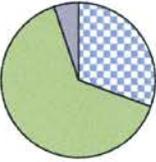
**Measure:** Yearly workforce diversity analysis

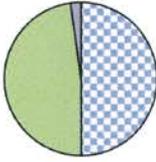
FSA District/School Comparison

2021-22

Foundation Skills Assessment  
005 - Southeast Kootenay - Writers Only

Grade 4 - 2021/22

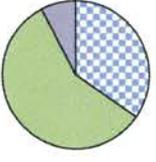
Literacy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	<b>Writers Only</b>	<b>413</b>	<b>79.4</b>	<b>100</b>	<b>30.5</b>	<b>211</b>	<b>64.3</b>	<b>17</b>	<b>5.2</b>
	Female	206	81.1	36	21.6	120	71.9	11	6.6
	Male	207	77.8	64	39.8	91	56.5	6	3.7
	Indigenous	74	82.4	23	37.7	35	57.4	3	4.9
	ELL	5	80	3	75	1	25	0	0
	Diverse Needs*	54	40.7	11	50	10	45.5	1	4.5

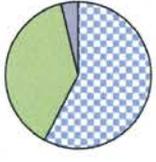
Numeracy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	<b>Writers Only</b>	<b>413</b>	<b>78.5</b>	<b>162</b>	<b>50</b>	<b>155</b>	<b>47.8</b>	<b>7</b>	<b>2.2</b>
	Female	206	81.1	84	50.3	81	48.5	2	1.2
	Male	207	75.8	78	49.7	74	47.1	5	3.2
	Indigenous	74	79.7	38	64.4	19	32.2	2	3.4
	ELL	5	80	3	75	1	25	0	0
	Diverse Needs*	54	38.9	12	57.1	9	42.9	0	0

 Emerging       On Track       Extending

Foundation Skills Assessment  
00501007 - Jaffray Elem-Jr Secondary - Writers Only

Grade 4 - 2021/22

Literacy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	<b>Writers Only</b>	<b>26</b>	<b>100</b>	<b>9</b>	<b>34.6</b>	<b>15</b>	<b>57.7</b>	<b>2</b>	<b>7.7</b>
	Female	16	100	5	31.3	10	62.5	1	6.3
	Male	10	100	4	40	5	50	1	10
	Indigenous	5	100	4	80	1	20	0	0
	ELL	-	-	-	-	-	-	-	-
	Diverse Needs*	2	100	1	50	0	0	1	50

Numeracy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	<b>Writers Only</b>	<b>26</b>	<b>100</b>	<b>15</b>	<b>57.7</b>	<b>10</b>	<b>38.5</b>	<b>1</b>	<b>3.8</b>
	Female	16	100	9	56.3	6	37.5	1	6.3
	Male	10	100	6	60	4	40	0	0
	Indigenous	5	100	5	100	0	0	0	0
	ELL	-	-	-	-	-	-	-	-
	Diverse Needs*	2	100	1	50	1	50	0	0

 Emerging       On Track       Extending

## 00501009 - Isabella Dicken Elementary - Writers Only

Grade 4 - 2021/22

Literacy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
			<b>Writers Only</b>	<b>74</b>	<b>60.8</b>	<b>11</b>	<b>24.4</b>	<b>34</b>	<b>75.6</b>
	Female	27	55.6	3	20	12	80	0	0
	Male	47	63.8	8	26.7	22	73.3	0	0
	Indigenous	8	62.5	2	40	3	60	0	0
	ELL	-	-	-	-	-	-	-	-
	Diverse Needs*	11	27.3	2	66.7	1	33.3	0	0

Numeracy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
			<b>Writers Only</b>	<b>74</b>	<b>59.5</b>	<b>21</b>	<b>47.7</b>	<b>23</b>	<b>52.3</b>
	Female	27	55.6	8	53.3	7	46.7	0	0
	Male	47	61.7	13	44.8	16	55.2	0	0
	Indigenous	8	50	3	75	1	25	0	0
	ELL	-	-	-	-	-	-	-	-
	Diverse Needs*	11	18.2	0	0	2	100	0	0

Emerging     
 On Track     
 Extending

## 00501010 - Frank J Mitchell Elementary - Writers Only

Grade 4 - 2021/22

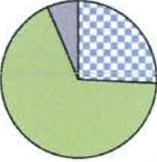
Literacy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
			<b>Writers Only</b>	<b>50</b>	<b>84</b>	<b>16</b>	<b>38.1</b>	<b>25</b>	<b>59.5</b>
	Female	25	96	9	37.5	14	58.3	1	4.2
	Male	25	72	7	38.9	11	61.1	0	0
	Indigenous	10	80	4	50	3	37.5	1	12.5
	ELL	-	-	-	-	-	-	-	-
	Diverse Needs*	10	40	1	25	3	75	0	0

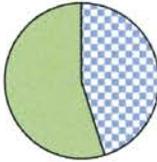
Numeracy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
			<b>Writers Only</b>	<b>50</b>	<b>84</b>	<b>30</b>	<b>71.4</b>	<b>12</b>	<b>28.6</b>
	Female	25	96	19	79.2	5	20.8	0	0
	Male	25	72	11	61.1	7	38.9	0	0
	Indigenous	10	80	4	50	4	50	0	0
	ELL	-	-	-	-	-	-	-	-
	Diverse Needs*	10	40	2	50	2	50	0	0

Emerging     
 On Track     
 Extending

## 00501017 - Rocky Mountain Elementary - Writers Only

Grade 4 - 2021/22

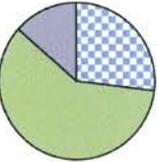
Literacy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>36</b>	<b>86.1</b>	<b>8</b>	<b>25.8</b>	<b>21</b>	<b>67.7</b>	<b>2</b>	<b>6.5</b>
		Female	17	88.2	3	20	10	66.7	2	13.3
		Male	19	84.2	5	31.3	11	68.8	0	0
		Indigenous	7	100	2	28.6	5	71.4	0	0
		ELL	1	0	0	#NA	0	#NA	0	#NA
		Diverse Needs*	3	0	0	#NA	0	#NA	0	#NA

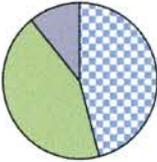
Numeracy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>36</b>	<b>86.1</b>	<b>14</b>	<b>45.2</b>	<b>17</b>	<b>54.8</b>	<b>0</b>	<b>0</b>
		Female	17	88.2	6	40	9	60	0	0
		Male	19	84.2	8	50	8	50	0	0
		Indigenous	7	100	4	57.1	3	42.9	0	0
		ELL	1	0	0	#NA	0	#NA	0	#NA
		Diverse Needs*	3	0	0	#NA	0	#NA	0	#NA

 Emerging
  On Track
  Extending

## 00502023 - Amy Woodland Elementary - Writers Only

Grade 4 - 2021/22

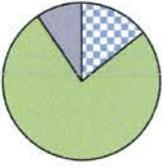
Literacy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>39</b>	<b>94.9</b>	<b>10</b>	<b>27</b>	<b>22</b>	<b>59.5</b>	<b>5</b>	<b>13.5</b>
		Female	17	94.1	2	12.5	13	81.3	1	6.3
		Male	22	95.5	8	38.1	9	42.9	4	19
		Indigenous	9	88.9	0	0	7	87.5	1	12.5
		ELL	-	-	-	-	-	-	-	-
		Diverse Needs*	7	71.4	3	60	2	40	0	0

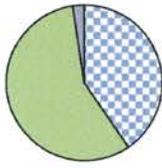
Numeracy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>39</b>	<b>94.9</b>	<b>17</b>	<b>45.9</b>	<b>16</b>	<b>43.2</b>	<b>4</b>	<b>10.8</b>
		Female	17	94.1	10	62.5	6	37.5	0	0
		Male	22	95.5	7	33.3	10	47.6	4	19
		Indigenous	9	88.9	3	37.5	4	50	1	12.5
		ELL	-	-	-	-	-	-	-	-
		Diverse Needs*	7	71.4	4	80	1	20	0	0

 Emerging
  On Track
  Extending

00502024 - T M Roberts Elementary - Writers Only

Grade 4 - 2021/22

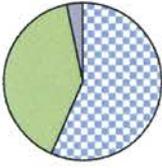
Literacy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>47</b>	<b>89.4</b>	<b>6</b>	<b>14.3</b>	<b>32</b>	<b>76.2</b>	<b>4</b>	<b>9.5</b>
		Female	32	87.5	2	7.1	23	82.1	3	10.7
		Male	15	93.3	4	28.6	9	64.3	1	7.1
		Indigenous	9	77.8	2	28.6	5	71.4	0	0
		ELL	-	-	-	-	-	-	-	-
		Diverse Needs*	3	0	0	#NA	0	#NA	0	#NA

Numeracy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>47</b>	<b>89.4</b>	<b>17</b>	<b>40.5</b>	<b>24</b>	<b>57.1</b>	<b>1</b>	<b>2.4</b>
		Female	32	87.5	9	32.1	19	67.9	0	0
		Male	15	93.3	8	57.1	5	35.7	1	7.1
		Indigenous	9	77.8	5	71.4	2	28.6	0	0
		ELL	-	-	-	-	-	-	-	-
		Diverse Needs*	3	0	0	#NA	0	#NA	0	#NA

 Emerging
  On Track
  Extending

00502028 - Gordon Terrace Elementary - Writers Only

Grade 4 - 2021/22

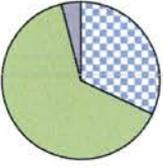
Literacy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>36</b>	<b>83.3</b>	<b>17</b>	<b>56.7</b>	<b>12</b>	<b>40</b>	<b>1</b>	<b>3.3</b>
		Female	20	70	5	35.7	8	57.1	1	7.1
		Male	16	100	12	75	4	25	0	0
		Indigenous	6	100	2	33.3	3	50	1	16.7
		ELL	2	100	2	100	0	0	0	0
		Diverse Needs*	4	100	2	50	2	50	0	0

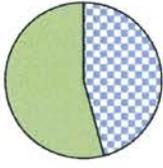
Numeracy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>36</b>	<b>80.6</b>	<b>8</b>	<b>27.6</b>	<b>20</b>	<b>69</b>	<b>1</b>	<b>3.4</b>
		Female	20	70	2	14.3	11	78.6	1	7.1
		Male	16	93.8	6	40	9	60	0	0
		Indigenous	6	100	1	16.7	4	66.7	1	16.7
		ELL	2	100	1	50	1	50	0	0
		Diverse Needs*	4	100	1	25	3	75	0	0

 Emerging
  On Track
  Extending

## 00502029 - Highlands Elementary - Writers Only

Grade 4 - 2021/22

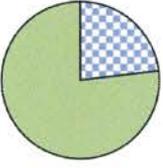
Literacy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>30</b>	<b>83.3</b>	<b>8</b>	<b>32</b>	<b>16</b>	<b>64</b>	<b>1</b>	<b>4</b>
		Female	14	85.7	2	16.7	9	75	1	8.3
		Male	16	81.3	6	46.2	7	53.8	0	0
		Indigenous	7	85.7	3	50	3	50	0	0
		ELL	-	-	-	-	-	-	-	-
		Diverse Needs*	3	0	0	#NA	0	#NA	0	#NA

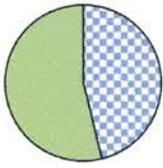
Numeracy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>30</b>	<b>80</b>	<b>11</b>	<b>45.8</b>	<b>13</b>	<b>54.2</b>	<b>0</b>	<b>0</b>
		Female	14	85.7	5	41.7	7	58.3	0	0
		Male	16	75	6	50	6	50	0	0
		Indigenous	7	71.4	5	100	0	0	0	0
		ELL	-	-	-	-	-	-	-	-
		Diverse Needs*	3	0	0	#NA	0	#NA	0	#NA



## 00502030 - Pinewood Elementary - Writers Only

Grade 4 - 2021/22

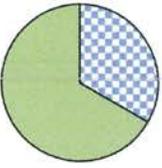
Literacy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>16</b>	<b>81.3</b>	<b>3</b>	<b>23.1</b>	<b>10</b>	<b>76.9</b>	<b>0</b>	<b>0</b>
		Female	7	100	1	14.3	6	85.7	0	0
		Male	9	66.7	2	33.3	4	66.7	0	0
		Indigenous	3	100	1	33.3	2	66.7	0	0
		ELL	-	-	-	-	-	-	-	-
		Diverse Needs*	5	60	1	33.3	2	66.7	0	0

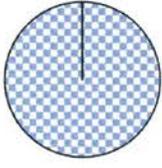
Numeracy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>16</b>	<b>81.3</b>	<b>6</b>	<b>46.2</b>	<b>7</b>	<b>53.8</b>	<b>0</b>	<b>0</b>
		Female	7	100	3	42.9	4	57.1	0	0
		Male	9	66.7	3	50	3	50	0	0
		Indigenous	3	100	2	66.7	1	33.3	0	0
		ELL	-	-	-	-	-	-	-	-
		Diverse Needs*	5	60	3	100	0	0	0	0



00502031 - Steeples Elementary - Writers Only

Grade 4 - 2021/22

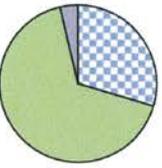
Literacy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>18</b>	<b>50</b>	<b>3</b>	<b>33.3</b>	<b>6</b>	<b>66.7</b>	<b>0</b>	<b>0</b>
		Female	10	60	0	0	6	100	0	0
		Male	8	37.5	3	100	0	0	0	0
		Indigenous	5	60	1	33.3	2	66.7	0	0
		ELL	2	100	1	50	1	50	0	0
		Diverse Needs*	4	25	1	100	0	0	0	0

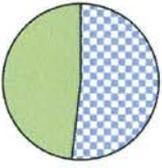
Numeracy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>18</b>	<b>50</b>	<b>9</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
		Female	10	60	6	100	0	0	0	0
		Male	8	37.5	3	100	0	0	0	0
		Indigenous	5	60	3	100	0	0	0	0
		ELL	2	100	2	100	0	0	0	0
		Diverse Needs*	4	25	1	100	0	0	0	0

 Emerging       On Track       Extending

00502032 - Kootenay Orchards Elementary - Writers Only

Grade 4 - 2021/22

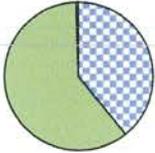
Literacy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>36</b>	<b>75</b>	<b>8</b>	<b>29.6</b>	<b>18</b>	<b>66.7</b>	<b>1</b>	<b>3.7</b>
		Female	20	70	4	28.6	9	64.3	1	7.1
		Male	16	81.3	4	30.8	9	69.2	0	0
		Indigenous	5	60	2	66.7	1	33.3	0	0
		ELL	-	-	-	-	-	-	-	-
		Diverse Needs*	2	0	0	#NA	0	#NA	0	#NA

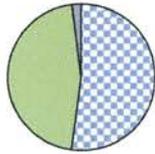
Numeracy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>36</b>	<b>75</b>	<b>14</b>	<b>51.9</b>	<b>13</b>	<b>48.1</b>	<b>0</b>	<b>0</b>
		Female	20	70	7	50	7	50	0	0
		Male	16	81.3	7	53.8	6	46.2	0	0
		Indigenous	5	60	3	100	0	0	0	0
		ELL	-	-	-	-	-	-	-	-
		Diverse Needs*	2	0	0	#NA	0	#NA	0	#NA

 Emerging       On Track       Extending

## Foundation Skills Assessment 005 - Southeast Kootenay - Writers Only

Grade 7 - 2021/22

Literacy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	<b>Writers Only</b>	<b>472</b>	<b>78.2</b>	<b>145</b>	39.3	<b>222</b>	60.2	<b>2</b>	<b>.5</b>
	Female	237	78.9	72	38.5	114	61	1	.5
	Male	235	77.4	73	40.1	108	59.3	1	.5
	Indigenous	94	73.4	30	43.5	38	55.1	1	1.4
	ELL	3	66.7	1	50	1	50	0	0
	Diverse Needs*	82	51.2	27	64.3	15	35.7	0	0

Numeracy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	<b>Writers Only</b>	<b>472</b>	<b>75.4</b>	<b>186</b>	52.2	<b>163</b>	45.8	<b>7</b>	<b>2</b>
	Female	237	75.1	106	59.6	68	38.2	4	2.2
	Male	235	75.7	80	44.9	95	53.4	3	1.7
	Indigenous	94	68.1	44	68.8	20	31.3	0	0
	ELL	3	66.7	2	100	0	0	0	0
	Diverse Needs*	82	51.2	33	78.6	9	21.4	0	0

 Emerging

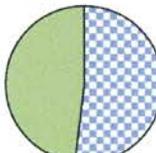
 On Track

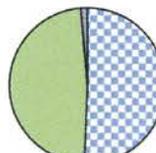
 Extending

\*Note: Diverse Needs includes all students identified in all 12 categories

## 00502011 - Laurie Middle School - Writers Only

Grade 7 - 2021/22

Literacy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	<b>Writers Only</b>	<b>125</b>	<b>64.8</b>	<b>42</b>	51.9	<b>39</b>	48.1	<b>0</b>	<b>0</b>
	Female	58	65.5	20	52.6	18	47.4	0	0
	Male	67	64.2	22	51.2	21	48.8	0	0
	Indigenous	32	59.4	13	68.4	6	31.6	0	0
	ELL	-	-	-	-	-	-	-	-
	Diverse Needs*	31	41.9	11	84.6	2	15.4	0	0

Numeracy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	<b>Writers Only</b>	<b>125</b>	<b>60</b>	<b>38</b>	50.7	<b>36</b>	48	<b>1</b>	<b>1.3</b>
	Female	58	58.6	19	55.9	14	41.2	1	2.9
	Male	67	61.2	19	46.3	22	53.7	0	0
	Indigenous	32	46.9	9	60	6	40	0	0
	ELL	-	-	-	-	-	-	-	-
	Diverse Needs*	31	38.7	7	58.3	5	41.7	0	0

 Emerging

 On Track

 Extending

## 00501007 - Jaffray Elem-Jr Secondary - Writers Only

Grade 7 - 2021/22

Literacy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	<b>Writers Only</b>	<b>28</b>	<b>100</b>	<b>8</b>	28.6	<b>20</b>	71.4	<b>0</b>	<b>0</b>
	Female	15	100	4	26.7	11	73.3	0	0
	Male	13	100	4	30.8	9	69.2	0	0
	Indigenous	1	100	0	0	1	100	0	0
	ELL	2	100	1	50	1	50	0	0
	Diverse Needs*	1	100	0	0	1	100	0	0

Numeracy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	<b>Writers Only</b>	<b>28</b>	<b>100</b>	<b>12</b>	42.9	<b>16</b>	57.1	<b>0</b>	<b>0</b>
	Female	15	100	6	40	9	60	0	0
	Male	13	100	6	46.2	7	53.8	0	0
	Indigenous	1	100	0	0	1	100	0	0
	ELL	2	100	2	100	0	0	0	0
	Diverse Needs*	1	100	1	100	0	0	0	0

Emerging

On Track

Extending

## 00505018 - Parkland Middle School - Writers Only

Grade 7 - 2021/22

Literacy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	<b>Writers Only</b>	<b>161</b>	<b>87</b>	<b>45</b>	32.1	<b>94</b>	67.1	<b>1</b>	<b>.7</b>
	Female	79	88.6	25	35.7	45	64.3	0	0
	Male	82	85.4	20	28.6	49	70	1	1.4
	Indigenous	27	77.8	3	14.3	17	81	1	4.8
	ELL	-	-	-	-	-	-	-	-
	Diverse Needs*	25	52	8	61.5	5	38.5	0	0

Numeracy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	<b>Writers Only</b>	<b>161</b>	<b>88.8</b>	<b>69</b>	48.3	<b>71</b>	49.7	<b>3</b>	<b>2.1</b>
	Female	79	88.6	44	62.9	25	35.7	1	1.4
	Male	82	89	25	34.2	46	63	2	2.7
	Indigenous	27	85.2	14	60.9	9	39.1	0	0
	ELL	-	-	-	-	-	-	-	-
	Diverse Needs*	25	56	10	71.4	4	28.6	0	0

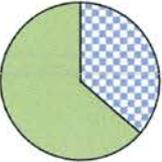
Emerging

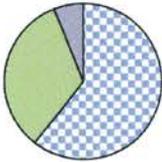
On Track

Extending

## 00505033 - Elkford Elementary Secondary - Writers Only

Grade 7 - 2021/22

Literacy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>33</b>	<b>100</b>	<b>12</b>	36.4	<b>21</b>	63.6	<b>0</b>	<b>0</b>
		Female	11	100	3	27.3	8	72.7	0	0
		Male	22	100	9	40.9	13	59.1	0	0
		Indigenous	11	100	4	36.4	7	63.6	0	0
		ELL	-	-	-	-	-	-	-	-
		Diverse Needs*	2	100	1	50	1	50	0	0

Numeracy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>33</b>	<b>100</b>	<b>20</b>	60.6	<b>11</b>	33.3	<b>2</b>	<b>6.1</b>
		Female	11	100	6	54.5	4	36.4	1	9.1
		Male	22	100	14	63.6	7	31.8	1	4.5
		Indigenous	11	100	9	81.8	2	18.2	0	0
		ELL	-	-	-	-	-	-	-	-
		Diverse Needs*	2	100	2	100	0	0	0	0

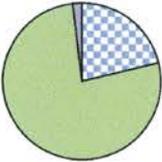
 Emerging

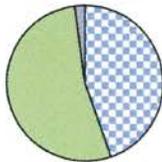
 On Track

 Extending

## 00505034 - Fernie Secondary - Writers Only

Grade 7 - 2021/22

Literacy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>71</b>	<b>73.2</b>	<b>11</b>	21.2	<b>40</b>	76.9	<b>1</b>	<b>1.9</b>
		Female	40	77.5	3	9.7	27	87.1	1	3.2
		Male	31	67.7	8	38.1	13	61.9	0	0
		Indigenous	7	85.7	1	16.7	5	83.3	0	0
		ELL	1	0	0	#NA	0	#NA	0	#NA
		Diverse Needs*	9	66.7	2	33.3	4	66.7	0	0

Numeracy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		<b>Writers Only</b>	<b>71</b>	<b>66.2</b>	<b>21</b>	44.7	<b>25</b>	53.2	<b>1</b>	<b>2.1</b>
		Female	40	75	16	53.3	13	43.3	1	3.3
		Male	31	54.8	5	29.4	12	70.6	0	0
		Indigenous	7	71.4	3	60	2	40	0	0
		ELL	1	0	0	#NA	0	#NA	0	#NA
		Diverse Needs*	9	55.6	5	100	0	0	0	0

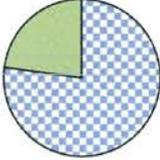
 Emerging

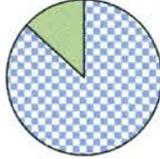
 On Track

 Extending

00505035 - Sparwood Secondary - Writers Only

Grade 7 - 2021/22

Literacy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	<b>Writers Only</b>	<b>49</b>	<b>71.4</b>	<b>27</b>	<b>77.1</b>	<b>8</b>	<b>22.9</b>	<b>0</b>	<b>0</b>
	Female	31	71	17	77.3	5	22.7	0	0
	Male	18	72.2	10	76.9	3	23.1	0	0
	Indigenous	16	68.8	9	81.8	2	18.2	0	0
	ELL	-	-	-	-	-	-	-	-
	Diverse Needs*	12	58.3	5	71.4	2	28.6	0	0

Numeracy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	<b>Writers Only</b>	<b>49</b>	<b>61.2</b>	<b>26</b>	<b>86.7</b>	<b>4</b>	<b>13.3</b>	<b>0</b>	<b>0</b>
	Female	31	58.1	15	83.3	3	16.7	0	0
	Male	18	66.7	11	91.7	1	8.3	0	0
	Indigenous	16	56.3	9	100	0	0	0	0
	ELL	-	-	-	-	-	-	-	-
	Diverse Needs*	12	66.7	8	100	0	0	0	0

 Emerging

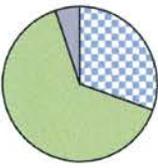
 On Track

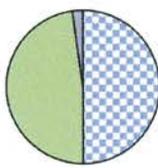
 Extending

## FSA Results 2021-22

### Foundation Skills Assessment 005 - Southeast Kootenay - Writers Only

#### Grade 4 - 2021/22

Literacy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
			<b>Writers Only</b>	<b>413</b>	<b>79.4</b>	<b>100</b>	<b>30.5</b>	<b>211</b>	<b>64.3</b>
	Female	206	81.1	36	21.6	120	71.9	11	6.6
	Male	207	77.8	64	39.8	91	56.5	6	3.7
	Indigenous	74	82.4	23	37.7	35	57.4	3	4.9
	ELL	5	80	3	75	1	25	0	0
	Diverse Needs*	54	40.7	11	50	10	45.5	1	4.5

Numeracy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
			<b>Writers Only</b>	<b>413</b>	<b>78.5</b>	<b>162</b>	<b>50</b>	<b>155</b>	<b>47.8</b>
	Female	206	81.1	84	50.3	81	48.5	2	1.2
	Male	207	75.8	78	49.7	74	47.1	5	3.2
	Indigenous	74	79.7	38	64.4	19	32.2	2	3.4
	ELL	5	80	3	75	1	25	0	0
	Diverse Needs*	54	38.9	12	57.1	9	42.9	0	0

 Emerging

 On Track

 Extending

### Foundation Skills Assessment 005 - Southeast Kootenay - Writers Only

#### Grade 4 Numeracy

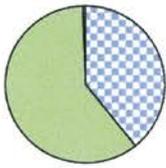
	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2017/18	415	95.4	156	39.4	230	58.1	10	2.5
	2018/19	437	88.8	147	37.9	227	58.5	14	3.6
	2019/20	466	84.3	143	36.4	241	61.3	9	2.3
	2020/21	407	82.3	111	33.1	211	63	13	3.9
	2021/22	413	78.5	162	50	155	47.8	7	2.2
Female	2017/18	195	95.4	78	41.9	103	55.4	5	2.7
	2018/19	236	90.7	82	38.3	126	58.9	6	2.8
	2019/20	228	83.3	67	35.3	118	62.1	5	2.6
	2020/21	193	83.4	58	36	100	62.1	3	1.9
	2021/22	206	81.1	84	50.3	81	48.5	2	1.2
Male	2017/18	220	95.5	78	37.1	127	60.5	5	2.4
	2018/19	201	86.6	65	37.4	101	58	8	4.6
	2019/20	238	85.3	76	37.4	123	60.6	4	2
	2020/21	214	81.3	53	30.5	111	63.8	10	5.7
	2021/22	207	75.8	78	49.7	74	47.1	5	3.2
Indigenous	2017/18	73	95.9	29	41.4	41	58.6	0	0
	2018/19	80	90	42	58.3	27	37.5	3	4.2
	2019/20	87	86.2	37	49.3	36	48	2	2.7
	2020/21	68	82.4	21	37.5	35	62.5	0	0
	2021/22	74	79.7	38	64.4	19	32.2	2	3.4

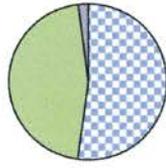
English Language Learner (ELL)	2017/18	1	100	0	0	1	100	0	0
	2018/19	6	83.3	3	60	2	40	0	0
	2019/20	11	81.8	3	33.3	5	55.6	1	11.1
	2020/21	10	70	1	14.3	6	85.7	0	0
	2021/22	5	80	3	75	1	25	0	0
Diverse Needs*	2017/18	56	83.9	23	48.9	22	46.8	2	4.3
	2018/19	59	59.3	19	54.3	12	34.3	4	11.4
	2019/20	51	70.6	26	72.2	10	27.8	0	0
	2020/21	55	43.6	13	54.2	11	45.8	0	0
	2021/22	54	38.9	12	57.1	9	42.9	0	0

\*Note: Diverse Needs includes all students identified in all 12 categories

## Foundation Skills Assessment 005 - Southeast Kootenay - Writers Only

### Grade 7 - 2021/22

Literacy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
		<b>Writers Only</b>	<b>472</b>	<b>78.2</b>	<b>145</b>	39.3	<b>222</b>	60.2	<b>2</b>
Female	237	78.9	72	38.5	114	61	1	.5	
Male	235	77.4	73	40.1	108	59.3	1	.5	
Indigenous	94	73.4	30	43.5	38	55.1	1	1.4	
ELL	3	66.7	1	50	1	50	0	0	
Diverse Needs*	82	51.2	27	64.3	15	35.7	0	0	

Numeracy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
		<b>Writers Only</b>	<b>472</b>	<b>75.4</b>	<b>186</b>	52.2	<b>163</b>	45.8	<b>7</b>
Female	237	75.1	106	59.6	68	38.2	4	2.2	
Male	235	75.7	80	44.9	95	53.4	3	1.7	
Indigenous	94	68.1	44	68.8	20	31.3	0	0	
ELL	3	66.7	2	100	0	0	0	0	
Diverse Needs*	82	51.2	33	78.6	9	21.4	0	0	

 Emerging       On Track       Extending

\*Note: Diverse Needs includes all students identified in all 12 categories

## Foundation Skills Assessment 005 - Southeast Kootenay - Writers Only

### Grade 7 Numeracy

	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2017/18	434	93.5	212	52.2	181	44.6	13	3.2
	2018/19	443	89.4	193	48.7	188	47.5	15	3.8
	2019/20	451	90.2	199	48.9	196	48.2	12	2.9
	2020/21	464	77.4	159	44.3	190	52.9	10	2.8
	2021/22	472	75.4	186	52.2	163	45.8	7	2
Female	2017/18	214	93.9	108	53.7	86	42.8	7	3.5
	2018/19	227	88.5	90	44.8	105	52.2	6	3
	2019/20	204	89.7	90	49.2	86	47	7	3.8
	2020/21	233	73.8	75	43.6	94	54.7	3	1.7
	2021/22	237	75.1	106	59.6	68	38.2	4	2.2
Male	2017/18	220	93.2	104	50.7	95	46.3	6	2.9
	2018/19	216	90.3	103	52.8	83	42.6	9	4.6
	2019/20	247	90.7	109	48.7	110	49.1	5	2.2
	2020/21	231	81	84	44.9	96	51.3	7	3.7
	2021/22	235	75.7	80	44.9	95	53.4	3	1.7
Indigenous	2017/18	111	91.9	66	64.7	35	34.3	1	1
	2018/19	100	88	57	64.8	31	35.2	0	0
	2019/20	99	91.9	53	58.2	35	38.5	3	3.3
	2020/21	89	74.2	35	53	29	43.9	2	3
	2021/22	94	68.1	44	68.8	20	31.3	0	0
English Language Learner (ELL)	2017/18	3	66.7	1	50	1	50	0	0
	2018/19	7	100	5	71.4	2	28.6	0	0
	2019/20	10	100	4	40	5	50	1	10
	2020/21	2	50	0	0	1	100	0	0
	2021/22	3	66.7	2	100	0	0	0	0
Diverse Needs*	2017/18	63	71.4	34	75.6	11	24.4	0	0
	2018/19	55	69.1	29	76.3	9	23.7	0	0
	2019/20	66	71.2	36	76.6	10	21.3	1	2.1
	2020/21	86	65.1	33	58.9	21	37.5	2	3.6
	2021/22	82	51.2	33	78.6	9	21.4	0	0

## Foundation Skills Assessment 005 - Southeast Kootenay - Writers Only

#### Technical Notes:

- The FSA 2020/21 was administered during the COVID-19 pandemic in February 2021. As a result of this, and the fact that this assessment was administered at a non-regular time (in February, rather than October) and the participation rate was lower than usual, it is not advisable (due to validity issues) to compare the results of this assessment to previous FSA assessments.
- There is no longer a writing component on the FSA effective October 2021. The FSA now consists of two components: literacy and numeracy. As a result of this change, it is not advisable to compare the literacy results of the FSA 2021/22 to reading or writing results from previous FSA administrations.
- As a result of curriculum transformation, the content and item format of the FSA was significantly revised in October 2017. Therefore, FSA administrations prior to 2017 cannot be compared to FSA administrations from 2017 and onwards.

## Grades 4, 7, 10 Learning Survey Data:

**Educational Outcome 3** Students will feel they have a place to belong in our schools and in our society

Performance Measure	Percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school				
Students reporting “many times” or “all of the time”	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
<b>Do you feel welcome at school?</b>	%	%	%	%	%
Grade 4 All students	79	75	73	77	72
Grade 7 All students	66	62	69	63	66
Grade 10 All students	60	58	60	58	65
<b>Do you feel safe at school?</b>	%	%	%	%	%
Grade 4 All students	80	81	77	76	79
Grade 7 All students	66	69	65	64	69
Grade 10 All students	70	76	66	70	73
<b>Is school a place where you feel like you belong?</b>	%	%	%	%	%
Grade 4 All students	58	62	60	62	68
Grade 7 All students	52	48	52	47	48
Grade 10 All students	46	45	42	36	45
<b>How many adults care about you?</b>	%	%	%	%	%
Grade 4 All students	71	65	62	72	60
Grade 7 All students	58	46	45	64	50
Grade 10 All students	54	50	50	58	52